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## A Re-look at Dr B R Ambedkar's Thoughts on Linguistic States

R T Bedre\*

Initial years after attaining freedom in 1947, India faced many challenges. Poverty, illiteracy, food shortage, constitution making, institutionalization of democracy and many more issues were there. The major problems free India had to combat with were the bloody Partition of the colonial India, the accession of the Princely states and their political consolidation into Indian states. The reorganization of states is an old issue which can be traced back to the Congress Convention of 1920 held at Nagpur. It was off and then in vogue, the momentum of the freedom movement and the trauma of the partition set it aside for a while. It came to the forefront as soon as the migration of population due to the partition ceased. The incessant demands for reorganization of the states made the Constituent Assembly (not the parliament then) take some steps in this regard.

The first serious action in this direction was the appointment of the Linguistic Provinces Commission (LPC) in 1948 known as the Justice SK Dhar Commission with Dr Panna Lal, Shri Jagat Narayan Pal and Shri R C Banerjee as its members with the purpose of 'inquiring into and reporting on the desirability or otherwise of the creation of the proposed provinces of Andhra, Karnataka, Kerala and Maharashtra, and fixing their boundaries and assessing the financial, economic, administrative and other consequences in those provinces and in the adjoining territories of India' (LPC Report, 1948). The Commission did not make any concrete recommendation except citing some facts and statistics; moreover it laid more emphasis on the administrative ease and financial viability and national unity.

Not happy with the report of LPC, the Congress party formed a committee to look into this issue with Jawaharlal Nehru, Vallabhbhai Patel and Pattabhi Sitaramayya (with no one as chairman) known as the JVP Committee. The Committee submitted its report in April 1949 wherein it rejected language as the base for reorganization of the states. However, it mentioned that it would not oppose any popular demand in this regard, and it can be re-examined in the light of the public demand.

The 56 day long fast leading to the death of a congress activist and freedom fighter, Potti Sriramulu resulted into the violent agitation for the creation of a separate state for the Telugu speakers. It compelled the PM Nehru to create the first linguistic state of Andhra on 1<sup>st</sup> Oct 1953. This success of the violent agitation became a milestone and led to the multiple demands for the states on the basis of languages. To address and examine these demands, PM Nehru appointed a State Reorganization Commission on Dec 22, 1953 with Justice Mohd Fazal Ali as chairman and K M Pannikar and H N Kunzu as the members with the purpose 'to

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examine objectively and dispassionately the question of the organization of the States of the Indian Union so that the welfare, the people of each constituent unit as well as the nation as a whole is promoted' (Introduction to the Report of SRC, 1955).

The Resolution of the Ministry of Home Affairs issued on Dec 29, 1953 specifies the guidelines and expectations of the Commission in the following words.

The language and culture of an area have an undoubted importance as they represent a pattern of living which is common in that area. In considering a reorganization of State, however, there are other important factors which have also to be borne in mind. The first essential consideration is the preservation and strengthening of the unity and security of India. Financial, economic and administrative considerations are almost equally important, not only from the point of view of each State, but for the whole nation. India has embarked upon a great ordered plan for her economic, cultural and moral progress. Changes which interfere with the successful prosecution of such a national plan would be harmful to the national interest.

The Commission will investigate the conditions of the problem, the historical background, the existing situation and the bearing of all important and relevant factors thereon. They will be free to consider any proposal relating to such reorganization. The Government expects that Commission would, in the first instance, not in the details, but make recommendations in regard to the broad principles, which should govern the solution of this problem, and, if they so choose, the broad lines on which particular States should be reorganized and submit interim reports for the consideration of the Government (SRC Report, p. 264-65).

After various meetings, visits and questionnaires made in the period of 17 months the Commission submitted its report in April 1955. It put on the record:

In the interest of the national unity, it is necessary that the administration and political structure of the country should be based on the primacy of nation. The administrative setup in strategic areas should be determined primarily by considerations of national security. When border areas are not under the direct control of the Centre, it would be safer to have relatively large and resourceful states. That it is neither possible nor desirable to reorganize

States on the basis of a single test of either language or culture, a balanced approach, which takes all relevant factors into account, is necessary (SRC Report, 1955, p. 254).

In its 268 page long report, the SRC had, as was expected of it, taken all the aspects (administrative, financial, geographical contiguity) of the reorganization of the States in the country, though it says that it is neither possible nor desirable to reorganize States on the basis of a single test of either language or culture, the most of the re-organization of the states seem to have taken place on the linguistic lines. It proposed 16 states and 3 union territories. Later the Govt. of India, using the political wisdom to some extent, and not accepting the report of the SRC in toto, passed the State Reorganization Act in 1956 (implemented from 1<sup>st</sup> Nov 1956) to which the SRC Report provided the vital inputs. The SRA recommended creation of 14 states and 6 union territories.

As Dr B R could not attend the debates that took place in the parliament due to his illness, he thought he cannot afford 'to sleep over in silence', therefore, he chose to express his studied views in writing, hence is his Thoughts on Linguistic States (Preface, Thoughts on Linguistic States, 1955). Unfortunately, Dr BR Ambedkar breathed his last after a month on 6<sup>th</sup> Dec, 1956.

The objectives of this article are to see how Dr B R Ambedkar's views were relevant in those days and even today; to see what fears of Dr Ambedkar regarding the linguistic states did and did not come true; what recommendations/ proposals he made for reorganization of states are still relevant and appear to be off as they were not executed.

It was quite surprising to note that the PM Nehru had appointed this commission to address the growing demands for the new states on the linguistic base, the commission, as quoted above, refutes languages as the single base for this purpose and it emphasizes other factors, again as quoted above, more than the linguistic base. Another interesting fact that it proposes the reorganization of the states like Kerala, Karnataka, and Madras states considering the language of the speakers, on the other hand, the same commission proposes the Bombay State as a mixed state for Marathi and Gujarathi speakers, without forgetting to remove the Kannada speaking blocks in Dharwar, Belgaum, Bijapur from the Bombay state and to give to the new proposed state of Karnataka.

Dr Ambedkar's Thoughts on Linguistic States covers following major issues.

### **Pros and Cons of Creating States on the Language as a Basis**

Dr Ambedkar advocates the 'one state, one language' feature as the universal one. He cites the examples of Germany, Italy, France, England and USA of integration of states on language basis and examples of Austrian and Turkish empires and in India, the states of Madras and Bombay as the examples of disintegration for having not one language. He considers language as a unifying force 'that binds together who have it so strongly that it overrides all differences arising out of economic conflicts or social gradations' and the language works as 'solvent to racial and cultural conflicts'. 'We therefore want linguistic states for two reasons; one to make easy the way to democracy and second, to remove the racial and cultural tensions'.

Dr Ambedkar also counts the dangers of linguistic states. He fears that:

The road between an independent nationality and an independent state is very narrow. A linguistic state with its regional language as its official language may easily develop into an independent nationality....

It will be a collection of different nationalities engaged in rivalries and wars against one another. This will be a death knell to the idea of united India. With regional languages as official languages, the ideal to make India one united country and to make India first will vanish (8).

Despite this danger of developing independent nationality among the linguistic states, Dr Ambedkar advocates the states on linguistic base. He writes:

This danger is of course inherent in the creation of linguistic states. There is equal danger in not having linguistic states. The former danger a wise and firm statesman can avert. But the dangers of a mixed state are greater and beyond the control of a statesman however eminent (8)

As a solution to avert this danger, Dr Ambedkar proposes to provide in the Constitution that the regional language shall not be the official language of the state. The official language of the state shall be Hindi and until India becomes fit for this purpose, English.

### **Disparity in the Size of the Proposed States**

The first and foremost issue that troubled Dr B R Ambedkar was the disparity in the size of the states proposed by the SRC. He was worried to see that the SRC has proposed the states in the north which were having demonic size (Uttar Pradesh, Madhya Pradesh and Bihar) as compared to the states in the south. The states on the linguistic base in the south were small in size. Therefore, Dr Ambedkar calls it as 'consolidation of the north and balkanization of the south'. He uses the population data to validate his objection. The population of proposed UP was 6.32 crore which was more than MP and Bihar put together in the north itself and more than the population of Madras, Hyderabad and Andhra in the south put together. Even the population of UP and Bihar put together was more than the southern states like Madras, Hyderabad, Andhra, Karnataka and Kerala put together.

Dr Ambedkar criticized the Commission's thought that the size of a state a matter of no consequence and that the equality in the size of the states constituting a federation is a matter of no moment. To support his view, Dr Ambedkar quotes Mr. Pannikar that the present structure of the government led to the dominance of Uttar Pradesh in all India matters. The SRC also had stated:

It is also undeniable that there is a natural tendency for the representatives of a state to form or to be brought together into such a power political block. The real issue, therefore, is whether it is desirable to place a unit in a position to exercise an unduly large measure of political influence. (SRC, 1955, p.245)

Dr Ambedkar thinks that the commission has created not only a mere disparity between the states by leaving UP and Bihar as they are, by adding to them a new and a bigger Madhya Pradesh with Rajasthan, it creates a new problem of north versus south. To underline the difference between the northern and southern states, he cites the prolonged discussion on the issue of the national language where in second voting Hindi won its place by one vote. He fears that these differences may grow if the north remains consolidated and the south becomes disintegrated and if the north continues to exercise a disproportionate influence on the politics of India.

### **Need for the Division of the Demonic States Like UP, MP, Bihar**

Dr Ambedkar reiterates what the SRC puts on record in its Note on Uttar Pradesh as:

Not only the southern states but also in the Punjab, Bengal and elsewhere the view was generally expressed before the commission that the present structure of government lead to the dominance of Uttar Pradesh in all India matters... the only remedy open to us is to reconstitute the overgrown state, in such manner as to lessen the difference, in short to partition the state (SRC, 1955, p.245).

As a solution to balance the power equation between the southern states and the northern states, Dr Ambedkar proposes to divide the three states of Uttar Pradesh, Bihar and Madhya Pradesh into smaller units as enlarging the southern states was not possible and even the basis of two crore population will create mixed states in the south. Dr Ambedkar seems to be applying the formula of one state, one language instead of one language, one state. He meant that people speaking one language may be grouped under many states provided each state has under its jurisdiction people who are speaking one language. On the same line, he proposed the division of the bigger three states in the north keeping population of approximately two crore for effective administration.

#### **Division of Uttar Pradesh**

Dr Ambedkar proposed Uttar Pradesh of having 6.32 crore population to be divided into three parts with two crore population in each state to administer effectively.

- a. A state having Meerut its capital,
- b. A state having Cawnpore as its capital
- c. A state having Allahabad as its capital

#### **Division of Bihar**

Dr Ambedkar proposed Bihar to be divided into two parts with one and half crore populations to administer.

- a. North Bihar with Patna as its capital
- b. South Bihar with Ranchi as its capital

#### **Division of Madhya Pradesh**

Dr Ambedkar suggests the state of Madhya Pradesh (to the size of which even PM Nehru was surprised) to be divided into two parts:

- a. Northern Madhya Pradesh  
With the whole of Vindhya Pradesh and the whole state of Bhopal
- b. Southern Madhya Pradesh  
With the whole state of Indore and 14 districts of Mahakoshal

#### **Future of the Bombay as the Mixed State**

Dr B R Ambedkar was quite surprised at the SRC's decision of keeping the state of Bombay as the mixed state for the Marathi and the Gujarathi speakers. He calls it as 'a senseless proposal of a thoughtless or absent minded person'. According to him, the root cause of enmity between the Gujarathi and the Marathi speakers is their being put in juxtaposition and their forced participation in one government. He expressed possibility of engaging them into civil war. He cites the example of the state of Bombay and the state of Madras as the failure of democracy in a mixed state. He questions: Should Bombay remain a mixed state? The city of Calcutta is not a separate city state, Madras is not a separate city state, why Bombay alone be made the exception?

In addition to that, Dr Ambedkar proves how there have been unequal distribution of power between Marathi and Gujarathi speakers in the mixed state of Bombay. He states that there were 149 Marathi members in the Bombay assembly against 106 Gujarathi members, yet the number of Gujarathi ministers is equal to that of Marathi ministers. In the mixed state of Bombay, there were 202 subjects with the Gujarathi ministers against 88 subjects with the Marathi members. Though the number of Marathi deputy ministers (5) is more than the Gujarathi ministers (2) but the allocation of subjects among them is quit unequal 27 with the former and 44 with the latter.

#### **Claims of the Maharashtra on Bombay**

After abolishing the standing of the state of Bombay, a bilingual state, and advocating two separate states for Marathi speakers and Gujarathi speakers as Maharashtra and Gujarat, Dr B R Ambedkar turns to the very contentious issue of status of Bombay. The Gujarat leaders had presented two alternatives: one not to break up the existing bilingual state of Bombay and the second, Bombay to be made a separate state. The Gujarathi speakers were in favor of keeping it a separate state to retain their control and hold the trade and industry of the city. The congress working committee was in favor of making the city of Bombay as a separate state. The Maharashtrians wanted Bombay to be part of Maharashtra.

Dr Ambedkar strongly advocates the Maharashtrians' claim on the city of Bombay. First, he refutes all the arguments made in favor of making Bombay as a separate state in the following way.

It was said that Bombay is a city of composite nature, he argues:

Bombay is a port, and it is a part on the western coast. The route from Europe to Bombay is much shorter than the route from Europe to Calcutta or Europe to Madras. That is why large numbers of poor people from other parts of India leave their homes and come to Bombay as temporary residents. It is easier to find a job in Bombay than elsewhere.

Bombay is not the only composite city in India. Calcutta and Madras are also composite cities. If Calcutta can be part of Western Bengal and Madras can be part of Madras state what objection can be there be to Bombay being made part of Maharashtra?(19)

The second argument by the Gujarathi was made that Marathi population of Bombay city is less than 50 per cent. To this, Dr Ambedkar writes:

It has to be valued against two factors. One is that geographically no one can deny that Bombay is part of Maharashtra even if the Maharashtrians are in a minority in the city.

The second point to be taken into consideration in valuing the population factor is the continued influx of population from the rest of India, none of them regards Bombay as their home; they should not therefore be counted as permanent residents of Bombay city. After two hundred years, the bedrock of its population remains Maharashtrians in its composition.

