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The **Special Issue** will cover the articles of eminent educationists on the aforementioned theme. Readers of the University News are also invited to contribute to the Special Number by submitting papers/articles on above theme by **March 01, 2022**. The papers will be published in the Issue subject to the approval of the Editorial Committee of the University News. The contributions are invited on the following Subthemes:

- *Realizing Sustainable Development Goals through Higher Education Institutions for Ensuring Equality and Sustainable Society or articles on SDGs 5,10,11 and 12.*
- *Realizing Sustainable Development Goals through Higher Education Institutions for Promoting Industrialization, Employment, Peace Partnership and Prosperity or articles based on SDGs 8, 9, 16 and 17.*
- *Realizing Sustainable Development Goals through Higher Education Institutions for Ensuring Clean Energy, Green Environment and Sustainable Ecosystem or articles based on SDGs 7,13,14 and 15.*
- *Realizing Sustainable Development Goals through Higher Education Institutions: Securing Basic Essentials of Well-being or articles on SDGs 1, 2, 3 and 6.*
- *Realizing Sustainable Development Goals through Higher Education Institutions: Ensuring Inclusive and Equitable Quality Education or articles on SDGs 4.*

Guidelines for contributors are placed on AIU Website. Manuscripts may be sent to the Editor, University News, Association of Indian Universities, AIU House, 16 Comrade Indrajit Gupta Marg (Kotla Marg), New Delhi-110 002 through E-mail: **ramapani.universitynews@gmail.com** with a copy to: **rama.pani2013@gmail.com/universitynews@aiu.ac.in** on or before **March 01, 2022**.

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#Let'sBeatCoronaTogether

National Education Policy—2020: A Discourse towards Decolonizing the Education System in India

R T Bedre* and B M Gore**

The riches of India invited numberless attacks mainly from the Khaiber Pass in the ancient India and then by sea route by the end of the first half of the second millennium. During the 300-year long rule of the Mughal dynasty, the sub-continent did not suffer much harm to the indigenous education system as it in the 200 year long the British Power. The basic difference between these two ruling powers can be described as-- the former came to conquer and settled here while the latter appeared to exploit her and went back. The formers can never be called as the colonizers like the latter ones subjugated the native psyche. The Islamic rules hardly affected the native society in terms of food, dressing and thinking, while the European colonizers targeted the psyche of the native ones, therefore, the cultural colonization of the British lasted longer than the Islamic rulers in India. The formers ruled the sub-continent at the point of sword while the British ruled the inner world of the natives with the point of pen.

The introduction of the English education was a well thought strategy to destroy and subjugate the social, cultural and educational system of the colonized people. The discontinuance of the grants being offered to the Sanskrit *Pathshalas* and *Madrakas* in the first half of the 19th century was the first step in that direction. The introduction of the English education was the strategic step to establish the supremacy of the British culture, education system, and their history for introducing the English education for annihilating the possibility of the natives' exploring their own cultural past and causing the amnesia for the native of their own culture.

It is to be noted here that the British power did not introduce the technical or scientific education which caused the industrial revolution in Europe but prescribed the courses in liberal education and literature to prove how the British were modern, liberal and culturally advanced than the barbaric, uncivilized and uncivilized colonial people. The establishment of the universities and the colleges with the help of the 'enlightened' native leaders was the part of this colonial discourse.

The English education succeeded in proving that the colonization of the subcontinent was the part of the divine will, as some believed so, and they were in India to carry the white man's burden. They were discharging their duty to enlighten the lives of the natives who were languishing in the dark ages. Various Acts the British Raj introduced could be seen as their attempt to prove that the colonized needed the British to reform themselves with the supreme whites. The Act against the *Sati rite*, child marriage and a few more may be seen in this light. The

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British colonizers took every care that the natives should not get any opportunity to study their own knowledge tradition, culture and language. Preference to the English educated natives in the British services against those educated in the native languages was a strategy to encourage the English education and to discourage the native one. The well established supremacy of the British colonizers made the natives get influenced by it, imitate it and advocate it. The British Raj succeeded in convincing that the social, educational and political orders of the subcontinent were obsolete against their own. Naturally, over the years, the English educated group of Indians not only began to advocate the British Raj but also began to hate their own social and cultural heritage and demand the changes modeled on the British system.

Culture can be understood, penetrated, propagated and dominated through language only. Therefore, though there are differences on whether Lord Thomas Babington Macaulay had colonial intentions, there is space to believe that he certainly had the commercial and imperial designs while introducing the English education (of the English and through English) in India. There is debate over Macaulay's often quoted remark regarding his intention behind introducing the English education, where he says:

I have travelled... such wealth I have seen in this country, such high morals, values, people of such caliber, that I do not think we would ever conquer this country, unless we break the backbone of this nation, which is her spiritual and cultural heritage, and therefore, I propose that we replace her old and ancient education system, her culture, for if the Indians think that all that is foreign and English is good and greater than their own, they will lose their self esteem, their native culture, and they will become what we want them, a truly dominated nation. We must at present do our best to form a class who may be interpreters between us and the millions whom we govern; a class of person, Indian in blood and color, but English in taste, in opinions, in morals, and in intellect (<http://www.mssu.edu/projectsouthasia/history/primarydocs/education/Macaulay001.htm>)

As the byproduct of his designs, these English educated youths started registering their dissatisfaction against the very British power, prominent among them were Raja Rammohan Roy, Dadabhai Nowrojee, Gopal Krishna Gokhale, Lomanya B G Tilak, and then

the freedom struggle was led by Mahatma Gandhi, Jawaharlal Nehru, Dr B R Ambedkar and many more who either were educated in England or were benefited by the English education. Their mindsets were naturally influenced by the English way of thinking.

Many of them remained in the public life of the free India for more than three decades. The early bureaucrats too were English educated people; therefore, it was but natural that the policies, judiciary, revenue, postal, transport, civil services, and particularly educational, were deeply rooted in the English colonial system. It is to be acknowledged that till today Indian education system, particularly, the higher educational, is modeled on the UK model to a large extent. Even the creative writings of the Indians evidence this British influence. The 1970s and onwards, some attempts were made at decolonization of the literature. In nutshell, the entire social life of India, as planned by Lord Thomas Babington Macaulay, is Indian in blood and color, but English in taste, in opinions, in morals, and in intellect. The Englishness in taste, opinion, orals and intellect is still present in the minds of the Indians, both educated and educated from all strata of the society.

Hardly any focused attempts were made to explore the potentials of the native educational system that existed in the pre-British invasions. India freed herself of the British colonization but the mindsets were colonized that had accepted the colonizers' supremacy to the deepest level. This caused the reproduction of the generation after generation who either knew nothing about the cultural and education system of the ancient India or have rather dislike for her past for the colonizers' conscious and successful attempts of focusing the evils of the then social system. It is true that the present middle aged and the young generation hardly know anything about the ancient education system of India beyond the name of Nalanda, Takshashila, Vikarmashila. The absence of attempts caused their being customers to the products of the colonizers including clothes, technology and degrees. The exodus of the Indian youths to the universities in UK and its erstwhile colonies like US, Canada, Australia and the western countries points to this fact.

The present set up of the Indian higher education system evidences the strong influence of the colonizers' liberal education as their legacy. The

statistics of the All India Survey of Higher Education (AISHE) 2018-19 strengthens this claim. In the Indian Higher Education Enrolment, 79.76% is in UG programmes. As regard to programs, out of total, 10 programs having 80% enrolment, and in that too highest number of students are enrolled in Arts courses, followed by Science and Commerce (BA 93.49 lakh, B Sc, 46.80 lakh, B Com 40.30 lakh students). Out of total enrolment in higher education in India, Arts carry 32.69%, Science, 16.48 and Commerce 14.10% share. Among the colleges in India, 34.8% are single faculty, 60.53% colleges are located in rural area. It points to the fact that the maximum portion of the higher education in India today is getting education in the system introduced by the British colonizers for preparing the people who shall remain better slaves to them.

It points to the fact that the colonial legacy of the liberal education effective for developing admiration and awe for the British thoughts, culture and literature is being carried out very sincerely. However, it did not aim at beyond creating interpreters and mediator between the colonial masters and the illiterate masses and did not explore the ancient culture and educational system of India. This legacy was regularly carried out by the second and third generation of the politicians and the educationists in the next six decades through various committees and commissions followed by education polices.

The NEP–2020 document in the third decade of the 21st century India seems to have thought in the direction of reviving and re-visiting the ancient education system based on the knowledge traditions, life skills, culture, folk arts and folk vidyas. It can safely be said that this is the first ever-serious attempt in freeing the education system of India from the deep-rooted colonial influence. In other words, it is an attempt to decolonize the Indian education system, particularly the higher education system, by reviving the ancient education system by re-introducing the literature, language and knowledge of the pre-colonial India.

As the NEP–2020 admits in its Introduction and Principles: This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This policy proposes the revision and revamping of all aspects of the education structures, including its regulation and governance, to create a

new system that is aligned with the aspiration goals of the 21st century education, including SDG4, while building upon India's traditions and values system (NEP 2020, p.3).

Policy Measures to Decolonize the Indian Educational System

The vision of the Policy is to install among the learners a deep-rooted pride in being Indian, not only in thought but also in spirit, intellect and deeds. All efforts will be made in preparing high quality bilingual textbooks and teaching learning material for science and mathematics so that students are enabled to think and speak about the two subjects both in their home language/mother tongue and in English. States to encourage the study of the Indian languages across the country, No, language will be imposed on any state (NWP 2020, P. 6)

The NEP–2020 proposes to empower India's higher education system by banking on her ancient knowledge system. It, according to NEP 2020, is knowledge of India. It believes that if the ancient system is married with the scientific way, it will fulfil her aspiration regard to health and environment. The NEP wants to bank upon India's knowledge system comprising of tribal and indigenous ways of learning. The rich tried and tested tribal and indigenous vidyas and techniques in medicine, agricultural, mathematics, astronomy, and engineering needs to be revived. The NEP envisions that ethno-medicinal practices, organic crop cultivation, natural farming and forest management can be explored, if made part of the school and higher education curriculum.

Here the NEP strategically attempts at counter-ing the very successful strategy of Lord Macaulay of giving the impression that all that is foreign and all that is English is better than that of theirs. The NEP 2020 does not mince words to declare that the rich heritage of ancient and eternal Indian knowledge and thought system has been a guiding light for the policy. It propounds that Gyan, Pragya and Satya have been as the highest human goals of the Indian thought and philosophy. Realization of the self and liberation of the self were marked as the goals of the Indian ancient education. The Policy acknowledges the recognition of Takshashila, Nalanda, Vallabhi and Vikarmashila as the world-class institutions and plans to cash it for the internationalization of higher education of India. It does not forget to name Charaka, Susruta, Aryabhata, Varahmitra,

Bhaskarcharya, Brahmagupta, Chankaya, Chakrapani Datta, Madhava, Panii, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitrey, Gargi, and Thiruvallurvar as the scholars of India who contributed to the world philosophy as the counterparts to Aristotle, Plato of the Western world in all the disciplines like mathematics, astronomy, metallurgy, medical science and surgery, civil engineering, architecture, ship building navigation and others.

The NEP–2020 plans to revive those centres to learning, re-introduce these indigenous schools and present the expertise/knowledge in these sciences and use for internationalization of higher education by introducing courses in Indology, Indian languages, Ayush systems of medicine, Yoga, arts, music and history and culture.

Offering Higher Education in Indian Languages

Learning from the empirical studies that education in one's own language environment turns more beneficial, the NEP–2020 proposes to reap the advantages of the native /regional tongue of India. It observes: India's languages are among the riches, most scientific... with a huge body of ancient as well as modern literature, (both prose and poetry), films, and music written in these languages that help from India's national identity and wealth for purpose of cultural enrichment as well as national integration, all young Indians should be aware of the rich and vast array of languages of their country, and the treasures that they and their literature contain (NEP 2020, p. 14)

The NEP–2020 also plans to unify the culturally diverse population by the mother of all languages like Sanskrit. In other words, it wants to use language as a unifying force rather than a dividing factor. Students will learn about the unity of the most of the major Indian languages, grammatical structure, their origin and sources of vocabulary from Sanskrit and other languages, as well as their rich inter-influences, get a sense of the nature and structure of the tribal languages and learn a bit about the rich and uplifting literature of each. Such an activity would give them both a sense of the unity and the beautiful cultural heritage and diversity of India. (NEP 2020, p.14)

Very interestingly, the NEP–2020 plans to counter the famous remark of Lord Babington Macaulay allegedly made in 1835 about the inferiority of the Indian knowledge and literature and history: *I*

have no knowledge of either Sankcrit or Arabic. But I have done what I could do from a correct estimate of their value. I have read translations of the most celebrated Arabic and Sanscrit works. I have conversed both here and at home with men distinguished by their proficiency in the eastern tongues. I am quite ready to take toe Oriental learning at the valuation of the Orientalists themselves. I have never found one among them who could deny that a single shelf of a good European library was worth the whole native literature of India and Arabia. (<http://www.mssu.edu/projectsouthasia/history/primarydocs/education/Macaulay001.htm>)

The NEP tries to turn the table by reviving the studies in Sanskrit. It says, quite in a de-colonial mission mode, to oppose, to refute what Lord Macaulay said and to prove the superiority of the Indian language, particularly of Sanskrit, which according to the NEP–2020, was overlooked by the policy makers in the free India. Here the NEP 2020 sounds as a de-colonial discourse, opposing the statement of Lord Macaulay.

