#Let'sBeatCoronaTogether

ASSOCIATION OF INDIAN UNIVERSITIES
ADVERTISEMENT TARIFF
UNIVERSITY NEWS JOURNAL

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

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

(Amount in Rupees)

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

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

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

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

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

MECHANICAL DATA OF JOURNAL

Size of Page   21 cms x 27 cms

PRINT AREA

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

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

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

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

For further information write to :-

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

In This Issue

Critical Academic Skills in Optimizing Learner Efficiency towards Skill Development

S Prabu Shankar*

Critical academic skills are those that measure each student's capacity to think analytically, listen deeply and express ideas through writing, exchange ideas orally, work independently, bring innovation in their own field of knowledge, and accept and act on criticism (Bradley, 2017). Core critical thinking skills include analysis, interpretation, inference, evaluation, explanation, and self-reflection. These skills are central to problem-solving and decision-making in an extremely wide variety of contexts and at all educational and professional levels (Evans, 1979). When attempting to explain the various critical skills, it is highly imperative to view an important aspect called reflective strategies, without which improving critical academic skills seem to be impossible. To understand, reflectiveness is a major part of developing critical skills, but reflectiveness all by itself does not contribute to the development of critical skills, instead reflection helps to observe, identify and act upon the skills that need to be developed (Nosich, 1982). In this paper, the author concentrates only on the aspects related to 'critical ability skills' which contribute majorly to optimizing learners' efficiency towards skill and performance development.

Importance of Critical skills

Critical theory refers to the perspective that challenges accepted practices that aims at carrying out a task in a much better way than is being simply attempted. With critical skills, it aimed that students can attempt to do academic tasks in a much better way than they simply attempt to do it. Dewey (1916) and Habermans (1971) are two widely known philosophers who are often associated with theories related to critical aspects involved in learning and who had largely contributed to the critical theory implications for education.

Learning simply aims at explaining how people attempt to learn a concept and how they develop ideologies based on it and how they accomplish it. In this accomplishment of learning the degree differs with each and every individual. What is more essential here to observe here is which of the accomplishments have far-reaching implications and deep notions. To answer this particular question take an activity in general that can be carried out by all individuals alike. Here the best outcomes lie in how that specific activity is perceived, analyzed, and the precision and the verification of the task has been carried out. In the process of learning, every individual learns and the outcomes of the learning may be known when the learning is assessed by which

* *Assistant Professor of Education, Institute of Advanced Study in Education, Saidapet, Chennai – 600 015. E-mail: drsps.edn@gmail.com*

the difference in learning may be adjudged. In the critical assessment processes, the outcomes may be analyzed for how critically the students had learned, attempted to answer, solve, etc. may be understood. Hence learner efficiency is identified based on how the critical academic skills are attempted and carried out based on which the skill development of the individual may be understood.

What are Critical Skills in Academics?

As far as academics is concerned few of the areas that are considered to hold an important key to learning is how refined the student receives the input (reading and listening), how refined the received input is been expressed (speaking), how far it has been questioned or inquired upon (reasoning), how far the quality of the above processes has been evaluated or verified (reflection) and other processes that require higher order thinking skills like visualization, logical reasoning, interpretation, generalization, etc. are all categorized as critical academic skills. Post-millennial students are enabled with technological skills that enhance their learning; by and far they have grown with the exposure to these devices, and they are good in multi-tasking skills, task analysis, general knowledge, general reasoning, etc.

When the question is being asked about how far their critical skills are? and their professional / field readiness? There needs to be a lot of questions on whether they are critically skillful, their performance abilities than mere academic degrees and diplomas, and how far they are ready to face competitive examinations, a critical performance situation, their visualization processes, their logical skills there is a big void on how most of the students may perform. We are reminded of the facts when discussing critical skills is that, it is not the accumulation of mere facts and knowledge or something that you can learn once and then use in that form forever, such as the multiplication tables or a formula or a theorem you learn and use in school without comprehending the applicational aspects of it. The skills that we need in order to be able to think critically are varied and include observation, analysis, interpretation, reflection, evaluation, inference, explanation, problem-solving, and decision-making. Once you understand that critical skills or as we call critical academic skills, concentrating and improving critical skills will have far-reaching efforts.

Place of Pedagogy in Critical Skill Development

The basic critical skill that is to be concentrated generally while teaching is setting the goal structure of how the lessons are to be transacted, what the skills are to be imparted of the lesson, and the activities that accompany the lessons and transaction and the assessment method through which the achievement of these skills are verified and evaluated. Here the question arises about the achievement of the critical skills that may be evaluated in terms of the competitive goal structure that is being set before the student to excel that determines the acquisition of the critical skills of the learner.

Here in the pedagogical development practices, three things are being concentrated upon when it comes to the point of developing critical skills, i.e., (a) Cooperative, (b) Competitive, and (c) individualistic goal structures all to create different patterns of interaction among students and between patterns of interaction characterized by effective and frequent communication helping, sharing, tutoring, peer pressures towards achievement, high acceptance and support by peers. Competition generally promotes more negative patterns of interaction characterized by misleading communication, obstruction of peer's achievement, influencing peers against achievement, rejection, and nonsupport for peers, and high fear of failure. Individualistic procedures result in no interaction at all among students (Johnson, 1979). Hence the relative effects of the pedagogical process are concentrating more on the learning process than the critical academic skill development processes. Intermittent attempts in order to develop the critical academic skills will result in ambiguous learning and not result in the expectant outcomes.

Viewpoints of Psychologists on Critical Skill Development

Psychologists who emphasize on development of critical skills see it as a continuous development dependent on the cognitive developmental processes. Both Piaget (1971) and Bruner (1962) opine that development of critical academic skills as a vital aspect of specific intellectual development. Carroll (2005) views development of critical skills as a more specific effort put by the learner towards achievement and thus relating critical skills to analytical abilities that determine few other skills like problem solving, rationalization and generalization. Hughes (2000)

expresses thinking and developing critically means to be aware of characteristics, preferences when considering possible next steps, whether they are at the pre-action consideration stage or as part of a rethink (reflect) caused by unexpected or unforeseen impediments to continued progress.

Perspectives of Critical Skills

Critical Listening

'Mere looking is not seeing, talking is not speaking and mere hearing is not listening', this simple adage will critically explain what Critical listening is. It is a form of listening that is usually not mentioned since it involves analysis, critical thinking, and judgment. Making judgments during listening is often considered a barrier to understanding a person, and there's a lot of truth in that. However, critical listening occurs when you still want to understand what the other person is saying, but also have some reason or responsibility to evaluate what is being said to you and how it is being said. While experts on learning and communication almost universally demean the importance and value of critical listening, when it comes to real life, listening critically is used every day (Nosich, 1982). Having strong critical listening, speaking, or writing skills means nothing if you cannot share your analysis with others. It needs effective communication skills to explain the patterns and sometimes to explain information orally in a meeting or presentation. Other times, you will have to write a report. Thus, you need to have both strong written and oral communication skills.

Critical Reading

In lucid terms, critical reading may be described as a more active way of reading. It is a deeper and more complex engagement with a text. Critical reading is a process of analyzing, interpreting and, sometimes, evaluating. When we read critically, we use our critical thinking skills to question both the text and our own reading of it. Further critical reading may be interpreted as a form of language analysis that does not take the given text at face value but involves a deeper examination of the claims put forth as well as the supporting points and possible counter arguments. The components of critical reading may be put forth as a) determining the nature and purpose for reading, b) Examining the concept underlying the core content by means of examining the subheadings, illustrations, the context of writing etc., c) Annotating, reflecting and holding an insight on the content presented. Critical readers understand the facts, grasp a deeper understanding of the ideas that connect to the details, evaluate the ideas, and form intelligent opinions.

Critical Thinking

To quote Francis Bacon (1605), 'Critical thinking is a desire to seek, patience to doubt, fondness to meditate, slowness to assert, readiness to consider, carefulness to dispose and set in order; and hatred for every kind of imposture'. Critical thinking might be described as the ability to engage in reflective and independent thinking. In essence, critical thinking requires you to use your ability to reason. It is about being an active learner rather than a passive recipient of information. Critical thinkers rigorously question ideas and assumptions rather than accepting them at face value. They will always seek to determine whether the ideas, arguments and findings represent the entire picture and are open to finding that they do not. Critical thinkers will identify, analyze and solve problems systematically rather than by intuition or instinct.

Critical Reasoning Skills

The critical reasoning process consists of skillful inquiry, conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

Critical reasoning comprises two major components (i) Argument and (ii) Assumption.

- An argument is a list of statements, one of which is the conclusion and the others are the premises or assumptions of the argument. To give an argument is to provide a set of premises as reasons for accepting the conclusion.

- An assumption is something that you assume to be the case, even without proof. An assumption on which the argument depends is also sometimes called a premise. They are assumptions because no attempt is made to prove them. We just assume they are true.

Critical Analytical Skills

Critical analytical skills are what we apply in everyday work when detecting patterns,

brainstorming, observing, interpreting data, integrating new information, theorizing, and making decisions based on multiple factors and options available. These essential skills are essential for many different types of jobs in a variety of fields, including business analytics, data architecture, data science, marketing, project management, accounting, business development, programming, law, medicine, and science.

Critical Reflection Skills

Critical reflection is a process of self-examination and self-evaluation in which effective educators regularly engage to improve their professional practices. Critical reflection is a reasoning process to make meaning of an experience. Critical reflection is descriptive, analytical, and critical, and can be articulated in a number of ways such as in written form, orally, or as an artistic expression. Critical reflection is a "meaning-making process" that helps us set goals, use what we have learned in the past to inform future action and consider the real-life implications of our thinking. It is the link between thinking and doing, and at its best, it can be transformative (Dewey, 1944; Schon, 1983; Rodgers, 2002).

Engaging in critical reflection, however, helps us articulate questions, confront bias, examine causality, contrast theory with practice, and identify systemic issues all of which help foster critical evaluation and knowledge transfer (Ash and Clayton, 2009). While critical reflection may come more easily for some students than others, it is a skill that can be learned through practice and feedback (Dewey, 1944, and Rodgers, 2002).

Enhancing Skill and Performance Development

Critical academic skills enhance learners' skill and performance development by means of enabling the individual to hold effective reflection on almost all the academic and related activities that one is involved in. It develops interpersonal communication skills like listening and reporting skills, decision-making, predictive modeling, optimization, problem-solving, synthesizing, strategic planning, etc. Skill and performance development characterizes its process cycle with the following five dimensions namely, (a) Technique (b) Anticipation (c) Confidence (d) Consistency (e) Kinesthetic sense which of all these are found embedded with the critical academic skills enlisted above namely, listening skills, reading skills, thinking skills, reasoning skills, analytical and reflection skills with which the learner's efficiency may be optimized towards skill and performance development.

References

1. Browne, M., N., and Keeley, S.,M. (2007). *Asking the Right Questions: A Guide to Critical Thinking.* 8th ed, Pearson Prentice Hall, New Jersey.

2. Carroll, R., T. (2005). *Becoming a Critical Thinker. A Guide for the New Millennium.* 2nd ed., Pearson, Boston.

3. Cecco, John P. De (1977). *The Psychology of Learning and Instruction,* Prentice Hall, New Delhi.

4. Evans, A. (1979). *Reading and Thinking: Exercises for Developing Reading Comprehension and Critical Thinking Skills,* Teachers College Press, New York.

5. Girot, E. (2001). Reflective Skills. In: Maslin-Prothero, S., ed. (2001). *Baillieres Study Skills for Nursing,* Bailliere Tindall, London, ISBN 9780702026027. Available from: *http://eprints.uwe.ac.uk/883*

6. Grant, G., E. (1988). *Teaching Critical Thinking,* Praeger, New York.

7. Hughes, W. (2000). *Critical Thinking: An Introduction to the Basic Skills.* Ont Broadview Press, Peterborough. [electronic resource]

8. Johnson, W. David. (1979). *Educational Psychology.* Prentice Hall Inc., New Jersey,

9. Lipman, M., S. (2003). *Thinking in Education*, Cambridge University Press, New York. [electronic resource]

10. Morgan, M. (1989). *Critical Thinking, Reading, and Writing*. Bloomington, IN: ERIC Clearinghouse on Reading and Communication Skills.

11. Nosich, Gerald. (1982). *Reasons and Arguments,* Prentice Hall, New York.

12. Nosich, Gerald. (2012). *Learning to Think Things Through: A Guide to Critical Thinking across the Curriculum,* Prentice Hall, New York.

13. Passer, Michael W. and Smith, Ronald E, (2007). *Psychology: The Science of Mind and Behaviour.* 3rd ed., Tata McGraw-Hill, New Delhi.

14. Robbins, Stephen P. (2013). *Essentials of Organizational Behaviour.* 10th ed., Pearson, New Delhi.

15. Sears, J., T. and Marshall, J., D. (1990). *Teaching and Thinking about Curriculum: Critical Inquiries.* Teachers College Press, New York.

16. Simon, Bradley and Price, Nicole, (2017). *Critical Thinking: Proven Strategies to Improve Decision Making Skills, Increase Intuition and Think Smarter*. LLC Open Spirit Publishing.

17. Spector, J. Michael. (2012). *Foundations of Educational Technology.* 2[nd]ed., Routledge, New York.

18. Stauffer, R., G. (1969). *Teaching Reading as a Thinking Process*, Harper and Row, New York.

19. Vaughn, L. (2005). *The Power of Critical thinking: Effective Reasoning about Ordinary and Extraordinary Claims,* Oxford University Press, London. ❑

All is Well that Begins Well….

