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Educational Thoughts of Mahatma Gandhi

Pramod Kumar Pandey*, Amitava Ghosh and Biswajit Lahiri*****

The philosophy of education appraises the goals, forms, methods, and meaning of education. It is a generalized statement of a teachers' guiding principles about how students' learning and potential are most effectively maximized, as well as the role of educators in the classroom, school, community, and society gets due importance. There are many educationalists and philanthropists who expressed their thoughts and introspections on education. Among them, Mahatma Gandhi has been a glittering one. Mahatma Gandhi's thoughts and its' extrapolations in the field of education are believed to be an outstanding contribution in terms of rationality and pragmatism. He has been considered to be one of the revolutionary educational thinker of modern India along with Gurudev Rabindranath Tagore and Swami Vivekananda. He wanted to bring about a social revolution in our country, thereby leading to the creation of a new social order, reflecting his philosophy of education and life. He is regarded as a pragmatic educational philosopher and experimenter on education to the core. He inspired people in nearly every field. Apart from the educational fields, his incredible thoughts on customer satisfaction, service, living in different areas are inspiring everyone even today. In fact, he is the role model for many of the greatest businessmen, scientists, and politicians in the world. Everyone has deepest respects of his doctrines of truthfulness and conviction in peace and harmony.

Philosophy is the study of general and fundamental questions about existence, knowledge, values, reason, mind, and language. Such questions are often posed as problems to be studied or resolved. The meaning of education is bringing desirable changes in human beings. Gandhiji has synthesized the three important philosophies, Idealism, Naturalism and Pragmatism. He defined education as an "all-round drawing out of the best in the child and man—body, mind and soul". His thought of education encompasses the physical, mental and spiritual development of human beings, which emphasizes both the imminent and eminent goals of life. Gandhi's concept of education has two-fold aims, ultimate and immediate. He defined the ultimate aim of education as a spiritual education which provides identification of self and self- realization.

Education is any learning activity which takes place either in or outside the school setting to address the learning needs of mature people. Varied educational needs, including basic education, literacy,

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vocational education, civic education, health care and hygiene, childcare, home economics, life skills and higher education, etc. can be covered under different subsectors of education. In the words of Gandhiji, "True education should result not in material power but in spiritual force". It must strengthen man's faith in God and not weaken it. Apart from these, character building was the fundamental enterprise in Gandhiji's ideal school. He perceived that development of personality was more significant than accumulation of intellectual tools and academic knowledge. He believed that good education is that which draws out and stimulates the spiritual, intellectual and physical faculties of children. It is also aimed at the self-supporting aspect of education. He advocated the acquisition of knowledge through work. The use of craft at all levels and at all stages of education was his concept of *'karma-yoga'*. Gandhiji did not ignore the cultural aspect of education. He said, "I attach far more importance to cultural aspect of education than to the literacy". He laid much emphasis on cultural aim of education and recommended that *Gita and Ramayana* be taught as a means of introducing students to their rich cultural and spiritual heritage. He wanted individual perfection and a new social order based on 'Truth' and 'non-violence'.

Education is the most powerful weapon which can be used to change the world. Education system proposed by Mahatma Gandhi is recognized as 'Basic Education'. Basic education links the children, whether of the cities or the villages, to all that is best and lasting in India. He also designed pre-basic education for the children under six years of age. At this stage principles of sanitation, hygiene, nutrition, self-help, and helping parents in the home were emphasized. Basic education is meant for the children under the age group seven to fourteen and was a seven year plan. Post-basic education was for the students of age group fourteen and eighteen. It was an extension of the basic education with greater emphasis on self-sufficiency.

Gandhiji strongly believed that requirement of right education was not the knowledge of facts but to make democracy functional. He mainly aims at the education in mother tongue and asked for activity-centred education to make the children skilled and independent. He stressed that if we are to teach real peace to this world, and if we are to carry on a real war against war, we shall have to begin with the children. He felt that literacy in itself is no education. Literacy is not the end of education or even the beginning.

