UNIVERSITY NEWS

A Weekly Journal of Higher Education

Association of Indian Universities

#Let'sBeatCoronaTogether

UNIVERSITIES HANDBOOK – 34th EDITION (2018)

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

PRICE : Rs. 8000/- (+ Postage/Courier Charge Rs. 400/-)

The **34th Edition of Universities Handbook** is a compendium that contains latest information on 402 Universities level institutions of AIU Members including 56 Technical, 41 Agriculture, 24 Health Sciences, 13 Law, 03 Journalism, 15 Open Universities and Five Associate Members : Kathmandu University, Nepal; University of Mauritius, Mauritius; Royal University of Bhutan; Middle East University, United Arab Emirates and Semey State Medical University, Semey have also been included in this Edition.

The Handbook gives information relating to : Courses of Studies; Minimum Requirements for admission to each course; Duration and the subjects of study for each course; Library and Research Facilities; Scholarship and Fellowships; Academic year – date for admission and the approximate dates of examinations; Names of Faculties; Deans of Faculties, Names of Professors and Readers/Associate Professors with their specialization (department-wise); Staff, Officers and Name of Affiliated Constituent Colleges together with the names of Principals and Heads of Postgraduate Departments in the Colleges.

The Handbook also includes an introductory chapter giving an overview of the University System in India.

The payable amount is required to be remitted **in advance** by any of the following modes of payments :

   A. **CASH DEPOSIT**: The required amount could be remitted directly to our Saving Account in any branches of Canara Bank from places other than Delhi & NCR Area.

   B. **DEMAND DRAFT ONLY** : Such instrument is required to be prepared be in the name of **"ASSOCIATION OF INDIAN UNIVERSITIES" (payable at New Delhi), preferably from the Nationalised Banks ONLY.**

   C. **CHEQUES OF ANY KIND ARE <u>NOT</u> ACCEPTABLE.**

   D. The **requisite amount could also be transferred for its direct remittance to our Saving Account via <u>NEFT/RTGS</u> using the following details :**

1	**Bank Account No.**	**0158101000975 (Saving)**
2	Beneficiary Name	**Association of Indian Universities**
3	Address	16, Comrade Indrajit Gupta Marg New Delhi – 110 002
4	Bank & Branch Name	CANARA BANK, DDU MARG
5	Bank's Address	"URDU GHAR" 212, Deen Dayal Upadhayaya Marg New Delhi – 110 002
6	MICR Code	110015005
7	Branch Code	0158
8	IFSC Code	CNRB 0000158
9	PAN NO.	AAATA0407F
10	Contact No.& E-mail ID	(011) 23230059 Extn. 208/213 **(M)** 09818621761 **E-Mail ID : publicationsales@aiu.ac.in**

NOTE : In case of **Cash Deposit** and **Transfer via NEFT/RTGS/ECS**, the proof of payment in the form **Counterfoil of the Cash Deposit Slip** and the **NEFT UTR Number** may be communicated IMMEDIATELY BY MAIL for linking and crediting of the same against the respective Order/ Bill, please.

   - **THE HANDBOOK WILL BE AVAILBLE ON CASH BASIS FROM THE SALES COUNTER OF THIS OFFICE.**

Please send Pre-paid Order to :

The Under Secretary
Publication & Sales Division
ASSOCIATION OF INDIAN UNIVERSITIES
16, Comrade Indrajit Gupta Marg, New Delhi 110 002
Phones: 23230059 (Extn. 208/213), Fax 91-011-23232131

In This Issue

History of Examinations Reforms in Higher Education in India

Mahabir Singh*

In the year 1854, Sir Charles Wood, the then president of the Board of Control in Britain, sent a despatch to Lord Dalhousie, then Governor General of India. It was desired in this despatch that the functions of the university of London should be followed by upcoming universities in India. After his despatch and advice the University of Calcutta, University of Madras and University of Bombay were established in 1857 by the East India Company. The concept of affiliating universities was adopted in these universities and these universities started examining the students admitted to colleges affiliated with them. This resulted in the way students and teachers focussed on memorisation in place of understanding because examination took a prominent place in Indian higher education system. Students passing their degrees with good marks in examinations got good jobs and thus demand for degrees increased which resulted in the creation of new colleges with poor facilities except for a few institutions having good infrastructure and libraries on behalf of some religious organisations.

Early Post-Independence Reforms

After independence in the year 1948, Dr. Sarvepalli Radhakrishnan, an eminent Indian philosopher who later became president of India, chaired the meeting of the University Education Commission as the first chairman of the commission after independence, found that despite many reports and recommendations of various committees there was very little improvement in the examination system in universities. The University Education Commission (1948-49) felt the gravity and magnitude of the problem and went on to say, "We are convinced that if we are to suggest any single reform in university education it would be that of examinations."

University Grants Commission (UGC), which came into existence in 1956 with the motive to take care of higher education in the country, constituted a committee in September, 1957 which was headed by S R Dongerkery, then Registrar of the University of Bombay, to examine the problems connected with examination reforms. The committee took the view that "Examination is an aspect of the educational process which is intimately linked with its other important aspects – teaching and learning – and that teaching, learning and examinations actually constitute a unity of functions. Teaching as well as learning are bound to be affected by a defective examination system since both are dominated by the objectives that govern examinations." This committee recommended the institution of tutorials, seminars,

---

* *Controller of Examinations, Deenbandhu Chhotu Ram University of Science and Technology, Murthal – 131039 (Haryana). Email : coe@dcrustm.org, msdhankhar@gmail.com*

continuous internal evaluation, conferences, and seminars and to evaluate students on the basis of other methods than the subjective or essay-type questions in examinations.

On the basis of comprehensive and detailed discussion with college and university teachers, the committee recommended calling Dr. B S Bloom of the University of Chicago, an expert in the field, to advise the commission on examination reforms and subsequently four seminars were held at universities of Osmania, Patna, Aligarh and Poona during 1958-59 under the guidance of Dr. B S Bloom and UGC published the proceedings of these seminars under the title "Evaluation in Higher Education". After all these activities, a ten-year phased program of examination reform was prepared and it was accepted by central and state governments a Central Evaluation Unit was established but unfortunately, this ten-year program was not implemented with any vigour.

As per the report of the Indian Education Commission (1964-66), there was no progress in examination reforms and the following are a few recommendations of the Education Commission (1964-66) many of which are very relevant even today :

(i) UGC should set up an examination reform unit for higher education at the highest level in consultation with universities which should also set up their respective examination reform units.

(ii) The re-orientation of university teachers to adopt new and improved techniques of evaluation by way of seminars and workshops. The central and local examination units should own this responsibility.

(iii) The grading of examination results should be done on a relative basis in place of an absolute basis.

(iv) Measures be taken to abolish the system of payment of remuneration to examiners and evaluation be made a part of duty. It is suggested that each teacher should evaluate up to 500 answer scripts during an academic session.

In the year 1967, UGC constituted a committee under the chairmanship of Prof. FC Auluck of the University of Delhi to review the examination system of central universities and to suggest necessary changes in the measurement and evaluation with a view to ensuring greater reliability and validity. The committee studied in detail the examination system of Aligarh Muslim University (AMU), Banaras Hindu University (BHU) and Delhi University on the ground that AMU and BHU switched to a semester system from the academic session 1967-68 and Delhi University introduced a comprehensive system of sessional assignments and drafted model question papers in certain subjects. Following are the recommendations of the committee in brief :

(a) Nature of Examinations: In place of only essay-type questions in the examinations there should be a mix of essay type, short answer type and objective type questions.

(b) Sessional work: Quizzes, viva-voce, projects, fieldwork etc. be made a part of sessional work during continuous internal evaluation and moderation of marks be done in internal marks. In addition, sessional awards are displayed just after the evaluation.

(c) Appointment of examiners: The system of appointing external examiners at the PG level be abolished but it should be continued at the UG level where the number of examinees is very large.

(d) Number of Examinations: In place of conducting examinations at the end of the semester/year, the universities should arrange examinations in parts and space them conveniently.

(e) Setting of Question Papers: Series of seminars be conducted for teachers to improve the quality of question papers and there should be a board of examiners to examine the question papers set by different teachers.

(f) Uniformity in Evaluation: The paper setter be asked to give detailed instructions on awarding marks by evaluators so that uniformity can be maintained in evaluation. In addition, there should be celling on the number of answer scripts to be evaluated by a teacher.

(g) Grade System: Adoption of a grading system was recommended along with marks. In case the number of students is less in an academic programme then only marks be awarded.

Reforms Initiated in the Nineteen Seventies

In the year 1972, in a meeting of the commission held on August 2, a very serious effort was made by UGC regarding examination reforms and A Plan of Action prepared by the Ministry of Education and Social Welfare was endorsed which was later published for the first time in May 1973 and then it's revised

edition was published in July 1976. It was printed twice in April 1981 and December 1990. Based on the Plan of Action – 1972 the UGC conducted four zonal workshops in 1974 to discuss problems relating to examination reforms, autonomous colleges and postgraduate education. The workshops were held from July to November 1974 at Madurai, Ahmedabad, Chandigarh and Bhubaneshwar. On the part of UGC 1970 to 1980 was a decade of examination reforms. Following is the summary of the Plan of Action-1972 :

1. Colleges and universities should maintain their own standards and the degree awarded to students must have the name of the institution from which the student has passed the degree.

2. Those who teach should assess the ability of students means internal assessment be given due weightage and the final mark sheet issued to students should separately reflect the internal and external marks.

3. Performance of students should be evaluated at regular intervals during a semester.

4. It was felt that marks on a scale of 0 to 100 give a fake impression of accuracy therefore grading system using letter grades should be used to record the student performance.

5. If a student is unable to pass a course of a degree programme then it should not affect the other courses means the candidate is to be promoted to the next class with reappears or backlogs.

6. A system should be devised to examine the creative thinking and comprehension of the subject at the national level means some central agency should conduct such examinations.

7. UGC should ask the universities and colleges to submit the question papers used by them to assess the standard of their respective institutions.

The appendices in the 1973 and 1976 editions of the Plan of Action have guidelines on internal assessment, grades and question banks. The revised edition of 1976 contained the recommendations of all zonal workshops on the principles and mechanism of the grading system.

A document on three important academic issues was released by UGC in 1988, out of three issues in this document, one was on examination reforms called 'Minimum Programme of Examination Reforms' which is reproduced below:

Every university/deemed to be a university shall have to adopt the following minimum examination reforms.

Syllabus/Question Paper

(a) The syllabus in each paper should be demarcated into well-defined unit areas of content along with a topic-wise breakdown. The units may be numbered.

(b) Examiners should be free to repeat questions set in a previous examination. This is necessary in order to ensure that students do not leave out important portions of the syllabus. Instructions to the paper setter should be amended accordingly.

(c) There is often a very wide choice given to students for answering questions, say 5 out of 10. Such overall choice restricts the area of knowledge with which a student can pass an examination and is therefore undesirable. If there is a choice, it may be provided by alternate questions in each unit of the syllabus.

(d) No examination should be held without fulfilling the requirement of a minimum number of lectures/ tutorials/laboratory sessions etc. which should be clearly laid down by the university.

(e) Examinations should be conducted in a fair and impartial manner. Cheating in examinations is made a cognizable offence. Universities must take all steps for the proper conduct of examinations such as effective security measures, proper supervision and invigilation, cordoning off the examination centres from the range of loudspeakers and other interference, flying squads and stern action in all cases involving copying and use of unfair means.

The UGC continuously supported its Plan of Action for the implementation of examination reforms. The Association of Indian Universities (AIU) which works on examination reforms extensively, published many status reports.

Present Age Reforms

After a gap of thirty years, UGC in its 532nd meeting in 2018 constituted a committee headed by Prof. M M Salunkhe, the then Vice Chancellor of Bharati Vidyapeeth, Pune to recommend examination

reforms in the light of Outcome-Based Evaluation. But during this period AIU conducted seminars and conferences on examination reforms almost one conference on this topic every year. In addition, the proceedings of all conferences were published in its journal University News which played an important role to keep the agenda of examination reform live. The Salunkhe committee observed that the current examination system of Indian universities, more often than not, insulates students from the quest of knowledge, excitement of discovery and joy of learning. The committee studied the international scenario as well and commented "In western countries, most of the universities and institutions of higher education are assessing the students wholly on internal evaluation methods following the principle – those who teach should evaluate. The system followed in western countries has been accepted by the whole world and the students coming out of those countries are valued higher than the degree holders of Indian universities". It was felt that the reforms in examination in general and evaluation, in particular, are much needed to ensure credibility and the outcome of the assessment system.

Before the final meeting of the committee, UGC placed a public notice on its website inviting suggestions from teachers, students, controllers of examinations and experts in the field on examination reforms. Based on the suggestions received a discussion paper was prepared which was considered by the committee while making its final recommendations. This committee put a lot of stress on Outcome Based Education and submitted its 87 pages detailed report in 2018 with the title "Evaluation Reforms in Higher Education Institutions in India – Recommendations".

Following is a very brief summary of some important recommendations of Salunkhe Committee:

(1) Taking into consideration ground realities the weightage of internal assessment should be 30% and it should reach 50% in a time-bound manner without compromising the quality and standard. In addition, internal assessment be made on relative grading in place of absolute grading.

(2) 70% of questions in the final examination question papers be asked from the Question Bank and periodic audits of the question papers should be conducted with an objective of quality monitoring by the respective State Council of Higher Education.

(3) Equivalence Committee be established by universities for uniformity in grading and credit transfer keeping in view the course of contents of academic programs.

(4) An examination reform cell at the state level be created which can monitor the examination reforms and can do moderation, if needed.

(5) With extensive use of technology, universities should think of On Demand Examinations and online delivery of question papers. A national board may be established in this regard.

(6) To check the malpractices during post-examination period the identity of students and examiners be kept confidential from each other.

(7) Development of Question Banks by universities be given top priority.

In addition to detailed recommendations on examination reforms, this committee discussed very comprehensively the Rationale for Examination Reforms.

All India Council of Technical Education (AICTE), the council responsible for maintaining standards of technical education in the country, felt that Outcome Based Education (OBE) has emerged as a major reform in global engineering education. The country that wants to be a signatory member of a multinational agreement for mutual recognition of engineering degrees i.e. Washington Accord must implement OBE. Indian accreditation agency National Board of Accreditation (NBA) made it mandatory for engineering institutions to adapt the OBE framework for their curriculum design, delivery and assessment. Keeping in view the objective of OBE, the AICTE constituted a committee headed by Prof. Ashok S. Shettar, then vice-chancellor of KLE Technological University, Hubballi, which prepared a policy for technical institutions named "Examination Reform Policy – November 2018". In this policy examination reforms are presented in four sections :

Section – 1 had most important drivers for examination reforms in the Indian engineering education system.

Section – 2 brings out strategies to be adopted to map assessment with desired student learning outcomes.

Section – 3 highlights the necessity of designing question papers to test higher-order abilities. The

application of Bloom's taxonomy framework to set question papers is discussed in detail in this section.

Section – 4 discusses the challenge of assessing higher order abilities and professional skills through a conventional examination system.

At the end of the policy, the appendices are given which contain the supplement material that is helpful for universities and colleges to implement the recommendations.

Today, in the year 2022, most of the institutions of of higher education in the country are making efforts to implement the Examination Reform Policy – November 2018.

References

1. Govt of India (2018). Examinations Reforms Policy-2018, All India Council for Technical Education, Government of India.

2. Anderson, L.W., et al., (2001). "A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives", Addison Wesley Longman.

3. Bloom, B.S., Engelhart, M.D., Furst, E.J., Hill, W.H., and Krathwohl, D.R. (1956). "Taxonomy of educational objectives Handbook 1: Cognitive domain. London", Longman Group Ltd.

4. Singh, M.(2010), "An alternate system of student's Evaluation in Higher Education", *University News*, New Delhi, Association of Indian Universities, vol. 48, pp.1-3 & 12.

5. Govt of India (1973). "Examination Reform: A Plan of Action", University Grants Commission, Government of India.

6. Zachariah, M.(1993). "Examination reform in traditional universities: a few steps forward, many steps back", *Higher Education*, vol. 26, pp. 115-146.

7. Govt of India (2020). National Education Policy 2020, Ministry of Human Resource Development, Government of India. ❑

The Sociological Aspect of Women Library Professionals in Assam: A Study

Sharmila B Majumder*, Apurba J Majumder** and Gouri S Karmakar***

Women occupy an important place in the evolution of human society. Being always looked down upon concerning the position enjoyed by men in society, there had always been a point of doubt on the nature of the real status that women enjoyed in a group. Pandit Jawaharlal Nehru once said, "To awaken the people it is the women who must be awakened, once she is on the move, the family move, the nation moves."

