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Karan P Patil and V K Patil

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Vis a Vis Population Growth

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#Let'sBeatCoronaTogether

A Brief Overview of Indian Economic History *Vis a Vis* Population Growth[#]

Karan P Patil* and V K Patil**

India maintained leadership in economy, education and military power in the world for long period of three millennia till British regime was started. The world renowned Takshashila University was established in this country in 6th century B.C. Subsequently several universities like Nalanda and Odantapuri, Vikramashila, Mithila and Telhara (Bihar), Somapura (Bangladesh), Jagaddala, Bikrampur, Nadia (Bengal), Nagarjunakonda, Amravati (A.P.), Sharada Peeth (Kashmir), Vallabhi (Gujrat), Kanchipuram, Sala and Kanthalloor (Tamil Nadu), Manyakheta (Karnataka), Pushpagiri and Ratnagiri (Orissa), Morena Golden Triangle (Madhya Pradesh), were established. They offered education to students from all countries.

According to the economic historian Angus Maddison, the Indian Subcontinent was the world's most productive region from 1 C.E. to 1600 A.D.

India's Percentage of World's GDP (in 1990 International Dollars):

Highest per cent of world GDP was recorded in 1 Christian era, when it was 32. (in 1990 International Dollars) (Table-1).

In 1000 A.D., India's % of world GDP was 28. From 1500 AD to 1700 A.D., it was fluctuating between 22 to 24. After Maurya empire, kingdoms, including Cholas, Pandayas, Cheras, Guptas, Western Gangas, Harsha, Palas, Satwahans, Rashtrakutas and Hoysalas were followed. During the period from 1 C.E. to 1000 A.D. the Indian subcontinent has accounted for one-third to one-fourth of the world's products and population. However the GDP per capita remained somewhat unchanged. During the medieval times, India was the world leader in manufacturing and produced 25% of the world's industrial output, till the British regime was started. *Bengal Subah* was the most prosperous, then. A sharp fall in % of world GDP, was noticed in 1820 A.D. which was coincided with the early period of colonial era. During the colonial era, the same was consistently declined. England flourished, because it got immense benefit from Industrial revolution I and II and also exploited the accumulated

[#]The Article is being Published to Commemorate the World Population Day on 11th July.

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wealth of India. India missed Industrial revolution I and II. India witnessed deindustrialization and cessation of various craft industries under British rule, which along with fast economic and population growth in western world resulted in India's share of the world economy declining from 24.4% in 1700 to 4.0% in 1950, and its share of global industrial output declining from 25% in 1750 to 2% in 1900. According to the other source, the estimated percentage of world GDP was 1.45, 2.23 and 3.27 in 2000, 2009 and 2018 A.D., respectively. From 1991 to 2018 The per cent of world GDP for the major period was below 2.

India's Average Percentage GDP Growth

From 1 C.E. to 1940 A.D. the average percentage GDP growth ranged from 0.1 to 0.9. In 1950 A.D. the same was sharply decelerated and was of minus 1.80, approximately. This seems to be an accumulated shock of the British regime to the Indian economy. In 1990 it gained steadily. This was perhaps because it coincided with economic liberalization, promulgated by the Government headed by Prime Minister Shri P.V. Narsimha Rao. During the last 30 years, according to Macrotrend.net, Indian GDP growth rate reached 8.5% in 2010 and 8.85% in 1999, which were the

peaks. Majority of this period except the near 2020 recorded growth rates between 5 to 7. Countries like South Korea, Taiwan and many others having similar conditions like India. These countries developed fast and recorded continuous annual growth rate of about 12. As a result they are designated as developed countries. In 2020, the growth was at nadir and it was minus 23.0 as compared to the previous year's growth.

Recently, the world bank reported that India's GDP is expected to contract by 9.6% this fiscal which is reflective of the national lockdown and the income shock experienced by households and firms due to COVID-19 pandemic noting that the country's economic situation is "much worse" than ever seen before. This growth setback is expected in 2020 after tapping 6% annually in the past five years. It is an exceptional situation in India. The World Bank said that the spread of COVID-19 and containment measures have severely disrupted supply and demand conditions in India.

India's Population

In 1 C.E. the Indian Population was 7 crores which steadily increased to 7.9 crores by 1500 A.D. The population rose significantly in 1600 A.D. and

Table 1 : India's GDP (in 1990 International Dollars and Population in Various Periods)

Year	GDP	GDP Per capita	Avg % GDP growth	% of world GDP	Population (crores)	% of world Population	Period
1	33750 (m)	450	--	32.0	7.0	30.3	C.E.
1000	33750 (m)	450	0.0	28.0	7.2	27.15	Early medieval era
1500	60500 (m)	550	0.117	24.35	7.9	18.0	Late Medieval era
1600	74250 (m)	550	0.205	22.39	10.0	17.98	Early modern era
1700	90750 (m)	550	0.201	24.43	16.5	27.36	
1820	111420 (m)	533	0.171	16.04	20.9	20.06	
1870	134880 (m)	533	0.975	12.14	25.3	19.83	
1913	204240 (m)	673	0.965	7.47	30.3	16.64	British era
1940	265450 (m)	686	0.976	5.9	38.6	16.82	
1950	300000 (m)	619	-1.794	4.17	35.9	14.11	After Independence
1990	326608 (m)	367	4.075	4.05	83.0	15.92	
2000	476 (Billion)	443	3.84	1.41	105	17.14	
2009	1365 (Billion)	1102	7.86	2.23	121	18.48	
2018	2718 (Billion)	2006	6.12	3.27	135	17.69	
2019	2875 (Billion)	2104	5.20	3.54	137	19.57	
2020	2610 (Billion)	1900	23.90	3.40	138	19.71	

was recorded at 10 crores. Further it was boosted to 16.5 crores in 1700 A.D. This population growth was steadily increased and reached to 30 crores mark in 1913 A.D. Further population got fillip in 1940, when it ascended to 38.6 crores. After getting setback in growth, the population of 35.9 was registered in 1950. Surprisingly in 1990, the population was shot up and reached to 83.9 crores. The population has reached to 138 crores in 2020 A.D.

After 1990, the growth rate of population was more than 2 for two years consecutively, but rest of the period till the 2020, the rate of growth of population invariably was below 2%. The growth rate showed declining trend.

India's Percentage of World Population

It is surprising to note that India supported very large number of people as compared to any other country. It had largest share of 30% population from 1 C.E. to 1000 A.D.

India's GDP

India's GDP has been estimated at around 34000 millions till 1000 A.D. In 1500, it doubled and recorded at 60500 millions. It steadily increased and reached to about 135000 millions in 1870. Further it got boost twice, i.e. in 1913 and in 1940 and was recorded at 204240 and 265450 millions respectively. The rate of increase in GDP was slowed down a little bit. This setback may be because of the country's partition and great misery. The newly independent but weak treasury of Indian government reported annual revenue of £334 millions in 1950. In contrast, Nizam Asaf Jah VII of Hyderabad state was having a fortune of almost £ 668 millions then. A U.S. dollar was exchanged at 4.79 rupees. After liberalization India emerged as one of the world's fastest growing large economy. India's GDP during last 30 years, according to another estimates, has been increasing except the year 2020. In 2000 the country's GDP was 10493 and registered at billion dollars 1365. The GDP further improved in 2018 and 2019 and the same was registered at 2718 and 2875. If expectably slumped down to 2610. This is the rude shock of corona pandemic.

The Government of India on march 24 announced nationwide complete lockdown that

brought as much as 70% of economic activity, investment, exports and discretionary consumption to a standstill.

India's GDP Per Capita

India's GDP per capita remained same right from 1 C.E. to 1000 A.D. with right gain during 1913 and 1940. India experienced increased per-capita GDP in medieval era after 1000 A.D. This period was coincided with Delhi Sultanate in north and Vijaynagara Empire in the south. A note worthy fall in capita GDP was noticed in 1990 when the GDP was noted at \$ 1309 per capita. GDP was noted in 1990 and later it started growing. This is the accumulated effect of the era of economic liberalization. According to macrotrends net, India's GDP per capita during last 30 years has been slightly increasing except in 1993 and 2008. The GDP per capita in 2019 was \$ 2104.

The phenomenon of increasing GDP per capita in recent past received jolt first time in 2020. The world including India is facing deadly COVID-19 for the last more than one and a half year. The activities are standstill and India has faced longest lockdown in the world. This is indeed a trying time for India.

The economic growth has decelerated. We are worstly affected as compare to Britain, Spain, Italy, Japan, Germany and many other countries. The estimate of GDP per capita for 2020 is 1900\$. The growth is projected to rebound further in 2021, as per the World Bank.

Conclusion

During ancient and medieval periods, India was bestowed with highest GDP and also population. It had more than quarter of the world's GDP and population. Right from the old times to the Moghul period, India Virtually enjoyed the world's leadership.

In a short period of about 150 years India was thrown to poverty by British rule. After independence the country couldn't recover as the income per capita of the country is drastically low as compared to that of comparable countries like South Korea and Taiwan. Population explosion added to the problem. □

Online Education in Higher Education Institutions: An Analysis

K Sowjanya Sree* and H Venkateshwarlu**

Online education has a longer history than many of us would have realized. Although the terms online education or more so online classes have become very popular during the current pandemic crisis, online education had existed and had been utilized for many decades from now as a premium mode of educational instruction.

Historical Perspective of Online Education: India and Abroad

Revisiting the history of online education, it is interesting to note that the alternative to face-to-face mode of educational instruction was significantly revolutionized by the use of Television in the early 1950s, with the postal mode of correspondence learning as almost the only popular predecessor to it. Viewed already in the middle of the last century as a potential tool for audio-visual display of educational instructional material, the USA Federal Communication Commission started an education channel in 1952 (Vyas et al., 2002). This technique gained popularity and by 1972, it grew to an extent of 233 television educational channels. The Ohio University, University of Texas and University of Maryland, all based in the USA, had pioneered the networking of these television channels for reaching out to the students in terms of distance education (Vyas et al., 2002). In India, starting in 1961, as quick as two years after the launch of Doordarshan, projects on using television as medium of education were initiated. Some of them include Secondary School Television Project (1961), Delhi Agriculture Television Project (Krishi Darshan, 1966), Satellite Instructional Television Experiment (SITE, 1975), UGC-Higher Education Television Project (HETV, 1984), IGNOU- Doordarshan Telecast (1991), Gyan-Darshan Educational channel (2000) (Vyas et al., 2002) and more recently the Swayam Prabha channels. Distance education in India was highly

driven by the pioneering efforts of Prof. G. Ram Reddy who played a pivotal role in the making of two of the premiere centers for open learning, Dr. BR Ambedkar Open University in 1982 and Indira Gandhi National Open University (IGNOU) in 1985 (IGNOU, 2021).

The Rise of Online Education

With the onset and access of computers, the focus was shifted. In 1960s, the University of Illinois, USA developed PLATO (Programmed Logic for Automatic Teaching Operations), which had interlinked computers forming a network with multi-user computing parameters, as a learning system. This is something that led to the development of present-day intranet (White, 2017). Almost three decades later, University of Phoenix, USA which was founded by John Sperling initially for serving the needs of adult education (University of Phoenix, 2021), pioneered the model of online education in 1989 (Woods, 2020). Then on, with the advancements in the World Wide Web, the range of online education also got extended. One can imagine the dimension of its growth from current day economics of online education, with a worldwide market of well over 250 billion USD in 2020 and is expected to be at 1 trillion USD by 2027 with a CAGR of 21% during these six years (Wadhvani and Gankar, 2021).

The current COVID-19 pandemic scenario has forced the students and the teachers to adopt and adapt to online teaching and learning system. In view of this, a Study has been conducted to evaluate the status of online education in Indian Higher Education Institutions (HEIs). The study is aimed at finding a sustainable long-term approach in implementing online education in Indian HEIs.

A Discussion on Results of the Study

Online Survey Method was adopted for the study. Two separate questionnaires on online education, one for students and the other for teachers were prepared for the Study. The questionnaires consisted of questions on: mode of delivery, and device used for online lectures, perception of online

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lectures, advantages and drawbacks of online education, online assessments, and emerging trends in online education.

The online survey of the questionnaires was performed using Google Forms. The sample size of the users, students was $n = 210$ and that of teachers was $n = 70$. The students and teachers who contributed to the survey were from different disciplines, from different strata of HEIs and from different locations across India. The survey results were categorized, analyzed and compared, and presented in the form of tables in the results section. The data is presented in terms of percentage wherever applicable.

Online Lectures: Logistics

The delivery of online lectures can be in two different modes: synchronous and asynchronous. In synchronous mode, the teacher as well as all the students are available on an online platform at the same time, for delivery or participation, respectively, in the online lecture from different geographical locations. Some of the online platforms used for such a synchronous mode of online teaching and learning are WebEx, Zoom, Google Meet and more. On the contrary, in asynchronous mode of online learning, the teacher and the students, being at different geographical locations, can access the online content of the course at different timings. Online instructional material like recorded video or audio lectures, media uploads, reference reading material and so on are uploaded on to an online platform or learning management system by the teacher which can be accessed by students at their convenient time (Keep Learning Website).

In the present survey, it was found that a majority of the students have exposure to synchronous mode of online lectures via Google Meet (74%) and Zoom (57%), and only a small proportion are exposed to the asynchronous modes like accessing recorded video (22%) and audio (14%) lectures which are either supplementary to the ones in synchronous mode or are standalone (Table-1). Other than the platforms listed in the Table-1, in only a handful of cases, tools such as Microsoft Teams, Webex, Medwhiz, Webinars or receiving reading and reference material via online media were used to access the online course content.

Talking about access to online lectures, in which ever mode, it is important to learn about the facilities or instrumentation required there in and if the users

are adequately equipped with the same. In the present survey, it was found that 92 % of the students use only Smart Phone or a combination of devices to attend classes or access course content. On the other hand, only about one third of the students, i.e., 36 % utilize a laptop for attending online lectures. And, desktops seem to be almost non-existent with the students. From an evolutionary perspective of technology, desktops are disappearing from the race of ICT facilities available with the students. From this data, it can be inferred that the availability and access is very high for smart phones in case of students. When looked at from the other side, it is noteworthy that the advancement in smart phone technology has come very handy for accessing online lectures during the pandemic, especially in terms of its affordability, portability and cost effectiveness. However, access to laptops might have an edge in terms of student performance.

