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University Education in India

Hema Raghavan*

I write this not as a politician, not as a blindly partisan ideologue, but as a simple teacher of more than five decades of experience, one who started teaching in 1962, a year after completing Masters' degree. My teaching period spanning more than five decades (post-retirement, I was teaching in private universities) has seen three New Education policies formulated in 1968, 1986, and 2020. The straight and simple question is – had they raised the quality of higher education? Where do Indian Universities stand in world ranking? While India's literacy rate has sextupled since the time of independence from 12% to 74%, the quality of higher education has failed to register any significant progress; on the contrary, one cannot turn a blind eye to a perceptible steep decline. The NEP--2020, like the previous two policies has unfortunately not come to grips with qualitative changes but continues to focus on quantitative data which is numbers-based, and countable, unlike Qualitative data which is interpretation-based. As an unbiased, objective observer, I see the rapid descent as in a snakes and ladders game.

As an octogenarian today, I belong to the 1960s batch of graduates. We were still in a euphoric mood thirteen years post-independence. A new wave of enthusiasm to make India on par with developed nations, especially with our erstwhile colonizer enthused young minds. The British model of higher education was in force and helped fertile minds to learn, absorb and transmute new theories in Sciences, Social Sciences, and Humanities to the development of a nascent nation, facing pangs of meager resources.

The first important dimension of higher education soon after Independence was the establishment of IITs and IIMs. Subsidized quality higher education through these institutions contributed to the Nehruvian vision of a self-reliant and modern Indian state, and even today IITs and IIMs rank amongst the best higher education institutions in the world, turning out top-class graduates in Engineering, Technology, Science, and Management, etc. Education was of course elitist and excluded the reach of most of the youth from these elitist intellectual institutions partly because of unaffordability but mainly because they were the first generation of students taking their gingerly steps into higher education. But the most disquieting offshoot of this period was the migration of a large number of IITians and IIM graduates to the West in search of fresher, better and newer pastures. The quality vs quantity ratio, tilted in favour of the former marked the high point in Indian higher education. But when factored alongside quantity, it marked the nadir in many of our institutions. This was one of the key factors that prompted a re-look at higher education through three successive policies-the first after two decades

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post-independence, the second after four decades, and the latest after almost 75 years. I would like to briefly touch upon the salience of the three policies only on higher education and determine the reason why despite these attempts to bring improvement, our universities' standing among global universities is frighteningly low.

The National Policy of 1968 marked a significant step in the history of education in post-Independence India. It aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. The second NPE was introduced in 1986. The major focus of the second NPE was to overcome the disparity between diverse social groups. This policy aimed special emphasis on the removal of disparities and to equalize educational opportunity, especially for Indian women, ... The National Policy on Education laid down the target of 10 % diversification of students at the higher secondary stage to the vocational stream by 1990. The Programme of Action envisaged formulation of vocational programmes for various target groups, strengthening of infrastructure at various levels, apprenticeship training for the students of vocational courses, revision of recruitment rules/employment policy, evaluation and monitoring of the programme, women's education, Adult Education, Teachers training…

NPE 1986 started IGNOU as a people's university. Indira Gandhi National Open University was established in September 1985 with the objectives, among others, to i) provide access to higher education to large segments of the population, especially the disadvantaged groups; ii) organize programmes of continuing education to upgrade knowledge and skills; and iii) initiate special programmes of higher education for specific target groups like people living in the backward regions, hilly areas, housewives, etc. The University initiated the academic programmes with two diploma courses launched in Management and Distance Education. Now with 281 courses offered by IGNOU, it caters to 4.3 million students and IGNOU is the largest University in the world.

NEP–2020 aims at increasing the Gross Enrollment ratio to 50%, an increase of 3.5 crore seats in higher education. It is indeed a "revolutionary policy that aims at transforming the higher education sector in the country, emphasising industry-academic collaboration". The policy envisions a holistic and integrated education approach, focusing on skill development, multi-disciplinary learning, value-added courses, and promoting creativity and critical thinking. It also emphasizes using technology and digital resources to enhance the learning experience. A cursory glance at the three NEPs shows that greater and greater emphasis was on bringing a larger number of youth into mainstream higher education though such a move necessitated dilution of curriculum and impinged on the quality of instruction and impeded glonacal development (of global, national and local) of the youth.

Having just hinted at the broad policies let us see what have been the significant changes in DU today. As it is a leading Central University with reasonably good standing. I offer this broad caveat that my knowledge of other universities is barely adequate to write about. The supplementary caveat is that my argument is that of an outsider and not that of a practitioner. I am like a spectator watching the ring master perform the circus with his performers. Though this may lend to the criticism that there is no raison *d'etre* for this article and it looks more like a critical *raison d'etat* of the NEP claiming that successive NEPs are based on the then ruling party's own interests to showcase a change for the better. I would request the indulgence of the reader to factor in the two caveats and read it as an objective observation as there is no hidden agenda of a subjective kind to further my cause in my ripe old age.

The new guidelines for the first degree, currently extended to four years with exit and re-entry options will strain the college to maintain the students' records. If there are 100 students in the first year and 20 of them exit at the end of the year - to return after a gap of a year or two, how can they be fitted in the second year along with students who have moved from the first into the second year? Also, when timetables with tutorials and lectures are made for 100 students in a particular class, what happens when there are only 80 students and where can the college find 20 extra students for the second year? Does this mean the student-teacher ratio will be skewed? If in the following year the 20 returns, what will be the student teacher-ratio? Is this exit entry only for cluster colleges and what makes any college a cluster college?

"The Nodal / Hub college shall coordinate with the rest of the colleges in the cluster for effective and smooth networking for sharing of resources, particularly for providing more options for SEC, VAC, and AEC courses, in the interest of the students" reads the DU circular.

The reality is the number of students in non-cluster colleges for the SEC/VAC and AEC courses is spilling over to the corridor with the teacher hidden behind hundreds of heads popping in and out of the overcrowded classrooms. In one VAC course in a college, there are 196 students. Where are the teachers who can teach these courses? Every college is mandated to offer SEC, VAC, and AEC with no infrastructure to accommodate the overflowing number of students. *Ad hoc* teachers bear the brunt of the teaching load, some taking 23-25 classes per week. The Guest faculties are allowed with a cap of 50.000/- per month@ 1500/period. What kind of personal mentorship Guest faculties hired for 30-32 classes can have with the students? What kind of lectures are given and how many sitting in the corridor can follow them? On the simple criterion of attendance and on the basis of farcical practical tests, credits are given to the students. Meantime the academic input has been whittled from 5 lectures per paper per week to three so as to accommodate SEC, VAC, and AEC courses for credits. Can one honestly say these are qualitative improvements in academic education in colleges?

Colleges don't have adequate infrastructure to accommodate students who are mandated to take at least one Skill development course and one value-added course and one AEC course. Will the University at the end of the year make an objective assessment of what the students have learned, whether the faculties were sufficiently knowledgeable about imparting lessons on these courses, how these courses make the students job worthy and employable, and where this lead to in the context of qualitative improvement?

A more complex and specific question is with reference to what defines quality in education. Here again, I like to limit the question to higher education and not to the promotion of school education and literacy. Higher education has a very different goal from that of school education. Often it is linked to employment which, in turn, orients it to the market demands and industry's stipulation, leaving the design and curriculum of higher education in the hands of businessmen and merchants, bankers and entrepreneurs. If it is delinked from the job, the question reverts to what does higher education serve? This is the unresolved dilemma that has left higher education neither here nor there. If skills are required by industry and by the business world, the 2020 NEPs insistence on SEC(skill enhancement courses) and AEC (ability enhancement courses) stands fully justified. We see innumerable car repair shops with mechanics with little or no knowledge of automobile engineering executing the repairs deftly having learned through on-the-job training. Looking at them and their manual dexterity one wonders if they need to know the nuances of automobile engineering! They work like robots, trained and directed to go straight into the heart of the problem and get things done without blinking an eye. This should not be misconstrued as patronizing and cheeky but this tells the tale of how to be skilled without being educated. It is the same with almost all mechanic shops- shops that repair mixer- grinders, air conditioners, computers, and mobile phones.--- a little space with a tin shed as the roof, a high stool, and a table is all that is required for these hardware doctors to diagnose, treat and cure your mechanical appurtenances of daily use. Do they need higher education? All these SECs and AECs are tailor-made and made available for the young boy who is apprenticed to a senior mechanic who had himself risen from that grade. Do we need colleges and universities to train them for a degree? When I asked the 20-odd year old Chhotu, the mobile mechanic(of Chotu's Mekanic Marche) whether he had gone through courses on Mobile repair, he said he didn't have the money to attend these courses but learned it from his friend who learned it from his brother who, in turn, had learned it from his brother… tracing back to some kind of genealogical ancestry. Does he need to know how the mobile parts are manufactured, what is a microchip, what is a radio wave, what are electromagnetic fields, and what are the cell towers for…… No, he has no use and is contented with his knowledge of cell phone repairs inherited from his fraternity. The mushrooming of semi-skilled workers in the country is an index of skill-based training with no academic background.

This is what separates theory from practice, science from skills, learning from the optimal level of working knowledge, and universities/college from polytechnics. We are living in the Age of

Technology where obsolescence is the mantra. What is new in a phone today is not new the next day; on the contrary, it becomes obsolete by the end of today. New devices, new smartphones, new vehicles, new ACs…. what was the early 20C slogan of Make It New is now being re-invented. The new smart devices are the brainchild of engineers who have mastered the science of cell phones, and have devised the Robotic arm to perform noninvasive surgery even in the interior of the body where manual hands cannot reach; the car manufacturing industry is going for electrical vehicles and new long-life battery cells are being invented. Those who keep improvising and improving the old models and manufacturing new accessories are the ones who need higher education offered in colleges and universities. The future generative AI is being invented, new discoveries in science and technology, in medicine and gene therapy, are constantly attempted, new viruses and new vaccines to counter them are being worked and all these happen in university laboratories and Science and Technology centres. The potential of artificial intelligence, machine learning, and other emerging technologies in transforming customer contact experience is learned in university classrooms. Students learn how to implement artificial intelligence, harness the power of data analytics, and leverage cutting-edge tools to optimize customer service delivery. It is therefore important to admit different levels of higher education and different levels of learning as per the potential, interest, cognitive and practical ability of diverse students. Skill training is as important as academic training in research. But the clubbing of academic courses with SECs and AECs neither serves the cause of students to become job worthy nor equips them with an adequate understanding of the rapid technological changes that are mind-blowing. One of the students who studied in a college said it was easy to secure admission and get a degree without attending class.

While school education must be made compulsory, university education must be an option and not an imposition on the youth. It may look attractive to join a college but at the end of three or four years, will that degree fetch him a job commensurate with his learning, talent, and potential? Meritocracy is unfortunately limited to academic intelligence and higher cognitive ability. It must be applied right across the board as it is applicable to everyone who possesses some degree of skill and talent in any area and has distinct accomplishments to his/her credit. Meritocracy smacks of arrogance if limited to high intellectualism alias elitism. But to democratize merit by making everyone take to academic studies is the cause of the steady erosion of quality in higher education. The deeper malaise is the confusion between higher education and post-secondary education. Even if the two terms seem to have a common origin in their reference to education after school, they differ in terms of input and output. Higher education is geared toward research and innovation while post-secondary education has its focus on skill and vocational training with minimal academic learning. The two are the two sides of the same coin- except for the emphasis and orientation. Skill training provides the ancillary support to academic research and what use can academic findings serve if they are not buttressed by professional skills which are a combination of hard skills (job-specific duties that can be trained) and soft skills (transferable traits like work ethic, communication, and leadership)? Post-secondary education teaches workplace skills to translate and make available to people innovations and discoveries in the university laboratories and research centres. To discover Covaxin or Covishield to fight Corona is the job of scientists and researchers; to effectively manufacture the vaccine and make it available to hospitals and health centres within the country and outside the country is the job of trained employees with the targeted training they need to gain the knowledge and abilities necessary to manufacture the vaccines. Skill training is the *sine qua non* to re-educate and re-train employees whenever new technology, processes, or systems debut.

The first few years post-independence gave rise to a major distinction between professional education Medicine, Management, Technology, Engineering, etc.) and Liberal education (with its focus on research and innovativeness in a wide range of subject areas, including literature, humanities, history, philosophy, and science. Liberal research programs were meant to provide students with the tools and skills to be critical and creative thinkers, researchers, and communicators in almost any field. Though the 1960s suffered from the flaw of not providing for non-academically inclined students, this binary approach to higher education paid rich dividends. Our scientific heroes post-independence

include Homi Jahangir Bhabha, Vikram Sarabhai, C. V. Raman, Jagdish Chandra Bose, Jnan Chandra Ghosh, Meghnad Saha, S. S. Bhatnagar, P. C .Mahalanobis, Satyendra Nath Bose, K S Krishnan , and many others engaged in making 'modern temples' of independent India. So also was the establishment of Social Sciences and humanities research with many illustrious names like Partho Chatterjee, Amartya Sen, Andre Beitelle, M.N.Srinivas,…just to name a few. Even today our scientists are doing excellent work but, in many cases, their research has found encouragement in foreign universities. If India is to attain its rank, it must trifurcate post-secondary education into academics and research universities, Professional institutes, and Polytechnics. There has to be a mix of academic orientation and practical industry experience for the polytechnic students with half a day for theory classes in the institutes and half a day for practical training in Industry.

Quality in higher education can be achieved if faculty members are spared administrative duties-often clerical in nature and provided adequate time and funding to pursue research. Today neither time nor funding nor facilities are available in colleges for faculty members. Every day a new circular from the University directs them to prepare Excel sheets of grades, attendance, and credits students have attained besides bawling their lungs out in classes where there is hardly a microphone to reach out to the hundreds of students sitting in the corridors for the sake of credits for attendance. It is pathetic to subscribe to such levels of teaching in classrooms that were earlier meant for just 30-35 students and where the teacher was more than anything a mentor, a guide, and a friend.

All these reforms hinge upon accepting hard truths and not papering over them. The proposal to give foreign universities a leg up in India is an acknowledgment that our top experts in education know what is needed to make education world-class. The autonomy that is planned to be conferred on foreign universities is a clear recognition of its(autonomy's) worth as it gives a free hand to the universities to devise what is needed to fulfill their desired goals. The same degree of autonomy with no interference from government, politicians, or administrators and with no ideological bias is to be given to our own universities. Autonomy in Admission, Curriculum planning, and design, funding for research, improvement of infrastructure, use of state-of-the-art technology and equipment, free exchange of scholars and researchers between Universities-both Indian and foreign-, selection of quality faculty with a zest for teaching and research are essential to develop and impart the four "c" s of learning-Critical Thinking, Communication, Collaboration, and Creativity. The skill-developing centres must also enjoy a reasonable degree of autonomy with openness to collaborate with industry and business where a minimum of 25% is to be devoted to academic learning and the rest 75% to interface with industry and manufacturing units.

NEP 2020 has many firsts to its credit in efforts to improve the Gross enrolment ratio, and to introduce AECs and SECs. But real success can be had if the large youth workforce is harnessed and trained to provide ancillary support to new innovations and discoveries. Otherwise, thousands of our young students will find themselves as worthless graduates with limited or no skills, and not strengthening the economy at a pivotal moment of growth." The post-secondary education must take up the challenge to find work for this large youth force lest they should get drawn into crime and violence. NEP 2020 has focused on this aspect, but the greater emphasis should be on post-secondary education other than university education. It has to be properly worked out to meet not only the demands of society but the demands of the youth to realize its potential and personal development. In the latest World population report, it is shown that India will have the largest population, surpassing China. The disturbing comment by China about the quality of the workforce is hurtful but true. We have to reap the advantages of the demographic dividend especially when our 15-24 years bracket stands at a whopping 25.4 crores. The positives of NEP can be fully realized if the Skill Training Institutes are delinked from universities. The lopsided measure of the hierarchy of learning has to be cast aside and meritocracy rather than democracy in matters of education for the 18+ has to be discussed and deliberated to arrive at quality both in Higher education and post-secondary education. Universities cannot be made multiversities and vice versa. Both have their respective place in the shaping and development of our youth. Let the motto be remembered that Quality of education is a boon and blessing to the nation for it blesseth him that gives and him that takes. ❑

Role of Universities in Creating Digital and Skill India

Ashok G Matani*

The government of India is rolling out big-scale initiatives to upskill Indian youth and prepare them to be the potential digital workforce of the future. The success of a self-reliant nation depends on how skilled its workforce is to capture new employment opportunities and generate sustainable livelihood. As per estimates, of the 450 million labor force, only 10.5 million qualify for technical jobs. A startling 225 million are not even literate or acquire only primary education; 50 million reached secondary levels. Only 7.9 million completed some form of vocational training. Statistics reveal 83 percent of graduates do not possess the essential technical and managerial skills to tap the new-age industries. The pandemic has caused additional havoc in the markets by triggering massive layoffs and a steep rise in unemployment.

In such a scenario, it has become indispensable to fill in skill gaps if India wishes to turn around the situation and transform into a competent nation, a knowledge society, and an innovation-led economy. Realizing the potential of *'Atma Nirbhar Bharat'*, India is putting its mighty force behind government initiatives such as *'Digital India'* and *'Skill India'* by channelizing their resources and infrastructure. The goal is to enable millions of youngsters to acquire new skill sets and chances of employability.

