



Rs. 30.00  
ISSN-0566-2257

# UNIVERSITY NEWS

*A Weekly Journal of Higher Education*

**Association of Indian Universities**

Vol. 60 • No. 52 • December 26, 2022 - January 01, 2023

## **R P Raya**

Science, Technology, Youth Engagement to Secure Next Gen's Health  
Profile: A Policy Perspective

## **Sunil Behari Mohanty**

Educational Thoughts of Swami Sivananda

## **Siddhant Singh and Rajesh**

Capacity Building of Transgender Persons under Institutional Social  
Responsibility: A Study in Reference to Transgender Resource Centre,  
University of Delhi

## **Sanjay P Shekhawat**

Economic Challenges to Engineering Education Institutes in India

## **Shivakumar U Ganachari**

Will National Education Policy—2020 Erase Shadow Lines of Past in Indian  
Higher Education?

## **Anish Shah**

Career Making is Doing What We Love for a Living  
– **Convocation Address**

#Let'sCreateAtmanirbharBharatTogether

**Lat. Wamanraoji Kadam Bordikar, Seva Sanstha Jintur, Tq. Jintur, Dist. Parbhani**  
**Smt. Shakuntalabai Bordikar Senior College, Jintur, Tq. Jintur, Dist. Parbhani**

**WANTED**

Applications are invited from the eligible candidates for the following full time post in **Smt. Shakuntalabai Bordikar Senior College, Jintur, Tq. Jintur, Dist. Parbhani (Permanent Non-Granted) run by Late Wamanraoji Kadam Bordikar, Seva Sanstha Jintur, Tq. Jintur, Dist. Parbhani**. The application duly completed in all respects should reach on the following address **within fifteen days** from the date of publication of this advertisement. The candidates of reserved category should send one copy of application to The **Assistant Registrar, Special Cell, S.R.T.M. University, Nanded**.

Sr. No.	Subject	Total Posts	Reservation
1	English - 01, Hindi -02, Marathi - 02, History - 01, Political Science - 01, Economics – 01, Sociology - 01, Commerce - 03, Botany - 02, Zoology - 02, Chemistry - 02, Physics - 01, Mathematics - 02, Environmental Science - 01, Physical Education - 01, librarian - 01	24	Open - 09, SC – 03, ST–02, VJ (A) -01, NT (B) – 01, NT(C) – 01, NT(D) – 01, OBC – 04, EWS – 02.

**1) Assistant Professor/Librarian/Director of Physical Education Eligibility (A or B)**

- A**
- A Master's Degree with 55% marks (or an equivalent grade in a point – scale wherever the grading system is followed) in concerned/relevant/allied subject from an Indian University, or an equivalent degree from an accredited foreign university.
  - Besides fulfilling the above qualification, the candidate must have cleared the National Eligibility Test (NET) conducted by the UGC or the CSIR, of a similar test accredited by the UGC, like SET or who are or have been awarded a Ph.D Degree in accordance with the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil/Ph.D. Degree) Regulations, 2009 or 2016 and their amendments from time to time as the case may be exempted from NET/SET.  
Provided the candidates registered for the Ph.D programme prior to July 11, 2009, shall be governed by the provisions of the then existing Ordinances/Bye-laws/Regulation of the Institution awarding the degree and such Ph.D. candidates shall be exempted from the requirement of NET/SET for recruitment and appointment of Assistant Professor or equivalent positions in Universities/College/Institutions subject to the fulfillment of the following conditions:
    - The Ph.D. degree of the candidates has been awarded in regular mode only.
    - The Ph.D. thesis has been evaluated by at least two examiners.
    - An Open Ph.D. viva voce of the candidate has been conducted.
    - The candidate has published two research papers from his/her Ph.D. work, out of which at least one is in a referred journal and
    - The candidate has presented at least two papers, based on his/her Ph.D. work in conference/seminars, sponsored/funded/ supported by the UGC/ICSSR/CSIR or any similar agency.

**Note :**

- The fulfillment of these conditions is to be certified by the Registrar or the Dean (Academic Affairs) of the University concerned.
- NET/SET shall also not be required of such Masters Programmers in disciplines for which NET/SET is not conducted. However, Ph.D. degree shall remain the minimum eligibility for appointment of Assistant Professor in such disciplines.

**B.**

The Ph.D. degree has been obtained from a foreign University/Institution with a ranking among top 500 in the World University Ranking (at any time) by any one of the following:

- Quacquarelli Symonds (QS);
- The Times Higher Education (THE) or
- The Academic Ranking of World Universities (ARWU) of the Shanghai Jiao Tong University (Shanghai).

**Note :** The Academic score as specified in Appendix – II (Table 3A) for Universities and Appendix II (Table 3B) for Colleges, shall be considered for short-Listing of the candidates for interviews only, and the selections shall be based only on the performance in the interview.

**Address for Correspondence :** President/Secretary, Late Wamanraoji Kadam Bordikar, Seva Sanstha, Jintur. Tq. Jintur, Dist. Parbhani.  
Contact No :- 9730401275 /9607122217 Smt. Shakuntalabai Bordikar Senior College, MIDC, Parbhani Road, Jintur, Tq. Jintur, Dist. Parbhani. 431 511.

**Secretary**

ITEMS	In This Issue	PAGE
<b>Articles</b>		
Science, Technology, Youth Engagement to Secure Next Gen's Health Profile: A Policy Perspective		3
Educational Thoughts of Swami Sivananda		5
Capacity Building of Transgender Persons under Institutional Social Responsibility: A Study in Reference to Transgender Resource Centre, University of Delhi		9
Economic Challenges to Engineering Education Institutes in India		13
Will National Education Policy—2020 Erase Shadow Lines of Past in Indian Higher Education?		15
<b>Convocation Address</b>		
Bharatiya Vidya Bhavan's S P Jain Institute of Management and Research, Mumbai		18
<b>Campus News</b>		
<b>Theses of the Month (Science &amp; Technology)</b>		
Advertisement		29

<b>New Subscription Tariff (Effective April 01, 2020)</b>				
<b>Inland</b>		<b>Foreign</b>		
Institutions	Academics/ Students	Airmail	Surface Mail	
<i>(at residential address only)</i>				
	Rs.	Rs.	US\$	US\$
1 year	1250.00	500.00	210.00	170.00
2 years	2200.00	900.00	400.00	300.00

Subscription is payable in advance by Bank Draft/MO only in favour of Association of Indian Universities, New Delhi.

Opinions expressed in the articles are those of the contributors and do not necessarily reflect the views and policies of the Association.

**Patron:**  
 Prof. Suranjan Das

**Editorial Committee Chairperson:**  
 Dr (Ms) Pankaj Mittal

**Editorial Committee:**  
 Dr Baljit Singh Sekhon  
 Dr Amarendra Pani  
 Dr Youd Vir Singh

**Editor:**  
 Dr Sistla Rama Devi Pani

**#Let'sBeatCoronaTogether**

## Science, Technology, Youth Engagement to Secure Next Gen's Health Profile: A Policy Perspective

R P Raya\*

Some policy initiatives are defining in nature. Their cumulative impact, when revealed years (if not decades) later, would be nothing short of "destiny-defining" for society. It is not always possible or even perhaps feasible to celebrate all policy efforts on a similar footing and scale. In this author's view, there are some policy initiatives that have been somewhat underplayed or underrated either deliberately or due to unawareness. Foremost among such policies is the Prime Minister's Overarching Scheme for Holistic Nutrition (POSHAN Abhiyaan) also known as National Nutrition Mission. The significance and seriousness of this policy thought are evident given how POSHAN Abhiyaan is renewed, redesigned, rolled out, and continually monitored and calibrated.

POSHAN Abhiyaan or National Nutrition Mission is designed to improve and assure the good health of women, especially pregnant and lactating women, and their newborns. The policy implementation is critical for Mothers to Be, the Newborn Child, and Mothers. The success of the implementation of this policy would significantly determine the health profile of the next generation. To ensure success at the grassroots, this policy implementation is being monitored, and progress-reported with the active intervention of NITI Aayog. Notably, the implementation of this policy is characterized by: (1) the efficient use of technology, (2) training and orientation, (3) a milestone-based approach to meet targets, (4) consistent monitoring & evaluation of the progress, (5) localization, and (6) setting forth a mass-movement at the grassroots among people for facilitation of intended policy outcomes. "Poshan Maah" (National Nutrition Month) is celebrated during the month of September to create awareness and invite support among the public ("Jan Andolan" to "Jan Bhagidari") to the cause of addressing malnutrition and enhance focus on discourse committed to nutrition and good health.

In the monsoon session in September 2020, the then Women and Child Development Minister tabled a diet plan for pregnant women in Lok Sabha acceding to the then Speaker of Lok Sabha who advised the Minister to prepare such a diet plan for circulation to all Parliamentarians so they can further cascade it among constituents in their respective constituencies.

This policy is one that would have a huge import to the medium- and long-term future of the Nation. It is pertinent to mention here

\*Bharatiya Shikshan Mandal (BSM) & Professor (Retd), Pondicherry University.

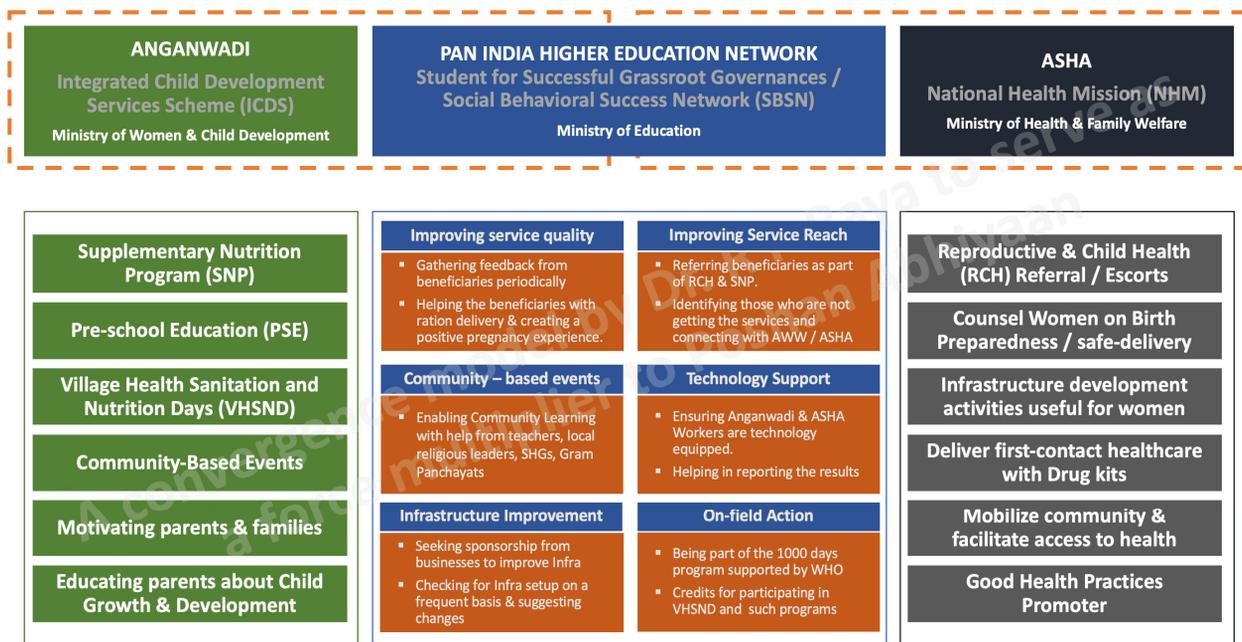
that even in the National Education Policy—2020, there is a deserving focus on Early Childhood Care and Education (ECCE). The premise of the National Education Policy 2020 is that “*Early Childhood Care and Education is the Foundation of Learning*”. The NEP 2020 unambiguously states a scientifically endorsed fact that 85% of the “*child’s cumulative brain development occurs prior to the age of 6, indicating the critical importance of appropriate care and stimulation of the brain in a child’s early years for healthy brain development and growth*”. The Policy, accordingly, provided the framework to work on Early Childhood Care and Education (ECCE) for children up to the age of 8 in two parts, namely, a sub-framework for 0-3-year-olds, and another sub-framework for 3-8 year-olds taking into account, “*the latest research on ECCE, and national and international best practices*”, incorporating, among others, “*the numerous rich local traditions of India developed over millennia in early childhood care and education, involving art, stories, poetry, songs, and more. The framework will serve as a guide both for parents as well as for early childhood education institutions*”.

There is a potential for operational confluence at the grassroots between the Ministry of Education (NEP 2020) and the Ministry of Women and Child

Development. It is here that we must consider calibrating the policy to usher in this confluence. The definition of the objective stated in the NEP regarding Early Childhood Care is as follows, “*The overarching goal will be to ensure universal access to high-quality early childhood care and education across the country in a phased manner*”. In a way, the success of POSHAN Abhiyaan (National Nutrition Mission) would hugely impact and drive the success of NEPs’ vision specifically in reference to Early Childhood Care and Education (ECCE).

While the confluence of policies of the Ministry of Education, Ministry of Women & Child Development, Health Ministry, and NITI Aayog would go a long way in benefiting the nation, the convergence platform at the grassroots through the effective use of technology, training, and orientation, feedback gathering, and monitoring, by all indicators could well be instrumental for the success of this mission bringing tangible positive difference at the grassroots building on such a committed policy outlook on this highly strategic goal. An attempt has been made by the Author to confluence the salient points of all the policies and create a Convergence Model for effective Poshan Abhiyan which is depicted in Figure 1.

**Figure-1 Convergence Model Led Multiplier to Poshan Abhiyan**



Convergence model led force multiplier to Poshan Abhiyan by Dr. R P Raya

Source: Created by the Author

(contd. on pg. 12)

# Educational Thoughts of Swami Sivananda

Sunil Behari Mohanty\*

Swami Sivananda was born on September 8, 1887, at Pattamadai, in Tirunelveli district of Tamil Nadu, India as the third child of his parents - father Mr. P. S. Venugopal and mother Mrs. Parvati Ammal. His original name was Kuppuswami. His parents were very religious and were devotees of Lord Shiva. After studying MBBS Kuppuswamy started his career as a doctor in Malaysia. After 10 years of work, his inner call for a yogic path brought him back to India. In 1924, he was initiated to ascetic life by his guru Vishvananda Saraswati at Rishikesh, a holy town in Uttarakhand. He got his new name- Sivananda. Swami Sivananda founded Divine Life Society at Muni Ki Reti, near Rishikesh, in 1936, Sivananda Ayurvedic Pharmacy in 1845, All World Sadhus Federation in 1947, and Yoga Vedanta Forest Academy in 1948. His yoga was the simplified synthesis of four types of yoga - Bhakti Yoga, Jnana Yoga, Karma Yoga, and Raja yoga. He ran a charitable dispensary at Lachhman Jhula, near Rishikesh. He had a large number of followers in many parts of the world. When he passed away on July 14, 1963, at his ashram at Sivananda Nagar, Rishikesh.

