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Kandi Kamala

Importance and Possibilities of Multidisciplinary Studies
in Indian Higher Education

Vimlesh Sharma and Avanish Kumar

Research Ethics, Values, and Professionalism

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Cosmicism, Eternal, Supreme and Scientific Theism-cum-Philosophy

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Higher Education 4.0: Digital Revolution for Blended Learning in India

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Learning from Experience is Sustainable Progress

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Importance and Possibilities of Multidisciplinary Studies in Indian Higher Education

Kandi Kamala*

By 2030, one large multidisciplinary college in every district - this was a headline that one could not miss when the National Education Policy 2020 was announced. The headline encapsulates the bold reforms that will be implemented in the Indian education and higher education system. The focus on making education multidisciplinary is a significant step that will benefit the students and one that will have far-reaching effects. The Government of India has done a tremendous job in creating an enabling ecosystem for offering multidisciplinary education to flourish and making a difference to students, who in turn will make an impact on the future of our country. The flexibility to choose subjects from sciences and humanities with the ability to also learn fine arts and sports will give students a wide range of subjects to choose from without the restrictions they faced earlier. With a creative combination of subjects, cutting-edge curriculum, flexible options, and multiple entry and exit options during the undergraduate course, students can explore their areas of interest and also choose careers of their choice. In addition, this kind of approach will foster intellectual curiosity, a critical thought process, self-reflection, leadership and teamwork skills, a sense of commitment, professionalism and a heightened sensitivity to one's socio-cultural environment. Introducing multidisciplinary approaches in the field of humanities, the students would be empowered, augmenting the potentiality of human resources and this paves the way for accelerating the process of social, economic and environmental development and sustainability.

This profound concept from the Rigveda illustrates the recognition of limitless learning in the Vedic Period. India has had a rich tradition of the multidisciplinary approach over the ages, as exemplified by ancient institutions such as Nalanda and Takshashila. These higher learning centres of ancient India were known for teaching every branch of knowledge, such as singing, painting, chemistry, and mathematics; vocational fields such as carpentry, and clothes-making; professional fields such as medicine and engineering; and soft skills such as communication, discussion and debate. Over the centuries the broader learning opportunities got narrowed and gradually in recent years, the focus moved to specialization in particular subjects resulting in the growth of single-stream institutions. The National Education Policy 2020 (NEP 2020), suggests several policy directions for offering multidisciplinary education.

The steps being taken to train the teachers and faculty through a focused process and planned manner is one of the highlights of the

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NEP—2020. We have an immediate need to train the teachers and upgrade their skills and knowledge. They need to be in the know-how of cutting-edge pedagogy and ways of delivering high-quality content. This kind of interest and investment by the Government will go a long way in enhancing the standards of teaching and also attract more quality aspirants back into academia. The removal of M.Phil. and allowing academic aspirants to apply for a PhD with a Master's degree or a four-year undergraduate degree is another innovative measure that will make a positive impact on attracting more interested aspirants to choose academia as a career. I am hopeful of seeing a visible improvement in the reduction of the gap of good quality faculty in the higher education system in India through these measures.

The NEP also has announced an extremely pragmatic step in allowing the top 100 foreign colleges to set up campuses in India. This will propel our education institutions and the higher education system in India to gear themselves to become truly global. Increased competition, will raise the bar for higher education in India. I, however, see this as an opportunity for higher education institutions to collaborate and co-opt with each other. Whichever option of the above works, the biggest beneficiaries will be the students. The industry will be the next section that will also reap the advantages of having a multidisciplinary education in India. Students entering the industry will no longer be narrow specialists but generalists with the relevant depth of their chosen discipline. The main objectives are:

- Transform single-stream institutions into large multidisciplinary universities and autonomous degree-awarding HEIs.
- Strengthen institutional infrastructure necessary for multidisciplinary education and research.
- Approaches Towards the Setting Up of Multidisciplinary HEIs
- Academic collaboration between institutions, through HEI clusters, leading to multidisciplinary education and research in different modes.
- Merger of single-stream institutions with other multidisciplinary institutions under the same management or different managements.
- Strengthening of institutions by adding departments in subjects such as: Languages,

Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation and other subjects as needed for a multidisciplinary institution.

SWAYAM Portal for Multidisciplinary Education

SWAYAM portal can provide an ideal platform to enable multidisciplinary education. However, the following conditions will apply:

The standards prescribed by the UGC or by the concerned Statutory or Regulatory bodies, such as the All India Council for Technical Education (AICTE), National Medical Commission (NMC), Dental Council of India (DCI), National Council for Teachers Education (NCTE), Bar Council of India (BCI) and Indian Nursing Council (INC), etc. in terms of academic and physical infrastructure, qualification of teachers, duration of a programme, intake, eligibility, admission procedures, fees, curriculum and programme implementation, assessment and evaluation, among other conditions are applicable.

The degrees to be offered as a result of collaboration between institutions must conform to the nomenclature and duration of the degrees as specified in section 22 (3) of the UGC Act, 1956 and shall also conform to the minimum eligibility and other norms and standards to offer such degree programmes. Multidisciplinary degree programmes punctuated with the internship, community service and engagement and skill courses need substantial orientation for teachers. Capacity-building for faculty to teach, train and do research in multidisciplinary academic programmes need adequate focus. Initiatives like Annual Refresher Programme in Teaching (ARPIT) need to be utilized for additional capacity-building.

Institutional structures have to be expanded to strengthen the capacity of faculty to use effective pedagogical approaches and design learning assessment methods and tools.

- The academic requirements and other details of the programme(s) of study to be offered under collaborative arrangements shall be displayed prominently on the collaborating institutions' website before the commencement of programmes.

- An appropriate mechanism has to be put in place to make available counselling services in all HEIs. Each HEI will encourage students through placement assistance and career guidance to help them decide their occupational choices, facilitate processes to identify employment opportunities and set up interactions with potential employers. An efficient mechanism for grievance-handling and or redressal will have to be created or upgraded.
- HEIs shall need appropriate educational infrastructure in terms of books, journals, study materials, audio-visual facilities, e-resources, virtual classrooms and studios and specifically, high bandwidth internet connectivity to deliver courses through various modes such as Open & Distance Learning (ODL), Online education and face to face.

Academic Collaboration between Institutions Leading to Multidisciplinary Education and Research

Colleges which are the bedrock of the Indian Higher Education System are connected with universities through an “Affiliating System”, where universities design the syllabi, conduct examinations and award degrees, while teaching is done in colleges. The structure of this affiliating system has changed very little over the years thereby having a limiting effect on the evolution of research and innovation at both the university and college levels. UGC’s attempt to blur the traditional divide between universities and colleges was the scheme of “Autonomous Colleges”. However, the effort to bring more colleges into the fold of academic autonomy was only partly successful. With NEP—2020 recommending the transformation of all HEIs into large multidisciplinary degree-awarding autonomous institutions, the challenge lies in bringing the affiliated colleges onto the track of progressive autonomy leading to a degree-awarding institution and finally into a university as envisioned in the NEP—2020. Consolidation of existing HEIs into multidisciplinary degree-granting autonomous colleges through cooperation and collaboration among institutions is outlined in these guidelines.

Many industries now look for graduates with sound knowledge of different disciplines. In sync with the market demand, the majority of students aspire to acquire multiple skills. Although there are many single-stream institutions in subjects such as

Education, Engineering, Management and Law that exist in close proximity, rigid disciplinary boundaries and lack of collaboration between institutions deprive students of the opportunities for multidisciplinary learning. It is, therefore, essential to capitalize on the proximity of HEIs in offering multidisciplinary programmes. Collaboration and cooperation in offering degree programmes in innovative ways are in the larger interests of aspiring students, parents, industry, government and the nation.

Institutional Collaboration Leading to The Award of Dual-Major Degrees

Eligibility Criteria

Under the collaborative arrangement, single-stream institutions can integrate their programmes with those of nearby multidisciplinary institutions to enhance their programmes. The multidisciplinary HEIs may also seek collaboration in case they are willing to expand further by adding more programmes. Such a new and novel educational architecture will help and strengthen the structure of multidisciplinary education and achieve what has been envisioned in the NEP 2020. As an example, a B.Ed. programme with a B.A leads to the award of dual major degree B.A. B.Ed. (Integrated Teacher Education Programme, ITEP)

Approval Process

The approval process and degree-awarding will be under the purview of the affiliating universities. The colleges and universities must get the concerned Professional Council(s) to start the degree programmes, either in discipline-specific degree or dual major degree programmes.

HEIs should submit proposals to offer a four-year dual-major bachelor’s programme to the regulatory body concerned for recognition. Following the selection procedure, the concerned regulatory bodies will recognize institutions to offer integrated dual major programmes.

Operational Requirements

The physical proximity of the institutions should be such that they can share physical and human resources and ensure easier student and faculty mobility. Collaborative dual-major degree programmes, wherever possible and required, should be offered with the idea of bringing flexibility and

interdisciplinarity for the students. The collaborative dual-major degree programme should be naturally feasible and should open new career and employment opportunities for the students. The institution will have to enter into a written Memorandum of Understanding (MoU) with its partner institution(s) for collaboration. The MoU must include the purposes and related provisions of collaboration, nature and extent of partnership among partnering institutions and the modalities for the functioning of the institutions in offering dual major programmes. The partnership plan for awarding dual major degree and/or collaborative programmes must include planning the expansion in the infrastructure, number of students, departments involved, administration, academic functions and research activities. The student's tuition fee may be charged only for the residential period in the concerned HEIs. The universities will issue the degrees with the transcript or degree indicating the courses the student has taken at the partner institution.

Collaboration Between Two Institutions for the Award of Dual Degree

Collaboration between two institutions for the award of dual degree facilitates students enrolled in an HEI to take up the first degree at the host institution and the second degree at the partnering institution.

An MoU may be signed between the partnering institutions to offer the dual degree with the approval of the university, the State government and/ or the regulatory bodies, covering all aspects such as the number of seats, modalities of transition from one institution to another and awarding the degree. In accordance to the norms of regulatory bodies, the Central and/ or State governments, should manage and regulate the joint seat allocation for dual degree programmes. Eligibility to the dual degree programme will be as per the eligibility criteria in terms of qualifying examinations, minimum marks and any other factors as set for the programme by the partnering institutions. Once admitted, the students will be able to complete the first degree at the host institution and the second degree at the partnering institution, without going through the admission process again. Fees will be applicable as per the host institute for the first degree, and for the second degree, the fee structure of the partnering institution will be applicable. Partnering institutions will provide hostel facilities, wherever possible, for students while they are pursuing degrees in the particular institution.

Students who complete the programme successfully will be awarded the dual degree jointly by the partnering HEIs in the case of universities. In case of collaboration between two colleges of the same university, the affiliating university will award the degree. The students of the dual degree programmes will take up courses as approved by the Academic Council of the HEIs. A certain percentage of seats may be earmarked by the partnering institutions for the dual degree programme. Admission over and above the sanctioned intake is feasible only with the prior approval of the university, the State government and/or the regulatory bodies concerned.

Capacity Building in Multidisciplinary Research

The four-year undergraduate programme with the research component and different designs of the Master's programme is likely to increase research activities, which calls for enhancing the research capacity in HEIs. Students and faculty should be encouraged to do research in areas that are locally, regionally and nationally relevant. To encourage high-quality research in multidisciplinary areas in HEIs a research ecosystem is needed where ample opportunities on how to design research proposals, write research articles, publish and patent findings, are available for young scholars and faculty. These opportunities are likely to be high in HEI clusters with the availability of faculty with different disciplinary backgrounds, collective resources and a greater number of students engaging in research.

Constituent Colleges in Universities

NEP—2020 suggests a stage-wise mechanism for granting graded autonomy to colleges, through a transparent system of graded accreditation. Colleges will be encouraged, mentored, supported and incentivized to gradually attain the minimum benchmarks required for each level of accreditation. Over a period of time, it is envisaged that every college will either develop into an autonomous degree-granting college or become a constituent college of a university. In the latter case, it would be a part of the university in its entirety.

Colleges willing to become part of a university as a constituent college should submit a proposal to the concerned university giving reasons for joining. The necessary terms and conditions shall be decided mutually by both institutions in accordance with the provisions of the Act and or regulations governing the

State university or Central University, or deemed-to-be university, or private university.

Multidisciplinary Research in HEI Clusters

Over the past decades, there has been increased growth in Multidisciplinary Research in Higher Education. The high level of diversity, such as different disciplinary experts and the rapid sharing of information and resources involved in Multidisciplinary Research enables the synthesis of new knowledge and increased production of original, creative work, innovations and patents. Multidisciplinary Research, therefore, plays a crucial role in finding solutions to the challenges currently facing society. As the trend towards multidisciplinary-based research collaboration grows, it is imperative to train a new generation of teacher-researchers in Multidisciplinary Research areas. Multidisciplinary Research also wrestles with several challenges due to the organizational, logistical and location diversity involved. For Multidisciplinary Research to thrive in HEI clusters, a Multidisciplinary Research Committee comprising members from collaborating institutions may be formed to (a) share the scarce resource in an optimum way among collaborating institutions and (b) identify core learning and research activities in the collaborating HEIs and the development of multidisciplinary thinking approach.

