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In This Issue

Theory Abundance: Social Science Research at the Crossroads? Part-II[#]

K Paddayya*

Discussion

We shall now consider the place of Indian archaeology in the context of foregoing observations about theoretical pluralism prevailing in various social sciences, Feyerabend's critique of the monopoly of science and scientific method, and continuities from older to newer research perspectives. The archaeological record in India is one of the richest in the world and has preserved evidence of every phase and stage of the human story from the primitive hunting-gathering way of life to the medieval and colonial periods. Its informal studies commenced more than two hundred years ago and the official archaeological department itself was formed by the colonial government in the early 1860s. A few princely states soon followed suit and then many university departments were set up after independence. In addition to discovery of hundreds of new prehistoric and historical sites across the country, many important excavations have been undertaken during the last seventy-five years.

All these studies were driven by some orientations or the other. To the nineteenth-century interests and urges of adventurism, romanticism, and discovery and description of sites and monuments, the Marshall epoch of the first quarter of the following century added the objective of "recapturing the total culture of India in the past ages" which is best exemplified by the Harappan culture studies of the 1920s. Then in the 1940s came up the Wheelerian concept of building up regional culture sequences or time-tables of cultures. In the 1960s through 1980s versions of processual and post-processual perspectives found clear application in some of the pre-and protohistoric investigations (for a rapid survey, see Paddayya 1995). We have further noted how B.B. Lal's project on the identification of Mahabharata sites, Raymond Allchin's Neolithic ash mounds project and Coomaraswamy's art historical studies were in definite ways already anticipating some of the ideas of processual and subsequent trends.

Thus Indian archaeology is not a total stranger to theoretical pluralism. Feyerabend's statement about alternatives, instead of creating confusion, should help us in making appropriate theoretical choices. In fact, this need for making thoughtful choices from a range of alternatives was emphasized in our own land with a high degree of forcefulness 2500 years ago. I am obviously referring to one of the incidents in the Buddha's peregrinations. Responding to complaints of the rural folk Kalamas of Nalakagrama in upper India

that they were puzzled by the varying statements of teachers who had visited them previously, the Buddha told them to exercise their own discretion and then make a choice. He said: "Come, Kalamas, do not be satisfied with hearsay or with tradition or with legendary lore … *When you know in yourselves* 'These ideas are unprofitable, liable to censure, condemned by the wise, being adopted and put into effect they lead to harm and suffering', then you should abandon them… (And conversely) *When you know in yourselves* 'These things are profitable …' then you should practise them and abide in them." (Snelling 1987: 1-3). We should happily note that Indian archaeology, thanks to the rich and varied of nature of the record itself, offers tremendous scope for the employment of various theoretical approaches. I have some suggestions to make in this regard.

1. On more than one occasion I have drawn attention to the fact that archaeologically speaking, 80% of the Indian landscape is still *terra incognita*. We have no knowledge of the nature and chronological contours of the archaeological record of these vast tracts. In such situations, the best way is to initiate survey work as per the guidelines of culture-history perspective. This is the natural history stage in the application of scientific method in inductive sciences and involves much 'looking and seeing', analysis, description, classification, and tabulations of data from the field. These operations facilitate drawing of some empirical generalizations. In our own case, this stage involves detailed field explorations for one or more seasons, leading to the discovery of a number of sites. These may belong to different time periods or cultures. Using type-fossil or typological approach, the identity of each period or culture may be ascertained in terms of some major and other minor components. The issue then is one of verifying the arranged culture sequence by stratigraphic excavations at one or a few places. Thus what Wheeler called a time-table of cultures could be formulated for the area, giving a broad picture of the sequence of cultural stages and their respective diagnostic features (Wheeler 1949). Knowledge of the archaeological record of different areas obtained by these initial surface studies is very helpful in defining the broad geographical and temporal contours of the country's settlement history. Many of the student dissertations in the universities done at the district

or taluk level belong to this category. The matter is one of making them as systematic as possible.

In this connection we must remember that during the tenure of Shri A. Ghosh as the Director General regional circles of the ASI initiated village-to-village surveys of antiquarian remains of all kinds at the district level. This led to the documentation of a vast number of Stone Age, protohistoric and historical sites across the country. This record is very useful for purposes of devoloping local and regional level archaeology. For example, in the Deccan region S.A. Sali, A. Sundara and M.S. Nagaraja Rao used the results of their prolonged explorations in Khandesh region of Maharashtra and Bijapur and Dharwar districts of Karnataka, respectively, for developing elaborate studies of pre- and protohistoric cultures of these areas.

Considering that the landscape in India is undergoing rapid transformation due to the initiation of various developmental projects, there is a need for the revival of these village survey projects by the ASI as well as state and university departments of archaeology. In fact, from time to time some historians and archaeologists have made appeals to the union government to introduce cultural resource management legislation in the country, which will oblige all agencies responsible for developmental projects to take up documentation of antiquarian remains of chosen land patches before actual commencement of developmental works (e.g. Paddayya 1996).

2. Then we have some cases where research endeavors went beyond surface discoveries and culture-sequence establishment and attempted reconstruction of life-ways and processual understanding of individual cultures. A fine example is provided by studies of the Deccan Chalcolithic phase. These represent one of the first field attempts made to fill up the Dark Age or cultural vacuum identified by Wheeler between end of the Harappan culture and beginning of the early historical period. The initial site discoveries belonging to this phase stretch back to the 1950s and were made by H.D. Sankalia, S.A. Sali, M.N. Deshpande and other workers. These early studies were geared toward the identification of a culture-sequence within this phase. The excavations at Nevasa and Daimabad were very helpful from this point of view and revealed a sequence of four

cultures dating from about 2000 BCE. to 700 BCE., viz. the Savalda, Late Harappan, Malwa and Jorwe (early and late) cultures. Savalda culture is confined to the Tapi Valley. Daimabad and Nevasa excavations did give some idea of the ceramic and stone tool traditions, burial practices, etc. but the evidence was limited due to the small-size of excavations. So Sankalia keenly desired to find a site fit for a horizontal excavation that alone could expose a full-fledged agropastoral settlement. This is precisely what was achieved by the decade-long (1972-82) excavations at the site of Inamgaon. In other words, Sankalia's aim of reconstruction of lifeways of the Chalcolithic people was fulfilled – settlement layout and nature of houses, copper and stone technology, ceramic traditions, burial practices, plant and animal foods, simple ornaments of clay, bone and other materials, religious practices and belief systems. Professor Dhavalikar, one of the directors of Inamgaon excavation, told me once how Professor Sankalia on one occasion, on seeing the various houses, burials and other features exposed in Inamgaon excavation, was overcome with emotion and literally shed tears of joy.

Surely Inamgaon excavation elevated the information content of the Chalcolithic cultural phases, particularly the Jorwe culture. Still the picture was incomplete inasmuch as the links between the culture and its environmental setting as well as its contacts with adjacent cultures were left unexplored. It is this task which Dhavalikar accomplished in his book *The First Farmers of the Deccan* (1988). For this purpose he adopted New Archaeology's concepts of cultures as systemic wholes and as adaptational mechanisms. Examining the entire Chalcolithic phase in the context of Holocene climatic history, he proposed that the Jorwe cultural phase witnessed a flourishing way of life in the later half of the second millennium B.C. due to a wet climatic phase conducive to agropastoral activity. But, as caused by a drastic reduction in rainfall, the culture declined by about 700 B.C. and assumed a pastoral character specializing in sheep-goat pastoralism. Dhavalikar also made elaborate comments about regional site distribution as governed by soil factors, intrasite settlement organization, population size, chiefdom level social organization, craft specialization, trade

networks, and religious beliefs (see also Sankalia 1977).

3. From the Deccan there are two other instances of the use of processual perspectives adopted from New Archaeology. Both these examples relate to my prolonged field investigations (1965-2001) in Southern Deccan, one dealing with the Acheulian culture of Hunsgi-Baichbal basin in the Shorapur Doab and the second with Neolithic ashmounds of Southern Deccan. The Hunsgi-Baichbal basin covers an area of about 500 km^2; it is an erosional basin lying about 30 km away from the left bank of the Krishna river. My prolonged study of the Acheulian culture of this inland basin involved close, intensive foot-surveys, leading to the discovery of over 200 small and large localities (mostly *in situ* or primary) and excavation of four localities. In contrast to prevailing typo-technological studies of stone tools from secondary sites, my study aimed to investigate this Lower Palaeolithic cultural phase from a settlement system perspective, as advocated by New Archaeology.

For this purpose, a close study of the spatial spread of sites in the basin was made. This revealed two clusters of sites (one each in the two valleys), each made up of 15 to 20 localities clustered in a stretch of one or two kilometres along the Hunsgi and Baichbal stream courses with spring-fed perennial water flows. The rest of the sites were randomly distributed across the valley floor. Considering the very fragmentary and meagre nature of biological materials from the Acheulian sites themselves, ethnographic surveys were made of the wild animal and plant foods still being exploited by the weaker sections of the population in the basin. These brought to light 50 types of wild plant foods and 35 types of wild animal foods. Based upon these archaeological and ethnographic data sets, it was inferred that the Acheulian settlement system hinged upon two principal seasonal resource management strategies: a) dry-season aggregation of the groups near perennial pools in the major stream courses and reliance on large game hunting; b) wet season dispersal of groups across the valley floor and reliance on plant foods (Paddayya 1982). Further, it was inferred that the population aggregate consisted of eight or nine band-like groups occupying different parts of the valley (Paddayya 2017).

As argued so cogently by Allchin (1963), ashmounds of Southern Deccan testify to the pastoral character of the Southern Neolithic culture which was well adapted to the area's hilly terrain and semi-arid climate. Allchin grouped Neolithic sites of the area into settlement sites and ashmounds, the latter marking cattle pens. My own regional survey of all major ashmounds in the area revealed human occupation deposits around these mounds resulting from cow-dung burnings. This new evidence raised doubts about Allchin's site grouping and raised the possibility that the ashmounds were not mere cattle pens but regular pastoral settlements. For testing this proposition six seasons of horizontal excavation were undertaken at the site of Budihal (Locality I) in Yadgir district. C^{14} dates prove that this site flourished from about 2000 BCE. to 1400 BCE. The site covers an area of about two hectares in extent. Excavation exposed different sectors of the settlement — a) cattle penning area; b) adjacent to it, cow-dung disposal and burning area; c) human occupation area with dwelling structures, human burials and a large animal butchering floor; and d) a large chert blade-tool workshop. The ashmound itself originally rose to a height of five meters and thus assumed eye-striking monumental proportions. Budihal was a regional center where Neolithic groups from surrounding sites congregated periodically and participated in cattle fertility rites as well as various social and economic transactions (Paddayya 2019: 71-95).

Besides the Northern Deccan Chalcolithic cultures and the South Indian Neolithic culture, there are ten other early agropastoral (Neolithic-Chalcolithic) cultures known from other parts of the country. The available literature (site reports and research papers) on these sites does give much detailed information about site location and stratigraphy, dating, and ceramics, stone technology and other material culture items. In some cases lists of animals and plants, as revealed by the biological remains from excavations, are also appended. But, in my limited knowledge, very little effort has been made to investigate these cultures from the point of view of the culture process. In two of my research papers I have drawn attention to the need for rising above this classificatory and cataloguing work and reorienting research efforts in order to recognize the identities of these cultures in terms of their organizational frameworks (Paddayya 2016b, c). This is possible with the adoption of settlement system approach which entails the investigation of these cultures with reference to their respective landscape settings and agroclimatic zones, as recognized by agricultural scientists and climatologists.

I am happy to record here that Julia Shaw has completed an excellent research project of this kind in the early historical archaeology of Sanchi region in Madhya Pradesh (Shaw 2009).

Art and architectural features of the Sanchi site engaged the attention of workers for a century and more. But no effort has been made to understand the whats and whys of the flourishing state of Buddhism in the area, as typified by the Sanchi monument. It is this gap that Shaw has filled up with some remarkable success. Deriving inspiration from British landscape archaeology, she conducted intensive archaeological surveys in the region around Sanchi monuments, measuring about 700 km^2 in extent. These surveys revealed that in the early historical period, the region of Vidisa had a strong economic base, as facilitated by good agriculture and village level tank irrigation created by bunding small streams rising in local hills. It is this economic prosperity that held the key to the flourishing state of Buddhism in the area, as typified by sites like Sanchi, Satdhara, Morel-Khurd and Sonari.

4. Mind-body dichotomy plagued Western philosophy for centuries but it has now finally been laid to rest. Body-enabling and mind-ennobling activities are not separate worlds but are intertwined in ways more than one. Accordingly, it is being increasingly recognized that the research perspectives we adopt for understanding these different spectra of activities need to go in hand (Preucel 1991; Paddayya 2014). The recent archaeological studies from the Deccan region mentioned above simultaneously gave attention to the ideational or mind-expressive aspects of these early farming communities (see Dhavalikar 1988: 37-70). A small female terracotta figurine found in a clay-box in Jorwe culture at Inamagaon has been interpreted as evidence of mother goddess worship. Respect for the dead is revealed in the form of adult and child burials in pits or clay vessels. These burials also reflect status differences, e.g. the burial of an adult male

(village chief?) in a sitting position in a four-legged jar within the settlement itself. Also the practice of burying the infants in twin-urns found at this site has been linked to the ancient Indian belief in rebirth.

The Southern Neolithic too has preserved evidence of many adult and child burials. At Tekkalakota a woman (an important person in the society?) was buried in four large horizontally laid urns with several burial pots. At Budihal even infants have been carefully buried in urns. The depiction of cattle and other animals in rock paintings and brusings and on ceramics is an indication that the Neolithic settlers of Southern Deccan had already started appropriating caves and rockshelters, water springs, and animals and plants into their consciousness. This is an antecedent stage to elaborate deifications that came up later. Taking cue from phenomenology-inspired new materialism approaches of recent decades, I have interpreted Neolithic ashmounds from a post-humanist perspective (Paddayya 2021). I have pointed out how the whole chain of events comprising community penning of cattle and cow-dung accumulations; their disposal at a marked spot nearby, their inherent attribute of combustibility and periodic burnings, and resultant ash accumulations leading to mounds of a monumental size have finally led to the emergence of sites like Budihal as regional centres where cattle fertility rites and socio-economic transactions took place. Again, in a recent unpublished study, I have endeavoured to take the study of the Acheulian culture of Hunsgi-Baichbal basin beyond the settlement system perspective and consider it from cognitive archaeology point of view. The cognitive dimension of Acheulian groups who occupied the basin is reflected at different levels: selection of an erosional valley enclosed by hills and tablelands as their habitat; recognition of the seasonality of wild plant and animal foods and surface water sources in the form of seep-springs; and identification of silicified limestone as a suitable raw material for tool making (Paddayya *In Press*).

