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## (Set of Two Volumes)  :  (ISBN 81-7520-147-9)

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### In This Issue

# Dr. Sarvepalli Radhakrishnan: The Supreme Teacher

**M S Kurhade\***

Dr. Sarvepalli Radhakrishnan, the name needs no introduction. A philosopher, a great teacher, a scholar par excellence, a creative genius, a great humanist, a spiritualist, a man of vision, a man of mission, a man of principles, an idealist, an orator with the gift of the gab, an original thinker, an eminent author, and then the role of the Executive Head of India are a few outlines of this personality. He was one of the greatest educationists in India. He was indeed a great son of India.

A multi-dimensional creative genius, he made his original contributions in all diverse fields of life. Pandit Jawaharlal Nehru said about Dr. Radhakrishnan thus: "He has served his country in many capacities. He is a great teacher from whom all of us have learnt much and will continue to learn". It is India's peculiar privilege to have a great philosopher, a great educationist and a great humanist as her President. That in itself shows the kind of men we honour and respect. Pandit Jawaharlal Nehru also said about him "Wherever he went, his words brought comfort to the people and his own wisdom brought people nearer to each other."

Dr. Sarvepalli Radhakrishnan was the first Vice President and second President of India. He was born on 5th September, 1888 in Tamil Nadu, India. He was an exemplary teacher, a great philosopher, and a Hindu intellectual. Due to his excellent qualities, the Government of India had awarded him the most potent civilian award '*Bharat Ratna*'. He was amongst the first personalities in the nation to get this award in 1954 with C. Rajagopalachari and C.V. Raman awards. His birth date is commemorated as Teacher's Day every year across the country.

Dr. Radhakrishnan was an excellent student since his childhood. He went to the Christian missionary institution, Lutheran Mission School. He completed his graduation from Madras Christian College, Madras, with Psychology. History and Mathematics, in 1904. In 1916 Radhakrishnan completed his MA in Philosophy and took a job as Assistant Professor of Philosophy at Madras Residency College.

Each year of 5th September, his birth anniversary is celebrated as Teacher's Day all across the country. Once his followers and friends attended him and revealed their desire to honour his birthday. Then he proposed that he would feel pleased if his birthday would be celebrated as Teacher's Day. Students commemorate that day with great enthusiasm and joy and also all the teachers are honoured. Dr. Radhakrishnan's contribution to education has been exclusive and exceptional. He has made a splendid and solid contribution to the modern India and world.

His academic achievements were more commendable than his political success. Dr. Radhakrishnan started his academic career in the

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*\* Principal, DTSS College of Law, Malad (E), Mumbai-400097 and Director, Sanskar Sarjan Education Society, Malad (E), Mumbai-400097 and President, Association of Non-Government Colleges, Mumbai. E-mail: principal@sanskarsarjan.org*

Department of Philosophy at the Madras Presidency College when he was merely 21 years old. From then on he taught in many prestigious universities throughout the country. He was also appointed as the first Vice-Chancellor of the Banaras Hindu University. During his complete academic that lasted over three decades, he became extremely popular among his students. His popularity as a teacher was so much that almost every Indian student knew his name and teaching skills.

Because of his unimaginable participation in the area of education, he will outlive in the hearts of the people of India forever, Dr. Radhakrishnan was often referred to as the politician in shadow because he was not a political leader nor was much interested in politics. He was not popular as a political leader but rather as a teacher and philosopher. His entry into political circles began when he was appointed to the Indian Constituent Assembly, which was constituted to draft the Constitution of India. His true passion remained with teaching and the universities that he had been associated with.

He has been an illustrious philosopher, teacher, statesman, speaker, author and administrator. In recognition of his outstanding qualities of head and heart he was awarded many prestigious honours including Bharat Ratna in 1954.

He was invited in Europe and America to deliver lectures on Indian Philosophy, culture and civilization by several famous universities. He was the first Indian teacher and scholar to teach at Oxford University. Wherever he went to deliver his message of peace, spiritual reawakening and Indian wisdom, he was heard with great respect and standing ovation.

Dr. Radhakrishnan was a voracious reader and a very serious thinker and continued his studies in world philosophies. He also took keen interest in the study of English literature. He also developed into an influential speaker and his exposition of the subject before the audience was ever brilliant, absorbing and remarkable and so very soon he became very popular among students and his fellow teachers. It was then that he published his first book entitled "The Essentials of Psychology" which proved quite a success. He also contributed scholarly articles to various periodicals and magazines. In 1918, Radhakrishnan came to the University of Mysore as a Professor of Philosophy. Here he published his book 'The Philosophy of Rabindranath Tagore'. Two years later came his "The Reign of Religion in Contemporary Philosophy". These publications earned him further recognition and fame and he was established, as a major philosopher

and thinker. It was then that Sir Ashutosh Mukherjee, the well known Vice-Chancellor of Calcutta University invited him there as a Professor. Here he completed the first volume of his so famous work "Indian Philosophy" in 1923 his magnum opus. The volume was hailed and appreciated as a classic. There were many favorable reviews by eminent writers and Indian thought and philosophy came to be recognized as a serious subject of research and study.

Following the publication of his first volume of Indian Philosophy, he was invited to deliver lectures on Indian philosophy in the western universities and audiences. In 1926 he spoke at the Oxford University, England under "Upton Lectures". The theme of his lecture was "The Hindu View of Life". Later professorship was created for him at Oxford to teach Eastern Religions and Ethics. It was for the first time that an Indian was chosen as a teacher here. He continued occupying the chair at the University of Calcutta as well. Soon he became a very distinguished scholar, teacher and orator on Indian philosophy and many great personalities like Harold Macmillan, Aldous Huxley, Sir Francis Young husband, etc. became his admirers. They found his discourses always so interesting, new, enlightening and absorbing and moreover he delivered his discourses without any notes, almost spontaneously.

He spoke on Vedanta, Hinduism and Buddhism with equal mastery and command. Thus Radhakrishnan built an intellectual bridge between the West and the East resulting in better understanding and appreciation of Indian culture, civilization, philosophy and way of life. As an interpreter of Indian thought to the western minds, he did a marvelous job. He also very remarkably underlined the importance and valuable contribution of the western religions to the development of human civilization and culture. He stressed in no uncertain terms the universality of truth found in all religions.

In 1931, he became the Vice Chancellor of the Andhra University. Here too his charismatic personality worked wonders and the university achieved new heights of achievement. Later in 1939, he became Vice Chancellor of Banaras University. Two years later he occupied the Sir Sayaji Rao Chair of Indian Culture and Civilization at Banaras.

His association with Oxford University as Professor of Eastern Religions and Ethics was a long one which lasted for 16 years beginning from 1936. There he was conferred an honorary degree of Doctor which lasted for 16 years beginning from 1936. There

he was conferred an honorary degree of Doctor of Civil Law in appreciation and recognition of his vast learning, wisdom and understanding of various schools of philosophy both Oriental and Western. 1938 he was also invited by the British Academy to deliver its Master Mind Lectures. He was also made the Fellow of the Academy later. His lectures were published in a book form entitled Eastern Religion and Western Thought. Another series of lectures were published in 1944 entitled as India and China. During 1948-1954 he remained the Chairman of the UNESCO.

Later, he became the Chairman of the University Education Commission. 1949 at the age of 61, Dr. Radhakrishnan was selected as India's ambassador to the USSR. He served in Moscow as India's envoy from 1949 to 1952 and left a deep impression on Stalin as a master philosopher and thinker.

This laid a firm foundation for a long, firm and friendly relationship between the two great nations. In 1952 he was made Vice President of the Indian Union. And he was again elected Vice President in 1952. As an ex-offico Chairman of the Rajya Sabha, he presided over its debates and sessions and guided this august house with great distinction and personal charm. In this capacity he became very popular among all the political parties and his sane voice and advice were listened to with great respect.

In 1954, he was selected as the Chancellor of the University of Delhi. Here again he served this great institution of learning with much distinction. During all these years, he also worked as a cultural ambassador of the country and travelled all over the world carrying India's message of peace and friendship.

He was awarded many national and international honours including German Order of Merit (1954), the Goethe Plaquette (1959) and Bharat Ratna (1954). The book entitled Philosophy of Dr. Sarvepalli Radhakrishnan was published in the USA. It contained 883 page compilations of brilliant articles and essays on this great philosopher-statesman. His popularity as a statesman was no less than that of cultural ambassador of India. In the field of religion and philosophy his towering personality was awe-inspiring.

He followed the principle of 'Do your Best' in every field of life and served the country and the entire humanity in an exemplary way. Unfortunately his wife expired in 1956 and it grieved him a lot. They had five children.

He succeeded Dr. Rajendra Prasad as President of India in 1962. Earlier during the illness of Dr. Rajendra Prasad, he has acted as President of the Indian Union. His appointment as President was widely welcomed by many world personalities like Bertrand Russell who he said represented the ideal of the philosopher-king.

He paid a state visit to the USA in 1963 and delivered lectures urging the people to eradicate poverty, illiteracy and exploitation from the world. His voice was taken as the voice of the conscience and that of the downtrodden and deprived. Later he paid a state visit to England. There too he highlighted the urgent need of spiritual regeneration and economical development to improve the quality of life in Asian-African countries. His constructive views and liberal thinking impressed all. He was an ideal philosopher-king of Plato's conception.

He believed in freedom, democracy, accommodation, tolerance and the wisdom of our ancient saints and teachers. He added new dignity, dimension and brilliance to the high office of the President of India by his so deep and wide knowledge, wisdom and towering personality.

He laid down his high and dignified office in 1967 at the age of 79. Dr. Zakir Hussain succeeded him as the President. In May, 1967 he returned to Madras (Chennai), his home amidst roaring welcome and cheers. Finally, he passed away on April 17, 1975 and the whole of India was drowned in a sea of gloom and mourning. He was a light-house of Indian wisdom and personified our great ancient culture.

In his death we lost a towering personality that dominated the world scene for such a long time. As a tribute to his loving memory and great achievements, his birthday is celebrated as Teacher's Day on 5th September every year. Besides many other great things, he was a teacher par excellence. His accomplishments and achievements in this capacity have been equally unique and wonderful. He was first and last a teacher, a guru.

Dr. Radhakrishnan was one of India's ideal and most persuasive twentieth-country researchers of relative religion and philosophy. His barriers of the Hindu twentieth conventions has been exceptionally influential both in India and the western world.

In India, Dr. Sarvepalli Radhakrishnan's thoughts added to the development of India as a country state. His compositions added to the official status of Vedanta

as "the basic perspective of Hinduism". In the western world, his translations of the Hindu custom, and his accentuation on 'profound experience', made Hinduism all the more promptly available for a western group of onlookers. It added to the impact Hinduism has on current other worldliness.

Dr. Radhakrishnan was called to Oxford University, to deliver lectures on Hindu philosophy. He used his lectures as a platform to further India's cause for freedom. He also argued that western philosophers, despite all claims to objectivity, were biased by theological influences from their wider culture. He showed that Indian philosophy, once translated into standard academic jargan, is worthy of being called philosophy by western standards. He has thus placed Indian philosophy on the world map.

Dr. Radhakrishnan was appointed a Knight Bachelor in 1931. He was elected Fellow of the British Academy in1938. He was awarded the Bharat Ratna in 1954 and the Order of Merit in 1963. He received the Peace Prize of the German Book Trade in 1961 and the Templeton Prize to Oxford University. In 1989, the university instituted the Radhakrishnan Scholarships in his memory. The scholarships were later renamed the Radhakrishnan Chevening Scholarships. Education according to S. Radhakrishnan is acquiring of knowledge beyond what is academic and professional. He felt that education should be neither bookish learning nor memorizing of facts and figures, stuffing the mind with information unrelated to life. It is also not memorization of thoughts of others and reproducing those in examinations to get diplomas and degrees for jobs.

Education is the assimilation of values and ideas for character building and preparing to face life's challenges. According to Radhakrishnan, where scientific knowledge ends, the realm of mystery begins. The world of scientific facts and the world of values are different. If education does not build wisdom and humanity in the hearts and minds of men, all its professional, scientific and technological triumphs would be meaningless. Education is enlightenment of soul that dispels ignorance and illuminates the individual.

A teacher must create an environment that nurtures the student with his warm, kind hearted, accessible, enthusiastic and caring approach. He must convey sense of leadership by providing opportunities for each student to assume leadership roles. The mutual respect between teacher and student will provide supportive and collaborative environment in the classroom. Valuing students ideas and opinions will encourage students to feel safe to express their feelings and learn to respect and listen to others. The teacher should have no fear of learning new teaching strategies. He must focus on shared decision-making in teamwork as well as on community building.

According to him education alone could help in eradicating a lot of unwanted evil and vices present in our society. When people are educated and can make an informed and judicious decision, they would be in a better position to understand what separates the good from the bad. Therefore it is critical to put the right emphasis on offering good and quality education. The leaders of today need to take a cue from the efforts of S. Radhakrishnan. More and more laws should be made to offer access to primary education for all. Further, he said if we want our country to progress and make a name, the youth must be granted education. The right learning spirit should be fostered because we need intellectual minds to pinour country on the world map and make it count.

*"The end-product of education should be a free creative man, who can battle against historical circumstances and adversities of nature."*

Dr. S. Radhakrishnan

Education has to play a key role to preserve, enrich, transmit and modify the culture of a country. Education makes the culture fruitful. Radhakrishnan emphasized education for all and education as per the needs and interest of the child. He believed that each individual is born with certain innate tendencies and potentialities. It is only through education, these inborn potentialities are manifested. He states that all knowledge and powers are within the man. The heart can be refined and purified through appropriate education and so also the spirit.To him education is the enlightenment of the soul. Education dispels ignorance and enlightens the individual. It is the assimilation of values and ideas for man-making, character forming and life building.

*"Teacher is the cornerstone of the arch of education".*

Dr. Radhakrishnan

He believed that education is possible through close and cordial teacher-taught relationship. Education for high ideals of life with a good teacher-taught relationship like that of ancient order can be a panacea for many social ills, evils, troubles and diseases. The true teachers he said are those who help us think for

ourselves. Teachers should be the best mind in the country. According to him, university teachers must be of the highest caliber-intellectually, morally and culturally. They should be able to relate to young minds, in every way, be young in spirit enthusiastic and cheerful. Since they are to educate the leaders of tomorrow, their words, their actions and their own lives, should provide living examples to young students. Teachers should set the highest example of truth, goodness and noble ideas to their students.

What Dr. Radhakrishnan said about teachers, he himself followed them in ditto. The success of education depends on high moral character, educative quality and teaching skill.Curiosity is to be aroused in the minds of the young learners so that they can apply their intellect open-mindedly.

Dr. Radhakrishnan wanted mother-tongue as the medium of instruction. He also supported Sanskrit language as it is the repository of Indian culture. He wanted to build an India where the standard of education would be high at all stages of education. Sufficiently diversified and integrated curriculum should be there. Women education, rural education and religious education should be given much importance. People would be spiritually strong through education, and through human relationship, peace, love and co-operation, they would demolish the evils of the society like poverty, illiteracy, malnutrition, superstition, gender discrimination, communalism, unemployment and drug addiction. His propagated philosophy of education was based on sound sociological and psychological foundations.

Dr. S. Radhakrishnan wanted to introduce moral education as a compulsory subject at primary and secondary stages of education. He believed that without moral education, education would fail to achieve its objectives to educate the young generation, and life would become meaningless.

As the Chairman of the University Education Commission, he recommended the following aims of higher education:-

a) To teach that life has a meaning;

b) To awaken the innate ability to live the life of soul by developing wisdom;

c) To acquaint with the social philosophy which should govern all over institutions- educational, economic and political;

d) To train for democracy;

e) To train for self- development;

f) To develop certain qualities like fearlessness of mind, strength of conscience and integrity of purposes;

g) To acquaint with cultural heritage for its regeneration;

h) To enable to know that education is a life-long process;

i) To develop understanding of the present as well as of the past.

Dr. Sarvepalli Radhakrishnan held a prominent place in the educational scheme of young India. He not only theorized the educational principles but also practiced the same in his own teaching. He once said, "We should weave different parts of experience. We should keep our general ideas connected so that different experiences may be explained."Accordingly he synthesized idealism and realism, mysticism and pragmatism in his philosophy of education. Actually, Dr. Radhakrishnan had dual contact with education which gave him a unique insight into the Indian system of education and its problems. At the practical side, he was an eminent professor of philosophy in colleges and universities in India and abroad; he worked as Vice-Chancellor of different universities and was closely associated as Member or Chairman with many important Committees and Commissions. At the theoretical side, he brought his profound extensive knowledge of philosophy to bear on the discussion of the ends and purposes of education.

Dr. Radhakrishnan was the torchbearer of the Indian education. His contribution to the field of education, philosophy, religion, culture, science etc. was immense and noteworthy. He defined education as the instrument for social, economic and cultural change. For social and national integration, for increasing productivity, education should be properly utilized. The importance of education is not only in knowledge and skill, but it is to help us to live with others. According to him education should not merely give us some techniques so that we lead successful lives, but should also help us discover "lasting values". He opined that only the right kind of education could save many problems of the society and the country. He wanted that education which will help us to see the other world, the invisible and intangible world beyond space and time. Education has to give us a second birth, to help us realize what we have already in us. The meaning of education is to emancipate the individual and we

need the education of the whole-mental, physical, intellectual and spiritual. Education should develop in the minds of students a love of sustained thinking, adherence to truth and the power of resistance to popular sentiments and mob passion.

Aldous Huxley had remarked about Radhakrishnan that he "is the master of words and no words". It refers to his ability to express the most abstruse thoughts of philosophy in such a fine language that it becomes comprehensible to all. Prof. H. N. Muirhead said "Dr. Radhakrishnan has the rare quality of being equally versed in the great European and the not less great Asiatic tradition which may be said to hold in solution between them The spiritual wisdom of the world and thus speaking as a philosophical bilinguist upon it."

Dr. Radhakrishnan considered international understanding as an important objective of education. He advocated for the creation of a new world order, the growth of world community and world citizenship. He emphasized education as a means for creating International understanding and mutual cohesion among the people across the border. He also viewed that education as an important means of creating a sense of fellow-feeling, cohesion and attitude of sharing among the students. In this regard, his recommendations are quiet praiseworthy and noteworthy.

Dr. Radhakrishnan did not love knowledge for knowledge's sake, but he wanted knowledge for its practical utility. He did not want to educate the children and youths of the country for their self-interest and self –aggrandizement, but for the natural development and prosperity. His educational philosophy is based on the principles of universal love and humanity, mutual help and co-operation, self sacrifice and self-abnegation. (Choudhury S., p.77)

According to Dr. Radhakrishnan, education is to stimulate all that is good in man and eradicate what is evil or unworthy. He gave much emphasis on the development of intellectual freedom and capacity for responsible criticism. He was in favour of training men and women in the art of living in understanding human relationship and in working with people co-operatively. He also wanted the inclusion of various arts and other extra-curricular activities so that children's hands might be trained to skillful use. In the technologically advanced present society, fostering of creativity should have an important place in the educational process. His contribution to education is unique. He felt that education plays an important role in solving many ills of the society.

Dr. Radhakrishnan's contribution to education has been exclusive and exceptional. He has made solid and a splendid contribution to the modern India and world. Radhakrishnan's thought of self development, man making, self expression, respectively are the three important educational attempts for individual and national development.

George P. Conger said, "Among the philosophers of our time, no one has achieved so much in so many fields as having Sarvepalli Radhakrishnan of India. According to Paul Arthur Schillpp: Nor would it be possible to find a most excellent example of a living 'bridge' between the East and the West than Professor Radhakrishnan. Steeped, as Radhakrishnan has been since his childhood, in the life, traditions, and philosophical heritage of his native India, he has also struck deep roots in western philosophy, which has been studying tirelessly ever since his undergraduate college-days at Madras Christian College, and in which he is as thoroughly at home as any Western philosopher (Schillp 1992,p.ix). He also got several other awards in India and abroad, including Bharat Ratna, the Peace Prize of the German Book Trade etc. He himself left the office of the President and in his valedictory address said, "Our slogan should not be power at any price, but service at any cost."

Dr. Radhakrishnan expressed his worry at the plight of the diminishing human values. He felt that if education does not build wisdom and humanity in the hearts and minds of men all its professional, scientific and technological triumphs would be meaningless. According to Radhakrishnan, character development is an important aim of education. Education for character building has been advocated by Dr. Radhakrishnan. To him the character of a man is the aggregate of the tendencies of his mind or the sum total of the impressions created by his action and speech. The real character of a man can be judged by his common actions and not from his great performance. Radhakrishnan said, character is destiny and integrity of character is necessary in every walk of life. Education will be incomplete if it does not initiate in the child the values of love, truth, goodness and beauty. He felt that character building is the key to all education.

Dr. Radhakrishnan has given a right place in education for developing spiritual values among the

people. He has attached great importance to spiritual education. He thinks that education which does not inculcate spiritual feelings in students is not true. Without a spiritual bent of mind, the physical and intellectual development of a person remains stunted. This situation is determental to the progress of mankind. Radhakrishnan said, human development should not be confused with the acquisition of mechanical skills of intellectual information. It is the development of spirit in man. Education should develop human attitude and manly spirit through the refinement of the heart and development of good habits.