The importance, relevance and literature of India cannot be overlooked. Sanskrit possesses a classical literature that is greater in volume than that of Latin and Greek put together, containing vast treasures of mathematics, philosophy, metallurgy, drama, poetry, and storytelling and more (known as 'Sanskrit knowledge system) written b y people from all walks of life and wide range of socio-economic backgrounds over thousands of years. (...).

Sanskrit thus be offered at all levels of school and higher education as an important, enriching option for students. It will be taught in ways that are interesting and experiential as well as contemporary relevant, including through the use of Sanskrit Knowledge system, and in particular through phonetics and pronunciation. Sanskrit text books at the fundamental and middle school levels may be written in Simple Standard Sanskrit (SSS) and make its study truly enjoyable (NEP 2020, P. 14).

Promotion of Indian Languages, Arts and Culture

Languages, of course, are extricable linked to art and culture, culture is encased in the languages. Cultural and natural wealth makes Incredible India. (...) The preservation and promotion of India's cultural wealth must be considered high priority for the country.

It is through the development of a strong sense and knowledge of their own cultural history, arts, languages and traditions that children can build a positive cultural identity and self-esteem. Thus, cultural awareness and expressions are among the major competencies considered important to develop among children, in order to provide them with a sense of identity as well as appreciation of other culture and identities. (NEP 2020, pp.53)

Policy towards the Other Ancient Indian Languages

The NEP, apart from advocating the regional languages and Sanskrit, among the ancient languages, does not overlook other ancient languages as well and proposes to renew/ re-energize studies in the classical languages like Pali, Persian and Prakrit, and plans to preserve literature in these languages for their richness and pleasure for posterity.

To equip the children and youth with the culture and employment mobility in the foreign land of power, economy and technology, tourism and nationalism, the NEP–2020 envisions to prepare the children and youths of India by equipping them with proficiency in languages like Korean, Japanese, Thai, French, German, Spanish, Portuguese and Russian at the secondary level by using popular methods / tools like films, theater, storytelling and poetry and other.

Indian Institute of Translation and Interpretation

The NEP has following plans to revive, introduce and energize the studies in the Indian languages both ancient classical and modern regional languages.

- Due to its vast and significant contribution and literature across genres and subjects, its cultural significance, and its scientific nature, rather than restricted to Sanskrit *Pathshahlas* and universities, Sanskrit will be main streamed with strong offerings in schools, including one of the language options in three language formula as well as in higher education. Sanskrit will become a natural part of the holistic multidisciplinary higher education if a student so chooses. (...) Sanskrit and all Indian language institutions and departments across the country will be significantly strengthened.
- Classical language institutes will aim to be merged with universities, while maintaining their autonomy. Universities dedicated to languages will

become multidisciplinary. (...) National Institutes for Pali, Persian and Prakrit will also be set up within a university campus.

- Proficiency in Indian languages will be included as part of the qualification parameters for employment opportunities. (NEP 2020, pp.55-56)

Cleansing the Western Influence

The NEP realizes that the cultural and knowledge amnesia caused and continued for a long period has proved detrimental and disconnectedness can no longer be afforded. Childhood is the proper age where these tender brains and minds of the children can be kept away from the unnecessary influence of the West through the western cultural and education system. This is the proper age when the moral values can be imbibed, and the NEP proposes to extend the dimension of these values in course of time, from ethical values, human values to include universal values and constitutional values, empathy, *seva*, *ahimsa*, *swachhata*, *satya*, *nishkam karma*, *shanty* pluralism, diversity, tolerance, etc.

At the very tender age, children should be given sanskaras coded in simple stories from *Panchtantra*, *Jatak kathas*, *Hitopdesha*, and some stories from the Indian myths and tales. The colonial influence of English education penetrated through English language, literature and culture will be cleansed by replacing the English stories of Jack Jill with stories of Rama and Krishna. The characters of Spiderman, batsman will be replaced by the stories of Hanuman and Shaktiman. For this purpose, the early years and formative years will be targeted.

Hence, the NEP appears to have strongly positioned itself to redesign the curricula and pedagogy deeply rooted in the Indian (national and local) culture, traditions, heritage, its ancient philosophy and geography through its language and literature welded with the societal and scientific needs. Here, an attempt at cleansing the minds of the children, and who will be youths and citizens of the country, from the western influence by making available from the stories, arts, games, sports as much as possible to be rooted in the Indian and local ethos.

Coining Indian Terms in Education

Another conspicuous strategy the NEP–2020 seems to have geared itself with is the use/coining of the very Indian words/terms to some missions, goals

and methods, mechanisms in education. As it admits in its Introduction and Principles of Policy:

- a. PARAKH (Performance Assessment, Review and Analysis of Knowledge for Holistic Development) for setting norms, standards and guidelines for students' assessment for all recognized school boards of India
- b. *Samagra* Shiksha Scheme (SSS) in place of Sarva Shiksha Abhiyan
- c. *Samajik Chetana Kendra* (unutilized capacity of the school infrastructure ad ...) MERU (multidisciplinary Education and Research Universities)
- d. *Vishwa Guru* (restoring the role of teacher to the world India once enjoyed) *Lok Vidyas* (folk knowledge body)

Existing terms

AYUSH (for Indian medicinal system)

DEEKSHARAMBH (Student Induction Program)

GURUDAKSHTA (Faculty Induction Program)

SWAYAM (Study Webs for Aspiring Young Minds)

Some Observations

Here one thing is to be noted that NEP-2020 does not deem English as the foreign language. Its significance and retaining underlines its relevance and need in the present times. However, English

being the language of the British made it a tool of cultural domination cannot be denied. The scholars and learners in India need to dissociate it from their colonial masters. The absence of Chinese among the foreign language is conspicuous, in fact, many Chinese products occupy the large chunk of India's market.

Dissociation of languages with a particular religion, though accidentally it was used by a particular group of people during the span of history of India, so Sanskrit was confined to the priestly class of India, access to which was denied to the masses. It is quite a big challenge. It is to be strongly emphasized that languages are more related with geography and culture than religion. We should revisit (not revert) to the educational and cultural heritage laced with the scientific foundation sans the imaginative lies and social evils like deprivation of masses from the means of empowerment. Again, it is noted that no Persian scholar or Urdu poet from India is mentioned in the list of the scholars of India. The NEP-2020 too seems to be victim of the linguistic and religious bias. The span of the Indian scholarship needs to be broadened beyond the 12th century.

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AIU Publication

on

REIMAGINING INDIAN UNIVERSITIES

'Reimagining Indian Universities' edited by Dr. (Mrs) Pankaj Mittal and Dr S Rama Devi Pani is a collection of essays by some of the greatest thinkers in the field of Indian higher education. Each essay in the book examines one or more of the critical topics and provides solutions and methods to overcome the issues involved in them. It provides new solutions and methods in the form of reforms and innovations to elevate Indian universities to world-class top-ranking levels. The book aims at providing a roadmap to government as well as the universities to gear themselves towards becoming more responsive to the present and future demands of higher education. Generating a corpus of new ideas that are significant for reimagining, reforming and rejuvenating Indian higher education system, Book is 'must read' for all those who are interested in reforming Indian Higher Education System.

The release of the book in the Annual Meet of Vice Chancellors 2020, coincides with the launch of New Education Policy. The Foreword for the Book was written by the then Minister of Education Shri Ramesh Pokhriyal 'Nishank'.

PP: 372, Unpriced. Available at AIU Website: www.aiu.ac.in

Creative Expressions that Made a Difference: India's Struggle for Independence

Gouri Srivastava*

Ah! The literary expressions that spread patriotism mobilized the dormant spirit instilled courage to endure evoked faith, inner strength commitment for a cause penned to remind all, the emotional connect the echo, the longing for independence.

On the occasion of the seventy-five years of the freedom struggle of India, the present paper highlights the significant role creative expressions had in rallying people from different socio-economic backgrounds in the struggle for *swaraj*. These expressions were in the form of messages, speeches, songs, poems prose, and slogans that were both written as well oral. They were woven in all the important phases of India's struggle for independence and made each movement truly a people's movement. They were composed in different regional languages including English and Hindi and were popular during the times they were written and articulated. The creative elucidation of accounts of the freedom fighters is inspirational and motivational till date. They have presently become part of the rich reservoir of our cultural and literary repository. Many are the illustrations and portrayal of the saga of our unique colonial struggle. It is of significance to note that they were penned by both men and women of different age groups and they had become a source of mass mobilization in each of the movements, like the *Swadeshi*, the Non-Cooperation, the Civil Disobedience, and the Quit India movement. These popular peoples' movements shook and weakened the British Empire, finally carving the pathway to the cherished goal of independence. Many of the literary works, written during this period were classified under the category of proscribed literature and were banned from circulation. They were popularly known as the *Pratibandhit Sahitya*. The writers, who authored several of the literary expositions, were warned and printing presses publishing them were forcibly closed. However, these stringent measures could not put a stop to

the inner voice, which continued penning their patriotic feelings and ideas. Drawing leaflets from some of the well-known compositions, a few are mentioned below:

The most popular and well-received literary composition, in the form of a song, that acquired universal appeal in all the phases of the struggle for *swaraj* was *Vande Mataram*. Translating the verses in English it means "Hail mother". This song was sung to mobilize persons and arouse patriotic fervour among all. It was sung by men, women, and children of different age groups. The *prabhat pheris* and the other peaceful processions organised by the freedom fighters early in the morning, had streets vibrating and echoing with this song, awaking all for participation. This song was composed in Sanskrit by Bankimchandra Chatterji and is the National song of our country. It was rendered into English by Sri Aurobindo. The full text of the song is stated below:

Vande Mataram!

Sujalam, suphalam, malayaja shitalam,

Shasyashyamalam, Mataram!

Shubhrajyotsna pulakitayaminim

Phullakusumita drumadala shobhinim

Suhasinim sumadhura bhashinim

Sukhadam varadam, Mataram!

Vande Mataram,

Vande Mataram!!

In addition, Rabindranath Tagore's literary compositions focussed on singing the glories of ancient India and its culture, this gained popularity during the *swadeshi* movement. Arabinda Ghosh's composition that touched the hearts of people during this movement was "... *the pride in our past, the pain of our present, the passion for the future are its trunk and branches, self-sacrifice and self-forgetfulness, great service, high endurance for the country are its fruits.*"² Also, the inspiring speech of Madam Bhikhaiji Cama added flavour to the already growing spirit of patriotism. Her powerful speech at Stuttgart showed her commitment to the

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cause urging others to join and give their might in the struggle for *swaraj*. The excerpts from her speech are: “*This flag is of Indian Independence: Behold, it is born! It has been made sacred by the blood of young Indians who sacrificed their lives. I call upon you, gentlemen (women) to rise and salute this flag of Indian Independence. In the name of this flag, I appeal to lovers of freedom all over the world to support this.*”³

The other powerful speech she made once again showcased her desire for independence. It was penned in her own words, that highlighted the following “-Self government. No one conceives how we are persecuted. I could not return to India. The most hopeful thing is the Enthusiasm that is spreading over our entire people. Starved and uneducated as many of us are, the past few years have shown an increase of millions of patriots. We shall have liberty, fraternity, and equality someday. We hope for freedom within ten years.”⁴

Many times local allegories from folklore and examples from Mahabharata and Ramayana were cited to convince the community not to support colonial administration. In the very context during the non-cooperation, movement, Gandhiji along with Kasturba Gandhi moved from village to village in Gujarat educating people not to co-operate with the British. He mentioned in his speech, that just as Sita had no ornaments or fineries when she went to *vanavas*, our country is now *in vanavas*. How can you wear ornaments? Contribute to the Tilak Swaraj fund.⁵

Moving forward, during the Civil disobedience movement, the issue of salt, rallied people from all sections of society. The slogan that became popular particularly in Bombay was- “*Holy Salt, Gandhi Salt, the Civil Disobedience Salt, the Salt that will free India, Come and buy. This was narrated by women as well as men.*”⁶ The main purpose was to show public defiance of the law.

The song that became popular in the eastern belt of the then United Province, presently Uttar Pradesh, especially among the common people and children was. “*Jhanda Uchcha Rehe Hamara, Vijayi Vishwa Tringa Payara, Eski Shaan Na Jaane Paye, Chahe Jan Bhale hi Jaya*”.⁷ This composition remained popular throughout the other subsequent movements.