The divide between India and Bharat, though notional, needs to be bridged for the overall development and prosperity of the country, and the best way to bridge this divide is through education. In this context, academics can play an important role in the transformation of India as envisioned by *'Atmanirbhar Bharat'*. India has one of the youngest populations in the world — almost 46% less than 24 years of age. Many of them are currently enrolled in the education system and would be competing for jobs and employment in the coming decade. Many of them are going to be working in jobs that do not exist today. Today, technology, industrial automation, robotics, and Artificial Intelligence (AI) are changing the way industries work — making many of the jobs of today redundant. As a result, a lot of the working population would need to re-skill themselves for new jobs emerging from technological innovations. India's job market is undergoing these changes and there is a need for fresh thinking to address current and emerging challenges. Academia can play a critical role in bridging the gap between India and Bharat and thereby accelerating the vision of *Atmanirbhar Bharat* in many ways.

Revitalize Focus on MSMEs

The institutions in the country have long been major agents of change in the larger economy and in society, brought about through knowledge generation and transfer. So far, academic institutions have focused mostly on training their students in skills that are required in larger companies. *Atmanirbhar Bharat* has brought the country's focus on Micro, Small, and Medium Enterprises (MSMEs), one of the key driving forces towards self-sufficiency—after all, they constitute 80 percent of the workforce in the Indian industry. Ignoring this sector would be a lost opportunity.

In fact, it is the MSME sector that drove the rapid growth of economies such as those of South Korea, Japan, and Singapore by driving innovation at the local level. In advanced countries across the world, MSMEs have engaged with academia by investing in research and innovation - a relationship that can benefit both institutions and industry. In line with the vision for the future of work, the demand is for academic institutions to create learning experiences that cover the gamut of disciplines or curricula that fall under an overarching theme: in other words, an *integrative-discipline* approach. Accordingly, students need to be trained for jobs that do not exist today but will be in demand in the future.

Reimagine Industry-academia Partnership

Institutions can explore a "Partnership University" model where businesses and other employers—such as the government, research institutions, and think tanks—help the institution in

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preparing talent for the knowledge economy. Form research teams that combine a team of educators with industry professionals for a given length of time to work on integrative research. The team of educators would gain new knowledge and ideas that they can bring back to the classroom and being part of such an academic environment students could gain technical expertise in all these areas.

Bringing the latest research and innovation within the reach of smaller organizations could give them a massive competitive edge; resourceful entrepreneurs can create job opportunities for hundreds of others. Academic institutions could also help entrepreneurs by lending them the use of lab and IT equipment that smaller companies may not be able to afford. For a small fee, entrepreneurs could access high-tech facilities that are generally out of reach for them or perhaps just risky to invest in, especially during the early days of setting up a business.

Balancing the Future of Education with the Future of Work

The future of work lies in artificial intelligence, automation, and the gig workforce - all of which will shrink the shelf-life of skills. In such a scenario, it is inevitable for the industry to rely on academia to access and train the kind of talent that is required to thrive in the future workplace and to ensure life-long learning. An "Experiential University" model might be one of the answers to the challenge of a highly developed education system that creates a graduate population that could benefit from the experience. This model should integrate work experiences deeply into the curriculum, with students alternating between stretches in the classroom and work in the industry. It should not only give students a chance for a learning experience that prepares them for the workplace but also give potential employers a chance to evaluate students for hiring later. Though different from a complete curriculum based on the "Experiential University" model, internships also offer students the chance to gain the kind of experiences and exposure that will mold them into agile professionals who know the ground realities of the Indian industry and can innovate on their feet.

Leverage Alumni Networks

Another often-ignored source of learning beyond the classroom is the alumni connection. Alumni are often eager to give back to society, and to their alma mater. Institutions should capitalize on the "volunteering" instinct, sense alumni's interest areas and map them to the "causes" they can volunteer for, thereby bridging the current gap. It's evident that academic institutions need to work harder to connect with their alumni—take a customer-engagement approach that focuses on creating specific opportunities that cater to the needs of all stakeholders—not just to help fresh graduates in their job-hunt but also to facilitate networking, learning, and knowledge transfer.

Alumni from higher education institutions can act as mentors to new graduates from their alma mater, those who are specialists in their field and leading innovation in their jobs can help universities advance their R&D capabilities, and they can share their knowledge earned in the field with both students and faculty.

Academic Institutions to Help the Country Live Up to the Ideal of Self Reliance

As India moves toward self-reliance, it not only needs to build on its industrial strength but also tap the power of industry to build the workforce of

Public Policy Reform Initiatives to Fulfil the Vision of an *Atmanirbhar* University

tomorrow. It also needs its academic institutions to help the country live up to the ideal of self-reliance by creating a workforce that is innovative, aware of the ground realities, and ready to face the future. Combining the two forces could bring about a change in mindset and the expertise required for the nation to achieve A*tmanirbharta*.

Indian higher education system pursues the following 10 public policy reform initiatives to fulfill the vision of *Atmanirbhar* University.

Empowering Universities with Greater Autonomy

The vision of a 'self-sustaining' and 'self-generating' higher education system needs Indian universities to be freed from the existing shackles of regulation. The *Atmanirbhar* University has to be autonomous and should be able to seek internal agency, innovation, experimentation, and institutional leadership to promote new initiatives without regulatory constraints.

Ensuring Regulatory Freedom

Atmanirbhar University needs regulatory freedom to evolve. The state, central, and specialized subject-based regulations imposed on HEIs can limit their creativity and innovation. Freedom from regulatory barriers will be based upon the recognition of trust, responsibility, and accountability. We need to move beyond the existing imaginations of online education and degrees to realize their true potential and keep up with the digital advancements in the world of higher education.

Enabling the University to Raise Significant Financial Resources

The aspiration to build an Atmanirbhar higher education system requires excellence, which comes at a price. The makings of a world-class university including infrastructure, faculty, internationalization, and career opportunities require a huge financial investment. To build the desired institutional capacity, *Atmanirbhar* University needs a significant capital infusion, whether it is publicly or privately funded.

Energizing the University for Innovation, Entrepreneurship and Collaboration

Most universities in India are isolated from the wider society, industry, government, and even the community. Universities should become avenues for innovation and entrepreneurship.

Globalizing the Indian University

The Indian civilization heritage had imaginations of global and multidisciplinary education in the form of Nalanda, Takshashila, Vallabhi, and Vikramshila. India's aspirations to build an Atmanirbhar globalized higher education system requires the reimagination of the Indian university to recreate our own future. India offers a diverse and vibrant democracy, an intellectually engaging society, and an affordable education. The world sees India as the global destination for higher education that it is.

Developing Strong International Collaborations

The NEP has focused on internationalization with the vision for international university campuses in India. While this could promote internationalization, we should focus on making our universities Athmanirbhar and create internationalization within our own ecosystem. However, we need regulatory reforms, which could provide Indian universities the space to develop different forms of collaborations with universities around the world in the form of exchange programs, dual degrees, joint conferences, and research collaborations.

Focusing on Excellence in Research and Publications

The negligible culture of research, scholarship, and publications in Indian HEIs has limited our performance in global rankings. The vision of *Atmanirbhar* University should focus on research that can impact the development of society at large. It should be able to address the problems of society through innovations in STEM, social sciences, humanities, and medicine.

Building Strong State and Local-Level Institutional Capacities

The larger narrative of Indian higher education, unfortunately, remains urban in its orientation. Atmanirbhar India needs to expand its scope beyond urban locations and a few cities to build a strong state and local-level institutional capacity for higher education in rural India. This will require innovation in rural transformation, including the building of civil, transport, telecommunication, and digital infrastructure to match world-class

standards. Enabling Atmanirbhar rural-based HEIs will play a leading role in creating a knowledge society.

International Rankings and Global Benchmarking

We need to recognize the importance of international rankings and move beyond the myopic vision of celebrating our success. We should develop our institutional capacity to achieve excellence and develop strong and substantive institutional policies that will align the individual university rankings' aspirations with the larger national approach towards international rankings and global benchmarking.

Breaking the Public-Private University Divide

There is an urgent need for breaking all barriers relating to public and private divides in HEIs. With nearly 70% of HEIs in the private sector and over 70% of students studying in private HEIs, we must recognize the significance and impact of private HEIs.

Quality Mandate in Research, Innovation, and Development

The University Grants Commission (UGC) and the Ministry of Education, both have come forward to ensure quality in higher education, research, and innovations. The NIRF and NAAC both are directly involved in measuring quality parameters of institutes of higher education as a whole and providing them with ranking. Besides these, the government has also shown its interest in policy research and governance pertaining to social development through research funding like IMPRESS, STRIDE, and SEED research to academicians. Specifically, the UGC has taken a very innovative and bold step in encouraging quality research, stopping plagiarism, and avoiding duplicity of research and publications by introducing the UGC-CARE list of journals for quality academic writings.

Technology at Forefront of NEP- 2020

The pandemic has certainly sped technology dependency across the globe. NEP 2020 now takes this a step further through the launch of the National Digital Education Architecture (NDEAR) and the National Education Technology Forum (NEFT). These new initiatives, NDEAR and NETF are vital to reforming education by bringing in digital technology. This will provide the much-needed impetus to achieve scale and quality in education at a small marginal cost and make it affordable to the common man.

No country has achieved self-reliance without investing in quality education and skill development for the masses. India's comparatively smaller public expenditure on education needs to be substantially ramped up, including skill development. Skilling, re-skilling, and up-skilling would help individuals develop proficiency in skills and technologies that are highly in demand at present and will remain so in the future as well. It will also aid people in fostering an entrepreneurial mindset, which would help India become more competitive and self-reliant.

Maharashtra State Innovation Society (MSInS) to Boost Innovation-Driven Entrepreneurial Ecosystem

The Government of Maharashtra too has taken many initiatives to promote the culture of innovation by starting State Innovation and Start-up Policy and has set up a nodal government agency, Maharashtra State Innovation Society (MSInS), to boost the innovation-driven entrepreneurial ecosystem in the state. The society aims to foster innovative approaches and create a conducive environment for innovative businesses to operate in Maharashtra. It provides support at multiple levels to the start-up ecosystem. It gives limited work orders to successful start-ups and provides a state-wide network. It provides mentorship and financial support to women entrepreneurs to transform their innovative ideas into saleable and sustainable businesses. It is a platform to propose innovative business ideas to address problems faced by local communities and districts. MSInS also provides financial assistance to start-ups for filing patents and for lab testing for product launches.

IISC and TalentSprint Offering PG Level Advanced Certification Program in Digital Manufacturing and Smart Factories

Industry 4.0 is fueling the emergence of smart factories globally, across diverse verticals such as FMCG, automotive, healthcare, aerospace, and defense. The adoption of connected and intelligent digital technologies is transforming traditional manufacturing shop floors into smart factories, enhancing productivity, profitability, compliance, and customer delight. Widespread adoption of AI, IoT, Analytics, Robotics, AR, VR, Cyber Security, 3D Printing, and Additive Manufacturing

is creating a huge demand for technology-savvy professionals who can lead digital transformation in the manufacturing sector. The PG-level advanced certification program in digital manufacturing and smart factories, announced by the Indian Institute of Science, India's #1 NIRF-ranked university, and TalentSprint, a leading EdTech company from the NSE Group, aims to build professional, digital expertise for the manufacturing sector.

The five-month program, coordinated by the Centre for Product Design and Manufacturing (CPDM) at IISc, is ideal for current and aspiring smart factory strategy and management professionals as well as those in IoT, automotive, aerospace, FMCG, pharma, energy, metallurgy industries which are high-potential smart factory adopters. Participants will learn from a 15+ strong interdisciplinary faculty group comprising Product Design and Manufacturing, Mechanical Engineering, Electronics Systems Engineering, Materials Engineering, Computer Science, and Automation Departments at IISc. Live interactive masterclass lectures on TalentSprint's patent-pending digital learning platform ipearl.ai, hands-on labs using state-of-the-art digital tools, and live project implementation at IISc Smart Factory Labs are some of the highlights of the program. The PG Level Advanced Certification Program in Digital Manufacturing and Smart Factory will now allow offering research expertise to train industry professionals and power Industry 4.0 adoption in India. The program will benefit from hands-on exposure and interactions with tools at IISc Smart Factory – a Common Engineering Facility Centre (CEFC) under the SAMARTH Udyog Bharat 4.0 Program of the Department of Heavy Industries, Government of India.

Conclusion

Higher education in India is gradually diversifying and rebuilding itself to make 'New India' one of the most vibrant knowledge economies of the world. The Indian education system is reconstructing itself as a network of research, knowledge, and training intertwined with a deep sense of social responsibility, encouraging community involvement and social participation. The best higher education institutions of the world such as those in the US and the UK work as knowledge centers that facilitate social change in society. They also appear as job providers and development facilitators. While India Inc was already moving towards a self-reliant India by creating world-class products and services for the world on its home turf, the economic philosophy of *Atmanirbhar* Bharat from the Government of India provides a framework to build on. Policy reforms will be integral in creating a conducive ecosystem driven by R&D, innovation, entrepreneurship, employment, and skill development to present competition overseas.

The emerging new technologies such as high-end information and communication technology (ICT), internet, industry 4.0 technologies, automation, and task-based jobs such as gig jobs are adding new dimensions to the future of work. The adoption of these technologies will increase in the future. In the process, many people involved in routine tasks in traditional sectors will also lose their jobs. At the same time, many new sectoral and technology-based jobs will also be created with newer skills. So, this is a great opportunity for Indian youth to tap the new emerging opportunities by learning new skill sets like in the past we reaped the skill advantage in the information technology sector.

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Innovative Digital Practices in Indian Higher Education

Vijay Pithadia* and Roshni Thavani**

By assisting teachers in computer-assisted learning, digital technology has raised the caliber of education. For their collaborative and imaginative learning, the teacher assists the students in researching a variety of resources on relevant subjects. The institutions have developed need-based theoretical and practical lessons in the form of numerous courses at various levels. The use of smart classrooms for instruction has become the new paradigm in education.

The Gross Enrollment Ratio (GER) has increased through distance learning in a variety of courses at various levels. Online learning environments are provided through Massive Open Online Courses (MOOCs) for all skill levels. The selection process was streamlined and costs were reduced by having a single, centrally administered online entrance exam for students. Students' technical skills and digital proficiency will aid in their job placement [2]. To prevent future difficulties, all pupils must be computer literate. Nowadays, every institution must adopt digital innovation. It takes a shift in culture and leadership for the data management system for an institution to digitalize itself in a systematic way. For controlling data accessibility and integrity, disaster recovery, data quality, and efficient data backup, standard data management systems must be adopted. Digitalization will be the best choice if institutional data is sensitive.

Literature Review

Leybert, Tatyana & Khalikova, Elvira & Valinurova, Liliya (2022), by using the master's degree in "economics and logistics management in the fuel and energy complex" as an example, constructed a competence-based model of delivering an educational programme based on this model of professional competences. They demonstrated how fundamental digital skills and culture are incorporated into professional operations at every school level.

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Chaudhary, Pooja & Sharma, Kulwant (2019), in their study emphasised was on using technology as described by MHRD to offer academic content outside of a traditional classroom setting. According to the survey, one of the biggest obstacles to technology-driven HE in Bharat is the lack of proper execution. Additionally, it was observed that contemporary education-enabling technology is prevalent and that the current generation of students is very able to adapt to these technologically based educational materials. If appropriate technological interfaces are tried, tested, and made available, the social networking habit can be transferred to online learning. LMS like Courser a have effectively designed and simultaneously delivered online courses to millions of students. Therefore, more research on this shift and the role of teachers in relation to online training is required.

K., Paavizhi & Saravana kumar, Dr. (2019) observed that transformation is a journey, not an endpoint. Systemic transformation and continual innovation are necessary. This procedure is difficult and complex, but it is also vital and inescapable. It's also thrilling, and one can succeed by following some simple best practices, and continuing to improve and evaluate the effectiveness of programmes.

Yadav, Kusum. (2018)in the article Disruptive Innovative Technologies in Higher Education observes that it is critical to understand how disruptive innovation in education works. Professor Clayton Christensen, the author of the theory behind disruptive innovation, claims that disruptions are currently taking place in the field of education. According to Lagace (2008) and Trotter (2008), "School as they are now... cannot do it." In order for the school to "really alter itself," it needs also "...build the new architecture for the curriculum in a new environment..."

Ballid, Channappa & Kambale, Parashuram & Chowhan, Vikas & Bhatthad, Rakesh(2022) opine that the government's efforts to improve the country's digital landscape and the growing number of private companies offering e-learning courses are expected to increase digital education, empower students, and open up prospects for developing technology. There is no denying that education must be digitalized in order

to keep up with the global educational environment and framework that are in place today.

Innovative Digital Practices in Bharat

Virtual Reality (VR)

VR has so far been utilized for games and entertainment. However, it produces a seamless learning experience that combines the best features of conventional and online learning. Exploring unfathomable scenarios in this way is both very practical and reasonably priced. Think of the inside of a star, the operation of a complex machine, or the streets of a long-gone city. For instance, Microsoft's HoloLens is currently being used in medical schools. The human body is demonstrated to students in three dimensions. Collaboration Platforms Videos, presentations, and forums incorporate educational content from diverse sources in a range of mediums. This facilitates learning and socializes it.

As a result, these platforms are encouraging cooperation across institutions of higher learning. This trend is seen in the NMC's 2015 Higher Education report on education and innovation. Universities are collaborating more frequently on research, technology, and shared values. Artificial Intelligence (AI) Algorithms are used by AI to customize the learning environment. In fact, it picks up on your learning style. It also generates data for analysis of the needs of each student individually and of the class collectively. As AI becomes more perceptive and intelligent, it will begin to support human educators. It will eventually be able to communicate and teach with students.