Though Dr. Radhakrishnan is no more in the world, but the volumes of work done and left with us will inspire the human civilization forever. There are many few men who have so deeply influenced the mortals in every nook and corner of the world and have been so universally loved and respected as well. Every Indian will salute this great personality forever. Indeed, he will remain the exponent of the modern Indian education. Dr. Sarvepalli Radhakrishnan is a pioneer of the wholesome and the boom of the educational philosophy and he flagged it on the heart of educational sphere.

In the present scientific and practice oriented society, people demand that education should be child centered, activity oriented, job oriented, life centered and community based. All these views were Advocated by Dr. Radhakrishnan. On the occasion of Teacher's Day let's read this beautiful lines written by Joy Elmer Morgan.

### *Who Is The TEACHER?*

*The teacher is a prophet.*

*He lays the foundations of tomorrow.*

*The teacher is an artist.*

*He works with the precious clay of unfolding personality.*

*The teacher is a builder.*

*He works with the higher and finer values of civilization.*

*The teacher is a friend.*

*His heart responds to the faith and devotion of his students.*

*The teacher is a citizen.*

*He is selected and licensed for the improvement of society.*

*The teacher is a pioneer.*

*He is always attempting the impossible and winning out.*

*The teacher is a believer.*

*He has abiding faith in the improvability of the race.*

*Joy Elmer Morgan*
❑

# UNIVERSITY NEWS

# WISHES

# ITS READERS

# A HAPPY

# TEACHER'S DAY

# Transformation in Indian Higher Education:
# A Perspective for Teachers

K C Mishra*

Nine-Tenths of Education is Encouragement; in our Higher Education System there is little scope to encourage the students. The Heads of Higher Education Institutions (HEIs) are pre-occupied with administrative activities 24X7 and end their tenure without knowing how an individual student remains engaged in academics in the class. Today we are only tuning their mind for success, not to become a person of value. Do we guide our teachers to know their students as: who knows not but knows not that he knows not, shun him; who knows not but knows that he knows not, he is simple so teach him; who knows but knows not that he knows, he is asleep so to awaken him and who knows and knows that he knows, he is wise so follow him. Hence, teacher at times has to be a follower; he teaches and he learns simultaneously. I have come across many students who despite being nothing have shown signs of wisdom. A human being is a thinking being and every thinking being is a philosopher because everyone has a philosophy of life.

## Suppositions
### Environment in HEIs to Encourage, Teach, Awake and Follow Student(s)

It should be the mission of Higher Education not to train the youth mind to become a man of success only rather the student should try to become a man of value. A man should look for what is, and not for what he thinks should be. As teachers we should find joy in the subjects, convey that joy to the students to see that such joy actualizes in the work of students. Even if students forget facts after their studies, they are expected to continue to retain the habit of study and curiosity as an attitude that allows receptivity to new ideas. Questioning is a rare phenomenon and do our students question us in the class with the zest to learn?

### Joy in both teaching and learning in HEIs; both students and teachers to be curious and develop questioning attitude

Is a Faculty passionately curious? A student in the HEI to be curious and wonder about everything around is absolutely missing from the process. We have been committing blunder by teaching them so far; rather we should provide the congenial academic ambience in which they can learn in their own way. We water down the subjects while teaching by removing complexities and don't facilitate learning the concept, trend and application of the facts. It's surprising that students read English in a regional language. Joy of learning a subject is almost missing from the agenda of HEIs.

### Training the Students in HEIs Learn to Accept Challenges of Life

Education *is like riding a bicycle and we must keep moving ahead. We still do not know one-thousandth of one percent of what nature has revealed to us.* Our system should help students to look deep into the nature and then they will understand everything better. Ideas and solutions come not only from logical, systematic thought, but also through imagination and out-of-the box thinking. Why can't we encourage this in our students enabling them excel in academics and also in real life? In Colleges and Universities today we only teach from the books so where is question of knowing the nature, out-of-the-box thinking and materializing imagination into a reality? The result is we can't expect our students are ready to face challenges and exploit such situation in their favor.

## Scope for Out-of-box-thinking for Students in HEIs

There are two ways to live our life; one is nothing is a miracle; the other is everything is miracle. Logic will get us from A to Z; but imagination will get us everywhere. A human being is a part of the whole called as Universe, limited in time and space. He experiences himself as something separated from the rest; a kind of seeing things as he wants them to be, not as they really are so where is the Universe and an individual a part of it? This delusion is a kind of prison for us, restricting us to our personal desires and to affection for a few persons nearest to us. Is it genuine education which teaches us only 'me' and 'my family'? Neither our way of teaching is out-of-box nor do we assess students' out-of-box.

## Developing the Faculty of Imagination in Our Students to Facilitate their Seeing beyond Self

Since the dawn of civilization teacher has been playing a pivotal role for upholding the dynamism of culture for which we call him the change agent of the society. It is the teacher who brought up the

* Principal, Sambhram Academy of Management Studies, M S Palya, Jalahalli East, Bangalore-560 097 (Karnataka). E-mail: mishrakc847@gmail.com

talent hunter to the light beam rider. He is capable of suppressing the unwanted ones and brings out the best ones which is nothing but an effort to make a complete human being. Here the important requirement is a teacher should be genuinely professional not personal. If a teacher becomes personal that is a treachery with the profession. I mean to say that when the teacher tries to dominate the learning faculty of the learner, the latter may get lost in the confusion: Is it me (student) or him (teacher) or the book? A student, the future of ours should be naturally able to see beyond self.

The main function of a teacher is the transmission of knowledge and inculcation of the values that differentiates the humans from the myriad of other species. In fact a teacher is well versed in knowledge and information but not omniscient like modern internet, the result is his image has been a threat. It is not necessary that a good scholar can be a good teacher. What makes a good teacher is effective dissemination and deliverance of knowledge and experience. That is the difference between a living teacher and a mechanical teacher, the internet. A real teacher because of his sincerity and sympathy plays the third parent role. Even though there is the third Parent role of a teacher; we only send tech savvy experts with PPTs to the Class.

**Perturbing State of Higher Education**

- Our Education policy is perfectly job-oriented but not research-oriented; hence it has not been possible to see innovations in real sense of the term so we have not been able to compete with top Universities of the World?
- Should Education be left to the politicians/bureaucrats to decide? Are they de facto or de jure academicians?
- Are we open to accept reforms in education; lack of which is threatening the whole process at present?
- Education is yet to be given the umbrella of opportunity
- Quality education is in short supply and it doesn't serve the practical purpose
- Education is still a Government monopoly or monopoly of those who run the Government; presently something is imposed on all Indian States meaning there by no Indian State can bring any reform? Let's remember Education is a Subject of both Centre and the State
- We need to know the future belongs to the learners, not the knower's and we have to devote our time, effort and energy to make students "Real-Knowledge-Seekers"
- Last but not the least, in framing the New Education Policy wisdom of fifty students from the best 50 HEIs of India should have been incorporated

The higher education scenario in India is facing a steep downward trend where values are diluting and outputs are very well compromised. A thorough care of the review of literature reveals different insights pertaining to various streams of Higher Education. The examination system is not at all an evaluation of a student's personality and intellectual equipment, his powers of thinking for himself, reflection, and reasoning. While searching for wisdom we have lost in knowledge and while searching for knowledge we have lost in information/big data.

In the knowledge society and economy of tomorrow, the learning organization alone will survive for its abilities to learn, create and utilize knowledge faster than its rivals and quicker than environmental changes, will provide tomorrow, a competitive advantage that is externally sustainable. The 21st Century higher education will still have to develop for this goal. The state of mind of the educational planners and the authorities in the Universities has to change in an appropriate manner. Unless these changes take place, it will not be possible to improve the quality and standards of education in India; furthermore it will also not be possible for our institutions to sustain and survive in this competitive world.

A Faculty in higher education, besides teaching, is required to do research for keeping abreast of the latest developments in the field. Hence, assessment of a teacher should focus on two aspects: teaching and research. Progress pertaining to teaching of a teacher should be assessed partly (say 50%) by the administration of the institution and the rest by the students. We have no education system, only an examination system. So far our education has remained a passport to employment only, nothing more, nothing less. The students are becoming just degree-oriented. The UNESCO Report on Education for 21st century also insists for an education rooted to culture and committed to progress; the report views, developing a harmonious and integrated personality would just not be possible if the system does not inculcate values of culture, heritage and traditions. Indian heritage, culture and values need to be thoroughly studied, analyzed and incorporated comprehensively in the education system right from the initial stage to higher dimensions of education. Each University should exercise innovative approaches in undertaking periodic revision of curriculum every two to three years in part and an intensive revision then depending on the developments in the subject area. ❑

# Effectiveness of Online Teaching-learning in Indian Classrooms

Sonia Mojumdar* and Sangeeta Chauhan**

The year 2020 will remain significant globally for the challenges it put before human life in all its aspects -physical, intellectual, environmental, vocational, social, emotional and spiritual. Nations worldwide are battling to save lives, keep afloat their economy; to resume normalcy in all its sectors and reinvent itself in the new normal.

The Indian education system is complex in its structure arising out of the multiplicity in its socio-economic structure; multilingualism; a variety of education boards (both central and state); a large number of school systems (government, aided, private etc) along with role of the several stake holders (students, parents, teachers, school administration, policy makers and implementers). In this complex matrix the COVID-19 pandemic and the subsequent lockdown brought the education system to a standstill with regular classroom teaching being practically put on hold till the current date. The only option to continue the teaching –learning transaction appeared to be the online mode, with remote learning posing to be the exclusive alternative.

Distance and open-school education, for several years now, have been employing online mode of curriculum transaction. A mixture of Online and Offline mode of curriculum transaction or what we call Blended Learning has been in practice in many institutions. Several tutorial classes and individual entrepreneurs have been effectively employing social media platforms like YouTube channels to circulate their course material and reach out to learners.

However, the bulk of mainstream Indian school system has remained aloof from online mode of teaching-learning till date. Thus the pandemic induced state of lockdown threw before the education system a challenge never faced before, resulting in varied success stories from the heterogeneous system

* Research Scholar, University School of Education , Guru Gobind Singh Indraprastha University, Sector - 16C Dwarka, New Delhi-110078
**Professor, University School of Education, Guru Gobind Singh Indraprastha University, Sector-16C Dwarka, Delhi, New Delhi-110078. E-mail: chauhan.dr@gmail.com

of Indian school system. While some private schools smoothly transferred the transaction to the online mode in their already existing blended education, the rest struggled to merely remain connected to their students, leave aside a teaching-learning scenario.

Online mode of teaching essentially involves all kinds of technological support and mechanism which allows the process of teaching-learning to take place in a virtual platform. A fundamental element to carryout online teaching-learning is internet connectivity. Online instruction involves both real-time (synchronous) and anytime, anywhere (asynchronous) interactions. It is often referred to as e-learning. Online teaching is expected to involve teaching-learning methods distinct from face-to-face classes in all aspects of curriculum transaction. It can include audio, video, text, animations, virtual training environments and live chats with professors.

The intrinsic nature of Indian classroom is diversity. While there is a multitude of parameters in which one could look into to determine the nature of diversity- language, socio-cultural aspects, economic background - this paper particularly looked into the aspect of variation in accessibility to the online mode of teaching. In the current situation, digital divide is a significant issue; where the population of the country is substantially divided in terms of their affordability and access to the digital world and therefore, a major concern in the uniform and equitable implementation of the online teaching-learning process. In view of this a study on Effectiveness of Online Teaching-learning in Indian Classrooms was conducted by the authors. The study is an attempt to understand the attitude of the teaching community towards online mode of education under the existing scenario.

## Literature Review

National Education Policy—2020 recognizes the importance of Online and Digital education in the current situation of a pandemic which makes face-to-face in-person education impossibility. It sees blended education as the emerging trend of the coming years and gears itself up by proposing to setup new bodies like National Educational Technology

Forum (NETF), which will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration, and so on, both for school and higher education. NEP- 2020 further points out that keeping in mind the existing digital divide in our society the system has to ensure Equitable use of Technology.

The concern expressed in NEP–2020 regarding digital divide has been highlighted in several news articles in the last few months. In an interview to BBC, Anurag Behar, CEO of Azim Premji Foundation, which funds education initiatives says:

"The education of children cannot be done effectively online," adding that, to do so would "damage education deeply and exacerbate inequities".

The Indian Express reports a meeting conducted by Minister of Education (MoE), erstwhile MHRD, chaired by the School Education Secretary, Ms. Anita Karwal on the 8th of June, 2020. In the meeting, it came to light, the extent of digital divide which exists in the country, for example, in Rajasthan 15% of the students do not have access to a digital device and Jharkhand pointed out that 30% of the state has poor internet connectivity.

A news report by The Hindusthan Times on 20 August, 2020 brings to fore the results of a survey conducted by the NCERT. The NCERT surveyed students and teachers of the Education Ministry-run Kendriya Vidyalayas (KVs), Jawahar Navodaya Vidyalayas (NVS) and Central Board of Secondary Education (CBSE) schools .The survey found out that disruption in electric supply, poor internet connectivity and unavailability of devices like laptop or smart phone are the main obstacles towards conducting online classes.

India Today Web Desk in June, 2020 came up with global solutions to tackle India's problem of Digital Divide. The report says that according to NSS, 2017-18 data only 23.8 per cent of Indian households had access to the internet. The number drops to 12.5% when we consider Indian households with students who have access to the internet. However, this kind of a situation is not unique to India.

## Significance of the Study

This study is an attempt to understand the online mode of the teaching-learning process from a teacher's perspective. Most teachers were unprepared for the situation and yet they have shown tremendous resilience in taking up the challenge head-on. The diverse structure of the Indian school system and the varied skill and competency level of the teachers themselves, make this study an interesting insight into what the teaching community feels about the online mode of teaching. Since the situation is current, the paper throws a fresh and contemporary light on the online mode of curriculum transaction.

## Development and Standardization of Tool

In the present study, the Survey Method has been employed. In survey method participants answer questions administered through interviews or questionnaires. To find out the effectiveness of the online mode of classroom teaching the researcher conducted an online survey through a Five Point Scale (Annexure-1). The content validity of the scale was established through peer review. The online survey form was distributed to 82 teachers in Government, Aided and Private schools of Delhi and their responses analysed thereafter.

## Important Findings of the Study

A. **Professional Skill of Teachers in Online Mode of Teaching** : From the analysis of the data collected which has been graphically shown in (Fig.1-3), it is clear that the majority of teachers in private, government or aided schools had no formal training in the online mode of teaching and had never used it in the recent years. However, the most positive aspect is that most of these teachers agreed that they received support from their respective institutions to help them conduct the online classes when the situation arised.

B. **Student's Satisfaction and Experience in Attending Online Classes:** It is interesting to note that a majority of both government and aided schools are of the opinion that the students are able to bear the cost of online classes as compared to private school teachers, most of whom feel that their students find it unaffordable (Fig. 4 to 7). However, on two counts – first, that students find this mode of teaching more effective for their conceptual clarity and second, whether this was a better mode to establish communication between teachers and students, majority of the teachers across all categories of school seem to find the online mode less effective. On the other hand,

**Figure-1: Response for the Item—I Do Not have any Formal Training in Online Mode of Teaching**
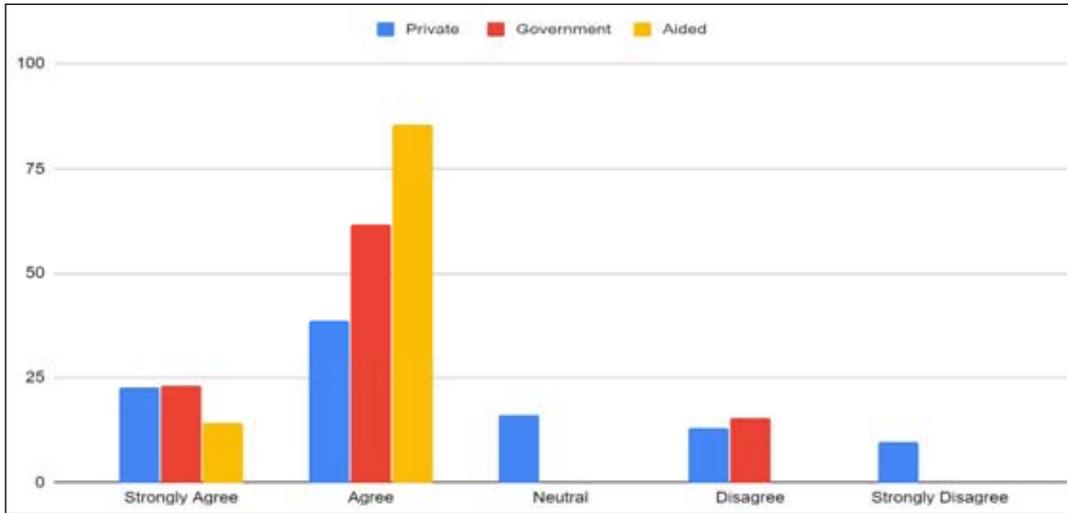


**Figure-2: Response for the Item—My Institution has Trained me in Online Mode of Teaching**
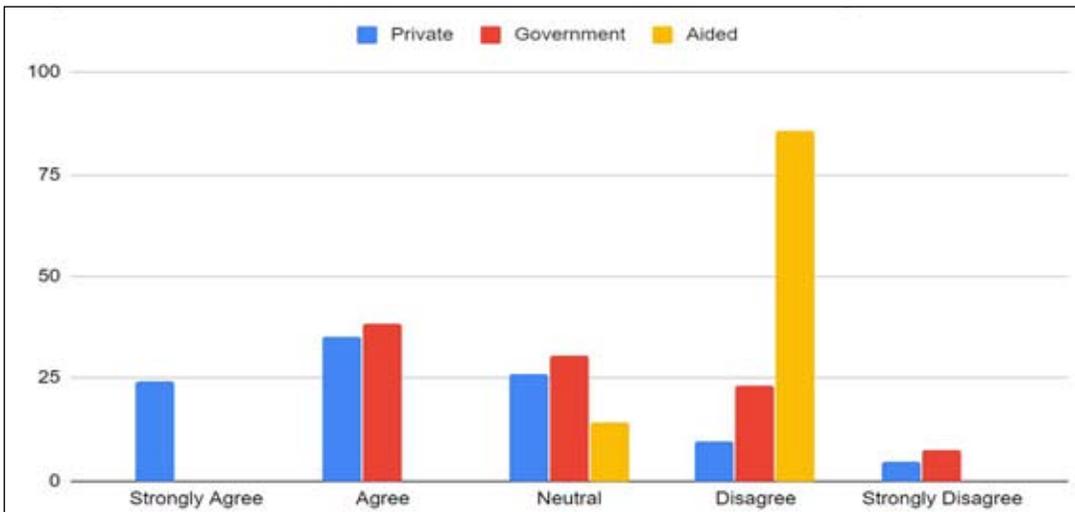


**Figure-3: Response for the Item—Using Online Source for More Than 2 Years**
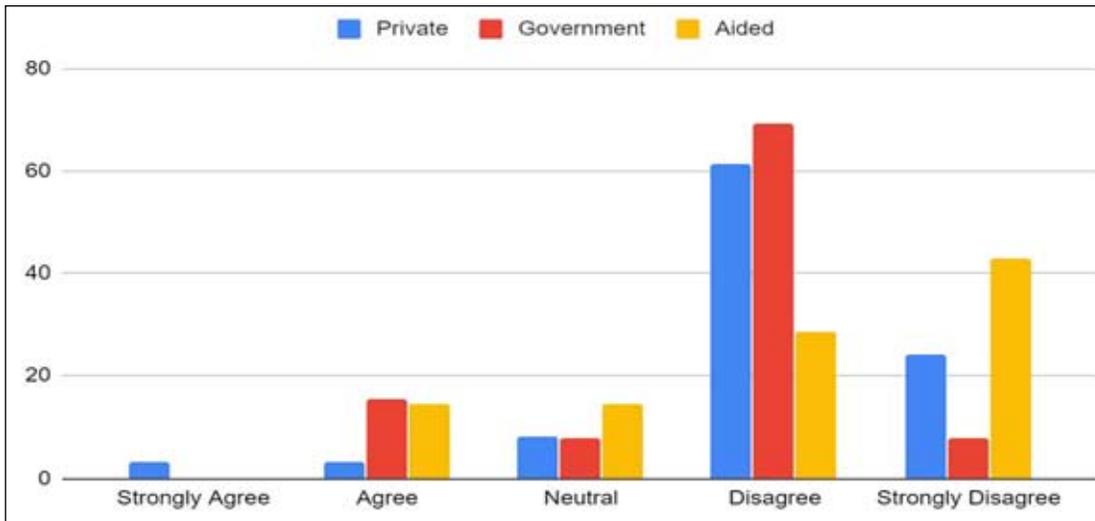
**Figure-4: Response for the Item—Students Able to Afford Online Teaching Methodology**
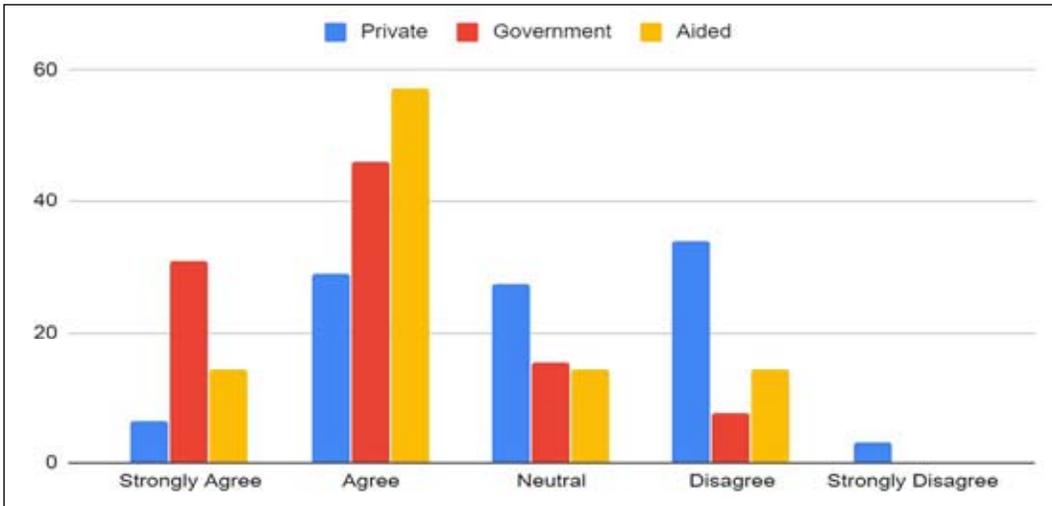


