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Prarthana Patil and Gourav Keswani

The Global Citizen Next: Indian Students in a World of Open Learning Ecosystems

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The Global Citizen Next: Indian Students in a World of Open Learning Ecosystems

Prarthana Patil* and Gourav Keswani**

These are exciting times. Learning is beyond the confines of conventional monoliths. New ways are emerging every day. New means are accessed and used by young students the world over – at will. Intuitive means are instinctive first options. Co-relating and cross-referencing of every inquiry is easy, natural, imperative, in some cases inevitable. Amid this vibrant energy, Indian students face a globally competitive environment with their undeniable inherent potential.

Do they get enough opportunities or exposure to measure up and hone their skill sets? Are our students challenged enough? Is it debatable if their abilities are aware enough for the present age complexities? Is there a definitive way to analyse and arrive at a way forward? Here are some critical insights based on a few common factors that one feels impact the global exposure of our students.

Opportunities and experiences that we have been providing them with to unpeel people, cultures, and knowledge from around the world are limited in an old-world classroom. To understand and address global issues and perspectives, students need to have elbow room for discovery – interaction with people, reaching out to resources beyond thresholds and boundaries of nations, international travel; in tangible examples - study abroad programmes, participation in global events, international conferences and competitions, online learning and virtual exchange programmes, overseas internships and work placements with multi-geography companies or organizations and collaborations with international institutions and universities.

On one hand, India has a large population and is home to numerous educational institutions that offer a diverse range of academic programmes and learning options to satisfy a wide scope of professional career prospects. On the other, despite the numerous opportunities available, very few of our students have ease of access to global exposure due to various reasons - financial constraints, lack of information, clarity of courses' potential, linguistic limitations and language skills, cultural barriers, high and ever-escalating costs, visa restrictions or other inexplicable logistical quagmires. To add to these hurdles, very few Indian educational institutions are open to the

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privilege of building partnerships with international universities. Wouldn't such an effort build strong, robust, and meaningful curricular learning options alongside global exposure and interaction?

To top it, our national frameworks have little room to accommodate such exposure and intermittent knowledge bursts in the credit structure and see them as commendable and valued pieces of wisdom that empower the student and make learning purposeful, comprehensive, and competitive. Global exposure of our students is further limited by insularity and lack of inclusivity and diversity of information that can be imbibed to make education universal as a system. In some cases, our curricula are still captive in the archaic bondages, still overly focused on rote learning and memorization, with limited opportunities for critical thinking, problem-solving, and personalization of individual wisdom. Independent student perspectives and opinion are still not encouraged adequately to prepare them as global professionals with unique identities, capabilities, and skill sets that are specialised and niche, increasingly adaptive, creative, and reflective; abilities that are key to developing innovative solutions to global problems. Emphasis on getting high grades and ascribing that as a measure of one's academic excellence creates a misguided culture of self-worth, one that discourages risk-taking and experimentation, exploration, or a sense of adventure in learning.

The National Education Policy (NEP) of India, released in 2020, places significant emphasis on the internationalization of education. It aims to facilitate the mobility of students and faculty, encourage foreign universities to establish campuses in India and promote international collaboration in research and delivery. The NEP-2020 envisions providing Indian students with opportunities for international education experience within the country and creating a conducive environment for global partnerships in education. Thus, recognizing the importance of internationalization in education, the NEP--2020 seeks to establish India as a hub for global learning and innovation.

Not only has the NEP-2020 made India an attractive destination for foreign institutions to invest in the higher education sector and establish campuses but the policy aims to also promote India as an affordable global study destination that offers excellent education. As per the recent statistics

presented by the Ministry of External Affairs in Rajya Sabha, around 750,000 Indians pursued their education abroad last year, which marks a new record high. The Chairperson of the University Grants Commission has mentioned that inviting foreign universities to set up campuses in India is not an attempt to reduce the number of students going abroad, but rather to provide additional choices for students who prefer to stay in India for a blended range of inter-cultural learning that could help facilitate synergies of internationalisation.

Students as a community are seamless while working together. Much like the flow of knowledge itself. When they are assigned projects, the energy is palpable, synchronous, and meshed. New ideas get rejected as easily as the old. The experience is total. The parameters to evaluate such a symbiotic exchange is an uphill one. Criteria for assessing the quality and effectiveness of such a global opportunity for students could be based on the extent of cultural immersion, use of social context in cross-referencing design recommendations, diversity of perspectives and experiences gathered, quality of academic content and nature of the application of principles, the relevance of learning to future career goals, that will help the students stay abreast with new academic movements, domain developments and emerging technologies across the world. The effort is to embed an attitude that constantly challenges the connected landscape of learning, exploration, discerning, and discovery, to find potential outcomes in invention and innovation. And thereby, assess the success of the mentorship facilitation support and guidance provided.

Students the world over would have sufficient reasons to access learning rich in ethnic diversity, to acquire regional perspectives and traditionally rooted knowledge. Education in universities, Indian or foreign may find common cause and approach to offer contextual social, cultural, political, and philosophical insights as a shared repository of common resources.

Imagining Tomorrow International-2023

Atlas SkillTech University has consistently been organizing and facilitating numerous projects and events that coincides with the national vision for education. One such project was the participation of students and faculty at Imagining Tomorrow International (ITI)---2023, in January earlier this year,

marking the second consecutive year of a regular and constant engagement with Atlas in the programme hosted by Hogeschool voor de Kunsten, Utrecht, (HKU, Utrecht School of the Arts), Netherlands. The aim of this project is to integrate cultures and expose students to new perspectives and ideas in the field of education, with the goal of equipping them with the necessary skills and knowledge to become global citizens and leaders of the future. Students from educational institutions the world over collaborate with public and private organizations in the Netherlands to propose interdisciplinary solutions to future complexities by design. Each multidisciplinary team researches and visualizes its clients' future aspirations, addressing topics like sustainability, technology, education, spaces, and art. The seminar is designed to challenge students to use their creativity for identifying social and commercial problems with an inventive mindset.

The experience included tackling real-world challenges presented by four public and private clients from Utrecht. Students of Atlas in their presentation after the experience shared that working on the project led to insightful discussions involving understanding the daily life of the Dutch population in general and the community they were designing for in specific, which in turn resulted in valuable intercultural conversations. They collaborated on-site to ideate and narrow down their ideas based on their goals and desired impact. The students believe that the opportunity to learn from each other helped them gain a more varied and layered perspective from the different academic backgrounds and cultures of their peers.

Hurdles

The unfamiliarity with the target audiences' habits and behaviour, narrowing down ideas based on goals and impact, and adjusting to different working styles and group dynamics were some of the challenges the students faced along with challenges of expressing ideas without offending others, adjusting to cultural differences in work processes, routines, communication styles, and independence. Balancing academic responsibilities with the project work was yet another challenge, and students implemented strategies such as planning extra working hours, making a schedule, and seeking tactical capability-based support from their team members and mentors to navigate and find the right balance to maximise

their efficiencies as a team.

Participating in this project helped them gain insights into effective communication, cultural differences, and time management. They learned the importance of collaboration and communication while working with a diverse group of people. The students realized that there is more to academics than what they previously thought and the value of questioning consistently and continuously. The experience helped them apply their knowledge, step-by-step as an approach gained during their academic years in real life as a simulated experience of bringing to life an outcome, sense its value using aggregated co-working skills in achieving a common goal.

Faculty facilitating and mentoring the project, analysed their experience based on student responses and their own personal experiences. Their takeaways helped them gain a deeper understanding of our students and their functioning in different cultural milieus. They observed both similarities and differences in the context of cultural upbringing and education methods. India's diversity presented advantages as the students at Atlas were curious, involved, and eager to explore their surroundings and forge friendships as possible.

Given the new settings and environment, it was interesting to see students' interactions, the subtle inter-personal dynamics, intimidations and need for validation. They were also coming to terms with their own abilities and shortcomings while showcasing their strengths. They were thinking on their feet, were patient, and turned out to be good listeners.

Then Next

Creating an India edition of *Imagining Tomorrow International* with a diverse range of challenges and contexts could be a great way to attract young students from institutions across the globe, thus facilitating students in India to experience global culture and collaboration at home. By identifying challenges based on the interests and skillsets of the students, the India edition could provide a unique and rich experience that goes beyond just academic discipline knowledge. The effort should create contexts that generate curiosity and interest alongside the project experience. It would be worth enormously enriching to consider incorporating elements of India's rich cultural heritage and

traditional knowledge, its rapidly growing economy, and its unique and wide-ranging challenges in diverse areas such as livelihoods, sustainability, urbanization, and social justice. The initiative can become a distinctive learning offering as a valuable experience. The projects could also be curated with specificity to cater to students appropriately for a unique journey.

It will be important to ensure that the projects and their contexts are socially inclusive, culturally relevant, and accessible to students from different backgrounds. One can achieve this by working closely with partner institutions and organizations to understand the needs and interests of students from different parts of the world, culturally map the project route that one envisages and attempt to make the process relevant, inspirational, and memorable.

As a rapidly growing economy with a young and dynamic population, India provides a diverse range of opportunities. India's economy has made significant strides in IT, telecom, and business outsourcing, emerging as a global player in fields such as pharma, infrastructure, renewable energy, and space technology. Whilst, also facing continued challenges --- poverty, inequality, environmental degradation, and social unrest.

Contexts proposed could be created around areas of Sustainable Development, Sustainability in Fashion, Urbanisation, Digital Innovation, Health Care, Social Entrepreneurship, Cultural Heritage, Tourism, Circular Economy, Waste Management, Inclusive Design for a Diverse Population, Cyber

Security, Textile Innovations, Disaster Management, and many more. By using and incorporating some of these key themes and challenges, along with elements of India's unique context and culture, the programme can provide a meaningful and impactful experience for students, encouraging them to think creatively, develop innovative solutions for important global issues, and develop an understanding of our extraordinary legacy and heritage.

One must recognize this unique advantage of complex contexts and multi-dimensional entities that make India a laboratory of multiple possibilities of study, of both, our strengths as well as our weaknesses. By exploring the challenges and opportunities of India, and engaging with the country's diverse stakeholders, students participating in the India edition of *Imagining Tomorrow International* can gain a deeper understanding of India's role in the global landscape and our responsibility to develop innovative solutions to some of the world's most pressing crises.

India's position as a hub for innovation, entrepreneurship, and creativity makes it an ideal destination for students looking to develop their skills and make a positive impact on the world, by creating unique templates which can be scaled, configured, and repositioned for our world. By fostering collaboration and cross-disciplinary learning, the India edition of *Imagining Tomorrow International* can help to create a new generation of leaders and innovators who are equipped and able to overcome odds of the 21st century and beyond. □

Disciplining and Achieving Academic Integrity and Credibility in Library and Information Science Education and Research in the Context of National Education Policy–2020

R Raman Nair* and M Jayapradeep**

LIS profession is considered *sine qua non* for knowledge and information management in any subject field. However, the trends now show its diminishing significance and relevance in enhancing the knowledge sector *sans* embracing academic integrity, credibility, and research quality. This is due to various complex issues prevailing in the higher education system of LIS, spanning from the highest regulatory commission to the aimless and lethargic LIS education sector through LIS professionals at loggerheads, divided into teaching and application professionals. LIS research and education fields should evolve sensible approaches on what to be taken up for research and how to stand in contrast with other fields that explore analogous things. The paper examines the issues of integrity and credibility of Indian LIS Research which cannot be justified by any academic norms. It suggests some solutions which need to be addressed in the implementation of National Education Policy 2020 to help Indian universities to take their research culture to the next level.

Academic integrity refers to applying values such as honesty, fairness, respect, and responsibility in academic work. These values are expected from both staff and students, in all the functions of the academic system. Thus, academic integrity is a set of values and practices that are expected of all the stakeholders --- Top-down as well as Bottom-up hierarchy of an academic system and it means approaching the studies, research, and professional life in an ethical way. The practice of academic integrity builds trust in the academic and workplace communities giving academic credibility to that practicing academic system as a whole.

Integrity and credibility are terms of subjective and abstract values. The terms refer to the judgment

that the audience or the people or the community makes about how believable, honest, fair, and knowledgeable they are and whose actions match their expressed value. Academic integrity and credibility are the moral codes or ethical policy of academia, subjective in perception which can only be made as rules and regulations with the connotation of “supposed to be”.

Presently, the terms ‘academic integrity and credibility’ are referred to in pursuit of scholarly academic activities as open, honest, responsible, and ethical; academic credibility as the use of credible sources, tools, and means expected out of research students, the down hierarchy in academic system steering them to avoid academic fraud, plagiarism, multiple submissions, false citations, use of false data, etc. However, the system as a whole and the bottom-up hierarchy up to the top authority who have equal or more responsibility and commitment to ensure and maintain academic integrity and credibility often remain out of literature and discussion. It is hoped that the issues and problems in the academic sector will be appropriately addressed while implementing the NEP–2020.

National Education Policy (NEP)–2020

The National Education Policy–2020 (NEP 2020) outlines the vision of India’s new education system, focusing on affordability, accessibility, quality, equity, and accountability to ensure continual learning. It has been crafted in consistence with the needs of the citizens as the demand for knowledge in society and the economy called for the need to acquire new skills on a regular basis. Therefore, providing quality education and creating lifelong learning opportunities for all in the new digital age, leading to productive employment and decent work forms the thrust of NEP–2020. It envisages the establishment of the National Research Foundation (NRF) to boost research work; National Accreditation Council (NAC) as a regulator for higher education institutions; the Higher Education Commission of India (HECI) with multiple verticals to fulfill

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various roles; National Recruitment Agency for all government recruitment exams, and a Common Eligibility Test (CET) for various recruitment exams of the same level.

In sum, NEP-2020 offers a new and forward-looking vision for India's Higher Education System, aiding in India's moves towards becoming a knowledge economy and society, and the young Indians aspiring for higher education. Higher education and research play an important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution. The sector also contributes towards sustainable livelihoods and economic development of the nation. NEP envisions moving stand-alone single-discipline universities and colleges, and large multidisciplinary universities and colleges towards high-quality holistic and multidisciplinary education.

NEP-2020 aims for a complete overhaul in order to re-energize the higher education sector and enable it to thrive. The policy document says that the regulation of higher education has been too heavy-handed for decades and too much has been attempted but with too little effect. Does it mean that there will be lesser rules for regulating, managing, and financing the higher education sector, more open with free for all situations? Nevertheless, *dharma samhitha* is necessarily required with an enforcement mechanism to attain academic integrity and credibility, in light of past experiences and the real situation of the academic sector in India.

LIS Education and Research

In the present circumstances, the Library and Information Science (LIS) academic system in India needs overhauling not only to secure integrity and credibility but also currency, authority, practicality, and applicability in order to turn it towards serving the Indian society and to take part in the nation building activities.

What is the status of LIS education and research in India, what problems it does address, and what solutions can offer? A cursory examination will show that LIS research and the so-called 'application-oriented' research etc., deal with systems-level issues, services, and products developed from time to time, the relevancy of which is questionable. Presently, information-related problems extend from creation to conservation, covering human, organizational,

social, economic, and policy problems. The issues of information retrieval, information quality, and authenticity, policy for access and conservation, language barriers, the health and security applications of data mining, etc., raise certain valid questions for LIS education and research to take up. Other areas that need attention are Information Infrastructures, Information Economics, Knowledge Management, Digital Library/Archive, Unicode, Multi-lingual and Interoperability Issues, Thesauri and Ontologies, Semantics, Metadata and Retrieval, Resources Discovery Solutions, Open Access Initiatives, e-publishing, IPR, Setting Service Quality Standards, Bioinformatics, Development Informatics, Community Informatics, Social Informatics, Environmental Informatics, Medical Informatics, Computational Linguistics, as well as interdisciplinary and international perspectives on the above areas.

Academic integrity and credibility cannot be achieved in LIS education and research without incorporating the above subjects and considering it as multi-disciplinary subject area. At the same time, it should also be seen that top educational institutions across the country are fine-tuning their programmes or introducing new ones to cater to changing requirements such as artificial intelligence and machine learning which have relevance in all domains that offer promising career prospects as data science has assumed utmost significance. New programmes that are aligned with market demand and industry requirements, and experiential courses that enhance the readiness of students to deliver on the jobs, under the already existing dispensations but independent of the myopic visions of UGC *et al.*

Many of the LIS schools are failing to educate students appropriately for the workplace and are engaged in esoteric and irrelevant research that is not applicable in practice. While LIS research restricts itself to some traditional stereotype problems, there are innumerable problems related to information management and access due to the fast developments in ICT and the flooding of digital information. Information infrastructures that could cover the whole population remain a dream in countries like India. In India where more than twenty languages and hundreds of scripts are used, 80 percent of available information is in English, which restricts its reach and access. Therefore, in the LIS field, language technology is a priority item, which still remains unattended. The ground knowledge, attitude, and

vision of the so-called LIS experts associating with policy and decision-making, evaluation processes, and approval mechanisms are with no expertise, vision, and objectives on the higher realms of quality education. There is an urgent need to address crucial problems prevailing in LIS education and research sector in the country in a new and practical way.

Theory vs. Application

Information and knowledge management are addressed in other disciplines very effectively and successfully in the disciplines by themselves. There, the people who deal with theory and application have intelligent interaction and association in equal terms. For example, agricultural scientists, faculty, and application people (Academic, Research, and Extension) are not differentiated in Indian Council for Agricultural Research (ICAR) system and it goes hand-in-hand. But LIS, the teaching, research, and application professionals are considered different categories, one fighting against the other, contributing to quality loss and degradation of the profession, badly affecting academic operations such as introduction or revision of course curriculum, testing of research results, applying the research products and marketing it usefully for the society. 'Quality' is the most eroded term in LIS education and research now.