Gandhiji wanted to construct small, self-reliant communities with its ideal citizens being all industrious, self-respecting and generous individuals living in a small co-operative and community. He wished that some local craft should be made as a medium of education for children so that they develop their mind, body and soul in a harmonious way and also meet the needs of their future life. Such Gandhian Educational thoughts are relevant for development and providing solutions of the current problems like unemployment, poverty, corruption, fundamentalism, and many others. Contextually, it is worth mentioning to quote a great thought of Gandhi, i.e. "Be the change you want to see in the world". His Basic Principles of Education includes:

- From seven to fourteen years of age, education of each child should be free, compulsory and universal.
- The medium of instruction should be mother-tongue.
- Mere literacy cannot be equated with education. Education should employ some craft as a medium of education so that the child gains economic self-reliance for his life.
- Education should develop human values in the child.
- Education should create useful, responsible and dynamic citizens. By education all the hidden powers of child should develop according to the community of which he is an integral part.
- Education should achieve the harmonious development of child's body, mind, and soul.
- All education should be imparted through some productive craft or industry and a useful correlation should be established with that industry. The industry should be such that the child is able to achieve gainful work experience through practical work.
- Education should be made self-supporting through some productive work. Education should lead to economic independence and self-reliance for livelihood.

Gandhiji had also a very vivid conceptualization about adult and continuing education. Adult education is any learning activity which takes place either in or outside the school setting to address the learning needs of mature people. Varied educational needs, including basic education, literacy, vocational education, continuing education, civic education, health care and hygiene, childcare, home economics, life skills,

and higher education, etc. can be catered by the adult education sub-sector. Gandhiji desired that adult education must touch the life of all the villagers at all the economic, the hygienic, social and political stretches. Villagers should acquire some useful knowledge through the programme of adult education.

Gandhiji also criticized the prevailing system of university education in which the students have no participation, involvement or activity. He felt that students in the prevailing system of university education are suffering from boredom and their bottled-up energies are being diverted in wrong channels. He emphasized on originality of full personality and to make it a creative process as part of university education system. He stated that the function of *Nai Talim* is not to teach an occupation, but to develop the whole man.

In fact, Gandhian approach to education proved its worth on practical ground. His experimentation with education system stood out over rationality and pragmatism front and established him as one of the most powerful educational thinker of modern times. His philosophy of education is a harmonious blending of Idealism, Naturalism, and Pragmatism. Idealism is the base of Gandhiji's philosophy whereas Naturalism and Pragmatism supplement in translating that philosophy into practice. Therefore he is known as practical-idealist. His educational ideas developed both the present life and the life after. His method of education was activity-centred, craft-centred, life-centred, and society-centred. He considered education as a strong force for individual, social and national development and above all emancipation of mankind.

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Humanism in Gandhi's Philosophy of Education

Sonela Sengupta* and Jayanta Mete**

With the onslaught of digitization and soaring aspirations of people around the world, the 21st century is rapidly evolving as an era of success as well as restlessness. It witnesses a momentum in every sphere of life where there is no hour for maintaining social ties with threads of compassion. The perspectives of humanism seem to be the need of the hour so as to promote development of society based on essential values of humanity. As education plays a vital role in the re-orientation of society, so the incorporation of the essence of humanism in the philosophy of education could be expected to bring positive outcomes in terms of betterment of the society. As such many a theories of education bear traces of humanism in them. The present paper seeks to observe the values of humanism in Gandhi's philosophy of education. The work follows a descriptive approach in which relevant data has been collected from the secondary sources. The findings of the study reveal Gandhi's compassionate foundation and strong belief in the betterment of the human race by imbibing the fundamental values of humanism that generates an amalgamation of knowledge and character. It is also seen how Gandhi carved a niche of his own with his quintessential ideas thereby adding upon significantly on the theories of humanism in education.

Humanism as an outlook of life primarily focuses on the self-fulfillment of individuals with the greater aim of common welfare. It takes into account the human self as an essential part of the greater community. It practically looks forward to sustainable development and negates everything that hinders the growth of human beings or poses threat to their self-fulfillment. In humanism, "the drive to improve human life can be expressed in three core values: reason, compassion and hope"[1]. Any idea in humanism is validated and accepted only through reasoning. Again, to deal with the issues of life with compassion is another key feature of it and finally to strive towards a better tomorrow with hope is one of the core values of humanism. With these beliefs and ideals, humanism has many a times been the flag-bearer of human values in the educational system of India. In a country where diversity exists in every sphere of life, the essence of humanity plays a pivotal role in upholding the constitutional ideal of 'Unity in Diversity'. With its inherent spirit of secularism and utmost regard for 'equality', humanism has inspired many of the Indian philosophers and educators since many decades. Among some of them, the name of Mahatma Gandhi is particularly notable as a champion of humanist ideas. The life of Gandhi is an ideal example of endless love for humanity and this is why he is often considered as a humanist.[2] Gandhi's strong belief in the 'integrity of individuals and social solidarity' or in other words, peace and prosperity of humanity finds a significant reflection and expression in his philosophy of education which vibrates with the essence of humanism in his own unique way. Before focusing on the elements of humanism in Gandhi's philosophy of education, it becomes pertinent to reflect on the factors which motivated him for internalizing the ideals of humanism.