Hema Raghavan*

All is well that begins well is an inversion of the quoted saying 'all is well that ends well that assigns wellness to the end and not to the beginning. Indian education-both Schools and universities - have affirmed the newly minted, inverted maxim as evidenced in the last seventy-five years. There have been constant attempts to frame new education policies to begin anew with a fresh start.   But the natural corollary is the repeated question 'is it that it doesn't end well?' –The answer is to be inferred from the frequent issuance of NEPs during these seven and a half decades, necessitated by dissatisfaction with the quality of education. However, the only common thread running through all the NEPs is to meet the basic challenge of how to accommodate the swelling numbers of students seeking admission to colleges.

Today, there are 54 central universities, 416 State universities, 125 Deemed universities, 361 Private universities, and 159 Institutes of National Importance which include AIIMS (*19, likely to go up to 24), IIMs(20), IIITs, (25) IISERs, IITs (23) and NITs-which add to a total of 1,043 universities, 42,343 colleges, and 11,779 stand-alone institutions. But Statistics reveal that only 29% have access to higher education. Successive NEPs from 1968 through 1986, 1994 and 2020 have flagged this as the main challenge with the built-in caveat that quality and quantity in higher education are always inversely proportional. The NEPS primary response has addressed the demand-supply problem but its second task is to find a strategy to improve the quality of education to the swelling numbers entering the university portals, which hopefully, is a work in progress.`

The first National Education Policy of 1968 paid greater attention to school education and made all schools across the country uniformly follow the 10+2+3 scheme. It also advocated the use of the mother tongue as a medium of teaching in early school years. The major call for higher education was strengthening research.

_____

* *Former Dean, University of Delhi, Block N, 12 C (Opposite Pushp Vihar) SFS Apartments, Saket, New Delhi-110 017. E-mail: h.raghavan13@gmail.com*

The NEP of 1986 was a watershed moment in the history of higher education in India as it established the National Open University (IGNOU) to offer a distance education degree equivalent to a degree granted by any accredited university in India. The Main objectives of IGNOU were to:

- democratizing higher education by taking it to the doorsteps of the learners.
- providing access to high-quality education to all those who seek it irrespective of age, region, religion and gender.

The NEP-1986 also focused on modernization and the role of IT in education. More attention was paid on restructuring teacher education, early childhood care, women's empowerment, and adult literacy. It also accepted the autonomy of universities and colleges, something which was resisted in the past, besides starting at the school level Sarva Shiksha Abhiyan, Mid Day Meal Scheme, Navodaya Vidyalayas (NVS schools), Kendriya Vidyalayas (KV schools) and use of IT in education.

The NEP—2020 is the first education policy of the 21st century and replaces the thirty-four-year-old previous National Policy on education. This brief recapitulation shows successive attempts by the government to enhance both quality and quantity. While all the NEPS registered success in their outreach to facilitate the entry of a   large number of students into higher education, a perceptible decline in the quality of education has remained a formidable challenge.

This article is not meant to critique NEP—2020 with reference to higher education, as reams and reams of paper, have been used to debate and deliberate on this issue. My attempt is generic to the idea and value of higher education. The term higher education, unlike school education, is characterized by exclusivity- a term deemed inappropriate in today's world that seeks inclusiveness and equality as the natural rights of every citizen. But the two terms - exclusivity and elitism- have specific relevance for Higher Education.

India is a democratic Republic that works on the principle of equality, where the power resides

with the people and guarantees all citizens freedom of religion and speech, inclusiveness and equality, citizenship, voting rights, freedom from deprivation of the right to life and liberty, and minority rights. Hence the terms exclusivity and elitism take on a pejorative colouring as being out of sync with the principles of democracy as enshrined in our Constitution.

This is a fallacious argument. The principles of democratic ideology cannot be applied to the human cognitive potential which varies from individual to individual. Even within a family, we see the difference in the intellectual make-up, though the children are sent to the same institution. One will have a creative and artistic instinct, another may excel in the performing arts like music or dance, or theatre, a third may have a leaning toward academic pursuits, and a fourth a love for sports. It is important to identify the strength and potential of the young student by the time s/he finishes high school and provide opportunities to further hone her/his potential. It is a mistake to put all eggs in one basket-send them all to colleges to get a degree irrespective of their inclination, aptitude, and potential.

Before criticizing elitism as anti-democratic, let us view the term from a nonpartisan lens. When viewed thus, it will point to select groups of people having an intrinsic quality, high intellect, talent, and notability, whose varied intellect and creative power are constructive and transformative to bring economic and social benefits to large numbers through their application of knowledge and learning acquired from higher education. John Rawls describes elitists as those who cultivate superior talent and knowledge to use them to benefit the most disadvantaged sections of society. Higher Education offers opportunities for research, scholarship, and the exchange of research outcomes, experience, and insights, and provides a forum for continuous discussion between intellectuals, scholars, and experts. It enables research cholars to ideate, innovate, deliberate, and analyze particular problems or issues facing society. The main objective of Higher education is the generation of new knowledge for useful engagement with society. The Indian Constitution on which Indian democracy rests was written only by a few knowledgeable experts led by the legal luminary B.R. Ambedkar. They were *the best-educated class of people* to discuss, analyze and bring forth a document

that spells out citizens' rights and duties and gives them written laws which have been accepted by all people living together in a country. It generates trust and coordination between the government and the citizens. It specifies the type of government for a country and how it should function. It lays down limits on the powers of the government. Thus, elitism and exclusivity, the cornerstones of higher education are central to providing the roadmap for India's development.

We should recognize the true worth of university education on economic development, political governance, and social responsibilities at all levels that in the final count, lead to the improvement of living standards of individuals and society. If we fail to value exclusivity and elitism in Higher Education, we fail to harness the inherent worth of higher education. The privileging of numbers over the quality of education suffers from the misperception of democratic ideals of equality in institutions of higher learning. Universities will register qualitative progress if the student enrolment is limited to those who have a natural love for academic pursuits. If IITs and IIMs still continue to maintain excellence (though a trifle attenuated than before) it is only because of restricted intake at the end of a discerning qualifying examination. The setting up of a few more Institutes of their quality is in the right direction to accommodate all young aspirants to higher technological and management education where institutional expansion does not entail compromise of intake of quality students.

In a much similar fashion, there should be an expansion of skill institutes, vocational training centres, and Schools of Performing Arts… to cater to those whose aptitude is less oriented towards academics. Mixing young students with higher and lesser academic potential is like mixing oranges and apples-where both have their individual essence but the two cannot be compared, because of inherent, fundamental, qualitative differences. To obliterate differences and enforce higher academic learning to all has caused deep despair and frustration to a large number of young students at the end of three(as per the present NEP, it will be four) years of inconsequential learning. Their frustration and anger are due to the creeping awareness of their irrelevance in the job market and in society. Because of lopsided priority to allow entry of a humungous

number of post-secondary students in colleges, despite a high demographic dividend, India is fast losing advantage with a majority of the youth passing out with mediocre and no job-worthy skills. Quality assurance in higher education is possible if we realize the purpose and value of higher education:

1. It is time we accepted the paradox of democratizing Higher Education. Instead of opening many more channels for the youthful energy to flow, we are closing all the floodgates except opening the portals of universities and colleges, thereby damming their colossal energy to burst into anger and revolution. The proposal to make CUET mandatory for admission to Central universities and all other universities desiring it is a case in point that all is well that begins well. The laudable objective is to provide equal opportunities to all students to prove themselves by getting admission into their preferred colleges after class 12. Do they all have the aptitude and mental power for Higher Studies?

2. While the CUET is to provide a level playing field, the CUET with the multiple choice format does not assess the more important aspect of whether it tests the student's capacity to reason, logically analyse and articulate his or her views ---three essential requirements of higher education. This format is the format of KBC (*Kaun Banega Crorepathi*) except that in the case of KBC, the player in the hot seat has nothing to lose except gain by a stroke of luck. But the MCQ format for CUET is inadequate to assess the mental capacity of the student to pursue a university education. CUET has set its eyes on quantity at the cost of quality by providing a reasonably easy platform on the MCQ pattern. Quality in the university education will improve only if students are admitted on the basis of their ability for creative thinking, critical analysis, and communicability. The format of CUET has to change and must incorporate discipline-specific essay-type answers. If three-stage examinations include preliminary and Main examinations and Personality Tests form the UPSC examination structure, Universities should also formulate such a format with colleges given the autonomy for the conduct of Interviews. Instead of academics setting up the question papers, this year this task has been entrusted to an agency,

reducing the validity of such an important entrance examination. Restricted entry through rigorous qualifying examinations is important for the quality of higher education

3. Improving the quality of higher education needs quality faculty who effectively combine teaching with research. This demands a lot of changes in the rules governing teaching faculty. Here the attempt to equate teachers with administrators on the basis of the number of hours to be spent at the desk is due to a lack of understanding of what entails an academic job. The Class I officer in the Secretariat has a 9---5 job where his/her presence is required at the desk. But the university teacher has a longer inning that stretches beyond 5 in the evening without a compulsory presence in the institution. Teaching is only one part of the daily task, but going to libraries, preparing lectures, keeping up to date with emerging advances in knowledge, evaluating students' assignments, keying in internal assessment marks and attendance records, reading and working on personal research to upgrading knowledge and publishing articles and writing books, setting up question papers every semester and evaluation of the scripts of a very large number of students….this goes beyond the administrator's desk job of 8 hours. Quality output is becoming increasingly difficult as the quantity of work listed above is constantly increasing. What is needed for quality improvement are:

   a) Recruitment is to be only on the basis of merit. Since reservation is in force in all admissions up to post-graduation, it defeats the affirmative principle by extending it further to recruitment to faculty positions. It exposes the hollowness of reservation if, at the end of availing ten years of reservation, the acquired degree also seems discriminatory, necessitating further concessions for recruitment.

   b) Less teaching hours- from the present 16-18 periods to a maximum of four per week. This means lectures be capsule lectures adequate to spark the interest and curiosity of the students to learn more, where the focus is on concepts and theories to prepare the students' minds for better

understanding, leaving them to devise their own process to learn and develop in their chosen field of study. This focus from the present teacher's monologue to the discussion, dialogue, and interactive sessions with students encourages students to go for self-study, do library work, and engage in participatory research with the teachers in laboratories and research centers. Not more than 4 hours of lectures per day will give students adequate time for self-study, writing assignments, and presenting papers in tutorials. The teachers will also get time to work on their research and publication.

b) Teachers should be given a sabbatical for one semester after every nine semesters of teaching to enable them to do their own study and write papers.

c) Teachers have to be given less administrative and documentation work.

3. NAAC has to function in an advisory capacity and not for ranking purposes. The desire to get top grades makes every institution stake a unique claim for achieving excellence in everything-academic, placements, Co-curricular activities, Social Service, Environmental Sustenance, etc. If these claims are genuine, the quality of higher education must have by now soared high so as not to require successive NEPs to raise the issue of quality. In a world that is increasingly going digital and encouraging paperless communication, it is sad to find NAAC's lopsided thrust on documentation. They ask for 3-5 copies of Self Study Report (SSR) running to not less than a minimum of 100 pages, to be submitted to NAAC, along with documentation of each and every activity of all the stakeholders – management, faculty members, administrative staff, students, parents, employers, community and alumni. This is followed by getting ready individual files of all teachers in separate documents. This in essence means NAAC is skeptical of the SSR and wants to re-examine every individual's performance. NAAC turns academic work on its head by at least six months as teachers turn data collectors and documentarians. Let NAAC play just the advisory role where required and help in bridging the gap if facts and claims do not match. The

role of NAAC as a monitoring agency makes it function more like a Big Brother, skeptical and quizzical about an institution's activities. NAAC often turns out to be Fault Finding Committee. Many institutions have had the discomfiture of being reprimanded by NAAC especially when the Members of NAAC criticize the institutions for what is not there instead of appreciating what is there. It is also reported in some cases that some visiting team Members of NAAC show high-handed and taunt the college faculty. It reminds one of the proverbial sayings, " I do not know how to build a nest, but I know how to destroy it". Selection of the NAAC members must be done meticulously if its aim is to create avenues for quality improvement and not to destroy the institution's morale.

4. The policy of bringing in a Professor of Practice is to be shelved. It starts with the covert view that all those recruited to the academic institutions do not have the rigorous academic potential and therefore their work must be complemented by Professors of Practice---who are supernumerary appointments. Today to become a University Professor, one needs 10 years of teaching and *research* experience, 5-10 publications, PhD and post-Doctoral research, and possess adequate scholarship and competence to conduct advanced research to guide and nurture the younger generations. But all these criteria are to be relaxed for Professors of Practice--- as all those who have proven expertise in their specific profession or role with at least 15 years of service or experience, preferably at a senior level, will be eligible for recruitment as Professors of Practice. This is not a wholly new policy. The UGC has already an earlier policy to engage Adjunct faculty

- to develop collaboration between institutions and industry,

- to attract distinguished individuals who have excelled in their field of specialization like Science and Technology, Media, Social Sciences etc for enriching the overall learning experiences,

- to promote interaction with skilled professionals.