Smart Board

The interactive whiteboard was developed by SMART Technologies. It is a sizable touch-sensitive whiteboard that works similarly to a PC's mouse or keyboard in that it employs a sensor to detect user input (for example, scrolling interaction). On the whiteboard, a computer's video output is projected, turning it into a giant touch screen.

Classroom PC

Most classes need students to complete a lot of papers, assignments, and presentations. Therefore, a fundamental requirement of digital learning environments is having access to personal computers, laptops, and tablets that can store and retrieve enormous volumes of instructional data as needed.

Projectors

A projector is a necessary component of a digital classroom because it makes it possible to show presentations created by teachers and students to encourage broad learning. Projectors are connected to computers and act as a reflector of information from the laptop to a large screen on the whiteboard in order to visually impart topics before class.

Internet Connectivity

Constant internet access is a requirement for the deployment of ICT in education to be successful. As a result, it's critical to provide sufficient internet connectivity to enable speedy information sharing as well as convenient browsing of study materials, research papers, World Bank reports, and other local and global reports.

Conclusion

As more private companies enter the e-learning market and the government works to improve the nation's digital infrastructure, digital education is likely to grow, giving students more influence and opening up new potential for emerging technology. There is no denying the necessity of education being digitalized in order to keep up with the global educational environment and system now in place. Furthermore, it must be considered how to implement this system to safeguard young people from the negative effects of excessive reliance on electronic information-sharing platforms and to prevent them from developing behavioral and psychological problems.

The creation of a system that combines conventional and contemporary teaching methods while preserving teacher-student interaction and advancing digital education is urgently required. Additionally, steps should be taken to ensure that students do not access information that is inappropriate for them and could lead to violent thoughts and unsocial behavior in them.

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Paradigm Shift in Research Strategies toward Collaborations: From Unidisciplinary to Multidisciplinary, Interdisciplinary and Transdisciplinary Approaches

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The paradigm shift in research methods was brought out through the extensive application of Collaborative Research thereby affecting the balance of research in the higher education system, particularly in Science, Technology, Engineering, and Mathematics (STEM) Education. Demands for solving complex real-world problems gradually increased and have become a challenge for Higher Education Institutions (HEIs), Research Organizations, Policy Makers, and Politicians too. Scientists, Researchers, Policymakers, and even Politicians started understanding the importance of collaborative strategies in teaching-learning and research which can accelerate both the quantity and quality of education as well as the Research outputs.

The trend of shifting towards collaborative strategies from *'One-Paper–One-Author'* to *'One-Paper – Multiple-Authors'* has been initiated in the 1920s, gained momentum in the 1950s, and acquired prominence by the 1980s (Greene, M. (2007)[1]. The study conducted by He, Z.-L., Geng, X.-S., & Campbell- Hunt, C. (2009)[2] revealed that- *"...* Collaborative research has been increasingly celebrated by the science community, but the hypothesized positive relationship between research collaboration and research output is more assumed than rigorously tested." Adams, J. (2012)[3] commented, "Collaboration is normally a good thing from a wider public perspective. Knowledge is better transferred and combined by collaboration, and co-authored papers tend to be cited more frequently. But could increased global collaboration mean a blending of objectives that risks leaving bland priorities?"

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It is revealed from the Web of Science Data, that currently, the US has collaborated in about 3–4% of its papers with each of the UK (with 19,090 papers in 2011), China (with 19,141), and Germany (16,753). US collaboration with Asia is rising steeply, as is collaboration between countries in Western Europe. Rapid growth in China, since 2000 is leading to closer research collaboration with Japan (increase 4 times since 1999), Taiwan (up 8 times), South Korea (up 10 times), Australia (more than 10 times), and every other research-active country in the Asia- Pacific region (Adams, J. 2012)[4].

India has a growing research network with several countries throughout the globe. India has notified and implemented the "National Education Policy 2020"[5], which emphasizes Collaboration Strategies, particularly on Multidisciplinary Approach in Education System. The UGC[6] has published 'Guidelines for Transforming HEIs into Multidisciplinary Institutions'(MDIs)[7].

Literature Reviews

Shifts towards collaborative research and co-authorship are gradually increasing, which are mainly Multidisciplinary, Interdisciplinary, and Transdisciplinary in nature. These are the most predominated research approaches; however, there are similarities and dissimilarities too (NS State University-2020)[8]. It is mentioned in the Report of the "International Partnerships of Research Excellence UK– USA Academic Collaboration (ed. Robert, G. 2006)[9] that – UK Government had published a ten-year strategy for science and innovation in July 2004, and had emphasized a commendable strategy of outward-looking towards global partnerships, highlighted the importance of building research links with the rest of European Union and improving networks in China, India, and other countries.

Greene, M. (2007)[10] stressed two qualities of Scientific Research – 'Increment of Scientific Ideas' and 'Credit for Discovery'; and commented that *"Collaboration in multidisciplinary research is now universal as well as essential, and we determine from*

the list of authors who shares in the credit. Curiously, however, in most journals, we are not told which of these did what part of the work, nor may we be certain (have we ceased to care?) who drafted the paper."

'Co-authorship' is a vital indicator of collaboration, which is a more symmetrical approach in comparing the costs of collaboration with the undoubted benefits when considering formulating strategies and policies toward research collaboration [Katz, J., & Martin, B. R. (1997)][11].

John Whitfield (2001)[12] said regarding issues of *Nature*[13] in 2001, there were only six single-author papers out of a total of 700 reports, and the proportions would be similar in other leading Research Journals too. Adams, J. (2012)[14] made similar comments; he found that the first paper with 1,000 authors was published in Nature in 2004; a paper with 3,000 authors came in 2008. By 2015, there were 120 physics papers had more than 1,000 authors and 44 had more than 3,000 authors (King, C. 2012)[15]; many of which were from collaborations at the Large Hadron Collider at CERN[16], Europe's particle-physics lab near Geneva, Switzerland.

Bu, Y., Ding, Y., Liang, X., & Murray, D. S. (2017)[17] indicated that Scientific collaboration is inevitable in many research fields. They had given importance to exploring the diversity of research collaborations. Bordons, M., Zulueta, M. A., Romero, F., & Barrigón,S.(1999)[18] commented that Publications of MRP groups showed a higher interdisciplinary collaboration rate than the rest of the UCM (17% vs. 9%)"; which had revealed from a study conducted in '*Universidad Complutense de Madrid'* (UCM)[19], Spain, to support cross-disciplinary research projects; which was being developed as a Multidisciplinary Research Programme (MRP) since 1989.

Cummings, J. N., & Kiesler, S. (2005)[20] had conducted a study to investigate scientific collaboration across disciplinary and university boundaries to understand the need for coordination, funded by US National Science Foundation (NSF)[21] in 1998 and 1999; positive outcomes had revealed. Disis, M. L., & Slattery, J. T. (2010)[22] recommended on the basis of a study on Health Care that- Several academic institutions had invested in conducting many educational programmes, facilities, and enhanced resources to encourage translational research; which are critically needed giving emphasis on creating and sustaining multidisciplinary research teams.

Jones, B. F., Wuchty, S., & Uzzi, B. (2008)[23] had examining 4.2 million papers published over three decades and found that there were multi-university collaborations. They commented that- collaborative teamwork has made a dramatic shift in knowledge production that generalizes across virtually all fields of science, engineering, and even in social science arenas.

National Science Foundation (NSF)[24] developed a topic map of all of their awards issued between 2000 and 2011, which provides a novel means for measuring interdisciplinarity by assessing the language or content of award proposals [Nichols, L. G. (2014)][25]

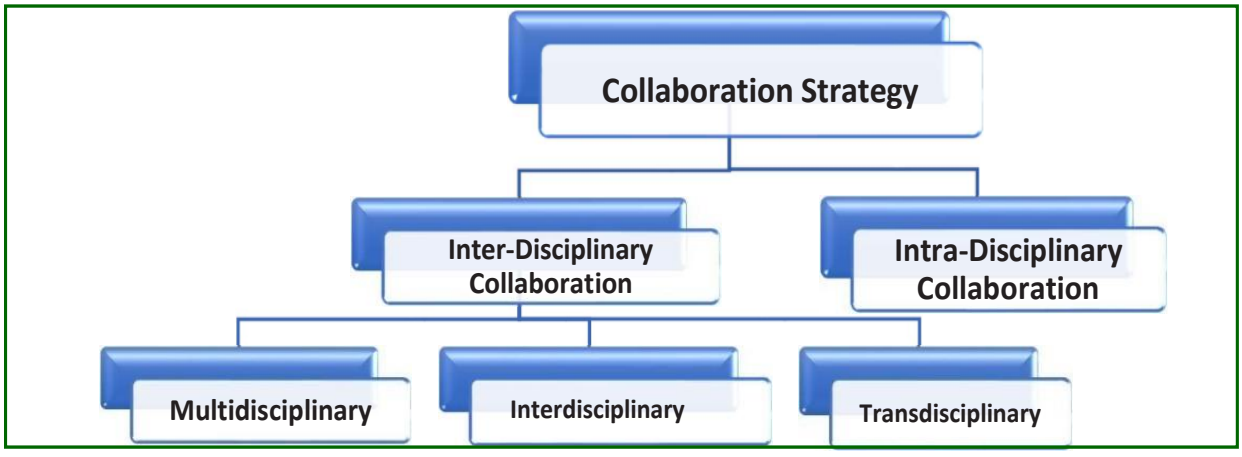
Porac, J. F. et.al. (2004)[26] and his co-researchers compared the publication outcomes of two teams within a multi-university scientific alliance, which revealed that when the alliance had been made between two teams, it increased the productivity of both teams at the highest level for the more heterogeneous team. In the heterogenous team, a variety of knowledge and concepts were employed in their research which yield initially higher outputs.

From the above-noted Literature Review, it has been revealed that education and research approaches are rapidly shifting their strategies towards collaborations during the past several decades, which leads towards policy and organizational reforms and collaboration among different disciplines, researchers, scientists, HEIs, Industries, and Government Organizations too.

Emergence of Collaborative Strategies in Academia: Disciplinary, Multidisciplinary, Inter-disciplinary and Transdisciplinary

Collaboration in teaching-learning and research strategies may be of two types- 'Intra- Disciplinary' and 'Inter-Disciplinary'. The 'Intra-Disciplinary Collaborations' may be within the same Discipline of different Institutions of the same country and different countries. But on the other hand, 'Inter-Disciplinary Collaborations' are made within different Disciplines; which may be of the same Institution or different Institutions within the same country, or globally; and may be between HEIs and Industries/ Societal Organizations. 'Interdisciplinary Collaborations' are mainly of three types- (1) Multidisciplinary, (2) Interdisciplinary, and (3) Transdisciplinary.

Figure-1: Types of Collaboration Strategy



Different Types of Approaches

Several Educationists and Academic Organizations have defined the terminologies. However, definitions made by the International Bureau of Education, a unit of UNESCO are widely accepted.

Uni-disciplinary Approach

Concentrating the research or teaching in one single discipline is called Uni-disciplinary. The salient feature of the Uni-disciplinary approach are:

- Advancement of Frontiers of Knowledge of Specific Discipline.
- From the point of view of a single discipline boundary exists
- Problem-solving within its periphery; no cooperation with any other Discipline.
- Specific Disciplinary Research Outputs are revealed.

Multidisciplinary Approach

Multidisciplinary Approach as defined by IBE, UNESCO is, "An approach to curriculum integration which focuses primarily on the different disciplines and the diverse perspectives they bring to illustrate a topic, theme, or issue. A multidisciplinary curriculum is one in which the same topic is studied from the viewpoint of more than one discipline. Frequently multidisciplinary and cross-disciplinary are used as synonyms describing the aim to cross boundaries between disciplines,"(IBE, UNESCO)[27]. The Emergence of Multidisciplinary Subjects is depicted in Figures 2 and 3.

Salient Features of Multidisciplinary-Approaches are:

Research-Approaches: Enhancement of understanding of observed phenomena from several Disciplinary Perspectives.

Strategy: All Disciplines stay separately, but contribute inputs for solving common real-world problem(s).

(i) Perspectives: Researchers from different disciplines work together.

(ii) Problem-solving: Need Discipline Expert's Opinion towards solving the problem.

(iii) Integration: No Integration of Disciplines, but Integration of Curriculum is needed where Cooperation & Contribution of Disciplines are involved.

(iv) Disciplinary-Boundary: Disciplinary boundaries exist; never cross the border.

(v) Theory: Need development of Disciplinary Theories.

Research-Outputs: Separate Disciplinary Output on the Specific Problem.

Interdisciplinary-Approaches

Definition of Interdisciplinary Approach as defined by IBE, UNESCO is, *"An approach to curriculum integration that generates an understanding of themes and ideas that cut across disciplines and of the connections between different disciplines and their relationship to the real world. It normally emphasizes*

Figure-2: Multidisciplinary Project on ' Awareness of Water

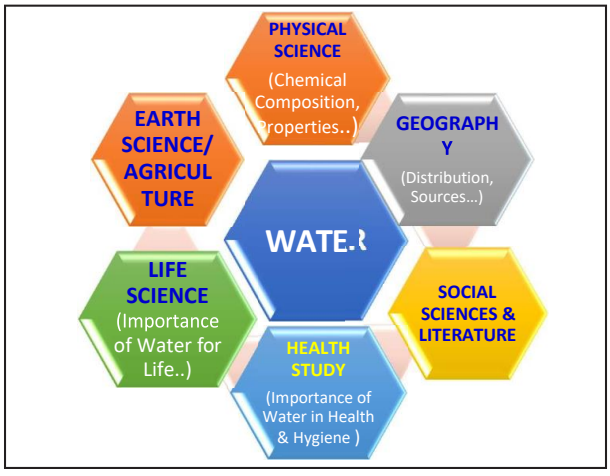
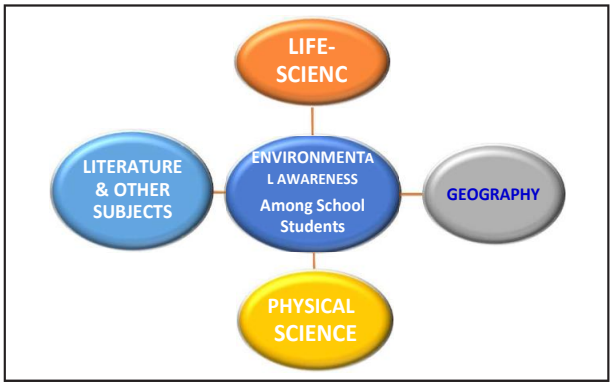


Figure-3: Multidisciplinary Project on 'Environmental Awareness



process and meaning rather than product and content by combining contents, theories, methodologies, and perspectives from two or more disciplines, (IBE, UNESCO).[28]

"Facilitating Interdisciplinary Research examines current interdisciplinary research efforts and recommends ways to stimulate and support such research," (National-Science-Academy-Report-2005)[29]. The Emergence of Interdisciplinary Subjects is depicted in Figure-4. Salient Features of Interdisciplinary Approaches are:

***Research-Approaches*:** Integration of Disciplinary knowledge for understanding holistically the phenomenon.

***Strategy*:** Multiple Disciplines collaboratively integrated and blended.

(i) Perspectives: Integration of Knowledge and Methodology from Participating Disciplines.

(ii) Problem-solving: Focused on problem framing & solving from cross-Disciplinary perspectives

(iii) Integration: Stronger Integration of Curriculum from Disciplinary Perspectives and Cooperation.

(iv) Disciplinary-Boundary: Disciplinary Boundaries are overlapping.

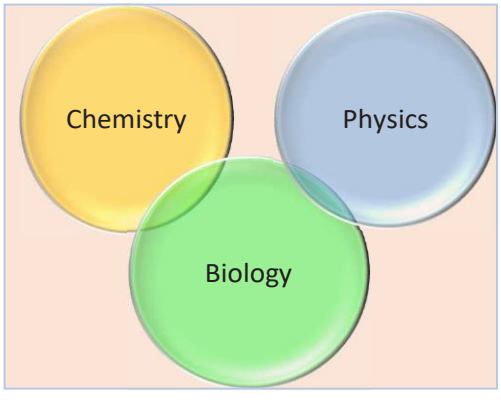
(v) Theory: Need Integration in understanding formulating proper methodology, and epistemological and ontological Perspectives

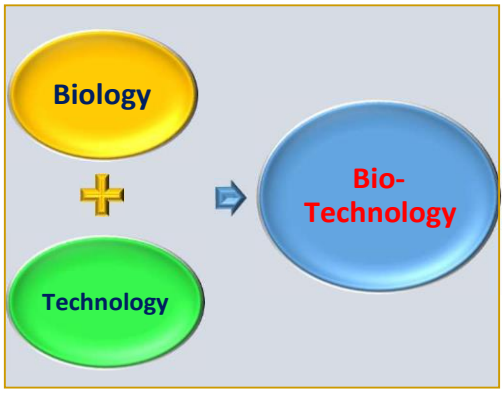
***Research-Outputs*:** Integrated Research Outputs.

Transdisciplinary Approach

Definition Transdisciplinary Approach as defined by IBE, UNESCO is, ***"An approach to curriculum integration which dissolves the boundaries between the conventional disciplines and organizes teaching and learning around the construction of meaning in the context of real-world problems or themes."*** – (IBE, UNESCO)[30]. The emergence of Transdisciplinary Subjects is mentioned in Figure -5. Salient Features of the Transdisciplinary Approach are:

Figure-4: Sharing of Disciplinary Boundaries for Developing the Interdisciplinary Subjects





***Research Approaches*:** Integration and cross-fertilization of Disciplinary knowledge, and expertise for developing new methodology, tools, and techniques.