Sources of Humanism in the Life of Gandhi

Among the deepest influences in Mahatma Gandhi's life, the impact of his mother Putlibai's pious living is perhaps the foundation of humanism in him. He learnt the ultimate value of truth from her and also the value of non-violence as the highest religion and 'supreme duty' from her (Datta, 1953)[3].Alongside the morally and spiritually upright life of his mother, Gandhi's life was also to an extent, shaped by the profound experience of practical affairs of his father who was adept in dealing with intricate questions and also knew the art of managing hundreds of men (Gandhi, 2011).[4] Next were the influences of two plays that intrinsically appealed to him. The first was 'Shravana Pitribhakti Nataka' and the other was 'Harishchandra'. Shravana's great devotion to his parents and his sacrifice touched his heart and instilled a feeling of empathy in him. The other play 'Harishchandra' presented to him the real worth of truth that he professed throughout his life (Rao, 2015)[5] . Also, the principle of helping each other and the practice of non-violence in life as propagated in Jainism exerted extreme influence on Gandhi's mind who viewed every living being as manifestations of God (Jain, 2019)[6]. Mahatma Gandhi was also deeply inspired by the teachings of Lord Buddha. Buddha's emphasis to the purification of soul and belief in truth and non-violence for attainment of salvation on 'Nirvana' has striking resemblances to

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his doctrine of *'ahimsa'* implying complete denial of violence in life (Anand, 2004).[7]

Apart from Jainism and Buddhism, Christianity and the Holy Bible also cast a revered spell on Gandhi with the life and preaching of Jesus Christ. Thus, he once remarked, "What does Jesus mean to me? To me, he was one of the greatest teachers humanity has ever had". He also said, "Jesus was the most active resister known perhaps to history. His was non-violence par excellence." Thus, it is seen that Gandhiji was very much impressed by Jesus Christ's great concern for humanity. [8]

Finally, as a person born and brought by parents who were *Vaishnavas*, the most profound influence which any book had in his life was the 'Bhagavad Gita'. The idea in the holy book which conveys that one does not need to be a *sanyasi* or to practice complete renunciation for achieving '*Moksha'* or salvation appealed to Gandhi in a great way. He liked the idea of action without the desire of fruits also, the accessibility of the Bhagavad Gita to all persons irrespective of their background was admired by him. He was quite impressed by the non-dogmatic character of the book. Thus, he observed that the Gita is "not a collection of "dos and don'ts." It is non-sectarian and non-dogmatic." [9]

Humanism in Gandhi's Philosophy of Education

Aims of Education

Humanism aims at self realization through inner awakening of man. Gandhi also wanted education to lead the individuals towards self – accomplishment through the exploration of inner consciousness. However, he did not only want individual development but similar to humanism, his system of education has the broad aim of the common good of humanity. His system of education was chiefly designed or conceived to promote cooperation among men and women and not competition thereby paving the way for social integration. Further, he did not want the individuals to become icons of rote learning with heaps of information stored in memory, but he preferred holistic development of the individuals. His definition of education explains this (Swarup, 2019). [10] Thus, he wanted complete development of personality across moral, mental physical and emotional dimensions. [11]

That is why, apart from the ultimate aim of education proposed by Mahatma Gandhi, immediate aims of education are also pointed out by him which consist of bread and butter aim, the cultural aim, the harmonious development aim, the character or moral aim and sociological aim. To make the students aware of the rich cultural and spiritual heritage, to train them in reading, writing and arithmetic, to shape, their moral character and finally to inculcate the responsibilities of citizenship for the growth of society and nation are the key factors centering his aims of education. [12]