**Figure-5: Response for the Item—Students Understand the Concepts Better via Online Methods**
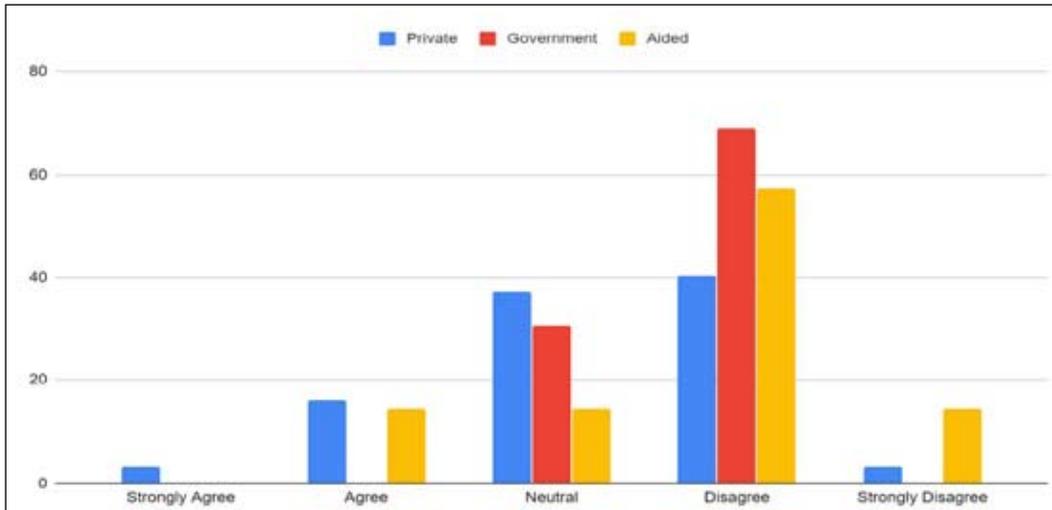


**Figure-6: Response for the Item—My Students are Unable to Establish Sufficient Interaction through the Online Teaching Mode**
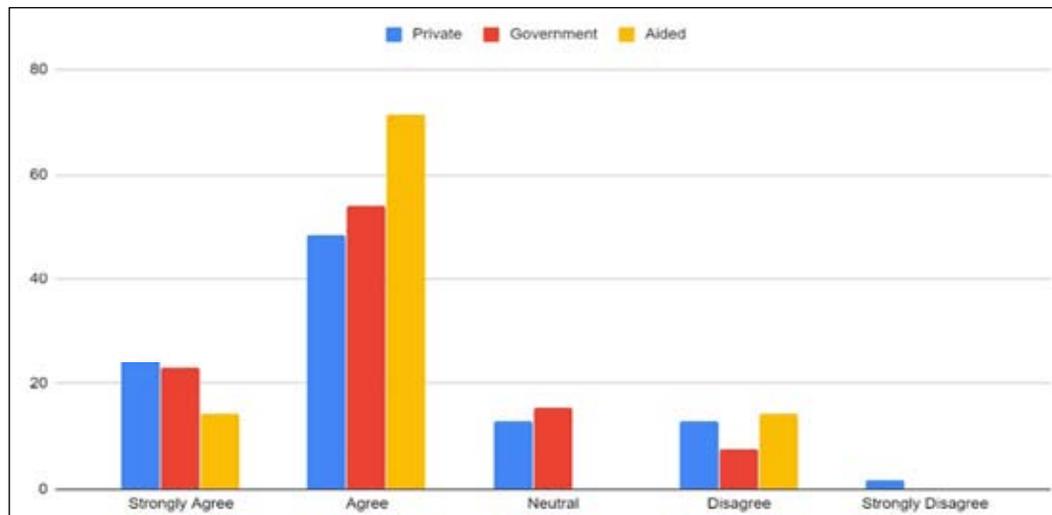
so far as access to online mode of teaching is concerned, teachers felt that while most students in private schools did have access, the situation was contrary in government and aided schools.

C. **The 3 As-Accessibility, Afordability, Availability:** The success of any programme, policy or planning is dependent largely on the so called 3As – whether it is available, accessable and affordable. According

**Figure-7: Response for the Item—All My Students have Adequate Access to the Online Mode of Teaching**
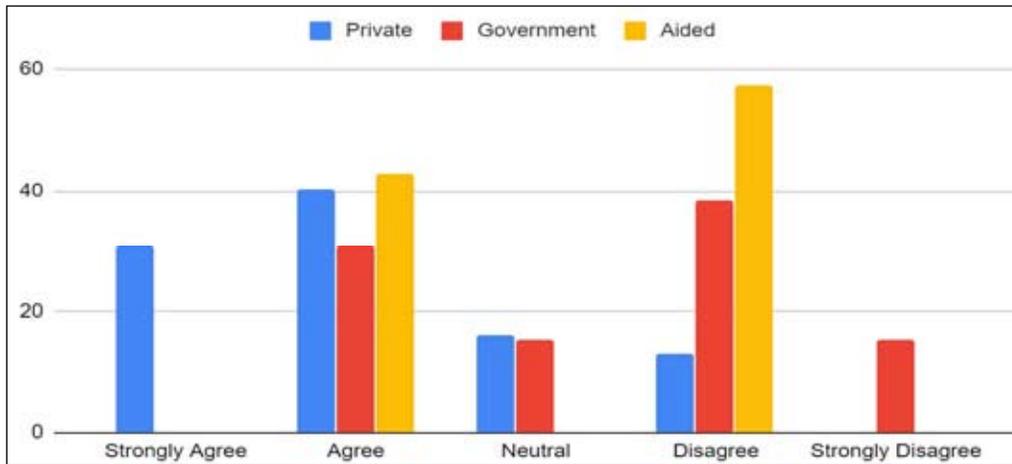


**Figure-8: Response for the Item—All My Students have Adequate Access to the Online Mode of Teaching**
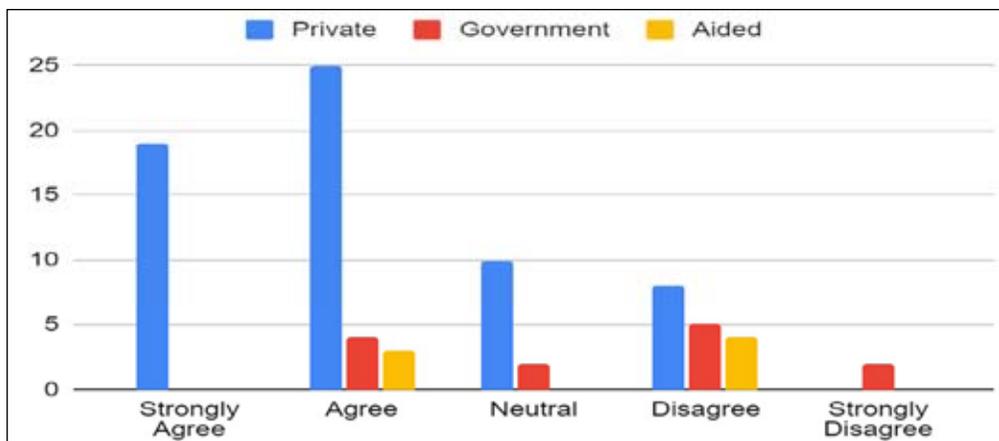


**Figure-9: Response for the Item—I have Access to Online Mode of Teaching**
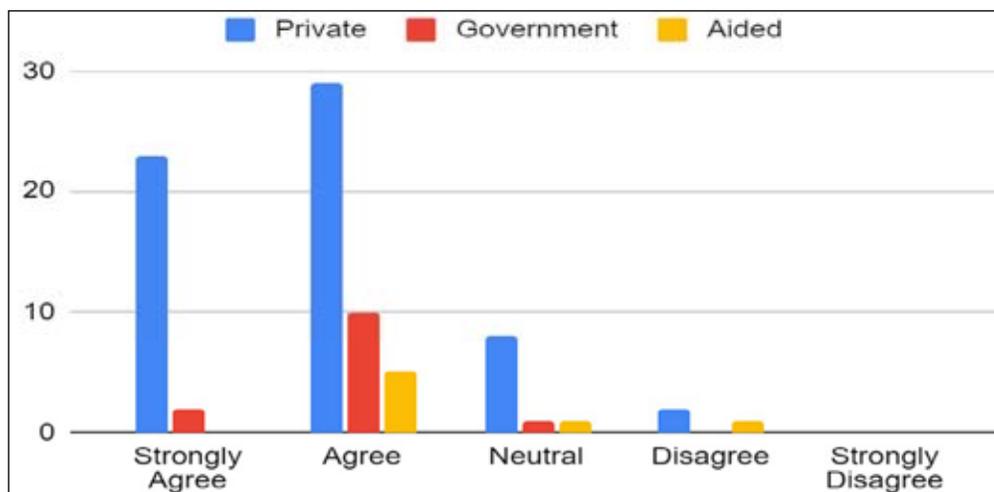
to the responding teachers, more than 20% felt that their students and even a slim percentage (3.7) of the teachers themselves do not have an easy access to the digital medium themselves .

While nearly all teachers agreed that there are plenty of softwares to support online mode of teaching the same was not true regarding its affordability. More than 40% teachers belive that their students cannot afford the online mode of teaching-learning. 50% of the teachers agreed and 17.1% strongly agreed that the initial setup of online mode of teaching is expensive. The sudden onset of the online mode of teaching during the lockdown following the pandemic, complled the teachers to cater to the requirements at their own end and the response to whether they found the running cost of online mode of teaching cheaper as compared to a face –to-face class , was nearly a 50% split opinion (Fig. 8 to 13).

D. **Future Prospects of Online Mode of Teaching-learning:** The data collected clearly reflects that a vast majority of teachers in all category of schools are of the opinion that though in the current situation the students want to return to their face-to-face classes, it is true that online classrooms are there to become an intrinsic part of future education system (Fig. 14 to 15).

## Educational Implications and Conclusion

The pandemic which has taken shape following the worldwide spread of COVID-19 virus has not only challenged the healthcare system across the globe but has opened before us a massive test in all areas of modern society and most definitely in Education. Melinda Gates, Co-Chair of the Bill & Melinda Gates Foundation, in an interview with the Hindustan Times, dated, 22 October, 2020, says, "(The) Pandemic has exposed the cracks in our society." The 'crack' is perhaps seen most pronounced in the education sector across all nations.

## The Study Reveals the Following Aspects

*Uneven and Inadequate Digital Skill among Students*

Though computer studies is a part of the school curriculum, it is a fact that ICT literacy is not uniform across all levels of the school nor among all students. Thus a substantial percentage (46.3%) of teachers thinks that their students did not understand their concepts clearly in this mode of teaching.

*Unpreparedness of Teachers in the Online Mode of Teaching*

From the onset of the pandemic, teachers were immediately required to implement distance learning modalities, often without sufficient guidance, training, or resources. Though most of the teachers received institutional support, the majority (22% strongly agreed and 46.3% agreed) had no formal training and a vast majority had not used such a methodology in the recent past.

*Need to Revise Teacher Training Courses- Both Pre and In-service*

In view of the findings it is evident that online mode of teaching is here to stay thus, even in with adequate infrastructure and connectivity many educators who currently lack the most basic ICT skills, are likely struggle with their ongoing professional development, unable to facilitate quality distance learning. The COVID-19 crisis has highlighted that both per-service and in-service teacher education are in need of reform to better train teachers in new methods of education delivery which would support e-learning.

*Students' Inability to Have Access to Content*

20.7% of the teachers disagreed that their students have sufficient access to online mode of teaching. Moreover, 14.6% strongly agreed and 34.1% agreed that in a diverse country like India online mode of teaching is ineffective.

*Focus on Equity and Inclusion*

The learning achievement through the online mode of teaching currently is not uniform since there is a highly unequal distribution of resources. While one section of students receives quality and full-term education through the online mode the others are barely able to afford it. Thus while 28% of teachers feel their students can afford this mode of teaching, 11% strongly agreed and 34.1% agreed that their students are unable to do it. Inequality in education has been around even during the pre-COVID-19 times, but the pandemic has heightened it by adding a new element to it, namely, digital divide.

*Focus on Addressing Learning Losses and Preventing Dropouts, Particularly of Marginalized Groups*

The pandemic has disproportionately affected the poorer and most vulnerable marginalized groups hence, as education system moves towards normalcy one has to pay special attention to those segments of

**Figure-10: Response for the Item—There are Plenty of Softwares Available in the Market to Support Online Teaching**
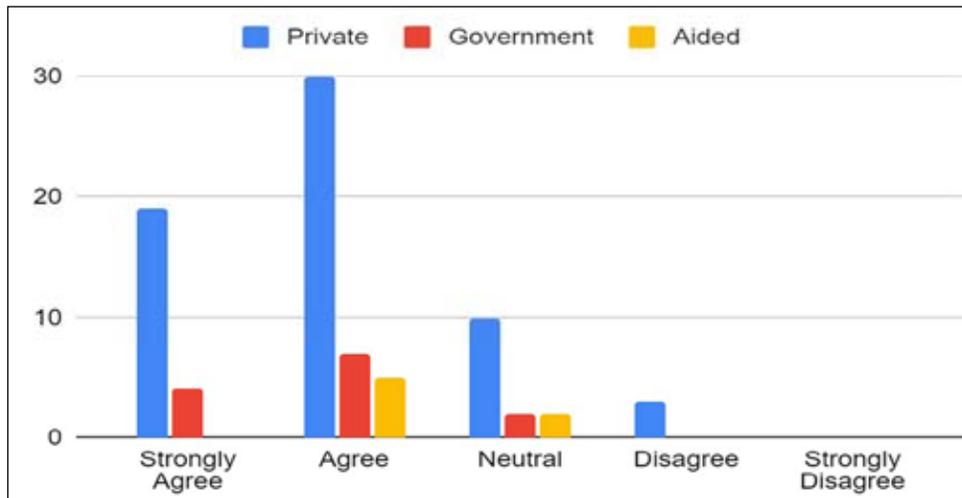


**Figure-11: Response for the Item—Most of My Students are Unable to Afford the Devices and Softwares Required to Attend Online Classes**
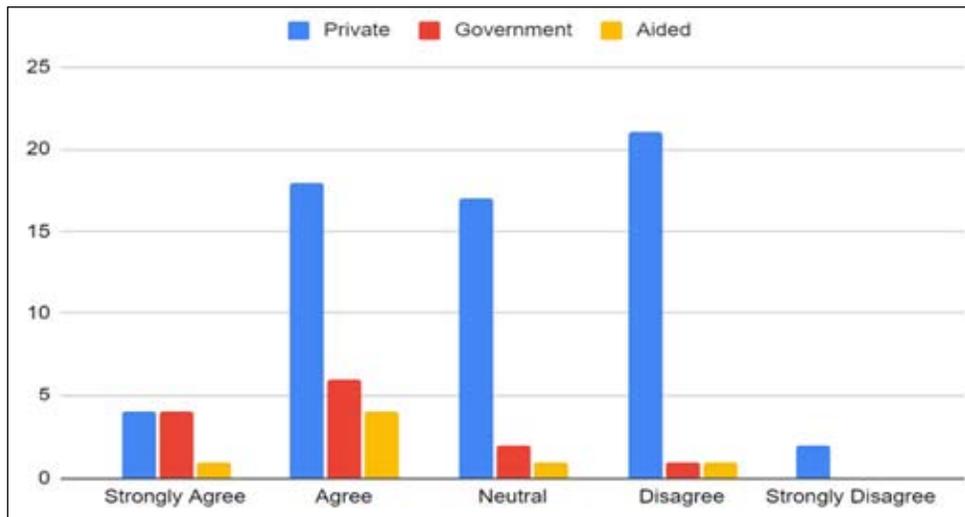


**Figure-12: Response for the Item—The Initial Setup to Start Online Classes is Expensive**
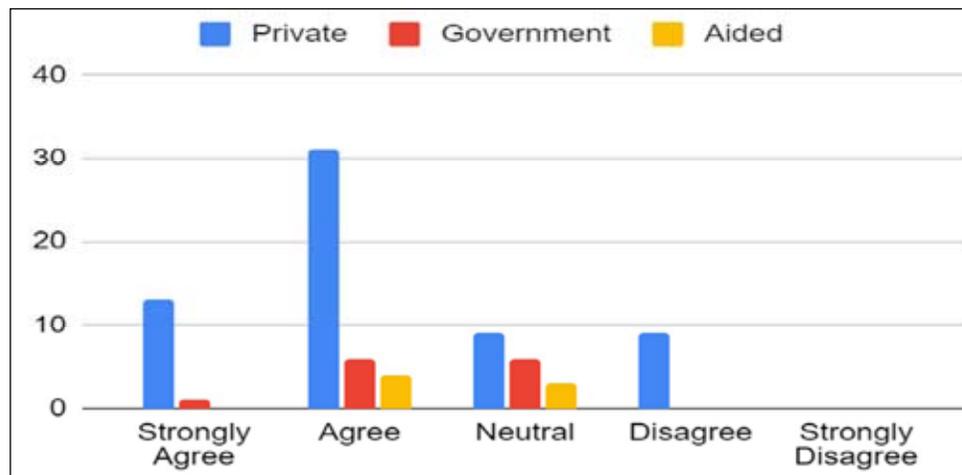
**Figure-13: Response for the Item—I have been Using the Online Mode of Teaching for More Than 2 Years**
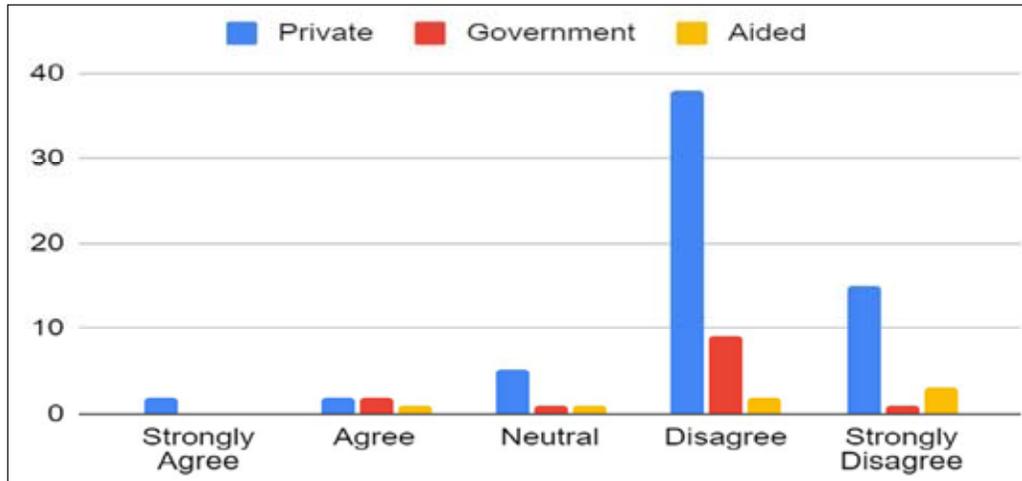


**Figure-14: Response for the Item—My Students would Like to Go Back to a Face-to-face Classroom in the Future**
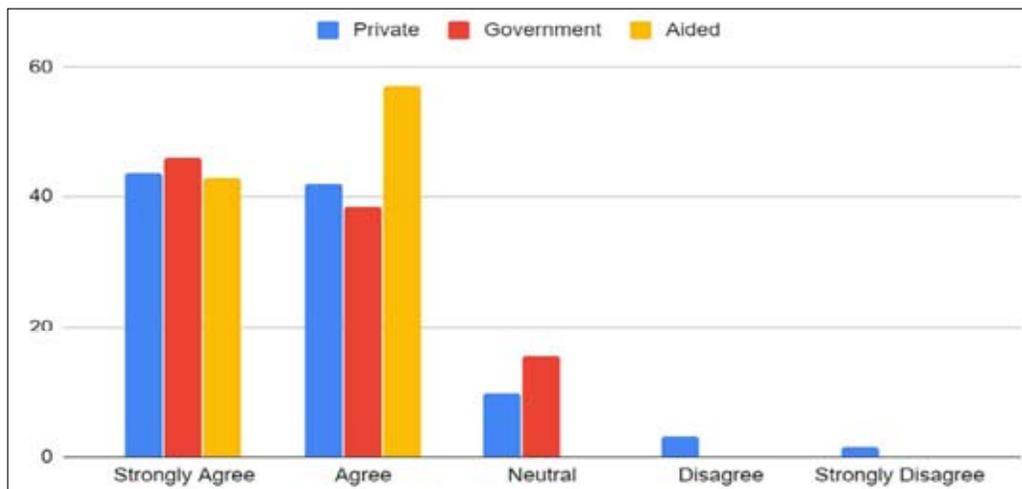


**Figure-15: Online Classes will Stay in the Future Schools**
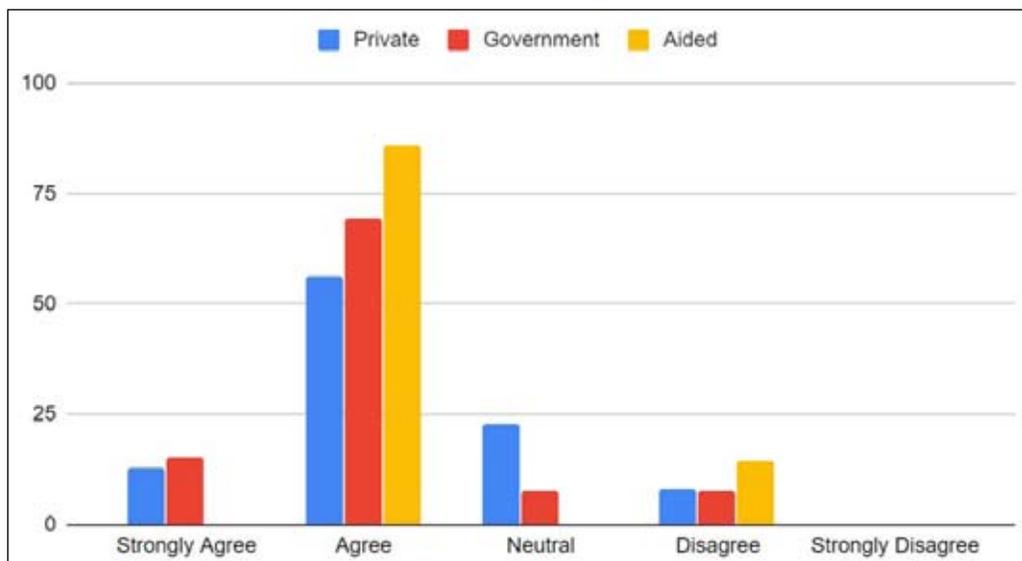
the society who have been worst hit by the pandemic. A very sensitive area is the education of children of migrant laborers.