Postmodern thought fiercely advanced by Michael Foucault and others and acknowledgment of the importance of post-truth in modern times have added further weightage to the critique of monopolistic trends of science and scientific method and theoretical monism mounted by philosophers of science like Feyerabend. These seemingly negativist opinions or ways of thinking, instead of being construed as the bane of them, need to be considered as a boon to the advancement of scientific knowledge. With some grit, one can always find one's way through the morass of conceptual and methodological uncertainties. From a purely theoretical point of view, any and every aspect of the empirical world, human or natural, is amenable to a variety of soft or hard interpretations. The core issue is not one of truth or falsity of these interpretations; it is one of their contexts of origin and use. All interpretations are contingent upon time and place.

5. While discussing theory use in Indian archaeology, we have noted that the choice of perspectives is dependent on the nature of particular topic or issue was taken up for study — be it just documentation and description of sites, building up culture time-tables and histories, lifeways reconstruction or various perspectives of processualism and interpretive archaeology. These orientations are purely academic in nature and are aimed at building up knowledge of one kind or another about the past from archaeological records. But the relevance of archaeology stretches beyond pure epistemology and covers the humanistic and sociological domains which may be viewed at personal or larger societal levels. Just think of the simple human urges of curiosity, respect for ancestors, dilettantism, romanticism and adventurism with which antiquarian studies commenced some 500 years ago. These urges about heritage are still valid and operate at an individual or personal level (Lowenthal 1985: 35-73). Take, for instance, tourists visiting Ajanta or Taj Mahal and the varied feelings these monuments evoke in their minds. Societal interest in heritage or past may concern group identity, appreciation and toleration of other peoples and other cultures, and feelings of the oneness of humanity. These are themes of axiological nature and seek to recover values embedded in the past and in its study.

In a region like India where the past flows freely into the present, it is impossible to exaggerate the importance of investigating alongside pure epistemological studies the humanistic or psychological and sociological dimensions of the

past (Paddayya, 2018). In Britain sociological investigations of how societies remember and use the past have become a regular component of social theory (e.g. Urry 2005). Regrettably, in India such studies are sporadic and isolated. Sucheta Mahajan (2011) has carried out two oral history projects which deal with the narratives of persons who either participated in the freedom movement or suffered the travails of India's partition. Tulika Singh (2020) has completed a doctoral dissertation that tells us about the religious beliefs of school children and their sources and uses. Considering that identity crises of various kinds crop up frequently in our society, there is a clear and urgent need for such sociological investigations to emerge as a major research trend in heritage studies. Thus the task before students of India's past is huge and varied. They have an "ocean of alternatives", to borrow Feyerabend's words, which are complementary. This situation has many benefits attached to it.

As we have noted briefly earlier in this essay, the plurality of perspectives is not less pronounced in anthropology and other social sciences. Here too the humanistic and sociological perspectives hold a place of their own. In a recent essay in linguistics the author has referred to the long-standing chasm between formal (Chomskyan) and functional schools and called upon the younger workers "to closely examine the nature of the contending dichotomous mode of thinking, its influence on the growth of knowledge and ways and means of averting predictable reversals and leading to unhindered advancement of knowledge" (Pandey, *In Press*). But we notice Chomsky himself telling us that "The concerns of traditional and generative grammar are, in a certain sense, complementary…" (1986: 6). A closer look at the theoretical debates shows that the issue is not merely one of clashes between schools of generative grammar and those of generative semantics (both claiming an autonomous status for the discipline) but it is also one of the challenges posed to both these schools by humanistic and sociological orientations (Newmeyer 1986: Chapter 5). As in the case of archaeology mentioned above, the truth of the matter is that there is no real clash between all these perspectives. Rather, as Newmeyer states, "… it is crucial to stress that there is nothing

essentially incompatible about the different *orientations* (sic) to language. The humanist can discuss language as an instrument of creativity and intellectual freedom without abutting the question of its social role or its structure. Likewise, there is no principled incompatibility between the interests of the sociologically oriented linguist and those of the humanist and the grammarian. Why should the study of the social interfere with or detract from that of the aesthetic or the mental? ... the goals of the three orientations are wholly complementary; the field of linguistics can, or should, accommodate each with its unique concern and special contributions to the understanding of language" (Newmeyer 1986: 150).

This tone of theoretical reconciliation pervades other disciplines too. There are psychologists who envision reconciliation between liberalism of radical behavioraism and libertarian ideas of phenomenology (Day 1976). In political theory too, the emphasis is not so much on "patient and dogged application of scientific methods" as on the conception of science "as an imaginative undertaking, with its full share of speculation, playfulness, proclivity to error, and its ability to imagine worlds as yet undreamed of – an ability which would maintain the critical, projective quality that has enabled past theories to speak meaningfully to the quandaries of political existence" (Wolin 1968: 329).

Let me conclude on an amusing note. Our whole concern throughout this essay has been one of accepting the mosaic of theories in the social sciences as a fact and then finding a way or ways of tracking those well suited to one's research topic on hand. It is therefore curious to come across situations where downright antipathy is expressed to the very notion of theory. A senior archaeologist in India treats all talk about theoretical developments in archaeology as mere "appreciative noises" meaning that these need not be treated seriously (Chakrabarti 2001: 1192). From my personal experience, I can also mention that another senior archaeologist likened developments in theoretical perspectives to changes in the shapes of bottoms of men's trousers! We can only take solace in the wise old saying that even the choice of a wrong alternative can eventually lead to some positive outcome

while indecisive minds lacking in orientation tend to stay put at the crossroads.

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Assessment and Accreditation of Higher Education Institutions in Jharkhand State: An Overview Analysis

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Human Resource Development, in any country, is a constitutionally empowered human right and so it is an important factor in the progress of any country. It is accomplished by providing adequate educational facilities- from pre-primary to doctoral programmes. The philosophy of development for a long time has identified education as a cornerstone of democratic institutions and nation-states. India as a powerful sustaining democracy with enormous human resources has given the utmost priority to 'education' for its overall development. Higher education has become an important item on our national agenda. It is high time to review the qualitative assessment of our higher education system rather than a quantitative one. The Department of Higher Education, Technical Education & Skill Development of the Government of Jharkhand shares the state government's plans to improve the technical and higher education scenario of Jharkhand. The major challenge for the state at this moment is regarding access to higher and technical education. Against the national average of 26.3 Gross Enrolment Ratio (GER), Jharkhand has only 19.1 GER Jharkhand is one of the most innovative states in the country and has ever been introducing reforms in higher education, and being consciously aware of the manpower needs of the state has pursued the preparation of vision document, *Higher Education in Jharkhand.* The document aims at presenting a picture of how NAAC has envisioned the status of Higher Education in Jharkhand by 2020. The key objectives of behind preparing it are:

i. To study the geographical setting of the Jharkhand state

ii. To Study the Status of Higher Education Institutes in Jharkhand

iii. To identify the Assessment and Accreditation processes under the Revised Accreditation Framework

iv. To suggest Recommendations for HEIs in Jharkhand

The present study has made an attempt to assess the various HEIs in Jharkhand state and to delineate spatial variation of the Accreditation status of various Universities, and undergraduate institutions including professional institutions in the state. The required data for the analysis of the present study have been obtained from various sources, like NAAC, ICT Unit, and statistical section, Higher Education Council of Jharkhand, Department of Higher Education in Jharkhand and the respective University websites.

To know the present status of HEIs in Jharkhand state, university-level and undergraduate-level institutional differences of the Higher education system in the study region are taken into consideration. HEIs have been taken as a spatial unit for the assessment and accreditation of data analysis.

Physical Features of Jharkhand State

Jharkhand, "The Land of Forest" is the 28th state of the Indian Union located in the northeastern part of the country. Jharkhand is bordered by the states of Bihar to the north, West Bengal to the east, Odisha to the south, Chhattisgarh to the west, and Uttar Pradesh to the northwest.

Statehood of Jharkhand, one of India's newest states in India was the culmination of a long struggle carried on primarily by the *Adivasis,* or Scheduled Tribes (an official term applied primarily to indigenous communities that fall outside the predominant Indian caste hierarchy). Indian independence brought relatively little socio-economic benefit to the people of the Jharkhand area, which led to widespread discontent with the Bihar administration, particularly among the tribal peoples. The tribal groups initiated a call for independence from Bihar, and in the 1980s they became tuff in their demand. In the 1990s, the separation movement spread to non-tribal communities, ultimately precipitating the creation of a new state. Jharkhand

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state in eastern India become the southern part of Bihar on 15th November 2000. It has an area of 79,710 km^2 (30,778 sq.mi.). The city of Ranchi is its capital while the industrial city of Jamshedpur is the most populous city of the state. *Jharkhand* is located between 83˚-22' - 87˚-57' *Latitude* and 21˚-58' - 25˚-18' *Longitude*. The Tropic of Cancer at 23½˚north passes through Ranchi district at a place called ORMANJHI. The *State* is situated at an average height of 1000 ft.

Status of Higher Education in Jharkhand

The state government has laid special emphasis on the development of higher education in the state. Many new schemes and programmes have been started since the inception of statehood to Jharkhand in the year 2000. The recent achievements in the field of higher education in Jharkhand are undoubtedly very encouraging. The age-old problems and challenges in the field of higher education in the state, such as low gross enrollment ratio, very low number of higher educational institutions as compared to the national level, lack of educational institutions that provide specialized education, urban and rural inequalities, availability of higher educational institutions, Development of infrastructure, capacity development of available institutions, modification of old courses, lack of employable education, improvement in sex ratio, negligible work in the field of research and development, shortage of teachers and non-teaching staff, quality education, etc. are being taken care of and improvement is visible through an initiative taken by the government. In order to boost higher education in Jharkhand, the state government has taken meaningful initiatives to establish new universities/colleges at the government level and through private and public participation. Initiatives have been taken by the state government to overcome hurdles and enable the state to achieve the national standard in the field of higher education. At present, the Gross Enrollment Ratio of the state is 19.1% while the national Gross Enrollment ratio is 26.3%. Presently, there are 33 Universities/Institutes, 308 colleges (Affiliated & Constituent), and 91 standalone institutions in the state of Jharkhand. The Table-1gives brief statistics of the number and types of higher education institutions in Jharkhand

Table-1: Types of HEIs in Jharkhand

Sl.	Type of Institutions	Nos.
1.	State Public University	10
2.	State Private University	15
3.	Deemed University	01
4.	Central University	01
5.	Institutes of National Importance	06
6.	Colleges	308
7.	Standalone Institutions*	91

* Institution registered and responding to AISHE 2019-20 Survey

The accreditation process of NAAC has been designed to enable Higher Education Institutions (HEIs) to evaluate their strengths and weaknesses and consequently recognize areas of improvement. The process also facilitates stakeholders to identify their latent potentials. In Jharkhand, out of 33 State /Central/ Private/ Deemed/ Autonomous Universities only 6 Universities have gone in for NAAC accreditation as on December 2019. In Jharkhand, there are total of 308 Colleges, out of which only 96 have gone in for NAAC accreditation which implies that only 31.16% of the total colleges in Jharkhand have valid accreditation.

NAAC Assessment and Accreditation Process of HEIs in Jharkhand State: Vision 2020

Revised Accreditation Framework (RAF) (Since July 2017)

NAAC has revised its instrument of accreditation format since July 2017

DISTRICT MAP OF JHARKHAND
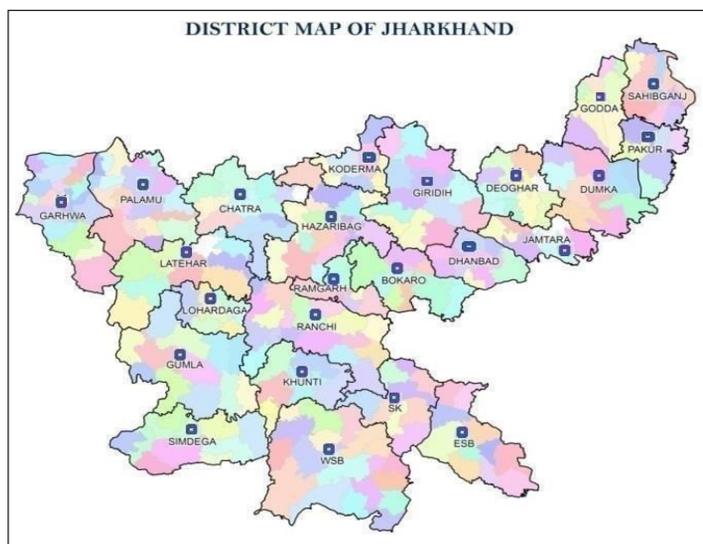
which is used to assess and grade institutions of higher education through a three-step process and make the outcome as objective as possible. Though the methodology and the broad framework of the instrument are similar, there is a slight difference in the focus of the instrument depending on the unit of Accreditation, i.e., Affiliated / Constituent colleges offering undergraduate and postgraduate courses Autonomous colleges / Universities / Health Science / Teacher / Physical Education institutions and so on (Table-2).

Ranges of Institutional CGPA (RAF- July 2017)

Ranges of Institutional (CGPA)	Grade	Status
3.51 - 4.00	A++	Accredited
3.26 - 3.50	A+	Accredited
3.01 - 3.25	A	Accredited
2.76 - 3.00	B++	Accredited
2.51 - 2.75	B+	Accredited
2.01 - 2.50	B	Accredited
1.51 - 2.00	C	Accredited
<= 1.50	D	Not accredited

The Accreditation Status

The overall accreditation status in the country, as regards number of universities, in the first, second, third and the fourth Cycles as on 04.05.2020 is presented in Table 3 and Table 4. This shows the number of accreditations in the last 20 years reckoning from the institutions have gone up to fourth cycle. The Table data reveals that the number of HEIs that have accredited in the first cycle are around 60+ percentages. For universities it is 59.76% and for the Colleges it is 63.79%. There is considerable reduction in the subsequent cycles, for the fourth cycle it is negligible, 0.5% and 0.34% for universities and colleges respectively.