***Strategy*:** Develop Cross-fertilized common strategy jointly by experts of different Disciplines, Policy-Planners, Investors, and other stakeholders.

(i) *Perspectives*: Creating a cross-fertilized perspective of Intellectual frameworks beyond the Disciplinary perspectives

(ii) Problem-solving: Solving problems by going beyond Disciplinary perspectives through involving Researchers, Practitioners, Policy-makers Beneficiaries and other stakeholders, and Industry concerns.

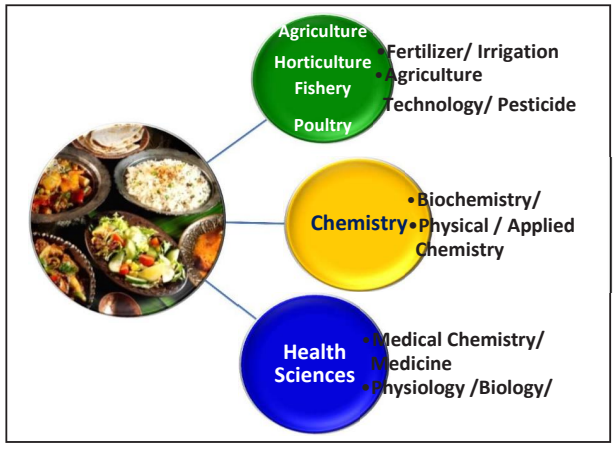
(iii) *Integration*: Stronger Integration of Curriculum & Perspectives and Cross-Fertilization of Expertise from several Disciplines.

(iv) Disciplinary-Boundary: All Disciplinary boundaries would be dissolved; creates a new boundary depending on the need for solving the problem(s).

(v) Theory: High level of integration of all Disciplines needed to Cross-Fertilize new methodology, tools, and techniques.

***Research-Outputs*:** Integrated and Cross-Fertilized Strong Research Output.

Figure- 5: Food: Transdisciplinary Research



Some Guiding Principles for Successful Implementation of Collaborative Research Strategies

For effective implementation of Collaborative Research Strategies, it is very important to identify very scientific real-world problems and engineering ground breaking technologies, which requires good teams of researchers from different disciplinary backgrounds to work together and positive attitudes towards collaborative work.

Collaborative Research Strategy, whether it is Multidisciplinary or Interdisciplinary Transdisciplinary, would be determined depending on the characteristics and complexity of the real-world problem(s). There are specific guiding principles for each category of the research collaborative strategies; however, the following are some of the common guiding principles which may be applicable to collaborative approaches; some modifications/ moderations may be needed.

Learn the Language

Each discipline and laboratory has its own unique 'language', and common Terminologies; those should be clearly defined depending on the collaborative common strategy.

Make an Operational Plan

An operation plan shall be framed at the beginning of the Project, including the role and objectives of each Discipline, cross-fertilized ideas, new Strategies, job-distribution-schedule, and training to co-researchers for maintaining discipline.

Address Differences in Operation

Formulation of common Communication Strategy and useful Reporting Tools, preparing Reports of each Disciplinary group and circulating among all before monthly meetings.

Share of Credits

A comprehensive guideline shall be developed regarding 'Authorship', 'Manuscript Writing', 'Credit allocation and Transfer', and 'Patent Rights' of the co-researchers and the Principal Investigators (PIs).

Share the Funds

Well-defined 'Financial Planning and Budget' shall be formulated. Lead PI should not control the Fund alone; all PIs shall agree to share the financial resources.

Discuss Project Plans & Time Management

Working Project Plan, Objectives and Long-Term & Short-Term Goals, Allotment of Activities, and Planning of Time Management shall also be pre-defined.

Hold Frequent Meetings

Planning and Routine for monthly and quarterly/ annual meetings, submission of Progress Report by each Discipline, and provisions for re-grouping and reallocation of team members on a regular basis may be made.

Encourage Open Communication: Be Fair & Respectful

Transparency, equality, and freedom of expression of views of all co-researchers shall be maintained.

SWOT Analysis is essential before starting any Collaborative Research Project

The analysis is badly needed before taking any strategic planning/ project. The analysis is called situational assessment or situational analysis. SWOT Analysis is a popular technique, which is designed mainly for use in the initial stages of decision-making processes of any project and can be used as a vital tool to evaluate the strategic position of the organization(s) of many kinds (for-profit enterprises, local and national governments, NGOs, etc. (Wikipedia)[31]. Additional acronyms using the same components include TOWS and WOTS-UP.

"SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis is a framework used to evaluate a company's competitive position and to develop strategic planning. SWOT analysis assesses internal and external factors, as well as current and future potential." (Kenton, W.- 2022)[32]

Strengths and Weaknesses

Following internal factors within collaborating organizations may be the Strengths or Weaknesses, which must take into consideration.

(i) Human Resources-PIs, Researchers, staff, volunteers, board members, target population

(ii) Physical Resources– Infrastructure of collaborating Institutions/Organizations, their Laboratories / Workshops, Equipment, Locational advantages/ disadvantages;

(iii) Financial- Grants from Funding Agencies, Resource sharing, and other sources of income;

(iv) Integration of cross-fertilized Ideas- Innovative Ideas of PIs and Researchers of collaborating Organizations would increase the strength of Research-output; on the contrary, the possibility of arising conflicts would be a great weakness.

(v) Past Experiences & Reputation- of the collaborating Organization yield fruitful Research-output; or *vice-versa*;

(vi) Activities and Processes- Joint effort in programme execution; upgradation of systems.

Opportunities and Threats (Risks)

Following external factors arising from Governmental organizations and society may create opportunities, on the contrary, they may create problems/threats.

(vii) Legislations/Policies- New national/international Policies, Future trends in societal demands, Strategies of collaborating organizations;

(viii)Economy- Institutional, national, or international economic strategies;

(ix) Funding-Sources- Institutional and new strategies of Fudging Agencies, donors, legislatures;

(x) Demographics- Demographic positions of collaborating Institutions and the study area;

(xi) Physical-Environment- Is the building in a growing part of town? Is the bus company cutting routes?

(xii) Local, National, International Demands- Research outputs depend on the urgency and complexity of the Real-World Problem(s) for which a collaborative Research Strategy has been adopted.

Conclusion

Though the shift of research from Uni-disciplinary to Collaborative, i.e., Multidisciplinary, Interdisciplinary or Transdisciplinary is considered a time-taking and complex system these have a significant effect on research outputs towards solving complex real-world problems. Collaborative strategies enhance and accelerate collaborations between several researchers of different Disciplines, HEIs, Industries, policymakers and Societal Organizations and induce crossbreeding of new innovative ideas, resource-sharing, effective use of funds, bondage between co-researchers, institutions, increase global friendship which yields stronger research-outputs towards solving the complex real-world critical problems; ultimately used for societal benefits.

From the above study, it has been revealed that STEM Education has already been rapidly shifting its strategies towards collaborations during the past several decades, and it is a continuing process. Several approaches and organizational reforms have evolved

for administrating collaboration among different disciplines, researchers, scientists, HEIs, Industries, Government Organizations and societal bodies throughout the globe towards productive outputs for solving the ever-emerging complex real-world problems for the cause of societal benefits.

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Education: Most Effective Transformational Mechanism in the Progress of the Nation

Jagdeep Dhankhar, Hon'ble Vice President of India delivered the Convocation Address at the 21st Convocation Ceremony of Dibrugarh University, Assam on May 03, 2023. He said, "Those who have achieved great milestones and accomplishments, failed several times. You have to get this fear out of your mind. Progress comes from innovation. Good ideas can emerge only when you think out of the box." Excerpts

My dear students, during Amitkaal, you represent the human resource that will take our Bharat to 2047. You are makers and warriors of 2047 when the nation will celebrate the centenary of its independence. I am indeed privileged to be a part of the twenty-first Convocation and to deliver this convocation address at this great institute.

Friends, this is my third visit to this part of the country after assuming the office of the Vice President of the country. It has always been a pleasure and moments to cherish so would be this visit.

The eight states of the North Eastern region are truly the "AshtaLaxmis" of India; without their involvement, participation, and contribution, Bharat will be incomplete.

Dibrugarh – the beautiful cultural and commercial capital of Assam- has been home to many notable intellectuals, literary, cultural, and public figures like my esteemed colleagues in Rajya Sabha, Shri Ranjan Gogoi, former CJI of India and Shri Sarbanand Sonowalji, a man of sublimity, elegance, that kind of mannerism he reflects authentically the culture of North East.

This year, we had the occasion for the conferment of Padma awards to the people from this area, Ms. Hemoprova Chutia, Shri Hem Chandra Goswami, and Shri Ramkuiwangbe Jene, who were honored with Padma Awards for their contributions this year. There was a time when Padma awards were given in two categories: one by patronage and second by distinction. In the last few years, the system has changed. Padma awards are now conferred only to deserving people, and the moment they are declared, everyone is delighted that the right person has been conferred the award. Many congratulations to them.

When I am in this part of our country, I recall with great pride the heroic valour of King Prithu Jalapeshwer of Kamrup who defeated Bakhtiyar Khilji, the destroyer of Nalanda University and also, we recall with pride and honour the legendary Ahom warrior Lachit Borphukan who defeated Mughal armies in the famous Battle of Saraighat.

Friends, the motto of your University which is taken from Bhagwat Gita is very apt and significant, "Niyatam Kuru Karmah" Do thou perform thy bounden duty. If we take it further from what has been taught to us in the Bhagwat Gita, "Work is thy Worship; Reward is not thy concern". This gives us an insightful approach that we must always and ever take pride in being Indians.

We must always be proud of our historic achievements and accomplishments. It is gratifying to note that your University has emerged as a focal point for preserving the linguistic diversity of this region and its literary traditions.

Preserving our language is very important as we have got this for thousands of years and the Government of India is doing much in this direction. The work done by the University exemplifies the virtuosity of our culture. The focus on courses in Bodo, Tai, and missing languages is commendable.

Centre of Excellence in Performing Arts is befittingly named after one of the most illustrious cultural icons of modern India, Bharat Ratna, Dr. Bhupen Hazarika. His name instills us into a different kind of mindset. The country's longest road bridge is in Assam and named after the legend - the Bhupen Hazarika Bridge.

Another accomplishment is that Dibrugarh University has been chosen as one among the select 76 institutions of higher education in the country to host and participate in the G20 University Connect programme. Friends, what a proud moment for all of

us and what a rise in the Global image of this country. India is President of the G20 summit and hosting it across the country the footfalls can be felt everywhere and its impact is being seen, this university is also a center for that.

Convocation is a turning point, a milestone in the life of students, their teachers, and their parents. It is a fruit, a hard-earned credential that gives you a march, a leap into the wider outer world. It is a great turning point; from being students of this great University you will now get the status of being Alumni. You have to play a very significant role in bringing about societal change. You are starting your career at a time when competition is intense, opportunities are huge, and challenges are daunting. As I recollect my youth, something which was missing then; which is no longer missing now. Today there is the emergence of an ecosystem due to government initiatives and affirmative policies where every young man is now entitled to unleash his potential and talent to the utmost extent. You need to have an idea, to translate that idea into action; you will get all the support of the system.

Covid Pandemic was a challenge to humanity. There were stressful times; even during this period, India happened to be the fastest-growing large economy in the world.

We happen to be a favorite global destination for investment and opportunity. In September 2022, we had the distinction to attain the status of the fifth-largest global economy, and what was the icing on the cake? In doing so, we overtook our erstwhile colonial master which is a great achievement, a tribute to our visionary leadership and hard work of our people.

Friends, by the turn of the decade India will be the third largest global economy, and this is because, in the last few years, we have had a new mantra of Governance "Less Government and more Governance", earlier it used to be the other way around.

There was a time when an anguished Prime Minister of this country, in the nineteen-eighties reflected, 85% of the assistance to beneficiaries vanishes and does not reach them. Today, there is direct transfer and the leakage has been 100% plugged. This historic achievement has been brought about first by visionary planning and then by the execution of human resources.

There was a time when power corridors were infected by power brokers when the institution of middleman flourished and there was no transparency and accountability that is behind us. Power corridors have been sanitized of all these evil elements and extra-legal leveraging of authority has vanished. As a matter of fact, this industry of powerbrokers, liaison agents, and middlemen has been decimated.

Friends on this day, when you have got the fruits of hard work and you will be marching into the larger arena; I can tell you the best Guru is Competition, there can't be a greater Guru than competition and the deadliest enemy is fear-Fear of defeat or failure. Take it from me, as a product of education, never have tension, never have stress, and face all challenges with positivity. Unleash your energy. My advice to you is to try different things. Try unconventional things. Do not allow an idea to harbor in your mind, the moment you give positioning to an idea without translating it into action you are not contributing to the society.

Those who have achieved great milestones and accomplishments, failed several times. You have to get this fear out of your mind. Progress comes from innovation. Good ideas can emerge only when you think out of the box.

Friends, I have been Governor in the state of West Bengal for three years. I am personally seeing the transformative change that is taking place in the North East. In 1991 we had the "Look East" policy and after the Honorable Prime Minister, Shri Narendra Modi came to power in 2014 we have the "Act East" policy.

2014 was a watershed moment in Indian political history. After a gap of 3 decades, when the country saw coalition governance, we had a one-party regime. I was elected to Parliament in 1989, I was a Union Minister. We were running a government of more than a dozen parties. I know the consequences of it. And this verdict of the people has transformed India into a nation, now watched by the world, respected by the world and 1/6 of humanity's voice was never so categorical as it is presently. But the development that has taken place in this part is significant and enormous.

NCERT is commendably developing course material to include the contribution of unsung heroes of the North East, in our history, and in our freedom struggle.

We had nearly forgotten them. Go to any part of the country you find heroes; we need to recognize their contribution to Azadi Ka Amrit Mahotsav. This area is getting very special attention

The Indian Council of Historical Research (ICHR) has held a series of lectures on the unknown freedom fighters of NE.

The North Eastern Region, owing to its all-around progress in physical, social, and digital infrastructure, is emerging as the land of opportunities.

PM Development Initiative for North East is bearing results with fund infrastructure convergence.

In the last nine years, 375 projects of Road connectivity have been launched. The historic Bogibeel rail-cum-road bridge was inaugurated only a few years back.

Now go to any part of the world, I can say without out fear of contradiction, the kind of culture, historical background, the kind of flora and fauna, the kind of parks and sanctuaries, the Kind of religious places, we have in this part of the country, we have nowhere in the world. With the continual enhancement in Rail connectivity and the rise of the network of airports, the area is getting exposed to the rest of the countrymen in an effective manner. And look at the change that has been brought about when it comes to traveling to this part of the country, apart from rail connectivity. The no. of airports has gone from 9 to 17. All this augurs well for the development of this area and is indicative of our inclusive growth.

I greatly admire and appreciate the cooperation between the Central and the State Governments in the health care sector, Education Sectors. Last year, seven cancer hospitals were opened in the State, and the foundation stone of seven new cancer hospitals was laid across Assam by the Prime Minister.

I take education as the most effective transformational mechanism to bring about equity equality progress and development in this society. Nothing can change societal situations more than people getting educated. In the education sector, 190 new institutions of higher education have been set up in the North Eastern region in the last nine years including the Center of Excellence in Science and Mathematics Education at IIT Guwahati.

New avenues and vistas are now available to youth as never before to unleash their energy and promote youth. Your "Ishan Uday" scholarship scheme is very helpful and the same is the case with 190 new Skill Development Institutes that have been set up.

All over the world, India is being recognized for its skilled human resource. It is a tribute to our DNA that we Indians pick up skills very fast. But if the government comes forward with those kinds of institutions, then the development is not arithmetic it is geometric.

I would invite your attention to some of our creditable achievements and the entire world is looking at us in admiration, with envy. As the most populous country on the planet, the Mother of democracy and very functional democracy, look at their attainments. 99.9 percent of adult Indians have a digital ID- AADHAR which is open to all and free. It has turned out to be a game changer in the life of ordinary people. Nobel laureate Paul Romer describes it as "the most sophisticated ID program in the world." Those who are outside the country do their homework when it comes to praising the country, when it comes to denigrating and decrying our country it's a narrative.

JAM Trinity of Jan Dhan Accounts, Aadhaar number, and Mobile Telephony have made Direct Bank Transfers into beneficiary accounts possible without any middlemen. 11 crore Indian farmers have got so far 2.25 lakh crores under PM Kisan Samman Nidhi. Where are those long-for bill payments? Right from a passport to a Rashan card, to make an application for employment, you don't have to get out of your village. Technology is at your doorstep.

Digital payment transactions, amounting to $1.5 trillion in 2022 are more than four times the combined transactions in the US, UK, Germany, and France.

As per IMF, India's development of a "world-class digital public infrastructure". We are a country now having 700 million internet users and have exceeded the consumption of China and the United States combined.

Our startups, Unicorns, make us very proud. The MUDRA scheme has made available a new avenue to everyone, not only to be a job seeker but also to be a job creator. Ever since its launch, more than Rs 23

lakh crores *MUDRA* loans have been given of these 70% are women entrepreneurs. It was so gratifying to note that when the Governor was honouring the students with their hard-earned degrees, I have not checked up the numbers but our girls perhaps scored over the boys. Their number was more.

In Assam, in 2020-21, 6.8 lakh entrepreneurs availed more than Rs 4500 crore loans under *MUDRA* scheme. These achievements will help us attain the right place on the globe when we celebrate our centenary of independence in 2047.