In connection with creative expressions, the unique contribution of Mahatma Gandhi stands out. He had immense faith in the people of India. In his writing and speeches, he wanted to mobilize people in the struggle for *swaraj* through non-violent means. He emphasized the use of *charkha* as it would make people have pride in the indigenously made cotton cloth and link the common people from all walks of life with the struggle for *swaraj*. At the Bangalore Khadi Exhibition Gandhiji had stated that “*khadi has a political side to it need not frighten a single person, even though he may be an official...it is not an emblem of revolt; but it is an emblem of self-reliance and determination to abolish artificial distinctions between rich and poor, between capital and labour, and establish a loving bond between the two...Khadi cannot make real progress; unless there are people to wear it....*”⁸

Gandhi had faith in the strength of women. In his writing he mentioned that “*The women of India should have as much share in winning swaraj as men*”, he said⁹. He regarded woman as the incarnation of Ahimsa and therefore more suited to fight in his non-violent battle for *swaraj*. In Young India, 22-12-1921, he stated, “*Woman is sacrifice personified. When she does a thing in the right spirit, she moves mountains. We have misused our women. We have possibly neglected them. But the spinning wheel, thank God, is transforming them. And when all the leaders and others who are in the good books of the Government have been honoured with imprisonment, I have not the faintest doubt that the women of India will finish the work left by men and that they will do it far more gracefully than men.*”¹⁰

The writings of Subramania Bharati were patriotic and also reflect his faith in the strength of a woman. In one of his writings, he stated, “*Shall we pluck out one eye, and dim our sight forever? Widen woman’s horizon, if ignorance should flee.*”¹¹

The speeches of Netaji Subhas Chandra Bose, during our freedom struggle, were powerful and showed his deep yearning and longing for seeing the country free from the colonial yoke. In one of his speeches given on the Azad Radio on September 2, 1942, he mentioned “*... In other words, observe September 6 as the “National Quit India Day” not only in British India but in all states as well. Let*

*these meetings and demonstrations from one end of the country to the other. Let the sky be sent with the shouts of "Go Back John Bull", and write these words in every conceivable place on walls, on tramcars, on trees, even on the back of animals..."*¹²

In another place, he said, "*There, there, in the Distance- Beyond that River, beyond those Jungles, beyond those Hills, lays the promised land-the soil from which we sprang-the land to which we shall now return. Hark! India is calling India's Metropolis Delhi is calling- three hundred and eighty-eighty million of our countrymen are calling. Blood is calling to Blood. Get up. We have no time to lose. Take up your arms. There in front of you is the road that our pioneers have built. We shall march along that road. We shall carve our way....*"

The speech of Captain Mrs. Lakshmi in December 1943 was inspirational and motivational. She stated, "the voice of a woman over the Indian national Army Radio Station may come as a surprise to you. But remember this. '*Ours is no Mercenary Army. Our is an Army of Liberation, pledged to fight for the freedom of our motherland, with its 38 crores of our brothers and sisters. Freedom is the birthright of every living being. Therefore, it is but natural that we women should also come forward with the determination to fight shoulder to shoulder with our brothers until the enemy is driven out of our country and we are free once for all times. Our supreme commander, Netaji Subhas Chandra Bose, has given the call not only to men but to women to join the Indian National Army and women have readily responded to his call. The longing of National freedom burns in the heart of every Indian, irrespective of sex.*"

The excerpts of the speech of Miss Protima Pal another member of the *Rani of Jhansi* Regiment in her broadcast on January 1944 reflected her patriotic fervour when she stated, "... *I am an ordinary soldier in the Rani of Jhansi Regiment. Not a doll soldier, nor a soldier in mere words, but a real soldier in the true sense of the term...*"

Also, the messages transmitted from the illegal radio that was being operated secretly by men and women in different provinces in 1942 added fervour to the already existing passion for the attainment of *swaraj*. Miscellaneous subjects were covered ranging from different kinds of atrocities that were committed during the raj and updating the common

people about the latest events. Some of the excerpts of the transmitted messages are mentioned below:

Police Wireless Monitoring Report dated October 20th, 1942, highlighted that "*Collective fine of Rs. 19,000 has been imposed. The total Municipal revenue of this town is only Rs.10,*"¹⁶ This was mentioned in the context of Hajipur.

In Allahabad the reported news mentioned that: "*News comes from Allahabad that one hundred policemen were suspended and detained in their barracks and 36 were put under arrest on the 18th October, 1942 as they refused tosubmit to medical examination preliminary to sending them abroad...*"¹⁷

Continuing further, the reported news contained happening in Baroda: "*On the 25th October, the Police stopped a procession and asked the people to disperse. On their refusal, the police lathi-charged the crowd and opened fire.*"¹⁸ Moving on the other significant message transmitted was, "*back to the village. It is the village which is the citadel fortress of our freedom.*"¹⁹

Interestingly every broadcast ended with the *Vande Mataram* song. It is significant to note that within India the local radio stations were rigorously monitored that each of the –ground broadcasts had to be randomized and anonymous and limited to a few minutes. However, the news of British atrocities continued to be transmitted for making people aware as well as generate their urge to participate in the struggle. On the other hand, the Azad Hind Radio, led by Netaji Subhas Chandra Bose was a response to the stringent measure adopted by the British. Messages transmitted from this radio became widespread in India and abroad. The messages included a weekly news bulletin in eight national languages broadcasted from Germany and later Singapore. This radio station was classified as propaganda radio within India and aimed to counter the Allied Radio news.²⁰

Thus, the rich variety of creative expressions played an important role in mobilizing people from all walks of life in the struggle for *swaraj*. It highlighted the emotional connection people had and the passion for seeing their beloved country independent. Many literary expositions were composed in different regional languages,

including Hindi and English that showcased the immense talent people had. Even though they were forbidden, and circulations restricted, the power of expressing one's thoughts could not get extinguished. The simmering flame of thoughts and ideas, composed by various persons belonging to different regions, did inspire many. The legacy of these powerful patriotic expositions influences many art forms, such as painting, dance, drama, scripts for theatre performance and cinema. *Yatras a sort of popular drama gained popularity among people.* Many literary works were also, tuned to a variety of musical compositions and they collectively succeeded in evoking the sentiments of the people in making them an integral part of several movements. These historical incidences went on to shape the landscape of valour, courage, and sacrifice of the known and the lesser-known, in our well remembered freedom struggle.

Footnote

- 1 India 2019: A Reference Annual, Publication Division, Ministry of Information and Broadcasting, Government of India, p11
- 2 Majumdar, A.K. The history and culture of Indian people: Volume XI, Struggle for Freedom, p36, -67.
- 3 Contractor.M. (1980) Madam Bhikhaji Cama: The Patriot whom India had Forgotten, Surat. p7.
- 4 Contractor.M. (1980) Madam Bhikhaji Cama: The Patriot whom India had Forgotten, Surat. p9
- 5 K. Gopal Swamy, Gandhi () Gandhi and Bombay, p148
- 6 Basu, Aparna() Gujarati Women's Response to the Gandhi: 1920-1942, in Samya Shakti,p11
- 7 Sharma, Vishwa Vimohan (2016) Gandhi Yug Mein Ghazipur Janpad,p 188
- 8 Young India;30-6-1927, Collected Works of Mahatma Gandhi, June-September,1927, Vol.XXXIV
- 9 Mehta, Hansa,(1981), Indian Women, Butala and Company, Baroda.p115
- 10 Young India, 22-12-1921
- 11 Nand Kumar, P,(1968) Subramania Bharati, National Biography Series, NBT, New-Delhi,p90.
- 12 S.C. Bose,Group IV,S,No.15-69,Classified Files,NAI.
- 13 S.C. Bose papers,Group-I,S.No223.47,Acc No. 426.
- 14 Ravindra Kumar (1936-1946) The Selected Works of

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- 15 Ravindra Kumar (1936-1946) The Selected Works of Subhas Chandra Bose, Atlantic Publishers and distributors, New-Delhi.p32,62
- 16 Government of India, Home Department, Political (INTERNAL) SEC FILE No. 3/44/43-Poll (i) year 1943.
- 17 Government of India, Home Department, Political (INTERNAL) SEC FILE No. 3/44/43-Poll (i) year 1943.
- 18 Government of India, Home Department, Political (INTERNAL) SEC FILE No. 3/44/43-Poll (i) year 1943
- 19 Government of India, Home Department. File No.3/44/43-Pol-(1), 1943.
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14. Young India; 30-6-1927, Collected Works of Mahatma Gandhi, June-September,1927, Vol.XXXIV . □

Challenges of National Education Policy—2020 in the Context of Organizational Leadership

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National Education Policy–2020 is a visionary and progressive document for providing a guideline towards better education practices as per the futuristic needs of society. Implementation of it in the same spirit is a priority for all stakeholders. All stakeholders have equal responsibility towards its implementation but organizational leadership will play an important role in it. The present paper is an attempt to explore the qualities, efforts, and challenges of the organizational leader towards it. Paradigm shift is visible in every sphere so in educational organizations too. Rapid technological progression in both teaching and non-teaching sphere demands another kind of coordination and interaction among the staff members. Good team performance requires effective leadership with an emphasis on trust, clear communication, full participation, and self-management. (Mullins and Christy, 2016). In educational institutions leadership can be understood in many ways but in simplest terms, it is a relationship through which one person influences the behavior or actions of other people in an organization. When it is an academic organization, it affects all stakeholders be it teacher, student, or society; as an academic institution act as a lighthouse for society. It is the leader who changes the organizational climate. Effective leader leaves a lasting attitudinal change among the employees even when they are not with organization; organization lead to unshakable glory.

Traditionally there are various approaches to analyze leadership like trait approach says that there are certain personality traits that distinguish leaders from followers. Communicative skill, motivation skill, social skill and human relation skill are some basic skills for a leader. The functional approach believes in the idea of action-centered leadership. Where the leader takes care of task needs, team maintenance needs, and individual needs. The behavioral approach was based on initiating

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structure and consideration. Contingency theories of leadership like Fidler, Vroom and Yetton, Hersey, and Blanchard drew attention to the situation as one of the main forces while considering effective leadership. Here two main situational factors were discussed: one is the personal characteristics of subordinates and another is related to the nature of task.

It was always matter of concern in leadership that how leader transform the organization. It was Burns (1978) who gave distinction between transactional leadership and transformational leadership.

Transactional leadership is based on legitimate authority within the bureaucratic structure of the organization. The emphasis is on the clarification of goals and objectives, work tasks and outcomes, and organizational rewards and punishment. Normal routine work-related transactions like assigning work, making decision comes under transactional leadership. In transactional leadership leader believes in motivating through a system of reward and punishment. If subordinates perform as per desire, a reward will follow and if they do not behave in desired manner, a punishment will follow. It focuses on relation between leader and follower.

Transformational leadership includes the ability to recognize the change, to create a vision; to guide the change, and execute the change effectively. It focuses on belief, needs and values of their followers. Transformational leadership emphasizes on generating the vision for the organization and the leader's ability to appeal to higher ideals and values of followers and create a feeling of justice, loyalty, and trust. Transformational leadership demonstrates a high level of job satisfaction, organizational commitment, and organizational citizenship. Transformational leader constantly improves organization with new ideas and promote innovative ideas for problem solving.

According to Bass (1990) transformational leaders transform and motivate followers by:

- Generating greater awareness of the importance

of the purpose of the organization and task outcomes;

- Inducing them to transcend their own self-interest for the sake of the organization or team; and
- Activating their higher-level needs.

Yukl (2006) provided a set of guidelines for transformational leadership :

- Articulate a clear and appealing vision of what the organization could accomplish.
- Explain how the vision can be attained and develop a strategy for it.
- Act confident and optimistic about the vision rather than obstacles and danger.
- Express confidence in followers and their ability to carry out the task.
- Use symbolic actions to emphasize key values and demonstrate leadership behavior.
- Lead by example through exemplary behavior in day-to-day interactions and demonstrate consistency in daily behavior.

Components of transformational leadership are:

Idealized Influence

It includes the charisma of the leader, and leader practice what he/she preaches.

Inspirational Motivation

It means the behavior of the leader which provides challenge to the work of the follower.

Intellectual Stimulation

It means leaders capabilities to advise novel approaches for the performance of work and creative problem solutions from followers; always encourage new ideas and never critical.

Individualized Consideration

It includes considering the growth and development needs of the followers (Mullins and Christy, 2016).

Current scenario of uncertainty during pandemic and global turbulence demands transformational leadership. The team under transformational leader demonstrates high level of performance, organizational commitment and bonding and engage

in organizational citizenship. Many a times lack of clarity towards vision and communication between team and leader emerge as great challenge. Transformational leadership communicates their high expectations. Their intellectual stimulation works wonders for the team. Individual consideration and capacity to instill pride motivates team to work enthusiastically.

Leaders are in every sphere be it political leader, social leader , leader in field of technology or leader in education or in academic institution. Academic leader must have democratic attitude , clarity in terms of goal and ability to establish environment of trust, open mindedness, and positive interpersonal communication. Empowering the team for achieving the objectives is also essential quality of leader. Luthans (2013) used the word ‘Authentic Leadership’ based on Greek Philosophy (to thine own self be true). Qualities of Authentic leader includes genuine, transparent, reliable, trustworthy, and acting in accord with true self .No inconsistency in behaving and expressing what one really thinks and believe *Bhagwat Geeta* also says *yadyadacharti shreshstatdevetaro janah, sa yatpramanam kurute lokastdanuvartate* means Just like the best men behave, ordinary men also start behaving in the same way. People follow the work that the best man does, considering him ideal.