Hence, it is necessary to improve the ICT infrastructure facilities at the student end. Some of the recent initiatives taken by the governments across the nation are noteworthy in this context. In Kerala, the Kerala State Financial Enterprises (KSFE) together with *Kudumbashree* has come up with a Microcredit Scheme- KSFE Vidyashree Scheme so as to provide laptops to the needy members of *Kudumbashree* (Kudumbashree, 2021). This initiative is going to be a step towards equipping the students adequately for accessing and participating in online courses. The State Poverty Eradication Mission (SPEM), is popularly known as the *Kudumbashree* in Kerala. It is the State government's instrument for poverty eradication under the Local Self-Government Department.

From the survey, a similar trend as above was observed in the case of teachers delivering the online lectures wherein the synchronous lecture mode was preferred over asynchronous mode which is being mostly used as a supplement to the teaching (Table-2). The Zoom (64%) and Google Meet (60%) platforms were used for synchronous online teaching and learning, and recorded video (36 %) and audio (10 %) lectures contributed to asynchronous modes. A small number of teachers also used modes like Google classroom, Skype, WebEx, Microsoft Teams and made use of delivery of reference material via online mode as a supplement. A majority of the teachers have access to better devices like laptops (82 %) which improves the quality of online lecture

delivery. However, it is to be noted that also 54 % of the teachers utilized smart phones as stand-alone or supplementary devices for use in online lecture delivery.

It has to be realized that both synchronous and asynchronous modes of online lectures have their own merits. Synchronous mode of online instruction is closer to a face-to-face instructional session which allows both the teacher as well as the

student to be in sync with each other with respect to time. It facilitates the students to clarify their doubts during the session and also allows the teacher to get the feedback intermittently during the lecture. On the other hand, asynchronous mode allows for a greater and wide spread access of the instructional resources to the students and allows for repeatability of the course content for the students to ponder upon it carefully (Keep learning website). Keeping in view the merits of both the systems, the two modes

Table-1: Logistics of Online Lectures Attended by Students

Mode of online lectures attended by students			Device used for accessing online lectures by students	
S.No.	Mode	Percentage* (%)	Device	Percentage* (%)
1	Google Meet (Synchronous)	74	Smart phone	92
2	Zoom (Synchronous)	57	Laptop	36
3	Recorded video lectures (Asynchronous)	22	Desktop	3
4	Recorded audio lectures (Asynchronous)	14		

* Some students have access to more than one category.

Source: Questionnaire survey

Table-2: Logistics of Online Lectures Delivered by Teachers

Mode of online lectures delivered by teachers			Device used for delivering online lectures by teachers	
S.No.	Mode	Percentage* (%)	Device	Percentage* (%)
1	Zoom (Synchronous)	64	Laptop	82
2	Google Meet (Synchronous)	60	Smart phone	54
3	Recorded video lectures (Asynchronous)	36	Desktop	16
4	Recorded audio lectures (Asynchronous)	10		

*Some teachers utilize more than one category.

Source: Questionnaire survey

Table-3: Advantages of Online Education

S. No.	Advantages	Students (%)*	Teachers (%)*
1	Attend to/delivery of lectures from any location	74	88
2	Refer to the recorded lectures time and again	37	-
3	Ease in access to lecture notes and presentations/recordings	30	-
4	use of audio visuals improves student attention	11	36
5	Syllabus covers on time or before time	0.5	-
6	Lecture to larger student capacity	-	62
7	Reduces stress on throat	-	16
8	Each student learns in isolation being in a virtual group. Audio-visuals are accessed individually	-	2

*Some users have more than one advantage;

Source: Questionnaire survey

could be used in combination in order to enhance the learning experience of the students. One of the many combinations is to record a synchronous online lecture and to make the recorded video or audio available to the students so that the students can have access to the lecture content also for later duration of the course.

Online Education: Advantages

There are several advantages of online mode of educational instruction. In the present study, both groups of users referred to two main advantages, location convenience, i.e., ability to attend or deliver the lecture from any geographical location, and improvement in student attention and interest with the use of audio-visuals (Table 3). The ease in access to lectures and lecture material in terms of their repeatability and reproducibility were also advantageous to students. Teachers also found it advantageous in the case of delivering lecture to a larger group of students.

Online Education: Drawbacks

In the current situation, a drawback faced by both the students and the teachers was lack of classroom environment (Table 4). Students miss socializing with their peers and the teachers lack eye contact and instant feedback from the students.

Poor attention span of the students also was a drawback faced by some of the teachers in spite of making efforts to improve the student attention by using audio visuals as discussed in the previous section.

Online Education: Challenges

Online education, like any new system or technology in the beginning, has several challenges. Poor, inconsistent and insufficient internet connectivity was a challenge faced by students and teachers alike in the current situation (Table 5). The education system in collaboration with the telecom industry could develop internet packages especially for students and teachers to suit the online mode of education. Difficulty in access to laboratory course work with hands-on training was a challenge for the science programmes. Use of virtual laboratory platforms can be helpful in this case. Awareness on the use of virtual labs should be spread among both the student and teacher community in order to make maximum utilization of the resource in order to deal with this challenge. Inconvenience faced by some of the teachers and students to interact with each other is another challenge. The unavailability of adequate facilities with some of the students is a challenge that needs to be addressed. As discussed above, initiatives taken up by some of the state governments

Table-4: Drawbacks of Online Education

S. No.	Drawbacks	Students (%)*	Teachers (%)*
1	Lack of classroom environment	68	76
2	Miss socializing with friends	46	-
3	Not able to engage in studies full time, incidents at home affect during class time	0.5	-
4	Poor attention span of students	-	4
5	Limited access to books	0.5	-
6	Lack of instant feedback and eye to eye contact	-	80

*Some users find more than one drawback; Source: Questionnaire survey

Table-5: Challenges in Online Education

S. No.	Challenges	Students (%)*	Teachers (%)*
1	Poor or inconsistent internet connectivity	72	74
2	Difficulty in laboratory course work	66	80
3	Not convenient to interact with teachers/ mentor the students	0.5	4
4	Lack of laptops and associated devices for performing activities	0.5	-

*Some users face more than one challenge; Source: Questionnaire survey

in order to provide laptops to the needy students are commendable.

Online Education: User Perception and Acceptance

In the survey on perception of users (students and the teachers) about online lectures vs offline lectures, agreement or disagreement of different levels was expressed for the statement ‘online lectures are better than offline lectures. In the user groups, students and teachers, a majority (38–40 %) disagree with the statement that online lectures are better than offline lectures (Fig. 1). And, those who are in complete agreement with the statement are only about 10 % or less in both the user groups. It is interesting to note that a good number of the users (Students: 25 % and teachers: 16 %) have a neutral opinion in this regard.

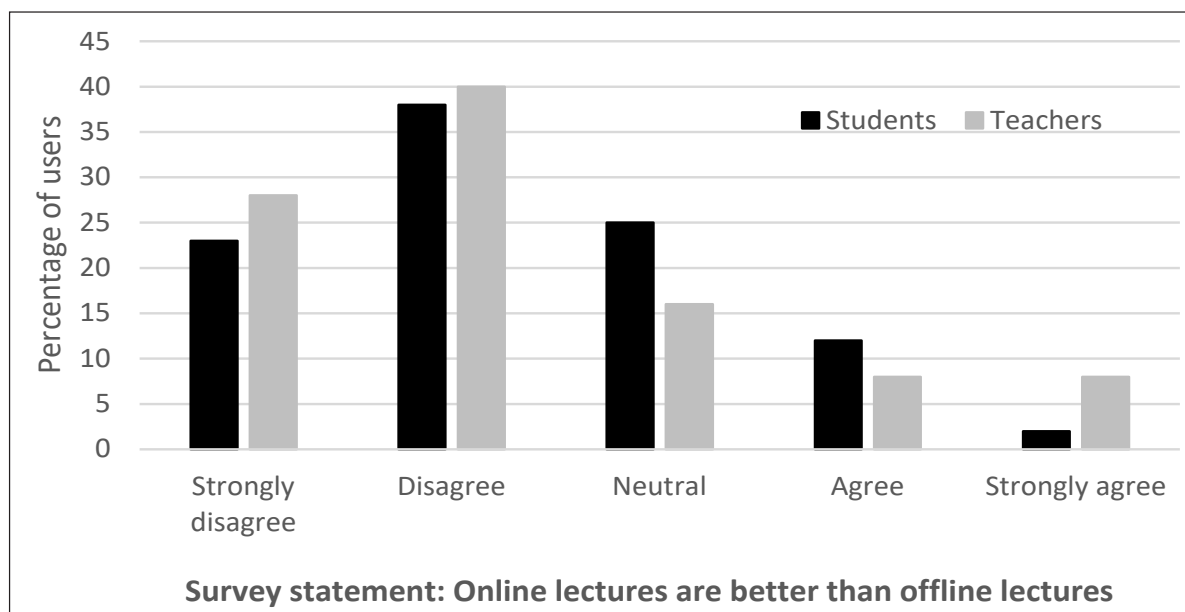
Moreover, in both the user groups, a majority (students: 35 % and teachers: 54 %) of the users opined that up to 20 % of lectures for a course can be in online mode. A good proportion of the students (32 %) and teachers (20 %) opine that upto 10 % of lectures for a course could be in online mode. For both the user groups (upto 57 %), the online assessment and evaluation process is acceptable. This high percentage of user acceptance for integration of online lectures into a course

curriculum, in spite of a majority of the users not perceiving online lectures to be better than offline lectures could be because of the several advantages of online education as discussed above. The advantages could be seen as overpowering the drawbacks and challenges in the current status of online education. Employing appropriate measures to minimize the drawbacks and challenges in the online system of education can allow integration of online lectures into an offline curriculum as a potent option.

Conclusion and Future Prospects

The user groups, students and teachers have pointed towards considerable depth of advantages for inclusion of online education in the present curriculum. However, there also exist several drawbacks and challenges as discussed above. Implementation of online mode of delivery of educational instructions has to be appropriately monitored and regulated maintaining high-quality standards. In order to realize it, upgradation of the infrastructural facilities, especially the ICT related and the improvement in internet connectivity and access are the basic prerequisites. Further, the LMS system in every Indian HEI should be well designed to meet the needs of all the users and a proper support system should be in place for any necessity.

Fig. 1: Perception of the Users (Students and Teachers) on Online Lectures vs Offline Lectures



The faculty of all the HEIs should be trained via an ARPIT (Annual Refresher Programme in Teaching) refresher course in the use of ICT tools and other programmes for online lectures, assessment and evaluation. Student awareness sessions on the efficient use of new technology platforms should also be considered.

As online education system is progressing, several trends are emerging in the direction of its growth. It is an accessible and flexible learning with guidance, support and feedback from subject experts. The built up of online peer study groups and discussion groups and student autonomy are a few others which are gaining the floor. However, there are also some alarms which need to be checked and monitored. The government and the HEIs should develop an efficient and foolproof system that is responsive to the users.

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We Congratulate.....

Prof. Katta Narasimha Reddy for taking over as the Vice Chancellor, Jawaharlal Nehru Technological University, Hyderabad, Telangana with effect from May 23, 2021.

Prof. Sunil Kumar for taking over as the Vice Chancellor, Rajiv Gandhi Proudyogiki Vishwavidyalaya, Bhopal, Madhya Pradesh with effect from June 21, 2021.

Prof Anand Kumar Tyagi for taking over as the Vice Chancellor, Mahatma Gandhi Kashi Vidyapith, Varanasi, Uttar Pradesh with effect from June 23, 2021.

Population Control is Inevitable to Expedite Development in India[#]

M S Kurhade*

“The test of our progress is not whether we add more to the abundance of those who have much; it is whether we provide enough for those who have too little.”

-Franklin D. Roosevelt

Atal Bihari Vajpayee-Former Prime Minister and Former Chairman, National Commission on Population aptly said “A small family represents an opportunity for better education, good health and prosperity. This is well understood in several states of the country which have taken effective steps towards population stabilization. The message needs to be disseminated in some states which are still registering, high population growth. On this World Population Day let us resolve to keep the size of our families small to ensure a better future for our citizens and the nation”.

Adding to the existing socio-economic ills of society, the huge “Population Explosion” in India is a root cause for much of our problems. The limited resources of the landmass and the ever-growing consumers make it difficult to have India at balance in its consumption and production and availability of resources. Hence, we need to now rely on the awareness initiatives, family planning and basic education to all. It’s time that we need to relook into the implementation of the policy. “One family at the max 2 child policy”. The policy can be executed by controlling the subsidies being provided to a family; if number of children in the family exceeds 2, then all the subsidies provided to them would automatically be removed and the person will no longer be entitled to any subsidies.

Understanding the demographic changes that are likely to unfold over the coming years as well as the challenges that they present for achieving sustainable development is important to have sustainable framework on development strategies.

[#] The Article is being Published to Commemorate the World Population Day on 11th July.

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The world population reached 7.6 billion as of mid-2019; China (1.43 billion) and India (1.38 billion) remain largest countries of the world, both with more than 1 billion people representing 19 and 18 percent of the world’s population respectively. In India 26 million babies- the population of Sweden, Norway, Denmark and Finland combined are born every year. 350 million people were added to India’s population in a decade, compared to China’s rise by 210 million in the same period.

This dramatic growth has been driven largely by increasing number of people surviving to reproductive age, increasing urbanization and accelerating migration. By 2050 about 66% of the world population will be living in cities. Average global life spans have risen from 64.8 in the yearly 1990’s to 70 years today. India the second largest populated country in the world, supports 18% of the world’s population with meager 2.42% of world’s land area and 1.5% of world’s income. According to Census Research 2011, India’s population was 121 crore and it grew at 1.8% per annum.

In 2050 India’s population is projected to be 1.69 billion—China’s will be 1.36 billion. India added 1.81 billion people to the world between 2001 and 2011 slightly less than entire population of Brazil. But 56% of India’s population lives on less than US \$ 2 per day. India ranks at the bottom of the pyramid in per capita level consumption indicators.

India’s population has reached a breaking point. The limitless burgeoning of population growth has affected the lives of Indians in every aspect. It has affected them in every sphere of lives. In the health and welfare sector, India now records the planets highest number of HIV-positive cases. It has surpassed South Africa as having the world’s highest number of HIV-positive cases, there are currently 5.7 million reported cases in India. Sex workers, truck drivers and intravenous drug users also fall into the high-risk category. There are believed to be atleast 12000 sex workers in Mumbai alone who are suffering from this disease.