Yet this influx has not reduced the Maharashtrians population in the city below 48 per cent. Their (Gujarathi) in the Bombay state is only ten per cent. How can ten per cent protect their claims against 90 per cent?

Another argument was made by the Gujarathi that Bombay has been built by the capital belonging to non- Maharashtrians. Dr Ambedkar makes a counter question:

Has Madras been built up by the capital of Madrasees? Has Calcutta been built by the capital or Bengalees? Without the capital of Europeans, Madras and Calcutta would have been villages. Then why urge this point against the Maharashtrians when they claim Bombay to themselves?

In support of the Maharashtrians' claim, Dr Ambedkar says:

Maharashtrians have at least contributed labor

without which Bombay could not have been what it is. It must always be remembered that the life lines of Bombay lie in Maharashtra. The sources of its electricity lie in Maharashtra, sources of its water supply lie in Maharashtra. The sources of its labour lie in Maharashtra. Maharashtra can at any time make the city of Bombay 'Mohenjodaro, a city of dead.

While the case of Maharashtra is as strong as steel there are some points on the other side which they must not fail to consider their anger (19-20).

After refuting all the arguments made in favor of making the city of Bombay as a separate state as decided by the Congress Working Committee, Dr Ambedkar also raises some questions while retaining Bombay with Maharashtra:

Do they want prosperous Bombay or do they want decadent Bombay? Can Bombay be prosperous under Maharashtra? Can Maharashtra provide the capital necessary for the growing trade and industry of the city? What would be the effect on the standard of living of Maharashtrians living in Bombay if the city's prosperity declines either by flight of capital or removal of business houses? What employment can they get in a declining city? (20)

After refuting the claims of making the state of Bombay city and raising some fundamental questions regarding its stay as a prosperous city, Dr B R Ambedkar proposes to make a State of Bombay with the new name Maharashtra City State.

### **Maharashtra City State (Bombay)**

Dr Ambedkar thinks that there is a way to retain the capital investment of the non- Maharashtrians in Bombay and to retain the claim of the Maharashtrians on Bombay is to create a new state with the name which will carry the name of Maharashtra as Maharashtra City State. He hopes that with this new name, Maharashtrians will have no objection. To him, 'This is one proposal which I make to ease the tension between Maharashtrians and the Gujarathis'. Regarding the surplus income of property tax in Bombay, he says that the Gujarat and Maharashtra will have no claim but in case of electricity tax, both will have their due share because electricity is produced outside Bombay. "The proper thing to do is to apply the principle of segregation of the sources and division of the yield well known to all students of state finance" (21-22).

## **Division of Maharashtra**

After proposing the new state as Maharashtra City State (city of Bombay), Dr Ambedkar begins to justify division of the rest of Maharashtra into three parts.

1. Western Maharashtra (Coastal Maharashtra (except Bombay), Pune, Satara Kolhapur, Belgaum and Karwar)
2. Central Maharashtra (khandesh, Nasik, Ahmadnagar, solapur and entire Marathwada)
3. Eastern Maharashtra ( Vidarbha and Rajgir taluk from Adilabad)

To justify his proposal, Dr Ambedkar cites three reasons.

### ***Historical Reason***

Dr Ambedkar says, "From very ancient times Maharashtra has been divided into three states.... The Pali literature speaks of Trai Maharashtra or three Maharashtra". (22) Further he says that there is hardly any affinity and affiliation among the Marathas of Nasik, Aurangabad and Ratanagiri.

### ***Distribution of Population, Area and Revenue***

Total population of Marathi speakers 33113490 could equally be distributed in these three parts (12677316, 12409044 and 8027130 respectively). The same is true in case of distribution of area 124514 Sq. miles into 30028, 55482 and 39004 sq miles respectively. The total revenue of Rs. 572911548 will be distributed as 262420441, 216380095 and 94111012 respectively.

### ***Administrative Point of View***

Dr Ambedkar firmly believed that a single government cannot administer such a huge state as united Maharashtra. He provides data that the total population of the Marathi speakers area is 3,30, 83, 490. The total area occupied by the Marathi speakers is 174514 sq miles. It is a vast area and it is impossible to have efficient administration by a single state. He says that Eastern Maharashtra (vidarbha area) is already a separate state. It should be allowed to remain separate. It has got a well-established administration system, a well-established revenue system and well established judicial system.

### ***Economic, Educational and Industrial Inequality***

Further, in his support of his proposal, Dr Ambedkar underlines inequality among these three

proposed parts of Maharashtra. Western Maharashtra and Eastern Maharashtra were part of the British administration, therefore, it well developed industrially and educationally, on the other hand, Marathwada remained neglected under the Nizam rule, consequently, is backward as compared to Western Maharashtra and Eastern Maharashtra. Dr Ambedkar questions the guarantee whether the leaders from Western and Eastern Maharashtra will take interest in the industrial development of the central Maharashtra.

Marathwada did not have any irrigation facility, no schools at taluka places and no place in Nizam's public service. Youths from Marathwada cannot pass the examination from Poona University. He fears, "The creation of United Maharashtra will be followed by the onrush of Poona and Nagpur Brahmins in Marathwada to pick up the jobs" (25).

### ***Development of Political Leadership***

Here Dr Ambedkar raises very pertinent question. He says:

Marathas are lacking in political talent. There is no man like Tilak, Gokhale or Ranade. It is therefore essential to train up Maharashtrians in political life. If there is only one Maharashtra, only one Maratha can be trained as chief minister and five or six as ministers. On the other hand if there are three Maharashtra states, three Marathas can find training as chief ministers and thirty Marathas can get training as Ministers. The only way of educating the Marathas is to give them more fields for developing their abilities and exercising their abilities. Only the creation of three Maharashtra (states) can do this(25)

### ***Re-claiming the Lost Territories of Maharashtra***

Dr Ambedkar was not happy with the areas given to the State of Bombay by the SRC plan. He strongly demands the abolition of the idea of the bilingual Bombay state and wants two separate states Gujarat and Maharashtra. Then he claims some of the areas/blocks given to Kannada speaking Karnataka and Telugu speaking Hyderabad. He wanted that following areas be given to Maharashtra.

1. Belgaum taluka with the city of Belgaum
2. Khanapur taluka
3. Chikori taluka including Nipani
4. Supa taluka
5. Karwar taluka

6. Nilanga, Ahmadpur and Udgir taluka in Bidar
7. Rajgir taluka in Adilabad

In other words, it is not necessary that all the people speaking the same language be put in one state; on the contrary, various states can be created for the people speaking the same language. If it were not so, why three states namely UP, Bihar and Madhya Pradesh were created for the entire Hindi speakers, why not only one state? It implies the possibility of making further small states for the Hindi speakers.

Finally, Dr Ambedkar summarizes his views on linguistic states:

1. Idea of mixed state needs to be abandoned
2. Every state must have one language only.
3. The formula one state, one language must not be confused with one language, one state.
4. Peoples speaking one language may be cut up into many states as is done in other parts of the world.
5. The size of the states for speaking one language should depend upon first on requirements of efficient administration, secondly, needs of the different areas, thirdly, sentiments of the different area and fourthly, on proportion between majority and minority.
6. Smaller states provide protection to minorities to prevent the tyranny of the majority.
7. For the protection of minority, an amendment in the constitution for the system of plural member constituencies with cumulative voting be brought.

### **Need for Second Seat of Government for the Union of India**

Lastly, Dr Ambedkar establishes need of the second capital for the government of India on various grounds. He cites examples that the Mughal rulers and the British had two capitals of their states on the environment ground. He justifies his demand for second capital for following three reasons:

1. **People Centric Popular Government**  
He values the convenience of the people as an important factor. Delhi, being far away from the south, is inconvenient for them, for distance and climatic reason. He says that Delhi is very cold for the southern people. The north Indians do not complain it because it is closer to their home.
2. **Feeling of the People**

Dr Ambedkar observes that the feeling of the southern people is that the Capital of their country is far away from them and that they are being ruled by the people of Northern India.

### **3. Security Issue**

Dr Ambedkar rightly asserts that Delhi has been a very vulnerable place; it is within the bombing distance of the neighboring countries.

Then Dr Ambedkar disqualifies the cities of Bombay and Calcutta on the ground of their geographical location, in terms of distance and security. His search zeroes on Hyderabad, Secunderabad Bolorum. According to him, these cities meet all the eligibilities of being second capital, as they are equidistant from almost all states, its climate is acceptable to all, and it has all the amenities that Delhi has. The foremost reason for Dr Ambedkar is that it would give satisfaction to the south Indian people that their government is sometimes with them.

### **Relevance of Dr Ambedkar's Thoughts on Linguistic States Today**

Doubtless to admit, Dr Ambedkar had an ability to foresee the challenges in the future. His observations are still relevant today. It is to be seen first what recommendations/proposals of his were and were not accepted in State Reorganization Act 1956, how the things took place that some of his observations had to be given in after his death. It is again to be seen that some of his fears regarding the power imbalance, development imbalance and feelings of resentment were not baseless.

### ***Power Blocks of the Hindi Speaking Belt***

Dr Ambedkar had rightly expressed the fear that the consolidation of the north and balkanization of the south would lead to power imbalance and the big size states in the north will always have upper hand in the national politics. His proposals of dividing, MP and Bihar were the only solution to avert this danger.

### ***Consequences of Retaining the Sizes of the Big States***

Dr Ambedkar's fear that needs of certain areas will not be addressed in the bigger states came true. He had foreseen that only some belts in the bigger states will get the maximum benefits of power, and others will remain neglected. It came true in case of Marathwada and Vidarbha in Maharashtra, western and eastern Uttar Pradesh, Bundelkhand and southern MP, Southern

Bihar, northern Karnataka, western Rajasthan and so on. These areas have remained backward in terms of industrialization and education, causing economic disparity among the various parts in the same states.

The retaining the big sizes of these states have posed issues of administration and law and order. The people in power are not sensitive and concerned with the issues of remote regions in the same state.

### ***Consequences of Not Dividing the Maharashtra State***

Dr Ambedkar had expressed his doubts whether the leaders from the Western Maharashtra and Eastern Maharashtra will look after the interest of the Central Maharashtra (Marathawada). Unfortunately, his doubts came true. The political leadership from the present western Maharashtra neglected the industrial development of the Marathawada, as the result of that the region remained backward in terms of every parameters of development. The Eastern Maharashtra which was proposed to be a separate state of Vidarbha proved prey to the political treaties. Dr Ambedkar had rightly described the futility of these treaties, "Treaties are like scraps of paper. They cannot be enforced. Instead of political treaties which nobody can enforce, is it not better to have power in one's own hands?"(26) The Nagpur Pact remained on paper only, and Nagpur lost its glory and political status of the capital.

It is said about the Konkan that it feeds itself on the pensions sent from Mumbai. It underlines the want of development leading to employment generation. The coastal districts of Maharashtra could not be fully utilized. The districts like Southern Raigad, Ratanagiri, and Sindhudurg more backward than Marathawada region. The development is concentrated in the triangle of Mumbai, Pune and Nashik. Here the observations of Dr Ambedkar assert their present relevance. His proposal for dividing Maharashtra still stands valid in the interest of the people of the state.

### ***Consequences of Having Delhi as the only Seat of Government***

Dr Ambedkar was very right in proposing the concept of having second capital for India in the southern part of country which was not implemented. Even today south has the sense of being ruled by the north as Delhi is far away from them. The second capital could have weakened this feeling and brought them emotionally close to the north. The division of India as the North and South exists not only in geographical terms but in the political terms also.

### ***Consequences of Not Bringing the System of Plural Member Constituencies***

To ensure the protection of the interests of the minorities, Dr Ambedkar, the architect of the Constitution himself, proposed that the system of plural member constituencies (two or three members from every constituency) with cumulative voting be introduced. As the consequence of not implementing this recommendation, not only the minorities (in terms of religion and language) but also the weaker social groups (caste and racial groups) suffer the political ostracism and remain deprived of the opportunities of development.

### ***Bifurcation of the Bombay State into Gujarat and Maharashtra***

This is the recommendation Dr Ambedkar strongly made and was implemented. He had described the futility of the mixed state of Bombay had envisioned the feelings of enmity between the Gujarathi and Marathi speakers. It proved very beneficial in the interest of both.

### ***Claims of Maharashtra on Bombay***

Dr Ambedkar's arguments in favor of Maharashtra's claims on Bombay were not considered in SRA 1956, but had to be accepted in 1960 after the violent agitations. This bloodshed could have been averted, had his recommendation been considered in SRA 1956.

### ***Persistent Demands from the Aspirant States***

Dr Ambedkar had suggested that People speaking one language may be cut up into many states considering sentiments and needs of the different areas, in addition to requirements of the efficient administration. Had this been followed, there would have been many more states on the basis of the geographical, historical, and cultural affinity. This was sacrificed for the sake of political convenience, and even today there are resenting sentiments of the people in various states, often subdued with political management. Demands for Bodoland, Gorkhaland, Bundelkhand, Vidarbha, Gondawana are some of these examples even after creating 15 states since 1956. (See the Map 6).

### ***Conclusion***

After going through the history of the steps taken in the direction of forming states in the free India and Dr Ambedkar's studied commentary on the SRC report and his proposals/ recommendations for the creations of linguistic states, one comes to acknowledge that the

Government of India made some states in the last 65 years exactly on his line of thinking and still needs to follow his recommendations for the formation of states in future. In the last 65 years, much has happened, yet his fears regarding big states seem to be coming true. While creating new states, care must be taken that no state has population more than representing 20 LS MPs to avoid power blocks. Dividing the existing unilingual states, the historicity, culture, and geographical contiguity need to be considered along with administrative ease.

The map of aspirant states in India reiterates/echoes what Dr Ambedkar had proposed or would have proposed, had he been alive to see the things in later times.

Considering the geographical contiguity and need of effective requirement, the present writer proposes the following divisions of the existing states hypothetically in the absence of the data to validate his plan.