Status of Accredited Institutions as per RAF :(As on 4/5/2020)

The state of Jharkhand is presenting a vast diversity and complexity of higher education system in terms of antiquity and different types of accredited institutions defined by source of funding and the nature of management. The system draws its strength from the large young cohort as well as the aspirations for greater economic and social mobility associated with higher education. The higher education profile

Table-3: Accreditation Status as on 04/05/2020

	I Cycle & %age	II Cycle & %age	III Cycle & %age	IV Cycle & %age	Number of Accreditations
Universities	364 (59.76)	166 (27.26)	76 (12.48)	03 (0.5)	609 (100)
Colleges	8166 (63.79)	3635 (27.62)	1056 (8.25)	44 (0.34)	12901 (100)
Total	8530	3801	1132	47	13510

Table-4: University-wise Number of Colleges Accredited with Grades in Jharkhand

University	Grades					Total & %age
	A	B++	B+	B	C	
Binod Bihari Mahto Koyalanchal	0	0	1	13	3	17 (18.48)
Kolhan	0	02	2	8	4	16 (17.39)
Nilamber Pitamber	0	0	1	5	3	9 (9.78)
Ranchi	0	2	3	6	5	16 (17.39)
Sido Kanhu	0	0	2	10	2	14 (15.22)
Vinoba Bhave	0	2	3	10	5	20 (21.74)
Total with %age	00	6 (6.52)	12 (13.05)	52 (56.52)	22 (23.92)	92 (100)

reflects that along with quantitative expansion, the thrust should be on qualitative aspects.

List of Accredited Universities and Colleges as per RAF

The list of universities, with their accreditation grades as per RAF. Out of 33 Universities/Institutes only 03 universities have been accredited in Jharkhand as per Revised Accreditation Format (RAF) that was introduced during July 2017 (Table-5). It includes two state universities and one private university. This study has considered the analysis these 03 universities. Among the remaining universities, most of they are established around 2016 and later. It includes both state and private universities. The remaining universities such as private and deemed etc. have not applied for re-accreditation and some of the state government universities are also under the due period, and some of the universities have not applied for Assessment and Accreditation process.

Table 5 Total Valid Accredited Universities as on 4/5/2020

S. No.	Name of the University	The date on which Accredited and Validity	Grade
1	Sido Kanhu Murmu University, Dumka	2.11.2018 & 1.11.2023	C
2	Central University of Jharkhand	15.07.2019 & 14.07.2024	B
	Private University		
3	Jharkhand Rai University, Ranchi	26/09/2018 & 25.09.2023	C

The Table-5 shows, Sido Kanhu Murmu State University was accredited in 2018 and was awarded C grade. The Central University of Jharkhand has obtained a B grade and another private university, and that is Jharkhand Rai University, Ranchi, is also accredited with a C grade. The Sido Kanhu and the Jharkhand Rai University accreditation is valid up to 2023 and in the case of Central University of Jharkhand, it is up to 2024. It can be seen from the above data that the universities in Jharkhand need to improve their grades as two of the three are awarded C grades and the Central University of Jharkhand funded by the Centre has also obtained B grades. There is a need for improving their grades in the next cycle and in this regard, the IQACs have to take the initiative and due steps.

University-wise Number of Affiliated Accredited Colleges

There are a total of 308 HEIs with a status of affiliated, constituent and also including three institutes of national importance. Detailed district-wise and university-wise data of their 308 colleges have already been presented. It shows out of 308 affiliated/ constituent colleges in the state, 14 colleges are accredited in the Revised Accreditation Format. Table-6 also shows the number of colleges affiliated with each University.

Table 6: University –wise Affiliated Accredited Colleges in RAF

S. No.	Name of the University	Grade
1.	Kolhan University,	7
2.	Nilamberi Pitamberi University,	3
3.	Ranchi University, Ranchi	3
4.	Vinoba Bhave University, Haziabad	1
	Total	14

The Table 6 shows Kolhan University has 7 (50%) of the 14 colleges accredited. Nilamberi Pitamberi University and Ranchi University have each 3(21.43%) colleges accredited. The Vinoba Bhave University has only one college in the list of accredited colleges.

Grade-wise Number of Affiliated Colleges Under CGPA

The Table 7 shows the Grade-wise classifications of affiliated colleges as on 2017 under each of the four universities. Kolhan University with 7 colleges has 1 College with B+ grade and remaining 6 Colleges have all obtained B grades. Remaining three colleges have no colleges with A grades Nilamber Pitamber University has 2 B grades and 1 C grade. The Table also shows 2 colleges with D grades.

Table 7: Grade-wise Number of Affiliated Colleges Under CGPA

University	Grades				Total
	B+	B	C	D	
Kolhan University	1	2	2	2	7
Nilamber Pitamber University	0	2	1	0	3
Ranchi University	0	0	3	0	3
Vinoba Bhave University	0	0	1	0	1
Total	1	4	7	2	14

Table 8: Grade-wise Data on Accredited Universities and Colleges

Grade	University	No. of Colleges	Total
B+	0	1	1
B	1	4	5
C	2	7	9
D	0	2	2
Total	3	14	17

The Table 8 gives the details grade-wise distributions of an accredited institution of Jharkhand in Revised Accreditation Framework since July 2017. Totally 17 HEIs have been accredited so far up to July 2017 as shown in the Table. It is evident that 01 institutions have obtained B+ grade i.e 01 college, 01 University, and 4 colleges have obtained B grades and 2 universities and 7 colleges totaling 9 institutions have obtained C grades and 2 colleges have been awarded D grade.

Grade-wise Distribution by Classification of Colleges: The three classifications of 14 colleges accredited and graded by applying the Revised Accreditation Framework. The three groups of colleges are;

i. Government, Grand in-aid, and self-financed colleges.

ii. Rural, Urban and Semi-Urban Colleges

iii. Women and Co-education colleges

Government and Grant –Aid and Self-Financed Colleges

The table 9 gives the grade wise Distribution of Government, Grant in-aid and Self-financed Colleges of the state. It reveals that 9 (64.29%) are Government and Grant-in-aid and 5 (35.71%) are Self-financed colleges.

Table-9 : Grade-wise Distribution of Govt, Grant-in-aid and Self-financed Colleges

Grade	Govt. and Grant in Aid		Self-Financed		Total	
	Nos.	%age	Nos.	% age	Nos.	%age
B+	1	11.11	0	0	1	7.14
B	1	11.11	3	60.00	4	28.57
C	5	55.56	2	40.00	7	50.00
D	2	22.22	0	0	2	14.29
Total	9	100	5	100	14	100

Rural, Urban, and Tribal Colleges

The next class is Rural, Urban, and tribal colleges. The Table 10 shows the grade-wise distribution of Rural, Urban and Semi-Urban colleges in Jharkhand that has been accredited.

Table-10 : Grades of Rural, Urban, and Tribal Colleges

Grade	Rural	Urban	Tribal	Total
B+	0	1	0	1
B	2	1	1	4
C	3	3	1	7
D	1	1	0	2
Total	6	6	2	14

It is found from the Table 10 that only one college under study has obtained B+ grade from urban area. Among the 4 colleges which have obtained B grade, 2 are from Rural and 1 each are from Urban and Tribal Area. It is found that 7 colleges have secured C grade and of which 3 each are from Rural and Urban areas and 1 is from a Tribal area. Two colleges one from Rural and one from the urban area have got the D grade.

Women and Co-education Colleges

The next category is Women and co-education colleges. The table-11 represents Grade-wise

Table 11: Distribution of Women and Co-education Colleges

Grade	Women	Co-education	Total
B+	0	1	1
B	0	4	4
C	0	7	7
D	1	1	2
Total	1	13	14

The Table 11 shows that only one Women college in the list is found to have obtained D grade. Of the remaining 13 colleges, which are all coeducation colleges, 1 College has obtained B+, 4 colleges with B grade and 7 Colleges are accredited with C grade and only one college under coeducation is of D Grade.

The distribution of Women and Co-education colleges in Jharkhand is quite obvious as there is a smaller number of exclusive women's colleges.

Accredited Colleges in RAF: An Analysis

There are total of 308 colleges in the State of Jharkhand. However, out of a total number of colleges only 14 (4.35%) colleges have been gone for accreditation in the state as of 4/5/2020. Some of the accredited colleges under due period and many Government, Grant- in- aid and self-financed non- grant undergraduate colleges have so far not applied for assessment and accreditation process of NAAC. The analysis of these colleges has been carried out on the basis of their location, source of funding, types of institutions, level of programmes offered and type of programmes being offered, and by gender category.

Conclusion

The report has broadly viewed the overall accreditation process in India as exercised by the NAAC. In order to assess the relevance and outcome of such an exercise State case studies are undertaken to further improve the entire assessment process by identifying the gaps through the different evaluation parameters revised time and also through the SWOC (Strength Weakness, Opportunities and Challenges) analysis.

In the last 25 years, NAAC has accredited 609 Universities and 12801 colleges in different cycles. It is also shown that 1905 higher educational institutions have obtained A grade, B Grades by 5625 and 1000 have C grades. This is not a fairer view of the quality status as the number of institutions with lower grades is much higher than the A grades. So it is for the universities and colleges to do introspection and would look forward to better grading in this next and subsequent cycles. The setting up of new universities by the Governments – both state and central and also by private entrepreneurs is on the rise since the outcome of the National Knowledge Commission is to enhance the percentage of students pursuing university education which was then estimated to be around 10-12% of young education aspirants' population in the country. The number of colleges has also grown in number as a result and thus the load on NAAC for accreditation has naturally increased. It is also envisaged that the educational institutions need some gravitation time to go for accreditation as they require building the necessary infrastructure and also attracting the students. During these 25 years, it can be presumed that the NAAC has done a very admirable job and has also created awareness about the "quality" in education among the higher educational institutions and also some improved situation is visible clearly now.

This study is done for the Jharkhand State exclusively. According to the new system of grading three Universities, comprising one (1) State University one (1) Central University, and one (1) Private University. The grades are B for Central University and each of the State and Private Universities has obtained C grades.

There are 14 Colleges under four universities that are accredited and all of them are from state-affiliated colleges. Out of them one (1) college has obtained B+ grade, four (4) colleges with B grades, seven (7) colleges with C grades and two (2) have obtained D grades means not accredited. Most of the colleges have completed the first cycle of accreditation Analysis of colleges

Higher education in India and in Jharkhand are coming from different social, economic, educational, and even religious strata and backgrounds. Jharkhand has a specific tribal population and dealing with such a diverse student population for HEIs is a challenge and the NAAC would devise a mechanism in this regard and interpolate the same in the SSR sent by the respective universities and colleges seeking accreditation.

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Revisiting the Notion of Quality Education through the Lens of the Indian Knowledge System in Teacher Education

Anjali Shokeen*

The Indian knowledge system has a long and rich tradition that dates back several thousand years. It encompasses various domains of knowledge, including philosophy, ethics, spirituality, and social sciences. However, the education system in India has been heavily influenced by colonialism and Western models of education, which have often ignored the local context and cultural diversity. This has resulted in a narrow and standardized approach to education that does not always meet the needs of the learners or society. In recent years, there has been a growing recognition of the importance of integrating the Indian knowledge system into education, particularly in teacher education. The Indian knowledge system offers a holistic and culturally responsive approach to education that honours and celebrates diverse ways of knowing and learning. Integrating the Indian knowledge system into teacher education can provide a more inclusive and equitable approach to education that is grounded in the local context.

The COVID-19 pandemic has highlighted the need for education systems to be resilient and adaptable to changing circumstances. The Indian knowledge system, with its emphasis on flexibility, adaptability, and problem-solving skills, can provide valuable insights into how education can be reimagined to meet the needs of learners in a rapidly changing world. Revisiting the notion of Quality education in Teacher education can also have implications for promoting sustainable development as the Indian knowledge system has a strong ecological ethos and a deep respect for nature, which can provide valuable insights into how education can be aligned with sustainable development goals. The integration of the Indian knowledge system in Teacher education can provide a more holistic, inclusive, and culturally responsive approach to education that is grounded in the local context. It requires a shift away from standardized models of education towards a more diverse and adaptable approach that honours and celebrates the rich and diverse traditions of knowledge that exist in India.

Concept of Indian Knowledge System

Indian knowledge system refers to the diverse and rich knowledge systems that have originated in India and have been developed over several millennia. This includes a wide range of knowledge domains such as traditional medicine (Ayurveda), philosophy, mathematics, astronomy, agriculture, ecology, and linguistics, among others. The Indian knowledge system is deeply rooted in India's cultural and spiritual heritage and is often based on empirical and experiential knowledge. It encompasses diverse perspectives, worldviews, and epistemologies, and has evolved through a process of continuous interaction between different communities, cultures, and knowledge systems. It is an important component of India's cultural and intellectual heritage and has significant relevance and potential in addressing contemporary global challenges. It is characterized by its holistic approach to understanding the world, which integrates different domains of knowledge, such as science, art, spirituality, and ethics. It is often transmitted through oral traditions, storytelling, and experiential learning, and is deeply embedded in local contexts, cultures, and languages. Indian knowledge system emphasizes the interconnectedness and interdependence of all living beings and recognizes the importance of harmony and balance in human-nature relationships. Moreover, this system has evolved through a process of cross-cultural exchange and interaction, incorporating diverse influences from neighbouring and distant regions, such as Central Asia, Persia, Greece, and China. It has also undergone significant transformations and adaptations over time, responding to changing social, political, and ecological contexts. Today, the Indian knowledge system is undergoing a resurgence of interest and recognition, both within India and globally, as a source of innovative solutions to pressing global challenges, such as climate change, health, and sustainable development. Rao (2006) stated that by protecting and sustaining Indian Knowledge, one can ensure social development

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with successful Indian Knowledge initiatives. It is important to identify the ways in which the existing Intellectual Property Systems can be modified and improved to better protect and sustain Indian Knowledge.

Indian Knowledge System and National Education Policy—2020

The National Education Policy—2020 in India emphasizes the need for a holistic, interdisciplinary, and learner-centric approach to education that promotes critical thinking, creativity, and innovation. The NEP recognizes the importance of integrating the Indian knowledge system into education and encourages the development of curricula that incorporate the best practices from both Indian and Western systems of education. The NEP also emphasizes the need for teacher education programs to be reimagined to meet the changing needs of learners and society. It recognizes the need for Teacher Education programs to be more flexible, adaptable, and responsive to the local context. In this context, the integration of the Indian knowledge system in Teacher education can provide a valuable framework for developing a more holistic and culturally responsive approach to teacher education that aligns with the goals of the NEP–2020. The Policy also highlights the importance of promoting sustainable development through education. The Indian knowledge system, with its strong ecological ethos and emphasis on sustainability, can provide valuable insights into how education can be aligned with sustainable development goals. The integration of the Indian knowledge system in teacher education can help promote a more environmentally conscious approach to education that is aligned with the goals of the NEP–2020.

The integration of the Indian knowledge system in Teacher education is also related to the Policy through its emphasis on technology-enabled learning. The NEP recognizes the importance of leveraging technology to enhance the quality and accessibility of education. The Indian knowledge system has a long tradition of incorporating technology in education, such as the use of Vedic mathematics and astronomy. By integrating the Indian knowledge system into Teacher Education, teacher educators can explore how technology can be used to enhance learning outcomes while also respecting the local context and cultural diversity. NEP–2020 also emphasizes the need for a flexible and adaptable education system that can meet the diverse needs of learners.