Basic Tenets in Gandhian Philosophy of Education

The ultimate and immediate aims in Gandhian education have been built up on the foundation principles of human goodness and education for him was the means of bringing out the best of humanity. As such, education in his philosophy has a vital role in socio-economic development of the society. He believed that work and education should join hands together for achieving such outcomes Thus, he advocated for dignity of labour. In this way, he aimed to establish peace in the society. Also, his concept of religion has an important connection with his philosophy of education as he took the 'service of humanity' as the main role of religion. Next, he gave emphasis to purity of character. He discarded unfair means completely to achieve any end of education and life and worshipped truth above everything. He gave utmost importance to honesty, simplicity and self control.[13] The recurrent idea which pervades the thoughts of Gandhi is 'equality' throughout his philosophy of education, he proposes equality of all in terms of religion, caste, gender or other parameters. He did not believe in any forms of discrimination. His concept of *'Sarvodaya'* or 'Welfare of all' gives attention to the progress of all in the society. For this, he proposed the idea of *'Antyodaya'* which implies paying attention towards the upliftment of the weaker sections thereby mainstreaming them through inclusion. He preferred equality of opportunity for all. He took entire humanity as one and believed in universal brotherhood (Patankar, 2011).[14] His description of the seven sins where he refutes 'Science without humanity' and 'Knowledge without character' speaks up a volume about the moral obligation of education which should not only shape the academic future of the learners but also ensure the fact of drawing out the best in human beings through enlightenment.[15]

Curriculum in Gandhian Education

For attaining common good, Gandhi believed in making education lively through active participation. This is why craft is at the central of his educational curriculum. He wanted children to learn the skilled activities of the artisans in a scientific way. He believed that industrial training in craftwork should be imparted to the students so that it may procure means of livelihood for them. Also, they may learn the value of labour through this and attain development in terms of

Physical domain, Psycho-motor domain and cognitive domain. Thus, he proposed use of 3H's namely head, hand and heart along with 3R's which consisted of reading, writing and arithmetic.[16] He laid emphasis on the study of History, Geography, Arithmetic and preferred mother tongue as the medium of education. He also gives importance to health and hygiene education in his curriculum of education for maintaining healthy life. Further, he also wanted education to teach the difference between human beings and brute to the students and also to discriminate between good and evil. Thus he observes, "We cannot properly control or conquer the sexual passion by turning a blind eye to it, I am, therefore, strongly in favour of teaching young boys and girls, the significance and right use of their generative organs." He also states, "But the sex education that I stand for must have for its object the conquest and sublimation of the sex passion."[17] In this way he prones to be much progressive than his contemporaries.

Methods of Teaching

Craft-centred education involves activity oriented methods as Gandhi wanted the children to engage in hands-on-activities. He believed that field exposure can enhance true knowledge of the students than books in a library by providing them real experience. This also calls for an educational system based on the needs of society. Gandhi also believed that *'Ashramic'* on collective education could yield better results in terms of cooperation and promote common good. For service of humanity, he preferred community welfare centres and providing free medical aid along with education for the adults. Regarding value education, his opinion was that values cannot be imparted but they should be inculcated through the living examples provided by the teacher. For this, he stated that the role of a teacher is more important than books.[18]

Conclusion

Gandhi's deep concern and regard for welfare of individuals and society is the backbone of his philosophy of education. The aims of Gandhian education are replete with the principles of humanism that looks forward to the self-realization of individuals and establishment of peace and brotherhood in the society. The principles of humanism like equality, tolerance, inclusion and secularism find apt expression in Gandhi's concept of *'Sarvodaya.'* The curriculum of Gandhian education is based on the needs of the society and caters to the growth and development of the learners in a scientific way. The self-activity and collective learning methods of Gandhian education are useful ways of promoting self–reliance and value–oriented citizenship. The present century is witnessing erosion of values with increasing hostility around the world. Excessive material desires of man are paving ways for unhealthy competition and lack of cooperation among people. Here in lies the importance of Gandhi's adherence to humanistic principles in the field of education. As education is the fundamental key to restore humanity and values in the society, Gandhi's philosophy of education meets the need of the hour with its utmost initiatives towards a sustainable development for he did not only accept 'knowledge of letters' but laid emphasis on 'character'.

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Mahatma Gandhi and the Award Saga

R T Bedre*

The current calendar year 2020 is marked as the 151st birth anniversary of Mohandas Karamchand Gandhi (popularly known as Mahatma Gandhi abroad and Bapu in India). During his lifetime, Mahatma Gandhi enjoyed both hatred and respect of the imperial power. In the beginning he was ignored as 'the half naked' and then was scared of. The United Nations Organisation (UNO) has been celebrating Mahatma Gandhi's birthday as 'the International Day of Non-Violence' since the year 2007.