- |                |   |
|----------------|---|
| Rajasthan:     | 1. Present Rajasthan with Jaipur as its capital<br>2. Western Rajasthan with Jodhpur as its capital   |
| Madhya Pradesh | 1. Western Madhya Pradesh with Indore as its capital<br>2. Bundelkhand with Jhansi as its capital<br>3. Remaining part with Bhopal as its capital                         |
| Uttar Pradesh  | Divisions proposed by Dr Ambedkar were quite appropriate even after separating present Uttarakhand<br><br>Bunedlkhand area needs to be given to the proposed Bundelkhand. |
| Bihar          | Divisions given in the map of aspirant states are rightly justifiable even after separating the present Jharkhand   |
| Andhra Pradesh | 1. Present one with Amravati as its capital<br>2. Rayalseema with Cudappah as its capital   |
| Tamil Nadu     | 1. North Tamil Nadu with Chennai as its capital   |

- |             |   |
|-------------|---|
| Karntaka    | 2. South Tamil Nadu with Madurai as its capital<br>1. South Karnataka with Bangluru as its capital<br>2. North Karnataka with Bellari as its capital (old Vijayanagara)   |
| West Bengal | 1. Southern Bengal with Kolkatta as its capital<br>2. Northern Bengal with Darjiling as its capital   |
| Gujarat     | 1. Saurashtra with Rajkot as its capital<br>2. Remaining part with Gandhinagar as its capital   |
| Odisha      | 1. Costal Odisha with Bhubneshwar as its capital<br>2. Western Odisha with Sambalpur as its capital   |
| Chattisgarh | 1. Southern Chattisgarh with Bijapur as its capital<br>2. Remaining Chattisgarh with Raipur as its capital  |
| Maharashtra | 1. Konkan (coastal Maharashtra) with Mumbai as its capital<br>2. Western Maharashtra (including Nashik) with Pune as its capital<br>3. Central Maharashtra (Khandesh and Marathwada) with Aurangabad as its capital<br>4. Vidarbha with Nagpur as its capital |

This proposed creation of these states will not only bring administrative ease but also will address the politico-economical balance to quench the resentfulness among these regions.

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# A Square Peg in a Round Hole: Should Indian Business Schools Follow ABDC's Ranking for Incentivizing Research Publications?

Madasu Bhaskara Rao\*

Universities and business schools wish to establish themselves as pioneering research institutions expanding realms of knowledge in the areas of their interest. In order to encourage research to achieve this goal, many higher educational institutions (HEIs) and business schools have devised research publication incentive programs (RPIP) for the faculty members with an objective of fostering research culture and innovation. Such institutions have research promotion and incentive committee (RPIC) that devise policies for promoting incentives for publication in reputed journals. Among the business schools, both public and private, the classification of journals by Australian Business Deans Council (ABDC) has gained acceptance over years for granting publication incentives.

Indian economy is poised to grow at a faster pace than the world economy braving the COVID-19. To sustain this momentum the universities and business schools have to own the responsibility for India centric research in areas concerning economy, markets, human resources, business operations and digitalization of business. Such an approach would provide impetus to the ambitious plan of achieving USD 5 trillion Indian GDP. The business education leaders would then be playing their role aligned to country's goals of economic growth, employment and business needs. This warrants a new and innovative approach to driving business research and publications than being guided by the ABDC ranking of journals.

## Australian Business Deans Council

Australian Business Deans Council (ABDC) ranks close to 2,700 journals into A\*, A, B and C categories, with A\* considered to be the gold standard for journal publications. ABDC upgrades, downgrades and removes journals from its coveted list from time to time after thorough scrutiny. Its mission is to make Australia's business schools better. ABDC fosters

the national and global impact of Australian business education and research. ABDC serves being the collective and collegial voice of its member university business schools. ABDC represents 39 university business faculties and schools, which graduate one-third of all university students and more than half the international university students in Australia.

In 2007 the ABDC determined to establish a Journal Quality List for the use of its members. The Council recognized that there were benefits from establishing a journal list as there were shortcomings in the available international lists. Business Schools outside Australia and New Zealand have also been using the journal list published by ABDC extensively. ABDC since its first list of journals made public in 2009 has consistently created a credible list of journals. However, its focus continues to be to make Australian business schools better.

## Business Education in India

Business education in India has proliferated along with economic growth, especially during the last few decades. The contribution of business schools and faculties of management in universities in commendable in providing talented men and women for taking on leadership positions in business enterprises. India has set its sights on the vision of becoming the fastest growing economy in the world and becoming a global hub of talented business leaders. To make this vision a reality, the business schools and faculties of management have to align themselves to the country's vision and focus their teaching and research to areas that promote these goals. It is common knowledge that most Indian business schools and faculties of management follow US curriculum, pedagogy and interfacing with industry, decades after the first management school to offer management education in India, the Indian Institute of Social Welfare and Business Management, was set up in 1954. Now a time has come to focus on India centric curriculum, pedagogy and interfacing with industry that would promote Indian business and catapult India into global

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economic superpower. Hence the focus of business research and publications in India, a country that has 18% of world population but has only 6.77% of world GDP based on purchasing power parity in 2020, has to be based on Indian economic and business needs.

Currently India has more than 6,000 business schools offering Master in Business Administration (MBA) and Post Graduate Diploma in Management (PGDM). The economy's calling for talented business managers has led to a great gush in the number of business schools during the last 10 years. Most business schools claim to offer quality education program in management and noteworthy placements. It is to be noted that there are some excellent business schools in the country that produce top quality business managers that meet corporate expectations, both in India and overseas. A successful business school is a combination of top class faculty members, quality research, industry oriented curriculum, industry-academia participation in internships, well placed alumni, good infrastructure and contemporary specializations in emerging areas.

### **Business Research and Policies for Incentives**

Business schools play very important role in providing leaders for the industry and hence have direct role in being the drivers of economy. The Government of India's ambitious plan of achieving USD 5 trillion economy by 2024-25 requires huge business management talent to cater to. While achieving USD 5 trillion may seem a tall order on the back of COVID-19 disruptions in the economy, the goal can only be delayed but not dispensed with. This means the demand for managerial talent at all levels viz., junior, middle and top level would continue to rise as we move forward. It also means the faculty members who are shaping such managers should have India centric approach in their teaching, case studies, research areas and pedagogy. It is in this context that the business schools have to get their act together and align their policies and practices to achieving the objectives and goals of the country by focusing their research appropriately.

The issues that India faces in various spheres of business are far different from that of any developed country. Business teaching and research should be relevant for the emerging needs of India. Although our talent development may cater to international corporations simultaneously, it should primarily be

aimed at feeding the domestic business enterprises that spur economic growth, employability and sustainability. It is in this context that our top business schools have to reflect critically and evaluate whether it is prudent to follow the ABDC's classification of business journals to promote research and publications.

It is common knowledge that some top business schools provide lucrative incentives to their faculty members for publication of their research work in ABDC's A\* journals ranging from Rs.1 lakh to Rs.10 lakhs per publication. A country of India's size, diversity and economic development has different challenges in pursuing its growth path as opposed to other countries. In a fast changing world of business where the competition is intensifying, managers have to understand the economic bottlenecks and institutional deficiencies; learn the political, legal and regulatory risks; get insights into the emerging consumer markets and become mature, sophisticated and technologically savvy professionals. To train such managers, business school faculty members must be directed to research in relevant areas and publish their quality research output in journals that are India centric.

Therefore there is a need for the top ranking Indian business academics to get their act together and come up with a credible list of journals where the Indian faculty members and scholars can publish high quality research work that promote country centric business strategies, policies and practices.

### **The Way Forward**

One of the criticisms against ABDC ranking system is it is rather subjective where feedback is requested from the academic community in Australia and their opinions matter in classification of a journal as much as the publications by the Council members in certain journals. A case in point is Human Resource Management (US) journal with an impact factor of 5.078 is ranked A\*, while Human Resource Management Review with an impact factor of 7.444 and Human Resource Management Journal (UK) with an impact factor of 5.039 are ranked A by the ABDC journal quality list. It is Australian business academics behavior and feedback that influences the journal list whenever the list is revised. It is this factor that makes ABDC classification less relevant for Indian business educators and researchers. Hence the need for Indian business academics to devise

their own journal quality list that is relevant that meets purposes of Indian business and economic imperatives.

The top 100 business schools in India Ranking 2021 include several IIMs, IITs, private B-Schools, deemed-to-be universities and faculty of management of government universities. It is time that the business academics with sterling research track record and known for their national outlook come together and constitute Business Educators Council of India (BECI) and provide the much needed direction and impetus for business research and publications by identifying appropriate journals ranked according to our needs and goals.

The Ministry of Education, University Grants Commission and the All India Council for Technical Education (AICTE) may facilitate this process of constituting the apex body for business education with academics of impeccable research credentials and integrity and nurture this new initiative that can become a gold standard for business educators primarily in India, but can also cater to needs of other emerging economies.

The time for setting its own gold standards for business education, research and publications has arrived for India. Business academics should seize this opportunity and create a mark for India in global business education market. It is time for Indian business researchers to set the global agenda that promote Indian economy and business. It is time for India to unleash its research prowess and lead innovation to leave its footprints on global business for sustainability and prosperity.

Let the business academics prosper through incentives for their research and publications that are relevant to the national priorities in India and not that of some other country or context. Their business outlook may be global, but research priorities should be local. Let this inside-out approach in business research and publications help the country achieve its strategic goals and establish its leadership role in business education, while meeting national priorities.

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# Harmonizing Education with Pandemic Challenges: Some Suggestions

Lissy Koshi\*

The corona virus disease COVID-19 phase proved to be yet another occasion in human history that showcased empathy, humaneness and solidarity to meet the serious global challenge with utmost responsibility. The effect of the pandemic was all around along several dimensions. Closures of physical campuses of educational institutions and compelled lockdown of students to prevent the spread of virus is one among them. India, being the country with the large number of higher educational institutions, i.e approximately 50,000 and about 3.85 crore students enrolled in higher education has experienced a strong blow and is disrupted by it. It is there the need of the hour that we symphonize higher education with the covid challenges and thus strengthen public education as much as public health.

Most importantly, in this state of affairs, we need to review our rigid perception of a higher education institution as a physical space. Certain techniques in educational practices that find place largely in the texts and are seldom used, need to be implemented on a regular basis to result in remarkable outcomes. Here are certain practical suggestions for harnessing the repertoire to ensure effective pay off regarding higher education during pandemic. As a teacher for more than three decades, here is my take on moving ahead with the new normal.

## Harnessing The Repertoire

- A blend of online and offline learning may form the future of education. Digital platforms may focus on learning management systems while the “Being Humane” training, moulding, shaping and transforming can be focused in the physical space of HEIs. E-learning when paired with traditional instruction creates a learning experience which makes the classroom “blended”.
- Try supplementing the regular lessons with multiple resources. Identifying which resource works best for each topic is just the first step! Try

relating the concepts with real life experiences, anecdotes, life lessons, integrate values into lessons, excerpts from internet or from discussions on professional platforms. This adds richness to the teaching which is unparalleled to any other source of knowledge dissemination.

- Encourage students to indulge in a good classroom discussion. This is an irreplaceable part of an effective classroom. The teacher’s role here is to facilitate the discussion. For sure, the students can explore a topic in greater details this way. Teacher’s role as a facilitator in a student-centered classroom is very important.
- If the students are assigned group projects, they get involved in online collaboration for group work and discussions, thus getting accustomed to skills which are instrumental to get selected in the job market as well!
- Flipped classrooms could be the right answer to address educational needs of the present day. While virtual modes could play the major role of teaching learning process of introducing new contents; physical modes in the classroom space could supplement it with scaffolded learning with practice on the virtually learned concepts, remedial teaching, mentoring and counseling. This leaves class time open for teacher-led discussions, projects, and practical sessions. The frontline educators should be given the autonomy and flexibility to act collaboratively.
- Periodical assessment of the impact of remote teaching on learning outcomes needs to be practiced in order to evaluate and redesign further teaching learning transactions as the situation demands. In order to measure student comprehension, variety of assessment techniques like a mix up of traditional written exams, digital quizzes, assigning power point presentations on different topics, self and peer assessed assignments can be opted. Varying formative and summative assessment styles provides students with opportunities to showcase their knowledge in ways that better fit their strengths, rather than always using traditional paper-based exams.

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- Teachers can use a mobile app or an interactive game as and when it fits into the learning situation. This contributes to students' understanding and retention of information. For example, some topics can best be taught by showing a video.
- Traditional lectures supported with power point presentations are still relevant. Trying new teaching techniques just for its sake is never the answer. Doubtlessly, the content transaction integrated with richness of real life experiences and genuinely articulated ideas is unequalled.
- A classroom is a collection of learners with a great lot of individual differences. Differentiated instruction is a more specific technique of varying instruction to meet the needs of individual students. The teacher has to be resourceful enough to showcase that level of flexibility to cater to the varied needs of learners, learning styles and even learning disabilities.
- The dreadful impact of the pandemic on the poor and deprived masses is huge. However, the reopening of HEIs in a flexible approach would largely allow students to complete their studies, promote student welfare and more importantly, nurture their social and psychological wellbeing.
- The states that have achieved herd immunity must definitely go for reopening of HEIs. Such extended period of shutdown of the physical

space in HEIs brings along huge emotional trauma particularly in the vulnerable and the marginalized population.

These strategies will be helpful not only at these times of pandemic, but also for times of natural catastrophe like floods or even 'hartals' and 'bandhs' so that they do not hamper education of our students. It goes without saying that meaningful engagement with the students is phenomenal to build their resilience in such adverse times. This would make them strong enough to face the challenges of life and have a bright future.

### **Conclusion**

The following statement of the famous Scientist Charles Darwin leads us the way to sustain the education system and make it future ready: "It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is most adaptable to change". It helps us to understand that it is not the strong, rigid or intelligent that will sustain, rather it is those who can best manage the change. So, we the educationists need to best manage this situation of Pandemic exploiting the technology to impart education so that we are prepared for any such circumstance in future. And this is the recommendation of National Education Policy 2020 also.