I need to question you, when all is going well, why do some of us decry our democracy, why do some of us inside and outside the country talk of unforced silence, say this country doesn't have democratic values? I dare say with confidence and with fear of contradiction that India is the most vibrant and functional democracy on the planet as of date.

No country in the world can claim to have a constitutional democratic mechanism for the Village, Municipalities, States, and Parliament. I appeal to students, intelligentsia, and media that they have to act as ambassadors of this country, they have to believe in our nationalism, and they have to run down this narrative. We cannot support those who in the country and outside tarnish, and taint our growth trajectory and democratic values.

As Chairman Rajya Sabha, I know the freedom of expression available in our country, is not subject to any enforced silence. Those who think so, need to revise their opinion.

Such false narratives are emanating from some universities outside. In some universities in the USA, it is only Indian students who criticise their own country. You will not find another example where a faculty member or student of a country criticizes its own country outside its country.

You'll not find a politician who will trot all around the globe to tarnish our democratic values. And this is not Indian culture.

Bharat Ratna Atal Bihari Vajpayee by Narasimha Rao ji to represent the country. We have to believe in our motherland and subscribe to the sublimity of our nationalism. The onus lies on you, you have to find a way out so that such kind of pernicious, sinister narratives are nipped in the bud.

Parliament and educational institutions are temples. Parliament is a place for dialogue, debate, deliberation, and discussion and not a place for disruption and disturbance.

How can we weaponize disturbance as a political tool? How can we allow these theatres to be so polluted? My young friends, the Indian constitution was formed by the constituent assembly in three years and during those three years, they debated very sensitive issues, some issues that could be taken as very divisive, very complicated, and complex. There was no disruption or disturbance. There was an attitude of collaboration and not confrontation.

I call upon the intelligentsia and media, it is time in Amrit Kaal, we help generate an ecosystem so that our parliamentarians respond positively to the spirit and essence of the founding fathers of our Constitution.

I have no doubts friends, after going out of this university you will contribute to societal growth but never forget two things. One, always respects your teachers. No education can fructify into a good human being without the facilitation of a good guru.

Secondly, never forget your university, contribute to the welfare of the university in whatever form you can. Have a dream, but don't allow that dream to be parked in your brain.

A dream is not to be parked with a brain, a dream is required to be realized.

I call upon the Hon'ble Chancellor and Vice Chancellor. We need to harness the energy of alumni. They can make a huge difference. I have been visualizing an idea of the Confederation of Alumni that will constitute a spinal think tank for the country's welfare.

Take your university, it has notable alumni. Have it structured, have it developed.

It's a delightful experience for me. I am grateful to the Hon'ble Chancellor and Vice Chancellor and a deep sense of gratitude for the Hon'ble Chief Minister who has not only made my visit to this state ever memorable, he also responded to one of my invitations to be at Darjeeling.

Congratulations to all of you. ❑

Capacity Building Programme on Research

A twelve -day Capacity Building Programme on 'Research in Practice (Interdisciplinary)' was organized by the Programme and Extension Cell, Department of Education, Central University of Jharkhand, Ranchi during May 09-20, 2023 through online mode. The main objective of the programme was to enhance the skills, competencies, and expertise of the faculty members, research scholars, and other stakeholders of colleges, universities, and other Higher Education Institutions of the country on the practical aspect of research, especially from interdisciplinary perspectives. Padma Shree Prof. Aditya Prasad Dash, Former Vice Chancellor, Central University of Tamil Nadu was the Chief Guest of the inaugural session of the programme. Prof. Dash, in the inaugural address, expounded on the paramount importance of practical research from an interdisciplinary perspective and how it can revolutionize the world of research and academics. He told that despite the growth of universities and colleges in India, the research scenario is still not encouraged enough and there is also a lack of patent culture seen in the country. Among 45,444 patents filed in 2016-17, 71% were filed by foreigners. Prof. Dash shared his concerns about the existing gap between theory and practice in research. He stressed the need for teamwork and effective communication in research. He said that all subjects aren't equal but interdisciplinary and trans-disciplinary research should be encouraged to bridge them together. According to him, every Ph.D. student should write at least one popular article. He also shed light on achieving the 17 goals of SDG by 2030 by establishing an efficient relationship among its five pillars: people, prosperity, peace, partnership, and the planet. He concluded his speech by addressing the sad reality of true geniuses and talents like Vasistha Narayan Singh in our country highlighting the problem of brain rusting.

The Presidential Address was delivered by the Vice Chancellor, Prof. Kshiti Bhusan Das, Central University of Jharkhand, Ranchi who urged the participants to imbibe the knowledge to be shared in the programme and apply the same in their profession for the greater development of the self and society. He shared his belief on how practice makes a man professional and drew attention to UGC's proposed scheme 'Professors of Practice' according to which scholars with 15 years of experience do not need a Ph.D. to be appointed as professors. He elaborated on how embedding a research-based approach in the teaching-learning process enhances the abilities as well as skills of the concerned professionals. Prof. Das focused on the benefits of continuous professional development as proposed in NEP-2020. He advised educators to collaborate with the students as well as colleagues to promote research which has taken a backseat in today's education system. He reiterated the promotion of '*Bharatiya Gyan Parampara'* for the progress of the nation.

Around 175 participants from universities and colleges across 23 Indian states participated in the programme. A total of 31 resource persons contributed to the programme by enlightening and enriching the participants on the latest perspectives of research in practice in the programme. Various stalwarts of the education fraternity were the resource persons of the programme who explained different concepts of research in practice.

The main focus areas of discussion in the programme were, Formulation of Research Titles in Various Types of Researches, Operationalizing Variables and/or Constructs and Hypothesis Formulation, Sampling Process in Research, Research in Practice–A Tool for assessing Academic Performance (UGC Regulations 2018, 2010, 1998 and Others), Developing Research Proposal: The Key Considerations, Publishing Research Outcomes in High Impact Journals, Determining Methodology of Research in Research Process, Referencing Styles (APA, MLA, Chicago, Harvard and others), Book/ Document Review: Objective, Style and Approaches, Review of Research to Improve Quality of Research, Plagiarism in Research (Interpretating Plagiarism Reports), Data Analysis in Research: Process and Techniques, Preparation of a Research Paper for Publication in Journal, Use of Statistical Methods for Analysis of Data, Research Tool Development Considerations and Practical Instances, Open Access Materials / Creative Common Licensed Materials for Research, etc.

The Valedictory Session of the programme was graced by the Chief Guest, Prof. A K Pandey,

Vice Chancellor, Vikram University, Ujjain, Madhya Pradesh. He inspired the participants by suggesting that research requires patience and is a time-consuming affair, therefore, mutual cooperation or collaboration is important in the process of conducting research. The active involvement and cooperation of Prof. Kshiti Bhusan Das, Vice Chancellor, Central University of Jharkhand, Ranchi led the programme towards its success in the self-sustaining mode. Prof. Tapan Kumar Basantia, Department of Education, Central University of Jharkhand was the Coordinator of the programme and Dr. M Ramakrishna Reddy, Assistant Professor, Department of Education, Central University of Jharkhand was the co-coordinators of the programme. The programme acted as a platform to acquaint the faculty members of Higher Education Institutions across the country with the contexts, processes, outcomes, issues/problems, challenges, and future prospects of research in practice from interdisciplinary perspectives.

National Seminar on Women Empowerment through Sports

A two-day National Seminar on 'Women Empowerment through Sports: Issues and Challenges' is being organised by the Campus Law Centre, University of Delhi, Delhi during July 07-08, 2023. The event is sponsored by the National Commission for Women, New Delhi.

Sports activities depict several phenomena. Firstly, it is a reflection of health and fitness. With the rising awareness of health issues, it has evolved as an activity that people take up in leisure time as well, to ensure both physical and mental fitness. Secondly, sports are also the embodiment of other important social skills such as team building, leadership, decision-making, taking responsibility, etc. Thirdly, sports activities are connected to mental fitness and are effective in instilling energy and zeal among people involved. However, it is pertinent to note that, underlying these essential health and social positive effects, sports is also an area that reflects deep-rooted gender-based ideologies and social beliefs. The concept of 'Gender' itself is primarily a social understanding. It denotes the social norms that fabricate the differences between women and men which are not necessarily biological. In this context, sports as an activity operates in the form of a domain that depicts, highlights, inculcates, and celebrates the masculine identity based on physical dominance, aggression, and competitiveness. Concomitant with these masculine traits, the social image of sports finds its manifestation to nurture and further legitimize the pseudo superiority of men reinforcing that women are not meant for such activities since the feminine traits are primarily, and again socially constructed to be passive, docile, gentle, emotional, etc. Hence, women in sports, or choosing sports as a career option for women has been a matter that raises eyebrows in society at large. The Subthemes of the event are:

- Sports as a Tool for Achieving Women's Empowerment.
- Sports Law and IPR.
- Sports Law and Women Protection.
- Sports and Mental Health of Women.
- Sports and Economic Empowerment of Women.
- Sports and Socio-cultural Position of Women.

For further details, contact Prof. Gunjan Gupta, Campus Law Centre, University of Delhi, Delhi, Mobile No: 09899953011, E-mail: *gunjanguptaclcdu@gmail.com*. For updates, log on to: *www.du.ac.in.*

International Conference on History

The one-day International Conference on 'History: Perspectives and Influences' is being organized by the Lovely Professional University, Phagwara, Punjab on August 18, 2023. The event will provide an opportunity for social scientists, academicians, and researchers to re-investigate and re-define history its perspectives, and influences.

History as a subject of Social Sciences has been vividly read and used as a tool to legitimatize different perspectives made by various individuals, groups, and nations of almost all ages and places across the globe. History is an analytical survey of the past. It has been undertaken by professional historians influenced by different perspectives and approaches to history writing. Due to its nature, history without any perspective would be merely a collection of facts. Thus, it is important to understand the scattered facts through the lens of different perspectives. Conveniently, history writing is carried out by varied perspectives i.e., Nationalists, Marxists, Subalterns, etc. The Nationalist's perspective focuses on the glory of the past and depicted it from the Indian point of view. On the other, Marxist scholars center around the ownership of the mode of production in Indian history. Whereas, the subaltern perspective emphasizes the 'history from below' focusing on the

lower strata of society, including Dalits, tribes, and women. As a result, these perspectives provide a direction and meaning to history and scope to cover the vast section of society. Thus, it also germinates the varied ideas of nationalism, economic equality, and social liberation. In the same vein, history can be considered an amalgamation of different perspectives and a critical study of consequential societal influence. The Subthemes of the event are:

Contemporary History

- Contribution of Modern Science in Creating and Understanding History.
- Changing Paradigms in Historical Research.
- Dynamics of Indian Diasporas in History.
- History of Skirmishes, Battles, and Wars.

Religious /Cultural / Mystic History

- Cultural History—Region-wise specifications and Dimensions.
- History of Monuments—Temples. Palaces, Forts, Tombs, Sarais, Gardens.
- Role of Language, Literature, and Media in Re-visiting History.
- Untold Tales of the Sufis and Saints of Punjab—An Attempt to Revisit Spiritual Punjab.
- Mystic History—Bhakti and Sufi –Evolution of Ganga-Jamuni Culture.
- History of Religions—Similarities and Fusion.

Regional/National/International History

- Regional History –Local History.
- National History—History of Movements, Ideas, Personalities, Legacy.
- International History—Military History, Change in Power Structure, Biasness and Prejudices.

Myths vs History

- Place of Myth and Dogmas as History.
- History in Myths.

For further details, contact Organising Secretary, Dr. Manu Sharma, Head, Department of History, School of Humanities (Social Science and Languages), Lovely Professional University, Jalandhar-Delhi, G.T. Road, Phagwara, Punjab-144411, Mobile No: 07347000911. For updates, log on to: *www.lpu.in*

AIU News

Capacity Building Training Programme

A six-day Capacity Building Training Programme for Non-teaching Officers and Staff was organised by the Association of Indian Universities, New Delhi in collaboration with the Academic and Administrative Development Centre, Berhampur University, Berhampur from April 24-29, 2023. The programme aimed to enhance the skills and capabilities of the non-teaching staff of Berhampur University and improve their performance and contribute to the overall development of the university.

Prof. Prafulla Kumar Mohanty, Vice Chancellor, Khallikote Unitary University, Berhampur was the Chief Guest of the Inaugural Session and Dr. Laxmikanta Tripathy, Regional Director, Berhampur, Department of Higher Education, Govt. of Odisha and Shri Sachidananda Nayak, OAS-(S), Registrar, Berhampur University were the Guests of Honour on the occasion. The session commenced with the lighting of a lamp and *Ganesh Vandana* followed by the welcome address by Dr. Mrutyunjay Swain, AADC Nodal Officer, and Convener, AIU-AADC, Berhampur University. Dr. Suman K Choudhury, Programme Coordinator, introduced the guests and theme. While delivering his address, Shri Sachidananda Nayak, Registrar, Berhampur University, Berhampur stressed the importance of upgrading skills and learning new techniques from time to time. The Chief Guest, Prof. Prafulla Kumar Mohanty addressed the august gathering and stressed honesty, punctuality, and the use of 4Hs (Head, Hand, Heart, and Hard Labour) while performing the official duties. The ceremony concluded with a vote of thanks by Mr. Desul Sudarshan, Joint Programme Coordinator.

The event was designed to cover various topics such as time management, conflict management, organizational behaviour, communication skills, ethics and values, work-life balance, and practices for accounting, audit and financial management, noting,

drafting, files management, administrative vigilance, disciplinary procedures, and cyber security, etc.

The session was addressed by Ms. Reela Sahu, Certified Corporate Trainer. Looking at the participant's requirements, she initiated the session with communicative English and ended with personality development. The participants learned about the importance of communication, its process, how it affects our life, and how we can communicate better. Communication helps people to work stress freely, making the environment energetic and added with positive vibrancy. They have also understood how to develop their personality. At last, they have understood how positive communication shapes a positive personality.

During the next session, participants learned about time management and conflict management as both are crucial for everyone. As we know time management is a part of the 5T, and now everyone should be aware of it. Lack of time management makes you feel short of time at every moment. We feel stressed and restless in life. So, to make everything systematic and organized we need to utilize our time wisely. In the session, participants understood how to manage their time wisely using different techniques which will make their work easy and simpler. Along with this they also have understood how to create the workplace more efficient. Lack of conflict will also help them to create a peaceful and disciplined atmosphere. Sometimes due to a clash in thought processes and mindset, conflict arises which causes a lot of negative impacts. So, they understood how to resolve disputes, minimize the negative result, and prioritize the positive ones. At last, they have understood how to control their thought process to guide it in a positive way.

Mr. Kali Prasad Ravi, Freelance Trainer took the next session and explained how motivational intelligence is well used as a part of critical thinking. He highlighted the importance of self-awareness, self-regulation, self-motivation, personal competence, and relationship management. Further, Prof. Manas Ranjan Patro, Professor, Computer Science discussed the computer competency for administrative professionals in the 21st Century.

Dr. Sharada Prasad Sahoo, Faculty Member, Department of Business Administration and Development Officer of the university trained on organizational behaviour and leadership skills needed for Government organisations. He discussed personality development, the effectiveness of the employees at the workplace, perception building, and interpersonal skills. He explained how every government employee is accountable to the public and society and should exhibit the highest level of integrity and work spirit.

Mr. Ashok Kumar Dhangadamajhi, Comptroller of Finance of the university and his team members enlightened the participants about the University's Financial Management System as well as the Orissa University Accounts Manual including work bills, procurement procedures, the importance of budget preparation, IT, GST, UC, pension, gratuity, Commutation and other retirement benefits and technical issues relating to bills and vouchers.

Sri. Akshay Kumar Nayak, Deputy Superintend of Police, Cyber Crime and Head Quarter engaged in a session on Administrative Vigilance and Disciplinary Procedures. Mr. Nayak with his vast expertise discussed important issues such as corruption, economic offence, and crime with the mechanism to diagnose such situations. Dr. Sharada Prasad Sahoo also engaged in a session and delivered his talk on work etiquette, ethics, and value at the workplace.

Mr. Sachidananda Nayak, Registrar delivered a talk on noting, drafting, and file management. He emphasized adhering to official norms, principles, and producers during file processing complying with the official manuals prescribed by Govt. of Odisha to avoid ambiguity in records.

Dr. Sunil Kumar Pradhan, Assistant Professor delivered a talk on 'Purchase Regulations in Government Organizations'. He said that purchase is one of the most complicated and dynamic processes in university systems. After the implementation of the purchase process in the GeM portal at Berhampur University, the process became time-bound and target oriented. With the help of a live session, he demonstrated the purchase procedures in GeM and also clarified various related queries.

Sri. Akshya Kumar Nayak, Deputy Superintendent of Police, Cyber Crime took his

session and explained several examples of how to deal with various cyber issues at the workplace. He also briefly discussed various key issues related to leaving rules and other official regulations. Further, Sister B K Malla discussed work-life balance. She described how to link spirituality with behavioural dimensions at the workplace. In the present generation, mindfulness and meaningfulness are missing in the workplace. Every employee is becoming multitasking and losing their focus on work outcomes. So as to overcome such shortcomings, Sister Malla demonstrated with practical exercises and emphasized that employee productivity and accountability can be enhanced through spirituality and workplace stress can be reduced by adopting yoga and meditation, etc.

The Valedictory Session of the programme was attended by several dignitaries. Convener, Dr. M Swain, Nodal Officer of the programme delivered the welcome address. Dr. Suman Kalyan Chaudhury, Coordinator briefly summarized the various sessions held during the event. Mr. Sachidananda Nayak addressed the gathering and highlighted the importance of such training programmes in enhancing the skills of non-teaching staff members. Chief Guest, Mr. Sangram Sekhar Panda, OAS (SAG), former ADM, Paralakhemundi Registrar, MKCG Medical College and Hospital, Berhampur delivered the valedictory address. Mr. Panda emphasized the need for continuous learning and upskilling in today's fast-paced world.