In the form of NEP–2020 national leadership has provided the vision, mission, and values for our education system it is the responsibility of organizations to work on it with the same zeal and responsiveness. NEP–2020 envisions a sustainable, equitable, and vibrant knowledge society with the values of *vasudhaiv kutumbkam*. NEP–2020 envisions transforming India into sustainable, equitable, vibrant and knowledge society.

Challenges in front of organizational leaders are that;

- How to identify a potential and committed workforce?
- How to build an organizational culture of mutual trust among stakeholders?
- How to overcome communication barriers?
- How to develop a sense of involvement among stakeholders?
- How to translate the national vision into the organizational culture?

- How to address issues related to strategic planning and execution?
- How to monitor the direction and status of progress?
- How to develop an honest feedback mechanism in the organization?
- How to develop the culture of Innovative pedagogy as new normal?
- How to orient stakeholders towards quality practices /best practices?
- How to manage a multidisciplinary approach in the institution?
- How to honor the sense of ownership and wisdom in the education sector?

Recommendation of NEP–2020 for Higher Education

If we see the challenges in the light of NEP–2020; it recognizes the success of higher education institutions is the quality and engagement of faculty and recommends empowerment of faculty to conduct innovative teaching, research, freedom to design their own curricular and pedagogical approaches within the approved framework. NEP–2020 mentions the importance of institutional leadership; it says that institutional leaders can create a culture of excellence that will motivate and incentivize outstanding teaching, research, institutional service, and community outreach from faculty members and all HEI leaders.

Leaders of HEI must work upon the Institutional Development Plan (IDP) and restructure their institution to fulfill the vision of broad-based, multi-disciplinary, holistic education with flexible curricula, creative combinations of subjects, integration of vocational education, and multiple entries and exit points with appropriate certification. It is organizational leadership that will transform their institute into large, well-resourced, vibrant

multidisciplinary institutions providing high-quality teaching, research, and community engagement.

Some structural changes from higher authorities to be chalked out in a workable manner like smooth functioning of Academic Bank of Credit; Setting up of Multidisciplinary Education and Research Universities (MERUs), National Research Foundation and Higher Education Commission of India (HECI). For turning the vision of NEP-2020 into reality interaction of stakeholders are necessary and nowadays open discussion on various forums and live streaming on social media platforms is quite helpful for all the stakeholders. Positive transformation, barrier-free communication, involvement of all stakeholders, promotion of team culture, creative outlook towards problem-solving and new culture in terms of NEP-2020 is very much needed in organizations. National education policy is in hands of all stakeholders and now inspirational and visionary leadership of higher education institutions will convert this vision into reality.

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National Education Policy—2020 and Higher Education: A Road towards Reform

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Many improvements and modifications have been changed, approved and adopted in the Indian education system, beginning with the Gurukul and the British-influenced education system to present National Education Policy–2020. The first education policy was formed in 1968, followed by second in 1986 with minor modification in 1992 therein. Since then, we have followed the same educational policy for the past 34 years.

The Government of India has approved and implemented a new education policy based on the suggestions of an expert committee chaired by Dr. Kasturirangan, former chairman of the ISRO. This new policy, which replaces the old National Policy on Education is called as ‘The National Education Policy 2020 (NEP–2020)’. It defines the goal for the India’s future education system and provides a comprehensive framework for primary, secondary, and higher education as well as vocational training in both rural and urban India. It “aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution” and “envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower” (“National Education Policy 2020” 5-6).

Background and Review of the Literature

Based on the report and recommendations of the Kothari Commission (1964–1966), then Prime Minister Indira Gandhi’s government formed the first National Policy on Education in 1968, which advocated for radical reforms and equitable educational opportunities to foster national integration and better cultural and economic growth. The NPE of 1968 also promoted for an increase in education expenditure to 6% of national revenue. Rajiv Gandhi’s government

launched the second National Policy on Education in 1986 which is later revised with some changes therein by the Prime Minister P. V. Narasimha Rao government in 1992. The 1986 National Education Policy emphasized the use of information technology to modernize the education system. More emphasis has been placed on reshaping teacher education, early childhood care, women’s empowerment, the expansion of scholarships, provision for backward and rural communities and adult literacy. It also recommended that giving universities and colleges more autonomy will increase the quality of education. However, NEP 1986 failed to enhance educational quality by producing graduates with employable skills and even to produce standard research output in the form of patents and scholarly articles. In 2019, The HRD Ministry issued a Draft of New Education Policy which was followed by a series of public feedbacks and discussions and finally approved by Prime Minister Narendra Modi’s cabinet on July 29, 2020 which is known as India’s third Education Policy or NEP-2020. It made provision for curricular revision, and more holistic experiential, discussion-based, and analysis-based learning. It also mentions a modification of the pedagogical structure with many other things.

Since independence, the constitution has stated that education should be free and mandatory until the age of 14. Even previous two National Education Policies and recent Right to Education Act (RTE-2010) made such provisions. However, we as a country have yet to attain its goals. Lack of access to higher education, particularly in socio-economically underprivileged areas, lack of quality teachers, infrastructure and institutional autonomy to innovate in higher education in order to attract students, insufficient mechanisms for career, lack of standard research and innovation at most universities and colleges, and moral governance and leadership at higher education institutions and huge donations and backdoor entries in faculty recruitment are some of the reasons found for the fragmentation of the Higher Education (HE) system in India.

Hence, to change it, a new policy was a need of the time and recently announced National Education Policy 2020 seems addressing such needs. The long-term goal of this policy is “to develop good, thoughtful,

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well-rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional 21st values, intellectual curiosity, scientific temper, creativity, spirit of service, and century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects” (“National Education Policy 2020” 33). It will surely shift our country into a dynamic knowledge society, where everybody gets a high-quality education.

The previous researches also seem welcoming this step of the Govt. Aithal and Aithal observed that “Improving GER to include every citizen of the country in higher education offerings is the responsibility of the education department of the country government. National Education Policy of India 2020 is marching towards achieving such objective by making innovative policies to improve the quality, attractiveness, affordability, and increasing the supply by opening up the higher education for the private sector and at the same time with strict controls to maintain quality in every higher education institution” (35). Pawan Kalyani finds, “There are many new things proposed in the NEP—2020 to get the right skill set at the right time like vocational courses along with the regular studies if the students opt the right course or subject combination according to the inborn talent the gap between industry and academia will be bridged in near future” (7). Deep Kumar welcomes it stating, “The new policy aims to pave the way for transformational reforms in school education and higher education systems in the country. This was one of the major steps taking to bring a much-needed reform in the education system of the country” (248) as well as Akanksha Gavade, too, welcomes it stating, “This policy is a breath of fresh and one would expect to welcome it with open arms” (31). Dr. K. Meenakshi Sundaram opines, “The educational policy of 2020 has much scope for the multidisciplinary approach with digital learning, autonomy to courses and curriculum and the advancement of technology, business and education globally, is paving way for holistic development of the students” (130-31). Kumar and Nagrani found, “Overall the New Education Policy is a great vision to change the educational landscape in this country” (528). However, Prashant K. Nanda found that, “the NEP, which got approval from the union cabinet, if implemented well, will reduce regulatory hassles and promote autonomy in the higher education sector, and make learning outcome a key part of India’s school sector... But the real challenge will be

its implementation in a country that is heterogeneous in education delivery, focus and financial condition. A huge vacancy in teaching posts and untrained teachers pool can make this a difficult process.” (Nanda par. 1, 9). According to the FICCI-EY report, “The policy identifies gaps in the current state and suggests reforms that can be undertaken to bring the highest quality, equity and integrity from early learning years through higher education” (23). Jhingan et al. observe, “the introduction of NEP–2020 and the proposed reforms in the regulatory regime for higher education institutions is a positive step for revamping and streamlining the higher education segment within India, the actual results and changes will depend on ground level implementation of the proposed reforms.” The above researches explore that the NEP–2020 is a milestone policy in the history of higher education. However, an effective and timely implementation is necessary for it to be really transformative.

The NEP–2020: At a Glance

The New National Education Policy (NEP) 2020 has taken place of the second National Policy on Education and is based on the pillars of ‘Access, Equity, Quality, Affordability, Accountability’ and will transform India into a vibrant knowledge hub (British Council). The NEP–2020 is intended to bring two crores of deprived school students into the mainstream through the open school system. A new curriculum framework of 5+3+3+4 ages 3-8, 8-11 and 14-18 correspondingly is being replaced the 10+2 system in the school. Students will be instructed till they reach the fifth grade in their mother tongue or regional language only.

Vocational education is introduced into all schools and institutes of higher education. “By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education” (“National Education Policy 2020” 44). It intends to boost state education spending from about 4% to 6% of GDP as quickly as feasible.

The Undergraduate degree would be of three or four years in length, with numerous exit choices and certificates. Students who will finish a three-year undergraduate programme can complete two years of Masters, while those who complete a four-year Bachelor degree would complete a one-year Master’s programme and students having a four-year Bachelor’s degree in research or Master’s degree can apply for a PhD. Creating an Academic Bank of Credit (ABC) is a solid notion for storing and transferring academic credits earned by students by completing courses

at multiple accredited higher education institutions. Through this, “The students will be multi-talented in the approach, which may give them opportunity for global-wide jobs” (Sundaram 130). Some modifications varies for the health, legal and professions education sector programmes.

The NEP–2020: Provisions for Higher Education

As we flip the pages of NEP–2020, we come to the higher education section which states that higher education must allow a person to study one or more specialized areas of interest in depth, as well as develop character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, service spirit and 21st-century skills in a variety of fields, including sciences, humanities, commerce and rest professional and vocational subjects. The NEP- 2020 “is pacing towards making education and learning more attractive, better optimized, equitable, and affordable” (Gavade 31).

The new education policy makes fundamental changes to the current system, with the main highlights being multidisciplinary universities and colleges. The one of the goals of this policy regarding higher education is “to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary universities, colleges, and HEI clusters/Knowledge Hubs, each of which will aim to have 3,000 or more students” with aim “to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035” which “would help build vibrant communities of scholars and peers, break down harmful silos, enable students to become well-rounded across disciplines including artistic, creative, and analytic subjects as well as sports, develop active research communities across disciplines including cross-disciplinary research, and increase resource efficiency, both material and human, across higher education” (“National Education Policy 2020” 34-35). This would also assist to boost higher education’s gross enrolment ratio.

However, as per as higher education and recent statistics of All India Survey on Higher Education (AISHE) are concerned, “India has 1043 Universities, 42343 Colleges and 11779 Stand Alone Institutions. The 307 Universities are affiliating i.e. having colleges and the total enrolment in higher education has been estimated to be 38.5 million (“AISHE 2019-20” 1-2). It has been discovered that over “32.6% colleges, (which) run only single programme” (“AISHE 2019-20” 1) and

“16.6% of the colleges are having enrolment less than 100 and only 4% colleges have enrolment more than 3000” students (“AISHE 2019-20” 1), in opposition to the projected transition to a multidisciplinary style of higher education, which is an essential necessity for the country’s educational reforms for the twenty-first century.

The NEP–2020 also made provision for establishing a National Research Foundation (NRF) which “will provide a reliable base of merit-based but equitable peer-reviewed research funding, helping to develop a culture of research in the country through suitable incentives for and recognition of outstanding research, and by undertaking major initiatives to seed and grow research at State Universities and other public institutions where research capability is currently limited” as “the research and innovation investment in India is, at the current time, only 0.69% of GDP as compared to 2.8% in the United States of America, 4.3% in Israel and 4.2% in South Korea” (“National Education Policy 2020” 46, 45).

The NEP–2020 ‘greatly simplifies the proposed regulatory structure’ (Panagariya). The plan to establish the Higher Education Commission of India (HECI) as an umbrella organization for higher education, excluding medical and legal education, is a key shift in NEP–2020. The National Higher Education Regulatory Council (NHERC) will regulate, the General Education Council (GEC) will set standards, the Higher Education Grants Council (HEGC) will fund, and the National Accreditation Council (NAC) will accredit. To achieve uniformity in educational standards, a single umbrella organization has always been required, and this has been a goal shared by many educators. This is regarded as a positive step toward simplifying education policy. However, in order to maintain the quality of higher education, HEIs must be evaluated based on important factors such as research, industry connections, placements, and academic performance, among others. If the HECI can implement it properly, the advantages to its most important shareholder may be substantial and the objective of the NEP- 2020 to raise the gross enrolment ratio will be achieved. The additional flexibility provided to independent institutions offers promise for curricular enrichment as well. It further states that, with the proper accreditations, autonomous degree-granting colleges can progress to Research-intensive or Teaching-intensive Universities if they so want.

