#Let'sBeatCoronaTogether

Shikshan Samiti Kasaba Nesari
Tukaram Krishanaji Kolekar Arts and Commrece College
A/P Nesari, Tal. Gadhinglaj, Dist. Kolhapur – 416 504 (Maharashtra)
(Affiliated to Shivaji University, Kolhapur)
(Permanently Granted)

WANTED

Applications are invited from eligible candidates for the following post:

Sr. No.	Name of Post	Vacant Post	Unreserved (Open) Post
A	**Principal**	1	1

Conditions:

1. Educational qualifications, Pay Scales and service conditions are as prescribed by the Apex Body, Govt. of Maharashtra and Shivaji University, Kolhapur from time to time.
2. Appointment to the post of Principal will be for a period of 5 years from the date of appointment or upto the attainment of the age of superannuation of the candidate, whichever is earlier.
3. All the Terms & Conditions are applicable as mentioned in the letter No. JDHE Kolhapur/NOC/2019/2 dtd. 28.10.2022 from Hon. Deputy Secretary (Higher Education), Mantralay Mumbai .
4. Please note that the recruitment procedure initiated by this advertisement subject to decision by Hon. Bombay High-Court, Aurangabad Bench on Write Petition No. 12051/2015.
5. Applicants who are already in service they should apply through proper channel.
6. Incomplete application will not be entertained.
7. Apply giving full particulars **within 15 days** from the date of publication of this advertisement to the undersigned.
8. All the Terms & Conditions are applicable as mentioned in the GR dated 12.11.2021 from Higher and Technical Education Department of Government of Maharashtra.
9. It is necessary to submit the certificate issued by Shivaji University Kolhapur about minimum of 110 Research Score as per Appendix II, Table – 2 mentioned in Government letter dated 08th March, 2019.

President
Shikshan Samiti Kasaba Nesari
Tal. Gandhinglaj, Dist. Kolhapur

Renuka Education Society, Latur
Renuka College of Education, Renapur
Tq. Renapur, Dist. Latur
(Permanently Non-Aided - NCTE & Govt. of Maharashtra Approved)

WANTED

Applications are invited for the following posts in **Renuka College of Education, Renapur, Tq. Ranapur, Dist. Latur.** Eligible candidates should submit their application with all necessary documents within **Fifteen days** from the date of publication of the advertisement by Registered post only. The reserved candidates are to send a copy of application to the Assistant Registrar, Special Cell, SRTM University, Nanded-431 606.

Sr. No.	Name of Posts	Subject	Qualification	No. Posts	Reservation
1	Assistant Professor	Perspectives in Education	M.A./M.Sc./M.Com/M.Ed. SET/NET/ Ph.D.	04	Open – 05 SC - 02 ST - 01 VJA - 01 NTC - 01 OBC - 03 EWS - 01
2	Assistant Professor	Pedagogy Subjects (Math's, Science, Social Science, English, Marathi, Hindi)		08	
3	Assistant Professor	Performing Art (Music/Dance/Theatre/Fine Arts	Performing (Music/ Dance/ Drama /Theatre/Fine Art with minimum 55% Marks, SET/NET/ Ph.D.	01	
4	Assistant Professor	Health and Physical Education	M.P.Ed with minimum-55% Marks, SET/NET/ Ph.D.	01	

1. **Educational Qualification** : Good academic record are 55% marks at P.G. degree level and SET/NET/PHD degree as per UGC Regulations of 2009.
2. **Scale and Allowances :** As per the norms of UGC/Mah.Govt/SRTMU, Nanded & College Institute.
3. Prescribed Application Form is available on the University Website.
4. No. TA/DA will be paid to candidates to attend the interview.
5. 3% reservation for handicapped and 30% for women candidates.
6. Eligible candidate those who are already in services should submit their application through proper channel.

Address : Renuka College of Education (B.Ed.), Renapur Tq. Renapur, Dist. Latur, Pin-413 527

Phone No. 9325699999, 9623352999

President	**Principal**	**Secretary**
Renuka Education Society, Latur	Renuka College of Education, Renapur	Renuka Education Society, Latur

In This Issue

Outcome-based Community Outreach and Extension in Higher Education: A Study in Reference to National Education Policy—2020

Nitish Anand* and Rajesh**

Higher Education is an important pillar of the Knowledge society. Traditionally it has been confined to Teaching and Research. With the changing needs of society, the priorities of education also changed over time, which has been reflected through several policies. First time in modern India, the Education Commission 1964-66, which is called Kothari Commission, after examining the entire educational system proposed the engagement of universities to work for diverse social problems. Since then, Extension which is also known as Community Outreach has become the third dimension of University Education after Teaching and Research. Extension Education means the type of Education that is stretched out into the villages/community and beyond the colleges to which the formal type of Education is normally confined. Its approach to intervention is bottom-up which is centred on the problems of individuals. This article is an attempt to understand the components of outreach through policies and directives issued by the University Grants Commission (UGC) from time to time. It explores the scope of extension in light of the National Education Policy, 2020, and tried to bring out the best model of community outreach for universities/colleges in India. The study is based on secondary resources ranging from articles and reports to policy documents in depth.

Higher Education in India went through several changes in the last two decades. The changes are derived not only through policy but also through participation and functional upgradation in terms of widening the domain of the institution through Co-curricular, and Socio-academic activities and fostering all-around development. After Independence India had wider social problems like; Low Literacy, Fractured Education, Low Income, Gender Disparities, etc. To tackle all these problems first Five-year Plan was dedicated to bridging the disparities, where the role of education under it has been integrated with all other means of social wellbeing. The national extension and community development projects in the second five years plan was intended to provide intensive effort in which development agencies of the government work together as a team in a planned and coordinated manner. The essence of the approach was to convince villagers to come together to bring about social change, and create a new life for themselves. Extension which is also known as community outreach by the educational institutions, engages with the

* Research Scholar, University of Delhi-110007. E-mail: nitishanand2891@gmail.com

**Senior Professor, Department of Adult, Continuing Education & Extension, Faculty of Social Science, University of Delhi-110007. Email: head.dacee@gmail.com.

mechanism where different institutions extend their support to the needy community to work on their immediate problems or enable them to solve their own problems by themselves with limited resources. Now questions arise, how, the higher education in India reach out to the community? What does the policy say in this regard and what is the technique of Community Outreach/Extension? The article has analyzed the various research articles, policy documents, important directives, and various other resources to provide an appropriate answer to the above-raised questions.

Extension as Concept

The common meaning of Extension is stretching, enlargement or protraction. It means to reach out or to spread out. But in the context of education, it means extending knowledge and thereby the benefits arising from gaining it to the wider community. The extension is bringing about desirable changes in the knowledge, attitudes, and skills of the people (Reddy, 1991). Extension Education is social-oriented education that promotes a standard of living. It is a type of education that stretched out, to the people in rural areas/communities or those beyond the limits of the educational institutions to which the formal type of education is normally confined. Extension programmes and projects are need-based on the target clientele and it is delved into non-formal settings with flexibility according to the choice of learners. In aggregate term extension, important attributes of Extension Education are presented in Table 1.

In the 17th century, Extension included providing education to adults in North America. The phenomenal developments in science during the 17th and 18th centuries necessitated agricultural technology be taken to the doorsteps of farmers (Kapur, 2016). In India, the term Extension was defined first in the field of Agriculture to transfer the scientific experiments made in the labs for the benefit of the farmers in their lands. This transfer of technology from the lab to the land created a revolution in the field of Agriculture, Health, and many other fields like veterinary, dairy, fishery, forestry, sericulture, home science, and rural development to educate and motivate people to assist them in their vocation. Today the application of extension principles and methods is not confined to rural areas only. It is very well applied to the urban people and urban situation.

University Community Outreach and Institutional Social Responsibility in India

University Community Outreach and Institutional Social Responsibility is not a new concept. Earlier, it used to be done with different nomenclature. In ancient times during the *Gurukul* system, disciples were trained to preserve the environment of society and work for social peace and harmony. In the 18th and 19th centuries, the concept got significant in the west, especially in Scotland and the USA. In the modern higher education system in India, the community development programme was launched during the first five-year plan in 1951, though, its practices were founded during the British period.

In the modern Indian Higher Education System, social outreach programmes in the university system came into existence in 1977, with a directive of UGC to formulate Guidelines for the operationalization of community outreach through extension where UGC is reflected, *"University system has a responsibility*

Table 1: Extension Education

S. No.	Important Attributes	Extension Education
1.	Setting	It is largely outside the four walls of the institution
2.	Target group	Villages and Community
3.	Approach to Learning	Problem-based, Client-centric
4.	Learners (client)	Learners are heterogeneous with respect to their age, gender, language, region, religion, ethnicity, needs, problems, etc
5.	Learning Goals	Diverse goals but largely problem centered
6.	Curriculum	Flexible curriculum in terms of time and deliverance
7.	Knowledge Flow	Horizontal Knowledge flow between the extension worker and the Community client

(Kapur,2016)

Fig-1: The Techniques of Community Outreach/Extension Deliverance
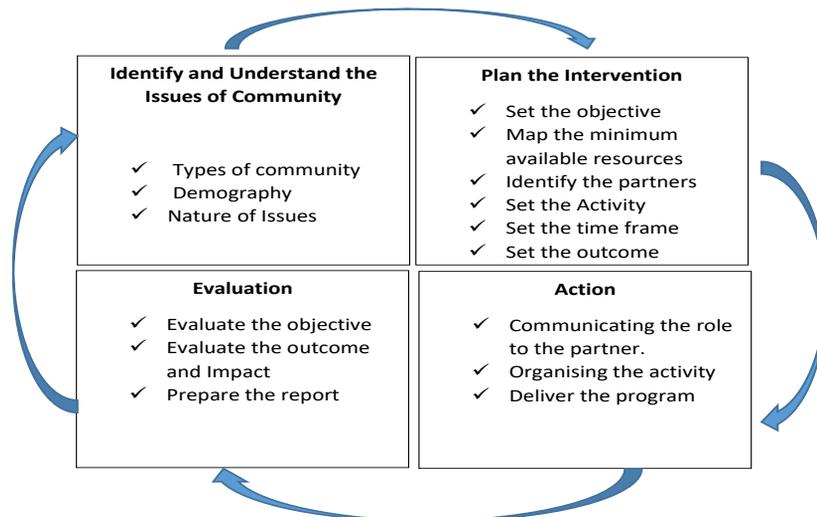
Source: Developed by the Author

to the society as a whole. All the universities and colleges should develop close relationships of mutual services and support with their local communities, and all students and teachers must be involved in such programmes as an integral part of their education. The National Service Scheme (NSS) programme should be expanded and improved. Ultimately to cover all student programmes should be to implement a spirit of cooperation and social commitment inter-related to moral development. It should be the obligation of the teaching community to give extension lectures to interpret recent trends in their fields to the community, create scientific awareness, participate in adult education and workers' education programme, etc. Universities can also help in the preparation of development projects for the community around them, including the rural community. Such involvement will also help in bringing relevance into the courses at the undergraduate and the postgraduate level and into the research programme[1]".

For the institutions of Professional Education, where the teaching-learning-examination system is not like general education, it was clearly stated in the UGC guidelines of 1983 that these should be asked to contribute in special ways i.e. work on the applied part of community problems like how to process clean water, how to minimize the health hazards through good practices, what will be the suitable agriculture for a particular area. Thus, UGC has mandated Extension as the third dimension of University Education with equal importance as teaching and Research.

After 1977, the Review Committee of UGC under the leadership of Madhuri Saha also observed, "… the rapid explosion of knowledge that is taking place all over the world, creates a moral obligation on the university system to work for its dissemination in masses in addition to its age-long work of generating new knowledge[2]." The review report of UGC emphasized that extension should permeate all disciplines of studies at all levels as a third dimension. It also revealed that the rapid spread of new knowledge in every sphere of life, particularly of new knowledge in Science and Technology with a view to inculcating scientific temper has created a certain vacuum in society for those who are unable to access it. Thus, the role of the extension dimension was to bridge the gaps[3].

University is a part of society. It is not an Ivory tower that could be placed in isolation. The resources of the university are the resources of society and it is the foremost duty of the university to pay back to society its dues. However, the Department of Adult, Continuing Education and Extension was given the special role to provide training in the field of extension to all other departments, colleges, and institutions. The UGC policy led to the massive expansion of university extension at a very rapid pace during the 1980s. It started taking part in propagating the green revolution where various agriculture universities extend their knowledge to the community in terms of technology transfer and training to the farmers in the field of education through lab-to-land concepts under which the technology and research are applied in a crop field. It was the period when various technology missions were at their peak and the National Adult Education Programme was launched for bridging literacy, improving health, and promoting social cohesion. Intense involvement of universities in an outreach-based programme like Adult Education Programmes helps to strengthen the relationship between not only the university/college and its surrounding community, but, also between

the agencies directly responsible for this programme as well as others in the university (Rajesh,1995).

It also laid the foundation for the creation of different programmes in supporting community outreach like the National Service Scheme, 1969, and Nehru Yuva Kendra to nurture the skill of community engagement and actively engage youth with the community. When the massive adult education programmes were to be taken up in the 1970s, the Departments of Adult, Continuing Education, and Extension were created so that the student community can actively participate in educating the illiterate/less literate people.

Policies and Important Programmes/Directives on University Community Outreach in India

The role of community outreach through Indian Universities has been expressed implicitly and as explicitly in several policy documents of Education since the first Education Commission Report (1948) but it became more pronounced during the seventies when a series of policy reforms and the need for technology integration was felt for the modernization of agriculture-based society. Along with key recommendations and interventions of UNESCO, UNFPA, and UNICEF.

As per the 1941 census report, 85% of the population in India was in villages. The first Education Commission recommended the significance of rural higher education to help the rural community for welfare and enable them to ensure the quality of rural life. National Service Scheme started in the year 1969 to build a sense of social responsibility in students towards constructive social service with the motto of *not me but you*. NSS works by adopting villages and schools to serve the cause of society under the community outreach programme. It started as a motive to involve the youth in the development of the community through knowledge building, awareness creation, and Infrastructural and Institutional Development were prominent (Deekshitha, 2016). The report of the Education Commission 1964-66 (Kothari Commission) also emphasized the role of higher education to work on problems of society. It emphasised that educational institutions should come out to support society. Later, formally "Extension" was introduced in Indian Universities as a result of acceptance by the University Grants Commission in 1977 of a "Policy Frame on Development of Higher Education" wherein it introduced a Third

dimension (the other two being Teaching and Research) for the institutions of higher education in India. The rationale behind the decision to 'extend' the institutional resources to the communities lay in the realization that democratic ways of life had not touched the wider society sustaining inequity and injustice[4]. The National Policy of 1986; POA, 1992 identified the role of Extension Service and Continuing Education programmes as an essential component of programmes and activities of all the universities. It provided scope to make a provision to secure greater involvement of teachers and students of the universities in extension services which will be as important a function of the universities as teaching and research. To promote and strengthen the Extension it advocated for academic recognition /credit disposition.

UGC 11th Plan Guidelines for Lifelong Learning and Extension

The Guidelines enable the Departments of Lifelong Learning to take academic freedom for the planning and conduct of innovative programmes in Teaching, Research, and Extension. It has given the dependency on extension activities that should be planned with the active participation of the university and community where students are integral.

..... "Universities should take up the extension with the purpose of developing innovative models of extension and generating documentation and try to link theory with practice and vice Versa"[5]. Thus, it also gave independence to formulate any thematic courses as per social relevance.

The Function of the Extension Department

Extension Departments of the university system has prior responsibility for community outreach where the research and teaching are done on the basis of interventions in the community and their need.

Need-Based Community Outreach and Institutional Social Responsibility under National Policy-2020

National Education Policy-2020 is the first education policy of the 21st century that climes address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the goal of 21st century

Fig-2: Functions of Extension Department

1. VIsit the nearby community to resolve the needs through Extension

2. Research on problems of the Community

3. Incorporate in the research and exprinces of community intervention in Teching
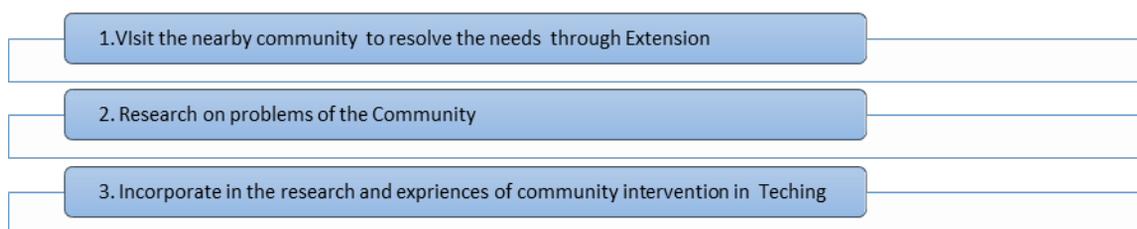
Source: Developed by the Author after Analysis of Several Documents on Extension Education

education, including SDG, 2030 while building upon India's traditions and values systems[6].

National Policy 2020 also provides the wider domain to higher education to intimidate the community outreach directly or with the partnership of NGOs, Industries, and many other sectors to foster a knowledge society. It also provides the scope to build the network with the university and community for the realization of sustainable development Goals, especially Goal 4 which promotes *Lifelong Learning for All*[7]. It is a policy that has been formulated in response to the need to harness the full potential and develop well-round competent individuals to provide the right environment to enable access to inclusive and equitable quality education[8]. Recently, translating the policy into Action, the University of Delhi under the four-year Undergraduate programme mandatories included the Institution Social Responsibility for each discipline for exposing the university to a real-life situation.

The outcome-based extension is nothing but terminology that more focuses on the outcome of the community outreach activities of the university than processes. In India, this debate evolved when Institutional Social Responsibility got prominence under national education policy translation into action for social outcomes by different universities. It advocates the actuation of critical life skills among adults. It also empowers higher education to work for the community so that it can gain relevant skills that can promote lifelong learning and employability in the future[9].