The role of women in society in the past few decades has completely changed in its complexion. Nowadays it has been proved that women are fit for a much wide range of activities than the traditional role of homemakers. Whether a woman should be employed outside their houses has become the most topical issue in recent years, and the controversy is carried out. No doubt, women as mothers and a wife have many responsibilities in society, but besides these, women as librarians or library professionals can contribute a great deal to the development of the library. They are generally been treated as homemakers, but they are equally experts in organization and management. The educated female community of society can be broadly divided into Homemakers and Working Women.

Women in the Library Profession

Women have traditionally been attracted to careers in information and library services. An increasing number of women progress to top positions in both small and large library & information services, particularly in those countries that have adopted equal opportunity legislation. Librarianship is a profession initially dominated by men in numbers and later, because of their relative ease of access to the profession, by women. Yet, librarianship manifests a dual career structure for men & women, which tends to be based on socially acceptable male & female roles. This structure changes only as perceptions of appropriate roles

* Librarian, Munshi Premchand Mahavidyalaya, Siliguri-734001 (West Bengal).
**Assistant Librarian. Rabindra Library (Central Library) Assam University, Dargakona, Silchar- 788011. E-mail: apurbajyoti@gmail.com.
*** Librarian, Pandu College, Guwahati- 781012 Assam.

alter. Administration, scholarship and routinisation and popular culture are the provinces of women.

The historic and social issue surrounding the status of women in the library profession has been explored extensively in the library literature. Women have worked in libraries since the middle of 19th century and have attended conferences of the ALA since 1876. However, the number of women in the profession was less. Only 43 female librarians were there in 1870.

Problems of Women Library Professionals

Lack of Leisure

Leisure is a releaser of tension without which life becomes unbearable. It is said that all works but no play make a person dull. The leisure gap between men and women is quite large. An average woman puts in five hours more work than a man per day. Employed women, especially married women enjoy very little leisure time. Unless the employed women take part in some recreational activities, they would find their life measurable with continuous work and becomes irritating. It is found that periodic health problem is more in working women.

Impact on Children

The brunt of the absence of working parents particularly mothers exerts an adverse impact on the children. They have to leave children either in the custody of their aged parents or other family members or in the care of maidservants. Lenience shown by them to the kids can produce disastrous results. Parents cannot spend much time with their children. Children are deprived of adequate emotional support from their parents. It makes them vulnerable to the growth of negative tendencies.

Social Problems

The society of India is not fully liberal to women to date. Still, parents are of the opinion that girls should not go for jobs. They are specialists in homemaking. Some families are of the opinion that why should females go for earning money when men are earning enough. There is also a feeling that, if

women go out, it will be a tough job to control them. So, various types of the obstacle are faced by women professionals, especially after marriage.

Problems in the Office

Many organizations are not willing to recruit females, though they are equally qualified and competent. This problem is faced mostly by unmarried professionals, as there is a chance of changing the office after marriage.

Although women are playing a vital role in society and the development of their country and family yet they receive less respect than they deserve and expect, especially in developing countries as these are considered male-dominant societies. The social structure of India is changing and women are coming out of their houses and joining professional lives. Librarianship is considered a decent job for women and the number of women joining this profession is increasing every year. We need to understand whether the professional life of women library professionals is comfortable. Keeping all these aspects in mind, a Study was conducted on the topic, "The Sociological Aspect of Women Library Professionals in Assam". This study is being conducted on women library professionals in Assam to know their sociological aspects. This study can be replicated in both men and women library professionals in Assam to generalize the results. The study has the following aims and objectives:

- To know the academic qualification of women library professionals in Assam;
- To know the sociological status of women library professionals in Assam;
- To know the employment status of women library professionals in Assam;
- To explore the problems being faced by and the job satisfaction level of women library professionals in Assam.

The study was conducted by using a quantitive design of research. The simple random technique was used to collect the data through a well-designed questionnaire and some sort of interview was also taken by the researcher to explore the exact scenario. Only the female professional librarians were the population of the study. The research started by identifying women librarians working in the libraries of Assam.

The data collection instrument used was a questionnaire and the questionnaire was created in Google form and distributed through e-mail, WhatsApp and by using some other social media. After collecting the questionnaire, the data was analysed using MS Excel software.

Review of Literature

Yousaf, Tariq and Soroya (2013) conducted a study on Management Issues for Female Librarians of the University of Punjab. This study examined and explored the latest position and job-related problems of professional academic women librarians in the top-ranked Pakistani university named the University of the Punjab, Lahore. This study also discusses the general hindrances and stoppages faced by females in librarianship; suggests possible solutions that help in their proficient development.

Sultana and Begum (2012) in their research paper mentioned that Job satisfaction is an important area to determine the view of the library professionals towards their job in the library. Their study shows independence, variety of work, social status of the job, supervision-human relation supervision-technical, moral values, authority, ability utilization, library policies and practices, the scope of advancement, relation with co-workers, recognition of job done and achievement has a significant effect on job satisfaction.

Haque, Karim, Muqtadir and Anam (2012) did a research study to investigate the underlying causes of job satisfaction of the library staff at a large public university in Malaysia. A qualitative methodology, namely, hermeneutic phenomenology, approach is undertaken with Herzberg's two-factor theory employed in designing the interview protocol. Twelve full-time librarians take part in the interviews for this purpose. Despite a few cases, the study reveals a general concord with Herzberg's reasoning vis-à-vis the factors leading to staff satisfaction or dissatisfaction.

Data Analysis and Interpretation

Primary data was collected by using a questionnaire to know the sociological aspects of women library professionals of Assam, their academic qualifications, job satisfaction level, and problems faced in the professionals' life.(Table-1).

Figure1 shows that a large number of women library professionals have a qualification of MLIS (Integrated) with PGDCA, followed by BLIS+MLIS and only MLIS (Integrated). It shows that women library professionals of Assam are well qualified to run a library and also they have the knowledge of ICT which is most important nowadays.

The highest number of women library professionals are working in a College (Degree/PG) library followed by School and University libraries. Very fewer women professionals are working in Public libraries, Research institutions, Media libraries and Law colleges. Although the number of School, College and University libraries are more in Assam as compared to Public libraries, Research institutions, Media library and Law colleges (figure-2).

As per the location, most of the libraries are situated in Guwahati Metro, followed by other towns/ cities of Assam. There are a good number of women library professionals are in the libraries situated in District headquarters. Lastly, the number of women library professionals is not so less in rural areas. So it can be said that location-wise women library professionals are almost the same(Figure-3).

While asking a question regarding designation, it was found that 60% of women library professionals in Assam are working as a librarian at different institutions, which is a very good sign, followed by 14.12% working as assistant librarians(Figure 4). This means women are getting equal opportunities to implement their ideas in the field of the library.

60% of the women library professionals are married, while 37.65% are unmarried and 2.35% of respondents replied that they are either divorced or separated. These responses simply showed that a large number of women professionals have to manage both their in-laws, children as well as their profession simultaneously (Figure-5).

47.44% of respondents respond that they have kids while 52.56% replied that they do not have kids yet(Figure-6). The percentage is almost similar, so it can be said that women library professionals in Assam are capable of doing services despite their family burdens.

A large number of libraries, i.e. 58.82% library are partially automated followed by 24.17% are automated to a large extent, but surprisingly 16.47% of libraries are not at all automated, they are running traditionally with a manual system(Figure-7). Therefore it is needed to be automated, for that women library professionals can take initiative, they can train themselves and install open-source library automation

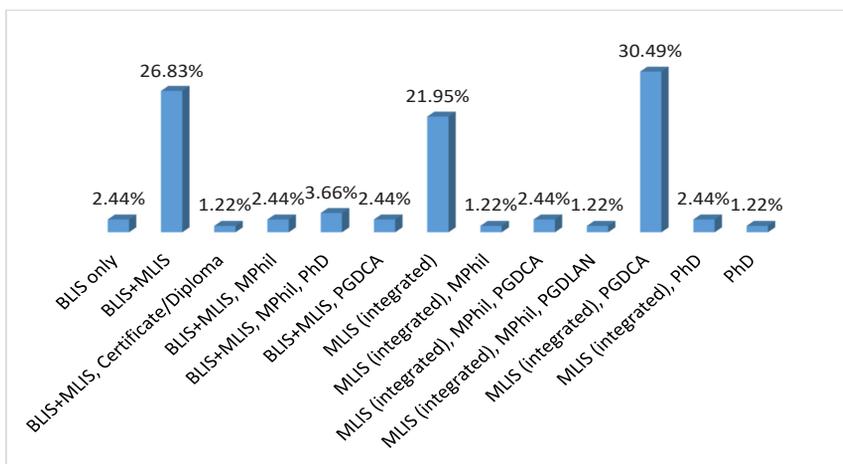**Figure 1: Academic Qualifications of Women Library Professionals of Assam**
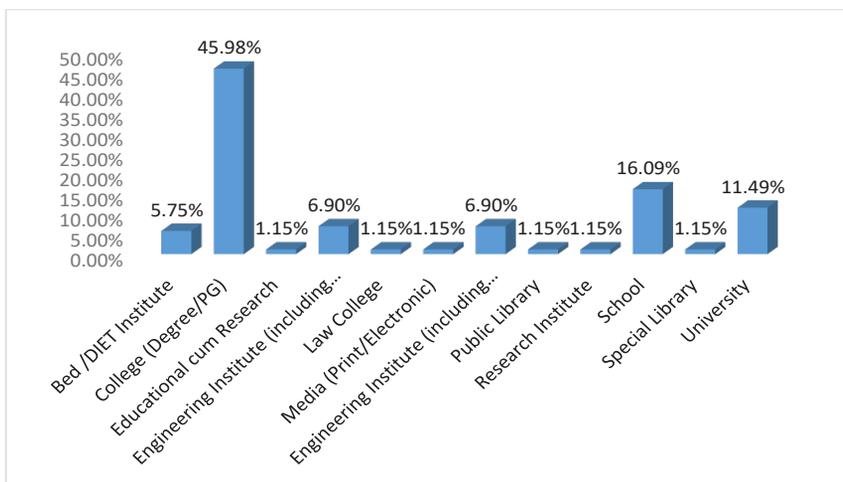

Figure 2: Current Employment Organization
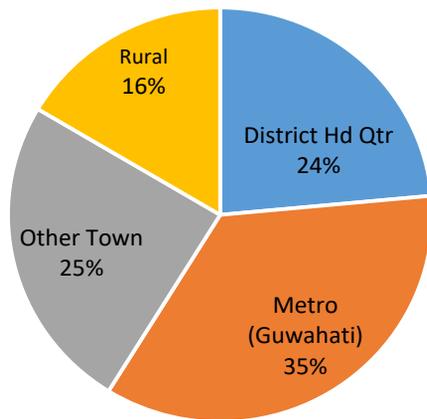
Figure 3: Location of the Library

Figure 4: Designation wise Respondents
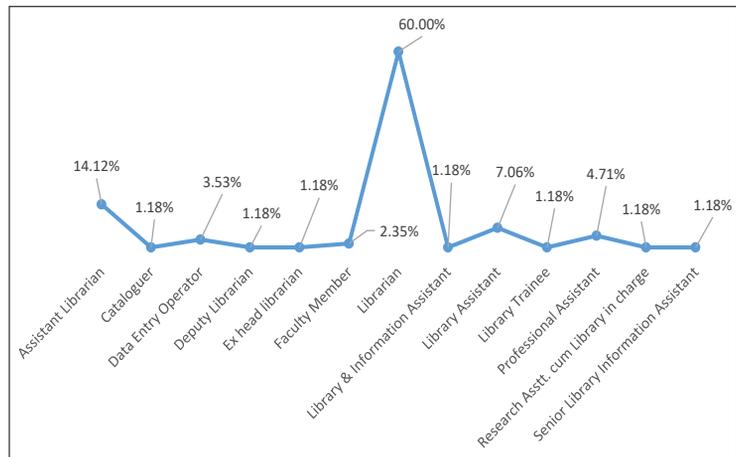
Figure 5: Marital Status

Figure 6: Status of Kids

software like Koha to make their library housekeeping operation automated.

SOUL is the highly used library automation software used in the libraries of Assam, followed by Koha and Organisation ERP (figure-8). Those libraries are not using any automation software or those libraries are paying a huge amount for
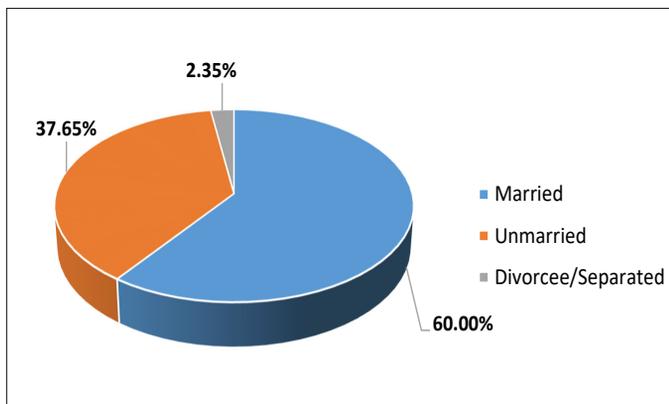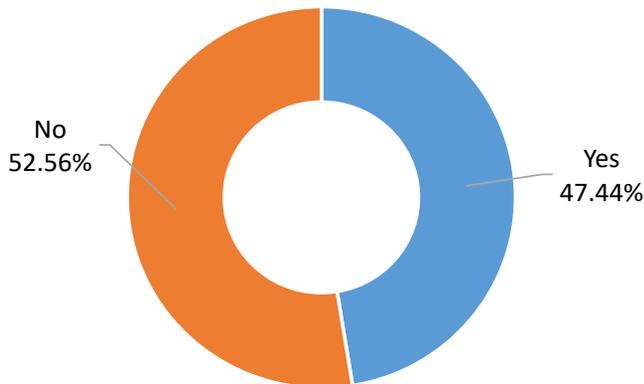
automation software they can migrate into Koha as Koha is an open-source library management software.

Most of the respondents (60.71%) replied that behaviour of the authority towards them is good, while 32.14% replied that their authority behaviour is average and 4.76% replied that they are not satisfied with the behaviour of their higher authority (Figure -9).

While asking a question regarding problems faced during working hours, 45% replied that they faced administrative problems during their duty, 33.33% replied that they have a personal problem 5% replied that they have a social problem and another 5% replied that they do not have any problem, while a very few have other problems.

A large number i.e. 81.93% replied that they have not faced any discrimination in their working place, while 9.64% replied that they faced some sort of discrimination in their working place and 8.43% decided to reply as no comment, as they do not want to discuss it(Figur-1). So it can be seen from the above graph that there is very less discrimination between women and men library professionals in Assam.

