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Announcement

Special Issue of 'University News'

A Special Number of the University News on the theme '*Transformative Higher Education for Atmanirbhar Bharat*' is being brought out in the Month of March, 2023.

The Special Issue will cover the articles of eminent educationists on the afore mentioned theme. Readers of the University News are also invited to contribute to the Special Number by submitting papers/articles on the above theme by **March 10, 2023**. The papers will be published in the Issue subject to the approval of the Editorial Committee of the University News. The contributions are invited on the following Subthemes:

- ***Internationalization for Transformative Higher Education***
 - International Student/Faculty Mobility
 - International Collaborations in Research and Teaching
 - Promoting Indian Higher Education abroad
- ***Pedagogies and Use of Technologies for Transformative Higher Education***
 - Innovative Pedagogy & Lifelong Learning
 - Blended Learning
 - Personalized Learning through Edu-Technology
- ***Transformative Curriculum for a Holistic and Multidisciplinary Higher Education***
 - Outcome Based Learning
 - Academy-Industry-Society Interface
 - Integrating Indian Knowledge System through the multidisciplinary Teaching Learning process
- ***Research and Excellence for Transformative Higher Education***
 - Research Funding
 - Promoting Quality & Relevant Research
 - Linking Teaching and Research
- ***Evaluation Reforms for Transformative Higher Education***
 - Continuous Assessment & Evaluation
 - Using technology for Assessment and Evaluation
 - Innovative Assessment Methods and Capacity Building of Faculty
- ***Any Other Relevant Subthemes***

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#Let'sBeatCoronaTogether

Union Budget—2023-24 and Educational Sector

J Madegowda* and P M Gowda**

Budgets, more particularly the government budgets, play an important role as they have multifarious effects, both positive and negative, on all sections/segments of society either directly or indirectly or both. The Union Budget for 2023-24 was presented by the Finance Minister, Smt. Nirmala Sitharaman, in the Parliament on 1 February 2023 assumes greater importance for a few reasons such as the first budget after the country recovered from the devastating effects of COVID-19, the last full budget before the parliamentary elections, 2024, etc. Therefore, many were expecting the budget to come out with more populist schemes. However, the Finance Minister disappointed them to a larger extent and this should be appreciated. Instead, she presented a well-balanced and growth-oriented budget. And therefore, budget is appreciated by many sections of society. This is true even from the point of view of the educational sector. Against this backdrop, an attempt is made in this paper to discuss the budget proposals and budgetary allocation for education.

Budget Allocation for Educational Sector

The Finance Minister felt that to address the vision for *Amrit Kaal*, 'an empowered and inclusive economy', four opportunities can be transformative. They are, (i) Economic Empowerment of Women, (ii) PM Vishwakarma Kausal Samman, (iii) Tourism and (iv) Green Growth.

The Finance Minister has pegged the total expenditure in the Budget for 2023-24 at Rs. 45.03 lakh crore from the revised estimates for 2022-23 of Rs. 41.87 lakh crore representing an increase of Rs. 3.16 lakh crore accounting for an increase of 7.55%. Similarly, the budget allocation for the educational sector is increased from Rs. 1.04 lakh crore in 2022-23 to 1.12 lakh crore accounting for an increase by Rs. 0.08 lakh crore (i.e., Rs. 8,000 crores) or by 7.69% which is slightly higher than the rate of increase in the total budgeted expenditure for 2023-24 of 7.55%. Out of the total allocation for education, Rs. 68,804 crores is earmarked for the Department of School Education (60.94%) and the remaining Rs. 44,094 crore (39.06%) is for the Department of Higher Education. And the budgetary allocation (2023-24) for education is highest-ever – said the Union Minister for Education, Shri. Dharmendra Pradhan is happy with the allocation for his Ministry. Of course, this is true. However,

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the increase of Rs. 8,000 crore or by 7.69% cannot be reckoned as a real increase considering inflation. Further, the budgetary allocation for education is, for many years, hovered only around 2.50% of total budgeted expenditure which is much lower than the suggestions/recommendations by, and expectations of, many including NEP, 2020. The increase in the budgetary allocation for education was also necessary as the Government intends to increase the gross enrolment ratio (GER) in higher education to 50%.

Highlights of Education in Budget for 2023-24

It may be noted here that a major portion of the fund allocated for education goes towards the recurring/maintenance expenditure which is inescapable/unavoidable. However, this recurring expenditure cannot be interpreted to mean unproductive expenditure. It is only to highlight that amount available, after meeting recurring expenses, for creating long-lasting assets is very low when compared to the requirements. However, the Finance Minister announced a few schemes for the educational sector during her budget presentation. A brief outline of the same is presented here.

Recruitment of Teaching and Support Staff

The Government proposes to recruit 38,800 teachers and support staff, during the next three years, for 740 Eklavya Model Residential Schools. This proposal is expected to benefit and serve about 3.50 lakh tribal students. This is appreciable. The state governments should also take similar steps to recruit the requisite number of teachers for both schools, colleges and university departments. This should be done on a priority basis as there is no meaning in establishing schools, colleges and universities without human resources. And the governments should realize that no scheme/ policy can be implemented successfully without teachers.

The Government proposes to set up a *National Digital Library for Children and Adolescents* for facilitating the availability of books across geographies, languages, genres and levels and device-agnostic accessibility. Further, the Government of India proposes to encourage the state governments to set up physical libraries at panchayat and ward levels and to provide the necessary infrastructure for accessing National Digital Library resources.

Besides, building a culture of reading and making up for pandemic-time learning loss, the Government proposes to encourage the National Book Trust, Children's Book Trust and other sources to provide and replenish non-curricular titles in regional languages and English to these physical libraries. Collaboration with non-government organizations (NGOs) that are working in the field of literacy will be an integral part of this mission. In addition, the Government proposes to encourage the financial sector regulators and organizations to provide age-appropriate reading material to these libraries for the purpose of inculcating financial literacy among people including adolescents.

Teachers' Training

The Government proposes to re-envision teachers' training through innovative pedagogy, curriculum transaction, continuous professional development, dipstick surveys and ICT implementation. For this purpose, it is planning to develop the existing District Institutes of Education and Training as vibrant institutes of excellence. This is a welcome proposal as it aims to upskill teachers which in turn is expected to enhance the quality of teaching. Because the proposal is to train the teachers virtually for ICT implementation which in turn contributes to the overall development of institutions.

Youth Power

One of the seven priorities that the Budget for 2023-24 identified and adopted is 'youth power'.¹ In order to empower youth and help the '*Amrit Peedhi*' realize their dreams, the Government formulated the National Education Policy, 2020² which lays emphasis on skilling and adopting the economic policies that facilitate/promote the generation of employment opportunities In this direction, to skill lakhs of youth during the next three years, the Government proposes to launch, *Pradhan Mantri Kaushal Vikas Yojana 4.0*. Under this scheme, the focus is on on-job training, industry partnership and alignment of courses with the needs/requirements of the industry. It is also proposed to cover new age courses for Industry such as Coding, Artificial Intelligence, Robotics, Mechatronics, IOT (internet of things), 3D Printing, Drones and Soft Skills. Most importantly,

to skill the youth for international opportunities, the Government proposes to *set up 30 Skill India International Centres* across different states and union territories. Besides, the digital ecosystem for skilling is proposed to be expanded further with the launch of a unified *Skill India Digital* platform for (i) enabling demand-based formal skilling, (ii) linking with employers including micro, small and medium enterprises (MSMEs) and (iii) facilitating access to entrepreneurship schemes. Besides, in order to provide stipend support to 47 lakh youth in three years, the Government proposes to roll out pan-India National Apprenticeship Promotion Scheme (Direct Benefit Transfer, DBT).

Centres of Excellence for AI

For the purpose of realizing the vision of '*making AI in India and make AI work for India*', the Government proposes to set -- up three centres of excellence of Artificial Intelligence (AI) in top educational institutions. And the Government expects the leading industry players to partner in conducting inter-disciplinary research, developing cutting-edge applications and scalable problem solutions in the area of agriculture, health and sustainable cities. This is expected to galvanize an effective AI ecosystem nurturing quality human resources in the field. It may be recollected here that in 2018, the Ministry of Education took the initiative to develop a digital library – now it (National Digital Library) is being run by IIT, Kharagpur as an online repository of texts and video lectures on different subjects - social sciences to sciences. However, it is hoped that the present proposal, if implemented properly, will herald a new era in community participation as it improves foundational literacy and numeracy among children.

New Nursing Colleges

The Government proposes to establish 157 new nursing colleges in co-location with existing 157 medical colleges established since 2014. Besides, the Government promises to ensure the availability of facilities in select ICMR Labs for research by faculty members of government and private medical colleges, and private sector R&D teams for collaborative research and innovation. In addition, the Government proposes to take up a new programme for promoting research and innovation

in pharmaceuticals through Centres of Excellence. And the Government intends to encourage industry to invest in research and development in specific priority areas. Further, the Government is planning to support dedicated multidisciplinary courses for medical devices in existing institutions to ensure availability of skilled human resources for futuristic medical technologies, high-end manufacturing, and research.

5G Services

The Government proposes to set up 100 labs for developing applications using 5G services in engineering institutions to reap the benefits of new range of opportunities, business models, and employment potential. The labs are expected to cover applications such as smart classrooms, precision farming, intelligent transport systems, health care applications, etc.

The above are the important schemes in the area of education announced by the Finance Minister in her budget speech.

A Dissection of Budget for Higher Education

Out of Rs. 44,094.62 crores of budget allocation for the Department of Higher Education, only Rs. 12.52 crore is for capital expenditure accounting of a mere 0.3% - comprising capital outlay on, (i) education, sports, art and culture of Rs. 8.47 crore and (ii) other social sciences of Rs. 4.05 crore. And the remaining Rs. 44,082.10 crore (99.97%) is for revenue expenditure.

However, of the total Rs. 44,094.62 crore, a whopping Rs. 11,252.56 crore accounting for a little higher than one-fourths (25.52%) is allocated for central universities and another Rs. 9,361.50 crore for Indian Institutes of Technology (IITs) working out to 21.23% of total higher education budget allocation. National Institutes of Technology (NIITs) and IIST are allocated Rs. 4,620 crore. Similarly, allocations are made to different sections/segments.

Compared to the above, the University Grants Commission (founded by an Act of Parliament in 1956 for the purposes of coordination among the higher educational institutions in the country and to ensure standards in universities) was allocated Rs. 5,360 crores to provide financial assistance to all eligible universities and colleges in the country. This

allocation is meagre considering the large number of colleges and universities in the country. Similarly, the apex body in the field of technical education in the country viz., All India Council for Technical Education (AICTE, set up in 1945 as an advisory body and given a statutory status through an Act of Parliament in 1987) is allotted only Rs. 420 crores.

For Councils/Institutes of Excellence in Humanities and Social Sciences viz., (i) Indian Council of Historical Research (ICHR), (ii) Indian Institute of Advance Study (IIAS), Shimla, (iii) Indian Council of Philosophical Research (ICPR), New Delhi, (iv) National Council of Rural Institutes (NCRI), and (v) Indian Council of Social Science Research (ICSSR), New Delhi, Rs. 400 crores are allocated. It may be noted here this initiative is for encouraging bright students to choose academic programmes in humanities and social sciences and also for improving the quality of teaching and research.

For RUSA (Rashtriya Uchhatar Shiksha Abhiyan, a sum of Rs. 1,500 crores is allocated. It may be noted here that RUSA is a Centrally Sponsored Scheme aiming at providing strategic funding to state higher and technical institutions. States will develop comprehensive state higher education plans that utilize an interconnected strategy to address issues of expansion, equity and excellence together. Central funding will be linked to academic, administrative and financial reforms of state higher education.

Conclusion

From the above analysis, it is obvious that the Finance Minister has made an earnest attempt to present a well-balanced and growth-oriented budget. Of course, the finance minister has also pleased the middle-class salaried people by lowering the personal income tax slightly. However, the Ministry of Education deserved a little more

allocation keeping in mind its requirements – in the light of the financial constraints in which the state universities, government-run colleges and schools are functioning. And these financial constraints are affecting the educational environment which in turn is affecting the quality of education imparted to the student community. This is also true with regard to teachers – there are schools and colleges without an adequate number of qualified teachers working on a regular basis. Hence, it is necessary for both the central and state governments to address the shortage of teachers in educational institutions on a priority basis and to allocate more funds for developing requisite infrastructure.

Notes

- (1) Other six priorities are, (i) inclusion development, (ii) reaching the last mile, (iii) infrastructure and investment, (iv) unleashing the potential, (v) green growth and (vi) financial sector. All the seven priorities complement each other acting as 'Saptarishi' guiding the Government through *Amrit Kaal* – said the Finance Minister during her budget speech in the Parliament on 1 February 2023.
- (2) National Education Policy, 2020 is implemented by a few states including Karnataka which is the first state in the country to implement NEP, 2020 for higher education.

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Present Scenario of M Ed Programme in India

Vineet Srivastava*, Aastha Srivastava** and Aditya Srivastava***

The M Ed Programme in India is a Professional Programme of master's degree Level. The subjects of the Programme include Research Methodology, Curriculum studies, Educational Studies, Educational Psychology, Educational Philosophy, Educational Sociology, Economics of Education, History of Education, Educational Management and Administration, Pedagogy, and so on.

M Ed program advances the career in the field of teaching by improving teaching skills and knowledge. It helps in fostering a foundation for opportunities related to educational leadership abilities and talks about how technology is used in the curriculum and in the classroom. It lets one practise creating programmes that cater to different student needs in a classroom or workplace scenario. It allows for the exploration of new technologies and ideas through the creation of lessons, learning evaluations, and other projects that can be immediately implemented in the classroom or workplace. One can use this knowledge in other contexts, such as schools, charitable educational endeavours, corporate culture and policy drafting in higher education.