The announcement of the establishment of Multidisciplinary Education and Research Universities

(MERUs) throughout the country adds to the country's optimism. These colleges will be on par with the current IITs and IIMs, with the goal of demonstrating interdisciplinary education to Indian students. Higher education institutions will surely determine and evolve depending on their strengths into either Research-intensive Universities (RU) or Teaching Universities (TU) or Autonomous degree-granting schools (AC). Online programmes and Open Distance Learning will be available to all universities and it should be of the same caliber as the programmes offered on campus.

The new education policy emphasizes curricular flexibility to meet the needs and preferences of students. Students should be taught conceptual understanding and critical thinking abilities, with an emphasis on ethics, human and constitutional values, and life skills. Continuous formative assessment is prioritized above summative assessment. The strategy seeks to include in the curriculum respect for diversity and local context, Indian culture, and ancient skills.

Under the NEP-2020, undergraduate degrees will be of three or four years in duration, with various options for exit throughout that time period. After completing the first year of UG, students can earn a certificate for the course, an advanced diploma after the second year, a bachelor's degree after the third year, and a bachelor's degree with research after the fourth year. Additionally, a five-year integrated Bachelor's program would be offered. Two year's PG programme will be offered for students who have completed a three years UG programme whereas a one-year PG programme will be offered for students who have completed a four-year Bachelors programme with Research and students wishing to pursue a PhD must hold either a master's degree or a four-year bachelor's degree with research. Additionally, the government will develop an Academic Bank of Credit to "digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned" ('National Education Policy 2020' 37). This would allow students who were forced to discontinue their studies due to unforeseen circumstances, if any, to resume their studies from where they left off, rather than having to start from the beginning of the course.

As a result, the curriculum will shift toward a more flexible CBCS and criterion-based grading system, as well as away from high stakes summative exams and toward ongoing formative assessments. To accommodate these programmes, all HEIs should have

the necessary infrastructure in place, such as digital classrooms and teaching provisions, offices, and so on. All decision-making bodies and committees should include student's representatives thereon.

The government's decision to enable foreign institutions to build campuses in India is also a good one move. "High performing Indian universities will be encouraged to set up campuses in other countries, and similarly, selected universities e.g., those from among the top 100 universities in the world will be facilitated to operate in India" ('National Education Policy 2020' 39). This will allow students to experience global education quality in their own nation. So, the policy's goal is that admitting international institutions would make world-class education available locally at a substantially cheaper cost without requiring travel and will dramatically minimize human capital migration to other nations for study and career opportunities.

The optimum teacher-student ratio ranges is expected from 1:10 to 1:20, depending on the curriculum. The flexible and innovative curricula through credit-based courses, community-based projects, and value-based education, internships with local industry, communities and research internships within HEI to be taken into account for degree awarding, transparent merit-based recruitments, faculty incentives, more online / blended programmes catering to the needs of various sectors, the National Research Foundation and the National Scholarship Portal which will offer enough financial assistance, and the obligations of the institutions as stated in the policy like to increase involvement of socially disadvantaged groups and reducing fee structure, bridging programmes for students from poor educational backgrounds, to offer counselling and mentorship services are also of a very important to take into account and all these things are included therein and if implemented properly, India would be a global knowledge power in days to come. Thus, this policy, "is more student centric, giving flexibility to students to pursue their passion at the same time enhancing their skills enabling them to become more employable" (British Council).

Regarding healthcare education, it is recommended that it should be re-envisioned in terms of time, organization, and design. All MBBS graduates are required to have medical, diagnostic, surgical, and emergency abilities, and they are also expected to be assessed based on predetermined criteria in order to practice in primary care and secondary hospitals, among others. Allopathy students are required to have a

fundamental grasp of AYUSH and vice versa, implying the necessity for integration. Preventive healthcare and community medicine are being prioritized. Nursing education quality is supposed to be enhanced, and a separate National Accreditation organization for nursing and other sub-streams is proposed.

The “socio-economically disadvantaged backgrounds require encouragement and support to make a successful transition to higher education... Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs.” (“National Education Policy–2020” 39-40). There are several socially and economically unprivileged communities that are negatively impacted by existing educational practices. “The National Educational Policy (NEP), 2020 attempts to address the growing inequality and inequity plaguing country’s education system today... (But), the new policy fails to specify a roadmap of how it will make sure that education is made accessible to these individuals” (British Council). These groups have higher dropout rates due to a number of causes, some of which are geographic inaccessibility, and others being attributable to socio-cultural identities that have excluded people from educational institutions throughout time. “The National Educational Policy (NEP), 2020 attempts to address the growing inequality and inequity plaguing country’s education system today”, however, “the new policy fails to specify a roadmap of how it will make sure that education is made accessible to these individuals” (Khan and Sahoo par. 14, 2).

The aim of this policy is not just to add years and certificates to education but also to create competent society and NEP-2020 makes this goal quite apparent. The “NEP would transform the education sector in the country as it focuses on making education accessible, equitable, inclusive but only if implemented at all levels” (Sahoo). This policy makes everything necessary to upgrade higher education in global competencies. “NEP–2020 marks a significant shift in the long-standing and established rote and herd learning education practice followed in India... Furthermore, to promote India as a global destination for higher education” (Jhingan, et al.). Kumar and Nagrani rightly observes, “The nation has felt the need for an education policy that is in accordance with Indian values and is up to the global standards and this educational policy provides the same” (529).

Conclusion

Education is one of the main components that

contribute to societal growth and advancement. The better educated a person is in society, the more helpful their contribution to society. Education is a tool that equips individuals with the necessary information, skill, technique, and knowledge, as well as enabling them to comprehend their rights and responsibilities to a nation and society. This fact emphasizes the importance of education in society and has led in government’s expenditure in education at a higher level than previously.

The country had to wait 34 years to see a New Education Policy 2020. The new National Education Policy-2020 is intended to have a beneficial and long-term influence on the country’s higher education system. The policy implements a wide range of reforms and appears to be a very progressive document, with a strong grip on the existing socio-economic situation and the potential of expected outcome of the future. Overall, the NEP- 2020 addresses the need for professional development in a wide range of areas, from agriculture to artificial intelligence. The Business World review rightly made its assessment, “The National Education Policy -2020 is a critical and timely intervention that is destined to make Indian education landscape globally competitive. The policy is comprehensive and encompasses significant reform in every area of our education system. The policy makes education more employment-oriented and caters to business and economic development of the country. The focus towards making the higher education ecosystem inclusive, affordable, equitable coupled with adequate emphasis on technical and vocational skill development are welcome steps towards employment generation, economic productivity and economic growth” (BW).

India must be prepared for the future and the NEP–2020 opens the path for all aspiring teachers and students to be prepared with the necessary abilities. With vision of this policy, “the Indian higher education system is moving from teacher centric to student centric, information centric to knowledge centric, marks centric to skills centric, examination centric to experimental centric, learning centric to research centric, and choice centric to competency centric” (Aithal and Aithal 36). The new education policy has a commendable vision, however, its effectiveness will be determined by how well it is implemented. If implemented properly, the Indian higher education system will surely shift to globally compatible level. Nishith Desai rightly states, “NEP has proposed several pragmatic measures, such as a single regulator for Higher Education (except law and medicine), *light*

but tight regulation, autonomy to institutes, credit based learning, innovative course structures, change in the format of programs with flexibility of several exit options, focus on research and out-come based leaning amongst others. The NEP, while continuing to focus on a traditional learning model, pushes for online, open and distance learning as well... All these measures will go a long way in achieving the mission of turning India into a global knowledge superpower as envisioned in the NEP” (Desai). However, it is recommended to make provision in next revised version of the this policy for mandatory Ph.D. in faculty recruitment at university as well as college level, MPSC/UPSC based central level faculty recruitment process, only open access standard research publications, strict and quality scrutinized API-based incentive pay and promotion and rest uncovered but must needed issues. To conclude, although the NEP 2020 is a key differentiate and the prospect of a developed country is not far off, however, the absence of a clear implementation roadmap is deferring much-needed educator sector reforms, which are necessary for India’s future prosperity.

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Progress Demands Change for a Better Tomorrow

M Venkaiah Naidu, Hon'ble Vice President of India delivered the Convocation Address at the 3rd and 4th Convocation of IIM Jammu, Jammu on April 09, 2021. He said, "The biggest resource and partner for our country in this exciting journey of development is youth, like yourselves. Endowed with an immense demographic dividend, we have the potential to achieve anything. But for us to leverage the potential, we must enrich our human resources. Skill development and quality education are crucial development accelerators. We, as a nation, must focus on them and work consistently to enhance access to education and improve the quality of education. Each and every one of you has the capability to contribute towards the growth of our country and be a catalyst in bringing about a positive change in society. Some of you will enter the corporate world, some of you will be with the government or academia. Some of you will set up enterprises. Whatever you may choose to do, please try to be among the best. Let excellence be your watchword." Excerpts

"I am very pleased to be here with all of you at the 3rd and 4th Convocation Ceremony of the Indian Institute of Management Jammu, the youngest among all 20 IIMs across the country.

Like any young institution, IIM Jammu has the advantage of learning from the best practices in other IIMs as well as the possibility to carve out its own unique identity.

I am happy to note that IIM Jammu has set its sights high. The Board of Governors, the Director and the distinguished faculty members have made a firm commitment to deliver quality education, provide opportunities for high quality research and establish valuable international linkages.

Sisters and Brothers, Jammu & Kashmir has been and will continue to be an integral part of India. We are committed to the overall development and addressing all the challenges unitedly. Any external interference in India's internal affairs is unwarranted.

Jammu and Kashmir like other parts in our country has been an important centre of education since ancient times. This is the land of Patanjali who gave the gift of Yoga to the world. This was the land where aesthetics got a new idiom in the works of Anandavardhana. This was the land where Lalleswari and Habba Khatoon mesmerized audience with their poetry. We must continue to enrich that rich culture of learning and the culture of innovation.

We must make quality education the spring board of development.

India, today, is at crossroads. We have firmly resolved to take the path of sustainable, inclusive development. Certainly, education is at the heart of this transformation.

We need to build a vibrant, resurgent India that capitalizes on its traditional strengths and moves forward by absorbing the best in the world.

Sisters and Brothers, I am glad to note that IIM Jammu is well poised to contribute significantly to this resurgence. The institute has shown great promise with exponential growth over the years. This convocation is a significant milestone for this institution and the students who are graduating. I congratulate the students of the Master of Business Administration (MBA) programme on completing their course successfully.

I would also like to congratulate Prof. B.S. Sahay, Director, IIM Jammu, and the faculty members, who have done their utmost to create congenial learning environment for students and equip them with knowledge, skills and attitudes that will stand them in good stead in their future endeavours. I would also like to commend the parents who have encouraged and motivated their children to succeed in their academic pursuit.

Dear graduating Students, You are reaping the reward of your two years of hard work and dedication, which has brought this proud moment for you and all others associated with you.

The world of immense opportunities and intense challenges awaits you. The knowledge and skills you have acquired and the values you have imbibed will enable you to successfully navigate a complex world.

There is a whole new world of work and constant learning that promises an exciting voyage of discovery for each one of you.

My dear Friends, While you are going through your journey, you will realize that India is also

undergoing a significant transformation. With fast-tracked development over recent years, our country is making great strides to fulfill the aspirations of our people. The ongoing COVID-19 pandemic has brought many challenges, but it did not break our spirit. It has only prompted us to work harder and reach our national goals.

You would have read in the newspapers two days ago that IMF has raised its GDP growth forecast for our country during the coming financial year from 11.5% to 12.5% making India one of the fastest growing major economies. This is truly heartening. This speaks volumes about our resilient spirit and inherent strengths.

The biggest resource and partner for our country in this exciting journey of development is youth, like yourselves. Endowed with immense demographic dividend, we have the potential to achieve anything.

But for us to leverage the potential, we must enrich our human resources. Young people have to be motivated, adequately trained, and be fit and healthy.

Skill development and quality education are crucial development accelerators.

We, as a nation, must focus on them and work consistently to enhance access to education and improve the quality of education.

This is the underlying theme of the National Education Policy, 2020.

I am happy that considerable progress has been achieved over the recent years, in our country with reforms in higher education, establishment of new national institutes, development of ranking framework and easing of FDI in education.

I am hopeful that, with the implementation of the comprehensive and visionary Education Policy, education in India can truly become holistic, child-centered and globally-competitive.

Sisters and Brothers, In addition to the above initiatives, we must push harder to make our higher education more in line with the realities of the world.

Industry-institute linkages must be further strengthened. Only through solving real-world problems can the students become adept at the fundamentals of their subjects. Our industry will greatly benefit too, from the fresh perspectives young minds can offer.

Our educational institutions too have to be quick on their feet to anticipate the future trends that might

evolve as the nation recovers from the pandemic. The world of learning and the world of work are changing very rapidly and institutes such as yours need to be ever alert, ever agile. You should be able to adapt, evolve and respond to situations that have never before been faced by mankind.