Prof. Geetanjali Dash, Vice Chancellor, Berhampur University addressed the gathering and appreciated the efforts of the AIU and AADC in organizing the training programme. She extended congratulations to the organizers for organizing the six days training programme and assured the employees that this kind of training programme shall be conducted in the coming days regularly for the growth and development of employees. Dr. Raj Kishor Kampa, AADC, Assistant Coordinator proposed the Vote of Thanks and the event concluded with sharing of experience by the participants and highlighting the skills they had acquired. The participants, Mr. S K Panda and Dr. Mihir shared their experiences of participation in the event and Dr. Mrutyunjay Swain felicitated Mr. Sachidananda Nayak. ❑

THESES OF THE MONTH

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

Anthropology

1. Chhandika. **A comparative study on post menopausal health among the Bengali and Mishing women of Lakhimpur District, Assam**. (Prof. H Vokendro Singh), Department of Anthropology, Rajiv Gandhi University, Itanagar.

Commerce

1. Kamboj, Kavita. **Influence of customer perceived value on green purchase behaviour of select products: A study of Delhi NCR**. (Prof. Nawal Kishor), School of Management Studies, Indira Gandhi National Open University, New Delhi.

2. Namita. **Happiness and productivity of employees in selected business organizations**. (Dr. Narendra Singh), Department of Commerce, Kurukshetra University, Kurukshetra.

3. Parbhjot Kaur. **Statistical survey and investigation of migrating students from Sirsa District**. (Dr. Veena Taneja), Faculty of Commerce and Management, Tantia University, Sri Ganganagar.

4. Ramaiah, K V Seetha. **A study on impact of the Companies Act, 2013 on corporate social responsibility in India**. (Dr. E Eswara Reddy and Dr. Abhijit Chakraborty), Department of Commerce, CMR University, Bangalore.

5. Ranga, Kumar Mukesh. **Impact of Foreign Portfolio Investors (FPI/FII) on Indian stock market: With special reference to NIFTY Bank Index**. (Dr. Yogesh Swami), Faculty of Commerce and Management, Tantia University, Sri Ganganagar.

Economics

1. Borah, Rimjim. **Determinants of household energy consumption in Rural Upper Assam**. (Prof. Amitava Mitra), Department of Economics, Rajiv Gandhi University, Itanagar.

2. Majumdar, Sujit. **An enquiry into the causes and consequences of rural-urban migration in West Bengal with special reference to Cooch Behar District**. (Prof.K K Bagchi), Department of Economics, University of North Bengal, Darjeeling.

3. Mistry, Hiral Hasmukhbhai. **An economic study of rural poor families working in non-agricultural sector: With reference to Narmada District of Gujarat State**. (Dr. Hasmukhbhai Desai), Department of Rural Economics, Gujarat Vidyapith, Ahmedabad.

4. Solanki, Devendrakumar Govindbhai. **A Socio-Economic study of the Devipujak Caste among the denotified castes: With special reference to the City of Ahmedabad of Gujarat State**. (Dr. Manjulabaheh Dabhi), Faculty of Rural Economics, Gujarat Vidyapith, Ahmedabad.

5. Tamang, Karan. **An examination of complementary and competitive aspects of trade relations between India and China**. (Prof. A Bhuimali), Department of Economics, University of North Bengal, Darjeeling.

6. Zanpadiya, Sonalben Ghughabhai. **A comparative study of selected indicators of economic growth and human development: With reference to Botad District**. (Dr. Hasmukhbhai Desai), Department of Rural Economics, Gujarat Vidyapith, Ahmedabad.

Education

1. Arora, Savita. **Impact of parent-child relationship on academic achievement and emotional stability of secondary school students**. (Dr. Saroj Verma), Faculty of Education, Tantia University, Sri Ganganagar.

2. Bishnoi, Subhash. **A study of working women's problems in government and non government schools and their social adjustment: with special reference to Sri Ganganagar District.** (Dr. Nekram)), Faculty of Education, Tantia University, Sri Ganganagar.

3. Deepa. **Impact of self efficacy on educational aspiration and achievement motivation of secondary school students**. (Dr. Priya Dhingra), Department of Education, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

4. Dhaka, Mukesh Kumar. **A comparative study of the impact of modern mass media on criminal attitudes of adolescents**. (Dr. Rekha Soni), Faculty of Education, Tantia University, Sri Ganganagar.

5. Kuldeep. **Impact of an intervention programme on the social and communication skills of children with autism spectrum disorders**. (Dr. Sangeeta), Department of Education, Kurukshetra University, Kurukshetra.

6. Mahaveer Prasad. **A study of work motivation and attitude of B.Ed. trainees towards using cyber resources**. (Dr. Rekha Soni), Faculty of Education, Tantia University, Sri Ganganagar.

7. Malsawmkimi. **Acculturative stress, coping strategies and well-being among non-resident students pursuing higher education in Mizoram**. (Dr. Abha Shree), Department of Education, Mizoram University, Aizawl.

8. Nirmala Kumari. **Achievement in English among secondary school students in relation to study habits family environment and academic achievement motivation**. (Dr. Palanethra), Department of Education, CMR University, Bangalore.

9. Rajdeep Kaur. **A study of educational thoughts of Dr. A.P.J. Abdul Kalam**. (Dr. Preeti Grover), Faculty of Education, Tantia University, Sri Ganganagar.

10. Seema Rani. **Effectiveness of constructive pedagogy of teaching Mathematics on learning outcomes of children with hearing impairment**. (Dr. Varuna Dahiya), Department of Education, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

11. Shankuntla. **Study of senior secondary school teacher burnout and teacher professional commitment in relation to their school organizational climate**. (Dr. Rekha Soni), Faculty of Education, Tantia University, Sri Ganganagar.

12. Sharma, Artee. **A study of core self evaluation trait among teacher trainees in relation to certain demographic and psychological variables**. (Dr. Ritu Bala), Faculty of Education, Tantia University, Sri Ganganagar.

13. Sharma, Meetu. **A comparative study of government and private secondary school students in respect to their intelligence, creative ability and task commitment**. (Dr. Ritu Bala), Faculty of Education, Tantia University, Sri Ganganagar.

14. Sharma, Pawan Kumar. **Study of status and related problems of guidance services in higher secondary schools**. (Dr. Rekha Soni), Faculty of Education, Tantia University, Sri Ganganagar.

15. Sharma, Poshan Kumar. **A comparative study of teachers attitude towards yoga education curriculum construction and yoga education at school level**. (Dr. Anil Kumar), Faculty of Education, Tantia University, Sri Ganganagar.

16. Sumita, Chandel. **Study of impact of awareness program for career orientation in girl students of higher secondary school**. (Dr. Saroj Verma), Faculty of Education, Tantia University, Sri Ganganagar.

17. Sunita Rani. **A study of comprehension and attitudes of school teachers regarding inclusive education**. (Dr. Rajesh Sharma), Faculty of Education, Tantia University, Sri Ganganagar.

18. Sureliya, Kajal Maheshbhai. **Usefulness of cartoons as a tool of informal education**. (Dr. Dipti B Kundal), Department of Education, Saurashtra University, Rajkot.

19. Tamuli, Gopal. **A study on moral judgment, self-concept, parenting style and academic achievement of adolescent students in Assam**. (Prof. Jayadeba Sahoo), Department of Education, Rajiv Gandhi University, Itanagar.

20. Thippeswamy, G E. **A study on attitude, study habits and adjustment in relation to their achievements in Social Science**. (Dr. Balaji B R), Department of Education, CMR University, Bangalore.

21. Tiwari, Richa Abhay. **A study of personality traits of the children with special need in the classroom in context to their adjustment and educational achievement**. (Dr. Milan T Mistry), Department of Education, Gujarat University, Ahmedabad.

22. Upveja, Neetu. **A comparative study of the educational practices of Gurudev Rabindranath Tagore and Maria Montessori and their reflections in educational documents produced in India**. (Dr. Satpal Swami), Faculty of Education, Tantia University, Sri Ganganagar.

Home Science

1. Dheeman, Pratibha. **Assessing food insecurity (Food-access inequality in Patdi, Surendranagar District**. (Dr. Daxaben Jotangiya), Department of Home Science, Saurashtra University, Rajkot.

Journalism & Mass Communication

1. Champa Devi. **Radio broadcasting and socio-cultural change in rural Arunachal Pradesh**. (Dr. Nawaz Khan), Department of Mass Communication, Rajiv Gandhi University, Itanagar.

2. Ravinder Kumar. **Samachar aur TRP ka Antersambandh: Aaj tak aur NDTV India ka tulnatamak adhyayan**. (Prof.Sambhu Nath Singh), School of Journalism and Mass Communication, Indira Gandhi National Open University, New Delhi.

Law

1. Ashwani. **A critical analysis of the law relating to cyber crimes with special reference to the role of prosecuting agencies in cyber-crime investigation in India**. (Dr. Rajender Kumar Mittal), Faculty of Law, Tantia University, Sri Ganganagar.

2. Baghel, Pallavi. **Corporate insolvency resolution process under the Insolvency and Bankruptcy Code, 2016: A critical study**. (Dr. Anand Gupta), School of Law, Indira Gandhi National Open University, New Delhi.

3. Banerjee, Mrinalini. **International legal recognition of cross-border displacement due to climate change effects: A case study on the Sundarban Delta**. (Prof. S Shanthakumar), Department of Law, Gujarat National Law University, Gandhinagar.

4. Garg, Keshav. **Nexus between media and defamation: A critical review**. (Dr. Narender Kumar Dhaka), Faculty of Law, Tantia University, Sri Ganganagar.

5. Nagpal, Meenu. **Domestic violence against women: Issues and perspectives: A socio-legal study into its modern perspectives.** (Dr. Gurpreet Singh), Faculty of Law, Tantia University, Sri Ganganagar.

6. Patel, Manoj Kumar. **Lack of inter governmental agency coordination leading to avoidable and wasteful expenditure of public resources: Need for a model law**. (Dr. Mansi Sharma), Department of Law, Indira Gandhi National Open University, New Delhi.

7. Raj Kishor Kumar. **Judicial review of court martial proceedings under the armed Forces Tribunal Act: A study**. (Dr. Anand Gupta), School of Law, Indira Gandhi National Open University, New Delhi.

8. Rakesh Kumar. **Protection of human rights for weaker class: An Indian judicial, sociological and legislative perspective**. (Dr. B.L. Bishnoi), Faculty of Law, Tantia University, Sri Ganganagar.

Library & Information Science

1. Buragohain, Dibanjyoti. **An altmetric analysis of research gate profiles of LIS teaching faculty in central universities in India**. (Dr. Amit Kumar), Department of Library and Information Science, Mizoram University, Aizawl.

2. Lallawmawmi. **Human resource management in the central university libraries of Northeast India: An analytical study**. (Dr. Lalngaizuali), Department of Library and Information Science, Mizoram University, Aizawl.

3. Shastri, Devashri Kamleshkumar. **Application of advanced technologies in the libraries of IITs with special reference to management of website based content and handling of location details: A study**. (Dr. Geeta Gadhvi), Department of Library and Information Science, Gujarat University, Ahmedabad.

4. Verma, Vijay Kumar. **Development of electronic resource management model for science and technology institutions in India**. (Prof. Uma Kanjilal), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

Management

1. Arora, Gurleen. **A study on effectiveness and consumer awareness of the government initiatives' and its adopted marketing mix to harvest solar power in the Indian economy**. (Dr. Mandeep Kaur Bhatia Goyal), Faculty of Commerce and Management, Tantia University, Sri Ganganagar.

2. Chaudhary, Shalu. **Tourism starts-ups in India: A study of business model**. (Dr. Archana V), Department of Management, CMR University, Bangalore.

3. Mahajan, Amit. **Influence of organizational climate on job satisfaction and intention to leave of nursing staff of tertiary level hospitals in Delhi**. (Prof. Parul Jhajharia and Prof. B S Nagi), School of Management and Commerce, Manav Rachna University, Faridabad.

4. Mallik, Prafulla Kumar. **Emerging dimensions in renewable energy sector: An exploratory study**. (Dr. Leena Singh), School of Management Studies, Indira Gandhi National Open University, New Delhi.

5. Mehta, Karun. **A comparative study on management practices at school and college level institutions in private sector**. (Dr. Pankhuri Saxena), Faculty of Commerce and Management, Tantia University, Sri Ganganagar.

6. Nashier, Seema. **Contribution of socially backwards in entrepreneurship: A study of Dalit Indian Chamber of Commerce and Industry (DICCI)**. (Prof. Sanket Vij), Department of Management Studies, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

7. Sharma, Ankita. **Why do millennial consumers use mobile wallets? An investigation into consumers usage intention of mobile wallets**. (Dr. Gurmeet Singh), Department of Management, GLS University, Ahmedabad.

8. Sharma, Priyanka. **Impact of corporate culture on organizational performance and efficiency**. (Dr. Ruhi Sethi), Faculty of Commerce and Management, Tantia University, Sri Ganganagar.

9. Singh, Abha Rani. **Organisational culture, human resource practices and employees engagement: A cultural study on the automobile organisations in India**. (Dr. Sanjay Srivastava and Dr. Anindita C Rao), Faculty of Management Studies, Manav Rachna International University, Faridabad.

10. Wahab, Ishrat Nasreen. **Analysis of tourism potential in Karnataka: A study of select tourist destinations**. (Dr. Shamal S), Department of Management, CMR University, Bangalore.

Political Science

1. Khiangte, Lallawmzuala. **Local self-government in Mizoram: A comparative study of the village council system in the sixth schedule area and non-sixth schedule area**. (Prof. Jangkhongam Doungel), Department of Political Science, Mizoram University, Aizawl.

2. Kumawat, Mamlesh. **Bharat mein anusuchit jati evam anusuchit janjati kee mahilaoan ka rajniti mein sehbhagita ka adhyayan: M P ke Jhabua aur Alirajpur Jile ke vishesh sandarbh mein**. (Prof. Mamta Chandrashekhar), Department of Political Science, Dr B R Ambedkar University of Social Sciences, Indore.

3. Tanuja Kumari. **Lok kalyankari rajye mein gramin kaushal kendroan kee rojgar srajan mein bhumika: Indore shahar ke sandarbh mein gramin kaushal kendro ka ek vishleshnatamak adhyayan**. (Dr. Ashish Bhatt and Dr. Nalin Singh Panwar), Department of Political Science, Vikram University, Ujjain.

4. Thakur, Rakesh. **Sheet yudh ke baad Suraksha Parishad kee bhumika: Paschim Asia ke vishesh sandarbh mein**. (Dr. Raj Kumar Prasad), Department of Political Science, T M Bhagalpur University, Bhagalpur.

Psychology

1. Pertin, Osunam. **Effect of resilience, self esteem and locus of control on mental health of youth in Arunachal Pradesh**. (Prof. Swati Patra), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

2. Singh, Ajit Kumar. **Exploring the nature and dynamics of unforgiveness: Standardizing a scale using the mixed methods**. (Dr. G K Tiwari), Department of Psychology, Dr Harisingh Gour Vishwavidyalaya, Sagar.

Public Administration

1. Rudar Kumar. **Pradhan Mantri Fasal Bima Yojana and Its implementation in Haryana: A study**. (Dr. Rajesh Kumar), Department of Public Administration, Kurukshetra University, Kurukshetra.

2. Shrivastava, Basant. **Bharat ke rajyaoan ke lokayukta sanghathan ka tulnatamak adhyayan (M P va U P ke vishesh sandarbh mein**. (Dr. Nisha Vashishth), Department of Public Administration, Vikram University, Ujjain.

Social Work

1. Choudhury, Krishnakhi. **Agricultural entrepreneurship and rural development in lower Brahmaputra Valley, Assam**. (Prof. Kanagaraj Easwaran), Department of Social Work, Mizoram University, Aizawl.

Sociology

1. Bhosle, Bablu Singh. **Panchayati Raj mein anusuchit janjati mahilaoan kee bhagidari evam unka samajik, arthik evam rajnitik sashaktikaran: Ek adhyayan (Badwani Jile ke vishesh sandarbh mein)**. (Dr. Deepak Karbhari), Department of Sociology, Dr B R Ambedkar University of Social Sciences, Indore.

2. Ganai, Gowhar Yousuf. **Construction of Kashmiriyat as an identity among the people of**

Kashmir: A sociological study. (Prof. Kiranmayi Bhushi), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

3. Mukhia, Persis. **Trafficking of women in Darjeeling Hills: A sociological study**. (Prof. Ujjwal Bhui), Department of Sociology, University of North Bengal, Darjeeling.

4. Nagendra, N. **A social study of Gadinada Beda Community (Regarding Challakere Taluk)**. (Dr. Shashikumar), Department of Development Studies, Kannada University, Hampi, District Bellary.

5. Sonam. **Childlessness and ageing: A gerontological study of rural Haryana**. (Dr. Vijender Singh), Department of Sociology, Kurukshetra University, Kurukshetra.

6. Tej Kumar. **Women's participation in Panchayat Samiti (In reference of Suratgarh Panchayat Samiti)**. (Dr. Anil Kumar), Faculty of Arts, Crafts & Social Sciences, Tantia University, Sri Ganganagar.