In India, it is considered a prestigious Degree. It provides the opportunity to become a Teacher Educator at the University Level, which has the utmost respect in Indian Society.

The Object of M Ed Programme

It is meant to give students the chance to deepen and broaden their understanding of Education, specialise in particular areas, and build research skills that will enable stage-specific specialisation in secondary and upper secondary levels of schooling. To excel in the field of education and opt for careers like that of Teacher Educator, Career Counselor or School Counselor, Curriculum Designer, Curriculum

Planner, Administrator, Supervisor, School Principal, Educational Policy Analyst and Researcher.

It strives to provide the knowledge and abilities necessary to become an effective administrator and Educator. Through the available specialisations, internship opportunities and ICT-enabled education, help students build their professional competencies and leadership skills.

Nature of M Ed Programme

If we think about the nature of M Ed Programme in India, we found that it is an amalgamation of Professional, entrepreneurial, and academic in nature. It is purely professional in nature. The Supreme Court of India in Dr. Preet Singh vs. S K Mangal (1992) held that the Degree of M.Ed. Programme is a Professional Qualification. It is the highest Degree for becoming a Teacher Educator in India. After this, one can directly involve in research at the doctoral level.

Areas

The Basic areas of this programme are to develop the academic/professional competencies in totality, the initial level of research aptitude, technicalities of teaching skills and deep knowledge in the area of one's specialisation. The programme, like any other Professional Programmes i.e. Master in Business Administration, Master of Laws, Master in Surgery, Master of Technology, etc., consists of this critical understanding of Subjects and their relevant areas.

1. Experiential Learning
2. Internship Opportunities
3. Development of better Communication skills
4. Development of ICT Friendly Behaviour
5. Research

Role of the National Council for Teacher Education

The National Council for Teacher Education is a statutory body founded on 17th August 1995 by an Act of Parliament ie NCTE Act 1993 (No. 73 of 1993).

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Earlier, since 1973, it was performing the role of an advisory body for Central and State Governments on matters related to teacher education, but it could not perform essential regulatory functions. The NCTE Act, of 1993 provided the statutory status to this body and the necessary resources to regulate the entire Teacher Education system in India.

NCTE and M Ed Programme

NCTE in its regulations notified from time to time provided Regulatory Framework for M.Ed Programme in India. Presently, the NCTE Norms and Standards.... Regulation, 2014 is in force since 28th November 2014, and consists of a total of 15 Appendices, for various Teacher Education Programmes. Appendix 5 of NCTE Regulation 2014 provides for the Norms and Standards for M Ed Programme leading to M Ed Degree in India.

Appendix 5 of NCTE Regulation 2014

Appendix 5 starts with a Preamble, which states, “The M.Ed. Programme is a two-year Professional Programme in the field of Teacher Education which aims at preparing Teacher Educators and other Education Professionals including Curriculum Developers, Educational Policy Analysts, Planners, Administrators, Supervisors, School Principals and Researchers. The completion of the Programme shall lead to M.Ed. Degree with specialisation either in Elementary Education (up to Class 8th) or in Secondary Education (Class 6th to 12th).”

The above preamble is exhaustive in nature regarding the scope of M.Ed. Programme. The preamble defines the goal of NCTE regarding M.Ed. Programme. The Preamble provides that the following Education Professions can be made by this Programme :-

- i. Teacher Educator
- ii. Curriculum Developer
- iii. Educational Policy Analyst
- iv. Planners
- v. Administrators
- vi. Supervisors
- vii. School Principals
- viii. Researchers.

This leads us to an inference that the M.Ed. Programme is crucial for the development and Growth

of our Nation, its future generations and the goal of 100 per cent literacy of citizens.

Intake

Section 4.1 provides for the intake of the M.Ed. Programme. It provides that the basic unit size for the Programme shall be 50. As per the data provided by the NCTE, the total number of intake in M.Ed. Programme in India is 61,845 in 1254 Institutions.

Eligibility

As per Section 4.2, candidates seeking admission to the M.Ed. Programme should have obtained at least 50% marks or an equivalent grade in the following programmes :

- i. B.Ed.
- ii. B.A.B.Ed., B.Sc. B.Ed
- iii. B.El.Ed.
- iv. D.El.Ed. with a U.G. Degree (with 50% marks in each)

Faculty

Section 6.1 provides that for an intake of 50 students per unit, the Faculty-student ratio for a two-year Programme for 100 students shall be 1:10. The Faculty positions shall be distributed as under:

Professor: Two
Associate Professor: Two
Assistant Professor: Six

It also provided that the Faculty Members shall be appointed to cover all the core and specialised areas given in the curriculum. It is clear that the Faculty Members appointed for M.Ed. Programme are specifically /only authorised to cover the subjects, Teaching learning, Curriculum Development, Examination Work and Supervision of Dissertation work of M.Ed. Programme in India. No any Faculty Member of any other Teacher Education Programme is authorised to take Class, Examination work or Dissertation work of M.Ed. Programme in India.

Faculty Strength of M.Ed. Programme in India in the year 2000–2001 and 2021-22 are given in Tables-1 and 2 respectively.

Table -1: Faculty Strength in 2000–2001

Teacher Education Programme	Total no. of Recognition as on 31 st March 2001	Total intake approved during 2000-2001
M.Ed. (Face to face)	133	3080
M.Ed. (Distance Education Mode)	03	975

Table -2: Faculty Strength in 2021-22

Teacher Education Programme	Total no. of Recognised Institutes as on 2021-2022	Total intake approved during 2021-2022
M.Ed.	1254	61845

Tables 1 and 2 clear that at the dawn of the 21st Century, there were very few Institutions offering M.Ed. Programme in India but after 20 years, the figures increased tremendously. There are 1254 Institutions offering M.Ed. Programme in India, with an annual intake of 61,845 seats. Table 3 indicate the total figures of Faculty Members for M.Ed. Programme.

Table:3 Total figures of Faculty Members for M.Ed.

Designation	One Unit	Nationwide	Total
Professor	02	02*1254	2508
Associate Professor	02	02*1254	2508
Assistant Professor	06	06*1254	7524
Total	10	10*1254	12540

It can be stated as:

- i. There are approximately 12,540 Sanctioned Posts of Faculty Members exclusively for M.Ed. Programme in India.
- ii. There are Total no. of 2,508 Sanctioned Posts of Professors exclusively for M.Ed. Programme in India.
- iii. There are total no. of 2508 Sanctioned Posts of Associate Professors exclusively for M.Ed. Programme in India.
- iv. There are a total no. of 7,524 Sanctioned Posts of Assistant Professors exclusively for M.Ed. Programme in India.
- v. Unfortunately, no data is available now regarding the vacant posts of Faculty Members of M.Ed. Programme in India.

The above data and figures indicate that we can say that M.Ed. Programme is rich in terms of Human

Resources. A large number of Scholars are involved in the day-to-day development and growth of this Programme.

Need of the Hour

M.Ed. Programme is one of the master's degree programmes related to Teacher Education. It produces teachers who nurture our children to become responsible citizens. So, it is important to enhance the quality of M.Ed. Programme and its Faculty Members. The need of the hour is to make a thorough overhaul of the curriculum to make it useful and relevant for the country. Creating a robust network among the faculty members and the students of M.Ed. Programme on an all-India basis, which would also be helpful in the development and advancement of M.Ed. Programmes in India.

Moreover, a professional attitude should be inculcated along with the skills, so that this could become a centre of attraction for upcoming generations. The overwhelming majority of the youth take this programme as a casual one. They are not here with interest but for the sake of a job. And the nation cannot afford such teachers, teacher educators or administrators to build the nation and prepare future generations.

This programme should therefore be enriched further so that people should not treat it as any trivial course. They must understand the gravity that in India that is, Bharat, being a teacher is very prestigious and a great honour since ancient times. So, the integrity, dignity and personality of the teachers should be nurtured in the same way. For this, we must revamp our M.Ed. programme and include activities or content that could fill people with pride and respect towards their profession. NEP—2020 emphasised much on teacher education. This is important because if the core people related to the Teacher Education field will not feel proud or respected, how can we expect common people to treat M.Ed programme with due respect?

Distinction Between M Ed and M A (Education)

There has been a prevalent confusion between M.Ed. and M.A. (Education) for ages/decades. From time to time, NCTE clarified in this regard but again and again, it became a major issue and it was raised before the Supreme Court of India. The Supreme Court in Dr. Preet Singh vs. S.K.Mangal(1992) held that the Degree of M.A. (Education) is an Academic qualification whereas the Degree of M.Ed. is a Professional qualification.

Difference between M.Ed. Programme in India and M.Ed. Abroad

The curriculum of the M.Ed. programme in India is not specialization oriented, unlike the curriculum abroad. In India, we have M.Ed in Special Education while in countries like the USA, UK, Australia, Singapore and many more, M.Ed programmes have specializations like M.Ed (Curriculum and Teaching), M.Ed (Educational Leadership), M.Ed (Teaching and Learning), M.Ed. (Inclusive and Special Education), M.Ed. (Educational Assessment), M.Ed (Developmental Psychology), M.Ed (Research), M.Ed (Educational Technology) and M.Ed with specialisation in different pedagogies. The diversity of the M.Ed. programme is lacking in India.

Moreover, in most countries, if one wants to pursue a master's in education, then it is essentially required to have some teaching experience so that the students are able to identify the flaws, work in those areas and innovate new ideas regarding the teaching-learning process. Each country employs a different pay structure for candidates who have done M.Ed. European countries offer better salary structures to teaching professionals. After acquiring adequate experience in teaching, an aspirant can get into a hi-profiled job abroad than in India.

Major Challenges

These are as follows:–

1. In the number of Institutions running M.Ed. Programme, Teacher Education Departments are running in a Composite manner i.e., along with M.Ed. The programme, they are also running D.El. Ed. or B.Ed. etc., So, the teachers of 'other T E Programmes' are involved in the Teaching, Learning, Examination and Dissertation work of M.Ed. Programme. This, in turn, is deteriorating the Master Level Quality of M.Ed. Programme in India.
2. Lack of Centralised Data on the number, title and quality of Dissertation of M.Ed. Programme in India. Due to this, it is a big challenge in the optimum utilisation of the real potential of the 61,845 students and 12000 Faculty Members.
3. Lack of Specialised Training Programmes for Faculty Members of M.Ed. Programme.

Conclusion

In the last lines, we can say that M.Ed.

Programme is a Professional Degree at the master's level. It has various aims and objectives. This Programme is Instrumental in the development and Growth of the Education Sector in India. NCTE is providing regulatory and all kinds of support in the running and betterment of M.Ed. Programme in India but it has to develop itself from being merely a regulatory body to a high advanced support body to make the best programme.

Suggestions

- i. To develop the contents of the 'Internship Programme' or a 'Unique Internship Policy' at National Level.
- ii. To develop the network of Faculty Members and students of all the M.Ed. Departments at all India level.
- iii. To develop the curriculum of M.Ed. at all Indian levels.
- iv. To start a Common Entrance Examination for M.Ed. at National Level.
- v. To develop the new norms and standards for M.Ed. Programme in concurrence with the norms and standards of the International Level.
- vi. To develop a 'National Portal of Dissertation' for M.Ed. Programme with aim of maintaining a database of the Name of Institute, Title, Student, Supervisor, Year of Dissertation work since 2000.

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Educational Issues, Challenges and Policy Concerns in Telangana

Kandi Kamala*

The formation of a separate state of Telangana raised certain expectations on different dimensions of development including social, economic and educational ones in the state. After prolonged struggles and sacrifices for almost six decades, the people of Telangana realised a separate state. The state policy of social and inclusive development in realising the developmental goals in general and expectations of its people is something that the state must strive for. Complacency in the achievements whatsoever so far, would be a roadblock in going forward. There is a great need in the state of Telangana addressing many issues and challenges in many aspects of development in the state. Education development that would eventually advances the other dimensions of development, is one among them.

Although social and economic development in a country or state influence its educational development to a certain extent, a determined state policy and resource allocations for educational development can make transform the other dimensions of development. Recognising the crucial role of education in economic development, social scientists, beginning with classical economist like Adam Smith and J. S. Mill, have been advocating the state policy and role as a prime mover in this respect. Its instrumental role is transforming the future workforce into skilled one and increasing the labour productivity and increasing the earning capacities of individuals. Investment in education can also break the cycle of intergenerational poverty transmission. The structural transformation of economies through different phases of industrial development or revolutions in developed countries is achieved with educational development. Educational development has pivotal role in the changing circumstances of economies in the context of globalisation, transformations into technology-intensive, knowledge-based and digitising economies with electronic transfers and transactions. As it is said, now the globe is on the verge of experiencing

fourth industrial revolution. The first one began with use of water and steam power that mechanised the production, the second one had electric power that created the mass production and the third one with electronics and information technology that introduced automation in the industrial production. The fourth one is building on the previous one and characterised by fusion of digital, biological and physical worlds. The new era of knowledge based economies have already began unfolding and technologies including that of artificial intelligence, quantum computing, robotics and nano-technologies along with concurrent advancements in technologies in the spheres of physical, mechanical, digital and biological sciences are going to determine future of the economies and their systems of production and organisation. Although its unfolding and the transformation that it will bring in systems of production and organisation is yet to be known, one can be sure that educational development would be critical factor in the process, in getting ready to embrace it and benefit from the same. Illiterate workforce and that with poor educational levels may not be able to sustain themselves and support such an economy with educational levels and skills sets that it demands. Education policy and strategies at the national levels as well in the state must concern with the future of workforce and economy and hence the social and economic development.