The Multidisciplinary study allows for the synthesis of ideas and the synthesis of characteristics from many disciplines. At the same time, it addresses students' individual differences and helps to develop important, transferable skills. These skills, such as critical thinking, communication, and analysis are important and continually developing at all stages of life. Educational systems are serving students best if they enable and encourage students to build their own multidisciplinary pathways. This approach is sure to foster a love of learning, ignite a spark of enthusiasm and address learning differences for students. However, in the end, the multidisciplinary approach inhibits many favoured skills that are sought out by future academicians and employers. Students and their teachers will advance in critical thinking, communication, creativity, pedagogy, and essential academia with the use of interdisciplinary techniques.

Conclusion

New roles are being carved out with the changing times and in an era of exponential change and

development, an undiscovered future awaits young India. Even recruits are on the lookout for hiring multidisciplinary talent. Narrow training is giving way to transferrable and dynamic skills. Through a multidisciplinary approach, a student gains an arsenal of skills in problem-solving, critical thinking, time management, self-management, communication and writing, analysis and research methodologies, teamwork, and much more that are easily transferable across work environments. Youngsters can now find very interesting careers in new and emerging fields as a result of a vibrant multidisciplinary background. It gives them the exposure, education and experience to branch out into different directions and expand their avenues.

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Research Ethics, Values, and Professionalism

Vimlesh Sharma* and Avanish Kumar**

The term ethics is defined as a set of principles that distinguish between acceptable and unacceptable behaviour or way of conducting a task. In our society, all people recognise some common ethical norms and values, and those could be used in various insights into our life experiences as well. "Research comprises creative work undertaken on a systematic basis in order to increase the stock of knowledge including knowledge of people, culture, and society and the use of this stock of knowledge to devise new applications", based upon creativity as well innovation. More precisely it is a specialized discipline i.e., 'Research Ethics' or 'Values' are the set of ethical guidelines for discussing scientific research and exploring real-world research that further could be used in an inclusive way to accommodate the range of activities that support original and innovative work in the whole range of academic, professional and technological fields including humanities i.e., traditional, modern, performing and creative arts. In a general way "Research intends to define and redefine problems, formulating the hypothesis for suggested solutions, collecting, organizing, analysing and evaluating data, and reaching to conclusions and further testing the conclusion whether they fit into formulated hypothesis".

In common words, research involves a great deal of cooperation and coordination for interdisciplinary and intradisciplinary faculty and HEIs to set ethical values for the promotion of collaborative research, i.e., trust, quality, accountability, mutual respect and fairness for the responsible conduct of research. Figure 1 depicts the ethics that are necessary for research scholars pursuing their PhD work.

The details of the Research Ethics are as given below:

Honesty

The researcher should be honest and honestly report data, results, methods and procedures.

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Objectivity

The researchers should avoid biases in experimental design, data, analysis, and interpretation of data. Peer review, personal decision, report writing and other aspects of research issues.

Integrity

Be faithful to your commitments and agreements, work with sincerity and maintain consistency in thought as well action.

Carefulness

Always be care full about your negligence in research and minutely evaluate the work done.

Openness

Although, likely to share data, results, ideas, tools, and resources, be ready for critical feedback as well as innovative ideas.

Intellectual Property

To consider patents, copyrights and other forms of IPR. Be careful while using unpublsh data, methods and results, however, written permission be obtained as and when necessary.

Confidentiality

It is necessary to maintain required confidentiality in research as and when required. It could be related to personal communication and records.

Responsible

Conduct research with a fully responsible researcher. Repetitions and manipulations are avoided as much as possible and demanded.

Mentoring

Nurture the young researchers while extending support and guidance to them. Also, support them in taking their own decisions and innovative ideas.

Respect for Colleagues

Always maintain proper respect with colleagues and friends.

Responsibility

To promote social good and prevent social norms through research.

Figure-1 Research Ethics

Protective	R	Honesty
	E	
Carefully	S	Objectivity
	E	
Legality	A	Integrity
	R	
Competence	C	Carefulness
	H	
Non-discrimination	E	Openness
	T	
Responsibility	H	Intellectual Property
	I	
Colleagues	C	Confidentiality
	S	
Mentoring		Responsible

Non-discrimination

No discrimination and biases among colleagues or research students.

Competence

Always honour your own professional competence and expertise based on continuous learning.

Legality

The researchers should know and obey relevant laws and institutional and governmental policies.

Carefully

To give proper respect and care for living and non-living beings when using them in research.

Subject Protection

The researchers always minimize the harms and risks to the environment. On the other hand, the devised research should maximize society's welfare and benefits and keep human dignity, privacy, and autonomy as a priority in research.

Above discussed ethics are an integral part of research for maintaining scientific inquiry, integrity and credibility. Education is not limited to the imparting of information or training of skills. It has to give the educated a proper sense of values. The right kind of education on values will upgrade society and the country. Knowledge is proper but practice and

implementation of ethics and values demand action orientation supported by proactive culture. Ethics and values are an integral part of the research. Some following values are essential for individuals, society and institutions / and the Nation:

- Truth (*Satya*)- Truth is eternal and unchanging, as it deals with ultimate and unchanging reality.
- In the *Taittiriya Upanishada*, the Teacher / *Kulguru*, while delivering the Convocation Address to the disciple say, '*Satyam Vada*', (speak the truth).
- It is marked by veracity i.e. Honesty, Sincerity, Purity, Accuracy, Fairness, Fearlessness and Integrity. However, when a researcher searches for the truth that withstands relativity, the values of common sense, intuition, justice, and the quest for knowledge, the spirit of enquiry and synthesis is nurtured and enhanced. The professional life, the simplest manifestation of truth is in sincerity which can be seen in terms of 'commitment to work.'
- The concept of 'love for all' leads to consideration of the whole world as a family as in the concept of '*Vasudhaiva Kutumbakam*'.
- *Righteousness*- is the backbone of core values and also of human existence. It involves the conduct of life and action by practising propriety and decorum at every stage, 'Right Conduct'.

It covers ethical guidelines, ethical behaviour, and moral righteousness, i.e. Do Good, See Good, and Be Good, Non-Violence (*Ahimsa*), *Ahimsa* means non-killing. It is a result of restraint from consciously doing any harm through one's thoughts, speech, or action to any entity, living or non-living.

It requires being sensitive to the fact that there is life in all forms of existence and they are interconnected, Non-Violence demands abstinence from rated and nurturing love and compassion for all beings.

- *Seva*- the value of this demand's equanimity without any conditions or discrimination on the lines of caste, creed, race, region or religion.
- Sacrifice (*Tyaaga*) has two preconditions, care as well as love for all living beings attended by the absence of selfishness,
- Peace (*Shanti*) This includes at the individual and at the world level, for world peace at the individual, society and nations are imperative. Mohan Das Karamchand Gandhi had remarked, always

aim at complete harmony of thought, word and deed. Always aim at purifying your thoughts and everything will be your thoughts and everything will be well.

In common words values are mankind's deepest moral aspirations and form the foundation of human culture and lives as individuals and as societies. It is to be learned through practice to be a good human so that he/she can realize his/her potential as a human being. The end of life is happiness, though some may think that it is material success, success does not necessarily ensure happiness or greatness, happiness and greatness are attained only when success is attended by values and ethics. Values and ethics are indispensable steps in the odyssey of transformational learning and a life of happiness and greatness.

In the context of professionalism, ethics and values are intertwined parts of individual, society and nation. It cannot be taught but can be learnt through the behaviour of mentors. Krishna says in Bhagavad Gita. For whatever a worthy person does, that very thing other persons also do, whatever standard he or she sets up, in general, other persons follow the same. Values and ethics in a combined way influence right conduct behaviour and decisions. So, it needs to create an ethical environment in society and the organization. Its organizational environment promotes ethical practices. Individual take more ethical decisions, researches indicate ethical statements contribute less towards ethical practices in organizations and clearly stated concretized ethical statements contribute more to ethical practices. The teacher has a very crucial role in shaping the character, personality and career of the students and acts as a role model for students by displaying good conduct, and setting a standard for speech, and behaviour, worthy to emulate. Teacher helps students in identifying their potential and support through counselling and create a conducive environment for the teaching-learning process and strive for innovative practices and knowledge creation and active participation in institutional development. The teacher encourages students to actively participate in different activities of national priorities and inculcate human values, ethics, scientific outlook, and concern for the environment among students and others. Because research ethics and values are essential for individuals and society. Ethics promote social and moral values because these are the backbone of collaborative research that includes, trust, belief, and respect for the impartial behaviour of researchers. At last, all the

research should be conducted with an ethic of respect for the researcher. Knowledge, values, quality and freedom. Researchers should also try to be as ethical as possible when interpreting the study results and should do their best to not over-interpret or misinterpret the data and represent the possible conclusions as closely as possible. In the context of professionalism following ethical codes are to be followed:

1. A *Guru*, a teacher is the one who stimulates the thought process of his/her disciple and directs him/her towards the path of righteousness.
2. Teaching is a noble profession. A teacher has a very crucial role in shaping the character, personality and career of the students.
3. The teachers would act as friends, philosophers and guides of students and act as role models for students by displaying good conduct and setting a standard of speech and behaviour.
4. To help students in identifying their potential and support through counselling and mentoring.
5. To create a conducive environment for the teaching-learning process and strive for innovative practices and knowledge creation and observe, punctuality in teaching and other activities.
6. Exhibit decent behaviour with all and actively participate in institutional activities.
7. To include human values, scientific outlook and concern for the environment among students and others.
8. To develop an understanding of our heritage, and actively work for national integration and cultural harmony,
9. To encourage students to actively participate in different schemes/activities of national priorities and to be sensitive to societal needs and development.
10. To abide by acts, statutes, ordinances, rules, policies, and procedures of the universities and respect its ideas, vision, mission, cultural practices and traditions.

According to the National Policy of Education 2020, now there is an urgent need for the implementation of research ethics and values and professionalism in higher education at different levels i.e. individual level, interpersonal level, and intra-institutional level. Valueless lifestyle, unethical behaviour, conflict of interest, insider dealing,

nepotism and mediocrity leads us to the conclusion that things are not going in the right way. There is a dire need to reemphasise ethical ways to conduct the affairs of all members of society. Some of the important things to do in order to re-establish an ethical society are:

- To organise workshops and training programmes on human values and professional ethics for teaching.
- To open interaction on regular basis with others.
- Consultation for human values and professional ethics.
- To encourage teachers for involving others in curricular and co-curricular activities to demonstrate values.
- To promote teachers to take up interdisciplinary research based on human values and professional ethics.
- To take up programmes on ethics and human values.
- To encourage teachers to follow ethics and values manuscript.

Human values and ethics are interconnected values that are compared with personal conviction with the core belief that guide or motivate attitudes and actions. Ethics has been described as fair conduct that indicates how one should behave based on moral duties that all of us should be sensitized towards values and ethics through many resources and can be useful for the higher education system.

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Cosmicism, Eternal, Supreme and Scientific Theism-cum-Philosophy

M V Lakshmi Reddy*

Man or the mankind has evolved phenomenally over few hundred thousands of years and conquered the Earth. He is in space mission now. Having set his foot on Moon, his space mission – Lunar, Mars, Sun and so on -- continues as an irreversible process. It is estimated that the cosmos is about 13.8 billion years old (<http://www.space.com/23475-proxima-centauri-hubble-telescope-photo.html>) with the cosmic sphere of about 92 billion light years of diameter today (<https://www.space.com/24073-how-big-is-the-universe.html>). Our galaxy is of 13.6 billion years old (<http://www.universetoday.com/21822/age-of-the-milky-way/>), our Sun is about 4.6 billion years old and will continue for about another 4.5 to 5.5 billion years (<https://www.universetoday.com/18847/life-of-the-sun/>), our Earth is about 4.54 billion years old (<https://www.universetoday.com/75805/how-old-is-the-earth/>), and we, the modern form of human beings are about 200,000 years old only (<https://www.universetoday.com/38125/how-long-have-humans-been-on-earth/>). And, the life on Earth has lasted at least 3.5 billion years while the life on Earth has a maximum life expectancy of 7.5 billion years (<http://www.bbc.com/earth/story/20150323-how-long-will-life-on-earth-last>). His scientific vision of the cosmos has thus enabled him to understand the comprehensive cosmic reality in its eternity. The cosmos thus is infinite in its space, time and existence encompassing infinite basic cosmic objects including the Almighty objects (black holes – Supermassive, Monster and Colossal) and infinite set of living intellectual communities on infinite planets with life in the eternal cosmic eco-system.

The Noble Cosmic Milieu: Objective Supremacy of the Infinite Almighty Cosmic Objects and the Intellectual Supremacy of the Living Cosmic Communities

It is an undisputed fact now that the cosmos is an infinite sphere of space having in it infinite number of: (a) galaxies with powerful black holes (black matter objects), quasars, pulsars, stars, planets and satellites,

among other basic objects; and (b) cosmic intellectual communities living on their respective cosmic homes (infinite number of planets with life) in various galaxies. In other words, the Earth, as the cosmic home of the humanity, has shrunk into an invisible dot like particle-size global village in the infinite cosmos while their counterpart intellectual communities do live on infinite number of similar dot like particles in the eternal cosmic space. The noble cosmic milieu, thus, is an infinite cosmic eco-system of its kind with a grand mix of infinite basic cosmic objects and the infinite set of living intellectual communities in it.

