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Raj Kumar Mittal

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Announcement

Special Issue of 'University News'

A **Special Number of University News** on the theme '*Envisioning Future Higher Education: The Pivotal Role of India*' is being brought out on the occasion of the **AIU Centenary Celebrations and AIU Annual General Meet and National Conference of Vice Chancellors'-2025 in March 2025.**

The **Special Issue** will cover the articles of eminent educationists on the afore-mentioned theme. Readers of the University News are also invited to contribute to the Special Number by submitting papers/articles on the above theme by **February 15, 2025**. The papers will be published in the Issue subject to the approval of the Editorial Committee of the University News. The contributions are invited on the following Subthemes:

Technological Integration in Higher Education

- Blended Learning Models.
- Integrating Emerging Technologies like AI, Virtual and Augmented Reality in the Learning Process.
- Cyber Security and Data Privacy in Higher Education Institutions.

Leadership and Governance in Higher Education

- Developing Academic Leadership.
- Governance of Public and Private Universities.
- Autonomy and Accountability in HEIs.

Rethinking Assessment and Evaluation

- Innovative Assessment Methods and Experiential Learning.
- Viability of One Nation One Exam System.
- Continuous Comprehensive Assessment.

Globalisation and Internationalisation

- Strategies for International Collaboration.
- Global Classrooms (Attracting International Faculty and Students).
- Challenges and Opportunities in Internationalisation of Higher Education.

Equity, Diversity and Sustainability

- Incorporating IKS in Curriculum and Pedagogy.
- Catering to Equity and Diversity on Campuses.
- Creating Green and Sustainable Campuses.

Any Other Relevant Subthemes

Guidelines for contributors are placed on the AIU Website. Manuscripts may be sent to the Editor, University News, Association of Indian Universities, AIU House, 16 Comrade Indrajit Gupta Marg (Kotla Marg), New Delhi- 110 002 through E-mail: ramapani.universitynews@gmail.com with a copy to: universitynews@aiu.ac.in on or before **February 15, 2025**.

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Nurturing Our Youth as *Swavalambi Yuva* to Realise the Vision of *Viksit* and *Atmanirbhar Bharat*: This Republic Day Resolution for the Next 25 Years

Raj Kumar Mittal*

We inherited a fragile economy from the Britishers in 1947. Massive poverty, malnutrition, and famines were very common for many years but on account of sustained efforts towards nation-building, we can change the situation and today with pride we can say that our economy is the world's fastest-growing economy and is the fifth largest economy with GDP of approximately 3.8 trillion dollars. Hon'ble Prime Minister, Shri Narendra Modi ji has given the vision of making *Viksit Bharat* by 2047, a Bharat whose economy roughly would be a 30 trillion dollar economy, where we will be able to overcome the prevailing problems of poverty, unemployment, and growth would be inclusive and environment friendly. While fighting COVID-19 and the supply chain challenges posed by it, the Hon'ble Prime Minister has given the call to be Vocal for Local, which means relying on local resources, people, markets, and available technologies to build the economy and meet the needs of people. This will help in using local resources and generate employment and income in the area. This is the vision of *Atmanirbhar Bharat* which in English translates to self-reliant India. The word also finds its mention in our scripture-*Eshah Panthah* meaning thereby self-sufficient India. This is what Gandhiji advocated in Gram-swaraj. Under *Atmanirbhar Abhiyaan* five areas have been identified to focus upon viz. economy, infrastructure, technology-driven systems, vibrant demography, and demand. The government earmarked Rs.20,00,000 crores for this purpose and initiated several schemes like PLI, focusing on MSMEs, domestic manufacturing, defense, etc.

The concept at the national level means relying on domestic resources or developing our capacities and capabilities to meet our developmental needs. It never means to be cut off from the rest of the world, rather it means we have to meaningfully engage with the rest of the world to fulfill our national objectives. In the present context, we cannot isolate ourselves from the rest of the world. I believe one of the most important factors critical for realising the goal of *Atmanirbhar Bharat* would be to harness the potential of our youth power in the age group of 15-29 years which roughly are 37 crores in number. This number is bigger than the population of the USA. Through education, the youth of the country needs to be developed holistically i.e. physically, mentally, intellectually, and spiritually. They should have confidence in their abilities to face the challenges of life and play a constructive role in nation-building. So, the need is to

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make them *Swavalambi Yuva*, the *Yuva* who is ready to face the challenges and come forward to provide solutions to the problems that society or the nation presently is facing. *Atmanirbhar* youth only can lay the foundation of *Atmanirbhar Bharat*.

Education and *Atmanirbharta*

If we want to build the nation *Atmanirbhar*, then the only route is through quality education. It is quality education that helps in building productive manpower, fostering innovations, and bringing much-needed socio-economic changes required for accelerating the process of development. So, the focus of education has to be on manmaking. According to Swami Vivekanand, education is the manifestation of divine perfection already in man. Rabindranath Tagore pointed out that the highest education is that which makes our life in harmony with all existence. Therefore, education helps in developing the inherent or internal strengths of human beings, providing them with knowledge, skills, and values essential for living a successful personal and professional life. Education imparts knowledge to understand the complexities of natural and worldly things and thus improves one's decision-making power. It should also focus on skill enhancement, which is the application of knowledge to the workplace or is related to doing things. The present education system is criticised for being highly bookish and having little relevance to practical problems. This is one reason for the poor employability of our youth. They find a mismatch between what they learn in the classrooms and what they are asked to perform at their workplaces. This gap is to be bridged through a focus on skill enhancement. The third thing that education intends to impart is values i.e. how much weightage or preference we give to certain virtues in life such as empathy, discipline, honesty, risk-taking, integrity, etc. A person with high intelligence but low values can be successful in the early phase but that success is not sustainable. We can find a number of cases in political and business life where a person has achieved immense success and popularity but on account of their compromises with values, they failed to sustain their success and ultimately ruined everything they achieved. Therefore, the purpose of education is to impart knowledge, skills, and values to the students. This is also the essence of *panchkosha* based education which focuses on five sheaths of an individual's personality, which are *anna-may kosh*, *prana-may kosh*, *manno-may kosh*,

vigyan-may kosh and *anand-may kosh*. Focus on these five sheaths ensures the holistic development of any individual i.e. physical, mental, intellectual, and spiritual. This type of holistic development should be the objective of education. We can call these sheaths inner wealth as opposed to outer wealth, which focuses on acquiring material things like the accumulation of gold, silver, properties, vehicles, and others. The focus of ancient wisdom was on strengthening inner wealth as opposed to Western philosophy where the focus is on the acquisition of external wealth. Thus, Indian thought focuses on values whereas Western philosophy focuses on valuables.

National Education Policy–2020

The key focus areas of NEP–2020 include; universal access to education, skill development and vocational training, digital education, equity, inclusion, and excellence. The policy envisions a job-oriented trans-disciplinary curriculum with a shared focus on arts, science, management, and humanities with the single aim to make every individual self-reliant so that the goal of *Atmanirbhar Bharat* can be materialised.

The overall focus of the policy is on holistic development of the students and is students' centric. Educational institutions should focus on nurturing students holistically and develop them as *Atmanirbhar/Swavalambi Yuva* to take the nearby region and the nation onto the paths of *Atmanirbharta*. To what extent we will be able to attain this will decide how soon and to what extent we shall attain the goal of *Viksit Bharat* by 2047. A few things that we can focus on in education, especially in higher education are presented here.

Shifting the Mindset of Youth towards Self-employment and Entrepreneurship

Today premium is attached to government jobs, which are limited in numbers. In fact, in organised sectors only 7-8 per cent of the workforce is engaged, the rest are in the unorganised sector. Bharat in ancient times was known as the Golden Sparrow and was a prosperous country. This prosperity was largely on account of small- small businesses and entrepreneurial talent available in villages of Bharat. Today in education we need to change the mindset of our youth towards self-employment and entrepreneurship i.e. a shift from a job seeker to a job provider. Educational institutions should

engage youth in understanding local problems, people, and resources and move them toward the establishment of small businesses in local areas. Students should be motivated to start earning during their study period to generate confidence and make them *Swavalambi*. This is how they will be able to relate their classroom learning to addressing socio-economic problems.

Skilling of Youth

Over some time, we have given too much focus to classroom learning thus ignoring its practical aspect. This resulted in a mismatch between what educational institutes teach and what industry requires. The consequence of all this is poor employability of past out-students as reported by various agencies in their surveys. NEP-2020 took the issue seriously and emphasised the integration of vocational education into mainstream education starting at the middle and secondary levels. The goal is to expose students to a variety of vocations including those involving the Indian arts and artisanship. Its emphasis is also on building 21st-century skills such as critical thinking, problem-solving, creativity, innovation, digital literacy, collaboration, communication, adaptability, and flexibility in the student community. Its emphasis is also on using technology to enhance education including interactive digital content, personalized learning, and collaboration with experts globally.

Character Building and Integrated Development of the Students on the Line of Panchkosh-based Education

The very purpose of education is character building and teaching them life skills for a happy and prosperous life. Unfortunately, our education system, influenced by Western philosophy, gives too much weightage to worldly things and their acquisition. Our youth in this mad race somewhere neglects the five aspects of personality viz. proper food (*annamay kosh*), breathing systems and processes (*pranmay kosh*), mindfulness and stability (*manomay kosh*), use of intellect and sound decision making (*vigyanmay kosh*) and blissful life where one thinks beyond self-interest (*anandmay kosh*). Youth in our country in this age of globalization and competition by ignoring the five mentioned aspects are under immense stress and pressure. Learning these aspects should be an integral part of the curriculum of educational institutions.

Community and Local Area Connect

In general, we observe the disconnect of our youth from their surroundings, community problems, resources, and opportunities available in the area. This is also on account of too much focus on classroom learning and scoring marks in examinations as a criterion for judging students' intelligence. Because of lopsided focus, students tend to ignore their surroundings and the environment in which they live. HEIs should engage the students and direct their efforts to suggest solutions to the problems local people are facing. This can be done through research projects, assignments, and visits to local areas. NEP-2020 now acknowledges learning through these means. This way HEIs and students could be connected to the nearby areas and their development, so essential for making *Bharat Atmanirbhar*.

Self-awareness and Awakening

It is awakening and awareness about oneself, the purpose of life, and what my capabilities and potentials; about our language, our products; our culture; our people, nature, and the progress of the country. Awakening about these aspects will motivate the individual to be rooted to the ground and contribute towards progress.

Promoting an Attitude of Scientific Temper and Research

Scientific temper and research are the only way forward for innovations, creativity and thus progress of any country and society. The differentiating factor between the level of progress of developed and developing countries is advancements in science & technology. The USA, Germany, Japan, South Korea, Taiwan and many more are developed and powerful nations because of science and technology. In *Bharat*, very little is spent on R&D (about 0.70 per cent of GDP, whereas in developed countries it is around 2-3 percent or even more than this. The share of the private sector in R&D is insignificant. Further, research and innovations are at their minimum, hardly making any impact on local problems and issues. NEP-2020 and U.G.C has taken a series of steps to address this issue such as the establishment of the National Research Foundation with a corpus of Rs.50,000 crores, introducing the concept of research universities and teaching universities, 4year undergraduate programme with research, and many more to promote research in the country, which shall help in realising the mission of *Atmanirbhar Bharat*.

Awakening towards Civic Duties and their Commitment

There is a growing tendency in the youth and society to be vocal about their rights and almost neglect their duties. This has created a situation of restlessness in different sections, especially our youth, and increased corruption and insensitivity in society. Resourceful persons take advantage of the situation while weak and marginalized sections of society are the worst affected. The youth of the country needs to be made aware of their basic duties such as love towards nature, responsible consumption, respect for law and elders, sensitivity to the needs of society and vulnerable sections of society, and living with integrity, and empathy.

Shifting Students' Mindset Towards Lifelong Learning

In the last few decades, the world has observed fast changes in all spheres of life, nothing is constant and the only constant is the word Change. Coping and adapting oneself to these changes is necessary to be successful in life. Intense competition in markets and life punishes those who fail to adjust to the changes. Therefore, it becomes essential to update oneself with the growing knowledge and skills otherwise chances of losing a job or becoming redundant are quite possible. The different reports also suggest that 4.0 technologies which include artificial intelligence, robotics, blockchain, augmented reality, etc. are going to change the workplace culture and scenario significantly and those who will not adapt themselves to emerging technologies are in danger of losing their jobs. Therefore, upskilling and reskilling becomes important for anyone in the job market. NEP-2020 has taken many initiatives such as easy entry and exit, value-added courses,

and integration of skilling and technology with the course curriculum at all levels.

University Grants Commission (UGC) which has the prime responsibility to implement NEP-2020 in higher education, proactively introduced or is in the process of implementation of provisions of NEP-2020 to make our youth force *Swavalambi*. Some of the prominent initiatives include; the establishment of skill development centers in universities, B. Voc. Program for skill and entrepreneurship development, start-up policy to encourage universities to develop startup ecosystem, collaborative research with industry, apprenticeship, and internships for practical experience, online courses and resources for skills and knowledge, seed money/ scholarships/financial assistance to students. All these steps shall instill confidence in the youth, have their holistic development, be more skilled, more research-oriented, and strongly embedded in our culture and values. Our youth will be more creative, innovative, and entrepreneurial in mindset. The youth would be self-reliant or *Atmanirbhar* relying more on their internal strength and values which our philosophy relies upon. They will develop an entrepreneurial mindset to be job providers instead of job seekers. *Swavalambi Yuva* only can lay the foundation for an *Atmanirbhar Bharat*. The concept of *Atmanirbharta* should be extended at all levels i.e. students, colleges/universities, villages/cities, states, and the country. I am sure when all the actors in this process work simultaneously by keeping the *Swavalambi* youth at the centre, *Bharat* surely will achieve the objective of *atmanirbharta* and realize the vision of being a *Vikshit Bharat* by 2047. On the occasion of this Republic Day, I call upon all HEIs to dedicate themselves to nurturing our University Youth as *Swavalambi Yuva*. □

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Constitution of India: A Journey from Darkness to Light

M S Kurhade*

“By independence we have lost the excuse of blaming the British for anything going wrong. If hereafter things go wrong, we will have nobody to blame except ourselves.” –

B. R. Ambedkar

Why did Indians revere the Constitution of India? Perhaps because it is considered to be the greatest blessing of the Indian freedom fighters, social reformers, philosophers and the Drafting Committee of the Constitution, with Dr. Babasaheb Ambedkar as Chairman. The other members of the Drafting Committee included K. M. Munshi, T. T. Krishnamachari, Gopalswami Ayyangar and Alladi Krishnaswami Iyer: the draft on which the Drafting Committee worked was prepared by Sir B. N. Rau. The objective of the Constitution as recited in the Preamble is given content and details by the enacting provisions of the Constitution, especially by the Fundamental Rights (found in Part III of the Indian Constitution, in articles 12 to 35) and by the Directive Principles of the State Policy (found in Articles 36–51 of Part IV of the Constitution). The Fundamental Rights are restrictions on the legislative, executive and in a few cases judicial powers. *“The Indian Constitution does not create Fundamental Rights but protects fundamental liberties,”* said Jennings.