Educational Development in India: Policy Context

In India despite a remarkable progress since independence, its achievements in expected outcomes of educational development in the country has considerable shortages. The century old demand for free and compulsory education, at least for children below 14 years of age that shaped the Gokhale Bill in 1911 (that was passed in 1913) is yet to be realised. The British Government during the pre-independence period despite introducing mass education, they had certain limitations as well as interests of their own in expanding the same. Post-independence, the Government of India has initiated certain important policy initiatives at the national

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level in respect of educational reconstruction. The University Education Commission (1948-49) and the Secondary Education Commission (1952-53) were to review and recommend an educational policy for the independent India. Meanwhile the Constitution of India as a directive policy induced a goal of universalization of primary education with compulsory schooling for all the children below 14 years of age (Article 45). Such a goal was set to be achieved in a decade period after the Constitution came into force. The failure to achieve any such goals by the end of third Five-Year Plan, led to setting up the Indian Education Commission (1964-66), known as Kothari Commission, to review comprehensively the education system in India and recommend a policy. Therefore, the first National Policy on Education 1968 evolved based on the Commission's recommendations for radical reconstruction of education system with an emphasis on quality.

A review at the end of the sixth Five-Year Plan revealed that despite certain progress and implementation of common structure (10 + 2 + 3) of education across many states, the 1968 policy could not get translated into appropriate implantation strategy. As a result, the problems of access, quality, expansion, and resource meagreness got accumulated. The shortcomings of the previous policy along with the emerging challenges and social needs made imperative for the Government of India to introduce National System of Education through its new National Policy on Education (NPE) 1986 that was announced in the budget session of the year. For the Programme of Action (PoA), 23 Task Forces (subject-specific) were constituted immediately and they had submitted their report in the same year. The PoA in fact conceived the scheme of Operation Black Board (OBB) which was launched in 1987, to provide minimum essential facilities to all primary schools in the country. Further, the National Literacy Mission for adult education and literacy was initiated in 1988. Now re-casted it as Sakshara Bharat in 2009 while emphasizing the female literacy.

A Committee (Chairman: Acharya Ramamurthi) to review NPE 1986 and to recommend modifications, if any, was setup in May 1990 and that submitted its report in December of the same year. Pending the Parliament discussion on Ramamurthi Committee report, the Government of India initiated in July 1991 another Central Advisory Board on Education

(CABE) Committee on Policy (Chaired by Dr. B. Janadhan Reddy) that submitted its report in January 1992 recommending small changes in NPE 1986 but considerable modifications to POA 1986. Accordingly, the revised NPE was presented to Parliament in May 1992. Further, a Steering Committee along with 22 Task Forces were setup to revise the POA. The CABE endorsed the revised POA in August 1992. The District Primary Education Programme (DPEP) as a centrally sponsored scheme (CSS) launched in 1994 is part of POA 1992. While adopting the 'area specific approach' with district as a unit of planning DPEP was to revitalise primary education system with a goal of universalisation of the same. Subsequently, the Sarva Shiksha Abhiyan (SSA) as a CSS was initiated in 2001 while taking it forward the obligation to achieve the Universalisation of Elementary Education.

Meanwhile certain judicial reviews of the Apex body have also given further impetus to consolidating the policy concerns and perspectives on education in India. Particularly, the Supreme Court of India in a judgement in July 1992 and in another judgement in February 1993 held that education is a fundamental right which had been a long standing demand. The second judgement in 1993, however, limits the right to basic education and disagrees on the part that of 1992 judgement which applies to all the levels of education. In another instance, the Supreme Court of India in 2001 directed all state governments to implement the Mid-Day Meal Programme.

Education Development in Telangana

The state of Telangana being the youngest and one of the smallest states in India contributing to little less than 3 per cent of total population in the country but more than 4.5 per cent of the country's GDP. The per capita income of the state is 1.7 times higher than national average. The performance of the state in some dimensions of development such as per capita income and economic growth seems to be impressive. But in the dimensions of educational development, there are still certain concerns as it will define and determinant factor of the future workforce.

The literacy rate in general in Telangana is much lower than national average. The gap between the national average and that of state appears to be increasing in the second decade of 21st century. The literacy rate at 71.5 per cent in 2018-19 indicates that

still more than one-quarter of population in the state remained illiterate (Table-1).

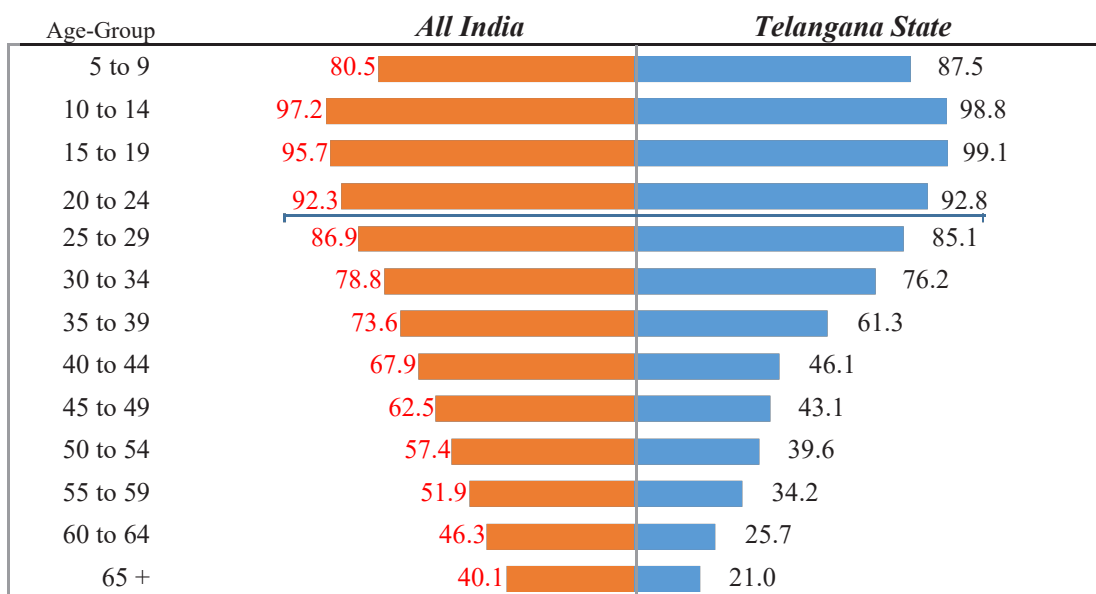
The achievement in school attendance rate among the school and college age children (below 25 years of age) in the state of Telangana is much better during the last two decade when compared to the national average (Figure 1). More than 95 per cent of children in this age group are attending schools in Telangana and hence literacy levels in the younger groups (<25 years age) would be much better in the state. But beyond this age, literacy rate in the state is affected by cumulative effect of historical neglect of primary education in the Nizam’s Hyderabad state and in the united Andhra Pradesh till 1990s.

Educational development and literacy rate in Nizam’s Hyderabad state before integration into Indian union was one of the lowest when compared to other princely states and provinces (Motkuri, 2016). The literacy rate in Nizam’s Hyderabad state in the beginning of 20th century. (i.e. in 1901) was

around 3.0 per cent and it was less than 10 per cent even by 1951. Most of the districts in Telangana region except Hyderabad, had literacy rate less than 8 per cent (Motkuri, 2017). The adult literacy rate (i.e. among 15 years and above age population) in Hyderabad state was 11.6 percent in 1951. Such an historical disadvantage of low literacy levels in Telangana region continued post-merging in the united Andhra Pradesh as well.

Therefore, the state of Telangana stands bottom in the ranking of the states by the status of literacy rate among the adult (15+ years of age) population. Similar is the case of residual state of Andhra Pradesh. Both the Telugu states’ performance is poor and they are lagging behind even when compared to so-called BiMaRU (i.e. Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh) states. It is due to historical neglect of primary education in the united Andhra Pradesh for a long-time. Certain initiatives, however, since late 1980s throughout 1990s to recent period like Operation Black

Figure-1: Literacy Rates (%) by Age-Group in Telangana State and at All India, 2017-18



Note: Age-Group Specific Literacy Rate (%).

Source: Authors’ estimates using unit record data of PLFS-1, 2017-18.

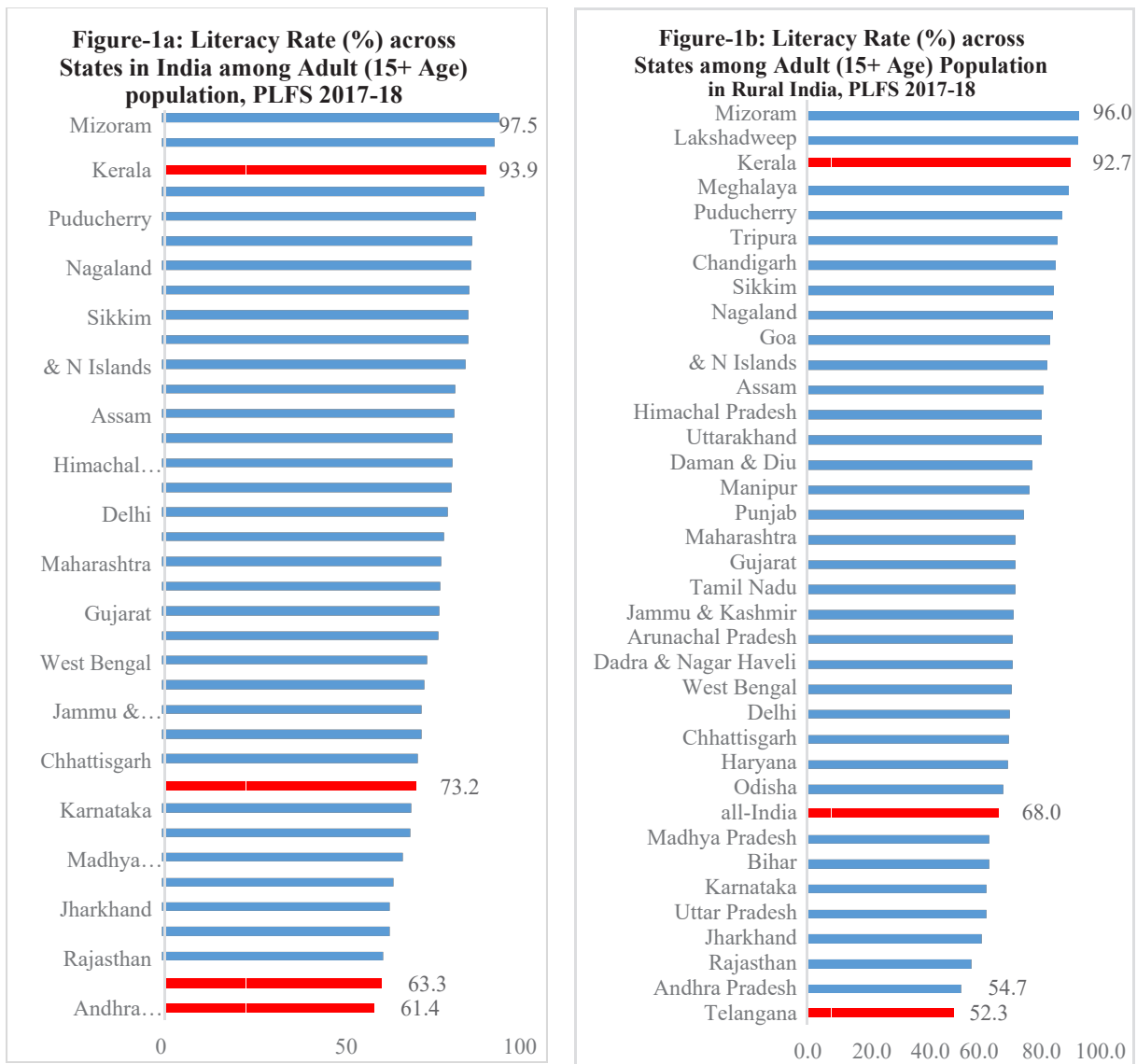
Table-1: Literacy Rate (%) among 7 year and above age population in India and Telangana State

State	1961	1971	1981	1991	2001	2011	2017-18	2018-19
1	2	3	4	5	6	7	8	9
All India	28.30	34.45	43.57	52.21	64.84	72.98	76.9	78.1
Telangana	17.34	20.70	26.49	41.30	58.00	66.54	67.9	71.5

Note: Literacy Rate (%) among 7 years and above population.

Source: Census figures 1961-2011 are from Registrar General of India, rest is of PLFS-1&2, 2017-18 and 2018-19.