Indian Knowledge Systems for Sustainable Well-Being

India has a rich heritage of traditional knowledge systems that promote sustainable well-being. These systems have evolved over centuries and have been passed down through generations. They are deeply rooted in the country's culture, philosophy, and spirituality.

- Ayurveda is a holistic system of medicine that originated in India more than 5,000 years ago. It emphasizes the importance of maintaining a balance between mind, body, and spirit to achieve good health. Ayurveda uses natural remedies such as herbs, yoga, meditation, and diet to promote healing.

- *Yoga* is a physical, mental, and spiritual practice that originated in ancient India. It is widely recognized for its health benefits, including reducing stress and anxiety, improving flexibility, and promoting overall well-being.

- *Vaastu Shastra* is an ancient system of architecture that is based on the principles of energy and harmony. It aims to create a harmonious living space by optimizing the flow of positive energy.

- Gandhian Philosophy which is based on simplicity, self-reliance, and non-violence. His philosophy has inspired movements around the world and continues to be a powerful force for sustainable living.

- Traditional Ecological Knowledge is the knowledge that indigenous communities have developed over generations about their local ecosystems. This knowledge is essential for the sustainable management of natural resources and biodiversity conservation.

These traditional knowledge systems have a lot to offer in terms of promoting sustainable well-being. By incorporating these systems into our lives, we can improve our health and well-being while also protecting the environment and preserving our cultural heritage.

Importance of the Indian Knowledge System in Teacher Education

The Indian knowledge system has a long and rich history dating back thousands of years. It encompasses diverse fields of knowledge such as mathematics, science, astronomy, medicine, philosophy, and spirituality. The integration of the Indian knowledge system in Teacher education is important for several reasons:

- Indian Knowledge System promotes a more holistic and culturally responsive approach to education that celebrates diverse ways of knowing and learning. It recognizes that learners come from diverse cultural and social backgrounds and that their education should be contextualized to their local context.

- It can enhance the Quality and relevance of teacher education by incorporating best practices from both Indian and Western systems of education. It can provide teacher educators with a more diverse and adaptable approach to teacher education that meets the changing needs of learners and society.

- It can support the development of a more environmentally conscious approach to education that aligns with sustainable development goals. The Indian knowledge system has a strong ecological ethos and a deep respect for nature, which can provide valuable insights into how education can be aligned with sustainable development goals.

- It can support the development of technology-enabled learning solutions that are relevant and effective in the Indian context. It recognizes the importance of leveraging technology to enhance learning outcomes while also respecting the local context and cultural diversity.

- Indian knowledge system has developed a range of pedagogical practices and approaches that are learner-centric, participatory, and experiential. These practices emphasize the importance of the teacher-student relationship, the need to contextualize learning, and the use of storytelling and visualization to enhance learning. By integrating the Indian knowledge system into teacher education, teachers can learn how to use these practices to create a more engaging and effective learning environment.

- Indian knowledge system is deeply rooted in the country's rich cultural heritage. By integrating the Indian knowledge system into teacher education, teachers can learn how to preserve and promote this heritage while also enhancing the quality and relevance of education.

- Indian knowledge system has had a significant impact on the development of knowledge and education systems worldwide. By integrating the Indian knowledge system into teacher education, teachers can develop a more global perspective on education and learn how to incorporate diverse perspectives and knowledge systems into their teaching practices.

- It can also create new career opportunities for teachers. As the demand for a more holistic, culturally responsive, and environmentally conscious approach to education grows, teachers with knowledge and skills in the Indian knowledge system may be highly sought after.

Ways to Integrate the Indian Knowledge System into Teacher Education

- The first step is to develop a curriculum that incorporates the Indian knowledge system into teacher education. This curriculum should be developed in collaboration with experts and should be designed to meet the changing needs of learners and society.

- Teacher educators need to be trained in the Indian knowledge system and pedagogical practices. This can be done through workshops, seminars, and training programmes.

- The development of teaching resources such as textbooks, instructional materials, and digital resources that incorporate the Indian knowledge system is essential to support teacher education. These resources should be developed in collaboration with experts.

- Research and evaluation are essential to ensure the effectiveness of the integration of the Indian knowledge system in teacher education. Ongoing research and evaluation can help to identify best practices and areas for improvement.

- Collaboration and partnerships between universities, government agencies, and experts are essential to ensure the successful integration of the Indian knowledge system in

teacher education. These collaborations and partnerships can help to ensure the sustainability and effectiveness of the integration.

Conclusion

The integration of the Indian knowledge system in teacher education can promote a more holistic and culturally responsive approach to education, offer valuable insights into pedagogical practices and approaches, support the development of a more environmentally conscious approach to education, preserve cultural heritage, provide a global perspective on education, and create new career opportunities for teachers. To ensure successful integration, it is important to develop a curriculum that incorporates the Indian knowledge system, train teacher educators in the pedagogical practices, develop teaching resources that incorporate the Indian knowledge system, conduct research and evaluation to identify best practices and areas for improvement and foster collaboration and partnerships between universities, government agencies, and experts in the Indian knowledge system. Through this effort, we can create a more inclusive, relevant, and effective education system which is rich in cultural heritage and diversity of India.

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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.

Education in India with Special Reference to Gender

Vaishali Rajput*, Parul Lau Gaur** and Suresh Kumar Lau***

Formal and non-formal education in India, specifically for girls and women, has undergone drastic changes from the pre-Vedic period to the post-Vedic period up to the recent implementation of India's National Education Policy 2020. This paper seeks to present a historical view of education in India with special reference to women's education. During the pre-Vedic times and Vedic times, as per the pieces of evidence, women played an active part in religious thoughts and practices. Women, especially those of higher castes, played a significant role in religious ceremonies during the early Vedic period. The Upanishads mention about many women teachers. Women were not only in singing, dancing and fine arts but were in all fields. The earliest records of Mathematics are from the 7th Century A.D. during the reign of the Chola and Pandya kings in South India. Five Vidhyapithas were established by Sankaracharya for providing mass formal education. Down to the 18th century, nearly all religious centres had a Sanskrit Pathshala (school) attached to the temple. Subsequently, a Sanskrit college was established at Dhar, a city which is now located in the Malwa region of Western Madhya Pradesh State of India. Persians allowed local cultures to thrive and spread as in the University of Taxila, which was a renowned powerhouse of education for more than a thousand years. Taxila, the great education hub, was the place in India to get holistic education from experts much like Oxford and Harvard University today. The *Charaka Samhita* was translated into Persian and thereafter taken to the Western world.

By the 10th century A.D., as Alberuni reports, people of the Indian sub-continent were excellent philosophers, good mathematicians and astronomers. Under the Tughlaq Dynasty (1325-1413) a large number of Maktabs and Madrasas were built. From the 12th to 15th century A.D. Mithila was the most significant centre of learning. It came to be known as a centre of Hindu education around 1063 AD and continued as such till the end of Muslim rule in India. Women of all castes and communities practiced Mithila painting, also known as Madhubani painting. The College of Mithila was popular for *Tark Shastra* (Logic) and *Nyay Shastra* (Law Studies). Mithila enjoyed the patronage of numerous royal rulers up to the time of Akbar (1556-1605), the great Mughal emperor. Akbar wanted the learners to earn a living after completing their education. So, he introduced physical training, while Arabic, Persian and Urdu were studied as core languages in addition to their being mediums of instruction. The Mughal period closed with Aurangzeb (1659-1707) who tried to restrict the growth of Hindu educational institutions, culture and arts.

The mid-1700s to the beginning of the 1800s may be termed the pre-colonial period. During this period Hindus and Muslims imparted education in '*pathshala*' and '*madrassa*', respectively. The English schools became very popular from 1817 onwards in Madras (now Chennai), Calcutta (now Kolkata) and Bombay (now Mumbai). In fact, East India Company did not consider it their business or moral responsibility to look into the educational needs of the people of India. The earliest missionaries from the time of Vasco de Gama who landed in Calicut in South India were Portuguese, Dutch, Spanish, French and Danish. They opened schools as the medium through which to spread their religious messages.

Between 1814 and 1823, there was plenty of missionary activity. The Church Missionary Society and London Missionary Society covered the length and breadth of India with school teaching in Vernacular. In the Bombay (now Mumbai) Presidency, Poona Sanskrit College was started in 1821. When Lord Dalhousie became Governor-General of India in 1848, his Council and President of Council of Education took lead in promoting the education of girls when he opened a girls' school in 1849 in Calcutta (now Kolkata). The recommendation proposed in the 1882 Report for Girls' Education was implemented. Many enlightened rulers in the

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princely states gave a fillip to education, especially thought of promoting girls' education.

Bethune College of Calcutta (now Kolkata) set up on March 4, 1879, by Joan Bethune, was the only women's college under the British Empire that was outside Britain. It is the oldest women's college in Asia. Shreemati Nathibai Damodar Thackersey University (SNDTU), the first Women's University, was established in Poona (now Pune) Maharashtra. The first technical university for women in India, Indira Gandhi Delhi Technical University for Women (IGDTUW), Delhi was founded in 1998. It was named after the first woman Prime Minister of India, Mrs Indira Gandhi.

The early years of the 20th century saw a remarkable development when many women missionaries came to India and gave a boost to women's education. In 1932, Lady Irwin College for Home Science was started (presently a constituent college of the University of Delhi). This college was the first Home Science college in India. St. Thomas' School for Girls, which was founded in 1789 for the English-speaking society of Calcutta (now Kolkata) was the first girls' school in pre-Independence India. The Church Missionary Society opened the first boarding school for girls in Tirunelevi, Tamil Nadu in 1821.

Jyotiba Phule and his wife Savitribai Phule started a school for underprivileged girls from the lower strata of society in 1848. Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar, Jyotiba Phule, Periyar E V Ramaswamy, and B R Ambedkar, were among other social workers, who made a significant contribution to propagating the education of women in India. At present, education in India is following futuristic courses favourable for all people of all genders viz. men, women and transgender, after the Education Ministry of the Government of India announced and implemented the National Education Policy 2020 (NEP-2020).

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Every Truth is Justified

B S Ajai Kumar, Chairman, Healthcare Global Enterprises Ltd., Bangalore delivered the Convocation Address at the 10th Convocation Ceremony of Sri Siddhartha Academy of Higher Education, Tumkur on October 30, 2021. He said, "This is a golden opportunity for every one of you. Yes, some of you might aspire to go abroad, some of you may choose to take up family work, but my Sincere advice to you is to look at the future, what you are good at and pursue that talent to fulfill your dream. Dream is the first step towards success, so dream big, as without dreaming you will not be able to achieve the desired results." Excerpts

I have known Siddhartha University since decades, and I fully subscribe to the towering vision of Honorable Parameswara G. who has built this great institution, making it a cherished landmark of our state. I am aware of the highest levels of education this university imparts to its students.

The India of today is like one huge country of several small countries from the most developed and the emerging states, to the developing and the deprived regions. Our great Indian middle class Or 550mn people is quickly moving up the value chain of life and work, and it equals the population of the United States or Europe. AU the same time, we have another 900mn population striving hard to climb up this ladder, and I am sure, this ascent will definitely happen in the coming decades. Post-independence till date, the world has always labeled India as a developing country. This label is a misnomer given the progress we have achieved and the awesome talent that India commands.

I was in the US for almost 28 years, having immigrated as early as in 1975. Over the years, I have witnessed the meteoric rise of many an Indian talent across different spheres. As you are aware, big conglomerates like Microsoft, Google, Master card, Adobe and until recently Pepsi, IBM and various other institutions including startups are run by Indian master minds. In the key sector of healthcare, achievements of Indian professionals have been spectacular.

A Harvard case study has stated that US patients treated by Indian doctors have longer life spans compared to the patients treated by local doctors. Undoubtedly, we have so many brilliant scientific minds doing research across various laboratories. Even in Hollywood, you will find scores of Indians contributing to the success of the movie business in various capacities.

We're a very intelligent nation and capable of achieving what the world deems impossible. I do not understand why we have not been able to create a sustainable eco-system to retain our brilliant minds within the country. This is an enigma to me. I take this opportunity to convey a key point: 1 feel we are at an inflection point. It is quite possible that we will record a spectacular growth. Which will have a Lilly effect similar to what China did in the 90s. China in 1994 way behind India but look at how things have changed today. China was is considered has one of the world's superpowers. However, now we have the opportunity to outshine China, given our existing talent and promising brilliant minds like you who possess a great blend of acumen and aspirations.

I earnestly ask you never to underestimate your abilities; you are capable of scaling greater heights provided you stay confident. Talking of my personal voyage as an entrepreneur and a practicing doctor, I developed a sustainable chain of cancer care across India despite the fact that several nay-sayers had written me off. Hence, it is important to have the confidence in yourselves and your vision to move forward.

Fear, insecurity, and lack of self-esteem are the main reasons which dissuade us from taking on a challenge. Unlike in the US, failure is not celebrated in India. I always reiterate in my talks. We should celebrate failures and learn from mistakes. That is how I built HCG and there is a great opportunity for you all to serve the nation through the achievements of your specialty. This is a golden opportunity for everyone of you. Yes, some of you might aspire to go abroad, some of you may choose to take up family work, but my Sincere advice to you is to look at the future, what you are good in and pursue that talent to fulfill your

dream. Dream is the first step towards success, so dream big, as without dreaming you will not be able to achieve the desired results.

As the great philosopher Bertrand Russell said, "There is nothing like being idle, sometimes being idle is a boon."

Post your education, spend some time reflecting on your future to chart a path in a sphere of your ability and affinity. My sincere advice is not to take any short cuts.

In my journey, I haven't taken any short cuts, and never took any diversion off the right path, and I am happy to have done that with single-minded devotion. I hope you will also pursue your dreams and rise above all odds. Never forget the good old virtues of honesty, integrity, and transparency. The end does not justify the means, it is the means which justify the end. In this journey, reflecting on who we are, what we can contribute to the society becomes extremely important. Doing the right thing is most important-I have a story to tell you.

Our own conscience is our keeper, as you are answerable to your conscience. People talk about God, supreme, almighty.

In my view, all of these may be true or not. If there is an almighty, he will reward you for all the good work you do, and if he does not exist, your conscience will reward you for having done a great job. But instead of getting into these intricate discussions, we should focus on our path forward, the right royal way where you find happiness. Truth is never one, there are multiple truths. You read the Mahabharatha or Ramayana, and they will vouch for this fact.

Every truth is justified. Why? Because it is like Nine blind people feeling an elephant, and each one is right in what he feels. That is the beauty of our Indian philosophy and as we move forward, we must think on those lines. Great scholars like Mahaveer and Buddha preached so many things including Ahimsa 2000 years ago, these are phenomenal pearls of wisdom, and we must simplify all of those and follow them in day-to-day life. I always believe in Simplicity

in complexity, Not Complexity in Simplicity. Think simple, common sense is wonderfully common, use it a lot and most importantly, always remember we can never be experts in everything, even in our own specialties.