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# Overcoming the Obstacles in the Online Examination Evaluation Module System during COVID-19: An Innovative Practice

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Amidst the unprecedented state of affairs that the world has been enduring for the last one and half years on account of COVID-19, life has come to almost a standstill. Lockdown, strict restrictions on the movement of people, public gathering for wedding or mourning, total shut down of markets, markets remaining open for limited hours, offices/organisations/factories functioning with half or less than half of its staff or preferring for work from home, closed schools and colleges, online education, etc. have become common and familiar things now. It has become ever more difficult to live a normal life for people across the world. Although we have been living in a situation of uncertainty in this testing time, our hopes and aspiration have remained unextinguished. Humankind has succeeded in sustaining itself in different spheres of life by fighting against the 'death' in the form of Covid-19 hovering around it every moment (Jones, 2020; Zhu and Liu, 2020; Swinnen and Vos, 2021; Gupta et al., 2021).

Although life has resumed, with both fear and caution, in different domains to some extent, schools and colleges have not yet been opened for the on-campus teaching-learning process. The majority of teachers, especially those involved in higher education, had to struggle to reach their students and engage their classes using wide-ranging online platforms and methods during this period (Lockee, 2021; Greenhow and Lewin, 2021). Both synchronous and asynchronous modes were adopted to cope with this unprecedented situation ensued in the educational field wherein neither the teachers and students were trained for and accustomed to the use of ICT or online resources nor the institution was in a position to provide required infrastructural facilities to carry out these activities efficiently and effectively. These teachers in HE have taken care that the problems like unavailability of ICT tools,

lack of training to use online resources, poor internet connectivity, etc. do not become an anomaly in the teaching-learning process (Tarkar, 2020; Octaberlina and Muslimin, 2020; Slade et al., 2021; Linden and Gonzalez, 2021).

Nevertheless, evaluating the outcomes of this online teaching-learning process was a big challenge. Although there were certain loopholes, many of the universities in India, including Savitribai Phule Pune University (SPPU), preferred conducting MCQ type examinations online. Circumstantially, our college-Sangamner Nagarpalika Arts, D.J. Malpani Commerce and B.N. Sarda Science College, Maharashtra-was conferred with the autonomous status during the academic year (AY) 2020-21 by the UGC, New Delhi. This proved to be an advantageous facet to the college as it provided its Examination Section with an opportunity to devise its own 'Online Examination Module' for the first-year classes at both UG and PG levels under autonomy. The present paper attempts to explain what this module is. It further elaborates how it is devised and how it is used to conduct an online examination. Lastly, it discusses the usefulness and relevance of this 'Online Examination Module' by sharing the experience.

## Online Examination Module

At the beginning of the AY 2020-21, the teachers of Sangamner Nagarpalika Arts, D.J. Malpani Commerce and B.N. Sarda Science College, Sangamner, Maharashtra (popularly known as 'Sangamner College') were trained online using the Zoom platform for the efficient and effective use of ICT tools and online modes/platforms for teaching through a one-week Training Programme organized by the Internal Quality Assurance Cell (IQAC) of the college. During this training programme, the teachers were introduced to the use of Google Meet and Zoom meetings for synchronous/live teaching. The institution made the subscribed versions of both these platforms available to its teachers so that the

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time limit and other restrictions in the use of free versions could be overcome. Further, they were trained to use web services like Google Classroom to simplify creating, distributing, and grading assignments and to streamline the process of sharing files between teachers and students. They were also introduced to Canvas by its structure, a web-based learning management system (LMS). It is for online learning and teaching and it allows teachers to post grades, information, and assignments online. Both these platforms were effectively used by the teachers of the college during the first half of the academic year. However, the college introduced the common platform i.e. Moodle, LMS instance being provided by SPPU to its affiliated colleges. Thus, the process of online teaching-learning in Sangamner College could be carried out very efficiently and resourcefully by using such varied resources.

However, conducting an online examination of the first year UG and PG classes under autonomy for the centralized summative assessment of the output of the teaching-learning process was a daunting task in these pandemic circumstances. However, it has rightly been said, “Necessity is the mother of invention”. The deliberations on conducting the online examination during the Board of Examination and Evaluation (BOEE) meetings showed the way out. An innovative Online Exam Module (OEM) was suggested by some of the members of the BoEE. A prototype of a Google suite application software and zoom-based live virtual examination block system is developed and implemented precisely by concise efforts at each stage. It is termed the Online Exam Module (OEM). The OEM has been designed by the BOE of the college for the summative evaluation of the learners. It has been effectively implemented for conducting the end-semester examinations (Semester I and II) of the first year UG and PG classes under autonomy during the AY 2020-21.

The objective of the OEM is to provide a better platform for evaluating the students appearing for the end-semester examination in both a practical and impartial manner. Some of the salient features of the OEM have been discussed below:

### **Salient Features of the OEM**

- a. Examinations are conducted using Zoom live sessions wherein the students have to enter in using their seat numbers followed by their names and keep their videos on throughout the session.

Thus, it facilitates in-camera examination and makes it easy for the invigilator to monitor the examinees in the virtual examination block.

- b. The examinees in the live Zoom platform get access to MCQs through the chat box in the first half and descriptive questions are displayed through the screen share in the second half of the scheduled time for examination.
- c. Invigilators and the technical team can help each examinee straightway if he/she has any technical or other related queries in taking the examination.
- d. It enables easy communication between exam administrators (Principal, COE, Dy-COE, SS), junior supervisors/invigilators and examinees appearing for the online examination.
- e. There is a provision for an auto attendance marking system for tracing any offence made by the examinee.
- f. It facilitates effective implementation and monitoring of the activities in the virtual exam block.
- g. All the details of the examinees appearing for the exam in the MOE are maintained at the administrator’s level.

### **Formation of the Administrative Teams**

In this sub-section, we will talk about the formation BOEE and Examination Implementation Committee. Initially, the Board of Examination and Evaluation was formed. The BOEE consisted of the Director of BOEE, the Controller of Examination (COE), Deputy Controller of Examination (Dy-COE) and other nominated Members (Teachers). The Examination Implementation Committee consisted of the faculty coordinator and the members appointed by the Principal. Further, it included four technical teams.

Technical Team 1 is given the responsibility of checking and verifying the questions paper submitted by the paper-setters. The members in Technical Team 2 are given the responsibility of providing technical help during the conduction/execution of the examination. The third Technical Team is for ‘student support’ during the conduction of the examination. The Technical Team 4 is for the technical help during the Central Assessment Programme (CAP) and preparation of results. The members in all these teams were appointed by the COE and approved by the Principal of the college.

## The Design and Implementation of the Module (OEM)

In the previous sections, we have already discussed what OEM is and what are its salient features. In this section, we shall discuss how this Module was designed and implemented by elaborating on the different steps involved in it. Let us discuss these steps one by one:

### ***Step '0' (Zero)***

Step '0' involves 'the preparation stage'. In this stage, a meeting regarding the examination policy related to the conduction, assessment and declaration was conducted by the BoEE. The proposal for the OEM was put forth by some of the members of the BOEE in this meeting. The module comprised of the integrated methods including the filling of exam form, selection of exam platform, question paper setting, conduction of exam, assessment of the answer papers, and declaration of the result, involved in the conduction of the online examination.

### ***Step 1: Exam Form***

Step 1 of the module involves the communication of the notice/circular regarding the filling of the examination by students. In this step, exam forms will be filled in by the students willing to offer themselves for assessment of their subject knowledge and learning. The exam section will check and verify the exam forms and solve the queries if any. The final list of the students offering themselves for the examination/evaluation will be prepared by the exam section.

### ***Step 2: Preparation of the Exam Time-Table and Question Paper Setting***

The exam administration team has to work on two levels in Step 2. In Step 2 (1), the activities such as preparing exam timetable, seat numbers and subject-wise summary of the students appearing for the examination take place. The finally, the list of students with seat numbers and timetable is displayed on the website. In Step 2 (2), the activities related to setting, verification and finalization of question papers were carried out using shared folders in Google drive. Firstly, the circular related to the question-paper setting is issued to the teachers appointed for this work; then the folder containing Question paper templates for sharing MCQs and Descriptive questions are shared with the QP setters.

The QPs submitted are checked for the accuracy of the content and technical issues by the chairman of the concerned panel and the technical team and the final links for the QP sets are generated.

### ***Step 3: Creation of Virtual Exam Blocks, Appointment of and Mock Tests for Senior and Junior Supervisors (SS and JS)***

In Step 3, Virtual exam blocks are created wherein 20-30 students are accommodated as per their seat numbers. Both SS and JS are appointed for the online invigilation duty. One SS for each session is appointed and the SS, in turn, appoints 10-15 JSs as per the number of blocks in the session. The online orientation sessions to familiarize the SS and JS to this process are conducted before the actual sessions. The mock tests are conducted for the COE, Dy. COE, SS, JS and the technical team are conducted during these orientation sessions.

### ***Step 4: Mock Test for Examinees***

In Step 4, pre-exam mock tests for the examinees are planned and executed to reduce the possible problems occurring during the actual online examination. The timetable for the mock tests and google sheets with blockwise details of the examinees are prepared. The mock tests for both MCQ Type Exam and Descriptive Exam are conducted in the first and second half respectively. Further, the members of the BOEE prepare the code of conduct for both SSs and JSs on the. The instructions are prepared to acquaint the technical team with their role in the process and the examinees to guide on how to take the online exam.

### ***Step 5: A Day before the Exam***

The JS creates a Zoom link for his/her virtual block (for the given session) and shares the Zoom link with ID and password in the prescribed Google sheet shared by the SS. The SS reviews it and sends these links to the COE/Dy. COE in the pdf format. These links are shared with the Technical Team 2 and parent-teachers to circulate them among the examinees (of the given session). Technical Team 3 takes care of the students' queries.

### ***Step 6: On the Day of the Exam***

On the day of the exam, the JS supervisor starts the Zoom session for the examinees in allotted the virtual exam block and admit the students before

15-20 minutes of the actual commencement of the exam. It is ensured that the participant examinees are from the same block only as each examinee in the block is instructed to join the session by entering his/her seat number followed by their official name as available in the record. Further, the JS instructs each participant in the block keeps his/her video on to verify the identity of the examinee. Once the identity is verified and confirmed, the attendance is recorded. In the first half of the session, the JS link for the MCQ in the chat box. One of the three MCQ sets submitted by the paper setter is selected and forwarded by the COE/Dy. COE to the SS only through the institutional email ID and the SS forwards it to the JS. Likewise, the JS shares the descriptive questions on the display in the virtual block in the second half. Thus, this OEM helps in creating the virtual exam block wherein the examinees write their exam and submit it under in-camera invigilation and the related technical problem are resolved on the spot. If the JS comes notices any incidence of malpractice in the given block, he/she immediately communicates the same to the SS. Further, it is the responsibility of the SS to disable the response collection tab after the time gets over.

Further, the Dy. COE and SS keep an eye on the session. They ensure that Technical Team 2 is taking care of the arrangements of PC with internet connectivity, webcam and earphone/headphone, etc. is made. Team 3 takes care that the JS does not confront any technical issue in the setting and other required arrangements during the session.

#### ***Step 7: Action Initiated in Case of Technical Glitches/lapses/misconduct***

If the examinees confront any technical problem while attempting the exam or submitting the answer files, they can communicate it to the BoEE through the link for query or email by furnishing appropriate pieces of evidence. The Exam Lapses Committee (ELC) will have the authority to take appropriate action in the instances of lapses on the part of teachers (SS/JS) or technical teams in executing their exam related duties and students doing malpractices in the examination. The ELC will allow the concerned teachers, members of the Technical Team or students to put forth their side in the meeting by issuing a formal to the concerned persons. If found guilty, the concerned person will pay the penalty as prescribed by the BOEE.

#### ***Step 8: After the End of the Session***

After the end of the session, the Exam Department will prepare the subjectwise-summary of the present and absent students. The BoEE meeting regarding the technical queries is held and the decision regarding the re-examination will be made if required. The BOEE meeting regarding the CAP will take place and the circular for the CAP will be issued.

#### ***Step 9: Preparation of Subject-wise Sheets of MCQ Responses and Assessment of Descriptive Exam***

It is the responsibility of the Technical Team (4) is to prepare the subject wise sheets of MCQ responses. The subject wise mark list of MCQ responses is also prepared by the same team in coordination with the Exam Department. The online workshop for the assessment of descriptive answer sheets is conducted to familiarize the examiners with the assessment methods.

#### ***Step 10: Central Assessment Programme (CAP)***

In this step, the letters for CAP are issued to the chairman and examiners of the concerned subject by the CAP Director (COE and Principal). It is the responsibility of Technical Team (4) to prepare the subject wise sheets with response links and the COE and Dy. COE share these sheets with the subject-chairman and the chairman, in turn, share these links with the examiners. The examiners submit the final marks after assessing the answer sheets as per the guidelines.

#### ***Step 11: Preparation of Class-wise Result-summary and Final Results***

In this step, the subject wise marks are collected together and prepared by Technical Team (4) in coordination with the Exam Department. Further, the marks of MCQ and marks in the descriptive exam are combined together to prepare the final results. If there are some queries related to marks, they are communicated to the concerned subject-chairman.

Once the queries are resolved, the BOEE meeting regarding the ordinance and declaration of results is conducted. Technical Team (4) in coordination with the Exam Department prepares the class-wise result-summary by applying the ordinance as applicable. The result summary is displayed on the college website for the review of

the students and they are instructed to communicate the queries, if any, to the Exam Department via email. After the queries, if any, are resolved the final class-wise summary is prepared by Technical Team (4) in coordination with the Exam Department. Once the final summary is approved by the Principal, COE and Dy. COEs, the marks are printed and distributed to the students by the Exam Department.

### Significant Outcomes

The development and effective implementation of the OEM by Sangamner Nagarpalika Arts, D.J. Malpani Commerce and B.N. Sarda Science College, Sangamner in Maharashtra for conducting online examinations during the pandemic proved to be very resourceful and productive. Some of the significant outcomes of the effective implementation of OEM are discussed below:

- i. The college found that OEM is one of the simplest methodologies adopted for the effective planning and execution of the online examination.
- ii. The OEM is very useful in conducting fair and impartial exams.
- iii. Using the OEM, the evaluation of almost 45,000 descriptive/ subjective questions online became practicable.
- iv. The college found that it is a cost-saving method as the development and implementation of this module saved the amount worth INR 100, 000/- approximately in each session.
- v. Most outstandingly, the module helped in boosting up the digital efficacy among not only the teachers and non-teaching staff but also the students.
- vi. The ease in conducting online examinations by using the OEM encouraged the college administration and management to think in terms of its long-term use.
- vii. In terms of user-friendliness, the feedback provided by the users including teachers, technical staff and students is very constructive and reassuring.