Indian farmers are always in debt. With innumerable dams built across various rivers,

agriculture is still a gamble in monsoon in India. It is reported that India's agricultural output is lost due to soil degradation from over farming, rising soil salinity, loss of tree covers and poor irrigation. The heart-rending human tragedy of the farmers suicide occurs on a daily basis here due to the crushing level of debt and poverty. The list is endless. The problems faced by the people are many.

But lurking behind all these various problems faced by the Indians is the basic Malthusian truth. There are too many people in India for the country to support at its current level of development.

As population and consumption grow, threats such as climate changes, decreasing biodiversity emerge. Concrete jungle is mounting up. Crucial local environmental problems—including shortage of safe drinking water, arable land, mounting wastes of all kinds, air, water and noise pollution affect health and threaten the expansion of food production required to feed more mouths.

It is to be noted that although India was among the first in the world to announce a population plan way back in 1952, it was only in 2000 that a Commission was set up which went on to draft "comprehensive" population policy. Measures taken to control the population of the country have yielded result, but the census has brought to the fore so many shocking revelations. We need to show how much population we can feed in the coming years with quality life.

Countries would be better off with lower population growth and birth rates. This is exemplified by the east Asian 'tiger' economies, including South Korea and Taiwan, that in recent decades, have been rapid increase in per capita incomes as birth rates declined.

To eradicate poverty, to give schooling, health care, housing above all jobs for everyone is a herculean task for any elected government to carry out successfully. Huge investment should be made to mitigate gender bias and to increase human capital formation by increasing the knowledge, the skills and the capabilities of all sections of the people in the country. It should include adequate amount of investment on health, education and social sectors. Think of population growth as a speeding train, when driver applies the brake, train doesn't stop immediately. Momentum moves it forward to

considerable distance before it coming to a halt. It is high time to revisit population development strategies in India. The point of population stabilization is to reduce misery. If we do not halt rapid population growth with justice and compassion, it will be done by the nature brutally.

A new report shows that a considerable portion of India's population has aged in the last sixty years, and experts are saying that we must mind ways of gainfully engaging senior citizens in the economy. The country's demographic dividend is such that 365 million of population is between ages of 10 and 24, the highest of its kind in the world. This can chauffeur the Indian economy to desired goalposts, provided the people in this age bracket are given adequate skills. The fact that India will become the world's youngest country, with a median age of 29, has prompted the government to set up the Ministry of Skill Development, which has become the nodal Ministry of flagship initiatives like skill India. Launched in July 2015, it is aimed at training 500 million youth for various employment opportunities. This is an extremely ambitious goal post.

However, data provided in a recent report by the government shows that even though India may have the "demographic gift" of a young population, the bigger picture is more complicated when one takes the rise of the country's elderly population into account. The report titled elderly in India: Profile and Programmes 2016 was put together by the Central Statistics Office (CSO) under the Ministry of Statistics and Programme Implementation (MOSPI). A dip into the data shows that the share of the elderly in the population as a whole has risen from 5.5% in 1951 to 8.6% in 2011. Between 2001 and 2011, there has been a 35.5% increase in that bracket (from 7.66 crores to 10.38 crores). By 2021, this figure is likely to jump higher, according to the 2014 State of Elderly in India report released by Help Age India.

Famed British Physicist Stephen Hawking had stated, "We are in danger of destroying ourselves by our greed and stupidity", recollecting his interview with a US Television Channel while talking about the population. Population had grown by half a billion in six years with no end in sight. The resultant environmental pollution shall be the biggest threat to mankind globally. More than 80% of inhabitants

of urban areas are exposed to unsafe levels of our population. People should be careful, mankind is in danger of destroying ourselves” he is reported to have stated.

According to a UN study, India will surpass China as the World’s most populous country in 2022. This should not make us think that a population larger than China will invariably be an advantage for us. Instead, we should see how much of it will become non-productive by that year. Considering that there has been no plan in place to gainfully utilize the senior citizens who are in good health, it will not be easy for India even if it wins the tag of the world’s most populous country from China. Therefore, the first corrective measure should be to recognize the problem. Secondly, we should find ways to make this large chunk of the population economically visible. This section of people can certainly bring more dynamism to the Indian labour market, a factor which is often overlooked even by economists. Hence, we should concentrate on training the youth but should also impart skills to the retired so that they do contribute to the economic growth instead of becoming a burden for the country in the future.

11th July World Population Day comes and goes into national amnesia as if it was another day in the calendar. Customary government advertisement in the newspapers too are not there. Country’s leadership, both at states and centre lost their sense of proportion in not recognizing that the increasing population is an issue of serious concerns. It is one of the most crucially important day, the United Nations Organizations, had decided early on, to be observed the world over. The idea was to make all policy makers nation’s stake holders to understand the gravity of ever-increasing population.

The indications are that India is indeed in the early stages of a major economic inflection point, driven by a strong push for structural reforms by the government. Among emerging markets, India has a unique combination of attractive long-term assets. The most obvious asset is its large, young and growing population. The country also has plentiful natural resources which to date have not been adequately exploited. No other country in the world has this unique combination of assets on this scale. Clearly, the value of these assets is a function of how well India demonstrates that it can

utilize them. A functioning democracy, a young and plentiful labourpool and a surfeit of resources, if not utilized, can also be a combination for unrest and a harsh political backlash.

The runaway population growth in India has created vast ranks of restless young men. Their frustrated ambitions are resulting in mounting illegal and unethical practices in the society. As India grapples with what seems like a constant barrage of shocking acts of violence against women, one should raise a question: why is this happening? The answer is India’s gender ratio, distorted by the practice of sex selection in favour of baby boys. Gender imbalance caused by marriageable women, results in higher rates of crime, including rape, committed by men. Certainly violent crime in India rose nearly 29% from 2007 to 2011, while kidnapping of women increased 74% in that period. Now the rise is much more. The annoying fact is that of all the people arrested for rape, crimes, almost 60% were men between the ages of 18 and 30 years and nearly 30% were men between the ages of 30 and 45 years. It is time to create an atmosphere where young people have to make choices at a much younger age not only with regard to their profession, their friends, their clothes and hairstyles, but more importantly with regard to their sexual behavior.

The recent signs however, are positive with a sharp increase in foreign investment, a decline in inflation and an increase in GDP growth. While some of this improved performance can be attributed to external or cyclical factors such as the sharp fall in global oil and commodity prices, considering the overall global slowdown which is now underway and the slowdown in all the other “BRIC” countries, India’s economic resurgence stands out as a bright spot. The reform momentum has also resulted in greater optimism about the recovery (with the sovereign credit outlook also being upgraded). The most noticeable change of course, has been the sentiment evidenced in the stock market index which has increased over 30% in 2014, propelled by strong foreign investment inflows. If the Indian economy can achieve the near-term market expectations outlined above over the next one year, then it will clearly be on the path of a rapid and robust recovery, however achieving them will require both adept economic policy management and a continuation of the government’s reform agenda.

Healthy growth pre-supposes the existence of healthy and educated population consisting of both men and women. But due to population explosion we find several kinds of inequalities between male and female population. This is a true case of gender bias. Parameters of gender bias like low sex ratio, health profile, education profile, work participation rate etc. reflect wide range of discrimination between male and female population in India. Sex ratio in India is very skewed. It was 940 in 2011 as against 1029 in USA, 1140 in Russia and 1041 in Japan. Infant mortality rate of girls is much higher than the death rate among the boys. It is 72 and 25 per thousand respectively. Gross enrolment ratio of girls at the primary level is 85% and at middle level is 49% whereas among boys this ratio is 96% and 68% respectively. The work participation rate is just 12% in urban areas and 25% in rural areas which for the men is 55% both in urban and rural areas.

Much of India's population increase had occurred among the poorest socio-economic percentile. Relatively socio-economically advanced Indian states had a fertility rate of less than 2.1 in 2009 less than the level needed to maintain a stable population. In India, fall in death rate is greater than fall in birth rate leading to population explosion and lower standard of living. In advanced countries, there is rise in standard of living, children cease to become an economic liability, instead they become an economic asset.

The present pattern of population growth in India is uneconomic and inimical to the economic health of the nation. Further, the size, density and rate of growth are all unfavorable to economic progress. These megatrends have far reaching implications. They affect economic development, capital formation, employment, income distribution, poverty, maintenance investment and social protections and development very badly. They also affect efforts to ensure universal access to healthcare, education, housing, water, sanitation, food and energy.

From an intellectual standpoint, the reforms required to help accelerate India's growth and address many of its long-standing human development issues are well known. Many of these policy challenges have been attempted to be addressed such as labour laws, governance, energy policy and privatization. Additional focus will be required to see many of these reforms through their conclusion, along with

initiation of other key reforms such as liberalizing education.

While the reform and policy agenda is clearly aimed at setting India's growth first back to the 8% range and very soon thereafter to double digits which would allow it to achieve per capita income levels which are 1.7X higher than the current baseline estimate by 2025 and 3.7X higher by 2040, however doing so will require the desire to make "India Wide Open" concurrently working in many areas- including its people (population explosion), its resources, its government and its entrepreneurs.

What have we achieved in the population front since independence? Life expectancy at birth in India has gone up from 32 years in 1947 to 68 years in 2015, as against 78 years in USA and 77 years in China. The skewed facts reflect the distressing truth that the life expectancy at birth, a basic measurement of health inequality varies from 77 years in rural Kerala to 64 years in rural Assam over the 2009-13 period. Similarly, the child mortality rate among mothers with no education is more than 10 times the child mortality among mothers with 12 years of schooling. Besides this, do we know and address issues like:

- What is the life expectancy gap between a high caste woman in a well-off family in urban Kerala and a woman from a deprived caste and poor family in UP?
- What are the causes of death among the urban poor in India?
- Does the burden of non-communicable disease fall disproportionately across different socio-economic groups in India? Unfortunately, after 73 years of independence, these basic questions remain unanswered and unattended.

Being highly selfish, without caring for others, adopting unethical method of earning quickly through corruption, Indians have stooped to the lowest level in morality. Perhaps we are the only people in the whole world to worship the Goddess Lakshmi, the Goddess of wealth without earning it.

Dr. Ambedkar rightly said that unless Indians worshipped these three Gods: Knowledge, Morality and Self-respect, there is no hope for Indians to overcome their present state of helplessness, acute poverty and moral decency.

Hunger remains number one problem in India and it persists. The prevalence of underweight children in India is among the highest in the world. As many as 44% of population of underweight children live in India as against 3% in China and 9% in South Africa. As much as 48% of children under the age of five in the country are stunted. Malnutrition is higher among kids whose mothers are uneducated. According to Global Hunger Index, India was ranked 63rd out of 76 countries in 2013. India's 'hunger belt' covers both rural underdeveloped areas and heavily populated urban ones. The child sex ratio has slipped from 945 to 927 girls for every 1000 boys. 33% of our population has no access to sanitation. There is poor health care system in India. Can we hope things will change?

“Our vision for a developed India revolves on assured good health, education and prosperity for one and all. A happy and contented family is the foundation of a happy society and a strong country.”

On the occasion of the World Population Day let us resolve to enhance the quality of life of every child born in our country. This is only possible if we keep our families small.

Shri K.C. Pant Former Dy. Chairman, Planning Commission and Former Vice Chairman, National Commission on Population rightly said “Population stabilization is amongst the biggest challenges being faced by the country. During the last 50 years the population of India has nearly trebled from 36.1 crores in 1951 to 102.7 crores in 2001. India added about 18 crores to its population in the previous decade, which is more than the population of undivided Uttar Pradesh. When more and more people share scarce resources, it adversely affects living standards and quality of life”.

Seven decades are good enough to assess and estimate a nation's progress and the direction in which she travels. Of course, we could boast of many achievements after independence. Our technology development, our defence capability and our revolution in information technology.

Our government feels that 7 point plus growth rate is a good index of growing economy. However this is drastically nullified by inflation and price-rise but also immensely by the unchecked spiraling population. As a result we witness a strange and

bewildering social and economic scenario in the country.

The Indian economy is growing on one hand, but the disparities in the income levels is so widening between the rich and the poor. This is not a healthy sign for the stability and unity of the country. The precise reason for this contradiction is the exploding population, and the lack of uniform policy for the country.

The argument that India with her huge population could be a back-office for the whole world is untenable if not an illusion. Uncontrolled and unplanned population who are illiterate, unskilled and unhealthy cannot be the back-office but only a back-ward office to the world.

Unfortunately, the issue of population is shrouded in emotions in our country. Heads of some of the religions are misquoting and misinterpreting the scriptures to discourage/ de-motivate family planning. family control and family regulation.

Of course in a democratic country like India, coercion is not the only way for implementing the population policy. Persuasion, convincing, motivating, training and incentivizing are equally effective methods. For this, central government in Delhi and State Governments, shall take a firm stand for the adoptive and implementation of the uniform population policy. We must have a political will and courage for doing this particular plan of action in view of the need for sustainable development and the welfare of the future generation.

The country of India's size with all her contradictions, castes and religions may need sometimes to understand the immense importance and urgency of the one child family norm. However, this is the only way and only measure to make India rich and powerful in today's world scenario. Rich here does not mean stinking rich for the few and privileged but a comfortable and decent life for the vast masses of people. One child norm for the family is the only modus operating to ensure progress, stability and unity in our country.

As we know, when there is increase in the population, there will not be any corresponding increase in geographical area and natural resources. Thus, continuous increase in population certainly lead to a number of problems and poses threat to the

economic development of any country of the world. Therefore, for realizing the unchecked growth of population Government of India introduced Family Planning programmes with a special motto "Child by choice not by chance or child by desire, not by accident". As a result of that, the growth of population in India shown downward trend in 1990's compared to 1960's, 1970's and 1980's. however this decreasing trend in the population growth is not sufficient enough to cope with some of the serious problems created by over-population like unemployment, low standard of living, low per capita income, poverty, malnutrition etc.

As we know, labour is one of the important factors of production and it is inevitable. In other words, we cannot assume any kind of production without the help of labour. The labour supply is mainly depending upon growth of population. Thus, to get skilled, unskilled, semiskilled labour, we required a good size of population in the country. Not only that as analysed by Mercantilists-17th century economists, population supplies men for armed forces like army, navy and airforce.

Moreover, a good size of population gives more consumers, capital formation, new inventions, discoveries etc. Of course, all these factors are influencing the economic development of a country. Thus, there is a need for sufficient size of population, but what is sufficient is determined by the demands of development process. But as we know, too much is too bad. If the size of the population is more than the requirement, then growth of population instead of supporting, hinders the economic development of the country. Malthus warned most of the countries of the world about geometrical rate of growth of population and arithmetical rate of growth of food production leading to hunger, starvation etc. and he advised about number of preventive checks to control the rate of growth of food production leading to hunger, starvation etc. and he advised about number of preventive checks to control the rate of growth of population.