As you grow older, increase your hunger for knowledge. In my 40 plus years in oncology, I clearly state that I am not an expert in this area, as the treatment is changing every 75 days; I learn every day and yet feel how little I know. The greatness of a human being is to know how little one knows as we move forward. This is how we can contribute to the society, understand issues better, and come up with viable solutions.

There is a great disparity in our country, between rich and the poor. We owe it to the society to address this disparity. Look at the way Women are treated; no nation will prosper unless women are treated with respect. Recent reports suggest that child hunger is a huge problem in India when compared to Pakistan, Bangladesh, and other countries, how are we going to address and bridge this gap?

As John Kennedy said, "Ask not what the nation can do for you, ask what you can do for the nation." I would like to end my speech with a heartfelt plea: As you grow, it is okay to be somewhat selfish. Thinking about your prosperity, your well-being is of prime importance, but also spare some thought about what you can contribute to the nation, what you can do to address the challenges before the nation. As great Vivekananda said, 100 people might be enough to change this country; we do not require huge masses, we only require a group of committed people with dedication, passion to bring about a lasting change.

I hope as graduates of this university, you will keep these thoughts in mind and periodically reflect on them, to see how you can become an integral part of a mega revolution that India needs to rise above all odds to translate its great potential into great performance, thereby becoming a superpower in the near future.

Thank You.

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CAMPUS NEWS

International Conference on Women and Careers in STEM

The One-day International Conference on 'Women and Careers in STEM: Representations, Opportunities and Challenges was jointly organized by the Amity School of Applied Sciences and Amity School of Languages, Rajasthan, recently. The event was an interdisciplinary initiative to bring together various scientists, social scientists, and literature enthusiasts to a common platform and it provided the opportunity to women in STEM careers who face challenges or have benefitted from diverse opportunities by establishing the relationship between themselves and STEM.

Prof. Jagdish Prasad, General Chair of the event delivered the welcome address. Prof. Prasad highlighted the history of women in STEM careers. Second General Chair, Prof. Dipa Chakrabarti, spoke about the conference and established the pertinence of the conference in the contemporary scenario. The event was also addressed by the Chief Advisor of the conference, Prof. S L Kothari who spoke about pursuing positive role models in STEM careers.

Prof. Amit Jain, Vice Chancellor, Amity University Rajasthan emphasized the significance of the topic in the present times. The Chief Guest, Dr. Rouhi Dahiya, Vice President, Amol Pharmaceuticals highlighted her personal journey in the field of agriculture and emphasized upon her experience in India as a person of Iranian origin. She suggested that the problem that we are trying to analyze here today is not just a statistical issue. The root cause of why there are fewer women in STEM fields is more sociological, communal, and political. As a child begins to grow, what makes her interested in objects or people around her is essentially the community. In absence of a community that encourages scientific inquiry in a girl child, it is natural that girls will ultimately be driven away from STEM disciplines in their early years. Biases among teachers and gender stereotyping are the culprits that systematically push girl children away from their natural interest in the science of things around them. It may not be possible to shield every girl away from potential threats to scientific careers, but we can positively enhance their interest by supporting them with role models to strengthen their role in the innovational ecosystem.

Dr. Archana Lakhani, Guest of Honour and Invited Speaker spoke about various solutions that can be provided to make STEM careers an attractive field for women. She emphasized that the conference will be fruitful in contributing to the cause of gender disparity in the field of STEM, chiefly by arriving at some concrete suggestions and changes that can inspire more women to pursue STEM, occupy top leadership positions and come up with STEM entrepreneurial ventures. She asserted that women in STEM should contribute to this cause and make our girl students more resilient to such challenges and rise above them to become astrophysicists, aeronautical or automobile engineers, biotechnologists, and mathematicians.

Ms. Manasi Pandey, Guest of Honour from USA spoke about the relevance of women in the field of Artificial Intelligence and Software Engineering. She said that it is well understood that one of the reasons why girls are in minority in STEM classrooms is a lack of information, knowledge and counseling when it comes to choosing a career. Also, she said that we would look at various solutions to the problems- whether psychological, social, or political. The conference also endeavored to introduce our audience to various opportunities- in terms of both guidance and practical benefits that are present for women inclined towards STEM disciplines. The session ended with the release of the e-souvenir of the event.

There were five speakers during the panel discussion on 'Women in STEM and International Experience'. The panel discussion went a long way in inspiring the audience and the speakers answered various questions about their professional experiences, especially in the international scenario. The speakers shed light on their sources of inspiration, and their professional roles and advised the young audience about pursuing STEM

careers. The panel discussion went a long way to explain that gender-related issues in STEM disciplines are inspired by myriad perspectives such as psychological approaches, postcolonialism, feminism, historical approach, film studies, media studies, pedagogical concerns, inclusive teaching and learning, health studies, governmental policies, diaspora studies, multicultural communities, and management concerns.

The panel discussion was followed by a workshop for school children on 'Inspiring Young Minds for STEM Careers' conducted by Dr. Neha Tiwari, NIIT University, Neemrana. Through her interactive delivery, she inspired the girl students from Dhruv Public School and motivated them to pursue STEM careers. The conference was designed to offer the best possible opportunities to inspire women for pursuing STEM careers. All changes begin from the grassroots and therefore, the workshop with school children was included in the conference to begin the endeavor of inspiring girl students to incline them towards STEM careers right before they choose to embark upon their career trajectory.

During the parallel sessions, papers were presented by the students of sciences and humanities. The presentations ranged from topics like 'From Motion Pictures to Cinema: A Chronicle with Special Reference to French Cinematographers', Comparison of the Portrayal of Male and Female Scientists in Big Bang Theory', 'On Screen Women in STEM: Inspiring or Dispiriting', Rural Women in STEM: A Changing Scenario, and The Gender Pay Gap and Mental Health of Women in STEM, etc. The event also witnessed a poster and painting exhibition and competition.

The event concluded with the valedictory session during which awards were given to prize-winning students in the poster competition, painting competition, and paper presentation. The conference was an endeavor to bring together common platform academicians and industry leaders in STEM fields to ultimately influence policymaking in the field of STEM education and subsequently careers. It was indeed a successful effort to study and analyze the gender gaps that exist in the STEM disciplines in terms of education, training, pay, investment and leadership.

National Seminar on Techno-pedagogical Skill

A two-day National Seminar on 'Techno-pedagogical Skills: A Need for New Era' is being organized by the Faculty of Education, Ewing Christian P.G. College, Prayagraj, Allahabad, Uttar Pradesh during April 27-28, 2023. The event is sponsored by the Indian Council of Social Science Research, New Delhi.

We have stepped into a new era of technology where our life is surrounded by technology. Everything is now based on technology. In our school and society, teaching and learning methods have changed. Now society demands more technology and innovation-based teaching and learning. The traditional methods of teaching are of no use when they cannot develop the child as per the requirement of society. Techno pedagogy underlies a reflection or opportune relation between pedagogy and technology. Covid-19 has taught us the importance of technology and its use. The term refers to teaching practices that take into account both pedagogical (teaching & learning methods, motivation, the development of student's skills) and technological aspects (using computers, the internet, interactive whiteboards, etc.). This seminar will likely uplift the knowledge of teachers as well as the students for the use of techno-pedagogical skills in their day-to-day teaching with this technological perspective the technological resources targeted and used by teachers are very helpful in supporting active teaching methods. The common goal of those innovations is to improve the quality of the students learning & teaching. The theme of the seminar concerning with the current trends in the education sector which requires proper knowledge and presentation of content in an impressive manner. The Subthemes of the event are:

- Digital Pedagogy: Concept, Scope and Policy Perspective.
- Digital Learning Experience.
- Empower Learners Using Assessment.
- SWAYAM.
- MOOC (Massive Open Online Courses).
- Online Teaching Platforms.
- Blended Learning.
- Technology Integrated Models in Pedagogy.
- Innovative Methods in Various Pedagogies.

- National Education Policy.
- Digital India: Digital Education.
- Other Related Topics.

For further details, contact Convener, Dr. Vidyapati, Dean, Faculty of Education, Ewing Christian College, Gaughat-Prayagraj-211003, Mobile Numbers: + 91-9451056163/+91-9839053316 / + 91-9935960852, E-mail:*eccb.ed.seminar2022@gmail.com.* For updates, log on to: *https://ecc.ac.in*

Summer Student Research Internship Programme

The Summer Student Research Internship Programme for undergraduate and postgraduate students to explore their area of study from the research perspective is being organized by Ganpat University during May 01-July 31, 2023. The scheme will be open to students studying at Ganpat University or elsewhere and are interested in hands-on mentored research experience during the summer months. The Programme will also provide competitive funding that supports UG / PG research to work on cutting-edge multidisciplinary research projects. Research work may involve field work or laboratory research. Internships are offered for research projects working under the guidance of a faculty adviser on campus, external subject experts, or with non-profit organizations off-campus. This will also help students to consolidate their insights and understanding of the concepts gained from classroom learning. Students will be exposed to different types of research projects that are being pursued by the faculty members at Ganpat University. A brief proposal of the summer project is jointly developed by the student and faculty adviser. The projects will be evaluated by an expert committee. Part of the criteria for selection involves a brief written proposal for a summer project of academic merit as well as a faculty mentor who endorses the proposal.

Areas of Research

- Engineering and Technology.
- Pharmaceutical Sciences.
- Pure Sciences.
- Computer Applications.
- Agricultural Sciences.

- Management Studies.
- Social Sciences and Humanities.
- Renewable Energy.
- Nanotechnology.
- Environment and Sustainability.
- Microgrid Technology.
- Electric Vehicles.
- Additive Manufacturing.
- 5G Technology.

Selected candidates will be provided stipend during the internship programme.

Internship Period: May 01, 2023 to July 31, 2023

Stipend: Rs. 2500/- per week (Rs. 10000/- a month)/*per project

- No. of Internships available upto 50

Other Benefits

- Full-Time residential programme with free food and accommodation.
- Opportunity to avail competitive research funding.

For further details, contact Coordinator, Ganpat University, Ganpat Vidyanagar, Mehsana-Gozaria Highway, PO - 384012,North Gujarat, E-mail: *info@ganpatuniversity.ac.in* Toll Free No : 1800 233 12345, For Admission : +918100616161. For updates, log on to: *https://www.ganpatuniversity.ac.in.*

IDEA Conference on Emerging New World of Open and Distance Education Making Transformation Happen

A three-day Silver Jubilee IDEA Conference on 'Emerging New World of Open and Distance Education Making Transformation Happen' is being organized by the Indian Distance Education Association (IDEA) in association with the School of Distance Learning and Continuing Education (SDLCE), Kakatiya University, Warangal during June 30- July 02, 2023.

Higher Education in India needs to respond to not only the changing attitudinal and behavioural patterns of learners but also the technological changes affecting the whole gamut of the society. We need new imaginaries to reinvent and new

sense of possibilities and a new set of alternatives to create feasible institutions, so that we can develop new methods, new procedures, and build new models to facilitate more learner-friendly environment in the institutions and at the same time achieve the desirable institutional goals. ODL is a key vehicle to address access to education at all levels. It also addresses the issues relating to quality in curriculum and context, educational resources that match changing behavioural and technological requirements and the flexibility that allows a combination of work and learning. ODL can drive economic emancipation in a way that the traditional system of education has not demonstrated. Further, National Apex bodies also need to address the perceptual challenges of ODL to deconstruct the perception that ODL is inferior. It still remains a perpetual challenge that India is facing.

In the age of technological disruption, learners can be prepared for the future by creating new learning spaces through digital learning as one of the critical paths to move forward as the NEP also propounds. Since learners had many options to learn and seek needed information via various social platforms, Institutions need to plan their media and ICT provisions to reach the learners where they actually engage themselves. Further, in the context of institutions dealing with the challenge of digital transformation over the recent years, it is expected that more personalised approach to learning will 'bound to emerge in the coming years'. Since the purpose is to reach the unreached sections, digital options will speed up the process and make education work for all the people. In the whole process however 'raising' the level of state support to public institutions is the critical need of the hour and public ODL Institutions should get required financial and other kinds of assistance so that ODL institutions will be able to compliment and supplement the conventional education system to respond to the emerging behavioural and technological challenges. The Subthemes of the event are:

- Changing Learning Environment - Learner options and Perceptions: Reinventing the concept -"Open to people, Open to Places, Open to Methods, Open to Ideas and Institutional Openness"- Present status of the concept.

- Transforming and Empowering Higher Education through Open and Distance Education - Efficacy of Processes and paradigms Re-examing New Developments including MOOC/ Open Badges (OBs) , Mobile Devices (MDs), social Media strategy Frame work (SMSF) Learning Analytics (LA), Integrated Talent Management Systems (ITMS) etc., Impact of these innovations.

- Role of UGC and other Apex bodies in strengthening the ODL Systems including duel role Universities Implication of NEP -2020 on ODL and Need for a National Policy on ODL- Are we serious about what we have proposed in the introductory part of NEP Document what is to be done?

- Theorizing the 'Indian Context' of ODL - The debate of What- Why and How?

- Digitization of education and the proposal of creating a National Digital University- Where we are heading to?

- Innovations and Best Practices in ODL - Case studies and Real life projects: The Indian Experience.

Special Session on G20 Agenda on Education

The major Subthemes for discussion include:

- Ensuring Foundational Literacy and Numbering.

- The Role of Digital Technology in Education.

- Building capacities and lifelong learning for the future of work.

- Strengthening Research Collaboration.

For further details, contact Coordinator Dr. V. Jagan, Assistant Professor, School of Distance Learning and Continuing Education, Kakatiya University, Warangal -506009, Mobile : 09949032233, E-mail: *kuidea2023@gmail.com*. For updates, log on to*: www.sdlceku.co.in.*   ❑

AIU News

Faculty Development Programme

The Faculty Development Programme on 'Collaborative Research Practices' was organized by the Association of Indian Universities, New Delhi in collaboration with the Academy of Maritime Education and Training(AMET), Chennai on February 13, 2023. During Inaugural Session, the welcome address was delivered by Dr. Deepa Rajesh, Director, HRDC and AADC Nodal Officer. The Vice Chancellor, Col. Dr. G Thiruvasagam delivered the inaugural and presidential address. The Chief Guest address was delivered by Dr. Dhanamjaya Madiraju, Vice Chancellor, REVA University, Bengaluru. He appreciated the Association of Indian Universities, New Delhi for developing the Academic and Administrative Development Centre to perfectly balance the academics and administration in an institution. It's our pleasure to have such an eminent expert on this forum and the Overview of the FDP was delivered by Dr. N Duraimutharasan, Professor and Head, Department of CSE, AMET.