*Development of New Pedagogical Skills and Assessment Tools*

Side by side with training teachers in ICT skills, one has to ensure that they have the assessment and pedagogical skills to meet students at their level and are able to implement differentiated learning strategies . The survey, for example, shows that a significant 26.2% of the teachers are unable to teach all four language skills to their satisfaction and nearly an equal number, 24.6%, remained undecided about their pedagogical skills.

*Future Classes – Hybrid / Blended*

Several countries are planning to implement a 'hybrid' or blended model of education in the years to come. 12.2% of the teachers strongly agreed and a majority, 61% agreed that blended classrooms are here to stay in the future. An important element of resilient education systems is their flexibility, one that gives them the capacity to mobilize alternative modes of educational transaction. Hybrid learning is the call of the hour. Education systems have to become more equitable and inclusive at large even as it adapts to new teaching-learning methodologies.

*Research and Development*

More research is required to find out about the effectiveness of online mode of teaching-learning in a diverse country like India : The survey shows that though 34.1% agreed and 14.6 % strongly agreed to the fact that online mode of teaching in its current form is ineffective in a diverse country like India , a significant 31.7% were unable to form any opinion, reflecting that the teacher community and the society at large, need to find out more about such educational methodologies. Digital solutions need relevant content, adequate instructional models, effective teaching practices, and a supportive learning environment to be able to address the need of one and all.

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**Annexure-1**

**Survey Form**

**Teacher's Views on Online Mode of Teaching-Learning**

Description: This is a survey form designed to get your views on the different aspects of the online mode of teaching under the present circumstance of lockdown due to Covid-19 pandemic, when schools have closed their face-to-face classes. Attempt all responses with honesty. Select only one appropriate response from the options given. All personal information will be kept confidential. Thank you.

**Section A**

**General Information – Answer Briefly**

NAME:………………………………………………

TYPE OF SCHOOL YOU TEACH IN:

a) Government
b) Private
c) Aided

WHICH CLASSES DO YOU TEACH?

a) Primary
b) Middle school
c) Secondary
d) Higher secondary

WHAT SUBJECTS DO YOU TEACH?.....................

**Section B**

There are 20 statements. Each statement has 5 options to respond. Choose only 1 option for each statement. Respond to ALL the statements.

1. I am aware of the online mode of teaching

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|
|  |  |  |  |  |

2. All my students have adequate access to the online mode of teaching

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|
|  |  |  |  |  |

3. The online mode of teaching is more time consuming as compared to face-to-face classroom

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|
| | | | | |

4. The running cost of online classes is cheaper than face-to-face classes

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|
| | | | | |

5. According to me, online mode of teaching is ineffective in a diverse country like India

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|
| | | | | |

6. I have been using the online mode of teaching for more than 2 years

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|
| | | | | |

7. I have easy access to online mode of teaching

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|
| | | | | |

8. I am able to teach all the four language skills through the online mode (only for teachers of English Language)

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|
| | | | | |

9. The initial setup to start online classes is expensive

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|
| | | | | |

10. I prefer to have blended classrooms in the future, where teachers can teach in a combination of online and offline classes

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|
| | | | | |

11. The technology used to design online classes is provided solely by my institution

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|
| | | | | |

12. My students understand their concepts better through online teaching

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|
| | | | | |

13. Most of my students are unable to afford the devices and softwares required to attend online classes

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|
| | | | | |

14. My students would like to go back to a face-to-face classroom in the future

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|
| | | | | |

15. Online classroom gives me more creative freedom to develop my lessons

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|
| | | | | |

16. My students are unable to establish sufficient interaction through the online teaching mode

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|
| | | | | |

17. There are plenty of softwares available in the market to support online teaching

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|
| | | | | |

18. I do not have any formal training in online mode of teaching

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|
| | | | | |

19. My institution has trained me in online mode of teaching

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|
| | | | | |

20. Online classes will definitely stay in the future schools

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|
| | | | | |

❑

# Enhancing Teaching and Learning: Significant Government Initiatives in Information and Communication Technology during COVID-19 Pandemic

**D Raja Jebasingh\***

*ICT can truly be "harnessed to strengthen education systems, knowledge dissemination, information access, quality and effective learning, and more effective service provision."*

(The Education 2030 Framework for Action- UIS-UNESCO)

Technology is changing the face of education across the globe. Facilitating quality information and innovative tools to educators and students around the world is becoming a promising way of eradicating extreme poverty. With the advancement of technological solutions in the education sector, learning process has undergone changes unlike anything witnessed by previous generations. Digital learning and communication environments are an essential part of lifestyle today. The use of digital technology in education can have a substantial impact, increase motivation and engagement while also resulting in learners becoming more aware and conscious. Digital solutions are being used extensively for communication between parties and helping various communities to stay on track with the current affairs. Most developed countries have high gross enrollment ratio in higher education. In the National Education Policy 2020, the target has been set as 50% GER in by 2035.

Advancement of digital technology is influencing the leaping development of various activities in our daily life. The use of Information and Communication Technology (ICT) and the Internet are the new paradigm of learning in 21st century and can be applied to all aspects of human endeavor. ICT can be defined as computer-based tools and techniques for gathering and using information. Educational sector is one vital area that applies ICT in teaching and learning and hence arises the need to assess the impact of ICT as a tool for teaching and learning.

The higher education system in South Asia has grown remarkably in recent times. However, the system has many issues of concern at present, like financing and management including access, equity and relevance, reorientation of programmes by laying emphasis on health consciousness, values and ethics and quality of higher education together with the assessment of institutions and their accreditation. These issues are important for South Asian countries, as they are now engaged in the use of higher education as a powerful tool to build a knowledge-based information society of the 21st Century. Besides recognizing the above, HEIs must perform multiple roles like creating new knowledge, acquiring new capabilities and producing an intelligent human resource pool, through challenging teaching and research.

The use of Information and Communication Technology (ICT) has proliferated in education and learning design; the classrooms of the 21st century are undergoing rapid transformations resulting in innovative learning environments that are connected, flexible, and collaborative. Furthermore, there is a shift towards inclusive education, which aims to educate all children regardless of their learning differences and other characteristics.

## Sustainable Development Goals (SDGs) and Education Agenda

Education plays a central theme throughout the 2030 Sustainable Development Goals (SDGs) Agenda, which includes a stand-alone education goal and education related targets within 7 others of the 17 Sustainable Development Goals (SDGs). SDG 4 aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. The goal consists of ten targets to guide countries along a transformative path to a sustainable education agenda. As per the Indicator 4.4.1I SDG - ICT skills determine the effective use of information and communication technology. The lack of such skills continues to be one of the key barriers keeping learners, especially women, from harnessing the potential of ICTs thoroughly.

## Research Methods and Design

A qualitative research design was adopted for this study to understand the promotion of academic

\* *Vice Principal and Research Guide, St. Joseph's College of Commerce, Bengaluru- 560027. Karnataka. E-mail: rajajebasingh@sjcc.edu.in*

excellence through ICT. This study aims to gain an in-depth exploration and describe the realities of the phenomenon. Qualitative approach would allow subjects more flexibility in expressing their views, without the predetermined responses usually found in quantitative method.

**Population, Sample and Sampling Technique**

The nature of this study and choice of research design (case study) did not demand for any sampling techniques.

**Type of Paper**

The present paper is perspective in nature where the author's assessment of what is already known has been discussed. The insights on existing concepts and/or research findings discussed with available and potential literature reviews. The emphasis is on providing reflections on available knowledge and related phenomena rather than the development of theory.

**Purpose of the Study**

The purpose of this study is to find out the initiatives of MHRD and UGC on promotion of academic excellence through ICT in Indian Higher Education Institutions (HEIs).

**Literature Review**

Technological advancements have changed the conventional lifestyle in numerous ways. In teaching and learning, technology is changing pedagogical practices, and with the advent of e-learning solutions, the internet is revolutionizing instructional delivery methods. Higher education institutions are employing every possible strategy to implement online teaching, learning and assessment activities, partially, or wholly. Emphasize that one of the important pedagogical factors to consider when designing online courses in higher education is to create a learning environment where the content and assessment are embedded and integrated into the learning experience and knowledge building.

**Growth of the Higher Education Sector in India**

With 51,649 HEIs, the Indian higher education system is one of the largest in the world. In terms of enrolment, India is second only to China (41.8 million) with 35.7 million students currently enrolled in universities and colleges. India has seen a massive expansion in the higher education sector as enrolment and the number of HEIs have increased almost four-fold since 2001. This increase was primarily driven by privately-owned institutions.

**Role of ICT and Excellence in Higher Education**

*Flipped Classrooms*

The flipped classroom model, involving lecture and practice at home via computer-guided instruction and interactive learning activities in class can allow for an expanded curriculum. There is little investigation on the student learning outcomes of flipped classrooms. Student perceptions about flipped classrooms are mixed, but generally positive, as they prefer the cooperative learning activities in class over lecture.

*Open Educational Resources (OER)*

Open Educational Resources (OER) is defined by the UNESCO "learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others." Interestingly, OER is in line with age old Indian saying – "Vidya daana, maha daana", meaning learning is the biggest gift. India is an early adopter of OER and has contributed huge number of resources through its NPTEL and ePG-Pathshala project.

Open Educational Resources (OER) are any educational resources (including curriculum maps, course materials, textbooks, streaming videos, multimedia applications, pod casts, and any other materials that have been designed for use in teaching and learning) that are openly available for use by teachers and students, without an accompanying need to pay royalties or license fees. An OER is an educational resource that incorporates a license that facilitates reuse, and potentially adaptation, without requiring that permission first be requested from the copyright holder. OER has emerged as a concept with the potential to support educational transformation. While the educational value of OER lies in the idea of using resources as an integral method of communication of curriculum in educational courses (i.e., resource-based learning).

**National Mission on Education through ICT (NMEICT)**

Under the National Mission on Education through ICT (NMEICT), funded by the Ministry of Human Resource Development, Government of India,

a proper balance between content generation, research in critical areas relating to imparting of education and connectivity for integrating our knowledge with the latest advancements remains being attempted.

The main aim of this mission is to tap the potential of ICT, in pedagogy and learning at higher education level. The mission has an ambitious plan of creating an e-learning ecosystem by embedding technology in the teaching and learning process, providing the facility of performing experiments through virtual laboratories, on-line testing and certification, providing multimedia e-content and learning platforms. Special teachers' training programmes have also been envisaged in the mission.

## ICT Initiatives of MoE and UGC

### Consortium for Education Communication (CEC) (http://cec.nic.in/cec/)

The Consortium for Educational Communication, popularly known as CEC, is one of the Inter-University Centers set up by the University Grants Commission of India. It has been established with the goal of addressing the needs of Higher Education through the powerful medium of Television along with appropriate use of emerging Information Communication Technology (ICT). The Consortium for Educational Communication (CEC), as a premier institution for development and dissemination of educational e-content, is committed to transforming education through new ICT-based technologies with emphasis on learner-centric pedagogy for the benefit of web learners across the country. Consortium for Educational Communication is one of the largest repositories of digitized educational content in the country, and the National Coordinator for Massive Open Online Courses (MOOCs) for SWAYAM platform of MoE. CEC regularly organizes various capacity building programs, technical & production related trainings, workshops on issue concerning media, web enabled learning like MOOCS, production strategies. CEC also organizes National & International conventions, conferences in the field of education and communication. Various short-term capacity building programs are conducted for staff of CEC and its Media Centers to keep them abreast with the latest technologies and developments in their area of work.

### SWAYAM PRABHA (https://www.swayamprabha.gov.in)

The SWAYAM PRABHA is a group of 32 DTH channels devoted to telecasting of high-quality educational programs on 24X7 basis using the GSAT-15 satellite. Every day, there will be new content for at least (4) hours which would be repeated 5 more times in a day, allowing the students to choose the time of their convenience. The channels are uplinked from BISAG, Gandhinagar. The contents are provided by NPTEL, IITs, UGC, CEC, IGNOU, NCERT and NIOS. The INFLIBNET Centre maintains the web portal. SWAYAM PRABHA is an initiative to provide 32 high quality educational channels through DTH (Direct to Home) across the length and breadth of the country on 24X7 basis. This would enable to deliver e-education in a most cost effective & inclusive manner. The highlights of this channel are: curriculum-based course contents are available at post-graduate and under-graduate level students, curriculum-based courses that can meet the needs of lifelong learners of Indian citizens in India and abroad, it's freely available on DD Free Dish, Dish Tv (Zee) and Jio mobile app.

### SWAYAM (https://swayam.gov.in/)

SWAYAM is India's own MOOCs platform offering online courses on all disciplines viz. Engineering, Law, Management, Humanities & Social Sciences and Professional courses (Table-1). It is designed to achieve the three cardinal principles of Education Policy - Access, Equity and Quality. SWAYAM is an indigenously developed Cloud based IT platform that facilitates hosting of all the courses taught in classrooms from 9th standard till Post-Graduation to be accessed by Anyone, Anytime, Anywhere free of cost. All the courses are interactive, prepared by reputed teachers in the country and accessible through computers/mobile phones.

SWAYAM involves development of Massive Open Online Courses (MOOCs) compliant e-content (video and text) and building a robust IT platform. In order to disseminate educational content to masses. SWAYAM is a:

- One-stop web and mobile based interactive e-content for all courses from High School to University level.
- High quality learning experience using multimedia on anytime, anywhere basis.
- State of the art system that allows easy access, monitoring and certification.
- Peer group interaction and discussion forum to clarify doubts
- Hybrid model of delivery that adds to the quality of classroom teaching

**Table-1: Facts and Figures of SWAYAM**

| Year of Launched | On 9ᵗʰ July, 2017 |
|---|---|
| Highlights / Takeaways | Anyone, Anytime, Any where Learning free of cost |
| Enrollments | 1.25+ Crores |
| No. of Courses on SWAYAM | 2,867 |
| Credit Transfer | Upto 20% Credit Transfer Facility Available for the Enrolled Students. Necessary regulations issued by UGC and AICTE |
| Integration with Conventional Education | Schedule of SWAYAM Courses aligned with Conventional Semester to facilitate easy Credit Transfer. |
| Annual Refresher Programme In Teaching (ARPIT) | Faculty Development Programme for 1.3 Million Teachers. |
| Global Reach | SWAYAM Courses being offered to African Students in more than 20 African Countries under the e-VBAB Project of Ministry of External Affairs (Govt. of India). MoU signed with Afghanistan for sharing of SWAYAM resources. |

*Source: Compiled from various information from UGC, MHRD, UGC -SWAYAM*

### e-PG Pathshala (https://epgp.inflibnet.ac.in)

e-PG Pathshalais an initiative of the MHRD under its National Mission on Education through ICT (NME-ICT) being executed by the UGC. The content and its quality being the key component of education system, high quality, curriculum-based, interactive e-content in 70 subjects across all disciplines of social sciences, arts, fine arts and humanities, natural, and mathematical sciences. E-PG Pathshala provides e-content in four quadrants. It can be accessed as Open Educational Resource (OER) where no teacher support/hand-holding for students is available. E-content is available in open access at *www.epgp. inflibnet.ac.in.*

### e-Adhyayan (e-Books)

e-Adhyayan is a platform to provide 700+ e-Books for the Postgraduate Courses. All the e-Books are derived from e-PG Pathshala courses. It also facilitates playlist of video content. UGC MOOCs (Online Courses)

### UGC-MOOCs

UGC-MOOCs is one of vertical to produce course on Postgraduate subjects in SWAYAM (Online Courses, MoE initiatives). UGC is one of the national coordinators of SWAYAM and INFLIBNET is technical partner for UGC-MOOCs.

### e-Pathya (Offline Access)

e-Pathya is one the verticals of e-PG Pathshala which is software driven course / content package that facilitates students pursuing higher education (PG level) in distance learning as well as campus learning mode. it also facilitates offline access.

### CEC–UGC YouTube Channel (https://www.youtube.com/user/cecedusat)

The Consortium for Educational Communication popularly known as CEC is one of the inter-university centers set up by the University Grants Commission of India. It has been established with the goal of addressing the needs of Higher Education through the use of powerful medium of television alongwith the appropriate use of emerging Information Communication Technology (ICT). Realizing the potential and power of television to act as means of Educational Knowledge dissemination, UGC started the Countrywide Classroom Programmes in the year 1984. For production of such programmes Media Centers were set up at 6 Universities. Subsequently CEC emerged in 1993 as a nodal agency to coordinate, guide & facilitate such educational production at the national level. Today 21 media centres are working towards achieving this goal under the umbrella of CEC.

### National Digital Library of India (NDLI) (https://www.ndl.gov.in/)

National Digital Library of India (NDL India) provides a framework of virtual repository of learning resources with a single window search facility. As on date 47,944,566 items have been hosted in NDL India. Scope of the NDLI is repository host contents of multiple subject domains such as Agriculture, Technology, Natural Sciences, Management, Literature, Religion and other. More than 3.8 Crore e-books/journals/audio books/question banks and 60 types of learning resources are available. More than that contents are

available in more than 200 languages. It also integrates contents available in different repositories of National Importance Institutions. Through this portal, faculty members and students community would enable to access e-content on multiple disciplines.

### Virtual Labs (http://www.vlab.co.in/)

Virtual Labs provide a fully interactive simulation environment to perform experiments, collect data, and answer questions to assess the understanding of the knowledge acquired. Develop virtual experiments for virtual labs suited to course curriculum in gap areas. It's a web-enabled experiments designed for remote operation.

In order to achieve the objectives of such an ambitious project, it is essential to develop virtual laboratories with state-of-the-art computer simulation technology to create real world environments and problem handling capabilities. IIT Delhi is the nodal institute with other 10 institutes have understanding this initiative.

Special features of Virtual Labs are: to provide remote access to labs in various disciplines of Science and Engineering —this initiative was implemented by IIT Delhi, also to share costly equipment and resources, which are otherwise available to limited number of users due to constraints on time and geographical distances. Through this initiative over 100 Virtual Labs, approximately 1000+ web-enabled experiments were benefited.

### E-Yantra (www.e-yantra.org)

E-Yantra enable the effective education across engineering colleges in India on embedded systems and Robotics. It's an initiative by IIT Bombay that aims to create the next generation of embedded system engineers with a practical outlook to provide practical solutions to some of the real-world problems.