The Drafting Committee was appointed by the Constituent Assembly in August, 1947. The Drafting Committee first met on August 30, 1947; and there after met on all 44 days till February 13, 1948. A Draft Constitution was submitted to the President of the Constituent Assembly on February 21, 1948. This Draft Constitution was placed before the Constituent Assembly for discussion on November 4, 1948. It was published in January, 1948, for the suggestions of the people. Out of 7,635 proposed amendments, 2473 amendments were actually discussed in the Constituent Assembly. On 26th November, 1949, the Draft Constitution was approved by the Constituent Assembly as the New Constitution of India. The same was signed by Dr. Rajendra Prasad as the

President of the Constituent Assembly, after which it came into force on 26th January, 1950. Under the new Constitution, the Union Parliament consists of two Houses namely the House of States and the House of the People. Since its inception, it has been accepted as the Charter of Indian unity. The Constitution has established the prescribed norms of national unity and integrity. It is the base for social, political, economic, educational, scientific and psychological development of India.

India’s constitutional structure is a good example of the principle of accommodation on matters of substance. It is described as “..... *The notable characteristic in every field of Indian activity..... is the constant attempt to reconcile conflicting views or actions, to discover a workable compromise, to avoid seeing the human situation in terms of all black or all white....* Dr. S. Radhakrishnan has put it: *Why look at things in terms of this or that? Why not try to have both this and that?*” Dr. S. Radhakrishnan’s principle of Inclusiveness and Accommodation suggests to search for a mutually agreeable middle way. Therefore, Jawaharlal Nehru told Constituent Assembly: *“That we should give some indication to ourselves, to those who look to this Assembly, to those millions in this country who are looking up to us, and to the world at large as to what we may do, what we seek to achieve, whither we are going.”* –Granville Austin, ‘The Indian Constitution’.

Before the advent of the Constitution, India was governed under the British Crown. The Charter Act of 1853 was followed by the Government of India Act, 1854, which authorized the Governor-General in Council, with the sanction of the Court of Directors and the Board of Control, to take under his immediate authority and management by proclamation any part of the territories for the time being in possession or under the Government of the East India Company. During the same period the British Government accepted the recommendations of Sir James Colville Committee on 12th December, 1856. The Committee had framed the scheme to establish these Universities, namely, Calcutta, Bombay and Madras. Mainly, Sir Charles Wood’s Educational Dispatch of July 19, 1854 made the Government to appoint the Committee for Indian

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Universities. The Universities Act, 1857, was a landmark in the history of India.

As per Government of India Act, 1858, the Government of India passed from the hands of the English East Indian Company to the Crown. The Governor-General came to be known as the Viceroy. As per Queen's Proclamation of 1858, Indian subjects of Her Majesty were declared to be equal to British subjects in other parts of the Empire. The people were not happy with the steps of reforms given by the Indian Council Act, 1892. The Minto-Morley Reforms were an utter disappointment to the Indians. K. M. Munshi aptly said, "*Political changes known as Minto- Morley Reforms were brought in as a stop to Moderates*". The Legislative Councils established under it were not intended to bring Parliamentary Government as Viceroy Minto himself hastened to emphasize. Though these were merely consultative, special care was taken to see that "*Class was set against class, community against community, each to cancel out the effect of the other. Zamindars and commercial classes were given disproportionate representation at the expense of the politically minded classes, substituting those who cannot criticize for those who can, even going to the extent of creating special interests before such interests were organized or articulated. Morley, the Secretary, himself a radical in Britain, proved worse than a Tory so far as India was concerned.*"

Mahatma Gandhi (1922) rightly pointed out: "*Let us see clearly what Swaraj together with the British connection means. It means undoubtedly India's ability to declare her independence if she wishes. Swaraj, therefore, will not be a free gift of the British Parliament. It will be a declaration of India's full expression. That it will be expressed through an Act of Parliament is true. But it will be merely a courteous ratification of the declared wish of the people of India, even as it was in the case of the Union of South Africa. Not an unnecessary adverb could be altered by the House of Commerce. The rectification in our case will be a treaty to which Britain will be a party. Such Swaraj may not come this year, may not come within our generation. But I have contemplated nothing less. The British Parliament, when the settlement comes, will ratify the wishes of the people of India as expressed not through the bureaucracy but through her freely chosen representation.*" He wanted to mean that Indians must determine their own

Independence. They must shape their own destiny. Therefore, Granville Austin in his book 'The Indian Constitution: Cornerstone of a Nation' said, "*Gandhi expressed the truth- that Swaraj would not be gift of the British Parliament, but must spring from the wishes of the people of India as expressed through their freely chosen representatives. Twenty-four years later these words were repeated during the opening session of the Constituent Assembly: they were, some said, the Assembly's origins; all agreed that they were its justification.*"

The Government of India Act, 1935 made a provision for a Federal Constitution. The Indian States were to send 125 members to the Federal Assembly and 104 members to the Council of States. The provinces were to send 250 members to the Federal Assembly and 156 members to the Council of States. Actually, the Act of 1935 dealt with a very lengthy and complicated statute; therefore, the Congress Session in Lucknow (April 1936) rejected the Government of India Act, 1935 and stated that the Constitution that had been imposed on India was against the will of the people.

The demand for a Constituent Assembly was approved by the British Government in the August Offer of 1940. The British Government said "*the framing of a Constitutional Scheme should primarily be the responsibility of Indians themselves and should originate from Indian conceptions of the social, economic and political structure of Indian life.*" The purpose of having a Constitution is to have a framework government which is likely to endure for liberty; equality; fraternity; justice and foster India's rebirth. If there is need for certain organs through which the State acts, there must be some law to lay down how these organs are to be established? This creates the need for Constitutional Law to achieve the desired goals.

Romila Thapar in her famous book 'A History of India' said that, "*most of the Indian historians had either participated in the national movement for independence or had been influenced by it. Their contention was that the Golden Age in India had existed prior to her history. This view was a natural and inevitable adjunct to the national aspiration of the Indian people in the early twentieth century.*" Philosophically and pragmatically Indian people prefers a peace and democracy. Although, it permits fraction, conflicts, and differences, if they do not bring on civil war. Fundamentally, it is believed that

all men are equal; all men have an equal right to liberty. They are equally free, subject to nothing but the laws. It is based upon a republic state without slavery and without exploitation and pledged to peace. This view is reflected in Basaveshwara's 'Vachanas' and the concept of 'Anubhavamantap' in 12th Century. As Immanuel Kant advocated, *"Every man is to be respected as an absolute end in itself; and it is a crime against the dignity that belongs to him as a human being, to use him as a mere means for some external purpose."*

The Indian Independence Act, 1947 provided for the termination of the suzerainty of the Crown over the Indian States. It means, the British Government was to have no control over the Indian Territory after 15th August, 1947. The Indian Independence Act, 1947 was a great landmark in the history of India.

On 22nd January, 1947 the Constituent Assembly adopted the following resolution:

1. "This Constitution Assembly declares its firm and solemn resolve to proclaim India as an Independent sovereign republic and to draw up for her future governance a Constitution;
2. WHEREIN the territories that now comprise British India, the territories that now form the Indian States, and such other parts of India as are outside India and the States as well as other territories as are willing to be constituted into the Independent sovereign India shall be a Union of them all.
3. WHEREIN the said territories, whether with their present boundaries or with such others as may be determined by the Constituent Assembly and thereafter according to the law of the Constitution, shall possess and retain the status of autonomous units, together with residuary powers and exercise all powers and functions of Government and administration, save and except such powers and functions as are vested in or assigned to the Union, or as are inherent or implied in the Union or resulting therefrom; and
4. WHEREIN all power and authority of the sovereign Independent India, its Constituent parts and organs of Government are derived from the people; and
5. WHEREIN shall be guaranteed and secured to all the people of India, Justice-social, economic

and political' equality of status, of opportunity and before the law; freedom of thought, expression, belief, faith, worship, vocation, association and action, subject to law and public morality; and

6. WHEREIN adequate safeguards shall be provided for minorities, backward, and tribal areas, and depressed and other backward classes; and
7. WHEREBY shall be maintained the integrity of the territory of the Republic and its sovereign rights, on land, sea and air according to justice and the law of civilized nation; and
8. This ancient land attains its rightful and honored place in the world and makes its full and willing contribution to the promotion of world peace and the welfare of mankind."

Let us briefly examine the psycho-philosophical approach along with the legal and political aspects of the resolution adopted by the Constituent Assembly. The Indian psyche mainly flows from religions, sects, languages, regions, traditions, customs, desire, emotion, ambition, knowledge, faith and various castes, social groups, cults and their cultural dominations. Therefore, Romila Thapar said, *"The association of India with wealth, magic, and wisdom remained current for many centuries. But this attitude began to change in the nineteenth century when Europe entered the modern age, and the lack of enthusiasm for Indian culture in certain circles became almost proportionate to the earlier over-enthusiasm. It was now discovered that India had none of the qualities which the new Europe admired."*

On the resolution adopted by the Constituent Assembly, Jawaharlal Nehru commented that it was *"something more than a resolution. It is a declaration, a firm resolve, a pledge, an understanding and for all of us a dedication."* The philosophy of the resolution is based on the principle of democracy. It is considered that the democracy is the most reasonable form of government; for in it *"everyone submits to the control of authority over his action, but not over his judgment and reason; i.e. seeing that all cannot think alike, the voice of the majority has the force of law."*

On August 29, 1947, the Constituent Assembly appointed a Drafting Committee which presented a Draft Constitution in February 1948. After the

detailed discussion on received suggestions from the people, the Draft was amended and adopted by the Constituent Assembly on November 26, 1949. B. R. Ambedkar in Constituent Assembly debate: ‘The Indian Constitution’ is “..... *both unitary as well as federal according to the requirements of time and circumstances. In normal times, it is framed to work as a federal system. But in times of war, it is so designed as to make it work as though it was a unitary system.*” Therefore, the Drafting Committee of Constitution believed that a nation cannot be strong and united unless it believes in ‘Unity in Diversity’. So, the essence of the Constitution of India is the search for peace, ideals of development, law of operation, justice, equality, freedom of speech and fraternity. Spinoza, a great philosopher said “*Nothing can exist in a natural state which can be called good or bad by common assent, since every man who is in a natural state consults only his own advantage, and determines what is good or bad according to his own fancy and in so far as he has regard for his own advantage alone, and holds himself responsible to one save himself by any law; and therefore sin cannot be conceived in a natural state, but only in a civil state, where it is decreed by common consent’ what is good or bad, and each one holds himself responsible to the state..... The law and ordinance of nature under which all men are born, and for the most part live, forbids nothing but what no one wishes or is able to do, and is not opposed strife, hatred, anger, treachery, or, in general, anything that appetite suggest.*”

The framers of the Constitution of India were successful in articulating the nation’s goals and in designing the necessary governing structure. The aim was national unity and integrity and a democratic and equitable society. The Constitution, by its very existence, was an essence of Indian life. Fundamental Rights, Directive Principles of State Policy, democracy, representative government, personal liberty, equality and many aspects of the Executive, Legislative, and Judicial provisions of the Constitution, before the law were revolutionary for the Society. Spinoza rightly pointed out that “*Law is necessary because men are subject to passions; if all men were reasonable, Law would be superfluous*”.

Here, it is significant to note that the original Constitution was embellished with illustrations designed by the renowned artist Nandlal Bose and

his team. As the Indian History Collective (<https://indianhistorycollective.com/illustrations-from-the-constitution>) states, “All the illustrations are listed on the last page. They are categorised into twelve historical periods. Namely – Mohenjodaro Period, Vedic Period, Epic Period, Mahajanpada and Nanda Period, Mauryan Period, Gupta Period, Medieval Period, Muslim Period, British Period, India’s Freedom Movement, Revolutionary movement for freedom and Natural Features. When looked at as a list, the illustrations in the Constitution show a rather eclectic understanding of our past. There is a mix of history, mythology, and geography. The illustrations relating to our mythologies such as Ramayana and Mahabharata are labelled under the ‘epic period’ and chronologically placed in the list after the ‘Vedic Period’. While this might give the impression that the epics are being treated as history, it is more likely that they were seen by the artists as culturally foundational.” It is clear from the illustrations that the Constitution was created to reflect the values of inclusivity, mutuality and tolerance. The Constitution is the culmination of the centuries of history, philosophy and culture that has shaped India. “However good a Constitution may be, if those who are implementing it are not good, it will prove to be bad. However bad a Constitution may be, if those implementing it are good, it will improve to be good”. – B.R. Ambedkar.

Lord Pethick Lawrence, former Secretary of State for India said: “*What a wonderful chapter of human history! And how differently it might all have turned out but for the courage and wisdom of the principal actors. Where so many have given so much it may seem invidious to single out individual names. Yet I feel I must pay special tribute to those Indians who have filled to worthily the principal roles. To Mahatma Gandhi, who stood unflinchingly for Indian Independence and who, once partition was decided upon, threw his life into the scales to prevent civil strife; to Sri Rajagopalachari, the eminent citizen of Madras, new Governor - General, who strove without ceasing to effect a settlement both between the British and Indian and between Moslem and Hindu; to Sardar Vallabhbhai Patel, Deputy Prime Minister, who so brilliantly achieved his ambition to bring into a united whole Provinces and the States in India. Last, but not least, to the Prime Minister, Pandit Nehru, son of an illustrious father, who, by his far- seeing wisdom, has won*

the respect both of his own countrymen and of the people of the world. So long as India continues to produce men and women of their caliber, I have no fear for her future.”

The Indian Constitution is a complete treatise in itself. It enables the people find new paths, new approaches and patterns, in several directions. It is a lengthy, elaborate and detailed document. Originally, it consisted of 365 Articles arranged in 22 Parts and 8 Schedules. Today, it has 448 Articles and 12 Schedules. The source of the Constitution are the people themselves from whom the Constitution derives its ultimate sanction. The Preamble to the Constitution Proclamation:

“WE, THE PEOPLE OF INDIA.... IN OUR CONSTITUENT ASSEMBLY, this Twenty- Sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.”

And the Preamble also declared that the objective which the Constitution was designed to secure were *JUSTICE, LIBERTY, EQUALITY AND FRATERNITY*.