## Social Reform

Swamiji stressed social reform. He was against the child marriage system. According to him, it was a social evil that needs to be stopped immediately. He said that woman is the man's first Guru as she educates him as a child.

## Aim of Education

According to Swami Sivananda, "Education is the manifestation of the divinity in man, of the greatest and the noblest traits latent in him."<sup>1</sup> He pointed out the importance of education for every individual. It should strive to develop a broad mind. It must make the student go against a bigoted outlook, chauvinism, sectarian bias, the attitude of an ignoramus, and fanatic belief in the cult of materialism.<sup>2</sup> Education is the root of the tree, culture is its flower and wisdom is its fruit. The

*\*President, All India Association for Educational Research, Flat 1, Beatiude Apt 2, 61B Selvaraj Chettiar Street, Vaithikuppam, Pondicherry-605001. E-mail:sunilmohanty@gmail.com*

aim of real education is to draw out of the dormant divinity lying hidden within each human being. He believed that ideal education develops a whole man. Education should be a lifelong process. According to Swamiji, the students, even after leaving their institutions should continue to be students till the end of their life.

## Functions of Education

According to Swamiji, "True education must teach not merely some means of earning a livelihood, tenets of citizenship, etc., but it must develop moral and spiritual qualities of the student."<sup>3</sup> True education, according to him, must impart initiation into the life divine. It must build in students' right conduct, good character, cosmic love, purity, tolerance, courage, sincerity, honesty, truthfulness, self-restraint, and the spirit of selfless service and sacrifice. True education is not only a process of learning the secular sciences, but its fundamental usefulness consists in the culture of the inner personality of human beings. Swami Sivananda stressed on moral development in education. According to him, education of intellect without moral development is injurious to human progress. Education should help to form a strong, pure, and beautiful character in the learners.

## Education for Cultural Development

According to Swamiji, true culture is honourable plain living, and sublime thinking. It is marked by right living, right thinking, right speaking, right acting, right living, and right meditation. It is characterized by the discipline of head, hand, and heart. A cultured individual annihilates egoism and lives in the Divine.

## Importance of Meditation

Swami Sivananda was a staunch believer in meditation to make one's thoughts pure and to make one's mental images clear-cut and well-defined. It helps a lot in checking emotions and impulses. According to Swamiji, focusing of the mind on a point for 12 seconds is concentration. Twelve such periods of uninterrupted concentration is meditation. Twelve such periods of uninterrupted meditation lead to superconsciousness.<sup>4</sup> Swamiji suggested

that everyone should meditate for at least half an hour every day. Meditation unlocks the secrets of life and gives energy. In the case of concentration, an individual must make effort. In the case of meditation, ideas are allowed to flow without any effort. While doing meditation, one may get flashes. This is not the whole experience. Cultivation of attention is essential to concentration. Keeping the mind serene and cheerful is beneficial for achieving concentration. The aspects of human activity that help concentration are celibacy, reduction of wants, dispassion, silence, seclusion, disciplining of the senses, repetition of God's name, control of anger, giving up reading novels and newspapers, and giving up visiting cinemas. The practice of concentration should be undertaken in a specified time. To start with, one should concentrate on material objects. At the next stage, one can move the point of concentration to the space between the two eyebrows or in the center of one's heart. Scientists generally have the habit of concentrating on physical objects. The practice of concentration is much helpful in developing memory power. The obstacles to achieving concentration include too much physical exertion, too much of talking, too much eating, too much mixing with others, too much sexual indulgence, too much walking, and too many desires.

### **Role of *Budhi* and *Chitta***

According to Swamiji, *Budhi* discriminates and decides. *Chitta* is the storehouse of *Samskaras* and is also the seat of memory.

### **Education for Spiritual Development**

Swami Sivananda stressed spiritual development. He said that India is only a non-sectarian, secular State. It is not a Godless State.<sup>5</sup> According to him, spiritual education, without any religious bias, should form the very basis of instruction.<sup>6</sup> Broad-based religious teachings have a role to play in an education system of a secular country. Every day, at the beginning and at the end of the institutional activities, there should be provision for common prayer, brief meditation, and recitation of universal hymns. The students should read every day short passages from scriptures that convey broad-based universal spiritual teaching, and stories that illustrate different virtues and incidents in the noble lives of saints. Education should teach us to love God and man.

### **Education for Moral Development**

Swamiji gave stressed moral education. Education must help to form a strong, pure, and beautiful character."<sup>7</sup> According to him, education of intellect without moral discipline is injurious to human progress. According to Swamiji, ethical culture ennobles life and confers various occult powers. Celibacy and self-restraint are helpful for developing ethics and morality.

### **Education for International Fellows Feeling**

Swamiji said that "Education and culture should lead to the attainment of universal brotherhood"<sup>8</sup> He gave stressed on the role of education for international fellow feeling.

### **Mass Education**

Swamiji pointed out the necessity of removing illiteracy. According to him, professors, teachers, and students should carry out this task during holidays.<sup>9</sup> They can organize night schools with the help of rich people.

### **Education for Emotional Development**

Swamiji suggested strategies for emotional development. He suggested that one should try to control first the small ripple of irritability when it arises in the subconscious. When one is not able to control anger, one should leave the place at once. One should take a walk repeating *Om*, drink some cold water, and count from 1 to 20.<sup>10</sup> One should not argue much. One should not retort. One should speak sweetly and speak only what is necessary. Prayer, fasting, chanting mantras, systematic practice of concentration, and meditation are useful for emotional development.

### **Importance of Learning Music**

Swami Sivananda stressed music education. He believed that music fills the mind with *sattwa*. Music is *nada yoga*. It purifies *Nadis* or subtle channels. Purifying them helps to awaken the psychic and spiritual power. It also helps in curing diseases.

### **Education for Social Development**

Swami Sivananda accepted Gandhian ideas of using students for social development.<sup>11</sup> He suggested that the students should visit the neighboring villages on Sundays and help people with their work.

## Importance of Physical Education and Yoga Education

Swamiji giving stress on physical education said that “The world needs good, healthy mothers and strong boys and girls.”<sup>12</sup> Education should help society to achieve this. Swamiji gave stressed doing *Pranayama*. It consists of *rechaka* (Sending out of breath), *puraka* (Drawing in of breath), and *kumbhaka* (Retaining breath). The ratio of duration between *puraka*, *kumbhaka*, and *rechaka* is to be 1: 4:2 Health plays an important role in developing memory power. Hence, one should not go for mental development at the cost of physical exercise and health care.

## Education for Mental Development

Swamiji believed celibacy, dietetic adjustment, and discipline of the senses are essential for the development of memory power. Interest and attention help in promoting memory. The students should be trained in developing willpower. One must be able to create one’s own environment. One must not brood over things.

## Education for All Round Development

Swamiji stated that education must provide means for all-round and harmonious development of the entire personality

## Methods of Teaching

According to Swamiji, the teachers must be friendly guides. They should never try to dominate and act as superior to students. They should help to create among the students a vital interest in their studies.<sup>13</sup> There should not be any stress on cramming. Teachers should not take recourse to cram so that they can vomit crammed material in their lectures.

## Education for Harmonious Development

Swamiji believed that education is the harmonious development of the physical, moral, intellectual, and spiritual development of individuals. It is the means to unfold the latent, inner faculties of human beings.

## Importance of the Role of Teacher and Teaching Profession

Swami Sivananda stressed the important

role of the teacher in imparting good education to students. According to him, teachers should be endowed with ethical perfection. The teaching profession, according to him, can help in leading a religious life. The teaching profession can provide individuals ample leisure to do *japa*, *kirtana*, and meditation. Some of the Writings of Swami Sivananda are:

- Swami Sivananda (1929) *Yogic and Vedantic Sadhan*. Ganesh & Co, Madras.
- Swami Sivananda (1936) *Yoga in Daily Life*. The Yoga Vedanta Forest University, Rishikesh..
- Swami Sivananda (1945) *Concentration and Meditation*. Sivananda Publication League, Rishikesh.
- Swami Sivananda (1946a) *Mind: Its Mysteries and Control. Part I*. Sivananda Publication League, Rishikesh.
- Swami Sivananda (1946b) *Mind: Its Mysteries and Control. Part II*. Sivananda Publication League, Rishikesh.
- Swami Sivananda (1946c) *Ethical Teachings*. Sivananda Publication League, Rishikesh.
- Swami Sivananda (1951) *Wisdom of Siva*. The Yoga Vedanta Forest University, Rishikesh.
- Swami Sivananda (1952) *Daily Meditations*. The Yoga Vedanta Forest University, Rishikesh.
- Swami Sivananda (1953) *Tripple Yoga*. The Yoga Vedanta Forest University, Rishikesh.
- Swami Sivananda (1954) *Self Realisation*. The Yoga Vedanta Forest University, Rishikesh.
- Swami Sivananda (1955) *Yoga for the West*. The Yoga Vedanta Forest University, Rishikesh.
- Swami Sivananda (1956) *Music as Yoga*. The Yoga Vedanta Forest University, Rishikesh.
- Swami Sivananda (1957) *Sivananda Bani*. The Yoga Vedanta Forest University, Rishikesh.
- Swami Sivananda (1958) *Wisdom Nectar*. The Yoga Vedanta Forest University, Rishikesh.
- Swami Sivananda (1959) *Yoga-Kundalini-Upanishad*. Sivananda Literature & Research Institute, Sivananda Nagar.
- Swami Sivananda (1960a) *Vedanta for Beginners*. Sivananda Literature & Research Institute, Sivananda Nagar.

- Swami Sivananda (1960b) *Yoga for the Modern Man*. Divine Life Society, Sivananda Nagar.
- Swami Sivananda (1960c) *Advice to Women*. Divine Life Society, Sivananda Nagar.
- Swami Sivananda (1960d) *Sermonettes of Swami Sivananda*. Sivananda Literature & Research Institute, Sivananda Nagar.
- Swami Sivananda (1960e) *Divine Life for Children*. The Yoga Vedanta Forest Academy, Rishikesh.
- Swami Sivananda (1960) *Religious Education*. Sivananda Literature Research Institute, Sivananda Nagar.
- Swami Sivananda (1962) *Voice of the Himalayas*. The Yoga Vedanta Forest Academy, Rishikesh.
- Swami Sivananda (1964) *Conquest of Mind*. The Yoga Vedanta Forest Academy, Rishikesh.
- Swami Sivananda (1970) *Religious Education*. Divine Life Society, Sivananda Nagar.
- Swami Sivananda (1977) *All About Hinduism*. Divine Life Society, Sivananda Nagar.
- Swami Sivananda (1997) *Bliss Divine*. Divine Life Society, Sivananda Nagar.
- Swami Sivananda (1999) *Divine Life for Children*. Divine Life Society, Sivananda Nagar.

#### **Writings of Others on Sivananda**

- Ghosh, N.C. (1955) *Sivananda -The Friend, Guide, and Philosopher*. The Yoga Vedanta Forest University, Rishikesh.
- Makhijan, M. (1960) *Sivananda: Day to Day and*

*His Philosophy and Teaching*. The Yoga Vedanta Forest Academy, Rishikesh.

- Ramasawmi Sastri, K. S. (1945) *The Gospel of Swami Sivananda*. Sivananda Publication League, Rishikesh.
- Saraswati, S. O. (1947) *The Story of an Eminent Yogi*. Sivananda Publication League, Rishikesh.

#### **Conclusion**

Swami Sivananda was a religious leader. His views on education are based on the common code of ethics that every human being must follow. However, he was not an advocate of religion in its narrow sense of the term. He supported universal brotherhood that goes beyond religions. His ideas on education are mainly ethical in nature.

#### **References**

1. Swami Sivananda (1960). *Religious Education*. The Sivananda Literature Research Society, Sivananda Nagar p. 116
2. Ibid p.15
3. Ibid p. 19
4. Ibid p. 253
5. Ibid P. 05
6. Ibid p.12
7. Ibid P.279
8. Ibid P. 280
9. Ibid P.17
10. Ibid P.83
11. Ibid P.15
12. Ibid p.17
13. Ibid p.12



# Capacity Building of Transgender Persons under Institutional Social Responsibility: A Study in Reference to Transgender Resource Centre, University of Delhi

Siddhant Singh\* and Rajesh\*\*

The term 'transgender' is generally used to describe those who transgress social gender norms. This was often used as an umbrella term to signify individuals who defy rigid, binary gender constructions and who express or present a breaking or blurring of culturally prevalent stereotypical gender roles. Also, in the UN's Sustainable Development Goal (SDG-5) Gender equality is reflected as a fundamental human right.

In India, most transgender persons are separated or estranged from their families owing to a lack of acceptance of their gender identity. Alone and trying to make sense of their 'self,' they have no place to go. As per a survey conducted ahead of the introduction of the transgender policy in the State in 2015, nearly 51% of transgender persons were living away from their families after their identities were disclosed. With no means to make ends meet, transgender persons become vulnerable to exploitation by individuals and others and ended up in sex work.

Transgender people have not been included in the government programme of financial inclusion resulting in deprivation from modern banking practices such as digital and online banking. The awareness about banking products and services is very low and digital transaction is almost negligible among transgender people. Community/peer friends are the main mode of taking loans in times of emergency or crisis.

## Socio-Economic Exclusion of Transgender

The economic deprivation of transgender people should be addressed seriously by formulating appropriate policies and programmes to ensure their economic empowerment. Transgenders face various forms of stigma and discrimination at the workplace

*\*Research Scholar, University of Delhi, 10007. Email: beingsid0512@gmail.com*

*\*\*Senior Professor, Department of Adult, Continuing Education & Extension, Faculty of Social Science, University of Delhi, 110007. Email: head.dacee@gmail.com.*

which force them to discontinue their work. Employers both in private and government sectors should be sensitized about the needs and concerns of their transgender employees so that they should be treated with respect and dignity. Transgender-inclusive workplaces should be facilitated by anti-discrimination policies, sexual harassment policies or gender must also be applied to the transgender worker to male transgender-inclusive workplaces.

Due to a lack of proper education and skills, they are unaware of their rights and are pushed into commercial sex work which is most unsafe. Low educational status is also a major obstacle to access to alternative livelihood and other mainstream activities. It brings associated stigma, discrimination, and violence at various levels. Due to a lack of awareness, opportunity, acceptance in society, and societal attitude, they are not able to acquire vocational and soft skills to improve their employment prospects. These skills are critical and can help them in finding decent livelihood opportunities.