Regulator of Higher Education: SWOT

University Grants Commission (UGC) is responsible for coordinating, determining, and maintaining standards of higher education, and thus UGC is the regulator of higher education (HE) and higher education institutions (HEI) in India in all aspects. UGC with its incessant endeavor to ensure quality and excellence in higher education, has taken the initiative of a "Quality Mandate" which emphasizes the importance of promoting high-quality research and creating new knowledge by faculty members. UGC has brought in numerous laurels in the HE sectors in India. Though, not wholly on its shoulders, UGC could not instill a culture in the HE sectors that inculcates and maintains academic integrity and credibility in its long history. The rules and regulations it brought with that aim, however, soon got displaced, or vested interest found loopholes in making it a farce. The National Eligibility Test was introduced and made mandatory for faculty positions but later equated it with Ph D qualification. It made Ph D qualification mandatory, there was a

run for acquiring Ph D through any means. It made it mandatory to publish papers in international journals for research and career advancement, there was a flood of dubious publications in India. It went on like this.

Besides framing rules and regulations from time to time for ensuring academic integrity and credibility, UGC established a Consortium for Academic Research and Ethics (CARE). It is a step towards enhancing research capacity, nurturing research culture, and promoting academic and research integrity as well as publication ethics in Indian Universities and Colleges. It has also come out with a book on "Academic Integrity and Research Quality" which comprises sixteen well-researched articles covering the parameters of ethics, publishing codes, and principles of research across diverse disciplines. It indicates that appropriate measures to improve the quality of academic integrity and credibility, especially for the community of researchers are addressed with due importance and are taken care of by the regulatory body.

The selection criteria put by UGC to include the journals in the CARE Reference List of Quality Journals is dubious with respect to the processes, quality fixing, etc. The initiative was with the objective of preventing dubious publications. It has indexed only 20 journals from LIS. Many of the journals which keep a high standard in their content, the review process, and the spirit of academic honesty have not found a place in the list. This is evident when a comparative study of the list is carried out.

In research, stringent rules especially on plagiarism, etc. are already implemented by UGC. However, many of the Indian universities are not adhering to the directions of the UGC such as plagiarism checking, submission of digital copies of the research report to the UGC, etc. Many times, the institutional system entrusted to ensure integrity and credibility for the academic system in India has not functioned as per rules and regulations laid for the purpose. There is also a paradoxical issue with plagiarism checking as directed by UGC. UGC has provided the plagiarism prevention software 'URKUND' to Indian universities. However, the strategy adopted for checking the similarity index compared to its other counterparts has glaring differences which is not acceptable to the leading publishers.

The case of multi-lingual research reports has not been addressed by UGC to date. More than 50% of the Ph.D. dissertations in India are in Hindi and other regional languages. The present plagiarism-checking software produced by multinational companies can check only duplication in English and other international languages. As such, there is no effective measure to check plagiarism in Hindi and other regional languages. Even the digital library software to archive dissertations is not efficient in searching and retrieving information in the local language. One of the authors had presented this problem in the initial discussions of the committee which envisioned and implemented *Shodhganga*.

Shodhganga was inspired by a unique model of the indigenous digital archiving system developed and successfully tested at CARLIS which was at that time capable of processing most of the Indian language text. The research was going on at CARLIS for developing piracy-checking software for Indian language dissertations also. But *Shodhganga* adopted Dspace and the University abruptly dropped further development of Nitya D Arch, indigenously developed Full-text Digital Library Management software. CARLIS constituted for such advanced research was degraded as an ordinary division and was ditched by the systems which are supposed to protect and maintain academic integrity and credibility.

One of the barriers to reviving LIS education and research in an advanced and practical way had been created by UGC itself. This is evident if the UGC Regulations and the amendments since 1986 are tracked down. The regulations framed since 1986 are funny in keeping two streams – education and practicing profession as different categories – preventing quality professionals to contribute to higher education and research. The formulators of UGC Regulations for LIS stream consist of only the educationalists and not the practicing professionals. They ensure in not reaching the voice and needs of the profession are heard at appropriate forums. The result is that the LIS profession in India is more or less a cesspool, unable in shaping the profession in tune with the time, compulsions, and demands of society.

National level standardization, quality assurance, movement of academic professionals, etc., which are essential for academic quality, integrity, credibility, etc., were the motto of UGC to attain. But UGC regulations now have ended only as pay package

mechanisms and not for any quality improvement. It has also created a mess of things in career advancement and research, degrading the quality of research, teaching, and practicing of the profession. The wayward approach in the HE sector is reflected through thousands of suits challenging its various decisions pending in Indian courts.

Despite having UGC rules and regulations, many actions of the universities are detrimental to academic integrity and credibility as their functioning is mainly based on political compulsions and not on academic interests. At times, they follow UGC rules on paper only and not in practice. They blatantly violate the rules, norms, and regulations, especially in faculty recruitment processes. These politically motivated organised acts cannot be fought in courts by the adversely affected or meritorious individuals on many counts such as denial of documents, political suppression, and factors such as money, time, and life which make an individual lethargic to proceed with suits – the only means at present- when the claims get violated or justice denied. The appointment and recruitment processes, especially for academic positions take place with scant respect for academic integrity and credibility. Many times, the term ‘academic integrity and credibility’ is a challenge to the citizens and the taxpayers of the nation.

At present, there are many university library systems that are leaderless and rudderless for the past many decades. Some universities have not filled the post of University Librarian for the last many decades. The library system which must take the academic sector to the new realm in the 21st century with integrity and credibility is stagnant and is in a disintegrated state. UGC, which is said to be in incessant endeavour to ensure quality and excellence in higher education has not taken any action in this regard. Vested interests rule the roost, and the university library systems are administered by ‘in-charges’, mainly non-professionals or non-qualified professionals or by political appointees or all in one, strangled in corruption. Book purchase involving reminded and irrelevant titles go beyond the imagination of anyone and has far-reaching tentacles.

Many a time, the faculty positions are grabbed by spouses and next-of-kins of politicians throwing all the rules and norms for academic integrity and credibility in the wild wind in connivance and in servitude with the heads of the institutions and the

rulers. In faculty recruitment, top rank holders often do not get appointed.

A case of institutional negation of quality, integrity, and credibility in LIS education and research will throw more light on it. A Centre for Digital Archiving and Informatics was started at University 'X'. It was conceived as a self-sustainable Centre, mainly to make advances in digital archiving. The Centre developed an Open Access Digital Archive of PhD Dissertations that could enable the processing, search, and retrieval of information from full-text archives using local languages and scripts. This was achieved by the only indigenous software for Full-text Digital Library Management - Nitya D Arch which could process full-text documents in all Indian languages and search and retrieve information using Indian script. Inspired by the project, UGC constituted the 'National Committee for Implementation of Submission and Access to Electronic Theses and Dissertations in Universities of India' by including the experts involved in the project. The committee recommended and guided the establishment of '*Shodhganga*' of INFLIBNET, which was launched with 1000 theses of the above project.

Inspired by the developments above, a 'Centre for Advanced Research in Library and Information Science' (CARLIS) at the University was started so that the research and development reflected in "Theses" could be formalized and applied for credible and quality LIS higher education and research in India. The Strategic Plan of the CARLIS, approved by the university clearly specifies its aims and objectives, reading it as: 'CARLIS will be an international/national centre for interdisciplinary research in the library, archive and information sciences.'

CARLIS aimed to contribute to the evolving of theoretical knowledge and application procedures and packages to harness the ever-exploding nature of information through research, with advanced knowledge in the areas of ICT, transfer of existing recorded knowledge to future media, Open Access Protocols, and language technologies. On recognizing the centre as a research centre by the university after prescribed procedures as per rules, and approving the objectives, status, organization, and management, specialized areas of R & D to be dealt with by the centre, method of appointing faculty, programmes of instruction, methods of income generation, facilities to be established, admission procedures, external subject experts, etc., the University invited application

for registration for research leading to Ph.D. on 26 Dec 2009 in mandatory subject areas of the centre. That was to be the first batch of students and there were numerous applicants from India and abroad.

Immediately after issuing the notification, the University restricted the admission to its internal staff and many students who proposed innovative topics of research including JRF qualified were rejected as 'external' candidates. When the expert who headed the project objected to these violations, he was ousted from the centre stating that he was only a university librarian and only teaching faculty could only head a research centre. Based on a staff union leader's representation, the centre was transferred to the School of Social Science, and a Professor of Economics was put in charge. The school had no library or laboratory or faculty of LIS or Computer Science.

CARLIS faced challenges and problems with the same system which was "supposed to" uphold academic integrity and credibility. CARLIS is a classic example to show how an academic system threatens its own sub-system aiming for credible and quality research and education in this country.

Since the development of the indigenous software and launching of the theses archives in *Shodhganga* of INFLIBNET, the academic community identified numerous problems related to technology, legislation, etc. In order to study these problems and to make recommendations the concerned officer applied for UGC fellowship. But the UGC disregarded that proposal stating that the applicant was only a University Librarian and not from the teaching faculty. This is a classic example of UGC's lack of academic thought process. UGC is a body constituted and staffed with nonacademic officers. Their job is coordination and so they depend on the committees of academics constituted for various purposes to discharge their duties. In the process, either the officers of UGC are not empowered to apply their minds due to rigid bureaucratic systems, or they lack the required capabilities to differentiate between academic and nonacademic subtleties of different portfolios of the higher education system. Resultantly, they pay the least interest in the academic welfare of the Indian higher education system. The most important example of this is the clear compartmentalization of professional and academic courses. Disciplines like Library and Education are glaring examples of this irrational compartmentalisation.

In many cases, top-bottom authorities concerned made adulterations in applications, misguided students, and who were supposed to ensure the Rule of Law and supposed to be the role models of the society/academia/higher learning and teaching committed criminal action to tarnish the academic integrity and credibility of higher education in India. As it was an organised crime, the university never spared copies of documents even under RTI Act 2004. Award of Ph.D in India is a multi-crore business as reported in one of the leading dailies through a series of investigative reporting. Actually, it was an offshoot of declaring Ph. D as a qualification for the faculty positions. Academic integrity and credibility will not be achieved until the regulatory institutions take note of these whistle-blowing acts also. The HE sectors need not only quality assurance and corrective actions but also stringent enforcement mechanisms as a new element under NEP to curb detrimental impulses in the sector.

It will be interesting that while implementing NEP-2020, how these problems shall get addressed. Will it take this issue of the subjective and abstractive theme of judgment for enforcement of academic laws and regulations in India to achieve academic integrity and thereby, credibility for the Indian Academic System? Will not the vested interests agitate overtly and covertly raising the points of 'autonomy', 'education - a State subject, being in the concurrent list', 'Freedom- Indian Constitution', etc.? Will the NRF, HECI, and its verticals give respect for public money by denying grants, etc., to the institutions that disrespect the public interest?

The Revised Set of UGC Norms for PhD Admissions

According to the recently released draft regulations, four-year undergraduate degree holders with a minimum CGPA (Cumulative Grade Point Average) of 7.5 can now directly enroll for PhD programme. They can skip the master's programme. Also, those with 55 per cent marks in the four-year undergraduate degree can apply after a one-year master's course. There are also options that if someone does not want to do a PhD after a UG degree, they can always do a PG degree and then work for a PhD degree. Can it be termed as an idea of providing multiple options and flexibility to the students? Students who choose this route will learn to cope. But the point is they will be deprived of many kinds of learning, information support

systems, and guidance on methods of retrieving/gathering information. The short-cut system is risky in regard to maintaining the quality and relevance of higher education.

The revised PhD reforms have several other tweaks. UGC recently has done away with the mandatory publication of research papers in peer-reviewed or Scopus-indexed journals as a requirement for awarding doctoral degrees. It has dawned on the UGC now that the requirement of mandatory publication is inconvenient to the researchers. The requirement of mandatory publication resulted in a proliferation of dubious journals and research fraud. Getting into the UGC-approved list of journals gave ample scope for bias and corruption. There were ample cases that the quality journals published by expert groups were non-approved or the approval was kept in abeyance by the vested interests in UGC itself whereas the commercial journals with no mandate flourished in India. They functioned as the platform for research scholars to get their papers published at a huge cost. People without quality and expertise came into selection committees with sheer influence or corruption. The whole process of UGC Listing was not transparent to academics and publishers. Now, doing away with the publication of research papers is projected as a way to stem the proliferation of dubious journals, related corruption as well as research fraud. The identity of a PhD scholar is tied to research. The passion for research drives one to get original findings published and get recognized in academic circles. UGC now decides that the research can be without publications too. Instead of this UGC could have made the publication and evaluation system for reporting research and the approval of journals foolproof. Integrity and credibility are invariably related to plugging holes of corruption in the system.

MPhil has already been discontinued from the academic year 2022-23. The MPhil course was helpful for students in sharpening thesis/research reports and also to train them to practice academic/technical writing. One cannot simply write good research reports without training. Many feel that MPhil was actually the training period that taught them how to write academically. MPhil was mileage when applying for scholarships abroad because they consider it research experience. Some researchers who joined for PhD after PG feel that they would have been more confident with an MPhil for selecting their thesis/research topic, etc.

These important changes under the NEP--2020 will surely have far-reaching implications. They raise several questions on how the research training of scholars is likely to be affected. What kind of curriculum changes in the undergraduate system will prepare students for the rigors of academic research? Is it just a rush to produce more PhDs? Or is an expedited Ph.D. only for high-performing students in college? And how will it affect the research aspirations of those seeking fellowships abroad where there already exists a power imbalance between the global north and global south when it comes to academic research? How far it will affect the quality, relevance, and integrity of the higher education system? What mechanism UGC will bring to prevent loophole hunters? Is that the UGC itself brewing another set of shortcuts, loopholes, and corruption, staking academic integrity and credibility?

Suggestions and Conclusion

Some of the general aspects of the HE sector were already discussed in the previous sections itself. Some suggestions for creating, developing, and maintaining academic integrity and credibility in the LIS education and research sector are discussed in this section.

LIS does not have a Professional Standard Setting Body (PSSB) such as ICAR, Veterinary Council of India (VCI), National Council for Teacher Education (NCTE), Council of Architecture (CoA), National Council for Vocational Education and Training (NCVET), etc. Therefore, a Professional Standard Setting Body (PSSB) needs to be constituted for LIS. Professional bodies at the national level such as ILA, IATLIS, and IASLIC should be given prominent roles in government systems for evolving standards related to library and information professionals, service conditions, and information support systems. Considering the chaotic growth of library associations at state and regional levels, due care may be taken on their involvement in hindering quality assurance programmes in higher education and research.

The compartmentalisation of the functionary into the professional and general categories in the discipline of Library Sciences is doing a great disservice to the discipline by providing a clear scope of divide and rule to authorities. This should therefore be urgently removed in the interest and welfare of all

the functionaries *vis a vis* the discipline. NEP—2020 recommendations be adopted keeping this in mind.

Information is a live component of academic and research systems. In order to materialise it, the divide already created by the UGC in LIS – two streams -- academic and professional- should be dissolved. The criteria for evaluation being the same, divisions, differentiation, denial, etc., in the name of ‘equivalency’ in the career advancements shall adversely affect academic integrity and credibility in LIS education and research.

Qualification, selection criteria, and service conditions of all academic categories need to be made transparent, clear, and precise. The wastage of resources the higher education and research system had suffered due to legal battles on UGC schemes for the last half a century should be an eye opener to the Regulators.

Library and Information Science research needs to give priority to language technology research and development in alliance with computer science and linguistics divisions of universities to develop digital archiving and piracy-checking software that can process Indian language dissertations and research publications.

LIS education and research should fine-tune the programmes, introduce new ones to cater to changing requirements and incorporate multiple subjects which have relevance and offer promising career prospects, aligned with market demand and industry requirements. The lacuna in LIS education and research described in the papers may be addressed by NEP’s vision through NRF, HECI, etc. so that LIS is fostered as a multidisciplinary and internationally relevant subject, earning global quality standards so that the researchers could find jobs on an international basis.

The expert committees on LIS constituted by UGC at various levels with various roles should be quashed. If needed, such committees should be newly constituted, terms of references newly written, and the real experts newly drawn in NRF, HECI, etc., for this purpose.

The terms integrity, credibility, etc. carry a subjective and an abstract value. The rules and regulations formed are expected to deliver goods but it is not always so. It needs enforcement. Thus, an academic enforcement agency for Higher Education Institutions (HEIs) may be instituted to punish non-

adherence to the rules, to prevent the breach of academic integrity and credibility, and to monitor actions that adversely affect the academic integrity and credibility of the nation. So punished, if like to complain, may approach the higher courts of law. In such cases, the complainants must prove their innocence against the actions of the enforcement agency, something similar to the financial offenses investigated and corrections enforced by the Enforcement Directorate of the Government of India.

Recruitment of faculty should be on a national basis. Due care may be given to regional and language exigencies. The National Recruitment Agency and Common Eligibility Test embodied in --2020 should function with the mandate of 'Academic integrity and credibility'. They must have a clear vision of qualifications, eligibility, etc. for various recruitment processes.

In India, normally, leadership positions and Heads of institutions are offered to persons with high academic qualifications and demonstrated administrative and leadership capabilities. There are set norms for selection. Generally, norms are violated, diluted, or misspelled to suit the hunter of the position. There is a need to enforce the norms, rules, and regulations in the higher education sector in India. The selection and appointment of heads of institutions and faculty positions should be left to UPSC or similar institutions on a national basis.

There should be a proper agency to monitor the public money given for library and information system development. Any institution found defying the rules should not be granted. Wayward institutes may cry "autonomy", "freedom", etc. The regulatory body being autonomous, its rules are also to be viewed as autonomous, binding on the bottom elements also. The benefit of 'autonomy' should only be one in the same system.

A common admission test on a national basis should be introduced for PhD admission to measure the basic tenets required for a research scholar and his capacity to undertake research studies. As UGC has put Ph. D as the minimum qualification for a faculty position, the run for Ph. D will increase the cost of academic integrity and credibility.

If the new regulatory authority is armed with zero tolerance mechanisms for violations of rules and

regulations formed, it shall provide a new lease of life to the ailing higher education sector by ushering academic integrity and credibility, especially to the LIS education and research system in India.

"Enforcement" proviso if absent in the new policy, only will remain "Old wine in the new Bottle" instead of it becoming an elixir, rejuvenating the academic system of India ornate with integrity and credibility.