In continuation of the inaugural, technical session one started. Our guest speaker Dr. Debabrata Datta, Professor & Joint Director, Department of Information Technology, Heritage Institute of Technology, Kolkata. He has discussed Quantum Fourier Transformation with Quantum circuits and quantum algorithms for solving a system of linear equations. He mentioned the significance of Quantum gates and also elaborates on the various types of quantum algorithms. More than 270 participants attended the session and got benefited.

Dr. Debabrata Datta, Professor & Joint Director, Department of Information Technology, Heritage Institute of Technology, Kolkata delivered the keynote address on 'Perspectives of soft computing and quantum computing applications using ML in Healthcare Sectors'.

The guest speaker, Dr. Neelesh S Upadhye, Professor, Department of Mathematics, IIT, Chennai discussed on advanced statistical methods in Data science. He emphasized the role of Decision Trees in decision-making. He also elaborates how the technique can be used in decision trees to make our decision in a better way based on the available date. More than 250 participants are attended the session and got benefited. Dr. Upadhye delivered the keynote address on 'Decision Trees in decision making'.

Development of industry institution joint projects: Financial support from TNSCST Government of TN was the topic of a conversation with special guest speaker Dr. A. Ramanan, Scientific Officer, Tamil Nadu State Council for Science and Technology, Chennai. He provided information on the various programmes and initiatives of TNSCST. He described the prospects and student science and technology project plan in TNSCST as well as the difficulties we might face and how to overcome them. More than 250 people attended the workshop and benefited from it. Dr. A. Ramanan, Scientific Officer, Tamil Nadu State Council for Science and Technology, Chennai delivered keynote address on 'Development of industry institution collaborative projects'.

The development of the infrastructure for electric vehicle charging was the topic of our guest speaker, Mr. Sivaraman P, Program Manager - EV Charging Infrastructure at WRI India. He shared his knowledge on the topic of electric and hybrid cars. He explained the function, attributes, and components of EVs. He skillfully illustrated how the E-bus charges using a variety of graphics. He concluded by giving directives from the ministry of power. Almost 250 persons attended the session and profited from it. Mr. Sivaraman. P, Program Manager - EV Charging Infrastructure at WRI India delivered keynote address on 'Electric Vehicle charging infrastructure development'.

Dr. Sangeetha Mishra, Associate Professor, Thakur Institute of Engineering and Technology, Mumbai, Maharashtra was the guest speaker. She spoke about how to conduct collaborative research in a variety of fields and outlined the differences between applied research, experimental research, exploratory research, and grounded theory research.

She also discussed her knowledge of crisp sets and fuzzy logic. The session was attended by almost 260 people, all of whom profited. Dr. Mishradelivered her keynote address on 'Global Perspectives of Applied Research in Multidisciplinary Fields'.

Prof. Gokulakrishnan, Additional Director / Scientist E, STPI, MeITY, Govt of India was the special guest speaker. He spoke on planned STPI projects, IT-related challenges facing the STPI, and the global market for digital solutions. He also explained how taxes are collected by the government and how the IRCTC makes money. He described the gap between generations in the Technology sector. More than 250 people attended the workshop and benefited from it. Prof. Gokulakrishnandelivered Keynote Address on 'Globalization of IT Industries: Perspectives and Opportunities'.

Dr. C Bharatiraja, Professor, Department of EEE & Center for Electric Mobility, SRM University, Kattankulathur was the guest speaker. AGV and electric vehicle concepts are essential to the future road map of sustainability, which he elaborated on after introducing the basic idea of an electric vehicle. He also discussed the future of the smart city concept. In the context of the smart city concept, he also discussed the problem with our country's transportation system and how to fix it. He closed by discussing how to create an eco-friendly atmosphere using cutting-edge technology. The session was attended by more than 250 people, all of whom profited. Dr. Bharatiraja, delivered his keynote address on 'Future of Sustainability: Electric Vehicles and Material Resources'.

The Guest Speaker, Mr. K S Saminathan,Former Joint Director,Department of Industries and Commerce, Chennai discussed creating a BPR (Business Process Re-Engineering) model for a Manufacturing Industry. He also shared his knowledge about the challenging assignments in Business transformation through the creation of appropriate projects. More than 250 participants attended the session and got benefited.

During Valedictory Session, the welcome address was delivered by Dr. Deepa Rajesh, Director, HRDC and ADC Nodal Officer. The Valedictory Address was delivered by Dr. MJayaprakashvel, Registrar I/c. The Vote of Thanks was proposed by Dr. T Sasilatha, Dean, Academics and International Relations, AMET.

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Academic Journey of Teaching Learning Centre (2022-23) of SLBSN Sanskrit University Participant's Capacity Building

Amita Pandey Bhardwaj*

The Teaching Learning Centre (TLC) of Shri Lal Bahadur Shastri National Sanskrit University, New Delhi was established under the scheme of Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching, Ministry of Education, Govt. of India in the year 2017. The vision of the Centre is to develop skills and competencies of teachers and teacher educators associated with language education, especially Sanskrit for designing, developing, implementing and evaluating teaching-learning systems. The Centre has been identified in the list of 30 new centres (IInd phase) for conducting a one-month mandatory Faculty Induction Programme (FIP) for newly inducted higher education faculty and has also been notified as National Resource Centre (NRC) for developing & conducting online Annual Refresher Programme in Teaching (ARPIT-2018, 2019 & 2020 courses) through SWAYAM in the discipline Sanskrit by Department of Higher Education of Ministry of Education, GOI. In addition to this, the Centre has published two handbooks for teaching Sanskrit one at the upper primary level and the other at the secondary level. The Centre has successfully organised 58 programmes and 03 Faculty Induction Programmes (FIP) till Phase-VI (March 2023).

The Centre has also successfully completed its academic journey of Phase-VI (April 2022 – March 2023) through well-planned and well-organised 11 programmes viz. workshops, webinars, seminars & Faculty Development Programmes (FDPs) out of which 10 were at the national level and 01 was at the university level. All the programmes were conducted under the patroonship of the Vice Chancellor of the University Prof. Muralimanohar Pathak and were

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convened & coordinated by the Director of the Centre Prof. Amita Pandey Bhardwaj. The major areas taken up in Phase VI programmes comprised Pedagogical Skills, Digital Competencies, Research Skills, Indian Knowledge System & NEP-2020. The 1st programme was one-day workshop on Writing of Instructional Objectives for our university students dated 29th April 2022 having 130 participants; the 2nd programme was one week national FDP on Enhancing Research Based Skills from 9th to 13th May 2022 having 66 participants from 16 states & 02 UTs; the 3rd programme was national FDP of one week on Indian Philosophy & Psychology: In the context of NEP-2020 from 13th to 17th June 2022 having 79 participants from 18 states & 01 UT; the 4th programme was one week National FDP on Design & Develop: Assessment Tests from 04th to 08th July, 2022 having 43 participants from 14 states & 01 UT; the 5th programme was 03 days online national workshop on Enhancing Digital Skills and Competencies from 24th to 26th August, 2022 having 46 participants from 17 states & 02 UTs; the 6th programme was one week Online national FDP on Design, Develop & Standardize: Research Tools from 12th to 16th September, 2022 having 49 participants from 08 states & 01 UT; the 7th programme was 02 days national seminar on NEP-2020: Implementation Problems & Solutions from 18th to 19th October 2022 having 103 participants from 17 states & 02 UTs; the 8th programme was two weeks online national FDP on Enhancing Pedagogical Skills from 21st November, to 01st December 2022 having 35 participants from 12 states & 01 UT; the 9th programme was Online National Webinar on Indian Knowledge System & Science dated 20th December, 2022 having 164 participants from 19 states & 02 UTs; the 10th programme was one week online national FDP on Application of Online Assessment & Plagiarism Tools from 16th to 20th January 2023

having 65 participants from 15 states & 01 UT; the 11th programme was one week online national FDP on e-Resource Development from 13th to 17th February 2023 in which 59 participants participated from 12 states & 01 UT. The target group of these programmes included Higher Education faculty of all disciplines, Teacher Educators of both modern and traditional universities, language school teachers and research scholars. Thus, the capacity building of 839 participants across the country was ensured through the above-mentioned programmes in their concerned competency development area.

The implementation of all the FDPs was in workshop mode through distinctly designed demonstration-based technical sessions under the expert guidance of Resource Persons with day-wise combined Q&A and self-practice sessions along with inaugural, induction & valedictory sessions. In order to ensure the learning outcomes of the programme, day-wise choice-based assignments on the themes of the technical sessions were given to the participants which were also one of the important criteria for getting the certificate. In addition to this, an online assessment test based on the topics covered in the technical sessions was also administered to the participants for assessing their acquired knowledge & skills from the programme. The participants were given the opportunity to share their experiences about the programme in Sharing of Experience session which was conducted at the end of each programme. The most commonly shared experiences by the participants were the upgradation of their knowledge and skills, appreciation for the timely execution of the sessions as per programme schedule, good programme management, quality Resource Persons, TLC staff corporation, etc. and this was further facilitated by their submitted views according to three types of given feedback.

The Ist feedback has been related to the quality of the lecture delivered by the Resource Persons in four categories viz. Excellent, Very Good, Good & Satisfactory and the average percentage of all programmes found in respective categories were 76%, 20%, 04% and Nil. The IInd feedback was about the quality of the programme consisting of 10 points through Google form in five categories and the average percentage of all the programmes was found to be 74% Excellent, 21% Very Good, 04% in Good, 01% in Satisfactory and Nil in Unsatisfactory categories. The IIIrd feedback was also about the programme through Mentimeter app in which the participants have to submit their experience about the programme in one or two words. The results for all the programmes were displayed in the form of a word cloud marked Excellent in the centre of the image which further supported the average percentage in various categories of earlier feedback. This type of high-graded feedback from the participants was the indicator of the achievements of the intended objectives for the respective programme. At the end of the programme, participants were given graded e-certificates by assessing their performance on 4 criteria viz. attendance, online test, feedback & assignment along with e-Album.

In Phase-VII (April 2023 to March 2024) the Centre has proposed FDPs in the areas of Skill Development w.r.t. teaching, research, assessment & content development, NEP-2020; one-month Faculty Induction Programme (FIP) and Lecture Series on Indian Knowledge System (IKS) in context of NEP-2020. For more information about the upcoming programmes one can visit our website *https://www.slbsrsv.ac.in/teaching-learning-center*.

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THESES OF THE MONTH

SCIENCE & TECHNOLOGY
A List of doctoral theses accepted by Indian Universities
(Notifications received in AIU during the month of Feb-March, 2023)

BIOLOGICAL SCIENCES

Biotechnology

1. Ashish Kumar. **Comparative analysis of skeletal muscle transcriptome of diverse Indian goat breeds**. (Dr. Anita Yadav and Dr. Reena Arora), Department of Biotechnology, Kurukshetra University, Kurukshetra.

Microbiology

1. Mahla, Pritiben, Khandubhai. **Microbial degradation of distiliery spent wash containing melanoidins**. (Dr. Nikhilbhai Bhatt), Department of Microbiology, Gujarat Vidyapith, Ahmedabad.

ENGINEERING SCIENCES

Civil Engineering

1. Gadag, Pushpalatha R. **Study on strength and durability properties of high performance concrete incorporating nanosilica, ultrafine fly ash and metakaolin**. (Dr. Vaishali G Ghorpade), Department of Civil Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

Computer Science & Engineering

1. Brahmane, Anilkumar Vishwanath. **Rider chaotic biogeography optimization-driven deep stacked auto-encoder for big data classification using spark architecture**. (Dr. B Chaitanya Krishna), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

2. Chakraborty, Sayan. **Performance optimization techniques for image registration**. (Prof. Ratika Pradhan and Dr. Nilanjan Dey), Department of Computer Application, Sikkim Manipal University, Gangtok.

3. Challa, Prasad. **Energy efficient and delay aware data aggregation tree scheduling in machine-to-machine communications**. (Dr. B Eswara Reddy), Department of Computer Science & Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

4. Gangadhar, Nandyala Dhani. **Analytical and computational studies of finite buffered multiclass queueing networks**. (Prof. Govind R Kadambi), Department of Computer Science & Engineering, M S Ramaiah University of Applied Sciences, Bangalore.

5. Kalra, Vandana. **Analysis and design of an algorithmic model for generating domain specific vocabulary**. (Dr. Indu Kashyap and Dr. Harmeet Kaur), Department of Computer Science & Engineering, Manav Rachna International Institute of Research and Studies, Faridabad.

6. Kotkar, Vijay Arun. **Anomaly detection in video surveillance**. (Dr. V Sucharita), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

7. Pandharbale, Priya Bhaskar. **A novel clustering based Qos framework for web service recommendation**. (Dr. Sachi Nandan Mohanty and Dr. Alok Kumar Jagadev), Department of Computer Science & Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

8. Panigrahi, Satya Sobhan. **Test scenarios generation and optimization of object oriented models using meta-heuristic algorithms**. (Dr. Ajay Kumar Jena), Department of Computer Science & Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

9. Rao, P Venkateswara. **Effective topic modeling for stack overflow text data using machine learning techniques**. (Dr. A P Siva Kumar), Department of Computer Science & Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

10. Shah, Mitali Kishorbhai. **Classification approach for sentiment analysis in social media textual data stream**. (Dr. Satyen M Parikh), Department of Computer Application, Ganpat University, Mehsana.

Electrical & Electronics Engineering

1. Sreeranganyakulu, J. **Mitigation of SSR problem with facts devices and GCSC using PI and TS fuzzy controls**. (Dr. P Sujatha), Department of Electrical Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

2. Vali, Shaik Hussain. **Bond graph modelling and development of resonant DC-DC converters for solar

powered applications. (Dr. R Kiranmayi), Department of Electrical Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

Electronics & Communication Engineering

1. Badisa, Anil Babau. **A biofunctional, multiband, and switchable active metasurface integrated wearable textile antenna for WBAN applications**. (Dr. B T P Madhav), Department of Electronics & Communication Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

2. Gupta, Vishal. **Optimized convolutional neural network based multi learning approach for detection and classification of objects in coastal area**. (Dr. Monish Gupta), Department of Electronics & Communication Engineering, Kurukshetra University, Kurukshetra.

3. Hussain, Chesti Altaff. **Hybrid approach on content based image retrieval**. (Dr. D Venkata Rao and Dr. S Aruna Mastani), Department of Electronics and Communication Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

4. Jangra, Priyanka. **Design and development of an efficient smart healthcare system using Internet of Things (IoT)**. (Dr. Monish Gupta), Department of Electronics & Communication Engineering, Kurukshetra University, Kurukshetra.