## Capacity Building and Training of Transgender

The term Capacity building of transgender may also encompass the quality of adaptation—the ability to grow, progress, or improve. The phrase “building capacity”—a widely used bit of education jargon—refers to any effort being made to improve the abilities, skills, and expertise of learners. Capacity-building is defined as the process of developing and strengthening the skills, instincts, abilities, processes, and resources that organizations and communities need to survive, adapt and thrive in a fast-changing world (UN, SDG-17). Training must be undertaken on a sustained basis to ensure their progression in the desired direction. It may involve changing attitudes as well as associated feelings, values, motivations, and beliefs.

## Institutional Social Responsibility

University is a part of society. It is not an ivory tower that could be placed in isolation. The resources

of the university are the resources of society, and it is the foremost duty of the university to pay back to society its dues. However, the Department of Adult, Continuing Education and Extension was given the special role to provide training in the field of extension to all other departments, colleges, and institutions. The UGC policy led to the massive expansion of the university extension at a very rapid pace during the 1980s. It was the period when various technology missions were at their peak and the National Adult Education Programme was launched for bridging literacy gaps, improving health, and promoting social cohesion. Intense involvement of universities in an outreach-based programme like Adult Education Programmes helps to strengthen the relationship between not only the university/college and its surrounding community, but, also between the agencies directly responsible for this programme as well as others in the university (Rajesh, 1995).

The TRC under Institutional Social Responsibility would foresee the prevailing socio-economic situation of transgender in society, who search for a way to assimilate into the mainstream but the society in its attempt to maintain equilibrium is putting these to the margins. It explores the struggle for space and identity in society between different categories and especially among Transgender. It also highlights the problems faced by the Transgender community and what can be done by the governments to relieve them and how society should be molded to accommodate Transgender communities as a part of society and not in the form of any deviation. The social significance of this study would be to curb the social frustration that has evolved centering the Transgender people residing in the hidden corners of our society so that they can create a place for themselves within the mainstream of the social strata.

**Transgender Resource Cell: An Explicit Example of Institutional Social Responsibility**

Department of Adult, Continuing Education and Extension established Transgender Resource Centre in March 2013, with the aim to mainstream the

third gender in higher education. It works to change perceptions in society so that transgenders can earn a better livelihood and live their life happily as everyone else. The Centre promotes research work and documentation and consultation on third-gender issues with the aim to find out the problem and to resolve the issues.

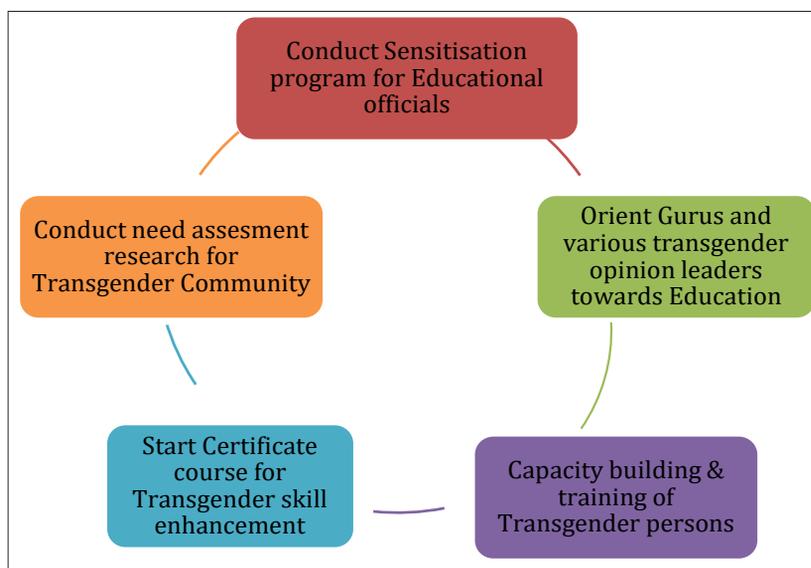
**Functions of Transgender Resource Centre, DACEE, DU**

Educational Institutes are a harbinger of change in society. Therefore, it is mandatory for all universities and colleges to develop close relationships of mutual services and support with their local communities. Transgender communities are one of the most marginalized and abhorred communities in India. For their equity in opportunity, access, and provisions of safe and healthy learning spaces, the TRC has operationalised in a structured manner with various functions as depicted in Figure 2.

**National Skill Convention of Transgender**

The Transgender Resource Centre of the Department of Adult, Continuing Education & Extension University of Delhi, under its Institutional Social Responsibility has organized the National Skill Convention of Transgender & Exhibition on 20<sup>th</sup> June 2022 at Social Science Auditorium. This National Seminar was aimed to empower the transgender communities by providing them with a platform for their skills to demonstrate (such as

**Fig 1: Objectives of DACEE, DU**



**Fig 2: Functions of TRC, DACEE, DU**



Madhubani Painting, Art & Pottery, Mehandi, Live Sketching, etc.) and ensure their financial inclusion by generating revenue for exhibited products. This event has also underlined the effective implementation of the Transgender Act 2019 and The Transgender Persons (Protection of Rights) Rules, 2020. The other concern of this event was to ensure the inclusiveness and mainstreaming of the Transgender Community socially, economically, politically, and educationally.

### **Conclusions and Recommendations**

Institutional Social Responsibility is not a new concept. Earlier, it used to be done with different nomenclature. In ancient times during the Gurukul system, disciples were trained to preserve the environment of society and work for social peace and harmony. This paper highlighted the need for capacity building or skill enhancement of transgender in restructuring and strengthening the socio-economic and cultural development Programmes targeted for the mainstreaming and inclusion of this neglected population. This study has depicted the outline of how an institution can become a harbinger of change in society and promotes safe and healthy learning spaces. The findings will help the social scientist, academician, administrator, and NGOs in achieving social, economic, cultural, and individual development of the transgender community and share evidence in presence of severe education and health care barriers, income, livelihood opportunity, skills desired for income generation, mapping of skills gap, identity stigma, gender discrimination, and

government welfare scheme for the Transgenders, etc. Based on the above study, the following recommendation are listed below:-

- Transgender people are one of the most marginalised sections of our society, so it's our duty as a citizen of this country, our government, and related institutions to raise awareness towards gender sensitization and adopt inclusive policies and affirmative actions for the people of this community.
- Mentorship and skilling of transgender as per the need and interest for better livelihood opportunities be arranged.
- More friendly legal policies and access be insured to bring the transgender community from marginal to the mainstream.
- Develop and promote the proper research mechanism for a better understanding of the various issues of the transgender community and support of financial mechanisms for the same.
- Setting up of transgender community-friendly infrastructure and resources in public institutions like police stations, educational institutions, hospitals, public transportation, etc. for active participation of the community member in the process of mainstreaming.
- Policies may be formulated at the state- and/or district-level to include the transgender community under the Economically Weaker Section category to provide with necessary benefits as per the Right to Education Act.

- The “Gender Inclusion Fund” as mentioned in NEP 2020, should be used to build a gender-neutral infrastructure in educational institutions so that we would ensure the maximum participation of transgender students in colleges and universities.
- The university and other educational institutions need to organise these types of events to break the stereotype and prejudice prevalent in society regarding gender variance.
- The University and other educational institutions should offer some relaxation in fees or other scholarships specific to these communities to ensure effective participation in higher education.
- There is a need to ensure gender sensitization among police personnel, administrative officers, government officials, and educational institutions to be sensitive toward their issues and help them as they see fit.
- There is an urgent need for sensitization and awareness about their rights and duties among the Transgender communities so that they will stand for their rights and work with other sections of society in the development of the Nation.

## References

1. Chatterjee, D. S. (2018). Problem Faced by Transgender

Community in India: Some Recommendations. *International Journal of Creative Research Thoughts*.

2. Kamble, P., & Jahanara, D. (2019). Problems of Third Gender in Maharashtra A Study from Social Exclusion to Social Inclusion. *International Journal of Development Research*.
3. Gol(---). Report of the Expert Committee on the Issues Relating to Transgender Persons. New Delhi: Ministry of Social Justice and Empowerment, Government of India.
4. Rajesh (2020-2021). External Expert of Training Manual, Inclusion of Transgender Children in School Education: Concerns and Roadmap, Department of Gender Studies, New Delhi.
5. Rajesh & Akanksha Singh (2021). Integration of Transgender in Indian Society: Realities & Possibilities, *Indian Journal of Adult Education*, UGC Care Journal, New Delhi.
6. Singh S. & Rajesh (2022). Aspirational Study of Higher Secondary Students towards Undergraduate Programmes: A Special Study when Centenary Year of the University of Delhi, *University News*, New Delhi.
7. SCERT(-----). Understanding the Transgender Community: An Institutional Research by SCERT, DIET, Keshavpuram, New Delhi.

□

(contd. from pg. 4)

It will be a huge impact area of focus to orient the beneficiaries of *Poshan Abhiyaan* on the principles and best practices drawn from our ancient knowledge systems customized to current-day realities. For instance, the earliest Vedic works like Rigveda, Yajurveda, and more so the Atharvaveda has evidence of maternal and childcare centered on the pregnant woman, mother, and child. Our Upanishads and, Ayurveda’s Kaumarabhrtya (Maternal and Child health care) delve comprehensively into strong research foundations as an area of specialization (Central Council for Research in Ayurvedic Sciences (2009). Ayurveda and Yoga, are ever more critical now to bring in physical, physiological, and mental wellness among pregnant women, mothers, and children in their Early Childhood phase. It is to be noted that we have a huge potential to back research to decode much-needed knowledge in this specialized area.

All in all, *Poshan Abhiyaan* is an audacious

attempt to bring “quality care”, “awareness”, “affordability”, “localization” and “active citizenship-led mass movement” to an important dimension of life and living – pregnancy, giving birth, and infant and motherhood. The pandemic has only made it ever more critical to focus on this area for the sake of an endearing future of the Nation. The vision when translated to implementation would “flatten” the salient and tangible difference in the quality of care pre-during-post pregnancy afforded to financially rich, middle-income, and poorer sections of our society while assuring a significantly improved health profile of the generation next.

## References

1. Central Council for Research in Ayurvedic Sciences (2009). Ancient Indian Knowledge of Maternal and Child Health Care: A Medico-Historical Introspection of Ayurveda, *Journal of Indian Medical Heritage*, Vol XXXIX – 2009, PP 221 to 240. □

# Economic Challenges to Engineering Education Institutes in India

Sanjay P Shekhawat\*

A huge volume of unemployable graduates, industrial growth below expectations and a variety of problems compels us to ponder over the educational scenario in the country. The present paper examines the complexities of these aspects and identifies human resources as an ignored factor. This ignorance or giving little weightage to the factor of human resources has been the big hurdle in the educational sector owing to which the sector is not meeting the expectations of modern India. The new education policy has emerged as a ray of hope in the dark and the education sector looks towards it with great aspiration.

It is observed that the problem of quality education is complex. It has social, economic, political, and policy-related aspects that are deeply interwoven. The demand for new technology is increasing day by day, and new technologies such as Artificial Intelligence, Machine Learning, Blockchain Technology, Virtual Reality, and Augmented Reality are playing an important role in Industry 4.0. But institutes are lacking in trained teachers and resources for such advanced technology in our country. Battling to achieve excellence in education delivery is particularly difficult because of these challenges, which are instrumental in EEIs' development. Today's educational system in India is failing to create employability/entrepreneurship in students (NEP 2020).

## Basic Elements of Economics in EEI

Any self-finance engineering education institute mainly develops on financial resources generated through student fees. This fee is fixed by the state fee committee based on the expenditure incurred in the last financial year and the intake capacity of the EEI. But the interesting fact is that many engineering colleges are unable to fill all available seats. It results in a reduction in fees in successive academic years and the total collection of fee receipts. It leads to a financial crunch and affects the quality of education in the EEI.

Delay in scholarship amount disbursement from the governments and fewer fee receipts due to fewer admissions, leads to the increased financial burden on

\* Professor, Mechanical Engg. Dept., SSBT's College of Engineering and Technology, Jalgaon, Maharashtra, India.  
Email: spshekhawat@gmail.com

EEI. Salaries, regular expenses, etc., are many factors that affect the overall performance of these engineering colleges and adversely affect the reputation/ branding of the EEIs. This results in fewer admissions and this vicious circle hampers the overall performance of the institutes.

## The Demand of Technocrats and Societal Attitudes

Despite emerging shortages of skilled manpower in an increasing number of sectors and advancements in technology, the aspiration of parents and students is conventional in nature. The way students choose among different courses of their study is completely non-scientific and does not consider their interests, liking, eternal skills, and career paths of themselves. In the course or college selection, people are more dependent on trends rather than else, which leads them to ambiguous information and career paths that are unsuitable for them (Wheebox, 2019).

Due to the wide gap in income and awareness in the rural and urban sectors of the country, the demand for engineering colleges also varies a lot. Whereas the parents have been spending a good deal on education and are ready to pay in urban areas, in rural areas things are different. In urban areas both the income and substitution effects are strong, and the quality demanded responds strongly to fee increases as compared to rural sections.

## Investment in EEIs

The financing of higher education needs to be critically examined. Basic needs in education like skill development and literacy are not yet fully filled. Targets that were to be achieved about half a century ago remain unfulfilled even today. It is also realized that higher education could expand only with the support of privatisation. Only those economies that mobilize the growth of investment in higher education are found to be able to achieve global standards of education. Secondly, the number of educated unemployed is bulging year after year, resulting in a huge waste of investment made by society in higher education. In this overall background, a few major dimensions

of investment in higher education in India are to be critically examined (Jandhyala, Tilak, 1993).

Huge investment in infrastructure development in EEIs but very little in human resource development such as faculty development, student training, internationalization, the technology used in teaching-learning, etc have hampered the quality of the campuses. The new National Education Policy (NEP) takes note of this scenario and suggests many corrective measures in these regards.

### Uncertainty in Education Sector

There are many uncertainties. There are major risks with the industrial slowdown in the country – the risk of unemployment will decrease admissions in engineering colleges. Added to these are the uncertainties of inflation rates, taxes, and uncharted terrain; you are unfamiliar with climate conditions and the performance of the agriculture sector, the income of households (Agarwal Pawan 2006).

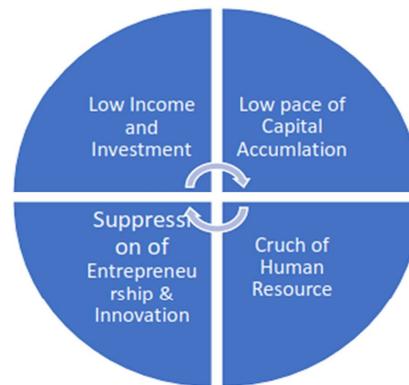
The economic issues in EEIs and related complexities are not possible to forecast very early. Many of these issues involve risk, uncertainty, and lack of information. Our EEIs must deal with the uncertainties of the performance of the industry and service sector, unemployment status, inflation, taxes, the financial condition of society, educational loan rates, etc. Likewise, parents must contend with uncertainty about future wages or employment possibilities for their ward and about the return on their investments in education; stakeholders also face the same fear in investment in EEIs. Hence the realities of EEIs are not complete without a thorough study of the economical, societal, and national issues involved in decision-making under uncertainty and risk involved (Agarwal Pawan 2006).