72.94% replied that they are satisfied with their profession, but surprisingly 24.71% replied that they are not satisfied with their current professions while asking why they are not satisfied few of them replied that they have been discriminated against
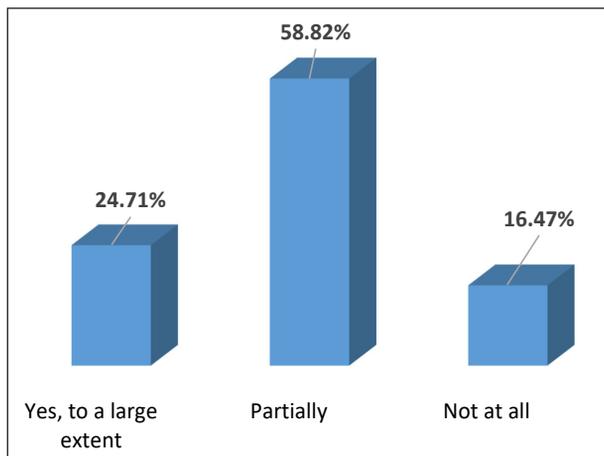
Figure 7: Library Automation Status

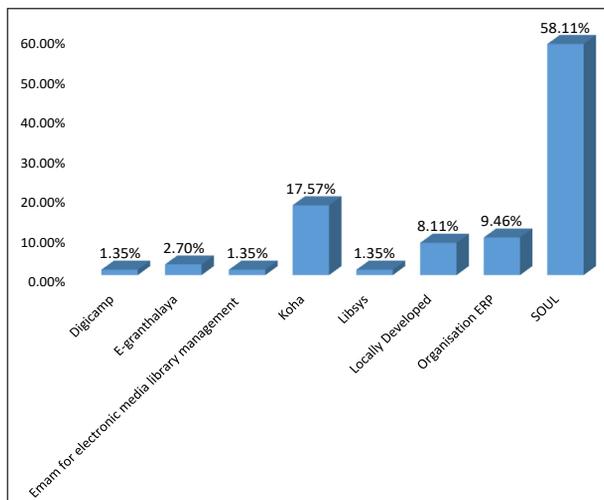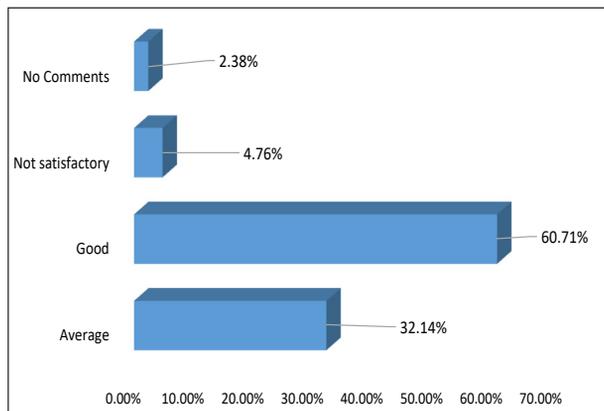**Figure 8: Automation Software used by the Library**

Figure 8: Behaviour of Authority

Figure 9: Problem Faced during Working Hours
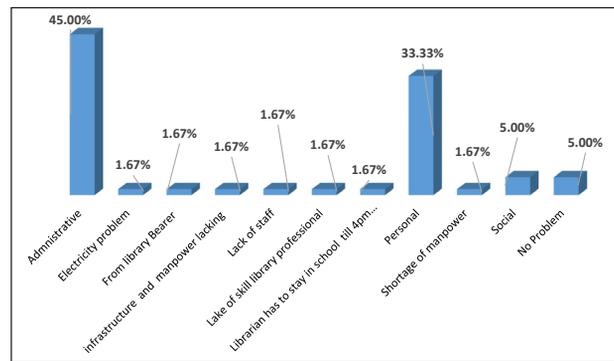
Figure 10: Facing Discrimination in the Office
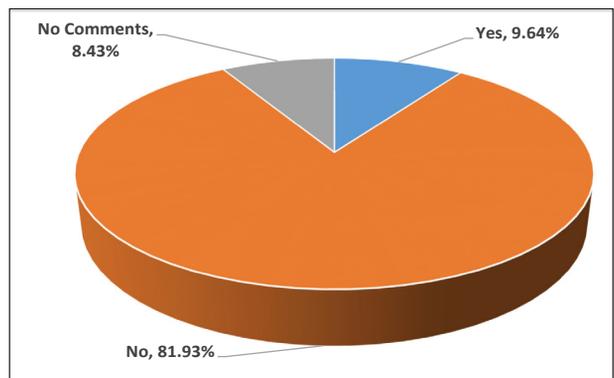
Figure 11: Level of Satisfaction
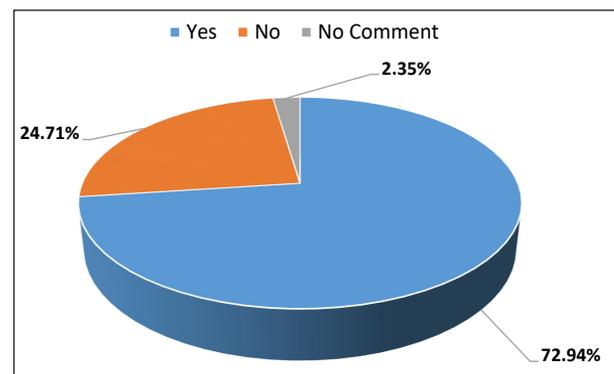
professionals were collected and analysed, based on the analysis it is found that,

- Most of the library professionals have MLIS degrees along with PGDCA, which means they have knowledge of computers and they can handle the automated library system.

- A large number of women library professionals are working in a college library.

- Mostly the women library professionals are working in the library situated in Guwahati metro.

- Among all the respondent women library professionals of Assam, most of them are working as Librarians at different institutions.

and a few replied that they are not getting proper remuneration(fig-11). Only 2.35% of respondents decided to reply with no comment.

Findings

Questionnaires from a total of 85 women library

- Most of the women library professionals are married, out of the fewer women professionals have kids.
- Most of the libraries of Assam are partially automated where the women library professionals are working.
- SOUL is the highly used library automation software followed by Koha.
- The study found that behaviour of the higher authority towards the women library professions is good.
- Most women library professionals are facing administrative problems during their working hours in the library.
- Discrimination towards women library professionals is very less in the libraries of Assam.
- The job satisfaction level is quite impressive among the women library professionals of Assam. They are very happy with their current job.

Suggestions

The library is a service-oriented organization. The quality of service mostly depends on the library personnel, who are involved in this service. Job satisfaction is an important factor, which influences the library personnel as well as the services, they are rendering. There should be more women library professionals in the libraries. Those who are already working in the library should encourage others to join the profession. ICT awareness programmes should be more and more in every library. Women professionals who are already working in the library but do not know the computer can take admitted in distance education or can have a training program to gather the knowledge of computers so that they can cope with the current environment and can use library automation software easily.

Conclusions

The library needs smart professionals who are skilled, knowledgeable and experienced. Although the study found that women are highly qualified to run a library. Women traditionally treat as to be weak in society because of a lack of education and lack of opportunities in the job market. They become socially discriminated and they are deprived of employment in many professions. Women library professionals should play an active role in their profession and also participate in professional activities to enhance their communication, managerial and leadership skills. Women library professionals should try to use a professional forum to write or talk about the issues they face during their jobs and also encourage their other female colleagues. From the study, it is found that women in the library profession are very much capable and they can run a library, as most of the women library professionals of Assam are serving as a librarian in different institutions and they have knowledge of computers so they can manage the automated library system. The research found that women library professionals are satisfied with their job. They faced very less discrimination in their respective working places, and some sort of administrative difficulties has to face by them, but they can handle it very efficiently. This measure will make them self-reliant and keep them on a job for long-term employment.

Reference

1. Bergman, B. (2005). Looking at electronic resources librarians: is there gender equity within this emerging speciality? *New Library Trend,* 116-127.

2. Golub, E. M. (2009). Gender divide in Librarianship: past, present and future. *Library Student Journal.*

3. Grear, B. S. (2001). Cultural diversity and gender role spillover: a working perspective. *Journal of Library Administration,* 125-140.

4. Haque, M., Karim, A. N. M., Maqtadir, A. & Anam, S. (2012). Dimensions of Job Satisfaction of Library Professionals: A Qualitative Exploration. *International Journal of Business and Social Research (IJBSR), 2*(5), 46-62.

5. Husain, A. A. (2011). Career choice, satisfaction and perceptions about their professional image: a study of Kuwaiti librarians. *Library Review, 60*(7), 575-587.

6. MacLean, B. D. A. (2006). Gender, Flexibility and Opportunity: Best Use of Human Resources in UK HE Libraries. *Library Review, 55*, 403-413.

7. Majanja, M. a. (2003). Women libraries in Kenya: a study of their status and occupational characteristics. *Kynea,* 70-78.

8. Marjanja, M., & Kiplang'at, J. (2003). Women Librarians in Kenya: a Study of Their Status and Occupational Characteristics. *Library Management, 24,* 70-78.

9. Somvir, & Kaushik, S. (2012). Job satisfaction among library professionals in Harayana state. *International Journal of Scientific and Research Publications, 2*(5), 1-4.

10. Sultana, F. & Begum, B. (2012). Measuring the Job Satisfaction of Female Library Professionals Working in the Health Libraries in Dhaka City. *The Eastern Librarian, 23*(1), 37-50. doi: http://dx.doi.org/10.3329/el.v23i1.12117

11. Yousaf, A., Tariq, M. & Soroya, M.S. ((2013). Management Issues for Female Librarians: A Case Study of University of the Punjab. *Library Philosophy and Practice (e-journal),* 1-13. ❑

Second Tier Administrative Structure of a Distance Teaching Institution as Academic Power House of Distance Education System

J S Dorothy*, Ashwini Kumar** and K Sasicoumar Brumot***

Three tiers of the administrative structure of Distance Teaching Institutions having National Jurisdiction is unique in that the policies are framed at Head Quarters, the implementation, execution and monitoring of policy-related tasks are done at Regional Centre and the Academic Activities at the field level learners support centres using the part-time functionaries. As such, the Regional Centre is an amalgam of Academic and Administrative activities serving as mitochondria for the various activities targeting revenue and expenditure for the services rendered for the Distance Teaching University. This paper enumerates how a Regional Centre is an academic Powerhouse of the Distance Education System.

Purpose of Regional Centre in Open University System – The Case of IGNOU

The University with national jurisdiction need Regional relevance and has the necessity to cater to the local populace. Many a time, decentralization, enables a customized approach and use of the best discretion for the earmarked issue leading to win-win situation. Hence, the Regional Centre as second-tier administrative structure at specific geographical locations is established at Indira Gandhi National Open University (IGNOU) to monitor and render Academic Services at the Learner Support Centres (LSC). For e.g. IGNOU is a National Distance Teaching Institution (DTI) in India, and have a network of Regional Centres spread across the nation. For e.g. Depending upon the size of the Sate, or the enrolment number of students, there are either two or three Regional Centres in a State. In certain cases, the Jurisdiction

_____

*Regional Director, IGNOU Regional Centre, Kaloor, Kochi, Ernakulam- 682 017, Kerala, E-mail: js.dorothy@ ignou.ac.in
**Deputy Director, IGNOU Regional Evaluation Centre, B-1/33 Sector H, Aliganj, Lucknow-226 024, Uttar Pradesh. E-mail: ashwini_ak@yahoo.com
***Assistant Regional Director, IGNOU Regional Centre, 'Gyan Vatika',14, Hindustan Colony, Amravati Road, Nagpur-440033 (Maharastra). Email: shashikumarb@ignou.ac.in

of the Regional Centres spread across two states. For e.g. Trivandrum Regional Centre is located in the State of Kerala having jurisdiction in the states of Kerala and Tamil Nadu.

Governance of Regional Centres and Study Centres

The Organisational structure of the Regional Centre is well defined with the specificity of designation and number of staff on roll independent of the student enrolment. However, for the study centre, the number of staff on a roll is dependent on the student enrolment

Student Support Services

For the following activities, human resources are utilized to extend Student support services.

Promotion cum Pre-admission Counseling

The academics at Regional Centre/The Coordinator and /OR Part time functionaries at Study Centres are involved in Pre-admission counselling depending on previous qualification and experience.

Sale of Admission Application Forms

Application forms are sold at Regional Centre with the help of personnel at information desk/ reception and at Learner Support Centre by the part-time faculties.

Communication With Prospective Learners

Communication about deficiencies to the Learners if any by the Admission section.

Communication with Enrolled Learners

Dispatch of ID cards, Fee receipt, welcome letter, Induction programme schedule and Study Material to the Learners' house address through Indian Postal Services.

Organisiation of Induction Programme

Induction programmes are conducted at the Learner Support Centres by the academics of the

Regional Centre along with LSC Coordinator, Head of the Host Institution, Academic counsellors, other resource persons and Alumni of IGNOU to the fresh learners.

Scheduling and Monitoring of Counselling Sessions

Counselling sessions are held for Theory and Practical, workshop activities, and project guidance by the academic counsellors at the Study Centres. In the pandemic situation caused due to COVID 19, online counselling sessions, Facebook live sessions, and Recorded broadcast/telecast through *Gyanvani* and *Gyan Darshan* enabled the academic transaction to be sustained for the enrolled learners.

Schedule of Extended Contact Programme

Extended Contact Programme and Counselling sessions for some of the programmes like Post Graduate Diploma in Higher Education (PGDHE) and Post Graduate Diploma in School Leadership Management (PGDSLM) are conducted through teleconference involving the Programme Coordinators, Directors of Schools and Technical support staff members.

Reach through Broadcast/Telecast

Academics of Regional Centre participated in the Interactive Radio Programmes for promotional activities were conducted with the help of allotment of slot in All India Radio, Gyan Vani live Talk Session and Sun network TV channel.

Press Release

Press note used to release by the Regional Director and/or Coordinator at the Study Centre about the details of Admission, Examination and Convocation.

Handling of Assignment Response

Assignments submitted by the learners are collected by the part-time functionaries of the Study Centres and the same is evaluated by the empanelled Academic Counsellors.

Help Desk

Clarification on various aspects related to examination like fee details, examination centre details, etc., are given by the information desk as well as academics.

In addition, the participation of technical staff members of IGNOU for extending Student Support Services in the following aspects:

• Online admission

• Online Re-registration

• Updating all portals on the IGNOU website helping the students to know their Registration status, Downloading Hall Tickets, Grade Card status, etc.

Issue of Duplicate ID card, Migration Certificate, Change of address, Change of Study Centre, Change of electives, Transfer of admission to other Regional Centres, Correction in name and address, etc. are carried out by the Academics and Executives (Data Processing).

Short Message Service (SMS) are sent to the Learners about admission, Re-registration, Term End Examination, Entrance examination, Convocation, etc.

The academics and officials at Regional Centre are clarifying the doubts and extending the necessary support services through E-mails to the Learners.

Dispatch of Certificate

Degrees of the Learners are given in convocation for the students who applied in person by the Regional Director and the students who applied for degrees in absentia are sent by Indian Postal Services.

Financial Assistance to the Learners

The scholarship forms submitted by the SC/ST/PH are processed by the Staff members at Regional Centre and forwarded the same to the departments concerned.

Library Services

The library services are extended by the Semi-Professional Assistants/Librarians to the learners of IGNOU both at the Learner Study Centre and at the Regional Centre.

Placement Services

Placement services are provided to the learners of IGNOU by giving the Students' data to outside agencies like the Life Insurance Corporation (LIC) and Indigo Airlines for necessary placements in their organizations.

Monitoring of Study Centre

Monitoring of Study centre is conducted for both Academic and Administrative activities involving the human resources the Regional Director, Academics, Assistant Registrars and Section Officers of the Regional Centre.

Academic Activities: Academic activities involve the following:

- Measures taken for improving the student's number attending counselling classes is basically involving motivation soft skills encouraging the learners to come for the theory counselling session which is not compulsory.

- Monitoring the conducting of counselling sessions for both theory and practical sessions irrespective of the mode of conduct vis-à-vis the face-to-face interaction/online counselling is facilitated by deputing the Academic officials to be present for the session. During the session, the grievances of the learners are also redressed.

- Assignment and practical awards of the Learners to be updated in the online portals are monitored by creating a pivot table depicting the enrolment-based courses and the respective awards received for the individual learners. Sampling the receipt of awards is not advisable as non-receipt of one award would lead to student unrest, unwanted Right to Information (RTI) application, and Legal battle which defames the institution and the official involved.

- Monitoring the conduct of Viva-Voce sessions at the Study Centre/ Regional Centre.

- Conducting the Term End Examination (TEE) in the Study Centres serving as Examination Centre as per the norms of IGNOU. In a pandemic situation, restricting the student movement to protect the employees under the pretext of preventing infection did create student unrest which in the long run made the decision to open up all spaces cautioning the employees to take precautions. Facilitating the individual examinees in quarantine was also a challenge.

*Administrative Activities***:** Administrative activities involve the following:

- Records maintenance at the Study Centre.
- Guiding the Study Centre Part-Time functionaries in preparation of bills for academic Counseling sessions, Practical sessions, Assignments and Project Viva-Voce.

- Stock verification.

- Matters related to Administrative expenditures like Telephone bills, Internet charges, Xerox, Local Conveyance, Stationery, Postage, etc.

Through monitoring of Study Centres, the Coordination between Study Centres and Regional Centre is occurring to run the IGNOU programmes smoothly.

Distribution of Study Material

Soon after the finalization of admission and Re-registration process Study material is sent to the learners through 1. By hand 2. through Study Centre 3. To the learners' house address by Indian Postal Services. The whole activity is undertaken by the Material Distribution Division, Learner Support Centres and Personnel from Indian Postal Services.

Learner Support Centres

The University system of education in India has the 10+2 qualified learners to be accommodated for tertiary education or Collegiate education which has specified three years for Under Graduation and two years for Post Graduation with specified years of academic study and research or internship for integrated postgraduation. Even though the IGNOU caters to tertiary education, and the Learner Support Centres are the field level functionaries for the academic activities which transact syllabi into the understanding of the subject whereby the learner is prepared to face the system of evaluation, as per all Learner Support Centres are located in the Colleges. Academy, Polytechnic institutions are also on the list of Learner Support Centres of IGNOU besides University research centres, and educational institutions under the collegiate directorate. In short, the Academic pool for academic counsellors is not only drawn from the host Institution but also from nearby Institutions/industries/freelancers who are in the vicinity and have a rapport with the head of the Institution.