The training for teachers and students is imparted through workshops where participants are taught basics of embedded systems and programming. Engagement of teachers and students in hands-on experiments with robots by way of competition-event is another innovative method of problem-solving with out-of-the-box solutions. e-Yantra also helps colleges to set-up robotics labs/clubs to make it a part of their routine training curriculum. More than 275 colleges across India have benefited with this initiative. e-Yantra Resource Development Center (eYRDC) is a portal

designed exclusively for eLSI colleges through which we share resources for teachers to help them use their e-Yantra labs in an effective manner.

### FOSSEE (http://fossee.in)

FOSSEE promotes the use of open-source software in educational institutions. It does through instructional material, such as spoken tutorials, documentation, such as textbook companions, awareness programmes, such as conferences, training workshops, and internships. Text Book Companion (TBC) is a collection of code for solved examples of standard textbooks. The FOSSEE Project promotes the use of the following FLOSS tools to improve the quality of education and research: promote these tools by encouraging students and faculty to use them in education and research through the activities. Majorly access and volunteer for the use of open-source software.

### Indian Research Information Network System -IRINS (http://irins.org)

IRINS is web-based Research Information Management (RIM) service developed by the Information and Library Network (INFLIBNET) Centre in collaboration with the Central University of Punjab. The portal facilitates the academic, R&D organisations and faculty members, scientists to collect, curate and showcase the scholarly communication activities and provide an opportunity to create the scholarly network. The IRINS is available as free software as a service to the academic and R&D organisations in India.

It helps the research scholars to locate courses in their subject interests and research focus of the department and organization, also provides scholarly metadata related to research interests of faculty members, research focus of the departments and schools. For faculty members, it supports to showcase /disseminate their research contributions to the peer group. It provides more significant exposure for their research contributions to the international community and brings funding opportunities from the national and international agencies.

### Shodhganga- A Reservoir of Indian Theses(https:// shodhganga.inflibnet.ac.in/)

This initiative provides a platform for research scholars to deposit their Ph.D. theses and make it available to the entire scholarly community in open access. Shodhganga provides a platform for research

scholars to deposit their Ph.D. theses and make it available to the entire scholarly community in open access. This facility would help to research community to Access Research Theses of scholars of Indian Institutes. The repository can capture, index, store, disseminate and preserve ETDs (Electronic Theses and Dissertations) submitted by the researchers.

### *Shodh Gangotri: Repository of Indian Research in Progress (https://shodhgangotri.inflibnet.ac.in/)*

Repository of Indian Research in Progress details (Synopses/Research Proposals for PhD programme with MRPs/PDFs/ Emeritus Fellowship. Under the initiative, research scholars / research supervisors in universities / Higher Education Institutions are requested to deposit electronic version of approved synopsis submitted by research scholars to the universities for registering themselves for the Ph.D. programme. Now it is expanded to MRPs/PDFs/ Emeritus Fellowship etc. The repository on one hand would reveal the trends and directions of research being conducted in Indian universities, on the other hand it would avoid duplication of research.

### *e-Shodh Sindhu (https://ess.inflibnet.ac.in/)*

Access to e-Resources provided by e-Shodh Sindhu consortium is seamlessly available on the member institutions' campus through campus IPs. In addition to the on-campus access, users from subscribed institutions can access to resources through various off-campus access mechanisms available from the publishers. The main objective of the e-Shodh Sindu is to provide access to qualitative electronic resources including full-text, bibliographic and e-books and e-journals. As on April 11 2020, a total number of 3376 Govt./Govt. aided colleges have been covered under the section 12B of UGC Act as well as Non-Aided colleges. The e-Shodh Sindhushall provide current as well as archival access to more than 10,000 and peer-reviewed journals and 31,35,000 e-booksin different disciplines from many publishers and aggregators to member institutions.

### *Shodh Shudhhi*

The MHRD, Govt of India has initiated this facility which provides access to Plagiarism Detection Software (PDS) to all universities/institutions in India since Sept. 1, 2019.As on 11 April 2020, the total number of member institutions are 1032. The total users and total documents submitted were 78,686 and 3,43,469 respectively. Under this initiative, URKUND a Web Based Plagiarism Detection Software system is being provided to all Users of universities/Intuitions in the country.

### *VIDWAN-Expert Database and National Researcher's Network (https://vidwan.inflibnet.ac.in/)*

VIDWAN a premier database of profiles of scientists and faculty members working in leading academic institutions and other R & D organizations involved in teaching and research in India. This initiative would facilitate to monitor research outcomes of the research at different levels. It provides important information about expert's background, contact address, skills and accomplishments. Provides scholarly meta data related to research interests of faculty members, research focus of the departments and organizations. This initiative offers opportunity to work for collaborative research with other organizations / research institutions.

### Conclusion

The landscape of higher education has changed dramatically in the last twenty years. The rapid growth in higher education enrollment and employment has been steady. The ubiquity of information technology and communication has significantly reshaped the structure of learning in higher education. New teaching pedagogies, learning skills, and assessment methods have emerged to adapt to these changes. The technology being a driving force in the contemporary education system, the Centre has taken up several initiatives for the benefit of the academic community in India. MoE as well UGC is bringing out various measures to enhance the quality of teaching and learning in the Higher Educational Institutions (HEIs). The promising initiatives implemented by the MoE and UGC shall transform teaching learning environment at the Higher Educational Institution (HEIs) and effectively bridge the digital divide and would immensely help the nation move towards information rich society. Thus, these platforms produce for an effective content delivery and learning exposures with their massive features of effective learning environment and also facilitate the faculty and students to enhance their knowledge and skills. HEI's should develop/ come up with policy aimed at technology-enabled learning, particularly to implement blended learning.

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# Let's Rejuvenate our Sharda Desh through Golden Door of Education

**Ram Nath Kovind, Hon'ble President of India delivered the Convocation Address at the 19ᵗʰ Convocation Ceremony of University of Kashmir, Srinagar on July 27ᵗʰ, 2021. He said, "Democracy, I firmly believe, has within it a capacity to reconcile all differences and also a capacity to bring out the best of citizens' potential. Kashmir, happily, is already realizing this vision. Democracy lets you build your own future, a peaceful and prosperous tomorrow. The youth and women especially have high stakes in it, and I am sure they will not let go of this opportunity to rebuild lives and rebuild Kashmir." Excerpts**

I am delighted to be among you all today in this land of great historical and cultural significance. It has been called 'Rishi Vaer', or the land of saints, and has always attracted spiritual seekers from far and wide. I feel blessed in standing on this land, which is not only reservoir of wisdom but also endowed with unparalleled natural beauty.

Ladies and Gentlemen, First and foremost, I would like to congratulate the young students of the University of Kashmir who are being conferred with their respective degrees in this convocation. *Poshte Mubarak.*

I have been told that close to 3 lakh students are receiving degrees today. I am impressed by the numbers. With more than 2.5 lakh bachelors and more than 1,000 doctorates over the past eight years, the University has made remarkable progress. I would like to tell each of you that your quest for learning and your faith in knowledge as an agent of change are really inspiring. The credit for this also goes to the teachers and administrators of the University of Kashmir. These achievements are not surprising, because Kashmir has always been known as 'Sharda Desh', after the illustrious Sharda Peeth, which was a famous centre of learning in ancient times.

Equally inspiring is the success of female students. Just about half of the students receiving degrees today are women. Not only that, when it comes to gold medals, 70 percent of the winners are women. It is not just a matter of satisfaction but also pride for us that our daughters are ready to perform at the same level as our sons and sometimes even better. It is this belief in equality and capabilities that needs to be nurtured among all women so that we can successfully build a New India – an India which is at the forefront of the comity of nations. Building our human resources and infrastructure are the stepping stones to this higher ideal.

Ladies and gentlemen, The cornerstone, as you know, is the first stone set while building the foundation.

Education, in that sense, is the cornerstone in the foundation of our nation-building. India has always prided itself in placing knowledge above all. We had great traditions in learning, and Kashmir too has been home to some of them. A need was felt to align modern education with our rich heritage in such a way that it would help us respond better to the challenges of the twenty-first century. With that vision, a new National Education Policy was announced last year.

I had the opportunity to discuss the subject with the Governors of all states, Lt. Governors of Union Territories and Vice Chancellors of Central Universities in virtual mode. I also addressed a conference on 'Implementation of National Education Policy in Jammu and Kashmir' in virtual mode last September.

I am pleased to note that some of the features of the new policy have already been initiated at the University of Kashmir. Besides constituting a committee to devise a roadmap for the timely implementation of the policy, several academic courses have been realigned to meet the objectives of this policy. Under the Choice-Based Credit System as outlined in the policy, a credit transfer policy has been adopted to help students complete their requisite credits from the department or institution of their choice.

Another significant feat of this University is the emphasis it has placed on research, which is an important component of the new policy. I am told that the University of Kashmir has the distinction of being one of few in India with a dedicated Centre for Interdisciplinary Research and Innovations. That will encourage young scientists through various fellowships across varied disciplines.

The University of Kashmir has added another feather in its cap with the setting up of two centres that are of high importance. One is devoted to glaciology, and the other to Himalayan Biodiversity Documentation, Bioprospection and Conservation. Then there is also

the National Himalayan Ice-core Laboratory. Climate change, as you are aware, is the most critical challenge before humanity in this century. Global warming is making its impact everywhere, but nowhere is it more felt than in the fragile eco-system of the Himalayas. I am confident that these two Centres of Excellence and the laboratory will help Kashmir and also show the way to the world in combating climate challenges and nurturing nature. I would like to encourage youngsters to take the opportunity provided by these platforms. They can look forward to a happy combination of a great cause and a great career.

One of the key aims of the new Education Policy is to place more emphasis on vocational education. In this area too, the University of Kashmir has been successful in offering skill development certificates and degree-level courses. Through its Directorate of Lifelong Learning and Deendayal Upadhyay – Kaushal Kendra, learning is provided in diversified sectors such as automobile, textile, agriculture and horticulture.

Above all, I am glad to know that your University has responded to the pandemic in a most praiseworthy manner. The entire world has been facing a difficult time. The coronavirus has impacted all walks of life, and education is no exception. Fortunately, technology provided a solution. Schools, colleges and universities across India have continued to provide education in the online mode. After the outbreak last year, the University of Kashmir immediately shifted to online modules and made e-resources available to its students. Moreover, it also supported the administration by providing quarantine facilities at its main, north and south campuses. It shows how a university's contribution to society can go far beyond imparting education.

Ladies and Gentlemen, Kashmir is a place that defies descriptions. Many poets have tried to capture its beauty, calling it paradise on earth, but it is ultimately beyond words. It must be this bounty of nature that has also made this place a hub of ideas. This valley surrounded by snow-clad mountains provided an ideal setting for sages and seers a couple of millennia ago. It is impossible to write a history of Indian philosophy without referring to Kashmir's contributions to it. One of the oldest manuscripts of the Rigveda was written in Kashmir. This is the most conducive region for the philosophies to prosper. This is where great philosopher Abhinavagupta wrote his expositions on aesthetics and methods for realisation of God. Hinduism and Buddhism flourished here, as did Islam and Sikhism after it arrived here in later centuries.

Kashmir is also the meeting point of various cultures. In medieval times, it was, of course, Lal Ded who showed the way to bring together various spiritual traditions. In the works of Lalleshwari, you can see how Kashmir provides the very template itself of communal harmony and peaceful coexistence. This is also reflected in all aspects of life here, in folk arts and festivals, in food and dress. The core nature of the place has always been inclusive. Almost all religions that came to this land embraced a unique feature of Kashmiriyat that shunned orthodoxy and encouraged tolerance and mutual acceptance among communities.

Ladies and Gentlemen, I take this opportunity to urge upon the younger generation of Kashmir to learn from their rich legacy. They have every reason to know that Kashmir has always been a beacon of hope for the rest of India. It's spiritual and cultural influence has its imprint all across India.

It was most unfortunate that this outstanding tradition of peaceful coexistence was broken. Violence, which was never part of 'Kashmiriyat', became the daily reality. It is alien to Kashmiri culture, and it can only be termed as an aberration – a temporary one, much like a virus that attacks the body and needs to be purged. Now there is a new beginning and determined efforts to regain this land's lost glory.

Democracy, I firmly believe, has within it a capacity to reconcile all differences and also a capacity to bring out the best of citizens' potential. Kashmir, happily, is already realizing this vision. Democracy lets you build your own future, a peaceful and prosperous tomorrow. The youth and women especially have high stakes in it, and I am sure they will not let go of this opportunity to rebuild lives and rebuild Kashmir.

As Kashmir has turned a new leaf, exciting new possibilities are opening up. The whole of India is watching you with admiration and pride. Kashmiri youth are scaling new heights in a variety of sectors, from civil service exams to sports and entrepreneurial ventures.

In September last year, during a consultation on the new National Education Policy, I had spoken of my dream. I wish to see Kashmir as paradise on earth. I am squarely banking on the younger generation of Jammu and Kashmir to realise this dream which I am sure will come true sooner than later. Kashmir is bound to acquire its rightful place as the crowning glory of India.

Once again, I congratulate all students and also their teachers, and wish all of you a successful journey ahead.

Thank you. Jai Hind!

**Faculty Development Programme on Green Technology and Sustainable Development**

A five-day Faculty Development Programme on 'Green Technology and Sustainable Development' was jointly organized by the Amity Institute of Biotechnology, Amity University Rajasthan, Jaipur and Amity School of Engineering and Technology, Amity University Rajasthan, Jaipur, recently. The programme was sponsored by ATAL-AICTE. As the technological advancement led to the development of the society however, resulted in the pollution of the environment in different ways which finally effecting the human beings in different aspects. This era requires the technologies which can keep the pace of development without producing adverse effect on the environment, natural resources, and human beings. Therefore, there is the need of green technology which is an environment-friendly technology, help the human to do sustainable development and reduce the impact of pollution. The green technology is the development and application of products, equipment and systems used to conserve the natural environment and resources. The implementation of green technology is the demand of this era. Realizing this, eminent speakers enlightened the participants with the research opportunities, development, and emerging areas of green technology during the various sessions of the event.

The Chief Patrons of the programme were Dr. Ashok K Chauhan, Founder President, Amity Group and Dr. Aseem Chauhan, Chancellor, Amity University, Rajasthan. The event started with the welcome address of Prof. Vinay Sharma, Dean, Research and Director, Amity Institute of Biotechnology. Briefing on the aims and purpose of the programme, Prof. Sharma said, "The event will provide a comprehensive forum to enrich knowledge about green technology and sustainable development." Prof. Pankaj K Pandey, Coordinator, Amity School of Engineering and Technology reiterated the need to focus on 5Rs, i.e., refuse, reduce, reuse, re purpose and recycle for a clean and green environment.

The event was inaugurated by Prof (Dr.) Rakesh Bhatnagar, Vice Chancellor, Amity University, Rajasthan. Prof. Bhatnagar congratulated the Committee and said, "The current event on Green Technology is a conscious effort to ponder over sustainable development and live a life close to nature". Addressing the programme, Pro-Vice Chancellor, Prof. Amit Jain said, "Green technology describes eco-friendly products, and the consumers need to understand and accept green technology for sustainable development."

During his Keynote Address, Prof. B N Mishra, Dr. A.P.J. Abdul Kalam Technical University (AKTU), Lucknow talked about the role of '3D Printing Opportunities in Biotechnology' and its use for food waste management, wastewater treatment and paper production. The session was followed by the talk of Dr Lalit Kumar Singh, BARC, Mumbai on 'Research Scope in Nuclear Energy' in the field of engineering and basic sciences, along with the workings of nuclear reactor. The third talk was delivered by Dr. Pawan Kumar Rakesh, NIT, Uttarakhand who discussed fully and partially biodegradable materials.

Dr. Surajit Das, NIT, Odisha spoke on 'Insights into Bacterial Bioremediation for Degradation and Detoxification of Organic and Inorganic Pollutants'. The participants learned about the use of fungal enzymes for the digestion of algal biomass as a pretreatment process to improve the yield of biogas generation from the talk of Dr. Sanjeev Kumar, IIT, Roorkee who addressed 'Algae for Waste-Water Treatment Coupled Bio-energy Generation'.

During the programme, the subject 'Sustainable and Greener Approach in Synthesis of Value-added Chemicals' was explained by Dr. Raj Kumar Joshi, Malaviya National Institute of Technology (MNIT), Jaipur.

Prof. P Rajaram, Jiwaji University, Gwalior delineated his speech on 'Thin Film Solar Cells and its Role in Harvesting Solar Energy for Sustainable Development'. The session was followed by the talk of Prof. Vinay Sharma, Amity University who explained 'Green Biotechnology' as renewable energy from biomass as conventional energy sources like fossil fuels.

Prof. Manish C Srivastava, Amity University, Uttar Pradesh explained the need of recycling scrap metals while delivering upon 'Recycling of Scrap Metals-an Imperative for Sustainability'.

Dr. Pooja Dubey, BETI talked about 'Environment Sustainability by Mushroom Technolo-

gy'. Prof. Indu Shekhar Thakur, Amity University, Haryana talked about 'Capture, Storage and Sequestration of Green House Gases for Production of Biofuel Materials'. The detailed insight of 'Nanocomposites for Sustainable Development' was addressed by Dr. Avadesh Kumar Sharma, REC, UP talked about 'Biomedical Application of Nanocomposites.

## International e-Conference on Post-COVID Journey of Food Processing Sectors

A two-day International e-Conference on 'Post-COVID Journey of Food Processing Sectors' is being organized by the Department of Food Processing Technology, A D Patel Institute of Technology, CVM, University, Gujarat during September 17-18, 2021. The event intends to provide a platform to deliberate measures to ensure the safety of employees, farmers, workers, and consumers. An original and fresh perspective is required to enhance the production, reduce wastage and maintain the environment.

Glocal innovations need to ease the automation and remove barriers to make the supply chain uninterrupted. The COVID-19 pandemic has made us realize the pressing need to chalk out strategies to address the situation, delve into impact assessment and revival strategy for food industries. Food, being an essential item, needs extreme vigilance from farm to fork level during these critical times. This includes focused and renewed attention on organized sector, on-line marketing, packaging, etc. using novel and out-of-the-box techniques to ensure the food safety. The topics of the event are:

- Impact of COVID-19 on Food Industry.
- Novel Food Processing Technology.
- Food Safety Farm to Fork Level.
- Automation and Precision Technology.
- Packaging, Storage and Transportation.
- Innovations at Glocal Level.
- Eco-friendly Technology.
- Agricultural, Food Science, Technology and Engineering.
- Basic and Applied Science and Analytical Methods.

For further details, contact Organising Secretary, A D Patel Institute of Technology, New Vallabh Vidhyanagar, Post Box-52, Vitthal Udyognagar-388121, Anand (Gujarat). Mobile No: 094289 01917 / 096384 54748, Phone No:+91-2692-233680, E-mail: *pcjfpsadit@gmail.com*. For updates, log on to: *www. adit.ac.in/pcjf ps.jsp*.

## National Conference on Engineering Education

A two-day National Conference on 'Engineering Education' is being organized by the National Institute of Technical Teachers' Training and Research (NITTTR), Kolkata during November 11-12, 2021. It is being organised to mark the Birth Anniversary of Dr. Maulana Abul Kalam Azad who was the first Education Minister of independent India, the day being now celebrated as National Education Day, throughout the nation. The aim of the event is to bring together researchers, academicians, policy makers, industrialists and other stakeholders to a common platform so that different strategies to improve the overall technical education of the country can be explored. The principal focus would be to rethink engineering education in a global way.

Engineering education, in our country has been experiencing expansion over the last few years. It is also witnessing rapid changes in its mode of delivery and implementation. Engineering education provides great service to the society at different levels. Due to the need for accreditation and quality improvement, experimentation is also being observed in our country, presently. The Themes of the event are:

### Reforms in Engineering Education

- Innovations in STEM Education.
- Entrepreneurship and Startups.
- Innovations in Engineering Pedagogy.
- Innovations and Incubation.

### R & D in Engineering Education

- Active Learning Strategies.
- Research and Development in Engineering Education.
- Engineering Education Systemic Research.
- Industry Academia Collaboration.

### Use of Technology in Engineering Education

- New Teaching Technologies.
- ICT Integration in Engineering Education.
- Blended Learning.

### Engineering Informatics

- Learning Analytics.
- Artificial Intelligence in Engineering Education.

- Educational Data Mining.
- Engineering Education Management.

*Paradigm shift in Engineering Education*

- Online Pedagogy.
- Sustainable TVET.
- Distance Learning Methods.
- Teacher Education.

*Quality Assurance in Engineering Education*

- Accreditation and Evaluation.
- International Recognition of Qualifications.
- Intellectual Property Rights.
- Outcome Based Education.

*Prospects and Challenges in Engineering Education*

- Innovation.
- Impact of Globalisation and Privatisation.
- NEP-2020 for Reforms in Engineering Education.
- Impact of COVID-19 in Engineering Education.
- Women in Engineering Education.

For further details, contact Coordinator, Dr. Habiba Hussain, Associate Professor, Education and Management, National Institute of Technical Teachers' Training and Research (NITTTR), Kolkata- 700 106 (West Bengal). E-mail: *ncee2021@nitttrkol.ac.in.* For updates, log on to: *www.nitttrc.ac.in.*

### National Webinar on Migration and Development in India

A two-day National Webinar on 'Migration and Development in India' is being organized by the Department of Sociology, North-Eastern Hill University (NEHU), Shillong during November 24-25, 2021.