Durga Das Basu in ‘Indian Constitutional Law’ rightly pointed out: *“Liberty, equality and fraternity are not to be treated as separate entity but a trinity. They form a union in that to divorce one from the other is to defeat the purpose of democracy. Liberty cannot be divorced from equality. Equality cannot be divorced from liberty. Nor can equality and liberty be divorced from fraternity. Without equality, liberty would produce supremacy of law. Equality without liberty would kill individual initiative. Without fraternity, liberty and equality would not become a natural course of things.”*

This assertion affirms the republican and democratic character of the Indian polity and the sovereignty of the people. ‘SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC’. Hence, N. A. Palkhivala in his book ‘Our Constitution Defaced and Defiled’ said, *“There is need in our time and land to remind ourselves that the Constitution is intended not merely to provide for the exigencies of the moment but to endure through a long lapse of years. We should get accustomed to a spacious view of the great instrument. The Constitution was meant to impart such a momentum*

to the living spirit of the rule of law that democracy and civil liberty may survive in India beyond our own times and in the days when our place will know us more.”

The Supreme Court aptly observed in the PIL in 2020 about the insertion of the words ‘socialist’ and ‘secular’ along with ‘integrity’ in the Preamble of the Constitution in, 1976: *“Neither the Constitution nor the Preamble mandates a specific economic policy or structure, whether left or right. Rather ‘Socialist’ denotes the State’s Commitment to ensuring equality of opportunity”. (SC, 25th November, 2024). It means, ‘Secular’, ‘Socialist’ to stay in Constitution is an enduring principle of governance since Independence which safeguards our pluralistic ethos and fostering harmony. The Supreme Court, in S. R. Bommai (1994) said, “Secularism essentially represent the nation’s commitment to treat persons of all faiths equally and without discrimination”. On 25th November, 2024, CJI Sanjay Khanna led Bench said “India has consistently embraced a mixed economy model, where the private sector has flourished, expanded and grown over the years, contributing significantly to the upliftment of marginalized and underprivileged sections in different ways. In the Indian framework, socialism embodies the principle of economic and social justice, wherein the State ensures that no citizen is disadvantaged due to economic or social circumstances”. (The Times of India, 26th November, 2024). Therefore, Dr. S. Radhakrishnan aptly said “Modern states are built upon the foundation of secularism rather than religion. The era of religious states had come to an end and it was the time for nationalism”.*

The philosophy of Preamble is to serve the purpose of welfare of the people. “We the people of India” shows that democracy is on the whole superior to aristocracy and monarchy. The powers which are given to the Government of India are derived from the people. The Constitution becomes a sacred document which is not to be touched by all and sundry. It means, the source of authority of India is the people and not the States or any section of society. N. A. Palkhivala pointed out that, *“The question is whether the sanctity of Constitution will survive or whether the rule of law will give way under the pressure of anarchy which always give the crown to the mob with the loudest voices, the biggest sticks and the readiest fists.”*

The socio-political, and economic issues are common phenomenon. The various movements, forces, and masses also points out to the source of the Constitution. To follow the democratic principles means perfect equality of opportunity. Everyone shall have an equal chance to make himself fit for employment. There is no discrimination here; no inheritance of position or privilege; no stoppage of talent impecuniously born. Jawaharlal Nehru wrote in 'The Unity of India' (1940), *"I am convinced that there is no way for us if we aim at real democratic freedom except through a Constituent Assembly. It means the creation of a new state; it means the walking out and away from the economic foundations sitting in conclave; it cannot be done by small committees trying to balance interest and calling that Constitution Making; it can never be done under the shadow of an external authority. It can only be done effectively when the political and psychological conditions are present, and the urge the sanctions come from the masses. Hence, the vital importance of adult suffrage.... We are not asking for a gift. We are not stating what we are proposing to have and are going to have time or other. We shall have it when we are strong enough for it, no sooner and probably after a struggle."*

B. R. Ambedkar observed: *"One likes to ask whether there can be anything new in a Constitution framed at this hour in the history of the world. More than hundred years have rolled when the first written Constitution was drafted. It has been followed by many other countries reducing their Constitutions to writing..... Given these facts, all Constitutions in their main provisions must look similar. The only new things, if there be any, in a Constitution framed so late in the day are the variations made to remove the faults and to accommodate it to the needs of the country."* The Constitution of India is one which is written down in the form of constitutional document. It is a formal source of all Constitutional law in the country. It is regarded as the supreme or fundamental law of the land and it controls and permeates each institution in the country. The provisions under each article are equally applicable. Therefore, it is said that the Constitution is a source of, and not an exercise of, legislative power. The Parliament of India functions under a written Constitution. So, Ramchandra Guha in his book "India After Gandhi", said, "Moral vision, political skill, legal acumen: These were all brought together in the framing of the Indian Constitution. This was a

coming together of what Granville Austin has called the 'national' and 'social' revolutions respectively. The national revolution focused on democracy and liberty- which the experience of colonial rule had denied to all Indians- whereas the social revolution focused on emancipation and equality, which tradition and scripture had withheld from women and the lower castes.

It is also important to note here that the written status of the Indian Constitution grants it a special sanctity and stability. Although the members of the Constituent Assembly and the Drafting Committee studied various available constitutions from around the world, they did not choose to make the Constitution of India an unwritten or loosely written assemblage of prior legislation, unlike the British Constitution, which is unwritten and is constituted of a collection of legislations, charters and treaties starting from the Magna Carta of 1215. Also, among all the written constitutions in the world, the Constitution of India is the longest. It has 146,385 words in its English version and it is more than 30 times longer than the United States Constitution, which has 4,400 words. The length and detail of the Indian Constitution gives it a special clarity, which is often not present in shorter documents. The framing fathers of the Constitution recognized the complexity of the Indian socio-political landscape and they included a large number of details to accommodate and address this complexity. The Constitution is aimed at being a guidebook on how to best manage and steer the complex Indian polity towards a better future, as encapsulated in the Preamble of the Constitution.

"No man can be grateful at the cost of his honour. No woman can be grateful at the cost of her chastity. And no nation can be grateful at the cost of liberty". B. R. Ambedkar

Article 14 of the Indian Constitution is designed to prevent any person or class of persons for being singled out as a special target for discriminatory and hostile legislation. Equality of right is a principle of republicanism and Article 14 enunciates this equality principle in the administration of justice. In the State of *Bengal v. Anwar Ali Sarkar*, AIR SC 75: 1952 SCR 284, the Supreme Court observed thus: *"If a legislation is discriminatory and discriminates one person or class of persons against others similarly situated and denies to the former the privileges that are enjoyed by the latter, it cannot be regarded as 'hostile' in the sense that it affects injuriously the*

interests of that person or class. Of course, if one's interests are not at all affected by a particular piece of legislation, he may have no right to complain. But if it is established that the person complaining has been discriminated against as a result of legislation and denied equal privileges with others occupying the same position, I do not think that it is incumbent upon him, before he can claim relief on the basis of his Fundamental Rights, to assert and prove that in making the law, the Legislature was actuated by a hostile or inimical intention against a particular person or class."

It is true that Article 14 aims to prevent any person or class of persons from being singled out as a special subject for discriminatory legislation. Article 14 condemns discrimination by law of procedure and also be substantive law. In the case of *Charanjit Lal v. U.O.I.*, 1950 SCR 869 observed: "*The State shall not deny to any person equality before the law or the equal protection of the laws within the territory of India. The principle underlying the guarantee in Article 14 not that the same rules of law should be made available to them irrespective of differences of circumstances.*"

According to Sir Tej Bahadur Sapru J., "*The object of these Fundamental Rights, as far as I can gather from a reading of the Constitution itself, was not merely to provide security to and equality of citizenship of the people living in this land and thereby helping the process of nation-building, but also, and not less importantly, to provide certain standards of conduct, citizenship, justice, and fair-play. In the background of the Indian Constitution, they were intended to make all citizens and persons appreciate that the paramount law of the land has swept away privileges and has laid down that there is to be perfect equality between one section of the community and another in the matter of all those rights which are essential for the material and moral perfection of man.*"

In the case of *Kedarnath v. State of West Bengal*, AIR 1954 SC 660, the Supreme Court of India observed thus: "*Now it is well settled that the equal protection of the laws guaranteed by the Article 14 of the Constitution does not mean that all laws made be general in character and universal in application and that the State is no longer to have the power of distinguishing and classifying persons or things for the purpose of legislation. To put it simply, all that is required in class or special*

legislation is that the legislative classification must not be arbitrary but should be based on an intelligible principle having a reasonable relation to the object which the legislation seeks to attain. If the classification on which the legislation is founded fulfils this requirement, then the differentia which the legislation makes between the class of persons or things to which it applies and other persons or things left outside the preview of the legislation, cannot be regarded as a denial of the equal protection of law, for, if the registration were all-embracing in its scope no question could arise of classification being based on intelligible differentia having a reasonable relation to the legislative purpose. Article 14 does not insist that legislative classification should be scientifically perfect or logically complete."

The Fundamental Rights are guaranteed only to the citizens of India and not to non-citizens. The latter are assured only the protection of their lives and liberty. The Fundamental Rights are not absolute and many restrictions have been placed on their enjoyment. The expression "reasonable restrictions" has been used very frequently in connection with these Fundamental Rights. It is for the Courts to decide as to whether the restrictions imposed by the legislature are reasonable or otherwise. Article 33 provides that Parliament may determine as to what extent any of the Fundamental Rights shall apply to the members of the armed forces or forces charged with maintenance of public order, be restricted or abrogated so as to ensure the proper discharge of their duties and maintenance of discipline among them.

Articles 14-35 dealing with Fundamental Rights refers to citizens of India. Article 19 refers to freedom of speech and expression and Article 31 protects the property of citizens. The Supreme Court of India in *Golak Nath v. State of Punjab Case* (February 27, 1967) said that Parliament has no power to take away or abridge any of the Fundamental Rights guaranteed by the Constitution through Constitutional amendments. Chief Justice K. Subba Rao said that, "The power of Parliament to amend the Constitution is derived from Article 245, 246 and 248 of the Constitution and not from Article 368, which only deals with procedure." Equally important is the case *Kesavananda Bharati & others v. State of Kerala*, 1973 supp. (1) S.C.R. 1; 1973 INSC 91: (1973) 4 SCC 225: AIR 1973 SC 1461, which was a landmark example

that established the doctrine of basic structure of the Constitution of India. Kesavananda Bharati Case is known as Fundamental Rights Case. The formulation of principle of the Basic Structure has saved by the Supreme Court of India, while sitting in largest ever formation of thirteen-judge bench in the historic Kesavananda Bharati case.

The Constitution of India says the Government of India assures and secures to all the people of India social, economic and political justice, equality of status, equality of opportunity and equality before law, freedom of thought, expression, belief, faith, worship, vocation, association and action. According to Patanjali Shastri J. “*The insertion of a declaration of Fundamental Rights in the forefront of the Constitution coupled with an express prohibition against legislative interference with these rights and the provisions of a Constitutional sanction for the enforcement of such noninterference by means of a non-judicial review, is, in my opinion, a clear and emphatic indication that these rights are to be paramount to ordinary States-made laws.*”

“There is nothing more substantial than the freedom of being free”.

- Dr. Rajendra Prasad

The Indian Constitution serves as a beacon of hope and a witness to the country’s transformation from oppression to liberty, inequity to justice, and ignorance to enlightenment. It was born out of colonial battles and formed by the aspirations of a diverse community, and it encapsulates the dreams of a just and inclusive society. With its emphasis on democracy, secularism, and equality, the Constitution has paved the way for India’s sociopolitical progress, protecting the fundamental rights while emphasizing the fundamental duties of the citizens. It has given citizens the ability to fight oppression, appreciate diversity, and maintain the rule of law. However, this journey continues as India works to solve current issues such as social injustice, corruption, and environmental sustainability. The Constitution, as a living document, evolves through changes and judicial interpretations, reinforcing its relevance in changing times. Its success is dependent on the residents’ and the institutions’ combined determination to sustain its spirit and ideals. As India evolves, the Constitution remains a guiding beacon, reminding us of our shared obligation to strengthen the democratic fabric and guarantee that the path from darkness to light continues,

leading to a brighter and more equal future for everyone. As the chief architect of the Constitution of India, Babasaheb Bhimrao Ambedkar said, “The Constitution is not a mere lawyer’s document; it is a vehicle of life, and its spirit is always the spirit of the age.”

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Students Services Centre for Physical Fitness and Emotional Well-being at the Higher Educational Institutions

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The University Grant Commission (UGC) has been issuing several notifications for the better implementation of the National Education Policy–2020 (NEP—2020). As a part of it, it has issued Guidelines for the Promotion of Physical Fitness, Sports, Students’ Health, Welfare, and Psychological and Emotional well-being at Higher Educational Institutions (HEIs) of India to address the issues and challenges arising out of stress to the students learning in the HEI. The main objective of the guidelines is to ensure equitable access to quality mental health services to all the students enrolled in the HEIs with special emphasis on promoting physical fitness and sports activities for students.

All HEIs in India must establish Student Services Centres (SSC) as per the guidelines issued by UGC. If they have already such centers at their HEI; then they may make necessary changes or amend their ordinances or policies and other rules accordingly to ensure that the directions given in these guidelines are implemented in the best possible way in the interest of students learning there.

Every HEI shall have an SSC responsible for dealing with and managing the problems related to stress and emotional adjustment of the students learning there. It shall have standardized, systematic arrangements as per the guidelines issued by UGC to support the students. The SSC must have necessary resources like competent physical and mental health counselors, and physical and mental health experts.

Background of the Guidelines

NEP–2020 considers that higher education is a key pathway for social transformation and social mobility along with the upliftment of individuals, households, and in turn communities. To achieve this goal, every HEI in India should ensure the physical, psychological, and emotional well-being of the students. For that purpose, the support centres

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and career counselors are to be made available for all students in higher education institutions (HEIs) (UGC, 2022).

The thought that runs in the background of the guidelines is not entirely new, but its way of thinking and policy of the SSC is different which aligns with modern needs, and it makes the difference. In this connection, it is also important to note UNESCO’s idea about “Fit for Life” which came after COVID-19.

“Fit for Life” is UNESCO’s sport-based flagship initiative taken after COVID-19. It was designed to accelerate COVID-19 recovery, support inclusive and integrated policy-making, and enhance the well-being of youth around the world. It was started with a strong belief that the initiative “Fit for Life” would drive the behavioural and systems-level change needed to build back better. As expected, the initiative remained of great help to many students.

The initiative of “Fit for Life” was taken with the hope that it will advance the delivery of multiple international development frameworks across sport, education, health, youth, and equality sectors, including all 17 Sustainable Development Goals.