Multitude of Philosophical, Religious and Other 'isms' – Towards Objective and Eternal 'ism'

There exists large number of 'isms': (i) *philosophical isms* -- idealism, naturalism, realism, pragmatism and the like covering monism, dualism and pluralism; (ii) *religious isms* -- paganism, Hinduism, Buddhism, Jainism, Zoroastrianism, Judaism, Confucianism, Islam, Christianity and the like; and (iii) *epistemological isms* -- materialism, empiricism, rationalism, liberalism, humanism and so on and so forth. The list is just to mention a few. These 'isms' set their specific concepts, goals of the humanity and interpretation of the ultimate truth, and accordingly, identified diverse means and methods of realizing the same. Of course, these 'isms' have their distinctions, inherent merits and limitations as well as similarities, agreements, disagreements and conflicts among them. Thus, there is no universal agreement on any one of these 'isms' and none of these 'isms' could harmoniously guide the entire humanity towards objective and perfect appreciation of the ultimate truth and the means of realizing the same. Albeit, the scope of this article is not to classify these isms any more, nor to discuss and debate them any further, nor to resolve their conflicts; as vast literature does exist in this regard.

Therefore, as an attempt to provide one universally acceptable 'ism' of its kind to the entire humanity, the author herein presents Cosmicism as the eternal, supreme and scientific theism-cum-philosophy that is based on undisputed facts centred round the infinite cosmic eco-system.

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Cosmicism: Concept, Goals and Principles

The term '*Cosmicism*' was first used in *English* in 2015 by an Indian, M. V. Lakshmi Reddy. Thus, the concept of Cosmicism is about five years old only. Through his pioneering work titled '*Cosmicism*' the *True Eternal Theism: Realising the Supreme Cosmic Reality through Basic Cosmic Education for Global Adults*, Lakshmi Reddy (2015; Also see <http://www.authorstream.com/Presentation/muddam294091-2682216-dr/>) has not only introduced the term 'cosmicism' into the world of literature but also defined and explained the concept in precise manner. The term Cosmicism has, however, not found its entry into the hitherto popular dictionaries as yet. Nevertheless, acknowledging the term and the concept of cosmicism, WordSense.eu Dictionary (<https://www.wordsense.eu/cosmicism/>) states as follows: "It is the true, supreme and eternal theism as championed by an Indian educationist M. V. Lakshmi Reddy. It espouses the objective and perfect appreciation by the global humanity of logically, empirically and hierarchically inter-linked basic cosmic objects with wide-ranging mass, size, gravity, rotation and revolution existing as the integral components of well-integrated comprehensive cosmic whole, with supremely mighty cosmic entities eternally interspersed as core components at invisible distances in the farther spaces of the infinite cosmos". It is, in fact, this realisation by the entire global humanity of the infinite cosmic eco-system that can simply be termed 'Cosmicism'.

Cosmicism is certainly *not a literary philosophy*. "Strictly speaking, the philosophy of literature is a branch of aesthetics, the branch of philosophy that deals with the question, 'what is art'? Much of aesthetic philosophy has traditionally focused on the plastic arts or music, however, at the expense of the verbal arts. In fact, much traditional discussion of aesthetic philosophy seeks to establish criteria of artistic quality that are indifferent to the subject matter being depicted. Since, all literary works, almost by definition, contain notional content, aesthetic theories that rely on purely formal qualities tend to overlook literature" (https://en.wikipedia.org/wiki/Philosophy_and_literature). Hence, unlike literary philosophy, Cosmicism is the eternal, supreme and scientific theism-cum-philosophy centering round only the established facts about the true nature, size, gravity, rotation, revolution and hierarchy of the basic cosmic objects, which include those visible, invisible and never to be visible but eternally existing ones as well. "To put cosmicism in practical, experiential and

observable perspective, we, the humanity on Earth are inseparable part of the cosmos or the sky or space we see every day and night. By being on Earth, every fraction of second we are all in continuous motion in the space, i.e. rotating with it at 1,670 km/hr, revolving with it around the Sun at 108,000 km/hr and further revolving (being part of solar system) along with Sun around our galaxy (Milky Way galaxy) at 828,000 km/hr (i.e. at 230 km/sec). We also see Moon which is approximately at 384,400 km distance from us and moving at a speed of 3,700 km/hr. It means, we all are continuously rotating and revolving or endlessly journeying at enormous speeds in the cosmos seeing the infinite sky only to the extent that our vision allows. What a fantastic realization of the cosmic fact or reality! Once the entire humanity of one generation realizes this fact, then that is the day for declaration of attainment of the goal of 'cosmicism' all over the globe" (Lakshmi Reddy, 2015, p.27). It is thus the objective and perfect appreciation by the humanity of the eternal comprehensive cosmic reality – the infinite cosmic eco-system.

Integrated Bi-dimensionality of the Concept

Cosmicism is a bi-dimensional integrated concept. The concept of Cosmicism can thus be considered from two inseparably integrated dimensions, i.e. it has the intertwined double strands of eternal scientific theism of the basic cosmic objects and the inherent supreme philosophy although underlying their eternal organization. From *eternal scientific theism dimension part* of it is concerned, Cosmicism is all about perfect and objective appreciation of the eternally organised infinite, visible and invisible Almighty cosmic objects in the comprehensive scheme of the infinite cosmos. From its *supreme philosophical dimension part*, Cosmicism is about the perfect and objective appreciation of the cosmically valid and inherently ordained supreme cosmic philosophy of the hierarchy of all basic cosmic objects including the Almighty cosmic objects, in the farther spaces of the infinite cosmos. Cosmicism, therefore, can be perfectly understood and objectively appreciated by all the rational, intellectual living beings existing across the cosmos. It is thus the realisation of eternal cosmic eco-system along with its eternal integral philosophy of its organization – irrespective of whether the intellectual beings on any one or more of their cosmic homes (planets with life) continue to exist, or perish / degenerate and regenerate in the infinite time and whether they all would be able to appreciate it or not.

Cosmicism should, therefore, not be confused with *cosmology*, *astronomy*, *astrophysics* and *cosmism* as they are different from it. *Cosmology* is the scientific study of the origin, properties, evolution and ultimate fate of the entire Universe. *Cosmology*, *astronomy*, *astrophysics* are rather research-oriented in their nature, and form part of the job of cosmologists, astronomers and astrophysicists respectively who keep on studying and exploring the cosmos to discover the facts or ultimate truth about cosmic objects and the universe as a whole. And, *cosmism* is philosophical in its orientation. Collins dictionary (<https://www.collinsdictionary.com/dictionary/english/cosmism>) defines *Cosmism* as: “(1) the philosophical theory that the cosmos is a self-existent whole and was not created by a god or gods; (2) a Russian cultural and philosophical movement of the early 20th century concerning itself with the origin and future of both the cosmos and humankind”. Whereas, *Cosmicism* is purely based on cosmological findings and all other established facts about the space and its basic cosmic objects including the Almighty objects and the inherent philosophy ordaining their hierarchy into a scientifically conceivable, eternally integrated scheme of organization of cosmos.

Duality of Goals of Cosmicism

Cosmicism has two goals set at two different levels: *One*, ultimate global goal that pertains to the entire humanity on Earth; *Two*, ultimate cosmic goal that pertains to the entire infinite set of intellectual living communities across the cosmos.

Ultimate realization by the entire global humanity of the supreme cosmic reality eternally integrated into the comprehensive cosmic whole is one goal of ‘cosmicism’ (Lakshmi Reddy, 2015, p.18). This goal thus is applicable to the intellectual living community (i.e. the humanity) on Earth. But, the other goal, i.e. ultimate cosmic goal of Cosmicism pertains to similar realisation by every unit of the entire set of infinite intellectual cosmic living communities of the cosmic eco-system happening at different times in the eternal scheme of comprehensive cosmic reality.

Basic Principles of Cosmicism

In view of the above, the *basic principles of Cosmicism* can be stated or formulated as follows.

1) Cosmicism is an absolutely objective and perfect appreciation by the global humanity of the comprehensive scheme of organization of the basic cosmic objects in their eternal rotation and

revolution as ordained by the inherent integral philosophy underlying them in the infinite cosmos.

- 2) Cosmicism embraces absolute rationalism intrinsically underlying the inseparable, integral hierarchical interlinks between and among the basic cosmic objects in the eternally integrated comprehensive whole.
- 3) Cosmicism espouses an orderly articulation of facts about the infinite cosmic eco-system. It begins with the most proximate cosmic objects which are visible to the unaided human eye and extends towards those which are visible in the far cosmos and those which are invisible and never to be visible to the humanity.
- 4) The sole merit of the path to realization of the goal of Cosmicism lies in its absolute objectivity, eternal validity, cosmos-wide confirmability and uniform empiricism by the humanity on Earth and the entire infinite set of cosmic living intellectual communities in the infinite cosmos. Basic cosmic education (BCE) about the unchangeable eternal order of the cosmos is the one and the only path to realize the goal of cosmicism.
- 5) Cosmicism believes that through perfect and objective learning centering round the basic cosmic objects every human being is capable of understanding, reflecting upon and appreciating the supreme cosmic reality. Ultimate human learning leading to realization of the goal of Cosmicism is possible only through simultaneous learning of truth and unlearning of untruth resulting in decimation of all human myths about the basic cosmic objects and the ordained scheme of their organization in cosmos.
- 6) All the means and methods of cosmicism have universal features or characteristics that they must: (a) be inherently valid and universally reliable; (b) be cosmically ubiquitous with unhindered access to all in the eternal natural setting; (c) be freely and equally available for the entire global humanity at all times from any and every part of the globe or for all the cosmic intellectual communities from any part of the infinite cosmic space; (d) be amenable for use or practice either in the true natural settings or in sophisticated technology-aided set-ups; and (e) be eternally useful, fit and equally applicable to all generations of each unit of the infinite set of intellectual living communities in the cosmos.

- 7) The day and night sky serves as the most objective, eternal cosmic educational lab of all times for the entire global humanity and all living intellectual cosmic communities for all kinds of observations, research, and cosmic educational discourses although by all their generations.
- 8) If just one complete generation of humankind on Earth (its cosmic home) or of any other living intellectual community of its cosmic home becomes the 'cosmicists' (those who appreciate Cosmicism), then it will have its eternal cascading effect on all their successive generations easily sustaining the eternality of cosmicism on the globe and also across the cosmic homes in the infinite cosmic eco-system.

How to Realize the Ultimate Goal of Cosmicism?

The inevitable and the surest means to realize the goal of Cosmicism is the basic cosmic education (BCE) for the global humanity. BCE aims at presenting only the facts about the cosmic objects in lucid and systematically articulated manner to promote perfect appreciation by the entire humanity of the eternally integrated comprehensive cosmic scheme of organization – the eternal cosmic eco-system. Irrespective of the pace with which BCE starts, the ultimate global goal of Cosmicism is sure to be realized by it in the eternal scheme of cosmic organisation. It is simply nothing but realisation by the humanity of its own cosmic home environment in its true eternal ambit.

The Core Content of Cosmicism: Basic Cosmic Education

The core content of Cosmicism should include only the indisputably established facts about the hierarchy of the basic cosmic objects, including the inter-relationships existing between and among them. Therefore, the framework of BCE must provide for such content organized in logical and hierarchical order of integration starting from the most proximate objects which are closely visible to the unaided human eye and extending toward those in increasingly higher order in the far cosmos including those invisible and never to be visible but intelligible to humanity. Thus, *the core content of Cosmicism or BCE per se must be absolutely objective*. The content should be depicted in simple, systematic and easily intelligible manner to provide an exalted experience to the global humanity for their collective realization of the comprehensive cosmic reality as a whole. (Lakshmi Reddy, 2015, p.18). In

other words, *the core content of Cosmicism should be presented as a broad curricular framework of BCE for global humanity in the form of simple and interesting questions and answers*, touching upon the essential facts about the Earth, the Moon (the Earth's Satellite), the Sun and the Solar system, the stellar system as a unit of galaxy, and galaxy as a broad integral unit of cosmos, the dark matter objects, i.e. the black holes (including supermassive, monster and colossal ones) and the interrelationships among all these objects plus important units of distance in space and of time. It should also present facts about the age of the Universe, the Sun, the Earth, the humans and the existence of infinite set of living intellectual communities on the cosmic objects in the infinite cosmos.

To illustrate, some of the simple and interesting basic questions as put in proper order (Ibid, pp.18-24) as BCE for entire global humanity are worth mentioning here (and the answers he provided to these questions are excluded herein for brevity of the purpose):

About the Earth

Is the Earth a spinning sphere in the space? How can we convince everyone about this fact? What exactly is the shape of the Earth? What is the diameter of the Earth across the poles and across the equator? What is the mass of the Earth? Is the Earth rotating on its axis? Is the Earth also revolving around the Sun? What is the speed and direction of rotation and revolution of the Earth? What time does the Earth take to make one revolution around the Sun?

About the Moon (the Earth's Satellite)

What is the shape of Moon? What is the size and mass of Moon? How far is the Moon from the Earth? Does the Moon also rotate on its axis? Does it revolve around the Earth? What time does Moon take for its rotation and revolution? How much distance it travels in its revolution around the Earth? What is the speed of Moon's rotation and revolution?