Edwin Cannon of London School of Economics has given the theory called optimum theory of population which considers the optimum size of the population is required for the proper development of a country. He says with the given amount of natural resources, stock of capital goods and certain level of technical knowledge, there will be a definite size of population at which the per capita real income

and national income are the highest. If we refer the Malthusian theory, no doubt population is increasing exponentially in India. Here there is a need of proper implementation of preventive checks. It is true that Edwin Cannon's theory, presupposes need of quality population with skill and training. It may not be possible in a country like India due to poverty and illiteracy. Thus, both the theories are applicable to Indian context one or the other way.

If we go further with demographic transition theory in which every growth of population, Indians are in between second and third stages where there is an imbalance between the rate of decrease in the birth rates, and death rates i.e., decreasing rate of birth rate is slower than the decreasing in the death rate. Here the notable point is decreasing rate of death is more than the decreasing rate of birth. This trend increases the absolute, year after year causes the population explosion. The reason for decreasing death rate are improved medical facilities, control of epidemics etc. of course, birth rate too decreased because of family planning, education etc. However, the downward trend is not enough to restrict our population growth to the required rate to the economy. Thus, according to different theories related to population, India crossed the limit of population means, India is overpopulated.

Because of this excess population, Indian economy was caught in a grim scenario of growing unemployment problem. The runaway increase in the population, started only after 1950's and continued in the 1990's and to the present day and unemployment spiraled accordingly. Both population and unemployment growth show positive relationship i.e., when there is increase in population there is always increase in unemployment.

In India high rate of growth of population is contributing to unemployment in two ways i.e., both directly and indirectly. Directly in the sense that it has made the supply of labour much more than the demand for labour, resulting in unemployment. It is estimated that about 6.7 million people enter in to labour markets in India every year. Moreover, rapid growth of population in rural areas has resulted in large scale rural unemployment and has forced rural population to urban areas in search of jobs which has accentuated the problem of urban employment.

Indirectly, in the sense that, with high increase in population, much of national resources and income

are used up just for providing to the people the basic necessities of life like food, clothing, drinking water, medical facilities etc. leaving very little. National income is available for investment on industries specially which would generate employment.

These different kinds of unemployment will give the way for a vicious circle of poverty in the economy, that shall affect both consumption and savings within the economy. As we know consumption is the beginning and end of all economic activity. Reduction in consumption because of the lack of purchasing power tend to reduce the demand in the market and therefore the production. In the same way, when there is decrease in the savings we can't expect more capital formation. So, for the sake of capital we have to depend on foreign countries. But they are going for capital intensive technology in the production process to acquire maximum profit which does not create more employment opportunities. Whatever few employment opportunities are created, they shall be only for skilled labour. For example, after 1992, when New Economic Policy introduced and gave new dimensions of LPG (Liberalization, Privatization, Globalization) opened Indian Economy for the whole world, MNCs entering the production sector was encouraged. But their use of more capital-intensive technology resulted in the demand for only skilled labour, and no opportunity for the unskilled workers, who cover the large portion of the country. Unfortunately, even MNCs are not capable to accommodate all the educated and skilled labours. So, the rest of the educated class suffers from unemployment. Among those who are unable to get proper job according to their ability, many may turn towards anti-social activities to lead their life, which destroy the society.

Unemployment depresses and kills the living spirit of younger generation of India. Acute unemployment is a curse to economic development and socio-cultural life of the people.

Overpopulation is a growing problem throughout the world at this stage in time. Currently the world population has crossed over the seven billion mark and is on an exponential path upwards.

Rapidly rising population increases the number of children in the school going age and also raises the enrolment of students in college and university education. All these increase the expenditure on

education. This is a type of situation we are facing in India. Expenditure on education is an investment in men for raising the productivity of labour force but in between there is a huge time lag. In 1981, the total population in the age group 6-14 years was 156 million and the expenditure per pupil being Rs. 144 per year, increase in expenditure on education can be estimated at Rs. 2,246 crore per year. In addition to this if we add the increasing burden of university education then this increasing burden of expenditure would be much higher.

Moreover, this rising population in India is also increasing the burden of enhanced expenditure on medical care, public health and housing accommodation. The population explosion coupled with a lack of proper health services has brought the country to the verge of a losing battle against various diseases like malaria and tuberculosis. Prof. C A K Yesudian of the Tata Institute of Social Science said that about 8000 people in the age group of 35-45 years die every year due to tuberculosis in metro cities.

The standard of living is determined by their per capita income. The factors affecting per capita income in relation to population growth equally apply to the standard of living. The increase in population leads to an increased demand for food products, clothes, houses etc. but their supply cannot be increased due to the lack of cooperate factors like raw materials, skilled labour and capital etc.

The relationship between population growth and economic development has been a recurrent theme in economic analysis since atleast 1798 when Thomas Malthus famously argued that population growth would depress living standards, in the long run. The theory was simple: given that there is a fixed quantity of land, population growth will eventually reduce the amount of resources that each individual can consume, ultimately resulting in disease, starvation and war. The way to avoid such unfortunate outcomes, was 'moral restraint' (i.e., refraining from having too many children). He didn't foresee the technological advances that would raise agricultural productivity and reduce the toll of infectious diseases_ advances that have enabled the world's population to grow from 1 billion in 1798 to 7.4 billion today.

Nevertheless, his essential insight that population growth constitutes a potential threat to

economic development remained influential and informed international development policy agendas, especially in the 1950s and 1960s a period marked by unprecedentedly rapid rates of population growth in many developing countries.

A fast growth in population means a large number of persons coming to the labour market for whom it may not be possible to provide employment. Infact, in underdeveloped countries, the number of job seekers is expanding so fast that despite all efforts towards planned development, it has not been possible to provide employment to all. Unemployment, underemployment and disguised employment are common features in these countries. The rapidly rising population makes it almost impossible for economically backward countries to solve their problem of unemployment.

Rapid population growth leads to the environmental change. Rapid population has swelled the ranks of unemployed men and women at an alarming rate. Due to this, a large number of people are being pushed in ecologically sensitive areas such as hill sides and tropical forests. It leads to the cutting of forests for cultivation leading to several environmental change. Besides all this, the increasing population growth leads to the migration of large number to urban areas with industrialization. This results in polluted air, water, noise and population in big cities and towns.

The excessive population growth is an obstacle in the way of attaining self-reliance because it obliges us to import more food articles in order to meet the needs of increasing millions and on the other hand, it cuts down export surplus heavily. Reduction in exports makes us unable to pay for imports and we have to depend on foreign aid. Thus, the aim of self-reliance cannot be achieved without controlling the population.

As Stephen-Enke observed “Higher fertility rates tend to limit what less developed countries can export and in addition make them less credit worthy as international borrowers.”

Under such a situation, the prospects for successful economic development are closely related to population trends of the country. Enke Stephen also observed that “all economic demographic growth models indicate that a gradual lowering of fertility over several decades raises income per head,

substantially.” Thus, to face this challenge of high rate of growth of population in India immediate steps must be taken both to reduce the fertility rate and to enlarge the productive capacities of the country.

It is easy to see why some people have become alarmists when it comes to population growth rates in developing nations. Looking at the world’s low-income countries they see a population of more than 2 billion growing at a rate that suggests a doubling every 31 years. How will we cope so many more people? The following statement captures the essence of widely expressed concerns:

“At the end of each day, the world now has over two hundred thousand more mouths to feed than it had the day before; at the end of each week, one and one half million more; at the close of each year, an additional eighty million. Humankind, now doubling its numbers every thirty five years, has fallen into an ambush of its own making; economists call it the “Malthusian trap”, after the man who most forcefully stated our biological predicament; population growth tends to outstrip the supply of food.” (Appleman, 1976).

But what are we to make of such a statement? Certainly, if the world’s population continues to increase at the rate that it grew in the past 50 years, economic growth is less likely to be translated into an improvement in the average standard of living. But the rate of population growth is not constant; it is affected by other economic forces.

Rapid growth of population is largely responsible for the perpetuation of vicious circle of poverty in underdeveloped countries. On account of rapid growth of population people are required to spend a major part of their income on bringing up their children.

High rate of growth of population in India is associated with the problems like low level of per capita income and low standard of living. All these reduce the efficiency of labour which, in turn lowers, their productivity and hampers the pace of economic development of the country as well.

A fast growing population reduces the nation’s capacity to save and invest. In a large family, the burden of dependency is much higher which in turn reduces its saving capacity. An investigation on this issue has already confirmed that in addition to other

variable which determines savings proportions, 'the burden of dependency' is considered as an important factor responsible for high differences in saving ratios among the various countries of the world. Thus, the rapidly rising population reduces the capacity as well as the rate of savings and investment in a country which always goes against this strategy of development.

In order to match the rate of growth of population with that of national income, increasing volume of capital investment is required. In this connection an important observation was made in the Third Plan documents: "In an underdeveloped economy with very little capital per person, a high rate of population growth makes it even more difficult to set up the rate of saving which, in turn largely determines the possibility of achieving higher productivity and incomes. Moreover, for a given investment, a large proportion will need to be devoted to the production of essential consumer goods at the expenses of investment goods, industries thereby still further slowing down the potential rate of growth."

India is on the verge of achieving a replacement level of fertility rate of 2.1 through various voluntary birth control measures and rejected suggestions to adopt the coercive China model to control population saying such methods cause demographic distortions.

The Health and Family Welfare Ministry's submissions, came in response to PIL petitioner Ashwini Upadhyay's contention that "to have good health; social, economic and political justice; liberty of thoughts, expression and belief, faith and worship and equality of status and opportunity, a population control law, based on China's model, is urgently required."

The Ministry said, "India is unequivocally against coercion in family planning. Taking a dig at the China model, it said, "Infact international experience shows that any coercion shows that to have a certain number of children is counterproductive and leads to demographic distortion." This is, indeed, the case with China's population graph showing an imbalance between younger, working-age people and older ones needing societal benefits such as pension and healthcare, the government said.

It further, said, "India was on the verge of achieving a total fertility rate (average number of children that would be born to a woman over her lifetime) of 2.1 by 2025, as set out in the National Population Policy of 2000 and through the guidance provided in the National Health Policy of 2017."

The Ministry said, "India is witnessing a constant decline in TFR, which was 3.2 in the year 2000 as against 2.2 in 2018. The wanted fertility rate is only 1.8, indicating that couples on an average do not want more than two children."

It added, "As many as 25 out of 36 states/ UTs have already achieved the replacement level fertility of 2.1 or less. As per the census, 2001-11 is the first decade in the last 100 years which has not only added lesser population as compared to the previous one, but also registered the sharpest decline in the decadal growth rate from 21.5% in 1991-2000 to 17.6% in 2001-11."

However, 146 districts in seven states-UP (57), Bihar (37), Rajasthan (14), Madhya Pradesh (25), Chhattisgarh (2), Jharkhand (9) and Assam (2) have shown TFR of 3 and above. These seven states account for 44% of the country's population. The centre listed a dozen schemes being implemented to achieve a replacement fertility rate of 2.1 by 2025 and interestingly, the government gave credit to five schemes announced by UPA-11 led by Manmohan Singh.

"At present India is knocking at the door of achieving replacement level of fertility and has made remarkable improvement in reducing maternal and child mortality", the Government said.

In the end, India, has become one of the world's fastest growing economies, primarily due to the rise in population growth creating a positive effect in its long run economic growth. India is now ranked one of the top producers in agriculture and is a top nation in terms of GDP in a developing country. In many cases, economists are correct in saying that population growth has a positive effect on economic growth of a nation. In reality, economists might say, "If it weren't for its high population India would still be a suffering developing nation."

□

Special Problems in Implementation of National Education Policy—2020 in a New Tribal Area State University

N M Khandelwal*

Tribal area with tribal population of significant proportion has its unique features and problems. It is backward in terms of comparatively lower growth rate of GDP, lower score on Human Development Index (HDI) and lower Happiness Index as compared to developed regions of the country. Most of the aspirational districts identified for special development efforts by NITI Aayog are located in tribal regions of India. Awareness, affordability, accessibility of higher education is low for tribal youth as compared to non-tribal youth. State Governments have their own resource constraints due to Covid-19 disaster. The UGC Development Grant is not available to them for the want of compliance with standard pre-conditions attached to Section 12(B) approved by the UGC. Thus, these new State Universities have to face initial teething troubles and have to struggle for their survival against heavy odds. Like an infant, these Universities need special tender care for survival and growth both by the State Government and the UGC, Central Government, Ministry of Tribal Affairs, Ministry of Education (MHRD) and Science and Technology Ministry. Special fund be created for speedy development of State Tribal Universities in India. Normal Norms and procedure should not be made applicable to new State Tribal Universities because their capacity to generate own resources is very limited due to low paying capacity of tribal people. These Universities have to keep fee and other charges at very low level. They need high component of subsidy. Scope for reducing operating cost per unit is negligible.

This issue may be taken-up with the State level Tribal Development Council, National Commission of Schedule Tribes, Governor of the State, State Government, President of India and the Government

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of India. They are empowered by our constitutions to intervene for development of Schedule Tribe youth.

It is heartening to note that the National Education Policy (NEP-2020) has made special detailed mention of specially disadvantaged groups of people (SEDGs) and special geographical areas (SEZ's) and has made special provision for their education development. It directs the State Governments to earmark 50% of their budget for education for education development of SEDGs and SEZ's. This has been done for the first time since independence.

Infrastructure

The Tribal area has poor I.T. infrastructure. The problems of poor mobile network and very slow speed of internet stand in the way of on-line education which is to become new normal alternative as per NEP-2020. The central Ministry of I.T. and Telecommunication has to pay special attention to the urgent need for proper development of I.T. infrastructure and its effective maintenance and operation in remote tribal areas. Mobile, PC/Laptop are not affordable for tribal youth. State and the Central Governments must devise a scheme for free or highly subsidized distribution of these devices to tribal youth. They are to be trained in use of these devices. Only then online education will be useful for them. Alternatively, cost of such devices be added in Tribal Student's scholarship amount.

Central Government may provide liberal grant for tribal student Hostels (Boys and girls hostels separate) in tribal area Universities with good I.T. infrastructure and devices. Free boarding and lodging should be provided to them.