### The Challenge of Quality Education in EEIs

We have emphasized that EEIs face great obstacles in combining the four elements of progress – human resource, capital, investment, and entrepreneurship and innovation. In addition, EEIs find that the difficulties reinforce each other in a vicious cycle of low-quality education (Agarwal Pawan 2006).

Figure 1 illustrates how one hurdle raises yet another hurdle. Low income and investment lead to the low pace of capital accumulation; creates a crunch of human resources and retards entrepreneurship and innovations i.e., the outcome of professional education

**Fig.: Obstacles of Quality Education in EEI**



as a quality remark. It is accompanied by low levels of education, technological literacy, and skills; these in turn prevent the adoption of new and improved technologies and lead to rapid degradation of the quality of educational growth, which eats away at its improvement (BRICKS 2016).

Battling to achieve excellence in education delivery is particularly difficult because of these challenges, which are instrumental in EEI's development.

### Conclusion

Today's educational system in India is failing to create employability/entrepreneurship in students. It does not evolve creativity in students. The present paper has identified the principal cause of it is the limited financial resources available to educational institutes. In the entire cycle of education, the teacher is the most ignored factor. It is hoped that the new educational policy will give due emphasis to human resources and will transform the entire scenario. This will help in building the youth of the future who in turn will build the future of the country. The country awaits to regain its status of 'Jagat Guru' (Master of the World).

### References

1. GoI (2020). National Education Policy 2020, Ministry of Human Resource Development, Government of India.
2. Wheebox (2019). India Skills Report- Say Hello to the Future of Work, Report
3. Tilak (1993). Financing Higher Education in India: Principles, Practice, and Policy Issues, *Higher Education*, 26(1), 43-67
4. Agarwal, Pawan (2006). Higher Education in India: The Need for Change, Working Paper, No. 180, Indian Council for Research on International Economic Relations (ICRIER), New Delhi.
5. BRICS(2016) Skill Development Working Group, Skill Development for Industry 4.0, White Paper. □

# Will National Education Policy—2020 Erase Shadow Lines of Past in Indian Higher Education?

Shivakumar U Ganachari\*

*“Whatever education a university imparts; it must achieve the global level of benchmarking given the vastness and diversity of the global village we live in today”*

Shri Narendra Modi

The journey of footsteps continues to hunt all the time at various levels. History substantiates the claims in letters and spirits. The prosperity of the nation lies in the quality of education. Education should harness the innate ability and creativity of the learners. The result reflects the graduate attributions of each program in Indian higher education. To achieve these yardsticks the role of educational institutions and the so-called facilitators are immeasurable in meeting the outcomes of learning. The present scenario of Indian higher education appears to be tired and looking for hope in a hopeless condition. The quality, professionalism, and sense of commitment in the professionalism are being observed on paper! The learning outcomes unfold in the employability skills of graduating students. From the day of learning a child is monitored on a marks-oriented approach. The number performance has been glorified and projected as outstanding outcomes even though the learning is mediocre in expressions in experiential. In the 1990s OECD defined quality education as one that, assured the acquisition of knowledge, capacity, skills, and the necessary attitude by all youngsters to get prepared for adulthood. UNESCO rejects the mere instrumental and productivist view in education. It states that human education must be organized according to four fundamentals of learning: learning to know, learning to do, learning to live together, and learning to be. According to a UNESCO representative, “these four pillars must be found in the education quality improvement policy, since they cover human beings as a whole, from the cognitive to the ethical, from the aesthetical to the technical, from the immediate to the transcendent.” Since Independence India implemented 3 National

Education Policies (1968/ 1986 &2020) in an effort to transform, and improve the quality of higher education from time to time. It is observed that more than 80% of graduates are unable to meet the basic knowledge of their domain. Paradoxically, such learners reflect as high performers on the marks card!!! It is the panorama of Indian higher education present.

Today, in the changing scenario the idea of education and university is redefining social justice, justice to innate ability, learning ecosystem, giving space to explore individual potentiality, and sustenance in building quality is the order of the day. Education is also instrumental in bringing social transformation. To achieve this, educational institutions need to focus on holistic planning while catering to the specific area of their surroundings, like rural, semi-urban, or urban areas of their location. It also helps in community engagement and bridges the gap between theory and practice.

## Aspirations of National Education Policies Since Independence

Generally, policies are formulated to improve quality and equalize educational opportunities. Besides, they are also aimed at addressing the unique needs of the learners. They envision an educational structure that could support the all-round development of the learners and focus on the quality of education imparted within the institutions. It is observed that the objectives of all 3 National Education Policies that the Government of India initiated in the post-independence don't distinguish much in its visionary approach to improving, and enhancing quality education in India. All three policies address the common issues with different synonyms which shows, that the majority of the content and perceptions haven't been implemented in letter and spirit. Lack of political will, complacent faculty and the lack of argumentative abilities force us to adjust and compromise with mediocre, and malfunctioning academic leadership. The apprehension is mainly due to the track records of the implementation of earlier National Education policies. All stakeholders

\* Assistant Professor, Soundarya Institute of Management and Science, Bengaluru. E-mail: suganachari@gmail.com.

need to take care of implementing the NEP 2020 with grit and commitment to realise the aims of the policy. Some of the aims of the National Education Policies are presented here.

### **National Education Policy – 2020**

- Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System
- Institutional Restructuring and Consolidation
- Towards a More Holistic and Multidisciplinary Education
- Optimal Learning Environments and Support for Students
- Internationalization
- Student Activity and Participation
- Financial support for students
- Motivated, Energized, and Capable Faculty
- Equity and Inclusion in Higher Education
- Teacher Education
- Reimagining Vocational Education
- Catalysing Quality Academic Research in All Fields through a new National Research Foundation
- Transforming the Regulatory System of Higher Education
- Effective Governance and Leadership for Higher Education Institutions
- Promoting Adult Education and Lifelong Learning
- Promotion of Indian Languages, Arts, and Culture
- Technology Use and Integration
- Online and Digital Education: Ensuring Equitable Use of Technology
- Public investment in the Education sector to reach 6% of GDP

### **National Education Policy – 1986**

- Consolidation and Expansion of Institutions
- Development of Autonomous Colleges and Departments.
- Redesigning Courses
- Training of Teachers
- Strengthening Research
- Improvements in Efficiency

- Creation of structures for coordination at the State and National levels.
- Mobility
- Establishing State Councils of Higher Education
- Establishing Accreditation and assessment machinery
- Innovations, research, and development
- Integration of craftsman training
- Entrepreneurship development management education
- Flexibility in course offerings
- Linkages with R&D organizations and industry
- Learning Resource Centres
- Public investment in the education sector to reach 6% of the GDP
- Making the System Work

### **National Education Policy – 1969**

- Free and Compulsory Education at elementary level
- Status Emoluments and Education of Teachers
- Development of Languages
- Equalization of Educational Opportunity
- Identification of Talent
- Work – Experience and National Service
- Science Education and Research
- Education in Agriculture and Industry
- Correspondence courses
- Spread of Literacy and Adult education
- Games and Sports
- Public investment in the Education sector to reach 6% of GDP.

### **Where Should it Stop...?**

Drafting the policy, and reports, and visualizing for change is not new to us. We show a lot of courage, and conviction in ensuring transformation and act hastily. Likewise, we have acted swiftly in implementing national education policies without preparing and strengthening the roots of the internal system. Change of bodies/organization names will not bring transformations and quality. Unless we

remove the deep-rooted corrupt elements from the system, nothing happens in Indian higher education. Sycophants and trumpet blowers are working like a relay torch bears in every policy-making body, education no exception. Preventing such people in the interest of quality, professionalism, research culture, and upholding the values of education is inevitable.

### **Professionalism and Meritocracy Alone can Replace the Past Shadow Lines**

There is no dearth of talent and professionalism in India but some people with vested interests are trying unremittingly to keep intellect away from policymaking. As a result, a lot of fusion and confusion continued to create hullabaloo during the implementation of a new policy. Sh. Karan Singh aptly pointed out that it is not that we lack the intellectual or economic resources to tackle the problems. Scientific breakthroughs and technological ingenuity have given us the capacity to overcome all those challenges, but what is missing is the wisdom and compassion to apply them creatively.

Thus, quality, academic ecosystem, professionalism, and value system is depending on the delivery and learning ambience of the classroom. It is a known fact that what happens the in the four walls will have a larger impact on society. Unless facilitators take up their assignments with honesty nothing will happen and quality remains a pipedream. It is not the policy; the law brings a change in the society but it is character. So, will the spirit of NEP break the shackles of the past shadow lines? Time will answer in the days to come...

### **References**

1. UGC'S Quality Mandate for Higher Education Institutions in India, 2021
2. UNESCO'S Report of the International Commission on Education for the Twenty-First Century, 1996
3. National Education Policies, 1969, 1986, and 2020
4. Paulo Freire Pedagogy of the Oppressed, 2000

□



# Career Making is Doing What We Love for a Living

---

**Anish Shah, Managing Director and CEO, Mahindra & Mahindra Ltd. delivered the Convocation Address at the Annual Convocation Ceremony of the Bharatiya Vidya Bhavan's S P Jain Institute of Management and Research, Mumbai on May 14, 2022. He said, "You faced various challenges, battled adversities, and adapted to the circumstances. This has made you stronger. You graduate today with the power of this degree and with your aspirations. Each of you has to find your own balance. Your career is not a race or a competition, life is much more than that. Make your choices wisely." Excerpts**

---

Today is your day. All of you have accomplished a lot already. Your academic record or experiences or unique skills enabled you to gain admission to SPJIMR, one of the most prestigious institutions in the country. You are a special batch as the majority of your 2 years were during the pandemic. You faced various challenges, battled adversities and adapted to the circumstances. This has made you stronger. You graduate today with the power of this degree and with your aspirations.

As you embark the next phase of your journey, my mind wanders back to 30 years ago... the time I completed my MBA, the dreams and aspirations and the lessons I learned from my journey over these past 30 years.

## Let's Start with Dreams

"You are never given a wish without also being given the power to make it true ... you may have to work for it, however".

These are Richard Bach's words, from his book "Illusions", they have stayed with me all through this journey, I will admit it took many years for me to fully understand the meaning.

To make dreams possible, you have to start with a dream. My dream started taking shape when I was in 8th grade. I was visiting my cousin and her fiancé at IIMA. I fell in love with the campus and knew that I had to go there. There was a special bond, as my parents met on that campus, my father was in the 1st batch that graduated from IIMA, my mother was in the second batch (one of the 2 women in her class). That was only the first step, the dream was to be the India CEO for a multinational company before the age of 40. It was influenced by my father's career. It led me to seek experience in the US, eventually to return as CEO of GE Capital India at the age of 39.

It was a wish ... I realized over time that I had the power to make it come true ... you have the power to

make your dreams possible. You may have to work for it, however ...

## Innovation

As I think about the work I had to put in to make my dream possible, it could be summed up in one word ... Innovation.

What is innovation ... for me, it is the willingness to learn, the determination to keep trying and the focus on tangible outcomes ... at both the personal and professional level.

Innovation is about the willingness to learn ... I'm here today because of everyone who has coached and guided me.

My parents, who kept pushing me to do better. My wife, who always reminds me that I should understand people's feelings and build relationships. My sons, who taught me that to gain control, one had to give up control. A special person, Anand Mahindra, who has taught me how to bring out the best in people (*I'm still learning*). And, my bosses over the years, who often told me "you're really bad at this".

One instance was very early in my career, in my first year at Bain. My manager and I were driving back to the airport after a client meeting and he said ... "Anish, you add no value in meetings ... you know a lot, but you don't talk much". He then gave me a very good suggestion, to use the whiteboard as a tool as it enabled me to take charge and structure the discussion. That made such a difference.

There were many such occasions. I was really bad at a lot of things. And, fortunate to have bosses who were direct enough to say it so directly. Their feedback was brutal, but I welcomed it. The willingness to learn has made me who I am today.

Innovation is about determination. During my Ph.D., I had developed a stock exchange game, where students played the role of CEOs and stock

market traders. I had to create a computer network that could simulate a stock market in 1994. And, as a B. Com graduate with an MBA, I didn't know much about coding. So I got some computer books, learned coding and spent countless hours in the computer lab ... it didn't work ... I would stay in the lab all night to find the problem ... as I just did not know how to give up. The game was created and used to teach courses in corporate finance. Students got grades based on how well they played the game (*I'm sure you'd love that*). Many professors at Carnegie Mellon came to see this networked game, including the recently retired President of the university, who took me under his wing. That experience was a defining moment ... it taught me that anything is possible ... if you're crazy enough to keep trying again and again. Determination.

Innovation is about tangible outcomes. At Mahindra, I'm continually amazed by our teams. There is a culture of innovation that stems from our Rise philosophy. It starts with accepting no limits. Our head of Auto Product and Technology wanted to build an SUV that was better than BMW. And, at the Mahindra Research Valley in Chennai, he created the XUV700, a truly amazing vehicle and one that is certainly worth of a comparison with BMW. As I'm biased, will leave you to judge for yourselves whether it is better. I'm any case, we got 50K bookings in 3 hours ... a \$1B in 3 hours ... a global automotive record. Our Real Estate business has recently launched India's first NetZero residential community, which was sold out in 3 days.

It is not just about products and projects. Over the years, at the start of every role, I would think about what I should leave behind.

While moving out of any role, if you can clearly articulate the value you've created, you've achieved something. If others can articulate the value you've created, the value is real. And, if 3 years later, others remember that "this is what you did in that role you were in", then you will build a strong career. It is about tangible outcomes.

But innovation alone was not enough. There is another factor that played a key role in my journey. It is called ... *helping others succeed*.

### **Helping others Succeed**

Early in my career, I was the Sales & Marketing head for a dot-com within GE. For a number of reasons, we recommended to the CEO of the parent entity that the business should be shut down. That evening I called one of the senior leaders of the parent entity. I

had met him only once, at a dinner with 20 customers. His response was just amazing, he said "Anish, we will create a role for you, I'm not sure what that is, but you're not going anywhere else". I expressed surprised as he barely knew me. He said "I know you well ... you've helped many of your peers and they have been talking about you"

Helping others succeed is counter-intuitive if you think of career as competition ... and will result in some painful situations where others take credit for what you did.

I've found this to be very powerful across various roles. There was one role where I did not follow this approach and it did not go well, despite some tangible outcomes. And, many others where helping others succeed built trust and a high level of collaboration that actually helped me succeed.

### **Conclusion**

In conclusion, the one message I'll leave with you is "follow your heart". All my key career decisions were based on following my heart. I found that the most important thing was to love my work ... the people around me, the culture, the environment.