About the Sun (the Solar System)

What is the size of the Sun? How big is it in comparison with the Earth? What is the distance between the Earth and the Sun? What is this distance between them called? What is a solar (star) system? What is the mass of the Sun and its proportion in comparison with the entire mass of the solar system? What is the Sun made of? What is its surface temperature? How many planets are there revolving around the Sun, and what are their sizes? Do all other planets also rotate on their axes as well as revolve

in their orbits around the Sun? At what distances do these planets revolve in their orbits around the Sun? What time does each of these planets take to make one revolution in their respective orbits around the Sun? What is the cause of Earth's and other planets' revolution around the Sun? Will their speed of rotation ever slow down, increase or remain constant forever? Is the Sun like any other star we see in the sky? Does the Sun also rotate and revolve? Around which body does the Sun revolve? Do all the planets of solar system rotate and revolve in the same direction? Is the direction of the Sun's revolution same as that of its planets? Whether the plane of rotation and revolution of the Sun and all its planets the same? Where is our (Sun) solar system located in the space? How small is the Sun in comparison with its (MW) galaxy and with the cosmos? What is the size of the Earth in comparison with that of the solar system, the MW galaxy and the Universe or cosmos as a whole?

Units of Distance in Space

What is an Astronomical Unit (AU)? What is the speed of light in space or vacuum? What is a light year? How big is it compared to AU? How is it useful? What is a parsec? How big is it compared to a light year?

Units of Time in Space

What is a lunar month? What is Earth year? What is a planetary year? What is a cosmic year?

Stars and the Galaxies

What is a galaxy in the space? How many stars are there in Milky Way (MW) galaxy? Which is the star nearest to the Sun? What is the distance between the Sun and this nearest star? Which is the largest known star? How bright is it? How far is it from the Earth? Which is the brightest known star? How far is it from the Earth? How big is MW galaxy? What is the mass of MW galaxy? What is the distance of the Sun from the centre of MW galaxy? How many solar systems have been discovered so far from MW galaxy? Whether every star has planet(s) revolving around it? How many planets are there in MW galaxy? Is there life on the planets of every star system? What is the average speed at which the Sun is revolving around MW galaxy's centre and how long does it take to complete one round? Whether all the stars also revolve around the centre of their respective galaxy? What is the shape of a galaxy? Can we see MW galaxy every night with our unaided (naked) eye? How does it look like? Which is the next big galaxy, nearest to our MW galaxy? How far

is it from MW galaxy? Can we see it also? How many stars and galaxies are there in the universe or the cosmos? What is the size of a smallest star and that of a largest star in the universe? How many galaxies and stars can we see at best in the night with our naked eye? What is the shape of the universe or cosmos? How are the galaxies arranged in the cosmos? Why can't we see the whole universe or cosmos? Does the Universe have an edge, beyond which there is nothing? Is the size of cosmos constant? What is the size or diameter of the cosmos?

Dark Matter Objects--Black Holes (Supermassive, Monster and Colossal)

What is a quasar? Does a star have lifespan or lifecycle? What happens to a star at the end of its lifecycle or lifespan? What are Black Holes in space? What is a Supermassive Black Hole? What is a Monster Black Hole (MBH)? How many SBHs are there in a galaxy and where are they located? What is a Colossal Black Hole?

Age of the Universe, the Sun, the Earth and the Humans

How old is the cosmos or the universe? How old is the MW galaxy? How old is the Sun? Will it remain the same forever? How old is the Earth? Will the life continue on the Earth forever? How old are the homo sapiens or the human beings?

These questions might be mind-blowing, yet give us the most interesting answers based on the well-established cosmological and other findings. Though many of us are aware that the Earth is very minute spinning and speeding particle in the infinite cosmos such a fact might spin a great surprise among most of the global adults or the populace. For them, many facts about the Earth, the Moon, the Sun, the stars, the galaxies and the cosmos as a whole might be quite surprising, since they lack knowledge and understanding of these basic cosmic objects. So, often they may get easily carried away by myths, blind-beliefs and misinformation about these objects from time to time including the rumours spread about the imminent mortality of the entire humanity and the life as a whole on Earth, and accordingly often visited by many very unpleasant evil consequences. In such global human context, BCE centred round the answers to the above questions (see *Ibid*) will be the true beginning of an irreversible march towards realization of the ultimate goal of Cosmicism by the entire humanity.

Means and Methods of Cosmicism

While the path to realization of the goal of Cosmicism is BCE only, all the means and methods aim at gradually enhancing the entire humanity's basic level of knowledge, understanding, common consciousness and critical reflection to the level of perfect and objective appreciation of the infinite cosmic eco-system.

The sole merit of all the means and methods of the path to realization of the goal of Cosmicism lies in its absolute objectivity, acceptability, practicability and universality. For example, the day and night sky serves as the most objective, eternal cosmic education lab of all times for all kinds of observations, research, and discourses – formal, non-formal and informal -- by the entire humanity of all the generations. It suits everyone from every part of the globe. Sophisticated settings such as the planetariums, and access to equipments such as telescopes, among others, can always provide the enriched environment for observation and explanation of some special phenomena including those such as lunar and solar eclipses, among others. It means, like 'global village' in its eternal motion with human beings on it, all other 'planetary villages' with their respective intellectual communities on them too are continuously rotating and revolving endlessly and journeying at enormous speeds in their respective star systems of their respective galaxies in the infinite space. Realisation of such reality of cosmic eco-system by all the living intellectual communities through their meta-cognition is the true attainment of the ultimate cosmic goal of 'Cosmicism'. Self-assessment and evaluation of cosmicist learning is inherently integrated in the very learning process itself that gradually prompts the humanity towards meta-cognitivist realisation of the ultimate global goal of Cosmicism.

Conclusion

Cosmicism is thus the human march towards realizing the eternal, supreme and scientific theism-cum-philosophy of the cosmos. Such a march in the long run is sure to sound death-knell to all the mundane, biased, ill-conceived and blind-beliefs-driven human notions of the Almighty, gods and religions by way of subsuming and harmonizing them all into Cosmicism.

To conclude, India with current population of 1,375,974,153 as of Tuesday, March 15, 2020, which is equivalent to 17.7% of the total world population. (<https://www.worldometers.info/world-population/india-population/>) and being the largest democracy plus secular country of the world can play its gigantic leadership role by way of constitutionally adopting Cosmicism as the state theism-cum-philosophy of the eternal cosmic eco-system. And, BCE can be incorporated as the essential component of the ensuing New Education Policy 2020. These two steps by India, if done so, will simply have the irreversible and impeccable impact on the eternal march of Cosmicism on the globe.

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Higher Education 4.0: Digital Revolution for Blended Learning in India

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Educationists, policymakers, intellectuals, and think tanks across the globe are reimagining and speculating the future educational landscape in the era of the digital ecosystem. Blended learning is an innovative instructional approach that will reduce educational costs, personalize students' learning experience, and raise student achievement. The current Pandemic of COVID-19 has changed the landscape of the teaching-learning system in India. Digital platforms or the virtual mode becomes the necessary and only option to foster and continue formal or informal education. Higher education 4.0 demands computing skills, digital competency, and techno-savvy ability to handle the future intelligent machine. The synchronous and asynchronous learning approach becomes a very pertinent part and parcel of blended learning.

We, human beings experienced many challenges and many deadly pandemics in the past that can be traced by looking into history. Since nature has its own rule, it will balance the whole ecological system at its own pace. But the fact is current pandemic pushes the world into a new paradigm in all dimensions and facets of our lives, especially in the teaching-learning process. Interestingly, India took leapfrogging steps to the digital world at a significantly faster pace with maximum adoption of technology in Education. In spite of the digital divide and inequality, the Indian Government and the stakeholders in academics responded and adopted technology in education at the maximum level. Digital competency and techno savvy skills among all stakeholders enhanced in an unprecedented level. In contrast, teachers become more aware of the techno and digital pedagogy to foster online teaching-learning. University Grant Commission on 20th May, 2020 proposed the blended mode of teaching in a higher education institution. It emphasized 40 per cent online mode and 60 per cent

offline mode for the academic courses. It reflects the concern of stakeholders in higher education institutes to promote more and more adoption of technology in Education. While if we see the roadmap of National Education Policy-2020, then we will see that one of the core principle of it is the extensive use of technology in education.

Concept of Higher Education 4.0

Higher Education 4.0 is all about giving this new generation of 'digital connoisseurs', the skills, methodologies, learning, and knowledge they will need to succeed in the fast-paced future (Goh and Abdul-Wahab, 2020). One of the key features of Higher Education 4.0 is the learner-centered approach of teaching and learning with flexibility and greater autonomy in learning. Moreover, Education 4.0 is highly influenced and governed by the industrial revolution 4.0. While, one of the core principles of Education 4.0 is learning anytime and anywhere and thereby personalized learning becomes integral part of it. Moreover, blended learning is an innovative instructional methodology that allows learners to learn from anywhere and anytime.

Nevertheless, Higher education 4.0 talks about heutagogy, peergagogy, cybergogy, fluid and organic curriculum, cyber security and smart campus which are essential nowadays (Chea and Huan, 2019). The digital transformation of classroom lectures to blended learning in the 21st century Education ecosystem becomes pertinent (Jones and Sharma, 2021). 21st century global world demands digital competency to deal with machines, instruments, digital libraries, digital health care facilities, digital or E-governance, assessment, evaluation, and embracing blended learning systems. Teaching and learning approaches, innovation, and value-added student experiences which use technology and these comes under the preview of the concept of Higher Education 4.0 (Goh and Abdul-Wahab, 2020).

Theoretical Underpinning of Blended Learning in Higher Education Ecosystem

Blended learning is a practice of using both online and in-person learning experiences when

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teaching students. In other words, it combines offline (conventional) and online learning in such a way that each complements the other. Blended learning also called hybrid learning and mixed mode learning. Basically it is an instructional methodology, a teaching and learning approach that combines face to face classroom methods with technology mediated activities to deliver instruction (University Grant Commission, 2021). This pedagogical approach leads to the integration of synchronous and asynchronous learning tools thus providing an optimal possibility for the arrangement of effective learning processes. In a true blended learning environment, both the student and the teacher should be physically located in the same space (University Grants Commission, 2021). Blended learning is a mix of instruction modalities, instructional designs, and delivery media (Graham, 2006). It blends traditional and innovative thus synergizing the learning Endeavour (Chen and Jones, 2007).

Core Components of Blended Learning

Hardware

It includes many physical devices like laptops, computers, smart phones, TABs, Webcam, Projector, Smart board, Voice recorder, Microphone, writing pads, and many more.

Software

Basically, software helps to enable the learning environment. We need the software or software applications that facilitate Synchronous learning like Zoom, Google meet, Skype, Webex, Microsoft team, Go Tomeeting and many more. Synchronous learning happens during real-time live face-to-face classes. At the same time, another component of Software is asynchronous learning, which enables learners to learn anytime and anywhere at their own pace. It helps to build the content knowledge and allows students to apply learning in creative ways. Pre-recorded lectures videos and e-content are beneficial for the students to learn as per their need and free time. Learning management system plays a vital role in asynchronous learning, which can be facilitated by Moodle, Google Classroom, Edmodo, Canvas, etc.

Humanware

The competencies of teachers for Blended learning. It includes many aspects such as excellent subject content knowledge, competency to develop

the e-content for blended class, effective delivery strategies, verbal and nonverbal presentation skills, teamwork or collaborative spirits, engagement skills, and abilities to sustain motivation and interest of the learners.

Nevertheless , another vital component is the pedagogical approach, and which is known as the flipped classroom Pedagogy. Flipping the classroom (also known as the inverting a classroom) is a pedagogical approach to teaching. Where course materials are introduced outside of the class, and in-class time is re-purposed for inquiry, application, and assessment to meet the needs of individual learners (University Grants Commission, 2021).

Features and Advantages of Blended Learning

The essential features and advantages of a Blended Learning environment are as follows:

- Enhance the engagement of students in the teaching-learning process effectively.
- Increased the teacher and student interaction.
- Higher responsibility for learning.
- Flexible and better managing of time to learn.
- Better and enhanced learning outcomes.
- Effective and more flexible teaching and learning environment.
- Promote self-learning and guide or motivate to continuous learning.
- Opportunity and scope for teamwork, collaboration and experiential learning.
- Increased interaction among peers, teachers and among all students.
- Digital learning skills enhanced and built the foundation for lifelong learning.
- Blended learning provides the learning experiences and learning resources repeatable, reliable, and reproducible.

Resources in Blended Learning

Quality teaching learning contents and materials are very vital aspects of the Blended learning as it will enable and foster effective learning experiences. Therefore the followings are the sources from where one can get the resources:

- **OERs**-Open educational Resources (OERs) are largely freely accessible which includes articles,

e-books, tutorial content, recorded lectures, educational videos, e-contents, text, graphics, animations, simulations, Gaming, interactive multimedia and many more.