Migration, indeed, has the potential to serve as an engine of growth and development for all parties involved - host and source societies and the migrants themselves. In the place of destination, migration has rejuvenated workforces, rendered economically viable services, promoted entrepreneurship, supported social security and welfare schemes, and met the demand for skills for emerging high tech industries. In the place of origin, positive contributions of migration are reflected in capital inflows through remittances and investments, transfer of technology and critical skills through return and circular migration. In brief, migrants sustain development and partnership through the monetary, human and social capital they supply, their involvement in social networks and their contributions to exchanges between cultures. The Subthemes of the event are:

- Migration- Theoretical and Conceptual Issues.
- Migration in India – Types, Factors and Consequences.
- Migrants and Work.
- Migration and Gender.
- Migration and Development.
- Remittances and Development.
- Return and Circular Migration.
- Ethnic Economies and Development.
- Policy Implementation on Migration and Development.
- Migration and the North-East India.

For further details, contact Convener, Md. Yusuf Khan, Department of Sociology, North-Eastern Hill University, Shillong-793022 (Meghalaya), Mobile No: 7005213323, E-mail:*migrationseminar2021@gmail. com*. For updates, log on to: *www. https://nehu.ac.in/ event.* ❑

# Middle Order Career Dynamism in University Teaching: A Case

**R D Sharma***

A Career, being well focused and time bound road map for effective efforts for acquiring knowledge and skill, is always built on strong foundation laid in an organised and planned way from the very beginning with the requisite timely but quality efforts of both professional and procedural nature at each stage of work life, ensuring to be productive as targeted with enough control also on established chain effects due to subsequent challenging stages of the same, other factors however remaining equally relevant as part of the game to be geared up simultaneously. It's rightly said that better pregnancy care makes infant life certainly very safe, healthy and secured followed by planned and organised quality learning efforts at each stage thereafter and so on. In fact career building requires efforts at each stage of professional life accordingly with acquisition of cost-time-effort effective required knowledge, skills, experience, and ethics relevant to the job with changing times.

It is in this context a true story of middle order career struggle in teaching in University System in India as a case study has been summarised which may be relevant to all teacher with relevant modifications in terms of career specific settings and their requirements. The author of this paper after joining as Reader in 1987 (now widely known as Associate Professor) in Commerce, University of Jammu, Jammu with specialisation in Marketing Management faced lot of man made professional hazards and discouraging work environment due to the given work culturevis-a-vis regular interference of Lobby in the functioning of the state public institutions of higher education. From the very beginning the Lobby opposed to his elevation from Lecturer to Reader and thus went on creating hurdles after hurdles as usual at his work, particularly with regards to the efforts he used to make for strengthening his specialisation in Marketing Management of business education. The Lobby used to create problems in the

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* *Former Vice Chancellor, University of Jammu, Jammu.* *E-mail: ramjirdsharma@rediffmail.com*

form of withdrawing him through all informal channels from teaching all courses in Marketing, not assigning M. Phil. and Ph. D. candidates to guide their research work in the discipline of Marketing, not permitting him to take financial support for presenting papers in conferences and seminars in the area of marketing etc. in different institutions in the country that too extra jurisdictionally but through all kinds of pressures against even the in built established directions of the system itself, however with in an informal way. In brief the Lobby would do everything possible with top of its strength and influence of its network power to humiliate and harass him intentionally so that he would either leave the University or accept its dictates created in the form of all kinds of open and hidden pressures. Despite these peculiar hurdles out of revenge by the members of the Lobby he was in a position to make all kinds of struggle he could do in the system in a defined way to publish requite number of papers and books, participate in conferences and seminars, guide research students for M. Phil. and Ph. D. theses in the area of Marketing Management. So much so he on his own applied the concept of student evaluation in his class work and also in the extension lectures he used to deliver outside University of Jammu in the capacity as expert in Refresher and Orientation Courses to the faculty members of different universities of the country, the outcome of which made him much more confident and satisfied as teacher in his area of specialisation. Further despite all of these possible obstructions, the University of Jammu did appoint him on the basis of his contribution in the area of his specialisation as Convener, Board of Studies in Marketing Management in 1989 to look into the academic issues of the subject at both under graduate programmes being run in affiliated colleges and postgraduate levels in the University. During his convenership the courses of study and syllabi in the area of Marketing Management both at under graduate and post-graduate levels got updated and improved vis-à-vis the quality of examination and evaluation work in the subject was effectively supervised, implemented

and monitored. The courses of study thus remained quite competitive and relevant in the context of modern business education particularly keeping in view the ongoing process of globalisation of marketing practices in India. It was during his Convenership that one-year P. G. Diploma in Marketing and Sales Management could be started in the Department of Commerce on regular basis, which earlier existed on part time basis for some time but had discontinued for want of any budgetary support.

As per norms of the University System a faculty member becomes eligible for the appointment of Reader/Associate Professor after a requisite number of years of service along with other academic achievements. Similarly he/she also becomes eligible after ten years of regular service, out of which five years as Reader/Associate Professor, to be appointed as Professor. Thus the Author, having served the University as Lecturer during February 14, 1981 to April 18, 1987 on regular basis and as Reader thereafter, was eligible to be appointed as Professor after April 17, 1992. Accordingly as per the requirements given in the advertisement by the University of Jammu the Author applied for the position of Professor of Management and appeared in the interview along with other candidates but no selection was made due to obvious reasons. However just after few days the then Member Secretary in the selection committee, viz. Dr. D. K Gupta, who was acting as Registrar in the University that time, visited the Author in his office specifically just to express his happiness and satisfaction on his meaningful performance and convey the feeling of the Selection Committee of the aforesaid interview. Such truthful remarks, even if not selected by the Selection Committee, always motivate and give needed direction to the concerned people for better work and conduct with improved output in future.

Many a times its just coincidence that something as expected very strongly and genuinely but not happening due to compelling reasons proves to be a blessing in disguise in the form of a much more useful opportunity of far reaching impact immediately thereafter for better contribution and outcome. Thus, soon after the fore said interview resulting into no selection, the Author was selected by the UGC for the Visiting Fulbright Fellowship under Indo-American Cultural Exchange Programme in Business Administration in 1992-93, first of its kind to a faculty member of Jammu University for about ten months. Such an exposure always lays strong foundation for consistently invaluable contribution in academics. Accordingly during his stay in USA, he Author had the opportunity to interact with the students and faculty members in various American Universities and worked on Marketing Effectiveness in American Consumer Banking, while remaining associated for most of the time with the University of Rhode Island, Kingston. He was able to learn the new work culture of only need based teaching, activity based learning, research, sponsored projects and consultancy engagements to be completed in a time bound manner without fail as per fixed academic calendar. In fact about 80% of all the more than 3000 Universities (approximately) in USA are in private sector and 80% of the expenditure of remaining 20% state Universities are met with consultancies and sponsored projects, indicating thereby that the higher education institutions are not run on public funding and grants but with self generated funds through research projects and consultancies. Faculty members are under obligations to contribute in the form of revenue generation at least equivalent to the salaries they receive. Both students and faculty members always remain eager for better outcome based teaching and learning and thus amounting to very productive environment professionally and administratively. Having stayed there for about a session the author developed interest to stay there for some time more and accordingly he requested Prof. Y. R. Malhotra the then Vice Chancellor, University of Jammu on phone for extension of his deputation but he inspired him to come back without any further delay for repaying to his Alma Matter in return to his exposure there in terms of his duties to teach and guide research to his students in Jammu. It may not be out of place to mention here that the procedure to compete for this opportunity of Fulbright Fellowship was also not that simple, straight and transparent at the university level due to existence of different power centres as narrated earlier. As usual this time also the application of the Author for the said fellowship initially had not been recommended due to the then ongoing practice of giving top priority in such cases to the seniority of applicants in the university and not merit as expected in the scheme as a law of natural justice. Anyway the matter was relooked into thoroughly on his representation and finally his application was forwarded to UGC for onward action to the US agency for the same and thus he finally got selected for the said fellowship. In fact that time this fellowship was not less than his promotion as Professor symbolically which he could not get earlier as stated above.

After arrival from USA in 1993 the Author took keen interest on the job with redefined approach, commitment and confidence that everything meaningful is possible with well consistently planned and organised right efforts vis-a-vis making the colleagues ready for the needed team efforts for better shape to the Department of Commerce for long term cost-time-effort effective output in the academics that too with win-win situation of common long term interest to all stakeholders. Within less than a year thereafter the Author became Professor too on May 31, 1994 through all India open competition. However, as expected as per past experience, his elevation further created jealousy not only within the faculty of business education which had time two departments in the university that time but now institution wide primarily because he happened to become first Professor at the young age of about 39 years in the University, though with total teaching and research experience of more than 13 years out of which more than 7 years as Reader being much higher than the minimum prescribed requirements. There is hardly anytime without adverse conditions in any walk of life, rather such hurdles, shocks, harassment, humiliation and failures etc. make the hard workers more effective in their outcome based efforts, taking all of these obstructions as integral parts of life. Accordingly the Author expanded the work domain within his specialisation for both individual and team targets integrating the same with institutional requirements of wider perspective, resulting into much more meaningfully visible output in all academic fronts on regular basis in terms of better publications and funded research.

As per norms in the university system each faculty member has to contribute towards the corporate life of the institution at different levels for better result of visible value as a whole, which goes on increasing significantly with passage of time, experience and position. Due to lot of academic autonomy in higher education all faculty members have enough opportunities and also under obligation to contribute for self growth as well as growth and development of the institution for the lager gains of mankind. Thus after Professorship his involvement in the university's corporate life didn't confine only to different statutory and non-statutory committees for routine work but went beyond the routine boundaries of both academic and administrative nature for building the institution in a big way. Accordingly he took over as Head of Department in Commerce in January 1995 and in all he worked as HoD Commerce for about six and a half years from January 1995 to December 1997, five months in 1999 and during January 2001 to December 2003. During all these years, the new culture of serious teaching and research did emerge in the department for very fast visible outcome of far reaching significance. The academic calendar of the department became productively stable and library got enriched, examinations always were conducted on time and research scholars became open and transparent by defending their work happily and effectively in the conferences and seminars for incorporating more and more possible updates and enrichment before finally giving the shape to their research theses. Further the research scholars also started getting their research work published in leading refereed journals of international repute like Vikalpa, Prajanan, Indian Journal of Social Work and Decision etc. and this culture continues today too. The public academic meets like seminars, workshops, special discussions and extension lectures etc. became the routine features of the department for better academic network and quality output. The M. Phil. and Ph. D. Students very willingly and effectively started presenting departmental seminars at different stages of their research work as a new beginning in the university as a whole. The new creative environment of research projects sponsored by the agencies like ICSSR, UGC etc. became a reality and the infrastructure like computer systems both laptop and desk top to all the faculty members strengthened further the teaching and research of global perspective. Above all, the discipline among the students and teacher evaluation by the students came up as sound academic environment of the department during the tenure of the Author HoD Commerce, thus paving the way of institution building on sound footing, however not fully irritation free as stated earlier. In fact it seems to be part of life in most of the Public Universities in India and thus one must learn to work with this culture too.

In the process of corporate life of the University the Author also worked as Dean, Faculty of Commerce for three years during 2000-2003. The statutes pertaining to the courses in Commerce viz. B. Com., M. Com, M. Phil., and Ph. D. were amended to make them objective and more meaningful in the context of globalisation of business practices and education. As per this academic responsibility he actively participated in the deliberations of various statutory

bodies like Syndicate, Board of Inspections, Planning Boards, Academic Councils, and Standing Committees of Academic Councils of the University of Jammu and University of Kashmir and contributed a lot in the improvement of the university system as a whole. The UGC curriculum notifications for commerce in all the courses both at under graduate and post-graduate levels were implemented successfully. The quality of course structure in Commerce became one of the best in the country with the active involvement of not only local experts but those from many good universities of the country and professionals and practioners from the industry too.

As Convener Board of Studies in Commerce, the Author got the course structure of all the programmes in Commerce on the Main Campus of Jammu University and in its affiliated colleges updated and enriched as per fast changing scenario of business education world over in accordance with university statutes and UGC norms. The quality and standard of examination and evaluation in the subject was improved significantly at par with star institutions country wide. The courses of study and syllabi of B. Com., M. Com., and M. Phil. were restructured to make these one of the best compared with any top class university in the country. It is this richness of course contents, teaching and research that more than 100 M. Com. Students had qualified NET \ JRF and KAS examinations and several got responsible administrative and academic positions. B. Com. (Hons) Programme introduced in 2011 came up with increasing clientele over a period of time.

The real breakthrough took place when the Department of Commerce, University of Jammu was upgraded to Departmental Research Schemes (DRS) level of Special Assistance Programme (SAP) by the UGC in 2004 with the financial support of about Rs.38 lakh for strengthening the teaching, research, extension, and quality publications in the thrust area of services marketing for five years under the supervision of the Author as SAP (Project) Coordinator. The scheme got extended for another five years with additional grants of Rs.55 lakh in 2009 and subsequently up to March, 2019 with additional grants of Rs.95 lakh. Besides setting up a computer lab well equipped with internet and the soft-wares like SPSS, Tally and AMOS, the library of the Department was strengthened with world-class journals, valuable reports and books. The academic meets like seminars, workshops, and conferences were organised very frequently with the active involvement of experts from the industry and academia as key speakers as well as delegates from different parts of the country. The research work of the Department started figuring in the refereed journals of international repute in a big way indicating new academic life in the department. The research work of the faculty members and the research scholars associated as members of research team under SAP at different levels of academic programmes figured prominently in the reputed journals of the respective areas of specialisation like Technovation [USA], *Viklapa*, *Prajanan,* Decision, Indian Journal of Social Work, Health Management, Journal of Rural Development, Metamorphorsis, etc. In order to strengthen the academic culture in the department with hi-tech teaching and research aids, all faculty members were given IBM Lap Top, Desk Top and internet on their table out of the SAP grants for further enriching their academic road map. Several faculty members of different universities visited the department very frequently as Visiting Fellows under the project for long term interaction with faculty members and students in the thrust area of service marketing and allied areas. Their visits proved academically very productive for future course of academic net working in all directions of business education. The Department organised several national seminars, conferences and workshops under the scheme with large numbers of research presentations by the delegates from different parts of the country. In order to have an exposure about need based courses and nature of infrastructure required, the faculty members and students were deputed to various institutes and centres of excellence for interactions under SAP.

It is in this context the middle order career efforts with adequate timely invaluable inputs in any profession act as further impetus in continuity to the initial contribution for future outcome based new direction as an ongoing exercise for consistent and never ending journey of professional excellence. Both kinds of inputs as prescribed in the profession and those matching with the competing world are required to be taken up during entire career to do the justice with the job.

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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 June-July, 2021)

**Anthropology**

1. Batipbiang Khongphai. **Blood group typing among the Khasi population of Meghalaya**. (Dr. Banrida T Langstieh), Department of Anthropology, North Eastern Hill University, Shillong.

**Business Administration**

1. Krishan Kumar. **A comparative analysis on the role of gross domestic product and gross national happiness as a method of growth rate measurement of a country**. (Dr. Hemant Sharma and Dr. H S Grewal), Amity Business School, Amity University, Gurgaon.

2. Mishra, Manoj Kumar. **Developing innovation maturity model for automotive component sector in India**. (Dr. Vikas Madhukar and Dr. Sumati Varma), Amity Business School, Amity University, Gurgaon.

**Commerce**

1. Darak, Ramnrayan Kishanprasad. **A study of performance of bancassurance: A case study of State Bank of India**. (Dr. Bora C K), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

2. Das, Ganesh. **Problems and perspectives of unorganized retailing: A study of food and grocery stores**. (Dr. Narendra Singh), Department of Commerce, Kurukshetra University, Kurukshetra.

3. Eena. **Impact of leadership styles on job satisfaction and organizational commitment of sales force in pharmaceutical sector**. (Dr. Hawa Singh and Dr. Tejinder Sharma), Department of Commerce, Kurukshetra University, Kurukshetra.

4. Kanani, Jagruti Bhailalbhai. **Online shopping and buying behaviour: A case study of the students in Gujarat State**. (Dr. K P Damor), Department of Commerce, Saurashtra University, Rajkot.

5. Nagadesi, Geetha Soni. **An empirical study on tourism destination competitiveness from stakeholders perspective: With special reference to Amaravathi and Vijayawada, Andhara Pradesh**. (Dr. P Purnachandra Rao), Department of Commerce & Management Studies, Acharya Nagarjuna University, Nagarjuna Nagar.

6. Neyyila, Saibabu. **A study on the perception of artisans towards handicrafts business and schemes in Andhra Pradesh: A case study of Andhra Pradesh Handicrafts Development Corporation Limited, Hyderabad**. (Dr. A Sathish Babu), Department of Commerce and Business Administration, Acharya Nagarjuna University, Nagarjuna Nagar.

7. Ray, Charan. **A study on liquidity management of selected aluminium companies in India**. (Dr. Ashok Kumar Mohanty), Faculty of Business Studies & Management, Berhampur University, Berhampur.

8. Shallu. **Pension fund investment: Perception and predictors**. (Dr. Tejinder Sharma), Department of Commerce, Kurukshetra University, Kurukshetra.

9. Somasekhar, D. **A study on job satisfaction among the faculty members in engineering colleges with special reference to Rayalaseema Region, (A P)**. (Dr. A Sathish Babu), Department of Commerce and Business Administration, Acharya Nagarjuna University, Nagarjuna Nagar.

10. Tiwari, Mahima. **Impact of indirect tax reforms on tax revenue in India: A case study of Sagar District of Madhya Pradesh**. (Prof. G L Puntambekar), Department of Commerce, Dr Harisingh Gour Vishwavidyalaya, Sagar.

11. Venkata, Siva Santoshi Swathi T. **Customer experience management in Indian retail sector: An empirical study of select retail formats in Andhra Pradesh, India**. (Dr. V Narasimha Rao), Department of Commerce and Business Administration, Acharya Nagarjuna University, Nagarjuna Nagar.

**Economics**

1. Chauhan, Indu. **Energy consumption and sustainable economic growth in India: A causal relationship**. (Dr. Pradeep S Chauhan), Department of Economics, Kurukshetra University, Kurukshetra.

2. Das, Rahin Chandra. **A study on socio-economic conditions of Bodo Community in Chirag District, BTAD (Assam) human capability and human development approach**. (Dr. Manjit Das), Department of Economics, Bodoland University, Kokrajhar.

3. Dawra, Aarti. **A study on public private partnership model in infrastructure sector in BRICS countries with special reference to application of PPP model in India**. (Dr. Meenal Sharma jagtap and Dr. Gurendra Nath Bhardwaj), Department of Economics, Amity University, Gurgaon.

4. Garg, Ishu. **An economic analysis of public expenditure on health in Haryana**. (Dr. M M Goel), Department of Economics, Kurukshetra University, Kurukshetra.

5. Iyer, Manikandan Nagarajan. **Monetary policy of India in post reforms period: 1991-2011: An event analysis of LAF and repos on growth and inflation**. (Dr. Bhalerao R M), Department of Economics, Swami Ramanand Teerth Marathwada University, Nanded.

6. Mini, U K. **Energy elasticity in developing countries an econometric model: A case study of India**. (Dr. Patha Nagaraju), Department of Applied Economics, Telangana University, Nizamabad.

7. Pawar, Manorama Shridhar. **Beed Jilhyacha Manvi vikas nirdeshank: Ek abhyas (2001-02 te 2016-17)**. (Dr. K K Patil), Department of Economics, Swami Ramanand Teerth Marathwada University, Nanded.

8. Pratinidhi. **Short run linkage between inflation and unemployment during pre and post-recession: A study of India**. (Prof. N M P Verma), Department of Economics, Babasaheb Bhim Rao Ambedkar University, Lucknow.

9. Priyanka. **Entrepreneurship in rural Haryana: A case study of women microentrepreneurs**. (Dr. Surender Singh), Department of Economics, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

10. Ranga, Alka. **Financial inclusion through microfinance programmes in Haryana**. (Dr. Sanjeev Bansal), Department of Economics, Kurukshetra University, Kurukshetra.

**Education**

1. Chitte, Kirti Dilip. **Vimarshi adhyapan prashikshan karyekramacha vidyarthi shikancha adhyapan shamtewar honara parinam**. (Dr. Neha Deo), Department of Education, S.N.D.T. Women's University, Mumbai.

2. Das, Swagatam. **Implementation of Disaster Risk Reduction (DRR) programme in secondary schools in Odisha**. (Dr. D K Sethy), Faculty of Pedagogical Sciences, Berhampur University, Berhampur.

3. Goswami, Parul R. **A study of multiple intelligence of the students of secondary schools in the context of parenting style**. (Dr. Jignesh B Patel), Department of Education, Children's University, Gandhinagar.

4. Manikonda, Neelima. **A study of creativity, intelligence and personality of secondary school adolescent students**. (Prof. D Bhaskara Rao), Department of Education, Acharya Nagarjuna University, Nagarjuna Nagar.

5. Murali Krishna, L. **Social maturity and self-concept of intermediate students**. (Dr. T Swarupa Rani), Department of Education, Acharya Nagarjuna University, Nagarjuna Nagar.