Key Challenges

UGC considers, “The key challenge lies in creating institutionalized provisions and practices and standard operating procedures that can ensure comprehensive protection to students from any threat and assault, physical, social, discriminatory, cultural, and linguistic causing psychological distress among students,” (UGC, 2022). However, the establishment of such SSC is essential for upgrading the institutions to a higher level on the scale of quality. The guidelines indeed provide challenges, but they may vary as per the academic will of the head of the institution and the academic culture of the institution.

The Seriousness of UGC Regarding its Implementation

So, it is the responsibility of every HEI to provide complete protection to ensure the well-

being of students to work and study in a congenial environment. It is the ideal expectation of UGC, but still; we find good hope in the same guidelines for its effective implementation because UGC has made certain provisions by directing the National Assessment and Accreditation Council (NAAC), National Board of Accreditation (NBA), and National Institutional Rankin Framework (NIRF) to assign some points or grades for the establishment of SSC in the HEIs. Policymakers prepare policies with high expectations of implementing them thoroughly, but the quality and level of its implementation largely depends upon the administrative leadership and will, and academic culture of the institution. In the course of time, we will be able to find out whether these SSCs remained only on paper for NAAC's sake and to collect some more points/grades or really fully functional benefiting many needy students.

The seriousness of UGC regarding the same can be seen through a number of initiatives taken by it. It has already issued guidelines for physical safety like fortifying the campuses, hostels, playgrounds, cafeteria, library, and other student activity spaces. Further, an Expert Committee was appointed to study the issue and provide suggestions. The suggestions of the Expert Committee were included by UGC in the guidelines.

Suggestions of the Expert Committee

Every HEI should ensure equitable access to quality mental health services to all the students enrolled in HEIs. There should be a special emphasis on:

- (1) promoting physical fitness and sports activities for the students,
- (2) creating safeguards against academic pressure, peer pressure, behavioral issues, stress, career concerns, depression, and other issues pertaining to the mental health of students; (3) inculcating positive thinking and emotions in student community and finally, (4) to promote positive and supportive network for students. (UGC, 2022)

It is important to note that every student enrolled in the HEI is considered important from both physical and mental points of view. A thought of due care of mental makeup along with physical wellness is considered important here, for a healthy mind that lives in a healthy body.

Vibrant Campus

The HEIs should maintain a vibrant campus for the students to understand their inner calling

and realize their aspirations and dreams. Students can fulfill their dreams through academic as well as co-curricular activities. Apart from field training, job placement activities, educational tours, the HEIs should create spaces for cultural activities and for building national spirit with a larger humanistic perspective. The idea behind it is not only the holistic development of the student but also making him/her a career-ready good citizen. The HEIs need to nurture an atmosphere in which students are asked to be both physically and mentally active. Having a good quantum of knowledge is a great thing but the application of that knowledge for the benefit of society is only possible through a good robust healthy body. To promote active participation of the students in physical activities; they should be made part of the credit system for evaluation for promotion to the next semester. At present, only autonomous colleges can implement it, but in the case of affiliated colleges, they depend upon the guidelines from their affiliating universities. It also underlines one more thing that the affiliated colleges should go for autonomy, which is one of the core points of NEP---2020. UGC has been appealing to affiliated institutions to prefer autonomy, but the institutions born and brought up with dependent mindsets are still hesitating to choose freedom.

Students Services Centre

- I. Every HEI shall have a Students Services Centre (SSC) responsible for dealing with and managing the problems related to stress and emotional adjustment.
- II. The SSC must have necessary resources like competent physical and mental health counselors. It should have physical and mental health experts, and physical / physio-psychological assessment tools to inform the students, assess them, guide them, and provide necessary counseling interventions to make them feel enabled, energised, and independent functionaries capable of pursuing their career goals.
- III. The SSC will be managed by a Director/dean-level position equivalent to a Professor's rank from a discipline like Psychology, Physical Education and Sports, Psychiatry, Social Work, and Sociology. Here UGC provides some autonomy to the HEIs by saying that the modality of such an assignment shall be

decided by respective HEIs. UGC further provides an option of collaboration with other HEIs to the HEI that don't have such discipline at the HEI.

- IV. The SSC will carry out counseling, guidance, and physical and mental health services in online mode, in person, through a telephone helpline, or in group counseling sessions depending upon the circumstances.
- V. The SSC will also maintain separate records of students appearing to be more vulnerable and stress-prone for further support and resilience-building exercises. The other thought behind it is that there will be a check on the dropout rate of every HEI.
- VI. The SSC will work as a single-window system to address relevant student issues. The idea behind it is that such students should get immediate solutions to their problems, and they should be normalized as early as possible.

Here it is worth citing an incident from the short story "Luck" written by Mark Twain. In the story, a teacher provides an immediate solution to a student who is not so good at studies. As a result, the student gets good marks in the examination and finally becomes an officer in the military. That incident changes the entire life of the student. Although the story is ironic and the incident is full of humor, it has another positive side, as mentioned above.

- VII. The SSC should have an adequate number of male and female trainers/counselors in the HEI. And it should work in collaboration with the health center of HEI.
- VIII. It should be noted by the HEIs that the details of the student support system for the physical and mental health of students must be properly highlighted on the website of respective HEIs and their admission brochures.
- IX. The coordination of SSC with various centers like EOC, SC/ST cell Gender Equity Centers,

and Student Welfare Committees should be ensured by HEIs.

All the above suggestions given by the expert committee appointed for that said purpose are important for every HEI to ensure equitable access to quality mental health services to all the students enrolled in HEIs (UGC, 2022).

Conclusion

Very soon there will be an SSC, taking care of every student's mental and physical wellness, in every HEI because UGC has given directions to the National Assessment and Accreditation Council (NAAC), National Board of Accreditation (NBA), and National Institutional Rankin Framework (NIRF) to assign some points /grades for the establishment of SSC in the HEIs. It is also suggested that the records of various activities of SSC must be maintained properly and made available to NAAC, NIRF, etc., as and when asked for. It is also directed to the HEI to provide space for SSC on the website of respective HEIs and their admission brochures. Because of several initiatives by UGC, the HEs in India are showing their intent to be accredited by NAAC, for it brings qualitative changes in them; and to upgrade their level on the scale of quality as provided by NAAC, every HEI will take affirmative initiative regarding the establishment of SSC and its effective functioning.

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Praxis of Multiple Intelligences in Elementary-level Visually Impaired Students through Offline-Online Learning Resources

Sheriya Sareen* and Sayantan Mandal**

The global pandemic significantly transformed the landscape of education, shifting traditional in-person classes to the online realm. Nevertheless, integrating Educational Technology (ET) into the learning experiences of disabled children, particularly in a developing nation like India, has presented substantial challenges. This paper presents a case study conducted at the Residential School for Blind, the only government-run special school for visually impaired (VI) students in Jammu region, India. The study finds that the transition to online learning has not only altered the physical learning environment but also affected the utilisation of learning resources, with implications for visually impaired students. Drawing from Gardner's theory of Multiple Intelligences (MIs), this research explores how these adapted learning resources can potentially enhance the various intelligences of students with visual impairment (SwVI). An empirical examination reveals a relative decline in linguistic, musical, logical-mathematical, intrapersonal, and interpersonal intelligence during online learning, especially during lockdown-induced home-based learning. Surprisingly, bodily-kinesthetic intelligence exhibited a relative improvement in the virtual learning environment. This study highlights the critical importance of having sufficient learning resources for students with visual impairments in online education. It also proposes investigating the integration of innovative learning materials in both online and offline settings to improve educational outcomes through blended learning.

In recent times, a reconfiguration of brick-and-mortar classrooms to online classrooms is witnessed. It was made possible due to exponential changes in technological developments leading to incremental diffusion into school education, further governed by international agendas and national policies. Furthermore, the impactful role of COVID-19 in accelerating this shift cannot be

ignored. However, technology-enabled learning does not stay aloof from obstacles. In a developing nation like India, the lack of inclusivity in ICT-integrated classrooms for special needs children, particularly those with Visual Impairment (VI), presents a notable barrier to the provision of online education.

It is noteworthy to mention that India ranks as the second-largest contributor to visual impairment globally, following China, as per the World Health Organization (2012). The Government of India's database from 2017 reveals that 18.77% of India's total disabled population consists of VI individuals, with Jammu & Kashmir (J&K), the northernmost Union Territory of India, accounting for 18.39% of VI individuals among its disabled population.

Addressing the challenges faced by the visually impaired, suitable learning resources have the potential to mitigate, if not eliminate, their disability and foster various dimensions of intelligence. However, the role and value of learning resources have undergone a transformation when transitioning from offline to online systems for students with visual impairment (SwVI). Therefore, it is crucial to examine how this shift in learning resources has influenced the development of multiple intelligences in SwVI.

In its light, the study addresses the following research question: "How has the utilization of learning resources in the offline-online scenario influenced the development of multiple intelligences in SwVI?" In this context, the term "multiple intelligences" aligns with Howard Gardner's definition. Additionally, the terms "offline" and "online" are used to describe the "pre-lockdown" and "post-lockdown" scenarios, where "offline" denotes "classroom learning," and "online" represents "home-based learning."

Background and Context

Visual impairment, as described by Umadevi (2010, p. 153), is a condition in seeing that hinders a child's educational performance even with corrective measures. The Rights of Persons with Disabilities Act (2016) provides a legal definition

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of visual impairment, yet some educators question its practicality. They have introduced two sub-categories of visual impairment: 'Blind,' who learn to read and write through braille, and 'Partially sighted,' who can use assistive devices to read print (Dash, 2005).

Ensuring equal educational opportunities for Visually Impaired (VI) individuals compared to their sighted peers has always been a matter of concern. The initial steps in this direction can be traced back to Valentin Hany's initiatives in France, followed by Louis Braille's extraordinary efforts. He developed the braille system, offering hope to the VI population (Umadevi, 2010). As far as the national policy directions are concerned, the Kothari Commission's appointment (1964-66) marked the first post-independence initiative to include children with special needs in their action plan. Subsequent commissions took steps to make education more accessible for SwVI.

Talking particularly about the Jammu region, the challenging educational conditions for the SwVI are exemplified by the existence of a single government-run special school, known as the 'Residential School for Blind, Roopnagar, Jammu.' It becomes imperative to mention that this all-boys school, providing education from 1st to 8th grade, was selected for the current study.

Theoretical Underpinning

The present study is informed by Gardner's theory of Multiple Intelligences (1983, 1995, 1999) and is 'inclusive for children with disabilities' (Gardner, 1983). Gardner argues that the list of Multiple Intelligences (MIs) is inexhaustible, and is made precariously to pave the way for divergent bits of intelligence rather than confining to its traditional academic connotation (Gardner, 1983). Psychologist Howard Gardner initially discussed MIs in his book '*Frames of Mind*' (Gardner, 1983) by mentioning its seven types, namely: Linguistic, Musical, Logical-Mathematical, Spatial, Bodily-Kinesthetic, and Personal (Intrapersonal & Interpersonal). Later on, he added the 8th type of multiple intelligence, namely, Naturalist Intelligence, in his book "*Intelligence Reframed: Multiple Intelligences for the 21st Century*" (Gardner, 1999).

Gardner suggests that there is no single "right way" to implement a multiple intelligences education. Instead, when it becomes necessary or

advisable to evaluate an individual's intelligence, it is best to do so in a comfortable environment using materials and cultural contexts familiar to that individual (1995). In line with this, the study realized six out of the original seven multiple intelligences by employing familiar learning resources for the sampled students.

However, Spatial intelligence is excluded from the scope of this study since drawing resources, which are a significant but not exclusive method of assessing Spatial intelligence, were not applicable due to the absence of performing arts and crafts in the curriculum of the case-study school.

To provide further clarity, the works of Goodnough (2001), Strong, et. al. (2001), Will is & Johnson (2001), Timmins (1996), and Armstrong (2009) as cited in Al-Balushi (2006) have been referenced. They have effectively highlighted the skills associated with Gardner's Multiple Intelligences (MIs). These skills encompass activities such as reading and writing stories, listening to lectures, and more to foster linguistic intelligence; engaging in the creation of rhythmic marks, musical notations, and similar activities to enhance musical intelligence; solving problems, working with numbers, and other related tasks to develop logical-mathematical intelligence; participating in drawing, painting, imaginative activities, and the like to nurture spatial intelligence; learning to walk, engaging in sports, acquiring laboratory skills, dramatizing, dancing, and more to promote bodily-kinesthetic intelligence; undertaking journal writing, valuing personal space, self-assessment, seeking privacy, and similar activities to foster intrapersonal intelligence; and finally, engaging in activities like chatting, peer-tutoring, discussions, and assessing each other's work to develop interpersonal intelligence.

It is argued that the utilization of suitable learning resources is essential for the development of these skills in SwVI, although it is not the sole approach. However, this study's focus is strictly confined to the utilization of learning resources. Additionally, Gardner has provided exemplars for each intelligence through observable end products, such as a computer scientist representing mathematical-logical intelligence or a salesperson reflecting interpersonal intelligence (Gardner, 1999). Nonetheless, the goal of this study is not solely to achieve end products through the use of learning resources by the sampled students.

Furthermore, it is not the intention of this study to make comparisons between multiple intelligences in typically sighted and visually impaired children. Instead, the study aims to assess the enhancement or reduction of multiple intelligences by comparing the utilization of learning resources by SwVI in offline (classroom-based) and online (home-based) settings.

Methodology

The current study employs an empirical case-study approach. Data was collected from the Residential School for Blind, Roopnagar, Jammu, which is the sole publicly funded special school for SwVI in the Jammu region. Data collection occurred in two phases: the first phase in January 2020, when classes were conducted in offline (physical classroom-based) mode, and the second in January 2021, when the same group of students participated in online (home-based) classes.

In this study, the population refers to all visually impaired students who have availed of either the school facility or the residential facility or both in the Residential School for Blind, Roopnagar, Jammu, totaling 35 students. The sample consists of 15 students who utilised both the school and residential facilities. The research employed purposive sampling, a form of non-probability sampling, where cases were selected to meet the specific needs of the study (Cohen et al., 2011, p. 156).

To assess the students' perceptions, a questionnaire was developed comprising 17 items related to learning resources and informed by Gardner's (1983) framework. Careful attention was given to the questionnaire's content, language, structure, information level, and question sequence. The content was derived from field observations, a review of related literature, assistance from experts in the field of education, and discussion with colleagues. The questionnaire was structured to avoid biased or misleading questions, double-barreled queries, or double negatives. Both closed and open-ended questions were included. Respondents were asked to respond to closed-ended questions with 'Yes,' 'Don't know,' or 'No,' marked with a tick (✓) by the investigator. Open-ended questions encouraged respondents to express their opinions freely.