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Implementation of Citizen Charter: What, Why, and How

Aman Singh*

The citizen's Charter is a document that outlines the service commitment of organizations or service providers towards providing quality, high-standard services, including mechanisms for grievance redressal. Delivery of public services is one of the primary responsibilities of the state. Citizen Charter is perceived as a New Public Management initiative to make administration citizen-centric. It is implemented to empower the citizens by specifying their rights and privileges. It marks a significant shift in the attitude of public personnel whereby the citizens are regarded as the stakeholders in the governance. Countries across the globe have revamped the public administration system and adopted citizen charters as a tool for good governance. The state must ensure that the services availed by the citizens are in standard form and according to citizens' needs. Transparency along with accountability is maintained in the delivery of public services. Good governance is concerned with implementing a strategy that enables the efficient delivery of public services. Here in this paper, an attempt has been made to explore the concepts, issues and challenges in citizen charter.

United Nations Development Program defines governance as the "exercise of economic, political, and administrative authority to manage a country's affairs at all levels which comprise mechanisms, processes, and institutions, through which citizens and groups articulate their interests, exercise their legal rights, meet their obligations and mediate their differences (UNDP, 2005). According to United Nations Economic and Social Commission for Asia-Pacific, good governance has basic eight characteristics. Good governance has to be participatory, consensus-oriented, accountable, transparent, responsive, effective, and efficient. The concept of good governance leads to citizen-centric administration (Larroquette & Srivastava, 2013). Citizen centricity can be defined as the shift of power from nation-state to markets with the privatization of services, to civil society via pressure groups, welfare forums, to independent bodies like courts who can take the matters of citizens' grievances on their own.

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Citizen centricity is a shift of power from government to governance with more emphasis on citizen focussed services delivery rather than adopting a bureaucratic approach.

In democratic governance, community participation is through elected representatives. In the new approach to citizen-centricity and good governance, citizen, non-governmental organizations, and civil society are involved in the decision-making process. Citizen's welfare schemes are to be formulated from the citizen's viewpoint instead of the government's viewpoint. The main Objectives of Citizen-Centric Administration are (Commission, 2009):

1. Continuous availability of services to citizens.
2. Improved quality of service with transparency to be delivered.
3. Efficiency in the delivery of services.
4. Service delivery process to be based on citizen first approach.

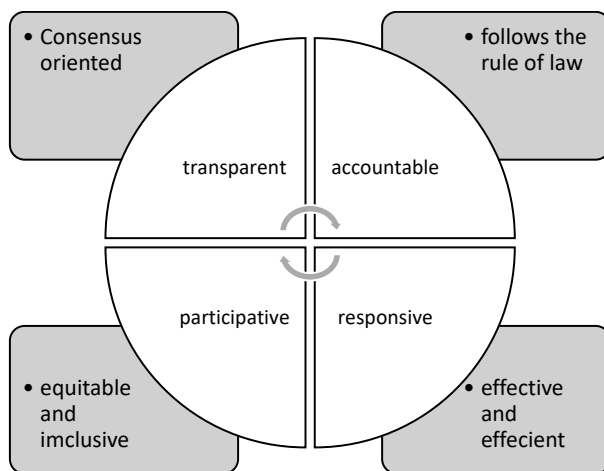
Definition of Good Governance

According to United Nations Economic and Social Commission for Asia and Pacific (UNESCAP), good governance has eight major characteristics like accountability, participation, consensus, transparency, responsiveness, effectiveness, efficiency, equity, and inclusion, and follows the rule of law (Figure No.1) (UNESCAP, 2009).

Why is Citizen-Centric Philosophy Important for Good-governance?

The present governments are under immense pressure from the rising expectations of citizens. These demands are diverse, micro in nature, and affect society and law and order. The ultimate aim is to deliver services to citizens efficiently and fulfilling citizens' expectations. The citizen's aspirations and method of delivery to full fill these aspirations and expectations are the basis of the citizen-centric approach. To full fill, these demands and aspirations role of good governance comes into effect. A country like India which is going to be first in ranking regarding population is diverse in social, cultural, political, and economic terms. The good-governance

Figure 1: Characteristics of Good Governance



Source (UNESCAP, 2009)

system is to be developed in such a way that it caters to every section of society without any biases. Citizen centricity is about the delivery of public services from the citizen's point of view rather than the convenience of administration or the service-providing agency. Citizen-centric e-government acts as a transformation tool that provides new government models based on citizen-focused feedback (Schelin, 2003). Government should ask what citizens need instead of the government saying what can they provide. Citizen charters should be regularly evaluated from the citizens' perspective. While the governance policies are different from one region to another, the objectives of the good policy are similar. The citizen charters of developed, developing or under-developed nations differ from each other according to the socio-political conditions of the nations (Sigwejo & Pather, 2016).

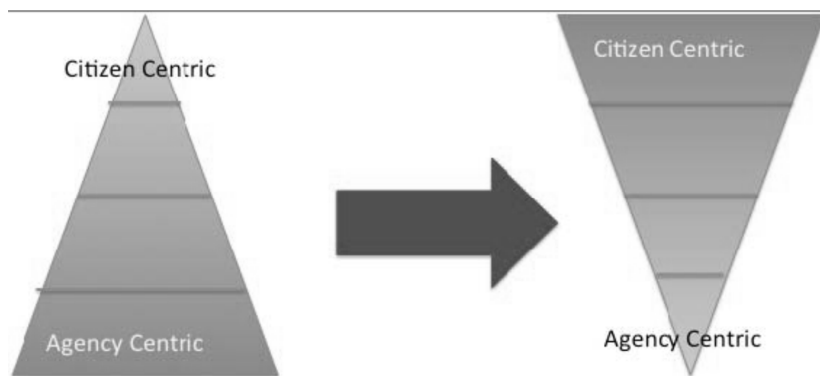
Citizen-centric services are designed to deliver cost-effective, personalized, and relevant services to citizens. Citizen-centricity enhances the democratic relationship and builds good democratic dialogue between the citizens and the government. High quality of government delivery of services means that the government will have economies of scale and reduced costs. Citizen-centric services are viewed as the ideal manifestation of the e-government as it demands information integration across line agencies, staff agencies and auxiliary agencies, and other sectors across the organization (Chen, 2010 cited in Sigwejo & Pather, 2016). According to Yong (2004 cited in Sigwejo & Pather, 2016), the focus should shift from a government agency-centric to a citizen-centric model (Figure No.2).

For any citizen visiting the government office, some may have a good experience while others may have bad experiences. A citizen's Charter is an attempt to turn this bad experience into a good experience. This experience may be bad in many terms like the behaviour of the office personnel, rigid rules, complex processes, asking for bribes, unnecessary daily visits to offices, delay in giving permissions, bad quality of delivery of service, and so on can be the few reasons. Governments across the globe are trying to improve their public administration through good governance. Improvement in administration impacts the quality of delivery of public service. Citizen Charter aims to deliver public services within a specified time. A citizen's Charter improves the efficiency and effectiveness of the administration thereby leading to citizens' satisfaction.

Administration in South Asian nations is regarded as traditional administration because it is inefficient, fails to deliver services on time, and fails to provide

services to citizens according to their needs (Osborne & Plastrik, 1997 cited in Sharma, 2012). With the spread of Web 2.0, the citizens of different nations are connected. The quality of delivery of services may vary within a country or among countries. The spread of technology has put governments to revamp public administration and introduce steps for citizens' grievances. Without acknowledging the citizen's grievances, no country can achieve good governance.

Figure 2: Change in Governance



Source: (Yong, 2004 cited in Sigwejo & Pather, 2016)

A citizen's Charter is a step to achieving good governance. It is expected that public officials understand, identify, and assure the quality of public service delivery is good and precise (Montalvo, 2009 cited in Sharma, 2012). Apart from efficiency and effectiveness, citizens expect public agencies to be accountable and responsive toward the citizen's needs (Drewery, 2005 cited in Sharma, 2012). Public administration is being criticized for being insensitive toward citizen grievances. New public management emerged as a discipline to address the issues of irresponsible administration, grievances redressal, and delay of the delivery of services. New public management included new components that addressed problems of traditional administration. New public management focussed on the delivery of high-quality services that were needed by citizens. It perceived citizens as the customers, not as the recipients of services. An attempt was made in new public management to know the expectations of citizens. New public management introduced a set of principles where the role of the state was reduced and introduced business management principles to deal with citizens' problems. As a result, Citizen's Charter emerged out of new public management. The Citizen Charter aims to improve the quality of services to citizens (Rhodes, 2003).

The citizen Charter is viewed as an instrument for propagating and instilling the values of good governance in the citizens. The implementation of citizen Charter is recognized not only by the national and state government but it can be also used at the local level of governance. Citizen charters can be used in different sectors of public spheres like parent's charters in schools, patients' charters in hospitals, and passengers' charters in railways. Citizen Charter in disaster management is an effective tool for establishing citizen-centric governance. Citizen charters influence the transparency, accountability, and quality of public service delivery mechanisms (Principie, 2008).

A citizen Charter is a document that spells out the entitlement of citizens when it transacts with the government. Citizen Charter outlines the various steps for availing different public services, giving information to citizens about the quality of public services and any other information regarding the procedure to access public services (Principie, 2008).

One of the objectives of good governance is ensuring transparency and effectiveness in public service delivery. In public service delivery, the quality

of public services is a major area of complaint by the citizens. The citizens complain about the cost, inconvenience in accessing the services, and other hurdles. A citizen Charter is an approach to public service delivery that puts the citizens (service users) at the focal point. Citizen Charter gives information about the rights and obligations of the service users (citizens), service-providing public agencies, and other stakeholders involved in the public delivery process (Ratnawati & Nurani, 2014).

Iftekhharuzzaman discusses the role of NGOs in implementing the Citizen Charter in Bangladesh in the public health sector. Citizen Charter is regarded as a tool for social accountability and good governance. Social accountability means strengthening the demand side of good governance, enhancing the capabilities of citizens to raise their voices against corruption and demand for accountable governance. Countries across the globe are adopting new tools and mechanisms that reinforce the principle of accountability and the spirit of participation in democratic governance. The Citizen Charter is one such tool that empowers citizens and promotes the objectives of good governance. Citizen Charter is known as the "expression of understanding between the citizens and the providers of public services with respect to the quantity and quality of services the former receive in exchange for their taxes," (Iftekhharuzzaman, 2012).

In the delivery of public services, it is commonly found that citizens face severe problems when availing the public services (Figure 3). A citizen Charter is a public notice which is displayed by public agencies and gives information to the service receivers. A Citizen Charter mentions the user fees, duration of the time period for delivery of public services, various terms and conditions, and procedures of service delivery. A citizen Charter is significant because it is a simple medium for citizens to receive information. A Citizen Charter ensures that the service provided to citizens is reliable, less time-consuming and of good quality. Citizen Charter ensures that accountability and transparency are followed in the delivery of public services. Citizen Charter ensures citizens' constitutional rights (Khadka & Bhattarai, 2012). A Citizen Charter represents the commitment of any organization or public agency towards the standard quality and specific time period for service delivery, grievances redressal mechanism, following transparency and accountability (India, n.d.).

Figure 3: Frequent Complaints by Citizens

Frequent Citizens' Complaints About Public Service
<ul style="list-style-type: none"> Public services are not of a high quality Citizens should not have to beg for public services and goods The process of providing services is unnecessarily complicated Information related to the delivery of public services is not easily accessible Services do not reach those they are targeted to reach Services are not always relevant to the needs and interests of the target groups It is difficult to receive services promptly Openness and transparency are not maintained in the distribution of resources Citizens are unable to hold service providers accountable Citizens are not properly informed about the times, the fees, the processes and their responsibilities when receiving services Government employees who work against the wishes of citizens are not penalised Compensation is not given to citizens negatively affected by the unnecessary delays of service providers Even though services are mentioned in Citizen's Charters, they may not be accessible No clear information is provided about the services that citizens are entitled to from government offices The budgets of public bodies are not easily known It is not easy to track public expenditure The standards for public service delivery are not well known Citizens do not know how to monitor or complain about public services, or about revenue and expenditure It is not well known how citizens and government can work together as joint stakeholders Citizens do not know about participatory planning and joint budget preparation Citizens do not know about how communities can make procurements with public money Citizens do not understand the disadvantages that arise when assets are not declared Citizens do not understand the importance of conflicts of interest and integrity pacts

Source (Khadka & Bhattarai, 2012)

Adoption of Citizen Charters how the transformation in governance from traditional governance to new public management to new public governance. Traditional governance was characterised by the obedience of the general public to service providers of public services. On the other hand, New Public Management is the orientation towards efficient public services, delivery and output. Citizen's Charter aims to build citizen trust and increase citizen satisfaction towards public service delivery (Pramusinto, 2012).

Origin of Citizen Charter

In 1991, United Kingdom Prime Minister John Major introduced the Citizen Charter policy. This Charter became the global statement for the government's service quality commitments. In 1998 Labour Party government prime minister Tony Blair re-launched this program as "service first" for citizens.

Later many countries adopted this kind of service quality commitments policy to citizens. Countries like France in 1992; Spain in 1992; Belgium in 1992; Canada in 1995; Australia in 1997; Malaysia in 1993 and India in 1997 adopted the citizen charter. Through citizens, Charter governments give power to citizens like value for money, accountability, and transparency of procedures in the public delivery of services. A citizen Charter is a document that bridges the gap between citizens and public officials. According to Mahatma Gandhi, "A customer is the most important visitor on our premises. He is not dependent on us. We are dependent on him. He is not an interruption of our work; he is the purpose of it. He is not an outsider to our business; he is part of it. We are not doing him a favour by serving him; he is doing a favour by allowing us to do so," (Pathirana).

Components and Guiding Principles of the Citizen Charter

Citizen Charter has the following components (Governance):

1. Working with other service providers.
2. Constant innovation and improvisation.
3. Using the resources effectively.
4. Putting things in the right manner when they are wrong.
5. All citizens to get fair and equal treatment.
6. Encouraging access and information to everyone.
7. Consultation and involvement of citizens.
8. Providing full information to everyone.
9. The setting of standards for service to be given.

There are originally six guiding principles for the citizen Charter movement (Governance).

1. **Quality**- improved quality of services to be given to citizens.
2. **Choice**- citizens should be given choice where ever possible.
3. **Standards**- explain what is the expectation and how to act if standards are not met.
4. **Value for Money**- efficient and economical delivery of services.
5. **Accountability**- in case of service is not delivered according to set standards then the concerned public official is to be asked for a delay in service.

6. **Transparency**- the process of availing services to be open without any hidden costs.

Objectives of Citizen Charter

The 1991 United Kingdom White Paper on Citizen Charter provided a model for all nations about the structure of citizen Charter that will be adopted in the delivery of public services. The above six principles were followed to deliver public services according to set standards of parameters. Based on standards mentioned in the Citizen Charter public services are aimed at the following:

1. To give information to the citizens about the services they provide.
2. To publicize the standard of service to be given to citizens.
3. To give correct information to citizens and be courteous to citizens.
4. To explain if the service delivered is not up to standards or if anything goes wrong in service delivery.

Many of the initiatives about the Citizen Charter of other nations were similar to United Kingdom's Citizen Charter but other nations also adopted the Citizen Charter components from the total quality management concept. In adopting and implementing the citizen charter, quality of service was the most focus. Other models which improved public services were the business excellence model, Chartermark, ISO 9000, and best value (Government of the United

Kingdom 1999). The Citizen Charter reconstructed the relationship between the citizen and the state concerning the exclusion and inclusion of the vulnerable and poor.

It is argued that the development of service standards invested resources in improving the quality of services but it ignored expanding services to the vulnerable and the poor. In this way, the Charter reproduced the inequality by providing the services that are already included as clients but excluded the poor and vulnerable as they could not receive the benefit of government services. In Citizen Charter development, citizen participation is needed, leading to citizen empowerment. Citizen Charter is an important tool for fighting corruption (Haque, 2005).

Shah and Shah (2006 cited in Saguin, 2013) proposed the use of the Charter in the context of local self-governance. The idea of the Citizen Charter on corruption was to make corrupt public officials accountable. Implementation of the Citizen Charter differs from country to country. There are several approaches, theories, and methods in the implementation of citizen charter. United Kingdom, Belgium, and France adopted the top-down approach while Australia, Italy, Spain, United States adopted the bottom-up approach in setting the standards through citizen charter (Table-1). A country like Sri Lanka implemented a citizen Charter to enhance the quality of the administrative system. Sri Lanka's government has proposed to make the Citizen Charter people-friendly, efficient, and effective.

Table No.1: Other Names of Citizen Charter in Different Nations

S. No	Country	Citizen Charter Name	Year
1.	Australia	Service Charter	1997
2.	Belgium	Public service users' charter	1992
3.	Canada	Service standards initiative	1995
4.	France	Service charter	1992
5.	India	Citizen's charter	1997
6.	Jamaica	Citizen's charter	1994
7.	Malaysia	Client charter	1993
8.	Portugal	The quality Charter in public services	1993
9.	Spain	The quality observatory	1992
10.	Hong Kong	Performance pledge	1992
11.	South Africa	Peoples first	1997
12.	Namibia	Public service charter	1999
13.	Argentina	Carta's compromise	2000
14.	Sweden	Service dialogue	2001
15.	Samoa	Service charter	2002

Source: Compiled by Author

A Citizen Charter consists of three C's (Rodrigues, 2013). They are as follows:

1. **Customer-driven standards of service**- it means service according to the needs of citizen
2. **Communication**- service provider should communicate with citizen
3. **Control**- easy procedures for better productive output

A Citizen Charter can also be referred to as a preamble of the organization which indicates the commitment of the organization toward its objectives. The Citizen Charter informs the various stakeholders about the rights of citizens and the services offered to the citizens. The Citizen Charter also includes the obligation of the citizens. Citizen Charter helps in strengthening the existing rights of the citizens. In the words of Mahatma Gandhi, the spirit behind the Citizen's Charter is ---- "A customer is the most important visitor on our premises. He is not dependent on us; we are dependent on him. He is not an interruption of our work; he is the purpose of it. He is not an outsider to our business; he is part of it. We are not doing him a favour by serving him; he is doing a favour by giving us an opportunity to do so," (Citizen Charter Handbook, 2008).