Availability of pure drinking water, electricity, transport and communication, health services, free Government Schools of good quality be ensured in tribal area for Tribal people at affordable cost. Tribal area local resource based industries be developed

with relevant skill development infrastructure to make tribal youth local employment ready. Local Tribal youth be developed as entrepreneurs for local decentralized manufacturing infrastructure to create local dignified sustainable employment to educated tribal youth. Such industrial estate be developed and good banking and continuous training services infrastructure be developed.

The NEP–2020 has highly recommended for proper development of school education and teacher education (B.Ed) in SEZ's and to give special preference in appointment to those B.Ed. degree holders who opt for posting in these areas. It has also talked about MSME based on tribal area produce processing to create local jobs.

The Tribal youth will get fully motivated to study with all seriousness when he/she comes to know that assured job opportunities or business opportunities are available in tribal area itself.

Tribal University will work in close alliance with tribal area entrepreneurs provide need-based education, training, consulting and research and development, patenting or IPR support to them.

Language

The NEP–2020 has taken a significant step by prescribing local language as medium of instruction upto primary school level. It will be a blessing for tribal children. After that the State Government may decide language as medium of instruction.

The tribal area has its own unique problems. It has to continue regional language as medium of instruction in higher education upto Ph.D. level. It may provide facility for learning English or any other language. But medium of instruction will be regional language from pre-school to Ph.D. level, except professional and technical education where English medium is compulsory.

It is firmly believed that need for language depends on career choice of a student – to work in tribal area, State level, National level and international level. Accordingly, a tribal University will strive to meet need for learning languages of tribal youth. Need to learn a language of use should be differentiated from need of language as medium of instruction.

It is heartening to note Hon'ble the Supreme Court has accepted need of mother tongue as medium of instruction at School level in a recent judgment striking down Andhra Pradesh Government order to introduce English Medium as compulsory for school education with effect from 2021-22 academic session.

Integrated Holistic Education System

The NEP–2020 covers the whole process structure of education from pre-school, primary school, middle school, senior secondary and higher education. This process view of education system gives a few clear messages:

- a) School Education Structure will be 5+3+3+4. Pre-school play and open education system for healthy brain growth of child. Learning of mother tongue, and numerals, good values, good health and nutrition. This is called early childhood care and education (ECCE). Universal provisioning by 2030.
- b) School learning language and mathematics, elementary science and social science, etc. Good values and health. Universal Provisioning by 2035. Dropout rate to be drastically cut.
- c) After 8th standard vocational stream for learning artisanship and skills. Science, social science, languages (three language formula), Indian cultural heritage and values. Medium of instruction may be selected other than mother tongue. Every state is free to decide.
- d) Senior Secondary – Electives to start. Linked with national testing for professional and technical courses.
- e) Higher education–Merit-based access with multi-disciplinary focus, choice-based grading, choice-based degrees, national grade pool.

Right from the beginning, the pedagogy will shift focus from 'what to learn' to 'how to learn'. Students will be encouraged to be inquisitive and enquiring learners in place of rote learners development by coaching, notes and guides.

Special emphasis has been laid on outcome instead of inputs. Curriculum will focus on culture, values, and geography of surrounding area. It should delight learners. Socio-economically disadvantaged

areas and people (SEDG's), rural and remote areas and aspirational districts will get special attention. Students of those areas during B.Ed. will be given preferential employment in such area local employment. These will be called Special Education Zones (SEZ's).

Right to Education (RTE) will be further extended upto senior school level by 2035.

As output of proceeding process becomes input for succeeding process so on and so forth, quality improvement at every process level in the step in right direction. NEP has adopted integrated view of all processes.

It is suggested that explicit emphasis be laid on all round inclusive holistic personality development of youth in tribal areas with games and sports, yoga, cultural activities, co-curriculum activities, soft-skills development, emotional intelligence, sacred quotient and new idea/innovation competence development in order to make them employment ready. Child in ECCE stage be put under the loving care of self-fulfilled happy retired teachers retrained now.

Higher-Education

The NEP–2020 has rightly identified the multi-disciplinary, creative, highly technically skilled work force for Industry 4.0 need. For this, it wants single discipline Universities and colleges to be converted into multi-disciplinary institutions. For example, technical Universities, medical Universities, arts and culture Universities will have to become multi-disciplinary like old Universities, IIM's and IIT's. Single Disciplinary colleges will have to be converted into multi-disciplinary colleges. For this massive financial and manpower need will pose a major challenge. Resource constraint will prove to be a stumbling block. A few pragmatic solutions may be offered for consideration which are:

1. Merger or alliance of single disciplinary Universities and colleges working in surrounding area of say 100km radius.
2. Students may be centrally admitted to a group of inter disciplinary institutions. Either multi-disciplinary faculty visits a central location to impart instruction or training or students may go

to faculties /departments of different disciplines. Faculty and Departmental boundaries will have to be relaxed. Operational and financial feasibility of each option may be examined.

3. Most single discipline colleges in private sector and private single discipline Universities will pose serious challenge. Their mergers and alliances may pose serious problems.

Idea of HEIs clusters is welcome. We will go for it. It is suggested that a centralized authority in each State be constituted to resolve these issues. The concept of multi-disciplinary learning is welcome but it can make to happen by a strong spirit of mutual accommodation among leaders of participating Universities, colleges, faculties and departments. They are used to work as fief lord or sovereigns. A lot of attitudinal change will be called for through dialogue/training.

To prepare youth capable of solving problems of Nation or society, we have to change focus of higher education from mere academic to practice or application orientation. For this, field work based projects may be introduced as essential component of all curriculum in science and technology, commerce and management, social sciences, languages, etc at undergraduate and post-graduate level.

The NEP–2020 has carried out correct diagnosis of higher education in India like its commercialization or profiteering by private sector, poor quality in aspirational districts. The solutions offered by it are theoretically sound but their financial and operational feasibilities need close scrutiny.

Let us examine a few select suggestions given in NEP–2020:

- 1) No affiliated colleges will be there. Many Universities derive major part of their revenue from affiliated colleges. How they will survive? Will Government be able to make-up their loss of revenue?
- 2) Only autonomous colleges will be there. Are they mature enough to accept this major challenge full of accountability? Will they be able to survive without brand of University and create their own brand value?
- 3) Only constituent college of a University will be there. Now there are Universities without any

constituent college. Government will have to handover local colleges and selected outside colleges to a University. If college belongs to Government it may do so. But to take over a private college and make it a constituent college, lot of funds will be needed and procedural paper formalities will have to be completed.

- 4) There are several State Universities which have departments of PG and Research on campus but several departments are being run without any regular fulltime faculty. After bitter experience of alumnis, now they fail to attract new students.
- 5) Bifurcation of Universities into teaching Universities and research Universities need review. Teaching and research need to be integrated at higher level. It appears that NEP is influenced by foreign Universities but it seems to be unaware of ground level realities of Indian Universities.
- 6) Gross Enrolment Ratio be raised to 50% by 2030. It may be feasible due to 100% GER at school level with zero dropout rate and introduction of vocational courses in HEI's. Online courses will also help in achieving the target. For this, funds, physical infrastructure, manpower infrastructure will have to be worked out and supply be ensured on time. NEP-2020 has pious hope that this will happen by consolidation, expansion and improvement of existing HEI's. No new HEI's are proposed to be established. Expansion of existing HEI's will not require any additional resources! Will it be self-financed, double shift work by same staff with same infrastructure?

NEP-2020 emphasis on 6% of GDP expenditure on education be implemented by the Governments.

- 7) Online programmes is a good idea as an alternative to increase reach/access to SEDG's. But I.T. infrastructure will have to be developed, devices and training to SEDG's will have to be provided as explained already.
- 8) A unified higher education regulatory body is a welcome idea for better coordination. But emphasis on facilitation in place of regulation

may be reviewed in view of mass scale malpractices in private sector. The NEP-2020 has identified the problem but it is silent on its remedy.

- 9) Three types of programs are indicated in NEP-2020. Five year integrated programs, three year degree and four year degree including one year research component. Every State can make its own choice. Those who want to do PG from a foreign University, they will join four year degree program which is required by foreign Universities. All the three types of degrees may be started in a phased manner. Multi-disciplinary modular courses with CBCS, transfer of grades to grade bank will be started. Regulation will be amended for this.
- 10) Unified regulation will cover professional and technical education also. But it has left out ICAI, ICMA, and ICSI! Policy is totally silent about these regulatory bodies in the field of business-related professions.
- 11) M.Phil. programme will be discontinued as laid down by NEP.
- 12) Steps will be taken to promote multi-disciplinary studies, multi-disciplinary research in our University, creation of multi-disciplinary HEIs clusters in our University area.
- 13) Steps will be taken to encourage students' participation in decision-making bodies. For this, the University Act and Statutes will be reviewed and amendments suggested to the State Government. No election but nomination based on merit to academic decision bodies like BOS, A.C. etc.
- 14) Suggestions for energized and capable faculty are welcome. But State Government may be advised by Govt. of India to discontinue practice of contract appointment and guest or visiting faculty as mainstay and provide fulltime regular faculty. We have initiated measures to recruit fulltime faculty on posts sanctioned by Gujarat Government.
- 15) Construction of new campus with all essential infrastructure will be started soon as per NEP.
- 16) Teacher student ratio range 1:10 to 1:20

- depending on program is welcome. Steps will be taken to implement it, subject to State Government's support.
- 17) Teacher will be encouraged to creatively design their own curricular and pedagogical approaches within our approved framework. Innovation by teachers will be recognized and rewarded.
- 18) Faculty will be incentivized to achieve excellence in their performance through institution of 'Best Teacher Award'.
- 19) Access to higher education will be made equitable by providing SEDG's special counseling for entrance examinations, remedial classes for weak students and need-based bridge courses for SEDG's and SEZ students.
- 20) Steps suggested for the Government and HEI's are welcome. All steps suggested for HEI's will be given top priority in planning and implementations. □
- 21) A National Research Funding (NRF) organization is a welcome idea. We will plan to make use of its funding to promote research at our University. It is hoped that NRF will make liberal allocation of funds for Tribal Universities.
- Structural changes are presented as long-term steps (by 2035 AD.) in NEP-2020. Let us take initial steps to survey existing structure of HEIs and examine feasibility of change by 2035. Value Education at foundation level will be given top priority because it has potential to transform quality of human being world over. I would like to close by quoting great philosopher Confucius –
- "If man is OK, family is OK,
If Family is OK, Nation is OK,
If Nation is OK, World will be OK."*
- Value education will make man OK. Rest will follow.

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Never Judge Success in Terms of Material Gains

Ram Nath Kovind, Hon'ble President of India delivered the Convocation Address at the 18th Convocation of National Institute of Technology, Rourkela, Odisha on March 21, 2021. He said, "I advise you to never judge your success only in terms of material gains. You don't have to limit yourself by the pressures of conventional notions of success and societal pressures. You need to figure out what you really want to do in your life. Choose to do what gives you satisfaction and meaningfulness. Do what takes you closer to your aspirations. Do what makes your families proud of you. Plan for yourself a fruitful and productive path ahead." Excerpts

It gives me immense pleasure to be here in the 18th convocation of NIT Rourkela. I feel delighted to know that NIT Rourkela is celebrating its Diamond Jubilee this year.

This area of today's Odisha has been immensely rich in history and culture. It has been the cradle of scientific approach since early times. Built about 800 years ago, the Sun Temple at Konark is an example of perfect blend of art and science. I am looking forward to my visit to the temple tomorrow. It is listed among UNESCO's World Heritage Sites in India.

Odisha is associated with the rebuilding of our nation after independence. It was here in Rourkela that one of my illustrious predecessors, Dr Rajendra Prasad, the first President of India, dedicated to the nation the first blast furnace of a large Steel Plant in India. As one of the first industrial urban centres in India, the city has kept pace with modernization.

As the second-largest Government run Technology Institute in Eastern India, NIT Rourkela has made significant contribution to the field of engineering and technology. For over six decades, this engineering college has been enriching the pool of technical professionals in the country. In 2002, it was given the status of National Institute of Technology. I am told that the young students are being exposed to innovative methods of providing engineering solutions to the issues facing our society and the country.

I am pleased to know that NIT Rourkela has students from all over India and also from other countries. I am pleased to know that NIT Rourkela has students from 33 out of the total 36 states and union territories of India. I am told that students of 17 different countries are also enrolled in various academic disciplines. Thus the community of over 7000 students studying in this beautiful 700 acre campus represents rich diversity. It increases cross-pollination of learning and promotes understanding

between different cultures. It also strengthens people-to-people ties between nations. Ladies and Gentlemen,

Its 25,000 plus strong alumni has a large number of corporate leaders, academic and research institutes in India and abroad. I am sure that the alumni of this prestigious institute will be a source of inspiration for the students here. I am sure that the students graduating today will strengthen the rich legacy of this institute.

Dear Students, Graduation is an important stepping stone in your life. I am sure all of you have worked hard to reach this stage today. I am sure you are eager and excited to contribute to the world and bring about change in the lives of the people. Today, you are taking countless memories with you. I have been told that your vibrant campus is full of extra-curricular activities. There are large number of clubs engaged in debating, dramatics, music and other cultural activities. I have been also told about some interesting names like Mavericks and Pantomime. I have also been informed about the Canteen which is interestingly named as HEXAGON. And the other canteen with a serious name "Homi Bhabha canteen" has been naturally abbreviated as 'HB canteen' for popular usage.

But beyond the little joys and sorrows you take away from here, there is a huge responsibility on each one of you to pay back to the society and country which have contributed to your education and success so far. Some of you would be joining job responsibilities while others may pursue higher studies. The stage of life in which you find yourself today is usually full of dreams and aspirations on the one hand, and uncertainties and apprehensions on the other. This is also the time to make major life decisions – starting a new job, pursuing your dreams, supporting your family, or starting a new one. While

doing all this, I urge you all to introspect -what are the values and principles you stand for? What is the kind of career you want to pursue? By far the most important point of introspection is what kind of person you want to become? I am sure everyone wants to be a good citizen, a citizen who always keeps the interest of the country upper most in his mind.

I would suggest that throughout your life you should always look at the famous talisman of Mahatma Gandhi. “Recall the face of the poorest and the weakest man or woman whom you may have seen, and ask yourself, if the step you contemplate is going to be of any use to her. Will she gain anything by it? Will it restore her to a control over her own life and destiny?”

I advise you to never judge your success only in terms of material gains. You don't have to limit yourself by the pressures of conventional notions of success and societal pressures. You need to figure out what you really want to do in your life. Choose to do what gives you satisfaction and meaningfulness. Do what takes you closer to your aspirations. Do what makes your families proud of you. Plan for yourself a fruitful and productive path ahead.