The content validity was evaluated by a panel of four experts, including two subject experts, a

psychological expert, and a language expert (Koul, 2019, p. 235). The draft questionnaire was refined based on their suggestions. The questionnaire was further tested on a small sample, leading to additional adjustments. Questions that did not yield the expected information were removed, and relevant items suggested by respondents were incorporated. The finalised questionnaire structure consisted of an introduction to the research problem, followed by general information about the students, instructions, and the 17 items related to learning resources.

In 2020, the data was collected in person by the investigators. Due to the age and disabilities of the respondents, questions were posed to students in groups to ensure their comfort during the survey, and responses were thereafter filled by the investigator. However, due to the prevailing global crisis in the second phase (i.e., 2021), data on the questionnaires was collected telephonically.

Further, the study also involved unstructured interviews with three of the five faculty members and parents of the students to gain deeper insights. Given that qualitative and quantitative data were collected to gain deeper insights and corroborate the findings, the study employed mixed-methods research (Creswell & Clark, 2017). Data was analysed by employing descriptive statistics, further informed by Gardner's (1983) framework.

Findings of the Study

The responses pertaining to general information of the SwVI from the Residential School for Blind, Roopnagar, Jammu, in terms of age, class, locality, type of visual impairment, and presence of any other disability are presented in Table 1. The majority of the students were in the age group 12-14 years and enrolled in Vth standard. 80% of the students were from rural backgrounds. Also, the majority of students reported low vision. However, it is essential to note that despite the majority of students falling in the age range of 14-16, they are enrolled in classes 6th-8th. In ordinary circumstances, a growing child in this age group should be placed approximately in classes 9th-12th. This observation underscores the fact that SwVI in this school are lagging behind their sighted counterparts in terms of grade placement relative to their chronological age.

Table 1: Responses of Visually Impaired Students Regrading General Information

S. No.	Item	Frequency	Percentage (%)
1	Age-Group (in Years)		
i.	8-10	2	13.33%
ii.	10-12	2	13.33%
iii.	12-14	7	46.67%
iv.	14-16	4	26.67%
2	Class		
i.	I	0	0%
ii.	II	0	0%
iii.	III	0	0%
iv.	IV	4	26.67%
v.	V	5	33.33%
vi.	VI	3	20%
vii.	VII	2	13.33%
viii.	VIII	1	6.67%
3	Locality		
i.	Urban	3	20%
ii.	Rural	12	80%
4	Type of visual impairment		
i.	Low vision	8	53.33%
ii.	Blind	7	46.67%
5	Presence of any other disability		
i.	Yes	0	0%
ii.	No	15	100%

Table 2 captures the perceptions of SwVI on different items corresponding to learning resources (both material and psychological), as collected in phase 1 (offline) and phase 2 (online). It is noted that SwVI had to constantly struggle with finding adequate learning resources in the online spaces. Also, the study failed to account for any innovations to enhance learning in online modes.

The learning resources are further mapped against the MIs, in coherence with the work by Goodnough (2001), Strong et al. (2001), Willis & Johnson (2001), Timmins (1996), and Armstrong (2009) as cited in Al-Balushi (2006).

Discussion on Findings

In the present section of this study, a concise analysis of the primary findings is provided. Here, the students' responses in alignment with Gardner's (1983) theory are critically examined, further corroborated by the input from teachers and parents.

Linguistic Intelligence

The linguistic intelligence of SwVI was assessed through reading and listening resources. The availability and distribution of these resources became more critical in the online environment, leading to a noticeable hindrance in the development of linguistic intelligence in the sample. In the offline mode, 14 out of 15 students had access to reading materials like textbooks, storybooks, and magazines in braille. However, during the lockdown in the online mode, only 2 students could access

Table 2: Perceptions of SwVI on Learning Resources

MIs	Frequency of responses by SwVI				
	Learning Resources	Offline		Online	
		Number	Percentage (%)	Number	Percentage (%)
Linguistic Intelligence	Access to Reading materials	14	93.3	2	13.3
	Able to listen to lectures	15	100.0	1	6.7
Musical Intelligence	Play musical instruments	14	93.3	2	13.3
Logical-Mathematical Intelligence	Usi mathematical tools	11	73.3	5	33.3
Bodily-Kinesthetic Intelligence	Access to Mobility devices	3	20.0	1	6.7
Intrapersonal intelligence	High Motivation	13	86.7	0	0.0
	Able to express through writing	14	93.3	9	60.0
Interpersonal Intelligence	Peer-interaction	13	86.7	8	53.3
	Interaction with teacher	13	86.7	7	46.7

such materials. This limitation was attributed to the school having only two sets of braille books for each class, with one set reserved for faculty use and the other shared among the students.

Listening to lectures, another method for enhancing linguistic intelligence, was effective and accessible in the offline mode. In the online mode, teachers sent audio recordings to their respective WhatsApp groups. However, only 1 of the 15 students had a personal smartphone, while 2 students lacked access to smartphones at their homes. Others faced various challenges, such as sharing a single smartphone with siblings for classes, internet connectivity issues due to low-speed internet in the Union Territory of Jammu and Kashmir, financial constraints related to recharging, phone repair problems, and frequent power outages. These difficulties were consistent with the students' demographic profile, with 12 out of 15 students hailing from rural areas.

The teachers, two out of three of whom were visually impaired themselves and lacked online teaching experience, confirmed these obstacles. They were unable to continue providing study materials to students online, leaving the parents feeling largely helpless.

Musical Intelligence

The musical intelligence of SwVI was assessed by examining the availability and usage of musical instruments. The absence of these instruments in students' homes caused a decline in this intelligence in the online environment. In the offline mode, 14 out of the 15 students had access to and played musical instruments such as the Harmonium, Khanjari, Guitar, Tabla, and Dholak. However, the online scenario presented a contrasting picture. Only 2 out of the 15 students had access to musical instruments at home, which disrupted their practice sessions. Although many students mentioned that they continued to listen to music at home, this experience could not be equated with the experiential learning that comes from playing real instruments.

Logical-Mathematical Intelligence

This intelligence was gauged by examining the mathematical tools utilized by SwVI. A decline in this intelligence was observed in the online mode due to the lack of mathematical resources

and practical assistance at home. In the offline setting, 11 out of the 15 students used tools like the Taylor frame and Abacus to study mathematics. However, in the online environment, only 5 out of the 15 students had access to these tools at home. The severity of the issue became evident as parents were unable to assist their children in learning due to their unfamiliarity with the assistive devices and their own limited literacy in the subject.

Bodily-Kinesthetic Intelligence

This intelligence was evaluated by examining the use of mobility devices and sports equipment. A notable increase in this form of intelligence was observed in the online mode (i.e., home-setting), despite a decrease in the use of white canes by the students. This decrease was compensated by the significant support they received at home in the form of sighted guides. In the traditional classroom setting, 3 out of the 15 students used white canes for mobility, while in the online mode, only 1 out of the 15 students did so. Nevertheless, the substantial assistance provided by sighted guides at home played a dominant role. Additionally, while students engaged in a limited number of sports like Cricket, Kabaddi, and Judo before the lockdown, their responses indicated that they also participated in activities such as Football, Carrom, playing with toys, and solving puzzles at home.

Intrapersonal Intelligence

This intelligence was evaluated by considering factors like motivation, comfort, and access to writing resources. Unfortunately, in the online mode, these resources were often lacking and inaccessible to most students, collectively indicating a decline in this form of intelligence. Notably, 13 out of the 15 students exhibited higher motivation to study in the physical classroom setting. This trend was consistent with the motivation levels of their teachers. Students expressed greater comfort with the in-school learning environment, reinforcing intrapersonal intelligence in the offline mode. Additionally, 14 out of the 15 students used slate and stylus for writing in school, a crucial skill for the development of this intelligence. In contrast, only 9 out of the 15 students had access to slate and stylus at home. Moreover, the absence of a Braille, which aids in typing quickly, in the online mode further hindered their intrapersonal intelligence development. Many students faced

disruptions at home, encroaching on their personal space, and impeding their learning.

Interpersonal Intelligence

This intelligence was examined by analysing social interactions. A decline in this form of intelligence in the online mode was observed. In the offline setting, 13 out of the 15 students regularly engaged in discussions related to homework and interacted with their peers. However, in the online environment, this ratio dropped to 8 out of 15. Similarly, while 13 out of the 15 students actively interacted with the teacher in the classroom, only 7 out of 15 did so in the online setting, either through calls or messaging the teacher. It was learned from the parents that they predominantly communicated with the faculty rather than their children. All the teachers also affirmed that offline classes were more interactive. The asynchronous nature of online classes limited the scope for real-time interaction. Furthermore, 9 out of the 15 students had used the hostel facilities, and the exposure and interactions they would have experienced at the hostel were incomparable to those within their homes.

Major Discoveries of the Study

The primary discoveries from the current study are as follows:

- The linguistic intelligence of SwVI was adversely affected in the online mode, primarily due to factors such as limited reading resources, unavailability of smartphones, and low internet bandwidth.
- The absence of musical and mathematical instruments in students' homes resulted in a decline in their musical and mathematical intelligence.
- Intrapersonal and interpersonal intelligence experienced a notable decline in the online mode, attributed to diminishing motivation and comfort levels, a scarcity of writing resources, and reduced classroom interactions.
- The only intelligence that exhibited improvement in the online mode with specific context was Bodily-Kinesthetic intelligence.

Conclusion

This study aimed to investigate how the Multiple Intelligences (MIs) of students with visual impairment (SwVI) attending the only government-run elementary school in the Jammu

region have been influenced as their education transitioned from offline to online mode. The study revealed a significant lack of suitable learning resources at the students' residences, presenting substantial obstacles to effective learning and the comprehensive development of MIs. Linguistic, Musical, Logical-Mathematical, Intrapersonal, and Interpersonal intelligence demonstrated a decline in the adapted online mode due to the unavailability of resources and uneven resource distribution.

Conversely, Bodily-Kinesthetic intelligence experienced an improvement in the online mode, attributed to the support from parents and the active nature of the SwVI. This improvement was primarily associated with the student's active engagement in various sports activities during home-based learning and the active participation of their parents as sighted guides. This study underscores the urgent need for adequate learning resources for SwVI in the online modalities and suggests further exploration into integrating innovative learning resources in both online and offline spaces to enhance the MIs of SwVI through blended learning as a potential avenue for future research.

Declaration of Interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Ethics Statement

Prior to data collection, participants provided informed consent. They were comprehensively briefed on the study's objectives and were given the freedom to withdraw their participation at any time. It's important to note that no sensitive information was gathered in this study.

Acknowledgment

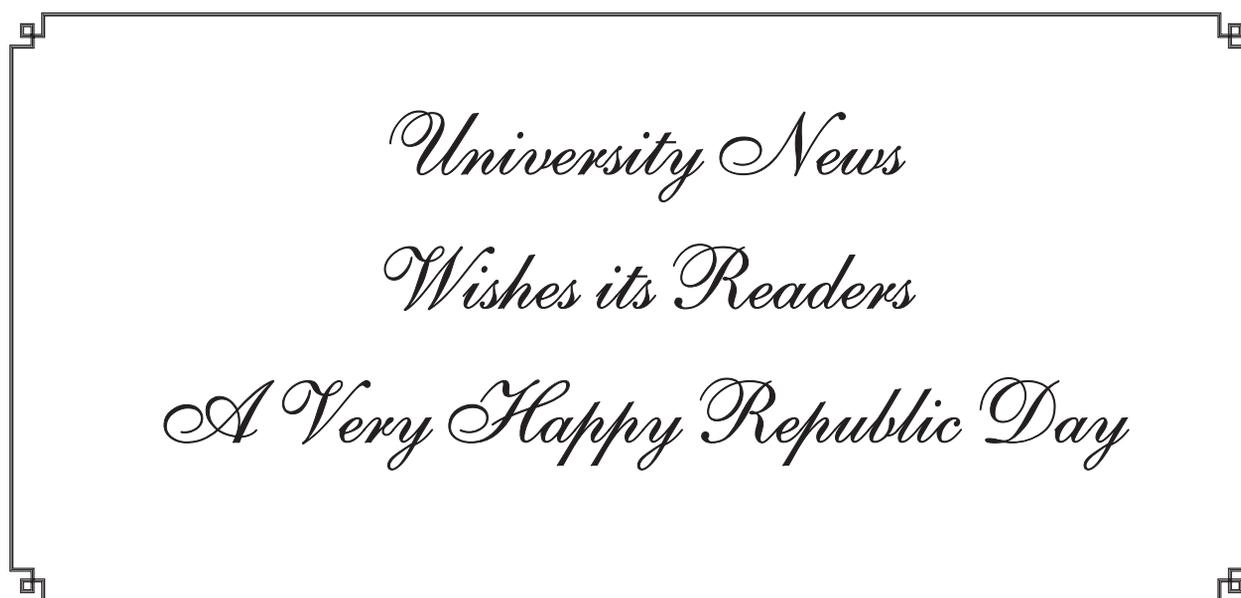
This study emerges as a continuation of Sheriya's master's dissertation (2020), a journey marked by both intellect and emotion. With deep appreciation, we acknowledge the guiding lights of Dr. Raj Singh Naranja and Dr. Ana Bali, whose wisdom and mentorship at the School of Teacher Education, Cluster University of Jammu, have been invaluable in shaping this work.

In a tribute that transcends words, Sheriya dedicates this endeavour to the cherished memory of Prof. Ravinder Kaur, a beacon of knowledge and kindness, whom she tragically lost during the COVID-19 pandemic. Her presence remains deeply woven into the fabric of this study, a reminder of the enduring spirit of scholarship.

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CAMPUS NEWS

National Science Exhibition: *Anveshan—2024*

A two-day National Science Exhibition ‘Anveshan’-2024 was organized by the Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore, Madhya Pradesh on November 27-28, 2024. The Chief Guest for the occasion was Dr. Sunil Somani, Vice Chancellor, Oriental University, Indore, Madhya Pradesh. He began his address with the inspiring words of Dr. Abdul Kalam, “Dream Big.” He encouraged the students to think beyond conventional limits to achieve extraordinary accomplishments. Dr. Somani emphasized the importance of identifying everyday problems common people face and finding innovative solutions. He also advised the students not to fear mistakes or failures, explaining that accepting and learning from corrections can lead to remarkable project improvements. Highlighting the importance of knowledge sharing, Dr. Somani stressed that sustainability is crucial and must be prioritized in today’s world.