Technique of Community Outreach under Institutional Social Responsibility

Outreach is an activity of providing services to populations who might not otherwise have access to those services. Outreach is often meant to fill in the gap in the services provided by the mainstream

and it is often carried out with zeal, enthusiasm, passion, motivation, and determination for social service. It is a process where education institutions extend help to the community outside the four walls to enable them to work on their own problems in a sustained manner. Department of Adult, Continuing Education, and Extension in higher education along with several departments has an integral part of community outreach services. It is the department that has the expertise to perform the outreach activity and UGC has also recognised its contribution. But in recent days university has mandatories to the engagement of all departments, and colleges with the nearby community under Institutional Social Responsibility.

Generally, the outreach activity is done by adopting the community, villages, and clusters that are near the University Department and working with their social problem for a longer period of time not less than 60 days. There are several steps involved with community outreach activity but before understanding the process of outreach, it is needed to understand why community engagement for the university departments is important and when to do it. Community Engagement is important because:

- It helps to develop a strong social network;

- To be aware of the resources available in the community;

- Tailor the local needs and problems;

- Efficient engagement of resources with training;

- Nurture the self-sufficient model of intervention for problem resolution;

- Identify issues more quickly and develop more effective solutions for them; and

- Research the problems of the community and provide the remedy.

When to do Outreach?

- It is really important for the university to find out the time that works better for outreach programme before initiating it and reach out at a time that works best for the community. Otherwise, it may become a futile exercise.

- Outreach Activities should not start too early or too late. If the community gets busy, the outreach activity should not be paused for too long. Outreach should be initiated between two-three weeks before the actual activity, and gear up and get the notation.

- Keep performing outreach strategies in between projects and events in order to build larger and stronger networks, and enhance engagement levels of the community till the time real intervention start.

- Community engagement is a process that takes time and effort. It requires bringing people together, establishing trust and relationships, developing collective goals, building capacity, and working to create change.

Different Types of Outreaches

The types/nature of outreach is determined by the nature of interventions required for the community. Broadly it can be understood by;

- Outreach to deliver health services or products.

- Outreach to educate or inform the target population, or those who interact with the target population (often using community health advisors).

- Outreach to establish beneficial connections between people and organizations.

- A combination of outreach efforts to deliver services, enhance skills, knowledge, and raise awareness[10].

Need-based Community Outreach Technique

Community outreach is about building consensus, identifying community needs, and creating momentum within communities to address issues and create solutions. Community outreach can lead to a change in attitudes, building social capital, or promoting economic and environmental development. It is not about consultation or representation it is a serious affair in the process of Development.

University Outreach program starts with the engaging resources of the university i.e. research, students, and faculty where they approach the community to resolve their problems either with the existing solution of conducting action research with key objectives to engage the community or enable them to work on their problems for the solution with the help of the university. It also pushes the higher education system to construct knowledge that has relevance. The community outreach starts with the mapping of the problems and existing resources and involve several techniques. How a university does outreach depends on what it wants to accomplish. It involves key steps as explained in Figure 3.

Community Mapping and Resource Mapping

Community mapping to identify client housing areas, and potential transportation barriers (such as a neighborhood with little or no accessible bus lines), and to target and track prime outreach sites. It is done to show the most current information available for outreach activities. Through SWOT the strengths and weaknesses of the community can be understood. There are several steps involved in community mapping:

1. Determine key information that the map should include. For example, Demography, infrastructure, basic amenities, and social composition.

2. Determine the appropriate geographical area.

3. Create maps (e.g., maps with locations of client housing and community assets such as temple/

Fig-3: Key Steps Involved in Community Outreach
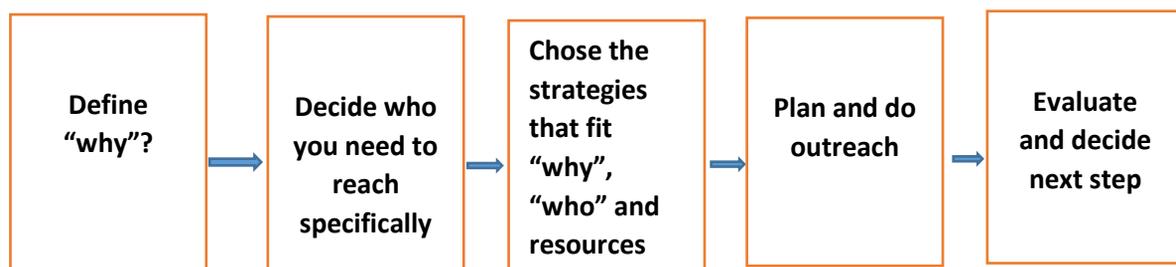
church/mosque/gurudwara, etc., social clubs, local grocery stores, and Laundromats).

4. Identify the Communication medium.

5. Identify the various resources of community, skills, shelter, finance, school, hospital, community center, etc.).

Identification of the Community Problems

Identifying and defining the problem is important for community outreach that demands application and needs basic dominants to understand the nature of problems. It is involved with the question words like what, why, who, when, and how much. It deals with brainstorming on basic questions i.e. *who* **is causing the problem, and who is affected by it?** *When* **did the problem first occur, or when did it become significant?** *How much***, or to what extent, is this problem occurring?**

Organisation and Planning

It involves with setting concrete and clear aims and objectives for engagement activities so that everyone understands the issues and the goals of their efforts. For example, you can set out a community work plan that includes specific goals, tasks, and timelines. This will help crystallize the purpose of the group.

It is also needed to ensure that there are channels for giving feedback so that you know how you can change the process of decision-making or understand why there may be points of frustration or confusion with the process. It is also needed to ensure that there is time for the review and evaluation of strategies and approaches to engagement.

Ensure Meaningful Inclusion

It is about involving the community in identifying problems and opportunities and creating solutions on their own terms. While including all stakeholders in the community development process is evidently important, there are some challenges to ensuring its practices. Communities are made of people who have a wide and diverse set of interests, knowledge, experiences, and concerns. As a best practice, it is important to make sure that as many voices are heard as possible when taking initiatives to improve communities.

How to Develop Meaning Inclusion ?

- **Be open, accessible and approachable** (e.g. provide contact information you are willing to share with community members, have a regular scheduled time when you are working in the community so that people can reach, etc.)

- **Meet people in places they are comfortable with** (e.g. at a public space, somewhere very close to their home location, somewhere with full accessibility, etc.)

- **Respect the people opinion and thought (limit** being outspoken on your and other people opinion instead listen the community opinion.

- **Maximize the opportunity for participation by the community** (e.g. consider translators, appropriate location and times, childcare, transportation, and safety, etc.)

- **Develop skills and capacity of the community** (e.g. offer workshops, world café style meetings, forums, etc.)

- **Give individuals the opportunity to take leadership roles** (e.g. provide meaningful volunteer roles, set up training programs, invite members to spear-head a project, etc.)

Patience

Community outreach is conducted to change the life of the community in a positive direction. Change in communities takes time. There is no such need to develop the skills and confidence needed to support and advocate for change. It also takes time to foster a commitment to supporting change in communities. Community engagement processes are ongoing and episodic. As a result, it is very important to celebrate small successes and the work that community members do on an ongoing basis. It is especially important to identify and celebrate when the community does come together around issues.

Persistence and Determination

The success of community initiatives, projects, and development is largely dependent on whether people stay committed to the work because it can take a long time. In order for community engagement to be effective, the community needs to work together over a long period of time. Residents often do not have the time and commitment to make the changes they want to make or are only able to make them in a reasonable period of time.

Build Trust

The community also needs to trust those leading the process and feel as though they are committed to making a change in the community.

How to build trust with the community?

- **Respect people's opinions** (need to consistently provide positive responses even don't agree with them).

- **Be consistent and reliable** (always respond to people in a timely manner)

- **Establish rules for mutual respect and follow them** (take time to think about how you would like to be treated as a community member) Lead by example (showing that you practice a set of principles positively will inspire others to do the same)

- **Remember what matters to people and relay that to the community** (showing the community that you know what matters and that you care goes a long way)

- **Engage people based on their personal goals and interests** (open avenues of engagement to people based on what concerns them, and how they want to engage)

- **Make a point to thank people** (either when they share their opinions, come to events, or work on projects or activities)

Ensure Collective Decision Making

A central component of community engagement is embedding control in decision-making within the community. For community engagement to be successful, it is important to encourage members of the community to participate in determining local priorities, and creating goals for the communities that meet their needs, concerns, and interests. When communities do not feel as though they have a stake in the change that happens, they may not see decisions about local policies and the delivery of services as legitimate and credible. It is important to choose the appropriate methods or strategies to ensure that everyone has their say in decisions that affect the community as a whole.

Capacity Building to the Community

It is very important that the majority of work to change the community be done by the community itself. The community should take ownership of

---

How to ensure collective decision making?

- Holding Community forum and meetings on identified issues

- Inviting members for creating consensus

- Get feedback on proposed decisions from the community through either formal votes or informal discussions during meetings or gatherings

- Supply a suggestion Box where appropriate

- Ensure every sections of communities voices are heard

- If you know of community members who have not expressed their suggestions for community decisions, invite them to give their opinions, as some people are less comfortable in doing so unless they are approached

- Provide an adequate time for people feedback

- Be accessible for receiving feedback

---

making changes. However, oftentimes people do not have the skills, knowledge, or experience they need in order to make changes happen. One of the central roles of an organizer is to build capacity and harness the experience available in the community in order to achieve objectives. You might need to hold workshops, offer skill-building exercises, identify resources, and provide support in order to ensure that the actions are owned by community members. Building capacity create and maintain sustainable communities.

Building Partnerships for Community Outreach

For change to happen in communities, it is important to collaborate with others and involve many stakeholders, those that have a stake in improving the community. This can and should include people from different sectors organizations, residents, businesses, and government staff. Different people can collaborate to discuss ideas, create plans and implement solutions to different problems.

Who can be the partner?

- Community agencies and non-profits

- Neighbouring communities
- Community Associations
- Federal, provincial, or municipal agencies
- Businesses
- Colleges and Universities
- Recreational Clubs

Discussion

Institutional Social Responsibility opens the scope of higher education to nurture the relationship between Communities and Universities/Colleges in modern times. The earlier role of Extension has been well recognised to construct coherence, promote social values and be aware of the basic traits of health hygiene by enabling literacy programmes, later it has played an instrumental role in the technology transfer to the unreached community. Corresponding to the priorities of education, especially higher education was made responsible to act as per the need of society through several policy discourses of Higher Education and also through the reports/directives. Extension helped to increase and mobilize the resources of universities for the community by extending help. Recently as per the AISHE report published out of the 42,343 colleges that India has, a majority of 60.56 per cent — are in the rural areas, stated the All India Survey on Higher Education (AISHE) report 2019-20 released. Where this education institution can positively transform through working with the village community. Still, the majority of the population resides in the villages and struggling with various socio-economic problem where implantation of the National Education Policy2020 give ample scope to higher education institution to work with villages through community outreach under Institutional Social Responsibility to the realisation of not only sustainable Development Goals, 2030 but positively it can be the driver to decentralization of knowledge. Although the university level community outreach has been promoted through all the departments, recently UGC and the Ministry of Education also started promoting institutional social responsibility by accrediting it under academic performance and also in carrier advancement.

Conclusion

The policies are formulated for implementation. There was found to be a gap between the policy perspective and implementation strategies. A number of schemes and institutions have been created in the name of outreach. For exp. National Service Scheme (NSS), Nehru Yuva Kedra (NYK), Department of Adult, Continuing Education and Extension (DACEE)/Lifelong Learning and Extension (LLLE). But their activities in the communities are very much minimal and so far, they could touch only the periphery of Extension. Unfortunately, due to negligence at several levels ranging from the policy level to the university level, such departments/institutions like Lifelong Learning and Extension are neglected. Though in the developed education system it is the one who is taking the lead role. It is the need of the hour for effective implementation of the National Education policy or skill policy every university should have a Department of Adult, Continuing Education and Extension (DACEE)/Lifelong Learning and Extension (LLLE)to nurture the university system for social responsibility than India will be able to meet the objectives enshrined under National Education Policy and SDG,2030 especially SDG4 or subsequently get the desired result of New India Literacy Program for 100% literate India.

Note

1. UGC 1977 Guidelines to the Universities. Accessed from *https://www.ugc.ac.in/oldpdf/xplanpdf/adultedu.pdf*

2. *http://www.unipune.ac.in/dept/mental_moral_and_ social_science/adult_education/pdf/482_Shirsath%20 BOOK_11.032020.pdf*

3. Report of Review committee appointed by UGC in 1985. Accessed from *4.139.60.153/bitstream/123456789/270/1/ Report-University%20System%20and%20Extension%20 as%20the%20Third%20Dimension_D09942.pdf*

4. The Report of the Education Commission 1964-66.

5. *https://www.ugc.ac.in/oldpdf/xiplanpdf/lifelong2.pdf*

6. *https://www.education.gov.in/sites/upload_files/mhrd/files/ NEP_Final_English_0.pdf*

7. *https://sdgs.un.org/goals*

8. UGCF-20221 of University of Delhi. Accessed from

9. This interpretation was drown by the author by attending several workshop on implantation of National Education policy by University of Delhi.

10. *https://ctb.ku.edu/en/table-of-contents/implement/access- barriers-opportunities/outreach-to-increase-access/main*

References

1. All India Survey on Higher Education (AISHE) Report 2019-20.

2. Deekshitha (2016). Role of National Service Scheme (NSS) in Creating Social Responsibility at Higher Education. *International Journal of Scientific Research and Modern Education.* ISSN (Online): 2455 – 5630. Volume I, Issue I.

Retrospect and Prospects of Evaluation Reforms for Transforming Indian Higher Education

Jijo Varghese* and Alok Gardia**

All countries of the world now heavily rely on the soundness of their quality education system. Today, in the postmodern world a viable education system determines national progress in all spheres of human development. Therefore, it is imperative for all countries to reform higher education for sustaining national progress. In such an effort of bringing quality education, a robust evaluation system works to be the key factor in bringing quality in any level of education. Especially in the Indian context, the task becomes stupendous due to the large size of its higher education system.

The higher education system in India is one of the largest systems in the world and it has grown significantly since its independence. The number of higher education institutions (HEIs) in the nation has increased significantly. The number of universities in the nation expanded from 32 in 1950–1951 to 1057 (as per the data provided by UGC on 23.08.2022), which represents an increase of more than 33 times. In a similar fashion, there are now 42343 colleges instead of 695. (UGC, 2003; Agarwal,2007; AISHE, 2022). The "Right to Education Act" and other national laws and policies that mandate free and compulsory education for all children between the ages of 6 and 14 have led to an increase in secondary enrolment during the past ten years. In other words, students who successfully complete secondary education are the major reason for the increasing demand for enrolment in higher education. Because of this, higher education institutions have expanded nationwide at a never-before-seen rate (Shaguri, 2013). The number of students enrolled in higher education has expanded dramatically during the past ten years, rising from 29.8 lakh in 1980–1981 to 373.9 lakh in 2018–2019 also the private sector manages more than 70% of HEIs in India and serves more than 70% of the country's enrolled students (AISHE 2019). Additionally, it wants to raise its gross enrolment ratio from the current 26.3 percent to 50 percent by 2035 (NEP, 2020).

*Assistant Professor, Department of Education, Regional Institute of Education, Ajmer Rajasthan, 305004. E-mail: jmecheril@gmail.com

**Associate Professor, Faculty of Education, Banaras Hindu University, Varanasi – 221010.E-mail:alokeducator@gmail.com

The Indian government has prioritised higher education expansion and equity since gaining independence. The higher education system in India still faces severe qualitative issues despite the enormous and remarkable improvement in the last ten years (Singai, Kumaraswamy & Chandra, 2020). But it is a fact that there is a constant change due to the various advancements in science and technology and this caused the higher education system in India to go through a transformational phase. Therefore, the country's higher education system has the challenge of developing a skilled resource from its youthful population and releasing its potential to take up the mantle of change and growth. The government, on the other hand, has a crucial role to play in helping to give the push needed to create an appropriate and high-quality education system. For this reason, to implement academic changes in India's higher education institutions, the University Grants Commission (UGC) has launched a number of programmes. Curriculum creation and its revision on a regular basis based on "Learning Outcomes" is one of the quality undertakings made by the UGC and the next milestone to be achieved is related to examination reforms. Even though there are various initiatives and programmes for the curriculum construction and updating, and development of learning resources, the revision and reformation of the evaluation system are always being taken for granted. It is seen in all levels of education that the assessment and evaluation procedure remain the same even though there is a sophisticated curriculum. This means to say that, most teachers focus on measuring memory ignoring the skills and competency aspects of the learner and learning. In the educational system, assessment and evaluation are crucial. The current system of evaluating students has drawbacks that make the need for modifications in the evaluation system relevant. However, evaluation should be primarily related to the instructional strategies and learning techniques used, and it should be flexible.

Issues Related to the Current Evaluation System

It is seen that higher education in India has always focused heavily on exams. The present exam format used in university structures tests

memory learning. Most often, the examination system is affiliated with external final exams that are administered by universities at the conclusion of each semester or year; these exams are only taken for the purpose of assessment. The majority of the time, this system shields children from the joy of studying, the thrill of discovery, and the pursuit of knowledge.

The annual exam, coupled with scores, percentages, and division, causes insensitive packing up of innocuous details. As a result, continuous assessment throughout the teaching-learning process receives relatively little attention, and the emphasis is instead placed only on the final exams, directing all teaching and teaching pedagogy toward preparing students to work hard for better grades. Before being hired for jobs in the public or private sectors, university-certified degree holders with UG, PG, or Ph.D. degrees are frequently required to take another written exam. As a result, graduates from the higher education system do not have the knowledge and skills that were expected of them.