Student Management

Student Management comprises Student Enrolment, Preadmission Student Queries, Post admission Student Queries, Student Grievances and redressal and Student access to information

at Websites of the Distance Teaching Institution (DTI).

Student Enrolment

Almost always the student enrolment is on a voluntary basis on the part of the aspirant for the education. However, when a learner comes to enquire about a Programme not yet on offer or withheld, the learner is informed of similar Programme content and encouraged to enrol for that programme of study. In any case, the student enrolment is on a voluntary basis even for programmes with sponsorship as in grants from the Government or Free ship programmes as per the policy of the University.

Pre-admission Student Queries

Pre–admission Enquiry happens before a student gets enrolled into a programme of study. It is also pertinent to mention that all aspirants who enquire about the programme need not enrol into a programme of study.

Pre-admission Student queries include enquiry related to Eligibility and fee structure for the programme, Duration of the programme, minimum and maximum period of study, semester /yearly pattern of study, Admission Confirmation /Fee receipt, etc; Study Centre Options like Choosing Study Centre / activation of programme, proximity of study centre to learners, know about the frequency of visits to be made for availing of student support services at study centers, facilities at the study centre, Induction meeting schedules; Study Material Related enquiries like Duration of days by which study materials will reach learner; The availability of assignment questions, details about submission of assignment responses, time limit for submission of assignment at study centre; Induction meeting schedule, counseling schedule, scheduling of counseling/practical session, duration of counseling/practical session, attendance details; Re-registration procedure to be followed by the learners; Applying for Term End Examination, the month of applying, submission of examination form to Regional Centre; Assignment evaluation at study centre, award list preparation and updating of award list through online etc, by Regional Centre E-mail/Telephone query received from the learners regarding admission, confirmation of admission, material receipt, counseling/practical schedule, submission of assignments and term end examination form submission.

Post-admission Student Queries

Most of the Post admission Student Queries are either Subject Specific Queries or Institution Specific Queries. Information / Knowledge about the ODL system, delivery methods, and programme course structure including self-learning material pattern, continuous evaluation and summative evaluation methods are in vogue, so as to help the learners in getting over the academic isolation.

Information about the Study Centre location, proximity, the way to reach, contact persons, etc will also help the learners. Also, the availability of suitable counsellors at the study centres who can effectively deal with academic counselling, like informing, advising, giving general information and dealing with difficult concepts are ensured to help learners to attend the academic counselling without fail. The self-learning material (SLM) structure must be understood by the counsellor very well to deal with counselling effectively.

The academic counsellor is in a position to discuss the difficult concepts of SLM with real-life examples, and also should discuss tips for writing assignments. Also, the old question papers for Term End Examination are discussed or solved to bring confidence in the minds of the learners aiming that access to the Programme leads to successful completion of the Programme.

Student Grievances and Redressal

The student's educational background, age and employment status are to be considered. If employed, and educationally sound, they expect a quick response /information. Similarly, for a few learners, who want to upgrade their qualifications and get into suitable employment expect prompt service from the Regional Centre / Study Centre. Similarly, in the case of rural learners, they cannot be kept in isolation. They also expect proper information/ responses for their programme of study. Those having family support also send family members for enquiry / to know information from Regional Centre / Study Centre. Because of technological advancement, a quick response to enquiry is expected by the learners.

Student access to Information at Websites of the Distance Teaching Institution

Public domain availability and the log-in-specific information to enrolled students are possible for accessing the information from the websites.

Curriculum Content for Academic Transaction

The Curriculum Content for Academic Transaction is decided and defined for the individual course comprising the programme of study at the time of launch.

Syllabi and Recognition by UGC

In order to facilitate internal and external credit transfer so that the overall dropout rate is minimal, the syllabi are uniform and comparable with the Conventional Educational System (CES). The list of programmes recognized by UGC is also specified by compliance with the ODL Regulations.

Content Update in e-Gyankosh/Digital Library

Even though, the course material is prepared by a Team approach involving experts spread across the geographical terrain, the content update in digital format in the Digital Library (e-Gyankosh) is made title-wise. Hence, multiple titles have to be browsed before arriving at the content for a unit in a course of a programme.

Distribution of Study Material

Study Materials are sent by post to the learners or given by hand upon validation of the admission into the programme of study after submitting the prescribed admission form. Returned postal packets (dak) containing study materials due to the change of address of the learners remain a challenge to be addressed. Many a time, the learners complain about non-receipt of Study Materials whereas in real case it would have been a return dak unserved.

Assignment Questions for Each Session to Write Assignment Responses

Assignment Questions for each session to write assignment responses are posted on the website for easy access for the student. Even though the deadline for submitting the assignment response is specified in the assignment question, the issue of the element of discretion to accommodate late submission by the functionaries of the second-tier administrative Structure (Regional Centre) and the field level functionaries (Learner Support Centres) prevail to encourage the learner to successfully complete the programme of Study accessed through voluntary enrolment.

Face-to-Face Counseling/Tele-counseling

Each course is represented by its own value dependent upon the number of student hours to be spent by means of credit. The number of counselling sessions is dependent upon the credit value of the course. Both Face-to-Face counselling and Tele-counseling are resorted to transacting the curriculum for theoretical aspects of a course. Depending upon the policy of distance education, the option is given to the learners to come for theory counselling sessions. In other words, attendance for theory counselling sessions is not compulsory. However, for the practical component, attendance is prescribed on the basis of the structure of the course. For e.g. for the Master of Computer Application programme of IGNOU, 75 % of Attendance is mandatory to appear in the Term End practical examination. However, for the Bachelor of Computer Application programme of IGNOU, 70 % of Attendance is mandatory to appear in the Term End practical examination.

Peer Interaction

Peer Interaction among the learners is necessary to keep the interest in the study sustained from the access of the programme till the successful completion of the programme enrollment. The first opportunity for the learners at the Learner Support Centre in a heterogeneous setup is during the Induction Meeting. However, peer interaction during counselling sessions is more homogeneous as it comprises learners who have opted for a similar subject. Mutual help, lingering interest, reminders for compliance with the deadline, help for preparing for assignment response, projects, practicals and examinations are the common benefit of peer interaction in Distance Learning systems.

Moving Ahead–Associate Studentship Combination

Opting for courses as per one's preference results in associate studentship. IGNOU has a scheme of 'Associate Studentship' which provides for a candidate who fulfils the minimum eligibility requirements for the programme under which the course(s) is/are offered, to register for only one

course or a limited number of courses, subject to a minimum of 8 credits and maximum of 32 credits. An Associate Student is attached to a Study Centre for counselling, assignment evaluation, library facility, etc. Currently, the norm is that if an Associate student opts for more than 16 credits worth of courses in either of the admission cycles, he/she is not entitled to seek admission in the next consecutive cycle unless the prescribed minimum duration is completed. In addition, the Associate Students are not eligible to seek admission to the courses under the Programmes where the number of seats is limited and/or the admission is done through the Entrance Test. Above all, Associate Students are not eligible for the award of any kind of 'Certificate/Diploma/Degree'; they are also not eligible for continuation of study by way of re-registration for second and/or third year, as the case may be. 'Course Completion Status' Card only is issued to Associate Students. Such rules may be relaxed to facilitate mobility of the learners to upgrade their qualifications without moving from one system of education to the other.

Compliance with UGC Regulations – CBCS

Choice Based Credit System (CBCS) is in effect in all education systems in India and IGNOU is no exception. The system of education in IGNOU is credit based and the credit of a course is explicitly depicted for public viewing. The prevalence of credit-based education in IGNOU facilitates both internal and external credit transfer among learners who for some reason have discontinued the previous study in the previous institution. Thus, the dropout of an individual in the higher education system is brought low due to the prevalence of the Choice Based Credit System (CBCS).

Use of Technology

Personal touch with the learners in the Distance Education System (DES) is necessary for sustained interest in the Programme enrolled. The benefits for the University are that it reduces the dropout rate. The use of Technology to reduce the attrition rate does influence the use of Teleconference, Web conferences, Short Message Service (SMS), Interactive Radio Counseling (IRC), Television, Radio, Internet. Such technology needs special care for the preparation of programmes and also needs equipments and electricity supply for viewing/using the technology for access.

Use of Teleconference

Thematic, functional performance and content-wise topics are generally the mode for the conduct of Teleconference. Two-way audio and two-way video using tools like Skype, Google duo, and Google Meet are in common vogue especially when the group is known and the content is uniform. With the mobile providers offering free internet connections/subsidized prices for usage Teleconference is gaining momentum. The virtual meeting was put to full use during the Pandemic situation to be in touch with the learners and with the employees of the Regional Centre/Study Centre for sustaining the Learner support Services.

Use of Web Conference

The internet is the common connecting medium during Webconference. Here mostly short-duration messages are transacted. Provisions for recording do enable to view what was transacted enables to be a source for telecast through television.

Use of Short Message Service

In spite of the availability of tools like Way2SMS, individual mobile service providers do provide a package for individual use and corporate use to send SMS. In the case of IGNOU, the Regional Centre send the messages through SMS providers and the LSC use the individual phone number of the Coordinator to send SMS.

Use of Interactive Radio Counseling

Live Programme in real-life situations paves way for Phone-in radio counselling. Recorded programmes in the studio on a single topic either in classroom teaching mode or one-to-one interviews can be used for the convenience of broadcast. Programmes which were broadcast live or recorded can be re-broadcast to suit the audience's needs.

Use of Television

Most TV Channels resort to Live one-to-one interviews on the basis of either the phone call from the viewer or on a pre-determined topic. The issues of camera fear do arise. Such programmes on the basis of audience preference are re-telecast during the lean commercial period through the Television networks.

Use of Internet

As physical post/courier take man hours for

transport and delivery, email which is immediately due to use of the internet resort for prompt action and record.

Allotment of Students after Admission

Students do not always resort to the availability of LSC for a particular programme. At times learners opt for LSC near their place of work or place of stay in spite of the information dissemination that the programme is not offered at the LSC. Hence, upon the last date for the submission of the application form, many a time, while scrutiny of the application form based on eligibility criteria for entry into the programme of study, the LSC suitability dependent on the programme availability is also checked. As machines are more appropriate for consolidation of manually entered data, after entry of the forms, the LSC are allotted/re-allotted. In such a case of re-allotment, the students are re-located from one LSC to the other. Prior information related to shuffling of centres upon admissions, re-location of centres, and consolidation of centres (due to low enrolment) are deciphered at the time of entry into the programme of study – before payment of the programme fee.

Monitoring of Student Support Services

There are four types of visits performed by the Regional Centre – Induction, Academic monitoring, administrative monitoring and TEE monitoring. The visits can also be categorized as Surprise visits during counselling Disclosed visits during Promotional camp Surprise Flying Squad visits/Individual Visit during Examination (Term–End Examination (Theory and Practical), Entrance Examination) or Disclosed Flying Squad visits/Individual Visit during Examination (Term End Examination (Theory and Practical), Entrance Examination).

Induction Meetings

Induction meetings were held at all Learner Support Centres (LSC) Centres depending on the enrolment. The induction Meeting is optional for the learners to participate. As a life skill education at Regional Centre during the Induction Meeting facilities available for differently abled/special learners including provision for caretakers/family members/friends of the learner to wait upon are informed. In life skill education, during the Induction

Meeting differently abled/special learners are always suggested to bring along a spare set of dresses for use in the event of the cause for the same. It is also informed that such learners are eligible to inform in writing their preference for a scribe, special assistance and additional facility to write the examination. It is always reiterated that the Expression of need is the first step to facilitating assistance from the Regional Centre Cochin end. However, to encourage independence and integration with other learners, if any differently-abled learner prefers to write the examination with other learners, the Regional Centre encourages such gesture. Motivation to persist in the programme of study, and time management skills are also shared with the learners. The information is either sent along with the admission confirmation letters or uploaded to the Regional Centre website.

Academic Monitoring

This is done by visiting the LSC by academics and conducting meetings with academic counsellors, college management, coordinator and students.

Administrative Monitoring

This is done during the visits to LSC by the administrative staff as well as academic staff. Asking the Centres to maintain a uniform filing system and maintain the registers as suggested in the coordinators manual.

Term End Examination Monitoring

This is done by deputing academic staff and administrative staff (up to Assistant Registrar level) to visit the Exam Centres, forming flying squad visits, local observers and other standard practices.

Use of Faculty from Other Systems of Education and Industry

Academic counsellors are drawn from the Teaching faculty of the Conventional Education System (CES) and from experts working in the industry. The empanelment of the Academic counsellor is on the basis of voluntary action from the person. Upon filling in the prescribed proforma proving their detailed Biodata and publications along with the proof of their credentials, the individual is considered for empanelment of Academic Counsellor. In order to ensure access of opportunity to experts in far-flung areas, the empanelment process has been made online.

The movement of Academic counsellors across Support Services is also possible with the geographical dislocation of the academic counsellors due to job mobility or personal commitments. Either the empanelled Academic counsellor is either partially used or used for selected services or kept only on rolls)

Academic Counselling at LSC is scheduled and the information is disseminated to the learners and also web hosted on the website. In keeping with the distance education philosophy, attendance for the theory counselling is not made compulsory for the learners to respect the autonomous learner. Scheduling Counselling sessions (Compulsory/optional) and ensuring student attendance is a challenge in itself.

Orientation Programme for Academic Counsellors has generally conducted either subject-specific or Study Centre wise. Generally, the concept of the "Multiplier effect" is where the selected academic counsellor who attended the Orientation Programme is expected to train others in their Learner Support Centre (LSC).

Phasing the Learner for certification is also a challenge, as the learner has the liberty to complete the programme of study at his own phase and time within the prescribed maximum period of study prescribed for the Programme enrolled.

Internal Evaluations comprising Assignment/Project/Practical/Internship/Workshop are executed with the help of the empanelled Academic counsellors at the Learner Support Centre (LSC).

However, the External Evaluation (Term – End Examination/project Viva-Voce/Internship report/dissertation) comes under the purview of either the Regional Centre or the Headquarters using the empanelled evaluators at the Regional Centre.

Funding and Fiscal Responsibilities

The Distance Teaching Institution receives Grants from Government. Both the Plan and the non-plan grant are received by the Regional Centre to incur the expenditure.

An endowment fund for a special scholarship and memorial lecture is also mobilized for use at the Distance Teaching Institution.

Public-private ventures with private funding also prevail to target specific clientele. For instance, the HHML Motorcycle Technicians Competency Development Project (IH-MTCDP) is a joint venture between IGNOU and Hero Honda Company (and appears to be company specific), the knowledge gained by the mechanics during the Programme can be used appropriately for other brands also. This programme is an example of Face-to-Face Collaboration with the Industry for ODE in India.

International Funding for the development of the Distance Teaching Institution because diplomatic relations do exist. For example, the electronic Media Production Centre (EMPC) of Indira Gandhi National Open University (IGNOU), Headquarters in New Delhi was established due to the Japan International Cooperation Agency (JICA) fund- which is a token of indo-Japanese relations. According to https://www.jica.go.jp/india/, Japan International Cooperation Agency (JICA) was "established, by a specific law, as an independent administrative institution under the Government of Japan, the Japan International Cooperation Agency (JICA) aims to contribute to the promotion of international cooperation. JICA is the world's biggest bilateral donor agency. It works as a bridge between Japan and emerging countries, and provides assistance in forms of loan, grant and technical cooperation so that the emerging countries can strengthen their capabilities".

Purchase of Land and buildings – limitations and regulations/role of CPWD in rent, Construction of own buildings, and maintenance of the buildings are an endeavour to be cherished and maintained down the career line. However, ethics and integrity are questioned for not judiciously maintaining the fiscal responsibilities with accountability. In addition, in certain instances when there existed good liaison between the Top/Middle-level management and the Policy makers, efforts to acquire land of own to house the Office of the Distance Teaching Institution (DTI) have not been taken creating a setback in the functioning and development of the Distance Teaching Institution (DTI) on the long run.

It is also pertinent to mention that efforts of genuineness to seek a building free of cost from the

community while establishing the network of the Distance Teaching Institution (DTI) for the first time cannot be undermined.

Research Grants for executing the systematic research activity are generally sponsored by the Distance Teaching Institution (DTI). However, in the event of the non-availability of sponsorship to do such projects, it would lead to spin-off benefits for such doers.