But the Adjunct faculty have never affected the three-tier teaching cadre-Assistant, Associate and

Framing of Research Design in Population Health Research: An Empirical Outline of KAP/KABP Survey

Mahendra Panda*, Sunanda Garabadu** and Amarendra Mahapatra***

There are several health issues that cannot be solved by any one single discipline. Rather they require multi-disciplinary efforts and cooperation between disciplines. For example, social science and medical disciplines are interdependent and need mutual cooperation. Patient treatment is not just a medical process. It involves psychology, social science, etc., also. Sometimes the patient may deviate from the prescription given by the doctor due to some reasons. Sometimes the patient may experiment with other less-researched treatments which may cause harm. Due to these reasons, the KAP or KABP survey methods are gaining popularity in health research. In KAP/KABP survey "K" stands for Knowledge, a science of understanding one's imagination capacity and way of perceiving something. Hence, assessment of knowledge is the procedure through which one can highlight those areas where education and information efforts will be exerted. The letter "A" stands for "Attitude" the way of being in a position or a tendency to do something. This can be defined as a variable between the situation and the response to that situation. In other words, an attitude lies between practice and a stimulus. It is not directly observable but one can assess the same. The letter "B" stands for Belief i.e. habits of mind or state of mind of people in which confidence or trust exists. So, belief is something that is acceptable and considered true by the population at large. The letter "P" stands for "Practices", an observable action of an individual in response to a stimulus. Hence, KAP (Knowledge, Attitude, and Practice) and KABP (Knowledge, Attitude, Belief, and Practice) survey methods are gaining popularity in health research across the world. Historically the KAP or KABP Surveys were conducted from the 1950s till the end of the 1970s with the research techniques basically to study the Family Planning issues, in general, existed among different populations under study in a particular set-up and to provide the required information for use in health planning and research purpose only. In other words, the KAP or KABP surveys were carried out in order to understand the community perspectives and human behaviour in family planning perspectives at Health Care Centre established and proposed to establish at the Community level (Schopper et al. 1993). Hence, the KAP or KABP surveys established their place among the social scientists involved in health research particularly to investigate health behaviour and practices in the 1980s onwards (Hausmann-Muela et al. 2003). Nowadays, in both KAP and KABP survey methods various types of cross-sectional strategies are being used for the collection of quality data from the population while giving due attention to the socio-cultural as well as the emotional aspect of the study population. But recently, social scientists have criticized the KAP or KABP surveys because of their issues such as there is no guarantee that genuine information will be obtained from all populations under study. However, there are several reasons that exist for preferring KAP or KABP survey like: it provides quantitative data, surveys are easy to conduct, cost-effective and the results could be generalized for the whole population. Because of their easy research design, reliability, authentic data, ease of interpretation, and ability of generalized information from among small sample population to a wider one, they are becoming popular. In health research, there is an increasing demand and recognition for use of KAP/KABP survey methods. However, according to Good, 1994, the KAP survey data especially for programme planning is doubtful because of its data quality and its usefulness of results for limited purposes only.

In an epidemiological-entomological survey undertaken by ICMR-RMRC, Bhubaneswar in the year 2002 to 2004 and in the year 2016 to 2018 in

* Former Sr. Research Fellows/ Scientist, Regional Medical Research Centre- ICMR, Chandrasekhapur, Bhubaneswar - 751 023 Odisha. E-mail: mahendra74iips98@gmail.com
** Former Sr. Research Fellows/ Scientist, RMRC(ICMR), Chandrasekhapur, Bhubaneswar-751023 (Odisha). E-Mail: sunandaaryan2005@gmail.com.
***Scientist-E-Deputy Director, Head, Epidemiology Division and CPIO, ICMR-Regional Medical Research Center, Department of Health Research, Ministry of Health and Family Welfare, Govt. of India, Bhubaneswar-751023, Odisha. E-mail: amarmaha@gmail.com

endemic villages of KBK (Kalahandi-Balangir-Koraput) districts in Odisha and Urban Slums in Bhubaneswar City, KAP/ KABP survey was used to quantify the information gathered from villages and slum dwellers on the basis of findings of qualitative research through various anthropological methods.

Key Aspects of KAP/ KABP Survey

A KAP or KABP survey can be used to measure the extent of the known situations, confirms or disproves a hypothesis, provides a new tangent of a situation's reality, and also enhances the Knowledge, Attitude, and Practice of specific themes, help in identifying what is known and done about various health-related issues. Further, a KAP or KABP survey method has predefined formatted questions in a standardized questionnaire method wherein it provides access to both qualitative and quantitative information and helps in recording the "opinion" of individuals or groups of people as the statement or in a declarative manner. Hence, KAP or KABP survey is a planned activity that is suited to the specific study population. The components of the KAP or KABP survey consists of 'Survey Protocol', 'Preparing Strategies', 'Surveying the Field', 'Data Analysis, 'Preparation of Survey' 'Report Presentation' and "conclusion". The operational aspect of any KAP or KABP survey requires advance planning in terms of the requirement of field staff for field work by surveyors and supervisors' categories of person, time must be fixed for completion of tasks preferably between six to twelve weeks, and since the survey is being conducted on a specific target population with a selection of respondents on a random basis so the survey questionnaires must be aimed at individuals or at household level with emphasis on open-ended interviews and focussed group discussions.

Knowledge Aspect

In KAP/KABP surveys, the knowledge aspect of respondents (as per their age namely youth, adult, and old) plays a vital role because of respondents' other socio-cultural factors. Hausmann-Muela et al. 2003 in their study focused that socio-cultural-specific illness knowledge, notions related to sickness, and health services management activities namely access to health services, referral, and treatment aspects play important roles in the knowledge aspect of the study population.

Attitude Aspect

Hausmann-Muela et al. 1998 mentioned that during KAP Field survey, some respondents wanted to emphasize something special but the structured questions restrained them to do the same. Hence it can be said that in KAP survey questionnaire must be open-ended and flexible in answering the question (Nyamongo 2002). In a KAP study in 1984 by Bernard et.al, it was reported that half of the information collected was found insufficient in some way as the majority of respondents were either unable to understand the question or the content of the same. Further, it was noticed that in KAP or KABP survey more attention has been given to the generation of data without a focus on understanding the local language and usual habits of study people.

Belief Aspect

Beliefs are the fundamental aspect of human cognition that fulfills important individual and social functions. It explicitly provides meaning, comfort, and communality (Heine et.al.2006). Hence, the belief aspect in the KAP survey is based on religious faiths with a range of positive psychological benefits to individuals. Hence in the belief aspect the question of "what people believe about certain things, how they feel, how they behave if any intervention adds to their belief pattern? (Yoder, 1997).

Practice Aspect

In KAP or KABP surveys, general practices of study population data are often collected with an assumption that there must be a direct relationship between the behavior of people as per their knowledge. A research study based on the KAP Survey method by Launiala Annika, 2009 showed that practice aspect of people is mostly influenced by the level of knowledge they have had possessed.

The socio-economic, cultural, and environmental factors influenced not only the attitude but also the practice aspect of people. Hence, in KAP or KABP survey framing of the questionnaire is required to be done in such a structured way that the respondents are bound to interpret the meaning of the question as per his/her perception and answer it. Green(2001) highlighted that in the process of the KAP survey the survey questions must not be different from each other else it would not make much sense in some aspects. Hence in KAP or KABP survey, information

should be collected from people as per their age and their usual practice, and their attitude toward unusual situations based on the baseline qualitative survey research findings.

Efficacy of KAP/KABP Survey

For improvement of the efficacy of KAP or KABP survey in population health research, following points observed by researchers during their empirical fieldwork may be taken care of:

No Uniformity in the Translation of the Questionnaire into the Local Language

It was observed that in any empirical survey work each Research Investigator more or less tries to translate KAP or KABP survey Questionnaire from English to another suitable local language as per his/her own understanding and convenience. During this translation process, some investigators changed the meaning of the key points. One of the examples of this is that in a KBK Malaria Survey conducted by ICMR-RMRC, Bhubaneswar, the local people used local terms for Malaria as "*Palli Jwaroo*", but the meaning of *Palli Jwaroo* was found complex as it is used by people for all feverish condition varying from a shiver to body pain and to mild fever. So, the field research Investigator without applying their common sense referred to all types of feverish conditions as *Palli Jwaroo* whereas people referred Malaria as *Palli Jwaroo,* which made the study incorrect. In view of this, there should be uniformity in the translation of questionnaires into the local language.

Misinterpretations of Terms while Translating

In KAP or KABP surveys it was often seen that Investigators have adopted their own strategies for the collection of data. This strategy sometimes leads to a change in the meaning of the actual research. During a field survey in rural KBK village and Slum areas where rural people resided, questionnaires were framed in Odia and the Investigators were advised to collect data and translate it into English. But surprisingly it was found that the meaning of both questions had been changed from its original while translating which caused doubts about the validity of the results. In fieldwork in rural areas and in slums in Bhubaneswar city, the Field Investigators who acted as interpreters were found confused due to the concepts and meanings of the disease Malaria

and its vectors during this survey method. Hence, before conducting an actual field study all technical or cultural concepts should be properly explained and the Investigators are advised to interpret them correctly so that data can be collected uniformly from the field.

Linguistic Challenges

"Mixed Odia dialect" was the language spoken in the study area in KBK district and also in slum areas in Bhubaneswar in which fieldwork was conducted. It was termed as mixed Odia because it was influenced by Chattishgarhi and Hindi oral language/ Telugu-Odia mixed dialect, containing concepts and words with no vernacular equivalents in English and vice versa. So, the explanations for the linguistic challenge among the rural villagers were often seen to occur through various social networks that exist in the village set-up (Soldan 2004). Local disease concepts as explained by the target population embedded in their perception should be studied carefully as Investigators with less or little training or little knowledge have often been deployed to collect data. There was always a cultural gap between the study population and Investigators, especially in KAP or KABP surveys conducted in slum areas in Urban setups and in rural areas because it even fails to meet the fundamental requirement of formulating questions in meaningful local dialects that make sense to the respondents (Ratcliffe 1976).

Concept and Meaning of Usable Practices as Interoperated by Respondents in Field

In the KAP/KABP Survey respondents who were approached gave their answers based on the connotation/ meaning of the question rather than their practical experience. In a KAP study in Nepal, a large number of respondents answered the question "Don't Know" because the respondents had interpreted the question at their level and found it not suitable to their culture as the question was framed about a culturally sensitive issue namely abortion and this matter no one explained in public so the respondents who had known such act but because of social stigma did not prefer to explain. Hence it is important on the part of the Investigator to gather local familiar concepts which respect people in their localities (Stone,L & G.Campbell,1984) . Hence, it is essential on the part of the researcher to frame a questionnaire for KAP or KABP Survey based on

the local concept along with the culture/taboo if any as prevailing in the study populations. However, one way to address this challenge is to frame the time schedule and the researcher must be ready to spend time with the study population with open-ended questions in addition to the structured one.

Difficulty in Obtaining Information Concerning Sensitive Topics

There is always a chance of facing difficulties for the researcher in obtaining sensitive information through KAP/KABP surveys from study areas. In research studies like HIV-AIDS or Sexually Transmitted diseases (STDs) the information generally collected solely depends on the type of questions the researcher framed and the type of approach field Investigators have possessed while obtaining such information. Hence, in order to gather quality information especially for cultural taboos and sensitive parts of life, personal information namely asking women during their pregnancy complications associated with Malaria by probing several other issues namely miscarriage, complications, and even maternal death caused by witchcraft, etc. There are several explanations experienced during the field study in KBK districts of Odisha namely people felt uncomfortable while expressing their negative feelings and opinion openly and especially information on *Baidya* (Medicine Man), Traditional Healer and Witchcraft data in the study areas.

Open-Ended Questions

The survey Questionnaire in KAP/KABP Study is generally close-ended and often lacks the scope of asking additional explanations so in many large surveys it was found that many questions are left by respondents as "Don't Know" or "Cannot Say". This type of weakness in KAP/KABP survey could be due to more emphasis on the Quantitative aspect than on Quality information by the researcher. Further, it has also been seen that the field assistant engaged in the KAP/KABP Survey are eager to complete the numbers so that they will get their remuneration accordingly. Again, it was also seen that there was always the pressure of completing of study by the funding agencies on time and ultimately it lies on the shoulders of the Field Investigators to complete the same. Hence, it is important to mention here that in a Qualitative Survey followed by a quantitative survey in terms of KAP or KABP Survey the Field Investigator must be well trained in how to probe and probing techniques as open-ended questions are required to be answered by the respondent though the skill of Investigator otherwise the response would always appear "Don't know" or "Nil" (Pelto &. Pelto. 1997).

Previous Training of the Other Research Teams

In any Socio-demographic fieldwork, the role of field investigators is a crucial aspect. Generally, the selection of Field Investigators for conducting field survey work is done based on their past experiences in conducting fieldwork. The person engaged in different other research work is more likely influenced by previous experience and if proper training will not be imparted and engaged in collecting data for a KAP/KABP study then there is every chance of overlapping of data collection strategies. In this context it is important on the part of the Investigator to be familiar with the concept of probing so that sensitive information can be gathered from the study population in an easy way (Cleland,1973). During a field study in Slum areas in Bhubaneswar in the year 2002-2004, it was observed that most respondents responded in their local language and explained local issues of their natives and tried to emphasize on public health systems that exist there. This might be the results of Investigators trained for the collection of data for KBK Malaria Projects. It was also seen from field study data that other relatives were also allowed to present during the interview.