Characteristics of Good Citizen Charter

A good Citizen Charter should have the following characteristics (Citizen Charter Handbook, 2008):

1. It should contain a detailed vision and mission of the organization.
2. It should have detailed information about the business transaction done by the organization.
3. It should have detailed information about citizens or clients or customers.
4. It should have detailed information about the services which includes quality, time, type of service so on.
5. It should have all the detailed information about the grievance redressal process.

6. It should have information about how to access the grievance redressal mechanism.
7. It should have information about the citizen's expectations.
8. It should have information about the remedies available to citizens in case of non-compliance with service standards.
9. It should have information about the compensation to be given in case of failure of delivery of service.

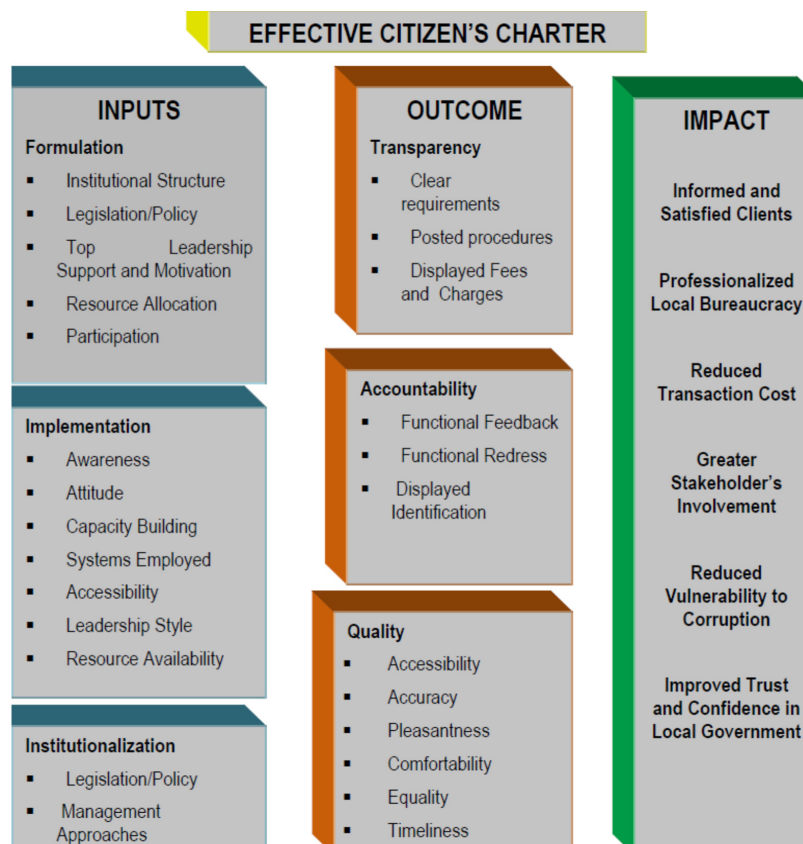
An effective citizen Charter should be based on the following features (Figure 4) (Principie, 2008)

Benefits of Citizen Charter

Implementation of citizen Charter by public-sector helps in improving the public services (Gupta & Shrestha). There are the following benefits of the citizen charter.

1. Citizen Charter helps the citizens to know about the activities and procedures of the public sector organization.

Figure 4: Building Blocks of an Effective Citizen Charter



Source (Principie, 2008)

2. Citizen Charter helps in reducing corruption in a public-sector organization.
 3. Citizen Charter helps in promoting good governance.
 4. Citizen Charter ensures the accountability of service providers.
 5. Citizen Charter raises the morale of public administrators when performing well.
 6. Citizen Charter raises the efficiency and effectiveness of public service delivery.
 7. Citizen Charter helps in reducing the cost of public service delivery.
 8. Citizen Charter prevents the delay in the delivery of services.
 9. Citizen Charter checks red-tapism in service providing.
 10. Citizen Charter ensures transparency.
 11. Citizen Charter inculcates professional skills of the service-providing agency.
 12. Citizen Charter ensures that all citizens are equally treated.
5. It is observed that citizens do not know about their rights regarding the parameters that must be followed in service delivery.
 6. Citizen Charter should be linked to performance appraisal of employees. This will motivate the employees to work accordingly to set the parameters of service.
 7. Citizen Charter should be designed from the citizen's perspective rather than the service provider's viewpoint.
 8. The Citizen Charter should be updated at frequent intervals by consulting the citizens and organizations. Best global practices from the Citizen Charter should be included to benefit the citizens.
 9. A Citizen Charter that is well-drafted after consulting with citizens and organizations but not communicated to citizens loses its significance. Therefore, it is important to communicate the citizen Charter provisions to the citizens.

Shortcomings of the Citizen Charter

Many kinds of research have been conducted on Citizen Charter in the public administration discipline. Researchers have highlighted the various shortcomings of the Citizen Charter (Rodrigues, 2013). They are as follows:

1. The ultimate aim of a citizen Charter is to benefit the citizens but many times citizen charters are drafted without any consultation process. It is also highlighted in research that service providers are not aware of the aims, goals, purpose, and significance of citizen charter.
2. The other common problem is citizens do not know about the citizen charter. Citizens do not know how the Citizen Charter benefits the citizens and its significance in solving the citizen's grievances. Citizen Charter is not displayed in many public departments thus citizens do not know about them.
3. The government does not take any initiative to popularise the citizen Charter among the citizens or the employees of service-providing departments.
4. There is no proper monitoring system to ensure the effective implementation of the Citizen Charter in

government departments. Feedback about the standard of service delivery is not common among the citizens.

5. It is observed that citizens do not know about their rights regarding the parameters that must be followed in service delivery.
6. Citizen Charter should be linked to performance appraisal of employees. This will motivate the employees to work accordingly to set the parameters of service.
7. Citizen Charter should be designed from the citizen's perspective rather than the service provider's viewpoint.
8. The Citizen Charter should be updated at frequent intervals by consulting the citizens and organizations. Best global practices from the Citizen Charter should be included to benefit the citizens.
9. A Citizen Charter that is well-drafted after consulting with citizens and organizations but not communicated to citizens loses its significance. Therefore, it is important to communicate the citizen Charter provisions to the citizens.

Conclusion

For any Citizen Charter to be effective, the role of political leadership is important. Public administrators should also give their views on framing a good citizen charter. The Citizen Charter should not be seen as an instrument just to carry out the directions from senior officials. Public officials must be aware of the spirit and content of the charter. Public authorities should be trained accordingly to give importance to the Citizen Charter. Citizen Charter aims to make administration and employees responsive towards the citizen's grievances. Citizen charters can be made interactive using Information Communication Technology as a feedback mechanism. There is a need for sufficient budgetary provisions for publicizing the importance of the Citizen Charter. The government can set up an independent task force to overlook the compliance of the Citizen Charter in public departments. Citizen Charter should not be seen as an end but it is to be seen as a means for enhancing the service quality through accountability. Organizational culture plays an important role in the implementation of citizen charter. The Citizen Charter is a policy document that keeps evolving on day-to-day citizens' experiences and keeps on improving from these experiences.

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Millets as a Sustainable Solution for Health and Economy: An Important Concept to be Promoted through Educational Institutions

Jayantibhai V Patel*

I Amidst COVID-19 pandemic and the growing junk food industry, eating healthy is very essential. Millets are now becoming a buzz. Millets are traditionally grown and eaten in the Indian subcontinent for the last 5000 years. Earlier, Millet had the tag of *poor man's food grain* due to its sheer affordability. The shift in global consumption patterns, health awareness among consumers, and the increasing significance of sustainability is now putting millet products to the forefront both internationally as well as in the domestic market. Millets are one of the oldest foods known to humans and possibly the first cereal grain to be used for domestic purposes.

The celebration of 2018 as the National Year of Millets with several small-scale policies on millets and the resolution to observe 2023 as the International Year of Millets (IYM 2023) by UNGA has created widespread awareness on millets and popularised them as the future foods in the changing climatic conditions. Over the years notwithstanding the wide range of benefits that millets provide, they have largely been missing from the staple crops due to inadequate knowledge of their benefits compounded by changing dietary habits. In recent years, a lot of efforts have been taken by various government, and non-government organizations to promote millet as an important dietary choice especially to ensure food security for all. In this context, it is significant to note that the proposal of the Government of India to the United Nations for declaring 2023 as the International Year of Millets was supported by 72 countries and the United Nations General Assembly (UNGA) declared 2023 as the International Year of Millets on 5th March 2021. The resolution declaring 2023 as the International Year of Millets calls on all stakeholders to provide support to activities aimed at raising awareness thereof and framing and directing policies with respect to nutritional and health benefits of millet consumption, and their suitability

for cultivation under adverse and changing climatic conditions, while also directing policy attention to improve value chain efficiencies. Helping millets make a comeback is not just the popularization of a neglected and underutilized crop but also an effort to achieve the sustainable development goals (SDGs) – mainly SDG-2 (zero hunger), SDG - 3 (good health and well-being), SDG - 12 (sustainable consumption and production), and SDG - 13 (climate action).

Millets the Super Rich Grain

Millets are amazing in their nutrition content. Each of the millet is three to five times nutritionally superior to the widely promoted rice and wheat in terms of proteins, minerals, and vitamins. Millets are a wide range of small-seed Nutri Cereals grown extensively in semi-arid regions. Millets are traditionally grown for their nutritional richness, low water requirement, low input requirements, and climatic resilience. India produces all the nine commonly known millets and is the largest producer and second largest exporter of millets in the world. Millet grains are rich sources of nutrients like protein, carbohydrates, dietary fiber, good quality fat and have substantially higher amounts of minerals like calcium, potassium, magnesium, iron, manganese, zinc, and B-Complex vitamins, making them a preferable choice over other cereal grains (wheat and rice) largely consumed by the populations in India. Millets are known sources of rich iron, calcium, antioxidants, and micronutrients.

Millets are a group of highly variable small-seeded grasses, widely grown around the world as cereal crops or grains for fodder and human food. They do not form a taxonomic group but rather a useful or agronomic one. Millets are important crops in the semi-arid tropics with 97% of millet production in developing countries. The crop is favoured due to its productivity and short growing season under dry, high-temperature conditions. The most widely grown millet is pearl millet which is an important crop in India. Cereals are edible parts of grains such as oats, barley, maize, triticale, millet, and sorghum. Cereals come in many different forms and each

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form has popularity in a different way. However wheat and rice are popular all over the world. Many countries have them as their staple foods and the people in those countries consider them a source of nutrients. They are usually milled by first grinding them. After that, they go through sifting, separation, and regrinding. Their nutrition level usually depends on the amount of barn that has come out of them. The barn has various minerals and vitamins along with fiber.

According to NABARD (2007), from African highlands finger millet was taken to India about 3000 years ago and to Europe at the beginning of the Christian era. Later the crop was widely distributed both in many African countries as well as in the Indian subcontinent. They have been a part of the human food system from time immemorial. Many types of millets have been found in Harrapa and Mohenjo-Daro archaeological sites. Indian Vedic scriptures like *Sathapatha Brahmana* have ample references to millets. Kalidasa in his legendary literary masterpiece *Shakuntala* has sage Kanva pouring foxtail millet while bidding farewell to Shakuntala in Dushyanta's court. During prehistoric times people of Northern India were also cultivating millet. Millet was even mentioned in the Hebrew bible. The idyllic Hanging Gardens of Babylon were said to have included millet among their treasured plants. Romans and Gauls made porridge from it and in the Middle Ages, millet was more extensively eaten than wheat. The interesting fact is that millet is also pointed out in the Bible as used to prepare bread during those days.

In western India Sorghum (*jowar*) has been commonly used with millet flour for hundreds of years to make the local staple, hand-rolled (that is made without a rolling pin) flatbread (Rotla in Gujarati, Bhakri in Marathi, or roti in other languages). Other millets such as Ragi (finger

millet) in Karnataka, *Naachanie* in Maharashtra or *kezhvaragu* in Tamil, *Ragulu* in Telugu with the popular *Ragi Rotti* and *Ragi Mudde* a popular meal in Karnataka. Millet porridge is a traditional food in Russian, German, and Chinese cuisines. In Russia, it is eaten sweet (with milk and sugar added at the end of the cooking process) or savory with meat or vegetable stews. In Germany it is also eaten sweet, boiled in water with apples added during the boiling process and honey added during the cooling process.

Millets share a set of characteristics that make them unique among cereals. They belong to five genera, namely *Panicum*, *Setaria*, *Echinochola*, *Pennisetum*, *Paspalum*, and *Eleusine*. According to Hulse *et al.* (1980) the most important cultivated millet species are pearl millet, proso millet, foxtail millet, Japanese barnyard millet, finger millet, and kodo millet. The vernacular names of millets in India are given in Table 1.

Health Benefits and Nutritional Value of Millets

Millets possess some of the health benefits includes to protect heart health and reduce the effects of migraines, protect from diabetes, improve digestive system, lower risk of cancer, detoxify the body, boost respiratory health, optimize immune system, increase energy levels, and improve muscle and nerve health. Millets are a storehouse of nutrition by any nutritional parameter. Millets are miles ahead of rice and wheat in terms of their mineral content compared to rice and wheat. Each one of the millets has more fibre than rice and wheat. Finger millet has thirty times more calcium than rice. In their Iron content foxtail and little millet are so rich that rice is nowhere in the race. The **Nutritional Values of different Ingredients** of our food is given in Table 2 and Comparative Nutritional Values of Millets in general and popular Indian Millets are given in Table 3.

Table-1: Vernacular Names of Millets

English	Alternate Names	Botanical	Hindi
Sorghum	Great Millet/Chari	Sorghum Vulgare	Jowar
Pearl Millet	Spiked Millet/ Bullrush	Pennisetum Typhoideum	Bajra
Finger Millet	Rajika	Eleusine Coracana	Nagli/ Ragi
Barnyard Millet	Japanese Millet/ Sawank	Echinochola Frumantacea	Jhangora
Foxtail Millet	Moha Millet/ Italian Millet	Setarai Italica	Kangni
Kodo Millet	Pakodi/ Manakodra	Paspalum Scrobiculatum	Kodra
Proso Millet	French Millet/Common Millet	Panicum Miliaceum	Barri
Little Millet	Goudli/ Gondola	Panicum miliare	Kutki

Table -2: Nutritional Values of Food Ingredients

Energy	Quantity	Vitamins	Quantity % DV	Minerals	Quantity % DV	Other constituents	Quantity
Carbohydrates	72.8 g	Riboflavin (B2)	24% 0.29 mg	Calcium	1% 8 mg	Water	8.7 g
Dietary fiber	8.5 g	Niacin (B3)	31% 4.72 mg	Iron	23% 3.0 mg	Copper	0.8 mg
Fat	4.3g	Pantothenic acid (B5)	17% 0.85 mg	Magnesium	32% 114 mg	Selenium	2.7 µg
Saturated	0.7 g	Vitamin B6	29% 0.38 mg	Manganese	76% 1.6 mg	-	-
Monounsaturated	0.8 g	Folate (B9)	21% 85 µg	Phosphorus	41% 285 mg	-	-
Polyunsaturated omega-3 omega-6	2.1 g 0.1 g 2.0 g	Vitamin C	2% 1.6 mg	Potassium	4% 195 mg	-	-
Protein	11.0 g	Vitamin K	1% 0.9 µg	Sodium	0% 5 mg	-	-
-	-	-	-	Zinc	18% 1.7 mg	-	-

(Millet, Raw (*Panicum Miliaceum*) Nutritional value per 100 g, µg = micrograms, mg = milligrams, IU = International units)

Table 3: Comparative Nutritional Values of Select Millets

Millets Nutrient	Protein (g)	Fibre (g)	Minerals (g)	Iron (mg)	Calcium (mg)
Pearl/Kambu Millet	10.6	1.3	2.3	16.9	38
Finger/Ragi Millet	7.3	3.6	2.7	3.9	344
Foxtail/Tenai Millet	12.3	8	3.3	2.8	31
Proso/Panivaragu Millet	12.5	2.2	1.9	0.8	14
Kodo/Varagu Millet	8.3	9	2.6	0.5	27
Little/Samai Millet	7.7	7.6	1.5	9.3	17
Barnyard/Kuthiraivali Millet	11.2	10.1	4.4	15.2	11

Reasons for Decline in Millets

In India, production and consumption of millets are declined due to many reasons. The reason for the decline of millet intake is over dependency on rice and wheat which may provide over 50 % of the average Indian household's caloric intake. In recent times notable changes in the dietary pattern of households across the nation have been observed from cereals to high-value food commodities such as livestock products, fruits, vegetables, and beverages (Kumar et al. 2011). Michaelraj and Shanmugam (2013) studied millet-based cultivation and consumption in India. Despite their superior nutritional qualities and climate resilience cultivation of small millets in India declined from 7.22 million hectares to 2.29 million hectares from 1961 to 2009 and in the year of 2012 onwards it came to falling. Anbukani et al (2017) studied the

consumption pattern of small millet and finger millet and was examined by using NSSO unit-level data. Assam (18.82 kg/hsh/m) and Bihar (18.69 kg/hsh/m) states have the highest consumption of small millets found in all India and rural areas. Madhya Pradesh has the highest area of small millets (32.4%) followed by Chhattisgarh (19.5%), Uttarakhand (8%), Maharashtra (7.8%), Gujarat (5.3%) and Tamil Nadu (3.9%). Uttarakhand has the highest productivity of 1174 Kg/ha followed by Tamil Nadu (1067 Kg/ha) and Gujarat (1056 Kg/ha). Low productivity, high labour intensity, the drudgery of agricultural operations and lack of alternative farm gate prices, easy availability of rice and wheat through the public distribution system, inadequate investment in product development and commercialization, inadequate availability of small millets in local markets, and high prices, inadequate policy support for small millets when compared to

crops like rice and wheat can be considered as the reason for the decline of millets.