### Conclusion

Overall, the OEM is can be a better solution



and platform for evaluating the students appearing for the end-semester examination in both a practical and impartial manner, especially during pandemic conditions whereby it is not possible to conduct examination in the physical mode.

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## Never Judge Success in Terms of Material Gains

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**Ram Nath Kovind, Hon'ble President of India delivered the Convocation Address at the 18<sup>th</sup> Convocation of National Institute of Technology, Rourkela, Odisha on March 21, 2021. He said, "I advise you to never judge your success only in terms of material gains. You don't have to limit yourself by the pressures of conventional notions of success and societal pressures. You need to figure out what you really want to do in your life. Choose to do what gives you satisfaction and meaningfulness. Do what takes you closer to your aspirations. Do what makes your families proud of you. Plan for yourself a fruitful and productive path ahead." Excerpts**

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It gives me immense pleasure to be here in the 18th convocation of NIT Rourkela. I feel delighted to know that NIT Rourkela is celebrating its Diamond Jubilee this year.

This area of today's Odisha has been immensely rich in history and culture. It has been the cradle of scientific approach since early times. Built about 800 years ago, the Sun Temple at Konark is an example of perfect blend of art and science. I am looking forward to my visit to the temple tomorrow. It is listed among UNESCO's World Heritage Sites in India.

Odisha is associated with the rebuilding of our nation after independence. It was here in Rourkela that one of my illustrious predecessors, Dr Rajendra Prasad, the first President of India, dedicated to the nation the first blast furnace of a large Steel Plant in India. As one of the first industrial urban centres in India, the city has kept pace with modernization.

As the second-largest Government run Technology Institute in Eastern India, NIT Rourkela has made significant contribution to the field of engineering and technology. For over six decades, this engineering college has been enriching the pool of technical professionals in the country. In 2002, it was given the status of National Institute of Technology. I am told that the young students are being exposed to innovative methods of providing engineering solutions to the issues facing our society and the country.

I am pleased to know that NIT Rourkela has students from all over India and also from other countries. I am pleased to know that NIT Rourkela has students from 33 out of the total 36 states and union territories of India. I am told that students of 17 different countries are also enrolled in various academic disciplines. Thus the community of over 7000 students studying in this beautiful 700 acre campus represents rich diversity. It increases cross-pollination of learning and promotes understanding

between different cultures. It also strengthens people-to-people ties between nations. Ladies and Gentlemen,

Its 25,000 plus strong alumni has a large number of corporate leaders, academic and research institutes in India and abroad. I am sure that the alumni of this prestigious institute will be a source of inspiration for the students here. I am sure that the students graduating today will strengthen the rich legacy of this institute.

Dear Students, Graduation is an important stepping stone in your life. I am sure all of you have worked hard to reach this stage today. I am sure you are eager and excited to contribute to the world and bring about change in the lives of the people. Today, you are taking countless memories with you. I have been told that your vibrant campus is full of extra-curricular activities. There are large number of clubs engaged in debating, dramatics, music and other cultural activities. I have been also told about some interesting names like Mavericks and Pantomime. I have also been informed about the Canteen which is interestingly named as HEXAGON. And the other canteen with a serious name "Homi Bhabha canteen" has been naturally abbreviated as 'HB canteen' for popular usage.

But beyond the little joys and sorrows you take away from here, there is a huge responsibility on each one of you to pay back to the society and country which have contributed to your education and success so far. Some of you would be joining job responsibilities while others may pursue higher studies. The stage of life in which you find yourself today is usually full of dreams and aspirations on the one hand, and uncertainties and apprehensions on the other. This is also the time to make major life decisions – starting a new job, pursuing your dreams, supporting your family, or starting a new one. While

doing all this, I urge you all to introspect -what are the values and principles you stand for? What is the kind of career you want to pursue? By far the most important point of introspection is what kind of person you want to become? I am sure everyone wants to be a good citizen, a citizen who always keeps the interest of the country upper most in his mind.

I would suggest that throughout your life you should always look at the famous talisman of Mahatma Gandhi. “Recall the face of the poorest and the weakest man or woman whom you may have seen, and ask yourself, if the step you contemplate is going to be of any use to her. Will she gain anything by it? Will it restore her to a control over her own life and destiny?”

I advise you to never judge your success only in terms of material gains. You don't have to limit yourself by the pressures of conventional notions of success and societal pressures. You need to figure out what you really want to do in your life. Choose to do what gives you satisfaction and meaningfulness. Do what takes you closer to your aspirations. Do what makes your families proud of you. Plan for yourself a fruitful and productive path ahead.

Dear Students, This is also a moment of joy and satisfaction for your families and friends, guardians and mentors who have been of immense support in your journey. I congratulate all the degree recipients and medal winners present here today. I am told that out of 7116 students studying here about 1518 i.e. about 21 per cent are girl students. I noticed that out of seven gold medals today, three have gone to our girl students. As the President of India, I happen to be the Visitor of about 150 central institutions. In most of the convocations I attend across the country, I notice that our girls are outshining our boys and winning more gold medals in liberal arts, humanities, medical sciences, law and several other areas. This is indeed a heartening trend and reflect the potential of our daughters.

However, it has been observed that the enrolment of women in technical and scientific disciplines is low. According to a recent survey, enrollment of women in Engineering and Technical Institutes across India is only about 20 per cent. Our girls should be encouraged to pursue technical education and excel in the same manner as they do in other

areas. The country needs more of our girls to pursue higher education, especially in Science, Technology, Engineering and Mathematics. Growth and excellence of women in technical areas will add a new dimension to our national development. It will promote gender empowerment at the higher levels in the field of science and technology. It will help women break the glass-ceiling in one of the most important spheres in the world of 21<sup>st</sup> century.

Ladies and Gentlemen and My Dear Students, A university and institution must contribute towards empowering the community in its surroundings. I have been advocating for “Universities’ Social Responsibility” in line with “Corporate Social Responsibility”. I am happy to note that NIT Rourkela has adopted 5 villages, as part of ‘Unnat Bharat Abhiyan’. I am told that NIT Rourkela is upgrading science laboratories and providing computer education in these villages. I am also told that a Poverty Alleviation Research Center at this campus works for the less-privileged people of Kalahandi, Balangir and Koraput region of Odisha. I appreciate you all for these commendable initiatives.

I interacted with Vice Chancellors and Directors of various Central Universities and Institutions as part of the deliberations prior to implementation of the National Education Policy–2020. The policy envisions that engineering institutions should move towards more holistic and multi-disciplinary education with increased emphasis on arts and humanities. I am happy to learn that NIT Rourkela has already adopted this approach to a certain extent. I am sure that you will take the process further and will also work towards implementing other salient features of the National Education Policy. One of the objectives of the National Education Policy is to make India a global knowledge super power in 21 century. Institutions like NIT Rourkela have to play a major role in achieving these national aims.

I once again congratulate all of you and wish you a happy, successful and bright future. I also extend my best wishes to the faculty members, teaching and non-teaching staff, and the family members and guardians of the graduating students on this momentous day.

Thank you, Jai Hind!

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## CAMPUS NEWS

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### **Webinar on Role of Teachers in Implementation of National Education Policy**

One-day Webinar on ‘Role of Teachers in Implementation of National Education Policy: Awareness, Orientation, Challenges and Responses’ was organized by the University of Science and Technology, Meghalaya (USTM) in collaboration with Bharatiya Shishan Mandal (BSM) and NITI Aayog, Govt. of India, recently. Prof. Kuldeep Chand Agnihotri, Vice Chancellor, Central University of Himachal Pradesh, and Prof. Raghvendra Prasad Tiwari, Vice Chancellor, Central University of Punjab graced the inaugural session. During his Keynote Address, Prof. Agihotri expressed his love towards the beauty and diversity of the native languages of the north-eastern region. He also pointed out the reason of few languages that are dying off, and how to preserve and conserve these languages under the provision of the New Education Policy.

The Chief Guest, Prof. Tiwari delivered his lecture on Cutting-edge Technologies, specially emphasizing on Technological Strategies for Sustainable Livelihood. He mentioned how technology supports the communication, education, and continuity of developments even at the time of pandemic. He also mentioned about the tremendous effort of Indian scientists towards developing the vaccine against COVID-19.

The Welcome Address was delivered by Dr. R K Sharma, Advisor, USTM. Dr. Ajmal Hussain Barbhuiya, Academic Registrar, USTM introduced the participants about the importance and motivation behind the event. The webinar was coordinated by Dr. Nitu Borgohain, Assistant Professor, Department of Physics and Dr. Saru Joshi, Associate Professor, Department of Education, USTM.

Prof. G D Sharma, Vice Chancellor, USTM, in his presidential remark, expressed his view how we can redevelop our ancient, community involved, value based system of learning, which can create human resources be responsible for their societal growth. The breakout session was segregated into 6 different tracks; each track was consisting of number of participants and a track leader. The track leaders headed the deliberation of NEP challenges and their resolutions on six different topics. In Valedictory

Session, the summary of discussions of each track was presented by the respective track leaders.

### **International Conference on Flexibility, Resilience and Sustainability**

A three-day International Conference on ‘Flexibility, Resilience and Sustainability’ is being organized by the Indian Institute of Management, Shillong, Meghalaya on April 21-23, 2022. It aims to provide a global forum for practitioners, policy makers, teachers, researchers, and students to share their practical experiences, knowledge, and insight in the evolution, formulation, and implementation of strategies and models for flexible management system to meet the challenging requirements of global business. The objective of the conference is to provide a knowledge sharing platform for dissemination of research and experiential findings through empirical study, qualitative modeling, case studies, new concepts and state of the art studies. The broad areas/subthemes of the event are:

- Systematic Flexibility.
- Business Agility.
- Strategic Flexibility.
- Organizational Flexibility.
- Financial Flexibility and Risk Management.
- Marketing Flexibility.
- Human Resource Flexibility.
- Information System Flexibility.
- Flexibility/Agility in Technology.
- Sustainable Operation/ Logistics.
- Flexible Supply Chain.
- Sustainable Supply Chain.
- Flexibility Maturity Model.
- Innovation Flexibility.
- Flexibility in Business Excellence.
- Business Analytics.
- Strategic Alliances.
- Firm Competitiveness.
- Environmental Management and Sustainability.
- Flexible Logistics.
- Eco-innovation.
- Technology/ Innovation Management.

- Life Cycle Assessment.

For further details, contact Convener, Indian Institute of Management, Umsawli, East Khasi Hills District, Meghalaya-793018, E-mail: [glogift21@iimshillong.ac.in](mailto:glogift21@iimshillong.ac.in) and [glogift21@gmail.com](mailto:glogift21@gmail.com). For updates, log on to: [www.iimshillong.ac.in](http://www.iimshillong.ac.in) and [www.giftsociety.org](http://www.giftsociety.org).

### **International Conference on Functional Materials and Simulation Techniques**

A two-day International Conference on 'Functional Materials and Simulation Techniques' is being organized by the University Institute of Sciences, Chandigarh University, Mohali, Punjab during January 10-11, 2021. The aim of the event is to unite prominent national and international researchers from universities, colleges, research organizations and enterprises on a solitary stage to share new learning and showcase their exploration in the developing areas of Functional Materials and Simulation Techniques for various applications.

In the recent years, there is a rapid development in the field of advanced materials which will improve the performance of various advanced technologies. Mainstream researchers are developing such technologies in Material Science which can help to reduce the efforts of scientists solving various problems. The Topics of the event are:

#### **Track-1: Physics**

- Advanced Functional Materials for Energy Applications.
- Advanced Materials for Biomedical Applications and Biosensors.
- Electronic and Optical Materials.
- Superconductors and Magnetic Materials.
- Ultrafast Optics and Terahertz Radiations.
- High Energy Physics.
- Nuclear Physics.

#### **Track-2: Chemistry**

- Advanced Functional Materials for Energy Applications, Bio-medical Applications and Biosensors.
- Electronic and Optical Materials.
- Polymeric Materials.
- Nano Materials.

- Synthetic Organic Chemistry, Green/Sustainable Chemistry, Catalysis, Bio-fuels/Renewable, Natural Products

#### **Track-3 : Mathematics**

- Numerical Methods.
- Stochastic Modeling and Reliability.
- Graph Theory and Applications.
- Fuzzy Set Theory and Applications.
- Computational Techniques.
- Thermodynamically Models.
- Continuum Mechanics.
- Computational Fluid Dynamics.
- Process Modeling, Simulation and Optimization.
- Cryptography, Coding Theory and Information Security.
- Probability, Statistics and their Applications.
- Theory of Relativity.
- Topology, Functional Analysis and Algebra.
- Differential Geometry and Differential Equations.
- Fractal Theory.
- Fixed Point Theory.
- Mathematical Modeling.
- Computational Intelligence based Techniques for Optimization.
- Data Sciences.

For further details, contact Organising Secretary, University Institute of Sciences, Chandigarh University, Mohali-140413 (Punjab). E-mail: [icfmst2022@cumall.in](mailto:icfmst2022@cumall.in), Mobile No: 08146651515/07973020068/08146651559. For updates, log on to: [www.cuchd.in/icfmst](http://www.cuchd.in/icfmst)

#### **Conference on Rethinking New Work Order**

A two-day Conference on 'Rethinking New Work Order: A Policy Change Initiative' is being organised by the Teaching Learning Centre, Ramanujan College of Commerce, University of Delhi in collaboration with PHD Chamber of Commerce and Industry; Department of Finance and Business Economics, University of Delhi, Shri Ram College of Commerce, University of Delhi under the aegis of Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching during January 21-22, 2022. The conference aims to have a deliberation around the impact of the pandemic on various work

orders, identifying trends and opportunities. It will comprise of plenary sessions featuring economists, corporates, policy makers, academics discussing the impact areas, talks by startup- CEOs, incubators and oral paper presentations.