In the course of this pandemic, we have realised both the necessity and potential of technology in delivering education. We must ensure that technological tools are used extensively and prudently. We should also make sure that the existing digital divide doesn't get widened. The most remote areas and most underprivileged students should be enabled to benefit from this technological revolution.

National institutes like IIM Jammu must become innovative in the courses they offer. Based on market realities and new demands of the fourth industrial revolution, they must offer diplomas and minor degrees that bring diverse fields like agriculture, business, technology, humanities and management together. This is the spirit of the multidisciplinary push of the New Education Policy.

Remember, we cannot solve the problems of the future with the same superficial, segregated approach of the past.

We need to develop a mindset that encourages innovation, an institutional reform that fosters creativity and promotes excellence.

Dear Students, As future managers, you have to respond to a world that is changing very rapidly. Your ability to take decisions in an uncertain world, your agility to adapt to new contexts will become very crucial.

As you try to excel in your fields and go about solving problems, your success will depend on your ability to assimilate information, analyze evidence and experiment with possible solutions.

Your active interaction with key stakeholders and respect for other's views can broaden your own horizons.

The bottom line ultimately is not only maximizing profit but also maximizing happiness and enhancing the quality of lives.

I am confident that each and every one of you has the capability to contribute towards the growth of our country and be a catalyst in bringing about a positive change in society.

Some of you will enter the corporate world,

some of you will be with the government or academia. Some of you will set up enterprises. Whatever you may choose to do, please try to be among the best. Let excellence be your watchword.

If you keep listening and learning, as aspiring entrepreneurs, managers and consultants, you will identify innovations that might work at the grass roots. Bring your expertise to achieve scale for these indigenous solutions. You can bring in technology to complement traditional skills of our craftsmen. You can help farmers increase farm productivity and get better returns. You can work with farmers in improving the marketing of farm produce. e-NAM is a great tool for better price realization. This should be further scaled up and new innovations be brought into post-harvest facilities.

I am hopeful that each one of you can lead this change process, a change that makes 'tomorrow' better than 'today'.

Sisters and Brothers, In the end, I wish you all a professionally rewarding career, good health, and success in all your endeavours.

I am confident that the Institute has given you a sound base to move forward.

As you advance in your career and gain further competence, I also hope that each one of you will remember your social responsibility and commitment to building a happy, prosperous, and equitable India.

I compliment the management and the Director as well as the faculty members for their commitment to the cause of quality education. I am hopeful that in the next few years, IIM Jammu will be among the best management institutes in the country.

Thank you.
Jai Hind!"

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To submit the manuscripts for publication of articles, the contributor need to follow the guidelines given below:

- A. Articles submitted for the Journal should be original contributions and should not be under consideration for any other publication at the same time. A declaration is to be made by the author in the covering letter that the paper is original and has not been published or submitted for publication elsewhere.
- B. Manuscripts including tables, figures and references should be around 3000-4000 words for articles, 2000 – 5000 words for Convocation Addresses, 1000 words for Book Reviews and 600 words for Communications.
- C. All the manuscripts should typed in double-space with 12 point font and ample margin on all sides on A 4 size paper.
- D. The cover page should contain the title of the paper, name, designation, official address, address for correspondence, contact phone/mobile numbers and e-mail address of all the authors.
- E. One author should be designated as the corresponding author.
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Book Review

An Excellent Source for Counselling Literature

Pankaj Mittal*

Vignesh, M, S and Partap, Tej (2021). *Counseling Students: Fundamentals and Skills for Improving Personality and Performance*, New Delhi, Westville Publishing House, First Edition, ISBN 978-93-91917-01-2, pp 516.

We all need counseling at different stages of life to enable us to make right decisions. For this, we look forward to reliable persons who can counsel us during these hours of need. Counseling is all the more important for the students who are the future of our nation and need right guidance not only for choosing an academic course or a career but also for personal and psychological reasons. The need for counseling at higher education stage gains significance also for the reason that the students move from a highly protective environment of schooling to a liberal system of higher education. They are accepted to be on their own and start living an independent life. It is also well known that most of the bad habits like smoking, drinking, drug abuse etc. start forming in the youth stage when they are universities and colleges. Therefore, it is important for the higher education institutions to have well-structured counseling mechanism for the students. However, it is seen that our higher education institutions generally carry a narrow perspective of student counseling wherein they talk about the counseling in the context of career counseling for improving placement records or admission counseling at the time of admissions. In addition, counseling is being provided to the victims of ragging, bullying or sexual harassment, or to prevent such acts in universities and colleges. This is a myopic view point of counseling which is further aggravated by the fact that the teachers of the universities/colleges who have practically never undergone any training and counseling are appointed to counsel the students. Every teacher is considered as a mentor and counselor and the students are allocated to the teachers based on this assumption to fulfill the counseling obligations imposed by regulatory/accrediting bodies. The clear demarcation

between advice and counseling disappears and most of the times advice is considered as counseling. Moreover, in some institutions, the students who are engaged in ragging or bullying or sexual harassment are considered as cases of psychopathy and are referred to psychiatrist rather than expert counselor. Therefore, the three words, Counseling-Counselor-Counselee are rarely understood and used in the right perspective.

Our educational system to a great extent lacks an inbuilt or structural mechanism to develop human personalities. The emphasis is primarily on intelligence. The irony is that even after a decade of schooling, majority of our students fail to identify their goals and destinations and this is called identity crisis. In fact, when students experience conflict between their needs and goals, and these are not resolved to their satisfaction, they experience tension and anxiety. *Vedanta* considers that the human personality is a harmonious development of physical, mental, intellectual and spiritual self. It is an organized configuration of typical patterns of behaviors, attitude, belief and values. One of the primary objectives of counseling, therefore, is to facilitate each student to explore himself and to do his best in a given situation. Counselor is only a facilitator. His role is to enable the counselee to understand himself, his ambitions, visions and way of life. Our ancient philosophy considered basic ideology of counseling as a step towards strengthening the minds of the counselees towards realities. Today, we recognize that the major function of student counseling is to shape their attitude for a happy life and successful career. The aim of counseling is not only to train one's mind to lead life but also to manage living. Both uncultivated mind and land are the biggest liabilities. Cultivated mind exhibits

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character, commitment, conviction, courtesy and courage. Students need to be counseled to develop both functional skills and behavioral skills. Most students fail not because of the lack of talent and intelligence but because of lack of attributes of common sense like decision, direction, dedication, determination, discipline and deadlines.

There is a general lack of awareness about the importance of seeking counseling. Especially in educational institutions, we lack a proper framework for providing counseling support to students. Often teacher counselors fail to use the right approach to guide students through their challenges. Teachers need to learn knowledge and skills to understand the attributes of a good counselor so as to know methods to tackle different individuals, situations and environments effectively. Under present day education system, students have genuine concerns of personality and performance. The counseling of young minds with proper understanding of human psychology is the rarest of rare skills ever addressed in schools, colleges and universities or even within the families. It results in creating a generational gap and may also lead to misunderstanding and conflicts.

Student counseling, is a process where a student or students of a class, college or university meet a trained professional counselor to talk about issues and problems that they are facing in their lives. Individual professional counseling is always nonjudgmental and has to be confidential.

This book *Counseling Students: Fundamentals and Skills for Improving Personality and Performance* made a good effort in attempting to address many issues about student counseling. The information compiled in this book is an excellent source of knowledge for professionals as well as non-professionals who want to enhance their counseling capabilities so that they can help others in their surroundings. The first part of the book provides a holistic view of the need and essence of counseling. It provides a basic framework for understanding the nature and scope of counseling and outlines practical aspects that can guide best counseling practices. It begins by describing the importance of educational counseling and exploring the needs and challenges faced by school and university-going students. The seven chapters under Part A ‘Students counseling

perspectives and issues’ cover very crucial elements of students counseling, personality management, career counseling, motivation, stress management, parenting practices and building leadership qualities. This will not only help students but also provide a holistic approach to parents and mentors regarding concepts and approaches of students counseling.

One of the biggest concerns and confusions in the student life is about the right career choices. However, most educational institutions lack any system for providing such support to students. The fourth chapter of the book discusses the nature and scope of career counseling. It outlines a framework for creating career development guidelines and standards that can be used not only by professional counselors but also by teachers and professors to help students make the right career choices based on their aptitude, interests, and aspirations. A big challenge among many students is lack of motivation and control of the mind. As a result, they lack proactiveness, easily get discouraged by failures, and crumble under stressful situations in life. To help such students, it is essential to understand their personality traits and help them develop the right motivation and ability to control their minds. Discussions on motivational counseling and methods of mind training for managing stressful situations are very insightful additions that will be extremely helpful for both counselor and counselee. Sixth chapter captures the problem associated with ‘helicopter parenting’ or ‘over parenting’ that is generally not given much attention. It is a must-read for parents to ensure that their over-involvement with their children does not make their growth and well-being any better. Rather, required attention with appropriate intervention can help it. The last chapter of the first part is dedicated to counseling at the workplace that every working individual will relate to. It beautifully describes the subtleties of human behavior and various behavioral issues that negatively affect the productivity of an individual at the workplace. It will be beneficial in counseling the employee to ensure their increased productivity and better individual growth.

The diversity and complexity of the counseling process is explained in understandable ways in the second part of the book. It describes various counseling techniques suitable for students with varying backgrounds and needs. It elaborates on various definitions and concepts associated with

counseling process and issues related to each of those. The eight chapters of second part, Part -B 'counseling ecosystem, process and techniques' has in-depth explanation of counseling categories, training counselors, counseling process, counseling techniques and behavior and emotional problems. There is also a chapter giving insights regarding counseling of students with special needs, troubled family environments and family concerns with respect to marriage.

As I see, the second part of this book is very helpful for trainers, parents and teachers to understand the process and ways of customized counseling for tackling youths surrounded by diverse social problems. This part is especially useful for those who wish to understand various aspects of counseling in detail. The book has appropriately described sensible suggestions to eliminate the ever prevailing and yet ignored problem of truancy, delinquency, disobedience, fear, anxiety, suicidal tendencies and uncooperativeness amongst students in a constructive way. This self-assessment narrative provides all-inclusive modules and models for assessment, clientele based moral and ethical components of counselling, the research-based prescriptions for counsellor trait acquisition, mind management, stress management and even the employee satisfaction in an institution with a motive of managerial and leadership development.

From the view point of universities and colleges, the book fulfils the felt need of reference literature for teachers and students in acquiring skills of personality development and performance improvement. National Education Policy (NEP 2020) has put in much thrust on these aspects in course curricula of higher education.

The book will be of immense use for all those stakeholders who connect with students at various levels and work with them with different mandates of teaching, training, counselling, norming, inculcating discipline, managing and rearing. It is a wonderful and insightful publication, an interesting material for leisure reading as well as a précised text book

to be referred again and again. The simplicity and elegance with which everything is explained will ensure that not only professional counselors but even non-professionals will find it easy to absorb and assimilate. The book is a kind of manual for counselors and teachers, a guide for students and a great source of information for general readers. It can be used as a guide for academic discussions and will also be very useful for practical purposes of counseling in everyday life. It deserves its worthy place in the libraries of all universities and colleges.

The book depicts the tremendous amount of energy, time and effort put in by the authors in bringing out this excellent piece of literary work. The initiative of authors, Tej Partap and Vignesh for creating this relevant and useful masterpiece is laudable.

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CAMPUS NEWS

Latest Events at Amity University, Jaipur

The following latest events were organized by the Amity University, Jaipur, Rajasthan, recently.

Human Rights Day Celebration

The Amity Law School under the aegis of Amity University, Jaipur celebrated 'National Human Rights Day' on December 08, 2021. The significant driving factors of inspiration behind taking up the subject for the Human Rights Celebration were: to conduct it on the eve of Human Rights Day; the experienced guests as judge of High Court and Chairperson of Human Rights Commission, may share their experiences and sensitise the students about the human rights various sects of people which includes refugees, disabled, LGBTQ, etc.; to create awareness and provide knowledge about Human Rights to all; and to acquaint them with their Human Rights and Duties. Justice G K Vyas, Chairperson, Rajasthan State Human Rights Commission and Shri Shailendra Vyas, Registrar, Rajasthan State Human Rights Commission were the Chief Guests of the day. The eminent guests of the event were Dr. Amit Jain, Pro-President, Amity University Rajasthan, and Chief Patron, Prof. Saroj Bohra, Director, Amity Law School. The speech covered significant areas like what are Human Rights, how it is available to people, etc. The Speech by the Chief Guest also included how someone should perform their duties towards humans. On the occasion, a small video was also shared by Rajasthan State Human Rights Commission (RSHRC) as documentary on various rights. A poster making competition was also organized based on the theme of Human Rights. The students were able to exhibit their knowledge on Human Rights through poster making competition. The participants were able to get an insight on Human Rights and its issues. It was a beneficial and engaging exercise both academically and professionally.