Travel Grants for participating in conferences and Seminars to present papers are given by Distance Teaching Institution (DTI). However, amateur/novice professionals in the Distance Teaching Institution (DTI) are encouraged to spend their private/personal funds for the cause of attending the conference and Seminar, as it has spin-off benefits.

Accounting and recouping procedure at the Second-tier administrative structure of the Distance Teaching Institution (DTI) namely the Regional Centre is from the grant received from the Head Quarters. Book of accounts, maintenance of the journal and ledger records are essential to keep account of the expenditure incurred which is the base for the documentation for recouping the imprest.

The accounting and recouping procedure at Study Centre is on the basis of the pre-receipted bills. Movement of face-to-face counselling to the online mode to optimize the utilization of the Academic transaction for optimum learners as a cost-effective measure.

Personnel benefits and personal claims (LTC/Medical claim) are settled upon presentation of the individual claim with the evidence of the voucher.

According to https://www.canarahsbclife. com/tax-university/ (2020), "Tax Deduction and Collection Account Number is a unique ten digit alpha-numeric code, assigned by the Income Tax Department to all the entities, that are responsible for collecting or deducting taxes. Furthermore, under section 203A of the Income Tax Act, 1961, in order to furnish the TDS details collected by the entity such as corporations and offices which deduct taxes, TAN is mandatory. Section 203A has also made it mandatory to quote TAN for documents including TDS and TCS statements, TDS and TCS certificates, and challans for payment of TDS and TCS among others". The possession of the TAN for a Distance

Teaching Institution (DTI) is essential to deduct the tax from others.

A permanent account number (PAN) is a ten-character alphanumeric identifier, issued in the form of a laminated "PAN card", by the Indian Income Tax Department, to any "person" who applies for it or to whom the department allots the number without an application. A PAN is necessary for filing income tax returns (https://en.wikipedia. org/wiki/Permanent_account_number). Assessment of Direct and Indirect taxes by the Distance Teaching Institution (DTI) is indicated by the permanent account number (PAN).

Inclusive Education Encompassing Socially Excluded Groups

Freeship for SC/ST under Schedule Cast sub-plan (SCSP) and Tribal sub-plan (TSP), Freeship for Transgender for enrolment into all programmes on offer, Freeship for Women (In selected states on Indian Sub-Continent), Freeship for Prison inmates for the selected programmes with the practical component and for all programmes without the practical component are prevailing in the Distance Teaching Institution (DTI) so that the socially exclusive groups are included in the main scheme of the education spectrum.

Reaching Out to Specific Clientele

Assessment of Prior Learning (APL), is necessary for facilitating the mobility of the learner from the unorganized sector to the common fold of education. Not always a bridge course with prescribed subjects will serve as the eligibility criteria for entry into a study. Based on the Assessment of Prior Learning (APL) – which is often based on current skills on- the - job and the knowledge stored from earlier dropped-out courses/completed courses may serve as entry into an academic programme.

Selected programmes are available for Weaving Community through Freeship as per the directive of the Ministry of Textiles. Agricultural programmes are rendered at subside prices for the rural population. MOU-based Tie-up programmes offered lead to a win-win situation for the collaborating agencies and have a winning side in promotional of the programme among the aspirants for the programme. For example, the Certificate in Sericulture Programme approved by the Silk board is a strong point for presenting to the aspirants.

Village Adoption under UNNAT Bharat Abhiyan Scheme

The field-level development is necessary for the overall development of the Nation. Education is considered an investment targeted at spin-off benefits has to be provided from the grass root. Hence, whether it is a Conventional Education System (CES) or Distance Education System (DES), the Villages have to be reached first for better overall development.

The Human Resource in Regional Centre comprises personnel with qualifications eligible to be teaching faculty and also the person with qualifications earmarked for the various administrative activities. The distance teaching/learning activities are unique in that the teaching staff posted at Regional Centre should have the fine knowledge of the Academic intricacies of programme on offer and the skill for implementing the same so that access to the programme of the study results in successful completion from the view of the learner.

The Regional Centre is the nodal agency in rendering academic support for the newly inducted/enrolled students, the model chart -1 of methodology is being suggested for a plan of action upon adopting a village for the Distance Education cause.

In this model the following steps are being proposed:

1. First and foremost, thorough awareness about the village to be adopted has to be made through secondary sources. Verbal permission from the head of the village to get access to the inhabitants in the village is also necessary. This is mainly because word-of-mouth economics and the reputation of the local head make the local populace agree or disagree with the concept of distance Learning/access to outsiders/disclosing to outsiders. Above all, the demography of the village with the spread of caste-based/gender-based/age-based population has to be clearly studied so that a suitable need-based programme can be developed.

2. A Pilot study or village survey has to be done to enumerate the demographic and socio-economic condition of the village. Also, the learners of certain Programme of Study like the Master of Social work (MSW), Master of Arts in Rural Development (MARD), and Master of Arts in Anthropology (MAAN) are to be used for the Social mapping, Participatory Rural Appraisal (PRA) and data collection. It is pertinent to mention that the success of the pilot study and the data collection for the study is dependent on the local populace's support.

Academic Audit of Student Support Services

There is a growing demand for quality education and better student support services, for which the Distance Teaching Institution (DTI) has to be aware of the access, strengths and weakness

Chat 1: The Plan of Action for Regional Centres
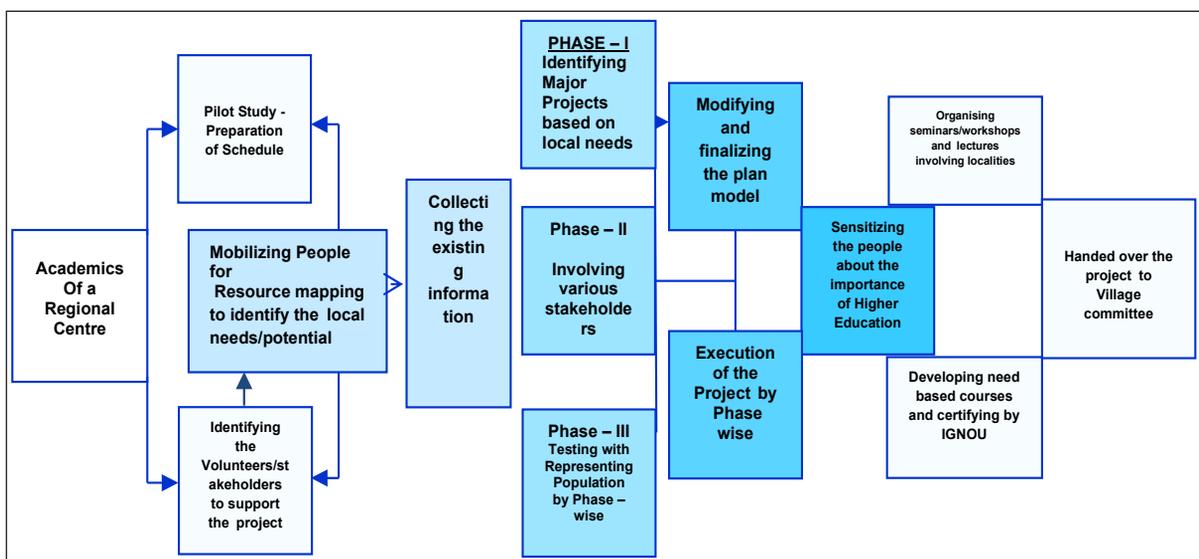
of the Regional Centre/Learner Support Centre on a daily basis and document every year besides suggesting the methods to improve the existing systems. The Academic of the Regional Centre should be utilised optimally for the betterment of Academic activity and student support services. To ensure the Academic audit of the University the roles of the Academic should be specific in the Regional services. The Academic and Administrative staff have to be in the team involved in evaluating the performance of Learners in the Distance Teaching Institution (DTI) and the performance of the Academic Counsellor and their capacity matrix under the context of their teaching and learning. Periodical spot visits to be ensured at the academic level to monitor the counselling sessions is one of the indicators for better counselling sessions. The feedback for the monitoring of the Support Services should be within the frame for the documentation of the Total quality management of the Distance Education System in that specific region.

Future of Regional Centre (Mini University, Micro Departments, Social Elevators)

In one spectrum of Social Empowerment, the non-governmental bodies are in full swing. Education is considered a service industry that is oriented toward empowerment through all education institutions spread across the nation. Once they break even – profit-oriented corporates have started to give back to Society through their involvement in CSR-linked activities. With Such provisions for University – University interface, University – Corporate interface, University – NGOs interface and the hybrid combination for the cause of empowerment in vogue, region-based needs can be assessed by the Regional Centre aiming at Social Elevation. Depending upon the jurisdiction of the action, the locality and geographical terrain for a Regional Centre, the Regional Centre can either be a Micro Department or Mini University as per the need and the calibre of the personnel posted.

Conclusion

Many a time, the Regional Centre which is a second-tier administrative structure in a Distance Teaching Institution (DTI), is viewed as an administrative wing of the University. But, in reality, the Regional Centre is an Academic Power House responsible for the transaction of academic matters of the learner to gain access to the programme of study. By doing all the mandatory requirements of monitoring the activities related to the content transaction, and evaluation (Internal by means of Assignment response/Project/Internship; external by means of Viva-voce/Term End Examination) the Regional Centre is not only a revenue-generating body but also an academic Power House which at any time can be converted into a mini University or a macro department in the educational institution. However, manpower "showing aptitude for every kind of learning, well informed, quick to understand, and qualified to serve" (Daniel Chapter 1 verse 4) would only make the Regional Centre a venue for integrity in thought and action.

References

1. Daniel Chapter 1 Verse 4 (2020). Retrieved 05th November, 2020 from *https://www.biblegateway.com.*

2. JICA (2020). Retrieved 05th November, 2020 from *https://www.jica.go.jp/india/english/office/topics/press160909.html*

3. Permanent_Account_Number (2020). Retrieved 05th November 2020 from *https://en.wikipedia.org/wiki/*

4. Srinivasan, T.,R. and Dorothy, J.,S (2011). Face-to-Face Collaboration with Industry for ODE in India, *Asian Journal of Distance Education* ISSN-1347-9008,Vol 10, No.2, 28.10.2012 Page 78-89 (Ejournal *www.asianjde.org)*

5. *what-is-the-difference-between-tan-and-tin-regarding-income* (2020). Retrieved 05 November, 2020 from *https://www.canarahsbclife.com/tax-university/articles/ what-is-the-difference-between-tan-and-tin-regarding-income* ❏

Use of Smartphones to Increase the Learning Potential of Mild Intellectually Disabled Persons

Ram Niwas*, H B Patel** and Shankar Lal Bika***

Intellectual disability is a condition characterized by significant limitations in both intellectual functioning and adaptive behavior that originates before the age of 22 (AAIDD, 2021; Parekh, 2017). Individuals' adaptive functioning is measured via standardized exams and interviews with family members, teachers, and caregivers. Around 85% of people with intellectual disabilities are classified as mild, and many of them succeed academically. Mild ID is defined as the ability to benefit educationally within a regular class with the help of significant instructional modifications and supportive service; the inability to profit academically within a mainstream school due to slow cognitive growth; and the opportunity for academic advancement, autonomous social growth, and financial independence. Children with mild ID may have literacy and numeracy levels that are three or even more years below their age-appropriate levels. They may also tend to get easily distracted, have short attention spans, struggle in all academic subjects, experience delays in language development, and have memory problems. Students with mild ID may have trouble comprehending nonverbal clues (e.g., body language, gestures), social linguistic and behavior, understanding and expressing a range of emotions, childish behavior, and excessive behavior (Fey, et al., 2006). Children with Intellectual disabilities may appear awkward and require assistance with personal care/hygiene skills; use unsophisticated, ambiguous, or vernacular language; demand routine consistency; and regularly "lose" pencil, pen, notebooks, and homework (The Ontario Curriculum Unit Planner Special Education Companion, 2022). Children with mild ID may be afraid to try, use denial or inappropriate behaviour to divert attention from their incapacity, withdraw in reaction to stress or fear of failure, absent independent work behaviors, be incredibly irritable, and be vulnerable to peer pressure, taunting, and embarrassment. They may also need help or significant support to establish a positive self-image. They could be easily misled by metaphorical and complex language, take language literally, require assistance in generalizing and applying taught concepts to new contexts, and prefer regular and repetitive work. Current techniques to assist these pupils, as well as current intelligence theories, such as multiple intelligence and emotional intelligence theories, provide different teaching methods and modifications that teachers can utilize to accommodate a variety of student requirements. They exhibit a wide spectrum of abilities and requirements. It's vital to keep in mind that not all children will exhibit all of the traits. Children with mild ID need training in functional communication skills, empathy, social judgment, the ability to follow rules, and the ability to form and maintain friendships (Jurisperitus, 2017) are all examples of social skills. Practical means being self-sufficient in areas like personal care, enjoyment, school organization, job duties, money management, and work assignments.

Potentials of Children with Mild Intellectual Disabilities

Individuals with mild intellectual disabilities have the potential to live independently, maintain employment, access community facilities, and services, engage in meaningful family and social connections, and participate in leisure and recreational activities with the right support (O'Connor, 2014). While not all of these pupils will exhibit all of these qualities at the same time, they will all show a widening disparity between their abilities and those of their peers their age. The likelihood of these children failing increases as the demands of the curriculum and daily life become much more sophisticated and abstract (The Ontario Curriculum Unit Planner Special Education Companion, 2022). We can repeat every instruction or direction several times and ask the learner if further clarification is needed; we should avoid distractions; we should use basic, short,

_____

* Research Scholar, School of Education, Central University of Gujarat, Gandhinagar-382030. E-mail: ramniwassah0@gmail.com

**Dean, School of Education, Central University of Gujarat, Gandhinagar- 382030. Email: hbpatel@cug.ac.in

***Associate Professor, HoD & Dean, School of Education, Central University of Punjab, Bhatinda-151401. Email: bikashankar@gmail.com

chunked words to achieve maximum learning; and we should aim to teach just specified and important abilities. We should also use alternative instructional strategies and assessment methods, offer additional various types of prompts to accomplish tasks as needed, assist children in learning social interaction skills to support and promote peer relationships, use reinforcement after each activity, and create a positive and caring learning environment that will benefit pupils' success and personality.

The study's major aim was to identify and explore the challenges that people with mild intellectual disabilities have when using smartphones to improve their learning potential.

Difficulties and Ways to Increase Potential through Usage of Smartphones

Access to the usage of mainstream wireless technology is critical for social and economic involvement (Yumpu.com, 2017), which is particularly difficult for individuals with mild intellectual disabilities. Technology possession rates indicate how widely these key technologies are used. If training is offered, people with intellectual disabilities could use their smartphones for voice calls, text messaging, emailing, using smartphone apps, social networking, and more (Morris, et al., 2017). Smartphones' function in education is changing as they become more integrated with other digital devices and networks. Many organizations are still looking into methods to use smartphones in the classroom. Students with mild intellectual difficulties were initially restricted from using this audio medium. The Speech-To-Speech Relay System, provides communications assistants (trained speech and language recognition specialists) for individuals with speech difficulties and others who communicate ambiguous language (*What Access Challenges Do People with Disabilities Face When Using a Telephone? | DO-IT*, n.d.). Digital exclusion results in decreased independence and increased social isolation. The smartphone has become the hub of their information and communication infrastructure, serving as a crucial instrument for promoting independence, community involvement, job, education, and other activities (Morris et al., 2017). For an individual with disabilities, smartphones can provide reliable and low-cost support. Smartphones are accessible to 84 per cent of people with disabilities (*[INFOGRAPHIC] Smartphone Use by People with Disabilities*, 2020). Many designed accessible features and smartphone apps enable persons with intellectual and developmental disabilities to undertake everyday activities, independent functioning, movement, social inclusion and engagement, education, and so on (Senjam et al., 2021). Improving access and capabilities among users with learning deficits would benefit from increased awareness as well as educator and parent training.

Smartphone Apps for Individuals with Intellectual Disabilities

There are the following apps available on the Google Play store that could be beneficial for individuals with intellectual disabilities:

Voice 4u AAC Communication: Voice4u is a simple application with a lot of entertaining and memorable visuals that can help PWDs learn and enhance their language skills. With Voice4u, however, anyone can simply bridge the communication gap and gain a better and more accurate grasp of a person's interests and needs.

Cough Drop AAC

Cough Drop is a simple, modern AAC communication and support tool that, through a coughdrop.com account, empowers people and organizations around them (Cough Drop AAC - Apps on Google Play, n.d.), it's a full-featured communication tool designed for people with autism, cerebral palsy, Down syndrome, Angelman syndrome, Rett syndrome, or other communication difficulties. it is adaptable and versatile enough to meet the accessibility and comprehension requirements of a wide range of communicators (Find Specific Products for Children or Parents with Disabilities. San Mateo County, California, n.d.).