- **MOOCs**-It stand for Massive open online courses. SWAYAM is one such MOOCs platform. It facilitates many courses across the discipline. Many university made compulsory for completing certain credits of their course through SWAYAM platforms.
- **E-books**-Many e-books or kindle versions of the books available in the national digital library, many open-access platforms, many university websites provide e-books, and also available at e-library or digital library.
- **Educational Videos**-Many lectures of eminent scientists, professors, teachers, scientists are available in YouTube, Teacher tube and many websites which can be easily downloaded for learning.
- **Educational Podcast and Vodcast**-Nowadays many recorded educational lectures are being uploaded both in audio and video format in many websites and youtube, which can be downloaded. Many of the podcasts and vodcasts share the experiences of interviews of many competitive exams like NET-JRF, UPSC or often describe the strategies for studying or any topic related to academics across the disciplines.
- **E-lectures**-Many international and national conferences, webinar, symposium or e-symposium, takes place across the world. Moreover, many lectures of eminent professors and teachers are delivered across the country in different platforms .Which are recorded and uploaded in the websites or different digital platforms.

Models of Blended Learning

There are many models that prevail in Blended learning. According to a recent concept note of the University Grant commission published on blended learning on 20th May 2020, proposed the following seven models

- **Blended Face to Face Class**-This model is based on face-to-face classroom interaction but before this learner does online activities, quizzes, and

assessments at home . While classroom interaction for more higher-order learning such as healthy discussion, teamwork or group activities.

- **Blended Online Class**: In this model, most classes are done online, but there is limited scope of in-person activities such as lectures or lab.
- **The Flipped Classroom**-Students watch videos, record lectures or e-content at their home and come to class for interaction, discussion, or complete projects or group works. This will promote higher-order thinking skills and creativity among the students.
- **The Rotation Model**-It consists of many sub-models, mainly station rotation, lab rotation, and individual rotation. In station rotation, students need to rotate between stations in the classroom as per teacher instruction and other work on the educational institute's campus. While in the lab rotation model, students rotate among locations in campus provided at least one of it must be the online lab. In case of the individual rotation model students turns as per the customized schedules for learning.
- **The Self Blend Model** –In this model, apart from the traditional face-to-face classroom of a course students at their own interest chose online courses and are not directed by teachers which online they have to enroll or join. Students independently chose the cause and learned.
- **The Blended MOOC**-It is a flipped classroom where in-person meetings take place to supplement the Massive open online courses. Students access the MOOC material from a web source or concerned website; then, after learning from that material, students come to a class for further discussion, in-class activities, and engaging actively in the classroom teamwork or group activities.
- **Flexible Mode Courses**-In this model autonomy is given to the learner to choose the mode of learning, both options available online and in person. For most learning activities in a course, they have the option to chose instructional mode.

Why We are Adopting Blended Learning in India

Digital or online learning is the reality in the era of Higher Education 4.0. We cannot avoid the

technology in education, it is now become the necessity, not the choice. If we critically analyze the funding and budgeting or say to say grants for the education of total GDP, it is less than 4% since independence. In contrast, Kothari commission (1964-66) and National education policy 2020 say for 6% GDP to be needed for Education in the country. But unfortunately, we fail to do so having plenty of reason and political interests. While Gross Enrollment in Higher education in India for 2019-2020 as per the All India Survey in Higher Education is 27.1 percentage (Ministry of Education, 2021). However, National Education Policy 2020 proposed to achieve 50% within 2030. But the reality is that to achieve it we need to rely on the technology and blended learning is the major initiative and seems to better option.

Nevertheless, many of the courses can be run fully on digital platform or online mode. There are several reasons to choose blended learning as the replacement instructional design. First, it is a common type of innovative instructional design in education, with plenty of practice-based evidence that it is an effective instructional design (Watson, 2008). Second, it has a level of synergy that other instructional designs lack due to its many educational modalities and design components. That synergy has received only a basic analysis to date (Jones and Sharma, 2021). A constructivism-based blended learning technique in higher education is a novel concept that combines the advantages of both traditional classroom instruction and ICT-supported learning. Nevertheless, Constructivism-based blended learning shifts the information transfer paradigm from teaching to learning, putting learners in charge of discovering, developing, practicing, and validating the acquired knowledge in social collaboration with peer groups and teachers (Mal and Adhya, 2020).

Digital Divide and Blended Mode of Learning

Access and affordability of technology is remaining a concern in developing countries like India. Plenty of factors created the digital gap among the different strata and the learners across the country. The major causes of the digital divide are low internet penetration in different parts and areas in India; secondly, socio-economic inequality; thirdly, social mobility and education, and the fourth one is language barriers. Apart from this physical disability, spatial location, geographical position, policies, culture, and lack of positive mindset or the acceptance of technology

cause the digital gap . Moreover, a positive attitude and rational with judicious use of technology is the need of the hours to mitigate and reduce the digital gap.

Issues and Challenges in Blended Learning Mode

While we are moving towards the blended mode of teaching and learning in India, there are specific challenges and issues associated with it, which need to be addressed and take care of for effective strategic learning in Blended mode. These issues are as follow:

- **Infrastructure Challenges:** India is a diverse country in geographic landscape, language, demography, socio-economic condition, and so on. Remote areas where Network, Internet facility, Cyber cafe and other essential elements for Blended learning are needed should be taken care. E-inclusion or digital divide need to be addressed as far as India's socio-economic and other diversities are concerned. It needs to ensure the system availability for the Learners from the economically weaker background.
- **Teachers' Techno Competency and Techno Pedagogical Skills:** Many good teachers are competent enough in face-to-face and traditional teaching, but many of them are not techno savvy and not techno friendly. More burden on teachers to prepare educational E-content and their anxiety to use the technology is an issue.
- **Quality Open Educational Resources and E-content:** How to identify the authentic and best resources for specific content for teaching in Blended mode. Nevertheless, the Quality Open educational resources and E-content at regional language to address respect for diversity and respect for local context is a concern.
- **Technical and Virtual Platform's Issue:** Technical system of devices, Cyber security and cyber etiquettes concerning data repository, e-resources, and online assessment and digital pedagogy these are the prime concerns.
- **Diversity in Disciplines and Competency Based Course:** There is need more specific teaching framework and strategy to address Competency based disciplines like Music, arts, Engineering, teaching internship and many more. Design of E-content as per the diverse discipline need to planned properly while executing blended mode.

- **Ethical Issue:** Disciplines, behavior, Cultural ethos, Guru-Shishya or Teacher-student relations are few concerns associated with Blended mode teaching.
- **Technology Domination:** It is to be kept in mind that technology should be an aid to education and not dominate education or the learner.
- **Students Motivation and Interest:** Students are the main stakeholder therefore their enthusiasm, motivation and interest need to be maintained across the discipline.
- Government Initiatives and effective policy to address Blended learning as a high priority to foster teaching learning.
- Rationale and Judicious use of Technology.
- Effective teaching and Pedagogical framework.
- Monitor, refine and repeat to enhance its effectiveness.

UGC recently proposed the IPSIT Model for higher education institutes in India in order to successfully implement the Blended learning across the country. IPSIT stands for Identify Resources and learner centered activities, Provide resources and announce activities on Learning Management systems, Scaffolding and support to learners, Identification of learning gaps and feedback, and Testing.

Implementation Strategies for Blended Learning

Since implementation of any programme and educational or instructional approach in an teaching learning environment. Therefore, in order to implement the Blended learning in Higher education, we need to focus on the following strategies

- Proper planning and Roadmap.
- Ratio of online and offline mode that is proposed by University Grants Commission in 40 percent online and 60 percent offline mode, gradually need to increased in the online percentage suppose initially starts with 15 percent in online then subsequently increase but not all of a sudden.
- Active involvement of all stakeholders in academics with taking the efforts in blended learning .
- Set clear and effective learning goals.
- Quality and relevant teaching resources.
- Ensuring the system work for students and teachers.
- Training of teachers to familiar with latest technology in education which enable synchronous and asynchronous learning.
- Innovative trends in assessment and evaluation needed like open book examination, continuous and comprehensive evaluation, out of box thinking, e-portfolios, creative products, group examinations for conventional theory papers.
- Use of artificial intelligence in tools for proctoring and assessment.
- Need to reduce digital gap or promoting E-inclusion.
- Development of E-content at regional or local language.

Concluding Remarks

Blended learning can provide diverse experiences within a short interval of time which may not be possible in real-time as far as cost and time is a concern, for example, science experiment via virtual lab, ocean ecosystem view or world view via virtual mode. Exposure to the global Scenario with updated and current contents. It also provides opportunity to enhance computational and digital skills crucial for 21st Century. Access, availability to connect to the best global teachers and experts in a single frame. Presently in Higher education Gross Enrolment Ratio (GER) is about 27.1 per cent while National Education Policy-2020 proposed 50 Per cent of GER within 2030. But so far the funding or budgeting for education is concern, it is very difficult to achieve its target without looking for effective blending and learning through digital platforms. It is obvious that Blended learning mode having potential to bring revolution in the world of computational technology, digital skills, world-class OER, lifelong learning which are pivotal for the 21st century. Nevertheless, as NEP-2020 talks about the uniform standard of education throughout the county which is can change the entire landscape of education system in India. Moreover, restructure in curriculum and instructional design as per the need of Higher Education 4.0 otherwise the entire concept of Blended mode of teaching-learning seems to be an idealistic and elusive notion. Training of teachers and their orientation to handle and use technology. All the stakeholders need to have a positive attitude towards technology in order to gain digital competency and effective implementation of Blended

learning mode. More and more e-content need to be developed in regional or vernacular language to address and respect the diversity and local context. Better learning management system and software needed to enable synchronous and asynchronous learning. One of the vital issue is the digital divide so far the diversity in socio-economic geographic location, disability, language, education barrier and low internet penetration is concern. Effective mode only possible when there is very minute digital divide or if we could manage to reduce at maximum level. There is need more specific teaching framework and strategy to address competency based disciplines like Music, arts, Engineering, teaching internship and many more while implementing Blended learning mode in Higher education institutions. However, since India made a leapfrogging step at digital and online learning since the outbreak of current COVID-19 pandemic, therefore we need effective blue print and roadmap for better teaching learning in digital Higher education 4.0 ecosystems.

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Learning from Experience is Sustainable Progress

Sartaj Gill, Global Director, Crew Culture and Competence and Head, Global Assessment (Recruitment and Promotion)- Global Cadet Programme and Organisation Culture delivered the Convocation Address at the 11th Convocation Ceremony of the Academy of Maritime Education and Training (AMET) University, Chennai on January 24, 2022. He said, “Today, a journey has ended, but a new Voyage is just about to begin. There is a vast world of new faces, new experiences, and new goals to be conquered. Think of the opportunities that await. Think of everyone that depends on you. Think of the bright future that your family deserves to have. Think of who you want to be. But there will always be challenges to hinder you throughout the way. Treat it as a chance to prove to yourself and to others that you have become a better person than you were yesterday and the day before that. Continue to strive for excellence. You are the future of this industry and leaders of tomorrow.” Excerpts

It’s a great pleasure and a great privilege to be addressing all of you Graduates today. I am truly humbled. It would have been more powerful in a face-to-face setting, but these are unprecedented times, so I will try my best to make this message as sticky as possible for each one of you.

Today is a proud moment not only for *All* of you 1344 graduates but also your parents and the faculty who have mentored you along the way.

Who Were You 5 Years Ago? Most of you would be thinking along the line: What should my chosen career be? Where should I go next? How do I see myself in the future? What lies ahead for me? Will it ever be easy? Scores and scores of questions and doubts for a teenager to handle. For those of you who chose the MBA program and other higher disciplines, perhaps the questions would have been only slightly different. Then you made the million-dollar decision. You chose to join AMET and become a Maritime professional. The largest cohort chose to become a seafarer!

Now, five years have passed, a whole lifetime it seems, and here you are. Beaming with pride and honor for finishing an important milestone in life. A milestone that will greatly define your future and, probably, that of your family. Achieved from years of hardship, sacrifice, and camaraderie. The road was rough and never easy. Sweat and tears were shed but you never gave up. And so I say this to you with high esteem: Kudos. A job well done! Let’s hear a round of applause from everyone.

‘Congratulations’ is also deserved, by your family, who never failed to back you up every single step of the way. For the mentors, who molded and

guided you on the field of seafaring. For your friends, for the shared memories and times that made this milestone worthwhile. Without every single one of them, your success today would be far from reach. That is why they, also, merit a pat on the back and the sincerest appreciation.

My exciting Maritime journey / my *Voyage* began 27 years ago, when, I stepped into the AMET Saligramam campus in September of 1994 as a student of HND Nautical Studies. Yes, I am a proud graduate from the 1st Nautical batch of AMET. I was a young teenager like many of you still not sure of what to expect from my career and what the future had in store for me.

My batch comprised of only 16 deck and 8 engine cadets who had signed up for the HND Programme. All of us are still in touch until today. Allow me to share with you some of my life lessons acquired during this journey.

1. From the first day on at AMET, we were required to wake up at 05.00 hrs and make our beds - Corners square, cover pulled tight, pillow neatly set under the headboard. Simple task but we were required to perform this to perfection every morning. At that time we were unable to comprehend the importance of this simple task as we were preparing to be sailors..! But the wisdom of this simple act has been proven to me many times over. If you make the bed every morning, you would have accomplished the first task of the day. It gives you a small sense of pride and will encourage you to do another task and another. Making your bed will also reinforce the fact that little things in life matter. If you can’t do the little things right, you’ll never be able to do the BIG things right.