Courtesy Bias

In the fieldwork from 2002 to 2004 and again from 2016 to 2019 in KBK district in Odisha it was noticed that the respondents uttered the answers which they believed that the Health Staff or the accompanying person wanted to hear. The respondents in KBK areas were ethnic groups having polite nature. They dislikes the idea of conflicts and are never reluctant to participate in KAP or KABP Survey. But in slum areas where rural people reside the outlook is found to be different from that of their village counterparts. Hence the term courtesy bias could have been observed in Field when most of the respondents assumed that the KAP/KABP survey is being conducted by local health staff which may have made them worry about their future treatment if any criticism will be done by them. Hence it

was noticed during KAP/KABP field survey that the answer to the questions related to the use of local health care seems to be positive yet during the in-depth interview respondents voiced the truth involved in the health services. It was also noticed during KAP/KABP surveys in 2002 to 2005 and in 2016 to 2018 that the problem of courtesy bias was strengthened as local people are used to receiving services and gifts for their information. It was also noticed that the respondents in remote villages were tired of participating in many ongoing research activities and some respondents were not able to differentiate the questions asked to them through the survey questionnaire. In an ICMR-RMRC KBK Malaria KAP survey from 2002 to 2004, it was seen that some investigators irritated respondents by asking them unnecessary questions not related to the Malaria problem and which were considered by Key Informants as culturally inappropriate and against their moral code. Hence, before conducting KAP Survey it is more important to discuss the challenge encountered in the Qualitative survey by the field investigator (Helitzer-Allen, DL. and C. Kendall. 1992). Again, the Field Investigator should familiarise themselves with the area and chalk out the strategies of survey work and pre-testing the KAP or KABP Questionnaire among the sample population. It was observed in the RMRC-Bhubaneswar-KBK Malaria project and Bhubaneswar Slum migratory Malaria Projects in the year 2002 to 2004 that careful planning, pre-testing of survey questionnaire was the appropriate strategy for collection of data particularly on the aspect of Knowledge, attitudes and practices data. In the study Ratcliffe, 1976 argued that unconditional reliance on a KAP survey's ability to generate accurate data would not the possible and it may be resulted in to bogus interpretation of data.

Relationship between Knowledge and Action

In Socio-demographic field studies especially during KAP or KABP surveys, the Filed Investigators were trained to apply strategies of health-seeking behaviour assuming that it would be directly related to the knowledge, attitude and action of respondents and information on culturally sensitive issues will also be obtained. Hausmann-Muela,et.al, 2003 in their study had explained how poorly equipped research methods dragged whole research into the dark and no information was obtained on the issues of the use of traditional methods of treatment and prevention practices. Another study conducted by Schopper et.al.,1993 pointed out that KAP survey questionnaires are not fit for obtaining community members' sensitive information namely sensitive issues, actual behaviour, practice and belief systems. In view of gathering information on knowledge, attitude and practices relating to any disease and other health issues, the KAP survey if not carried out sincerely would result in to failure. However, if the researchers analysed both the strengths and weaknesses in terms of its survey design and in methodology, good results can be obtained. Nowadays empirical studies are being done superficially without following the standard operation procedure and ignore to analyse the contextual description and find out the way to improve the strategies from the past mistakes. Further, the Principal Investigator in KAP/KABP survey is not ready to consider what type of information can be collected which will be useful in the planning stage and interpretation of data stage. Hence, KAP/KABP surveys are gaining popularity but there are shortcomings emerging in the planning of public health programmers. In their study McKevitte, 2002 explained how KAP Survey is effective if multiple-method design consists of both qualitative and quantitative methods is useful in lessening the limitation of the survey methods.

Conclusion

A lot of field problems arise in different survey techniques including KAP or KABP Survey. Field inquiries are being done in different parts of the world with the hope of getting good results which would be helpful in improving the well-being of the study population. The results of the KAP or KABP survey findings can achieve their goal when sensitive information will be obtained from people under study. KAP or KABP survey strategy will be achieved only when the research plan will able to reach people and obtain sensitive and critical information from people namely the types of treatment and prevention strategies adopted by respondents. Thus, the aspect of KAP or KABP survey is inclusive of both the qualitative and quantitative ways of gathering data from the population. So nowadays KAP or KABP surveys are being framed by the combination of qualitative

and quantitative aspects with the belief that the best outcome can be achieved.

References

1. Bernard, H. R., Killworth, P., Kronenfeld, D. and Sailer, L. (1984). The Problem of Informant Accuracy: The Validity of Retrospective Data. *Annual Review of Anthropology*, 13, 495-517.

2. Cleland, J. (1973). A Critique of KAP/KABP Studies and Some Suggestions for their Improvement. Studies in Family Planning, 4(2), 42-47.

3. Good, B. (1994). Medicine, Rationality and Experience: An Anthropological Perspective. Cambridge: Cambridge University Press.

4. Green, C., E. (2001). Can Qualitative Research Produce Reliable Quantitative Findings? Field Methods, 13(3), 3-19.

5. Hausmann-Muela, S., Muela, R., J. and Tanner, M. (1998). Fake Malaria and Hidden Parasites - The Ambiguity of Malaria. *Anthropology and Medicine*, 5(1), 43-61.

6. Hausmann-Muela, S., Muela, R., J. and Nyamongo, I. (2003). Health-seeking Behaviour and the Health System's Response. DCPP Working Paper no. 14.

7. Helitzer-Allen, DL. and Kendall, C. (1992). Explaining Differences between Qualitative and Quantitative Data: A Study of Chemoprophylaxis during Pregnancy. *Health Education Quaterly,* 19, 41-54.

8. Heine, S., J., Proulx, T., and Vohs, K., D. (2006). The Meaning Maintenance Model: On the Coherence of Social Motivations. *Personality and Social Psychology Review*, 10, 88–110.

9. Launiala, Annika, (2009). How Much Can a KAP Survey Tell us about People's Knowledge, Attitudes and Practices? Some Observations from Medical Anthropology Research on Malaria in Pregnancy in Malawi, Fieldwork Identities, 11 (1), 1-13.

10. Nyamongo, I., K. (2002). Health Care Switching Behaviour of Patients in a Kenyan Rural Community. *Social Science and Medicine*, 54(3), 377-386.

11. Pelto, J.,P., and Pelto, G., H. (1997). Studying Knowledge, Culture, and Behavior in Applied Medical Anthropology. *Medical Anthropology Quarterly*, 11(2), 147-163.

12. Ratcliffe, J., W. (1976). Analyst Biases in KAP/KABP Surveys: A Cross-cultural Comparison. *Studies in Family Planning*, 7(11), 322-330.

13. Schopper, D., Doussantousse, S. and Orav, J. (1993). Sexual Behaviors Relevant to HIV Transmission in a Rural African Population: How Much Can a KAP/KABP Survey Tell Us? *Social Science & Medicine* 37(3), 401-412.

14. Soldan, V., A., P. (2004). How Family Planning Ideas are Spread within Social Groups in Rural Malawi. *Studies in Family Planning*, 35(4), 275-290.

15. Smith, H., L. (1993). On the Limited Utility of KAP/KABP-style Survey Data in the Practical Epidemiology of AIDS, With Reference to the AIDS Epidemic in Chile. *Health Transition Review*, 3(1), 1-15.

16. Stone, L. and Campbell, J., G. (1984). The Use and Misuse of Surveys in International Development: An Experiment from Nepal. *Human Organization*, 43(1), 27-34.

17. Yoder, P., S. (1997). Negotiating Relevance: Beliefs, Knowledge And Practice in International Health Projects. *Medical Anthropology Quarterly*, 11(2), 131-146. ❑

Dismantling the Perception of Marginalized through Accessible and Equal Education

Mayank Kumar* and Parul Mishra**

Empowerment can be labelled as freedom of choice and action. It can simply be defined as empowering the people from a category of assortments that can be preferred and thus experience a sense of authority and power. These selected ones get the power to control the deprived groups and for the individuals pondering on dismantling the concept of marginality, the very first thing which strikes the mind is education. Education is observed as one of the commanding tools to establish empowerment. It is the foundation through which societies are acknowledged by historians. In addition, education has also helped eliminate coercion for democratic partaking and active indulgence. In the context of downgraded communities, it helps them understand the legal rights issued to them. Moreover, it enables the avowal of authority, status, and quality of education. For centuries it has been observed that marginalized groups are browbeaten and run down of identical positions in society. In the face of prevailing tradition, they are confused about whether to work, what to work with, whom to work with, what to learn, and whose ideology to learn and there are a lot of related problems that have a straight upshot on their lives. Accordingly, they are deprived of getting equality and participation in the socio-economic society which ultimately makes them socially left out from the place of supremacy and Honour.

Marginalized Communities Struggling to Attain Self-Reliance

Marginalized communities are always seen as struggling to attain self-reliance. Marginalization can be defined as being separated from the rest of the world and forced to occupy the edges and not be at the centre of things. The reasons which resulted in marginalization are political, economic, religious, ignorance and fear. The process of marginalization has two kinds of aspects--- inferior location of living and secondly exclusion from normal society because of downtrodden living. Marginalized groups

have inferior locations in mainstream society. They are positioned on the borders. As a result of this partition, they are not part of typical society as honoured groups. In addition to this, marginalized groups encounter the course of social barring. These groups do not hold any power which takes them to the level of the honoured ones. They are placed lower which makes it difficult for them to achieve the desired goals and positions in society. Owing to this prejudice they fail to contribute to social, economic, and civic life which again also discards their existence and deprives them of experiencing the luxuries of life and a respectable standard of living which is considered appreciable in the society they live in.

Negotiation of Educational and Societal Disparities

The biases they face are rarely acknowledged by the leaders of society. In the lack of this consideration, the marginalized groups find themselves in a position of primary societal discrimination. Adding on to the negotiation of educational and societal disparities, it can be declared that there exist local-level differences in the edification standing of relegated groups in India. The constitution of India distinguishes marginalized communities on the basis of the caste that they belong to ---scheduled castes, scheduled tribes, other backward classes, and religious minorities. Not only this but women are also taken as marginalized in the field of education. The census of India (2001) states the total population of scheduled caste accounts for 16.2% of the Indian population whereas Schedule Tribe accounts for 8.1% of the total. 55th round of the National Sample Surveys (2000) divulges data that OBCs figures out 41% of the population and the literacy rate of SCs in rural India was 46.6% whereas in urban India it is 67%. The ST population's literacy rate was 42.2% in rural areas, and in urban areas, 70%. The literacy rate of the Other Backward Class (OBC) was 54.8% in rural India and 76% In urban India. The enrolment of SCs up to class eight was 19.87%; for STs, it was 10.69%. the population of OBCs in the primary classes was 43% and 42% at the upper primary level

* Research Scholar, Amity School of Languages, Amity University Rajasthan-303103. E-mail: mayank.kumar@s.amity.edu.
**Amity School of Languages, Amity University Rajasthan-303103. E-mail: pmishra@jpr.amity.edu.

(Chakrapani). According to the Sachar Committee (2006), the Government of India collected data on the Muslim community's enrolment in literacy which discloses their educational standing.

Data and Reports on Literacy

The Sachar Committee research states that Muslims were the most uneducated backward community within the nation, comprising just about 13% of India's population. The report says that the Muslim enrolment at the primary school level from class first to fifth was an inadequate 9.39% of total enrolment figures for 2006-07. The situation cries for the dire need for action. There is a requirement for the liberalization of education to release marginalized sections of the society. The National Education Policy (1986) advocated for the adoption of distance education medium as an easy source to reach those deprived people who are dwelling in inaccessible areas. The majority of the people, SC/STs, backward classes, socio-economically backward sections of society, women, and the physically disabled stay behind in educational foundations. Distance learning delivers them the original opening for obtaining an education. It becomes imperative to address the issue of the deliverable teaching content. The condition of today is not better than in the past because learners coming from disadvantaged families are still treated as backward and inferior. It becomes totally unfair to judge them on the basis of their family background or caste. It is to be considered that the curriculum is immersed in the urban middle-class background of those who designed the curriculum. This led to the need for change in the making of curricula. It should be based on social context and on the experiential learning concept of NEP 2022. The government after seeing such disparities has taken some serious affirmative actions to enrol marginalized people in higher education through various reservations, and scholarships.

Lack of Equal Education

Disparities on the part of information and communication technology are also seen. It is noted that learners belonging to the higher class generally go for mass communication and technology. Indian society is divided on the basis of caste, class, gender, and illiteracy. There are places in India where there is an acute shortage of electricity supply and no internet, telephones, and computers which are necessary for ICT. In India, most of the urban areas are connected with ICT networks. If we particularly talk about rural areas then ICT has touched these marginalized people such as agricultural laborers, peasants, and artisans only through mobile. It has been observed that student enrollment in higher education has increased in recent years, but it has been also observed that there is a very slow rate of increase in the educated population of marginalized groups such as SCs, STs, and OBCs. However, the percentage of girls in higher education has increased by a large number. Education has been regarded as a critical instrument to bring political, social, and economic change, particularly in the lives of marginalized people. It has been observed that marginalized groups such as SCs, STs, OBCs backward communities, and women have low access to education.

Dropout Cases in India for Primary Education

Moreover, India has a good number of dropouts at the primary and secondary levels of education. These dropouts are largely in marginalized groups and as a result, a large part of the population remains excluded without complete education. To lessen the dropout rate state government should ensure policies to promote the education and well-being of those people who are excluded from the mainstream and are forced to live in a marginalized section of society (Rampal, 2000). In every society, finance and monetary resources are considered to be important elements that bring about the economic empowerment of marginalized communities. A person who belongs to a marginalized community may not be willing to attend an educational institution and obtain a degree, but he always looks out for a source of income.