International Webinar on Neuro-rehabilitation after Stroke and Spinal Injury

The Amity School of Applied Sciences and the Department of Electronics and Communication, Amity School of Engineering and Technology organized International Webinar on 'Neuro-rehabilitation after Stroke and Spinal Injury' on December 10, 2021. The

aim of the event was to focus on the novel neuro-technology that engages a patient during rehabilitation therapy to promote plasticity of damaged motor neurons. Specifically, the session focused on extracting the movement intention of descending neural pathways and using it to activate ascending neurons, thereby strengthening, and promoting neural regeneration. It can give a new dimension of research in neuro-stimulator. The session was delivered by the founder of Neuralaxy LLC, Dr. Nikunj Bhagat, Neural Engineer, Department of Physical Medicine and Rehabilitation, University of Texas Health Science Center. The event was beneficial to the participants as they were able to get insights about the new directions of research, learned about the career opportunities as a Neural Engineer, able to understand the importance of Biomedical Engineering Branch for futuristic perspective and explore new research dimensions in the direction of non-invasive neur-orehabilitation and paralysed person.

International Conference on Advances in Microbial Technologies

The Amity Institute of Microbial Technologies (AIMT) organized an International Conference on 'Advances in Microbial Technologies-2021' on December 01-02, 2021. About 118 participants from various corners of the country participated in the event. The event aimed to explore the possibilities to discuss the recent developments in microbial technologies. The conference provided a common platform to participants to discuss the advances in industry, academia, and research. The various eminent speakers in the field of Microbiology were the alumni of Amity University, Jaipur (AIMT Department). The event concluded that innovation in academic institute needs to be translated to the industries, deep understanding towards the developments in the microbial technologies, patenting and commercialization of the research output to enhance sustainability.

National Seminar on The Forgotten Heroes of the Indian Freedom Struggle

A two-day National Seminar on 'The Forgotten Heroes of the Indian Freedom Struggle' is being organized by the Center for Study of Social Exclusion and Inclusive Policy Faculty of Social Science, Banaras Hindu University, Varanasi, Uttar Pradesh

during March 26-27, 2022. The event is sponsored by Indian Council of Social Science Research (ICSSR), New Delhi.

On 15th August, 1947, India emerged as an independent country, breaking the shackles of almost 200 years of British rule. In this long era of British rule, every day was a struggle for the Indians fighting for the freedom of their motherland. Countless men and women made their supreme sacrifice for this great cause. In brief this was the realization of a common cause, commitment and dream. But unfortunately, our history books are not so inclusive. There were many freedom fighters who, despite their incredible contribution towards an independent India, were never acknowledged for their brave efforts. In other words, history-writers ignored history makers. When communities become aware and assertive, they explore their untold history and stake claim on mainstream narratives. As an academician we must ensure a more careful, honest and continuous review of history writing in the light of these emerging facts. The freedom struggle of India was fought not only inside the country but also on foreign soil where our freedom fighters got shelter, resources and ideological support, which gave new direction, momentum and energy to our freedom movement. Today, as we are celebrating the *Amrit Mahotsava* of freedom, it is natural that we should remember the great heroes of our freedom Movement, but on this occasion, we undoubtedly need to rectify our mistakes. We have to look at history in the light of real facts instead of looking at it from any subjective point of view. At the same time, the contribution of those great heroes in this whole process should not be forgotten who gave priority to social freedom and social justice over political freedom. It is a matter of great pleasure that we have taken the initiative to rectify our mistakes. The Subthemes of the event are:

- Tribal Heroes of Indian Freedom Movement.
- Contribution of Women in Indian Freedom Movement.
- Contribution of Northeast India in Indian Freedom Struggle.
- Indian Freedom Movement and Prejudice of History Writers.
- Participation of General Public in Indian Freedom Movement.
- Indian Freedom Movement and Discussion of 'Social Freedom Vs Political Freedom'.

For further details, contact Seminar Director, Dr. Amarnath Paswan, Assistant Professor cum Assistant Director, Centre for Study of Social Exclusion and Inclusive Policy, Faculty of Social Sciences, Banaras Hindu University, Varanasi-221005 (Uttar Pradesh), Mobile No: 08090612180, E-mail : azadibhu2022@gmail.com. For updates, log on to: www.bhu.ac.in

Research Methodology Course

A ten-day Research Methodology Course for M.Phil./Ph.D./PDF Scholars in Social Sciences is being jointly organized by the University Main Library and the Department of Political Science and Public Administration, Annamalai University, Annamalainagar, Tamil Nadu during March 23-April 01, 2022. It is sponsored by the Indian Council of Social Science Research (ICSSR), New Delhi. The course will give exposure to the Scholars about various stages of research from identification of research problem, literature review, statistical software, journal identification (indexing and ranking), thesis writing and manuscript submission. The Objectives of the Course are to:

- provide the necessary expertise for formulating a suitable research design, including literature review, gaps identification, defining research objectives, questions and hypothesis;
- conceptualize the research concepts and writing good research proposals, incorporation of qualitative and quantitative research methods;
- give exposure to statistical software used for reference management and research publications; and
- identify appropriate journals, knowledge about databases and indexing of journals, handling rejection, revision and editorial comments of manuscript, citation formats.

For further details, contact Course Director, Dr. M Sadik Batcha, Professor and University Librarian (I/c), Annamalai University, Annamalainagar-608002 (Tamil Nadu), Mobile No: 09443665624, E-mail: msbau@rediffmail.com. For updates, log on to: www.annamalaiuniversity.ac.in/events.

National Seminar on Rights of Transgenders

A two-day National Seminar on 'Rights of Transgenders: Bridges Law and Life' is being organized by the Department of Legal Studies, University of Madras, Chennai during March 18-19, 2022.

Today, democracy is based on the recognition of individual liberty and dignity of man. The True democratic society is a community which upholds the rule of law and ensures justice to the marginalized section of society like transgenders. Rarely, our society realizes the trauma, agony and pain which the members of the marginalized society like transgender undergo nor appreciates the inborn feelings of the members of such community. Historically, in India from the epics till the enactment of the Legislation namely Criminal Tribes Act, 1871 (but later repealed) and Sec.377 of IPC, transgenders enjoyed due recognition and respect in the society. After the above enactment they were harassed and deemed as innately criminal under British rule. The various international rights instrument which are aimed to protect the human rights of transgender people. Since, it has been noticed that transgenders/transsexual often face serious human rights violations, such as harassment in workplace, hospitals, places of public conveniences, market places, theaters, railway stations, bus stands and so on.

The Indian Law, on the whole, only recognized the paradigm of binary genders of male and female based on person's sex assigned by birth, which permits gender system, including the law relating to marriage, adoption, inheritance, taxation and welfare legislation. Despite, UN Declaration and Covenants and also the Yogyakarta Principles, unfortunately we have no comprehensive legislations in this Country with rights of transgender. In order to keep pace with the aforesaid progress, various countries have come out with

legislations protecting the rights of the transgender. India also enacted legislation namely 'The Transgender Persons' (Protection of Rights Act, 2019). The bird's eye view of the Act gives a general feeling that it is stressing the obligation of the state more and silent about the issues related to rehabilitation, marriage, inheritance and adoption, etc. The Subthemes of the event are:

- Transgender Rights as Human Rights.
- Adoption and Inheritance Rights of Transgender.
- Indian Judiciary and Transgender.
- Significance of the Transgender Persons (Protection of Rights- Act, 2019).
- Social Exclusion and Transgender.
- Gender Identity and Genderism issues.
- Family law and Transgender.
- Health Care.
- Religion and Transgender.
- Anti-Discrimination Laws.
- Other Related areas.

For further details, contact Organizing Secretary, Dr. G Rajasekar, Assistant Professor, Department of Legal Studies, University of Madras, Cheapuk, Chennai-600005 (Tamil Nadu), E-mail: seminardlsunom@gmail.com, Mobiles No: 9003273761/ 8547791387/ 9094266256/ 9677277047/ 9360210343. For updates, log on to: www.unom.ac.in □

Dr. Pradeep R. Mehendiratta Passes Away

The man who inspired generations of American Scholars in India is no more

Dr. Pradeep Mehendiratta (1933-2022), who served as Director General of American Institute of Indian Studies (AIIS) passed away at Delhi on January 28, 2022. He is survived by his wife Santosh, son Deepak and daughter Purnima. He contributed immensely to Indian Studies in American Universities, to the preservation of Indian art and archaeology, and to the study of ethnomusicology in India.

Over the last six decades, Dr. Mehendiratta enabled generations of scholars in America to pursue research studies in India ranging from anthropology to zoology, research that has led to the publication of over 3000 books and countless scholarly papers. During his long tenure AIIS established 16 language-teaching programmes in which American students further their skills in the languages of India. Dr. Mehendiratta was also the inspiration behind the Centre for Art and Archaeology (CAA) and Archives and Research Centre for Ethnomusicology (ARCE). The CAA has classified and catalogued documentation of ancient Hindu temples, the main archaeological sites in India, and innumerable museum objects. The ARCE is an unparalleled collection of music and documentation from all parts of the country. His personal charm and far-sightedness sustained the AIIS and its research centres for over 60 years, through droughts of funding for Indian Studies. Dr. Mehendiratta will be most remembered for his humility, generosity, compassion, and commitment to helping all who crossed his path.

His demise is a great loss for research fellows, language students, staff members of AIIS, and academic community of the country as a whole.

AIU Fraternity expresses profound grief on his demise.

THESES OF THE MONTH

SOCIAL SCIENCES

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

Business Administration

1. Boora, Sucheta. **Alienation at work: An Indian study across nature and ownership of organisations.** (Dr. Dalbir Singh), Haryana School of Business, Guru Jambheshwar University of Science & Technology, Hisar.

2. Isha. **Disclosure quality in annual reports of companies listed in India.** (Dr. Deepa Mangala), Haryana School of Business, Guru Jambheshwar University of Science & Technology, Hisar.

3. Pooja Kumari. **Forensic accounting and corporate fraud in India: An accounting professionals perspective.** (Dr. Deepa Mangala), Haryana School of Business, Guru Jambheshwar University of Science & Technology, Hisar.

4. Raj Rani. **A study on market orientation and service performance of schools in Haryana.** (Dr. Tika Ram), Haryana School of Business, Guru Jambheshwar University of Science & Technology, Hisar.

5. Renu. **Socio-economic analysis of seasonal labour migration in peddy farming in Haryana.** (Dr. Vanita Ahlawat), Haryana School of Business, Guru Jambheshwar University of Science & Technology, Hisar.

6. Shishpal. **A study of tobacco de-marketing campaigns in Haryana.** (Dr. Tika Ram), Haryana School of Business, Guru Jambheshwar University of Science & Technology, Hisar.

Commerce

1. Bhardwaj, Pratishtha. **Impact of stress on work-life harmony and employee satisfaction: A study on police personnel.** (Dr. Ankita Jain), Department of Commerce & Management, IIS University, Jaipur.

2. Chahal, Shalu. **Corporate social responsibility in India: A comparative study of ONGC & Reliance Group.** (Dr. Anil Kumar and Dr. Sanjay Kumar Saini), Department of Commerce, Bhagwant University, Ajmer.

3. Gandhi, Kalpesh Pareshbhai. **An analytical study of investment behaviour of salaried people of**

Saurashtra Region. (Dr. M B Raval), Department of Commerce, Saurashtra University, Rajkot.

4. Gupta, Chanchal. **A study of customer perception about organized pharmaceutical retail chain stores.** (Dr. P R Dadhich), Department of Commerce, Bhagwant University, Ajmer.

5. Gupta, Komal. **A study of buyer buying behaviour towards different brands of chocolate in Karnal District of Haryana.** (Dr. P R Dadhich), Department of Commerce, Bhagwant University, Ajmer.

6. Gupta, Sudhanshu. **Entrepreneurship skills in unorganiized sector: A study of selected District in Haryana.** (Prof. D P Warne), Department of Commerce & Management, Chaudhary Devi Lal University, Sirsa.

7. Jadeja, Jyotiba Pravinsinh. **An impact of cyber fraud and trust of e-commerce system on purchasing intentions: Analysing buyers behaviour in Gujarat State.** (Dr. Swati Katira), Department of Commerce, Saurashtra University, Rajkot.

8. Kothari, Hetali Nayankumar. **A study of the financial performance of gems and jewellery industry on India.** (Dr. G P Japee), School of Commerce, Gujarat University, Ahmedabad.

9. Lakhani, Udaykumar Jagjivanbhai. **A study of impact of dividend and capital structure on shareholder value creation of BSE-30 companies.** (Dr. M M Patel), Department of Commerce, Saurashtra University, Rajkot.

10. Narwate, Bhaskar Khandu. **Evaluation of advertising media in the context of rural and urban consumers in Nashik District.** (Dr. S G Khaswas Patil and Dr. S G Bhombe), Faculty of Commerce and Management, Swami Ramanand Teerth Marathwada University, Nanded.

11. Rathore, Ankita. **Impact of human resource policies and practices on employees turnover: With reference to cement industry in Rajasthan.** (Dr. Monika Singh), Department of Commerce & Management, IIS University, Jaipur.