Figure-2: Literacy Rates (%) across States in India among Adult Population (15+ Age), PLFS



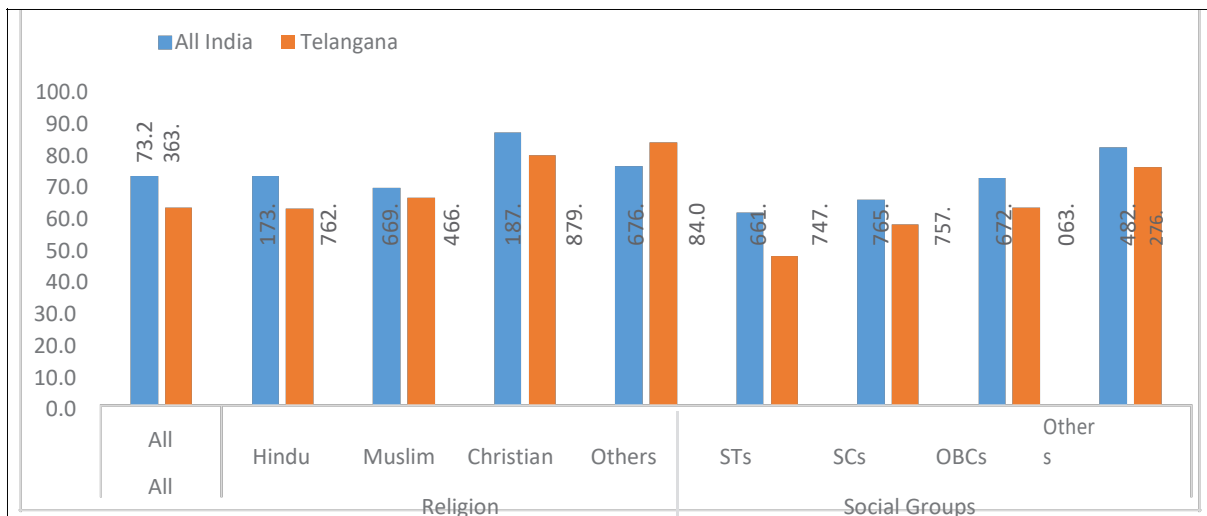
Source: PLFS-1, 2017-18.

Board (OBB), District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan (SSA) have made certain leverage for the Telugu states. But they are not able to compensate the historical backlog of illiterate population in the state. What is now really needed is the adult literacy and education programmes in the state. More than one-third of the state adult (15+age) population is illiterate. The situation in rural Telangana is even worse as nearly half of its adult (15+age) population in rural areas still remained as illiterates. Adult literacy is a serious concern in the state and policy makers should pay attention to the same, initiate necessary action plan and interventions to address the illiteracy problem in the state.

The Government of India's National Literacy Mission (NLM) launched in 1988 aiming at transforming 80 million adult illiterates in the 15-35-year age into literates and the recent recast of NLM as Sakshara Bharat that was launched in 2009 appears to have not made much difference among adult illiterate population in the state. Despite the severity of the issues of illiteracy in the state in the context of emerging knowledge based economy and digitalization, serious policy level efforts are still missing in the state.

Most important is the disparities across population groups. The adult literacy rate across religious and social groups in India and Telangana

Figure-3: Adult Literacy (%) by Religious and Social Groups in India and Telangana, 2017-18



Note: Adult population refers to 15 years and above age population.

Source: PLFS-1, 2017-18.

shows that it is lower in the state across these groups when compared to the national average. In Telangana, by religion, it appeared to be relatively low among Hindus who consists of SCs and STs, when compared to Muslims and Christians. Social group disparity in adult literacy rate is observed to be very high in the state. It is lowest among STs who have less than half of its adult population is literates. When compared to the social category ‘others’, adult literacy among STs is 28.5 percentage points lower, for SCs it is 18.5 percentage points lower and for OBCs such difference is 13 percentage points. Therefore, the social group disparity appears to be very severe.

Conclusion

As mentioned above, it is not only the quantitative expansion but also quality of education that needs a policy attention in the state. Unregulated privatisation of education and shrinking of public education system needs a serious rethinking and policy attention. More importantly the employability of the educated and acquiring skill set at least appropriate to their level/grade/standard of education. In this respect, for a better policy of educational development in the state, some of the following issues needs to be addressed through research investigation and policy. What are the poor and marginalised communities still left behind in school education and why they are being so. Illiteracy among Adults is long pending

and haunting the state, hence finding strategies for educating the illiterate adults to make them literates and making the state to achieve universal adult literacy is important. Investigations should be made whether public expenditure is reaching the last mile, disbursing and spending source on time through Public expenditure tracking (PET). Preparing perspective framework plans for school education, higher education, technical education, and vocational education. While understanding the parents’ perceived values on quality of education, developing a policy prescription reviving the public education system. Developing monitoring and evaluation indicators assessing the performance across different levels of education and across types of educational institutions. Developing a strategy to address the need for the professional development of teachers by continuous upgradation of their competencies in teaching and research. Assessing the competencies of human resources in the education system and organising training programmes.

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Proficiency, Eminence, and Value Crisis in Pursuance of Educational Research

S Prabu Shankar*

Educational research has laid profound bases for numerous theories that have been the guiding light for multitudinous works and the emergence of new areas in the field of education. The pursuance of educational research from being a most regulated and high-valued process has been at a crossroads now than ever before. The domain of education is relatively complex to define; it comprises and is inherently present as the basis for almost all disciplines and hence the need for proficiency, eminence, and value in pursuance of educational research. American Educational Research Association (AERA, 2019) noted the characteristics, expected scholarship, and nature of education research as a scientific, scholarly, and rigorous process. The necessity of pursuing research in education has witnessed a greater shift from achieving in-depth knowledge and practice, scholarliness, and true professional development to merely gaining degrees, and getting qualified for appointments and promotions. The rapid expansion and privatization have still contributed to the already deteriorating quality of research in education; with the growing compulsion of eligibility norms making doctoral degrees, and publication of research articles mandatory for appointments and promotions there is haste in achieving the criteria of eligibility where the basic norms, value systems are flouted. 'Plagiarism violates ethical standards in scholarship' (APA Ethics Code Standard 8.11, Plagiarism), 'Quality Mandate' (Academic Integrity and Research Quality, UGC 2021), and like organizations of research importance resolute to maintaining the quality of research and promoting integrity and publication ethics. Fake authorship, outsourcing research work, non-compliance to research standards and Plagiarism are the deep-rooted problems in research pursuance, this paper analyses such problems and intends to find ways to emerge a quality focussed scenario in pursuance of educational research.

Bases of Educational Research

Educational Research lays the foundation for innumerable solutions that spread across many

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domains concerning education and related research fields; however infinitesimal the level of educational research is carried out, it has a wider scope and influence in terms of its application, and practices and in contributing a theoretical basis. Major developments in the field of educational research may be attributed to micro-level field research, analysis, and findings based on applicational research and studies that are laid over theories and educational ideologies, and philosophies. Educational research spreads itself across disciplines as it caters to the primary structure of any curriculum or framework, such is the significance of educational research without which the organization of the curriculum, subject disciplines, teaching-learning objectives and outcomes, and assessment aspects of any subject; will remain impossible. Teachers college Columbia (1887) and its educational research records, American Educational Research Association (AERA), British Educational Research Association (BERA) and in the Indian context Editions on Survey of Research in Education namely, First Survey from 1943- 1972; Second Survey from 1972- 1978; Third Survey from 1979- 1982, compiled by (Buch, 1972; 1978; 1982) and published by MS University of Baroda, Vadodara, Gujarat, India and Fourth Survey from 1983-1988; Fifth Survey from 1988- 1992; Sixth Survey from 1993- 2000; compiled and published by the National Council of Education Research and Training (NCERT, 1988; 1992; 2000) and Educational Records Research Unit (ERRU) of Jawaharlal Nehru University, in the present day context online sources such as Online Survey of Research in Education of NCERT, Taylor and Francis resources, Routledge sources, Educational Research Information Center (ERIC) of various international and national universities, Dissertation Abstracts International (DAI) and such other international offline and online sources are considered most referred and catalogued resources in research in education of the contemporary times that are prominent and authentic in its academic and research value.

Research in Education has come a long way in the recent past as development in the discipline has seen a paradigm shift with the integration and

application of ICT, web-based online research giving way too many new areas. Data analysis has seen a major shift with the ever-increasing and widespread use of the software by researchers. Research methodologies have evolved ever since the internet opened up new avenues to global reviews; there is no more a single research method applied in any project or at a doctoral level research, mixed research methods and both qualitative and quantitative analysis have taken it in stride to give more specific meaning to research. Research in Education has set the ground for multifarious fields both in the core areas as well as in the related disciplines.

Proficiency and Eminence Aspects

Proficiency to pursue research in education, as in any other subject discipline requires in-depth knowledge in the relevant specialization with a reasonably comprehensive foundation at the post-graduate level with a deeper understanding of the research methods and statistics. Critical research skills in the reviewing of literature, development, and validation of research tools, statistical analysis and interpretation along with critical academic skills to analyze, justify and generalize the purpose of research through its findings, handle information of research with a sense of responsibility and to disseminate the findings in a socially useful way by means of generalizing the research findings; thus acknowledging previous research, using relevant empirical data without manipulating and plagiarizing. Proficiency in research pursuance may also be specifically attributed to the following domains namely,

- Problem identification, definition, justification; rationalization of the problem, drawing inferences, and appropriation of the problem to suit the research.
- Reviewing strategies include searching, presenting, and recording facts, drawing critical analysis, and identification of research gap
- Design and Methodology, application of resources, categorizing, tool development, validation, and standardization procedures, description of samples and variables
- Testing and analysis of data, testing of hypotheses, interpreting and arriving at the findings, summarizing based on analytical and qualitative

interpretations, and defining the course of further research (Purdue OWL, 2022).

The proficiency aspects in pursuance of research from a generalized perspective may be summarized as follows,

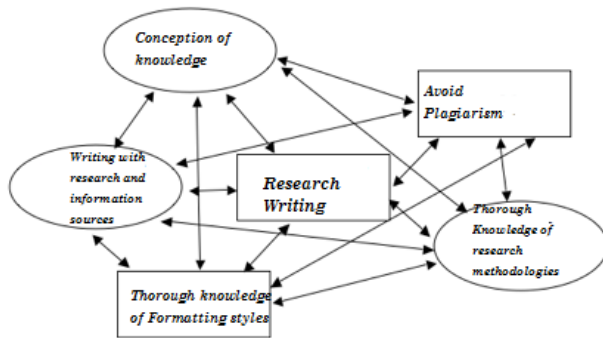
- Knowledge of computers and internet sources for reviewing, searching, and indexing
- Academic / Research writing skills, Critical note-taking skills
- Communication skills pertaining to the research process.
- In-depth Knowledge of qualitative research methods and analytical skills to carry out analysis and interpret qualitative data.
- Application of scientific methods and relying on empirical data and approaching research from a scientific perspective
- Optimization of the research process by application of scientific methods
- Apply appropriate research design and research methodology.
- Development of research tools, validating and standardizing them to the context of the study
- Attribution of appropriate statistical, testing, and interpreting methods.
- Presentation skills following universal conventional styles (for research in education the present conventional formatting and referencing style APA 7th edition)
- Maintaining ethical standards and research integrity

Research Writing in Achieving Eminence

Research writing is a scientific, methodical, and highly technical process. It involves content structures that are composite in nature. Research writing serves many purposes right from presenting academic content meant for a general purpose to specific purposes varying from research writing for proposal, report writing, writing for publication, and for related standard academic writing purposes. Research writing expects the writer to record critical details to be presented with consistency and coherence. Moreover, the strength of research writing lies in the conceptualization of theoretical bases and the context of presenting theoretical facts based on reviews. It is generally noted that the strength of

good writing is deemed based on the reviews made and the references. Presenting theoretical aspects of any area that has been chosen to be written needs attention to detail and achieving this ability to write is critical. Research writing is expected to present the facts systematically with details of supporting facts in the form of a review.

Fig.1 Research Writing Process



Research writing is carried to meet writing for standard journals, proposals, research reports, writing up to take research projects and writing for publication. The process of research writing involves sequencing of ideas on the chosen area of study, conception of idea that is systematically or algorithmically put down in a structured way, understand the quantum of time and work that one needs to put to study, review and present in the process of writing. In specific research, writing involves the following aspects

- updating with the advances in your research and related areas
- understand all the significant aspects of research methodologies thoroughly.
- thorough knowledge of formatting styles
- critical reviewing skills of the information and its sources
- develop personal research information management skills and
- progress-oriented and conscientious work culture

Value Crisis

Value crisis in research may be referred as the unfair, unethical practices that the researchers practice during the pursuance of research, this may range from practices that are basically unacceptable and is considered deviant or unethical. These unfair practices are found at all levels of research;

right from the selection of a title, merely copying review of studies, adoption of variables and tools without perceiving its significance in one's own research without getting the consent of the author, manipulating statistical data and results and duplicating the findings. This is a widespread problem among researchers in education at all levels. The reasons for such value crisis may be attributed to the following reasons,

- pursuing research degrees just for the sake of getting the degree and not aiming at developing scholarliness and mastery of the subject
- lack of exposure to the research methodology at the post-graduate level where the dissertation or project is just carried out as a passing criterion without a proper understanding.
- unprecedented growth in the number of teacher education institutions offering post-graduate and research courses is one of the major reasons for the existing value crisis in research.
- the affiliating universities/universities could not monitor the quality of the academic work as it majorly investigates the administrative aspects and difficulty in defining the quality criteria of academic work by the affiliating bodies is another major reason.
- recognizing the approval for guideship/supervisors by the affiliating university to the eligible faculty member should be based on the qualitative aspects rather than just considering the approval as a norm
- evaluation and assessment systems of research degree/project work should be still more stringent and should be based on overall perspectives concerning the knowledge of the subject, written and oral communication, analytical abilities, statistical knowledge, and interpretation skills
- committees monitoring the progress of research work, research ethics committees, committees on publication ethics, institutional ethics committees, and research policy-defining committees of institutions and universities should act in unison to cultivate quality research culture.
- viva-voce examinations should be conducted with due responsibility of examining the individual's work in the concerned area, in the present scenario it is conducted just as retreats

and rituals without any sense of academic touch.