Money & Finance

Finance, being approachable, available, and affordable is one of the major restrictions in voluntary action amongst the marginalized, disadvantaged, and economically weaker sections of the population towards empowerment and self-reliance. The government of India is providing loans at cheap rates to encourage a range of voluntary activities amongst the marginalized, physically and socially backward, disadvantaged, and economically deprived sections of the population towards attaining self-reliance. Certain schemes have been started by the government such as the provision of micro-finance, setting up of self-employment income generation projects, loans, grants, assistance, interest rates, pensions, and

disability benefits. *Swarnima,* is a special scheme for women to provide them loans, belonging to other deprived classes and financial help for formal learning, training, and dexterity-enhancing programs (Economic Empowerment).

Per Capita Income

There are certain factors that are responsible for disparities in marginalized communities such as Per capita income, which is the backbone of the economy and has broad regional differences. For the year 2005-06, the national average per capita income was Rs. 25,716. It was noted that capita income of eleven States was higher than the national average. The bottom seven were declared as the poorest States having the lowest per-person income- Bihar, Uttar Pradesh, Madhya Pradesh, Orissa, Rajasthan, Jharkhand, and Chhattisgarh; More than half of the Indian populace have their homes in these, majority of them would be marginalized people. Although the level of poverty has reduced to the minutest level, rural-urban and inter-state differences still prevail, Orissa, Madhya Pradesh, Chhattisgarh, Bihar, Jharkhand, and Uttar Pradesh note moderately high poverty ratio. It is worthwhile mentioning that poverty rates in rural Orissa (43%) and rural Bihar (40%) are in an extremely miserable state; on the contrary, rural Haryana (5.7%) and rural Punjab (2.4%) measure up too well even at the global level.

Provincial Differences in Agrarian Evolution

The preliminary allocation of manufacturing points in India was established by the old process of development determined principally due to the awareness of the English monarchs. As a consequence, most of the industries were established at a small number of centers. Provincial differences in agrarian evolution have augmented with the growing years, within States like Punjab, Haryana, and Uttar Pradesh. Among these Punjab has the maximum per capita average food grain production whereas Kerala has the minimum. Due to the non-availability of water States like Mizoram and Maharashtra come under less irrigated areas. Because of extensive irrigation services and intensive use of fertilizers Punjab and Haryana come in the category of a high rate of agricultural production. In the majority of the States, agricultural growth is yet to accept the required rapidity and come up to its potential. Literacy is one of the main signs of socioeconomic development but

there are immense disparities in this regard in various regions of the country. According to Census 2001, the literacy rate is maximum in Kerala and minimum in Bihar. Whereas the all-Indian average literacy rate was 65.38 per cent, it was 90.92 per cent in Kerala and only 47.53 per cent in Bihar; there are important differences among the rest of the States also. Coming to transportation and communication, India possesses different distinctions. The most common forms of transportation are roadways, railways, airways, and waterways. With detailed analysis of the data in respect of even one of these, one would certainly understand the existing disparities. For example, with regards to road length, there are some States that are at a very advanced level, whereas there are some in which the road situation is in a deprived state. Kerala ranks first in road length whereas Jammu and Kashmir are at the bottom.

Education and Literacy

For empowering the marginalized community certain factors played an important role such as Education and literacy are considered to be extremely important factors in the promotion of empowerment of the entire nation (Socially Disadvantaged Groups, n.d.). For example, there are training schools, institutions and centers established that function in order to promote education, knowledge, and awareness among individuals. When an individual is an agricultural laborer or an electrician, he/she has to acquire the knowledge and skills in order to perform well in the job. Therefore, education and literacy promote the empowerment of marginalized communities. Health and well-being are important factors for an individual; it has been observed that marginalized workers also take out some time for themselves to get engaged in physical exercises, they prefer to obtain healthcare services and medical centers where facilities are provided free of cost. Awareness regarding the maintenance of good health conditions, well-being, healthy, nutritious, and well-balanced diet enables the promotion of empowerment because a healthy individual can become achievement-oriented. Getting engaged in employment, performing labor, working, and doing jobs are considered to be the most essential factors that bring empowerment to marginalized communities. When a person is engaged in the job, he becomes self-sufficient, and aware, and would effectively contribute toward the welfare of his family. It is

true that in India, crime against women is prevalent which is a major hindrance to their empowerment; when a woman is subjected to crime and violence, there are legal authorities, organizations, and helpline services that render assistance. Women and child development, medical services, education, and knowledge regarding health and nutrition are some of the influences that require to be executed to generate authorization of the communities which are sidelined in society. In rural areas, the provision of educational and training centres, health care facilities, efficiency in the agricultural methods, proper housing, electricity supply, job opportunities for individuals, clean drinking water, development of infrastructural facilities such as transport, roads, and systems of communications and implementation of technology are some of the vital aspects that bring about rural development and empowerment of the marginalized communities. In the urban areas, advancements in the systems of education, generation of more and more enhanced employment opportunities, industrializations, development of communication facilities, transportation, provision of houses even for the socio-economically backward sections of the society, eradication of poverty, redundancy and analphabetism are few of the points that need to be considered for the empowerment of the downgraded societies in municipal zones. A large number of issues can be observed which stand as factors responsible for the hindrance in the advancement of marginalized communities (Human Development, 2013) For instance, a particular individual or a family is declared to be under the poverty line when their per head revenue is extremely low or when they are not in apposition to generate ample resources to meet their family expenses. It is an obvious obstacle because, when an individual or family is facing circumstances stating poverty as a consequence they are bound to be deserted. Furthermore, they fail to validate themselves. Certainly, education is a fundamental right for all, it has been viewed as an imperative means amid the underprivileged units of the populace. A person possessing crucial skills is akin to securing a job fulfilling his/her familial and social responsibilities, on the contrary failing to do so becomes a chief blockage for the course of their enablement. Furthermore, every individual owes to obtain employment which serves him a respectful position and receive a source of income for an operative living. There are noteworthy groups of persons amongst the poor, demoted, and deprived groups of the population who want elementary literacy skills, and are not educated. Hence it is proved that it is a foremost barricade to accomplishing self-sufficiency. It has been observed that in the houses of the so-called upper-class these marginalized people are treated as untouched and are expected to sit on the floor. It is very commonly seen in every household. Moreover, these people are served in abandoned things of the house. This inequality in today's era is certainly a blot on the idea of a developed nation. proves to be a barrier during the course of empowerment of marginalized communities. However, a huge number of variances in the condition of destitute and highborn, more affluent individuals are seen in the current societies, government is taking active steps to improve the plight of such groups; there are healthcare and welfare amenities accessible for these disadvantaged sections.

Conclusion

The main tool to bring social change is the inclusion of access and equity in the higher education system. if the same is not improved as per the need of today's present generation, then the aim of emancipation and empowerment of the marginalized people will remain unfulfilled. In today's world, the open education distance learning system is playing an important role in providing higher education to students including socially disadvantaged sections as earlier marginalised communities in India were suffering from access to education in India for generations not only this *Dalits* were not allowed to enter schools and institutions, but now open distance learning education system has open new doors and vistas for them to get equal educated. As a consequence, the marginalized community will definitely be empowered to face exploitation and humiliation. Education and literacy are going to play a vital role in bringing about the necessary changes leading to the empowerment of marginalized communities. Many additional factors will play an equally important part in achieving the dream of equality and identity like- health and family welfare, labour, and employment, etc. Therefore, the changes approved in these sections would undoubtedly result in the empowerment of marginalized communities. The government is suggested to conduct more informative family planning and welfare programs for a better understanding of the issues related. This

will for the sure benefit the concerned group or person. The government, no doubt, is continuously taking rigorous actions to avail assistance to the selected groups. System of micro-finance and other related plans that help in the fiscal needs of the economically deprived sections of society. Loan policies and grants projects aligned with income generation, infirmity aids, provision of loans to a female who belongs to the deprived sections, educational loans, agendas for skill development and implementation of same for employment. It can be concluded that dynamic enablement prospects for the marginalized sections would positively subsidize the progression of the nation. Helping the nation eradicate social evils like poverty, illiteracy, inequality, and unemployment would definitely assist in making the nation *Vishwaguru.*

Reference

1. Chakrapani, Pushpa. (n.d.). Empowerment of Marginalized Communities: Role of ODL in India. Retrieved July 18, 2016 from *https://wikieducator.org/images/0/09/PID_534.pdf.*

2. Economic empowerment through concessional finance and micro-credit facilities for socio-economically marginalized sections. (n.d.). Retrieved July 18, 2016, from *https://www.unodc.org/pdf/india/publications/inventory_of_Schemes_and_Programmes/08_section6.pdf.*

3. Rampal, Anita (2000). Education for Human Development in South Asia, *Economic and Political Weekly.*

4. Human Development, (2013). Retrieved July 17, 2016, from *http://indiabudget.nic.in/es2012-13/echap-13.pdf.*

5. Socio-Economic Development and Empowerment of Disadvantaged Groups. (n.d.). Retrieved July 18, 2016, from *http://planningcommission.nic.in/plans/planrel/fiveyr/10th/volume2/v2_ch4_1.pdf.*

6. Socially Disadvantaged Groups. (n.d.). Retrieved July 17, 2016, from *http://planningcommission.nic.in/plans/planrel/fiveyr/10th/volume2/v2_ch4_1.pdf.*

7. Government of India, (2006). Sachar Committee Report, Prime Minister's High-Level Committee, Cabinet Secretariat.

8. Government of India, (1986). National Educational Policy, Department of Human Resource Development, Government of India, New Delhi.

9 Census of India, Registrar General & Census Commissioner, New Delhi, India, 2001.

10 National Sample Survey, 55th Round National Sample Survey Organisation, New Delhi, India, 2000. ❑

Professor. The basic concept of higher education is that knowledge is a seamless web and University academics are engaged in inter-disciplinary research that can be applied to the betterment of societies. To bring in successful industrialists or businessmen and women without years of academic research and broad scholarship has very limited value. To designate them as Professors-on par with faculty members of the highest academic rank in an institution of higher education- needs a re-think. On the same plank will any business concern or industrial house offer a Professor to be the President/Director of their concern? It is ironic that instead of preserving the dignity of academics, the UGC, which has been established primarily for coordinating, determining, and maintaining standards of higher education, is ready to devalue the highest academic rank by conferring it on those who do not meet the minimum criteria of the professorship. *In this context, we may look at Harvard where* Professor of practice appointments are reserved for instructors who have a national or international reputation a*s* leaders in educational innovation and who are the best in the field in terms of curriculum development, educational reform (such as leading a major curriculum reform), and pedagogy.

Instead, fund colleges and Universities to organize weekly general lectures inviting eminent intellectuals, scholars, authors, scientists, economists, judges, and performing artists, to enable young students to cultivate their hearts and mind- where the mind cultivates academic intelligence and heart unfolds emotional intelligence. Socrates said, "Educating the mind without educating the heart is no education at all."

Quality is measured by the flow from the giver to the receiver. In Higher education, it is measured by educational input, process, outcome, and context indicators (Student Achievement. Discipline Research Work, Placements, etc. If the focus of NAAC is on these referrals and on providing suggestions for remedial action to improve, quality will no longer be chimeric.

All that begins well ends well. ❑

Education: Cultivation of Human Values

Shrikant Madhav Vaidya, Chairman, Indian Oil Corporation Limited delivered the Convocation Address at the 30th Convocation Ceremony of Nirma University, Ahmedabad on December 17, 2021. He said, "As you move ahead in your professional life, there will be occasions that will test the values and ethics of the organisation and the leader. Having a set of principles will serve as your moral compass as you navigate through the Corporate ecosystem. I can assure you that your success and work-life happiness will hinge on how well you can reconcile your personal values and dreams with that of the organisation. I am sure, each one of you will achieve your dreams, enrich the lives of the people around you and be worthy citizens of this planet. I have always believed that beyond an astronomical package, what ultimately defines a life well-lived is the difference you bring to your people, your organisation, the society, the country and what imprints you leave behind on the sands of time. Excerpts

Let me begin by congratulating the Graduating Class of 2021 of Nirma University! There are a few defining moments in our lives that we will cherish forever, and this day will always remain precious for you. You would have created some wonderful memories together and the learnings you have gathered here will provide a strong foundation for your future course in life.

I am sure you entered this Institution of Learning with great aspirations and ambition. In the words of Nelson Mandela, "Education is the most powerful weapon that you can use to change the world". The degree you have earned today will empower you to realise the dreams you and your family have nurtured over the years. Each new generation defines the circle of life and human evolution. I am sure with your dreams and ideas you will chart your distinctive path and identity in the professional world. I wish all the 2383 young women and men graduating today, exciting times ahead. I am elated to know that there are more than 800 women graduating today and what is even more heartening is that out of the 53 medal winners, over 50% are women. More power to you, girls!

Let me remind you that you carry the aspirations of an entire nation on your shoulders. You are among the brightest of the 260 million Indian youth, and if India must reap the demographic dividend, you must lead the way. The Youth in India report states that the median age of the Indian population is around 28 years in 2021 and will become 31 years by 2031. So, our country has ten years to leverage the prowess of a young and vibrant population. Each one of you, as a graduate from one of the premier academic institutions in the country, will have the responsibility to craft the agenda of a new, ascendent India.

As someone who has spent over three and half decades navigating the Corporate world, let me share my thoughts on a few important things that will act as a guiding light to your thoughts and actions in the future. Preparing for tomorrow begins with aligning with a vision and a set of values that will help you navigate through the path ahead.