Dr. K N Guruprasad, Director, SVIS emphasized the importance of model-making as a tool for students to gain insight into current global challenges. He encouraged them to actively seek innovative solutions to these problems. Highlighting the dynamic nature of scientific research, he stressed that it is crucial to evolve with time. As we explore green energy alternatives, the focus must shift towards reducing carbon footprints and fostering a sustainable future. He highlighted the theme of this year’s exhibition: ‘*Shaping Sustainable Future with Science and Technology*’. Participants will delve into subthemes like Sustainable Food, Health, and Hygiene; Sustainable Transport and Communication; Natural Farming and Agroecology; Disaster Management and Climate Resilience; Mathematical Modeling and Computational Thinking; and Waste and Resource Management.

Dr. Upinder Dhar, Vice Chancellor, SVVV stated that project-based learning helps students to learn ground-level challenges and identify solutions. It allows students to think out of the box and in a creative manner. Talking about the project, he further said that the project should be simple and demonstrate real problems. Additionally, he said that project-based learning not only enhances communication

through teamwork but also fosters interdisciplinary knowledge. He encouraged students to embrace brainstorming sessions, as these opportunities push them beyond traditional textbook learning, encouraging critical thinking and practical problem-solving.

Dr. Asmita Sharma, Coordinator of the event proposed the Vote of Thanks. Dr. Asmita Sharma and Dr. Tirunima Patle successfully concluded the first day of the Exhibition. They informed that on day one of Anveshan 2024, around 75 students participated in a quiz competition, and around 50 students participated in a model competition.

The next day of the event commenced with the Poster Making and Idea Presentation competitions. In the Valedictory Session, Dr. Asmita Sharma presented the report of the event. She informed in her presentation that the event witnessed enthusiastic participation from various schools and drew more than 2000 visitors from schools across Madhya Pradesh.

Dr. K N Guruprasad, Dean, Faculty of Science and Faculty of Agriculture addressed the gathering and emphasized the significance of events like *Anveshan*. He highlighted that such platforms provide participants with the opportunity to work independently, analyze current problems, and develop innovative solutions. Simultaneously, these events foster interaction among participants, enabling them to learn from each other’s experiences. In his address, he expressed gratitude to everyone who participated in the event. He remarked that not everyone can emerge as a winner, but the learning experience is for everyone.

The winner of the Model Exhibition competition was Ms Vrinda Awasthi from Vaishnav Bal Mandir, Indore and the team of students from Delhi Public Elementary School, Indore was the winner of the Quiz Competition. In the Poster Making competition, Kavya Sharma from Choithram School, North Campus got the first position. The Idea Presentation competition was won by Tanay Agrawal from Choithram School. The winners of the competitions were given prize worth of Rs. 50000/-. The Co-coordinator, Dr. Tirunima Patle of Anveshan- 2024

proposed the Vote of Thanks, expressing gratitude to all the participants, volunteers, and dignitaries who made the event successful. The ceremony marked the end of the two-day exhibition, celebrating the spirit of innovation and scientific exploration.

**Symposium on the Contribution of
Prof. Shripad Krishna Belvalkar at
Deccan College, Pune**

The Deccan College Past Students' Association and the Department of Sanskrit and Lexicography, Deccan College, Pune jointly organized a special symposium to commemorate the death anniversary of world-renowned Sanskrit Scholar, Prof. Shripad Krishna Belvalkar on January 08, 2025 at Deccan College, Pune. Prof. Shripad Krishna Belvalkar (1880–1967) born at Narsobachiwadi in Kolhapur district, Pune was a Sanskrit Scholar and Indologist. After completing his education at Rajaram College, Kolhapur; Deccan College, Pune, he got his Doctorate from Harvard University, Massachusetts, USA. He joined the Bombay Education Department. Later, he moved to Deccan College, his alma mater, as a Professor of Sanskrit. Subsequently, he worked at the Gujarat College, Ahmedabad, and the Banaras Hindu University, Varanasi. He also served as the Basu Mallick lecturer of Vedanta in the Department of Philosophy at the University of Calcutta.

Prof. Belvalkar is remembered for his varied contributions in the field of Veda, Grammar, Epics, Classical Sanskrit Literature, Poetics, Indian Philosophy, and Textual Criticism. He is best known for his translations and editions of the *Uttararamacarita*, the *Kavyadarsha*, and the *Bhagavad Gita*, and his research on Sanskrit grammar, Indian Philosophy and Indology. He was the principal founder of the Bhandarkar Oriental Research Institute (BORI) at Pune in 1917.

He published about 10 major works and over 60 research articles on Sanskrit-related themes and Indian philosophy and religion, which are widely cited for research and teaching in India and outside. In recognition of Prof. Belvalkar's manifold contributions to Indological Research, a Committee headed by Prof. S Radhakrishnan presented a felicitation volume to him on his 75th birthday. The research papers of Shripad Krishna Belvalkar published in various academic journals have been highly acclaimed for their critical and analytical content. Some of the notable articles include – *The Original Shakuntala*, *Cannons of Textual and Higher*

Criticism as Applied to Shakuntala of Kalidasa, Shakuntala and Some Shakespearean Heroines, Abhijnana Shakuntala and the Bhagavad Gita and Abhijnana Shakuntala: Its Dramatic Settings.

The event was inaugurated by Dr. G B Deglurkar, former President of Deccan College, Pune. Prof. K Paddayya enumerated the various contributions of Prof. Belvalkar. Prof. G U Thite talked about Prof. Belvalkar's work in Indian Philosophy. Prof. Prasad Joshi gave an account of Prof. Belvalkar's works in Sanskrit grammar. Dr. Shilpa Sumant gave a presentation about his contribution to the study of Sanskrit drama. Dr. Madhavi Kolhatkar, Dr. Shrinand Bapat and Dr. Vishwa Adluri referred to the other contributions to Indology made by Prof. Belvalkar.

Prof. Belvalkar's grandson, Shri Anirudha Belvalkar also attended the session. Dr. Shahida Ansari, Head, Department of Archaeology, Deccan College and Dr. Satish Naik, Secretary of the Deccan College Past Students' Association welcomed the gathering. The programme was coordinated by Dr. Satish Naik and Dr. Shilpa Sumant, Associate Professor, Department of Sanskrit and Lexicography at Deccan College, Pune. Dr. Shantanu Vaidya compered the proceedings while Dr. Richa Abhyankar served as the rapporteur. Dr. Kriti Kulkarni proposed a Vote of Thanks.

**National Conference on National Education
Policy – 2020 and Challenges, Prospects, and
Future Directions for Divyangjan**

The one-day National Conference on 'National Education Policy–2020 and Challenges, Prospects, and Future Directions for *Divyangjan*' is being organized by the Department of Humanities and Social Sciences National Institute of Technology, Raipur on February 10, 2025. The event is sponsored by the Indian Council of Social Science Research, New Delhi. The event will serve as an intellectual forum to address the gaps in creating barrier-free educational institutions and in refashioning inclusive curricula. The deliberations would aim to promote inclusivity and generate ideas for the realization of *Viksit Bharat*. High-quality research contributions describing original and unpublished results of conceptual, constructive, empirical, experimental, or theoretical work in all areas of Humanities and Social Sciences are cordially invited for presentation at the conference. The Topics of the Event are:

- Reverential Space for *Divyangjan* in Education.
- Spatial and Reverential Distances between Normal and Special Children.
- Challenges in Educating the Especially Abled Children.
- Assessing the Journey from Physically Handicapped to *Divyangjan*,
- Socio-psychological Environment of *Divyang* Education.
- Bridging Cognitive and Behavioural Gaps between Normal and Special Children.
- Deconstructing the Conventional Notions about *Divyangjan*.
- Sensitizing Empathy for *Divyangjan*.
- Sustainable Utilitarian Education and the Space for *Divyangjan*.

For further details, contact Dr. Sandip Sarkar, Department of HSS National Institute of Technology, Raipur G.E. Road, Raipur-492 010, Mobile No: 09926583779, E-mail: vvb2024icssr@gmail.com. For updates, log on to: www.nitr.ac.in

International Conference on Viewing Paradigms in Society, Science and Education through a Lens of Multidisciplinary Approach

A two-day International Conference on 'Viewing Paradigms in Science, Society and Education through a Lens of Multidisciplinary Approach' is being organized by the Department of Performing Arts (Music), Himachal Pradesh University, Shimla, Himachal Pradesh in collaboration with Pratibha Spandan Society, Shimla from March 21-22, 2025 through hybrid mode. The young researchers, policymakers, scientists and academicians may participate in the event to interact and learn from the experience and knowledge of each other that the two have acquired during their lives.

Viewing the paradigm shift that science and education have brought by nurturing the society and insight of man through a lens of multidisciplinary approach is important for understanding the role that the two great pillars of society have played in guiding the course of development. While education has equipped man with an understanding of distinguishing between right and wrong, science has been the backbone of human progression in diverse facets of life. Both educational and scientific research

are umbrella terms whose gambit includes a diversity of disciplines that have catered to the needs of human civilizations since times immemorial. Whether it was the traditional knowledge system or the scientific approach to development, the contribution that these have made is immense for it was the traditional wisdom that paved the way for entering into the scientific world. The wisdom that man acquired during his evolutionary process has contributed to his inclusive development and the diverse disciplines that coevolved with him. Education is not a single discipline; it is an amalgamation of all possible domains which offer human civilization a way of life. Going beyond the scientific temperament that man learned during his evolution is a world of multidisciplinary streams, ranging from Humanities and Social Sciences to physical and chemical sciences, biological and environmental sciences, visual and performing arts, commerce, law and management, and even the emerging allied disciplines which are in their nascent stage of development. The Focus Areas of the Event are:

- Spirituality.
- Visual Art.
- Music.
- Physical and Mental Health.
- Business & Economics.
- New Approaches to Teaching-learning.
- Climate Change and Global Warming.
- Health and Well-Being.
- Heritage and the Environment.
- Spirituality and Fine Arts.
- Culture.
- Cyber Crime and Security.
- Law.
- Bioscience.
- Ethics.
- Finance and Accounting.
- Psychology.
- Human Resources.
- Media and Society.
- Quality Education.
- Peace and Justice.
- History.
- True Concept of Dharma.
- Holistic Education.

- Holistic Development of the Individual.
- Digital Education.
- Environment.
- Communication.
- Information Technology.
- Contemporary Management.
- Education.
- Gender Equality.
- Concept of Multidisciplinary Education.
- Spirituality and Education.
- Artificial Intelligence (AI).
- Banking.
- Biodiversity and Ecology.
- Green Economy.
- Science.
- Tourism and Hospitality.
- Philosophy.
- Digital Economy.
- Humanities.
- Integrated Development of Body, Mind, and Soul.
- Any Other Related Theme.

For further details, contact Conference Director, Prof. Jeet Ram Sharma, Department of Performing Arts (Music), Himachal Pradesh University, Summerhill, Shimla, Himachal Pradesh- 171005. Mobile No: 094597-95543, E-mail: seminarhpu@gmail.com. For updates, log on to: <https://www.hpuniv.ac.in/> and /or <http://www.pratibha-spandan.org>.

Workshop on Qualitative Research Methods

A three-day in-person Workshop on 'Qualitative Research Methods in Public Health' is being organized by the Indian Institute of Public Health, Delhi from March 18-20, 2025. The event is ideal for public health professionals, researchers, and academics aiming to strengthen their expertise in qualitative research methods. It is particularly

suited for programme managers from NGOs, national health programmes, and international organisations involved in qualitative evaluations, as well as medical officers, healthcare managers, and practitioners working in primary and community healthcare settings. Physicians, medical students, clinical researchers, study coordinators, and professionals in medical writing, data management, and pharmaceutical research will also benefit from the practical skills and insights offered in this workshop.

Qualitative research is crucial in public health for understanding the complexities of human behavior, cultural practices, and community dynamics, providing insights that quantitative methods alone cannot capture. The event is designed to equip public health professionals, researchers, and students with foundational knowledge and practical skills in qualitative research methods. Participants may gain expertise in key data collection techniques, such as in-depth interviews, focus groups, and ethnographic methods, and will learn how to analyse and interpret qualitative data effectively. The workshop will also address important ethical considerations, cultural sensitivity, and strategies for integrating qualitative findings into evidence-based public health interventions. The Contents of the Event are:

- Introduction to Qualitative Research in Public Health.
- Study Designs and Data Collection Methods.
- Conducting In-depth Interviews and Focus Group Discussions.
- Data Analysis Techniques: Coding and Thematic Analysis.
- Ethical Considerations in Qualitative Research.

For further details, contact Ms Tanuja Bhandari, Senior Manager, Academics and Training, Indian Institute of Public Health- Delhi, KIIT College Campus, Bhondsi, Gurugram-122102, Haryana, Phone No: 0124- 4722900, E-mail: trainings@iiphd.org. For updates, log on to: www.iiphd.org.in.



Book Review

Perfect Actualisation of the Parable of Narratives

Priya Srivastava* and G P Pandey**

Chatterjee, Somdev (2023). *Why Stories Work: The Evolutionary and Cognitive Roots of the Power of Narrative*, Notion Press: Chennai, Paperback, PP 112, Rs 299/-

Storytelling is a very effective medium of education, information, and entertainment. It has a tremendous impact and influence on the minds of people to influence, motivate, and inspire them as listeners, viewers, and readers. Therefore, from ancient times this tradition has continued as an impressive and influential medium of communication and education. The *Panchtantra* written by Vishnu Sharma is a marvellous example of story writing for the sake of education or learning.

Somdev Chatterjee, Assistant Professor of Television Production at the Satyajit Ray Film and Television Institute in Kolkata, has written a book titled *Why Stories Work: The Evolutionary and Cognitive Roots of the Power of Narrative*. This review attempts to evaluate it. Somdev has directed documentaries for a variety of foreign television networks and authored numerous hours of fiction for television. The book written by Somdev is fantastic and covers every facet of the story. As a student of filmmaking, he has a thorough understanding of the importance of narrative, which is evident in this work. Somdev's strength is in his writing. He doesn't use technical terms, so the science of fiction is accessible to everyone. He weaves together insights from cognitive science, developmental psychology, and philosophy to show how stories have been important to us throughout human history. The central question the book asks is why stories have worked for us from our prehistoric past to the present.