2. **Charles Schulz Philosophy.** We care. Here's a quiz - Do you remember the names of the five wealthiest people in the world, Name the last 5 winners of Miss India pageant, name 5 people who have won the Nobel prize, name last 5 winners of film fare award? So how did you do? The point is none of us remember the headliners of yesterday. They were all the best in their business, but awards tarnish and achievements are forgotten. Here's another quiz. List a few teachers who aided your journey through school and AMET, name 3 friends who have helped you during your difficult times, think of few people who have made you feel appreciated. I guess this was easier right? The people who make a difference in your life are not the ones with the most credentials, money or awards. They simply are the ones who care the most. So I remember Dr Ramachandran for being a great Mentor, Rajesh Ramachandran for being a close friend, Mr Seyedu my teacher, Capt Vivekanand our Director for being a stylish personality and instilling discipline in me and off course my buddies from the batch of 1994. So be compassionate and show empathy to everyone.
3. **Dream BIG and be Resilient**– go after your passion and don't be afraid to fail big. I know this is not a regular convocation message but believe me the experience that you acquire from failures far exceeds those from the successes. "Aim high and miss, but don't aim low Think outside of the box. Do you remember the 9 dot game where you are required to join all the 9 dots without lifting the pen by making 4 straight lines? The only way you could complete the task is by going outside of the box. You must make multiple attempts at this task and only after many failed attempts when you think outside of the box, do you complete the task. Be resilient. When you fail, learn from your experience. Learning from experience is progress. I remember when I set out to establish a Ship Management company in Singapore along with some investors. We started with a bang but failed. I was without a job for 10 months. During this period, I reflected on what went wrong and what went right. I kept the learnings from that experience close to my heart. It made me stronger. So have dreams but set goals to reach their – set life goals / yearly goals / daily goals. Then measure against them consistently. Don't lose sight of the end goal. "*To get something you never had, you have to do something you never did*". So keep growing, keep moving, keep learning.
4. **Strive for Excellence and Success will Follow.** My 1st vessel as a cadet was a PCTC (Pure Car & Truck Carrier). I joined the vessel at Singapore OPL. I was greeted by my 1st Chief Officer Jagdish Gunjal – my mentor. For the first 2 months, I woke up at 04.00hrs to keep bridge lookout with the mate. Then at 06.00hrs, I swept and mopped the whole bridge, cleaned the coffee mugs. From 08.00hrs till 17.00 hrs, I teamed up with the Filipino crew members and swept and mopped the car decks. Mind you this vessel had 11 car decks, each the size of a football field. Steel decks, 40° C temperatures and all we did for the next 7 days was the sweep and mop the decks prior arrival Japan. By this time, I was thinking, what did I get myself into..!Is this what being a seafarer all about? Well as time progressed, my mentor asked me if I had been able to figure out why he was making me clean the decks. What was the learning in it for me? Well it was simple - If you do a job, do it well. Be the best that you can be. Good enough is not good enough if it can be better and better is not good enough if it can be best. *Aristotle said "you are what you repeatedly do"* therefore excellence ought to be a habit and not a one off act – don't ever forget that. The other learning was that only when you have yourself mastered a task, will you be able to lead and guide a team well. You know how much time and effort it takes for that task to be completed. So you will always be reasonable.
5. **Discipline, Commitment and Consistency.** To achieve your goals, you must commit, apply discipline and be consistent. We were required to parade and muster for flag hoisting at a designated time every day and lower the flag every evening at a designated time. Even on a Sunday. This was preparing us to commit, be disciplined and take responsibility. We learnt that *it's better to be an hour early than to be a minute late*. So, discipline you already have from AMET. Now you must learn to consistently apply that in your work life. Everyday and not just on a Monday. Greatness is achieved by consistent performance. You don't achieve a 6pack physique by going to

the gym once a week. It requires hitting the gym consistently. *Without commitment you will never start and more importantly without consistently you will never finish.*

6. **Be a Curious Learner.** Have you seen a child? They want to touch everything, explore everything have a zillion question. They are curious about learning and experiencing. Experience is the best teacher. Be a curious learner when you are out their. Continue to learn, not just from your experience but others as well and from their mistakes and failures. Ask questions, explore things, challenge the status quo. *Confucius a Chinese philosopher said “a wise man learns from his mistakes, but a wiser man learns from other’s mistakes” so be smart.*
7. **Embrace Teamwork and Collaboration.** Understand your colleagues in the workplace – whether onboard a vessel or in a shore organization. Many of you will have the opportunity to work with many different nationalities. Understand and respect the cultural nuances. None of us is as good as ALL of US. Involve people, share ideas, collaborate with everyone to achieve success. At V.Group we employ over 40 nationalities. So you can imagine how important this attribute is.
8. **Take Ownership.** *Responsibility is one such thing that cannot be given. It’s always taken. (Zimedaari).* As social animals we are accountable to others – wife, kids, parents, friends, and colleagues. You don’t want to let them down, so you take accountability for your actions. You feel responsible to anyone who believes in you, who places their trust in you. So never be shy in taking accountability even when things go wrong. This is the hallmark of a true leader.
9. **Be a Leader.** Be competent in whatever you do. Become the go to person in your team. Become the specialist. Then gather the courage and confidence to speak up. Stop a job if you feel there is risk. Competence without the courage is of no value. You need to be able to communicate effectively as a leader. So hon your communication skills. Always keep your head on your shoulder. *Ego is*

the anesthesia that deadens the pain of stupidity. Pride is a burden of a stupid person. Always be humble and grounded. Jhon Maxwell said “People won’t go along with you if they don’t get along with you”

10. **Adjust your Compas and Course.** Make small alterations to your goals. Life and career voyage is not a straight line. You must alter your course. Sometimes marginally sometimes substantially. You need to be aware of the situation and the changing environment. Pick up the signals. *Your attitude in life will determine your altitude in life*

So what will happen next? Today, a journey has ended, but a new Voyage is just about to begin. There is a vast world of new faces, new experiences, and new goals to be conquered. Think of the opportunities that await. Think of everyone that depends on you. Think of the bright future that your family deserves to have. Think of who you want to be. But there will always be challenges to hinder you throughout the way. Treat it as a chance to prove to yourself and to others that you have become a better person than you were yesterday and the day before that. Continue to strive for excellence. You are the future of this industry and leaders of tomorrow.

I started this message with a question, let me finish it with another question: *Who will you be 5 years from now? Your career is in your own hands – it will become what you make of it.*

I hope you will reflect on the attributes mentioned by me which will be a true affiliation of an accomplished graduate from this esteemed university.

I thank once again Dr. J.Ramachndran, Founder and Chancellor, AMET University who is the pioneer in giving Maritime Education in India and who is instrumental in shaping my career and thousand others.

Wishing you *All* purposeful, exciting, and enjoyable career. I hope that I get an opportunity to work with some of you.

All the best and be safe! □

CAMPUS NEWS

International Conference on Current Trends and Challenges in 21st Century Librarianship

A two-day International Conference on 'Current Trends and Challenges in 21st Century Librarianship' was organised by the University Library, Tamil Nadu Physical Education and Sports University (TNPESU), Chennai in association with Madras Library Association (MALA) on September 30 and October 01, 2022. About 150 participants across the country and international experts from various countries participated in the event.

The inaugural function was started with a welcome note from Dr. N Ashok Kumar, Deputy Librarian, TNPESU. Chief Guest, Dr. S P Thyagarajan, Chancellor, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore released the conference proceedings and delivered the inaugural address. In his inaugural address, he emphasized the transformations which are happening in the libraries and highlighted the responsibility of the library professionals in terms of updating the available resources, services and infrastructural facilities in order to make them available according to the need of the current users. He also suggested that all the libraries should get into the latest technologies.

The Presidential Address was delivered by the Vice Chancellor, TNPESU, Dr. M Sundar. In his address, he recorded his appreciation for organizing such a wonderful international level conference and requested all the participants to take part actively in all the sessions with zeal to make use of its outcome.

Dr. S Ravi, Professor, Department of Library and Information Science, Central University of Tamil Nadu, Thiruvarur delivered the keynote address. In his address, he recalled the achievements made by Dr. S R Ranganathan, the father of Library Science in India and his contribution towards the developments of LIS education and library activities in India. He also requested all the library professionals to keep themselves updated with the latest developments in library and work hard to provide effective services to the users. Also, he pointed out that all the library professionals should work with fullest commitment to develop this field.

Followed by the Keynote Address, Dr. R Ramakrishnan, Registrar (I/c), TNPESU delivered the felicitation address. Dr. P Balasubramanian, Librarian and Head, DLIS, M S University, Tirunelveli delivered the felicitation address and Ms. S Rajeshwari, Scientific Officer and Head Librarian, IGCAR, Kalpakkam delivered the special address. The inaugural ceremony was concluded with vote of thanks proposed by Dr. Nithyanandam, Former Librarian of Anna University, Chennai and the President of Madras Library Association (MALA).

On the first day, four invited lectures were delivered by the experts in different fields. In the first session, Dr. P Ganesan, Librarian, Alagappa University, Karaikudi delivered an invited lecture on 'Scholarly Communication Trends'. During the session only seven papers were presented.

Dr. N Radhakrishnan, Professor, DLIS, Periyar University, Salem delivered a lecture on 'Digital Rights Management: Issues and Implications'. In this session, only six papers were presented out of eight papers. In the next session, Mr. A Elangovan, Librarian, Institute of Management Technology, Dubai Academic City delivered a speech through online on 'Advanced Trends and Technologies in Library and Information Services'. Only seven papers were presented out of eight papers. Dr. K Kaliyaperumal, Former University Librarian, Madras University Library, University of Madras delivered lecture on 'Current Challenges in Librarianship'. In this session, only five papers were presented out of eight papers.

Dr. J K Vijayakumar, Strategic Information Advisor, King Abdulla University of Science and Technology, Saudi Arabia delivered an invited talk on Open Data, Open Science and Open Research, and the following session was handed over to Prof. S Srinivasa Ragavan, COE and Head, Department of Library and Information Science, Bharathidasan University who delivered a invited talk on Open Data.

Dr. R Sevukan, Professor, DOLIS, Pondicherry University presented an invited lecture on 'Twitter as Information and Communication Tool' and this was followed by a speech of Dr. S Thanuskodi, DLIS, Alagappa University, Karaikudi on 'Research Ethics and Open Access'. Only five papers were presented

out of eight papers. Prof. M Sadik Patcha, Professor and Head, DLIS, Annamalai University, Chidambaram delivered an invited talk on ‘Expanding Library Landscape with Trendsetting’. Dr. B Jeyaprakash, Associate Professor, DLIS, Bharathidasan University spoke on the topic ‘Discovery Services: An Enhanced Search Facility’. Only six papers were presented out of eight papers.

During valedictory function, Dr. P Janarthanan, Secretary, MALA welcomed the gathering. Chief Guest, Dr. S Srinivasa Ragavan, COE and Head, Department of Library and Information Science, Bharathidasan University, Trichy delivered the address and distributed the participation certificates to delegates. Dr. M Thangaraju, Former Vice Chancellor, Periyar University delivered the special address. Dr. P Ganesan presented the conference report followed by the vote of thanks proposed by Dr. N Ashok Kumar, Deputy Librarian, University Library, TNPESU. Finally, the conference concluded with National Anthem.

Faculty Development Programme on Statistics for Machine Learning and Data Science

A six-day Faculty Development Programme on ‘Statistics for Machine Learning and Data Science’ is being organized by the Department of Applied Sciences, *Atal Bihari Vajpayee (ABV) Indian Institute of Information Technology and Management*, Gwalior during November 21-26, 2022. Undergraduate/postgraduate students, research scholars, faculties and industry personnel may participate in the programme. Only fifty participants will be allowed to register. The Contents of the Programme are:

- Module 1:** Introduction to Probability and Statistics, Discrete and Continuous Distributions.
- Module 2:** Descriptive Statistics Using Python.
- Module 3:** Statistical Hypothesis Testing.
- Module 4:** Regression Analysis: Linear Regression, Multiple Regression.
- Module 5:** Generative Models: Maximum Likelihood Estimator, Linear Discriminant Analysis.
- Module 6:** Support Vector Machines, Linear and Nonlinear Kernels.
- Module 7:** Dimensionality Reduction Methods: Principal Component Analysis, Factor Analysis.

Module 8: Cluster Analysis, Logistic Regression, and Classification.

Module 9: Nearest Neighbors, Large Sample Inferences, Stability Analysis.

For further details, contact Coordinator, Dr. Anuraj Singh/Dr. Ajay Kumar, Department of Applied Sciences, ABV-IIITM Gwalior-474010 (Madhya Pradesh), Mobile: 91-9759057310/91-9179978918, E-mail: anuraj@iiitm.ac.in/ajayfma@iiitm.ac.in. For updates, log on to: <https://www.iiitm.ac.in>.