The influx of sudden exogenous shock of the pandemic took the world by storm. Every living entity got affected in some proportion, and as we pen this down, countries are still struggling and have not been able to cope with this menace. The challenges posed by this pandemic are daunting. The situation posed is nothing less than a global catastrophe. However, with situations like this, the natural character of countries, governments, organizations, industries, and citizens are put to the test. The time is ripe to review what we have been doing thus far, and to put it this way - what kind of world order are we looking at now?

The role of researchers in this situation has increased manifold, more so when the public policies are drafted based on such researches. The stakeholders should never forget the pain this pandemic caused the world over. Policymakers and governments should ponder why this happened, why policies fell short in tackling the spread, why there was no mechanism to handle this crisis, why the administration delayed actions, and what governments could have done better. Human beings have always learned from their mistakes and prepared better for the future. The Themes of the Conference are:

- Role of Government.
- New Economic Order.
- Supply Chain Resilience and Disruptions.
- Telecommuting and Remote Working Policy Initiatives.
- Role of ICT in Remodeling the Work Environment.
- Impact on Banks, Financial Institutions and Markets.
- Role of Cryptocurrencies in Ushering a New World Order.
- Rethinking Strategies for Future Sustainable Business.
- Models Impact on Entrepreneurs and Public Policy.
- Initiatives Undertaken by Corporates, NGOs, Social and Commercial Entrepreneurs.
- Role of Analytics: AI and ML.
- Impact on Entrepreneurs and Public Policy

Initiatives Undertaken by Corporates, NGOs, Social and Commercial Entrepreneurs.

For further details, contact, Organising Secretary, Shri Ram College of Commerce, North Campus, University of Delhi-110007. E-mail: [rcconference2021@ramanujan.du.ac.in](mailto:rcconference2021@ramanujan.du.ac.in). For updates, log on to: <https://rcon.in/>

### **Short Term Course on Disaster Risk and Management Strategies**

A three-day Online Short Term Course on 'Disaster Risk and Management Strategies' is being organized by the Department of Architecture and Regional Planning, Indian Institute of Technology, Kharagpur (West Bengal) during March 25-27, 2022. The Faculty of Architecture, Civil Engineering, Urban Planning, Environmental Planning, Geography and Poly-techniques. Personnel from Government Institutions, Industry, and Research Organizations, Practicing Architects, Urban Planners, Undergraduate, Postgraduate Students and Research Scholars from Architecture and Planning, Civil Engineering, Environmental Planning and Geography may participate in the course. The main objective of the course is to impart knowledge about disaster mitigation strategies from an individual building design to urban planning level. The course will emphasize on comprehensive understanding of Hazard, Vulnerability, Risk and Resilience at both building level and city scale. The mitigation techniques will address both natural and manmade disasters. The Special Lectures/ Demonstration will be on:

- Overview on Disaster and its Types.
- Landslides and Hilly Area Planning.
- Flood and Cyclone Related Capacity Building.
- Earthquake Responsive Design Techniques.
- Disaster Risk Due to Climate Change.
- Manmade Disasters.

For further details, contact Principal Coordinators:

- Dr. Priyanka Dey on 08697022072, E-mail: [priyanka@arp.iitkgp.ac.in](mailto:priyanka@arp.iitkgp.ac.in)
- Dr. Arup Das on 09932574079, E-mail: [arup.das@arp.iitkgp.ac.in](mailto:arup.das@arp.iitkgp.ac.in)
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For updates, log on to: [www.iitkgp.ac.in](http://www.iitkgp.ac.in) □

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# THESES OF THE MONTH

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## SCIENCE & TECHNOLOGY

### A List of doctoral theses accepted by Indian Universities (Notifications received in AIU during the month of October-November, 2021)

#### AGRICULTURAL & VETERINARY SCIENCES

##### Agronomy

1. Priyanka Kumari. **Evaluation of zero budget natural farming, organic and inorganic systems of nutrition in forage based cropping systems.** (Dr. Naveen Kumar), Department of Agronomy, CSK Himachal Pradesh Krishi Vishvavidyalaya, Palampur.

##### Animal Husbandry

1. Roy, Pinky. **Welfare, behaviour and performance of laying hens at different stocking densities and flock size in California and furnished cages.** (Dr. M M Kadam), Department of Poultry Science, Maharashtra Animal and Fishery Sciences University, Nagpur.

##### Genetics & Plant Breeding

1. Komatwar, Jagannath Sandip. **Cytogenetic and molecular investigations in gaolao cattle of Maharashtra.** (Dr. M P Sawane), Department of Animal Genetics and Breeding, Maharashtra Animal and Fishery Sciences University, Nagpur.

##### Veterinary Science

1. Jadhav, Nitin Dadarao. **Isolation and characterization of acaricidal principal of some herbs and its efficacy against *Rhipicephalus microplus* (Acarina: Ixodidae).** (Dr. S R Rajurkar), Department of Veterinary Pharmacology and Toxicology, Maharashtra Animal and Fishery Sciences University, Nagpur.

2. Rathod, Pravin Ramdas. **Comparative efficacy of cow urine distillate and panchagavya against *E coli* induced pathology in broilers.** (Dr. R S Ingole), Department of Veterinary Pathology, Maharashtra Animal and Fishery Sciences University, Nagpur.

#### BIOLOGICAL SCIENCES

##### Biotechnology

1. Kabariya, Jayesh Himmatbhai. **Low cost dairy effluent treatment using cyanobacteria and to produce it's biomass for biofuel production.** (Dr. V M Ramani), Department of Biotechnology, Saurashtra University, Rajkot.

##### Marine Science

1. Ranju, R. **Taxonomy and systematics of Benthic foraminifera from the Indian seas.** (Dr. R Damodaran), Department of Marine Biology, Microbiology and Biochemistry, Cochin University of Science & Technology, Kochi.

##### Zoology

1. Sadhu, Ayan. **Distribution and demography of carnivores in some parts of semi-arid landscape of Western India.** (Dr. Y V Jhala), Department of Wildlife Science, Saurashtra University, Rajkot.

#### EARTH SYSTEM SCIENCES

##### Environmental Science

1. Preeti Kumari. **Assessment of pollution load in lentic and lotic habitats and their interconnecting canal with emphasis on metal (loid), macro-invertebrates and fish in an industrial city (Jamshedpur, India).** (Prof. Subodh Kumar Maiti), Department of Environmental Science and Engineering, Indian Institute of Technology, Jharkhand.

#### ENGINEERING SCIENCES

##### Biomedical Engineering

1. Mann, Rajpal Singh. **Effect of hypobaric hypoxia, fatigue and body reference frame on tactile perception in military environment.** (Prof. Sneha Anand and Prof. Jyoti Kumar and Prof. Deepak Joshi), Department of Biomedical Engineering, Indian Institute of Technology Delhi, New Delhi.

##### Chemical Engineering

1. Gurumoorthy, P. **Comparative study of biodiesel production from marine microalgae and freshwater microalgae.** Department of Chemical Engineering, Hindustan Institute of Technology & Science, Chennai.

2. Rajeev Kumar. **Experimental and theoretical investigations on heavy oil upgrading.** (Prof. Sreedevi Upadhyayula and Prof. Ravi Kumar Voolapalli), Department of Chemical Engineering, Indian Institute of Technology Delhi, New Delhi.

## Civil Engineering

1. Somani, Mohit. **Landfill mining: Characterization of Soil-Like Material (SLM) reclaimed from old MSW dumpsites and its suitability for geotechnical re-use.** (Prof. Manoj Datta, Prof.G V Ramana and Prof.T R Sreekrishanan), Department of Civil Engineering, Indian Institute of Technology Delhi, New Delhi.

2. Tandon, Kavita. **Dynamic response of block foundations subjected to vibrations induced by single and two rotation machines.** (Prof. Bappaditya and Prof. G V Ramana), Department of Civil Engineering, Indian Institute of Technology Delhi, New Delhi.

## Computer Science & Engineering

1. Alwani, Komal. **Implementation of new approaches of software testing methodology for finding error and its analysis techniques.** (Dr. Pushpneel Verma), Department of Computer Sciences, Bhagwant University, Ajmer.

2. Ashok Kumar. **Performance analysis of web server.** (Prof. V K Sharma, Prof. A K Solanki and Dr. Sukhvinder Singh), Department of Computer Science & Engineering, Bhagwant University, Ajmer.

3. Dave, Anju. **A novel register allocation algorithm using vertex coloring approach to increase CPU memory utilization.** (Dr. Deepika Pathak), Department of Computer Science & Engineering, Dr. A.P.J Abdul Kalam University, Indore.

4. Kanipriya, M. **Analysis of sentiments in facial features audio and textual clues using graph based deep learning algorithms.** Department of Computer Science & Engineering, Hindustan Institute of Technology & Science, Chennai.

5. Kugunavar, Sneha. **Development of content based image retrieval techniques for medical images.** (Dr. Prabhakar C J), Department of Computer Science, Kuvempu University, Shankaraghatta.

6. Patidar, Kailash. **An efficient framework for data clustering through data mining and evolutionary algorithms.** (Dr. Dhanraj Verma), Department of Computer Science & Engineering, Dr. A.P.J Abdul Kalam University, Indore.

7. Rathi, Kavita. **Image authentication using forensic techniques.** (Dr. Parvinder Singh), Department of Computer Science & Engineering, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.

8. Reddy, Annapareddy V N. **Classification of brain diseases through medical image processing using**

**machine learning techniques.** (Dr. Ch V Phani Krishna), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

9. Rohini, A. **Community detection in social networks using closeness of influences.** Department of Computer Science & Engineering, Hindustan Institute of Technology & Science, Chennai.

10. Shankar, Gande. **Quality improvement approach and comparative study of software cost estimation between COCMO-II and Putnam models.** (Dr. L K Sharma), Department of Computer Science, Rai University, Ahmedabad.

## Electrical & Electronics Engineering

1. Chaupare, Yogesh Shantaram. **Novel technique for improving power quality.** (Dr. Rakesh Kantaria), Department of Electrical Engineering, Rai University, Ahmedabad.

2. Sarma, S Subramanya. **Certain aspects of reliability analysis of distribution system with integration of renewable energy sources.** (Dr. V Madhusudhan), Department of Electrical Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

3. Shah, Ashesh Mukeshbhai. **Advances in digital protection of power transformer.** (Dr. Rajesh M Patel), Department of Electrical Engineering, Gujarat Technological University, Ahmedabad.

4. Suthar, Bharatkumar Dalsukhbhai. **Life cycle cost analysis of transmission & distribution systems.** (Dr. Krishna Chandra Roy), Department of Electrical & Engineering, Rai University, Ahmedabad.

5. Wasiuddin. **Low temperature charge transport characteristics in nano-dimensional material field effect transistors.** (Prof. Samaresh Das), Centre for Applied Research in Electronics, Indian Institute of Technology Delhi, New Delhi.

## Electrical Instrumentation Engineering

1. Janaki Raman, S. **Linerization of three phase separator.** Department of Electronics & Instrumentation Engineering, Hindustan Institute of Technology & Science, Chennai.

## Electronics & Communication Engineering

1. Boppidi, Srikanth. **High performance double precision floating point computation using FPGA based accelerators and AES model.** (Dr. M Siva Kumar and Dr. J V R Ravindra), Department of Electronics & Communication Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

2. Ingle, Priti Haridas. **Prior diagnosis of neurological disorder for high-dimensional EEG signals.** (Dr. K S Ramesh and Dr. S T Patil), Department of Electronics & Communication Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

3. Korada, Prasannakumar. **Synthesis and phased array antennas with minimum sidelobes using accelerated Gaussian mutated cat swarm optimization.** (Dr. Lakshman Pappula), Department of Electronics & Communication Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

4. Mutum, Bidyarani Devi. **Pansharpening with panchromatic and multispectral remote sensing data.** Department of Electronics & Communication Engineering, Hindustan Institute of Technology & Science, Chennai.

5. Patel, Pankaj Manubhai. **Heterogeneous wireless network using Non-orthogonal multiple access method in 5G for secure communication.** (Dr. Chetan B Bhatt), Department of Electronics & Communication Engineering, Gujarat Technological University, Ahmedabad.

6. Rajasekar, A. **Feedback control design for computing server.** Department of Electronics & Communication Engineering, Hindustan Institute of Technology & Science, Chennai.

7. Rajmohan, M. **Performance efficiency determination of FIR filter techniques in channelization of software defined radio.** Department of Electronics & Communication Engineering, Hindustan Institute of Technology & Science, Chennai.

8. Sadakale, Ranjit Vasant. **An efficient AODV and TAD-HOC routing protocol for infrastructure oriented VANET.** (Dr. N V K Ramesh and Dr. R A Patil), Department of Electronics & Communication Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

9. Sarkar, Bishal Dey. **Modelling risk issues in port logistics.** (Prof. Ravi Shankar and Prof. Arpan Kumar Kar), Bharti School of Telecommunication Technology and Management, Indian Institute of Technology Delhi, New Delhi.

10. Shaik, Riyaz Hussain. **Performance analysis of conventional and energy harvesting based cooperative communication system over  $k$ - $m$  Shadowed fading channels.** (Dr. K Rama Naidu), Department of Electronics & Communication Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

11. Singh, Lairenjam Obiroy. **Study of performance of bio-inspired strategies applied to pursuit evasion**

**game under feedback laws.** Department of Electronics & Communication Engineering, Hindustan Institute of Technology & Science, Chennai.

### Energy Studies

1. Himani. **Magnetic turbulence in laser produced plasmas and laboratory simulation of astrophysical phenomena.** (Prof. R Uma and Prof. R P Sharma), Department of Energy Science & Engineering, Indian Institute of Technology Delhi, New Delhi.

### Material Science and Engineering

1. Mohapatra, Shanta. **Deformation and static recrystallization behaviour of extruded pure magnesium under strain path change.** (Prof. Jayant Jain and Prof. R Prasad), Department of Materials Science and Engineering, Indian Institute of Technology Delhi, New Delhi.

### Mechanical Engineering

1. Alkassar, Yassin. **Numerical and experimental investigation of gas-solid flow through pipelines.** (Prof. V K Agarwal, Prof. R K Pandey and Prof. Niranjana Behera), Centre for Automotive Research and Tribology, Indian Institute of Technology Delhi, New Delhi.