As I reflect on my journey, it started with the passion to be someone, to achieve something meaningful (*and I'm sure all of you have that same passion*). It has been a lot of hard work and a lot of fun ... there were many 100 hour weeks and all-nighters. We moved to a new city on average every 2-3 years. And, yes, I feel good about what I've achieved.

What gives me a lot more satisfaction, though, is a choice I made many years ago. The choice to spend weekends with family ... my wife and our 2 boys. Today, our boys are now young men, and I feel so glad that I've spent time with them while they were growing up. On most weekdays, they would not see me, but weekends were theirs. That was the most important choice I've made in my life and my career.

Each of you have to find your own balance. Your career is not a race or a competition, life is much more than that. Make your choices wisely. I wish you the very best in your journey and may Richard Bach's words always stay with you:

*"You are never given a wish without also being given the power to make it true ... you may have to work for it, however".* □

---

---

## CAMPUS NEWS

---

---

### **International Conference on Women and Careers in STEM**

The One-day International Conference on ‘Women and Careers in STEM: Representations, Opportunities and Challenges (WSTEM 2022)’ was jointly organized by the Amity School of Applied Sciences and Amity School of Languages, Rajasthan, recently. The event was an interdisciplinary initiative to bring together various scientists, social scientists, and literature enthusiasts to a common platform and it provided the opportunity to women in STEM careers who face challenges or have benefitted from diverse opportunities by establishing the relationship between themselves and STEM.

Prof. Jagdish Prasad, General Chair of the event delivered the welcome address. Prof. Prasad highlighted the history of women in STEM careers. Second General Chair, Prof. Dipa Chakrabarti, WSTEM-2022 spoke about the conference and established the pertinence of the conference in the contemporary scenario. The event was also addressed by the Chief Advisor of the conference, Prof. S L Kothari who spoke about pursuing positive role models in STEM careers.

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

scientific careers, but we can positively enhance their interest by supporting them with role models to strengthen their role in the innovational ecosystem.

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

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

There were five speakers during the panel discussion on ‘Women in STEM and International Experience’. The panel discussion went a long way in inspiring the audience and the speakers answered various questions about their professional experiences, especially in the international scenario. The speakers shed light on their sources of inspiration, and their professional roles and advised the young audience about pursuing STEM careers. The panel discussion went a long way to explain that gender-related issues in STEM disciplines are inspired by myriad perspectives such as psychological approaches, postcolonialism,

feminism, historical approach, film studies, media studies, pedagogical concerns, inclusive teaching and learning, health studies, governmental policies, diaspora studies, multicultural communities, and management concerns.

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

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

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

### **Workshop on Systematic Reviews and Meta-analysis of Clinical/Translational Studies**

A five-day Workshop on ‘Systematic Reviews and Meta-Analysis of Clinical/Translational Studies’ is being organized by the Department

of Health Research-Indian Council of Medical Research (ICMR), Bhopal on January 09-13, 2023 at ICMR-NIREH, Bhopal. The workshop is designed for students/doctors pursuing MD/MS/DM/MCh/MPH or Ph.D. in biomedical sciences, post-doctoral fellows and young researchers carrying out clinical/translational research and who have an interest in learning systematic reviews and meta-analysis. The Topics of the Event are:

- Evidence-based Clinical Research.
- Developing a Protocol for Systematic Review.
- Literature Search and Data Extraction.
- Critical Appraisal and Reducing Bias.
- Statistical Approach for Meta-analysis.
- Reporting and Presenting a Systematic Review.

For further details, contact Dr. Vikas Dhiman, Scientist-C (Medical), ICMR-National Institute for Research in Environmental Health, Bhopal Bypass Road, Bhauri, Madhya Pradesh- 462030, E-mail: [srma.nirehworkshop@gmail.com](mailto:srma.nirehworkshop@gmail.com).

### **Interdisciplinary National Conference on Climate Change and its Reflections Across the Disciplines**

A two-day Interdisciplinary National Conference on ‘Climate Change and its Reflections Across the Disciplines’ is being organized by the Department of English and the Department of Lifelong Learning, Faculty of Arts, Indira Kala Sangit Vishwavidyalaya, Khairagarh, Chhattisgarh during January 27-28, 2023. Experts and Scholars from different disciplines may participate in the event.

Climate change is no more an illusion, it is real. Change in climate is experienced by all of us in bits and pieces. The summer heat waves witnessed by India, Pakistan, and Europe, droughts in China, and floods in parts of US are sure indications of how worse it can be if we fail to arrive at a proper solution to mitigate the climate crisis. World leaders have had many fruitful sessions in the conventions of United Nations to arrive at consensus to work out a viable modus operandi in mitigating man-made crises caused by climate change. The most debatable issues of climate change are the reduction in the emission of greenhouse gases and the phasing out of fossil fuels. Many researchers have concluded that the climate of our planet is deteriorating and unless

collective and individual efforts are made to reduce carbon emissions, a large part of it will become uninhabitable by mid 21<sup>st</sup> Century. Climate change is the most pressing global issue which despite being discussed in media, goes unnoticed.

Literature has produced a genre itself known as climate fiction, which primarily addresses the issues related to climate change and the role of humans in triggering various disasters in the form of floods, drought, and famine. Prominent authors in this arena like Margaret Atwood, Barbara Kingsolver, Vandana Shiva, Dipesh Chakrabarty, and Amitav Ghosh address this issue specifically in their writings in order to create awareness about climate change. Climate change is an umbrella term that intersperses multiple disciplines. The biggest challenge relating to climate change is how to sensitize governments and communities about its impact on present and future generations. We need a combination of traditional knowledge and technological innovation coupled with the proactive positive role of NGOs and Government Organizations to impel immediate intensive action to reverse the trends of climate change. The Themes of the Event are:

- Climate Change.
- Climate Fiction.
- Traditional Knowledge and Climate Change.
- Environmentalism.
- Ecocriticism and Ecofeminism.
- Climate Governance.
- Climate Change and Sustainable Thinking.
- Climate Change in the Indian Context.
- India on Mission Life.
- Minimalism - Reduce, Reuse and Recycle.

For further details, contact Co-ordinator, Department of English, Faculty of Arts, Indira Kala Sangit Vishwavidyalaya, Khairagarh, Chhattisgarh-491881, Mobile No: 08377030649/ 07051361074 / 07736378517, E-mail: [conferenceiksvv@gmail.com](mailto:conferenceiksvv@gmail.com). For updates, log on to: [www.iksv.ac.in](http://www.iksv.ac.in).

### **National Seminar on Bharat: *Vishva Guru* in Yoga Education**

A two-day National Seminar on 'Bharat: *Vishva Guru* in Yoga Education' is being organized to celebrate

'*Azadi Ka Amrit Mohotsav*' (AKAM) initiative of the Government of India by the Department of Teacher Training and Non-formal Education (IASE), Jamia Millia Islamia, New Delhi during February 11-12, 2023. The event is sponsored by the Indian Council of Social Science Research, Ministry of Education, Government of India, New Delhi. The seminar may bring together yoga practitioners, researchers, and educators from the country who are engaged in practicing yoga, physical activity and sports activities in any capacity. Further, the seminar's goal is to provide a forum for all yoga aspirants, yoga experts, yoga educators, physical educators, and independent researchers to come together, for sharing their views and experience with the masses. At the same time, budding researchers and scholars will get an avenue to present their research findings before the audience from across the nation.

The Government of India initiated '*Azadi Ka Amrit Mohotsav*' to commemorate 75 years of progressive independent India and the glorious history of its people, culture, and achievements. Yoga is a practice rooted in the ancient Indian ethos, which was comprehensively structured by Maharishi Patañjali in the form of the eight yogic limbs or *Ashtānga* Yoga. Yogic practices can serve as one of the most powerful ways to preserve, promote and manage our glory, enabling us to live a happy and enriched life. Yoga has every potential to contribute significantly to counting India as *Vishva Guru*. If anyone practices yoga in its actual sense then that person can become a true human being and can contribute to realizing the fact that India is a *Vishva Guru* in the field of yoga and yoga education. To achieve the objective of the seminar following subthemes are identified for detailed discussion and deliberations.

- Origin and History of Yoga and its Concepts.
- Elements of Yoga and Yoga Education.
- Yoga in Different Philosophies.
- Spiritual Approach to Yoga.
- Performance and Excellence through Yoga.
- Human Transformation and Yoga.
- The Interrelation between Yoga and Indian Languages.
- Yogavis-à-visotherMindfulnessandContemplative Practices and Traditions.

- Yoga for Intrapersonal and Interpersonal Conflict Resolution.
- Yoga and Personality Change and Development.
- The Impact of Various Yogic Traditions and Lineages in Promoting Global Peace and Harmony.
- Yoga as a Tool for Developing Emotional, Mental, and Social Skills in School Children.
- Yoga for the Health of Differently-abled People and those with Special Needs.
- Yoga and Mental Health in the Context of the COVID-19 Pandemic.
- Online Yoga and Mental Health.
- The Psychology of Yogic Practice for Sustainable Global Development.
- Attitude Formation through Yoga.
- Current Evidence of the Clinical Effects of Yoga.
- Yoga's Paths to Enlightenment.
- Beneficial Impact of Spiritual Cleansing and Meditative Yoga Exercise on an
- Individual's Physical and Mental Health.
- Attitude of Modern People to Yoga.
- Practice of Yoga and its Positive Effects on the Body and Soul.

For further details, contact Convener, Dr. Arif Mohammad, Department of Teacher Training and Non-formal Education, Jamia Millia Islamia, New Delhi-110025, Mobile: +91-9795959585, +91-8766372849, E-mail: [bharat.yogaeducation@gmail.com](mailto:bharat.yogaeducation@gmail.com). For updates, log on to: [www.jmi.ac.in](http://www.jmi.ac.in)

### **National Workshop on Advanced Research Methodology & Statistical Analysis**

*A Three-Day National Workshop on Advanced Research Methodology & Statistical Analysis (SPSS & AMOS) for Social Science Sponsored by Indian Council of Social Science Research–SRC, Hyderabad* is being organized by the Department of Economics, G T N College, Karur, Dindigul Tamilnadu on 19<sup>th</sup> and 20<sup>th</sup> January 2022, G.T.N. Arts College was established in the year 1964 by G.T. Narayanasamy Naidu Charity Trust and the foundation stone was laid by Honorable Sri. M. Bakthavtsalam, the then Chief Minister of Government of Madras. College is a 55 years old educational institution; it has achieved many milestones with a clear vision and high objectives in the educational map of Dindigul. Our College facilitates the youth to realize their greatest potential and enable them to shine in chosen field. G.T.N Arts College is the co-educational institutional aided by Government of Tamilnadu and affiliated to Madurai Kamaraj University, the college is accredited by NAAC with B Grade and recognized by UGC under section of 12 B and 2(f) status which strives to impart quality education. The college is conferred with autonomous status by UGC, New Delhi in 2017.

The Workshop supports equipping teachers/faculties of higher education with skills and knowledge to promote professional development and fosters a climate for innovation in teaching and learning. This workshop will be conducted in a highly interactive manner. Faculty Members, Academicians, and Research Scholars in Social Science and Management Discipline can attend the workshop. For further details contact

Dr. P. Ravichandran, Workshop Director, ICSSR-SRC-+919150447279. □

---

---

# THESES OF THE MONTH

---

---

## SCIENCE & TECHNOLOGY

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

#### AGRICULTURAL & VETERINARY SCIENCES

##### Forestry

1. Anuradha Kumari. **Examination and characterization of *Phellinus Spp.* from forest Pathology fungarium.** (Dr. A.N. Singh and Dr. N S K Harsh), Department of Forest Pathology, Forest Research Institute, Dehradun.

2. Bhardwaj, Sapna. **Chemical examination and biological evaluation of essential oils from *Artemisia roxburghiana* Wall. Ex Besser, *Artemisia vulgaris* L. and *Hedychium spicatum* Sm.** (Dr. Rashmi), Department of Chemistry of Forest Products, Forest Research Institute, Dehradun.

3. Chaudhary, Alka. **Distribution of major Alien invasive plants and impact assessment of *Ageratina adenophora* (Spreng) K and R in Kailash sacred landscape, Uttarakhand.** (Dr. B S Adhikari and Dr. G S Rawat), Department of Forest Ecology and Environment, Forest Research Institute, Dehradun.

4. Gopal, Ram. **Seasonal Variation in carbon assimilation and proliferation potential of different accessions of *Dendrocalamus strictus* Roxb.** (Dr. Meena Bakshi), Department of Forest Botany, Forest Research Institute, Dehradun.

5. Gulati, Smiley. **Standardization of post-harvest processing of *Andrographis paniculata* and *Bacopa monnieri* with respect to their chemical composition.** (Dr. A K Pandey), Department of Chemistry of Forest Products, Forest Research Institute, Dehradun.

6. Gupta, Nidhi. **Integrating *Trichoderma* with eucalyptus nursery practices.** (Dr. Amit Pandey and Dr. Santan Barthwal), Department of Forest Pathology, Forest Research Institute, Dehradun.

7. Iqbal, Atif. **Studies on agrobacterium-mediated transformation of *Azadirachta indica* (Neem) for induction of cold tolerance.** (Dr. Tarun Kant), Department of Forest Biotechnology, Forest Research Institute, Dehradun.

8. Kumari Priya. **Variability induction in *Bambusa bambos* under in vitro conditions.** (Dr. Ajay

Thakur and Dr. Rama Kant), Department of Forest Biotechnology, Forest Research Institute, Dehradun.

9. Mishra, Deepak. **Impact of elevation and aspect on composition, regeneration, diversity and soil carbon stock in vegetation complex of a hilly tract of Indian desert.** (Dr. G Singh), Department of Forest Botany, Forest Research Institute, Dehradun.

10. Purohit, Saurabh. **Dynamics and interlinkages of water and carbon fluxes over forest ecosystems and its response to climatic variability in Doon Valley.** (Dr. S P Aggarwal and Dr. N R Patel), Department of Forest Hydrology, Forest Research Institute, Dehradun.

11. Sarkar, Pradip Kumar. **Studies on vegetative propagation of Kusum (*Schleichera Oleosa* (Lour.) Oken).** (Dr. Animesh Sinha and Dr. B P Bhatt), Department of Forest Genetics, Forest Research Institute, Dehradun.

12. Soni, Antrix Kumar. **Effect of different density classes of *Quercus Leucotrichophora* forest on physico-chemical and biological properties, carbon store and Co<sub>2</sub> emission on the soils of Garheal Region.** (Dr. P B Kotiyal), Department of Forest Botany, Forest Research Institute, Dehradun.

13. Thakur, Gunjan. **Application of Mycorrhizal Biotechnology in *Cedrus deodara* (Rexb.) Loud..** (Dr. K S Kapoor Dr. Ashwani Tapwal), Department of Forest Ecology and Environment, Forest Research Institute, Dehradun.