Present Scenario

National Millets Mission (NMM) was launched in 2007 to promote the production and consumption of millets. Government of Karnataka took many steps to popularize millet production and consumption in India. It set up co-operatives to streamline the supply chain. Many millet-based start-ups were established to popularize the uses in the state. In Maharashtra, people have been consuming millet for many decades. Many processing units have been established to provide white millets (Ragi) within the communities. Ragi is still the main staple crop in the state. Orissa Government initiated a special millet program in tribal areas and introduced Odisha Millet Mission in 2017 for promotion of millets. Chhattisgarh Government established State Millet Mission in 2021 that aimed to boost production, provide employment to farmers, women groups, and youths. Rajasthan has been traditionally growing Bajra and is the largest producer of Bajra in India. But in recent years the trend of consumption is decreasing. The tribal area in southern Rajasthan is known to have a staple nutritious millet *Kutki* but in modern times the uses have been only limited to old and aged persons who grow the crop in their kitchen gardens. It is on the verge of extinction.

Recently while inaugurating the Global Millets (*Shree Anna*) Conference, Hon'ble Prime Minister Shri Narendra Modi declared the Indian Institute of Millets Research of ICAR as a Global Centre of Excellence and digitally launched a compendium of Indian Millet (*Shri Anna*) start-ups and a book of millet (*Shri Anna*) standards. The Prime Minister highlighted that brainstorming sessions shall be held on topics such as the farming of millets, millets economy, health benefits, and farmers' income among others with the active participation of Gram Panchayat, Krishi Kendras, schools, colleges, and agricultural universities along with the Indian embassies and several foreign countries. He elaborated that *Shri Anna* is not limited to just food or farming. Giving examples of *Shree Anna* such as Jowar, Bajra, Ragi, Sama, Kangni, Cheena, Kodon, Kutki, and Kuttu that are prevalent in different regions of India Hon'ble Prime Minister said that millets have been a part of the lifestyle in

India for centuries. The government has introduced millets in the Public Distribution System to make it accessible and affordable to the masses and Price Support Scheme (PSS) provides financial assistance to farmers for the cultivation of millets.

The Way Forward

Millets are a store house of amazing in their nutrition content and different millets have different features. These millets aid in weight management, controlling diabetic problems, blood pressure, resisting malnutrition, etc. So government should adopt some techniques to increase the awareness and consumption of millet such as providing incentives to the farmers to produce more millet at low cost and support for procurement and storage. Government can open up new markets for millet and encourage research and development of millet production. Millets can make available at ration shops at the lowest price. All media can broadcast and expose the importance of using millet which helps to overcome the problem of malnutrition among children. People must have awareness about usage of millets through attending nutrition/awareness programs and media campaign.

- Small farmers in hilly regions and dry land plains who are among the poorest households in rural India shall be encouraged to cultivate millets and that is possible only if it gives them good returns. Adequate public support can make millet cultivation profitable, ensure supply for the PDS and, ultimately provide nutritional benefits to a wide section of the population.
- Lack of awareness about millets and their health benefits can be addressed through education and promotion.
- Improving the availability of millets in markets and making them more accessible to consumers can encourage consumption.
- Millets are often more expensive than other staple grains, making them less accessible to low-income consumers. Addressing affordability through government subsidies or market interventions can increase consumption.
- The perception of millet as a poor man's food needs to be changed through marketing and promotion.

- Improving processing techniques and increasing the availability of value-added millet-based products can make them more appealing to consumers.
- Collaboration between farmers, processors, and marketers can help increase the supply and demand of millets.
- National Food Security Mission shall be renamed as National Food Security & Nutrition Mission and Helping Start-ups with technical backstopping.
- R&D on traditional/contemporary millet recipes by IIMR, National Institute of Food Technology and Entrepreneurship and Management (NIFTEM) with higher shelf life with proper packaging & branding & ready to use products.
- Millets being high in fibre, protein and low Glycemic index and High in iron and vitamin C help in reducing anaemia, newer biofortification of millets measure shall be taken by IIMR, Central Food Technological Research Institute (CFTRI) & ICRISAT on health benefits and clinical pieces of evidence and Nutrition and bioavailability of nutrients-- focussing on diabetics, suitability for school children, bone health and nutrition profiling.
- Millet recipes food festivals under Eat Right India campaign, Cyclothons, Marathons, Millet recipe awareness Cooking workshops, Conference on Food processing interventions by industry, Workshops with dieticians, doctors, nutritionists, civil society and students shall be undertaken by Higher Education Institutions.
- Millet based food through Mid Day Meal in schools & Anganwadis at least one day a week shall be given priority.
- Organize events in various groups (using NSS, NCC SHGs/FPOs), schools, colleges, universities, industry and civil societies.
- Defense Food and Research Lab should promote millets in Defense, Police forces & Canteens.

Conclusion

India is endowed with hundreds of nutritious crops whose research and development is still poorly addressed. Production of millets has numerous securities such as securities of food, nutrition, fodder, fiber, health, livelihood and ecology and at the same time increase the development of vulnerable people. Millets are storehouse of dozens of nutrition in large quantity and long term consumption of millets may bring several health benefits of the people hence they can help resist malnutrition. To increase the consumption of millets ease of availability should be made explicitly among the children and young adults. Besides like the major cereals such as rice and wheat millets could be supplied in the Public Distribution System (PDS). The recommendation made by M.S. Swaminathan accepted by the Government of India has to be properly implemented. Markets and entrepreneurship development through modern and innovative approaches coupled with storage and marketing facilities at village level. Proper advertisement strategies are necessary to increase awareness on the nutritional advantages and health benefits of millets. Lack of awareness about millets and their health benefits can be addressed through Higher Education Institutions.

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The *Mantras* of Education in the 21st Century

Shashank Shah, Director (Senior Specialist, Higher Education), NITI Aayog, New Delhi delivered the Convocation Address at the 30th Convocation Ceremony of the Institute for Technology and Management, Navi Mumbai on July 16, 2022. He said, “It is the roots of our life that an educational institution nurtures with commitment and discipline. Why? So that each sapling (student) grows to become a strong and erect tree (responsible citizen) that can face every storm with resilience. So that it can give shade (protection) and provide fruits (skills and competencies) to all irrespective of diversity and differences. It is this role that Indian Higher Education Institutions must embrace while grooming graduates with ability and nobility.” Excerpts

This is probably one of the best times to commence one's professional career in India – an opportunity that several generations of Indians did not get. In the next few years, India would be in the third position among the world's largest economies in terms of nominal GDP. That position to become the world's second-largest economy (in terms of purchasing power parity) makes for a phenomenal economic success story. Nearly 100 crore Indians will be part of the middle class. Their per capita income would increase 3 to 5 times leading to a substantial increase in disposable income and a rise in purchasing power. Thus, the Amrit Kaal, or the quarter century leading to India's centenary year of political independence could be the golden period for the Indian economy as we could witness nearly 10X growth.

It was probably for this era of national prosperity that 80 years ago, my maternal grandparents courted arrest for the Quit India Movement, and spent nearly 3 years in jail at Ahmedabad, Pune, and Mumbai. India becoming a world leader was unimaginable then, as we were reeling from famine and poverty heaped on us by our colonial rulers. Today, the dream of once again becoming a world leader is an achievable reality.

Challenges Ahead

As we put our hands on this task of achieving material success, we need to address two major challenges.

Economic Inequalities

In 1999, the richest 1% of people in the world received as much as the bottom 57%. By 2020, in the USA, the country with the world's largest nominal GDP, the top 1% of households owned more wealth than the bottom 90%. In India, the average daily household income of a farmer family (of five) in 17 states across India was ₹300 i.e., ₹60 per person per

day. This is a near 6X rise compared to the previous decade. However, while India ranks among the top 3 nations in terms of GDP (PPP), it ranks 127th out of 194 economies in the per capita GDP (PPP), according to the IMF. Improving this situation needs to be our topmost priority during the Amrit Kaal.

A Fragile Planetary Ecosystem

In the last 100 years, our planet's average surface temperature increased by 1 degree Celsius, 10 times faster than usual. Greenhouse gas concentrations are at their highest levels in 20 lakh years. 2016, 2019, and 2020 were the hottest years in recorded history. In 2020 alone, Greenland lost 152 gigatons of ice, and water equal to 60.8 crore Olympic-sized swimming pools was added to our oceans. Nearly 95% of the oldest and thickest Arctic ice is gone. For disbelievers in the impact of climate change, the last 2-3 years have been an eye-opener. Forest fires in Amazon, Australia, and Siberia killed over 100 crore animals, record floods in Europe left thousands homeless, unprecedented heat waves in North America affected millions, and Amphan, the costliest cyclone ever recorded in South Asia cost us about ₹1 lakh crore. No continent has been spared!

This is the socioeconomic and environmental ecosystem in which we would have to operate and excel. This is not a pessimistic pitch, but a call to don our role as professionals and citizens with greater awareness and increased enthusiasm to solve problems by exploring new approaches to working in the 21st century.

Four Mantras for Sustainable Success

Embed Purpose Orientation in Life and Living

Nearly a decade ago, I interviewed Prof. Edward Freeman, considered the Father of Stakeholder Theory, and serving at the University of Virginia. Sharing

his perspectives on capitalism he said, ‘To say that profits are the purpose of a business is like saying making red blood cells and breathing are the purpose of life. The purpose of business is to figure out how we cooperate and solve the problem of value creation in a complicated environment. If we figure out how to do that, money follows. Profits are an outcome.’

This approach is about recalibrating the way individuals and institutions, companies and countries take decisions. We will have to evolve from a risk vs. reward to a risk vs. reward vs. responsibility paradigm. For this, we will have to identify our purpose. Why do we exist as individuals and institutions? This question has been baffling seekers for millennia. Leaders need to deeply reflect on an answer to this question. For this, the 4 ‘I’s would be vital – Introspect, Implement, Innovate, and Impact. And this cyclical journey should continue.

In essence, we need to think of ways to consistently blend profits with purpose and make money for a mission – in life and for a living. This was probably best stated in ancient Indian scriptures, where the four Purusharthas or goals of human life – *Dharma*, *Artha*, *Kama*, and *Moksha*, had to be achieved as pairs – Earn *Artha* (wealth) through *Dharma* (righteous means), and have *Kama* (desire) for *Moksha* (higher life/liberation).

Evolve from Zero-Sum to Inclusive Decision Making

The Zero-Sum Game Approach has deeply influenced leaders for over a century. It focuses on either/or. Either I win or you win. Both cannot win. Either we focus on employee welfare or company profitability. Both are not achievable. The era of this approach to decision-making is coming to an end. The new inclusive approach involves replacing ‘or’ with ‘and’. It provides a tremendous opportunity for innovation, the real engine of capitalism. By embracing this approach, India has led by example. We have conveyed on the world platform how our economic growth will be achieved with our planetary responsibility of achieving net zero emissions. It is not either economy or environment, either financial success or societal well-being. It is both. It must be both.

This approach has been the undercurrent of India’s culture reflected in its universal message of ‘Vasudhaiva Kutumbakam’ (the whole world is one

family). As an ancient civilisation, we have always believed that contributing to the welfare of all is our collective responsibility. Despite this inclusive mindset, we have achieved phenomenal economic success over the millennia. Between 0 and 1750 AD, India was the largest contributor to global GDP. Throughout these 17 centuries, and before, we flourished in all other fields including philosophy and culture, science and humanities, and music and literature.

Usher the Age of Human Centricity

In the last 70 years, most corporate strategies have been inspired by the World War II mindset as if the business was a battle that needs to be won. And how do you win a war? By destroying your opponent, by exploiting resources, by focusing on the here and now. Effectively, business schools have been busy grooming ‘Corporate Warriors’.

This needs to change in the 21st century. We are not fighting a war but dealing with human beings who have a head, heart, and hands. They don’t have economic interests only. They are complex entities with personal, social, and spiritual lives. They can’t be expected to leave all that at the door of the company and behave like binary machines. In fact, human beings are not a ‘resource’ as they are often referred to in management jargon. They are the real source of energy and ideas. Among the 6Ms of Management – Money, Machine, Methods, Minutes, Materials, and Men, it is Men or Hsssss that give value to the other 5Ms. Hence, humans are more valuable than all the wealth of the world. This must be our Mantra in this Age of Human Centricity, which we will have to usher in all we do, irrespective of our institution or hierarchy. As Mahatma Gandhi said, “You must be the change you wish to see in the world.”

Redefine Business-society Relationship

If corporations work towards delivering responsible, inclusive, and sustainable commercial success, businesses and their leaders would emerge as a powerful force for social well-being and nation-building. In such an ecosystem, we can make substantial contributions towards achieving tangible outputs, deliver visionary outcomes, and create long-lasting impact.

To achieve this in the next quarter century, we must lead the transition from the antagonistic paradigm of business vs. society, to the synergistic paradigm of

business and society, and evolve to the enlightened paradigm of business for society. Achieving this transformation of perspective and practice is vital for success in *Amrit Kaal*.

Role of the Education System

The National Education Policy 2020 enables students, teachers, and institutions to play their roles effectively and efficiently. It places emphasis on Holistic Education that focuses on:

- i. Environmental Awareness and Action for Conserving Nature
- ii. Inculcation of universal Human Values of Satya, Dharma, Shanti, Prema, Ahimsa, and Citizenship Values for contributing to the Nation
- iii. Community Engagement and Seva for serving the Society
- iv. Multicultural Competence and Empathy for becoming responsible human beings

In this context, let me refer to a conversation between Henry David Thoreau and Ralph Waldo Emerson, both eminent philosophers and alumni of Harvard University in the 1800s. They were once reminiscing over their Alma Mater. During the dialogue, Emerson is believed to have said that the University had by then all the branches of knowledge. 'Branches are fine', Thoreau is believed to have commented, 'But what about the roots?'

It is the roots of our life that an educational institution nurtures with commitment and discipline. Why? So that each sapling (student) grows to become a strong and erect tree (responsible citizen) that can face every storm with resilience. So that it can give shade (protection) and provide fruits (skills and competencies) to all irrespective of diversity and differences. It is this role that Indian Higher Education Institutions must embrace while grooming graduates with ability and nobility. The IQ (Intelligence Quotient) must be integrated with EQ (Emotional Quotient), and SQ (Social Quotient). It is EQ and SQ that make a true leader. IQ can be hired, but EQ and SQ need to be cultivated. A leader can outsource parts of subject expertise, but the virtues of collaboration and persistence must be second nature.

The role of teachers in preparing students for this journey can be hardly exaggerated. It is best captured in the statement attributed to the Turkish statesman, Mustafa Kemal Atatürk, who said, 'A teacher is like

a candle that consumes itself to light the way for others.' In the same vein, the role of parents in giving birth, nurturing, and empowering us into responsible citizens is without parallel. It is for this reason that on the Convocation in *Gurukulas* of ancient India, the preceptor would advise pupils from the *Taitirya Upanishad*, '*Matru Devo Bhava, Pitru Devo Bhava, Acharya Devo Bhava*', i.e., revere the mother, father, and preceptor as Divine.

In Conclusion

Since times immemorial humans have been in search of happiness. They have sought it in objects and possessions. But as the nature of these objects is temporary, so is the happiness one derives from it. Hence, one keeps jumping from one object to another seeking this illusive happiness. Instead, if we internalise the formula for sustained happiness that has been provided eons ago, we will attain lasting peace and contentment. This formula begins with Education:

*Vidya Dadati Vinayam, Vinayad Yaati Patratam
Patratvat Dhanamapnoti, Dhanat Dharamam
Tatah Sukham*

(Education confers Humility, Humility leads to
Credibility
Credibility Brings Wealth, Wealth inspires Charity
Charity motivates Righteous Leaving
A righteous life gives Happiness – here and hereafter.)

Such a righteous life will not only give individual peace but also contribute to world peace. How? The answer is in another algorithm, which was often quoted by former President APJ Abdul Kalam, whom I had the opportunity of meeting on a few occasions. When he visited Harvard University, he made the students repeat this Mantra which is the enduring pathway for achieving world peace:

*When there is righteousness in the heart, there will be
beauty in character.*

*When there is beauty in character, there will be
harmony in the home.*

*When there is harmony in the home, there will be
order in nations.*

*When there is order in nations, there will be peace in
the world.*

May we achieve personal fulfillment and professional success, while contributing to the well-being of our nation, and peace for humanity. □

CAMPUS NEWS

National Webinar on Human Values and Professional Ethics

The one-day National Level Webinar on 'Human Values and Professional Ethics' was organised by the Department of Philosophy in collaboration with the Internal Quality Assurance Cell (IQAC), Yogoda Satsanga Palpara Mahavidyalaya, Palpara, Purba Medinipur, West Bengal, recently. Altogether, 175 participants from different States of the Country including West Bengal participated in this National platform.

Mr. Soumen Roy, Assistant Professor, Department of Philosophy and Coordinator of the Webinar extended the Welcome Address by giving a brief note on the importance of the event. Dr. Mrinal Kanti Dey, Associate Professor and Head, Department of Philosophy delivered the Inaugural Address by delivering an introductory view of the theme of the event. Prof. Pradipta Kumar Mishra, Principal of the Institution delivered his talk on 'Human Values and Professional Ethics: Need for the 21st Century HEIs'. He highlighted that Educational Institutions need to be values and ethics personified to fulfill the purposes of higher education. He stated the importance of human values with a focus on principal values. With regard to professional ethics, he focused on the need to check unethical behavior by giving suggestions to be undertaken. Accordingly, he emphasised the values and ethics meant for stakeholders envisaged in the inculcation of human values and professional ethics in HEIs advanced by UGC in 2019. He focused on the governance of HEIs, role of teachers; students along with the strategies that need to be adopted for the implementation of human values and professional ethics in HEIs. There is the need for monitoring mechanisms for human values and professional ethics; institutional establishments for inculcating human values and professional ethics, he visualised. He advocated for the quality framework developed by UGC as Quality Mandate with reference to the objectives, and initiatives to be undertaken by HEIs; all HEIs shall have to achieve the objectives by 2022 with taking the initiatives by the HEIs, he suggested.