6. Panwala, Jigisha H. **Development of parental education program for holistic development of children with age of 3 to 6 years**. (Dr. Nilesh S Pandya), Department of Education, Children's University, Gandhinagar.

7. Patel, Hetalben H. **A study of personality and scholastic achievement of the students of secondary schools in the context of phobia**. (Dr. Rupam Upadhyaya), Department of Education, Children's University, Gandhinagar.

8. Patel, Snehaben Hasmukhbhai. **A study of teaching aptitude of primary school teachers in relation to their job satisfaction**. (Dr. H B Vadhel), Department of Education, Gujarat University, Ahmedabad.

9. Prajapati, Prahlad K. **Critical study of quality improvement programme for primary schools and suggest policy inputs using Delphi technique**. (Dr. Minalba Jadeja), Department of Education, Children's University, Gandhinagar.

10. Shewaramani, Lata. **A study of teaching aptitude of perspective teachers of DAVV**. (Prof. Prerana Shelat), Department of Education, Indian Institute of Teacher Education, Gandhi Nagar.

11. Vattiprolu, Aruna Kumari. **A study on the knowledge, attitude and practices of population education among the final year degree students in Sangareddy District of Telangana State**. (Dr. M Esther Suneela), Department of Education, Acharya Nagarjuna University, Nagarjuna Nagar.

12. Vyas, Gaurang Anilkumar. **A study of the opinion of lecturer on increases in time period for graduate and post graduate degree courses in the faculty of education**. (Dr. Ranjitsinh P Pawar), Department of Education, Saurashtra University, Rajkot.

**Journalism & Mass Communication**

1. Bharat. **Photographs in Indian news portals: A study of diversity**. (Dr. Abid Ali), Department of Journalism & Mass Communication, Kurukshetra University, Kurukshetra.

2. Bhoj, Manishkumar Dahyabhai. **Importance of photo journalism in newspaper: A study**. (Dr. Vinodkumar Pandey), Department of Journalism & Mass Communication, Gujarat Vidyapith, Ahmedabad.

3. Naveen Kumar. **International news on primetime television: A study of diversity in content and coverage**. (Dr. Ashok Kumar), Department of Journalism & Mass Communication, Kurukshetra University, Kurukshetra.

4. Sarina. **Semiotic analysis of political cartoons in English newspapers**. (Dr. Bindu Sharma), Department of Journalism & Mass Communication, Kurukshetra University, Kurukshetra.

**Law**

1. Abed, Aymen Najm. **Victims of crime their rights and human rights in the Indian criminal justice system: A critical study**. (Prof. L Jayasree), Department of Law, Acharya Nagarjuna University, Nagarjuna Nagar.

2. Aggarwal, Ruchi. **Law of mediation and judicial settlement in India: A socio-legal study**. (Dr. Amit Ludri), Department of Law, Kurukshetra University, Kurukshetra.

3. Bawa, Shivani. **Mentally ill: A study in the light of emerging human rights jurisprudence**. (Dr. Anita Taneja), Department of Law, Kurukshetra University, Kurukshetra.

4. Bharti, Ranjeet. **A study of socio legal challenges of naxalism in India**. (Dr. Pradeep Kumar), Department of Law, Babasaheb Bhim Rao Ambedkar University, Lucknow.

5. Bishnoi, Pooja. **Prison administration in India with special reference to the State of Haryana**. (Dr. Dalip Kumar), Department of Law, Kurukshetra University, Kurukshetra.

6. Chadalavada, Yamini. **Compensation with special reference to the Motor Vehicles Act, 1988: A critical analysis**. (Prof. A Subrahmanyam), Department of Law, Acharya Nagarjuna University, Nagarjuna Nagar.

7. Nisha. **Menace of corruption in India: A critical study of statutory provisions and judicial pronouncements**. (Dr. Seema Dahiya), Department of Laws, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

8. Ojha, Megha. **Geographical indications and rural development in India: An analytical study of the scope and challenges in Gujarat and Rajasthan**. (Dr. Mayuri H Pandya), Department of Law, Gujarat University, Ahmedabad.

9. Panigrahi, Niranjan. **A critical legal analysis of judicial activism with special reference to labour in India**. (Dr. Bhagirathi Panigrahi), Faculty of Legal Studies, Berhampur University, Berhampur.

10. Pooja. **The crime of rape in India: A critical study**. (Dr. Vimal Joshi), Department of Laws, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

11. Ramesha, S. **A study on judicial activism with special reference to contributions of justice V R Krishna Iyer**. (Prof.B S Reddy), Department of Law, Kuvempu University, Shankaraghatta.

12. Rawal, Manjari. **Functioning of lok adalats in India with special reference to Uttar Pradesh: A study**. (Prof. S K Bhatnagar), Department of Human Rights, Babasaheb Bhim Rao Ambedkar University, Lucknow.

13. Sarita Rani. **The Concept of Victimology in India: An assessment**. (Dr. Varsha Razdan), Department of Law, Kurukshetra University, Kurukshetra.

14. Saxena, Govind Kumar. **Implications of judicial activism on Indian Judiciary: An analysis**. (Prof. Ajay Kumar Bhatt), Amity Law School, Amity University, Gurgaon.

15. Singh, Vir Vikram Bahadur. **Medical termination of pregnancy in India: A juridical study**. (Dr. Sufiya Ahmed), Department of Law, Babasaheb Bhim Rao Ambedkar University, Lucknow.

16. Yadav, Shankar Singh. **The dynamics of law relating to anti-competitive business practices in India**. (Dr. Vinod K Razdan), Department of Law, Kurukshetra University, Kurukshetra.

17. Zaidan, Ali Saleh. **The impact of cybercrime on the society: A comparative analysis**. (Prof. Y P Ramasubbaiah), Department of Law, Acharya Nagarjuna University, Nagarjuna Nagar.

**Library & Information Science**

1. Das, Kshirod. **Net generation social software opportunities: Assessing impact on knowledge accumulation and sharing skills by LIS students of Odisha**. (Dr. R K Mahapatra), Faculty of Humanities and Social Sciences, Berhampur University, Berhampur.

2. Gordhandas, Sakariya Kishorchandra. **Cloud computing applications in libraries and information centres**. (Dr.J P Gondalia), Department of Library and Information Science, Saurashtra University, Rajkot.

3. Minakshi. **Awareness and use of open access resources in the universities of Haryana and Punjab**. (Dr. Manoj Kumar Joshi), Department of Library and Information Science, Kurukshetra University, Kurukshetra.

**Management**

1. Akash, Vinamrata. **Impact of financial inclusion initiatives on socio-economic status of women: A study of two districts in Bundelkhand Region of Uttar Pradesh**. (Prof. Kushendra Mishra), Department of Rural Management, Babasaheb Bhim Rao Ambedkar University, Lucknow.

2. Aranha, Vevita Priya. **Impact of human resource management practices on the implementation of total quality management in private health care industry**. (Dr. C Venkateswaran), Department of Management, Maharishi Markandeshwar University, Ambala.

3. Bhatia, Shikha. **Quality of work life and turnover intentions: A study of IT sector**. (Dr. Naresh Kumar and Dr. Ajay Solkhe), Department of Management, Kurukshetra University, Kurukshetra.

4. Borikar, Hiral. **An empirical study to determine factors at workplace stress in financial sector with special reference to Ahmedabad District**.

(Dr. Viral G Bhatt), Department of Management, Gujarat Technological University, Ahmedabad.

5. Kadyan, Sunil Kumar Singh. **Impact of health insurance claim settlement procedure on customer satisfaction: An empirical study in Delhi and NCR**. (Prof. Vikas Madhukar Prof.Anil Vashisht), Amity Business School, Amity University, Gurgaon.

6. Komal. **Development and nutritional evaluation of value added products of Banana blossom**. (Dr. Parvinder Kaur), Institute of Higher Learning, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

7. Krishna Kumari, D S V. **Mediating effect of emotional intelligence on transformational leadership and employee performance: A comparative study on select public and private sector medical college attached hospitals in Coastal Andhara Pradesh**. (Dr. V Tulasi Das), Department of Human Resource Management, Acharya Nagarjuna University, Nagarjuna Nagar.

8. Mahajan, Shivani. **Corporate governance & shareholder value creation: An empirical study of Indian corporate sector**. (Dr. Ramesh Chander), Department of Management, Kurukshetra University, Kurukshetra.

9. Narender. **Impact of financial derivatives on volatility and price discovery in Indian stock markets**. (Dr. Rumki Bandyopadhyay and Dr. Keshav Sharma), Department of Management, Amity University, Gurgaon.

10. Pooja Rani. **Knowledge management resources and business performance: A study of select companies of national capital region**. (Dr. Ajmer Singh), Department of Management, Chaudhary Ranbir Singh University, Jind.

11. Priyanka. **Impact of rural entrepreneurship programmes on socially disadvantaged groups**. (Dr. Sanket Vij), Department of Management, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

12. Rajender. **Exploration of financial performance measure for Indian manufacturing companies: A value-based management perspective**. (Dr. Jasvir Singh), Department of Management, Chaudhary Ranbir Singh University, Jind.

13. Randhawa, Amarpreetkour Tirloksingh. **A study of channels of alternative banking and its impact on customers satisfaction: A study of select public and private sector banks in Nanded District**. (Dr. V N Laturkar), Department of Management Studies, Swami Ramanand Teerth Marathwada University, Nanded.

14. Rastogi, Jolly. **Performance appraisal of microfinancing institutions in India: With special reference to their contribution in women empowerment**. (Dr. Pukhraj Dadhich and Dr. Anoop Kumar Singh), Department of Management, Bhagwant University, Ajmer.

15. Raval, Himanshu Prakashbhai. **Assessment of service quality of selected online shopping platforms**. (Dr. Viral Bhatt), Department of Management, Gujarat Technological University, Ahmedabad.

16. Sangma, Junybirth T. **Determinants of corporate saving in power industry in India with reference to select private companies**. (Dr. K C Biswal), Department of Management, North Eastern Hill University, Shillong.

17. Satramani, Harsha Prahladbhai. **Impact of investors behavioural biases on the Indian equity market and implications on stock selection decisions: A paradigm for quantitative behavioural finance**. (Dr. Mehul Rupani), Department of Management, Saurashtra University, Rajkot.

18. Shaik, John Mohammed Pasha. **A study on human resource management practices in Indian banks: A comparative study of APGVB and TSCAB in Telangana**. (Prof.Noorbasha Abdul), Department of Human Resource Management, Acharya Nagarjuna University, Nagarjuna Nagar.

19. Sharma, Nipun. **The study of the factors driving mobile data growth and its impact on revenue of Indian telecom industry**. (Prof. Padmakali Banerjee and Prof. M K Jain), Department of Management, Amity University, Gurgaon.

**Physical Education & Sports**

1. Naik, Banavathu Varun. **Effects of Swiss ball training with plyometric circuit training on selected bio motor abilities physiological and skill related performance variables among men badminton players**. (Dr. P Johnson), Department of Physical Education and Sports Sciences, Acharya Nagarjuna University, Nagarjuna Nagar.

2. Narayana, Dasari Surya. **An appraisal of selected anthropometric, physical fitness and psychological variables and playing ability of State level basketball players**. (Dr. P P S Paul Kumar), Department of Physical Education, Yoga and Sports, Acharya Nagarjuna University, Nagarjuna Nagar.

**Political Science**

1. Chauhan, Komal Singh. **Environmental Politics in the 21st Century**. (Dr. Vaishali Jain), Department of Political Science, Kurukshetra University, Kurukshetra.

2. Katkamble, Namdeo Tukaram. **Dr Babasaheb Ambedkar yanchey jatinirmulan visheyak vichar: Ek abhyas**. (Dr. Pratap Patil), Department of Political Science, Swami Ramanand Teerth Marathwada University, Nanded.

**Psychology**

1. Bhalani, Baliben Govindbhai. **A comparative study of personality among married, unmarried, assumed sanyaasa, sex worker male-female and third

gender who are residents in Surat City: Reference through Rorschach inkblot test and big five personality test. (Dr. Rudreshbhai M Vyas), Department of Psychology, Veer Narmad South Gujarat University, Surat.

2. Kantariya, Ashokbhai Shefabhai. **A study of stress, big five personality traits and emotional intelligence among graduate and post graduate students**. (Dr. M P Shukla), Department of Psychology, Saurashtra University, Rajkot.

3. Meenakshi. **Role of family environment: Attachment styles and career decision making among young adults**. (Dr. N K Chadha), Faculty of Behavioral and Social Sciences, Manav Rachna International Institute of Research and Studies, Faridabad.

4. Parecha, Vasudhaben Ratilal. **A Psychological study of occupational stress, organizational climate, and life satisfaction among bank employees of Kachchh District**. (Dr. C B Jadeja), Department of Psychology, Saurashtra University, Rajkot.

5. Saraff, Sweta. **Gamification as pedagogical intervention for performance mindset metacognition of students**. (Prof.Rishipal and Dr. Jyoti Sheoran), Department of Psychology, Amity University, Gurgaon.

**Public Administration**

1. Sudesh Rani. **Organisation & working of working women hostels: A comparative study of Kurukshetra & Panchkula District**. (Dr. Pardeep Sachdeva), Department of Public Administration, Kurukshetra University, Kurukshetra.

**Social Work**

1. Somarouthu, Siva Sree. **Profile and problems of HIV/AIDS infected children in Prakasam District of Andhra Prakash**. (Dr. R Srinivasu), Department of Social Work, Acharya Nagarjuna University, Nagarjuna Nagar.

2. Sowjanyasamuel, Pulidindi. **A study on gender inequality in Khammam District of Telangana**. (Prof. Saraswati Raju Iyer), Department of Social Work, Acharya Nagarjuna University, Nagarjuna Nagar.

3. Vadlani, Sandhya Rani. **A study on problems and stress among destitute women in Andhra Pradesh, India**. (Dr. M Trimurthi Rao), Department of Social Work, Acharya Nagarjuna University, Nagarjuna Nagar.

**Sociology**

1. Limboo, Reshmi. **Globalisation, ethnic identity and tribe: A sociological study of Limboo Tribe of Sikkim**. (Prof. B N Dubey), Department of Sociology, Babasaheb Bhim Rao Ambedkar University, Lucknow.

2. Neha Kumari. **Attitudes towards women rape victims in Indian society: A sociological study of Lucknow District**. (Prof. Jaya Shrivastava), Department of Sociology, Babasaheb Bhim Rao Ambedkar University, Lucknow.

3. Raha, Sylvia. **The corporate entry into the jewellery business and its socio-economic impact on the life of the traditional swarnakars and jewellery traders in Silliguri**. (Prof.S Roy), Department of Sociology, University of North Bengal, Darjeeling.

4. Vijayan, Deepthi. **Women and reproduction of gender identities through visual media**. (Dr. Dilip K G), Department of Sociology, Sree Sankaracharya University of Sanskrit, Kalady, District Ernakulam.

**Tourism & Hospitality Services**

1. Lokesh Kumar, K N. **A study on recruitment process in tourism industry: A select study of hoteliers, travels agencies and car rentals in Hyderabad**. (Dr. P Purnachandra Rao), Department of Tourism and Hospitality Management, Acharya Nagarjuna University, Nagarjuna Nagar.

2. Reddy, G K Jayabharath. **Pilgrimage tourism in Chittoor District of Andhra Pradesh: A study on visitors experiences and service dimensions**. (Dr. P Purnachandra Rao), Department of Tourism and Hospitality Management, Acharya Nagarjuna University, Nagarjuna Nagar.

3. Sharma, Kritika. **Management accounting practices in hotel industry: Comparative analysis of India and Canada**. (Dr. Mohinder Chand), Department of Tourism Management, Kurukshetra University, Kurukshetra. ❑

| | गोंयविद्यापीठ | **Goa University** |
| --- | --- | --- |
| | ताळगांवपठार–403206 | Taleigao Plateau-403206 |
| | गोंय , भारत | Goa, India |
| | Tel : 8669609022/069 | Email : arnonteach@unigoa.ac.in |
| | Fax : +91-832-2456153 | Website : www.unigoa.ac.in |

State Public University since 1985
Recognized by UGC u/s 12-B
(Accredited by NAAC with A Grade)

No.GU/Admn./Advt.4/29/284/2021/790        Date: 20/08/2021

## NOTIFICATION

Goa University invites applications **online** for the following post:-

| Sr. No. | Post | No. of Post | Seventh Pay Matrix | Nature of Vacancy |
| --- | --- | --- | --- | --- |
| 1. | Registrar | 01(UR) | Level-14 | (UR) |

Detailed information can be downloaded from University website **www.unigoa.ac.in.** Last date for submission of **online** application form is **20.09.2021.** Online applications will open from 24/08/2021.

Sd/-
**(Prof. Radhika S. Nayak)**
**OFFICIATING REGISTRAR**

Xaverian Educational Society
**Fr. Agnel College of Arts & Commerce**
Pilar – Goa 403 203

Applications with full Bio-data from qualified candidates (Indian Nationals) are invited for the post of **College Director of Physical Education and Sports** [Aided; General Category**]**

**Essential Qualifications; Service conditions & Salary:** As prescribed by UGC, Statutes of Goa University and rules of Directorate of Higher Education / Government of Goa
Knowledge of Konkani (essential) and Marathi (desirable)

For further details visit College website **www.fragnelcollege.edu.in**

Complete applications addressed to *Principal, Fr. Agnel College of Arts & Commerce, Pilar, Goa* should be submitted to the College Office along with photograph and supporting self-attested copies of certificates of educational qualifications (SSC onwards), Birth Certificate and valid 15 years Residence Certificate (in Goa) issued by a Competent Authority **within 20 days** of issue of this advertisement. The application should specify contact details like mobile no., postal address and email ID. Late / incomplete applications will be rejected. Candidates who are already employed shall send their applications through proper channel and shall account for break in service, if any. The Principal reserves the right to fill up the above mentioned post. The appointment will be subject to Government / DHE / Goa University approval.

Prof. Savio P. Falleiro
**30-08-2021**                                                   Principal

## PAYYANUR COLLEGE, PAYYANUR
Phone: 04985 202497, 04972 805521
[Aided College Affiliated to Kannur University]
{Re-accredited by NAAC with "B+" Grade}

### SITUATIONS VACANT
No.PCP/TSR/GEN/2021/01            Dated 24.08.2021.
Applications are invited for the following posts in Payyanur College, Payyanur, against the existing permanent open merit vacancies approved by the Government and the anticipated vacancies likely to arise during the validity of the rank list as per rules.
**I.PRINCIPAL – 1**
**II. ASSISTANT PROFESSOR:**
**A] MATHEMATICS - 1**
**B] ENGLISH - 2**
Age and qualifications: As prescribed by the Government of Kerala and Kannur University, as per U.G.C. Regulations 2018.
Application form and other details are available on the website of the college (**www.payyanurcollege.ac.in**).
Last date: Within one month from the date of publication of this notification.            Sd/-
**PRESIDENT**
**PAYYANUR EDUCTIONAL SOCIETY (Reg.No.11/64)**
**PAYYANUR (PO),KANNUR DISTRICT, KERALA – 670 307**

## PAYYANUR COLLEGE, PAYYANUR
Phone: 04985 202497, 04972 805521
[Aided College Affiliated to Kannur University]
{Re-accredited by NAAC with "B+" Grade}

### SPECIAL RECRUITMENT (PWD)
### OF ASSISTANT PROFESSORS

No.PCP/ TSR/PWD/2021/01                Dated
23.08.2021.

Applications are invited to the post of Assistant Professor in the following departments of Payyanur College, Payyanur, against the backlog PWD reservation vacancies, as per relevant Government orders:

**A] ENGLISH** – 1 post
**B] MANAGEMENT STUDIES** – 1 post

Age and qualifications: As prescribed by the Government of Kerala and Kannur University, as per U.G.C. Regulations 2018.

Application form and other details are available on the website of the college (**www.payyanurcollege.ac.in**).

Last date: Within one month from the date of publication of this notification.          Sd/-
**PRESIDENT**
**PAYYANUR EDUCATIONAL SOCIETY, (Reg.No.11/64)**
**PAYYANUR (PO), KANNUR DISTRICT, KERALA – 670 307**

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## हरियाणा केंद्रीय विश्वविद्यालय
# CENTRAL UNIVERSITY OF HARYANA
**(NAAC Accredited 'A' Grade University)**
**MAHENDERGARH (HARYANA)-123031**

| Advt.No.: 2/NT/R/2021 | Date: 23-08-2021 |
|---|---|

### EMPLOYMENT NOTICE

Applications are invited from the eligible candidates for appointment to various **Non-Teaching posts.** Application Form and other related details are available on the University's Website **www.cuh.ac.in.**

Any further information in this regard shall be uploaded on the University's website only. The last date for submission of application is **22.09.2021, 05:00 PM.**

**REGISTRAR**

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## CORPORATE EDUCATIONAL AGENCY DIOCESE OF KOTHAMANGALAM
(Nirmala College, Muvattupuzha and
Newman College, Thodupuzha)

### WANTED

Applications are invited from qualified candidates for appointment to the post of UGC Librarian (1 Post) against existing vacancy in the colleges under the Corporate Educational Agency, Diocese of Kothamangalam **within one month** from the date of this notification.