The major gaps in research ethics are commonly found in some of the aspects that are listed below. Working together to bring a change, bring quality to research is a duty of both the researcher and the supervisor; the work on, '*A handbook for doctoral supervisors*' by Taylor and Beasley (2005) classified the major areas of concentration to achieve quality in research guidance and supervision as follows,

- Context (institutional context and disciplinary context)
- Preparing the ground (selection of the candidate and recruitment, working relationships with candidates and co-supervisors)
- Supporting the research project (academic guidance and support, encouraging early writing and giving feedback, keeping the research on track, and monitoring the progress).
- Supporting the candidate (professional, academic, and career support, responding to a diversity of candidates).
- Completion and examination (Completion and submission, preparation for examination, and the examination).
- Improving practice (Evaluation and dissemination).

Bringing in quality is a collective effort; the administrative bodies, universities, examination units, supervisors, and scholars are collectively responsible for bringing in a qualitative change in the conduct and pursuance of research. It is primarily important to understand that research is not a race, there is no winning and losing; it is all about the quality of work carried out and its contribution to the field of education, however minimum the contribution is when it is original it brings in a positive change.

Plagiarism – The Weak Man's Tool

In plain terms copying from others' work, or other sources without properly acknowledging the original contribution/contributor, misusing others' work as a major source to represent one's own work misinterpreting sources is referred to as plagiarism. It involves acts such as presenting the research works of others as one's own or using strategies like

borrowing phrases from a source without quoting it, finding synonyms of others language retaining of structure, misrepresentation, mis-ideation / information, improper author collaboration, fake authorship are few examples of plagiarism. Beyond these acts of misinterpreting and misrepresentation of sources, the other major forms of plagiarism involve, abetting plagiarism, copying from open sources available, writing over others' work using the same structure to represent a different context generally referred to as mosaic plagiarism (of other Doctoral Dissertations / Unpublished Thesis / Published work) (just like fill in the blanks the keywords are replaced).

The other major forms of value crisis in educational research is attributed to the issues such as *Copyright infringement issues, Fabrication issues, Falsification issues, Plagiarism issues, Citations/Referencing issues, Publication issues (Citation manipulation, Overlapping, Duplicate, and Redundant publication, Salami publication) Authorship issues (False or Gift authorship, Ghost authorship, Acknowledgements), Confidentiality issues, Wrong observations and analysis, Data handling and management issues, Data analysis issues, Selective reporting, Discrimination issues, Informed consent issues, Grant issues*. Breaching of ethics and research integrity has become part of the educational research system due to the increased competition for appointments, professional development criteria, demand for the number of publications for career growth, and sheer individual competition.

It is to be understood that well-conceived research will take its own course of time the conduct; in various disciplines, the process of research is viewed as more an important contributor to the development of assumptions and theories than the product itself. Though academic research work is confined to a set time period pertaining to the levels, the quality of research work should not be compromised by the researcher. Likewise publishing in a refereed journal or a peer-reviewed journal expects high standards of academic quality and rigor, it takes a considerably long time for the paper to get published from the day the paper is sent. The researcher needs to understand well the continuity of work and keep oneself informed about the necessity of being aware of the multi-dimensional work approach by simultaneously concentrating on the

various dimensions of research work to be carried out at any given point of time to stay ahead in work and to keep pace with the expectations.

British Educational Research Association (BERA Ethical Guidelines, 2004) has set its consideration that all research should be conducted within an ethical framework respecting, 'The person, The knowledge, The democratic values, The quality of educational research and Academic Freedom'. Intellectual honesty and academic and research integrity are the basis of conducting research. USNIEHS (2020) listed the following as ethical principles for the conduct of research; they are 'honesty, objectivity, integrity, carefulness, openness, respect for intellectual property, confidentiality, responsible publication, responsible mentoring, respect for colleagues, social responsibility, non-discrimination, competence, legality, animal care, and human subjects' protection'.

Transparency in handling the research process of a research project or publication will help researchers understand and stick to the norms and expectations of the funding organization or the publisher. For example, clearly defined 'Guidelines for research projects (Major and Minor)' offered by the Indian Council of Social Sciences Research (ICSSR) regarding the eligibility, duration, guidelines on the expenditure of funds, remuneration, and emoluments of project staff, expected publications, obligations of the affiliating institution and general conditions are of great guidance in the lines of rules and regulations with which the author of this article has found it easy to complete a project work of the said funding agency successfully.

Conclusion

To evolve as an original and effective researcher, one needs to develop critical LSRW skills apart from the specific knowledge of diverse perspectives of evolving research methodologies, and statistical cum analytical skills. Striving to become a proficient and eminent researcher one has to adhere to a strict action plan to work on multi-dimensional research prospects, persistent efforts towards intensive work culture; read, write, and involuntarily involve in researching aspects, attend to all significant areas of research with an open-mindedness, curiosity, scientific attitude and develop an interest in research reading and writing,

getting exposed to standard publishers, publications, online sources and gain knowledge on using vast information sources. The significance of a good research work lies in its valued reviews cited from catalogued / standard sources, intense reviewing, and note-taking skills, applying appropriate methodology and statistical analysis, interpretation, generalization, and dissemination skills.

Acquisition of research skills involving critical reading, academic and research writing, verbal communication and presentation skills, data analysis and interpretation skills, summarizing, generalizing, and dissemination skills are dependent on numerous academic-oriented tasks; involving oneself in using library resources, presentation at seminars/conferences, participating in group discussions, research forums, and research circle meetings, research writing workshops with all sincerity and commitment is the only way forward and there are no short-cuts; moreover, it is pivotal to understand that evolving as a good researcher is grounded on the intense, hard, true and responsible academic work culture, striving to contribute and excel as an academician and stand accountable for the profession.

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□

Self-reliance is the Key to Make Nation Developed

Vinai Kumar Saxena, Chairperson, Khadi and Village Industries Commission, Government of India delivered the Convocation Address at the 2nd Convocation Ceremony of the Atmiya University, Rajkot, Gujarat on January 10, 2022. He said, “One might not have everything as per one’s desire but we must stay happy in life with positive thinking and by doing so one never feels grief in life and succeeds. When one is determined to achieve the goal, all the doors open by themselves.” Excerpts

On the occasion of 2nd Convocation of the University, first I would like to congratulate all the Graduands and members of Atmiya University. I am very happy to see that one thousand three hundred and twenty eight (1,328) young talents graduating today in different fields of study, my heartfelt congratulations and best wishes to all!

Convocation, which as is known in Indian tradition as *Deekshant*, is a very special moment that ends with words of wisdom (*Deeksha*) by the Guru to all those who have completed their formal education. But this should be remembered that the completion of formal study is has to be relevant and meaningful and, therefore, you must always make efforts to make sure that you will be using your acquired knowledge and competencies in welfare of the humankind with your full dedication and commitment towards the ‘common good’.

I am happy to note that ‘*in harmony with all existence*’ is the focus of Atmiya University.

Shri Rabindranath Tagore wrote: “Education means enabling the mind to find out that ultimate truth which emancipates us from the bondage of the dust and gives us the wealth, not of things but of inner light, not of power but of love, making its own and giving expression to it. The highest Education is that which does not merely give us information but makes our life in harmony with all existence. Education nourishes our reasoning faculties in order to allow our mind its freedom in the world of truth, our imagination for the world which belongs to art and our sympathy for the world of human relationship.”

The world today is facing many challenges, which are threatening the sustainable existence of the humanity at large. The problems and solutions are like two sides of the same coin. The ability to diagnose the problem and developing the right solutions is one of the fundamental objectives of the modern higher education. Your success and satisfaction both depends on how well and how effectively you can

offer solutions in your profession, work and life for desired improvement in the quality of life of the people. While developing the wisdom for solution-building, we must act with compassion to help others through our knowledge and skills.

In our country context, one can find great diversification. The rural development remains priority for development of India. We should find way how creatively and innovatively, we can contribute to improvement in the quality of life of people in rural India. In words of Mahatma Gandhi:

“Education should be so revolutionized as to answer the wants of the poorest villager, instead of answering those of an imperial exploiter.”

The ‘poorest villager’ of Gandhi represents the last person in the society who is poor, deprived and living the life of struggle that is hard to imagine. This is time for you to reflect on how well your education can help in realizing the positive changes to the life of that last person.

Today you are graduating with your formal degree or diploma certificate, which adds more responsibility on you. With your progress and development, this responsibility of serving the society will continue to grow. You must be prepared to work hard continuously to learn and improve things through your efforts, which requires life-long learning and service mindset.

The Indian tradition gives importance to ‘DAAN’ (giving). The ‘giving’ in life is not only a one-time action rather it is a philosophy that you must live with. The ‘sacrifice’ and ‘giving’ are closely linked, it is up to us how well and how truly we can adapt this to our career and life. The more you work on developing this, the better you contribute to the society and humanity for the holistic development.

The formal education has to be relevant and meaningful and therefore an individual must use acquired knowledge in welfare of the mankind with

all dedication and commitment towards the common good.

डिग्रियां शिक्षा के खर्च की रसीदें हैं, ज्ञान वही है जो व्यवहार को दर्शाता है।

(Degrees are the receipts of education, knowledge is what depicts the behavior.)

डिग्रियां शिक्षा के खर्च की रसीदें हैं, ज्ञान वही है जो व्यवहार को दर्शाता है।

(Teacher teaches, and time teaches too, but only difference between them is teacher takes test after teaching and Time teaches after a test.)

You are today graduating from such a great university under spiritual leadership of Tyagvalla Swamiji, your main goal should be to give happiness to others by your deeds.

जब आप किसी के सर पर सुख का चंदन लगाते हैं, आपकी उंगलियां अपने आप महक उठती हैं।

(When you apply the sandalwood of happiness on someone's forehead, your fingers get automatically scented.)

Self-reliance and prosperity is important for any country. Our education should address not only the knowledge but also it should help us in becoming self-reliant. Mahatma Gandhi had belief that if the village is prosperous, the country will get prosperous on its own. And therefore, he started united villages by *Khadi* and Village Industries (ग्रामोद्योग). The dream of Gandhiji is now being fulfilled by Prime Minister Shri Narendra Modi and this is helping in

creating employment opportunities in rural areas. If we wish to save environment, we will have to revive the traditions of the country. For example; use of clay utensils helps the environment as well as it gives encouragement and dignity to the people involved in it.

यहां से निकलने के बाद आपके जीवन की एक नई शुरुआत होगी। मेरा आपसे यही आग्रह रहेगा कि आप नौकरी देने वाले बनें नहीं लाइन में लगकर नौकरी लेने वाले।

(After leaving, there will be a new beginning of your life, I urge you to become a "Job Provider" rather than a "Job Seeker")

A Job Provider provides employment to Individuals, he acts as a medium of Happiness for the families of employees. He expects the young graduates to be self-independent, help other people and propagate "आत्मीयता" in the society and country.

One might not have everything as per one's desire but we must stay happy in life with positive thinking and by doing so one never feels grief in life and succeeds. When one is determined to achieve the goal, all the doors open by themselves.

यदि अधिकार से लड़ने का संकल्प कोई कर लेता है, तो एक जुगनू भी अंधकार को हर लेता है।

(If a person resolves to fight for his rights, even a firefly dispels darkness.)

Wish you all the best!

Thank You, Jai Hind!

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HANDBOOK ON ENGINEERING EDUCATION (2016)

The 12th Edition of "Handbook on Engineering Education" is primarily meant for students seeking admission to Engineering/Technology/Architecture programmes at the undergraduate and postgraduate levels. It contains State-wise information on 1050 colleges/institutes/ university departments in the country. The information of Institutions in the Handbook includes: Year of establishment of Institute/ Department/ name of its Principal/ Director; probable date of Notification/last date of application; Number of seats available in each Engineering/ Technology branch; seats for NRIs/Foreign students; Eligibility; Application procedure; State-wise Common Entrance Test Rules for B.E/B.Tech/B.Arch courses; Fees; Hostel facilities, etc. Also given is 'Faculty strength', commencement of Academic Session, and System of Examination. Brief details of Post-graduate courses are also included.

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CAMPUS NEWS

National Conference on Emerging Trends for Sustainable Development

A two-day National Conference on 'Emerging Trends for Sustainable Development in Libraries: A Perspective of Self-Reliant Learning' was jointly organized by the Fr. Utarid Library, St. Xavier's College of Education, Tirunelveli, Tamil Nadu and the Society for the Advancement of Library and Information Science (SALIS), Tirunelveli Chapter at St. Xavier's College of Education, Palayamkottai on January 20-21, 2023. About 153 delegates from all over India participated in the event.

Rev. Fr. A Loyala, SJ, Library Director, St. Xavier's College of Education, Palayamkottai, extended a warm welcome and introduced the dignitaries. Dr. K Vinitha, Conference Director and Librarian, St. Mary's College, Thoothukudi presented the dynamics of the conference and explained the objectives and subthemes of the event. Dr. A M Venkatachalam, President, SALIS and Library Director, KSR College of Technology, Tiruchengode explained the organizational structure of SALIS, its chapters and conducted programmers'. Further, he briefed the activities of SALIS in promoting Library and Information Science (LIS) profession by conducting conferences, providing information through e-groups and presenting awards and scholarships to the deserving members.

Dr. S Thanushkodi, Professor and Head, Department of Library and Information Science (DLIS), Alagappa University, Karaikudi, and Mr. S. Meenakshisundaram, District Library Officer, Tirunelveli District were the Guest of Honor and shared their expertise in library and information science.

Dr. P Balasubramanian, University Librarian and Head, DLIS, Manonmaniam Sundaranar University, Tirunelveli delivered the felicitation address. Rev. Fr. S Maria Singarayyar SJ, Secretary, St. Xavier College of Education delivered the felicitation address. Rev. Dr. D Thomas Alexander SJ, Principal, St. Xavier's College of Education Palayamkottai felicitated and highlighted the importance of Sustainable Library Development.