##### Horticulture

1. Rohit Kumar. **Effect of different doses of IBA rooting hormones and rooting media on rooting of stem cutting of lemon (*Citrus limon* Burm) Cv. Pant Lemon-1.** (Dr. Abhinav Kumar), Department of Horticulture, Bhagwant University, Ajmer.

##### Silviculture

1. Prabal Kumar. **Assessment of seed viability, longevity and storage potential of *Prinsepia utilis* Royle (Bhekal): A promising wild edible oil shrub in Chakrata Forest Division of Uttarakhand.** (Dr. Devendra Kumar and Dr. V K Dhawan), Department of Silviculture, Forest Research Institute, Dehradun.

## Soil Science

1. Sen, Gargi. **Riddles of soil actinobacteria in tea garden and selected other biotopes.** (Dr. Malay Bhattacharya), Department of Tea Science, University of North Bengal, Darjeeling.

## BIOLOGICAL SCIENCES

### Bioinformatics

1. Sureshan, C Shruthi. **A transcriptomics and amplicon-based metagenomics approach to study the effect of gossypol on the gene expression profile and gut microbiota of oxycarenus laetus (Hemiptera: Lygaeidae).** (Dr. Habeeb S K M), Department of Bioinformatics, SRM University, Kattankulathur, Chennai.

### Biotechnology

1. Radha, P. **Studies on the lipase and biosurfactant assisted ex novo synthesis of single cell oil by utilizing slaughterhouse lipid by-product for biodiesel production.** (Dr. K. Ramani), Department of Biotechnology, SRM University, Kattankulathur, Chennai.

2. Sharma, Yash. **Physio-molecular analysis of coriander (*Coriandrum sativum* L.) genotypes.** (Prof. Purnima Shrivastava and Dr. Shailender Nath Saxena), Department of Biotechnology, Bhagwant University, Ajmer

### Botany

1. Himanshi. **Studies on floristic composition, functional leaf traits and soil carbon assessment along an altitudinal Gradient in Morni Hills, Panchkula, Haryana.** (Dr. Somveer Jakhar), Department of Botany, Kurukshetra University, Kurukshetra.

### Life Science

1. Ahmad, Syed Mudabir. **Elucidating the role of tumor suppressor Par-4 in the inhibition of chemoresistance attributable to EMT and its effects on Hypoxia Inducible Factor-HIF-1 $\alpha$  thereof.** (Dr. Anindya Goswami), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

2. Ambika. **Bioprospecting laccase-producing bacteria for dye decolorization and lignin valorization from Indian Himalayan niches.** (Dr. Dharam Singh), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

3. Daga, Palak. **Isolation, characterization and nutraceutical profiling of fixed oil from Indian spices.** (Dr. Ajay W Tumaney), Faculty of Biological Sciences,

Academy of Scientific and Innovative Research, Ghaziabad.

4. Godan ., T K. **Bioprocess designing for the synthesis of 2,5 Furandicarboxylic acid and its life cycle assessment.** (Dr. Binod Parameswaran), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

5. Gour, Abhishek. **Understanding the role of phytochemicals on the pharmacokinetics of hydroxyurea for improved efficacy and reduced toxicity in sickle cell disease.** (Dr. Utpal Nandi), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

6. Jamir, Esther. **Computational design of therapeutics for viral infectious diseases.** (Dr. Garikapati Narahari Sastry), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

7. Khushboo. **Understanding the role of Alu repeats in the human genome – Insertion polymorphisms and potential functional consequences.** (Dr. Mitali Mukerji), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

8. Kushwaha, Bhavana. **Molecular pathogenesis of prostate cancer caused by the sexual transmission of trichomonas vaginalis and its control by novel agents.** (Dr. Gopal Gupta), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

9. Menon, P Dilip. **Role of ARL8B in lipid droplet homeostasis.** (Dr. Sheetal Gandotra), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

10. Singh, Mithlesh Kumar. **Analysis of transgenic cotton lines expressing Tma12 under control of inducible promoters.** (Dr. P.K. Singh), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

### Zoology

1. Sadhukhan, Sougata. **Understanding wolf howls and their application in individual identification and population estimation.** (Dr. Bilal Habib), Department of Wild Life Science, Forest Research Institute, Dehradun.

2. Vanita. **Status of bird assemblages in and around selected Wetlands of District Sirsa, Haryana (India).** (Dr. Deepak Rai), Department of Zoology, Kurukshetra University, Kurukshetra.

## ENGINEERING SCIENCES

### Computer Science & Engineering

1. Anwar, Shuaib. **To analyze and propose new approach of experimental setup in detection and prevention of malicious transactions in database management systems.** (Dr. Raghav Mehra), Department of Computer Science & Engineering, Bhagwant University, Ajmer.

2. Nithiya, S. **Identification of plant diseases based on combined texture and colour feature extraction with fertilizer recommendation system.** (Dr. K. Annapurani), Department of Computer Science & Engineering, SRM University, Kattankulathur, Chennai.

### Electrical & Electronics Engineering

1. Ansari, Naseemuddin. **Signal processing system for multitarget object detection FMCW radar.** (Prof. V K Sharma and Dr. Sanjeev Sharma), Department of Electronic Engineering, Bhagwant University, Ajmer.

### Electronics & Communication Engineering

1. Karamvir Singh. **Investigation on carbon nanomaterials based flexible strain sensors for biomedical applications.** (Dr. Monish Gupta), Department of Electronics & Communication Engineering, Kurukshetra University, Kurukshetra.

### Mechanical Engineering

1. Singh, Manish Kumar. **Environmental impacts of renewable energy technology and its energy efficiency.** (Dr. Sushil Kumar Bagga and Dr. R J Patil), Department of Mechanical Engineering, Bhagwant University, Ajmer.

### Structural Engineering

1. Baghel, Prabhat Kumar. **Investigations to improve performance of finishing on glass through line contact magnetorheological finishing.** (Dr. Raj Kumar), Faculty of Engineering Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

2. Inqualabi, Kashif Quamar. **Seismic reliability assessment of bridges in a transportation corridor subjected to mainshock-aftershock.** (Dr. Rajeev Kumar Garg), Faculty of Engineering Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

## MATHEMATICAL SCIENCES

### Mathematics

1. Gayathri, R. **Mathematical techniques for water wave interaction with single and multiple**

**marine structures.** (Dr. Harekrushna Behera), Department of Mathematics, SRM University, Kattankulathur, Chennai.

2. Khan, Mohamin Bin Muzafar. **Numerical and semi-analytical methods for wave interactions with marine structures.** (Dr. Harekrushna Behera), Department of Mathematics, SRM University, Kattankulathur, Chennai.

3. Suniti. **Mathematical studies on bioheat transfer and bio-thermoelastic materials.** (Dr. Rajneesh Kumar and Dr. Anil K. Vashisth), Department of Mathematics, Kurukshetra University, Kurukshetra.

## MEDICAL SCIENCES

### Biomedical

1. Sharma, Varsha. **Multifunctional hollow capsules: An effective system for catalysis, enzyme and cancer therapy.** (Dr. Anandhakumar Sundaramurthy), Department of Biomedical, SRM University, Kattankulathur, Chennai.

### Pharmaceutical Science

1. Bhatia, Sandeep. **Synthesis and biological evaluation of some azole derivatives: benzothiazole and triazole moiety.** (Dr. Neeraj Sharma and Dr. Shiv Kumar Garg), Department of Pharmaceutical Science, Bhagwant University, Ajmer.

2. Jaison, D. **Development of magnetic nanocomposites and other nano-pharmaceuticals for cancer theranostics.** (Dr. Mothilal M), Department of Pharmacy, SRM University, Kattankulathur, Chennai.

3. Kishor, Braj Nandan. **Pharmacological evaluation of adaptogenic and immunomodulating potential of neurotip in rodents.** (Dr. Ravindra B Laware), Department of Pharmacy, Bhagwant University, Ajmer.

4. Maurya, Jayant Kumar. **A novel approach to develop gimepiride mouth dissolving tablet with piperine by using natural and synthetic polymers.** (Dr. Ravindra B. Laware), Department of Pharmacy, Bhagwant University, Ajmer.

5. Pankaj, Piyush. **Development, optimization and evaluation of colloidal nano-carrier system.** (Dr. K. Saravanan), Department of Pharmacy, Bhagwant University, Ajmer.

6. Pradip, Dukre Tushar. **Formulation development and pharmacological evaluation of cordia dichotoma leaves.** (Dr. Sanjay B Bhawar), Department of Pharmacy, Bhagwant University, Ajmer.

7. Sarvesh, S. **CYP3A4 mediated pharmacokinetic drug interaction potential of Maha**

**Yogaraj Gugglu tablet and E, Z-Guggulsterone.** (Dr. T.M. Vijayakumar), Department of Pharmacy, SRM University, Kattankulathur, Chennai.

8. Shalini, K. **Pharmacognostical and phytochemical studies of selected Indian medicinal plants for the development of polyherbal formulation and preclinical evaluation of mitigating the symptoms of polycystic ovarian syndrome.** (Dr. Iilango K), Department of Pharmacy, SRM University, Kattankulathur, Chennai.

#### **Physiotherapy**

1. Kanna, B S Santhosh. **Pulmonary rehabilitation through conventional techniques and modified play activities in special school for children with multiple disabilities: A comparative study.** (Dr. Balabaskar K), Department of Physiotherapy, SRM University, Kattankulathur, Chennai.

### **PHYSICAL SCIENCES**

#### **Chemistry**

1. Agrawal, Ankit Kumar. **Synthesis of metal-supported catalysts for low-temperature continuous production of olefins.** (Dr. Bipul Sarkar), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

2. Ahmed, Ajaz. **N-glycosylation as a tool box for the generation of medicinally important nucleosides and disaccharide mimetics.** (Dr. Debaraj Mukherjee), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

3. Awasthi, Pallavi. **Expedition synthesis of natural and synthetic pterocarpan for bone health.** (Dr. Atul Goel), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

4. Balamurugan, S. **Synthesis of cobalt and copper redox electrolyte materials and their application in dye sensitized solar cells.** (Dr. Ganesan S), Department of Chemistry, SRM University, Kattankulathur, Chennai.

5. Ganthala, Parimaladevi. **Co-delivery of anticancer drugs with chitosan-TPGS coated solid lipid nanocarriers: A tool for overcoming multidrug resistance.** (Dr. Bathini Nagendra Babu), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

6. Gourav Kumar. **Design, synthesis and biological evaluation of some novel aurone analogs.** (Dr. Suresh Kumar), Department of Chemistry, Kurukshetra University, Kurukshetra.

7. Honnanayakanavar, Jyoti M. **Development of tandem copper catalyzed arylation—cyclization transformations: Synthesis of biologically valuable N-heterocycles.** (Dr. S Suresh), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

8. Jerome, R. **Fabrication of electrochemical transducers using 2D nanocomposites for the selective detection of nicotine in tobacco and saliva samples.** (Dr. Ashok Kumar Sundaramoorthy), Department of Chemistry, SRM University, Kattankulathur, Chennai.

9. Kamalakannan, S. **Electrocatalytic activation and conversion of CO<sub>2</sub> at ionic liquid decorated Au(111) surface: A computational perspective.** (Dr. Prakash M), Department of Chemistry, SRM University, Kattankulathur, Chennai.

10. Kundu, Kusumita. **Physical and optical properties of boron doped silicon carbide thin film on silicon using boron containing liquid polycarbosilane.** (Dr. Tarun Kumar Kayal), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

11. Manna, Narugopal. **Active interface engineered oxygen electrocatalysts for electrochemical energy applications.** (Dr. Sreekumar Kurungot), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

12. Marbaniang, Phiralang. **Design of metal-free electrocatalysts for oxygen reduction reaction.** (Dr. Swami Anitha Subhash), Department of Chemistry, SRM University, Kattankulathur, Chennai.

13. Masiwal, Renu. **Study of atmospheric trace gases over the Western Himalayas.** (Dr. Chennender Sharma), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

14. Padmakar, Dasari. **Studies on cobalt based catalysts for production of hydrogen by steam reforming of glycerol.** (Dr. N. Lingaiah), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

15. Parse, Haridas Babaso. **Preparation of mxenes and their composite materials for energy conversion.** (Dr. Bhalchandra A Kakade), Department of Chemistry, SRM University, Kattankulathur, Chennai.

16. Partheeban, T. **Development of vanadium based cathode materials for lithium ion battery application.** (Dr. Arthanareeswari), Department of Chemistry, SRM University, Kattankulathur, Chennai.

17. Paul, Sumitha. **Ultrafast intramolecular singlet fission in pentacene dimers: Planarity, length and linking position of bridges control the efficiency of triplet pair formation.** (Dr. Karunakaran Venugopal), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

18. Ramila Devi, N. **Synthesis of graphene and mxene based nanocomposite for the fabrication of electrochemical transducers with high selectivity in real world samples.** (Dr. Ashok K Sundaramoorthy), Department of Chemistry, SRM University, Kattankulathur, Chennai.

19. Sachin Kumar. **Performance modulated carbon-free electrocatalyst for PEM fuel cell applications.** (Dr. Sreekumar Kurungot), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

20. Shinde, Ambika Hemant. **Antibiotic resistance problem in coastal waters of Gujarat and use of probiotics for remediation of water quality.** (Dr. Soumya Halder), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

21. Singh, Preeti. **Metal-reduced graphene oxide based nanocomposites: Synthesis, characterization and sensing applications.** (Dr. Nripen Chanda), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

22. Solanki, Bhanu Pratap Singh. **Valorization of biomass derived platform molecule via catalytic hydrogenation and oxidation.** (Dr. S. B. Mhaske), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

23. Yadav, Praveen Kumar. **Studies and development of isotopic nanoparticles to ascertain isotopic ratio.** (Dr. S. Swarupa Tripathy), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

#### **Nano Technology**

1. Joseph, H Bijo. **Design of hetero interface**

**band to band tunneling transistors for low power applications.** (Dr. John Thiruvadigal), Department of Nanotechnology, SRM University, Kattankulathur, Chennai.

#### **Physics**

1. Chhokkar, Preeti. **Ion irradiation induced effects on polymers: Some fundamentals aspects.** (Dr. Shyam Kumar and Dr. Vijay Kumar), Department of Physics, Kurukshetra University, Kurukshetra.

2. Durgesh. **Study of structural, optical and dielectric properties of nickel/iron/cobalt core & silver shell based PVA nanocomposites.** (Dr. Annu Sharma), Department of Physics, Kurukshetra University, Kurukshetra.

3. Hanna, B. **Studies on visible-blind ultraviolet photodetectors with low voltage operation using zinc oxide nanostructures.** (Dr. Narayanan Unni K N), Faculty of Physical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

4. Kavirajan, S. **Organic ligand assisted chemical synthesis of ZnSe nanostructures and their functional properties.** (Dr. Archana J), Department of Physics, SRM University, Kattankulathur, Chennai.