12. Unwane, Sandipan Ambadas. **Financial study of tourism based entrepreneurship in Beed District.** (Dr. B S Gite), Faculty of Commerce and Management, Swami Ramanand Teerth Marathwada University, Nanded.

13. Yadav, Maheshvari Rameshkumar. **Economic value added and share holder value creation of selected Indian companies.** (Dr. Pravin R Patel), School of Commerce, Gujarat University, Ahmedabad.

Economics

1. Brahmabhatt, Krutiben Bhagwatiprasad. **A post reform economic analysis of government anti-poverty schemes in rural Gujarat.** (Dr. S R Pardeshi), Department of Economics, Gujarat University, Ahmedabad.

2. Chandrashekar, Raghutla. **An empirical investigation of financial development on sustainable economic development and environmental quality in BRICS countries.** (Dr. P Balamurugan and Dr. Krishna Reddy Chittedi), Department of Economics, Central University of Tamil Nadu, Thiruvavur.

3. Deshpande, Supriya Shivendra. **Role of voluntary agencies in economic and social development of women.** (Dr. Kartik M Bhatt), Department of Economics, Gujarat University, Ahmedabad.

4. Mwchahary, Sanswring. **Human development in Assam: A study in the tribal inhabited District of Kokrajhar.** (Dr. Keshab Basumatary), Department of Economics, Bodoland University, Kokrajhar.

5. Nagesha, B. **Rural-urban migration: A study in Chitradurga District.** (Prof. B Jayarama Bhat), Department of Economics, Kuvempu University, Shankaraghatta.

6. Pilojpara, Anjana Shantibhai. **An economic analysis of employment of women in the organized food product industry: A case study of food production units in Rajkot District.** (Dr. C G Bhensadadiya), Department of Economics, Saurashtra University, Rajkot.

Education

1. Aarti Devi. **Impact of school experience programme on self-concept, professional development and attitude towards teaching profession of D.Ed interns in Haryana.** (Dr. Sandeep Berwal), Institute of Teacher Training and Research, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

2. Kusum. **Study of academic performance of senior secondary students in relation to their scientific aptitude, interest and metacognitive skills.** (Dr. Sumitra Devi), Institute of Teacher Training and Research, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

3. Nahar, Namita. **A study of learning styles and personality traits of senior secondary school students in relation to their academic achievement.** (Dr. Varuna), Institute of Teacher Training and Research, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

4. Renu Rani. **Comparative study of emotional maturity, social maturity and professional commitment of contractual and regular teachers in Delhi.** (Dr. Anu Balhara), Institute of Teacher Training and Research, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

5. Sehrawat, Jyoti. **A study of effectiveness of Information and Communication Technologies (ICTs) in teaching mathematics to mentally retarded children.** (Dr. Poonam), Institute of Teacher Training and Research, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

6. Singh, Shyam Sunder. **Sanatak istar ke vidharthiyoan mein urja sarakshan tatha paristhitik santulan ke prati abhivriti evam jagrukta ka adhyayan.** (Dr. Rani Dubey), Department of Education, Dr Harisingh Gour Vishwavidyalaya, Sagar.

7. Sunita Devi. **Effectiveness of self regulated learning module in social sciences on academic achievement of secondary school students.** (Dr. Suman Dalal), Institute of Teacher Training and Research, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

Home Science

1. Bhatt, Hemendrabhai Sarangiben. **A comparative study of nutrition and health status of senior citizen of Rajkot living at home with children, living at home alone and living in old age home.** (Dr. Daxa Jotangiya), Faculty of Home Science, Saurashtra University, Rajkot.

2. Jadhav, Manju Balwantrao. **A study of fast food and their effects on the health of adolescents boys and girls in Beed City.** (Dr. Gaikwad S R), Faculty of Interdisciplinary Studies, Swami Ramanand Teerth Marathwada University, Nanded.

Journalism & Mass Communication

1. Bakshi, Rakhi. **Hindi rangmanch par adhunik jansanchar madhyamoan ke prabhav ka adhyayan.** (Dr. Arun Kumar Bhagat), Department of Mass Communication, Makhanlal Chaturvedi National University of Journalism and Communication, Bhopal.

2. Jain, Jolly. **Public relation in digital age: A study of Rajasthan tourism.** (Dr. Garima Shrivastava), Department of Journalism, IIS University, Jaipur.

3. Jain, Nidhi. **Communication for social change: Television as mass educator for social upliftment.** (Dr. Monika Verma), Department of Mass Communication, Makhanlal Chaturvedi National University of Journalism and Communication, Bhopal.

4. Shrivastava, Sandeep. **Madhya Pradesh ke rajnaitik daloan kee sanchar ranniti ka tulnatamak adhyayan: Madhya Pradesh Vidhan Sabha chunav 2013 se 2019 tak ke vishesh sandarbh mein.** (Dr. Sanjeev Gupta), Department of Mass Communication, Makhanlal Chaturvedi National University of Journalism and Communication, Bhopal.

5. Yadav, Omprakash. **SAARC deshoan mein sansdiye prasaran aur uske bare mein sansdoan kee raye ka tulnatamak adhyayan.** (Dr. Monika Verma), Department of Mass Communication, Makhanlal Chaturvedi National University of Journalism and Communication, Bhopal.

Law

1. Kunal, Kishor. **Rehabilitation and re-integration of children in conflict with law in particular reference with the State of Bihar: A critical analysis.** (Prof. Ajay Kumar), Department of Law, Chanakya National Law University, Patna.

2. Patel, Bhupendra Mangalsinh. **Role of prosecuting agencies in administration of criminal justice system: With special reference to cyber crime.** (Dr. K C Raval), School of Law, Gujarat University, Ahmedabad.

3. Sharma, Arti. **Justice delivery system in India: Emerging issues and challenges.** (Dr. Rajesh Malik), Department of Law, Chaudhary Devi Lal University, Sirsa.

4. Sharma, Vineet Kumar. **Critical analysis of Indian legal framework for corporate insolvency.** (Dr. N Binu), Department of Law, Bhagwant University, Ajmer.

Management

1. Aphisiripanya, Montira. **General awareness and perception of people towards ayurvedic medicine in UP state, with special reference to Kanpur, Varanasi and Lucknow Districts.** School of Management, Babu Banarasi Das University, Lucknow.

2. Bansal, Anuj. **A comparative analysis of internet marketing vis-a-vis traditional marketing in context to consumer buying behavior.** (Dr. Priyanka Srivastava), Faculty of Management and Commerce, Manav Rachna University, Faridabad.

3. Bhardwaj, Khushbu. **Impact of HR practices on sustainable employability in Indian healthcare industry.** (Dr. Shuchi Singhal), Department of Management, IIS University, Jaipur.

4. Bhasin, Gauri. **Transformational HR leadership code: Character, commitment and competence: A qualitative study.** (Dr. Parul Jhaharia and Dr. Sanjay Srivastava), Faculty of Management and Commerce, Manav Rachna University, Faridabad.

5. Chadha, Gagan Deep. **A study on promotional tools adopted in retail banking: comparative analysis of public sector and private sector banks: With special reference to SBI and HDFC.** (Dr. Ritika Moolchandani), Department of Management, Bhagwant University, Ajmer.

6. Chandgude, Ajit Ashokrao. **An analytical study of work life balance practices in selected automobile industries in Pune District.** (Dr. S K Khillare), Faculty of Commerce and Management, Swami Ramanand Teerth Marathwada University, Nanded.

7. Chaturvedi, Molly. **A study on impact of the retail promotional strategies on the customers: A critical evaluation on the select mega stores at Hyderabad.** (Dr. M Kishore Babu), Department of Management, Koneru Lakshmaiah Education Foundation, Guntur.

8. Gupta, Ashish. **Ranking and accreditation systems in higher education in India: An empirical study.** (Dr. Sachita Yadav, Dr. Sanjay Srivastava and Dr. B S Nagi), Department of Management and Commerce, Manav Rachna University, Faridabad.

9. Jose, Siby. **Binary economics: A case study.** (Dr. Joseph I Injodey), Department of Management, Assam Don Bosco University, Guwahati, Assam.

10. Kamble, Vishvajit Vishnu. **An analytical study of human resource practices in retail industry focus on Pune City.** (Dr. S K Khillare), Faculty of Commerce and Management, Swami Ramanand Teerth Marathwada University, Nanded.

11. Magar, Anshuman Vijay. **Investment pattern of FDI in select manufacturing industries in Maharashtra.** (Dr. Dhane N C), Faculty of Commerce and Management, Swami Ramanand Teerth Marathwada University, Nanded.

12. Malhotra, Radhika. **Impact of customer relationship management on customer loyalty in luxury hotels.** (Dr. Priyanka Srivastava and Dr Rajat Gera), Faculty of Management and Commerce, Manav Rachna University, Faridabad.

13. Mamta. **An empirical study of consumer buying behaviour in rural areas with special reference to personal care products in Haryana State.** (Dr. Ranjeet Verma), Faculty of Management, Maharishi Markandeshwar University, Ambala.

14. Naik, Vidya V. **Impact of social capital on microfinance in marine fisheries sector of Karnataka.** (Dr. C M Bhaskar Reddy), School of Management, CMR University, Bangalore.

15. Parmod Kumar. **Effects of mental health on educational aspiration, scholastic and non-scholastic performance of ninth standard students of government schools in urban and rural areas in Haryana: A comparative study.** (Dr. Babita Parashar and Prof. B S Nagi), Faculty of Education & Humanities, Manav Rachna University, Faridabad.

16. Paun, Pratik Rajeshbhai. **Impact of micro finance on women empowerment through Mission Mangalam.** (Dr. Pratapsinh Chauhan), Department of Management, Saurashtra University, Rajkot.

17. Priya, Swati. **Strategy formulation for unconventional media in the rural area of central Uttar Pradesh.** Faculty of Management and Studies, Babu Banarasi Das University, Lucknow.

18. Roy, Pradip. **H R practices post 2011 amongst artisanal subsistence marine fishermen towards national security.** (Dr. Chetan Chaudhari), Department of Management, Dr D Y Patil Vidyapeeth, Pune.

19. Sahay, Jayanti. **Inclusive work life balance culture amongst female employees and its role in organizational effectiveness in select MNCs, PSUs and private organizations of India.** (Dr. Manmeet Bali Nag and Dr. Sanjay Srivastava), Faculty of Management and Commerce, Manav Rachna University, Faridabad.

20. Sastry, Sonthi V N M. **A study on the dividend policies of Indian banking sector: With special reference to select private sector banks in India.** (Dr. A V N Murthy), Department of Management, Koneru Lakshmaiah Education Foundation, Guntur.

21. Sharma, Amita. **User acceptance of e-government services: An empirical study with special reference to select services in Rajasthan.** (Dr. Shweta Kastiya), Department of Management, IIS University, Jaipur.

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(Established vide Gujarat Act No. 24/2015)

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(ગુજરાત એક્ટ નં. ૨૪/૨૦૧૫ દ્વારા સ્થાપિત)

No. SGGU/ESTA/VC/2022/11641

Date: 12/02/2022

Call for Application/Nomination for Vice Chancellor

The Government of Gujarat vide its extra ordinary Gazette Notification No. 26, notified Gujarat Act No. 24 of 2015 for establishment of Shri Govind Guru University (SGGU), an affiliating State University on 16th September, 2015. The Headquarter of the University is Godhra, Dist. Panchmahal. The affiliated colleges of this university offer education in the branch of Arts, Commerce, Science, Law, Management, Education, Architecture, Design, Medicine, etc.

Applications are invited for the Vice Chancellor, Shri Govind Guru University. The Vice Chancellor shall be the principal executive and academic officer of the University. The Person applying for the post is expected possessing the highest level of competence, integrity, morals and institutional commitment. A person shall be an eminent academican having Ph.D degree with a ten years of experience as a Professor **OR** A distinguished academican having Ph.D. Degree with a minimum of twelve years of academic/ educational administrative experience in a University, reputed academic or administrative or research institution or organization.

The application/Nomination in the prescribed form should be submitted in sealed envelope clearly marked as "Application/Nomination for the Vice Chancellor's position" addressed to **The Chairman, Search Committee, Registrar's Office, Shri Govind Guru University, Govt. Polytechnic Campus, RTO Road, Gadukpur, Godhra-389001, Panchmahals on or before Dt. 21/02/2022.** The copy of the same be sent via email on chairman.sc@sgggu.ac.in. For further details, please visit www.sgggu.ac.in.

The Search Committee reserves the rights to consider any application/nomination. The search committee may consider a person of eminence even if he/she has not applied/nominated.

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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 SECRETARY, Sanskar Sarjan Education Society, Kurar Village, Malad (East), Mumbai – 400097 within 15 days from the date of publication of advertisement. This is University approved advertisement.

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Nominations addressed to Scientist Incharge – SSB YSA Unit, CSIR HRDG New Delhi must be submitted in the prescribed format along with reprints of significant publications of the last 5 year's period via e-mail to ssb@csirhrdg.res.in on or before **31st March, 2022**. No hard copy to follow. Please visit www.csirhrdg.res.in for further details and nomination format.



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