The term-end exam is often based on a question paper that only evaluates memory recall ability. The format of a question paper speaks volumes about the institution's and its participants' academic standing. As a result, the reliance on using a question paper to answer the term-end test highlights the shortcomings of the solitary nature of the assessment (the majority of marks are dependent on performance at the term-end examination). There may be concerns about a compromise in the quality of the question papers set due to the examination department of a university's ongoing requirement for question papers. Overemphasis on cramming or memorizing has emerged from the increasingly common habit of presenting questions that just need the recollection of material rather than higher mental level activities. As a result, the development of higher mental ability is consequently noticeably delayed.

In order to improve learning outcomes, it is important to recognise and solve the multiple obstacles the assessment system encounters. The difficulties can have to do with evaluating pupils, teachers, educational boards, technology, social problems, and moral dilemmas. The assessment system's challenges must each be thoroughly examined. While addressing the difficulties, opportunities for online assessment are also taken into account. (Anu, 2022).

Going beyond Continuous and Comprehensive Evaluation (CCE)

The CCE programme was created to give teachers regular, thorough feedback on their kids' performance as well as that of their parents and other stakeholders. The main goal is to give teachers the flexibility to adapt their instruction to the existing learning capacities of specific students. In order to do this, CCE's form of assessment is intended to be "continuous," in that teachers track students' learning progress across time using brief bursts of content (such as a single module or lesson). Unit examinations, projects, and evaluations of student involvement in class can all be included in this regular assessment. Additionally, compared to traditional testing, CCE recommends a more "comprehensive" assessment of student achievement: it assigns grades based not only on academic performance but also on co-curricular activities (like the arts, music, or sports) and personality development as demonstrated by life skills, attitudes, and values. It is intended that teachers be able to closely monitor student progress, better adapt their instruction to the requirements of their students, and more easily identify and address any learning gaps through the frequent evaluation of CCE. CCE is intended to lessen the stress of studying for big exams because the evaluations are ongoing and low stakes, which can promote student retention.

Regardless of whether or not students understand the material, teachers move forward with an overly demanding curriculum. Due to teachers' attention to the highest-performing pupils and their progress through the curriculum, children who start with a minor gap quickly fall behind (Banerjee and Duflo 2011). Getting teachers to pay closer attention to what students in their classrooms know and what they can understand is a key component of the education systems that need to be changed. When this is done, there are significant learning gains (Banerjee et al. 2017). The continuous assessment method used by CCE is based on earlier studies in education that emphasised the value of formative assessments—those that offer frequent feedback to teachers' classroom practices, as well as to parents and students—in fostering student learning (Black and Wiliam, 2009). Programs for continuous assessment have been marketed as a way to enhance education in underdeveloped nations (UNESCO 2008), although there is little proof of their efficacy.

National Education Policy 2020 and its Vision of Assessment and Evaluation for Higher Education

Radhakrishnan Commission (1948-1949)- "If there is one thing to be reformed in education, it is the examination system"**.** In India, examinations play a focal and decisive role in the career choice of students; the ability to pursue the right higher qualifications and determines the degree of knowledge possessed. Both the skill requirements and the decision-making capacities of human resources have undergone a radical transformation as a result of the forces of global competition and the wave of industrial disruptions, placing enormous pressure on them to function in challenging circumstances. The final exam follows the same structure and serves as a benchmark or fate determiner for millions of students, making any changes recommended unlikely to make much of an effect. The final exams of the term are frequently two/three hours each and the only means by which students' future careers are decided. The current exam system evaluates memory learning abilities. In order to meet professional demands, students must not only possess knowledge but also be able to apply it uniquely to each circumstance, no matter how simple or complex it may be. Students must feel pressure to perform to the best of their abilities as a result. Although memory learning may be necessary, it is insufficient to function in the demanding environment that is now in place. Application skills, or higher-level abilities like analysis, invention, and evaluation, must be evaluated. Standardization of assessment has drawbacks because each student has a unique combination of intellect and ability, making it impossible to detect students' true potential and abilities with a single measurement method. This all necessitated NEP—2020 to search for new ways and methods for evaluation. NEP—2020 emphasizes on transforming assessment for optimizing the learning and development of all students with a focus on the following:

- Regular, formative and competency-based
- Promoting learning and development of students
- Focuses on 'assessment for learning
- Tests higher-order skills (analysis, critical thinking and conceptual clarity etc.)
- Helps the entire schooling system in revising continuously teaching-learning processes to optimize learning

NEP-2020 focuses on – regular, formative, and competency-based assessment, promoting learning and development of students and testing higher-order skills (analysis, critical thinking and conceptual clarity, etc.). The goal of NEP-2020 is to transform the culture of assessment. NEP 2020 envisages transforming the culture of assessment through making continuous tracking of the learning outcome of the students, making board examinations more flexible with an assessment of essential skills. As per the vision of NEP 2020, all HEIs shall move to a criterion-based grading system that assesses student achievement based on the learning goals for each programme, and also move away from high-stakes examinations towards more comprehensive evaluations which highlight the skills and abilities of the learner. It also demands for focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture'. Summative evaluations will give way to regular, formative evaluations, which are more competency-based, encourage learning and development, and test higher-order abilities like analysis, critical thinking, and conceptual clarity. Exams, at all levels, will be changed to promote the holistic growth and to measure key competencies, which will make them "easier."

Recent Interventions and Suggestions for the Reformation of Assessment in HE

According to Girlando (2013), it is essential for students to master the academic material/subjects covered in class since having a theoretical understanding of the material will allow them to apply it to real-world situations. However, the current state of affairs is that students struggle to understand the fundamental academic concepts taught in the classroom and are unable to apply the knowledge in real-world situations. And also, how can we be certain that the students are actually learning? According to education experts of the 20th century, the answer is determined by the grades or marks the student receives on summative assessments. However, in the twenty-first century, the typical response to the same question would be something different, such as how far pupils were able to apply the knowledge they had learned to actual situations. It indicates a change from learning new information to using it. In this scenario, the teachers do have the significant responsibility of preparing content and methods to evaluate the students in terms of their skills and application level. This necessitates the need of acquiring 21st century skills for teachers and

there needs to have a framework to assess the 21st century. Douglas Reeves (2010) identified five core elements for the assessment of 21st century skills: (1) Learn, (2) Understand (3) Create, (4) Explore, (5) Share. The specialty of this framework is that it is adaptable to every academic level and subject.

- **Learning**- what do you know? what are you able to do? Assessment of 21st century learners requires subject/content knowledge. Learning is only the first step and if we stop with this step, we end up in the reproduction of someone else's idea.

- **Understanding**- what is the proof that you can apply learning in one area to another? Learners' understanding is their ability to explain their learning to others.

- **Exploration**- what did you learn beyond the limits of the lesson? Learners gain most when they explore.

- **Creativity**- what new ideas/knowledge you can contribute?

- **Sharing**- how did you apply the knowledge to help and guide a person in your locale/globe?

Each of these elements is essential while developing an assessment tool to assess the learner in higher education. Any tool or test developed for assessing achievement, perception and the like must place value on learning the content knowledge as well as the application level of the gained knowledge.

Students experience tension and anxiety during exams in their current form, both before and after the test. Issues with malpractice that affect their credibility are related to this. Reforms thus are much needed to ensure credibility and the outcome of the assessment system. 'There is a need to have more horizontal assessment modes rather than one single vertical mode that decides the fate of students. Reforms in the examination for all forms of education i.e. formal face-to-face mode, Open, and distance learning mode, etc., should thus animal overall development of students in terms of their critical thinking, problem-solving ability, right application of knowledge, and maintain ethics. The NEP 2020 has taken the right step towards the transformation of higher education through innovative evaluation trends. There is a need to chalk out a firm strategy to follow and create an element of desire among all educational stakeholders so that quality higher education may emerge with a quality evaluation system in the country. An action plan towards this direction will greatly help in realising the vision of 'Atma Nirbhar Bharat'

References

1. Agarwal, P. (2007). Higher Education in India: Growth, Concerns and Change Agenda. *Higher Education Quarterly*, 61(2), 197-207.

2. Banerjee, Abhijit, and Duflo, Esther (2011). *Poor Economics*, Public Affairs, New York.

3. Banerjee, Abhijit, et., al. (2017). From Proof of Concept to Scalable Policies: Challenges and Solutions, with an Application. *Journal of Economic Perspectives* 31 (4): 73–102.

4. Black, Paul and Wiliam, Dylan (2009). Developing the Theory of Formative Assessment.

5. Douglas and Reeves (2010). A Framework for assessing 21st century skills. *Educational Assessment, Evaluation and Accountability,* 21 (1): 5.

6. GoI (2019). *Report of the Ministry of Human Resource Development,* All India Survey on Higher Education, Department of Higher Education, Government of India, New Delhi. *https://aishe.gov.in/aishe/home*

7. GoI (2022). *Report of the Ministry of Human Resource Development,* All India Survey on Higher Education, Department of Higher Education, Government of India, New Delhi. *https://aishe.gov.in/aishe/home*

8. James, Brandt, Ron (Eds.), *21century Skills: Rethinking How Students,* Solution Tree, Bloomington.

9. Girlando, G. (2013). Making the Shift from Traditional Teaching to 21st Century Teaching (Doctoral dissertation). Retrieved from *www.eric.ed.gov*

10. GoI (2020). National Education Policy- 2022, Ministry of Education, Govt. of India. *https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf*

11. Shaguri, O., R. (2013). Higher Education in India Access, Equity, Quality. In EAN World Congress Scholar. Vol. 13. *https://docplayer.net/6311022-Higher-education-in-india-access-equity-quality-obadya-ray-shaguri.html*

12. Singai, C., Kumaraswamy, T., R., and Chandra, A. (2020). *Reforming Higher Education in India: In Pursuit of Excellence*. 6th International Conference on Higher Education Advances (HEAd'20) Universitat Politecnica de Val ` encia, Val ` encia, 2020 ` DOI: *http://dx.doi.org/10.4995/HEAd20.2020.11237*

13. UNESCO. (2008). "EFA Global Monitoring Report." United Nations Educational, Scientific and Cultural Organization, Paris.

14. University Grants Commission. (2003). *Higher Education in India: Issues, Concerns and New Directions*. Recommendations of UGC Golden Jubilee Seminars-2003 Held at Eleven Universities in India.

15. Anu, V. (2022). Assessment Challenges for Teachers in School Education -*Embibe*. *https://www.embibe.com/exams/assessment-challenges-for-teachers-in-school-education/*

❑

The Journey of NMIMS Libraries during the COVID-19 Pandemic: A Case Study

Ravi Bellary* and Shivanand Sadlapur**

COVID-19 has hampered academic activities and spoiled student community life in every corner of the country and even the whole world. It has been observed from the study conducted by Piya, Amin, Das, and Kabir (2022) in Bangladesh that many students cannot concentrate on their studies. The student community went for e-resources, increased the usage of electronic communication tools, and experienced severe to moderate levels of depression and anxiety. Pattanshetti and Pattanshetti (2020) noticed in their research that various publishers' free/open access to e-resource material and understanding and adaptation to the newer technology for education, such as artificial intelligence for adaptive learning and virtual reality, are very much essential.

Kumar and Sarkar et al. (2021) study explores that in-person education / offline class has been shown to create more student-centric, student-to-student, and student-to-teacher interaction, promoting better academic engagement. Magomedov, Khaliev, and Khubolov (2020) express in their study the integration of the education system and technology. The new technology provides more possibilities for both teacher and student, but only when used effectively.

Motivated by these studies, the author also conducted a study on the Journey of Narsee Monjee Institute of Management Studies (NMIMS) Libraries during the COVID-19 Pandemic. The study's, on primary purpose is to explore how NMIMS library professionals motivate their library users to effectively use information sources and services for learning and teaching during a pandemic.

Literature Review

The literature review is very much essential for any research work. This study examines the available literature on the impact of COVID-19 on the education sector and information and knowledge resource center services. Ma and Idriset al. (2021) examine the effect of COVID-19 on children's education and mental health in China. It's noticed that most of the children experienced psychological issues due to pandemics, children were satisfied with online education, and few were not comfortable. However, Pradeep (2020) conducted a study on the impact of COVID-19 on the education and mental health of students and academic staff working in universities. He found that disease has created uncertainty and anxiety, leading to stress among students and academic staff.

Kantipudi, Moses, Aluvalu, and Goud's (2021) study explores the impact of COVID-19 on Indian higher education. They found many students in rural areas unable to continue their education because of a lack of internet, computers, and other tools for teaching and learning. Connell, Wallis, and Comeaux's (2021) study discuss the impact of COVID-19 on academic library resources in three university libraries. They found that majority of the database usage is decreased and heavily used virtual communication tools. Chavan's (2020) research shows that many working professionals encounter challenges like mental stress, lack of training to provide library services from home, and infrastructure. Dadhe and Dubey (2020) notice that the ICT tools such as Internet and Web technologies enhance and strengthen the IIT's research, teaching, and learning process.

NMIMS Libraries

Narsee Monjee Institute of Management Studies (NMIMS) Mumbai is one of the oldest multidisciplinary and multi-campus universities. NAAC accredits the Mumbai campus with A+ 3.59 CGPA, and UGC is awarded Category 1 university. To achieve the aims and objectives of the NMIMS, it has state with the art with latest technology libraries across campuses. All libraries provide an environment conducive to learning with world-class amenities and facilities.

All libraries have the latest learning aids required for effective learning, teaching, and

_____
* *Deputy Librarian, Narsee Monjee Institute of Management Studies (Deemed to be University), Vile Parle (W), Mumbai – 400056. Email: bellaryrn@yahoo.com*
** *University Librarian, Narsee Monjee Institute of Management Studies (Deemed to be University),Vile Parle (W), Mumbai – 400056. Email: Librarian@nmims.edu*

university research work. NMIMS library provides user-centric services such as new additions to the collection. The profession also assists library users in retrieving the required information in print and electronic resources. HBSP cases facility. Orientation on online databases and training on how to effectively use available technologies in the Library.

Services Provided during the Pandemic

During Pandemic in the education sector, online classes/remote learning have emerged as an essential tool for communication among students and teachers worldwide. NMIMS adopted the latest technologies in day-to-day functions before the virus outbreak in India. During the lockdown, these resources were used very extensively. All NMIMS libraries adopted the new technologies to fulfill the needs and requirements of the library users.

Access to Online Databases

The remote/online learning scenario during the COVID-19 paradigm shift towards more electronic/ digital resources for teaching and learning. NMIMS subscribes to various online databases on different subject areas for effective teaching, education, and promoting research work. In academic online databases play an important role. These resources disseminate current information on new developments in various subjects. NMIMS library has provided access to information to its users.

Complimentary Access to E-resources

Reputed publishers such as Pearson, Wiley, Springer, and Cambridge have provided complimentary access to eBooks during the pandemic on request. We are very grateful to all publishers for their support during this unpredictable situation. All students and faculty have used these resources very effectively.

Orientation

The orientation is critical for all library users to enhance the usage of library resources. During the pandemic, we have prepared the user manual and PPTs for easy understanding of the resources' search strategies, techniques, and coverage. Online orientations were also arranged at regular intervals through MS Teams and emailers.

Newspaper Clipping Service

The university's higher authorities greatly appreciated the newspaper clipping service during the pandemic. NMIMS library professionals used subscribed databases and provided newspaper clipping services on education and related topics when the government banned the printing and circulating of all newspapers.

Study Materials Distribution

One of the challenging jobs knocking on our door during Pandemic was sending study materials to students on time. University has a practice of Textbook distribution to their students every year, at the beginning, of the academic. During the pandemic, we sent study materials through courier to their respective residential addresses.

Thematic Book Display

To attract library users, we display books on specific topics, special days, certain themes, special occasions, influential personalities, or works of any particular author. Before the pandemic, this event was arranged in the library. During the pandemic, we used eBooks online resources extensively. We prepared links for selected books and sent them to all faculty members and students. All library users were delighted with this service.

NDLI

As per the All India Council for Technical Education (AICTE) approval process, NMIMS is also a National Digital Library of India (NDLI) member. NDLI is a project of the Government of India under the Ministry of Education. It provides access to various relevant sources of information to its members, such as textbooks, journal articles, videos/audio, and many more.

Plagiarism Check

A plagiarism check is essential for research work; it gives the originality of an author. Using standard plagiarism check tools, we also provided a plagiarism check facility through email during a pandemic.

Newsletter

NMIMS libraries have introduced a quarterly e-newsletter, i.e., "NMIMS Knowledge Trendsetters." The e-newsletter will publish every quarterly on various themes. It covers theme-based articles from library users, the most used databases of the quarter,

research by the library, NMIMS quarterly ranking information, an eye on other leading competitors, NMIMS quarterly news, etc.

Events Organized

We have organized various events during the pandemic to bridge the gap between library users and professional colleagues.

Professional Webinars

NMIMS library hosted five professional webinars through MS teams on different library and information science topics. The details are as follows. Webinar-1. Mr. Kishore Ingle - Branch head from Learning Resource Centre (LRC), Tata Consultancy Services (TCS) Pune, was invited to talk on "Value-added services in academic libraries." Webinar-2. Dr. Sanjay. B., The University Librarian from Tripura Central University, Tripura, was invited to deliver the talk on "Beyond books and buildings." Webinar-3. Dr. Sushil Chaurasia from the J. Herbert Smith center for technology management and the Entrepreneurship University of New Brunswick, Canada, was invited to talk about "Publishing in scholarly journals." Webinar-4. Dr. Priti Jain from the Department of Library & Information Studies, University of Botswana, South Africa, was invited to talk on "Redesigning library and knowledge resource center in the post-COVID-19". Webinar-5. Dr. Naresh Kumar Agarwal from the School of Library and Information Science, Simmons College, Boston, was invited to talk on "Knowledge management and innovation services in academic & research libraries." We had very informative sessions on the above topics and received outstanding responses from the targeted audience.