Tourism & Hospitality Services

1. Pawan Kumar. **Tourist behavior and digital booking system: A study of Indian tourism industry**. (Dr. Dinesh Dhankhar and Dr. Vivek Gaur), Department of Tourism and Hospitality Managaement, Kurukshetra University, Kurukshetra.

2. Rajiv. **Tourists' perceptions towards cuisines of North India**. (Dr. Ankush Ambardar), Department of Tourism & Hospitality Services, Kurukshetra University, Kurukshetra. ❑

P.K.M. COLLEGE OF EDUCATION MADAMPAM

(A Christian Minority Education Institution under the Archdiocese of Kottayam, affiliated to Kannur University)
Kannur, Kerala- 670631
Phone: 0460 2230929, 9447889473
E-mail:- pkmcedn@yahoo.co.in ● www.pkmcollege.org

WANTED UGC LIBRARIAN

Applications are invited from eligible candidate to the Post of UGC Librarian (Open) in P.K.M. College of Education, Madampam against one permanent vacancy. Age, Qualification and Scale of Pay are as per the rules of UGC, Government of Kerala and Kannur University. Application form can be had from the office of P.K.M. College on payment of Rs. 1000/- (Rs. 1050/- by post). The dully filled in application form should reach the Manager **within 30 days** from the date of this notification

Madampam **Sd/-**
17-05-2023 **MANAGER**

PONDICHERRY UNIVERSITY

पाण्डिच्चेरी विश्वविद्यालय புதுவைப் பல்கலைக்கழகம்
A Central University

DR. B.R. AMBEDKAR ADMINISTRATIVE BUILDING
R.V. NAGAR, KALAPET, PUDUCHERRY – 605014

RECRUITMENT CELL

Advt. No: PU/RC/2023/44 **Dated: 03.05.2023**

RECRUITMENT OF STATUTORY POSITIONS

Online Applications are invited from Indian citizens who are highly qualified and dedicated with proven leadership qualities for the Statutory posts mentioned below:

Sl. No.	Name of the Posts	No. of Vacancy
1	Director of Studies, Educational Innovations & Rural Reconstruction	1
2	Director of Culture and Cultural Relations	1

For details of the posts, Minimum Eligibility Criteria, Experience, General instructions, terms & conditions etc., visit the University **website: recruitment.pondiuni.edu.in.** The Last date for submission of online applications is **02.06.2023** at 5.00 PM (IST). The Last date for receipt of print out of Hard copy is **09.06.2023**.

Off-line applications will not be entertained under any circumstances.

REGISTRAR (i/c)

TITUS II TEACHERS COLLEGE

(Re-Accredited with 'A' Grade by NAAC)
TIRUVALLA, PATHANAMTHITTA,
KERALA - 689101
PH: 0469 2601383
e-mail : tituscollege@gmail.com

Applications invited for the vacancy of **ASSISTANT PROFESSOR IN PHYSICAL SCIENCE (RESERVED FOR PWD**- Ortho P H**) - One Post (Open Quota)**

Age and qualification shall be as per UGC/NCTE/ Government of Kerala/Mahatma Gandhi University, Kottayam norms. The vacancy is reserved for persons with benchmark disabilities (Ortho P H) as mentioned in Clause 34 of the Rights of Persons with Disability Act, 2016 and G.O (MS) No. 242/2022/H.Edn. dated 18.05.2022 & U.O. 20586/AC B1-2/2022/ACAD dated 27.09.2022.

Apply **within 30 days** of publication of this notification. Application form can be obtained from the College Office on payment of Rs.1000/- or (Rs.1100/-by post).

Manager

Marathwada Legal & General Education Society's

MANIKCHAND PAHADE LAW COLLEGE

Re - Accredited by NAAC with 'B+' Grade [2019] ISO (9001): 2015

Samarth Nagar, Aurangabad - 431 001 (Maharashtra) ☎ **0240- 2336621, 2341146**
email Id : mplawcollege@gmail.com web address : www.mplawcollege.ac.in / www.mplaw.org

WALK-IN-INTERVIEW

Eligible candidates may apply for the following posts at ***M. P. Law College for the academic year* 2023-2024. The Applicants can apply through Google form link given below and on our official website on or before 31st May, 2023.** After successfully filling the Google form, they will be communicated the detailed schedule of the interview on their e-mail id / over mobile.

Sr.No.	Particulars	No.of CHB	Qualifications	Remarks
01	Clock Hour Basis Lecturer in Law/ English subjects for 3/5 years LL.B. Degree Course & LL.M. Course	09 (Both Semesters together) 15	L.L.M. B+, NET / SET ** As per Govt. norms*	Grant Non Grant
02	Assistant Professor in Law	04	Post Graduation in respective Subjects of Law / Social Sciences with B+ (Teaching in English Medium) ** As per BCI norms*	Non Grant (Consolidated Pay)
03	Assistant Professor in Non-Law Subjects : Political Science, History, Economics, Sociology	04		
04	Experts in Teaching - German, French & Japanese on CHB basis	03	Proficiency in the concerned foreign language	Non Grant
05	Full time Rector for Ladies Hostel	01	Any Graduate. Preference will be given to single women & experienced candidate	Non Grant (Consolidated Pay)

*College official website for google form link: **www.mplaw.org Incomplete google forms will not be considered.**

Google form link: https://forms.gle/5nmfovA7ZgMwmR2j9

No TA / DA will be paid

Dr. C. M. Rao Principal | **Adv. Dr. Kalplata Patil- Bharaswadkar** Secretary | **Adv. J.K. Wasadikar** President

CHIMA PATIL SHIKSHAN SANSTHA'S
KALYANI PATIL DEGREE COLLEGE

Dhaniv, Near Dhaniv Talav, Nallasopara East, Dist. Palghar – 401208

APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS FOR THE ACADEMIC YEAR 2023-24.

UNAIDED

Sr. No.	Cadre	Subjects	No. of Posts	Total No. of Posts	Post Reserved for
1.	**Principal**	--	01	01	OPEN - 01
2.	Assistant Professor	Accountancy	03	28	SC-03, ST-02, DT(A)-01, NT(B)-01, NT(C)-01, NT(D)-01, OBC-05, EWS-03, Open-11
3.	Assistant Professor	Economics	03		
4.	Assistant Professor	B.M.S.	02		
5.	Assistant Professor	Information Technology (IT)	03		
6.	Assistant Professor	Commerce	02		
7.	Assistant Professor	B.A.F.	02		
8.	Assistant Professor	English	02		
9.	Assistant Professor	E.V.S./Geography	01		
10.	Assistant Professor	Chemistry	02		
11.	Assistant Professor	Zoology	02		
12.	Assistant Professor	Botany	02		
13.	Assistant Professor	Physics	01		
14.	Assistant Professor	Mathematics	01		
15.	Librarian	--	01		
16.	Physical Director	Physical Education	01		

*Applications are invited for the post of Principal from the Academic Year 2023-2024.

The posts for the reserved category candidates will be filled in by the same category candidates (Domicile of State of Maharashtra) belonging to that particular category only. Reservation for women will be as per **University Circular No.BCC/16/74/1998 dated 10th March, 1998. 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 05th July, 2019.** Candidates having knowledge of Marathi will be preferred.

"Qualification, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No.Misc-2018/C.R.56/18/UNI-1 dated 8th March, 2019 and University Circular No. TAAS/(CT)/ICD/2018-19/1241 dated 26th March, 2019 and revised from time to time". The Government Resolution & Circular are available on the website mu.ac.in. Applicants who are already employed must send their application through proper channel. Applicants are required to account for breaks, if any, in their academic career. Application with full details should reach the **SECRETARY, Chima Patil Shikshan Sanstha's, Kalyani Patil Degree College, Dhaniv, Near Dhaniv Talav, Pelghar Road, Nallasopara East, Dist. Palghar, Pincode 401208 within 15 days** from the date of publication of this advertisement. This is University approved Advertisement.

Sd/-
SECRETARY

Margtamhane Education Society's
Dr. Tatyasaheb Natu College of Arts &
Senior College of Commerce, Margtamhane
At/Post. Margtamhane, Tal. Chiplun, Dist. Ratnagiri, Pin-415702

APPLICATIONS ARE INVITED FOR THE FOLLOWING **CLOCK HOUR BASIS** POSTS
FOR THE ACADEMIC YEAR **2023-2024**

AIDED

Sr. No.	Cadre	Subject	Total No. of CHB Posts	Posts Reserved for
1.	Assistant Professor	Hindi	02	02 - OPEN
2.	Assistant Professor	Marathi	01	01- OPEN
3.	Assistant Professor	English	01	01- OPEN

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

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

Candidates having knowledge of Marathi will be preferred.

"Qualification, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18th July,2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/18/UNI-1 dated 8th March, 2019 and University Circular No.TAAS/(CT)/ICD/2018-19/1241 dated 26th March, 2019 and revised from time to time". Remuneration of the above post will be as per University Circular No. TAAS(CT)/01/2019-2020 dated 02nd April, 2019 & University Circular No. CTAU/23/2021-2022 dated 25th January, 2022.

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

Application with full details should reach the **CHAIRMAN, Margtamhane Education Society's Dr. Tatyasaheb Natu College of Arts and Senior College of Commerce, Margtamhane, At. Post. Margtamhane, Tal. Chiplun, Dist. Ratnagiri, Pin-415702 within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
CHAIRMAN

Sant Gajanan Maharaj Rural Hospital Research Centre's
Sant Gajanan Maharaj College of Engineering, Mahagaon
Site – Chinchewadi, Gadhinglaj-Halkarni Road, Tal. Gadhinglaj, Dist. Kolhapur – 416 503 (Maharashtra)
(Affiliated to Shivaji University, Kolhapur)
(Permanently Non-Granted)

WANTED

Applications are invited from eligible candidates for the following posts:

Sr. No.	Name of Posts	Vacant Posts	Open Posts	Reserved Posts
A.	**Professor**			
1.	Mechanical Engineering	01	01	--
B.	**Associate Professor**			
1.	Civil Engineering	02	01	1-SC
2.	Mechanical Engineering	02	01	1-SC
3.	Electronics & Telecommunication Engg.	01	01	--
4.	Computer Science Engg.	01	01	--
5.	Electrical Engg.	01	01	--
C.	**Assistant Professor**			
1.	Civil Engg.	04	--	1-SC, 1-VJA, 01-OBC, 1-EWS
2.	Mechanical Engg.	01	--	1-SC
3.	Electronics & Telecommunication Engg.	02	--	1-SC, 1-VJA
4.	Computer Science Engg.	05	01	1-SC, 1-VJA, 01-OBC, 1-EWS
5.	Electrical Engg.	04	--	1-SC, 1-VJA, 01-OBC, 1-EWS
6.	Mathematics	01	--	1-SC
7.	Physics	01	01	--
8.	Chemistry	01	01	--
9.	English	01	01	--

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

Place : Kolhapur
Date : 19/05/2023

Principal,
Sant Gajanan Maharaj College of Engineering, Mahagaon

Chairman,
Sant Gajanan Maharaj Rural Hospital Research Centre, Mahagaon

Krantiveer Vasantrao Narayanrao Naik Shikshan Prasarak Sanstha's
Institute of Pharmaceutical Education and Research
Canada Corner, Sharanpur Road, Nashik – 422 002
Ph.No. 0253 – 2313699, Fax No. 0253 - 2571853
Email : nipernashik.kvn@gmail.com
Web site: www.kvnpharmacy.com
(Permanent Non-Grantable)

Affiliated to Dr. Babasaheb Ambedkar Technological University, Lonere - 402 103

RECRUITMENT

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

Designation of the Position	Total Vacancies	Category wise Vacancies
Principal	01	OPEN

Conditions: -

1) Educational Qualifications, Experience, Pay Scales etc. applicable for the post is as per the norms specified by AICTE/PCI/COA, Govt. of Maharashtra & Dr. Babasaheb Ambedkar Technological University, Lonere, Dist. Raigad & as modified from time to time.
2) Those who are in service should apply through proper channel.
3) In case of the post of Principal, the appointment is on tenure basis for a period of five years or date of superannuation, whichever may be earlier, and may be extended by one more year.
4) Application received after the last date will not be considered. The College will not be responsible for any delay including postal delay, if any.
5) Incomplete applications or applications without the attested copies of supporting documents will not be entertained.
6) No T.A., D.A. will be paid for attending the interview.
7) The applications giving full particulars and attested copies of all the supporting documents should reach to the undersigned **within 21 days** from the date of publication of this advertisement.

Place: Canada Corner, Nashik
Date:

Sd/-
Hemant H. Dhatrak
Secretary

-Sd/-
Pandhrinath K. Thore
President

Krantiveer Vasantrao Narayanrao Naik Shikshan Prasarak Sanstha, Nashik

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Royal Higher Education Society's
ROYAL COLLEGE OF ARTS, SCIENCE & COMMERCE
Penkar Pada, Mira Road (E), Dist. Thane – 401 107

MINORITY INSTITUTE

AIDED

APPLICATIONS ARE INVITED FOR THE FOLLOWING **CLOCK HOUR BASIS** POSTS
FOR THE ACADEMIC YEAR 2023-2024

Sr. No.	Cadre	Subjects	Total No. of CHB Posts	Category
1	Assistant Professor	Economics	2	02 – OPEN
2	Assistant Professor	Political Science	1	01 – OPEN
3	Assistant Professor	Physics	2	02 – OPEN

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

Reservation for women will be as per **University Circular No. BCC/16/74/1998 dated 10th March, 1998. 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 5th July, 2019**.

Candidates having knowledge of Marathi will be preferred**.**

"Qualification, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/18/UNI-1 dated 8th March, 2019 and University Circular No. TAAS/(CT)/ICD/2018-19/1241 dated 26th March, 2019 and revised from time to time." Remuneration of the above post will be as per University Circular No. TAAS(CT)/01/2019-2020 dated 02nd April, 2019 & University Circular No. CTAU/23/2021-2022 dated 25th January, 2022.

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

Application with full details should reach the **CHAIRMAN, Royal Higher Education Society's, ROYAL COLLEGE OF ARTS, SCIENCE & COMMERCE, Penkar Pada, Mira Road (E), Dist. Thane-401 107 within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

CHAIRMAN

SHRAMJIVI SHIKSHAN PASARAK MANDALS, OMERGA

TQ. OMERGA, DIST. OSMANABAD (MAHARASHTRA) - 413606

Email : sspmo01@rediffmail.com

WANTED

Applications are invited from the eligible candidates for the following Full-time posts in our Shramjivi Shikshan Prasarak Mandal's Omerga, Tq. Omerga, Dist. Osmanabad, State - Maharashtra. The application should be duly completed in all respects along with photocopies of necessary certificates and it should reach the undersigned **within 15 days** from the date of publication of the advertisement.

Adarsh Mahavidyalaya, Omerga- Degree Section (Non-Grant)

Assistant Professor For 2023-24

Sr. No.	Subject	Posts	Qualification
1.	Commerce	3	M.Com, NET/SET/Ph.D.
Post Graduation Section (Permanent Non-Grant)			
1.	Mathematics	2	M.Sc., NET/SET/Ph.D.
2.	Computer Science	1	M.Sc., NET/SET/Ph.D.
3.	Botany	2	M.Sc., NET/SET/Ph.D.
4.	Zoology	2	M.Sc., NET/SET/Ph.D.
5.	History	2	M.A., NET/SET/Ph.D.

Shramjivi College of Education, Omerga (Permanent Non Grant)

Sr. No.	Subject	Posts	Qualification
1.	Asst. Professor in Perspectives in Education	4	M.A./M.Com./M.Sc, M.Ed, NET/SET/Ph.D.
2.	Asst. Professor in Math	1	M.Sc, M.Ed, NET/SET/Ph.D.
3.	Asst. Professor in Science	1	M.Sc, M.Ed, NET/SET/Ph.D.
4.	Asst. Professor in Social Science	2	M.A, M.Ed, NET/SET/Ph.D.
5.	Asst. Professor in Language	2	M.A, M.Ed, NET/SET/Ph.D.
6.	Asst. Professor in Health and Physical Education	1	M.P. Ed, NET/SET/Ph.D.
7.	Asst. Professor in Fine Arts	1	M.F.A.
8.	Asst. Professor in Performing Art (Drama/Music)	1	PG in Music/Dance/Theater Art with Minimum 55% Marks
9.	Librarian	1	M.Lib., NET/SET/Ph.D.
10.	Principal	1	M.A./M.Com./M.Sc., NET/SET/Ph.D. 15 Years Teaching Approved experience
Total		**27**	

Reservations :- SC-1, ST-2, VJNT-A-1, NT-B-1, NT-C-1, NT-D-1, OBC-6, EWS-3, Open-11.

1. Reserve category candidates should send one copy of application directly to the Dy. Registrar (Special Cell), Dr. B.A.M. University, Aurangabad.
2. Women Candidates will be given preference and would be consider under 30% reserved quota.
3. Physically Challenged candidates would be considered under 4% reservation quota.
4. Good academic record with a Master Degree with at least 55% of the marks (or an equivalent grade in a point scale wherever grading system is followed) by a recognized University. A relaxation of 5% shall be allowed for the candidates belonging to SC/ST/OBC (Non-Creamy Layer) and differently abled category.
5. Category of NT-1, NT-2 NT-3, NT-4 are interchangeable.
6. Reserved candidate can apply also for the open category.
7. No T.A./D.A. will be paid to the candidates who appear for the interview.