Dr. K Elavazhagan, Librarian and Chief Knowledge Officer, Indian Institute of Management, Tiruchirapalli delivered the Keynote Address and insisted on the role of libraries in sustainable development goals. Rev. Dr. V Henry Jerome, SJ, Rector, St. Xavier's Institutions, Palayamkottai, delivered the presidential address and pointed out the importance of libraries in self-reliant learning.

Hon'ble Thiru. M Appavu, Speaker, Tamil Nadu Legislative Assembly, Government of Tamil Nadu inaugurated the conference by lighting the lamp *kuthuvilakku*, released the Proceedings, the Souvenir and delivered the inaugural address. He highlighted the role of the Jesuit Institutions in imparting education to all sections of society. Asserting the value of Libraries in promoting book-reading habits from the school level, he assured that the appeal of SALIS to appoint Librarians in the Schools and Colleges would be submitted to the Chief Minister's consideration.

The Invited Talks on the following topics were delivered by the LIS Professionals at the conference.

Prof. T Stephen, Head, P G Department of Library and Information Science, Vellalar College for Women, Erode delivered the invited talk on 'Self-Reliant Learning with Technology' while Mr. K Ramasamy, Librarian, Government Branch Library, Sengottai delivered his talk on 'Extension Services in Public Libraries'. Dr. B S Shivaram, Joint Head, Information Centre for Aerospace Science and Technology, NASL, Bangalore presented on the topic 'Innovative Library and Information Services for Digital Literates of 21st Century'. Dr. R Sevukan, Professor, Department of Library and Information Science, Pondicherry University, Pondicherry delivered on 'Re-skilling of Library Professionals in the Changing Scenario'.

Ninety-two papers were presented and published in the Proceedings on the following topics in the seven parallel technical sessions during the event.

- LIS Education, Profession, Research, Transforming Library Space and Green Libraries.
- Marketing the Library Resources, Innovative

Services and Public Libraries as Community Development Centre.

- Digital Libraries, Digitization and Library Automation.
- Big Data, Semantic Data, Ontology in Libraries and Information Retrieval and Metrics Studies.
- Open Access Resources, Electronic Resources, Databases and IPR
- Internet, Social Media and Mobile Applications in Libraries
- Self-Reliant Learning in Teacher Education, Management and Allied Social Sciences

A panel discussion was held on the theme 'Role and Responsibilities of the Librarians Vs Rewards of Authorities in the Present Scenario'. Dr. Sadaik Batcha, Professor and Head, DLIS, Annamalai University moderated the panel discussion. The topics discussed were as follows:

- Dr. M Mandhirasalam, Librarian, CIT, Coimbatore spoke on 'Engineering College Libraries'.
- Dr. J Dominic, Former Librarian, spoke on 'Deemed University Libraries'.
- Dr. P Vijayalakshmi, Sankar Polytechnic College, Tirunelveli spoke on 'Polytechnic College Libraries'.
- Dr. R R Saravana Kumar, Librarian, Sadakuthullah Appa College, Tirunelveli, spoke on 'Arts College Libraries'.
- Dr. S Dhanavandhan, Deputy Librarian, CUTN, Thiruvarur spoke on 'University Libraries'.
- Dr. A Muthukrishnan, Former Librarian, DCL, Tirunelveli spoke on 'Public Libraries'.
- Ms. R Priya, Librarian, Indian Public School, Madurai spoke on 'School Libraries'.

During the valedictory function of the conference, Dr. Major T Magudeeswaran, General Secretary, SALIS and Librarian, Chikkaiah Naicker College, Erode welcomed the gathering and introduced the dignitaries. Dr. E Sugirtha Kumar, Rapporteur General and Librarian, Sarah Tucker College, Tirunelveli presented the conference report. The felicitation address was delivered by Dr. C Martin

Arokiyasamy, Librarian, St. Xavier's College. Dr. K Karunai Raghavan, Librarian, National Engineering College, Kovilpatti and Dr. J Dominic, Former Librarian, Karunya University presented the awards for the Best Conference Papers. The Presidential Address was delivered by Rev. Fr. Dr. D Thomas Alexander SJ Principal, St. Xavier's College of Education, Palayamkottai. Mr. S Gokul, IAS, Assistant Collector (Training) Tirunelveli district delivered the valedictory address. He highlighted the UNO Sustainable Development Goals and Self-Reliant Learning in Libraries for the development of Students and the academic community. Dr. T Raja, Organizing Secretary, Librarian, St. Xavier's College of Education, Palayamkottai proposed the vote of thanks. The valedictory function came to an end with the National Anthem.

Annual Transformative Learning Conference

A two-day Annual Transformative Learning Conference on 'Foundations and Frontiers: Exploring, Embracing, and Advancing Transformative Learning' is being hosted by the University of Central Oklahoma (UCO) during March 30–31, 2023 at Reed Conference Center near Oklahoma City, Midwest City, OK, United States. The faculty, administrators, staff, and students from around the U.S. and internationally may participate in the event. The event focuses on the design, application, and measurement of Transformative Learning (TL) for student learning. One of the most significant conferences on the implementation of TL in higher education, the gathering has become a nexus for practitioner conversations and networking. It melds outstanding presentations, workshops, posters, and discussions about TL in action with a good time in Oklahoma. Annual post-conference surveys consistently refer to the sense of community at the conference as one of its greatest strengths.

Pre-Conference

This year's STLR Institute Pre-Conference will be hosted in-person on the University of Central Oklahoma (UCO) Campus on March 29, 2023. The participants can attend this pre-conference in person and still register for the Limited Virtual Conference.

For more information and the Call for Presentations, please visit <https://www.uco.edu/tlconference>.

APSPA International Conference on Sustainable Development Goals

A two-day APSPA International Conference on ‘Sustainable Development Goals with Special Reference to School Psychology in Asia-Pacific Region’ is being organized by the Asia Pacific School Psychology Association (APSPA), Malaysia in collaboration with the Department of Psychology, Central University of Haryana, Mahendragarh, Haryana, India, and Indian School Psychology Association (InSPA) on March 15-16, 2023.

At this juncture, the realization of the implementation of the UN Sustainable Development Goals (SDG) appears to be just around the corner... 2030 is not too far away. All over the world, governments are making efforts to ensure the implementation. The greatest challenge is how we as human beings, can contribute to saving our planet. Teachers across the various levels of academia are one of the critical bridges with communities, societies, and nations. How is the teaching community, juxtaposing itself with the ideals and achievements of the SDGs? This Conference will focus on the Teacher Educators and their contribution to the SDGs and how they can pass on the thought processes to the learners and use the support mechanism to ensure the SDGs. The Subthemes of the Event are:

- Understanding of SDGs by the Teacher Educators.
- Impact on the Psychologists’ Routine.
- Use of Technology by Psychologists/Counsellors/ Teacher Educators for Adopting the Teaching of SDGs.
- Impact on Education Policy in the Asia Pacific Region.
- Quality Concerns on the Delivery of Teachers and the Methods.
- Bibliometric Assessment of the Area of Research: SDGs and School Psychology.

For further details, contact Coordinator, Dr. Payal K Chandel, Department of Psychology, Central University of Haryana, Mahendragarh, Haryana, (India), Mobile No:09530025450, E-mail: apspaconference2023@gmail.com, apspa2019@gmail.com. For updates, log on to: www.cuh.ac.in/events or www.apspa.in

International Conference on Social Science, Arts, Business and Education

The One-day International Conference on ‘Social Science, Arts, Business and Education’ is being organized by the Institute for Scientific and Engineering Research on April 09, 2023 at Bangalore. This event will bring leading scientists, academicians, industry professionals, speakers, and experts to one platform. The ISER aims to present techniques, skills, and the latest information in various fields like science, technology, medical sciences, environment, education, business, banking, finance, languages, history, and much more. It helps participants to explore speaking opportunities, present their unique ideas and create significant connections. The Topics of the event are:

- Accounting.
- Economics.
- Education.
- Entrepreneurship.
- Finance.
- Innovation and Technology Management
- International Business
- Management
- Marketing
- Social Business
- Social Sciences

For further details, contact Program Manager, Institute for Scientific and Engineering Research, Mobile No: +91 9344535394, E-mail: event@iser.org.in. For updates, log on to: www.iser.org.in/conf/

Faculty Development Programme in Pedagogy and Research Methods

The One and half-month Faculty Development Programme in ‘Pedagogy and Research Methods’ is being organized by the Indian Institute of Management Ahmedabad, Gujarat during April 11 – May 25, 2023. The FDP is designed for management teachers and researchers working in management schools, universities, colleges, and professional institutes. Individuals teaching in staff training colleges, training centers of industrial organizations, and staff training institutes of central and state governments that teach management and allied subjects are also welcome to apply. It is especially suited for management educators seeking to strengthen their understanding of research, learn and experiment with effective

pedagogical techniques and gain familiarity with essential aspects of carrying out research studies. The event aims at the professional development of faculty members of institutions of management education. It is a residential programme that provides rigorous training in general management principles, pedagogical techniques (including case method), cutting-edge research methods and advanced topics in specialized areas.

Course Work

The Faculty Development Programme in Pedagogy and Research Methods will provide training in pedagogical techniques including the Case Method of Teaching, Case Writing, and training in classroom effectiveness. The module also covers important aspects of carrying out management research including Qualitative and Quantitative Research Methods, Statistical Data Analysis, Multivariate Analysis Techniques, and aspects of formulation of research problems and the journal publication process.

Educational Approach

The FDP relies on a variety of learning settings like classrooms, workshops, and seminars, and a participatory approach to learning. There is an emphasis on the case method of teaching and learning. Other educational methods such as lectures, group exercises, management games, and presentations are also used. The latest statistical tools and audio-visual aids complement these methods. Participants are encouraged to develop insights into curriculum planning and academic administration.

For further details, contact the Faculty Development Programme Office, Indian Institute of Management Ahmedabad, Vastrapur, Ahmedabad - 380 015, Phone No: +91-79-7152 4961, E-mail: fdpoffice@iima.ac.in. For updates, log on to: <https://iima.ac.in/academics/FDP>



The Association of Indian Universities

The Association of Indian Universities (AIU), is one of the premier apex higher education institutions of the Country established in 1925. It is a research-based policy advice institution to the Government of India in the field of Higher Education, Sports, and Culture. Since its inception, it has been playing a vital role in shaping Indian higher education. Most importantly, AIU is vested with the power of according equivalence to Degrees/Qualifications offered by the universities across the world with those offered in India. AIU has also been mandated by the Department of School Education, Ministry of Education, Government of India to accord equivalence to the Indian Boards for the Secondary/Senior Secondary Examination vide Gazette Notification. AIU is a think tank body with the responsibility of undertaking academic activities such as: conducting Research Studies in higher education; acting as the bureau of information on higher education; liaising with international bodies and universities for the internationalisation of Indian higher education among many others. AIU conducts inter-university sports and cultural events at national and international levels. As a National Sports Promotion Organization (NSPO) it promotes sports among Member-Universities and maintains the standards in sports.

Being an apex advisory institution, it constitutes an integral part of all major decision-making committees and commissions in the country. As a representative body of Indian universities, it facilitates cooperation and coordination among Indian universities and liaises between the universities and the Government (Central as well as the State Governments) and also National and International bodies of higher education in other countries in matters of common interest. Whereas all the Indian universities benefit from its contribution, at present it has a membership of about 898 universities including 14 overseas universities from other countries viz. Bhutan, UAE, Kazakhstan, Mauritius, Malaysia Nepal, as Associate Members.

Some of the legends among many, who served AIU as its Presidents are Dr. Sarvepalli Radhakrishnan, Dr Zakir Hussain, Dr. Syama Prasad Mukherjee, Dr K L Shrimali A.L Mudaliar, Dr Akbar Hydary, Prof A C Woolner, Pandit Amarnath Jha, Sir Maurice Gwyer, Dr K L Shrimali, Prof Shiv Mangal Singh 'Suman', Prof M S Gore, Prof M S Adiseshiah, Prof M S Valiathan.

THESES OF THE MONTH

HUMANITIES

A List of doctoral theses accepted by Indian Universities (Notifications received in AIU during the month of Nov-Dec, 2022)

Geography

1. Boli, Parvoti. **Rural depopulation: A comparative study of East Siang and Upper Siang Districts of Arunachal Pradesh.** (Dr. Sailajananda Saikia), Department of Geography, Rajiv Gandhi University, Itanagar.

2. Boruah, Sameer. **Growth of Tezpur City and its impact on the development of urban agriculture and allied activities in the fringe areas.** (Prof. Nishamani Kar), Department of Geography, Rajiv Gandhi University, Itanagar.

3. Sarma, Tirthankar. **Effect of ground water arsenic contamination and human health: A study in medical geography on Kamrup and Darrang District of Assam.** (Dr. Sailajananda Saikia), Department of Geography, Rajiv Gandhi University, Itanagar.

History

1. Banotu, Ravindhar. **The rule of Chalukyas in Medieval Telangana: A study.** (Prof. B Babu Rao), School of History, Culture and Archaeology, Potti Sreeramulu Telugu University, Hyderabad.

2. Chintabathini, Prasanth. **Employee welfare and social security during COVID pandemic and post COVID in select sectors.** (Dr. Nagaraju Battu), Department of History, Acharya Nagarjuna University, Nagarjuna Nagar.

3. Ghute, Gurunath Mavanji. **Thane Jilhyateel pramukh adivasi, Konkna Varli, Thakur va Katkari chya badalya arthik va samajik isthiticha abhyas.** (Dr. Kshirsagar B S), Department of History, Swami Ramanand Teerth Marathwada University, Nanded.

4. Gohel, Paraskumar Hiralal. **Islamic architecture and its features of Ahmedabad City of Sultanate Era: A historical study (AD 1411 to 1573).** (Dr. Munjalbhai Bhimdakar), Department of History, Gujarat Vidyapith, Ahmedabad.