Mechanical Engineering

1. Challa, Bandhavi. **Experimental and numerical analysis of α+β brass at elevated temperatures**. (Dr. Seeram Srinivasa Rao), Department of Mechanical Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

2. Chaudhari, Pradipkumar Sangrambhai. **Development and experimentation of rotary assisted hot abrasive jet machining process**. (Dr. Dhaval M Patel), Department of Mechanical Engineering, Ganpat University, Mehsana.

3. Somasekar Babu, P. **Experimental investigation for optimizing the compression ratio and injection parameters of VCR diesel engine using biodiesel blends**. (Dr. V Pandurangadu), Department of Mechanical Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

MATHEMATICAL SCIENCES

Mathematics

1. Babu Lal. **On some topological aspects of dynamical systems and chaotic dynamical systems**.

(Prof. Aseem Miglani), Department of Mathematics, Chaudhary Devi Lal University, Sirsa.

2. Padmavathi, Lekkala. **MHD heat and mass transfer flow through a porous channel/stretching sheet in the presence of thermal radiation and chemical reaction**. (Dr. S Venkateswarlu and Dr. M Suryanarayana Reddy), Department of Mathematics, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

3. Panigrahi, Santoshi. **Functional differential equations of fractional order: Qualitative behavior and its applications**. (Prof. Sunita Chand), Department of Mathematics, Siksha O Anusandhan University, Bhubaneswar.

4. Sahoo, Soubhagya Kumar. **Variants of Hermite-Hadamard, Fejer and Mercer type inequalities pertaining to fractional and interval-valued analysis**. (Dr. Bibhakar Kodamasingh), Department of Mathematics, Siksha O Anusandhan University, Bhubaneswar.

MEDICAL SCIENCES

Biotechnology

1. Nayak, Deepika. **Study the role of quinacrine and curcumin combination for anti-breast cancer progression by deregulation of ABCG2 in pre-clinical model systems**. (Dr. Chankya Nath Kundu), Department of Biotechnology, Kalinga Institute of Industrial Technology, Bhubaneswar.

Forensic Science

1. German, Sunil Kumar. **Post-traumatic stress disorder in incarcerated murderer**. (Prof. Mamta Patel), Department of Criminology and Forensic Science, Dr Harisingh Gour Vishwavidyalaya, Sagar.

2. Sahu, Ramesh Kumar. **Study on internet addiction and their impact among higher educational students: With special reference to Raipur & Bilaspur Districts of Chhattisgarh, India**. (Prof. Diwakar Singh Rajput), Department of Criminology and Forensic Science, Dr Harisingh Gour Vishwavidyalaya, Sagar.

Medicine

1. Issac, Reeba Mary. **BRCA gene mutation analysis and histopathological correlation in female breast cancer patients attending: A tertiary care centre in Kerala**. (Dr. Prema Saldanha and Dr. Jessy M M), Department of Pathology, Yenepoya (Deemed to be University), Mangaluru.

Pharmaceutical Science

1. Alpa, Chiragkumar Sheth. **Development and validation of analytical methods and impurity profiling**

for some antihypertensive drugs in dosage forms. (Dr. Paresh U Patel), Department of Pharmacy, Ganpat University, Mehsana.

2. Dave, Vidhi Sureshkumar. **Development and validation of analytical methods for estimation of some new anti-diabetic drugs in bulk and their combination using QbD approaches**. (Dr. Paresh U Patel), Department of Pharmacy, Ganpat University, Mehsana.

3. Jain, Abhishek Kailash. **Design and development of multilayered tablets as platform technology for fixed dose combination therapy**. (Dr. Geeta K Patel), Department of Pharmacy, Ganpat University, Mehsana.

4. Manjula, B. **Design and development and characterization of simvastatin and fluvastatin sodium liposomes loaded transdermal drug delivery systems**. (Dr V Rama Mohan Gupta and Dr K B Chandra Sekhar), Department of Pharmaceutical Science, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

5. Mercy, Macwan Anil. **Formulation, optimization and characterization of caspofungin nanoformulations**. (Dr. B G Prajapati), Department of Pharmacy, Ganpat University, Mehsana.

6. Patel, Kinjalben Rasiklal. **In situ gel based mucosal site specific drug delivery systems: Formulation and evaluation**. (Dr. Hitesh R Patel), Department of Pharmacy, Ganpat University, Mehsana.

7. Sathiya, R. **Evaluation of protective effect of Sargassum wightii greville against diabetes mellitus induced Alzheimer's disease**. (Dr. J Anbu), Department of Pharmacology, M S Ramaiah University of Applied Sciences, Bangalore.

8. Tulsi, Harshkumar Vyas. **Development of generalized artificial neural network model for prediction of the performance of modified release tablets**. (Dr. Girish N Patel), Department of Pharmacy, Ganpat University, Mehsana.

9. Yarlagadda, Surendra. **Preformulation, formulation and evaluation of biodegradable microspheres of selected NSAIDs**. (Dr. M Vidyavathi), Department of Pharmaceutical Science, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

PHYSICAL SCIENCES

Chemistry

1. Challa, Chandrasekhar. **Sonochemical synthesis and characterization of pyridine derivatives as potential anticancer agents**. (Dr. N Ch Varadacharyulu and Dr. N Devanna), Department of Chemistry, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

2. Maddali, Narendrakumar. **Synthesis, characterization and bio-evaluation of novel heterocyclic compounds**. (Dr. I V Kasi Viswanath), Department of Chemistry, Koneru Lakshmaiah Education Foundation, Guntur.

3. Mishra, Sasmita. **Electrochemical study on electroless silver plating on polyurethane catheter**. (Dr. Krushna Gopal Mishra and Dr. Raja Kishore Paramguru), Department of Chemistry, Kalinga Institute of Industrial Technology, Bhubaneswar.

4. Mishra, Sourav. **Exploring catechol in nanoparticle synthesis and potential applications of catechol generated nanoparticles**. (Dr. Dindyal Mandal), Department of Chemistry, Kalinga Institute of Industrial Technology, Bhubaneswar.

5. Patan, Rasvan Khan. **Novel synthetic studies on honokiol, 5-hydroxymethylfurfural, 1,3,4-oxadiazole, furo [3,2-C] pyrano[2,3-B] chromene imidazo [1,2-A] pyrimidin-5(1H)- one derivatives**. (Dr. K Deepti and Prof. M V Basaveswara Rao), Department of Chemistry, Koneru Lakshmaiah Education Foundation, Guntur.

6. Preeti. **Synthesis, spectral and biological studies of bivalent metal complexes derived from novel schiff bases**. (Dr. Kiran Singh), Department of Chemistry, Kurukshetra University, Kurukshetra.

7. Swetha, M. **Phytochemical investigation, method development and validation of anti-cancer herbal plants gymnema slyvestrae, morinda citrifolia and aegle marmeleous using RP HPLC technique**. (Dr. N Saritha), Department of Chemistry, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

8. Vijaya Kumar, P. **Synthesis, characterization and bioactive studies of purine derivatives**. (Dr. L K Ravindranath), Department of Chemistry, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

Physics

1. Sattigeri Raghottam Manoj. **Topological insulating phase in some bulk and low dimensional materials**. (Prof. Prafulla Kumar Jha), Department of Physics, M S University of Baroda, Vadodara.

❏

Latthe Education Society, Sangli
Smt. Kasturbai Walchand College of Arts & Science, Sangli
(Jain Minority Institution)
Wood house Road, Rajnemi Campus, Sangli,
Tal. Miraj, Dist. Sangli – 416416 (Maharashtra)
(Affiliated to Shivaji University, Kolhapur)
(Permanently Granted)

WANTED

Applications are invited from eligible candidates for the following post:

Sr. No.	Name of Posts	Vacant Posts	Unreserved (Open) Posts
	Assistant Professor		
1	Botany	1	1
2	Microbiology	1	1
3	Political Science	1	1
4	Physics	1	1
5	Electronics	1	1
6	Zoology	1	1

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

Place : Sangli
Date : 13/04/2023

**Honorary Secretary,
Latthe Education Society,
Wood house Road, Rajnemi Campus,
Sangli, Tal. Miraj, Dist. Sangli**

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA
PALA P.O, KOTTAYAM - 686 575
Ph: 04822-216537
Website : http://stcte.ac.in,   e-mail : stcepala@gmail.com

APPLICATION INVITED FOR THE VACANCY OF

ASSISTANT PROFESSOR IN COMMERCE EDUCATION

Age and qualification shall be as per UGC/NCTE/Government of Kerala/ Mahatma Gandhi University, Kottayam norms. The vacancy is reserved for persons with bench mark disabilities as mentioned in Clause 34 of the Rights of Persons with Disability Act, 2016 and the preference is as per instruction No. 5 of G.O (MS) No.242/2022/H.Edn. dated **18-05-2022.**

The application form and other details can be down loaded from the college website (**http://stcte.ac.in**) or obtained from the college office. The fee for application form is Rs.1000/-. The fee can be paid by bank transfer to the college account with South Indian Bank(**A/c.No. 0062053000000728**) Pala Branch, **IFSC SIBL0000062**. Duly filled in application form and all required documents along with the receipt of fee may be submitted to the college office during working hours either by hand or by post on or before the 30 th day from the date of this notification. For more details contact: **04822 216537.**

Sd/-
Manager

Co-operative Arts and Science College
Madayi, P.O. Pazhyangadi, Kannur District, Kerala

Date : 30-03-2023

I.   Special Recruitment (PWD) of Asst. Professor

Applications are invited to the Post of Asst. Professor, in English Department, CAS College, Madai, against backlog PWD reservation vacancy, as per Government Orders (1 post in English). Age and qualifications are as per UGC regulations, Government and Kannur University.

II. Open Merit in the Existing Vacancy of Principal
(Subjects shown in the application form)

Application forms can be had from the office of the Payyanur Co-Operative Educational Society Ltd. No. C 853, P.O. Payyanur, Kannur District, Kerala State on Payment of Rs. 500/- by D.D., payable to the undersigned, with a self addressed envelope with stamp by post or by directly from the office of Payyanur Co-operative Educational Society Ltd., No. C 853, P.O. Payyanur. Last date **within one month** from the date of publication of notice.

Sd/-
**President
Payyanur Co-op. Educational Society Ltd.
No. C 853, P.O. Payyanur**

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श्रीलालबहादुरशास्त्रीराष्ट्रियसंस्कृतविश्वविद्यालयः

(केन्द्रीयविश्वविद्यालयः)

बी–4, कुतुबसांस्थानिकक्षेत्रम्, नवदेहली–110016

विश्वविद्यालयेन अधोलिखिताः इमे नियमितांशकालीनपाठ्यक्रमाः सञ्चाल्यन्ते–

नियमितपाठ्यक्रमाः

क्र.सं.	पाठ्यक्रमस्य नाम	विषयाः
1.	स्नातकपाठ्यक्रमाः (बी.ए.)	वेदः, पौरोहित्यम् (कर्मकाण्ड), धर्मशास्त्रम्, प्राचीनव्याकरणम्, नव्यव्याकरणम्, फलितज्योतिषम्, सिद्धान्तज्योतिषम्, वास्तुशास्त्रम्, प्राचीननयायः, नव्यन्यायः, सर्वदर्शनम्, साङ्ख्ययोगः, अद्वैतवेदान्तः, विशिष्टाद्वैतवेदान्तः, जैनदर्शनम्, मीमांसा, साहित्यम्, पुराणेतिहासः, योगः, प्राकृतञ्च।
2.	स्नातकोत्तरपाठ्यक्रमाः (एम.ए.)	वेदः, पौरोहित्यम् (कर्मकाण्ड), धर्मशास्त्रम्, प्राचीनव्याकरणम्, नव्यव्याकरणम्, फलितज्योतिषम्, सिद्धान्तज्योतिषम्, वास्तुशास्त्रम्, प्राचीननयायः, नव्यन्यायः, सर्वदर्शनम्, साङ्ख्ययोगः, अद्वैतवेदान्तः, विशिष्टाद्वैतवेदान्तः, जैनदर्शनम्, मीमांसा, साहित्यम्, पुराणेतिहासः, योगः, हिन्दी, अंग्रेजी, समाजशास्त्रम्, हिन्दू-अध्ययनम्, प्राकृतञ्च।
3.	शिक्षाशास्त्रपाठ्यक्रमाः	शिक्षाशास्त्री (बी.एड.) शिक्षाचार्यः (एम.एड.)
4.	विद्यावारिधिपाठ्यक्रमाः (पी-एच.डी.)	समस्तशास्त्रीयविषयाः।

अंशकालीनपाठ्यक्रमाः

4.	प्रमाणपत्रीय-पाठ्यक्रमाः (षाण्मासात्मकाः)	1. ज्योतिषप्रवेशिकापाठ्यक्रमः, 2. वास्तुशास्त्रप्रमाणपत्रीयपाठ्यक्रमः, 3. योगप्रमाणपत्रीयपाठ्यक्रमः, 4. पौरोहित्य (कर्मकाण्ड) प्रशिक्षणप्रमाणपत्रीयपाठ्यक्रमः, 5. जैनविद्याप्रमाणपत्रीयपाठ्यक्रमः, 7. पाण्डुलिपिविज्ञानाभिलेखपाठ्यक्रमः।
5.	डिप्लोमा-पाठ्यक्रमाः (एकवर्षात्मकाः)	1. ज्योतिषप्राज्ञडिप्लोमापाठ्यक्रमः, 2. भैषजज्योतिषडिप्लोमापाठ्यक्रमः, 3. वास्तुशास्त्रडिप्लोमापाठ्यक्रमः 4. स्नातकोत्तरयोगडिप्लोमापाठ्यक्रमः, 5. पौरोहित्यडिप्लोमापाठ्यक्रमः, 6. संस्कृतभाषापत्रकारिताडिप्लोमापाठ्यक्रमः 7. जैनविद्याडिप्लोमापाठ्यक्रमः, 8. संस्कृतवाङ्मयडिप्लोमापाठ्यक्रमः, 9. सङ्गणक-अनुप्रयोगडिप्लोमापाठ्यक्रमः 10. संस्कृतव्याकरणप्रायोगिकप्रशिक्षणसम्भाषणडिप्लोमापाठ्यक्रमः, 11. योग-एवं नैचुरोपैथीस्नातकोत्तरडिप्लोमापाठ्यक्रमः।
6.	एडवांस-डिप्लोमा-पाठ्यक्रमाः (वर्षद्वयात्मकाः)	1. ज्योतिषभूषण-एडवांसडिप्लोमापाठ्यक्रमः, 2. वास्तुशास्त्र-एडवांसडिप्लोमापाठ्यक्रमः, 3. वास्तुशास्त्रस्नातकोत्तरडिप्लोमापाठ्यक्रमः।

Fulbright-Nehru Specialist Program
Opportunity to Host U.S. Experts for Short-term Duration

United States-India Educational Foundation (USIEF) invites applications from Indian institutions for hosting U.S. experts for a short-duration of two to six weeks under the Fulbright-Nehru Specialist Program. USIEF pays for international airfare and an honorarium to the expert. Host institution is responsible for the cost of housing, meals, and program-related in-country transportation.