Librarian's Day

Every year 12th of August is celebrated as National Librarian's Day in India in memory of the birthday of Dr. S. R. Ranganathan for the library movement in India. In NMIMS, we also celebrated Librarian's day on the 12th of August through MS Teams. We have invited Dr. Kishor Chanda Satpathy, Chief librarian & In-charge, PCM Memorial Museum and Archive, Indian Statistical Institute, Kolkata. He delivered the talk on "The Relevance of Dr. S. R. Ranganathan's Five laws in Modern context," and Dr. Namali Suraweera from the University of Kelaniya,

Dept. of library and information science, Kelaniya, Sri Lanka, delivered a talk on "Importance of open educational resources in the pandemic situation." In both events, more than 200 members participated.

Teacher's Day

5th September is celebrated as Teachers Day in India to mark the birth anniversary of Dr. Sarvepalli Radhakrishnan. In NMIMS, Mumbai celebrated Teacher's Day with great enthusiasm through the Zoom app. On this occasion, we organized a webinar on "Writing in Academic Publication" by Dr. Sateesh Shet, NMIMS Mumbai. The response was terrific to the event outcome, and more than 250 members participated.

Engineer's Day

In India, 15th September is celebrated as Engineers Day to tribute to Shri M. Visvesvaraya's most excellent Indian Engineer birth anniversary. In NMIMS, all teaching and non-teaching staff celebrated Engineers' Day through the Zoom app. On this occasion, we organized a motivational webinar by Swami. Swatmananda, from Chinmaya Mission, Mumbai, for all students, staff, and faculty members in this pandemic. Swamiji delivered a sterling interactive session on "Facing tough times." More than 150 members participated in the event.

Conclusion

The conditions worsened daily as the virus spread its wings in every sector. Many employees were forced to work from home without technical support in many sectors (Mohapatra, 2020). The pandemic also triggered many academic institutes and stakeholders to remote learning, work from home, and access open educational resources (Kantipudi, Moses, Aluvalu, and Goud, 2021). COVID-19 also positively impacted education, showing us how technologies are used effectively in that condition. The NMIMS quickly responded to the COVID-19 restrictions across campuses and modified its functions, services, and operations, including information and knowledge resource center services. It promptly provided library services through remote, online, and personalized support through email/phone.

References

1. Chavan, N., R. (2020). Promoting Academic Libraries in COVID-19 Pandemic: A Study of Selected College

Libraries in Mumbai. *International e-Journal of Library Science, 8(*2), 36-41.

2. Connell, R., S., Wallis, L. C., and Comeaux, D. (2021). The Impact of COVID-19 on the Use of Academic Library Resources. *Information Technology and Libraries (Online), 40*(2), 1-20.

3. Dadhe, P., P., and Dubey, M. (2020). Library Services Provided During COVID-19 Pandemic: Content Analysis of Websites of Premier Technological Institutions of India. *Library Philosophy and Practice,* 1-19.

4. Kantipudi, M., V., V., P., Moses, C., J., Aluvalu, R., and Goud, G., T. (2021). Impact of COVID-19 on Indian Higher Education. *Library Philosophy and Practice*, 1-11.

5. Kumar, A., et. al. (2021). Impact of the COVID-19 Pandemic on Teaching and Learning in Health Professional Education: A Mixed Methods Study Protocol. *BMC Medical Education, 21,* 1-7.

6. Ma, Z., et. al. (2021). The Impact of COVID-19 Pandemic Outbreak on Education and Mental Health of Chinese Children Aged 7–15 Years: An Online Survey. *BMC Pediatrics, 21*, 1-8.

7. Magomedov, I., A., Khaliev, M., S., and Khubolov, S., M. (2020). The Negative and Positive Impact of the Pandemic on Education. *Journal of Physics: Conference Series, 1691*(1).

8. Mohapatra, A., K. (2020). Editorial: Impact of COVID-19 on Higher Education. *Journal of Management and Public Policy, 11*(2), 4-6.

9. Pattanshetti, V., and Pattanshetti, S. (2020). The Impact of COVID-19 on Medical Education in India. *Journal of the Scientific Society, 47*(1), 1-2.

10. Piya, F., L., Amin, S., Das, A., and Kabir, M., A. (2022). Impacts of COVID-19 on the Education, Life, and Mental Health of Students in Bangladesh. *International Journal of Environmental Research and Public Health, 19*(2), 785.

11. Pradeep, S. (2020). Closure of Universities Due to Coronavirus Disease 2019 (COVID-19): Impact on Education and Mental Health of Students and Academic staff. *Cureus, 12(*4).

❑

---

3. Kavida, A Sharma (2013). Sixty Years of the University Grants Commission, in Published by Secretary University Grants Commission, Bahadur Shah Zafar Marg, New Delhi.

4. National Policy on Education,1968.

5. New Education Policy (2020). Ministry of Human Resource and Development, Government of India.

6. National Policy on Education, 1986, P.41-42.

7. Programme of Action (POA), 1992.

8. Reddy, A. A.(1991). Extension Education. Bapatala, A.P.: Sree Lakshmi Press. 15.

9. Rajesh and Dixit, V K. (2011). Lifelong Learning, Department of Adult Continuing Education and Extension, University of Delhi.

10. Rajesh (2008). From Literacy to Life Long Learning, *University News*, AIU, New Delhi.

11. Rajesh (2009). From Adult, Education to Lifelong Learning UNDP Goals 2003- 2013, *Global Education and Development*, April- June, Vol. 1. No. 1.

12. Rajesh (1995). University-based Adult Education in India. In (edt.) *A Extension Education in Colleges and Universities in India*, Student aid Publication, New Delhi

13. Skinner, C.E. et. al., (1961). Essentials of Educational Psychology, Asia Publishing House, Bombay.

14. Kapur, Sikha (2016). Extension: The Third Dimension of Higher Education, International Conference and Exhibition on 'Building Utilities 2016' at Jamia Millia Islamia, New Delhi. Volume: ISBN 978-163535676-2.

15. GoI. The Report of the University Education Commission (1948-49). Ministry of Education, Government of India.

16. GoI. The Report of the Education Commission 1964-66.

17. Saha, A. K. (2002). Extension Education–The Third Dimension Needs and Aspirations of Indian Youth. *Journal of Social Sciences, 6(3), 209–214.* doi:*10.1080/ 09718923.2002.11892349.*

18. Kumar, V. Mohan (2014). Strengthening Extension, in an edited book on 'Contemplations on Extension in Higher Education' by Dr. Satish Shirsath. Printed at Pune University Printing Press, University of Pune.

❑

Universal Education is the Necessity of Self-sufficient and Self-sustaining Nation

Ajay Kumar (IAS), Defence Secretary, Ministry of Defence, Government of India delivered the Convocation Address at the 40th Convocation Ceremony of the Dayalbagh Educational Institution on February 12, 2022. He said, "Find discipline and remain dedicated towards your end goal. There will be moments of despair and panic. These are moments that you need to overcome. And nothing and no one can stop you from scaling most arduous heights. Go and embrace the challenges and take a leap forward. Swami Vivekanand said that the aim of education is to manifest in our lives the perfection which is already there in us. This perfection is the realization of the infinite power in our inner self. Let me exhort you what he said, "Arise, Awake, Stop Not Till the Goal is Reached." Be clear about the goal which should always be dictated by the ethos of 'Service to the Humanity and Nation First'." Excerpts

I am truly delighted to be amongst all of you today. 12 Feb 2022 adds a glorious chapter in the rich history and traditions of Dayalbagh Educational Institute as you all graduate today, defying the odds posed by the global pandemic of COVID-19. My heartiest congratulations and best wishes to you all on your graduation day. As I stand on this podium, I see in front of me multitudes of faces all bright and eager, full of hope, energy and optimism. I see a wave of nervous energy just waiting to be unleashed. From here on you all will move into various fields. Some may go for management, some for higher studies, some will opt for going in for jobs while some may choose public service. Whichever field you choose to go into, remember one thing: Don't walk the road charted out by someone else, make your own road. Dare to dream and dare to follow your passion.

My heartfelt felicitations to the faculty, administrative and support staff who are tirelessly serving for the organisational cause. It's also time that we all thank those illustrious senior members of Dayalbagh family who have retired or may not present amidst us. People who have served in the years gone by to transform this University from a fledgling institution in the 80s, to a formidable force today. The force that has grown in size and stature, keeping pace with the contemporary educational challenges and training environment of modern India, a unique blend of "Tradition and Technology". Being amidst you today has also made me reminiscently revisit my alma-mater IIT Kanpur, a land that not only gave me nostalgic memories of life time but also made me what I am today. I have learnt that one would never be capable enough to repay for the gratitude one owes to his school, college or country. The Chetwode Motto at Indian Military Academy, Dehradun is "The Honour, Safety and Welfare of your country come first always and every time." I think every institution and every person could be guided by this motto.

It has been a time of great churning and flux and it has indeed been a year which has tested all of us at unprecedented levels. Often stretching us to breaking points and yet as a country and as a people who are born into glorious uncertainties, we have emerged stronger, more resilient. As some of you may well know in May 2020, I also tested positive for COVID-19. I had followed all the precautions, maintained distance, worn a mask, sanitized at regular intervals, had shown up for work every single day because the enemy doesn't go on sick leave you see. Covid was a time of reflection for me. I have been a marathon runner. To be a successful marathon runner in addition to putting on your running shoes and simply hitting the tarmac, it is important to focus on discipline both of the mind and the body. Running a marathon is not about speed. It is about reaching a challenging goal. You go through panic, disillusionment, rock-bottom feelings before seeing the silver lining. Mental fortitude, focus and resilience are qualities which hold a marathon runner in good stead. I have learnt that not giving up at a time of despair and persisting with discipline even in darkest moments will invariably lead you successfully to your goals.

I have learnt to question status quo if it is not correct. We need not be afraid of change or a contrarian viewpoint. I want you to dream big, invert the pyramid, question status quo, ask for your rightful place under the sun because if not now then when? The synchronisation of MANSAA, VACHAA, KARMANAA (the mind, the speech and the action) guide us if things are correct or not. When these are synchronized life becomes a symphony and a joy. On the contrary, we will come across a number of situations where these are at variance. We say one thing and do totally different. We say we are now independent India. But our minds are still ruled by the British, even after 75 years of independence. Did you notice something new in this year's "Beating the Retreat" ceremony of Delhi on January 29. Will you believe that till last year we were still playing tunes which had British/Scottish legacy? All the tunes played by the military bands this year were Indian tunes. A small step in nation's journey but a leap in unshackling the fetters of colonial legacy. We see incongruence in MANSAA, VACHAA, KARMANAA all the time. Strive for consistency among them and you will find answers to difficult problems. You will find new innovating remedies where old cures were not working. Do not be afraid of giving up stereotypes and dogmas which have outlived their relevance.

I have learnt that innovation is ingrained in India. I am reminded of the time when the Tsunami hit the coastal regions. We gave GPS to fishermen to be able to safely find their way back. In under a week they started using GPSs to track where the maximum catch of fish was. There's ingenuity and innovation in the way we live, breathe and work. We live in a country of over a 1.4 billion people when every opportunity is fought for, when you're taught the value of frugality and innovation right from the day you are born, when you understand privilege, you truly also know how to make the most of every opportunity. I admire how we have been able to deal with scale. In IT we learnt that with increasing scale, the complexity of problem increases not linearly but exponentially. So is true in real-life. When we first conceived of Aadhaar, the world scoffed at us. We built world's largest biometric ID database at lowest cost. And the world is asking how? Today the world is adopting the Open architecture based India Stack whether it is digital ID system or digital payment system or Cowin architecture. Covid has shown how innovation oozes in our society. From a country which did not even have testing labs or PPE kit making, in real time, we made ventilators, testing kits, Covid drugs, multiple vaccines. Many of you would have seen the now famous DRONE SHOW which was held at Delhi on 29 January last month during 'Beating the Retreat'

Ceremony near Rashtrapati Bhawan at Delhi. It is a bunch of innovative youngsters like you who made this swarm of 1000 drones and made India only the 4th nation in the world over to be able to manage a swarm of 1000 Drones. When I gave them this challenge three months back, they were only able to fly 100 drones. The scale and speed confirms that innovation and ingenuity is embedded in us and we only need to uncover it.

Last year we saw 44 unicorns in India, the largest in any country of the world. For all I know, I have a unicorn in the making in the audience!!! All you need is to remember to build for scale and rise for the future, my friends. And do not forget when you build for scale, you build in India not only for India but for the world!

As a career bureaucrat who has been in the middle of unpredictability and uncertainty I have to always be prepared for the unexpected. Therefore, it matters to me immensely how to deal with problems in real time. And I have learnt that the only way to address a problem is to just do it. The story goes, a famous trapeze artist was instructing his students on how to complete a performance on the high bar. After finishing his talk, he asked his students to demonstrate what they had learned. One of his students stood looking up at his precarious perch, pictured himself falling, and become completely frozen in fear. "I can't do it. I can't do it." he gasped. The instructor put his hand on his shoulder and said: "Throw your heart over the bar and your body will follow." I am an engineer by training and Engineers are the doers by profession. And possibly that is where I realised the importance of just doing it. There will be times when you will feel overwhelmed with multiple challenges with limited time and resources to deal with them. The trick is to take the first step. It takes you one step closer to the destination. When there is a big problem, dealing with it one at a time keeps reducing the size of the problem. Brick by brick and you can build a tower.

I have learnt that it is not the information but what you derive from that information that makes all the difference. The world of today which you enter into is very different from when I was a student. The skill set that you require has changed dramatically over the years and even more dramatically during the Covid period. In a post Covid world you inherit a world where technology has been truly democratized. That means that each one of you has the ability to create an impact in the world. You have more access to information than we could've ever imagined. What I'd like you now focus on therefore is making meaning. How do you make sense of this information? You need to guard against fake news and propaganda. Avoid unverified perceptions. To sift through this the loads of information, you need to experience India, understand what makes it work. At DEI you have been blessed with a tradition of preserving the environment, you have learnt coexistence in harmony with nature and also making a useful contribution towards societal responsibilities. If you do are successful here, you can make it work anywhere in the world. The kind of impact that you can create today in India is an opportunity that a select few get even across 50 or 100 years.

I have learnt the importance of collaborations in the new world. The First Industrial Revolution used water and steam power to mechanize production. The Second used electric power to create mass production. The Third used electronics and information technology to automate production. Now this Fourth Industrial Revolution is building on the Third. While the digital revolution that has been occurring since the middle of the last century, what is special is that this revolution is characterized by a fusion of domains and technologies that is blurring the lines between the physical, digital, and biological spheres. In this fusion of domains we need to enhance collaborations, we need to learn to engage with stakeholders who have a different point of view; People who challenge us, people who question us. Apple, a company which is well loved and often a dream destination for a lot of young hopefuls, prioritised not just its processing power but also aesthetics, fonts and its user interface. Imagine selling a way of life based on design and fonts. We have long been accused of working in silos. Engineers treat humanities and liberal arts as add-on. I hope to see Quantum physics meeting English Literature and creative arts and there is no reason why we will not have an Apple from India.

I have learnt that life is not a sprint. It is a marathon. Unlike sprint where you're counting on bursts and peaking in a limited time, life is like a Marathon. It is about testing your body to its limit and pushing both the human mind beyond pain towards endurance and stamina and a lot of it is about sustained sessions of practice, of repeatedly doing what is boring, of ensuring you find a rhythm. Find discipline and remain dedicated towards your end goal. There will be moments of despair and panic. These are moments that you need to overcome. And nothing and no one can stop you from scaling most arduous heights.

I have learnt to admire the confidence of New India. Just look around. When the pandemic hit the world, the world wrote us off. But it is India which is today acclaimed for not emerging victorious but also saving other countries and populations across the world. India is among the countries that are at the forefront of creating future-oriented technology policies and is demonstrating innovative ways to harness the power of technology. It is India which is bold, confident and second to none. It is an India which believes it can be Vishwa Guru. The New India believes that we are entering Amrit Kaal. We are a nation whose time has come and no one can stop us. Neeraj Chopra made history when he won the first ever track and field Gold Medal for India in Tokyo Olympics and the message to New India is *"Fenk Jahan Tak Bhala Jaaye, Dono Taraf Likha Ho Bharat Sikka Vahi Uchhala Jaye…………"* Global power structures have shifted. There is no single big super power. Things were changing even before the pandemic but because of the pandemic today India has the ability to take the lead. When I grew up there was the glitter of The American Dream and a gold rush to the US from India. Things have changed. Today it is the time of The Indian Dream. This is therefore your time to shine. We have much to celebrate and lots to achieve and this is the best time to be in an India of today. The global future will be shaped by you living your Indian dream, you owning your agenda and writing a new chapter in this new epoch of India.

Let me conclude. It is really an exciting phase of life for you all. Stepping from the secure world of college campus to the real world full of unlimited possibilities and vista of opportunities. The words of Hon'ble Prime Minister which he said last week seem relevant to sum up what I have tried to share. The Prime Minister said and I quote, "There is a possibility of a new world order post COVID-19. Today the world's perspective of looking at India has changed. The world wants to see a stronger India. It is imperative for us to take the country forward at a rapid pace. …..It is very important for us to make a Self-Reliant and Modern India. You all are the bravest, brightest and blessed to have defeated the pandemic to come out with flying colours. Go and embrace the challenges and take a leap forward. Swami Vivekanand said that the aim of education is to manifest in our lives the perfection which is already there in us. This perfection is the realization of the infinite power in our inner self. Let me exhort you what he said "Arise, Awake, Stop Not Till the Goal is Reached". Be clear about the goal which should always be dictated by ethos of "Service to the Humanity and Nation First".

Mark my words that this century belongs to India. I see that India is on cusp of achieving the greatness. Changes are coming in slowly but surely, and these changes are being brought about …Not by people of my generation …but YOU…..yes , by the bright , brave new generation that YOU represent… my young friends .I see amongst you Entrepreneurs, Scientists, Researchers, Public servants and Industry Leaders. And I see the Future of India in you. I see that YOUR ideas, YOUR hard work and YOUR enthusiasm is what will rewrite the destiny of this great nation. It is YOUR energy that will drive the changes which are coming to this Country in this century. With these I would now bid adieu to you, my dear friends. I exhort you to go forth and grab your destiny as it awaits you.