Dear Students, This is also a moment of joy and satisfaction for your families and friends, guardians and mentors who have been of immense support in your journey. I congratulate all the degree recipients and medal winners present here today. I am told that out of 7116 students studying here about 1518 i.e. about 21 per cent are girl students. I noticed that out of seven gold medals today, three have gone to our girl students. As the President of India, I happen to be the Visitor of about 150 central institutions. In most of the convocations I attend across the country, I notice that our girls are outshining our boys and winning more gold medals in liberal arts, humanities, medical sciences, law and several other areas. This is indeed a heartening trend and reflect the potential of our daughters.

However, it has been observed that the enrolment of women in technical and scientific disciplines is low. According to a recent survey, enrollment of women in Engineering and Technical Institutes across India is only about 20 per cent. Our girls should be encouraged to pursue technical education and excel in the same manner as they do in other

areas. The country needs more of our girls to pursue higher education, especially in Science, Technology, Engineering and Mathematics. Growth and excellence of women in technical areas will add a new dimension to our national development. It will promote gender empowerment at the higher levels in the field of science and technology. It will help women break the glass-ceiling in one of the most important spheres in the world of 21st century.

Ladies and Gentlemen and My Dear Students, A university and institution must contribute towards empowering the community in its surroundings. I have been advocating for “Universities’ Social Responsibility” in line with “Corporate Social Responsibility”. I am happy to note that NIT Rourkela has adopted 5 villages, as part of ‘Unnat Bharat Abhiyan’. I am told that NIT Rourkela is upgrading science laboratories and providing computer education in these villages. I am also told that a Poverty Alleviation Research Center at this campus works for the less-privileged people of Kalahandi, Balangir and Koraput region of Odisha. I appreciate you all for these commendable initiatives.

I interacted with Vice Chancellors and Directors of various Central Universities and Institutions as part of the deliberations prior to implementation of the National Education Policy–2020. The policy envisions that engineering institutions should move towards more holistic and multi-disciplinary education with increased emphasis on arts and humanities. I am happy to learn that NIT Rourkela has already adopted this approach to a certain extent. I am sure that you will take the process further and will also work towards implementing other salient features of the National Education Policy. One of the objectives of the National Education Policy is to make India a global knowledge super power in 21 century. Institutions like NIT Rourkela have to play a major role in achieving these national aims.

I once again congratulate all of you and wish you a happy, successful and bright future. I also extend my best wishes to the faculty members, teaching and non-teaching staff, and the family members and guardians of the graduating students on this momentous day.

Thank you, Jai Hind!

□

Convocation Ceremony of the ICFAI Foundation for Higher Education, Hyderabad

The Convocation Ceremony of the ICFAI Foundation for Higher Education, Hyderabad was organized, recently. During the ceremony about 2070 students received their degrees. Two students were conferred their PhD degrees, 1181 students were awarded MBA degrees. In the other streams, 4 LLM, 84 BBA-LLB (Hons), 141 B. Tech and 574 BBA degrees were awarded. MMS degrees were awarded to 84 students.

Dr C Rangarajan, Chancellor of the University presided over the function. Congratulating the graduating students, Dr Rangarajan said, “This is an occasion for celebration for all of you, as your academic efforts have come to a successful fruition. As you enter a new stage in your life, your future is intertwined with the future of this country. But, at the same time, you have the opportunity to shape it. Youth is full of idealism and ambition. Idealism without ambition may not achieve much. On the other hand, ambition without idealism is dangerous. May you combine the two in the right proportion!”

Dr Rangarajan concluded his address by saying, “Universities are not only centres of learning but are incubators of new ideas. That is why our universities must always remain as arenas for discussion and debate. The right to express oneself freely must not be compromised under any circumstance. Let the spirit of enquiry burn bright in our campuses. That is the essence of true education.”

Prof J Mahender Reddy, Vice Chancellor highlighted the University’s endeavors towards promoting online education during the COVID-19 pandemic. He said that the transition from offline to online has been smooth and that the faculty, students, and support staff have adapted to this change quite well. Prof Reddy said that the University plans to start online MBA program shortly, which will provide opportunities to the eligible students across the country and eventually globally. He informed that IBS Hyderabad received the AACSB International Accreditation in February, 2020 valid till 2025, for

three of its programs—BBA, MBA, and PhD. This is the highest standard of achievement for business schools, worldwide. Earning of the accreditation confirms IFHE’s commitment to high quality and to the continuous improvement of its Management Programs brought about by a rigorous and comprehensive peer review.

Continuing with the achievements of the University, Prof Reddy said, “The Faculty of Science and Technology has been ranked first in the category of ‘Top ten emerging engineering colleges 2020’ by Silicon India. ICFAI Law School has been ranked number three among top government and private law schools in the country in CSR GHRDC—Law School Rankings 2020. In 2020, the Business School again emerged as the most successful institute in terms of total number of worldwide bestselling cases, next only to Harvard Business School.”

Prof Reddy also informed that the UGC Expert Committee has recommended approval of the 12-B status to the University. With the ratification by the UGC, the University becomes eligible to receive financial assistance under all UGC and government schemes for research and teaching.

Medals were awarded to students for academic and all-round excellence. Mr. Aditya Bhat received the gold medal (first rank holder) and Mr. Arabaze Ali the silver medal (second rank holder) for academic excellence in the MBA program. Palak Kamra received ‘The Saurabh Sharma Memorial Gold Medal’ for securing the first rank in MBA—Marketing stream and Mr. Sreenivas Kireeti Amudala received ‘The Faiyaz Ahmed Khan Memorial Gold Medal’ for securing the First rank in MBA—Finance stream. Mr. Rohit G and Rajyashree Kanodia received the gold medal and silver medal, respectively for academic excellence in the BBA program while Kommalapati Abhiroop Tejomay and Basireddy Ravichandra Reddy received the gold medal and silver medal, respectively for academic excellence in the B.Tech. program. The gold medal and silver medal for academic excellence in BBA-LLB (Honors) program went to Prerona Bhattacharjee and Nikita Agarwal,

respectively. Rajyashree Kanodia of BBA, Class of 2020 received The NJ Yasaswy-Apollo Hospitals Best Student Award for All-Round Excellence. The second prize went to Mayur Bhargava of BBA, Class of 2020. Dr. G Sudhaamsh Mohan Reddy of the Faculty of Science and Technology won The N J Yasaswy-Apollo Hospitals Award for the Best Teacher.

International Multidisciplinary Conference on Research Methodology

One-day Online International Multidisciplinary Conference on 'Research Methodology in Economics, Library Science, Social Sciences, Pure Sciences, Commerce, Sport Science, and Home Science in Higher Education System in India and Abroad' is being organized by the postgraduate Economics Department and Internal Quality Assurance Cell, Shri Pancham Khemraj College Sawantwadi, Sawantwadi, Sindhudurg (Maharashtra) on July 27, 2021. The Conference aims to bring together the faculties, researchers, scientists, stakeholders and practitioners of the industry, community and university professionals and students to exchange and share their experiences, new ideas and research results related to all aspects of Economics, Library Science, Humanities, Commerce, Management, Social Sciences, Pure Sciences, Business Economics and Environmental Sciences. The Subthemes of the event are:

- Trends in Economics.
- Library Science.
- GST.
- Open Source Software.
- Role of Teachers in Lockdown Period.
- Transportation System in India.
- Library Science Education in India.
- Local Need based Rural Development.
- Role of NAAC in India.
- Impact of COVID-19 on Exams of Universities and Colleges.
- E-commerce and International Trade.
- Business Ethics in COVID-19 Pandemic.
- Banking System in COVID -19 Pandemic Impact.
- Gender Sensitization.
- Corona 19 Pandemic Situation in India.
- Indian Feminism.
- Online Education System in India.
- Indian Philosophers pure Sciences and Applied Sciences.
- Support System in Pandemic.
- Woman Empowerment and Sensitization.
- Digital Library of India.
- Role of Political Parties in COVID- 19 Pandemic.
- Financial Market in COVID-19.
- Indian Govt. Ethics in COVID-19 Pandemic.
- Indian History.
- Lord Buddha.
- UGC-INFILBNET.
- N – LIST : Golden opportunity to research Scholars in Lockdown Period.
- Challenges in Agriculture Development.
- Indian Accountancy System.
- Insurance Policy in India.
- Indian Agriculture Marketing.
- Indian Economy.
- Trends of Social Sciences in COVID-19.
- Pandemic. Public Debt and Social Welfare in COVID -19.
- Pandemic. Climate Change in the world in COVID-19.
- Pandemic. Konkan History.
- Role of Media in Pandemic Situation.
- Indian Commerce System.
- Impact of Lockdown Period on Social Life.
- Innovative Ideas in the Social Sciences.
- Impact of COVID-19 on Library Science in India.
- New Indian Education Policy.
- Food Security in COVID-19 Lockdown.
- Role of Google Classroom in Pandemic Situation.
- Impact on Recruitment in India during COVID-19.

- Pandemic. Pharmacy Medical Business in COVID-19.
- Pandemic. Impact on Private Job Sectors in India during COVID-19 Pandemic.

For further details, contact Organising Secretary, Shri. Pancham Khemraj College, Sawantwadi, Sindhudurg- 416510 (Maharashtra), Mobile No: 07276894561, E-mail: kmwmbp@gmail.com For updates, log on to: www.spkcollege.org.

International Conference on Recent Innovations Engineering and Information Technology

A two-day Online International Conference on 'Recent Innovations in Engineering and Information Technology' is being organized by the Department of Information Technology, St. Martin's Engineering College, Secunderabad (Telangana) during July 26-27, 2021. The event aims to be one of the leading events for presenting novel and fundamental advances in the fields of Recent Innovations in Engineering and Information Technology. It also serves to foster communication among researchers and practitioners working in a wide variety of scientific areas with a common interest in improving Recent Innovations in Engineering and Information Technology related techniques. The topics of the event are:

- Artificial Intelligence.
- Machine Learning and Deep Learning.
- Data Analytics and Data Mining.
- Natural Language Processing and IOT.
- Block Chain Technology.
- Network Security and Cyber Security.
- Cloud Computing and Quantum Computing.
- Image Processing.
- Pattern Recognition.
- Computer Vision.

For further details, contact Dr. M Maalyadri, Professor, Department of Information Technology, Mr. G Shiva Krishna, Assistant Professor, Department of Information Technology and/or Mr. R Prashanth, Assistant Professor, Department of Information Technology, St. Martin's Engineering College, Remote Center of IIT, Bombay, Dhulapally, Secunderabad -500100 (Telangana State), Mobile No: 07995851462/

09885478046/09963538330, E-mail: icriedit@smec.ac.in. For updates, log on to: www.smec.ac.in.

CECAR9- International Conference on Sustainable Design and Eco-technologies for Infrastructure

The triennial International Conference of ACECC (The Asian Civil Engineering Coordinating Council) known as CECAR (Civil Engineering Conference in the Asian Region) is being hosted for the first time in India by The Institution of Civil Engineers (India)- ICE(I) at Goa from 21-23 September, 2022.

The event unites nearly 800 professionals from over 15 member economies that includes engineers providing leadership in the establishment of a collaborative partnership amongst Academia, Industry and Government. It will advance global solutions to meet the needs for livable communities for everyone, anywhere through resilient and sustainable infrastructure systems. Infrastructure is a prime mover and catalyst for realising SDGs. This conference will deliberate on strategies and best practices in the field, which will evolve into knowledge and suggestions for policy reforms both at national and international level. The Subthemes of the Major Theme chosen are:

Civil Engineering Education

- Sustainability of Civil Engineering Education in the Context of UN SDG.
- Ethics an Important Component of Civil Engineering Curriculum.

Infrastructure Design and Construction Technologies

- Innovative Infrastructure, Design Practices and Construction Technology for Sustainability.
- Infrastructure Development for Smart and Sustainable Cities and Affordable Housing for Developing Economies.

New Construction Materials

- New Construction Materials and Sustainability of Infrastructure.

Geo Technical Engineering

- Geo Technology Management, Operation and Safety.

Transportation

- Eco-technologies in Pavement Design and Construction of Roads and Airports.
- Traffic Management, Operation and Safety.
- New Frontiers in Railway Technology.

Environmental Engineering

- Green Building Concept, Design and Construction Technology and Their Impact on Carbon Rating.
- Landfill Management Technology for Energy Production.
- Industrial Waste Treatment Technologies and Water Pollution.

Water Resource Management

- Water Resource Management Techniques and Technologies.
- GIS and Water Shed Management Techniques.

Renewable Energy

- Renewable Energy, its Storage and Use.

Application of IT and Modeling

- Application of IT in Civil Engineering Projects.
- Modeling for Efficient Design of Civil Engineering Projects.

Disaster Management

- Disaster Preparedness, Mitigation and Rehabilitation.

The Academic fraternity can avail benefits of API score claim for Direct Recruitment/CAS under Category III (Research and Publications and Academic Contributions) under the following *Regulations, as amended to date*, for attending the Conference as Delegate/Paper Presenter:

1. *University Grants Commission (Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education), 2nd Amendment Regulations,*

2013. As notified vide Gazette of India Notification No. F.1-2/2009 (EC/PS) V (i)Vol-II. Dated 13th June, 2013.

2. *All India Council for Technical Education (Career Advancement Scheme for the Teachers and other Academic Staff in Technical Institutions) (Degree) Regulations, 2012. As notified vide Gazette of India Notification No.F.No.37-3/Legal/AICTE/2012 dated 8th November, 2012.*

The Proceedings for CECAR9 will be published in an open access publication with Springer under International Peer Reviewed Refereed proceedings series 'Lecture Notes in Civil Engineering', indexed in SCOPUS and EI Compendex database, having high Impact Factor. It will be a valuable reference for beginners, researchers and professionals (Academic and Field functionaries) interested in sustainable development of infrastructure and allied fields.

The last date for receipt of Abstracts of Papers is 31st July, 2021 and full papers from the selected authors by 15th December, 2021. It can be submitted to any of the following Committee Members:

Dr. S.D. Sharma : shivdutt_sharma@rediffmail.com

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It will provide a unique opportunity for the Delegates/Paper Presenters to get an excellent exposure to see the Civil Engineering World through the lens of the Experts.