The way Mahatma Gandhi led the span of life between these two dates 2nd October, 1869 and 30th January, 1948 made him respectable all over the world than any other leader not only from the South Asia but also from the world. While answering to a question: Why Muhammad Ali Jinnah does not command respect all over the world like Mahatma Gandhi, a well known journalist and outspoken critic from Pakistan, Najam Sethi, observes four reasons: firstly, Gandhi was known to the world during his stay in South Africa as the Champion of Human rights; secondly, he emerged as the successful leader of the anti-imperial movement in India; thirdly, Gandhi gave to the world a package of Gandhism through his civil disobedience, *satyagraha*, non-violence, his unshakable integrity toward his principles and his simple life style (which included his speeches, diet and attire); and fourth, Sethi does not mince words to draw world's comparison between Gandhi and Jinnah saying, Gandhi is known to the world as the Maker of Hindustan (India) on the other hand, Jinnah is known to the world as the Breaker of Hindustan. (*YouTube/Sethi Sey Sawal/episode7/Najam Sethi Official*)

Gandhi has been inspirational hero for all the freedom movements active in the world against the mighty powers as Martin Luther King Jr. in America, Nelson Mandela in South Africa and Aung San Suu Kyi in Myanmar proudly acknowledged Gandhi as their source of inspiration. Quite interestingly, all of these are recipients of Nobel Peace Prize (1964, 1993 and 1991 respectively) and other notable international awards like the America's Presidential Medal of Freedom to King Jr. and Mandela, and Congressional Gold Medal to King Jr. and Suu Kyi. The Government of India honored Nelson Mandela with the highest civilian award the Bharat Ratna in 1990 and the Jawaharlal Nehru in 1993, respectively.

Quite shocking is the fact that Mahatma Gandhi the inspirational hero of all these three fighters of the civilian movements, is not recipient of Nobel Peace Prize and even not of his own country's Bharat Ratna for whom he led and laid down his life. Every time a technical issue was raised and then quite dramatically, the same issue was put aside while awarding the same award to others. There is an interesting story about why Mahatama Gandhi is not honored with Bharat Ratna to this date. It goes like this: Firstly, Mahatma Gandhi's name was not considered for the award because earlier it was not given posthumously. However, the first amendment was made in January 1955 in this regard and the first person to receive this award posthumously was late Prime Minister Lal Bahadur Shashtri in 1966. The second reason why it was denied to Gandhi because Gandhi was dead (in 1948) before the Award was constituted, however, Sardar Vallabhbhai Patel was given the award posthumously in 1991; he had breathed his last in 1950. Thirdly, Mahatma Gandhi's name was not considered for the award on the excuse that no award could be given to the individuals who were dead before the recognition of India as a republic. Pandit Madan Mohan Malviya was given the award posthumously. In 2015 in fact, he died in 1946 quite before the recognition of India as a republic. It was also argued if Mahatma Gandhi is given Bharat Ratna now, there will be demand of the Award for Ashoka, the Great, Akbar the Great, Shivaji the Great and so on….

From 1954 to 2020, no government, irrespective of parties, awarded Gandhi with the Bharat Ratna, while the amendments were made to confer this award to other leaders like late Lal Bahadur Shastri, late Sardar Patel, and late Madan Mohan Malaviya and lately for Sachin Tendulkar. Undoubtedly, the

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contributions of these figures had been noteworthy in nation building and bringing glory to India.

In 2012, there was a PIL in high court of Karnataka State for nominating Mahatma Gandhi for Bharat Ratna Award, the court in its verdict in 2014 observed, "Why this atrocity on our Father of the Nation? He is above all…and does not require certificate". The court further said, "Perhaps they (government) do not want Mahatma Gandhi to stand with Sachin (Tendulkar). Nation can't harass its own father".