5. Jeerla, Mahipal. **History culture of Domakonda Samsthanam (Nizamabad Dist): A study from 15th Century to 20th Century.** (Prof. B Baburao), School of History, Culture and Archaeology, Potti Sreeramulu Telugu University, Hyderabad.

6. Maske, Siddharth Vitthalrao. **Bhima Koregavchi ladai: Ek chikitsak abhyas.** (Dr. U C Rathod), Department of History, Swami Ramanand Teerth Marathwada University, Nanded.

7. Nandasana, Vijaykumar Ghelabhai. **The contribution of Saurashtra's Patidars as an enterprising in the industrial field (1947 to 2010 A D).** (Dr. A V Chothani), Department of History, Saurashtra University, Rajkot.

8. Pantulwar, Ramappa Gangadharappa. **Barshi Shear va parisarachya vikasat veershaiv lingayat samajachey yogdan: Ek chikitsak abhyas 1800-2000.** (Dr. Vijay Pandurangrao Kulkarni), Department of History, Swami Ramanand Teerth Marathwada University, Nanded.

9. Pyata, Srilatha. **History, art and architecture of the temples of Jagtial Dist.** (Prof. R Chandrasekhara Reddy), School of History, Culture and Archaeology, Potti Sreeramulu Telugu University, Hyderabad.

10. Reddy, P Revathi. **History of Nellore under East India Company (1801-1857).** (Prof. R Chandrasekhara Reddy), School of History, Culture and Archaeology, Potti Sreeramulu Telugu University, Hyderabad.

11. Tantre, Vinayak Nathuram. **K Tatyasaheb Kanole: Vyakti ani karye.** (Dr. Rahul Varvantikar), Department of History, Swami Ramanand Teerth Marathwada University, Nanded.

12. Wavhal, Navnath Kashinath. **Ahemadnagar Sheharateel paryatan sthale: Ek aithasik abhyas.** (Dr. Mutkule R R), Department of History, Swami Ramanand Teerth Marathwada University, Nanded.

Languages & Literature

English

1. Ashok Kumar. **Dynamics of communalism: A study of selected contemporary Indian English novels.** (Prof. Pankaj Sharma), Department of English and Foreign Languages, Chaudhary Devi Lal University, Sirsa.

2. Azeemuddin, Mohammed Ahmeduddin Mohammed. **Gender, race and narrative strategies in the novels of John Maxwell Coetzee.** (Dr. D R

Mane), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

3. Chauhan, Shobhanaben Oghadbhai. **Contemporary Gujarati dalit short stories translated into English: A critical study.** (Dr. M G Bhesamiya), Department of English, Saurashtra University, Rajkot.

4. Manjramkar, Nagraj Namdevrao. **Colonialism in the selected novels of Raja Rao and Chinua Achebe: A comparative study.** (Dr. R C Jadhav), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

5. Neha. **Spaces and hybridity in the works of Jhumpa Lahiri.** (Prof. Pankaj Sharma), Department of English and Foreign Languages, Chaudhary Devi Lal University, Sirsa.

6. Panchal, Pushpanjali Anantrao. **The use of multimedia in teaching phonology of English at undergraduate level of rural colleges in Nanded District.** (Dr. Syed Aleemuddin), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

7. Pipaliya, Kanchanben Devashibahi. **Reconstruction of the prominent female characters of the Valmiki Ramayana in select fictions.** (Dr. M G Bhesaniya), Department of English, Saurashtra University, Rajkot.

8. Ravinder Kumar. **Economics of exploitation: A study of imperialistic designs in the selected novels of Amitav Ghosh.** (Prof. Pankaj Sharma), Department of English and Foreign Languages, Chaudhary Devi Lal University, Sirsa.

9. Shendge, Shilpa Namdevrao. **A comparative study of human predicament as reflected in the novels: Heart of darkness, The Sound and the Fury and A Tiger for Malgudi.** (Dr. G Venugopal), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

10. Suman Kumari. **Problematizing of history in the selected works of Mahasweta Devi.** (Dr. Ram Niwas), Department of English, Kurukshetra University, Kurukshetra.

11. Sunita. **Modes of feminine, articulation in the novels of Manju Kapur.** (Prof. Romika Batra), Department of English, Indira Gandhi University, Meerpur.

Hindi

1. Bhendekar, Nivruti Shesherao. **Gazalkar Zahir Qureshi kee gazaloan mein chetna ke vividh pravah.** (Dr. Narsingdas Bang), Department of Hindi, Swami Ramanand Teerth Marathwada University, Nanded.

2. Dobariya, Kamleshkumar Vitthalbhai. **Kashinath Singh ka katha sahitye: Ek anusheelan.** (Dr. Jivanbhai R Dangar), Department of Hindi, Saurashtra University, Rajkot.

3. Ering, Ayinam. **Samaj-sanskritik pariprekshya mein adi tatha meitte lokgeetoan ka tulnatamak adhyayan.** (Prof. Oken Lego and Dr. E Vijaylaxmi), Department of Hindi, Rajiv Gandhi University, Itanagar.

4. Gohil, Mamata Ramnikbhai. **Omprakash Valmiki ka sahitye: Vibhin samasayaoan ke vishesh sandarbh mein.** (Dr. Jagruti N Pandya), Department of Hindi, Saurashtra University, Rajkot.

5. Momu, Teli. **Arunachal Pradesh kee Nyishi Janajati kee lok kathaoan ka sanskritik anushilan.** (Prof. Shyam Shankar Singh), Department of Hindi, Rajiv Gandhi University, Itanagar.

6. Sabhad, Sarojben Bhagavanbhai. **Munshi Premchand evam Pannalal Patel ke chayneet upanyasoan mein gramin chetna: Ek tulnatamak adhyayan.** (Dr. Hetalben Vyas), Department of Hindi, Bhakta Kavi Narsinh Mehta University, Junagadh.

7. Sarita Kumari. **Hindi kee dalit aatmakathaoan mein abhivyakt jatigat sambandh: Ek anusheelan.** (Prof. Harish Kumar Sharma), Department of Hindi, Rajiv Gandhi University, Itanagar.

8. Yadav, Anchala. **Sanjeev ke upanyasoan mein aadivasi istree-jivan ka sangharsh aur parivartan kee chunautiya.** (Prof. Harish Kumar Sharma), Department of Hindi, Rajiv Gandhi University, Itanagar.

Marathi

1. Anandelwar, Saraswati Laxmanrao. **Seemapradeshtel Marathi va Telugu bhasheteel lokgeetancha chikitsak abhyas (Vishesh sandarbhah Naded Jilhya).** (Dr. Sharda Kadam), Department of Marathi, Swami Ramanand Teerth Marathwada University, Nanded.

2. Dawale, Sharma Samarth. **Mahadev More yanchya katha sahityateel samajjeevan: Ek abhyas.** (Dr. Jayadrath Jadhav), Department of Marathi, Swami Ramanand Teerth Marathwada University, Nanded.

3. Jagdambe, Shaila Ghanshyam. **Swatantryottar lalit nimandhateel atamnishthah: Ek abhyas.** (Dr. Nanasahab Suryawanshi), Department of Marathi, Swami Ramanand Teerth Marathwada University, Nanded.

4. Shinde, Vasant Bajirao. **Marathiteel nivdak manovishleshnatamak kadambari: Ek abhyas.** (Dr. Shriram G Gavhane), Department of Marathi, Swami Ramanand Teerth Marathwada University, Nanded.

Sanskrit

1. Arun kumar. **Sanskrit wangmaye patliputresey yogdanam.** (Dr. Vishram Tiwari), Department of Sanskrit, Kameshwara Singh Darbhanga Sanskrit University, Darbhanga.

2. Choudhary, Praveen Kumar. **Hinduvideh samishnatamakmadhyayanam.** (Prof. Shripati Tripathi), Department of Sanskrit, Kameshwara Singh Darbhanga Sanskrit University, Darbhanga.

3. Jha, Niranjana Kumar. **Ramkathashritaseyabhishek-natkasey samikshnatamakmadhyayanam.** (Dr. Meena Kumari), Department of Sanskrit, Kameshwara Singh Darbhanga Sanskrit University, Darbhanga.

4. Jha, Rishi Kumar. **Mithilayam Mahamahopadhyaya-jaymantmishresey kavyeshetredvadanam.** (Dr. Ashok Kumar Azad), Department of Sanskrit, Kameshwara Singh Darbhanga Sanskrit University, Darbhanga.

5. Kumari Ranju. **Shaktijayemhakavasey samkishnatamakmadhyayanam.** (Dr. Avdhesh Kumar Choudhary), Department of Sanskrit, Kameshwara Singh Darbhanga Sanskrit University, Darbhanga.

6. Mehto, Ramashish. **Puranadrishtya parshuramodayam mahakaveysye samikshatakamadhyayanam.** (Dr. Subodh Kumar Jha), Department of Sanskrit, Kameshwara Singh Darbhanga Sanskrit University, Darbhanga.

7. Pandey, Amar Kumar. **Mahamahopadhyaya malinathasey vyaktitav tatikasmudyasey vishishtadhyanachey.** (Dr. Vishram Tiwari), Department of Sanskrit, Kameshwara Singh Darbhanga Sanskrit University, Darbhanga.

8. Prasun, Priyeranjan. **Dharamshastrewadmeye istridharamvivechanam.** (Dr. Chothi Sadaye), Department of Sanskrit, Kameshwara Singh Darbhanga Sanskrit University, Darbhanga.

9. Praveen Kumar. **Srishti ke sandarbh mein Bhartiye darshan ke yogdan ka vaigyanik anusheelanam.** (Dr. Boananad Jha), Department of Sanskrit, Kameshwara Singh Darbhanga Sanskrit University, Darbhanga.

10. Ram, Umesh Kumar. **Kavirajvishwnathkrit Chandrakala natikayah samikshanatmakmadhyayanam.** (Dr. Vishram Tiwari), Department of Sanskrit, Chaudhary Devi Lal University, Sirsa.

11. Vala, Anil Somji. **Shrichandeshwar-virchit-rajnitiratanakar: Enk samikshatakamadhyayanam.** (Dr. R N Kathad), Department of Sanskrit, Saurashtra University, Rajkot.

Linguistics

1. Kalloji, Susheel Kumar. **A linguo-stylistic analysis of Antarani Vasantam.** (Prof. G S Gabriel), School of Language Development, Potti Sreeramulu Telugu University, Hyderabad.

2. Sagi, Ravi Kumar. **A stylistic analysis of Telugu film songs: Govt Nandi Award songs.** (Prof. G S Gabriel), School of Language Development, Potti Sreeramulu Telugu University, Hyderabad.

3. Suriseti, Anjani. **Women's quest for identity in the selected novels of Shashi Deshpande and Ranganayakamma.** (Prof. C Mrunalini), Centre for Comparative Studies, Potti Sreeramulu Telugu University, Hyderabad.

4. Tahani, Abdul Rahman Ahmed Al-Absi. **Syntax in the language of the Yemeni autistic children.** (Prof. G S Gabriel), School of Language Development, Potti Sreeramulu Telugu University, Hyderabad.

5. Vasantha Kumari, A. **A study of selected novels of Mark Twain: Socio cultural and political perspective.** (Dr. G S Gabriel), Centre for Languages & Translation Studies, Potti Sreeramulu Telugu University, Hyderabad.

Performing Arts

Dance

1. Uma, D. **The role of Rasa in the art of Kuchipudi dance.** (Dr. Vanaja Uday), School of Fine Arts, Potti Sreeramulu Telugu University, Hyderabad.

Drama

1. Chavan, Ram Narayanrao. **Sathottari Marathi Rajkiye natak: Ek chikitsak abhyas.** (Dr. Sanjay S Patil), Department of Drama, Swami Ramanand Teerth Marathwada University, Nanded.

Fine Arts

1. Pooja Rani. **Rachnatmak vigyapan Srijan mein Chhayakar Hardesh Dhingra ka yogdan: Ek vishleshnatamak adhyayan.** (Dr. Anand Jaiswal), Department of Fine Arts, Kurukshetra University, Kurukshetra.

Philosophy

1. Lazade, Dhanraj Tukaram. **Bhagawan Buddh yanchey samajik tatvgyan: Ek chikitsak abhyas.** (Dr. Vaman Patil and Dr. Khalil N Sayyed), Department of Philosophy, Swami Ramanand Teerth Marathwada University, Nanded.

□

Shree Warana Vibhag Shikshan Mandal
Yashwantrao Chavan Warana Mahavidyalaya,
 Warananagar, A/P. Warananagar, Tal. Panhala,
 Dist. Kolhapur 416113
 (Affiliated to Shivaji University, Kolhapur)
 (Permanently Granted)

WANTED

Applications are invited from eligible candidates for the following post:-

Sr. No.	Subject	Subject wise Vacant Posts	Total Number of Vacant Posts	Total Reservation
A) Principal				
1	Principal	1	01	Open -1
B) Assistant Professor				
1	English	1	04	VJ-A-1, OBC-2, Open-1
2	Physics	1		
3	Zoology	1		
4	Commerce	1		

Note: For detailed information about posts, qualifications and other terms and conditions, please visit University website: www.unishivaji.ac.in.

Principal
 Yashwantrao Chavan Warana
 Mahavidyalaya, Warananagar,
 Dist. Kolhapur

President
 Shree Warana Vibhag Shikshan Mandal
 Warananagar, Tal. Panhala,
 Dist. Kolhapur

THADOMAL SHAHANI
ENGINEERING COLLEGE
 Advocate Nari Gursahani Marg (37 Road).
 Off Linking Road, Bandra (W), Mumbai-400050.