Jellow Plus AAC Communicator-Giving Voice to Speak

Jellow Plus Communicator is a user-friendly Augmentative and Alternative Communication (AAC) (Jellow Plus AAC Communicator-Giving Voice to Speak - Apps on Google Play, n.d.). a system that employs icons and graphics to help adults learn to talk or communicate more effectively. Jellow Plus assists non-verbal adults with Autism, Cerebral Palsy, and Down's syndrome in communicating by generating their phrases/sentences and progressively learning to talk.

Subtitle Viewer: Subtitle Viewer is a program that allows you to discover and see subtitles. Subtitles are displayed in real-time once they have been synchronized, and the current sub is highlighted. Although the software does not play movies, it can be used by individuals with mild intellectual disabilities while watching a movie on TV or at the movies.

Access Now

Access Now is a website that provides accessibility information for locations all over the world. Search for specific locations, such as a restaurant, hotel, or store, or look at the map to discover what's nearby that has the accessibility characteristics that people with mild intellectual disabilities need. If information isn't already on their map, they can add it and help their global community. Find the access users require by filtering the map by category and tags.

Assistive Touch IOS - Screen Recorder

Assistive Touch is a simple touch utility for different operating systems. It's quick, smooth, and completely free (*Assistive Touch IOS - Screen Recorder - Apps on Google Play*, n.d.). You can effortlessly operate your Android smartphone with a floating panel on the screen. Individuals with mild intellectual disabilities may now access all of their favourite apps, games, settings, and fast toggles more easily. They can utilize the smart clean feature to clean out any running background apps (Assistive Touch IOS - Screen Recorder - Apps on Google Play, n.d.) on their phone, making it run quicker. Assistive Touch is also a great app for keeping your physical buttons safe. It's ideal for smartphones with large screens.

Speak4Me

Speak4Me speaks PDF for individuals with mild intellectual disabilities at any time and place, with a lovely interface and a great user experience that makes it simple to view PDF. With Speak4me, they may listen to and read books simultaneously.

Predictable-Text-based Communication App

Predictable is a multi-award-winning text-to-speech tool for Augmentative and Alternative Communication (AAC). Autism, cerebral palsy, Down's syndrome, learning difficulties, stroke/aphasia, laryngectomy, and apraxia (Predictable, n.d.) are some of the conditions that prevent someone from speaking. The software uses cutting-edge word prediction technologies to create reading a text-based message simple. The software learns from the patterns of use of people with mild intellectual disabilities and can easily and reliably predict how they will type next with their message. Predictable allows you to type accurately and quickly in both American and British English.

Conclusion

Students with mild intellectual disabilities may have trouble comprehending nonverbal clues (e.g., body language, gestures), social linguistics and behavior, understanding and expressing a range of emotions (The Ontario Curriculum Unit Planner Special Education Companion, 2022), childish behavior, and excessive behavior. The study's major aim was to identify and explore the challenges that people with mild intellectual disabilities have when using smartphones to improve their learning potential. Technology possession rates indicate how widely these key technologies are used. If training is offered, people with intellectual disabilities could use their smartphones for voice calls, text messaging, emailing, using smartphone apps, social networking, and more. Digital exclusion results in decreased independence and increased social isolation. The smartphone has become the hub of their information and communication infrastructure. There are a few apps available on the Google Play store i.e., 'Voice4u AAC Communication, CoughDrop AAC, Jellow Plus AAC Communicator-Giving Voice to Speak, Subtitle Viewer, Access Now, Assistive Touch IOS - Screen Recorder, Speak4Me, and Predictable-Text based communication app' that could be beneficial for increasing the potential of the individual with intellectual disabilities.

References

1. *[INFOGRAPHIC]* Smartphone Use by People with Disabilities. (2020, February 7). Inclusive City Maker. *https://www.inclusivecitymaker.com/infographic-smartphone-use-disabled-people/*

2. *AccessNow - Apps on Google Play*. (n.d.). Play.google.com. *https://play.google.com/store/apps/details?id=com.accessnow.app*

3. American Association on Intellectual and Developmental Disabilities (2019). *Definition*. Aaidd.org. *https://www.aaidd.org/intellectual-disability/definition*

4. *Assistive Touch IOS - Screen Recorder - Apps on Google Play*. (n.d.). Play.google.com. *https://play.google.com/store/apps/details?id=com.team.assistivetouch.easytouch*

5. *CoughDrop AAC - Apps on Google Play*. (n.d.). Play.google.com. *https://play.google.com/store/apps/details?id=com.mycoughdrop.coughdrop*

6. Fey, M. E., et. al. (2006). Early Effects of Responsivity Education/Prelinguistic Milieu Teaching for Children With Developmental Delays and Their Parents. *Journal of Speech, Language, and Hearing Research*, *49*(3), 526–547. *https://doi.org/10.1044/1092-4388(2006/039)*

7. Find specific products for children or parents with disabilities. San Mateo County, California. (n.d.). Sanmateo.networkofcare.org. Retrieved July 2, 2022, from *https://sanmateo.networkofcare.org/aging/assistive/list.aspx?organizations=apple-inc*

8. *Jellow Plus AAC Communicator-Giving Voice to Speak - Apps on Google Play*. (n.d.). Play.google.com. *https://play.google.com/store/apps/details?id=com.jellowcom.android.jellowplus*

9. Jurisperitus. (2017, June 6). Michigan State University. *https://img1.wsimg.com/blobby/go/2d8c1001-4241-4d52-8f8f-4bc7d7c57eb2/downloads/Updated%20Volume%203%20Issue%204.pdf?ver=1642580875959*

10. Morris, J., Sweatman, W., and Jones, M. (2017). Smartphone Use and Activities by People with Disabilities: User Survey 2016 Smartphone Use and Activities by People with Disabilities: User Survey 2016. In *Journal on Technology and Persons with Disabilities Santiago, J. https://scholarworks.csun.edu/bitstream/handle/10211.3/190202/JTPD-2017-p50-66.pdf?sequence=1*

11. O'Connor, M. (2014). The National Disability Insurance Scheme and People with Mild Intellectual Disability: Potential Pitfalls for Consideration. *Research and Practice in Intellectual and Developmental Disabilities*, *1*(1), 17–23. *https://doi.org/10.1080/23297018.2014.908815*

12. Parekh, R. (2017). *What Is Intellectual Disability?* Psychiatry.org. *https://www.psychiatry.org/patients-families/intellectual-disability/what-is-intellectual-disability*

13. Predictable. (n.d.). Www.unicef.org. Retrieved July 2, 2022, from *https://www.unicef.org/appcatalogue/predictable*

14. *Predictable - Text-based communication app - Apps on Google Play*. (n.d.). Play.google.com. *https://play.google.com/store/apps/details?id=com.tbox.predictable_4*

15. Senjam, S. S., Manna, S., and Bascaran, C. (2021). Smartphones-Based Assistive Technology: Accessibility Features and Apps for People with Visual Impairment, and its Usage, Challenges, and Usability Testing. *Clinical Optometry*, *13*, 311–322. *https://doi.org/10.2147/OPTO.S336361*

16. *Speak4Me - Apps on Google Play*. (n.d.). Play.google.com. *https://play.google.com/store/apps/details?id=com.plusinfosys.speak4me*

17. *Subtitle Viewer - Apps on Google Play*. (n.d.). Play.google.com. *https://play.google.com/store/apps/details?id=de.fivepointseven.subtitleviewer*

18. The Ontario Curriculum Unit Planner Special Education Companion 2002 (2022). Vdocuments.mx. *https://vdocuments.mx/documents/the-ontario-curriculum-unit-planner-special-education-companion-2002.html?page=1*

19. *Voice4u AAC Communication - Apps on Google Play*. (n.d.). Play.google.com. *https://play.google.com/store/apps/details?id=com.voice4uaac.android.voice4u*

20. *What access challenges do people with disabilities face when using a telephone? | DO-IT*. (n.d.). Www.washington.edu. *https://www.washington.edu/doit/what-access-challenges-do-people-disabilities-face-when-using-telephone*

21. Yumpu.com. (2017). 9kg5vpb5fuz3wux5h0eu15x0x 0em 1vfx. Yumpu.com; The Journal on Technology and Persons with Disabilities. *https://www.yumpu.com/en/document/view/57128746/9kg5vpb5fuz3wux5h0eu15x0x0em1vfx*

❑

A Move towards *Aatmnirbhar Bharat*

Ram Nath Kovind, the then Hon'ble President of India delivered the Convocation Address at the 5th Convocation Ceremony of Indian Institute of Management Jammu, Jammu on June 09, 2022. He said, "I suggest that you keep an open mind, an open heart and a strong will. Most importantly, I wish that you do well by doing good. I strongly believe that a really good entrepreneur, good manager or a good business leader is one who believes in doing well by doing good. Excellence and ethics go together." Excerpt

It is a pleasure to be with you all, as this convocation is a landmark event in the lives of the bright young students who have earned their degrees and medals today. I congratulate the students for their achievements. I also congratulate the parents and teachers who have toiled hard to witness this day which is so important in the lives of these young students.

I attach great importance to this event, as it is directly related to the future of our talented youth and thereby, to the future of India. Only yesterday, I interacted with many Vice-Chancellors of Central Universities and Directors of 'Institutions of National Importance' in the presence of the Union Minister of Education and experts of higher education who are responsible for implementing the National Education Policy 2020 and other related measures. The occasion was the Visitor's Conference held in the Rashtrapati Bhavan.

Education is the greatest enabler. The future of our country depends on good education of our young population. Therefore, I try not to miss any opportunity that is related to promotion of education. I remember having participated, in virtual mode, at the 'Conference on Implementation of the National Education Policy in Jammu and Kashmir' in September, 2020. When the Lt. Governor, Shri Manoj Sinha Ji requested me to participate in that conference, I had happily agreed. Many of you may be aware of the fact that the Lt. Governor came into the field of public service with an illustrious academic career as an engineering student from IIT, BHU. On a lighter note, the Lt. Governor is also described as a dhoti-wearing IITian by his friendly associates. I appreciate his efforts for improvement of education in Jammu and Kashmir. Coming from this region, Dr. Jitendra Singh has been closely involved with the overall development of Jammu and Kashmir, along with his responsibilities in the Central Government. The presence of Dr. Milind Kamble here, who is also the Founder Chairman of Dalit Indian Chamber of Commerce and Industry or DICCI, is a good example of convergence between academia and industry. I appreciate the team of IIM Jammu, led by its Director, for taking the institute forward in line with the educational objectives of the nation.

As we know, the National Education Policy seeks to position India as a 'Knowledge Hub' in today's knowledge economy. It seeks to make our youth equipped for the world of 21st century while preserving our ancient values which remain relevant even today. For India to become a global knowledge hub, our institutes of learning have to be globally comparable. With this perspective, a presentation was made on global ranking of higher education institutions at the Visitor's Conference I mentioned about. I am happy to note that the number of Indian institutions in the global ranking is gradually increasing. I expect new institutions like IIM Jammu to quickly adopt global best practices and aspire for higher ranking.

We are in an era of enterprise, innovation, and value-creation. I have been informed that innovation councils have been set up in higher education institutions in almost all the states and union territories. India's ranking in Global Innovation Index has improved from 76 in the year 2014 to 46 in 2021. Innovation and entrepreneurship strengthen each other.

Aided by convergence of technologies and opportunities, many start-ups have become very successful and are being described as the emerging mainstay of the Indian economy. Unicorns, which are start-up enterprises with market valuation of one billion dollars and above, are proving to be game changers. These unicorns, most of which are set up by young people, must be a source of inspiration for you all. The mindset of being a job-giver and not a job-seeker among the youth of India is one of the key factors in our country having one of the best start-up eco-systems in the world. I feel very happy to note that IIM Jammu, in collaboration with DICCI and CII, is going to set up a

special diversity cell for helping potential entrepreneurs from scheduled castes and scheduled tribes. I am told that this is going to be the first centre of its kind among the IIMs. I appreciate everyone concerned with this initiative to promote entrepreneurship and inclusion.

The establishment of IIM, Jammu in 2016 marks the beginning of a new chapter of higher education in this area. I am sure that this institute will soon emerge as a major education destination for students from different parts of the country, and even from other countries. I am glad to note that students from 25 States and Union Territories are receiving education from the faculty drawn from all over the country. This makes IIM Jammu reflect a young mini-India. I am told that adjunct faculty from countries like the UK, France, Brazil and the US are associated with IIM Jammu. I am also happy to note that the Institute has tied up with 15 prestigious institutions in the US, France, Australia, Korea and the UK for student and faculty exchange programs. I have been told that the new campus of the institute is targetted to be fully functional by November this year. I extend my best wishes for the team here to achieve the target. I am also happy to know about the steps taken to develop Srinagar Off-Campus of IIM Jammu. That will further increase the higher education outreach in this part of the country.

I am glad to note that the educational eco-system of this area is getting stronger by cooperation among the Jammu based IIM, IIT and AIIMS. I am happy that these three institutes are integrating and offering courses in which students from one institute can get access to the other. IIM Jammu has been offering dual degree program with IIT Jammu. It is also starting MBA programs in inter-disciplinary areas with IIT Jammu and AIIMS Jammu. This integration of courses and institutes is in line with the objectives of the National Education Policy-2020. I am told that other higher education institutions have been asked to emulate this initiative taken by these institutes. I appreciate IIM Jammu and the other two national institutes here, for taking lead in this important area of synergy.

As we know that the United Nations has been publishing a World Happiness Report along with the ranking of countries on happiness related parameters. In a world, full of stress, happiness is as much about the spirit of the person as it is about external conditions. Therefore, right training of people in the art of happiness is as important as their training in skills and professions. In this context, the initiative of setting up a Centre for Happiness, named 'Anandam', by IIM Jammu is a welcome step.

India has the largest pool of young talent in the world. Institutes like IIM Jammu are nurturing our youth. These talented young people are going to build the India of the future. They are going to make the lives of the people, better, and the country, stronger.

During my interaction with Chancellors, Vice-Chancellors and representatives of Universities, I have always emphasized that institutes of higher education should take moral responsibility of developing some villages or towns in the proximity of the campus on the lines of corporate social responsibility. I urge your institute and other institutes in your proximity to adopt towns and villages of the neighbourhood and channelize the potential of the people there for bigger goals, be it in the field of entrepreneurship or research or skill development.

As you move out of this institute as young professionals, you are going to witness many new dimensions of life. Try to make the positive aspects of what you see as an integral part of your approach to work and life.

Education and knowledge remove ignorance and set the mind and soul free. This has been beautifully described in your institute's logo which mentions the words; "sa vidya ya vimuktaye". It means, only that learning is real learning which liberates the learner. This liberation is from ignorance, negativity and inertia.

As you step into the world of professional excellence and move from one place to another, I urge you to always remain connected with your roots. Never fail to give back to the society which has given you the opportunity to become a successful individual.

A very important point for all of you is to remain quick learners and re-learners throughout your life. The role of fast paced technological changes is going to be disruptive. The shelf life of technologies is getting shorter. Therefore, the shelf life of management and leadership styles is also going to be shorter. To deal with such a scenario, you have to move from the mindset of 'utilising the known' to the approach of 'exploring the unknown'. You have to move beyond your comfort zones to the areas of uncertainty. You have to convert challenges into opportunities. You have to be 'pro-changers' and yet be sensitise to 'no-changers' for converting them as supporters of change.

You have to look at tomorrow while learning from yesterday. You have to create your future based on the relevant learning from the past.

You have to develop and retain a holistic approach to life and work. For that you may have to blend what appear to be opposites. For example, you have to blend compassion with firm decision making. You have to blend competition and team building. You have to keep a sharp eye on the mega-trends and micro-trends. You have to think global and act local. This is the real essence of the mission of making Aatmnirbhar Bharat. I suggest that you keep an open mind, an open heart and a strong will. Most importantly, I wish that you do well by doing good. I strongly believe that a really good entrepreneur, good manager or a good business leader is one who believes in doing well by doing good. Excellence and ethics go together.

I once again congratulate the recipients of medals and degrees today. I am delighted to see that all the three medal winners in today's convocation are our daughters. As we know that in the latest results of the Civil Services Examination released recently, our daughters have captured the top three ranks. These happy developments related to the excellence of our daughters indicate that India is moving not only towards greater women empowerment but also towards women-led empowerment.

I hope that each one of you would strive to make our nation proud and make positive contribution in the development of the society and the nation.

Thank you,

Jai Hind!