5. Prabakaran, S. **Investigation of titanium dioxide based electron extraction layers for perovskite solar cell application.** (Dr. K D Nisha), Department of Physics, SRM University, Kattankulathur, Chennai.

6. Rao, K Subha. **Room temperature study on rare earth doped multiferroics for fiber optic gas sensing applications.** (Dr. C. Gopalakrishnan), Department of Physics, SRM University, Kattankulathur, Chennai.

7. Santhi, K. **Photocatalytic applications of metal ions doped TiO<sub>2</sub> and chalcogenides modified TiO<sub>2</sub> nanostructures.** (Dr. S. Ponnusamy), Department of Physics, SRM University, Kattankulathur, Chennai.

□

**Maharashtriya Mandal's**  
**Chandrashekhhar Agashe College of Physical Education**  
**Gultekadi, Pune-411 037**  
(Affiliated to Savitribai Phule Pune University and Recognized  
by Govt. of Maharashtra, N.C.T.E)

(ID.No. PU/PN/BPEd./037/(1977) A.I.S.H.E.C - 42047  
NAAC Grade "B++")

**Wanted**

Applications are invited from eligible candidates for the following permanently Non - Aided Teaching posts for PG Course (M.PEd):-

Sr. No.	Designation	Total Posts	Post Reservation	
1	Assistant Professor	1	ST-01	—
2	Associate Professor	2	SC-01	Open-01
3	Professor	1	Open to all	

**Last date for submission of application: 7<sup>th</sup> Jan, 2023.**

**Note:** For detailed information about Post, Qualifications & other terms and conditions, please visit the college website: [www.agashecollege.org](http://www.agashecollege.org).

**Gen. Secretary**  
**Maharashtriya Mandal, Pune**

 **PPSU**  
P P SAVANI UNIVERSITY [www.ppsu.ac.in](http://www.ppsu.ac.in)

**P P Savani University Surat, Invites**  
**New Age Academic and Non-Academic Leaders:**

**ACADEMIC LEADERSHIP POSITIONS**

Dean / Associate Dean  
School of Sciences, School of Computer Science,  
School of Liberal Arts & Management Studies, School of  
Architecture, Planning and Design

Dean / Associate Dean - Research

Director - IQAC / Accreditation and Rankings

Dean / Associate Dean - Student Affairs

**NON-ACADEMIC LEADERSHIP POSITIONS**  
Registrar / Deputy Registrar / Assistant Registrar

Remuneration and Qualification for all positions will be as per UGC / PPSU norms, For exceptionally qualified candidates remuneration and perks will not be a constraint.

Kindly apply with all credentials in soft copy through scanning the QR code:

**CAMPUS:**  
NH 8, GETCO, Near Biltech,  
Village: Dhamdod, Kosamba, Surat,  
Gujarat 394125.  
E-mail: [hr.assistant@ppsuh.ac.in](mailto:hr.assistant@ppsuh.ac.in)

**FOR MORE DETAILS & TO APPLY SCAN THE QR CODE**



For other Teaching and Non-teaching Positions kindly scan the QR code

 **INDIAN INSTITUTE OF TECHNOLOGY KANPUR**

IIT Kanpur is an Institute of national importance declared as such under the Institutes of Technology Act, 1961, to provide for education and research in various branches of engineering, technology, science and arts. The Institute invites online applications for different posts, from eligible Indian nationals for appointment on regular basis. For detailed advertisement, please visit the Institute's website [www.iitk.ac.in/infocell/recruitment](http://www.iitk.ac.in/infocell/recruitment). Interested candidates can apply through **ONLINE mode** latest by **05:00 pm of January 09, 2023**.

**Advt.No.2/2022** **Registrar**

 **SANT GADGE BABA AMRAVATI UNIVERSITY AMRAVATI**

**EMPLOYMENT NOTICE**

**No.SGBAU/1/102/B-165/1-1158/2022 Dt.19/12/2022**

Applications are invited in the prescribed form for the following statutory posts.

Advertisement No.	Name of Posts	Numer of Posts	Pay Scale
4/2022	Director of Board of Examination & Evaluation	01 (unreserevd)	S-29, 131100-216600
5/2022	Finance & Accounts Officer	01 (unreserevd)	S-29, 131100-216600

Details of qualifications, experience, age, tenure of the post, scale of pay, submission of application form and other conditions with regard to the above posts are available on University website - [www.sgbau.ac.in](http://www.sgbau.ac.in)

**Dr. Tushar R. Deshmukh**  
**Registrar**  
**Sant Gadge Baba Amravati University**

Shri Prince Shivaji Maratha Boarding House  
Kolhapur  
**THE NEW COLLEGE, KOLHAPUR**  
1062, A Ward, Shivaji Peth, Kolhapur – 416 012  
(Maharashtra)  
(Affiliated to Shivaji University, Kolhapur)  
(Permanently Granted)

**WANTED**

Applications are invited for eligible candidates for the following posts:-

Sr. No.	Subjects	Vacant Posts	Total Vacant Posts	Reservation
1	Hindi	1	11	ST – 1 VJ-A- 1 EWS – 1 OBC – 4 Open – 4
2	English	1		
3	Political Science	1		
4	Economics	2		
5	Geography	1		
6	Zoology	1		
7	Electronics	2		
8	Statistics	1		
9	Marathi	1		

**Note:** For detailed information about post, qualifications and other terms and conditions, please visit University Website.  
**Website : [www.unishivaji.ac.in](http://www.unishivaji.ac.in).**

Place : Kolhapur  
Date :

**Principal**  
**The New College, Kolhapur**

**ATTENTION ADVERTISERS**

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

1. [advtn@aiu.ac.in](mailto:advtn@aiu.ac.in)
2. [publicationsales@aiu.ac.in](mailto:publicationsales@aiu.ac.in)

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

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

**Mob: 09818621761**

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



**CEMCA**

**Job Vacancy**

**Advisor: Open, Distance eLearning, CEMCA**

*Commonwealth of Learning (COL), an intergovernmental organisation headquartered in Canada, invites applications for the post of Advisor: Open, Distance and eLearning at its regional centre, the Commonwealth Educational Media Centre for Asia (CEMCA) in New Delhi. Please visit [www.cemca.org](http://www.cemca.org) for more details. Interested candidates should apply online on this link: <https://opportunitiesatcol.applytojobs.ca/programme/18246>. latest by **January 08, 2023.***

**Join the Top Ranked Private University in Eastern India & Cocreate the Future.**



**We are looking for Dynamic Professors, Associate Professors and Assistant Professors**

Adamas University is QS-IGauge Platinum rated University in teaching and learning and ranked as the best private University in West Bengal by several national ranking agencies. The University is on an ambitious path of making a difference in the education and research landscape of Bengal with its 10 top-tier schools of study. The University offers a challenging, meaningful, and diverse working environment. We are looking for colleagues who shares our passion for nurturing and shaping the tomorrows of our students and the society at large.

<b>School of Liberal Arts and Culture Studies (SOLACS)</b> • English • Political Science • Sociology • History • Bengali • Psychology (Behavioural Science)	<b>School of Basic &amp; Applied Sciences (SOBAS)</b> • Physics • Chemistry • Geography • Mathematics • Forensic Science (Under Chemistry) • Environmental Science (Under Chemistry) • Statistics and Data Science (Under Mathematics)	<b>School of Media &amp; Communication (SOMC)</b> • Journalism and Communication <b>School of Law &amp; Justice (SOLJ)</b> • Constitutional Law • Corporate Law • Criminal Law • International Law • Energy Law • Cyber Law • Intellectual Property Law
<b>School of Life Science &amp; Biotechnology (SOLB)</b> • Biotechnology • Microbiology • Biochemistry	<b>School of Medical Sciences (SOMS)</b> • Pharmaceutical Technology • Allied Health Sciences	<b>School of Business &amp; Economics (SOBE)</b> • General Management • Accounting & Commerce • Economics & Finance • Operations & Supply Chain Management • Business Analytics • OB & HRM • Quantitative Methods
<b>School of Smart Agriculture (SOSA)</b> • Agriculture	<b>School of Engineering &amp; Technology (SOET)</b> • Computer Science & Engineering • Computer Applications • Mechanical Engineering	
<b>School of Education (SOE)</b> • B.Ed. • Education		

**How to Apply:** Interested candidates should send their application in the prescribed 'Application Form' available at (<http://adamasuniversity.ac.in/current-vacancies/>), and resume along with scanned copies of self-attested testimonials and other academic credentials by e-mail to: [recruitment@adamasuniversity.ac.in](mailto:recruitment@adamasuniversity.ac.in)

<b>Other Non-Academic Positions:</b> • <b>Assistant Registrar / Deputy Registrar</b> – Academic, Admin & HR with relevant University experience • <b>Sports Officer</b> – This is a Residential Position in AU Campus. Incumbent should have Masters in Physical Education with 5 to 7 years of relevant experience.	<b>Academic Positions</b> <b>Mandatory Education Qualifications:</b> • 60% marks or 1st Div. /1st Class marks - in Class X, Class XII, Graduation from reputed / recognised educational Institutions. • 55% marks in PG • NET / SET qualified • PhD is desirable • Excellent Communication Skill in English (both verbal & written) • Tech savvy (working knowledge in MS Office & LMS) • For Education we are also looking for M.Ed	<b>Adamas University Help Line Details</b> Office of the Registrar Email ID: <a href="mailto:recruitment@adamasuniversity.ac.in">recruitment@adamasuniversity.ac.in</a> Contact No. +91 8240033652 Adamas Knowledge City, Barasat • Barrackpore Road, P.O. - Jagannathpur, District - 24 Parganas (North), Kolkata - 700 126, West Bengal, India
--	---	--

Salary will not be a constraint for talented and deserving candidate.

## WANTED

Applications are invited from the eligible Candidates for the following post in **Shahuraje College of Education, Ahmedpur, Tq. Ahmadpur, Dist. Latur** (Permanent Non-Granted) run by **Shivchattrapati Sevabhavi Sanstha, Shindgi (Bk)**. The application duly completed in all respects should reach on the following address **within fifteen days**. The candidates of reserve category should submit one copy of application to The Assistant Registrar, Special Cell, **Swami Ramanand Teerth Marathwada University, Nanded**.

Sr. No	Subject	Name of the Post (Designation)	No. of Post	Reservation
1	Perspectives in Education	Asst. Prof.	02	OPEN-(03), SC-(01), ST -(01) VJ (A)-(01), OBC-(01) EWS-(01).
2	Pedagogy Subject (Maths, Science, Social Science, Language)	Asst. Prof.	04	
3	Health and Physical Education	Asst. Prof. Part Time	01	
4	Performing Arts (Music /Dance/Theatre /Fine Arts)	Asst. Prof. Part Time	01	

**Educational Qualification :- Assistant Professor:** Foundation Courses **1)** Post Graduate Degree in Social Science with minimum 55% marks. **2)** M.Ed. degree from a recognized University with minimum 55% marks. **OR 1)** Postgraduate M.A. Degree in Education with minimum 55% marks **2)** B.Ed. Degree in Education with minimum 55% marks. **3)** SET/NET/Ph.D. in Education **B Curriculum and pedagogy course 1)** Post Graduate Degree in Science / Mathematics / Social Science/Languages 55% marks. **2)** M.Ed Degree with 55% marks. **3)** SET/NET/Ph.D. in Education. **C) Health & Physical Education 1)** Master of Physical Education (M.P.Ed.) with minimum 55% marks. **2)** SET/NET/Ph.D.in Physical Education. **D) Performance Arts /Music /Dance/Theatre /Fine Arts 1)** Post Graduate Degree in Fine Arts (MFA) with minimum 55% marks. **OR 2)** Post Graduate Degree in Music/Dance/Theatre Arts with minimum 55% marks. **3)** SET/NET/Ph.D. in Fine Arts. **Salary & Allowance Pay Scales :-** As par the UGC, State Government & Swami Ramanand Teerth Marathwada University rules from time to time. **Note:** Prescribed application form is available on the University **Website (srtmun.ac.in)**. **2)** No T.A/ D A will be paid to attend interview. **3)** Eligible candidates those who are already in services should submit their application through proper channel. **4)** 3% Reservation for handicapped and 30% for woman candidates. **5)** All affected Xerox copies of certificates and other relevant documents should be attached with the application form. **Address for Correspondence: Principal, Shahuraje College of Education, Ahmedpur, Tq. Ahmadpur, Dist. Latur, Pin Code - 413 515 (Maharashtra).**

**Anandi Shikshan Prasarak Mandal, Kalambe Tarf Kale, Sanchalit,  
Anandi B. Pharmacy College (Degree),  
Kalambe Tarf Kale, Tal. Karveer. Dist. Kolhapur -416205 (Maharashtra)  
(Affiliated to Shivaji University, Kolhapur)  
(Permanently Non-Grant Basis)**

**Email: anandishikshan8168@gmail.com • Ph. No. 9421175722, 9822101026**

## WANTED

Applications are invited from eligible candidates for the following posts:-

**(These posts shall be filled through University Staff Selection Committee)**

Sr. No	Designation & Subject	Vacant Posts	Open Posts	Reserved posts
<b>A)</b>	<b>Principal</b>	01	01	—
<b>B)</b>	<b>Professor</b>			
1.	Pharmaceutical Chemistry	01	01	—
<b>C)</b>	<b>Associate Professor</b>			
1.	Pharmaceutics	01	01	—
2.	Pharmaceutical Chemistry	01	01	—
3.	Pharmacology	01	01	—
4.	Pharmacognosy	01	01	—
<b>D)</b>	<b>Assistant Professor</b>			
1.	Pharmaceutical Chemistry	03	01	1-SC, 1-VJA
2.	Pharmaceutical Analysis	01	01	—
3.	Pharmaceutics	04	02	1-SC, 1-VJA
4.	Pharmacology	02	01	1-SC
5.	Pharmacognosy	01	01	—
<b>E)</b>	<b>Librarian</b>	01	01	—

Apply giving full particulars **within 15 days** from the date of publication of this advertisement to the undersigned.

Note : - 1) For detailed information about posts, qualifications and Other terms and conditions, please visit University **website: www.unishivaji.ac.in & College Website: www.anandipharmacycollege.in**

2) Interested candidates can send their application on above Email.