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

UNAIDED

Sr No	Cadre	Subject	Total No. Of Post	Posts Reserved for
1	Assistant Professor	Communication Skill	01	01- Open
2	Assistant Professor	Applied Physics	02	02- Open
3	Assistant Professor	Artificial Intelligence & Data Science	06	06- Open
4	Assistant Professor	Computer Engineering	04	04- Open
5	Assistant Professor	Information Technology	01	01- 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 dated 10th March, 1998. 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/CC/2019-20/05 dated 05th July, 2019.

Candidates having knowledge of Marathi will be preferred. The Educational Qualification, Experience & pay-scale for the post of Assistant Professor are as prescribed by the University of Mumbai, AICTE & DTE from time to time.

मशिमांक / विशिमांक / तंत्रशिक्षण / ११ / २०२०-२०२१ दिनांक ११ जानेवारी, २०२१

for qualification 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, THADOMAL SHAHANI ENGINEERING COLLEGE, Advocate Nari Gursahani Marg (37h Road). Off Linking Road, Bandra(W), Mumbai 400 050, within 15 days from the date of publication of this advertisement. This is University approved advertisement.

Sd/-
Dr. G. T. Thampi Principal

WANTED

Application is invited from the eligible candidates for the following posts in **Kai. Rasika Mahavidhyalaya, Deoni, Dist. Latur (100% Granted)** runs by **Janseva Sevabhavi Pratishtan, Bhopni, Tq. Deoni, Dist. Latur**. The Application duly complete with all respect's documents should reach on the following address **within Fifteen (15) days** of the publication of this advertisement. Candidates belonging to the categories other than open should also submit their one copy of application to **The Assistant Registrar, Special Cell, Swami Ramanand Teerth Marathwada University, Nanded.**

Sr. No.	Subject	Name of Post (Designation)	No. of Post	Reservation
01	Mathematics	Assistant Professor	01	ST - 01 VJ-A - 01 NT-C - 01 OBC - 02
02	Hindi	Assistant Professor	01	
03	Chemistry	Assistant Professor	01	
04	Zoology	Assistant Professor	01	
05	Botany	Assistant Professor	01	

Permission as per NOC No. JDHE Nanded/NOC/2019/17 dated 16/01/2023.

Details of advertisement & Application format is available on www.srtmun.ac.in and also on our college website: www.kairasikamahavidyalaya.com

Note:- The vacancies of Assistant Professor will be filled in subject to condition of the Decision in Writ Petition No. 12051/2015 pending in Hon'ble High Court of Judicature of Bombay, Bench at Aurangabad.

Correspondence Address :-

The Principal,
 Kai. Rasika Mahavidhyalaya, Deoni
 Dist. Latur- 413519
 (Maharashtra)

Secretary
 Janseva Sevabhavi Pratishtan Bhopni,
 Tq. Deoni, Dist. Latur

WANTED

Applications are invited for the post Vasantnao Naik B.Ed. College, Shirur Tajband, Tal. Ahmedpur, Dist. Latur (Permanent Non-Grant) run by Bal Bhagwan Shikshan Prasarak Mandal, Ahmedpur. Eligible candidates should submit their application with all necessary documents **within 15 days** from the date of publication of the Advertisement by Registered post only. The backward class candidates are to send a copy of application to the Dy. Registrar, Special Cell, S.R.T.M. University, Nanded- 431606.

Sr. No	Subject	Name of Post	Qualification	Number of Post	Full Time/ Part Time	Reservation
1	Pedagogy Subjects (Maths, Science, Social Science, Language)	Assistant Professor	M.A./M.Sc., M.Ed SET/ NET, Ph.D.	02	Full Time	Open -01, SC-01, ST-01, OBC -01, EWS-01
2	Perspective in Education	Assistant Professor	M.A./M.Sc., M.Ed SET/ NET, Ph.D.	01	Full Time	
3	Health and Physical Education	Assistant Professor	B.Ped., /M.Ped., SET / NET	01	Part Time	
4	Performing Arts (Fine Arts/ Music/ Dance/ Theatre)	Assistant Professor	M.A. Fine Art. / M.A. Music SET /NET, Ph.D.	01	Part Time	

Educational Qualification :-

Assistant Professor

Good academic record is 55 % marks at P.G. degree level and SET/NET Pass or Ph.D. Degree as per UGC Regulation of 2009.

Scales and Allowances :- As per UGC and Maharashtra Govt., SRTM University, Nanded rules. **(15000-39100+AGP Rs. 6000/-).**

Note :-

1. Prescribed application form is available on the University **Website: (www.srtmun.ac)**.
2. No T.A./D.A. will be paid to candidates to attend the interview.
3. SC/ST candidates are eligible to apply even if they have 50% marks only at PG level degree.
4. 3 % reservation for handicapped and 30 % for women candidate.
5. Ph.D. candidates who were awarded degrees prior to dated 19 Sep,1991 are eligible even if they have 50 % Marks at PG level.

Address for Correspondence :-

**Principal, Vasantnao Naik B.Ed. College,
Shirur Tajband, Tal. Ahmedpur, Dist. Latur**

Abasaheb Parvekar Vidyamandir, Yavatmal Abasaheb Parvekar Mahavidyalaya, Yavatmal

Near Power House, Pandharkawada Road, Yavatmal
NAAC Re-Accredited by B++ Grade (2.80)
Affiliated to Sant Gadge Baba Amravati University, Amravati

WANTED

Applications are invited for Full-Time Regular Posts as per following details in the faculty of Humanities/Commerce & Management:

Vacancies for Grant-in-aid Courses/Programmes				
Sr. No	Name of the Post	Subject/Course	Number of Post	Category as per NOC on dt.17.01.2023
1	Assistant Professor	Hindi	01	ST
2	Assistant Professor	History	01	NT-C
3	Assistant Professor	Commerce	01	OBC

Permission as per NOC No:- JDHE Amravati/NOC-2019/11 Dated 17.01.2023 & SGBAU/8/C-137/2023 Dated 23.01.2023.

Note: उपरोक्त पदास मा.न्यायालयामध्ये दाखल याचिका १२०५१/२०१५ च्या अंतिम निकालाच्या अधिन राहून मान्यता देण्यात येत आहे.सदर पदास समांतर आरक्षण लागू नाही.

1. Educational Qualification & Pay Scale and allowances for the post of Assistant Professor as per the norms of UGC, Govt. of Maharashtra and Sant Gadge Baba Amravati University, Amravati.
2. Eligible candidates who are already in services should submit their applications through proper channel.
3. All the attested Xerox copies of certificates and other relevant documents with one color photograph should be attached with their applications.
4. For qualifications/Experience/Pay Scale and other details/conditions, visit university **website: www.sgbau.ac.in** and College **website : www.apmvv.edu.in**.

Corresponding Address : Application are invited from eligible candidates for the following Granted posts. Qualified candidates should apply **within 15 days** from the date of this publication of the advertisement & application send to **Principal, Abasaheb Parvekar Mahavidyalaya, Near Power House, Pandharkawada Road, Yavatmal-445001.**

Dr. U.V. Navalekar
Principal

Shri. Annasaheb Parvekar
President



**Satyam Shivam Sundaram Shikshan Prasarak Mandal, Parbhani's
Late Nitin College, Pathri, Tq. Pathri, Dist. Parbhani-431506**

APPOINTMENT

Applications are invited from the eligible candidates for the following granted posts, in our college, **Late Nitin College, Pathri, Dist. Parbhani**. Qualified candidates should apply **within 15 days** from the date of publication of the advertisement. Candidates belonging to the reserve categories should submit their one copy of application to the "**Deputy Registrar, Special Cell, SRTM University, Nanded.**" Send the application with essential documents to the following address.

Sr. No.	Subject	Name of the Post	Number of Post	Reservation
1	Chemistry	Assistant Professor	01	SC-01 ST-01 OBC-02
2	Mathematics	Assistant Professor	01	
3	Zoology	Assistant Professor	01	
4	Botany	Assistant Professor	01	

Permission as per NOC No. JDHE Nanded/NOC/2019/14 dated 06/01/2023.

Details of advertisement & Application format is available on www.srtmun.ac.in and also on our college website : www.nitincollege.in.

Note:- The vacancies of Assistant Professors will be filled in subject to condition of the decision in Writ Petition No. 12051/2015 pending in Hon'ble High court, Bombay Bench at Aurangabad.

Correspondence Address:-

The Principal, Late Nitin College, Pathri, Pokharni Phata, Near Nitin Jinning, Pathri, Tq. Pathri, Dist. Parbhani-431506.

Sd/-
Secretary
Satyam Shivam Sundaram
Shikshan Prasarak Mandal, Parbhani

Sd/-
Principal
Late Nitin College, Pathri
Tq. Pathri, Dist. Parbhani-431506

**Bharatiya Rashtriya Shikshan Sanstha, Lohara, Tq. Lohara, Dist. Osmanabad
Email Id: brssloahara@gmail.com**

Application is invited for the post of Principal in Bharatiya Rashtriya Shikshan Sanstha's Shankarrao Jawale Patil Arts Science and Commerce College, Lohara, Tq. Lohara, Dist. Osmanabad 413608 affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad (M.S.) **(Granted)**.

WANTED

Sr. No	Post	Category	Total Vacant Post
1	Principal	Open	01

Conditions:

1. Educational qualification, pay scale and other service conditions are as per rules and regulations laid down by Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, Govt. of Maharashtra and UGC as modified from time to time.
2. Professor/Associate Professor with a total experience of 15 years of teaching/research/administration in universities, college and other institutions of higher education.
3. Candidates should submit their API record as per the requirement.
4. Appointment for the said post will be for tenure of five years from the date of appointment or date of superannuation, whichever may be earlier.
5. Candidates already in service should apply through proper channel.
6. As per G.R. dated on 18/10/1997, 21/09/2016, 18/02/2019, Gazette dated 25/01/2022, 01/04/2022, 08/04/2022 GR dated on 25/02/2022, 11/04/2022 and 06/07/2021 as per above mention G. R. and as per 100 Bindu Namawali (Roster) total sanctioned reservation posts are fixed.
7. Eligible candidates should submit their application along with attested Xerox copies of documents to the **President, Bharatiya Rashtriya Shikshan Sanstha's Shankarrao Jawale Patil Arts Science and Commerce College, Lohara, Tq. Lohara, Dist. Osmanabad 413608** so as to reach us **within 15 days** from the date of publication of this advertisement.
8. No T.A. / D.A. will be paid to candidates called for interviews.

Permission as per NOC No. JDHE Aurangabad/NOC/2019/7 dated on 09/01/2023.

Shri Ramesh S. Patil
President
Bharatiya Rashtriya Shikshan Sanstha, Lohara

*Recipient of the International Award for Institutional Excellence from Commonwealth of Learning twice
'Swachh Campus Ranking 2019' awarded by Ministry of Human Resource Development, New Delhi*



YASHWANTRAO CHAVAN MAHARASHTRA OPEN UNIVERSITY
(NAAC Accredited 'A' Grade)



SEARCH-CUM-SELECTION COMMITTEE INVITES APPLICATIONS FOR THE POST OF VICE-CHANCELLOR

The Yashwantrao Chavan Maharashtra Open University (YCMOU) was established on 1st July 1989 by the Act No. XX (1989) of Maharashtra State Legislature. The headquarter of the University is located at Nashik. The University campus is aptly named as 'Dnyangangotri' (River of Knowledge). It is the Fifth Open University in the country. The jurisdiction of this university covers the entire State of Maharashtra. The University offers higher education at affordable costs to large segments of the population without barriers of age, entry qualification, place, and pace of study and leveraging interaction by offering seamless teaching-learning experiences. YCMOU is a self-financed University functioning under the Department of Higher & Technical Education, Government of Maharashtra, and is recognized under Section 12 (B) from the UGC, New Delhi.

The Chancellor, Hon'ble Governor of Maharashtra has formed a four member search-cum-selection committee as per Yashwantrao Chavan Maharashtra Open University (YCMOU) Act for recommending suitable names for the post of Vice-Chancellor. The search-cum-selecion committee invites nominations/applications from eminent academicians who fulfil the qualifications and experience prescribed for the post of Vice-Chancellor. Necessary details regarding essential qualifications and application format are available on the University website www.ycmou.ac.in

The interested candidates/applicants must provide detailed chronological resume in the format available on the University website. Additionally, they should provide a two page write up about their suitability for the post, two page write up about their vision for the University and name and contact details of three referees (distinguished individuals well acquainted with the work of applicant) along with reference letters. Universities/ Institutions may also nominate suitable candidates for this post.

Four hard copies (application form and proof of qualification and experience) as well as a soft copy (via email) of the nominations/applications may be sent in the prescribed format to the Nodal Officer of the search-cum-selection committee at the address mentioned below so as to reach him on or before **13th March 2023**. Any communication regarding the process and any matter connected to the selection of Vice-Chancellor shall be made only with the Nodal Officer. The candidates shall not send any mail to the Chairman or Members of the search-cum-selection committee directly. Applications received after the last date shall not be entertained.

Name of the Nodal Officer	Dr. Sudhir Singh, Associate Professor, Dyal Singh College, New Delhi
Address	Department of Political Science, Dyal Singh College University of Delhi, Lodhi Road, New Delhi - 110 003
Email	sudheer162000@gmail.com
Contact No	9810947348

Short-listed candidates may be invited for personal interaction with the search-cum-selection committee. However, mere fulfilling the minimum requirements does not give the right to the candidate to be invited for interaction.

Date : 10th February 2023

CHAIRMAN
SEARCH-CUM-SELECTION COMMITTEE