Prof. Papia Gupta, Professor, Department of Philosophy, Vidyasagar University, Midnapore,

West Bengal emphasised the importance of human values which provides a strong base for the value-based personality of the individual, which leads to the development of professional ethics. For the development of professional ethics, there is the need for philosophical soundness with moral and ethical values for sound professional ethics in the case of every individual, she advocated.

Prof. G Bhubenewara Lakshmi, Professor, Department of Education and Education Technology, University of Hyderabad, Hyderabad in her deliberation on 'Human Values and Professional Ethics Inculcation at Various Levels' highlighted the self-actualisation and self-realisation with the importance of Permanent or Ethical Values as these are the landscape of knowledge. To her, Nation needs the persons with character and personality to cope with our Culture, Heritage, and Indus Valley Civilization as India is having the greatest Cultural Heritage. She focused on peace and freedom for the development of human values and the values are related to the affective domain. India is having the greatest cultural heritage with the best policy of multi-regionalism, multi-culturalism, and multi-lingualism. There is a need to attain spiritual values for which *Satya*, *Dharma*, *Prema*, and *Ahimsa* are essential. As per NEP 1986, curriculum and value-based education, integrated value education, cultural and human values are essential, she viewed. She focused on the role of the teacher as highly essential for professional ethics for which we have to put emphasis on the role and responsibilities of the teacher, value education, and human values for each other. To her, education is an intellectual culture, and human values and also professional ethics have been a global issue now for which everybody needs to be serious about it.

Mr. Sanjoy Singh, Assistant Professor, Department of Philosophy proposed the vote of thanks for the event. Mr. Singh, extended his gratefulness on behalf of the Department to the Principal of the Institution, Prof. Pradipta Kumar Mishra for his support for the National event as the Chief Patron and Dr. Mrinal Kanti Dey, Associate Professor and Head, Department of Philosophy for his guidance as the Convener and Mr. Soumen

Roy, Assistant Professor, Department of Philosophy for coordinating the webinar as the Coordinator. He extended his profound gratitude to Swami Achyutananda Giri Maharaj, President and Mr. Sital Chandra De, Secretary and DDO of the Governing Body along with its other Members and all other dignitaries present over there.

Short Term Course on Data-driven Analytics with Machine Learning

A five-day Short Term Course on 'Data-driven Analytics with Machine Learning' is being organized by the Department of Electrical, Mechanical Engineering and Mathematics, MNIT Jaipur in association with the Indian Institution of Industrial Engineering, Jaipur Chapter during June 12-16, 2023.

Data-driven analytics (with machine learning) refers to the process of using data to gain insights and make predictions or decisions with the help of machine learning algorithms. This involves analyzing large sets of data to identify patterns, trends, and relationships, and then using this information to train machine learning models. Machine learning algorithms use statistical techniques to automatically learn from data and improve their performance over time. By applying these algorithms to large amounts of data, data-driven analytics can identify patterns and make predictions that would be difficult or impossible to discover through traditional analysis methods. Examples of applications of data-driven analytics with machine learning include fraud detection, predictive maintenance, recommendation systems, image and speech recognition, and natural language processing. These techniques are used in a wide range of industries, including finance, healthcare, marketing, and manufacturing, to improve decision-making, optimize processes, and drive business outcomes.

Modules

- **Data Collection:** The process of gathering and organizing relevant data from various sources, such as databases, social media, IoT devices, and other sources.
- **Data Preprocessing:** This involves cleaning, filtering, transforming, and integrating data to ensure its quality and consistency, as well as to prepare it for analysis.
- **Data Analysis:** This step involves applying

statistical and machine learning techniques to identify patterns, relationships, and trends in the data.

- **Model Development:** This involves using machine learning algorithms to build predictive models that can be used to make forecasts or generate insights.
- **Model Evaluation:** This step involves testing and validating the performance of the predictive models against a set of evaluation metrics.
- **Deployment:** The final step involves integrating the predictive models into a production environment, where they can be used to make decisions or generate insights.
- **Visualization:** This step involves presenting the results of the analysis in a visually appealing and intuitive way, such as charts, graphs, dashboards, or reports.

For further details, contact Prof. Rajesh Kumar, Professor, Department of Electrical Engineering, Malaviya National Institute of Technology, Jaipur-302017 (Rajasthan) E-mail: rkumar.ee@gmail.com. For updates, log on to: www.mnit.ac.in.

International Conference on Advances in Minerals, Metals, Materials, Manufacturing and Modelling-2023

A two-day International Conference on 'Advances in Minerals, Metals, Materials, Manufacturing and Modelling-2023' is being organized by the Department of Metallurgical and Materials Engineering, National Institute of Technology Warangal, Telangana State in association with IIM Hyderabad Chapter during September 22-23, 2023. The purpose of the conference is to provide a platform for academicians, scholars, researchers and industry personnel from all around the globe to discuss and disseminate the knowledge created in minerals processing, materials development, materials degradation and computational materials modeling. The event is structured around several thematically focused sessions during which participants present their work and discuss the advances and challenges in these thematic areas. The Topics of the event are:

- Advances in mineral processing;
- Advances in iron and steel making;
- Special steels and alloys;

- High-temperature materials;
- Nanomaterials and nanostructured materials;
- Corrosion and oxidation;
- Creep, fatigue, and creep-fatigue interaction;
- Surface engineering;
- Powder metallurgy;
- Advances in manufacturing;
- Advances in aerospace materials;
- Thermomechanical processing;
- Welding/Joining;
- Advanced ceramics/composites/polymers;
- Additive manufacturing;
- Light alloys/Energy materials/Bio-materials; and
- Computational materials science/Process modeling.

For further details, contact Convener, Metallurgical and Materials Engineering Department, National Institute of Technology, Warangal- 506 004, Telangana State, Mobile: +91 8106933877, +91 9866310178 E-mail: icam5@nitw.ac.in. For updates, log on to: <http://cms.nitw.ac.in/conference/icam2023>.

AIU News

Faculty Development Programme on Tools and Techniques for Academic Writing

A five-day Online Faculty Development Programme on 'Tools and Techniques for Academic Writing' was organized by the Association of Indian Universities, New Delhi in collaboration with the Academic and Administrative Development Centre (AADC), Shri Vaishnav Vidyapeeth Vishwavidyalaya (SVVV), Indore during March 13-17, 2023. About fifty participants registered for the event. Eminent experts across the nation deliberated on different tools and techniques for academic writing in online mode in ten sessions. All experts shared their perspectives and knowledge with the faculty members.

The inaugural session began with the worship of Goddess *Saraswati* followed by the welcome of the guests. Dr. Anand Rajavat, Dean Academic, SVVV, Indore and Nodal Officer, AIU-SVVV-AADC introduced the faculty development programme organized under the aegis of AIU-SVVV-AADC and its objectives. He said, "Purpose of academic writing is to provide facts and information in a descriptive way according to the standards and disciplines of academic subjects. By using statistical analysis software like MS Excel, SPSS and LaTeX, researchers and academicians can transform their raw data into tables, graphs, and figures into more structured, precise, and presentable work to develop interpretations and new theories based on evidence." He introduced the keynote speaker and the three eminent speakers of the programme who are from renowned institutions across the nation.

Dr. Upinder Dhar, Vice Chancellor stated in his welcome address about the utility of academic

writing. Dr. Dhar highlighted important features and the vital role of academic writing in communicating ideas, information, and research to the wider section of the academic community which can be helpful for an academicians as well as for a researcher for career growth and for the betterment of the society.

Prof G D Sharma, Vice President, Association of Indian Universities, New Delhi and Vice Chancellor, University of Science and Technology Meghalaya (USTM) delivered the presidential address. Prof. Sharma highlighted important theories for academic writing, which can be helpful for doing multidisciplinary, modern, ethical and significant research for self as well as for nations development. He expressed his sincere thanks to SVVV for inviting him as a Chief Guest for the occasion.

The inaugural session concluded with a vote of thanks by Dr. Raksha Chouhan, Associate Professor, SVICA, SVVV, Indore.

The first four sessions were conducted by Prof Alok Bansal, Head, Data Analytics and Information Systems, PIMR, Indore on the software 'MS-Excel'. He covered various important concepts like if analysis using Data Table by Creating and Editing Scenario and Goal Seek, Creating Pivot Tables, Formulation, and Customization, Charts by Using Pivot Table, Slicers in Pivot Tables and Trend Analysis, Correlation, SD and Variance, t-Test for Two Independent Samples and Paired Samples, z-Test, ANOVA and Regression, etc.

The next four sessions were conducted by Ms. Rashmi Saini, Data Scientist, IBM Consulting New Delhi on 'Introduction to statistical analysis using IBM

SPSS Software'. She covered topics like introduction to Statistical Analysis, understanding data distribution concepts, making inferences about populations, statistical significance tests, regression analysis, etc.

The last two sessions were conducted by Prof. J T Andrews, Head, Applied Physics and Opto-electronics, SGSITS, Indore on 'LaTeX Software'. He highlighted topics like basic introduction about LaTeX with its importance, working with LaTeX, how to use LaTeX for preparing academic and research reports, presentation preparation by using LaTeX, etc.

During Valedictory Session, Dr. Raksha Chouhan, Coordinator of the programme presented the event report. The welcome address was delivered by Dr. Upinder Dhar, Vice Chancellor. Feedback on the programme was given by the participants. Dr. Anand Rajavat proposed the vote of thanks. The session concluded with the National Anthem.

Faculty Development Programme on Role of Higher Education

A five-day Faculty Development Programme on 'Role of Higher Education in Conserving Indigenous Technologies for Sustainable Heritage' was organized by the Association of Indian Universities (AIU), New Delhi in collaboration with the Academic and Administrative Development Centre, Amity School of Architecture and Planning, Amity University Gurugram, Haryana, Amity Academic Staff College on the occasion of World Heritage Day and International Day for Monuments and Sites (2023 Theme-'Heritage Changes') during April 17-21, 2023 through Online Mode. About 102 participants from 16 different states of India registered for the programme. The key takeaways were:

- A comprehensive understanding of the Indian cultural heritage and gaps in the historical record especially in relationship to unrecognized built heritage and steps to be taken.
- An understanding of technological resources for overcoming the difficulties involved in preserving resources from the recent past, intangible cultural heritage, and major sites of cultural significance.
- An in-depth understanding of the relationship between heritage conservation and its allied disciplines.

The inaugural ceremony started with a welcome note and introduction to Amity University,

Gurugram, Haryana by Ar. Meenu Babu followed by lamp lighting. Prof. Ila Gupta, Director, Amity School of Architecture and Planning welcomed the participants and introduced the aim and objectives of the programme. Prof. P B Sharma, Vice Chancellor, Amity University discussed the significance of the topic in his welcome address. Chief Guest, Prof. Abhay Purohit, President, Council of Architecture, New Delhi emphasized the need for such initiatives in India and extended all support from the Council of Architecture for such activities. Prof. Vikas Madhukar, Pro Vice Chancellor, Amity University spoke about the growth and achievements of Amity University on all academic fronts.

Dr. Amarendra Pani, Director(I/c) and Head, Research Division, Association of Indian Universities motivated the participants. Dr. Sanjna Vij, Programme Director, Amity Academic Staff College addressed the gathering by stating that the FDP was designed keeping in mind to help faculty members to develop digital skills that are relevant to the conservation of indigenous technologies, skills such as digital documentation, data analysis, and the use of digital tools for conservation and preservation which can lead to the development of new technologies and solutions that address complex challenges, followed by a small speech by Ar. Gita Balakrishnan, Founder ETHOS, Kolkata was the Guest of Honour of the day. Dr. Ila Gupta proposed the vote of thanks.

During Technical Session, Ar. Gita Balakrishnan, Founder, ETHOS, Kolkata spoke on 'Influence of Indian Cultural Heritage on World Heritage: Observations from Walks in India and Bangladesh'. The session started with a fun quiz on identifying Indian heritage technologies and how heritage is displayed in films. She explained the importance of conserving architectural heritage technologies associated with vernacular values. Various vernacular parameters such as climate, context, materials, and construction technique in defining the form and structure of a building were discussed in detail. Chang houses of Assam, Kothi Banal of Uttarakhand, Courtyard bungalows in Kolkata, and Bamboo homes on stilts in Dhaka were discussed to understand the effect of the usage of local materials and construction techniques in achieving the comfort level inside a building. The speaker also discussed action areas required for using technology for spreading design literacy and awareness and the role of architectural institutions in conserving traditional wisdom and thereby conserving the heritage.

The next session was on 'Influence of South Indian Heritage on Srilanka : The Tale of Travancore and Kandy Kingdoms'. Dr. Binumol Tom, Professor and Dean, Rajiv Gandhi Institute of Technology, Govt Engineering College Kottayam started the session by enforcing the importance of history and advanced research in the field of conservation. She spoke about the evolution of man and various civilizations and how the variety in their belief system, technology, culture, etc. culminates into a whole oneness. The concept of lost continent was explained in detail where she explained how various regions around the world are connected through their tangible and intangible heritage. She focused on the historic, climatic, religious, political, cultural and architectural connection between Travancore and Srilanka.

Further, the session was on 'Role of Heritage Universities in Projecting the Indian Cultural Heritage'. Dr Mohammad Farhan Fazli, Professor, Department of Architecture, Zakir Husain College of Engineering and Technology, Aligarh Muslim University, Aligarh. Heritage becomes an identity of a place. The heritage conservation and restoration concept is not well understood in India. Dr Fazli emphasized the role of the education sector in creating awareness of the concept of heritage conservation using advanced technologies for documentation and restoration. Various tangible and intangible parameters of heritage were also explained well. The characteristic features that make a Heritage University including Planning, scale ornamentation, site planning, design principles, and architectural elements were discussed where Dr. Fazli gave numerous examples of heritage universities across the globe. Recent threats to the heritage value of Aligarh University due to human intervention and the conservation efforts taken were discussed in detail. He ended the session with suggestions to create awareness about heritage and heritage conservation technologies in architectural students.

In the next session which was on 'Architecture as a Product of Environment, Climate and Culture of a Region' Dr Tanaya Verma, Director, Amity School of Architecture and Planning, Amity University Rajasthan discussed how the native technologies, climate, local context, and culture influence the heritage value of a place. She drew examples from multiple theories put forward by Paul Oliver, Thomas Hubka, Edward Brian where they describe how nature and architecture go together. She explained how various parameters of vernacular architecture is contributing to the comfort within the building with Bikaner Haveli, Rajasthan

as an example. She also explained how technologies, architectural mechanism (spatial organization, physical structure) and socio-cultural background (social parameters like family structure, privacy, economy, political aspects and cultural parameters like history, religion, ideology, traditions and customs, and beliefs) were the major determinants for the structural form of the havelis.

Prof Suryanarayana Murthy, Professor in Architecture, JBR Architecture College, Hyderabad was the speaker of the session which was on 'Kakatiya Cultural Landscapes and World Heritage Sites of Rudreshwara Temple'. Prof Murthy presented his significant research in the field of heritage sites. His session was based on cultural landscapes where he defined cultural landscape as combined works of nature and humankind that express a long and intimate relationship between people and their natural environment. Different categories of cultural landscapes such as clearly defined landscapes (created intentionally by man), organically evolved landscapes and associative landscapes were discussed. His presentation was focused on Kakatiya Dynasty. He explained the history, culture and architecture of Kakatiyas and the science and indigenous construction technology used by them. Rudreshwara temple is an outstanding example of temple architecture evolution illustrating a phase of development in science, Technology and art of temple building and construction in Deccan India. Prof. Suryamurthy presented a very detailed documentation of Rudreshwara temple and explained why Rudreshwara is also the best surviving example of the Kandiyan tradition of art, architecture and technology, and thereby preserving the temple, we are preserving not only the building but also the culture and lifestyle of a place in time.

The Session on 'Historic Trade Routes as Cultural Corridors' was delivered by Dr. Nisar Khan, Jamia Millia Islamia University, New Delhi. The migratory routes used for the trade of goods between civilizations gradually evolved into trade routes. The prominent trade routes in India became famous for the commodity it exchanged such as the silk route, cotton route, spice route, etc. These routes need to be mapped using GIS and remote sensing technologies as these trade routes are important cultural corridors where cultural exchange took place. Dr. Nisan Khan discussed many similarities in the cultural representation (artforms, mythology, architecture, cuisine, etc.) of several nations. Highway infrastructures like minarets, sarais, bridges, etc. which were erected in the trade route provided an opportunity

to exchange goods, culture, language, and cuisines and as a result, they carry not only architectural value but also cultural value. In his presentation, Dr. Khan discussed the present situation of the trade routes and how they are losing their relevance due to neglect and realignment and the emergence of new expressways.

Dr. Parul Munjal, Director, INTACH Heritage Academy, Indian National Trust for Art and Cultural Heritage (INTACH), New Delhi handled the session on 'Architecture Students' Initiatives for Documentation of Unprotected Heritage in India'. Heritage documentation is a continuous process enabling the monitoring, maintenance, and understanding needed for conservation by the supply of appropriate and timely information. It is both product and action of meeting the information needs of heritage management. Dr. Parul explained the relevance and the process involved in the documentation of heritage. She addressed several questions like: What do we gain by documentation? Do protected and unprotected heritage require alternate approaches? Why unprotected? What aspects, dimensions, and complexities to cover? How does one use technology in the process and representation? Articulating the cultural significance? and How to balance technical and aesthetic aspects in the presentation. Dr. Parul gave an overview of various awards related to the documentation of unprotected heritages. She also discussed new technological advancements and applications used in the field of conservation. She informed participants about new apps that are being launched in this field.