For eligible disciplines, application procedure, and other details, visit USIEF website: **https://www.usief.org.in/Fellowships/FIC-Institutional-Awards.aspx**: and for any query, write to **girish@usief.org.in.** The last date for submission of application is **April 30, 2023.**

GOKHALE INSTITUTE OF POLITICS AND ECONOMICS
(Deemed to be University u/s 3 of the UGC Act, 1956), **PUNE – 411 004**

RECRUITMENT OF FACULTY

Gokhale Institute of Politics and Economics is an educational & research Institute established in 1930 under the aegis of Servants of India Society. The Institute is widely recognized in the country as an advanced centre for the study and research in Economics and allied subject fields. The Institute is seeking applications for the following posts:

Sr.	Name of Post	Nature	No. of Posts	Category
Posts sanctioned under Government of Maharashtra:				
1	**Professor**	Regular	1	Open 1
2	**Associate Professor**	Regular	4	SC 1 ST 1 Open 2
3	**Assistant Professor**	Regular	2	SC 1 ST 1
4	**Assistant Librarian**	Regular	1	Open 1
Posts Self-Financed by the Institute:				
5	**Assistant Professor**	Contractual	3	Open 3
6	**Chief Warden (Female)**	Contractual	1	Open 1

For further details on eligibility criteria, pay, application form etc. visit **www.gipe.ac.in.**

Last date for receipt of applications – **May 02, 2023.**

REGISTRAR

March 14, 2023

CENTRAL UNIVERSITY OF HARYANA
MAHENDERGARH

ADMISSION NOTICE 2023-24 CUH is offering 40 PG programs through CUET-23

■ Post Graduate (PG) Programmes

M.A.
- Economics
- History & Archaeology
- Political Science
- Psychology
- Sociology
- English
- Hindi
- Hindi Translation
- Journalism & Mass Communication
- Sanskrit

M.SC.
- Chemistry
- Data Science
- Environmental Science
- Geography
- Mathematics
- Physics
- Statistics
- Microbiology
- Biochemistry
- Nutrition Biology
- Biotechnology
- Yoga
- Geoinformatics

M.TECH.
- Energy System & Management
- Structural Engineering
- Computer Science & Engineering

LAW
- LL.B. • LL.M.

MCA
- Computer Science & Information Technology

M.LIB. & INFO. SCI.
- Library & Information Science

M.PHARM. (Pharmacognosy)
- Pharmaceutical Sciences

M.P.E.D.
- Physical Education and Sports

M.COM.

MBA

MTTM
- Master of Tourism & Travel Management

MHMCT
- Master of Hotel Management & Catering Technology

M.Ed.

B.Ed.

P.G. DIPLOMA IN REHABILITATION PSYCHOLOGY (PGDRP)

ADVANCE DIPLOMA IN CHILD GUIDANCE AND COUNSELLING (ADCGC)

- The last date for applying to CUET (PG) is **19.04.2023** (upto 11:50 P.M.) Link: **https://cuet.nta.nic.in/**

This is to inform you that NTA (National Testing Agency) is going to conduct the Common University Entrance Test (CUET-23) for PG admissions. It will be a LAN-based (Computer based) test.

- Details can be found on the link **https://cuh.ac.in/cucet.aspx** • Ph.D. admission will be notified separately. **REGISTRAR**

WANTED

Shree Baliraja Shikshan Sanstha Someshwar's
MADHAVRAO PATIL ART'S, COMMERCE & SCIENCE COLLEGE
Palam, Dist. Parbhani

Applications are invited for the post of Principal (Granted) to be filled in Shree Baliraja Shikshan Sanstha Someshwar's Madhavrao Patil Art's, Commerce and Science College, Palam, Tq. Palam, Dist. Parbhani. The eligible candidates should submit their application along with all necessary documents **within fifteen days** from the date of publication of advertisement by registered post only.

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

Educational Qualification

A. Eligibility :-

1. A Master Degree with at least 55% marks (or an equivalent grade a point scale wherever grading system is followed) by recognized University

2. A Ph.D Degree in concerned/allied/relevant discipline (S) in the Institution concerned with evidence of published work and research guidance.

3. Professor/Associate Professor with a total experience of fifteen years of teaching/research in Universities, College and other Institution of Higher Education.

4. A minimum of 10 research publication in reputed peer reviewed and UGC listed journals.

5. A minimum of 110 research score as per Appendix II, Table 2 of UGC Regulation 2018.

6. Academic eligibility and other rules regulation as per UGC Regulation 18 July, 2018 and Govt. Resolution No. Misc-2018/C.R.56/18/UNI-1 Dated 08 March, 2019.

B. Tenure :-

College Principal shall be appointed for a period of five years, extendable for another term of five years on the basis of performance assessment by a committee appointed by the University, constituted as per the rules.

Salary & Allowances :-

Pay Scales as per the UGC, State Government of Maharashtra, Swami Ramanand Teerth Marathwada University, Nanded rules from time to time.

Note :-

1. Prescribed application form is available on the University **website (www.srtmun.ac.in).**

2. No. T.A.D.A will be paid to attend the interview.

3. Eligible candidates those who are already in service should submit their application through proper channel.

4. All attested Xerox copies of certificates and other relevant documents should be attached with the application form.

5. The original certificates must be provided at the time of interview.

Address for correspondence-
The Secretary, Shree Baliraja Shikshan Santha, Someshwar
C/o- Madhavrao Patil Art, Commerce and Science College, Palam,
Dist. Parbhani, Tq. Palam, Dist. Parbhani 431720.

President	**Secretary**
Shree Baliraja Shikshan Sanstha, Someshwar	**Shree Baliraja Shikshan Sanstha, Someshwar**

International Institute for Population Sciences
(Deemed to be University)
An Autonomous organization of Ministry of Health & Family Welfare, Govt. of India
Govandi Station Road, Deonar, Mumbai 400 088

ADVERTISEMENT NOTIFICATION NO. IIPS/ADMIN (T&NT)/03/2023

IIPS invites applications from the eligible Indian Nationals for the following Teaching posts:-

Sr. No.	Name of the Post, Category & Number	Group	Pay as per 7 CPC	Department/Qualification
1	Associate Professor (UR-01)	A	Level 13A	**BIOSTATISTICS & DEMOGRAPHY:** Relaxation of 5% will be provided from 50%-55% of the marks at the Masters level to SC/ST/PH candidates and to Ph.D. degree holders who have passed master degree prior 19-09-1991. (i) A good Academic record, with a Ph.D degree in Demography/ Population Studies/Bio-statistics/ Epidemiology or Statistics/ Mathematics / Economics with specialisation in Demography/ Population Studies.. (ii) A Master's degree with 55% marks (or an equivalent grade in a point-scale wherever the grading system is followed) in Demography/Population Studies/ Bio-statistics/ Epidemiology or Statistics / Mathematics / Economics with specialisation in Demography / Population Studies. (iii) A minimum of eight years of experience of teaching and / or research in an academic/research position equivalent to that of Assistant Professor in a University, College or Accredited Research Institution/industry with a minimum of seven publications in the peer-reviewed or UGC-listed journals and a total research score of Seventy five (75) as per the criteria given in Appendix II, Table 2 as per the UGC Gazette Notification dated 18-07-2018.
2	Assistant Professor (UR-01)	A	Level 10	**BIOSTATISTICS & DEMOGRAPHY:** Relaxation of 5% will be provided from 50%-55% of the marks at the Masters level to SC/ST/PH candidates and to Ph.D. degree holders who have passed master degree prior 19-09-1991. **Eligibility (A or B) :** **(A)** (i) A Master's degree with 55% marks (or an equivalent grade in a point-scale wherever the grading system is followed) in Demography /Statistics / Economics/ Bio-statistics with specialisation in Demography / Population Studies. (ii) Besides fulfilling the above qualifications, the candidate must have cleared the National Eligibility Test (NET) conducted by the UGC or the CSIR, or a similar test accredited by the UGC, like SLET/SET or who are or have been awarded a Ph. D. Degree in accordance with the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degree) Regulations, 2009 or 2016 and their amendments from time to time as the case may be exempted from NET/SLET/SET : (iii) Provided, the candidates registered for the Ph.D. programme prior to July 11, 2009, shall be governed by the provisions of the then existing Ordinances/Bye-laws/Regulations of the Institution awarding the degree and such Ph.D. candidates shall be exempted from the requirement of NET/SLET/SET for recruitment and appointment of Assistant Professor or equivalent positions in Universities/ Colleges/Institutions subject to the fulfilment of the following conditions :- a) The Ph.D. degree of the candidate has been awarded in a regular mode; b) The Ph.D. thesis has been evaluated by at least two external examiners;

Sr. No.	Name of the Post, Category & Number	Group	Pay as per 7 CPC	Department/Qualification
	Assistant Professor (UR-01) *(Cont'd)*	A	Level 10	c) An open Ph.D. viva voce of the candidate has been conducted; d) The Candidate has published two research papers from his/her Ph.D. work, out of which at least one is in a refereed journal; e) The candidate has presented at least two papers based on his/her Ph.D work in conferences/seminars sponsored/funded/supported by the UGC / ICSSR/ CSIR or any similar agency. The fulfilment of these conditions is to be certified by the Registrar or the Dean (Academic Affairs) of the University concerned. Note: NET/SLET/SET shall also not be required for such Masters Programmes in disciplines for which NET/SLET/SET is not conducted by the UGC, CSIR or similar test accredited by the UGC, like SLET/SET. **OR** **B.** The Ph.D degree has been obtained from a foreign university/institution with a ranking among top 500 in the World University Ranking (at any time) by any one of the following: (i) Quacquarelli Symonds (QS), (ii) the Times Higher Education (THE) or (iii) the Academic Ranking of World Universities (ARWU) of the Shanghai Jiao Tong University (Shanghai). Note: The Academic score as specified in Appendix II (Table 3A) of UGC Gazette Notification dated 18-07-2018 for Universities, shall be considered for short-listing of the candidates for interview only, and the selections shall be based only on the performance in the interview.

Applications Form, Recruitment Criteria, General Conditions etc., are available on the Institute's website. i.e. **www.iipsindia. ac.in.** The last date for receipt of applications is **May 12, 2023.**

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CAO-CUM-REGISTRAR, IIPS

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Patuck Polytechnic Trust's
PATUCK-GALA COLLEGE OF COMMERCE & MANAGEMENT
Patuck Campus, Rustomba Patuck Marg,100 Nehru Road, Vakola Bridge,
Santacruz (E), Mumbai 400055

MINORITY INSTITUTION

APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS
FROM THE ACADEMIC YEAR 2023-2024

UNAIDED

</div>

Sr. No.	Cadre	Subject	Total No. of Posts	Category
1	Assistant Professor	Accountancy	03	03 – Open
2	Assistant Professor	Management Studies (BMS)	02	02 – Open
3	Assistant Professor	Commerce	02	02 – Open
4	Assistant Professor	Environmental Studies to teach Foundation Course	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. 4% reservation shall be for the person with disability as per University Circular No. Special Cell/ ICC/2019-20/05 dated 5th July, 2019.**

Candidates having knowledge of Marathi will be preferred.

"Qualification, pay scales other requirement are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No Misc-2018 /C.R. 56/18UNI-1 dated 8th March, 2019 and University Circular No TAAS/(CT)/ ICD/2018 – 19 /1241 dated 26th March, 2019 and revised from time to time". The Government Resolution & Circular are available on the website : mu.ac.in.

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

Applications with full details should reach the **CHAIRMAN, Patuck Polytechnic Trust's Patuck- Gala College of Commerce & Management, Patuck Campus, Rustomba Patuck Marg, 100 Nehru Road, Near Vakola Bridge, Santacruz (E), Mumbai-400055 within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

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Sd/-
CHAIRMAN

</div>

NIRMA UNIVERSITY
NAAC ACCREDITED 'A+' GRADE

Ph.D. ADMISSIONS-2023

Established in the year 2003, the Nirma University, Ahmedabad is a research-oriented, student-centric, multidisciplinary, not-for-profit state private university. Nirma University is duly recognised by the University Grants Commission (UGC) under Section 2 (f) of the UGC Act. The University is accredited by the National Assessment and Accreditation Council (NAAC). The university received the Centre of Excellence (CoE) status from the Government of Gujarat in January 2022.

ABOUT THE PROGRAMMES

Nirma University started Doctoral Programmes in the year 2003. The PhD Programmes are offered in the Faculty of Technology & Engineering, Faculty of Management, Faculty of Pharmacy, Faculty of Science, Faculty of Law and Faculty of Architecture & Planning.

ADMISSION PROCESS

The candidates are required to take an entrance test conducted by Nirma University. The candidates who qualify UGC-NET/UGC-CSIR NET/GATE/CEED and similar National level tests with a valid score in terms of cut-off marks and duration, shall be exempted from appearing in the entrance test and deemed to be qualified for personal interview. The final selection will be based on weightage of 70% for the entrance test and weightage of 30% for the performance in the personal interview / viva-voce.

ELIGIBILITY

A master's degree or equivalent in a relevant discipline with at least 55% marks **OR** a 4 -year bachelor's degree programme or equivalent in relevant discipline with at least 75% marks **OR** MPhil degree with atleast 55% marks.

Candidates appearing in the final year Degree examination can also apply, provided they furnish proof of meeting the minimum eligibility criteria at the time of joining the programme (August – 2023).

FELLOWSHIP

Deserving Full-Time candidates will be given fellowship as under:

Faculty of Tech & Engg, Pharmacy and Architecture & Planning:

Rs. 23,900/- per month for first two years and Rs.27,300/- per month for third year

Faculty of Science including Humanities & Social Science:

Rs. 20,500/- per month for first two years and Rs. 23,900/- per month for third year

Faculty of Management: Rs. 20,500/- for first three years per month and Rs. 23,900/- for fourth year per month.

HOW TO APPLY

Interested Candidates may apply online latest by 16th May - 2023, with application form fee of Rs.1250/-.

Important Dates

Online Application starts	**: 10th March 2023**
Last Date of application	**: 16th May 2023**
Date of Examination	**: Tentatively in the Fourth Week of July 2023**

For application and other details, please visit: https://nirmauni.ac.in/admissions

Contact: E-mail: phd.section@nirmauni.ac.in Phone: 079-71652682