Like the Bharat Ratna Award, Mahatma Gandhi was nominated for the Nobel Prize for Peace not once but for five times 1937, 1938, 1939, 1947 and 1948 but not awarded once. Here is an account on which ground Mahatma Gandhi was not honored with the Nobel Peace Prize. The Nobel Selection Committee advisor Prof. Jacob Worm Muller remarks on the contrasts in Gandhi's personality for the year 1937. He observes: He is, undoubtedly, a good, Nobel and ascetic person – a prominent man who is deservedly honored and loved by the masses of India. There are sharp turns in his policies, which can hardly be satisfactorily explained by his followers. (…) He is a freedom fighter and a dictator, an idealist and a nationalist. He is frequently a Christ, but then, suddenly, an ordinary politician.*(https://www.nobelprize.org/prizes/themes/mahatma-gandhi-the-missing-laureate//)*

Jacob Muller confines Gandhi's work in South Africa to the Indians only whereas the award is given for service to humanity. To him, Gandhi's work, even in South Africa, was more for the Indians therein than for the humanity. He notes his negative observation, **"**One might say that it is significant that his well-known struggle in South Africa was on behalf of the Indians only, and of the blacks whose living conditions were even worse." *(https://www.nobelprize.org/prizes/themes/mahatma-gandhi-the-missing-laureate//)*

Jens Arup Seip, Advisor to Nobel Committee for 1947-49 comments on Gandhi's greatest achievement and worst defeat at the same time referring to Gandhi's failure to avoid the Partition of India and the bloodshed followed. He writes, "The following ten years from 1937 up to 1947, led to the event which for Gandhi and his movement was at the same time the greatest victory and the worst defeat– India's independence and India's partition". *(https://www.nobelprize.org/prizes/themes/mahatma-gandhi-the-missing-laureate//).*

According to Seip, Gandhiji could have played a better role on Partition of India. To some extent, he holds Gandhiji responsible for the partition and bloodshed that followed. Seip also wrote briefly on the ongoing separation of India and the new Muslim state, Pakistan, and concluded, rather prematurely it would seem today: "It is generally considered, as expressed for example in the times of 15 August, 1947, that if the gigantic surgical operation' constituted by the partition of India, has not led to bloodshed of much larger dimensions". *(https://www.nobelprize.org/prizes/themes/mahatma-gandhi-the-missing-laureate//)*

The communal massacre and displacement of the largest population took place during the partition period indirectly made Gandhi's claim weak in 1948 and as the result the year 1947 was without Nobel Peace Prize on the ground that there was no suitable living candidate and the list of Laureates was silently but respectfully left open. Finally, in 1948 when the committee was about to honor Gandhi with award, Gandhi was assassinated in January 1948. The committee member August Schou spoke about another technical difficulties in awarding the Nobel to Gandhi posthumously and the committee rigidly stood by its rule of not awarding the prize posthumously.

Nobody had ever been awarded the Nobel Peace Prize posthumously. But according to the statutes of the Nobel Foundation in force at that time, the Nobel Prizes could, under certain circumstances, be awarded posthumously. Thus, it was possible to give Gandhi the prize. However, Gandhi did not belong to an organization, he left no property behind and no will; who should receive the Prize money? The Director of the Norwegian Nobel Institute, August Schou, asked another of the Committee's advisers, lawyer Ole Torleif Roed, to consider the practical consequences if the Committee were to award the Prize posthumously. Roed suggested a number of possible solutions for general application. Subsequently, he asked the Swedish prize-awarding institutions for their opinion. The answers were negative; posthumously awards, they thought, should

not take place unless the laureate died after the Committee's decision had been made. *(https://www.nobelprize.org/prizes/themes/mahatma-gandhi-the-missing-laureate//)*

Mahatma Gandhi was nominated several times, but was never awarded the prize. It appears that approaches of the Norwegian Nobel Committee were too narrow to appreciate the magnitude of Gandhi's work. There is scope to surmise that the committee members were not enlightened to appreciate the struggle for freedom among non-European peoples. Perhaps in the late 1930s, the Great Britain still was a mighty power; the committee thought to honor Gandhi with the award might be detrimental to the relationship between their country (Norway) and the Great Britain.

There is space for doubt that the Nobel committee had racial and national biases as until 1960 no person or organization outside Europe and America was awarded Nobel Peace Prize. The observations of then Peace Editor, Tennesonn in his article, Mahatma Gandhi, the Missed Laureate writes: Gandhi was very different from his earlier laureates. He was no real politician or proponent of international law, not primarily a humanitarian relief worker and not an organizer of international peace congress. He would have belonged to a new breed of Laureates. *(https://www.livehistoryindia.com/history-daily/2019/01/30/mahatma-gandhi-missing-the-nobel)*

In nut shell, while accounting for Gandhi's not receiving the Nobel Peace Prize on the basis of the Prize Committee reports, one can say that the contrasts in his life and career (an idealist and dictator, sometimes a Christ and an ordinary politician,) confining his work to the Indians only (in South Africa too) and not for the humanity, his not being consistently pacifist during the partition of India and finally his assassination without any legal legacy became an excuse for the committee.