Talking of values, I find a natural synergy between Nirma and IndianOil in terms of Indianness, customer focus and social commitments. As one of the largest detergent manufacturers in India, Nirma is a significant consumer of Linear Alkyl Benzene and one of IndianOil's most valued customers. But the synergy that I mentioned extends well beyond that transactional relationship. Both the companies are not confined to balance sheet numbers but are built on enduring values that make them frontline social organisations in the country.

Creating a business is like building a community of stakeholders. If you want the community to act as a group, you need a set of shared ethos that drives your purpose. As future leaders, this is one core truth that you must internalise. When I talk of enduring values and role models, Dr Karsanbhai Patel and the brand Nirma, he has nurtured, are outstanding examples worth emulating.

Today, management books and journals are replete with articles and reports on how the social focus is essential to create a sustainable business model. Whenever I think of social enterprise and entrepreneurship, Nirma is one of the top-most brands that come to my mind. You must have

noticed that if you google 'Nirma', the Nirma University is the first search result that appears. The business face appears below the seat of learning and this is truly remarkable. Dr Karsanbhai blended his philanthropic focus with business acumen to create an inspirational example that will forever shine bright on the Indian business landscape.

Earlier, I also mentioned how the spirit of Indianness drives both Nirma and IndianOil. Till Nirma changed the dynamics, detergents were for the wealthy and privileged, and multinationals served that small premium market with high-cost washing powders. Karsanbhai created a mass offering and a successful homegrown brand, that transformed the consumer market in the country.

Similarly, Indianoil was born out of the vision of the founding fathers of independent India for ensuring the nation's energy security. IndianOil has grown from being just a petroleum company to an integrated energy major. For us, being the Energy of India is not just a motto; it is a lasting reminder of the trust reposed by the country and our responsibility towards our billion-plus customers for enriching their lives.

I want to underline that today, most business organisations are successful because their purpose extends far beyond profits and Return on Investment. To lead such organisations, you must arm yourselves with a set of values that define you as an individual brand. Importantly, preparing for tomorrow begins with the process of embracing a vision that inspires you. Let me tell you that even for an organisation, the values and vision play a defining role in shaping its journey path.

These days, companies are invested in hiring candidates aligned with organisational values. As you move ahead in your professional life, there will be occasions that will test the values and ethics of the organisation and the leader. Having a set of principles will serve as your moral compass as you navigate through the Corporate ecosystem. I can assure you that your success and work-life happiness will hinge on how well you can reconcile your personal values and dreams with that of the organisation.

Values can set a company apart from the competition by clarifying its identity and serving as a rallying point for employees. Core values are the deeply ingrained principles that guide a company's actions; they serve as its cultural cornerstones. Your personal values and ethics should be sacrosanct and non-negotiable, either for convenience or short-term economic gain. As Core values are the source of a company's distinctiveness, your values also reflect the equity of your personal brand and must be maintained at all costs.

I am sure, each one of you will achieve your dreams, enrich the lives of the people around you and be worthy citizens of this planet. I have always believed that beyond an astronomical package, what ultimately defines a life well-lived is the difference you brought to your people, your organisation, the society, the country and what imprints you leave behind on the sands of time.

With these words, let me once again congratulate, all of you on this very special day. I must also extend my best wishes to the parents and teachers who have nurtured you throughout your academic journey. Your Institute has set high standards to develop Leaders with Wisdom and Integrity. I'm sure each one of you will emerge as worthy ambassadors of your University in the years ahead and inspire future generations.

Stay healthy, stay safe! Thank you !

❑

National Webinar on Gender Sensitisation and Women Empowerment

A One-day National Level Webinar on 'Gender Sensitisation and Women Empowerment: Issues, Challenges and Strategies' was organised by the Gender Sensitisation Cell of the Internal Complaints Committee (ICC) in collaboration with the IQAC of Yogoda Satsanga Palpara Mahavidyalaya, Palpara, Purba Medinipur, West Bengal, recently. About 125 participants including the faculty, research scholars and students from various states participated in the event. Dr. Pragna Bhattacharya, Associate Professor and Head, Department of Geography delivered the concept note on the theme as the Convener of the event. In her address, she highlighted the need for Women's Empowerment through Gender Sensitisation by giving a brief note on the status of women at the national level.

Prof. Pradipta Kumar Mishra, Principal extended the Welcome Address. In his address, he visualised the need for gender sensitisation, women empowerment in India with the issues and challenges, the country is facing. He focused on the steps undertaken by the Govt. of India in developing the policies for the said purpose in the form of the Millennium Development Goals, 2000, Sustainable Development Goals, 2017 along with the policies adopted by the UNO, Paris.

Prof. Geetanjali Dash, Vice Chancellor, Berhampur University, Bhanja Vihar, Berhampur, Odisha delivered on the theme as the Keynote Speaker. In her deliberation, she emphasised the Principle of Equity being actualized through women's participation in different activities and programmes, so that the concept of human development can be realised. To her, human development is governed by major factors like education, awareness, learning, and training. But the gender gap is the hurdle in the progress of human development for which there is the need for a Gender Awareness Programme. Therefore, the focus needs to be given to Gender Awareness or Sensitisation through which Women's Empowerment can be enhanced. There are four indicators of Women's Empowerment leading to human development as economic participation and opportunities, educational attainments, health and survival, and political empowerment. Besides, she again highlighted women's participation which is highly emphasised in developed countries with women's leadership. To her, in these countries, 27% of women are having managerial and leadership qualities which are invisible in developing countries like India. She also stressed on human rights by highlighting the Women's Decade (1975-85) declared by the UNO, Paris, Women Violation Act, 1995 along with the formation of the National Commission for Women and also at the state level in India for protection of human rights. In this context, she again reiterated the concept of equity advocated by Mahatma Gandhi which has been actualized to some extent through the Panchayat Raj Act, 1993 by virtue of the two Amendment Acts (73rd & 74th Amendment Acts in 1993). These Amendments have facilitated women's participation through local self-government, she advocated. Besides, she highlighted the Bina Majumdar Committee, National Perspective Plan, 1988-2000, and National Policy for Women in 2001 for redressal of Gender Inequality and Enhancement of women's participation and development. In course of her deliberation, she emphasised both social and economic democracy by honouring democracy as a way of life. She highlighted the prohibition of domestic violence and sexual harassment of women in the family, community, workplace, educational institutions, etc. which needs to be strictly prohibited. For this, awareness camps need to be organised by educational institutions to zero tolerance levels. While concluding her address, she focused on the priorities envisaged in the RTE Act, 2009 and National Education Policy, 2020– relating to Gender Inclusiveness for Equitable and Inclusive Development.

Prof. Papiya Gupta, Department of Philosophy and Life World, Vidyasagar University, Midnapore, Paschim Medinipur, West Bengal in her deliberation as the Lead Speaker lamented that Gender Sensitivity is an inevitable pre-condition for Women's Empowerment. She highlighted gender bias, discrimination, exploitation, and oppression especially against women by reporting on domestic violence and sexual abuse which affect the self-

respect, and self-esteem of women in society. To her, women's empowerment can only be realised and maximised by addressing the issues, and challenges faced by women in this regard. She advocated for gender inequality and promotion of gender awareness among the students and the other stakeholders which will automatically result in women empowerment paving way for the sustainable development of the Nation. Mr. Sujit Mondal, Assistant Professor and Head, Department of English proposed the vote of thanks.

International and National Conference of Fluid Mechanics and Fluid Power

A three-day International and National Conference of Fluid Mechanics and Fluid Power (FMFP-2022) is being held at the Indian Institute of Technology (IIT), Roorkee, Uttarakhand from December 14-16, 2022. The conference aims to bring together national and international experts on a common platform and share state-of-the-art on various topics related to fluid mechanics and fluid power. The event covers all aspects of fluid mechanics, both theoretical and experimental. The topics include the fundamental aspects of fluid mechanics such as flow instability, transition, turbulence, and control. It also covers fluid machinery, turbomachinery and fluid power, IC engines and gas turbines, multiphase flows, fluid-structure interaction, flow-induced noise, micro, and nanofluid mechanics, bio-inspired fluid mechanics, energy, environment, etc. Special topics related to manufacturing and materials processing, granular flows, nuclear reactor, thermal hydraulics, space engineering will also be covered. The Themes of the event are:

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

- Propulsion and Power.
- Miscellaneous.

For further details, contact, Organizing Secretary, Department of Mechanical and Industrial Engineering, Indian Institute of Technology, Roorkee-247667, Uttarakhand, Phone No: +91-1332-284763 E-mail: *fmfp2022@iitr.ac.in*. For updates, log on to*: www.iitr.ac.in/FMFP2022*.

International Conference on Emerging Aspects of Manufacturing, Thermal and Design Engineering

A three-day International Conference on 'Emerging Aspects of Manufacturing, Thermal and Design Engineering' is being organized by the Department of Mechanical Engineering, National Institute of Technology (NIT), Hamirpur, Himachal Pradesh during February 15-17, 2023. The conference intends to provide a general platform to various academicians, scientists, researchers, research scholars and industry persons throughout the globe working in the broad areas of Mechanical Engineering (Design, Thermal, and Manufacturing Engineering) and allied areas to exchange and share their experiences and researches with the world. The Topics for the event include three different core streams of Mechanical Engineering with Fundamental, Numerical / Computational and Application, but are not limited, to the following:

Manufacturing

- Artificial Intelligence Applied, Optimization Methods in Manufacturing.
- Automation and Production Control.
- Computer-based Manufacturing Technologies: CNC, CAD, CAM, FMS and CIM.
- Machining (traditional and nontraditional processes)
- Manufacturing Design for 3r 'Reduce, Reuse, Recycling'.
- Mechatronics and Robotics.
- Nanomaterials and Nanomanufacturing.
- Rapid Manufacturing Technologies and Prototyping
- Real-time Enterprise Control.
- Robust Design and Quality Engineering.
- Stochastic Models and Decision Analysis.

- Supply Chain Systems.

Thermal

- Computational Fluid Mechanics.
- Micro, Nano-scale Transport.
- Turbomachinery.
- Propulsion and Power.
- Heat and Mass Transfer.
- Renewable Energy.
- IC Engines and Biofuels.
- Flow measurement and Flow Visualization.
- Circular Economy and Sustainability.
- Nanofluids.

Design

- Applied and Computational Mechanics.
- Finite Element Modelling and Simulations.
- Extended FEM, Meshfree Methods.
- Engineering System Design/CAD, Optimization.
- Fracture Mechanics/Solid Mechanics/Automotive Mechanics, Fatigue and Failure of Components.
- Tribology and Contact Mechanics.
- Vibration, Acoustics, Noise and Control, Condition Monitoring.
- Kinematics and Dynamics, Robotics.

For further details, contact Organising Secretary, Department of Mechanical, Engineering, National Institute of Technology, Hamirpur-177005, Himachal Pradesh, E-mail: *mathed.med.nith@gmail. com.* For updates, log on to: *www.nith.ac.in*

National Seminar on Self-reliant India

A two-day National Seminar on 'Self-reliant India: A Pathway to Developed India Mission-2047' is being organised by the Department of Economics, GTN Arts College, Dindigul, during January 05-06, 2023. The event is sponsored by the Indian Council of Social Science Research, New Delhi.

Atamnirbhar Bharat Abhiyan as an idea deserves to be understood, analysed, interpreted and adopted with a positive mindset. In post-COVID era, the self-reliance in Indian Economy is necessary for the survival, existence and for attaining excellence of every Indian. As a citizen of this country, the onus lies on us to play the role of consumer, producer, distributor and trader. We need to possess an optimistic approach by embracing '*Sab ka Vikas, Sab ka Sath* and *Sab ka Vishwas'*.

To make this a successful mission, we need to increase the domestic saving rate necessary for investments in order to provide an impetus to growth in the various sectors of the economy. It is believed that the domestic saving rate is capable of strengthening the economy in terms of all indicators of the performance of the economy including the rate of investment, capital formation GDP, exports and GNP. The Themes of the events are:

- Different Dimensions of Self-reliance.
- Role of Corporate and MSMEs.
- Empowering Poor's Including Migrants and Farmers.
- Agriculture Value Chain and Marketing Reforms.
- New Horizon of Growth (Coal Sector, Mineral Sector, Défense Sector, Aviation Sector, Power Sector, Social Infrastructure Sector, Space Sector, Atomic Energy-related Reform).
- Government Reforms and Enablers (Employment Generation, Healthcare Sector, Education Sector, Ease of Doing Business for Corporate).
- Public Sector Enterprise (PSEs) Policy for a New and Self-reliant India.
- Contribution of States in Achieving Five Trillion Economy.
- Money and Banking, Financial Sector.
- Financial Inclusion.
- Technology in Development, Business Cycles.
- Pandemic and Financialization.
- Skill Development, Vocational Education and Entrepreneurship.
- AI, IoT and Self-reliant India.
- Space Research and Self-reliant India.

For further details, please contact Dr. P Ravichandran, Associate Professor and Head, Department of Economics, GTN Arts College, Dindigul-624 005 (Tamil Nadu), Mobile Number: 09150447279, E-mail: *icssrsrcrmw@gmail.com.* For updates, log on to: *www.gtnartscollege.ac.in* ❑

THESES OF THE MONTH

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

Geography

1. Ghatpande, Rashmi. **Ujjain Jile ka pryavarniya parivartan: Ek bhogolik vishleshan**. (Dr. R K Shrivastav and Dr. Prashant Puranik), Department of Geography, Vikram University, Ujjain.