Age, Qualifications are as per the rules and regulation of the UGC/University/Government. Application forms can be had from the Office of Corporate Educational Agency, Diocese of Kothamangalam-686691, on payment of Rs. 1000/- or D.D for Rs. 1050/- drawn in favour of the Secretary, Corporate Educational Agency, Diocese of Kothamangalam.

**Manager**
**Corporate Educational Agency**
Kothamangalam                **Bishop's House**
25.08.2021                **Kothamangalam-686691**

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## Janata Shikshan Sanstha, Wai
## Kisan Veer Mahavidyalaya, Wai
Tal. Wai, Dist. Satara – 412 803 (Maharashtra)
(Affiliated to Shivaji University, Kolhapur)
(Permanently Granted)

### REQUIRED

Applications are invited from eligible candidates for the following post.

| Sr. No. | Name of Post | Vacant Post | Unreserved (Open) Post |
|---|---|---|---|
| 1 | Principal | 01 | 01 |

**Conditions:**

1. Educational qualifications, pay scales and service conditions are as prescribed by the Apex Body, Govt. of Maharashtra and Shivaji University, Kolhapur from time to time.
2. Appointment to the post of Principal will be for a period of 5 years from the date of appointment or upto the attainment of the age of superannuation of the candidate, whichever is earlier.
3. For the post of **Principal**, candidate should submit their API report at the time of Interview.
4. Please note that the recruitment procedure initiated by this advertisement subject to decision by Hon. Bombay High-Court, Aurangabad Bench on Writ Petition No. 12051/2015.
5. Applicants who are already in service should apply through proper channel.
6. Incomplete application will not be entertained.
7. Apply giving full particulars **within 15 days** from the date of publication of this advertisement to the undersigned.

**Secretary**
**Janata Shikshan Sanstha,**
**Wai**

## Matsyodari Shikshan Sanstha, Jalna

Motibag, Near Railway Over Bridge, Jalna-431213

## WANTED

Applications are invited from the eligible candidates for the post of **Assistant Professor on C.H.B. (Granted Basis for U.G.).** Eligible candidates should submit their application along with all necessary documents **within 10 days** from the date of publication of this advertisement.

| Subjects |
|---|
| Marathi, Hindi, English, Urdu, Chemistry, Physics, Mathematics, Microbiology, Botany, Zoology, Environment Science, Sociology, Economics, Political Science, History, Public Administration, Geography, Psychology, Commerce, Physical Education. |

- Educational qualification, pay scale, service conditions and recruitment for the above posts are as per UGC, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, Govt. of Maharashtra and Matsyodari Shikshan Sanstha's norms.
- The application should be submitted to The President, Matsyodari Shikshan Sanstha, Motibag, Near Railway Over Bridge, Jalna, Dist. Jalna, Pin-431203.

**Administrative Officer**          **President**

## NAVNIRMAN SHIKSHAN SANSTHA, RATNAGIRI
**Laxmibai Sitaram Halbe College of Arts, Commerce & Science, Dodamarg**
At. Kasai, Post. Dodamarg, Tal. Dodamarg, Dist. Sindhudurg - 416 512

### APPLICATIONS ARE INVITED FOR THE POST OF
### PRINCIPAL
### FROM THE ACADEMIC YEAR - 2021-22

## (AIDED)
**(Second Advertisement)**

The advertisement is approved subject to the final decision in the Writ Petition No.12051/2015. The above post is open to all, however, candidates from any category can apply for the posts.

Reservation for women will be as per University Circular No. BC/16/74/1998 dated 10th March, 1998. 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-2001/05 dated 05th July, 2019.

Candidates having knowledge of Marathi will be preferred.

"Qualification, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No.Misc-2018/C.R..56/18/UNI-1 dated 8th March, 2019 and University Circular No. TAAS/(CT)/2018-19/1241 dated 26th March, 20019 and University Circular No. TAAS/(CT)/ICD/2018-19/1241 dated 26th March, 2019 and revised from time to time."

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

Applicants who are already employed must send their application through proper channel. Applicants are required to account for breaks, if any, in their academic career.

Application with full details should reach to CHAIRMAN, NAVNIRMAN SHIKSHAN SANSTHA, RATNAGIRI, S.M. Joshi Vidyaniketan, P-63, M.I.D.C, Mirjole, Ratnagiri – 415 639 **within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
**Chairman**
**Navnirman Shikshan Sanstha**

# DIOCESAN SOCIETY OF EDUCATION

Instituto Nossa Senhora de Piedade, D.B. Marg, Panjim, Goa-403001, INDIA

Applications with Full Bio–Data are invited from Indian citizens

**FOR THE POST OF PRINCIPAL**

(Full-Time Regular Basis - Grant in Aid)

**FOR ROSARY COLLEGE OF COMMERCE & ARTS, NAVELIM – GOA**

[Affiliated to Goa University & Recognized by the UGC under 2(f) & 12(B),
NAAC Re-accredited (3rd Cycle) 'A' Grade, CGPA 3.29 on a 4 point scale]

**A) Eligibility:**

   i) Ph.D. degree

   ii) Professor/Associate Professor with a total service/experience of at least 15 years of teaching/research in universities, colleges and other institutions of higher education.

   iii) A minimum of 10 research publications in peer reviewed journals as approved by Goa University from time to time or UGC listed journals out of which at least two should be in scopus/web of science journals.

   iv) A minimum of 110 Research Score as per Appendix II, Table 2.

**B) Tenure:**

   College Principal shall be appointed for a period of five years, extendable for another term of five years on the basis of performance assessment by a committee appointed by the Diocesan Society of Education, constituted as per the statutes of Goa University.

**C) Essential Requirements:**

   a) Knowledge of Konkani language.

   b) 15 years of Residence Certificate in Goa issued by competent authority.

**Desirable Requirement**: Knowledge of Marathi language.

**Scale of pay:** As prescribed by UGC, Goa University and Directorate of Higher Education, Government of Goa from time to time.

**Service Conditions:** As prescribed by the UGC, Goa University, Directorate of Higher Education, Government of Goa, Diocesan Society of Education and other competent authorities.

Applicants who are already employed shall send in their applications through Proper Channel.

Application completed in all respects along with self-certified photocopies of statements of marks of all public examinations from S.S.C. onwards, API score sheet and other certificates should reach the **Secretary, Diocesan Society of Education, Instituto Nossa Senhora de Piedade, D.B.Marg, Panjim, Goa, 403001**, **within 20 days** from the date of publication of advertisement by superscribing on the envelope "**Application for the Post of Principal**". No. T.A. /D.A. will be paid for attending the interview.

**Secretary**
**Diocesan Society of Education,**
**Panjim, Goa**

Date: 17.08.2021

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# HARMAL PANCHAKROSHI SHIKSHAN MANDAL'S
# GANPAT PARSEKAR COLLEGE OF EDUCATION

Harmal – Goa 403524

**Website: www.ganpatparsekarcollegeofeducation.com**
**Email: ganpatparsekareducation@hotmail.com**

Applications in the prescribed format complete in all respects with relevant documents such as educational qualifications, experience etc. are invited from eligible Indian Citizens for the following posts to be filled in for B.A.B.Ed/B.Sc.B.Ed. Integrated Programmes in Ganpat Parsekar College of Education, Harmal, Goa 403524.

| Sr. No | Designation of the posts | No. of posts | Nature of posts |
|---|---|---|---|
| 1 | Principal | 01 | Regular |
| 2 | Assistant Professor in Methodology of Teaching Science | 01 | Regular |
| 3 | Assistant Professor in Methodology of Teaching Mathematics | 02 | Regular |
| 4 | Assistant Professor in Methodology of Teaching History/Geography/Hindi/Marathi/Konkani/English | 02 | Regular |
| 5 | Assistant Professor in Botany | 01 | Regular |
| 6 | Assistant Professor in Zoology | 01 | Regular |
| 7 | Assistant Professor in History | 01 | Regular |
| 8 | Assistant Professor in Performing Art (Music/Dance/Theatre) | 01 | Regular |

Applications should reach above address **within 30 days for the post at sr. no. 1 and 21 days for the post at sr. no. 2 to 8,** from date of publication of this advertisement. Persons already in service should send their application through proper channel. Persons belonging to reserved category should submit the relevant certificates from the competent authority. If there are no candidates belonging to reserved category, candidates from unreserved category will be selected on purely temporary basis.

• **Of the above posts some posts will be reserved for OBC, EWS and some for ST category.**

**Essential:-**

1. Knowledge of Konkani.

2. 15 years residence in Goa.

**Desirable:-**

1. Knowledge of Marathi.

**Note:-** In case of non-availability of eligible qualified candidate for the post of **Principal** from the state of Goa, relaxation is obtained to appoint candidate from other states of the country.

Kindly refer to the website: **www.ganpatparsekarcollegeofeducation.com** for detailed advertisement.

**Sd/-**
**Chairman**
**Harmal Panchakroshi Shikshan Mandal**

# Patpanhale Education Society's
## Patpanhale Arts, Commerce & Science College, Patpanhale
At & Post . Patpanhale, Tal. Guhagar, Dist. Ratnagiri, Pin – 415724
Email ID : **scp523@yahoo.in**

# AIDED

APPLICATIONS ARE INVITED FOR THE FOLLOWING **CLOCK HOUR BASIS (CHB)** POSTS FOR THE ACADEMIC YEAR 2021-2022.

| Sr. No. | Cadre | Subject | Nature of the CHB Post | Post Reserved for |
|---|---|---|---|---|
| 1 | Assistant Professor | Marathi | | |
| 2 | Assistant Professor | Mathematical & Statistical Technique | | 01-SC, |
| 3 | Assistant Professor | Environmental Studies | 05 | 01-ST, 01-OBC, |
| 4 | Assistant Professor | English | | 02-Open |
| 5 | Assistant Professor | English | | |

The Post of reserved category candidates will be filled in by the same category candidates (Domicile of State of Maharashtra) belonging to that particular category only.

Reservation for women will be as per University Circular No. BCC/16/74/1998 dated 10th March, 1998. 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 05th July, 2019.

Candidates having knowledge of Marathi will be preferred.

The Educational Qualification, Experience and Pay Scales for the post of **Assistant Professor** are as prescribed by the UGC, Government of Maharashtra and University of Mumbai from time to time.

Remuneration of the above post will be as per University Circular No. TAAS(CT)/01/2019-2020 dated 02nd April, 2019.

The Government Resolution and Circular are available on the website : **mu.ac.in**.

Application with full details should reach the **PRINCIPAL**, **Patpanhale Education Society's PATPANHALE ARTS, COMMERCE & SCIENCE COLLEGE, At & Post. Patpanhale, Tal. Guhagar, Dist.  Ratnagiri, Pin – 415724 within 15 days** from the date of publication of this advertisement**. This is University approved wdvertisement.**

|  |  |
|---|---|
| **Shri. B.R.Chavan**<br>**President**<br>**Patpanhale Education Society** | **Dr. R.G. Jadhav**<br>**Principal**<br>**Patpanhale Education Society's**<br>**Patpanhale Arts, Commerce & Science College** |

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# Margtamhane Education Society's
## Dr. Tatyasaheb Natu College of Arts &
### Senior College of Commerce, Margtamhane
At & Post. Margtamhane, Tal. Chiplun, Dist. Ratnagiri, Pin-415702

APPLICATIONS ARE INVITED FOR THE FOLLOWING **CLOCK HOUR BASIS** POSTS
FOR THE ACADEMIC YEAR 2021-2022.

# AIDED

| Sr.No. | Cadre | Subject | Total No. of Posts | Posts Reserved for |
|---|---|---|---|---|
| 1. | Assistant Professor | Hindi | | SC- 01 |
| 2. | Assistant Professor | Marathi | 04 | OBC – 01 |
| 3. | Assistant Professor | English | | OPEN - 02 |

The posts reserved for the Backward Class candidates will be filled in by backward category candidates (Domicile of State of Maharashtra) belonging to that particular category only.

Reservation for women will be as per **University Circular No.BCC/16/74/1998 dated 10th March,1998. 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 05th July,2019.**

Candidates having knowledge of Marathi will be preferred.

**The Educational Qualification, Experience & pay-scale for the post of Assistant Professor are as prescribed by UGC, Government of Maharashtra & University of Mumbai from time to time.**

**Remuneration of the above post will be as per University Circular No. TAAS(CT)/01/2019-2020 dated 02nd April, 2019.**

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

Applicants who are already employed must send their application through proper channel. Applicants are required to account for breaks, if any, in their academic career.

Application with full details should reach the **Chairman, Margtamhane Education Society's. At & Post Margtamhane, Tal. Chiplun, Dist.**

**Ratnagiri, Pin-415702 within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

**Sd/-**
**CHAIRMAN**

# Mahatma Gandhi National Council of Rural Education

### Department of Higher Education
### Ministry of Education

**MGNCRE invites online applications from Indian Public Policy Researchers
and Implementation Review Organisations/Research Organisations**

For the MGNCRE Research Projects (Major/Minor Projects) for the year 2021-22.

The proposed study could be multidisciplinary or may belong to a social science discipline.

Priority areas for the current financial year are as follows:

The criteria are the public policies implemented by the State and Central Governments focussing or having an element addressing the concerns of Rural India. The public policies identified for study include:

1. MGNREGA- The Mahatma Gandhi National Rural Employment Guarantee Act 2005
2. PMAY-G- Pradhan Mantri Awaas Yojana-Gramin
3. Swamitva Yojana
4. Mission Antyodaya
5. DDUGKY-DeenDayal Upadhyaya Grameen Kaushalya Yojana
6. PMGSY-Pradhan Mantri Gram Sadak Yojana
7. NSAP- National Social Assistance Programme
8. SPMRM- Shyama Prasad Mukherji Rurban Mission
9. SAGY- Saansad Adarsh Gram Yojana
10. Sabki Yojana Sabka Vikas
11. Gram Samridhi Evam Gram Swachhta Pakhwada Swachh Gram
12. DAY-NRLM- Deendayal Antyodaya Yojana- National Rural Livelihood Mission
13. Gram Swaraj Abhiyan
14. Sampoorn Gramin Yojana
15. Jal Shakti Abhiyan and Atal Bhujal Yojana
16. Ayshman Bharat: PM Arogya Yojana
17. National Education Policy 2020 Performance and Delivery
18. AtmaNirbhar Bharat and Rural India
19. Farmers Producers Organisations
20. PM Kisan Scheme
21. Implementation of any other public policy by state/central government addressing rural concerns
22. Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching
23. Jal Jivan Mission
24. Samagra Siksha Jal Suraksha
25. Rural Self Employment Training Institutes
26. PM Rural Development Fellows
27. PM Ujala Yojana
28. Ujala Yojana
29. PM Aspirational Districts Program

Applicants must apply in accordance with the MGNCRE Research Projects Guidelines.

At this stage, the candidates need to upload only the documents referred in Application form.

All scholars are required to keep the hard copies of their application and annexures ready, duly forwarded by the competent authorities of the Affiliating Institution so that they may submit the required hard copies, within one week after the completion of the screening process. It is being done for the sake of convenience of the applicants so that they get more time for preparing the hard copies.

Last date for online submission of application is **September 10, 2021** (Friday) on
**https://forms.gle/p6UqeytB6i9jkbyn9**

# Mahatma Gandhi National Council of Rural Education

## Department of Higher Education
## Ministry of Education

**MGNCRE invites online applications from Indian Public Policy Research
Scholars Pursuing Doctoral Research**

**For the MGNCRE PhD Fellows for the year 2021-22.**

The proposed PhD study could be multidisciplinary or may belong to a social science discipline.

Priority areas for the current financial year are as follows:

Study on the outcomes of public policies implemented by the State and Central Governments focussing or having an element addressing the concerns of Rural India. The public policies identified for outcome study:

1. MGNREGA- The Mahatma Gandhi National Rural Employment Guarantee Act 2005
2. PMAY-G- Pradhan Mantri Awaas Yojana-Gramin
3. Swamitva Yojana
4. Mission Antyodaya
5. DDUGKY-Deen Dayal Upadhyaya Grameen Kaushalya Yojana
6. PMGSY-Pradhan Mantri Gram Sadak Yojana
7. NSAP- National Social Assistance Programme
8. SPMRM- Shyama Prasad Mukherji Rurban Mission
9. SAGY- Saansad Adarsh Gram Yojana
10. Sabki Yojana Sabka Vikas
11. Gram Samridhi Evam Gram Swachhta Pakhwada Swachh Gram
12. DAY-NRLM- Deendayal Antyodaya Yojana- National Rural Livelihood Mission
13. Gram Swaraj Abhiyan
14. Sampoorn Gramin Yojana
15. Jal Shakti Abhiyan and Atal Bhujal Yojana
16. Ayshman Bharat: PM Arogya Yojana
17. National Education Policy 2020 Performance and Delivery
18. AtmaNirbhar Bharat and Rural India
19. Farmers Producers Organisations
20. PM Kisan Scheme
21. Implementation of any other public policy by state/central government addressing rural concerns
22. Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching
23. Jal Jivan Mission
24. Samagra Siksha Jal Suraksha
25. Rural Self Employment Training Institutes
26. PM Rural Development Fellows
27. PM Ujala Yojana
28. Ujala Yojana
29. PM Aspirational Districts Program

Applicants must apply in accordance with the MGNCRE PhD Fellowship Guidelines.

At this stage, the candidates need to upload only the documents referred in Application form.

All scholars are required to keep the hard copies of their application and annexures ready, duly forwarded by the competent authorities of the Affiliating Institution so that they may submit the required hard copies, within one week after the completion of the screening process. It is being done for the sake of convenience of the applicants so that they get more time for preparing the hard copies.

Last date for online submission of application is **September 6, 2021** (Monday).

Filled in Application in the prescribed format for PhD shall be filled on the google link
**https://forms.gle/1nWNYtAQLGre6nrRA** before the **last date 06.09.21**

# Parvatibai Chowgule College of Arts and Science
## Autonomous
### Accredited by NAAC with Grade 'A' (CGPA Score 3.41 on a 4 Point Scale)
### Best affiliated College-Goa University Silver Jubilee Year Award

Applications stating full name, address, age with date of birth, educational qualifications with marks & percentage, experience etc. are invited for the following posts for the academic year **2021-2022** :

| "ASSISTANT PROFESSORS" | | | | | |
|---|---|---|---|---|---|
| Ref No. | Full Time | Vacancy | Ref No. | Full Time | Vacancy |
| FT01 | Chemistry | 2 Posts | FT02 | Botany | 1 Post |
| FT03 | Zoology | 3 Posts | FT04 | Geology | 1 Post |
| FT05 | Mathematics | 1 Post | FT06 | Computer Science | 1 Post |
| FT07 | Economics | 1 Posts | FT08 | Philosophy | 2 Posts |
| FT09 | Psychology | 1 Post | FT10 | English | 1 Post |
| FT11 | Marathi | 2 Posts | FT12 | Konkani | 1 Post |
| FT13 | French | 1 Post | | | |

**Out of the above posts, 4 posts are reserved for S.T. category, 8 posts are reserved for O.B.C. category and 6 posts are for General Category**

| Ref. No. | CONTRACTUAL | Vacancy | |
|---|---|---|---|
| CO01 | Physics | 1 Post | Leave Vacancy upto 31/12/2021 |
| CO02 | Botany | 2 Posts | Leave Vacancy upto 13/03/2022 & upto end of academic year |
| CO03 | Zoology | 1 Post | Leave Vacancy upto 16/06/2022 |
| CO04 | Computer Science | 1 Post | Upto end of academic year |
| CO05 | Economics | 1 Post | Leave Vacancy upto end of academic year |
| CO06 | Hindi | 1 Post | Leave Vacancy upto end of academic year |

**Out of the above posts, 1 post is reserved for S.T. category, 3 posts are reserved for O.B.C. category and 3 posts are for General Category**

| Ref No. | LECTURE BASIS | Vacancy | Ref No. | LECTURE BASIS | Vacancy |
|---|---|---|---|---|---|
| LB01 | Physics | 1 Post | LB02 | Chemistry | 1 Post |
| LB03 | Botany | 1 Post | LB04 | Zoology | 1 Post |
| LB05 | Geology | 1 Post | LB06 | Mathematics | 1 Post |
| LB07 | Computer Science | 1 Post | LB08 | Geography | 1 Post |
| LB09 | History | 1 Post | LB10 | Economics | 1 Post |
| LB11 | Philosophy | 1 Post | LB12 | Psychology | 1 Post |
| LB13 | Sociology | 1 Post | LB14 | English | 1 Post |
| LB15 | Hindi | 1 Post | LB16 | Marathi | 1 Post |
| LB17 | Konkani | 1 Post | LB18 | French | 1 Post |

**CC01   COLLEGE COUNSELORS**  2 Posts  *upto end of academic year*

**Requirement**

a)   **Minimum** of 15 years of Residence in Goa.

b)   Knowledge of Konkani., additionally, Knowledge of Marathi shall be desirable.

Applicants *should compulsorily fill the On-Line Application Form* available on College website *www.chowgules.ac.in* under >> *Careers >>.* Last date for receiving applications is **20/09/2021.**

Date : 25/08/2021                                                                                      *Offg. Principal*

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