Prof. Tapan Chakravarty, Consultant/ Adjunct/ Former Professor, Pearl Academy, Delhi / School of Planning and Architecture, Delhi handled the session on 'Vernacular Architecture of the Hills: Cultural Influences'. Prof Tapan's presentation was on vernacular architecture majorly focusing on the influence of cultural and geographical regions on the architecture of a place. He discussed examples taken primarily from rural regions of Uttarakhand and regions of Himachal Pradesh to help relate and recognize typological variations. He focussed on the significance and role of people, processes and place in designing a built environment. He presented how architecture students have been documenting the vernacular constructions using the latest software like Autocad and GIS maps.

Ar. Abhishek Jain, Founder, Shahajahanabadi Foundation, Visiting Faculty, School of Planning and Architecture, New Delhi spoke on 'Silk Route as a

Source of Influence of Indian Cultural Heritage on World Heritage through the Lens of Cultural Economy'. His session started with an introduction to the silk route and the regions and bazaars in the silk route like Ballimaran Bazaar, Fatehpuri Chowk Bazaar, Chandni Chowk Bazaar, etc. His presentation focused on the Shahjahanabad city where he discussed Shahjahanabad as an intangible cultural economy. He talked about the *puris* (neighborhood) in the historical city of Shahjahanabad serve as sites of specialized, high-value cultural expression and production. He explained the organic development of the Shahjahanabad city which represents the traditional typology of urban planning. He discussed the typology of buildings, the indigenous technology and architectural style of the buildings and how community festivities and processions contributed to the cities' intangible heritage.

Prof Xavier Benedict, Founder Trustee, AARDE Foundation, Heritage Activist, Principal Architect, Anameka Architects and Designers handled the session on 'Cotton Route: Cultural Landscape of Indian Coast'. Prof Xavier gave an introduction to how the cotton route developed and how India was the major contributor to cotton. He explained how all the major trading ports are aligned with the deltas and wetlands of India and how the cotton route was created. He discussed several dynasties to which the cotton route is connecting and how the cotton route served as a cultural exchange route for these dynasties. He also discussed how the cotton route will help in reviving nature. His session concluded with a discussion on how the cotton route could become an identity of India.

The speaker of the session on 'Conservation of the Taj Mahal; Agra: Past and Present' was Dr. Amita Sinha, Former Professor of Landscape Architecture and South Asian Studies, University of Illinois at Urbana Champaign (1989-2018). Dr. Amita Sinha's session was focused on the historical monument, the Taj Mahal. She explained the history and story behind the construction of the Taj Mahal, and the spatial layout and planning of the Taj compound while explaining the significance of each built structure in detail. Several issues that possess a threat to the heritage value of the monument were also discussed. She concluded the session by reaffirming the importance to document and preserve the heritage monuments of India.

During Valedictory Session, Ar. Meenu Babu presented an overview of all the technical sessions. Guest of Honor, Dr. Amita Sinha addressed the gathering and discussed the way forward. Dr. Ila concluded the session with a vote of thanks. □

THESES OF THE MONTH

HUMANITIES

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

Geography

1. Mallick, Sarmistha. **Assessment of river health: A study of Ranikhola River, Sikkim.** (Prof. Sunil Kumar De), Department of Geography, North Eastern Hill University, Shillong.

2. Nongsiej, Preciouswell. **Impact of the widening of the Jorabat-Umiam National Highway-40 on local environment and responses.** (Prof. D K Nayak and Prof. H J Syiemlieh), Department of Geography and Applied Geography, North Eastern Hill University, Shillong.

3. Roy, Tuhin Dey. **Rural urban interaction: A case study of Siliguri Municipal Corporation with Siliguri sub-division of Darjeeling District.** (Dr. Arindam Basak), Department of Geography and Applied Geography, University of North Bengal, Darjeeling.

History

1. Kaushik, Thakur Bhuyan. **History and cinema: Ideologies, sensibilities, and popular culture in Assam (1935-1995).** (Dr. B Dutta), Department of History, North Eastern Hill University, Shillong.

2. Kharwanlang, Marhunlang. **Khasi films: A study in social history.** (Prof. A N Passah), Department of History, North Eastern Hill University, Shillong.

Languages & Literature

English

1. Baijal, Supriya. **Archetypal rhythm in modern children's literature: A study of Ursula K Le Guin, Diana Wynne Jones, and Trudi Canavan.** (Prof. V Prem Lata), Department of English, Dayalbagh Educational Institute, Agra.

2. Bhardwaj, Vipasha. **Understanding Trauma: Literary representations of 9/11.** (Prof. K S Nongkynrih), Department of English, North Eastern Hill University, Shillong.

3. Dar, Vijaya. **Exile Narratives of Kashmiri Pandits: A study with reference to Edward Said's Theory of Exile.** (Dr. Bani Dayal Dhir and Prof. V Prem Lata), Department of English, Dayalbagh Educational Institute, Agra.

4. Jalan, Vidhi. **Aesthetics principles of Abhinavagupta and Hegel: A comparative study with special reference to a streetcar named Desire and Gitanjali.** (Prof. J K Verma), Department of English, Dayalbagh Educational Institute, Agra.

5. Manwani, Sarika. **Contours of ecological consciousness: A study in fiction of North-East India with special reference to: Tamsila Ao's these Hills called home: Stories from a war zone and Laburnum for my head Dhruba Hazarika's sons of Brahma, Bowstring Winter and Luck Mam.** (Dr. Lowleen Malhotra), Department of English, Dayalbagh Educational Institute, Agra.

6. Moinao, Wungreiyon. **War, violence, memory: Politics of the absurd in Samuel Beckett's plays.** (Prof. M Renganathan), Department of English, North Eastern Hill University, Shillong.

7. Rebica, Akoijam. **Interrelatedness of creation: An eco-critical study of select works of Ruskin Bond.** (Prof. M M Mazumdar), Department of English, North Eastern Hill University, Shillong.

8. Sharma, Natasha. **Rootedness and rootlessness in the short stories of Ruth Praver Jhabvala and Jhumpa Lahiri.** (Dr. Naveen Kumar Mehta), Department of English, Sanchi University of Buddhist-Indic Studies, Bhopal.

Hindi

1. Gautam, Kapil Kumar. **Bharatendu evam Dwivediyuginkavyitriyaoankekavyekaalochnatamak vishleshan.** (Prof. Chanda Bain), Department of Hindi, Dr Harisingh Gour Vishwavidyalaya, Sagar.

2. Ishtyaque, Sadaf. **Pravasi mahila kathakaroan ka katha sahiyte: Samvedna evam shilp: America ke vishesh sandarbh mein.** (Prof. Sharmila Saxena), Department of Hindi, Dayalbagh Educational Institute, Agra.

3. Kuldeep Singh. **Ekkisvin sadi ke Hindi dalit upanyaskaroan ke upanyasoan mein samajik chetna.** (Prof. B P Tripathi), Department of Hindi, North Eastern Hill University, Shillong.

4. Neetu Kumari. **Suraj Pal Chouhan ke sahitye mein dalit chetna.** (Dr. Suman Sharma), Department of Hindi, Dayalbagh Educational Institute, Agra.

5. Param, Pragma. **Shekhar Joshi ke sahitye ka vivechnatamak adhyayan.** (Dr. Namasya), Department of Hindi, Dayalbagh Educational Institute, Agra.

6. Rajbhar, Pramod. **Paum Chariu mein abhivyakta samaj-darshan: Ek vishleshnatamak adhyayan.** (Prof. M P Pandey), Department of Hindi, North Eastern Hill University, Shillong.

7. Sarita. **Ikkissvi sadi ke Hindi upanyasoan mein adivasi vimarsh.** (Prof. A P Tripathi), Department of Hindi, Dr Harisingh Gour Vishwavidyalaya, Sagar.

8. Sumedha. **Bhisham Sahani ke kahaniyaon mein nari jeevan-sangharsh.** (Dr. Dhirubhai Domadiya), Department of Hindi, Saurashtra University, Rajkot.

Khasi

1. Dohtdong, Herina. **Ka Kren Ka Khana ha ki Dorbar: Ka Bishar Bniah ia ki Sawangka la jied.** (Prof. Antoinette Kharmalki), Department of Khasi, North Eastern Hill University, Shillong.

2. Nongbri, Banniewkor L. **Ka Phawar bad ka Surkynud jong ka: Ka Bishar Bniah.** (Dr. Marbhador M Khyndeit and Dr. Lapyngshai Syiem), Department of Khasi, North Eastern Hill University, Shillong.

Sanskrit

1. Dwivedi, Anil Kumar. **A critical study of doctrines of Nagesha and Bhattojidikshita discussed in Phakkikaprakasha.** (Prof. Jayekant Singh Sharma), Department of Navya Vyakarana, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.

2. Hari Mainali. **Yajurvedeeyopanisadpratipaditasyatmtatwashya samikshyanam.** (Dr. Devendera Prasad Mishra), Department of Shuklayajurveda, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.

3. Mankoliya, Pravin Himatbhai. **A critical study of the Aphorisms of Krsnakutuhala by Acarya Madhusudana Sarasvati.** (Dr. Rajendr Chotalia), Department of Sanskrit, Saurashtra University, Rajkot.

4. Mishra, Yogesh Kumar. **Valmikiramayana-nasthasuktipadyanam sahityak-soundarya samajopayogitava.** (Prof. Bhagirathi Nand), Department of Sahitya, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.

5. Radha Devi. **Krishan kathashrit chaynit mahakavyaon ka samikshanatamak adhyayan:**

Shrikrishancharitamritam, Shrikrishancharitam, Shridwarkadhsh:tatha Krishnodayam. (Dr. Anita), Department of Sanskrit, Dayalbagh Educational Institute, Agra.

6. Saravanan, B. **Devotional consciousness in Shaiva Siddhanta and religion of saints: (With particular reference to Kabir, Guru Nanak and Radhasoami faith): A comparative perspective.** (Prof. V Prem Lata and Prof. P Sriramamurti), Department of Sanskrit, Dayalbagh Educational Institute, Agra.

7. Varsha Rani. **Chyaenit mahakavyaon mein nari sashaktikaran ka adhyayan.** (Dr. Nishith Gaur), Department of Sanskrit, Dayalbagh Educational Institute, Agra.

PERFORMING ARTS

Drawing & Painting

1. Bhadauriya, Shiwani. **16vi se 19vi shatabadi mein chitrit tadpatriye geetgovind ke pothiyoan ka vishleshnatamak adhyayan sandarbh Odisha Rajya Sangrahalaya.** (Dr. Namita Tyagi), Department of Drawing & Painting, Dayalbagh Educational Institute, Agra.

2. Priyanka Kumari. **Hadoti ke bhitti chitroan mein aalekhan: Ek vishleshnatamak adhyayan.** (Dr. Sonika), Department of Drawing & Painting, Dayalbagh Educational Institute, Agra.

Music

1. Adhari, Darash. **Sant Tulsi Sahab dwara rachit sahitye mein nihit gayan shailiyoan ka tatvik vivechan.** (Prof. Sudha Sahgal), Department of Music, Dayalbagh Educational Institute, Agra.

2. Anku Singh. **Padam Vibhushan Girija Devi dwara gey upshastriye gayan shailiyoan ka vishleshnatamak adhyayan: Hori, Kajari, Chaiti, Sawni ke sandarbh mein.** (Prof. Sudha Sahgal), Department of Music, Dayalbagh Educational Institute, Agra.

3. Bhatnagar, Ishita. **Sangeetatmak kathak-samuh-nritye shaili ka vishleshnatamak adhyayan.** (Prof. Sudha Sahgal), Department of Music, Dayalbagh Educational Institute, Agra.

4. Narayan, Pratima. **Kirana gharane ke prachar prasar mein katiye pramukh mahila kalakaroan ka sangitik khetra mein yogdan.** (Dr. Neetu Gupta and Prof. Ravi Kumar Bhatnagar), Department of Music, Dayalbagh Educational Institute, Agra.

5. Niveriya, Rahul. **Agra gharane mein vyavahat**

aprachalit ragoan ka vishleshnatamak adhyayan. (Prof. Sudha Sahgal), Department of Music, Dayalbagh Educational Institute, Agra.

6. Rajput, Mohini. **Braj mein nirvahit Malhar gayan shaili ka vishleshnatamak adhyayan.** (Prof. Sudha Sahgal), Department of Music, Dayalbagh Educational Institute, Agra.

7. Satsangi, Arsha. **Tasawwuf Pradhan paramparaon ke gayan shailiyaon ka vishleshnatamak adhyayan.** (Prof. Sudha Sahgal), Department of Music, Dayalbagh Educational Institute, Agra.

8. Satsangi, Ous. **Rajabrarai kshetre ke aadivasi loksangeet ka vishleshnatamak adhyayan.** (Prof. Neetu Gupta and Prof. Maya Rani Tak), Department of Music, Dayalbagh Educational Institute, Agra.

9. Shivani. **Braj kshetre ke katipaye lok avnadh vadh-vadak evam unke vadan vaishishtey ka adhyayan.** (Prof. Rashmi Srivastava), Department of Music, Dayalbagh Educational Institute, Agra.

10. Tiwari, Darshika. **Brajmandal mein vyavahat dharmik gayan shailiyaon mein prayukt avnadh vaadh evam unki taloon ka adhyayan.** (Prof. Rashmi Srivastava and Prof. Sudha Sahgal), Department of Music, Dayalbagh Educational Institute, Agra.

11. Varshney, Teena. **Suprasidh tabla vadak swargiye Pandit Subhash Nirwan ke vadan-shaili: Ek vivechnatamak adhyayan.** (Prof. Neelu Sharma), Department of Music, Dayalbagh Educational Institute, Agra.

12. Verma, Damini. **Swatantra tabla vadan mein gat vaishishtey ka vishleshnatamak adhyayan:**

Vividh gharanoan ke sandarbh mein. (Prof. Rashmi Srivastava), Department of Music, Dayalbagh Educational Institute, Agra.

Philosophy

1. Badak, Reter. **Understanding of self with special reference to the Second Sex of Simone de Beauvoir.** (Prof. Vanlalngahak), Department of Philosophy, North Eastern Hill University, Shillong.

2. Hariom. **Sankhyattatvapradeepasankhyatat-tavivechanyostul ankamadhanam.** (Dr. Shivshankar Mishra), Department of Sarva Darshan, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.

3. Mawlein, Batslhem. **Multifaceted approaches in contemporary hermeneutics: A critical study.** (Prof. Prasenjit Biswas), Department of Philosophy, North Eastern Hill University, Shillong.

4. Sandip Kumar. **Patanjalayogasutrasaya maniprabhanagojibhattavrityostulanatmakamadhanam.** (Prof. Shivshankar Mishra), Department of Sarva Darshan, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.

5. Surjit Singh. **Critical analysis of Kshema Raj's pratyabhigyan.** (Prof. Shivshankar Mishra), Department of Sarva Darshan, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.

Religion

Buddhism

1. Selokar, Lekhrum Nanaji. **Vinaya Pitaka mein pratipadit bhesajye-vigyan.** (Dr. Santosh Priyadarshi), Department of Buddhist Philosophy, Sanchi University of Buddhist-Indic Studies, Bhopal. □

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Applications are invited from eligible candidates to the following posts of **Assistant Professors** in Sree Sankara College against permanent vacancies. Qualification, age, and Scale of Pay as per Kerala Govt./UGC and Mahatma Gandhi University norms and regulations. One vacancy is reserved for benchmark disabilities mentioned in clauses 34 of the Right of Person with Disability Act 2016 and G.O (MS) No.96/2021/H.Edn. dated 15/02/2021. Application form can be downloaded from the college website or can be had from the college office on all working days on a payment of Rs.2000/- in cash or by Demand Draft as Application Fee drawn in favour of The Principal, Sree Sankara College, Kalady, payable at SBI Kalady. Duly filled in application form and copies of all required documents should reach the college office **within 30 days** from the date of this notification.

Subject	No of Posts	Open Quota	Community Quota	Persons with Disability quota (Hearing Impairment)
Botany	2	2	0	0
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Hindi	1	1	0	0
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Applications for the post of Principal & Asst. Professors are invited from the eligible and duly qualified candidates to be filled at the College of Education, Osmanabad (Dharashiv), Dandnaik Complex, Barshi Naka, Tq. & Dist. Osmanabad (Dharashiv).

Sr. No.	Post / Subjects	No. of Posts	Qualifications
1	Principal	1 (Open)	M. A. / M. Sc. / M.Com. / M. Ed, Ph.D. (in Edu.) / Published Research Work, 10 Years Teaching experience of B.Ed. College
2	Asst. Professor Subject Perspectives in Education	07 (1- S.C., 1- S.T., 1- VJNT, 1- OBC, 1- EWS, 2-Open)	M. A. / M. Sc. / M.Com. / M. Ed, SET / NET / Ph.D. (in Edu.)
3	Asst. Professor Subject in Pedagogy (Maths, Science, Language)		M.A. M. P. Ed./M.F.A./ Post Graduate Degree in Music/ Dance / Theatre (55% Marks)
4	Asst. Professor Subject in Health & Physical Education/Fine Art/ Performing Arts (Music/ Dance/Theatre) (Part Time)		B. Lib. & I. Sc. / M.Lib. & I.Sc.
5	Librarian		

Note:-

- Candidates already employed shall apply through proper channel and shall submit No Objection Certificate from the employer along with application and also bring the same at the time of the interview.
- All applications should reach along with attested copies **before 15 Days** on above address from Published date.

Interested candidate may send resume on e-mail address : skbssoedu@gmail.com.