**Place: Kalambe Tarf Kale**

**Chairman**

**RAJKUNWAR BAHUDESHEIYA SEVABHAVI SANSTHA, JALNA (M.S.)**  
**DG-1, Parvati Apartment, Dattnager, Mastagad, Jalna Tq. Dist. Jalna – 431 203 (M.S.)**

**WANTED**

Application are invited from the eligible candidates for the post of Principal/ Assistant Professor / Librarian/ Director of Physical Education in R.B.S. Sanstha's, **01. Shivraj College, Partur, Dist. Jalna, 02. Rajkunwar College, Waghrol (J), Tq. & Dist. Jalna, 03. Rajkunwar College, Hivra (Rala), Tq. Badanapur, Dist. Jalna, 04. Shivraj College, Pimpalgaon (Kolte), Tq. Bhokardan, Dist. Jalna, 05. Rajkunwar College, Dhawda, Tq. Bhokardan Dist. Jalna, 06. Rajkunwar College, Pimpla, Tq. Soygaon, Dist. Aurangabad, 07. Rajkunwar College, Dhanwat-Fardapur, Tq. Soygaon, Dist. Aurangabad, 08. Rajkunwar College, Banoti, Tq. Soygaon, Dist. Aurangabad,** (Permanent Non - Grant Basis). The Applications should reach us **within 10 days** from the date of publication of this advertisement to the Chairman on above Address:-

Sr. No.	Post / Subject	No. of Posts	Sr. No.	Post / Subject	No. of Posts	Sr. No.	Post / Subject	No. of Posts
<b>Assistant Professor for UG</b>								
01	Principal	08	21	Indian Law & Dr. Babasaheb Ambedkar Thought	01	41	Botany	08
02	Director of Physical Education	08	22	Dr. Babasaheb Ambedkar & Mahatma Fule Thought	02	42	Mathematics	08
03	Librarian	08	23	Music	04	43	Statistic Sci.	04
04	English	08	24	Corporate	02	44	Bio-Chemistry	02
05	Marathi	08	25	Education Science	01	45	Micro-Biology	07
06	Hindi	08	26	Truisms	02	46	Electronics	07
07	Sanskrit	04	27	Drama Sci.	03	47	Comp. Sci.	08
08	Urdu	04	28	Journalism & Mass Communication	03	48	Fisheries	02
09	Pali & Buddhism	04	29	Philosophy	02	49	Horticulture	01
10	History	08	30	Geology	01	50	Industrial chemistry	01
11	Economics	08	31	Rural Development	02	51	Seed Technology	01
12	Political Science	08	32	B.Com	08	52	Bio-Technology	01
13	Sociology	08	33	B.B.A.	08	53	Bio-Informatics	02
14	Geography	08	34	B.C.A.	14	54	Dairy Sci.	01
15	Public Administration	08	35	B. Sc. Computer Science	14	55	Environment Sci.	02
16	Physical Education Teacher	08	36	B.Sc. Networking & Multimedia	04	56	Information & Technology	02
17	Education Science	04	37	B.Sc. Forensic Science	04	57	Food Sci.	01
18	Home Science	04	38	Physics	08	58	Analytical Chemistry	01
19	Psychology	08	39	Chemistry	08		<b>TOTAL</b>	<b>292</b>
20	Library & Information Sci.	03	40	Zoology	07			
<b>Assistant Professor for PG</b>								
59	M. Sci. Computer Science	10	63	M.A. Political Science	02	67	M. Sc. Math	08
60	M.Com	06	64	M.A. Marathi	02	68	M. Sc. Zoology	02
61	M. Sc. Chemistry	12	65	M. A. English	04		<b>TOTAL</b>	<b>66</b>
62	M. Lib.	14	66	M. Sci. Botany	06			

Category	S.C.	S.T.	VJNT	NT-B	NT-C	NT-D	S.B.C.	O.B.C.	E.W.S.	OPEN	Total
<b>Assistant Professor Total Posts</b>	46	25	10	9	12	7	7	66	35	133	350
<b>Principal Total Posts</b>	1	1	1	0	0	0	0	1	1	3	8

Education qualifications, pay scale, service conditions & recruitment for the above subject are as per the norms of UGC, Dr. B.A.M.U., Aurangabad, and Govt. of Maharashtra.

**A)** Reserved candidates should forward one copy of application to the Deputy Registrar (Reservation Cell), Dr. Babasaheb Ambedkar Marathwada University, Aurangabad (MS). **B)** Candidates who are already in service should apply through proper channel. **C)** 30% seats will be reserved for Women & 04% seats will be reserved for Physical Handicapped and 1% seats will be reserved for Orphan.

**Term & Conditions:-**

- 1) The Qualification (SET/NET/Ph.D.), Reservation, Experience & Remuneration required for all these posts are as per UGC, Govt. of Maharashtra & Dr. Babasaheb Ambedkar Marathwada University, Aurangabad norms for time to time.
- 2) Candidates belonging to reservation category should submit attested copies of Caste Certificate, Cast Validity & Non-Creamy Layer Certificate.
- 3) Qualified candidates may apply through Google form <http://rbssjalna.com/recruitment-2022-2023/> (Google form link).
- 4) Also send hard copy of documents on **Rajkunwar College, Jalna, Shabir Ali Chouk, Behind Railway Over Bridge Square, Near Shani Mandir Road, Old Jalna, Jalna – 431 203. Contact : 9730151777/9096385373 and email : rbss.advt@gmail.com**
- 5) **No TA/DA will be issued to the Candidate appearing for the Interview.**

**Secretary**  
**R.B.S.S, JALNA (MS)**

**Chairman**  
**R.B.S.S, JALNA (MS)**

**Lat. Wamanraoji Kadam Bordikar, Seva Sanstha, Jintur, Tq. Jintur, Dist. Parbhani**  
**Smt. Shakuntalabai Bordikar College of BCA & BCS Jintur, Tq. Jintur, Dist. Parbhani**

**WANTED**

Applications are invited from the eligible candidates for the following full time post in **Smt. Shakuntalabai Bordikar College of BCA & BCS, Jintur, Tq. Jintur, Dist. Parbhani (Permanent Non-Granted)** run by **Late Wamanraoji Kadam Bordikar, Seva Sanstha, Jintur, Tq. Jintur, Dist. Parbhani**, The application duly completed in all respects should reach on the following address **within fifteen days** from the date of publication of this advertisement. The candidates of reserved category should send one copy of application to the Assistant Registrar, Special Cell, S.R.T.M. University, Nanded.

Sr. No.	Subject	Total Posts	Reservation
01	BCA All Subjects	04	Open - 02, SC - 01, OBC - 01

**1) Assistant Professor/Librarian/Director of Physical Education Eligibility (A or B)**

**A** i) A Master's Degree with 55% Marks (or an equivalent grade in a point - scale wherever the grading system is followed) in concerned/relevant/allied subject from an Indian University, or an equivalent degree from an accredited foreign university.

ii) Besides fulfilling the above qualification, the candidate must have cleared the National Eligibility Test (NET) conducted by the UGC or the CSIR, of a similar test accredited by the UGC, like SET or who are or have been awarded a Ph.D Degree in accordance with the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil/Ph.D. Degree) Regulations, 2009 or 2016 and their amendments from time to time as the case may be exempted from NET/SET.

Provided the candidates registered for the Ph.D programme prior to July 11, 2009, shall be governed by the provisions of the then existing Ordinances/ Bye-laws/Regulation of the Institution awarding the degree and such Ph.D. candidates shall be exempted from the requirement of NET/SET for recruitment and appointment of Assistant Professor or equivalent positions in Universities/ College/Institutions subject to the fulfillment of the following conditions:

- The Ph.D. degree to the candidates has been awarded in regular mode only.
- The Ph.D. thesis has been evaluated by atleast two examiners.
- An Open Ph.D. viva voce of the candidate has been conducted.
- The candidate has published two research papers from his/her Ph.D. work, out of which at least one is in a referred journal and
- The candidate has presented at least two papers, based on his/her Ph.D. work in conference/seminars, sponsored/funded/ supported by the UGC/ICSSR/CSIR or any similar agency.

**Note :**

- The fulfillment of these conditions is to be certified by the Registrar or the Dean (Academic Affairs) of the University concerned.
- NET/SET shall also not be required of such Masters Programmers in disciplines for which NET/SET is not conducted. However, Ph.D. degree shall remain the minimum eligibility for appointment of Assistant Professor in such disciplines.

**B.**

The Ph.D. degree has been obtained from a foreign university/institution with a ranking among top 500 in the World University Ranking (at any time) by any one of the following:

- Quacquarelli BCA All Subject's Symonds (QS);
- The Times Higher Education (THE) or
- The Academic Ranking of World Universities (ARWU) of the Shanghai Jiao Tong University (Shanghai).

**Note:** The Academic score as specified in Appendix - II (Table 3A) for Universities and Appendix II (Table 3B) for Colleges, shall be considered for short - Listing of the candidates for interviews only, and the selections shall be based only on the performance in the interview.

**Address for Correspondence:**

President/Secretary, Lat. Wamanraoji Kadam Bordikar, Seva Sanstha, Jintur,  
Tq. Jintur, Dist. Parbhani.

Contact No :- 9730401275/9607122217

Smt. Shakuntalabai Bordikar College of BCA & BCS, MIDC Parbhani Road,  
Jintur, Tq. Jintur, Dist. Parbhani-431511.

**Secretary**

## Announcement

### Themes for Forthcoming Special Issues of the University News

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

1. ***Research & Excellence for Transformative Higher Education*** to be published on January 30, 2023 on the occasion of South Zone Vice Chancellors' Meet to be held at Andhra University, Visakhapatnam, Andhra Pradesh. Last date for receipt of Article is **January 15, 2023**.
2. ***Evaluation Reforms for Transformative Higher Education*** to be published on February 20, 2023 on the occasion of West Zone Vice Chancellors' Meet to be held at Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, Maharashtra. Last date for receipt of Article is **February 10, 2023**.
3. Special Issue on the theme '**Transformative Higher Education for Atma Nirbhar Bharat**' will be brought out in the month of March, 2023. Last date for receipt of Article is **February 20, 2023**.

#### Guidelines for Contributors and Editorial Policies

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

- Articles submitted for the Journal should be original contributions and should not be under consideration for any other publication at the same time. A declaration is to be made by the author in the covering letter that the paper is original and has not been published or submitted for publication elsewhere.
- Manuscripts including tables, figures and references should be around 3000-4000 words for articles, 2000 – 5000 words for Convocation Addresses, 1000 words for Book Reviews and 600 words for Communications.
- All the manuscripts should typed in double-space with 12 point font and ample margin on all sides on A 4 size paper.
- The cover page should contain the title of the paper, author's name, designation, official address, address for correspondence, contact phone/mobile numbers and e-mail address.
- The main text should not contain footnotes. References should be given at the end of the manuscript and should contain only those cited in the text of the manuscript. The full reference should be listed at the end in alphabetical order running the following style:

(cont'd. to page 35)

### **Book**

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

### **Articles**

Over, R.(1982). Does research productivity decline with age?  
*Higher Education*, 11, 511-20.

### **Chapter in a Book**

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

### **Article Retrieved from Website**

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

- Authors are responsible for any copyright clearance, factual inaccuracies and opinions expressed in their paper.
- No fees is payable to submit or publish in this Journal.

### **Editorial Policies**

- The final decision on the acceptance or otherwise of the article rests with the Editorial Committee and it depends entirely on its standard and relevance. The title and content of the article accepted may be modified to meet the journal's standards of contents, presentation, style and other specific requirement. Authors may also be requested to revise their manuscripts before they can be accepted for publication. Correspondence in this regard will be done with the first named author unless otherwise indicated.
- Maximum time taken for processing the article is six months. Contributors are free to send the material to any other publication after a period of six months from the date of their submitting the article to the University News, if they do not receive any intimation from AIU. Author will receive two complementary copies of the Journal immediately after its publication
- AIU may re-use the articles published in the University News for its various publications.
- AIU may extend courtesy to other journals or websites to use the articles published in the University News if due credit is given to the author(s) of the article(s) and the University News. Only those manuscripts will be published which are sent through E-mail: *ramapani.universitynews@gmail.com* and *universitynews@aiu.ac.in* to:

### **Dr. S Rama Devi Pani**

Editor

University News

Association of Indian Universities

AIU House, 16 Comrade Indrajit Gupta Marg (Kotla Marg), New Delhi-110 002

**Diocesan Society of Education's**  
**Rosary College of Commerce & Arts**

NAVELIM, SALCETE – GOA. 403 707

Minority Institution under Article 30(1) of the Indian Constitution

(Affiliated to Goa University) (Grant-in-Aid)

Re-Accredited by NAAC with 'A' Grade (4<sup>th</sup> Cycle)

Applications stating full name, address, age with date of birth, educational qualifications with marks and percentage, experience, etc., are invited from Indian Nationals for **one post of Assistant Professor in Geography including E.V.S. on Full Time Regular Basis** from the 2<sup>nd</sup> half of the academic year 2022-23 onwards.

**Essential Requirements:**

1. Master's degree in Geography including Physical, Biological and Earth Sciences with atleast 55% marks or its equivalent grade and good academic record. The candidate must have the Master's degree as well as Bachelor's degree in the same subject for which he/ she is being appointed unless he/ she has passed the Post Graduate examination under the change of faculty scheme.
2. Candidates for the above post should have cleared the Eligibility Test for lecturers conducted by UGC/ CSIR such as NET/ SET or similar test accredited by UGC. However, candidates who have been awarded the Ph.D degree in compliance with the UGC (minimum standards and procedures for award of Ph.D. degree) Regulations, 2009 or the University Grants Commission (minimum standards and procedures for award of M.Phil/Ph.D. Degree) Regulations 2016, and their subsequent amendments from time to time, as the case may be shall be exempted from the requirement of the minimum eligibility condition of NET/ SET for recruitment and appointment of Assistant Professor.
3. In case candidates having passed the said Eligibility Test/ Ph.D. for the above post are not available or are not found suitable, candidates fulfilling all other conditions would be considered for appointment on Contract/ Lecture Basis (subject to the approval of the Goa University/ Government of Goa and/ or as per the prevailing guidelines of Goa University/ Government of Goa) on purely temporary basis till the end of the academic year 2022-23.

**Service Conditions:** As per the provisions of Goa University, University Grants Commission, Directorate of Higher Education, Government of Goa, Diocesan Society of Education and other competent authorities. A certificate stating 15 years residence of the candidate in Goa issued by the State Government is mandatory. Knowledge of Konkani is essential and knowledge of Marathi is desirable. Persons who are already employed shall send their applications through proper channel. Break in service, if any, should be accounted for.

**Scale of Pay:** As per the provisions of the Goa Government and Goa University.

**Vacancies will be filled up, subject to approval of Goa University and Directorate of Higher Education, Government of Goa, and other stipulations. All other regulations/ guidelines as those prescribed by UGC, Goa University, Government of Goa and Diocesan Society of Education will apply.**

Application with incomplete information will be rejected outright.

Applications along with attested photocopies of marksheets of all examinations from SSC onwards should reach the **Principal, Rosary College of Commerce and Arts, Navelim, Salcete – Goa. 403 707 within 20 days** from the date of publication of this advertisement by superscribing on the envelope '**Application for the Post of Asst. Prof. in Geography including E.V.S.**'

Date: 23<sup>rd</sup> December, 2022

Prof. Helic M. Barretto  
Principal