The question of the importance of stories in human life and the source of their power over us is of course a very old one. Literary critics and phi-

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losophers since the time of Aristotle have written on this subject. Traditional literary criticism tends to focus on the classification of stories according to genre, period, author, etc., and study the specific characteristics of each. Later critics have focussed on how notions of power, authority, and normativity are inherent in texts, and influence how readers or viewers respond to stories. These approaches tend to focus on the relationship of a text (which can be a book, a film, or even a performance) to the cultural and political environment in which it is produced and transmitted. The approach taken by Somdev in his book stands in contrast to these earlier schools. Somdev is a follower of the bio-cultural approach to the study of narratives. He studies how evolution has molded our brains and minds to respond to our environment in specific ways, and how this, in turn, affects the way we respond to stories or art in general. In this approach, our response to art is considered at the level of the species, rather than of a particular culture or period. Brian Boyd, Will Storr, and Jonathan Gottschall are some of the pioneers of this new approach and Somdev builds on the work of these authors. He goes a step ahead in his book when he attempts to show that the human experience of living itself has a narrative form, and this lies at the root of the power of stories over us.

There are four chapters in this book. Each chapter has several sections. The beginning and development of stories are covered in the first chapter titled *'Tell it Like Your Life Depends on It'*. The tendency of humans to mimic nature is examined in the second chapter, *'Learning to Inhabit Unreal Worlds'*. The third chapter *'Maps of Experienced Reality'* discusses various attributes and elements of the stories, such as the protagonist's role, motivations, conflict, and unpredictable results. The techniques of storytelling are summed up in the fourth chapter *'How Stories Work'* which

also discusses why certain narratives may be more popular with readers or viewers than others.

The first chapter of the book *'Tell It Like Your Life Depends on It'* has a fascinating sub-heading that reads, *'How Stories have Kept Us Alive as a Species- and How They can Kill Us'*. In this chapter, the author discusses the role that stories have played in our evolutionary (as opposed to cultural) history, i.e. how they have helped our species survive and become the dominant species of the planet.

The writer has gone into deep detail about the satisfaction and downside of stories. Somdev uses references to various relevant studies that have been conducted by researchers to support his assertion. For example, Dr. Tetsuro Matsuzawa and colleagues have spent decades researching chimpanzees' cognitive capacities. Their research shows that in some respects chimpanzees have greater cognitive abilities than humans. This, along with their superior physical abilities means that they have far greater chances of survival as individuals in most environments. However, we humans have the ability to cooperate in very large numbers, even outside the confines of our tribe and community. This gives us a crucial edge and is the key to our survival and dominance as a species. In this chapter, the author shows how stories are a big part of how humans developed this ability to cooperate, build trust, and work collectively towards future goals. In short, stories lie at the very foundation of human societies. Narratives also reflect the trajectory of personal cognitive growth.

The second chapter of the book *'Learning to Inhabit Unreal Worlds'* attempts to explain why humans develop the ability to inhabit the imaginary world of stories, and in addition why we pay attention and react psychologically to stories we know to be made up. This chapter looks into the connection between pretend play, mental simulations, and the enjoyment gained from storytelling. In human cultures, successful simulations of social interactions are crucial for survival and success. Following Richard Dawkins and Nicolas Humphrey, Somdev believes that the evolutionary drive to succeed in making these narrative-like mental simulations may have contributed to the development of awareness in higher primates. In this chapter, Somdev also demonstrates how mental simulations are critical to human survival. They allow us to practice future challenges and responses in a relatively safe

environment. These simulations nearly always follow a narrative configuration.

The third chapter *'Maps of Experienced Reality'* describes how the elements of stories reflect how we experience life. Somdev focuses on four common story elements: intentional agents, desire, resistance, and unexpected consequences. Drawing on a broad range of scientific investigations, the writer signifies how evolution has led us to identify and value these qualities in our environment. The chapter starts by revealing our inbuilt tendency to attribute intention and emotion even to insensible objects. Somdev describes various psychological studies to indicate our unwavering ability to recognize purpose even in outline geometric patterns. This tendency is the lens through which we make sense of the world, projecting intention onto our surroundings and interpreting our experiences in terms of deliberate agents. Desire emerges as a key theme, changing our understanding of actuality. Drawing on the work of psychologists such as Daniel Simons and Christopher Chabris, Somdev describes how what we notice in our environment is influenced not only by sensory information but also by the narrative framework that is created by our desires (we are always trying to make a journey from our present state to a future, more desirable state and usually notice only those aspects of the environment that can help or hinder our journey). He professes that our life journey is a constant narrative of following desires, which shapes the reality we live in.

Chapter 4, *'How Stories Work'* hunts into current scientific studies on how stories access the structure of our brains and thoughts, manipulating our fundamental psychological tendencies and causing cognitive distortion to keep us hooked. The adventure begins with an investigation of mirror neurons, which allow us to feel empathy for others. Somdev emphasises the neurological mirroring that occurs when we view any other person executing an action as if our brain is mimicking the same motion we see. This sympathetic bridge, he contends, is an essential requirement for story enjoyment, as readers or viewers strongly engage with characters and situations. Somdev goes on to explore our inborn ability to recognize patterns in our surroundings, a critical survival trait that stories utilise through their various layers of patterns from speech and action to narrative and character. With several examples, the author demonstrates how

storytellers of all ages have instinctively used our inherited cognitive biases to captivate and hold our attention. The neurochemical effect that these story elements (puzzles, hooks, patterns, peak-shifts, and supernormal stimuli) have on the human brain is similar to that of some opiates, and they can exercise a level of control that the consumer finds nearly impossible to resist.

Everything in this book is really entertaining to learn about and is given in a story-like format, using examples from popular films and novels to highlight the author's argument. You'll have a better knowledge of the history of storytelling and its influence on our lives. The person who enjoys reading stories will benefit from this book, but it is especially valuable for aspiring authors and people who are from the entertainment industry. The book will make you curious to study more about the evolutionary context of

stories and go deeper into the context. "Why Stories Work" is an engaging book that explains the science underlying our love of storytelling. Somdev's agreeable writing style and interdisciplinary approach make this book a precious resource for the person who is seeking to comprehend the power of narrative. It's fascinating to learn about why fictitious worlds evoke real emotions, which can be linked to fantasy and a desire for fulfillment in reality. This book is a piece of art. In this book, the Author has raised a very good question regarding the role of stories in our lives. The language of this book is also really easy to understand by everyone. No jargon has been used in this book. The cover page of the book shows a positive image in which a boy stands with a book looking up at the sky. Here, the book is the symbol of knowledge. On the other hand, the sky symbolizes limitless possibilities and potential for growth and expansion. □

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THESES OF THE MONTH

SCIENCE & TECHNOLOGY

A List of doctoral theses accepted by Indian Universities
(Notifications received in AIU during the month of November-December, 2024)

AGRICULTURAL & VETERINARY SCIENCES

Biochemistry

1. Chaithra, M. **Phytoremediation: A potential option to mitigate heavy metal contamination in soil around an industrial area of Mangalore, Karnataka.** (Prof. C S Shastry), Faculty of Allied Health Sciences, NITTE University, Mangaluru.

Genetics & Plant Breeding

1. Das, Sandhyarani. **Genetic analysis for grain yield and iron content in segregating generations of rice.** (Dr. Devraj Lenka), Department of Plant Breeding & Genetics, Odisha University of Agriculture and Technology, Bhubaneswar.

BIOLOGICAL SCIENCES

Biochemistry

1. Ballal, B Amita. **Molecular analysis of periodontal microbes and their association with atherosclerotic plaques in patients with coronary artery disease.** (Dr. Krishna Kumar B), Faculty of Biological Sciences, NITTE University, Mangaluru.
2. Ranjitha, K. **Fatty acid mediated reprogramming of fatty acid transporters in breast cancer.** (Dr. Suchetha Kumari N), Faculty of Allied Health Sciences, NITTE University, Mangaluru.
3. Suhasini, P C. **Exosomal marker CD9 in the progression of tongue cancer and its implication as prognosticator and therapeutic target.** (Dr. Suchetha Kumari N), Faculty of Allied Health Sciences, NITTE University, Mangaluru.

Biotechnology

1. Goud, V Raghavendra. **A bioinformatic approach of targeting SARS Co- V2 replication by Silencing a conserved alternative reserve of the *orf 8* gene using the host miRNAs.** (Dr. Srinivas Patnaik), KIIT School of Biotechnology, Kalinga Institute of Industrial Technology, Bhubaneswar.
2. Mohapatra, Madhusmita. **Spatiotemporal variability of benthic and planktonic microbial communities of Chilika Lagoon.** (Dr. Gurdeep Rastogi), KIIT School of Biotechnology, Kalinga Institute of Industrial Technology, Bhubaneswar.

3. Saini, Mayanglambam. **Evaluation of Plant Derived Products from *Ageratina adenophora* (Spreng) for suppressing insect pests of Crucifers.** (Dr. Y Rajashekar), KIIT School of Biotechnology, Kalinga Institute of Industrial Technology, Bhubaneswar.

4. Singh, Khusbu. **Immunological and microbiological profile of TB-diabetes co-morbid patients.** (Dr. Tahziba Hussain and Dr. Bhawna Gupta), KIIT School of Biotechnology, Kalinga Institute of Industrial Technology, Bhubaneswar.

Life Science

1. Anoopkrishna, K. **Molecular characterization of plasmodium species from malaria patients from tertiary hospitals and rural health care centers in and around Mangaluru.** (Dr. Rama Adiga), Faculty of Biological Sciences, NITTE University, Mangaluru.

2. Dwivedi, Shiwangi. **Study on the environmental chemical (S) induced cellular and organismal stress response in drosophila melanogaster.** (Dr. Anurag Sharma), Faculty of Biological Sciences, NITTE University, Mangaluru.

3. Dangari, Akshay. **Role of outer membrane proteins in antibiotic resistance in salmonella.** (Dr. Biswajit Maiti), Faculty of Biological Sciences, NITTE University, Mangaluru.

4. Kaveri, B Anjana. **Fabrication of biomimetic three-dimensional scaffolds for liver cancer niche development.** (Dr. Sudarshan Kini), Faculty of Biological Sciences, NITTE University, Mangaluru.

5. Nayak, Ashwath. **Isolation and characterization of probiotic bacteria from Rohu and tilapia for potential application in aquaculture.** (Dr. Biswajit Maiti), Faculty of Biological Sciences, NITTE University, Mangaluru.

6. Roopashree, P.G. **Cross-talk between medium chain fatty acids and oncogenic signal transduction pathway in breast cancer.** (Dr. Suchetha Kumari N), Faculty of Allied Health Sciences, NITTE University, Mangaluru.

7. Sarika, S. **Quorum sensing associated pathogenicity in pseudomonas aeruginosa at varied glucose concentrations.** (Dr. Ramya Harsha), Faculty of Biological Sciences, NITTE University, Mangaluru.

ENGINEERING SCIENCES

Civil Engineering

1. Yadav, Shrinarayan. **Analytical and experimental studies of jointed rock mass at different footing positions.** (Dr. Dharmendra Kumar Shukla), Department of Civil Engineering, Jaypee Institute of Information Technology, Noida.

Computer Science & Engineering

1. Avinash, N. **Life-threatening disease risk prognosis based on high dimensional micro array datasets using novel metaheuristic optimization approach.** (Dr. Sitesh Kumar Sinha and Dr. Shivamurthaiah M), Department of Computer Science & Engineering, Rabindranath Tagore University, Mendua, Dist Raisen.
2. Gousiya Begum. **Detecting intrusion to ensure security in big data systems.** (Dr. S Zahoor Ul Huq and Dr. A. P Siva Kumar), Department of Computer Science & Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.
3. Kachhava, Rajendra. **Design and optimization of data analysis in healthcare system with business intelligence technology.** (Dr. Ravi Khatwal Prof. R K Somani), School of Engineering and Technology, Sangam University, Bhilwara.
4. Neha, Benazir. **Design of osmotic computing based task offloading and scheduling algorithms in healthcare systems.** (Dr. Pradip Kumar Sahu Dr. Sanjana Kumar Panda), Department of Computer Science & Engineering, Veer Surendra Sai University of Technology, Burla.
5. Patel, Monika Dashrathbhai. **An ETL framework using document oriented database for data warehouse modernization.** (Dr. Dhiren B Patel), Department of Computer Science, Gujarat Vidyapith, Ahmedabad.
6. Rawat, Neelam. **Machine learning driven test case prioritization for software testing automation.** (Dr. Vikas Somani and Dr. Arun Kr Tripathi), School of Engineering and Technology, Sangam University, Bhilwara.

Electrical & Electronics Engineering

1. Naresh, K. **Analysis and impact of multimode droop control of a DFIG based wind power unit for remote application using different controllers.** (Dr. P Umapathi Reddy and Dr. P Sujatha), Department of Electrical & Electronics Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

Electronics & Communication Engineering

1. Sarangi, Sunita. **Single layer neural network based model for mammogram mass segmentation and classification.** (Prof. Harish Kumar Sahoo), Department of Electronics & Telecommunication Engineering, Veer Surendra Sai University of Technology, Burla.
2. Suvarna, Kakani. **Design of patch antennas using defected ground structures and metamaterials for navigational satellite and wireless applications.** (Dr. N Ramamurthy and Dr. D Vishnuvardhan), Department of Electronics & Communication Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

Mechanical Engineering

1. Sethy, Deepak Kumar. **Computational study of liquid and gas impingement cooling using nanoparticles.** (Dr. Pandaba Patro), Department of Mechanical Engineering, Veer Surendra Sai University of Technology, Burla.

MATHEMATICAL SCIENCES

Mathematics

1. Chavada, Anilkumar Bahecharbhai. **Mathematical analysis of epidemiological models using fractional derivative operators.** (Dr. Nimisha S Pathak), Department of Applied Mathematics, M S University of Baroda, Vadodara.

MEDICAL SCIENCES

Biochemistry

1. Honnalli, Neha Martin. **Association of Fetuin-A and SIRT1 gene polymorphisms with biochemical parameters in patients with urinary calcium oxalate stones.** (Dr. Usha S Adiga), Faculty of Allied Health Sciences, NITTE University, Mangaluru.
2. Kulkarni, Vineet C. **Correlation of single nucleotide polymorphism of LPA gene and serum Lipoprotein(a) level with severity of ischemic heart disease: A cross sectional study.** (Dr. Sukanya Shetty), Faculty of Allied Health Sciences, NITTE University, Mangaluru.

Dentistry

1. Dayakar, Anitha. **Differential expression of p53, p63, p73 in oral epithelial dysplasia and oral squamous cell carcinoma- An immunohistochemical study.** (Dr. Pushparaja Shetty), Faculty of Dental Sciences, NITTE University, Mangaluru.
2. Murali, P.S. **Evaluation of mandibular morphology and the association of Muscle Segment Homeobox (MSX) gene in individuals with mandibular retrognathia.** (Prof. U S Krishna Nayak), Faculty of Dental Sciences, NITTE University, Mangaluru.