2. Chandrawanshi, Suresh. **Krishi pratiroop mein parivartan: Ujjain Jile ka bhogolik adhyayan**. (Dr. Vikram Verma), Department of Geography, Vikram University, Ujjain.

3. Chouhan, Manisha. **Ujjain Jile mein poshan star evam swasthya samasyaye: Ek bhogolik adhyayan**. (Dr. Vikram Verma), Department of Geography, Vikram University, Ujjain.

4. Shekhar Kumar. **Assessment of climate change and its impact on water resources in Beas River Basin of Western Himalaya**. (Dr. K Nageswara Rao), School of Sciences, Indira Gandhi National Open University, New Delhi.

History

1. Arun, M. **Advertisements in the making of modernity: Exploring cultural life in colonial Malabar**. (Dr. A Paslithil), Department of History, Sree Sankaracharya University of Sanskrit, Kalady, District Ernakulam.

2. Das, Amrit Kumar. **Bihar mein Jaati pratha evam uske unmulan hetu sarkari prayas: Ek aitihasik adhyayan (1947 se 2015 tak)**. (Dr. Kamini Dubey), Department of History, T M Bhagalpur University, Bhagalpur.

3. Kuriakose, Jose. **Legal discourses and disciplinary network: Colonial justice in Princely Cochin**. (Dr. Anil Tresa Ephrem), Department of History, Sree Sankaracharya University of Sanskrit, Kalady, District Ernakulam.

4. Majeed, P. **Between the Little Kingdom and the company state: Mapping the Mysorean engagements in Trade, policy and society in Malabar**.

(Dr. E N Lakshmanan), Department of History, Sree Sankaracharya University of Sanskrit, Kalady, District Ernakulam.

5. Pandey, Alpana. **Prachin Bharat mein pey vyavastha: Ek etihasik anusheelan (Vedik Kal se Purva Madhya Kal tak**. (Dr. V S Parmar), Department of Ancient Indian History Cultural and Archaeology, Vikram University, Ujjain.

6. Sinha, Rajesh Kumar. **Bhartiye arthvyavastha ke sandarbh mein madhyam varg kee bhumika: 1800 se 2000 isvi**. (Dr. Alpana Dubhashe), Department of History, Vikram University, Ujjain.

Languages & Literature

English

1. Harikumar, Anju. **Politics of the womb: Problematising female sexuality in select Indian films**. (Prof. N Prasantha Kumar), Department of English, Sree Sankaracharya University of Sanskrit, Kalady, District Ernakulam.

2. Khote, Namrata. **Fusion of tradition and modernity in the novels of Vikram Seth**. (Dr. J K Nayar), Department of English, Vikram University, Ujjain.

3. Ramnani, Anjali Mahesh. **A study of the history of translation of the plays of William Shakespeare from English into Gujarati**. (Dr. Sunil Sagar), Department of English, Marwadi University, Gujarat.

4. Soya, V N. **Constructing diasporic identity: A study of gender and sexuality in select diasporic women poets**. (Prof. N Prasantha Kumar), Department of English, Sree Sankaracharya University of Sanskrit, Kalady, District Ernakulam.

Hindi

1. Chaudhary, Lucky. **Raghuvir Sahay kee kavitaoan ka rajnaitik, samajik aur sanskritik adhyayan**. (Prof. Jitendra Kumar), School of

Humanities, Indira Gandhi National Open University, New Delhi.

2. Manjusha, K M. **Samkaleen kahani ka paristhitik path**. (Dr. Shanti Nair), Department of Hindi, Sree Sankaracharya University of Sanskrit, Kalady, District Ernakulam.

3. Nakum, Gagshibhai Gopal. **Abhimanyu Anat ke upanyasoan ka samasyamulak adhyayan**. (Dr. A V Nandaniya), Department of Hindi, Saurashtra University, Rajkot.

4. Neeraja, V M. **Manavadhikar ke sandarbh mein samkaleen kahaniyoan mein abhivyakt baljeevan**. (Dr. Moosa M), Department of Hindi, Sree Sankaracharya University of Sanskrit, Kalady, District Ernakulam.

5. Parmar, Deepshikha. **Lokdevta sambandhi Malvi aur Bundeli lok sahitya evam Sanskriti anusheelan**. (Dr. Pratibha Saxena and Dr. Jagadish Chandra Sharma), Department of Hindi, Vikram University, Ujjain.

6. Rajalwal, Durga. **Rita Shukla ke katha sahitye mein istree chetna**. (Dr. Pratibha Saxena and Dr. Premlata Chutel), Department of Hindi, Vikram University, Ujjain.

7. Savita. **Hindi dalit sahitya mein abhivyakat istree chaviya: Katha sahitye evam aatamkathaoan ke vishesh sandarbh mein**. (Prof. Smita Chaturvedi), School of Humanities, Indira Gandhi National Open University, New Delhi.

8. Siddh, Sandeep. **Kavi Pradeep ke geetoan mein samvedna aur shilp**. (Dr. Shashi Joshi and Dr. Geeta Nayak), Department of Hindi, Vikram University, Ujjain.

9. Singh, Vikas Kumar. **Hindi kahani-sahitye mein bal-vimarsh: Vishleshnatamak adhyayan**. (Dr. Pratibha Rajhans), Department of Hindi, T M Bhagalpur University, Bhagalpur.

10. Soumia, S. **Manaveeya sankat ke ubharte bimb: Vyakti aur vyavastha ka sandarbh: Samkaleen Hindi katha sahitya mein**. (Prof. Shanti Nair), Department of Hindi, Sree Sankaracharya University of Sanskrit, Kalady, District Ernakulam.

11. Subhash. **Mithileshwar ke katha sahitye mein abhivyakat gramin yatharth ka adhyayan**.

(Prof. Satyakam), School of Humanities, Indira Gandhi National Open University, New Delhi.

12. Sujata, G. **Hindi dalit kahaniyoan mein chitrit dalit nari ke jivan ka samajik yatharth: 1990 se 2010 tak ke vishesh sandarbh mein**. (Dr. W Maya Devi), Department of Hindi, Telangana University, Nizamabad.

13. Tabing, Tunung. **Arunachal Pradesh kee adi janajaati kee upjanajaati Tangam ka samaaj-bhashik adhyayan**. (Dr. Jamuna Bini Tadar), Department of Hindi, Rajiv Gandhi University, Itanagar.

Marathi

1. Bhosale, Dashrath Dajirao. **Marathiteel visthapitamvareel nivdak kadamb-ya: Ek chikitsak abhyas**. (Dr. Jayadrath Jadhav), Department of Marathi, Swami Ramanand Teerth Marathwada University, Nanded.

2. Gaikwad, Arti Keshavrao. **Marathi dalit kavita ani samkaleen vastav: Jaat-lingbhavi drishtikonatun chikitsak abhyas: Kalkhand 1970 te 2010 paryat**. (Dr. Keshav Sakharam Deshmukh), Department of Marathi, Swami Ramanand Teerth Marathwada University, Nanded.

Sanskrit

1. Abhijith, V G. **Taittiriyopanisad sankarab-hasyasahitya anandagirikrtatika ekamadhyayan-am**. (Dr. S Geethamony), Department of Sanskrit, Sree Sankaracharya University of Sanskrit, Kalady, District Ernakulam.

2. Ghosh, Puja. **A survey on the usefulness of grammar in the study of Natyashastra**. (Dr. Umesh Chandra Mishra), Department of Navya Vyakarana, Central Sanskrit University, New Delhi.

3. Hebbar, A Soorya. **A critical analysis of poetic convict**. (Dr. Raghavendra Bhat), Department of Sahitya, Central Sanskrit University, New Delhi.

4. Patel, Akhilesh Kumar. **Ramchandren-drakritmahawakyaratnavali granthasya sampa-danamanusheelanancha**. (Prof. Ramkrishna Pandey Paramhans), Department of Darshana, Central Sanskrit University, New Delhi.

5. Pathak, Angshuman. **The influence of prasha-stapadabhashya on nyayasiddhantamuktavali in deciding similarity and dissimilarity in the context**

of Padarthas and Dravys etc. (Dr. R Balamurugan), Department of Nyaya, Central Sanskrit University, New Delhi.

6. Pitroda, Hirenkumar Chhabildas. **A critical study of Adwaitaratnaraksana of Madhusudana Saraswati in the context of Adwaitavada of Sankaracarya**. (Dr. T L Shrimali), Department of Sanskrit, Saurashtra University, Rajkot.

7. Prajwal, J. **A critical study of Atama Sharira Indriya Prana and Antahakarana as illustrated in Vedantha philosophy in the light of yoga and ayurveda.**. (Dr. Ganesh Ishwar Bhat), Department of Advait Vedanta, Central Sanskrit University, New Delhi.

8. Prem Lata. **A critical editing and philosophical study of Adhyatmapradeepika of Vishveshwara's commentary of Ashtavakarageeta**. (Dr. Manjunath S G), Department of Darshana, Central Sanskrit University, New Delhi.

9. Raj Sharma. **Vaidik-laukik-sanskritbhashayoh vyakarandrishtya tulanatmakamadhyayanam**. (Dr. Prakash Pandey), Department of Veda, Central Sanskrit University, New Delhi.

10. Savalia, Hansagauri Vrajlal. **The classical practice of Jayprakashnarayan Dwivedi: A study**. (Dr. L M Panseriya), Department of Sanskrit, Bhakta Kavi Narsinh Mehta University, Junagadh.

11. Sharma, Rajesh. **Paribhashendushekharasya Sheshadrisudheevirachitayah paribhashabhaskaravyakhyayah sampadanmadhyayanacha**. (Dr. Madhukeshwar Bhat), Department of Vyakarna, Central Sanskrit University, New Delhi.

12. Shukla, Lavlesh Kumar. **Mimansakabhimatvibhaktyarthasya vyakaranadrishtya sameeksha**. (Prof. Banamali Biswal), Department of Vyakarna, Central Sanskrit University, New Delhi.

13. Soni, Mamta. **Kanhaiyalal Sethia ke Hindi kavye mein lok sanskritik chetna: Vishleshnatamak adhyayn**. (Dr. Samani Sangeet Prajna), Department of Prakrit and Sanskrit, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

14. Tiwari, Praveen Kumar. **Meghdootkavyasya Shreedharmishrakritsamasanvaybodhinyah tikayah sampadanam dharmshastriya sameekshanancha**. (Prof. Ramkrishna Pandey Paramhans), Department of Sahitya, Central Sanskrit University, New Delhi.

Urdu

1. Ali, Sayyed Suroor. **Jaora mein Urdu Shear-O-Adab ka tanquidee O Tehquiqee mutaalea**. (Dr. Gulam Hussain), Department of Urdu, Vikram University, Ujjain.

Performing Arts

Fine Arts

1. Himani. **Response theory in visual communication of national brands: An analytical study with reference to major cities of NCR**. (Prof. Sunil Kumar), School of Performing and Visual Arts, Indira Gandhi National Open University, New Delhi.

Philosophy

1. Jain, Rahul. **Adhunik Bhartiya punanirman mein Swami Vivekanand ka chintan**. (Dr. T B Shrivastava), Department of Philosophy, Vikram University, Ujjain.

2. Jalwaya, Mamta. **Padpo (Poudho) ka darshan evam unka paryavarneeye mahatva-Bhartiye dharam evam darshan ke vishesh sandarbh mein**. (Dr. T B Shrivastava), Department of Philosophy, Vikram University, Ujjain.

3. Singh, Shirly. **An examination of professor Bandiste's concept of rational philosophy**. (Dr. Shobha R Mishra), Department of Philosophy, Vikram University, Ujjain.

Religion

Jainism

1. Jain, Sadhvi Kirti Sheela. **Jain darshan mein punye-paap ka samikshatamak adhyayan**. (Prof. Samani Chaitanya Prajna), Department of Jainology and Comparative Religion, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

2. Shreeji, Sadhvi Viragdyashtha. **Pujye Acharya Jayantsen Suriswarji Maharaj ke gadh-padh sahitye mein adhyatamwad**. (Dr. Kumarpal Bahi Desai), Department of Jainology and Comparative Religion, Jain Vishva Bharati Institute, Ladnun, District Nagaur. ❑

Janata Shikshan Prasarak Mandal Umardari
Janata Adhyapak Mahavidyalaya
Mahavir Society, Shivaji Nagar, Nanded

WANTED

Applications are invited for the post of **Assistant Professor** in **Janata Adhyapak Mahavidyalaya, Mahavir Society, Shivaji Nagar, Nanded** run by Janata Shikshan Prasarak Mandal, Umardari, Tq. Mukhed, Dist. Nanded **(Permanent Non-Grant).** Eligible Candidates should submit their applications alongwith all necessary documents **within Fifteen days** from the date of advertisement for the following Post:-

Sr. No.	Qualification	No. of Posts	Reservation
1	Perspectives in Education	04	Open - 05 SC - 02 ST - 01 VJ(A) - 01 NT(C) - 01 OBC - 03 EWS - 01
2	Pedagogy Subjects Math, Science, Social Science, Language	08	
3	Health And Physical Education	01	
4	Performing Arts (Music/Dance/Theatre) Fine Arts	01	

Note:

For details information about post Qualification and other terms and conditions, please visit University. **Webside: www.srtmun.ac.in**

Address for Correspondence:-
Principal, Janata Adhyapak Mahavidyalaya, Nanded 431 602
Ph. No. 9011315961, E.mail: janatabedcollege@gmail.com

Royal Eduation Society, Latur's
College of Computer Science and Information Technology (COCSIT),

COCSIT

Ambajogai Road, Latur - 413512 (Maharashtra)
(Affiliated to Swami Ramanand Teerth Marathwada University, Nanded)
WANTED

Applications are invited for the post of Asst. Professor to be filled in **Royal Education Society's College of Computer Science and Information Technology (COCSIT), Latur (MS) (Permanent Non-Granted).** Eligible candidates should submit their application along with all necessary documents on the address given below by Registered post only within 15 days from the date of publication of the advertisement.