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Shri Krishana Bahuuddeshiya Samajsevi
Sanstha, Osmanabad (Dharashiv)

Jaywant Pratishthan Humgaon Sanchalit,
Amdar Shashikant Shinde Mahavidyalaya, Medha,
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WANTED

Applications are invited from eligible candidates for the following post:

Sr. No.	Name of Post/Subject	Subject wise Vacant posts	Total Number of Vacant Posts	Total Reservation
A) Assistant Professor			09	ST –2, VJ(A) – 1, NT(B) –1, OBC – 4, Open to All-1
1.	Statistics	1		
2.	Mathematics	1		
3.	Chemistry	2		
4.	English	1		
5.	Physics	1		
6.	Botany	2		
7.	Zoology	1		

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

Place:

Date :

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Secretary
Jaywant Pratishthan,
Humgaon



Dr. Rafiq Zakaria Campus
Maulana Azad College of Arts, Science & Commerce
Dr. Rafiq Zakaria Marg, Rauza Bagh, Aurangabad 431001
Tele 0240-2381102
NAAC Accredited Grade "A"
Minority Institution

APPOINTMENTS

Following posts of teaching staff on CHB basis (Grant-in-aid Senior College) are vacant in our college for the academic year 2023-24. Eligible candidates shall send their application alongwith two Xerox copies of their testimonial **within 10 days** from date of publication of this advertisement to **Principal Maulana, Azad College of Arts, Science and Commerce, Dr. Rafiq Zakaria Campus, Aurangabad.**

Sr. No.	Subject	No. of Posts	Sr. No.	Subject	No. of Posts
1	Hindi	02	9	Botany	04
2	Marathi	01	10	Physics	06
3	Arabic	01	11	Chemistry	04
4	Sociology	01	12	Zoology	03
5	History	01	13	Commerce	05
6	Political Science	01	14	Electronics	04
7	Geology	02	15	Industrial Chemistry	03
8	English	05	16	Computer Science	05

- Number of posts are liable to be changed. The posts are purely for One academic year 2023-2024.
- Eligibility criteria as per the UGC, University and Government of Maharashtra norms. Only (NET/SET/PhD) candidates will be considered for interview.
- All the appointments are subject to the approval of Dr Babasaheb Ambedkar Marathwada University, Aurangabad.
- Appointed candidates will be paid a remuneration on CHB basis as per govt. norms.
- No TA/DA will be paid to candidates for attending interview.

Dr. Mazahar Ahmed Farooqui
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Applications stating full name, address, age with date of birth, educational qualifications (from S.S.C. onwards) with marks and percentages secured, Caste Certificate, Residence Certificate and Experience Certificates are invited from Indian Nationals for the following teaching posts for the academic year 2023-2024 **within 20 days** from the date of Advertisement:

Self-Financed Courses:

Sr. No.	Designation of Post	Nature of Post	
		Contract basis	Lecture basis
A.	M.Com.		
1.	*Associate Professor (Management / Accountancy)	01	---
2.	Assistant Professor in Accountancy	01	01
B.	M.Sc. (Pharmaceutical Chemistry) and M.Sc. (Organic Chemistry)		
1.	Assistant Professor in Organic Chemistry	02	---
2.	Assistant Professor in Physical Chemistry	01	---
3.	Assistant Professor in Inorganic Chemistry	01	---
C.	M.Sc. (Environmental Science)		
1.	Assistant Professor in Environmental Science	02	---
D.	B.B.A.		
1.	Assistant Professor in Human Resource Management	01	---
2.	Assistant Professor in Finance	01	---
3.	Assistant Professor in Psychology	01	---
E.	B.C.A.		
1.	Assistant Professor in Computer Applications	02	01
2.	Assistant Professor in English	---	01
3.	Assistant Professor in Commerce	---	01

- NOTE:**
- *If there are no Applicants for the Post of Associate Professor then instead full Time Assistant Professor will be appointed.
 - RETIRED PROFESSORS/ASSOCIATE PROFESSORS/READERS MAY ALSO APPLY AND WILL BE SUITABLY COMPENSATED.
 - Knowledge of Konkani is essential and knowledge of Marathi is desirable.
 - Valid 15 years of Residence in Goa.
 - Incomplete application will be rejected outright.

For details pertaining to posts, qualifications, pay scale and other service conditions, please visit the college website www.dmscollege.ac.in.

Date: 15/05/2023

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PRINCIPAL



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Dr. Rafiq Zakaria Marg, Rauza Bagh, Aurangabad.431001

(Non Grant in Aid Minority Institute)

Telephone 0240- 2382820 / 2381102

APPOINTMENTS

Following posts are to be filled in our institute on Fix Pay (Contract Basis) / CHB basis to teach PG Courses, for the academic year 2023-24. Eligible candidates shall send their application with necessary testimonials **within 10 days** from the date of publication of this advertisement to Director, Dr. Rafiq Zakaria Centre for Higher Learning and Advanced Research, Dr. Rafiq Zakaria Campus, Aurangabad.

Sr. No.	Name of the Subject	No. of Posts	Sr. No.	Name of the Subject	No. of Posts
1	Chemistry	Two	7	Computer Science	Two
2	Analytical Chemistry	Two	8	Microbiology	One
3	Industrial Chemistry	Two	9	English	Two
4	Botany	Two	10	Urdu	Two
5	Zoology	Two	11	Sociology	Two
6	Mathematics	Two	12	Director	One

- Numbers of posts are liable to be changed and Management's decision for filling up the posts will be final.
- Eligibility criteria as per the UGC, University and Government of Maharashtra norms.
- All the appointments are subject to the approval of Dr Babasaheb Ambedkar Marathwada University, Aurangabad
- The post are purely for one academic year 2023-24.
- Selected candidates will be paid a fix monthly salary till the end of academic year 2023-24.
- No TA/DA will be paid to candidates for attending interview.

Dr Arif Pathan
Incharge Director



Dr. Rafiq Zakaria Campus

**Maulana Azad College of Arts, Science & Commerce,
Dr. Rafiq Zakaria Marg, Rauza Bagh, Aurangabad 431001**

NAAC Re-Accredited Grade "A"

**"College with Potential for Excellence" Status
(Minority Institution)**

APPOINTMENTS

Following posts of teaching staff on Fix Pay (Contract Basis) /CHB (Non-Grant Courses) are vacant in our College for the academic year 2023-24. Eligible candidates shall submit their application alongwith Xerox Copies of their documents to Principal, Maulana Azad College, Dr. Rafiq Zakaria Campus, Rauza Bagh, Aurangabad through Speed Post/in person **within 10 days** of the publication of this advertisement.

Sr. No.	Name of Subject	Nature of post	Course	No. of Posts	Sr. No.	Name of Subject	Nature of post	Course	No. of Posts
1.	Chemistry	Fix pay	P.G.	02	12	BBA	Fix pay	U.G.	03
2.	Analytical Chemistry	Fix pay	P.G.	02	13	B. Com E com	Fix pay	U.G.	03
3.	Industrial chemistry	Fix pay	P.G.	02	14	B.C.A.	Fix pay	U.G.	04
4.	Computer Science	Fix pay	P.G.	02	15	B.C.S.	Fix pay	U.G.	04
5.	Mathematics	Fix pay	P.G.	02	16	BSc. Biotechnology	Fix pay	U.G.	04
6.	Commerce	Fix pay	P.G.	02	17	Psychology	CHB	UG	02
7.	Geology	Fix pay	P.G. DDT	02	18	Economics	CHB	UG	02
8.	English	CHB	P.G./UG	02	19	Physical Education	CHB	UG	02
9.	Microbiology	Fix pay	P.G.	02	20	NCC	CHB	UG	02
10.	Biotechnology	Fix pay	P.G.	02	21.	Bio Informatics	Fix pay	P.G.	02
11.	MPM	Fix pay	P.G.	02					

- Numbers of posts are liable to be changed and Management's decision for filling up the posts will be final.
- Eligibility criteria as per the UGC, University and Government of Maharashtra norms.
- If qualified candidate (NET/SET/PhD) are not found then candidates with PG will be considered subject to University approval.
- All the appointments are subject to the approval of Dr Babasaheb Ambedkar Marathwada University, Aurangabad.
- The posts are purely for one academic year 2023-24.
- Selected candidates will be paid a fixed monthly salary till the end of the academic year 2023-24.
- No TA/DA will be paid to candidates for attending the interview.

Dr. Mazahar Ahmed Farooqui
Principal



जम्मू केंद्रीय विश्वविद्यालय Central University of Jammu

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EMPLOYMENT NOTIFICATION FOR TEACHING POSTS EMPLOYMENT NOTIFICATION NO. 19

Central University of Jammu invites online application for following teaching positions under direct recruitment from the eligible candidates.

S. No.	Name of the Department / Centre	Professor	Associate Professor	Assistant Professor
1.	Comparative Religion & Civilization	01 UR	01 UR 01 SC(BL)	-
2.	Botany	-	01 OBC(BL) 01 SC(BL)	-
3.	Educational Studies	01 UR	-	01 OBC (BL) 01 ST (BL)
4.	English	01 OBC (BL)	-	-
5.	Human Resource Management & OB	01 UR	01 OBC(BL)	-
6.	Marketing and Supply Chain Management	01 OBC	01 UR 01 ST(BL)	-
7.	Tourism and Travel Management	01 UR	01 OBC(BL) 01 SC(BL)	-
8.	Mass Communication and New Media	01 EWS	01 UR 01 OBC(BL)	-
9.	Mathematics	01 SC (BL)	01 UR 01 ST(BL)	-
10.	Nano Sciences and Materials	01 OBC(BL)	01 UR 01 ST (BL)	-
11.	National Security Studies	01 OBC (BL)	01 OBC(BL) 01 SC(BL)	-
12.	Physics and Astronomical Sciences	01 SC (BL)	01 OBC	01 EWS
13.	Social Work	01 OBC (BL)	01 OBC(BL)	01 ST
14.	Zoology	01 ST(BL)	01 EWS 01 OBC	-
15.	Public Policy & Public Administration	-	01 OBC (BL)	01 OBC
16.	Economics	01 UR	01 OBC (BL)	01 UR
17.	Hindi & other Indian Languages	01 UR	01 OBC (BL)	-
18.	Computer Science & IT*	-	-	01 OBC
19.	Electronics & Communication Engineering*	02 UR	03 UR	04 UR 01 OBC
20.	Computer Science & Engineering*	01 UR	02 UR	05 UR 01 OBC 01 SC

* As per AICTE norms

BL - Backlog Vacancy, SC - Scheduled Caste, ST - Scheduled Tribe, EWS - Economically Weaker Section

The detailed eligibility conditions and other relevant details are available on the University website www.cujammu.ac.in. The online application form, complete in all respects must be submitted online along with online payment of Rs 1,000/- . Online SAMARTH portal for applying will remain open from 11-05-2023 (10 AM) to 31-05-2023 (05:00 PM).

For further details please visit University website www.cujammu.ac.in.

Ref No. CUJ/Estab/ENT/19/01
Dated: 28-04-2023

Sd/-
(Prof. (Dr.) Yashwant Singh)
Registrar (I/c)
Ph: 01923-249658
Email: registrar@cujammu.ac.in

Phaltan Education Society, Phaltan's
Mudhoji College, Phaltan & Shreemant Bhaiyasaheb Rajemane College, Mhaswad
 Phaltan Education Society, Phaltan, Mudhoji High School Campus,
 Ravivarpeth Phaltan - 415523, Tal. Phaltan, Dist. Satara, Maharashtra
 (Affiliated to Shivaji University, Kolhapur)

WANTED

Applications are invited from eligible candidates for the following posts of **Principal & Assistant Professor** (Granted) Phaltan Education Society, Phaltan's Mudhoji College, Phaltan & Shreemant Bhaiyasaheb Rajemane College, Mhaswad. Eligible candidates should submit their applications along with all necessary documents **within 15 Days** from the date of publication of the advertisement by Registered Post.

The candidates of Reserve Category should submit one copy of their Application to Assistant Registrar (Special Cell), Shivaji University, Kolhapur by Registered Post.

Application for the Post of Principal					
Sr. No.	Designation	No. of Posts	Total Posts	Open Posts	Reserved posts
A	Principal	2	2	1	1 ST
Application for the Post of Assistant Professor					
Sr. No	Subject	No. of post	Total Post	Open Posts	Reserved posts
1)	Marathi	1	36	13	SC -3 ST-3 VJ-A-1 NT-B-1 NT-C-1 NT-D-1 SBC-1 OBC-8 EWS-4
2)	Hindi	2			
3)	English	4			
4)	Political Science	1			
5)	Commerce	2			
6)	Economics	1			
7)	Accountancy	1			
8)	Botany	6			
9)	Physics	3			
10)	Zoology	3			
11)	Chemistry	8			
12)	Statistics	3			
13)	Electronics	1			

Permission as per NOC No. : JDHE Kolhapur/NOC/2019/23 Dated : 25/03/2023.

Note : For detailed information about posts, qualification and other terms and conditions, please visit University website : www.unishivaji.ac.in & Sanstha website: www.pesphaltan.in & Email : pesociety123@yahoo.com.

The Secretary
 Phaltan Education Society, Phaltan,
 Mudhoji High School Campus, Ravivarpeth, Phaltan-415523
 Tal. Phaltan, Dist. Satara (Maharashtra)

Place: Phaltan

Principal

Secretary

President

**Marathwada Gramin Shikshan Sanstha's
Hutatma Jaywantrao Patil Mahavidyalaya**

WANTED

Applications are invited from the eligible candidates for the following posts in **Hutatma Jaywantrao Patil Mahavidyalaya, Himayatnagar, Dist Nanded (100% Granted)** run by **Marathwada Gramin Shikshan Sanstha's, Himayatnagar, Dist Nanded**. The Application duly complete with all respect's documents should reach on the following address in **Fifteen (15) days** of the publication of this advertisement. Candidates belonging to the categories other than open should also submit their one copy of application to **The Assistant Registrar, Special Cell, SRTMU, Nanded**.

Sr. No.	Subject	Name of Post (Designation)	No. of Post	Reservation
01	Commerce	Assistant Professor	01	ST-01

Permission as per NOC No. JDHE Nanded/NOC/ 2019/27 Dated: 24/ 04/2023.

Minimum educational qualification for the post of Assistant Professor will be as per Regulation of UGC (2018) and G.R. of Govt. of Maharashtra Dated 08 March, 2019.

Note:

The academic score as specified in Appendix II (table 3A) for universities, and Appendix II (table 3A) for college, shall be considered for short - listing of the candidates for interview only, and the selections shall be based only on the performance in the interview.

Salary & Allowances:

Pay Scales and other allowances will be as per the U.G.C., State Government & Swami Ramanand Teerth Marathwada University, Nanded rules and regulations from time to time.

Note:

- 1) The details of Advertisement and Prescribed application form is available on the University website (www.srtmun.ac.in).
- 2) No TA/DA will be paid for attending the interview.
- 3) Candidates employed anywhere, should submit their application through the proper channel.
- 4) Relaxation of 5% marks at P.G. level for SC/ST candidates only.
- 5) 30% seats will be reserved for ladies & 3% seats will be reserved for Handicapped.
- 6) Attested xerox copies of SSC certificates, Degree, Mark sheet, caste certificates etc. should be attached to the application.
- 7) The candidates of reserved category should submit one copy of application to the Assistant Dy. Registrar, Special Cell, S.R.T.M.U., Nanded.
- 8) The vacancies of Assistant Professors will be filled subject to conditions of the decisions in Writ Petition No.12051/2015 pending in Hon'ble High Court Judicature of Bench Aurangabad.

Address for correspondence:

To

Principal,

**Marathwada Gramin Shikshan Sanstha's
Hutatma Jaywantrao Patil Mahavidyalaya,
Himayatnagar, Dist. Nanded-431 802 (MS), India**

Principal

Hutatma Jaywantrao Patil Mahavidyalaya
Himayatnagar

President

Marathwada Gramin Shikshan Sanstha
Himayatnagar

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AIU Invites Proposals for Collaboration for Organizing ANVESHAN- Student Research Conventions – 2023-24

Association of Indian Universities (AIU) organizes *Anveshan-Student Research Convention* every year to identify and nurture the young talents and budding researchers in the Indian Universities. In these Conventions, Innovative Research Projects are invited from the students (Undergraduate to Ph. D level), and assessed by a group of experts of the field on a well laid criteria. The best Research Projects are conferred with certificates and awards. The Projects are invited from the disciplines of Basic Sciences and Applied Sciences, Engineering and Technology, Agriculture and Allied Fields, Health Sciences and Allied Fields, Social Sciences; Humanities; Commerce; Business Management; and Law. The Conventions are to be held at two levels i.e. **Zonal and National**. The duration of each convention is of two days. These events are to be conducted in the current Financial Year i.e. before **March 31, 2024**.

AIU invites proposals from member universities/institutions for hosting these Conventions in Five Zones - East, West, North, South, Central and One National Level Convention. Interested Member universities/institutions may send their Expression of Interest (EoI) along with proposal duly endorsed by the Head of the Institutions to AIU at the address given below:

Dr Amarendra Pani
Joint Director & Head (Research)
Association of Indian Universities
AIU House, 16 Comd. Indrajit Gupta Marg
New Delhi – 110 002
E-mail: researchaiu@gmail.com

The proposals are required to be submitted latest by May 30, 2023. The Event will be finalized on mutually convenient dates and terms and conditions laid down by AIU. For any further query please contact on: 011-23230059, Extn-202/209, **E-mail: researchaiu@gmail.com**. The details can also be downloaded from AIU Website: **www.aiu.ac.in**.

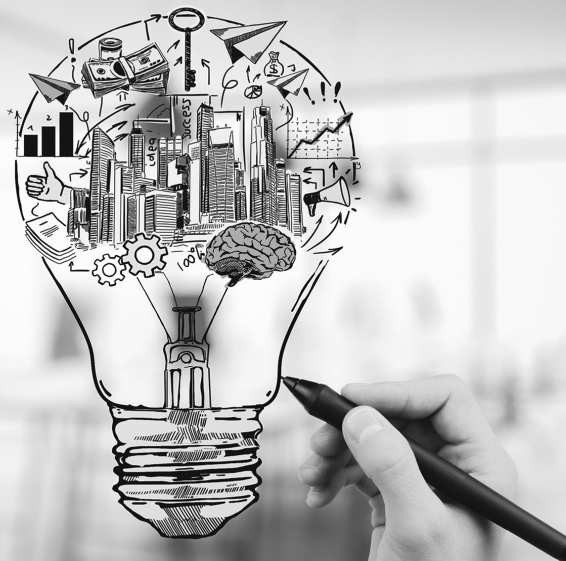
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