3. Ramesh, Achalli Sonika. **Evaluation and correlation of dermatoglyphic patterns with skeletal malocclusions.** (Prof. U S Krishna Nayak), Faculty of Dental Sciences, NITTE University, Mangaluru.
4. Shetty, M Chitharanjan. **Nano particle incorporated cyanoacrylate cement as a root canal sealer, an invitro study.** (Prof. Aditya Shetty), Faculty of Dental Sciences, NITTE University, Mangaluru.
5. Suresh, Lekshmi R. **Creating awareness to caregivers through dental health education for children with special health care needs in Mangaluru Taluk: An observational mixed methods study.** (Dr. Amitha M Hegde), Faculty of Dental Sciences, NITTE University, Mangaluru.

Medicine

1. Ashwini, K. **Identification of biomarker and therapeutic target for glioblastoma.** (Dr. Suchetha Kumari N), Faculty of Allied Health Sciences, NITTE University, Mangaluru.
2. Chaitra, D. **Polymorphism of Omentin (ITLN1) AND NETRIN 1 genes and their expression in diabetic foot.** (Dr. Usha S Adiga), Faculty of Medicine, NITTE University, Mangaluru.
3. Desy, T.M. **Role of SIRT1 gene and its downstream pathway in carcinoma of breast: A cross sectional study.** (Dr. Usha S Adiga), Faculty of Medicine, NITTE University, Mangaluru.
4. Kanchan, Sriprajna Mayur. **Association of gene polymorphisms and serum biomarkers with the functional outcome among traumatic brain injury (TBI) patients.** (Dr. Usha S Adiga), Faculty of Medicine, NITTE University, Mangaluru.
5. Monteiro, Flama. **Unravelling the Pyruvate Kinase M2 (PKM2) mediated modulation of warburg effect by citrus maxima peel extract in breast cancer.** (Dr. Suchetha Kumari N), Faculty of Medicine, NITTE University, Mangaluru.
6. Pai, Divya N. **Gene polymorphisms of silent mating -type information regulator 2 homologue 1 and angiotensin converting enzyme and their association with diabetic nephropathy.** (Dr. Sachidananda Adiga), Department of Medicine, NITTE University, Mangaluru.

Nursing

1. Joseph, Ancy. **Effect of relaxation techniques on premenstrual syndrome, physical and psychosocial outcomes among adolescent girls: A mixed method approach.** (Dr. Sabitha Nayak), Faculty of Nursing, NITTE University, Mangaluru.

2. Latha, S. **Multimodal Perioperative Management Programme (MPMP) on postoperative recovery among clients undergoing abdominal surgery.** (Dr. Neetha Kamath), Faculty of Nursing, NITTE University, Mangaluru.

Pharmaceutical Science

1. Ashtekar, Harsha. **Synthesis, characterization and evaluation of novel pyrazolone derivatives for the treatment of Parkinson's disease.** (Dr. Nimmy Varghese), Faculty of Pharmaceutical Sciences, NITTE University, Mangaluru.
2. Mahendra, G S. **Design, synthesis of novel thiazolidinedione and rhodamine for antidiabetic activity.** (Dr. B C Revanasiddappa), Faculty of Pharmaceutical Sciences, NITTE University, Mangaluru.
3. Naga Raju, Barma. **Impact of pharmaceutical care on clinical, economic and health-related quality of life of diabetic foot ulcer patients.** (Dr. Uday Venkat Mateti), Faculty of Pharmaceutical Sciences, NITTE University, Mangaluru.
4. Nayak, Reena Rani. **Chitosan based novel mucoadhesive formulations against bacterial vaginosis.** (Dr. Goutam Ghosh), Department of Pharmacy, Siksha O Anusandhan University, Bhubaneswar.
5. Prabhu, Ananth Vinayak. **Investigation of topical nanoparticulate formulations of fenugreek seed extracts for the treatment of alopecia.** (Dr. Marina Koland), Faculty of Pharmaceutical Sciences, NITTE University, Mangaluru.
6. Reddy, R Amarnath. **Formulation strategies to improve the bioavailability by lipid based drug delivery systems.** (Dr. B Dilip Kumar), Department of Pharmaceutical Science, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.
7. Shetty, Chaithra R. **In silico studies, synthesis and evaluation of anticancer potential of novel substituted pyridopyrimidines.** (Prof. C S Shastry), Faculty of Pharmaceutical Sciences, NITTE University, Mangaluru.
8. Somayaji, Ashwini. **A study on the inhibitory effect of (-)- epigallocatechin 3-gallate on Non-Small Cell Lung Cancer (NSCLC).** (Prof. C S Shastry), Department of Pharmaceutical Science, NITTE University, Mangaluru.

PHYSICAL SCIENCES

Chemistry

1. Manjunath, Dasari. **Spatial distribution of uranium and associated water quality parameters in ground water of Rayalaseema Region (Anantapur, Chittoor, Kurnool and YSR Kadapa) of Andhra Pradesh.** (Dr. G. V. Subba Reddy and Dr. S. V. Satyanarayana), Faculty of Chemistry, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.
2. Sahu, Rakesh Kumar. **Influence of n-HEXANE and 1-HEXANOL on different classes of extractants: A thermophysical study.** (Dr. Sujata Mishra),

Department of Chemistry, Siksha O Anusandhan University, Bhubaneswar.

3. Vora, Vishal Sureshkumar. **Nano-additives to improve the flow and thermal properties of different oils.** (Dr. Rakesh K Sharma), Department of Applied Chemistry, M S University of Baroda, Vadodara.

Physics

1. Mehta, Mayur Harshadbhai. **Study of neutron induced reactions of different materials for reactor application.** (Prof. Nand Lal Singh), Department of Physics, M S University of Baroda, Vadodara.

□

Announcement Special Issues of 'University News'

Special Numbers of the University News are being brought out on the occasion of AIU Central and East Zone Vice Chancellors' Meets—2025.

Central Zone Special Issue will be published on February 24, 2025 on the theme '*Globalization and Internationalization*'.

Subthemes for Central Zone Special Issue

- *Strategies for International Collaboration.*
- *Global Classrooms (Attracting International Faculty and Students).*
- *Challenges and Opportunities in Internationalization of Higher Education.*

The Last Date for submission of articles is February 7th, 2025.

East Zone Special Issue will be published on March 17, 2025 on the theme '*Equity, Diversity and Sustainability*'.

Subthemes for East Zone Special Issue

- *Incorporating IKS in Curriculum and Pedagogy.*
- *Catering to Equity and Diversity on Campuses.*
- *Creating Green and Sustainable Campuses.*

The Last Date for submission of articles is **March 1st, 2025.**

The Special Issues will cover the articles of eminent educationists on the aforementioned theme. Readers of the University News are also invited to contribute to the Special Number by Submitting papers/articles on the mentioned themes. The papers will be published in the Issue subject to the approval of the Editorial Committee of the University News. Guidelines for contributors are placed on the AIU Website, www.aiu.ac.in. Manuscripts may be sent to the **Dr Sistla Rama Devi Pani, Editor, University News**, Association of Indian Universities, AIU House, 16 Comrade Indrajit Gupta Marg (Kotla Marg), New Delhi- 110 002 through E-mail: ramapani.universitynews@gmail.com with a copy to: universitynews@aiu.ac.in on or before **February 7th, 2025** for Central Zone and **March 1st, 2025** for East Zone.

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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/contract basis. For detailed advertisement, please visit the Institute's website www.iitk.ac.in/infocell/recruitment. Interested candidates can apply through **ONLINE mode** latest by **05:00 PM** of **January 31, 2025**.

Advt. No. 1/2024

Registrar



INDIRA GANDHI INSTITUTE OF DEVELOPMENT RESEARCH

An Advanced Research Institute established by the Reserve Bank of India (Deemed to be University)

Add: General A. K. Vaidya Marg, Film City Road, Goregaon (East), Mumbai-400065, Maharashtra

ADVERTISEMENT CANCELLATION NOTICE

- Reference is invited to the Advertisement dated September 20, 2023, to fill up 12 posts of Assistant Professor originally advertised on the IGIDR Website, Times of India (All Editions), Employment News, Association of Indian Universities, and EPW.
- The aforementioned Advertisement has been cancelled for technical reasons.

Sd/- Registrar



Books by Prof. Aijaz Ahmad



- **CULTURAL HERITAGE OF MEWAT**
2020 | 978-93-86682-72-7 | 356 pp. | ₹ 2500
- **SCIENTIFIC DEVELOPMENT IN ISLAMIC CIVILIZATION**
2023 | 978-93-5594-643-0 | 254 pp. | ₹ 950
- **RELIGION AND CULTURE UNDER MUGHALS**
2024 | 978-93-5594-747-5 | 272 pp. | ₹ 1050
- **INDIAN MUSLIMS AGAINST BRITISH RULE**
2014 | 978-93-5125-075-3 | 258 pp. | ₹ 700
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INSTITUTE FOR SOCIAL AND ECONOMIC CHANGE



Dr. V.K.R.V. Rao Road, Nagarabhavi,
Bengaluru 560 072
Advertisement No. A/1/2025

10th January 2025

APPLICATIONS ARE INVITED FROM THE ELIGIBLE CANDIDATES FOR THE FOLLOWING BACKLOG FACULTY POSTS

Sl. No.	Designation	Pay and Academic Level	No. of Posts	Reserved for	
				SC	ST
1.	Professor	Rs. 1,44,200/- (Academic Level 14)	3	2	1
2.	Associate Professor	Rs. 1,31,400/- (Academic Level 13A)	2	-	2

The detailed advertisement and procedure for applying for the above posts is available at our Website: www.isec.ac.in.

The last date of receipt of applications: 10th February 2025.

Sd/-
Registrar I/c

J.B. Sawant Education Society's
Tikambhai Metha Commerce College Mangaon, Raigad
At-Bamnoli Road, Tal-Mangaon, Dist-Raigad-402104

APPLICATIONS ARE INVITED FOR THE POST OF
PRINCIPAL
FROM THE ACADEMIC YEAR 2024-25
AIDED

The advertisement is approved subject to the final decision in the writ Petition NO.12051/ 2015 The above post is open to all however, candidates from any category can apply for the post. Reservation for women will be as per University Circular No. BCC/16/74/1998 dated 10th March 1998. 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 05th July, 2019. Candidates having knowledge of Marathi will be preferred. **“Qualification, Pay Scales and other requirements are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No. Misc-2018/ C.R.56/18/UNI-1 dated 8th March, 2019 and University Circular No.TASS/(CT)/ICD/2018-19/1241 dated 26th March, 2019 and revised from time to time.”** The Government Resolution and Circular are available on the website : mu.ac.in.

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

Application with full details should reach the **Secretary J.B.Sawant Education Society's Tikambhai Metha Commerce College Mangaon, Raigad-402104** within 15 days from the date of publication of this advertisement. **This is University approved advertisement.**

Sd
Secretary



ASSOCIATION OF INDIAN UNIVERSITIES

Advertisement Tariff: UNIVERSITY NEWS JOURNAL W.E.F. APRIL 01, 2017

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Shini James | Mob: +91 9971479392 | Email: sjames@aima.in
Visit: www.caseresearchaima.in

CHEMBUR KARNATAKA SANGHA'S CHEMBUR KARNATAKA COLLEGE OF LAW

Vidyasagar, 4th Floor, Ghatla, Chembur (E), Mumbai– 400 071
Email: ckcl1955@gmail.com/ckcl.admin@ckcl.ac.in
Linguistic Minority (Kannada)

APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS FROM THE ACADEMIC YEAR 2024-25:

UNAIDED

Sr. No	Cadre	Subject	Posts	Reservation
1.	Principal	----	01	01 – OPEN
2.	Assistant Professor	Law	10	10 – OPEN
3.	Assistant Professor	BA LL.B (Logic)	01	01 – OPEN
4.	Assistant Professor	BA LL.B (Political Science)	01	01 – OPEN
5.	Assistant Professor	BA LL.B (English)	01	01 – OPEN

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

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

Candidates having Marathi knowledge will be preferred.

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

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

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

Application with full details should reach to the SECRETARY, CHEMBUR KARNATAKA SANGHA, CHEMBUR KARNATAKA COLLEGE OF LAW, VIDYASAGAR, 4TH FLOOR, GHATLA, CHEMBUR (EAST), MUMBAI- 400071 within 15 days from the date of publication of this advertisement. This is University approved advertisement.

SECRETARY

Hindustani Education Society, Latur

WANTED

Applications are invited for the post of Principal (Granted) to be filled in Sharadchandra Mahavidyalaya, Shiradhon Tq. Kallam Dist. Dharashiv (Minority Status) run by Hindustani Education Society, AUSA. Eligible candidates should submit their application along-with necessary documents **within Fifteen days** from the date of publication of the Advertisement by R.P.A.D. only.

Sr. No	Name of post (Designation)	No. of Post	Full Time	Reservation	Granted/ Non-granted
1.	Principal	One(01)	Full Time	Unreserved	Granted

a) Education Qualification:

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

b) Tenure : A College Principal shall be appointed for a period of five years, extendable for another term of five years on the basis of performance based assessment by a committee appointed by the University, constituted as per rules of UGC and Govt. of Maharashtra.

Salary & Allowances:

Pay Scales shall be given as per the rules of UGC, State Government & Dr. Babasaheb Ambedkar Marathwada University, Chatrapati Sambhaji Nagar.

NOTE:

- 1) Prescribed application form is available on the University website (www.bamu.ac.in).
- 2) NoTA/DA will be paid for attending the interview.
- 3) Eligible candidates should submit their application through proper channel.
- 4) Attested Xerox copies of S.S.C. certificates, Degree certificate, Mark sheets etc. should be attached to the application form.
- 5) The original certificates must be provided at the time of interview.
- 6) Selection and appointment will be done as per Minority institution's rules. (Article 30(i) of Indian Constitution)
- 7) The vacant post is being under the decision of Hon. High Court, Aurangabad Bench petition No.12051/2015.

Correspondence Address:

**The Secretary,
Hindustani Education Society,
AUSA Dist. Latur (MS) 413520.**

**President
Hindustani Education Society,**

**Secretary
Hindustani Education Society**



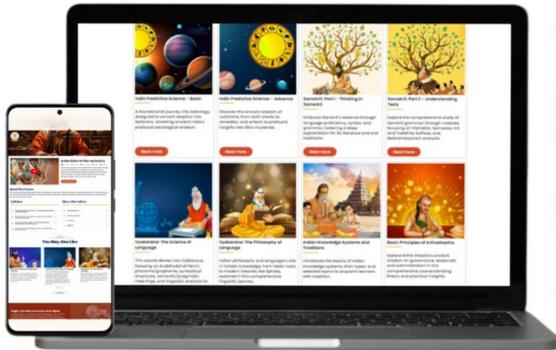
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