2. Balaji, D S. **Experimental investigation in water jet peening on AI 6063-T6 alloy.** Department of Mechanical Engineering, Hindustan Institute of Technology & Science, Chennai.

3. Dodiya, Kuldip Takhtasinh. **Investigation on louvered fins for compact heat exchanger.** (Dr. Nilesh M Bhatt and Dr. Feng C Lai), Department of Mechanical Engineering, Gujarat Technological University, Ahmedabad.

4. Joel, C. **Machinability study of abrasive water jet cutting process on aluminium alloys 6082, 7075 and C360 Brass.** Department of Mechanical Engineering, Hindustan Institute of Technology & Science, Chennai.

5. Patel, Charula H. **Investigation of performance characteristics of catalytic converter made from selective transient metals under different engine operating condition of four stroke petrol engine.** (Dr. Nilesh M. Bhatt and Dr. Srinivas Palanki), Department of Mechanical Engineering, Bhagwant University, Ajmer.

6. Patel, Mihir Thakorbhai. **Performance assessment of six sigma implementation in small scale ceramic industry.** (Dr. Darshak A. Desai), Department of Mechanical Engineering, Gujarat Technological University, Ahmedabad.

7. Shah, Jayvir Harishbhai. **Optimizing gasoline engines for complying to future emission requirement.** (Dr. Vikas J Patel), Department of Mechanical Engineering, Gujarat Technological University, Ahmedabad.

8. Sharma, Ravinder. **Experimental investigations into 4-D printing of barium titanate and graphene reinforced PVDF matrix composites.** (Dr. Ajay Batish and Dr. Rupinder Singh), Department of Mechanical Engineering, Thapar Institute of Engineering and Technology, Patiala.

9. Sri Harsha, A. **Investigation on Fused Deposition Modeling (FDM) process using six axis industrial robot.** (Dr. Ch R Vikram Kumar), Department of Mechanical Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

#### **Textile Technology**

1. Goswami, Shailesh Anand B. **Studies on development of nano fibers and their role in the production of value added textiles.** (Dr. Prakashchandra A. Khatwani), Department of Textile Engineering, Gujarat Technological University, Ahmedabad.

2. Khatkar, Vikas. **Design and development of 3D woven based structural composite for automotive leaf spring.** (Prof. B K Behera), Department of Textile and Fibre Engineering, Indian Institute of Technology Delhi, New Delhi.

3. Raulo, Avinash. **Fibrous cathode materials for advanced lithium sulfur batteries.** (Prof. Bhanu Nandan), Department of Textile and Fibre Engineering, Indian Institute of Technology Delhi, New Delhi.

4. Yadav, Anilkumar Lalchand. **Porous scaffolds of crosslinked poly ( $\epsilon$ -caprolactone via single-step high internal phase emulsion-ring opening polymerization.** (Prof. Rajiv Srivastava and Prof. Bhanu Nandan), Department of Textile and Fibre Engineering, Indian Institute of Technology Delhi, New Delhi.

#### **MATHEMATICAL SCIENCES**

##### **Mathematics**

1. Goyal, Richa. **Study on wave propagation phenomena in layered media.** (Dr. Satish Kumar), School of Mathematics, Thapar Institute of Engineering and Technology, Patiala.

2. Jayswal, Ekta Navinchandra. **Study of environmental pollutions of different layers.** (Dr. N H Shah), Department of Mathematics, Gujarat University, Ahmedabad.

3. Lhamu, Drema. **Wavelets, curvelets and functions spaces.** (Prof. Sunil Kumar Singh), Department of Mathematics, Rajiv Gandhi University, Itanagar.

4. Popuri, Sita Mani. **Algebraic structures in ternary semihypergroups.** (Dr. B Srinivasa Kumar and Dr. Y Sarala), Department of Mathematics, Koneru Lakshmaiah Education Foundation, Guntur.

5. Suthar, Ankushkumar Harishbhai. **Mathematical models to study the impact of environmental disturbances on infectious diseases.** (Dr. N H Shah), Department of Mathematics, Gujarat University, Ahmedabad.

6. Venkata Raghu, T. **Distance and convexity related parameters in graphs.** Department of Mathematics, Hindustan Institute of Technology & Science, Chennai.

#### **MEDICAL SCIENCES**

##### **Ayurveda**

1. Bande, Uttam Kashinath. **Effect of pitta prakopa in Sharad Ritu on blood profile by law of Ashryashrayi Bhava.** (Dr. Nandini D Dharagalkar), Department of Ayurved, Maharashtra University of Health Sciences, Nashik.

2. Chaudhari, Rupali Tryambak. **Study of Sarasarata of Med, Asthi and Shukra related to Dantasampat.** (Dr. Kalpana Dilip Sathe), Department of Ayurved, Maharashtra University of Health Sciences, Nashik.

3. Shekokar, Anantkumar V. **Study the efficacy of ksharaplota in dushta vrana W S R to infected wound.** (Prof. Vijay P Ukhalkar), Department of Ayurved, Maharashtra University of Health Sciences, Nashik.

4. Wasnik, Vidya Baburao. **Comparative prospective study of the effect of pranayama and swimming on lung volumes and capacities in healthy individuals.** (Dr. Vd Vijay G Patrikar), Department of Ayurveda, Maharashtra University of Health Sciences, Nashik.

##### **Biochemistry**

1. Waghela, Bhargav Narendrabhai. **Regulatory role of nox family proteins and NRF-2 in activation of NF-kB mediated inflammation and cancer.** (Dr. D V Parmar), Department of Biochemistry, Saurashtra University, Rajkot.

##### **Biotechnology**

1. Mehta, Sakshi. **To investigate the effect of smoking on NLRP 3 inflammasome assembly and**

**activation; implication in the initiation and progression of atherosclerosis.** Department of Experimental Medicine & Biotechnology, Postgraduate Institute of Medical Education and Research, Chandigarh.

#### Medicine

1. Swami, Sanjaykumar Chanbasayya. **Effect of calcineurin inhibitors on inflammatory markers, lipid profile and oxidative stress in kidney transplant recipients.** (Dr. Anuradha Milind Kanhere), Department of Medicine, Maharashtra University of Health Sciences, Nashik.

#### Microbiology

1. Modgil, Vinay. **A study of virulence genes, phylogeny and clonal relatedness in enteroaggregative *E Coli* from human and diverse environmental sources.** Department of Medical Microbiology, Postgraduate Institute of Medical Education and Research, Chandigarh.

#### Pharmaceutical Science

1. Bihari, Bipin. **Design, synthesis and biological evaluation of some novel thiosemicarbazone Quinoxiline derivatives.** (Dr. Girendra Gautam and Dr. Akash Ved), Department of Pharmacy, Bhagwant University, Ajmer.

2. Jain, Neha. **Optimization and evaluation of transdermal delivery of antihypertensive agent via novel approaches.** (Dr. Girendra Gautam and Dr. Ameeta Argal), Department of Pharmaceutical Sciences, Bhagwant University, Ajmer.

3. Mishra, Ravindra. **Structure based drug design, synthesis and evaluation of novel Clk1.** (Dr. Anoop Singh), Department of Pharmaceutical Chemistry, Bhagwant University, Ajmer.

4. Neeraj Singh. **Comparative study of phytocognostical and pharmacological screening of *Psoralea corylifolia* and *psoralea esculenta* for their antidiabetic and antioxidant activity.** (Dr. Girendra Gautam), Department of Pharmacy, Bhagwant University, Ajmer.

5. Odaya Kumar, P. **Formulation, characterization, in vitro and in-vivo evaluation of bio-degradable nanoparticles loaded with anti-diabetic drugs.** (Dr. Revathi Gupta), Department of Pharmacy, Dr. A.P.J Abdul Kalam University, Indore.

6. Patel, Minautee Rajnikant. **Phyto-pharmacognostical and biological evaluation of *Cipadessa baccifera* (Roth) Miq and *Erycibe paniculata***

**roxb.** (Prof. Rabinarayan Acharya), Faculty of Ayurved Pharmacy, Gujarat Ayurved University, Jamnagar.

7. Ram Bindurani Laxmibai, G P. **Isolation, characterization and anti-diabetic activity of phytoconstituents from medicinal plant *coccinia grandis* and *Tinospora cordifolia*.** (Dr. Anoop Singh), Department of Pharmaceutical Sciences, Bhagwant University, Ajmer.

8. Subbaiah, Meda Venkata. **Evaluation of drug utilization with perspective to pharmacovigilance and pharmacoecconomics.** (Dr. P Dwarakanadha Reddy and Dr. S V Satyanarayana), Department of Pharmaceutical Sciences, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

9. Thakur, Akanksha. **Phyto-pharmacognostical and biological evaluation of burans (*Rhododendron arboreum Sm*): An unexplored plant.** (Dr. Harisha C R), Faculty of Ayurved Pharmacy, Gujarat Ayurved University, Jamnagar.

10. Verma, Bipin Kumar. **Synthesis and biological evaluation of novel imidazole based compounds.** (Dr. Girendra Gautam), Department of Pharmacy, Bhagwant University, Ajmer.

11. Vishvakarma, Prabhakar. **Formulation and characterization of microemulsion of poorly water soluble drugs for enhancement of oral Bioavailability.** (Dr. K Saravanan and Dr. Saurabh Sharma), Department of Pharmacy, Bhagwant University, Ajmer.

#### PHYSICAL SCIENCES

##### Chemistry

1. Aanchal. **Removal of organic pollutants by modified zeolite/clay based adsorbents/photocatalysts.** (Dr. Soumen Basu and Dr. Sanghamitra Barman), School of Chemistry and Bio-Chemistry, Thapar Institute of Engineering and Technology, Patiala.

2. Chowdhury, Rakesh. **Size and shape-controlled synthesis of metal oxide and bimetallic alloy nanostructures and their applications.** (Dr. Md Harunar Rashid), Department of Chemistry, Rajiv Gandhi University, Itanagar.

3. Das, Sayani. **Stereoselective total synthesis of cycloalkenone natural products and callyspongic acids.** (Prof. Shivajirao L Gholap), Department of Chemistry, Indian Institute of Technology Delhi, New Delhi.

4. Joshi, Harsh Hiteshbhai. **Studies on heterocyclic compounds containing nitrogen, sulfur and oxygen as potential bioactive molecules.** (Dr. M V Parsania), Department of Chemistry, Saurashtra University, Rajkot.

5. Kasimala, Bikshal Babu. **Novel analytical method development and validation for the analysis of antirheumatic, antihypertension, antibiotic drugs and its impurities in bulk drug and formulations by RP-HPLC.** (Dr. A Venkateswara Rao and Dr. Usenireddy Mallu), Department of Chemistry, Koneru Lakshmaiah Education Foundation, Guntur.

6. Kausundra, Rajendra Dayalal. **Efficiency of pheromone chemicals with respect to functional group of the two world distributed insect pest *spodoptera litura* and *helicoverpa armigera*.** (Dr. V. Nand Gopal), Department of Chemistry, Rai University, Ahmedabad.

7. Kishore Kumar, V. **Synthesis and characterisation of fluorine substituted novel nitrogen, sulphur and oxygen contained heterocyclic compounds and their biological activity.** (Dr. T Bhaskara Rao), Department of Chemistry, Koneru Lakshmaiah Education Foundation, Guntur.

8. Latha, B Madhavi. **Synthesis of pyrazole, oxadiazole, thiazole-triazole/isoxazole hybrids via click reaction and evaluation of their cytotoxic activity.** (Dr. B V Subba Reddy), Department of Chemistry, Adikavi Nannaya University, Rajamahendravaram.

9. Sharma, Kapil. **Stereoselective total synthesis of  $\gamma$ -butyrolactone natural products and (3R, 4S)-isoptreptenol III.** (Prof. Shivajirao L Gholap), Department of Chemistry, Indian Institute of Technology Delhi, New Delhi.

10. Sood, Sumit. **Synthesis of some novel pyrazole derivatives using 4-formylpyrazoles as scaffold.** Department of Chemistry, Eternal University, Sirmour.

11. Thakur, Samriti. **Surface and catalytic properties of nanosized  $\text{CaO}$  and  $\text{Ca}_3(\text{PO}_4)_2$  extracted from natural resources.** (Dr. Satnam Singh and Bonamali Pal), School of Chemistry and Bio-Chemistry, Thapar Institute of Engineering and Technology, Patiala.

#### Physics

1. Anu. **Synthesis, characterization and antibacterial study of co-doped copper oxide nanoparticles.** (Dr. Naveen Thakur), Department of Physics, Career Point University, Hamirpur.

2. Divya, N G.  **$\text{Zn}^{2+}$  ion assisted growth of  $\alpha\text{-Fe}_2\text{O}_3$  and electrochemical sensing of  $\alpha\text{-Fe}_2\text{O}_3$  and  $\text{ZnFe}_2\text{O}_4/\alpha\text{-Fe}_2\text{O}_3$ -graphene hybrid nanomaterial.** (Dr. M Junaid Bushiri), Department of Physics, Cochin University of Science & Technology, Kochi.

3. Gupta, Kapil. **Study on the effect of annealing and swift heavy ions irradiation on vanadium oxide thin films.** (Dr. Sarvesh Kumar), Department of Applied Science, Manav Rachna International Institute of Research and Studies, Faridabad.

4. Jindal, Shivani. **Preparation and characterization of doped CdS and ZnS nanostructures.** (Dr. Puneet Sharma), School of Physics and Materials Science, Thapar Institute of Engineering and Technology, Patiala.

5. Krishnaprasad, C. **Solar energetic particles associated with coronal mass ejections and corotating interaction regions and their influence on Martian plasma environment.** (Dr. Smitha V Thampi), Space Physics Laboratory, Cochin University of Science & Technology, Kochi.