❑

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

CAMPUS NEWS

NAAC Sponsored Workshop on Academic Writing Skills

A two-day NAAC sponsored Workshop on 'Academic Writing Skills' was organized by Smt. Hiraben Nanavati Institute of Management and Research for Women, Pune, recently. The workshop was conducted both in online and offline mode. Day one of the event began with a speech by the Director, Dr. Surya Ramdas. Dr. Mihika Kulkarni delivered the welcome address. During Inaugural Ceremony, Dr. Amit Mittal, Dean, Chitkara Business School was a Keynote speaker and delivered a speech on the topic 'How to Choose Right Topic for Research'. He discussed the fallacy of the research gap and highlighted the importance of referring to special issues in the leading journals.

The second session was conducted by Dr.Nakul Parmeshwar, Assistant Professor, Department of Entrepreneurship and Management, Indian Institute of Technology, Hyderabad on 'How to Write Academic Article'. He discussed the essentials for choosing the topic for writing an article, anatomy of the article to meet criteria like novelty, curiosity, technicality theoretical implications. He encouraged researchers to choose bold ideas using less conventional approaches to benefit multiple stakeholders.

The next session was conducted by Dr. Deepika Pandita, Associate Professor, Human Resources Symbiosis Institute of Business Management, Pune on the topic 'Research Proposals'. She discussed the content of research proposals, their quality, and their length. Dr. Pandita also emphasized writing quality research papers in Scopus Index Journals and how to choose a topic to write the research proposals.

Dr. Supriya Patil, IQAC Head, Department of Commerce (Additional Charge), Professor and Programme Coordinator, MBA (Pharma-BT), Department of Management Sciences, Savitribai Phule Pune University delivered the speech on the topic 'Referencing'. She discussed the significance of adding right referencing. She discussed various referencing styles like APA, Vancouver, MLA, Chicago, etc.

Dr. Rashmi Hebalkar, Research Consultant, Pune delivered the topic 'Plagiarism'. She explained how to use software for plagiarism testing and how to write with different techniques like paraphrasing. The last session was conducted by Dr. R. Srinivas Director, JBIMS who discussed about the thesis writing skills and other important aspects of research with framing right objectives, designing questionnaire and framing research methodology.

The Valedictory session was graced by Dr. R. Srinivas Sir, Director and delivered his Keynote address. Also, Dr. Surya Ramdas, Director and Dr. Mihika Kulkarni, Coordinator were present.

The academic writing skills workshop helped the participants with the creation and dissemination of 'reliable' knowledge, respecting different ways of life, The workshop familiarized the participants with different aspects of academic writing. The workshop helped the participants to improve their academic writing skills in order to succeed in studies and in career. The workshop provided maximum hands-on practice for participants. The sessions included explanations, examples, exercises, and texts to help the participants develop techniques for working productively at different stages of the scholarly writing process.

International Conference on Meeting the Challenges in Schools

A three-day InSPA International Conference on 'Meeting the Challenges in Schools: Towards *Atmanirbar Bharat*' is being organized by the Indian School Psychology Association (InSPA) in collaboration with the Pondicherry University, Puducherry, Puducherry Technological University, Puducherry, Tamil Nadu Teachers Education University, Chennai, and Samagra Shiksha, Government of Puducherry, Puducherry on October 02-04, 2022 at the Pondicherry University, Puducherry. The researchers, experts, policymakers, and practitioners in the field of School Psychology and related areas fromaround the world may participate in the event.

The Conference will not only be a platform to share the latest psychological practices and innovations among the participants, the greater aim is to document them so as to apprise the policymakers

of required modifications in the existing frameworks to build open, integrative, and vibrant school psychology services. Juxtapose the New Education Policy-2020 and the *Azadi Ka Amrit Mahotsav*, it is an opportunity for InSPA and the teachers, who as important members are set to take the country towards anew thought process through School Psychology and the Education that surrounds it. The Subthemes of the event are:

- Scope of Teaching *Atmanirbhar* or Self-reliant India in Schools.

- Impact of Pandemic and Future Challenges.

- Role of School Psychology in the manage men to of Mental Health.

- Mental Health Challenges in School Children.

- Mental Health Challenges in Special Children and Parents.

- Educational Policies and its impact on Mental Health.

- Safety and Mental Health of Children at Home.

- Promoting Mental Health through Skill Development.

- Academic Life, Career Competence and Mental Health.

- Strategies for Promoting Mental Health.

- Online classes, academic, performance and mental health.

- Environmental sustainability through school programs.

- School violence and bully ingprevention.

- Any other relevant topic related to the theme and Sub-Themes.

For further details, contact Organising Secretary, Pondicherry University, R.V. Nagar, Kalapet, *Puducherry* – 605014, Mobile No: +91-9443352476, E-mail:*inspaconference2022@gmail. com.* For updates, log on to: *www.pondiuni.edu.in* or *www.inspa.org.*

International Conference on Revisiting Social Theory

A two-day International Conference on 'Revisiting Social Theory : Challenges and Possibilities' is being organized by the Department of Sociology, North-Eastern Hill University, Shillong, Meghalaya during November 16-17, 2022 through virtual mode.

There is something dialectical about social theory. It can illuminate or camouflage. What a particular theory does, however, depends on the socio-economic location of the theorist in question and the enabling environment or lack of it in society. The essential function of a 'good' social theory is to raise relevant questions and if possible to find answers. As part of its explanatory power, it is said to possess certain important features such as critical and reflexive interrogation of concepts, rationally rooted search for objectivity, a deep concern to make sense of empirical data, aim to project some degree of generality and abstraction are some of them. Without the above features, a social theory remains merely speculative and metaphysical. This is what one finds in some of the best social theories we have had so far in social sciences.

The question of revisiting social theory becomes relevant when one asks oneself whether the social theory has been raising the right questions and if not, what are those questions which escaped the attention of social theory and the answers that help us have a better grasp of social reality. One is not suggesting that the questions raised in the past are inconsequential. But what one is suggesting is that as societies change (some more rapidly than others), new and more relevant theoretical questions need to be asked. The Social theory faces a difficult challenge in the context of India that is known for diversities of immense nature and whose interaction with one another produces big challenges for any social theory in terms of how it can capture them. The challenges become even biggest when one engages with the societies of North-East India. That probably explains the absence of theory in most of the work done in the northeast. Scholars have acquired a considerable amount of data about the societies in the North-East but unfortunately, it is difficult to find a work that is theoretically well-grounded which would help us make sense of the data we have on the North-East. There is an innocent assumption that an empirical work need not be theoretically located without realizing that no empirical work can be theoretically neutral. There is, therefore a strong need to realize the importance of theory while doing work on North-East India. The Areas to be covered are:

- The Development of Social Theory and its Problematics.

- Nationalism and the Contesting Approaches to it.

- Racial and Ethnic Relations and Their Engagement with Modernity.

- Democracy, Civil Society, Market, The State and The Dialectics Involved in Their Relationship.

- Environment, Development and Their Dialectical Relationship.

- Feminist Theory : The Challenges and Contradictions it Faces.

- Interrogating Secularism Both as a Principle and as a Practice.

- Social Theory and North-East India.

For further details, contact Convener, Prof. D.V. Kumar, Department of Sociology, North-Eastern Hill University, Shillong-793022, Meghalaya, Mobile No: +919436160928, E-mail: *dvkumar4229@gmail.com.* For updates, log on to: *www.nehu.ac.in/event.*

Training Course on IT Application

A five-day Training Course in its series on 'IT Application for Information Management in Health Science Libraries' is being organized by the National Documentation Centre, National Institute of Health and Family Welfare, New Delhi during October 17-21, 2022. The course is for those who are engaged especially in health sciences libraries and information centers and have to deal with health and medical information. The aim of the course is to expose the participants and enhance the competencies of librarians working in Health Science libraries by using the latest emerging technologies and their applications in libraries. The Librarians, Assistant Librarians, Documentation Officers, Information Scientists, Information professionals, and professionals handling the information working in health science libraries may participate in the Course.

Methodology

The course offers a mix of a theoretical and case-based practical hands-on approach to understanding the dynamics of the latest emerging technologies in health science libraries and information centres. A field visit is also being organised to various libraries of national importance. The visits may enable the participants to access the content better whenthey learn holistically. The Contents of the Course are:

- IT Application for Information Management.

- Digital Collection/Development and Management.

- Tackling Problem of Plagiarism: Role of Libraries.

- Information Retrieval and Management of e-information.

- IPR and Copyright in a Technology Environment.

- Library Networking and Consortia in Health Science.

- Open-Source Software and Resources.

- E-Resources of Health Science.

- Digital Preservation of Printed Sources.

- E-books/e-journals in Libraries: Issues and Challenges.

- Latest Emerging Information and Mobile Technologies.

- Future of Library Profession and Libraries in e-scenario.

- Practical Demo.

For further details, contact Dr. Salek Chand, Senior Documentation Officer, National Documentation Centre, National Institute of Health and Family Welfare, Munirka, New Delhi-110067, Phone No. 011-25165959 (Ext. 345), Mobile No: +91 9868803377, E-mail: *sdo_ndc@nihfw.org.* For updates, log on to*: http://www.nihfw.org*

❑

THESES OF THE MONTH

SOCIAL SCIENCES
A List of doctoral theses accepted by Indian Universities
(Notifications received in AIU during the month of May-June, 2022)

Geography

1. Archana Kumari. **Drinking water supply and its problems in Bhiwani City**. (Dr. Inder Jeet), Department of Geography, Maharshi Dayanand University, Rohtak.

History

1. Anjaneyaswamy, D K. **Nisidi inscriptions of Koppal**. (Dr. Amaresha Yatagal and Dr. Shivananda S Virakamath), Department of Epigraphy, Kannada University, Hampi, District Bellary.

2. Hebballi, Yallavva. **Naragund: A cultural study**. (Dr. S S Angadi), Department of Manuscriptology, Kannada University, Hampi, District Bellary.

3. Ingle, Mahendra Motiram. **Hyderabad swatantre sangramteel swatantre senani Kom Vitthalrao Nayak yanchey yogdan**. (Dr. Kshirsagar B S), Department of History, Swami Ramanand Teerth Marathwada University, Nanded.

4. Manjunatha, K. **Rain water harvesting system in and around Chitradurga Fort: A historical study**. (Dr. S Y Somashekhar), Department of Studies in Ancient History and Archaeology, Kannada University, Hampi, District Bellary.

5. Nikam, Anil Prabhakar. **Ka Sharad Patil yanchya itihas lekhan karyacha abhyas**. (Dr. S G Bande), Department of History, Swami Ramanand Teerth Marathwada University, Nanded.

6. Pachuau, Zairemmawia. **Salvation Army in Mizoram 1913-2003**. (Prof. O Rosanga), Department of History and Ethnography, Mizoram University, Aizawl.

7. Shinde, Payal Shrikant. **Bombay Dockyard: Socio-economic activities and impact (1850-1950)**. (Dr. Ranjana Mishra), Department of History, S.N.D.T. Women's University, Mumbai.

Languages & Literature

English

1. Catherine, Laldinpuii Fanai. **Culture as identity: Locating the Mizo in select works of C Lalnunchanga**. (Prof. Margaret L Pachuau), Department of English, Mizoram University, Aizawl.

2. Dodal, Suyog Sudarshan. **Study of cooperative and politeness principles in the selected plays of Harold Pinter**. (Dr. Vasant Satpute), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

3. Jameel, Ahmed Farea AL Ghaberi. **Hybridity and in-betweenness in contemporary Diasporic narratives: A critical study through selected novels**. (Dr. Sanjay Mukherjee), Department of English, Saurashtra University, Rajkot.

4. Kamble, Sahebrao Purbhaji. **Dalit autobiographical narratives: A study in Ambedkarite perspective**. (Dr. Rajpalsingh S Chikhalikar), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

5. Punia, Swati. **Matrices of war in select short stories of Ambrose Bierce, Ernest Hemingway, Roald Dahl, Saadat Hasan Manto, Tim O' Brien and Katey Schultz**. (Dr. Himanshu Parmar), Department of English, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

6. Seema, S R. **Amitav Ghosh's novels: An ecocritical perspective**. (Dr. S Siraj Ahmed), Department of English, Kuvempu University, Shankaraghatta.

7. Sonia Kumari. **Revisiting the Mahabharata in M T Vasudevan Nair's Bhima: Lone Warrior, Kavita Kane's Karna's Wife: The Outcast's Queen and Shivaji Sawant's Mrityunjaya: The Death Conqueror**. (Dr. Shalini), Department of English, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

8. Sridhar Kumar, B. **Enhancing listening and speaking skills among Telugu medium intermediate students in selected districts of Telangana State**. (Dr. S Lavanya), Department of English, Koneru Lakshmaiah Education Foundation, Guntur.

9. Venkatesha, P. **Autobiographical elements, lowlife adventures and Nihilism in the novels of**

Charles Bukowski: A critical study. (Dr. C Channappa), Department of English, Kuvempu University, Shankaraghatta.

Hindi

1. Bandewar, Chandraakant Yadu. **Dr Sharad Singh ka katha sahitye: Ek anusheelan**. (Dr. Suryakant Shinde), Department of Hindi, Swami Ramanand Teerth Marathwada University, Nanded.

2. Chittampale, Dnyaneshwar Sonerao. **Vinodkumar Shukala ke sahitye mein niman-madhyamvargiye jeevan**. (Dr. Ranjit Jadhav), Department of Hindi, Swami Ramanand Teerth Marathwada University, Nanded.

3. Gamit, Samuvelbhai Vamanbhai. **Hindi ke pramukh upanyasoan mein aadiwasi janjeevan: Ek anusheelan**. (Dr. N T Gamit), Department of Hindi, Saurashtra University, Rajkot.

4. Giri, Anand Devagiri. **Hindi Gazal sahitye mein vyavastha virodhi swarah Adam Gondavi ke vishesh sandarbh mein**. (Dr. Sanjay Jadhav), Department of Hindi, Swami Ramanand Teerth Marathwada University, Nanded.

5. Gorre, Swapna. **Dalit upanyasoan mein nari chitran**. (Dr. Parvati), Department of Hindi, Telangana University, Nizamabad.

6. More, Varsha Nagorao. **Hindi lehikaoan kee aatamkathaye: Ek anusheelan (2000 se 2014 tak)**. (Dr. R M Jadhav), Department of Hindi, Swami Ramanand Teerth Marathwada University, Nanded.

7. Pawan Kumar. **Hindi kahaniyoan mein aadivasi jeevan: Samajshastriye adhyayan**. (Prof. Shatrughna Kumar), Department of Hindi, Indira Gandhi National Open University, New Delhi.

8. Shaikh, Parveen Begum Sk Ibrahim. **Nasira Sharma ke katha sahitye mein alapsankhyak vimarsh**. (Dr. Santosh Yerawar), Department of Hindi, Swami Ramanand Teerth Marathwada University, Nanded.

9. Tayeng, Jamuna. **Dalit chetna ke pariprekshya mein madhyakaleen sant sahitya ka moolyankan: Kabir, Raidas, Dadu, Sundardas evam Guru Nanak ke vishesh sanarbh mein**. (Prof. Oken Lego), Department of Hindi, Rajiv Gandhi University, Itanagar.

10. Vegad, Jaydip Nathabhai. **Himanshu Joshi ke kahani sahitye mein aanchlikta**. (Dr. B J Patel), Department of Hindi, Saurashtra University, Rajkot.

11. Wankhede, Vilas Kondiba. **Madhyakaleen**

Hindi-Marathi sahitye mein Shivaji Maharaj: Ek adhyayan. (Dr. Bhagwan N Jadhav), Department of Hindi, Swami Ramanand Teerth Marathwada University, Nanded.

Kannada

1. Muen, Syed. **Translation of holy Quran in Kannada language: A comparative study**. (Dr. Madhava Peraje), Department of Dravidian Cultural Studies, Kannada University, Hampi, District Bellary.

Marathi

1. Birge, Savita Sidgonda. **Kavita Mahajan yanchya sahityacha chikitsak abhyas**. (Dr. Sangita Ghuge), Department of Marathi, Swami Ramanand Teerth Marathwada University, Nanded.

2. Palanchewar, Potanna Ganganna. **Ashok Kautik Koli yancha samagra sahityachya: Ek vivechak abhyas**. (Dr. Rajiv Yeshwante), Department of Marathi, Swami Ramanand Teerth Marathwada University, Nanded.

3. Sarang, Keshav Gopinath. **Sant tukaram ani Rashtresant Tukdoji yanchya Abhangateel samaj prabodhnachey swarup: Ek Tulnatamak abhyas**. (Dr. M M Jadhav), Department of Marathi, Swami Ramanand Teerth Marathwada University, Nanded.