President/Secretory
Shramjivi Shikshan Prasarak
Mandals, Omerga

Dnyanprassarak Mandal's
College and Research Centre (DMC)

Assagao, Bardez - Goa 403 507

Inspiring, Igniting and Transforming to Excel

Affiliated to Goa University and recognised by U.G.C. under sections 2(f) and 12(B) of the UGC Act of 1956

Accredited by NAAC with 'A' Grade (4th cycle) with CGPA of 3.15/4.00

ISO 9001:2015 & ISO 14001:2015 Certified

Advertisement No. 2023/01

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 posts of **ASSISTANT PROFESSORS** for the academic year **2023-2024 within 20 days from the date of Advertisement:**

Sr. No.	Designation of Post	Nature of Post		
		Regular basis	Contract basis	Lecture basis
1.	Assistant Professor in English	---	02 (01 UR & 01 OBC)	---
2.	Assistant Professor in Organic Chemistry	---	02 (01 UR & 01 PwD*)	---
3.	Assistant Professor in Physical Chemistry	---	01 (OBC)	---
4.	Assistant Professor in Inorganic Chemistry	---	01 (OBC)	01
5.	Assistant Professor in Mathematics & Statistics	---	02 (01 UR & 01 UR (CCL vacancy upto 25/01/2024))	01
6.	Assistant Professor in Physics	---	03 (01 EWS, 01 SC & 01 UR (Lien))	---
7.	Assistant Professor in Commerce	---	02 (01 EWS & 01 UR)	02 (01 Post from 19/06/2023 to 09/09/2023)
8.	Assistant Professor in Business Law	---	---	01
9.	Assistant Professor in Economics	---	01 (EWS)	01
10.	Assistant Professor in Computer Science	---	01 (UR)- CCL vacancy upto 05/04/2024	02 (01 on CCL vacancy upto 19/07/2023)
11.	Assistant Professor in Electronics	---	02 (01 ST & 01 UR - Sabbatical leave vacancy upto 31/12/2023)	01
12.	Assistant Professor in History	01 (OBC)	01 UR (Study leave vacancy)	01
13.	Assistant Professor in Hindi	---	---	01
14.	Assistant Professor in Geology	---	01 (OBC)	01
15.	College Counsellors	---	02 Posts	---

Note:

1. *The post at Sr. No. 2. PwD – Reserved for candidates with Blindness and low vision/Deaf and Hard of Hearing. The candidates has to submit a Disability Certificate issued by competent authority.

   Note: Degree of Disability for Reservation: Only such candidates would be eligible for reservation who suffer from not less than 40 percent of disability.
2. Knowledge of Konkani is essential and knowledge of Marathi is desirable.
3. Valid 15 years of Residence in Goa.
4. Incomplete application will be rejected outright.
5. In case no candidates from Reserved category is available, then candidates from General category will be considered for appointment purely on Contract/Lecture basis for the academic year 2023-2024 only.
6. **For detailed information of posts, qualifications, pay scale and other service conditions, please visit the college website www.dmscollege.ac.in.**

Sd/-
PRINCIPAL

Prabodhan Education Society's

Vidya Prabodhini College of Commerce, Education, Computer and Management

Vidyanagar, Parvari, Goa-403521, Ph. No. 0832-2413600/2410500

APPOINTMENTS

Applications with Full Bio-Data are invited from Indian Citizens for the following posts to be filled at the level of undergraduate in Government Aided College for B.A. B.Ed. and B.Com. Programmes from the Academic Year 2023-2024 onwards:

Sr. No.	Designation of Post	No. of Posts	Nature of Posts	Category of Posts
1	Assistant Professor in Education	1	Contract basis for the A.Y. 2023-24	Reserved for PWD-(A) (a) blindness and low vision
2	Assistant Professor in Education (Hindi – Pedagogy/Methodology)	1	Contract basis for the A.Y. 2023-24	Unreserved
3	Assistant Professor in Education (History – Pedagogy/Methodology)	1	Contract basis for the A.Y. 2023-24	Unreserved
4	Assistant Professor in Education (Konkani – Pedagogy/Methodology)	1	Contract basis for the A.Y. 2023-24	Reserved for OBC
5	Assistant Professor in English	1	Contract basis for the A.Y. 2023-24	Unreserved
6	Assistant Professor in Hindi	1	Contract basis for the A.Y. 2023-24	Unreserved
7	Assistant Professor in Performing Arts	1	Contract basis for the A.Y. 2023-24	Unreserved
8	Assistant Professor in Marathi	1	Contract basis for the A.Y. 2023-24	Reserved for OBC
9	Assistant Professor in History	1	Contract basis for the A.Y. 2023-24	Reserved for ST
10	Assistant Professor in Geography	1	Contract basis for the A.Y. 2023-24	Reserved for EWS
11	Assistant Professor in Economics	1	Contract Basis (For Study Leave vacancy) from 19/06/2023 to 12/09/2023.	Unreserved
12	Assistant Professor in Education	1	Lecture basis for the A.Y. 2023-24	Reserved for PWD-(B) (b) deaf and hard of hearing
13	Assistant Professor in Hindi	1	Lecture basis for the A.Y. 2023-24	Unreserved
14	Assistant Professor in Marathi	1	Lecture basis for the A.Y. 2023-24	Unreserved
15	Assistant Professor in History	1	Lecture basis for the A.Y. 2023-24	Reserved for OBC
16	Assistant Professor in Geography	1	Lecture basis for the A.Y. 2023-24	Unreserved
17	Assistant Professor in Konkani	1	Lecture basis for the A.Y. 2023-24	Unreserved
18	Assistant Professor in ICT	1	Lecture basis for Odd Semester Only	Unreserved
19	Assistant Professor in Environmental Studies for B.A.B.Ed.	1	Lecture basis for the A.Y. 2023-24	Reserved for OBC
20	Assistant Professor in Commerce	1	Lecture basis for the A.Y. 2023-24	Reserved for ST
21	Assistant Professor in Commerce	1	Lecture basis for Odd Semester Only	Reserved for EWS
22	Assistant Professor in Business Law	1	Lecture basis for the A.Y. 2023-24	Unreserved
23	Assistant Professor in English	1	Lecture basis for the A.Y. 2023-24	Unreserved
24	Assistant Professor in Environmental Studies for B.Com.	1	Lecture basis for the A.Y. 2023-24	Reserved for OBC
25	Assistant Professor in Computer Application	1	Lecture basis for the A.Y. 2023-24	Unreserved

The Google Form (Application Form) **(https://forms.gle/18jegBwmwwa6HvEV7)** should be filled by an applicant for applying for the post and the PDF generated shall be submitted to the **Principal on or before 20/06/2023.**

For detail information about qualification, pay scale and other terms and condition, visit Goa University **website: www.unigoa.ac.in.** and College **Website: www.vidyaprabodhinicollege.edu.in.**

SD/-
(Dr. Bhushan V Bhave)
Principal

MAHARAJA KRISHNAKUMARSINHJI
BHAVNAGAR UNIVERSITY

ADVERTISEMENT

Position of Vice-Chancellor

MAHARAJA KRISHNAKUMARSINHJI BHAVNAGAR UNIVERSITY, BHAVNAGAR

The University is named after Maharaja Krishnakumarsinhji, an eminent personality, who was first among all the kings of India, to offer the state of Bhavnagar for United India, this will always be historical milestone for Bhavnagar. Along with this, it is matter of pride for the University, that our Father of Nation Mahatma Gandhi, was student of Samaldas Arts College, one of the oldest colleges of Maharaja Krishnakumarsinhji Bhavnagar University.

The Maharaja Krishnakumarsinhji Bhavnagar University (MKBU) is recognized as one of the renowned institutions of higher education, learning and research in Saurashtra region. Since its establishment in 1978, the University has always put in keen interest and dedication to the favourable growth and awareness for the development of academic excellence, which ensures the committed legacy of the institution. University also manages different extension services through 15 different cells and centers. Along with this, University puts in efforts to regularly associate and interact with eminent alumni across the globe. The University promotes students' participation in various academics, sports and culture areas, with a aim to develop the quality of leadership and team spirit.

Applications are invited from the eligible candidates for the post of Vice-Chancellor, MAHARAJA KRISHNAKUMARSINHJI BHAVNAGAR UNIVERSITY, BHAVNAGAR. The Vice-Chancellor, being the academic and administrative head, is expected to be a person possessing the highest level of competence, integrity, morals and institutional commitment is to be appointed as Vice-Chancellor. The person to be appointed as a Vice-Chancellor should be a distinguished academician, with a minimum of ten years' of experience as Professor in a University or ten years' of experience in a reputed research and/ or academic administrative organisation with proof of having demonstrated academic leadership.

The soft copy of the application with complete biodata and all attachments in support of age, qualifications and experience etc. should be emailed to **cmsc@mkbhavuni.edu.in** and hardcopy of the same may be sent only by Registered A.D. / Speed Post to the Chairman, Search Committee, c/o. Registrar, Maharaja Krishnakumarsinhji Bhavnagar University, Sardar Vallabhbhai Patel Campus, Gaurishankar Lake Road, Bhavnagar-364 001, Gujarat. Soft and / or hard copies of the applications should reach **on or before 21 days** from the date of publication of this advertisement.

Date: 21-05-2022 **REGISTRAR**

AIU Notification for Inviting Proposal for AADC

The Association of Indian Universities, an apex-level representative body of universities and other higher education institutions in India invites proposals with an Expression of Interest (EoI) from the member universities for its newly introduced scheme i.e. Academic and Administrative Development Centres(AADC) to be established in select member universities.

AADC is a pioneering initiative of AIU which aims at organizing short-term training and capacity-building programmes for the faculty members and administrative functionaries of Indian Universities and other HEIs. Introduced in 2022, AADC is envisioned to function in a similar manner to the UGC Human Resource Development Centers operating in different universities. The focus of these centres is to provide training to faculty for online/blended mode of teaching-learning, developing e-content and using technology for continuous assessment and evaluation and research collaboration along with programmes on effective management using technology in governance and administration of universities.

Since its launching in last year, 09 Centres were approved by AIU which are functioning well and organizing the training programmes. As a policy, AIU has planned to add 10 centres each year to the list till the desired number of Centres is established. The general terms and conditions of establishing AADC are as follows:

- AADC is to be established under the banner of AIU and be named as **AIU-……. University, Academic and Administrative Development Centre**.
- AIU-AADC will offer short-term programmes of varying duration aimed at continuous capacity building of the key stakeholders through online and in-person modes.
- The Centres are to be allocated to 10 selected member universities of AIU based on their interest and required infrastructure.
- Initially, seed money of **Rs. 2.00 lakhs** will be provided by AIU as one-time financial support to each centre. Thereafter, the centers will be functioning in self-financing and self-sustaining mode
- **Rs. 1.00 Lakh** will be provided at the beginning of the first programme and the remaining One Lakh will be released after receiving the utilisation certificate from the University.
- Each Centre will organise 10 programmes in an Academic Calendar year.
- AIU will also provide academic support in identifying resource persons, planning and designing the academic aspects of the courses. The details of the programme structure, duration, selection of themes, preparation of training materials and modules, resource persons will be decided on mutual consultation and cooperation with the host/concerned university.
- A report after each programme may be submitted to AIU for documentation and publishing in University News, A Weekly Journal of Higher Education.

The proposal may be sent to **Dr Amarendra Pani, Joint Director & Head, Research Division** through email: ***researchaiu@gmail.com***. In case you need any further information, you may send your queries through the email ID mentioned.

Guidelines for Academic & Administrative Development Centres (AADC)

Introduction

As the third largest Higher Education (HE) system in the world, Indian HE not only caters to students in diverse locations across the sub-continent but also is in the process of achieving 50% GER by 2035. While this requires elaborate infrastructure in place and enabling policies of inclusiveness, there is a need to create pathways of continuous learning and updating of skills and new knowledge among faculty in order to make HE quality futuristic. The Human Resource Development Centres (HRDC) set up by the University Grants Commission and the AICTE Training and Learning (ATAL) Academy offer Faculty Development Programmes (FDPs) of varying durations for newly recruited as well as for mid-career professionals. In spite of these efforts, there is still a gap between the number of courses on offer and number of faculty to be trained. Further, there have been very few programmes for the upskilling of administrative staff in the HE system so as to prepare them for the changing e-governance requirements.

It is in this context that the Association of Indian Universities (AIU) proposes to set up Academic & Administrative Development Centres (AADC) in collaboration with universities across India. While the AIU will provide a seed money of Rupees Two Lakhs to set up the AADC, the programmes will be conducted on a self-sustainable basis.

Objectives of AADC

- Provide continuous knowledge and skill acquisition and enhancement for faculty in order to contribute effectively to the changing landscape of HE
- Train administrative staff in higher education institutions with appropriate skills to adapt to emerging information technologies
- Prepare library professionals and other technical staff in HEIs to contribute to knowledge cum learning and research resources as per the global demands and the local needs
- Introduce research scholars to the principles of academic integrity and professional ethics

Thrust Areas of AADC Programmes

The AIU-AADC will offer short term (one week) programmes aimed at continuous capacity building of the key stakeholders through online and in person modes. The thrust areas envisaged for the programmes include but are not limited to the following:

- Identifying the different components of online teaching and learning
- Designing e-content, open educational resources and adopting innovative in structural delivery models
- Mapping and matching pedagogies and technologies
- Exploring new knowledge domains
- Producing high quality and high impact research publications
- Identifying appropriate impact factor journals for submission of manuscripts forpublication
- Preparing winning project proposals
- Addressing local needs and realities through research in sync with Scientific SocialResponsibility (SSR)
- Integrating research and innovation in order to foster the entrepreneurial spirit among teachers and learners

contd....

- Reinforcing academic integrity and professional ethics
- Fore grounding innovation and start up ecosystem to train graduates to be jobproviders rather than job seekers
- Tapping CSR and philanthropy funding
- Adopting thrifty measures in resource mobilization and its optimal utilization
- Understanding and training of the e- governance models
- Using information and communication technologies (ICTs) in day-to-day administration
- Utilizing and enhancing teaching-learning resources with a view to make the library aninformation hub and knowledge house for the HEI
- Forging national and international research collaborations and industry linkages
- Fostering decentralization of administration with appropriate checks and balances
- Documenting best practices in teaching-learning, research and administration
- Creating quality benchmarks for the emergence of multiple levels of academicleadership
- Analysing ways of aligning institutional vision with local, regional, national and globalneeds in order to achieve the proposed goals of NEP 2020 as well as SDG goals.

Intended Participants

The participants of the AADC programmes include entry level, mid-career and senior Faculty,Research Scholars, Educational Administrators, Information Professionals, Technical Personnel and Academic Leaders. Programmes are to be designed as 'level-wise ladder type' schedules for the various cadres of faculty members and administrators with specially structured programmes for Research scholar's

Financial Model

The AIU will provide a seed grant of Rupees Two Lakhs to set up the AADC in selected institutions based on a competitive scrutiny of invited/ submitted proposals. The fee component presented by interested institutions should include the honorarium for resourcepersons, handouts and course material as well as the cost involved for providing boarding forthe participants. The venue for hosting the training programmes as well as the subsidized accommodation provided to the participants has to be borne by the host university.

Operational Guidelines

Every university/ HEI that wants to start an AADC will enter into an agreement with the AIU.

Every AADC will have an Advisory Committee headed by the Vice Chancellor as the Convener and will include a nominee from AIU, two members of the IQAC, two senior academics and two senior administrators as well as two external experts as Members. The Coordinator of the Centre to be nominated by the Vice Chancellor, will be the Secretary of the Committee.

An Annual Calendar of Programmes will be created and circulated widely among the AIU members and displayed on the institutional website.

- Every AADC will nominate teaching, non-teaching and technical staff from among its human resources.
- The Coordinator of the AADC will be a faculty member at the level of AssociateProfessor and above. The coordinator will be paid a modest monthly honorarium.
- Every AADC will also have earmarked space and infrastructure within the HEI.
- Every AADC will prepare and disseminate the reports of programmes conducted in thededicated link on the institutional website.

Association of Indian Universities

AIU Academic and Administrative Development Centres (AADC)

Structure for the Training Programs

1. **Proposed programs:**

   (Not exhaustive, the university may add more programs upon the requirement)

   (i) Use of technology in-

   a) Teaching learning/Pedagogy
   b) Research Collaboration
   c) Assessment & Evaluation
   d) University Governance & management

   (ii) Development of learning material and e-content

   (iii) Enhancing student engagement using technology

   (iv) Use of technology in-

   a) University Administration
   b) Examinations
   c) Finance

2. **Duration of the Programme-** 8-10 days
3. **Frequency of Programme-** 10 per annum
4. **Resource Persons (Details and Contact No.)-**Please engage the quality resource persons.In case the need is felt, AIU can suggest experts.
5. **Mode of delivery- (Any of the following)**

   a) Face to face
   b) Online
   c) Blended

6. **Target Audience (No.) –** Faculty/Administrators in university and colleges
7. **Group Size-** 25-30 approximately
8. **Branding/Promotion of Programs through following social media channels would be appreciated-**

   a) Twitter
   b) Instagram
   c) Linked In
   d) Facebook

9. **TA/DA-**To be borne by their respective Institute sending the trainees**.**
10. **Infrastructure Availability shall be ensured in terms of:**

    a) Classroom (Smart/Conventional)
    b) Teaching Learning aid & equipment

11. **Reasonable Course Fees may be levied**
12. **Possibility of non-commercial collaboration may be explored with Industry/ EdTech Companies.**

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.***

N.B.: AIU is not a Funding Organization. All these events are AIU activities for which Collaboration from member Universities/Institutions are solicited. Primarily, the events will be conducted under the banner of AIU. The details of terms and conditions will be communicated on selection of the Proposal.

Proposal must be sent to AIU with the Approval /Endorsement of Vice Chancellor/ Head of the Institution.

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