6. Munisudhakar, B. **Investigations on physical, structural and optical properties of rare earth ions ( $\text{Er}^{3+}$ ,  $\text{Yb}^{3+}$  and  $\text{Nd}^{3+}$ ) doped bismuth borate glasses for various applications.** (Dr. C Nageswara Raju), Department of Physics, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu. □

 **SREE SANKARACHARYA UNIVERSITY OF SANSKRIT, ERNAKULAM, KALADY - 683 574**

No. Ad/D1/16269/SSUS/2021

Date: 24.11.2021

#### Advertisement for Recruitment of Faculty Positions

Applications are invited from eligible candidates for filling up the vacant faculty positions at the level of **Professor** (Academic Level 14 with rationalized entry pay of Rs. 1,44,200/-, No age limit) and **Assistant Professor** (Academic Level 10 with rationalized entry pay of Rs. 57,700/-, Age - Below 40 years as on 01.01.2021) at various teaching departments of Sree Sankaracharya University of Sanskrit, Kalady.

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Last date of online application: **24.12.2021**

For complete details about Pay Scale, Age Relaxation, Registration Fee, Community to which vacancies are earmarked and other eligibility conditions may visit the university website [www.ssus.ac.in](http://www.ssus.ac.in). The hard copies (8 sets) of the filled up online applications along with all documents including the PBAS sheets should reach The Registrar, Sree Sankaracharya University of Sanskrit, Kalady- 683574 before 4.00 P.M on **31.12.2021**. Any corrigendum/addendum shall be posted only on the university website.

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**Minority Institution**

**APPOINTMENT**

The Applications are invited for the following teaching post in Postgraduate/ Undergraduate on fixed pay (Non Grant-in-Aid) Section, and also in **Contributory Hourly Basis** Grant-in-Aid Section, for one academic year 2021-22 only. Eligible Candidate shall file their application with the Principal, in office hours within seven days of publishing this advertisement.

Sr. No	Subject	No of Post	Sr. No	Subject	No of Post
<b>POSTGRADUATE (NON GRANT)</b>			<b>C.H.B GRANT-IN-AID 2021-22</b>		
01	M A English	02	08	ENGLISH	03
02	M A Urdu	02	09	HISTORY	01
03	M.Sc Org.Chem	02	10	ECONOMICS	03
<b>UNDERGRADUATE (NON GRANT)</b>			11	CHEMISTRY	02
04	B.C.S	02	12	ANALYTICAL CHEMISTRY	02
05	SOCIOLOGY	02	13	MATHEMATICS	02
06	PSYCHOLOGY	02	14	ZOOLOGY	03
07	HOME SCIENCE	02	15	BOTANY	03
<b>Eligibility:</b> As per the UGC, Government of Maharashtra & University Norms and Rules of Appointments, if qualified candidates (NET/SET/Ph.D) are not found then candidate with PG will be considered, subject to University approval.			16	POLITICAL SCIENCE	01
			17	COMPUTER SCIENCE	02

**Note:** In service candidates should apply through proper channel. No TA/DA will be paid to the candidates for attending the Interview.

**Dr. Maqdoom Farooqui**  
Principal

  
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No. B2/293/Advt/TS/1/21 Date: 13-12-2021

**WANTED ASSISTANT PROFESSORS**

Applications are invited from eligible candidates for the following posts in Assumption College Autonomous, Changanacherry. Age and qualifications as prescribed by the rules and regulations of UGC/State Government/ Mahatma Gandhi University, Kottayam. Duly filled in application form along with all supporting documents should reach the **College Office** as hard copy **within 30 days** from the date of this notification. Applications can be had from the College office on payment of Rs. 1500/- (Rs. 1550/- by post). Applications can also be downloaded from the college website (Attach the DD for Rs. 1550/- in favour of Principal & Bursar, Assumption College, Changanacherry).

**Botany – 3 Computer Science – 3 Zoology – 2 Malayalam - 2**

One post each is reserved in all the four subjects for the Syro Malabar (Syrian Catholic) community. General and PwD candidates who seek to avail the reservation as per the below quoted G.O may not apply for these community reserved posts. Out of the remaining 6, one vacancy is reserved for Persons with Benchmark Disabilities.

This advertisement is in compliance with the G.O (MS) No. 96/2021 H.Edn dated 15/02/2021 as per the provision of persons with disability. (Equal opportunities, Protection of Rights and full participation Act 1995).

Place: Changanacherry **Manager**

**APPOINTMENTS**

Shri Yashwantrao Bhonsale Education Society's  
**YASHWANTRAO BHONSALE**  
**COLLEGE OF PHARMACY**  
 A/p Charathe (Vazarwadi), Tal. Sawantwadi Dist. Sindhudurg, 416510. Ph. No.02363-272233/272299  
 (Approved by AICTE, PCI, New Delhi, Govt of Maharashtra DTE & Affiliated to MSBTE & Mumbai University)  
 Web site - [www.sybesbpharmacy.com](http://www.sybesbpharmacy.com) Email - [ybpharmacy@gmail.com](mailto:ybpharmacy@gmail.com)  
 (Program : B. Pharmacy & M. Pharmacy)

**APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS**  
**FROM THE ACADEMIC YEAR 2021-22**  
**UN-AIDED**

Sr. No.	Cadre	Subject	Total No. of Seats	Post Reserved For
1	Professor	Pharmaceutical Chemistry	01	Open
2	Associate Professor	Pharmaceutics	01	Open

The above posts are open to all, however candidates from any category can apply for the post. Reservation for women will be as per University Circular No. BCC/16/74/1998 dated 10<sup>th</sup> March, 1998. 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 05<sup>th</sup> July, 2019. The Educational Qualification, Experience & pay-scale for the post of Professor & Associate Professor are as prescribed by the University of Mumbai, AICTE form time to time.

Please refer University Circular No. मशिसाक/विशिसाक/संशिसाक/११/२०२०-२१, दिनांक ११ जानेवारी २०२१ for qualification and experience at the time of interview.

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

Applications with full details should reach to the **SECRETARY, Shri. Yashwantrao Bhonsale Education Society's YASHWANTRAO BHONSALE COLLEGE OF PHARMACY, At. Post:- Charathe (Vazarwadi) Tal:- Sawantwadi** within 15 days from the date of publication of this advertisement. This is University approved advertisement.

**Mr. Sanjeev I. Desai.**  
Secretary  
Shri Yashwantrao Bhonsale Education Society

**Tapasvi Public Charitable Trust, Yeoti, Ta. & Dist. Osmanabad. (M.S.)**  
**Venkatesh Mahajan Senior College, Osmanabad**

**WANTED**

Applications are invited for the post of **Principal** from eligible candidates.

Sr. No.	Designation	Subject	No. of Post	Category	Remark
1	PRINCIPAL	---	01	OPEN	Granted

**MINIMUM QUALIFICATIONS FOR APPOINTMENT TO THE POST OF PRINCIPAL IN COLLEGE AS PER UGC REGULATIONS 2018 AND G.R. dated 8<sup>th</sup> March, 2019.**

**A. Eligibility**

1. Ph.D. degree.
2. Professor / Associate Professor with a total service / experience of at least Fifteen years of teaching /research in Universities, Colleges and other institutions of higher educations.
3. A Minimum of 10 research publications in paper- reviewed or UGC listed journals; and
4. A minimum of 110 Research Score as per Appendix II , Table 2.

**B. Tenure :**

**A** College Principal shall be appointed for a period of five years extendable for another term of five years on the basis of performance assessment by a committee appointed by the university constituted as per government resolution dated 8th March, 2019.

**General Conditions :-**

1. Service conditions and other rules will be as prescribed by the UGC, State Govt. and Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.(M.S.)
2. The original certificates must be produced at the time of interview.
3. Candidates already employed must submit their applications through proper channel.
4. Application along with the necessary documents should reach **within fifteen (15) days** of the publication of this advertisement.

**Postal Address:- Secretary, Tapasvi Public Charitable Trust, Yeoti, C/o, Venkatesh Mahajan Senior College, Samarth Nagar, Sanja Road, Osmanabad, (M.S.) Pin-413 501.**

**Website: [www.vmccollege.org](http://www.vmccollege.org)**

**Mob. No :- 8087779718**

Adv. Milind S. Patil  
**SECRETARY**  
 Tapasvi Public Charitable Trust, Yeoti



**Parvatibai Chowgule College of Arts and Science**  
**Autonomous**

**Accredited by NAAC with Grade 'A' (CGPA Score 3.41 on a 4 Point Scale)**

**Best affiliated College-Goa University Silver Jubilee Year Award**

Applications stating full name, address, age with date of birth, educational qualifications with marks and percentage, experience etc. are invited for the post of **COLLEGE LIBRARIAN**.

**Minimum Qualifications :**

As per statute **SC-16.4.7** of Goa University.

**Requirement**

- a. **Minimum** of 15 years of Residence in Goa.
- b. Knowledge of Konkani., additionally, Knowledge of Marathi shall be desirable.

Scale of pay, terms & conditions of service are those laid down by the Goa University, Directorate of Higher Education and other competent authorities from time to time. Applicants, who are already employed, shall forward their applications through proper channel and shall account for breaks, if any, in their academic career.

Applicants **should compulsorily fill the On-Line Application Form** available on College website [www.chowgules.ac.in](http://www.chowgules.ac.in) under >> **Careers** >> and **send the certified photo-copies** of the marks statement from S.S.C. onwards, **Residence Certificate** and certificate, if belonging to reserved category, from competent authorities, by post to the **Principal, Parvatibai Chowgule College, Gogol, P.O. Fatorda, Margao, Goa-403 602.**

**Direct application will not be entertained.** The link will be open **only for 21 days** from the date of advertisement. Applicants should bring **Original Certificates**, at the time of interview.

Date : 04/12/2021

**Principal**

**Dayanand Education Society's**  
**DAYANAND COLLEGE OF ARTS, LATUR**

**WANTED**

Applications are invited for the post of **Principal** (Granted) to be filled in **Dayanand Education Society's, DAYANAND COLLEGE OF ARTS, LATUR**, Dist. Latur (Maharashtra). Eligible candidates should submit their application along with all necessary documents **within Fifteen days** from the date of publication of the advertisement by Registered post only.

Sr. No.	Name of the Post (Designation)	No. of Post	Reservation
<b>1.</b>	<b>Principal</b>	One (01)	<b>Unreserved</b>

**Educational Qualification:-**

**A. Eligibilities:-**

1. A Master's Degree with at least 55% marks (or an equivalent grade a point scale wherever grading system is followed) by a recognized University.
2. A Ph.D. Degree in concerned/allied/relevant discipline (s) in the institution concerned with evidence of published work and research guidance.
3. Professor/Associate Professor with a total experience of fifteen years of teaching/research in Universities, College and other Institutions of Higher Education.
4. A minimum of 10 research publication in peer reviewed or UGC listed journals.
5. A minimum of 110 research score as per Appendix II, Table 2 of UGC Regulations, 2018.
6. **Academic Eligibility and other rules regulations as per UGC Regulation 18 July, 2018 and Govt. Resolution No. Misc-2018/C.R.56/UNI-1 dated 08 March, 2019.**

**A. Tenure:-**

As per the conditions laid down by the Special Cell, Swami Ramanand Teerth Marathwada University, Nanded vide letter No. Special Cell/2021-22/280 dated 26/11/2021, the tenure of the said post of the **Principal** will be upto dt. 04/11/2023 Or the joining of Dr. Bisen Jogendrasingh Motisingh, Hon'ble Pro-VC, Swami Ramanand Teerth Marathwada University, Nanded to the said post, whichever happens earlier. The appointment of the said post of the Principal will be on the basis of performance assessment by a committee appointed by the University, constituted as per these Rules.

**Salary & Allowances:-**

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

**NOTE:-**

1. Prescribed application form is available on the University **website:(www.srtmun.in)**.
2. No T.A.D.A. will be paid to attend the interview.
3. Eligible Candidates those who are already in services should submit their application through proper channel.
4. All attested Xerox Copies of certificates and other relevant documents should be attached with the application form.
5. The vacant posts are being filled under the decision of Hon'ble High Court, Aurangabad Bench Petition No.12051/2015.
6. The original Certificates must be provided at the time of interview.

**Correspondence Address:**

The President/Secretary  
Dayanand Education Society's  
Dayanand College of Arts,  
Barshi Road, Latur-413531

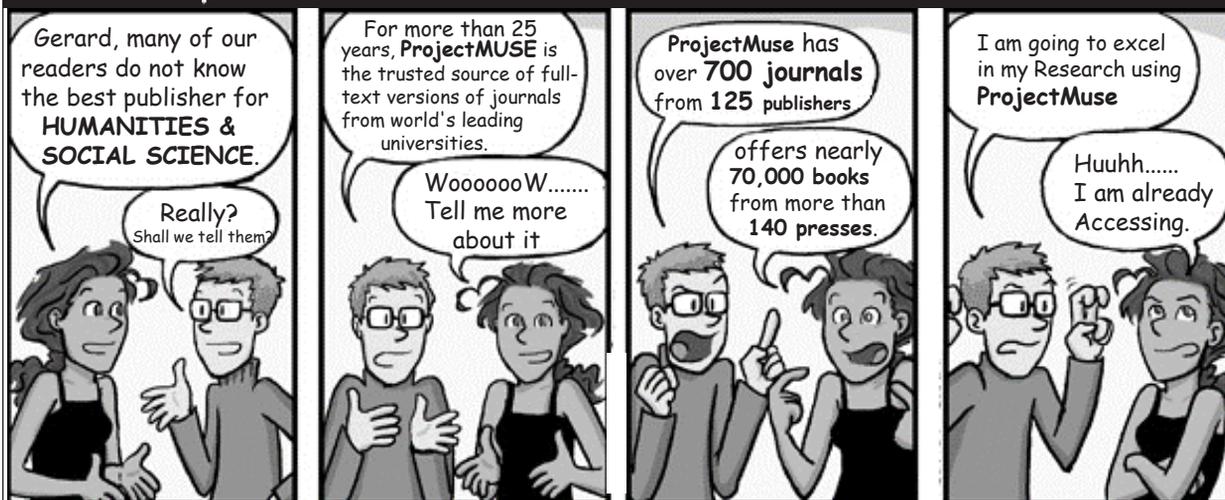
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Ramesh Govindlalji Biyani  
Dayanand Education Society, Latur

**President**  
Laxmiraman Bankatlalji Lahoti  
Dayanand Education Society, Latur

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