4. Shinde, Dushyant Anandrao. **Marathwadyateel kadambari wadmayatun chitrit Jhalelea tarunaancha vishesh abhyas (San 1990 te 2010)**. (Dr. Shankaranand Yedle), Department of Marathi, Swami Ramanand Teerth Marathwada University, Nanded.

5. Tagadpallewar, Rajesh Jairam. **Marathi dantkathechey swarup aani vishesh: Ek chikitsak abhyas**. (Dr. Sunita Sangole), Department of Marathi, Swami Ramanand Teerth Marathwada University, Nanded.

Oriya

1. Murmu, Rashmi. **Santali bhasa sahitya O sanskruti ra Bikasa Digare Pandit Raghunath Murmu nka Abadana**. (Dr. Pramodini Jena), Department of Odia, Kalinga Institute of Social Sciences, Bhubaneswar.

2. Naik, Juthika Priyadarsini. **Odia natakare adivasi chitra O charitra: Eka akalana**. (Dr. Rasmita Tripathy), Department of Odia, Kalinga Institute of Social Sciences, Bhubaneswar.

Sanskrit

1. Bhatt, Ashwin Bhavanishankarbhai. **Panini-paramparayam Sarsvatvyakaranparamparayam cha**

subantparikriya: **Ekam tulnatamakam adhyayanam**. (Dr. Kinnari D Pancholi), Department of Sanskrit, Gujarat University, Ahmedabad.

2. Chavda, Jatinbhai Rajubhai. **Gujratrajye sanghitanam sanskarvidhisambandhdanah hastlikhitanam granthanam sampadanpurvekam samikshanatakam adhyayanam**. (Dr. K C Chokashi), Department of Sanskrit, Gujarat University, Ahmedabad.

3. Jha, Sameer Kumar. **Parasharopuranasey dharamshastriyemadhayanam**. (Prof. Dilip Kumar Jha), Department of Sanskrit, Kameshwara Singh Darbhanga Sanskrit University, Darbhanga.

4. Jha, Vijay Kumar. **Maithilikalyanmitinatkasey kavyeshastriyemadhyayanam**. (Dr. Vishram Tiwari), Department of Sanskrit, Kameshwara Singh Darbhanga Sanskrit University, Darbhanga.

5. Mehto, Baleshwar. **Raghuwansh Mahakavysey sahitiyak manusheelanam**. (Dr. Rajendra Prasad Chodhur), Department of Sanskrit, Kameshwara Singh Darbhanga Sanskrit University, Darbhanga.

Telugu

1. Bhanoth, Ramesh. **Telangana adhunika navalalu manava viluvalu-oka parasheelana**. (Prof. Nanumasa Swamy), Department of Telugu Studies, Telangana University, Nizamabad.

2. Ravi, G. **Telangana dalitha kavitwamsamagra adhyayanam (1990-2015)**. (Prof. P Kanakaiah), Department of Telugu Studies, Telangana University, Nizamabad.

Urdu

1. Khan, Farzana Begum Mohammad. **Bisween sadi kee khawateen Urdu novel Nigar (Nazar Sajjad Hyder, Saleha Adid Hussain aur Jilani Bano ke Qususi Hawale se**. (Dr. Irshad Ahmed Khan), Department of Urdu, Swami Ramanand Teerth Marathwada University, Nanded.

Performing Arts

Folklore

1. Aswatha, K. **Cultural transition Thigalas**. (Dr. C T Guruprasad), Department of Folklore Studies, Kannada University, Hampi, District Bellary.

2. Drehachari. **Cultural study of Madhugiri**. (Dr. S C Ramesh), Department of Folklore Studies, Kannada University, Hampi, District Bellary.

Music

1. Chhaiya, Sunita. **Audav Arohayukata Jati ke ragoan kee visheshtaoan ka adhyayan: Pandit Vishnu Narayan Bhatkhande kee pustak Malika (Chah Khand) ke vishesh sandarbh mein**. (Dr. Ibrahim Ali), Department of Music, Vikram University, Ujjain.

2. Kulkarni, Pallavi Prabhuraj. **Hindi sinesangeetmadhye shastriye sangeetachey yogdan: Ek chikitsak abhyas (1940 te 1960)**. (Dr. R H Deshmukh and Dr. Ram Borgaonkar), Department of Music, Swami Ramanand Teerth Marathwada University, Nanded.

3. Soni, Sona. **Chitrapat sangeet mein lok sangeet ka samishran vigat: 50 varshoan ke sandarbh mein**. (Dr. B Varsha), Department of Music, Vikram University, Ujjain.

Philosophy

1. Vadher, Ila Bharatkumar. **The ontological and cosmological exposition of Brahman in the metaphysics of Upnishads**. (Dr S S Sharma), Department of Philosophy, Saurashtra University, Rajkot.

❑

Shri A.P.D. Jain Pathashala's
(Jain Minority Institution)
Hirachand Nemchand College of Commerce
An Autonomous Institution
Department of Management Studies
Ashok Chowk, Solapur- 413006

APPOINTMENTS

Applications are invited from eligible candidates in management subject for the appointment on the regular posts of

* **Director**   * **Professor**
* **Associate Professor**   * **Assistant Professor**

1. Eligibility, Educational Qualifications, Experience and Pay Scales as per AICTE New Delhi, Govt. of Maharashtra and Punyashlok Ahilayadevi Holkar Solapur University, Solapur, norms and modified from time to time.

2. Those who are already in service should apply through proper channel.

3. Visit **www.hnccsolapur.org** for prescribed application form and details.

4. Apply the prescribed application form giving full particular within **THIRTY DAYS** from the date of publication of this advertisement.

    Principal   **Secretary**

Estd. 1962
"A++" Accredited by NAAC (2021)
With CGPA 3.52

SHIVAJI UNIVERSITY, KOLHAPUR

ADVERTISEMENT NO. 32/2022 & 04/2022

Applications in prescribed format are invited from the eligible candidates for the following posts.

1. Dean, Faculty of Inter-disciplinary Studies-01 Post (Open)

2. Registrar-01 Post (Open)

The details of Posts, Qualification, Age, Pay Scale and Emoluments, Process of online application & form and the instructions therein etc. are available on University website **www.unishivaji.ac.in** (URL www.unishivaji.ac.in/recruitments).

- **Interested candidates may apply on or before 18/08/2022.**

- **The last date of submission of printout of online application alongwith attested photo copies of necessary documents is 29/08/2022.**

- **Candidates who have declared eligible by this office for the above post number 1 as per earlier Advertisement No. 13/21-04 need not apply again. But they can submit additional documents regarding Qualifications & Experience etc. in stipulated time, if necessary.**

Kolhapur   **Dr. V. N. Shinde**
Date: 20/07/2022   **Ag. Registrar**

PPSU
P P SAVANI UNIVERSITY

EXPLORE   EXPERIENCE   EMPOWER

P P Savani University invites distinguished personnel / professionals for the various teaching and non-teaching positions.

TEACHING POSITIONS

ASSISTANT PROFESSORS / ASSOCIATE PROFESSORS / PROFESSORS

Engineering
Computer Science / IT / Chemical / Mechanical / Civil

Science
Biotechnology / Microbiology / Environmental / Chemistry / Physics / Fire & Safety / Agriculture

Liberal Arts & Management Studies
Economics, Psychology, Sociology, History, Mass Communications, Operations, Quantitative Techniques, Data Analytics

Design
Visual Communication, Fashion Design, Product Design, Interior Design

Ayurveda
MD Consultant & Medical Officer

Nursing

Physiotherapy

Homeopathy

Agriculture

Architecture

MPH

NON-TEACHING POSITIONS

Hostel Rector, Student Section Co-ordinator / Accounts Officer / International Co-ordinator / Admission Officer, Librarian, Music Teacher / Sports Officer

Kindly apply with all credentials to following address:

NH 8, GETCO, Near Biltech, Village: Dhamdoa, Kosamba, Dist.: Surat - 394125.
E-mail: career@ppsu.ac.in, hr.assistant@ppsu.ac.in

www.ppsu.ac.in

VISVA-BHARATI

Central University
Advertisement No. 2/2022 Dated 21.07.2022
Special Drive for SC/ST/OBC & PWD candidates

Vacancy positions

Professor	15	SC-4 / ST-4 /OBC-5 /PWD-2
Associate Professor	20	SC-9 / ST-1 /OBC-8 / PWD-2
Assistant Professor	9	ST-1/ OBC-7/PWD-1
Total	**44**	

Advertisement No. 3/2022 Dated 21.07.2022
Vacancy positions

Professor	16	OBC-2 /UR-12 / EWS-2
Associate Professor	15	ST-1 /OBC-1 / UR-10 / EWS-3
Assistant Professor	28	SC-2/ ST-1/ OBC- 4 / UR-17/ EWS- 4
Total	**59**	

Last date of online submission is 31st August, 2022 at 6.00 P.M.

For details log on to **www.visva-bharati.ac.in.**

Patpanhale Education Society's
Patpanhale Arts, Commerce & Science College, Patpanhale
At & Post. Patpanhale, Tal. Guhagar, Dist. Ratnagiri, Pin – 415 724
Email ID- scp523@yahoo.in

AIDED

APPLICATIONS ARE INVITED FOR THE FOLLOWING CLOCK HOUR BASIS (CHB) POSTS FOR THE ACADEMIC YEAR 2022-2023:

Sr. No.	Cadre	Subject	Total No. of CHB Posts	Total No. of CHB Posts	Post Reserved for
1	**Assistant Professor**	Marathi	01		01 - SC
2	**Assistant Professor**	Mathematics	01	05	01 - DT/NT
3	**Assistant Professor**	Environmental Studies	01		01 - OBC
4	**Assistant Professor**	English	02		02 - Open

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

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

Candidates having knowledge of Marathi will be preferred.

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

Remuneration of the above post will be as per University Circular No. TAAS (CT)/01/2019-2020 dated 02nd April, 2019 and University Circular No. CTAU/23/2021-2022 dated 25th January, 2022.

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

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

Shri. B.R.Chavan **President** **Patpanhale Education Society**	**Shri. P.A. Desai** **In-charge Principal** **Patpanhale Education Society's** **Patpanhale Arts, Commerce & Science College**

DISHA BAHUDDESHIYA SEVABHAVI SANSTHA, JALNA (M.S.)
PEOPLE'S COLLEGE OF FORENSIC SCIENCE & CYBER SECURITY
Shendra, Tq. & Dist. Aurangabad
(Minority Institute)

WANTED

Applications are invited from the eligible candidates for various Teaching & Non-Teaching posts as described below, in our college on (Permanent non-grant basis). The hard copy of application along with all relevant documents should reach us **within 10 days** from the date of this advertisement to the **Chairman/Secretary, Disha Bahuddeshiya Sevabhavi Sanstha's C/O Peoples's College of Forensic Science & Cyber Security, Shendra Premises, Aurangabad-431 007 (M.S.) or E-mail us: peoples.fscs@gmail.com**

Sr. No.	Post/ Subject	No. of Posts	Sr. No.	Post Subject	No. of Posts
	Non-Teaching			**Teacher for UG/PG (Forensics & Cyber Security)**	
01	Principal	01	10	Forensic Science	02
02	Librarian	01	11	Forensic Chemistry	02
03	Head Clerk	01	12	Forensic Physics	02
04	Sr. Clerk	01	13	Forensic Biology	01
05	Jr. Clerk	01	14	Forensic Psychology	01
06	Library Attendant	01	15	Law (C.H.B)	01
07	Lab Assistant	02	16	Cyber Security/ Forensic Cyber	02
08	Lab Attendant	12	17	Physical Director	01
09	Peon	02	18	English (C.H.B)	01

- Educational qualifications, Pay Scale, service conditions & recruitment for the above subject are as per the norms of UGC, Dr. B.A.M.U., Aurangabad, and Govt. of Maharashtra.

Chairman **Smt. S.B.Borde**	**Vice President** **Dr. Meena Suryawanshi**

Guidelines for Contributors

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

❖ 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.

❖ 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.

❖ All the manuscripts should typed in double-space with 12 point font and ample margin on all sides on A 4 size paper.

❖ 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.

❖ One author should be designated as the corresponding author.

❖ Notes, if any, should be given as Endnotes not as Footnotes.

❖ Figures include relevant captions, tables include titles, description, source etc.

❖ Figures and table citations in the text match the files provided

❖ Manuscript has been 'spell checked' and 'grammar checked'

❖ References should be given at the end of the manuscript and should contain only those cited in the text of the manuscript. The full reference should be listed at the end in alphabetical order running the following style:

- **Books**

  Miles, M., and Huberman, M., (1994). Qualitative Data Analysis. London: Sage.

- **Articles**

  Over, R.(1982). Does research productivity decline with age?

  Higher Education, 11, 511-20.

- **Chapter in a Book**

  Rendel, M. (1986). How many women academics 1912-1977? In R. Deem (ed.), Schooling for Women's Work. London: Routledge.

- **Article Retrieved from Website**

  Mazumdar, T (Year, Month, Date Published). Article Title. Retrieved from URL.

Dr. S Rama Devi Pani
Editor
University News
Association of Indian Universities
AIU House, 16 Comrade Indrajit Gupta Marg
(Kotla Marg) New Delhi- 110 002

ASSOCIATION OF INDIAN UNIVERSITIES
ADVERTISEMENT TARIFF
UNIVERSITY NEWS JOURNAL

> **GST AT PRESENT RATE OF 5% IS PAYABLE** FOR PUBLICATION OF ALL TYPES OF ADVERTISEMENTS IN UNIVERSITY NEWS **W.E.F. APRIL 01, 2020** IN ADDITION TO THE PAYABLE CHARGE FOR EACH CATEGORY AS GIVEN BELOW)

A. FOR EDUCATIONAL INSTITUTIONS, GOVT. ORGANIZATIONS, PUBLISHERS, BOOK SELLERS & DISTRIBUTORS DISPLAY

(Amount in Rupees)

Categories of Advertisement	1 Insertion	4 Insertions	8 Insertions	12 Insertions
Full Page	15000	45000	85000	120000
Half Page	8000	28000	50000	68000
Quarter Page	5000	16000	28000	40000
Cover (Inside)	16000	55000	100000	144000
Cover (Back)	20000	65000	120000	165000

B. TARIFF FOR SPECIAL NATURE OF MATTERS/ITEMS (DOUBLE THE RATES)

TARIFF FOR SUPPLIERS OF COMPUTERS, COMPUTER STATIONERY & PERIPHERALS, SCIENTIFIC & SURGICAL INSTRUMENTS, SPORTS GOODS AND OTHERS (*NOT COVERED IN ANY FORM OF THE TARIFF)* WILL BE AT DOUBLE THE RATES AND TARIFF CAN BE HAD ON REQUEST.

C. CONCESSIONAL TARIFF (For Publishers/Book Distributors- Exclusively for Books)

Per Square Cm (Display)	1 Insertion	4 Insertions	8 Insertions	12 Insertions
	30.00	28.00	26.00	24.00

MECHANICAL DATA OF JOURNAL

Size of Page   21 cms x 27 cms

PRINT AREA

Full Page	23 cms (Height) x 16.5 cms (Width)
Half Page	12 cms (Height) x 16.5 cms (Width)
Quarter Page	11 cms (Height) x 8 cms (Width)

The Art Work/CRC IN PDF as per above Print Area (in BLACK & WHITE ONLY) or the OPEN FILE IN MS WORD may be sent accordingly. The text is required to be sent positively on E-Mail IDs as shown below. *MATTER FOR ADVERTISEMENT MUST REACH SEVEN (07) DAYS IN ADVANCE FROM THE DATE PUBLICATION OF EACH ISSUE OF UNIVERSITY NEWS*, WHICH IS EVERY MONDAY.

ADVERTISEMENT AGENCIES (INS ACCREDITED) ARE ALLOWED 15% DISCOUNT.

Full advance payment could be sent by Demand Draft/At Par Cheque favouring "ASSOCIATION OF INDIAN UNIVERSITIES", payable at New Delhi. The details for payment via NEFT/RTGS are available in AIU Website. Also, the required data could be provided on request.

For further information write to :-

Publication & Sales Division
Association of Indian Universities
AIU House, 16, Comrade Indrajit Gupta Marg, New Delhi - 110 002
EPABX : 011-23230059 (Extn. 208/213), FAX : 011-23232131
E-mail IDs : advtun@aiu.ac.in /publicationsales@aiu.ac.in
Website : http://www.aiu.ac.in