Thank you Management, the Faculty and each one of you for giving me this opportunity to be with you all this afternoon. It has really been stimulating. These treasured moments and lifelong memories may inspire you in your bright future. My heartfelt gratitude to the entire DEI family. All the best. God Speed.

JAI HIND

AIU Publication

on

REIMAGINING INDIAN UNIVERSITIES

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

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

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

COMMUNICATION

Remembering Pandit Jawaharlal Nehru on Children's Day

K Paddayya*

Nehru had boundless affection for children whom he treated as the nation's treasure. He readily won their admiration and adoration and his birthday is celebrated as Children's Day. In his famous message to the Children's Issue of *Shankar's Weekly* in 1950, he virtually became one with them and gave several grandfatherly bits of advice towards character building (Gopal and Iyengar 2003b: 581-2). We may also remind ourselves that as the Prime Minister he kept up his promise of gifting an Indian elephant to the children of Japan.

The above instances are just a small sample of a whole series of situations to illustrate that for Nehru India meant first and foremost its inhabitants of all grades and hues, of all languages and faiths, of all levels of living. It is the promotion of their well-being that was the object of all his governmental measures. On the occasion of Children's Day let us all revisit his life sketch.

Nehru, in his own way, was a historian and anthropologist, a humanist, a lover of literature, culture, and arts, a writer, and a world citizen and statesman. In fact, these other attributes of Nehru's personality make him not only *primus inter pares* but entitle him to the status of an unrivaled public figure of post-independent India. In the following pages, I shall try to gather together some thoughts about these other facets of his personality.

My familiarity with the Gandhi and Nehru names goes back to my childhood experience of often gazing at their life-size statues installed in the central open space of my native village Pamulapadu in coastal Andhra Pradesh immediately after independence. As a five-year-old boy I also vividly remember the procession of bullock carts organized in the village to mark the dawn of independence. While pursuing my college education I acquired a

* *Emeritus Professor and Former Director, Deccan College (Deemed University), Pune 411 006. Email: k.paddayya@gmail.com*

personal copy of *The Discovery of India* (hereafter *Discovery*). The spell cast both by its contents and its smooth, stream-like flow of words has never left me. As a teacher in archaeology, I used to advise students to go through its first chapter to clear their minds about why we study the past at all and to form sensible answers to the common man's incessant queries about its relevance. It is a different matter that Gopal (1975: 299) called the book "woolly writing." In my general archaeological writings, I have sometimes invoked the views of Gandhi and Nehru about the past (Paddayya 2015, 2022). My recent visit (August 2022) to the tile-roofed shed of Ahmednagar fort in which Nehru, Sardar Patel, and ten others were imprisoned for nearly three years and where he wrote *Discovery* added to my interest in his work and legacy. This informal essay is an attempt to understand his personality, with particular reference to his views about history and its relevance, his promotion of scientific temper of mind among people, his place as a writer, and his general interest in cultural matters.

Nehru and History

Regardless of his educational background in natural sciences and law, Nehru came to history as a proxy teacher to his daughter Indira when she was in school in Mussorie in 1928. *Letters from a Father to his Daughter* (hereafter *Letters*) (1993 [1929]) contains a series of 20 brief despatches which he wrote out of pleasure and sent to his daughter to tell her about the story of the earth, the origin of life, and the development of human society. The conversational and educative nature of these letters contrasts with the overbearing and preachifying tones of *Man ki bat* series of talks. As Indira Gandhi later confessed, her father's letters brought her "a fresh outlook and aroused a feeling of concern for the people and interest in the world around her" (Gandhi 1993). Nehru pursued this interest further in later years and in the "peace and quiet of the prison cell" he wrote another series of letters to Indira

called *Glimpses of World History* between 1931 and 1933 (hereafter *Glimpses*) (1947) and then the text of *Discovery*. True to the academic bent of his mind, Nehru used his prison terms for extensive readings (Gopal 1983: 175).

In *Discovery and Glimpses,* there is the double purpose of a) enlightening oneself about the world construed as "a family of nations" and its story as the "onward march of humanity, of the human spirit" and b) assessing and auditing the benefits and burdens of the past in relation to the present and future. While Gandhi saw in history stages of man's ascent from the animal level to a divine stage (Gokhale 1972), Nehru was happy to endorse Enlightenment's conception of the story as successive stages of foraging, farming, and civilization. He saw history as the interplay of continuity and change (Gokhale 1978). It is true that during his prolonged stay of seven years in England as a student he was smitten by Marxist thought, particularly the centrality of economic factors in bringing about societal change. But from the 1930s subtle changes began to creep into his mind and a vague idealistic trend approached the Vedantic thought stream set in where human societies are viewed as something much more than groups of individuals procuring and consuming materials. In *Discovery*, for example, he found Marxism to be "too narrow a creed and whatever its virtue as an economic approach, it failed to resolve our basic doubts. Life is something more than economic growth…" (1960: 15-16). His mind now shifts to an ethical approach geared to solving fundamental problems of human existence. He admits the presence of a spiritual element in every movement of thought which affected millions of people and he even attributed the success of revolutions in the U.S., France, Russia, and China to the presence of this spiritual element (Gokhale 1978: 314-5).

Reserving further comments on the changes in Nehru's conceptions of the role of non-material forces to a later stage, let us briefly consider his views about the very purpose of history. The best guide for us in this regard is the first chapter of *Discovery*. This twenty-four-page piece is a beautiful exposition of his philosophy of the past. Nehru makes it clear that he was not interested in history as "learning a mass of facts and dates and drawing conclusions and inferences from them." The temporary denial of participation in direct action (people's struggle against foreign rule) and the prison life imposed on him, instead of making him lament about his fate, led him to a different kind of action calling for recollection in the mind of the country's past, for he viewed history as a living process in which the past, the present and the future are "inextricably intertwined and interrelated". He clarifies the nature of his interest in history in a memorable passage: "Some mixture of thought and emotion and urges, of which I was only dimly conscious, led me to action, and action, in turn, sent me back to thought and a desire to understand the present. The roots of that present lay in the past and so I made voyages of discovery into the past, ever seeking a clue in it, if any such existed, to the understanding of the present…" (1960: 9). He says further that it was this urge of "discovering the past in its relation to the present" which motivated him to write the second of series of letters (also from prison-cells) to Indira now in high school in Switzerland which make up *Glimpses*. Nehru reasserts this relationship when he states that "The past oppresses or fills me sometimes with its warmth when it touches on the present, and becomes as it were an aspect of that living present. If it does not do so, then it is cold, barren, lifeless, and uninteresting" (1960: 9, 22).

Nehru's quarter-century-long tours across the Indian countryside, commencing with his visits to the oppressed villages of Oudh in 1920, brought out the anthropologist in him. He not merely empathised with the woes and worries inflicted on the peasants by the colonial administration, money lenders, and landlords but also recognized the deep sense of the past embedded in their minds. He called the latter his true discovery. At more than one place in his writings, more particularly in *Discovery,* he recognized that the village folk tends to be lazy, superstitious, and narrow-minded and that neglect of true historical sense "produced a vagueness of outlook, wooliness of mind where the fact was concerned", Nehru paid a glowing tribute to the presence among them of the old Indian tradition (otherwise called *Sanatana Dharma)*. Elaborating upon its contents, he writes: "… Everywhere I found a cultural background which had exercised a powerful influence on their lives. This background was a mixture of popular philosophy, tradition, history, myth, and legend, and it was not possible to draw a line between any of these. Even the entirely uneducated and illiterate shared this background. The old epics of India, the

Ramayana, the Mahabharata, and other books, in popular translations and paraphrases, were widely known among the masses and every incident and story and moral in them was engraved on the popular mind and gave a richness and content to it…" (1960: 55).

At another place, while commenting on the positive influence of this cultural tradition on the people's minds, Nehru states: "… So, whether fact or fiction, it became a living element in their lives, ever pulling them up from the drudgery and ugliness of their everyday existence to higher realms, pointing towards the path of endeavour and right living, even though the ideal might be far off and difficult to reach" (1960: 90). He further admits it is this old Indian tradition, with *Dharma* as its central concept, which imparted stability and potential strength to the Indian society across ages (1960: 45). These various observations reveal Nehru's readiness to enter into the minds of others for gaining insights about their feelings and views. These also tell us about his own innate humanistic bent of mind and the importance which he attached to people's sensibilities and cultural perceptions. Here we are immediately reminded of R.G. Collingwood's conception of the goal of history as nothing but re-enactment in the historian's mind of past human experience (Collingwood 1961).

Finally, we must note that there is also a true academic or epistemological dimension to Nehru's views about history. While addressing members of the Indian Historical Records Commission in 1948, he said that the conception of history as the record of a large number of kings and emperors was long passé. Amazingly enough, he drew attention to the need for investigations into the sociological and functional aspects of past societies. To put the matter in his own words: "The other aspect of history which has come much more to the forefront – the social aspect of history, the development of the social organism… And I suppose the only way really to record, write or understand history is to evoke in the mind a picture of the living society functioning, thinking and having all the virtues and failings which the human being has possessed…" (Gopal and Iyengar 2003a: 106). Readers will recall that it is precisely these socio-economic goals that motivated Lucien Febvre and Marc Bloch to found the French Annales school of history in the early decades of the last century.

Nehru's initiation into the Western mode of thinking picked up in intensity during his stay in England from 1905 to 1912, first at Harrow, then at Cambridge, and finally in London. This was a period of "widening of the intellectual horizon". At Cambridge natural sciences were his chosen branch of study but he also developed a general interest in literature, history, politics, and economics. While adopting a Cyrenaicist way of life he also began to take interest in the ongoing political struggles back home. He even fancied being a participant in it at some time in the future and developed some interest in books dealing with political relations between Europe and Asia. He developed a liking for Tilak's extremist views and also started attending the meetings of local Indians held to consider the changing political situation in India. During his law studies in London, he was exposed to socialist ideas and took interest in contemporary political movements like the one in Ireland.

For Nehru, "India is a myth and an idea, a dream and a vision, and yet very real and present and pervasive" (1960: 578). Far from treating it as an anthropomorphic entity, Nehru visualizes India in terms of its teeming millions. Responding to the chant of *Bharat Mata ki Jai* with which he was welcomed in a *Jat* village in northern India, he volunteered to elaborate on their conception of *Bharat Mata* and told them that India meant not merely the lands they cultivate and rivers and forests but, more importantly, people themselves representing "diversities and divisions of life, of classes, castes, religions, races, different degrees of cultural development" (1960: 48). In a similar vein, while attending a Diwali dinner meeting hosted by the Indian community in London in 1938, he remarked that Bharat Mata "is not the aristocratic and opulent India of the wealthy class, but the India of the villages, the peasant and his struggling family. That is the real India… " (Gopal and Iyengar 2003a: 670).

This people-centered perception of India by Nehru finds expression in numerous other places in his writings and speeches. In one of his speeches in the Lok Sabha in 1950, he gently reminded its members and the people in general of the lack of a social outlook and of the need for developing a community-oriented spirit among people as an important element of political-economic transformation. We may also recall his feelings of disappointment, horror, and disgust aroused by the living conditions prevailing in the hovels of Kanpur (Gopal 1983: 260-1, 264).

Nehru's fascination for tribal lifeways and his concern for the welfare of tribal people is well known. He emphasized on more than one occasion the need to recognize the identities of tribal lifestyles – socially, economically, mentally, and psychologically. He went one step further and said that in some ways these folks are superior to the so-called civilized groups. He also warned against haste to make them a part of so-called development. Rather he put forward a set of five principles for developing tribal areas (Nehru 1959). He had the highest respect for women in the country and said that "it is their unobtrusive work in the household, in the village or in the larger community, that has moulded the nation" (Gopal and Iyangar 2003a: 737). Then his concern for workers even at the lowest level is reflected for example in the letter he sent to chief ministers asking them to ensure that sweepers are provided with brooms or brushes with long handles such that they do not need to bend while engaged in sweeping streets and other public spaces (Gopal and Iyengar 2003a: 739).

In *Discovery* there are clear passages that explicate Nehru's views about religion and science (1960: 11-13). He accepts the fact that religious feelings emerge in man as a response to some inner urges and that "the vast majority of people all over the world could not do without some form of religious belief". It gave a set of values constituting the very foundation of morality and ethics. He categorically states that there is an invisible world beyond "what we see, hear and feel," which science cannot explain. And it is here the role of intuition commences. Nehru goes further and says that science, "with all its achievements, hardly tells us anything about the purpose of life, and it is here philosophy and metaphysical speculations come into the picture. He goes further and says that "…for the many it (philosophy) was a much simpler affair, which gave them some sense of purpose, of cause and effect, and endowed them with the courage to face trial and misfortune and not lose gaiety and composure" (1960: 72-3).

Again, while admitting that his knowledge of Sanskrit was negligible, Nehru recognized that it is a language "amazingly rich, efflorescent, full of the luxuriant growth of all kinds." He goes on to say that Sanskrit "is full of words which have not only poetic beauty but a deep significance, a host of associated ideas which cannot be translated into a language foreign in spirit and outlook." He only lamented the lack of truthful translations of the classics in Sanskrit.

Promotion of Scientific Temper

We are living in times of post-truth and derision is bound to descend upon the very mention of the scientific temper of mind. But one aspect of Nehru's legacy which even his staunchest critics concede, if sometimes grudgingly, concerns his vision of the role of science and technology in modern India's development. Nehru credits his boyhood initiation into the mysteries of science to his home tutor Ferdinand Brooks. They fabricated in Ananda Bhavan a make-shift laboratory where a series of simple experiments used to be carried out in physics and chemistry. His choice of Tripos in natural sciences (geology, chemistry, and botany) for his degree course at Cambridge University further deepened his interest in sciences and strengthened his belief in the societal benefits arising from their applications. His subsequent readings into the writings of Bertrand Russell, Bernal, Haldane, and others further convinced him of the role of science and technology in bringing about socio-economic changes. It was this background knowledge that led Nehru, as the first Prime Minister, to provide a big niche for science and technology in both the industrial and agricultural sectors. No less important, he was responsible for the establishment of various science laboratories and for setting up the institutes of technology at several places in the country. He also religiously attended and addressed the annual sessions of the Indian Science Congress. What is interesting is the fact that Nehru cleverly made use of the extended meanings of the concepts of rationality and objectivity to develop the new concept of the scientific temper of mind which he visualized as another *Mantra* for the development of Indian society.

Nehru invoked this new concept for freeing the ordinary Indian mind from the mazeways of age-old blind beliefs and dogmas. He saw in it a means for enabling the people to understand the *raison d'etre* of linguistic, cultural, religious, and ethnic diversity in the country (Paddayya 2016). The scientific temper of mind, which reminds us of the great Mauryan emperor Asoka's Dhamma policy, was often the topic of Nehru's letters to the chief ministers, public speeches, and addresses at the annual sessions of

the Indian Science Congress. For example, in the Lucknow session of the Indian Science Congress (1953), he reprimanded the scientists themselves that some of them as individuals still accept or reject things without critical examination. He cajoled them to promote among people "a critical faculty in considering problems, that evenness of temper, that objective way of thinking which if enough of us cultivated would undoubtedly help tremendously in lessening tensions, national and international, and in going some way towards the solution of these problems" (Singh 1986: 38). This is again the theme of his addresses at the Calcutta (1957). Madras (1958) and Delhi (1959) sessions.

But we must warn ourselves that Nehru's emphasis on science and scientific temper should not be mistaken as arguments for the mechanistic application of science and the use of cold reasoning in human affairs. On the contrary, he emphasized that these should go hand in hand with the spiritual approach characteristic of the Indian mind and the various values associated with it. In the Madras and Calcutta sessions of the Indian Science Congress Nehru underscored the compatibility of scientific and spiritual approaches. In a speech at Punjab University in 1959 he flatly refuted the notion of a rift between natural sciences and human sciences, a theme developed at length much later by the British writer C.P. Snow in the famous Rede Lecture titled "The Two Cultures: A Second Look" (Snow 1969).

During the tenure of Indira Gandhi as the Prime Minister, the promotion of scientific temper was added to the Directive Principles of State Policy as part of the 42nd amendment to the constitution. Thus, Article 51A (H) enjoins upon every citizen of India "to develop the scientific temper, humanism and the spirit of inquiry and reform".

As a Writer

Nehru's status as a writer in the English language can be gauged from the fact that his writings have been chosen as an exclusive subject for analysis by two eminent professors of English literature. These are *Jawaharlal Nehru as a Man of Letters* (1990) by Chaman Nahal and *Jawaharlal Nehru: The Statesman as a Writer* (2001) by C.D. Narasimhaiah. Lamenting the lack of interest in or indifference to Nehru's writings among his colleagues in English literature, Narasimhaiah writes: "… I am embarrassed that, as highly educated Indians and especially as men of literature, they haven't cared during all these years to read with attention anyone of Nehru's half-a-dozen distinguished works…" (2001: 11). This is equally true of specialists in historical sciences. However, considering that *Discovery*, *Autobiography,* and *Glimpses* have undergone several popular editions and are freely available in bookstores, it is clear that these are on the general reading list of many hundreds of educated laymen. This is an encouraging situation and must mean that some merit exists in these writings.

Nehru's writings display not merely his felicity in handling the English language but are also known for the lucidity and transparency of his intentions. These also reflect the poetic and aesthetic dimensions of his mind, the persuasive and educative tones of his statements and arguments, his readiness to admit his own shortcomings and accept the strength of arguments from the other side, his inner desire to see people around in happy living conditions, and reverential attitude towards Nature. Well-known too are his dramatic use of words and phrases appropriate to the occasion and employment of metaphors taken from everyday life to drive home the importance of an event or situation. Let us consider a small sample of these literary flourishes.