For further updates please log on to www.cecar9.com

AIU NEWS

Col Prof G. Thiruvassagam Takes Over as 100th President of AIU

Col Prof Ganapati Thiruvassagam, Vice Chancellor, Academy of Maritime Education and Training (AMET), Deemed-to-be University, Chennai took over as new President of the Association of Indian Universities (AIU), New Delhi on 1st of July, 2021. An eminent and highly acclaimed Professor of Commerce and Management Col. Prof. Thiruvassagam is the 100th President of AIU.

A famous quote of Albert Einstein says, “*one cannot solve a problem on the same level that it was created, one has to rise above it to the next level.*” A skillful administrator and dedicated institution builder Col Prof Thiruvassagam rose above the problems to resolve them for facilitating unhindered growth and development of the institutions wherever he served in his long career spanning more than 34 years. Starting as Assistant Professor, he moved on to become Professor of Commerce and Management and Principal at Yadava College, Madurai; Vice Chancellor for two successive terms (between 2006-2012) of two eminent state universities in Tamil Nadu namely Bharathiar University, Coimbatore and the prestigious 167 years old first ‘Port’ University of India, the University of Madras. He also had a stint as Member of the Syndicate of Madurai Kamaraj University.

It is a pleasant coincidence that Col Thirusagam is privileged with serving the University of Madras as Vice Chancellor which produced the eminent Educationist and second President of India, Dr Savepalli Radhakrishnan and now he is gracing the chair of President, AIU which was graced by Dr. Radhakrishnan in the years 1943-44.

Some of the other popular personalities who graced the position of President AIU are Dr Zakir Hussain, Dr. Syama Prasad Mukherjee, Dr K L Shrimali, A L Mudaliar, Dr Akbar Hydary, Prof A C Woolner, Pandit Amarnath Jha, Sir Maurice Gwyer, Prof Shiv Mangal Singh Singh ‘Suman’, Prof M S Gore, Prof M S Adiseshiah, Prof M S Valiathan, and many more.

“*Education is the most powerful tool that can change the world*”, said Sarvepalli Radhakrishnan. A staunch believer of education as empowerment, Col. Thiruvassagam obtained highest level of education i.e. Ph.D from Madurai Kamaraj University, Madurai, Tamil Nadu and Postdoctoral Fellowship from University of Southampton, United Kingdom in the discipline of Commerce and Management, despite being brought up in an agriculturist’s family. He had the honour of having invited to associate with the University of Southampton, UK, during 1991-1992 as Research Fellow of British Council, United Kingdom.

“*Innovation is seeing what everybody has seen and thinking what nobody has thought.*” Said Dr. Albert Szent-Gyorgyi. Col. Thiruvassagam has combined innovation and academic progress to elevate the institutions wherever he has served. He was not contented just being a spectator so he made use of his experience in serving as a member in various committees of prestigious apex bodies of Higher Education including Planning and Academic Committees and Visiting Committees of University Grants Commission (UGC), as well as Visiting and Evaluation Committee Chairperson of National Assessment and Accreditation Council (NAAC). He has served as Executive Committee Member in Tamil Nadu State Council for Higher Education which is the top-level Planning Board of the Higher Education of the State. He was one of six Vice Chancellors of India invited to serve on the Central Advisory Board for Education (CABE), the apex body responsible for making recommendations to the Ministry of Education (MoE) erstwhile Ministry of Human Resource Development (MHRD), on all aspects of Higher Education.

Apart from authoring twenty one titles varying from Qualitative Research Methodology, Business Research Methods, Logistics Management, Financial Management, Customer Relationship Management to Introduction of Shipping, Company Law and Essentials of Maritime Law and Insurance, Col. Thiruvassagam also has thirty-six articles to his credit in National and International Journals, which have had considerable impact among academicians and research scholars.

An academic of international repute, Col. Thiruvassagam, established ties with universities in almost all the major countries of the world like USA, UK, Germany, France, Australia, Japan, China, Spain, Singapore, Hong Kong, UAE, etc. and has interacted with the authorities and the scientists both in their universities and related industries. He was instrumental in setting up a formal structure and office for international relations in all the universities with which he was associated for expanding the horizons of the institutions and their stakeholders.

In recognition of his academic contributions towards the field of higher education, he was awarded with “Colombo Plan Fellowship” by the British Council, United Kingdom in 1992. He was conferred with the rank of ‘Colonel’ by the Tamil Nadu State NCC Battalion in 2008 and adjudged as the ‘Best Management Leader’ by the International Business Management Council, Mumbai in 2016. One of the most coveted awards he received is the ‘National Award’ for “Exemplary Service to the Community” from the then President of India, Dr. A P J Abdul Kalam. He also received the “Service above self” Award from the Rotary International.

“Anything is possible if you have the nerve.”

Believing in this statement of J K Rowling, Col. Thiruvassagam pioneered the project of bringing together Vice Chancellors of various universities in order to jointly and severally pool resources and initiate interdisciplinary programmes for the betterment of the student community. Equipped with such great leadership skills, Col. Thiruvassagam has assumed the charge of President of this apex body of Universities, AIU which has the Moto from ‘*Association is born Integration*’. It can therefore be presumed that fertile and balmy winds of change that seek nothing but fresh ideas, renewed perspectives and lofty plans that will certainly improve the output, cooperation and projects through sustained collaboration and dedication, are the signposts that lead to the road to future of AIU.

Certainly, Col. Prof. G. Thiruvassagam has come to AIU with a solid understanding of the activities and functioning of AIU. He brings with him a lot of hope and enthusiasm for AIU Fraternity.

The Association of Indian Universities welcomes him as its new President and is looking forward to gain from his academic acumen, scholarship and vast experience.

□

AIU Publication

on

GOVERNANCE IN ACTION: REMINISCENCES OF VICE CHANCELLORS

‘Governance in Action: Reminiscences of Vice Chancellors’ Edited by Prof Furqan Qamar and Dr S Rama Devi Pani’ presents an array of the reminiscences of eminent academicians and administrators who have held the coveted position of the Vice Chancellor in Indian universities. The galaxy of Vice Chancellors contributing to this volume span the universities across the country from 1990 to 2014, providing us a lucid recount of the conditions in which the universities functioned and performed at different times and under varying socio-economic, political and cultural contexts. It presents the firsthand account of the bitter, better and best experiences during their tenure in the leadership positions. The Book seeks to develop a better understanding of the dynamics involved in the governance of universities. Experiences revealed are profound, passionate and poignant. At times they manifest exhilaration and on some occasions they express anguish. Scintillating recounts with varied thoughts and ideas make this book very interesting and useful.

The Book which was released on 6th March, 2017 at Rashtrapati Bhavan is available for sale.

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THESES OF THE MONTH

SOCIAL SCIENCES

A List of doctoral theses accepted by Indian Universities (Notifications received in AIU during the month of January-February, 2021)

Business Administration

1. Nishant. **Microentrepreneurship through microfinance: A study of Haryana.** (Dr. S S Mor), Department of Business Administration, Chaudhary Devi Lal University, Sirsa.

Commerce

1. Bhos, Mukund Subhash. **A study of dairy farming in the economic development of the farmers in Ahmednagar District.** (Dr Sambhaji S Jadhav), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

2. Bicchewar, Dinanath Maroti. **An analytical study of trust and perceived risk in online shopping in Marathwada Region.** (Dr Patanage H S), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

3. Darji, Deepakkumar Babulal. **A comparative study of customer satisfaction of selected district co-operative banks in North Gujarat Region.** (Dr. Ashav K. Patel), Department of Commerce, Rai University, Ahmedabad.

4. Dhameliya, Alka Lalitbhai. **Financial performance analysis of NGOs special reference to Gujarat State.** (Dr. M V Dave), Department of Commerce, Saurashtra University, Rajkot.

5. Gojiya, Hasuben Palabhai. **A study of fund based income and non-fund based income: With reference to selected commercial Banks in India.** (Dr. Ashvin H Solanki), Department of Commerce, Saurashtra University, Rajkot.

6. Gojiya, Hasuben Palabhai. **A study of fund based income and non-fund based income: With reference to selected commercial banks in India.** (Dr. Ashvin H Solanki), Department of Commerce, Saurashtra University, Rajkot.

7. Mishra, Rupam Rajivkumar. **A study on attitude of investor's towards mutual funds in Kutch Region of Gujarat.** (Dr. Ashu Bhojwani), Department of Commerce, Rai University, Ahmedabad.

8. Mudgal, Amit. **Udarikaran ke pashchat krishi kshetre mein sehkari vitt kee bhumika: (Madhya Pradesh Rajya ke vishesh sandarbha mein ek adhyayan.** (Dr. R K Vijay), Department of Commerce, Vikram University, Ujjain.

9. Nair, Smita Sreedhar. **A study of impact of mass media on socialization of teenagers: A social work intervention with special reference to Nanded City.** (Dr Mujawar W R), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

10. Kale, Netaji Balaji. **An economical analysis of crop insurance: With the special reference to Latur District.** (Dr Khillare S K), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

11. Pondal, Nandu Namdeorao. **A study of training and development of employees of Parli Vajinath Thermal Power Station.** (Dr Ashok D Kalam), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

12. Priya Kumari. **Black money in India and its impact on Indian economy: An empirical study.** (Dr. Ashok Kumar Saha), Department of Commerce, T M Bhagalpur University, Bhagalpur.

13. Raghuvanshi, Gurudeep. **Chhindwara Jile mein vikendrikrit yojnaon ka kriyanvayan evam mulyankan: Ek adhyayan (Varsh 2005 se 2014 tak).** (Dr. Rakesh Dand), Department of Commerce, Vikram University, Ujjain.

14. Sisodiya, Ambaram. **Anusuchit jati evam anusuchit janjati ke vikas mein M P shasan dwara sanchalit vibhin yojnaon ka mulyankan: Shajapur Jile ke vishesh sandarbha mein varsh 2009-2014.** (Dr. G L Khangode), Department of Commerce, Vikram University, Ujjain.

15. Soni, Shraddha. **Sehkari banking evam sahkari vyavastha ka tulnatamak adhyayan: Jhabua Jile ke vishesh sandarbha mein.** (Dr. R K Vijay and Dr. Rakesh Dand), Department of Commerce, Vikram University, Ujjain.

16. Sontakke, Rajratna Laxmanrao. **A study of training and development in State Bank of India with reference to Nanded District.** (Dr Jadhav N B), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

17. Upadhayay, Devrshi Kamlesh. **A study of impact of behaviour finance on individual's investment decision in Ahmedabad.** (Dr. Paresh Shah), Department of Commerce, Rai University, Ahmedabad.

18. Vyas, Deval Gautambhai. **An analytical study of productivity, liquidity and profitability of selected nationalised banks of India.** (Dr. Jyotindra M Jani), Department of Commerce, Saurashtra University, Rajkot.

Economics

1. Odedra, Haja Devabhai. **An analysis of sectoral development of Porbandar District with perspective of regional economic development (2001-2015): Some lessons for regional development strategy.** (Dr. R K Varotariya), Department of Economics, Saurashtra University, Rajkot.

2. Pandey, Ashutosh. **The economic analysis of the public urban transportation system: A comparative study between public transport and rapid transit system in the selected in the selected cities of India.** (Dr. S S Deshpande), Department of Economics, Gujarat University, Ahmedabad.

3. Tripathi, Shikha. **Impact of corporate governance on default risk and earnings response coefficient: An exploratory study in Indian context.** (Prof. Kushendra Mishra), Department of Rural Management, Babasaheb Bhim Rao Ambedkar University, Lucknow.

4. Upadhyay, Peeyush Ranjan. **Situational analysis of haat bazaar and their potential to develop the economic status of the area.** Department of Rural Development & Business Management, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

5. Vyas, Sonal Vijaykumar. **Contribution of MGNREGA in the economic and social upliftment of rural women of Saurashtra Region: A study.** (Dr. A L Patel), Department of Economics, Saurashtra University, Rajkot.

Education

1. Awasthi, Premhankar. **Vanvasi Kalyan Parishad ke chhatravaso evam shasan dwara sanchalit chhatravaso mein reh kar adhyayanrat kishoravay vidhyarthiyao mein koshal shiksha ke vikas ka samikshnatamak adhyayan.** (Dr. Ramrajesh Mishra), Department of Education, Vikram University, Ujjain.

2. Bava, Vasantgar Shambhugar. **A study of emotional intelligence of higher secondary school students in context to some variables.** (Dr. Ashwin D. Shah), Department of Education, Rai University, Ahmedabad.

3. Brahmabhatt, Chirag Rajendrakumar. **Effectiveness of BISAG programme with reference to science and technology subject of upper primary level.** (Dr. Janak Makwana), Department of Education, Saurashtra University, Rajkot.

4. Dave, Digant Lalitchandra. **A study of job satisfaction and mental stress of upper primary teachers of Saurashtra Region.** (Dr. H M Solanki), Department of Education, Saurashtra University, Rajkot.

5. Kavita. **A study on cyber crime awareness of B.Ed pupil teachers in relation to their personality, emotional maturity and mental fatigue.** (Dr. Umender Malik), Department of Education, Maharshi Dayanand University, Rohtak.

6. Mishra, Atul Kumar. **Samanye tatha vishishth balkoan ke aatamsamprateyy, nerashy evam shaikshik nishpatti ka adhyayan: Jila Bhind ke vishesh sandarbh mein.** Department of Education, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

7. Pandey, Vandana Suratinarayan. **Effectiveness of different instructional strategies for developing vocabulary in Hindi language.** (Dr. Harshaben R Patel), Department of Education, Rai University, Ahmedabad.

8. Pandya, Rajendrakumar Batukbhai. **A study of awareness about special education among the head teachers and teachers of regular schools of Gujarat.** (Dr. Namrata Upadhyay), Department of Education, Rai University, Ahmedabad.

9. Parmar, Vidhyaben Ramanlal. **A study of relationship between reasoning ability and adjustment problems of students of standard 8 and 9.** (Dr. Bharati Thaker), Department of Education, Rai University, Ahmedabad.

10. Patel, Disha Kanubhai. **A study of computer aptitude of the students of grade XI.** (Dr. Ashvinbhai D. Shah), Department of Education, Rai University, Ahmedabad.

11. Patel, Rajeshkumar Thakarshibhai. **A study of the opinions of secondary school teacher's towards school based comprehensive evaluation of Gujarat State.** (Dr. Namrata Upadhyaya), Department of Education, Rai University, Ahmedabad.

12. Singh, Minakshi Rajendra. **An analytical study of evaluation of financial performance of selected mutual funds in India.** (Dr. Chinmayee Bhatt), Department of Education, Rai University, Ahmedabad.