International Conference on Emerging Trends in Biosciences and Chemical Technology

A three-day International Conference on ‘Emerging Trends in Biosciences and Chemical Technology-2022’ is being organized by the School of Biotechnology, Shri Mata Vaishno Devi University, Katra, Jammu and Kashmir in collaboration with IIT Jammu, CSIR-IIIM Jammu and BRSI on December 03-05, 2022. Scientists, teaching fraternities, research scholars, and students from different parts of the world may participate in the event. The Conference will be an intellectual platform for the exchange of thoughts, the gain of new ideas, and deliberation on current issues related to biological and chemical sciences. The goal of the event is to bring together researchers and practitioners from both academia as well as industry to focus on Bioscience and Chemical Technology for establishing new collaborations in these areas. Academicians, research scholars, students, corporate and industrial personnel, members of non-profit organizations, etc. may participate in the event. The Thrust Areas of the event are:

- Health Sciences.
- Enzymology and Molecular Biology.
- Synthetic Biology.
- Material Science and Nanomaterials.
- Natural Products and Green Chemistry.
- Environmental Sustainability and Development
- Bioinformatics and Cheminformatics.
- Omics: Genomics /Proteomics.
- Bioprocess and Product Development.
- Plant and Animal Science.

For further details, contact Organising Secretary, School of Biotechnology, Shri Mata Vaishno Devi University, Katra, Jammu and Kashmir, Phone no: +91-

9419320051, +91-6005565168, E-mail: etbct2022@smvdu.ac.in. For updates, log on to: etbct.smvdu.ac.in.

Management Doctoral Colloquium and Research Scholars' Day

A two-day Management Doctoral Colloquium and Research Scholars' Day is being organised by the Vinod Gupta School of Management, Indian Institute of Technology Kharagpur, West Bengal during February 01-02, 2023. The colloquium will provide an outstanding gathering for doctoral students in various areas of management who want to pursue a career in academics and research with an opportunity to discuss their dissertation research with other doctoral students and leading academicians in the field of management. All topics and methodological approaches within the broad field of management comprising finance, data analytics, marketing, human resource management, strategic management, operation and supply chain management, etc. will be considered. All submissions will be considered for five best paper awards for all the five core streams. These include:

- Accounting/ Economics/ Finance.
- Human Resource Management/ Organizational Behaviour.
- Logistics/ Operation Management/ Supply Chain Management.
- Business Laws/ Business Strategy/ Marketing.
- Data Analytics/ Systems/ Soft Computing.

For further details, contact Convenor, Mr Rudra P Pradhan, Vinod Gupta School of Management Indian Institute of Technology Kharagpur West Bengal-721 302, Phone: +91 3222 282316/ 282317, E-mail: rudrap@vgsom.iitkgp.ac.in/ pradhanrp@gmail.com. For updates, log on to: <http://www.som.iitkgp.ernet.in/mdc2023/>

International and National Conference of Fluid Mechanics and Fluid Power

A three-day International and National Conference of Fluid Mechanics and Fluid Power (FMFP-2022) is being organised by the Indian Institute of Technology, Roorkee, Uttarakhand from December 14-16, 2022. The event aims to bring together national and international experts on a common platform and share state-of-the-art on various topics related to fluid mechanics and fluid power. The conference covers all aspects of fluid mechanics, both theoretical and experimental. The topics include

the fundamental aspects of fluid mechanics such as flow instability, transition, turbulence, and control. It also covers fluid machinery, turbomachinery and fluid power, IC engines and gas turbines, multiphase flows, fluid-structure interaction, flow-induced noise, micro, and nanofluid mechanics, bio-inspired fluid mechanics, energy, environment, etc. Special topics related to manufacturing and materials processing, granular flows, nuclear reactor, thermal hydraulics, space engineering will also be covered. The Themes of the event are:

- Fundamentals Issues and Perspective in Fluid Mechanics.
- Measurement Techniques in Fluid Mechanics.
- Computational Fluid and Gas Dynamics.
- Instability, Transition, and Turbulence.
- Fluid-structure Interaction.
- Bio-inspired Fluid Mechanics.
- Multiphase Flows.
- Microfluidics.
- Aerodynamics.
- Turbomachinery.
- Propulsion and Power.
- Miscellaneous.

For further details, contact Convenor, Prof. K M Singh, Professor, Department of Mechanical and Industrial Engineering, Indian Institute of Technology Roorkee, Roorkee-247667(Uttarakhand), Phone: +91-1332-285414, E-mail: fmfp2022@iitr.ac.in. For updates, log on to: <https://www.iitr.ac.in/FMFP2022/>

Essay and Short Film Competition

On the occasion of celebrating 75 years of India's Independence (*Azadi Ka Amrut Mahotsav*) and the 150th Birth Anniversary of Sri Aurobindo, the Auroville Foundation is announcing Essay and Short Film Competition for School students (6th to 12th Standard/Grade) and for College level Students nationally and internationally in Tamil and English languages. It is a call to the Youth of India and the World for creating greater awareness of Sri Aurobindo's contribution to India's reawakening to Her greatness and the role India has to play in the New Age.

The topic of Essay or Short Film for School students in English and Tamil languages is '*Sri Aurobindo and Auroville: Reigniting India's Greatness*'.

The topic of Essay or Short Film for College/ University Students in English and Tamil languages is 'Sri Aurobindo and Auroville: India's Gift for Humanity'.

The length of essays should not exceed 10 pages (A4 size only) with 20 lines per page (about 3000 words in total) and should be submitted in pdf. format. The duration of the short film should be between 5-7 minutes and in the format of .mp4, .avi or .mpeg files. The materials of essays/short films should be submitted on or before 30th November, 2022 at 6.00 p.m. (IST) and only in digital form. The essays should be sent to the following email addresses with pdf. document only.

For the materials in Tamil language

- Essay submissions for school students: *essay.schools.tamil@auroville.org.in*
- Essay submissions for college students: *essay.college.tamil@auroville.org.in*

For the materials in English language

- Essay submissions for school students: *essay.schools.english@auroville.org.in*
- Essay submissions for college students: *essay.college.english@auroville.org.in*

The submission emails of every participant must contain the details: Name, Residential Address, Name

and Address of the Educational Institution, Class/ Grade/Discipline of Studies, and Contact mobile number and email ID.

The short films should be uploaded into the following platform: <https://www.aurobindo150shortfilm.com/>

The two Committees of eminent persons will evaluate the short films and the essays. Prof. R Chandrasekaran, Director, Central Institute of Classical Tamil and Dr. Sudha Seshayyan, Vice Chancellor, The Tamil Nadu Dr. MGR Medical University will chair the Committees for evaluation of the essays in Tamil and English, respectively. Film director and screen writer Thiru Vasanth. S Sai will chair the Committee for evaluation of the short films for both languages. The Committee will recommend three winners in each category (Separately for Tamil and English).

For the College level competition, the first, second and third place winners will be felicitated with Rs.1.00 Lakh (Rupees one Lakh), Rs.75,000 (Rupees seventy-five thousand) and Rs.50,000 (Rupees fifty thousand), respectively.

For the School level Competition, the first, second and third place winners will be felicitated with Rs.75,000 (Rupees seventy-five thousand), Rs.50,000/- (Rupees fifty thousand) and Rs.25,000 (Rupees twenty-five thousand), respectively. □

THESES OF THE MONTH

SCIENCE & TECHNOLOGY

A List of doctoral theses accepted by Indian Universities

(Notifications received in AIU during the month of August-September, 2022)

AGRICULTURAL & VETERINARY SCIENCES

Agricultural Extension

1. Maheswaran, Meenu. **Professionalism of woman faculties of State Agricultural Universities, Gujarat.** (Dr. R D Pandya), Department of Agricultural Extension, Navsari Agricultural University, Navsari.

Agronomy

1. Gangmei, Tigangam P. **Effect of nutrient management and irrigation scheduling on crop and water productivity of rice wheat cropping system.** (Dr. Anil Kumar), Department of Agronomy, CSK Himachal Pradesh Krishi Vishvavidyalaya, Palampur.

2. Parita. **Bio-efficacy and phytotoxicity of ethalfluralin against weeds in soybean and its residual effect on succeeding oat.** (Dr. Suresh Kumar), Department of Agronomy, CSK Himachal Pradesh Krishi Vishvavidyalaya, Palampur.

Biotechnology

1. Neha Rani. **Study of defects induced magnetism in semiconducting oxide.** (Dr. Rajni Shukla and Dr. Parmod Kumar), Department of Biotechnology, Acharya Nagarjuna University, Nagarjuna Nagar.

2. Sathish Kumar, P. **Agro-morphological and chemical characterization of Indian aromatic rice germplasm for coreset development and identification of novel haplotypes of BADH2 gene.** (Dr. L V Subba Rao), Department of Biotechnology, Acharya Nagarjuna University, Nagarjuna Nagar.

Food Science & Technology

1. Dudhat, Mital Arvindbhai. **Response of intra and inter specific grafts to salinity stress in tomato (*Solanum lycopersicum* L).** (Dr. D R Bhandari), Department of Fruit Science, Navsari Agricultural University, Navsari.

Soil Science

1. Lad Alpeshkumar Narottambhai. **Evaluating the sustainability of organic farming.** (Dr. K G Patel),

Department of Soil Science and Agricultural Chemistry, Navsari Agricultural University, Navsari.

BIOLOGICAL SCIENCES

Biotechnology

1. Arega, Aregitu Mekuriaw. **Discovery of potent subunit vaccine and therapeutic candidates against tuberculosis: *In silico* approach and its preliminary validation in *Ex-vivo* model.** (Dr. Rajani Kanta Mahapatra and Dr. Sasmita Nayak), Department of Biotechnology, Kalinga Institute of Industrial Technology, Bhubaneswar.

2. Yadav, Shailendra Singh. **Phytochemical characterization and genetic diversity analysis of *Saraca asoca* (Roxb).** (Dr. Ashwini A Wao), Department of Life Science, AKS University, Satna.

Botany

1. Gadhvi, Kamleshbhai Jivabhai. **Ecophysiology of some angiospermic species growing on Kachchh Coast of Gujarat.** (Dr. Suhas Vyas), Department of Botany, Bhakta Kavi Narsinh Mehta University, Junagadh.

2. Naik, K Kishora. **Production of biodiesel from marine macro algae of Karwar Region.** (Dr. Parameswara Naik T), Department of Botany, Kuvempu University, Shankaraghatta.

3. Yogashree, G D. **Studies on phytochemicals and pharmacological evaluation of *Parkia biglandulosa* (Wight & Arn).** (Dr. Shrishail), Department of Botany, Kuvempu University, Shankaraghatta.

Diet & Nutrition

1. Phanimadhavi, Kasturi. **Investigation to assess magical benefits of *Carica papaya* leaves, an analytical and evaluation study.** (Dr. K V Santhi Sri), Department of Food Science, Nutrition and Dietetics, Acharya Nagarjuna University, Nagarjuna Nagar.

Microbiology

1. Ahmed, Chamim Sultana. **Induced mutagenesis study of morphological and physiological characters and development of moisture-stress-tolerant variety**

of Indian mustard (*Brassica juncea*). (Prof. Ranjan Das and Dr. Lopamudra Homchaudhuri), Department of Microbiology, Assam Don Bosco University, Guwahati, Assam.

Zoology

1. Divya, Deepthimahanthi. **Exploring the antibacterial potential of bioactive compounds extracted from *Bruguiera cylindrica* (L) and *Excoecaria Agallocha* (L) leaf extracts against *pseudomonas aeruginosa* infection in labeo Rohita (Hamilton, 1822) fingerlings.** (Dr. G Simhachalam), Department of Zoology, Acharya Nagarjuna University, Nagarjuna Nagar.

EARTH SYSTEM SCIENCES

Geology

1. Kumari Preety. **Assessment of vertical accuracy, relative performance, and enhancement of space - based Digital Elevation Models (DEMs) using Differential Global Positioning System (DGPS).** (Prof. Anup Krishna Prasad and Prof. Atul Kumar Varma), Department of Applied Geology, Indian Institute of Technology, Dhanbad.

2. Mishra, Prasanta Kumar. **Geochemistry of the rocks of Chilpi Group, India: Importance for paleoproterozoic oxygenation of seawater.** (Prof. S. Mohanty and Prof. M K Mukherjee), Department of Applied Geology, Indian Institute of Technology, Dhanbad.

3. Nath, Somalin. **Crustal deformation and active tectonics of the Northwestern Himalaya in Uttarakhand and Himachal Pradesh, India.** (Prof. S. Mohanty and Prof. M. K. Mukherjee), Department of Applied Geology, Indian Institute of Technology, Dhanbad.

Geophysics

1. Arasada, Rama Chandrudu. **Crust and upper mantle structure of the Eastern Indian Shield from joint geopotential modelling.** (Prof. Srinivasa Rao Gangumalla), Department of Applied Geophysics, Indian Institute of Technology, Dhanbad.

2. Das, Mukesh Kumar. **Seismic imaging of the lithosphere beneath Chhotanagpur and Shillong Plateau using multiple data functional.** (Prof. Mohit Agrawal), Department of Applied Geophysics, Indian Institute of Technology, Dhanbad.

ENGINEERING SCIENCES

Civil Engineering

1. Chawla, Amit. **Analysis, modelling and**

mitigation methods for landslides in Darjeeling Region, West Bengal: A geospatial and geotechnical approach. (Prof. Srinivas Pasupuleti and Prof. Kripamoy Sarkar), Department of Civil Engineering, Indian Institute of Technology, Dhanbad.

2. Goswami, Abhiroop. **Study on the responses of reinforced concrete structures subjected to combined blast and fragment impact.** (Prof. Satadru Das Adhikary), Department of Civil Engineering, Indian Institute of Technology, Dhanbad.