Discovery has several of these gems. As noted earlier, Nehru viewed history as a living process in which the past, the present, and the future are inextricably linked together. Look at the strings of simple and yet evocative words which he employs for conveying this idea: "The roots of the present lay in the past and so I made voyages of discovery into the past, ever seeking a clue in it to the understanding of the present… The past oppresses or fills me sometimes with its warmth when it touches on the present, and becomes as if it were an aspect of that living present. If it does not do so, then it is cold, barren, lifeless, and uninteresting" (1960: 9, 22).

Nehru's recognition of the presence of old Indian tradition and "imagined history" among the ordinary people is again matched by the simple yet highly resonant words he chooses for recording it. He writes: "… Everywhere I found a cultural background which had exercised a powerful influence on their lives. This background was a mixture of popular philosophy, tradition, history, myth, and legend. Even the entirely uneducated and

illiterate shared this background… So, whether fact or fiction, it became a living element in their lives, ever pulling them up from the drudgery and ugliness of their everyday existence to higher realms, pointing towards the path of endeavour and right living, even though the ideal might be far off and difficult to reach". (1960: 55, 90).

Considering the use of metaphors and similies, one is immediately reminded of Gurudev Tagore's famous description of the Taj Mahal as "a teardrop on the cheek of time." Nehru used every occasion to emphasize the composite and pluralistic character of Indian society and culture. He puts this wise thought in a figurative language and states that Indian culture "was like some ancient palimpsest on which layer upon layer of thought and reverie had been inscribed, and yet no succeeding layer had completely hidden or erased what had been written previously. All of these existed … to build up the complex and mysterious personality of India…" (1960: 46, 49).

Worth citing too are two or three other instances of Nehru's wonderful use of language for capturing the mood and spirit of the occasion. *Discovery* devotes two pages and a half to describing the derelict condition in which the country, in body and in mind, found itself before Gandhi took charge of the freedom struggle. Nehru captures the electrifying effect of Gandhi's appearance on the scene in these stirring words: "And then Gandhi came. He was like a powerful current of fresh air that made us stretch ourselves and take a deep breath; like a beam of light that pierced the darkness and removed the scales from our eyes; like a whirlwind that upset many things, but most of all the working of people's minds…" (1960: 361). Moving too is Nehru's midnight "Tryst with Destiny" speech of August 1947 heralding independence. His choice of words not only captures the solemnity of the occasion marking the opening of a new era in the country's history but also gives a gentle call for the total dedication of legislators to the service of the people.

Lover of Literature, Culture, and Fine Arts

A.N. Whitehead once wrote that "A merely well-informed man is the most useless bore on God's earth". He wanted people laying claim to importance to couple their expert knowledge with the culture which will "lead them as deep as philosophy and as high as art" (1950: 1). Nehru passes this test easily; he was a lover of languages and their literary output, culture, and fine arts. He desired Hindi to be a common language of India but he opposed its forced acceptance, for it will make Hindi "not a living, growing and vital language, but rather a stilted and artificial one". Nehru was a staunch protagonist of cultural and linguistic diversity and quotes Milton to say that a language mirrors the culture of its speakers. In a letter sent to the speaker Mavlankar in 1950, he decries the imposition of Hindi and is sad that "in such a vital question as language we should forget all artistry and beauty and become the slaves of some demagogues and grammarians who have no conception of art or beauty or the music of words. Each word is a thing of power with a history behind it, calling up images in mind…" (Gopal 1983: 519).

Nehru was equally moved by the literary and imaginative content of the various Indian myths and legends. He often "wondered what manner of men and women they were who gave shape to these bright dreams and lovely fancies, and out of what goldmine of thought and imagination they dug them" (1960: 67).

He respected too the literary and social dimensions of Hindu religious texts. While disregarding their "totalitarian claims" and "outward evidence of the practice of religion," he gently reminds us to "remember the age in which it (scripture) was written, the environment and mental climate in which it grew, the vast distance in time and thought and experience that separates it from us. We have to forget the trappings of ritual and religious usage in which it is wrapped up and remember the social background in which it expanded. Many of the problems of human life have permanence and a touch of eternity about them, and hence the abiding interest in these ancient books…" (1960: 67).

Nehru's literary bent of mind also finds expression in his attitude towards cultural heritage, in which he saw ancient peoples and their lifeways and values. In *Discovery* he states that his visits to ancient sites and monuments enabled him to form a mental picture of India as "the land of my forefathers (became) peopled with living beings, who laughed and wept, loved and suffered and among them, there were men who seemed to know life and understand it, and out of their wisdom they had built a structure which gave India a cultural stability which lasted for thousands of years. Hundreds of vivid pictures of this past filled my mind and they would stand out as soon as I visited a particular place associated with them" (1960: 39). Truly, in the Asokan pillar at

Allahabad he heard the sagely voice of an emperor who ruled more than 2000 years ago. At Sarnath he "would almost see the Buddha preaching his first sermon" and at Fatehpur-Sikri he would encounter Akbar "…, forgetful of his empires (was) seated, holding converse and debate with the learned of all faiths, curious to learn something new and seeking an answer to the eternal problem of man." In the Ajanta paintings he saw "a distant dream-like and yet very real world…women in plenty, beautiful women, princesses, singers, dancers, seated and standing, beautifying themselves or in procession…" (1960: 207-7).

Nehru was also a true lover of nature, be it the onset of monsoon or the beauty of mountains, rivers, and forests, or the wonders of wildlife. Describing the first rains lashing Bombay, he says: "… they came with pomp and circumstance and overwhelmed the city with their lavish gift… The dry land was lashed by the pouring torrents and converted into a sea…" (Gopal 1983: 603). Nehru equally admired and respected wildlife, and also recognized a fundamental difference between the attitudes of wild beasts and man towards nature. In nature, the strong ones kill the weaker ones for immediate food purposes but not storage, whereas man tends to hoard and wage wars leading to mass killings and even rooting out spirit (Gopal 1983: 606).

References

1. Chakrabarti, D., K. (2014). *Nation First: Essays in the Study of Ancient Indian Studies*. Aryan Book International, New Delhi.

2. Chand, Attar (1989). *Jawaharlal Nehru: Arts, Culture, Literature and Language*. H.K. Publisher and Distributors, New Delhi.

3. Collingwood, R., G. (1961). *The Idea of History*. Oxford University Press, London.

4. Gandhi, Indira (1993). Foreword in Jawaharlal Nehru's Book *Letters from a Father to his daughter*, 1st edition, 1929, Oxford University Press, Kolkata.

5. Gokhale, B.,G. (1972). Gandhi and History. *History and Theory,* 11: 214-225.

6. Gokhale, B., G. (1978). Nehru and History. *History and Theory,* 17: 311-322.

7. Gopal, S. (1975). *Jawaharlal Nehru: A Biography* (Volume I: 1889- 1947), Oxford University Press, New Delhi.

8. Gopal, S. (Ed.) (1983). *Jawaharlal Nehru: An Anthology*, Oxford University Press, New Delhi.

9. Gopal, S. and Iyengar, Uma (Eds.) (2003a). *The Essential Writings of Jawaharlal Nehru,* V. I, Oxford University Press, New Delhi.

10. Gopal, S. and Iyengar, Uma (Eds.) (2003b). *The Essential Writings of Jawaharlal Nehru,* V. II, Oxford University Press, New Delhi.

11. Madhusudan, Harsh and Mantri, Rajeev (2020). *A New Idea of India: Individual Rights in a Civilizational State,* Westland Publications, Chennai.

12. Nahal, Chaman (1990). *Jawaharlal Nehru as a Man of Letters,* Allied Publishers, New Delhi.

13. Narasimhaiah, C., D. (2001). *Jawaharlal Nehru: The Statesman as a Writer,* Pencraft International, Delhi.

14. Nehru, Jawaharlal (1949). *Glimpses of World History*. London: Lindsay Drummond Ltd. First published in 1939.

15. Nehru, Jawaharlal (1959). Foreword in Verrier Elwin's Book *A Philosophy for NEFA*. Northeast Frontier Agency, Shilong, Second Edition.

16. Nehru, Jawaharlal (1960). *The Discovery of India*, Meridian Books, London. First published in 1946.

17. Nehru, Jawaharlal (1989). *An Autobiography*, Jawaharlal Nehru Memorial Fund and Oxford University Press, New Delhi, First published in 1936 by John Lane, The Badle yJead Ltd., London.

18. Nehru, Jawaharlal (1993). *Letters from a Father to his Daughter,* Oxford University Press, Kolkata. First published in 1929.

19. Paddayya, K. (2015). "The Past is a Foreign Country", but not in India: Crisis of Spirit Once Again. Presidential Address at the 79th Annual Session of Indian History Congress, University of Gour Banga, Malda.

20. Paddayya, K. (2016). On Nehru's Concept of Scientific Temper of Mind and its Place in Modern India. In *Revitalizing Indian Archaeology: Further Theoretical Essays*, Volume II (K. Paddayya), pp. 762-773, Aryan Book International: New Delhi.

21. Paddayya, K. (2022). *Mahatma Gandhi on the Past: Its Relevance for the Present and Future*. In *Our Deep Past: Personalities and Themes in Indian Heritage Studies*, Volume I (K. Paddayya) pp. 209-227, Aryan Book International, New Delhi.

22. Pollock, Sheldon (2018). *Language of Gods in the World of Men: Sanskrit Culture and Power in Premodern India*, Permanent Black, New Delhi, First published by University of California, Berkeley, 2006.

23. Shashi, S., S. (1990). *Nehru and the Tribals,* Concept Publishing Company, New Delhi.

24. Singh, Baldev (Ed.) (1986). *Jawaharlal, Nehru on Science: Speeches Delivered at the Annual Session of the Indian Science Congress,* Nehru Memorial Museum and Library, New Delhi.

25. Tharoor, Shashi (2020). *The Battle of Belonging: On Nationalism, Patriotism and What it Means to be Indian*, Aleph Book Company, New Delhi.

26. Whitehead, A., N. (1950). *The Aims of Education and Other Essays,* Williams and Norgate Ltd., London, First published in 1932. ❑

CAMPUS NEWS

International Conference on Precision Agriculture '*VAKSANA-2022*'

A two-day International Conference on 'Precision Agriculture' was organized by the Shri Vaishnav Institute of Agriculture, Shri Vaishnav Vidyapeeth Vishwavidyalaya(SVVV), Indore during September 26-27, 2022 through hybrid mode. The Conference started with the lightening of the traditional lamp as a tribute to Saraswati Mata, the Goddess of Knowledge. The inaugural address was delivered by Dr. Upinder Dhar, Vice Chancellor, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore. He spoke about the importance of Precision Agriculture wherein he said that the recent technological developments, specifically the availability of high-resolution satellite imagery, and more recently, the rapid development of unmanned aerial vehicle technology, suggest that the adoption of remote-sensing data sources in precision agriculture is likely to rapidly increase in the coming decade. Dr. K N Guruprasad gave the details about the conferences held under *VAKSANA* since 2019.

Chief Guest, Dr. Sanjay Singh delivered the keynote address and presented valuable insight on 'Future of Agricultural Food Security and Sustainability in India' and said that we need a new Monitoring, Evaluation and Learning Strategy (MEL) to increase Return on Investment (ROI).

The technical session was chaired by Dr. Santosh Dhar, Dean, Faculty of Doctoral Studies and Research, SVVV. In the session, (through online mode) Dr. Carolina Saint Pierre, Phenotyping Coordinator for the CGIAR Research Programme for Wheat International Maize and Wheat Improvement Centre (CIMMYT), Mexico presented insight on 'Wheat Phenotyping International Wheat Improvement Network', she explained about phenotyping platform for shuttle breeding and role of the breeder for increasing the yield potential.

The next speaker, Dr. H G More, former Dean, Mahatma Phule Krishi Vidyapeeth, Rahuri, Maharashtra shared profound knowledge about 'Precision farming Technique for Sustainable Agriculture', he highlighted the importance of precision farming in India; new innovative design of polyhouse and characterization of UV film.

The next section was chaired by Dr. Namit Gupta, Dean, Faculty of Engineering and Architecture. In the session, Padma Bhushan Hon'ble Dr. R. B. Singh, an Eminent Scientist highlighted (through online mode) spoke on 'Agricultural Transformation for Alleviating Hunger, Poverty and Sustainability.' The second lecture of the session was delivered online by Dr. Francisco J. Pinera, Associate Scientist-Wheat Physiology, International Maize and Wheat Improvement Centre (CIMMYT), Mexico. He shared about the 'Tools to Increase Lodging Resistance in Wheat', covered points on crop improvement management, and improved lodging resistance.

Further, the session was chaired by Dr. K N Guruprasad, Dean, Faculty of Agriculture SVVV. The first lecture under the session was delivered by Dr. Akarsh Parihar, Professor and Head, Anand Agricultural University, Anand, Gujarat. He gave presentation on 'Next Generation Breeding Strategy for Sustainable and Climate Ready Crops'. In the same session, the second lecture was delivered by Dr. Samunder Singh, Director (Agronomy), Micro Irrigation and Command Area Development Authority (MICADA), Government of Haryana about the 'Role of Precision application of herbicides and irrigation for Sustainable Agriculture'. He shared valuable experience and knowledge about the herbicide resistance of wheat weeds in India and technology for their effective management and developed a rapid herbicide resistance test.

The oral presentations of the participants were conducted in offline mode and evaluated by Dr. Akarsh Parihar and Prof. Vinod Dhar. Three concurrent sessions of oral presentation through online mode were conducted, which were chaired by Dr. Renu Munjal, Dr. K C Sharma and Dr. Samunder Singh.

During the session which was chaired by Dr. Kavita Sharma, Professor, Department of Chemistry, SVVV, the first lecture was presented by Dr. K C Sharma, Principal Scientist, ICAR-IARI, Regional Station Indore on 'Recent Advances in Wheat Production in Central India'. The second lecture was delivered by Dr. Renu Munjal, Principal Scientist (Plant Physiology) at Wheat and Barley Section CCS, HAU on the topic 'Physiology Research to Augment Wheat Improvement for Heat Tolerance'. The third

lecture was delivered by Dr. Dilip Kumar Varma, Principal Scientist, GPB, ICAR-IARI Regional Station Indore on the topic 'Breeding for Precision Agriculture'. He urged that practicing precision agriculture is the need of the hour to feed the ever-increasing population with decreasing cultivable land.

The next session was chaired by Dr. V R Sampath, Director, Shri Vaishnav Institute of Textile Technology, SVVV. There were two eminent Scientists in online mode. Dr. A K Chhabra, Former Dean, College of Agriculture, CCS University, Hisar. He delivered a lecture on the topic 'Precision Plant Breeding through Non-Conventional Tools'. The second lecture was delivered by Dr. D Ram, Professor and Head of Medicinal and Aromatic Crop, College of Horticulture, Acharya Narendra Deva University of Agriculture and Technology, Kumarganj, Ayodhya on the topic 'Modern Cultivation Technique of Medicinal and Aromatic Plant in India'.

The Poster Presentations of the participants were conducted in offline mode and evaluated by Dr. Sanjay Singh and Dilip Kumar Varma. Three concurrent sessions through online mode were conducted, which were chaired by Dr. Saurabh Jain, Dr. Jigyasu Dubey, and Dr. M P Gautam. Also, two concurrent sessions of online oral presentations were also conducted which were chaired by Dr. T K Mandal and Dr. A K Chhabra.

During the Valedictory Session, Dr. Anu Naruka, Coordinator of the event presented a report on the two days conference and reported that two international and nine national invited guest speakers attended the conference. Also, 266 delegates participated in *VAKSANA*-2022, and presented their oral / poster presentation in online/offline mode. About 91 delegates delivered oral presentations and 64 delegates presented posters. Around 111 participants joined the event online. The welcome address of the session was delivered by Dr. K N Guruprsad who said that the agriculture sector is the backbone of the economy of any country. Precision agriculture based on soil testing, and automation using artificial intelligence will be the focus for the precise application of inputs in agriculture for higher yield.

The valedictory address was delivered by Dr. Upinder Dhar, Vice Chancellor, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore. He said that the concept of precision farming is strictly based on the Global Positioning System (GPS), information and technology-based farm management system, to identify, analyse and manage spatial and temporal variability within a field for optimum productivity, profitability sustainability and protection of land resources by minimizing the production cost. During the session, three winners were declared from both offline paper presentations and offline poster presentations, respectively. Mr. Satyendra Patel, Ph.D. Research Scholar, Dr, Babasaheb Ambedkar University of Social Sciences, Mahu. M.P. got First Best Paper presenter among offline oral presentations. Dr. Rakesh Balwant Sonawane, Assistant Professor, Plant Pathology, Onion and Grape Research Station, Pimpalgaon, Nashik got the first Best Poster Presenter among offline poster presentations. The Convenor, Prof. Vinod Dhar, Head, Shri Vaishnav Institute of Agriculture, Indore proposed a vote of thanks.

Conference on Entrepreneurship

A three-day Biennial Conference on 'Entrepreneurship' is being organized by the Entrepreneurship Development Institute of India (EDII), Gandhinagar, Gujarat during February 22-24, 2023. The event will provide a forum for researchers, educationists and practitioners to share their research findings and experience in entrepreneurship development. The Themes and Focus Areas of the Event are:

Entrepreneurship Theory

- Cognitive Theories of Entrepreneurship.
- Family Business Entrepreneurship Theories.00
- Social Entrepreneurship Theories.
- Entrepreneurial Intention, Motivation, and Behaviour.
- Theories on Innovation, Leadership.
- Entrepreneurial Team.

Entrepreneurship Policy

- Entrepreneurship Policy and Governance.
- Start-Up and Innovation Policy.
- Entrepreneurship Ecosystems.
- Entrepreneurship Support Systems.
- Government's Initiatives on Entrepreneurship Development.