Sr. No.	Post	Subject	No. of Post	Category
1.	Asst. Professor UG	English	3	Open-1, SC-1, OBC - 1
2.		Computer Sci.	48	Open-18, SC-6, ST-3, VJ(A)-1, NTB-1, NTC-2, NTD-1, SBC-1, OBC-10, EWS-5
3.		Mathematics	3	Open-1, SC-1, OBC-1
4.		Biotechnology	2	Open-1, OBC-1
5.	Asst. Professor PG	Commerce	3	Open-1, SC-1, OBC-1
6.		Computer Sci.	13	Open-5, SC-2, ST-1, NTC-1, OBC-3, EWS-1
7.		Biotechnology	3	Open-1, SC-1, OBC-1

For detailed information about posts, qualifications and other terms and conditions please visit College or University Website College Website : www.cocsit.org.in /University website : www.srtmun.ac.in.

President
Royal Education Society, Latur

Royal Eduation Society, Latur's
College of Computer Science and Information Technology (COCSIT),

COCSIT

Ambajogai Road, Latur - 413512 (Maharashtra)
(Affiliated to Swami Ramanand Teerth Marathwada University, Nanded)
WANTED

Applications are invited for the post of Principal to be filled in **Royal Education Society's College of Computer Science and Information Technology (COCSIT), Latur (MS) (Permanent Non-Granted).** Eligible candidates should submit their application along with all necessary documents on the address given below by Registered post only within 15 days from the date of publication of the advertisement.

Sr. No.	Post	No. of Post	Category
1.	Principal	01	Unreserved

1. For detailed information about posts, qualifications and other terms and conditions please visit College or University Website College Website : www.cocsit.org.in
   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 services 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.

Address for Correspondence :
The President, Royal Education Society,
College of Computer Science & Information Technology (COCSIT), Ambajogai Road, Latur – 413512 (Maharashtra)
e-mail : cocsit365@rediffmail.com

President
Royal Education Society, Latur

PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR

(Under Maharashtra Public Universities Act, 2016)
Phone No. 0217-2744770
Email: est.section@sus.ac.in

Punyashlok Ahilyadevi Holkar Solapur University, Solapur invites applications in the prescribed format from the eligible candidates for the following post.

Advt. No. : PAHSUS/Estt/2022/116

Sr. No.	Name of the Post	No. of Post	Reservation Category
01	Director of Sports and Physical Education	01	Open (Unreserved)

Duly completed, application form, alongwith all enclosures, shall be sent to the Registrar, Punyashlok Ahilyadevi Holkar Solapur University, Solapur – 413 255 so as to reach **on or before 21/12/2022 (Up to 05.30 p.m.).**

Further details can be downloaded from the University **website: http://www.sus.ac.in (http://www.sus.ac.in/estd/Recruitment-OR-Employment-Opportunities)** link of Employment Opportunities. The same is hosted on Govt. of Maharashtra **websites: www.maharashtra.gov.in**.

Date : 19/11/2022

Sd/-
(Yogini Ghare)
Registrar

जवाहरलाल नेहरू विश्वविद्यालय
Jawaharlal Nehru University
New Delhi-110067

Advertisement No. RC/66/2022 (Re-Advertisement)

Online applications are invited from eligible candidates for appointment to the post of **Professor** in the Academic Pay Level 14 of 7th Central Pay Commission, in various Schools/Special Centers of the University as per latest UGC Regulations.

The details of vacancies, qualifications, general instructions etc. are available in JNU **website https://www.jnu.ac.in/career.** The last date for submission of applications completed in all respects, shall be **05th December, 2022 (5.30 PM).** The candidates who have applied earlier with reference to Advt. No. RC/60/2019 are required to apply afresh.

Any addendum/corrigendum shall be posted only on the University website.

REGISTRAR

NIRMALA EDUCATION SOCIETY

Nirmala Nivas
Altinho, Panaji, Goa
0832 2225633

VACANCY

Applications with full Biodata are invited from Indian Citizens for the **POST OF PRINCIPAL** from the academic year 2022-2023 onwards.

For Essential Qualifications, requirements, tenure, pay, service conditions and other details, kindly check the Institute website: www.nirmalainstitute.org

Applications should be received **within 20 days** from the date of publication.

No TA or DA will be paid to answer the interview.

Sd/-
**Vice President
Nirmala Education Society
17/11/2022**

ATTENTION ADVERTISERS

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

1. advtun@aiu.ac.in

2. publicationsales@aiu.ac.in

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

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

Mob: 09818621761

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

WANTED

Applications are invited from eligible candidates for the Post of **Assistant Professor** in **Bharat Shikshan Prasarak Mandal, Latur's Jaikranti College of Education, College, Latur (Permanent Non-Granted).** The Application should reach the undersigned **within fifteen days** alongwith essential true copy of documents from the date of publication of this advertisement at the college address by Registered post only. Candidates from Reserve Category to send one copy of their application to Assistant Register, Special Cell, Swami Ramanand Teerth Marathwada University, Nanded.

Sr. No.	Designation with Subject	No. of Post	Category Detail
1	Assistant Professor in Perspectives in Education	03	OPEN – 03
2	Assistant Professor in Pedagogy Subjects (Mathematics, Science, Social Science, Language)	06	SC – 02 ST - 01 VJ (A) – 01 NT-C – 01
3	Assistant Professor in Health and Physical Education	01	OBC – 02
4	Assistant Professor in Performing Arts (Music / Dance/ Theatre) Fine Arts	01	EWS – 01

Educational Qualifications as per UGC & NCTE Regulation-2014 :-

A.   Perspectives in Education :
1) A Master Degree in Social Science with 55% marks (or an equivalent grade in a point wherever grading system is followed). 2) M.Ed. with at least 55% marks (or an equivalent grade in a point wherever grading system is followed), and 3) SET / NET / Ph.D. in Education.

OR

1) M. A. in Education with 55% marks (or an equivalent grade in a point wherever grading system is followed). 2) B. Ed. with at least 55% marks (or an equivalent grade in a point wherever grading system is followed). 3) SET/NET/Ph.D. in Education.

B.   Pedagogy Subjects :
1) A Master Degree in Sciences, Mathematics, Social Sciences, Languages with 55% marks or marks (or an equivalent grade in a point wherever grading system is followed). 2) M. Ed. Degree with atleast 55% marks or an equivalent grade in a point wherever grading system is followed, and 3) SET / NET / Ph.D. in Education.

C.   Health and Physical Education :
1) Master of Physical Education (M. P. Ed.) with minimum 55% marks (Training/qualification in Yoga Education shall be desirable). 2) SET / NET / Ph. D. in Physical Education.

D.   Performing Arts (Music / Dance/ Theatre) Fine Arts :
1) Post Graduate degree in Music/ Dance/ Theatre/ Fine Arts (MFA) with minimum 55% marks. 2) SET / NET/Ph. D. in Performing Arts & Fine Arts.

Salary & Allowances :-
Pay Scales as per the U. G. C., State Government & S. R. T. M. University's rules from time to time.

Note :-
1) Prescribed application form is available on the University **Website: (srtmun.ac.in).** 2) No T. A. / D. A. will be paid to attend the interview. 3) Candidates from SC, ST Category are eligible having minimum 50% marks at their Post Graduate Degree. 4) 3% Reservation for Physically Handicapped Candidate. 5) 30% Reservation for women Candidate. 6) Those Candidate who are working in private and government institute apply through proper channel.

Address for correspondence :-

The Principal, **Jaikranti College of Education,** **Sitaram Nagar, Latur- 413512** Mobile No. 9421374143, 9422469174	**Sd/** **Secretary** Bharat Shikshan Prasarak Mandal Latur	**Sd/** **Principal** Jaikranti College of Education, Latur

---

Hidayatullah National Law University
Nava Raipur, Atal Nagar – 492002 (C.G.)
Mobile No. 7587017804
Email: registraroffice@hnlu.ac.in; Website: www.hnlu.ac.in

APPOINTMENT NOTIFICATION NO. 01/2022

Sl. No.	Position	No. of Vacant Positions	7th Pay Commission Scale
1.	**Professor (Law)**	**05** (UR-01, OBC-01, SC-01, ST-02)	**Level 14**
2.	**Associate Professor (Law)**	**07** (UR-01, OBC-01, SC-02, ST-03)	**Level 13A**
3.	**Assistant Professor (Law)**	**14** (UR-02, OBC-01, SC-04, ST-07)	**Level 10**
4.	**Assistant Professor (Economics)**	**01** (UR – 01)	**Level 10**

UR - Unreserved / OBC - Other Backward Castes / SC – Scheduled Castes / ST – Scheduled Tribes

Note :

1. Interested candidates are required to apply online at **www: hnlu.ac.in** in the prescribed format.
2. The Last date for submission of completed Application forms is **30 November, 2022 upto 5:00 P.M.**
3. The details about educational qualification, general instructions etc. are available on the website of the Hidayatullah National Law University, Nava Raipur.
4. Horizontal reservation of women candidates/ Disabled quota will apply as per regulations.

Place : Nava Raipur **Date : 16/11/2022**	Sd/- **Registrar** **Hidayatullah National Law University**

ATMIYA UNIVERSITY

(Established under the Gujarat Private University Act 11, 2018)

"Yogidham Gurukul", Kalawad Road, Rajkot - 360005. (Gujarat)

Requires

Faculty Positions	**Professor	Associate Professor	Assistant Professor** **Domains:** Computer Engg.	Information Technology	Civil Engg. Mechanical Engg.	Electrical Engg.	Environmental Engg. Environmental Science	Computer Science	Computer Applications Pharmacy	Management	Commerce	Biotechnology	Microbiology Chemistry	Physics	Mathematics	Statistics	English Consciousness Development & Value Education
Dean	**Domains:** Science	Engineering	Pharmacy	Research & Innovation
Admin. Positions	Registrar	Chief Finance & Account Officer Deputy Registrar	Assistant Registrar	Assistant Librarian Training & Placement Officer	Admission Officer

For More Details: **https://atmiyauni.ac.in/careers**

- Registrar

THAKUR EDUCATIONAL TRUST'S
THAKUR RAMNARAYAN COLLEGE OF LAW
Thakur Ramnarayan Educational Campus, S.V. Road, Dahisar East, Mumbai - 400 068
(Linguistic Hindi Speaking Minority Institution)

MINORITY

APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS
FROM THE ACADEMIC YEAR 2022-23

UNAIDED

Sr. No.	Cadre	Subject	Total No. of Posts	Posts Reserved for
1.	Assistant Professor	Law	03	03 – OPEN
2.	Assistant Professor	Law	16	16 – OPEN
3.	Assistant Professor	English	01	01 – OPEN
4.	Librarian	---	01	01 – OPEN

The above post is open to all, however, candidates from any category can apply for the post.

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

Candidates having knowledge of Marathi will be preferred.

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

The Government Resolution & Circular are available on the website: mu.ac.in.

Application who are already employed must send their application through proper channel.

Applicants are required to account for breaks, if any, in their academic career.

Application with full details should reach the **PRINCIPAL, THAKUR RAMNARAYAN COLLEGE OF LAW, Thakur Ramnarayan Educational Campus, S.V. Road, Dahisar (E), Mumbai – 400 068 within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
PRINCIPAL

Announcement

Themes for Forthcoming Special Issues of the University News

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

1. *Pedagogies and Use of Technologies for Transformative Higher Education* to be published on December 12, 2022 on the occasion of East Zone Vice Chancellors' Meet to be held at The ICFAI University, Sikkim. Last date for receipt of Article is **November 30, 2022**.

2. *Transformative Curriculum for a Holistic and Multidisciplinary Higher Education* to be published on January 09, 2023 on the occasion of Central Zone Vice Chancellors' Meet to be held at Symbiosis University of Applied Sciences, Indore. Last date for receipt of Article is **December 30, 2022**.

3. *Research & Excellence for Transformative Higher Education* to be published on January 30, 2023 on the occasion of South Zone Vice Chancellors' Meet to be held at Andhra University, Visakhapatnam, Andhra Pradesh. Last date for receipt of Article is **January 15, 2023**.

4. *Evaluation Reforms for Transformative Higher Education* to be published on February 20, 2023 on the occasion of West Zone Vice Chancellors' Meet to be held at Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, Maharashtra. Last date for receipt of Article is **February 10, 2023.**

5. Special Issue on the theme '**Transformative Higher Education for *Atma Nirbhar Bharat'*** will be brought out in the month of March, 2023. Last date for receipt of Article is **February 20, 2023**.

Guidelines for Contributors and Editorial Policies

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

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

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

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

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

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

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

Book

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

Articles

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

Higher Education, 11, 511-20.

Chapter in a Book

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

Article Retrieved from Website

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

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

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

Editorial Policies

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

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

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

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

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

UNIVERSITIES HANDBOOK – 34th EDITION (2018)

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

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

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

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

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

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

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

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

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

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

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

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

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

Please send Pre-paid Order to :

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