Computer Science & Engineering

1. Bharimalla, Pranab Kumar. **A secured blockchain based electronic health record system for the Indian subcontinent.** (Dr. Satya Ranjan Dash), Department of Computer Science & Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

2. Mishra, Pooja. **DNA coding for error correction, data storage, and image cryptosystem.** (Prof. Arup Kumar Pal and Prof. Abhay Kr Singh), Department of Computer Science & Engineering, Indian Institute of Technology, Dhanbad.

3. Pal, Triveni Lal. **Enhancing semantic representation of long word sequence embeddings using neural network techniques.** (Dr. Kamlesh Dutta), Department of Computer Science & Engineering, National Institute of Technology, Hamirpur.

4. Salvador, D' Silva Jovi Jose. **Automatic text summarization of folk tales in selected Konkani books using machine learning techniques.** (Dr. Uzzal Sharma), Department of Computer Science & Engineering, Assam Don Bosco University, Guwahati, Assam.

5. Swetanisha, Subhra. **Land use and land cover classification and change detection using machine learning models: A case study in the cities of Odisha.** (Dr. Amiya Ranjan Panda), Department of Computer Science & Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

6. Tripathi, Prasun Chandra. **Devising improved strategies for brain tumor segmentation and grading.** (Prof. Soumen Bag), Department of Computer Science & Engineering, Indian Institute of Technology, Dhanbad.

7. Vejjendla, Muralidhar. **Skin texture analysis using deep learning.** (Prof. R Satya Prasad), Department of Computer Science & Engineering, Acharya Nagarjuna University, Nagarjuna Nagar.

Electrical & Electronics Engineering

1. Gambhire, Shankar Janardhan. **Design of sliding mode based control techniques for control**

system applications. (Dr. M Kiran Kumar and Dr. D Ravi Kishore), Department of Electrical & Electronics Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

2. Hussein, Ali Qasim. **A novel solar-PV powered reduced-switch multilevel inverter topology for standalone systems.** (Dr. P V Ramana Rao), Department of Electrical & Electronics Engineering, Acharya Nagarjuna University, Nagarjuna Nagar.

3. Jyoshna, Girika. **Adaptive speech enhancement techniques using reference free normalized algorithms.** (Dr. Md Zia Ur Rehman), Department of Electronics & Communication Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

4. Manoj Kumar. **Growth of all-oxide heterojunction with p- SnOx absorber for its prospective application as thin film solar cell.** (Prof. Mukul Kumar Das), Department of Electronics Engineering, Indian Institute of Technology, Dhanbad.

5. Nimish Kumar. **Technical investigation on the performance of solar photovoltaic system for remote Indian regions.** (Prof. Nitai Pal), Department of Electrical Engineering, Indian Institute of Technology, Dhanbad.

6. Rao, D Sharath Babu. **Linearity enhancement in CMOS low noise amplifiers for 2.4 GHz 802.11 wireless applications.** (Dr. V Sumalatha), Department of Electronics & Communication Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

7. Singh, P Chandrakanta. **Formation and characterization of N₂ nanosecond pulsed Laser Induced Black Silicon (LibSi) for optoelectronics application.** (Dr. Susanta Kumar Das and Dr. Udai P Singh), Department of Electronic Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

Mechanical Engineering

1. Agrawal, Manish Kumar. **Analysis of deformation characteristics during forging of SiCp reinforced aluminium matrix composites.** (Dr. Saranjit Singh), Department of Mechanical Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

2. Banerjee, Dipabrata. **Mathematical and experimental approach for geometrical deformation of fused deposition modelling built parts.** (Dr. Swayam Bikash Mishra), Department of Mechanical Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

3. Bommala, Vijay Kumar. **In-vitro characterization on Az91D/TPC reinforced magnesium matrix composites.** (Dr. M Gopi Krishna), Department of Mechanical Engineering, Acharya Nagarjuna University, Nagarjuna Nagar.

4. Chatterjee, Abhijeet. **Investigation of vibroacoustic behaviour of annular circular plate of variable thickness with different stiffeners.** (Prof. Md Sikandar Azam), Department of Mechanical Engineering, Indian Institute of Technology, Dhanbad.

5. Muduli, Saroj Kumar. **Performance assessment of an annular combustor over its flight envelope.** (Dr. Purna Chandra Mishra and Dr. R K Mishra), Department of Mechanical Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

6. Ranjan, Rishitosh. **Numerical and experimental investigations of A356 casting using cooling slope method.** (Dr. B Surekha and Dr. Prakash Ghose), Department of Mechanical Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

7. Reddy, Kunduru Krishna Mohan. **Development and characterization of metal-metal composites with high entropy alloy particulates as reinforcement-AL-10MG system.** (Dr. M Gopi Krishna), Department of Mechanical Engineering, Acharya Nagarjuna University, Nagarjuna Nagar.

8. Singh, Ajay Pratap. **Experimental investigations of force transducer.** (Prof. Sanjoy K. Ghoshal), Department of Mechanical Engineering, Indian Institute of Technology, Dhanbad.

9. Sudhir Kumar. **Experimental investigation and optimization of process variables of electrical discharge machining for AISI 420 stainless steel.** (Prof. Sanjoy K. Ghoshal), Department of Mechanical Engineering, Indian Institute of Technology, Dhanbad.

Mining Engineering

1. Malik, Kapil Kumar. **Assessment of surface deformation in National Capital Regions (NCR) due to ground water depletion using geodetic technique and spaceborne sar.** (Prof. Dheeraj Kumar), Department of Mining Engineering, Indian Institute of Technology, Dhanbad.

2. Raja, S. **Investigation of coal bump hazard in bord and pillar workings of underground coal mines.** (Prof. Partha Sarathi Paul), Department of Mining Engineering, Indian Institute of Technology, Dhanbad.

MATHEMATICAL SCIENCES

Mathematics

1. Prasad, Nagmani. **Wave interaction with**

permeable and impermeable structures in the presence of non-uniform seabed topography. (Prof. Ramanababu Kaligatha), Department of Mathematical and Computational Sciences, Indian Institute of Technology, Dhanbad.

2. Prashu. **A study of magnetohydrodynamic flow and heat transfer along a smooth surface.** (Dr. Raj Nandkeolyar and Dr. Vivek Sangwan), Department of Mathematics, Thapar Institute of Engineering and Technology, Patiala.

3. Rasila, V A. **Studies on some Steiner distance notions in graphs.** (Dr. A Vijayakumar), Department of Mathematics, Cochin University of Science & Technology, Kochi.

4. Satpati, Sampurna. **Algebraic structures and distance distributions of constacyclic codes over a class of finite frobenius rings.** (Prof. Abhay Kr. Singh and Prof. Hai Q. Dinh), Department of Mathematics and Computing, Indian Institute of Technology, Dhanbad.

5. Sharma, Sanjeev Kumar. **Spiking and bursting phenomena in neuron models and networks.** (Prof. Ranjit Kr Upadhyay), Department of Mathematics and Computing, Indian Institute of Technology, Dhanbad.

6. Shruthi, C. **A study on almost contact and Lorentzian Manifolds.** (Dr. Venkatesha), Department of Mathematics, Kuvempu University, Shankaraghatta.

Statistics

1. Beeraka, Sulochana. **Some contributions to second order response surface designs under correlated structure of errors: Slope rotatability and its measures.** (Dr. B Re Victor Babu), Department of Statistics, Acharya Nagarjuna University, Nagarjuna Nagar.

MEDICAL SCIENCES

Biochemistry

1. Azam, Ghouseul. **Characterization of bioactive compounds from RHUS mysorensis for pharmacological and cytotoxic activities.** (Dr. G J Satisha and Dr. Riaz Mohmood), Department of Biochemistry, Kuvempu University, Shankaraghatta.

2. Khushpreet Kaur. **Identification of virulence factors from the in-vivo expressed mycobacterial transcriptome in bone tuberculosis to evaluate their role in host-pathogen interactions.** Department of Biochemistry, Postgraduate Institute of Medical Education and Research, Chandigarh.

3. Sonam Rani. **Photocatalytic degradation of pharmaceutical compounds in wastewater using doped TiO₂-SiO₂ photocatalys.** (Dr. Neetu Singh and

Dr. Alok Garg), School of Chemistry and Bio-Chemistry, Thapar Institute of Engineering and Technology, Patiala.

Biotechnology

1. Hazarika, Lima. **Studies on apolipoprotein E4 variant in coronary artery disease and its role as a potential therapeutic target.** (Dr. Supriyo Sen), Department of Biotechnology, Assam Don Bosco University, Guwahati, Assam.

Microbiology

1. Saini, Aastha. **Genetic analysis of Pre-Extensively Drug Resistant (Pre-XDR) and Extensively Drug Resistant (XDR) strains of M tuberculosis isolated from Northern Region of India.** Department of Medical Microbiology, Postgraduate Institute of Medical Education and Research, Chandigarh.

Pharmaceutical Science

1. Konam, Kishore. **Development and validation of advanced liquid chromatographic techniques for the estimation of selected drugs in multi component dosage forms.** (Dr. K Somasekhar Reddy), Department of Pharmaceutical Science, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

2. Sharma, Jai Bharti. **Formulation and characterization of solid lipid nanoparticles of some drugs for the management of diabetes mellitus.** (Dr. Shailendra Bhatt and Dr. Vipin Saini), Department of Pharmaceutical Analysis, Maharishi Markandeshwar University, Ambala.

Photonics

1. Kuriakose, Alina C. **Investigations on binary hybrids of CdS for photonic device applications.** (Dr. V P N Nampoory), International School of Photonics, Cochin University of Science & Technology, Kochi.

PHYSICAL SCIENCES

Chemistry

1. Ashok Kumar. **Synthesis, biological evaluation and molecular modeling studies of novel heterocyclic compounds.** (Dr. J V Shanmukha Kumar), Department of Chemistry, Koneru Lakshmaiah Education Foundation, Guntur.

2. Podili, Bhavani. **Studies on development of analytical method, validation and applications for selective pharmaceutical drugs through new RP-HPLC methods.** (Dr. K Prasada Rao), Department of Chemistry, Acharya Nagarjuna University, Nagarjuna Nagar.

3. Pola, Suresh. **Design, synthesis and biological**

evaluation of novel GPR-119 agonist for the treatment of type 2 diabetes mellitus. (Dr. S R Shah and Dr. Mukul R Jain), Department of Chemistry, M S University of Baroda, Vadodara.

4. Somana, Siva Prasad. **A Quality by Design (QbD) approach for estimation of impurities in anti tumor, anti-depressants and immune suppressant drug products by RP-HPLC.** (Dr. A Venkateswara Rao), Department of Chemistry, Koneru Lakshmaiah Education Foundation, Guntur.

Physics

1. Biswal, Bijaylaxmi. **Investigation of structural, optical and dielectric behavior of aluminosilicate materials.** (Prof. Dilip Kumar Mishra), Department of Physics, Siksha O Anusandhan University, Bhubaneswar.

2. Mann, Vikasdeep Singh. **Study of dry sliding wear characteristics of corundum reinforced**

aluminium alloy matrix composites. (Dr. O P Pandey), School of Physics and Materials Science, Thapar Institute of Engineering and Technology, Patiala.

3. Mitra, Prabir Kumar. **Investigations of initiation and evolution of transient phenomena in solar atmosphere.** (Dr. Bhuwan Joshi), Department of Physics, Gujarat University, Ahmedabad.

4. Neha Rani. **Study of defects induced magnetism in semiconducting oxide.** (Dr. Rajni Shukla and Dr. Parmod Kumar), Department of Physics, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.

5. Siwach, Rahul. **Modification in structural, morphological, optical magnetic and photocatalytic properties of some transition metal ions doped metal oxides nanoparticles.** (Prof. Sushil Kumar and Dr. M A Majeed Khan), Department of Physics, Chaudhary Devi Lal University, Sirsa. □

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Special Numbers of the University News being brought out on the occasion of AIU Zonal Vice Chancellors' Meets during November, 2022—March, 2023 are on the following themes:

1. ***Pedagogies and Use of Technologies for Transformative Higher Education*** to be published on December 12, 2022 on the occasion of East Zone Vice Chancellors' Meet to be held at The ICFAI University, Sikkim. Last date for receipt of Article is **November 30, 2022**.
2. ***Transformative Curriculum for a Holistic and Multidisciplinary Higher Education*** to be published on January 09, 2023 on the occasion of Central Zone Vice Chancellors' Meet to be held at Symbiosis University of Applied Sciences, Indore. Last date for receipt of Article is **December 30, 2022**.
3. ***Research & Excellence for Transformative Higher Education*** to be published on January 30, 2023 on the occasion of South Zone Vice Chancellors' Meet to be held at Andhra University, Visakhapatnam, Andhra Pradesh. Last date for receipt of Article is **January 15, 2023**.
4. ***Evaluation Reforms for Transformative Higher Education*** to be published on February 20, 2023 on the occasion of West Zone Vice Chancellors' Meet to be held at Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, Maharashtra. Last date for receipt of Article is **February 10, 2023**.
5. Special Issue on the theme '**Transformative Higher Education for Atma Nirbhar Bharat**' will be brought out in the month of March, 2023. Last date for receipt of Article is **February 20, 2023**.

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