- Entrepreneurship Policy for Disadvantaged Sections.

Entrepreneurship Education and Capacity Building

- Entrepreneurship Education.
- Entrepreneurship: Teaching Learning Process.
- Innovative Pedagogy in Entrepreneurship Education and Capacity Building.
- Capacity Building for Entrepreneurship Development.
- Startups, Incubators, and Accelerators.

Manifestations of Entrepreneurship

- Women's Entrepreneurship.
- Corporate Entrepreneurship and Intrapreneurship.
- Trans-generational Entrepreneurship (Family Business).
- Trans-Indian Entrepreneurship.
- Regional and International Entrepreneurship.
- Development Sector Entrepreneurship.
- Social Entrepreneurship.

Functional Areas of Entrepreneurship

- Entrepreneurship Finance.
- Entrepreneurial Marketing.
- Internationalising Entrepreneurial Ventures.
- Value Proposition and Business Modelling.
- Managing and Growing Entrepreneurial Venture.
- Sustaining New and Existing Enterprises.

MSME Entrepreneurship

- Cluster Entrepreneurship.
- MSME Competitiveness and Growth.
- Business Development Services in MSMEs.
- MSME Internationalization.
- Digital MSMEs and Technological Upgradation.
- Globalizing MSMEs.

Entrepreneurship Context

- Biotechnology Entrepreneurship.
- Green Entrepreneurship.
- Agriculture Entrepreneurship.
- Tourism Entrepreneurship.

- Technology Entrepreneurship.
- Inclusive Entrepreneurship.
- Digitalization Entrepreneurship.
- Traditional Healthcare and Wellness Entrepreneurship.

For further details, contact Organising Secretary, Entrepreneurship Development Institute of India, Bhat, Gandhinagar-382 428, Gujarat, Phone No: 079-6910 4900 / 6910 4999, E-mail: *info@ediindia. org*. For updates, log on to: *www.ediindia.org / www. ediindia.ac.in*

Training Programme on End-to-End Data Science Product Development

A five-day Training Programme on 'End-to-End Data Science Product Development' is being organized by the Center for Continuing Education, Department of Computer Science and Engineering, and Department of Mathematics, National Institute of Technology, Warangal and Department of Computer Science and Engineering, Sir C R Reddy College of Engineering, Eluru, Andhra Pradesh during December 05-09, 2022 through online mode. The programme is open to all faculty, research scholars, UG/PG/ diploma students, scientists/industry professionals, and other eligible students who can register.

The Training Programme will help to disseminate knowledge in the domain of Data Science and Machine Learning. It empowers the participants to understand how data science can be used to innovate and improve the business process. Data Science is a fast-growing field of Artificial Intelligence concerned with the study and design of computer algorithms for learning good representations of data, at multiple levels of abstraction. Since data is overwhelming, organizations are struggling to extract the powerful insights they need to make smarter business decisions. The participants will be trained with a hands-on approach in order to have an in-depth insight into the domain of data sciences and expose them to feasibility and future scope.

Major Course Contents

- End-to-End Data Science Product Development Phases.
- Data Science Tools-Python and R.
- Mathematical Foundation for Data Science.
- Data Visualization and Exploratory Data Analysis.

- Data Science Model Building with Python/R.
- Machine Learning for Data Science.
- End-to-End Data Science Product Development Using R/Python

Course Objectives

- Acquire Mathematical Foundation on Data Science.
- Apply Machine Learning Techniques to a Build Data Model.
- Build and Deploy Data Science Model with an Open-source Tool.
- Stay Industry Relevant and Grow in Career.

For further details, contact Coordinator, Dr. Marlapalli Krishna, Professor, Department of Computer Science and Engineering, Sir C R Reddy College of Engineering, Eluru-534007, Andhra Pradesh, Mobile No: 09394501367, E-mail: *marlapallikrishna@gmail.com.* For updates, log on to: *www.nitw.ac.in*

Workshop on Statistical Techniques for Research Methodology

A five-day Online Workshop on 'Statistical Techniques for Research Methodology' is being organized by the SQC and OR Unit, Indian Statistical Institute, Mumbai, Maharashtra during December 13-17, 2022. The research scholars and faculty members preferably from Engineering and Management streams of the University/Institute and Scientists of Research organizations may participate in the event.

Applied research is a systematic and objective process of gathering, recording and analyzing data for taking appropriate and meaningful decisions. In order to carry out applied research, the researchers need to design the study based on appropriate Hypotheses, gather necessary data and analyze it, and make decisions. The analysis and inference have to be made by using appropriate statistical techniques. To keep pace with the recent advancements in any discipline, one has to be well-versed with the latest developments in statistical analysis. The event is planned for the research scholar pursuing research in various engineering and management streams.

Coverage

- Research Methodology and Statistical Techniques.
- Types of Data.
- Descriptive Statistics.
- Sampling Strategies.
- Probability and Probability Distribution.
- Variation and Modeling Variation Using Probability Distribution.
- Hypothesis Testing Like t-test, F-test, ANOVA, ANCOVA.
- Categorical Data Analysis: Contingency Tables, Odds and Odds Ratio.
- Predictive Modeling Using Simple, Multiple Linear, and Logistic Regressions.
- Multivariate (PCA, Factor, and Cluster) Analysis.

For further details, contact Programme Director, SQC and OR Unit, Indian Statistical Institute, Room No, 320, 3rd Floor, Old CGO Bldg. 101, Maharshi Karve Road, Mumbai-400 020 (Maharashtra), Phone No: 022–22014588, Mobile No: 09869242240, E-mail: *sarkar.ashok@gmail.com*; *sqcbombay@gmail.com.* For updates, log on to*: www.isimumbai.co.in*

❑

THESES OF THE MONTH

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

Anthropology

1. Gupta, Pallavi. **Education, mobility and affirmative action: Study of Meena schedule Tribe of Alwar, Rajasthan**. (Dr. K Anil Kumar), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

2. Habib, Hashmat. **An ethnographic perspective of the fishing Community in Kashmir Valley**. (Dr. Mitoo Das), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

3. Neli, Vilhousienuo. **Rice culture among the Angami Naga**. (Dr. Q Marak), Department of Anthropology, North Eastern Hill University, Shillong.

Commerce

1. Dey, Debashree. **Domestic financial market integration: A study on inter-linkage amongst Indian money, capital and foreign exchange market**. (Prof. Hirak Ray and Prof. S N Dhar), Department of Commerce, University of North Bengal, Darjeeling.

2. Kundalia, Neeta Pradyumna. **Analysis of claims and reimbursements made under mediclaim policies of the general insurance corporations in Gujarat State**. (Dr. Prakash J Rachchh), Department of Commerce, Saurashtra University, Rajkot.

3. Madhavi, E. **Profitability and productivity analysis of select banks: A study**. (Prof. M Yadagiri), Department of Commerce, Telangana University, Nizamabad.

4. Makwana, Shailesh Mansukhbhai. **Service quality dimension of department of post: A comparative study of different divisions of Gujarat Region**. (Dr. S J Parmar), Department of Commerce, Saurashtra University, Rajkot.

5. Purohit, Namrata Muneshbhai. **Relationship between capital structure and profitability of selected iron and steel companies in India**. (Dr. A K Chakrawal), Department of Commerce, Saurashtra University, Rajkot.

6. Topno, Binita. **A descriptive study on the entrepreneurial propensity among the Adivasis of Assam**. (Dr. R A J Syngkon), Department of Commerce, North Eastern Hill University, Shillong.

Economics

1. Khandra, Ramjibhai Dhakubhai. **Economic impact of over use of common property resources on the rural economy of Valsad District: A case study**. (Dr. C K Mehta), Department of Economics, Saurashtra University, Rajkot.

2. Madhura, R. **Municipal solid waste management and business opportunity: A study on value creation through reserve logistics**. (Dr. Abhijit Chakraborty), Department of Economics, CMR University, Bangalore.

3. Parmar, Hetal Mohanbhai. **A study on economic impacts of solar roof top energy: With reference to Ahmedabad District**. (Dr. Himanshu Raninga), Department of Economics, Saurashtra University, Rajkot.

4. Rajpurohit, Isvarsinh Samantsinh. **An economic analysis of milk production and marketing in the Banaskantha District of Gujarat**. (Dr. Dilipkumar R Vajani), Department of Economics, Saurashtra University, Rajkot.

5. Shringare, Mrunalini Sudhir. **A study of India's international trade performance of iron and steel industry from 2004-05 to 2016-17**. (Dr. Harshada Rathod), Department of Economics, S.N.D.T. Women's University, Mumbai.

6. Tawde, Shobha Manoj. **Employability of B.A. Economics graduates in the private sector**. (Dr. Ruby Ojha), Department of Economics, S.N.D.T. Women's University, Mumbai.

Education

1. Artiben Lalshankar, Vegda. **A study of effectiveness of different forms of expression of story at primary school level**. (Dr. R S Mankad), Department of Education, Saurashtra University, Rajkot.

2. Gohil, Kalpanaba Bharatsinh. **The leadership style and change proneness of the higher secondary school principals of Saurashtra**. (Dr. Ajitaben Jani), Department of Education, Saurashtra University, Rajkot.

3. Parmar, Anirudhsinh Hanabhai. **Implementation and effectiveness of developing teacher's commitment programme for trainers**. (Dr. Ajitaben Jani), Department of Education, Saurashtra University, Rajkot.

4. Rathod, Arvind N. **A study of quality of education in context of managerial skills, job satisfaction and stress of head teachers of primary schools**. (Dr. Nilesh S Pandya), Department of Education, Children's University, Gandhinagar.

5. Sagothia, Darshna Parsotam. **Identification of values as reflected in current text books of Gujarati of std 8th and the effectiveness of value judgment modal of teaching of selected chapters**. (Dr. R S Mankad), Department of Education, Saurashtra University, Rajkot.

6. Sangma, Tengchira T. **Effectiveness of reading comprehension package on reading comprehension in English of class IX students of Meghalaya**. (Dr. Nikme S C Momin), Department of Education, North Eastern Hill University, Shillong.

7. Sharma, Renu Surendraprasad. **A comparative study of stress of primary and secondary school teachers in the context of certain variables**. (Dr. S S Shukla), Department of Education, Gujarat University, Ahmedabad.

8. Shrimali, Vishnubhai V. **A critical study of present position of pre- primary education of Gujarat State**. (Dr. Rupam Upadhyaya), Department of Education, Children's University, Gandhinagar.

9. Vasava, Sanjaykumar Manharbhai. **Effectiveness of selected models of teaching under information processing family in teaching of accountancy**. (Dr. Mukeshbhai N Tandel), Department of Education, Saurashtra University, Rajkot.

Journalism & Mass Communication

1. Chhetri, Rajani Karki. **Reconstructing Khasi ethnic identity on social media: A netnographic study on an online group**. (Dr. George Plathottam), Department of Journalism & Mass Communication, Assam Don Bosco University, Guwahati, Assam.

Library & Information Science

1. Chandrashekar, K L. **Awareness and use of AICTE mandated e-resources among post graduate students of autonomous engineering college affiliated to Visvesvaraya Technological University Karnataka**. (Dr. P Dharani Kumar), Department of Library and Information Science, Kuvempu University, Shankaraghatta.

Management

1. Dhillon, Kanwal Jeet Singh. **Geo-strategic imperatives and India's strategic options for steering greater synergy in Bay of Bengal Initiative for Multi-Sectoral Technical and Economic Cooperation (BIMSTEC)**. (Dr. Prateek Kanchan), Department of Management, Gujarat University, Ahmedabad.

2. Imchen, Wapangsenla. **State of faculty training and development of higher education institutions in Nagaland**. (Dr. V R K Prasad), Department of Management Studies, ICFAI University, Dimapur.

3. Kiran, R. **Problems and prospects of turmeric cultivation: A study of Nizamabad District**. (Prof. Kyser Mohd), Department of Business Management, Telangana University, Nizamabad.

4. Kiran. **A study of competitive strategies of organized physical retail stores in India**. (Dr. Krishan Kumar), Department of Management Studies, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

5. Lillian, J Mary. **Competencies in prospective employees and their impact on employability in BFSI sector: A study of management graduates in Bangalore**. (Dr. Sugant R), Department of Management, CMR University, Bangalore.

6. Mahapatra, Sumanta Kumar. **A study on economics and quality of schools in Nagaland: With special reference to Dimapur District, Nagaland**. (Dr. Horen Goowala), Department of Management Studies, ICFAI University, Dimapur.

7. Manilal, P. **A study on supply chain management practices in ayurvedic medicine manufacturing companies in Kerala**. (Prof. Kemthose P Paul), Department of Business Administration & Management, Kerala University of Fisheries and Ocean Studies, Kochi.

8. Raghavendra, Navalgund Nagaraj. **A study on Environmentally Sustainable Practices (ESPs) adoption and benefits framework for manufacturing SMEs: With the special reference to Theory of Planned Behaviour (TPB)**. (Dr. Aranganathan P), Department of Management, CMR University, Bangalore.

9. Sagar, P. **Service quality and customer satisfaction in commercial banks: A comparative study**. (Dr. V Rajeswari), Department of Business Management, Telangana University, Nizamabad.

10. Verma, Vaibhav. **Adoption of technological amenities and its impact of hotel performance with reference to Himachal Pradesh**. (Dr. Sheetal Thakur), Department of Management, Maharishi Markandeshwar University, Ambala.

Political Science

1. Dipak. **Valmiki Jaati evam pehchan kee rajniti: Haryana kee Nuh zile ka adhyayan**. (Prof. Jagpal Singh), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

2. Marak, Sengat Agitchak. **Extremism in Garo Hills: A study of A' Chik National Volunteers Council and Garo National Liberation Army**. (Prof. T T Haokip), Department of Political Science, North Eastern Hill University, Shillong.

3. Prity Kumari. **Bhartiye sansdiye prakriya mein mahilaoan kee bhagidari: Bihar ke sandarbh mein ek adhyayan**. (Dr. Anuradha Prasad), Department of Political Science, T M Bhagalpur University, Bhagalpur.

4. Rymbai, V D Sangahiwot. **India-China relations: Its significance for Asian Economic Integration And Regional Security**. (Dr. B K Mohapatra), Department of Political Science, North Eastern Hill University, Shillong.

5. Sweeti Rani. **Ubharti gramin naitritav kshamta: Bihar ke Panchayti Raj sansthaoan ke sandarbh mein Sultanganj prakhand ka ek adhyayan**. (Dr. Ved Byas Muni), Department of Political Science, T M Bhagalpur University, Bhagalpur.

Psychology

1. Acharya, Ishita Sureshbhai. **Body image issues in relation with loneliness, emotional maturity and spiritual intelligence among students**. (Dr. Karshan B Chothani), Department of Psychology, Gujarat University, Ahmedabad.

2. Ashokkumar, Saheba Khushbu. **Sex behaviour attitude, Birth control attitude and marital adjustment among couples**. (Dr. Arefa Mansuri), Department of Psychology, Gujarat University, Ahmedabad.

3. Patil, Nitin Govindbhai. **Happiness, life satisfaction and depression among caregivers of special children**. (Dr. Jigar Parikh), Department of Psychology, Gujarat University, Ahmedabad.

4. Sharma, Pooja. **Resilience, meaning in life and mental health of urban elderly in different living arrangements**. (Prof. Swati Patra), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

Public Administration

1. Lalzidinga, H. **Administration of wildlife conservation in Mizoram**. (Prof. A Muthulakshmi), Department of Public Administration, Mizoram University, Aizawl.

Social Work

1. Daisy, K J. **Effects of psychosocial intervention program on promoting the mental health of the children of migrant workers by strengthening their self efficacy**. (Dr. Lukose PJ), Department of Social Work, Assam Don Bosco University, Guwahati, Assam.

2. Dave, Rajal Harendra. **A sociological study of widows, in city of Ahmedabad**. (Dr. Gaurang Jani), Department of Social Work, Gujarat University, Ahmedabad.

3. Srujana, J. **Organ donation: Knowledge and attitude of the youth in Telangana State**. (Dr. K Rajeshwari), Department of Social Work, Telangana University, Nizamabad.

Sociology

1. Chaudhary, Rashmi. **Social inequality and learning outcome performance: Sociological study of government schools in Delhi**. (Prof. Nita Mathur), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

2. Kavita. **Raigar kee badalti paristhithi: Delhi ke Karol Bagh ka adhyayan**. (Prof. Rabindra Kumar), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

3. Lahiri, Amlan. **Matua Mahasangha in West Bengal: A sociological study of religious organization**. (Prof. Saswati Biswas), Department of Sociology, University of North Bengal, Darjeeling.

4. Phulwari, Shweta Pawar. **Work and networking in the age of ICTs: A study of the informal sector in Delhi**. (Prof. Debal K Singha Roy), Department of Sociology, Indira Gandhi National Open University, New Delhi.

5. Ritu. **Enrolment, retention and attendance in school level education system: a sociological study of Delhi**. (Prof. Archana Singh), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

6. Sarvaiya, Pragnaba Majbootsinh. **Widow women's socio-economic situatin: A sociological study**. (Dr. T H Vaghera), Department of Sociology, Saurashtra University, Rajkot.

7. Sihag, Gulshan. **Health status of women: A comparative study of Gujarat and Rajasthan**. (Dr. Chandrika Raval), Department of Sociology, Gujarat University, Ahmedabad.

❑

KBNU

KHAJA BANDANAWAZ
UNIVERSITY
EDUCATING HUMANITY

(A Religious Minority University)

The Khaja Bandanawaz University, Kalaburagi (Karnataka State) is a Private University established by an Act of the State Legislature of Karnataka.

The University invites applications for the posts of **WARDENS for boys and Girls Hostels.** Candidate (female for girls hostel) should be a graduate and possess experience as Hostel Warden. Ex-servicemen can also apply. Inhouse free accomodation with food will be provided.