13. Singh, Urmila. **Prathmik vidhyalyoan ke adhyapakoan kee shaikshik yogeta ka unki shikshan abhishamta evam vyavsayik pratibadhta par prabhav.** Department of Education, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

14. Somashekhara, M. **Effectiveness of advanced organizer model based mobile application for student-teachers of B.Ed programme.** (Dr. Jagannath K Dange), Department of Education, Kuvempu University, Shankaraghatta.

15. Srikantha, K N. **Effect of learning social science through dramatization on academic achievement reaction towards learning through dramatization attitude towards social science and self concept of secondary school students.** (Dr. Jagannath K Dange),

Department of Education, Kuvempu University, Shankaraghatta.

16. Suthar, Aalap Rameshchandra. **A study of self concept of secondary schools students of Gujarat State in context to certain variables.** (Dr. Ashvinbhai D. Shah), Department of Education, Rai University, Ahmedabad.

17. Upadhyay, Parul Kaushikkumar. **A study of educational aspirations and adjustment of secondary school students.** (Dr. G S Patel), Department of Education, Rai University, Ahmedabad.

18. Vyas, Hiral Pravinchandra. **A study of intelligence of higher secondary school students of Anand District.** (Dr. Yagnesh B. Purohit), Department of Education, Rai University, Ahmedabad.

19. Yadav, Jagdeesh Prasad. **Anudanit evam shaskiye madhyamik vidhyalayoan mein karyerat shikshakoan ke pryavarniye gyan aur pryavarniye shiksha ke prati jagrukta ka adhyayan: Chitrakoot Mandal ke vishesh sandarbh mein.** Department of Education, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

Home Science

1. Mehta, Bhavna Balashanker. **A study on nutritional and health status of dyeing workers of Jetpura Taluka.** (Dr. N R Dave), Department of Home Science, Saurashtra University, Rajkot.

Journalism & Mass Communication

1. Jain, Manish Kant. **Madhya Pradesh ke gramin khetre mein rajnaitik jagrookta ke samvardhan mein kshetriye news chenaloan kee bhumika.** Department of Journalism & Mass Communication, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

Law

1. Ajay Kumar. **Health and climate change: A human rights perspectives.** (Dr. A S Dalal), Department of Law, Maharshi Dayanand University, Rohtak.

2. Bhattacharya, Sumit. **Pharmaceutical invention: A comparative study of patent law of US, UK, EU and India with special reference to trips.** (Ghayur Alam), Department of Law, National Law Institute University, Bhopal.

3. Maniar, Niraj Bharat. **Protection of human rights and social justice through legislative and judicial process in India: A critical study.** (D P J Walia), Department of Law, Saurashtra University, Rajkot.

4. Pandey, Malay. **Anti-cartel measures with specific reference to India.** (Dr. Atul Kumar Tiwari), Department of Law, Dr. Ram Manohar Lohiya National Law University, Lucknow.

5. Patel, Payalben Bhudarbhai. **Socio-economic impact of non-agriculturisation of lands in Saurashtra**

Region with reference to Prevalent laws in force: A critical study. (Dr. B G Maniar), Department of Law, Saurashtra University, Rajkot.

6. Pradhan, Abhinav. **Law relating to patentable subject matter: A comparative study.** (Dr. Ghayur Alam), Department of Law, National Law Institute University, Bhopal.

7. Shah, Monali Pinakinbhai. **Implication of companies Act 2013 on Corporate Social Responsibility (CSR) with special reference to S M E (Small Medium Enterprises).** (Dr. S P Rathor), Department of Law, Gujarat University, Ahmedabad.

Library & Information Science

1. Dangi, Ram Kumar. **Legal information systems in India: A study with special reference to academic law libraries of Madhya Pradesh.** Department of Library and Information Science, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

2. Mahendar Kumar. **Bibliometric study on LIS education in India.** (Dr. Sonal Singh), Department of Library and Information Science, Vikram University, Ujjain.

3. Mishra, Mithilesh Kumari. **Uttar Pradesh ke shaikshnik granthalyaoan mein karyerat mahila karmiyoan kee samsyaoan ka alochnatamak adhyayan.** Department of Library and Information Science, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

4. Panchal, Kartik Nanalal. **Comparative study of automation scenario of universities libraries in Gujarat State.** (Dr. Yogesh R Parekh), Department of Library and Information Science, Rai University, Ahmedabad.

5. Shukla, Ravi. **Information literacy skills among PG students of social sciences of Mizoram University and Tezpur University: A comparative study.** (Dr. Manoj Kumar Verma), Department of Library and Information Science, Mizoram University, Aizawl.

6. Soni, Kirtibahen Manojkumar. **A comprehensive study on school libraries of modernization in Uchchhal Taluka: A study.** (Dr. Kirit Shukla), Department of Library and Information Science, Rai University, Ahmedabad.

Management

1. Agashe, Rumiya. **Impact of workplace spirituality and learned optimism on employee engagement: A study on armed forces.** (Dr. Satosh Dhar), Department of Management, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore.

2. Agrawal, Rahul. **Impact of emotional labour and work experience on organizational effectiveness: A study of frontline police officers.** (Dr. Santosh Dhar), Department of Management, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore.

3. Choudhry, Rajendra Kumar. **An empirical study on quality of services in health care in Jhansi Region: A comparative study of Rani Laxmi Bai Medical Colleges Hospital, District Hospital & Railway Hospital in Jhansi Region (U P)**. Department of Rural Development & Business Management, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

4. Jasvinder Singh. **Evaluating lending schemes of National Minorities Development and Finance Corporation in Mewat District**. (Dr. Raj Kumar), Department of Management, Maharshi Dayanand University, Rohtak.

5. Kavar, Adweta R. **Profiling of octapace culture in food related industries in Ahmedabad**. (Dr. Gaurav Buch), Department of Management, Rai University, Ahmedabad.

6. Patel, Jaynaben Vadibhai. **A study of impact of variations in components of P³ system on operations**. (Dr. Viranchi Shah), Department of Management, Rai University, Ahmedabad.

7. Patel, Mayurkumar Bhikhabhai. **A comparative study of awareness and usages of drip irrigation system between farmers of Gandhinagar and Ahmedabad Districts**. (Dr. Rajeshkumar Patel), Department of Management, Rai University, Ahmedabad.

8. Patel, Rinkuben Rajendrakumar. **A study of issues on organized agriculture finance in the State of Gujarat**. (Dr. Paresh Shah), Department of Management, Rai University, Ahmedabad.

9. Pathak, Mukesh. **Academic librarianship effectiveness dimensions: An empirical study**. (Dr. Upinder Dhar), Department of Management, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore.

10. Patil, Kotresh. **E-CRM perspectives in Indian retail**. (Dr. T P Renukamurthy), Department of Management, Visvesvaraya Technological University, Belagavi.

11. Rajgor, Kashyap Kirankumar. **A study on use of psychometric tools in HRM in selected industries**. (Dr. Rajasi Clerk), Faculty of Labour Welfare, Gujarat University, Ahmedabad.

12. Roopa Praveen, K. **Problems and prospects of supply chain management practices in medium and large textile mills in Gujarat**. (Dr. Leena Dam), Department of Management, Dr D Y Patil Vidyapeeth, Pune.

13. Shukla, Vidyottama. **A study of socio psychological factors for understanding performance of employee at workplace public and private sector**. Department of Rural Development & Business Management, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

14. Tanwar, Anita. **A comparative study of non performing assets with reference to public sector, private sector and foreign banks in India**. (Dr. Priya Jindal), Department of Management, Maharshi Markandeshwar University, Ambala.

15. Veda, Aditi. **Dimensions of patient loyalty: A study of endocrinological disorders**. (Dr. Upinder Dhar), Department of Management, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore.

Physical Education & Sports

1. Barua, Mahendra. **Relationship of selected anthropometric measurements with the selected physical and physiological variables of different categories of athletes**. Department of Physical Education, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

2. Chauhan, Hunny Mahesh. **A study of the effect on hand reaction time and eye-hand co-ordination of the students in calisthenics, simple games and cricket**. (Dr. A C Rana), Department of Physical Education, Yoga and Sports Sciences, Saurashtra University, Rajkot.

3. Parmar, Jayendrasinh Pratapsinh. **A comparative study of effects of yogasana and aerobic training on physical fitness of college female students**. (Dr. Ajitsinh Gohil), Department of Physical Education, Rai University, Ahmedabad.

4. Singh, Vandana. **A comparative study of psychological, physiological and physical parameters of girls volleyball players of residential and non residential schools of MP**. Department of Physical Education, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

5. Tewari, Ramesh. **A scientific study of scientific importance medicinal secrets of food nutrition and fasting according to yoga and naturopathy in prevention and cure of constipation**. Department of Physical Education, Yoga and Sports, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

Political Science

1. Dixit, Vikas. **Policekarmiyoan kee karye pranali tatha seva santushthi ka adhyayan: Kanpur Jile ke vishesh sandarbha mein**. (Dr. Ashish Bhatt and Dr. Nisha Vashishth), Department of Political Science, Vikram University, Ujjain.

Psychology

1. Dholariya, Piyushkumar Ashokbhai. **Integration of personality and spirituality as predictors of subjective well being in professionals**. (Dr. Ashwin Jansari), Department of Psychology, Rai University, Ahmedabad.

2. Joshipura, Tatpar Kashyap. **A comparative study of emotional intelligence, social maturity and frustration of normal and physically disabled secondary**

school students. (Dr. Mukesh S Prajapati), Department of Psychology, Gujarat University, Ahmedabad.

3. Parihar, Jitendra Singh. **Balak evam balikaoan ke samayojan, vyaktitav tatha mansik yogeta ka tulnatamak adhyayan.** Department of Psychology, Mahatma Gandhi Chittrakoot Gramodaya Vishwavidyalaya, Chittrakoot, District Satna.

4. Piprotar, Vijaykumar Bhojabhai. **A comparative study of suicidal ideation among depressive and schizophrenic patients: Family burden and quality of life of their caregivers.** (Dr. Jayesh N Bhalala), Department of Psychology, Saurashtra University, Rajkot.

Public Administration

1. Kurethiya, Pramila Kabir. **Madhya Pradesh mein e-prashasan ke vibhin aayam: Indore shahar ke vishesh sandarbh mein, 2014 se vartaman tak.** (Dr. Pramod Awasthi and Dr. Nisha Vashisth), Department of Public Administration, Vikram University, Ujjain.

Social Work

1. Makawana, Ashok Khodabhai. **A comparative study of women empowerment through the dairy business between the Rajput and tribal women.** (Dr. Fulsinhji. V. Chauhan), Department of Social Work, Rai University, Ahmedabad.

2. Mukul, Vineeta. **Sadak angan ke bachoan ke punevarsan hetu samajkarye hastshap.** Department of Social Work, Mahatma Gandhi Chittrakoot Gramodaya Vishwavidyalaya, Chittrakoot, District Satna.

3. Nair, Smita Sreedhar. **A study of impact of mass media on socialization of teenagers: A social work intervention with special reference to Nanded City.** (Dr. Mujawar W R), Department of Social Work, Swami Ramanand Teerth Marathwada University, Nanded.

4. Pandey, Arunkumar Premchand. **The study of juvenile delinquent condition and problems with reference to the observation home of Gujarat.** (Dr. Babulal C. Panchal), Department of Social Work, Rai University, Ahmedabad.

Sociology

1. Chaurasia, Neena. **Pan utpadak kisanooan kee aarthik evam samajik isthithi ka samajshastriye adhyayan: Jila Chhatarpur ke sandarbh mein.** Department of Sociology, Mahatma Gandhi Chittrakoot Gramodaya Vishwavidyalaya, Chittrakoot, District Satna.

2. Chethana, H S. **An ethnographic study of Hasalaru Community in Shivamogga District.** (Dr. L

Srinivasa and Dr. Jagadish Kumar C Nayaka), Department of Sociology, Kannada University, Hampi, District Bellary.

3. Dwivedi, Vinay Kumar. **Suchna ka Adhikar Adhiniyam 2005 ka samaj par padne wale prabhavoan ka adhyayan: Uttar Pradesh ke Koshambi Janpad ke vishesh sandarbh mein.** Department of Sociology, Mahatma Gandhi Chittrakoot Gramodaya Vishwavidyalaya, Chittrakoot, District Satna.

4. Kacheria, Rajika. **A study on life balance, health and wellness within community culture with special reference to selected cities of Gujarat.** (Dr. Fulsinh Chauhan), Department of Sociology, Rai University, Ahmedabad.

5. Ojha, Aradhana. **Gramin mahilaye evam rajniti ek samman: Chitrekoot Jile ke vishesh sandarbh mein.** Department of Sociology, Mahatma Gandhi Chittrakoot Gramodaya Vishwavidyalaya, Chittrakoot, District Satna.

6. Pandey, Sunita. **Panchayati Raj and rural transformation: A sociological study of selected villages in Uttar Pradesh.** (Dr. Geeta Panday), Department of Sociology, Rai University, Ahmedabad.

7. Shivashankara, B. **Social study of Bhovi Community in Karnataka.** Faculty of Social Sciences, Kannada University, Hampi, District Bellary.

8. Srivastava, Piyush Kumar. **P. Deendayal Upadhyaaya evam Dr Syama Prasad Mukherjee ke vikasatmak vicharoan ka tulnatamak adhyayan.** Department of Sociology, Mahatma Gandhi Chittrakoot Gramodaya Vishwavidyalaya, Chittrakoot, District Satna.

9. Verma, Vandana. **Gramin mahilaoan mein swasthey jagrukta: Ek samaj vaigyanik adhyayan (Banda Jile ke vishesh sandarbh mein).** Department of Sociology, Mahatma Gandhi Chittrakoot Gramodaya Vishwavidyalaya, Chittrakoot, District Satna.

10. Vishwakarma, Shweta. **Gramin mahilaoan ka vaivahik swarup: Ek samajshastriye adhyayan: Koshambi Jile ke vishesh sandarbh mein.** Department of Sociology, Mahatma Gandhi Chittrakoot Gramodaya Vishwavidyalaya, Chittrakoot, District Satna.

Tourism & Hospitality Services

1. Vivek. **Corporate social responsibility: A study of Indian hospitality industry.** (Dr. Sandeep Malik), Department of Hotel and Tourism Management, Maharshi Dayanand University, Rohtak.

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The Government Resolution & Circular are available on the website mu.ac.in

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08	Lab Attendant	12			
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2. A minimum of 10 Research publications in peer-reviewed or UGC- listed journals and
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