Interested candidate can submit their Resumes on **registrar@kbn.university**. A hard copy of the resume can also be mailed to : *Registrar, Khaja Bandanawaz University, Admin Block, Rauza-i Buzurg, Kalaburagi-585104.*

Join the Top Ranked Private University in Eastern India & Cocreate the Future.

ADAMAS UNIVERSITY KOLKATA
PURSUE EXCELLENCE

We are looking for Dynamic Professors, Associate Professors and Assistant Professors

Adamas University is QS-IGauge Platinum rated University in teaching and learning and ranked as the best private University in West Bengal by several national ranking agencies. The University is on an ambitious path of making a difference in the education and research landscape of Bengal with its 10 top-tier schools of study. The University offers a challenging, meaningful, and diverse working environment. We are looking for colleagues who shares our passion for nurturing and shaping the tomorrows of our students and the society at large.

School of Liberal Arts and Culture Studies (SOLACS)	School of Basic & Applied Sciences (SOBAS)	School of Media & Communication (SOMC)
• English • Political Science • Sociology • History • Bengali • Psychology (Behavioural Science)	• Physics • Chemistry • Geography • Mathematics • Forensic Science (Under Chemistry) • Environmental Science (Under Chemistry) • Statistics and Data Science (Under Mathematics)	• Journalism and Communication

School of Life Science & Biotechnology (SOLB)		**School of Law & Justice (SOLJ)**
• Biotechnology • Microbiology • Biochemistry		• Constitutional Law • Corporate Law • Criminal Law • International Law • Energy Law • Cyber Law • Intellectual Property Law

School of Smart Agriculture (SOSA)	School of Medical Sciences (SOMS)	School of Business & Economics (SOBE)
• Agriculture	• Pharmaceutical Technology • Allied Health Sciences	• General Management • Accounting & Commerce • Economics & Finance • Operations & Supply Chain Management • Business Analytics • OB & HRM • Quantitative Methods
	School of Engineering & Technology (SOET)	
School of Education (SOE)	• Computer Science & Engineering • Computer Applications • Mechanical Engineering	
• B.ED. • Education		

How to Apply : Interested candidates should send their application in the prescribed 'Application Form' available at (http://adamasuniversity.ac.in/current-vacancies/), and resume along with scanned copies of self-attested testimonials and other academic credentials by e-mail to: **recruitment@adamasuniversity.ac.in**

Other Non-Academic Positions:
• **Assistant Registrar / Deputy Registrar** – Academic, Admin & HR with relevant University experience
• **Sports Officer** – This is a Residential Position in AU Campus. Incumbent should have Masters in Physical Education with 5 to 7 years of relevant experience.

Academic Positions
Mandatory Education Qualifications:
• 60% marks or 1st Div. /1st Class marks • in Class X, Class XII, Graduation from reputed / recognised educational Institutions. • 55% marks in PG • NET / SET qualified • PhD is desirable • Excellent Communication Skill in English (both verbal & written) • Tech savvy (working knowledge in MS Office & LMS) • For Education we are also looking for M.Ed

Adamas University Help Line Details
Office of the Registrar
Email ID:
recruitment@adamasuniversity.ac.in
Contact No. +91 8240033652
Adamas Knowledge City,
Barasat - Barrackpore Road,
P.O. - Jagannathpur,
District - 24 Parganas (North),
Kolkata - 700 126, West Bengal, India

Salary will not be a constraint for talented and deserving candidate.

Shri A.P.D. Jain Pathashala's
(Jain Minority Institution)
WALCHAND COLLEGE OF ARTS & SCIENCE, SOLAPUR
(AUTONOMOUS COLLEGE)
Seth Walchand Hirachand Marg, Ashok Chowk, Solapur-413006

APPOINTMENTS

Applications are invited from eligible candidates for the appointment of the regular posts of **Assistant Professor** in Dept. of Biotechnology (Unaided UG-PG Section).

Department	Designation	Subject	No. of Posts
Biotechnology	Assistant Professor (Full Time)	Biotechnology	01
		Genetics	01
		Microbiology	01
		Zoology	01

• Eligibility, Educational Qualifications, Experience and Pay Scales as per Govt. of Maharashtra and PAH Solapur University, Solapur norms and modified from time to time.

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

• Incomplete applications will not be entertained.

• Apply giving full particular within **THIRTY DAYS** from the date of publication of this advertisement to the undersigned.

• Prescribed application form is available in the office on payment of Rs.500/- in cash or by post of Rs.600/- D.D. should be in favour of The Principal, Walchand College of Arts & Science, Solapur.

• For details, see our **Website : www.wcassolapur.org.**

PRINCIPAL   **SECRETARY**

ATTENTION ADVERTISERS

Advertisers are requested to send their text matter at following Email IDs:

1. **advtun@aiu.ac.in**

2. **publicationsales@aiu.ac.in**

Text matter may be sent in MS-Word document file OR in PDF file in original (as per Mechanical Data/Size of the Advertisement).

All the correspondence may be addressed to the **Under Secretary (Publication & Sales),** Association of Indian Universities, AIU House, 16 Comrade Indrajeet Gupta Marg, New Delhi-110002.

Mob: 09818621761

Phone Office: 91-11-23230059, Extn. 208/213.

Fabtech Education Society's . . .

FABTECH COLLEGE OF PHARMACY
(DEGREE & DIPLOMA)
(Approved by AICTE & PCI New Delhi : DTE., (M.S.) Mumbai & Affiliated to Dr. Babasaheb Ambedkar Technological University Lonere Dist:- Raigad & MSBTE –Mumbai)
Pandharpur Road, Gat No. 565/1, Sangola, Taluka:- Sangola, District:- Solapur. 413 307. P.O. Box No.04
Contact No:8408888657 Website: www.fabtecheducation.com E-mail : ftc.Pharmacy@gmail.com

RECRUITMENT

(Permanent Non-Grantable)
Applications are invited from eligible candidates for the following Permanent Non-Grantable positions:

Sr. No	Designation	No. of Posts	SC	ST	VJ	NT-B	NT-C	NT-D	SBC	EWS	OBC	OPEN
1	Professor	02	01	-	-	-	-	-	-	-	-	01
2	Associate Professor	06	01	-	01	-	-	-	01	-	01	02
3	Assistant Professor	18	02	01	01	01	01	-	-	02	04	06
4	Librarian	01	-	-	-	-	-	-	-	-	-	01
	Total	27	04	01	02	01	01	-	01	02	05	10

Conditions: Educational Qualifications, Experience, Pay Scales etc. applicable for the posts are as per the norms specified by AICTE/PCI, Govt. of Maharashtra & Dr. Babasaheb Ambedkar Technological University, Lonere, Dist. Raigad & as modified from time to time.

1) Those who are in service should apply through proper channel.
2) Application received after the last date will not be considered. The College will not be responsible for postal delay, if any.
3) Incomplete applications without the attested copies of supporting documents will not be entertained.
4) T.A., D.A. will not be paid for attending the interview.
5) The applications giving full particulars and attested copies of all the supporting documents should reach to the undersigned **within 21 days** from the date of publication of this advertisement.

Sd/-
Place: SANGOLA
CHAIRMAN & MANAGING DIRECTOR
Date: /   /2022
FABTECH EDUCATION SOCIETY, SANGOLA

PONDA EDUCATION SOCIETY's
RAJARAM AND TARABAI BANDEKAR COLLEGE OF PHARMACY
Farmagudi, Ponda, Goa

VACANCIES

Application alongwith full bio-data containing recent photograph, Telephone/ Mobile no., Email-ID, Certified copies of Mark sheets of all examinations from S.S.C. onwards, teaching / research experience, etc. is invited by The Secretary, Ponda Education Society for its **P.E.S's Rajaram and Tarabai Bandekar College of Pharmacy (Self-Financed)** from qualified and eligible candidates for the following posts so as to reach the undersigned **within 21 days** from the date of publication of this advertisement. Application must be accompanied by and other relevant certificates including experience certificate of registered Pharmacist (if applicable), change in name, if any, addressed to **The Secretary, Ponda Education Society, PO. Box No. 3, Farmagudi, Ponda, Goa-403 401.** Applicants already employed must send their applications through proper channel. Incomplete applications will not be accepted.

Sr. No	Posts	Nos.
1	Associate Professor in Pharmacognosy	01
2	Associate Professor in Pharmacology	01
3	Assistant Professor in Pharmaceutical Chemistry	01
4	Assistant Professor in Pharmacology	01
5	Director of Physical Education and Sports	01

Qualifications: As per Goa University Statutes SC-16 & SA-19, Guidelines of PCI, AICTE, New Delhi and Salary as per Ponda Education Society norms.

Candidates applying for the Post of Associate Professor should submit total Academic/research score of Seventy Five (75) as per criteria given in Appendix II, Table-2 of Goa University **(www.unigoa.ac.in)** and submit a documentary evidence for the same.

Kindly visit college **website www.pespharma.com** for Educational Qualifications, Eligibility and other details of the advertisement.

Sd/-
(Mr. Ritesh R. Naik)
Secretary
Ponda Education Society

Bharat Shikshan Prasarak Mandal Latur's

Jaikranti Arts Senior College, Latur Sitaram Nagar, Tal. Latur Dist. Latur

WANTED

Application are invited from eligible candidates for the post of Principal to be filled in **Jaikranti Arts Senior College,** Latur, Dist. Latur (Granted) run by **Bharat Shikshan Prasarak Mandal Latur's**. The application duly completed in all respects should reach the following address **within fifteen days** from the date of publication of this advertisement by Registered post only.

Sr. No.	Name of the Post (Designation)	No. of Post	Full Time	Reservation
01	**Principal**	**One (01)**	**Full Time**	**Unreserved**

A) Essential Qualification:-

1) Ph.D. Degree. 2) Professor/Associate Professor with a total service/experience of at last fifteen years of teaching research in University, Colleges and other institutions of Higher Education. 3) A minimum of 10 research publications in peer-reviewed of UGC Regulation 18 July, 2018 and Govt. Resolution No.Misc-2018/C.R.56/UNI-1 dated 08 March, 2019. 4) A minimum of 110 research score as per Appendix II, Table-2. 5) Academic Eligibility and other rules regulation as per UGC Regulation 18 July, 2018 and Govt. Resolution No. Misc -2018/C.R.56/UNI-1 dated 08 March, 2019.

B) Tenure:

A College Principal shall be appointed for a period of Five Years, extendable for another term of five Years on the basis of performance assessment committee appointed by the University, Constituted as per these rules.

C) Salary & Allowances, Pay Scale as per the UGC State Government and S. R. T. M. University's rules from time to time.

Note:

1) Prescribed application form is available on University **website (www.srtmun.in).** 2)No.T.A./D.A. will be paid to attend the interview. 3) Eligible candidates should submit their applications through proper channel. 4) All attested Xerox copies of certificates should be attach with the application. 5) The vacant post is being filled under the decision of Hon. High Court, Aurangabad Bench Petition No.12051/2015.

Address for Correspondence:
To,
The Secretary,
Bharat Shikshan Prasarak Mandal Latur's
C/o The Principal (In.), Jaikranti Arts Senior College, Latur,
Sitaram Nagar, Latur, Dist. Latur (Maharashtra), Pin. 413512

Secretary
Bharat Shikshan Prasarak Mandal Latur's
Latur

Vivekanand Education Society's
COLLEGE OF PHARMACY

Hashu Advani Memorial Complex, Behind Collector Colony, Chembur (E), Mumbai - 400 074

(Sindhi Linguistic Minority)

APPLICATIONS ARE INVITED FOR THE FOLLOWING POST
FROM THE ACADEMIC YEAR 2022-2023

UN-AIDED

Sl. No.	Cadre	Subject	Total No. of Posts	Category
1.	**Assistant Professor**	**Pharmacy**	**03**	**03 - OPEN**

- The above posts are open to all, however, candidates from any category can apply for the post. Reservation for women will be as **per University Circular No. BCC/16/74/1998 dated 10th March, 1998. 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 5th July, 2019.**

- Candidates having knowledge of Marathi will be preferred.

- **The Educational Qualification, Experience & Pay-Scale for the post of Assistant Professor are as prescribed by the University of Mumbai, AICTE from time to time.**

- **Please refer University Circular No. मशिमाक / विशिमाक / तंत्रशिक्षण / ११ / २०२०–२०२१ दिनांक ११ जनवरी, २०२१ for qualifications and experience at the time of interview.**

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

- Application with full details should reach the **PRINCIPAL, Vivekanand Education Society's COLLEGE OF PHARMACY, Hashu Advani Memorial Complex, Behind Collector Colony, Chembur (E), Mumbai - 400 074 within 15 days** from the date of publication of this advertisement. **This is University Approved Advertisement.**

Sd/-
PRINCIPAL

WANTED

Applications are invited for the post of Perspective in Education, Pedagogy Subjects Health & Physical Education and Performing Arts to be filled in **Shri Sevadas Shikshan Prasarak Mandal's Nanded, Savitribai Fhule Women's B.ED College, Vasarni, Nanded, Dist. Nanded**, **Maharashtra** (B.ED) (Permanent Non-Granted). Eligible candidates should submit their application along with all necessary documents **within 15 days** from date of publication of this advertisement by registered post only.

Sr. No.	Position	Name of Posts	Nature	No of Posts	Reservation
	B.ED				
1	Perspective in Education	Regular	Assistant Professor	08	Open - 3 SC - 1 ST - 1 VJA - 1 OBC -1 EWS -1
2	Pedagogy Subject (Math, Science, Social Science Language)	Regular	Assistant Professor		
3	Health & Physical Education	01 Part Time	Assistant Professor		
4	Performing Arts (Music/Dance/Theatre) Fine Art	01 Part Time	Assistant Professor		

Note: Prescribed Application Form is available on University **Website: (www.srtmun.ac.).**

Address for correspondence:

President/ Secretary

Shri Sevadas Shikshan Prasarak Mandal's Nanded

Savitribai Fhule Women's B.ED College, Vasarni,

Nanded, Dist. Nanded (Maharashtra), Pin Code: 431603

Shri Dhaneshwari Manav Vikas Mandal
Dr. Vedprakash Patil Arts, Commerce & Science College, Hatta

Applications are invited from the eligible candidates for the following posts in **Dr.Vedprakash Patil Art's, Commerce & Science College, Hatta (Zero Phata), Tq. Basmath, Dist. Hingoli (Permanent Non-Grant) run by Shri Dhaneshwari Manav Vikas Mandal, Kalamb.** The application dully completed in all respects should reach on the address given below **within 15 days** from the date of publication of this advertisement . The Candidates of reserved category should submit one copy of application to the Dy. Register, Special Cell, S.R.T.M.U, Nanded – 431 606 (M.S.).

Sr. No.	Subject	Posts	No. of Posts	Category
1	Marathi	Asst. Professor	2	
2	Hindi	Asst. Professor	2	
3	Economics	Asst. Professor	1	OPEN - 09
4	Sociology	Asst. Professor	1	SC - 03
5	History	Asst. Professor	1	ST - 02
6	Political Science	Asst. Professor	1	VJ(A) - 01
7	Education	Asst. Professor	1	NT(B) - 01
8	Commerce	Asst. Professor	3	NT(C) - 1
9	Physics	Asst. Professor	1	NT(D)/SBC - 01
10	Chemistry	Asst. Professor	2	OBC - 04
11	Botany	Asst. Professor	2	EWS - 02
12	Zoology	Asst. Professor	2	
13	Mathematics	Asst. Professor	1	
14	Microbiology	Asst. Professor	2	
15	Physical Education	Director of Physical Education	1	
16	Librarian	Librarian	1	

Note: Qualification, Salary and Allowances: Pay Scale as per UGC, State Government and S.R.T.M.U, Nanded, rules from time to time which is given on **Website: www.srtmun.ac.in.**

Address for Correspondence:

The Principal, Dr. Vedprakash Patil Art's, Commerce & Science College

Hatta (Zero Phata), Tq. Basmath, Dist. Hingoli-431 705 (M.S.).

President   **Principal**

Announcement

Themes for Forthcoming Special Issues of the University News

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**.

Guidelines for Contributors and Editorial Policies

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

- Articles submitted for the Journal should be original contributions and should not be under consideration for any other publication at the same time. A declaration is to be made by the author in the covering letter that the paper is original and has not been published or submitted for publication elsewhere.

- Manuscripts including tables, figures and references should be around 3000-4000 words for articles, 2000 – 5000 words for Convocation Addresses, 1000 words for Book Reviews and 600 words for Communications.

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

- The cover page should contain the title of the paper, author's name, designation, official address, address for correspondence, contact phone/mobile numbers and e-mail address.

- The main text should not contain footnotes. References should be given at the end of the

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

Book

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

Articles

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

Higher Education, 11, 511-20.

Chapter in a Book

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

Article Retrieved from Website

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

• Authors are responsible for any copyright clearance, factual inaccuracies and opinions expressed in their paper.

• No fees is payable to submit or publish in this Journal.

Editorial Policies

• The final decision on the acceptance or otherwise of the article rests with the Editorial Committee and it depends entirely on its standard and relevance. The title and content of the article accepted may be modified to meet the journal's standards of contents, presentation, style and other specific requirement. Authors may also be requested to revise their manuscripts before they can be accepted for publication. Correspondence in this regard will be done with the first named author unless otherwise indicated.

• Maximum time taken for processing the article is six months. Contributors are free to send the material to any other publication after a period of six months from the date of their submitting the article to the University News, if they do not receive any intimation from AIU. Author will receive two complementary copies of the Journal immediately after its publication

• AIU may re-use the articles published in the University News for its various publications.

• AIU may extend courtesy to other journals or websites to use the articles published in the University News if due credit is given to the author(s) of the article(s) and the University News. Only those manuscripts will be published which are sent through E-mail: *ramapani. universitynews@gmail.com* and *universitynews@aiu.ac.in* to:

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

UNIVERSITIES HANDBOOK – 34th EDITION (2018)

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

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

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

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

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

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

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

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

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

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

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

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

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

Please send Pre-paid Order to :

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