However, over the years, it appears that the Nobel Prize Committee to have taken the criticism of depriving Gandhi of the Prize seriously as is evident, it admitted that the Peace Prize to Dalai Lama in 1989 was in part a tribute to the memory of Mahatma Gandhi. The note of regret, guilt and incompleteness is apparent in Geir Lundestad's (then secretary of the Norwegian Nobel Committee) lamenting in 2006, "Gandhi could do without the Nobel Peace Prize. Whether the Nobel committee can do without Gandhi, is question". *(https://www.livehistoryindia.com/history-daily/2019/01/30/mahatma-gandhi-missing-the-nobel)*

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Relevance of Gandhian Educational Model in the Post COVID-19 Period

Amisha Shah* and Rajiv Patel**

In this present scenario of COVID-19 Pandemic, the whole world is passing through a time of unpredictable uncertainties. We can observe a sudden change in each and every walk of life, i.e. economic activities, social life style, consumption pattern, cultural rituals, employment activities, medical and paramedical services, education system, food-agricultural activities, production cycle, government policies and plans, etc. Though we were not prepared at all for such a sudden lockdown, all have started adapting changes and preparing self to cope up with new world after COVID-19. At this turning point, reshaping education system is one of the greatest challenges in front of educationalists and academicians of India, as it will design the future of the nation.

In my opinion, every challenge opens up new horizon of opportunities. It is the time to take a pause and re-sketch an education system which we have left far behind in the quest of competition and materialistic development. Our country once again requires a strong foundation of value based education system which can focus on the development of life skills, mental-physical health, scientific attitude, self reliant and confident personality to make students responsible citizens of the nation.

Hence, here my attempt is to pen down some of the distinguished features of Gandhian Educational Model popularly known as 'Nai Talim', which can be one of the most powerful tools to make the future generation cope up with all the adverse situations in life. In this paper, I have illustrated a case-study of Gujarat Vidyapith practicing the Nai-Talim concept from a century.

Mahatma Gandhi strongly recommended the education system which was based on personal life experiences, innovative practices and self reliance. Gandhiji's thoughts about education system were quite contrast to that of Macaulay's. Macaulay's system of education was based on 3 R's, i.e., Reading, W(R)riting and Remembering. It is still being continued widely in our country today. Students are busy in cramming out the syllabus and spitting out in the examinations. They don't have any relevance with knowledge and skills which are keenly essential for living a meaningful life. Hence, such education system does not have any linkage with the elements of life. The result is very strange...!!! Student leaves the village, if he gets a little education; he leaves the city, if gets more education; and leaves country after getting higher education. (In fact, this philosophy may get reversed in the post-COVID situation.)

Only physical growth, material prosperity, luxurious life style and urban habitation are considered as a synonym of success. And hence our education system has become examination oriented and competition oriented only. Will it lead our nation towards the true '*Swaraj*' dreamt by Mahatma Gandhi? Obviously not. According to Gandhiji education is more comprehensive than that of the literal meaning. He said "By education I mean an all round drawing out of the best in child and man–body mind and spirit. Literacy is not the end of education not even the beginning. It is one of the means whereby man and women can be educated. Literacy in itself is no education.*"* [2]

Gandhiji firmly believed that the education system is the strong foundation of the overall socio-economic development of the society. Hence, he showed the path of Nai-Talim which focuses on holistic development of students through work experience, life skill development, intellectual knowledge and involvement of sensations too. Thus Gandhian model of education is based on the development of 3 H's, i.e., Head, Hands, and Heart (Figure-1).

Thus, this model does not focus only on completing syllabus and making man machines but nurturing the children in such a way to make them responsible citizens of the nation. Thus, along with the material knowledge about the subjects, students must be taught of the lessons of cooperation, creative thinking, logical reasoning, dignity of *'Shram'* (Physical work), healthy lifestyle, emotional strength, social awareness, self reliance and spirituality.

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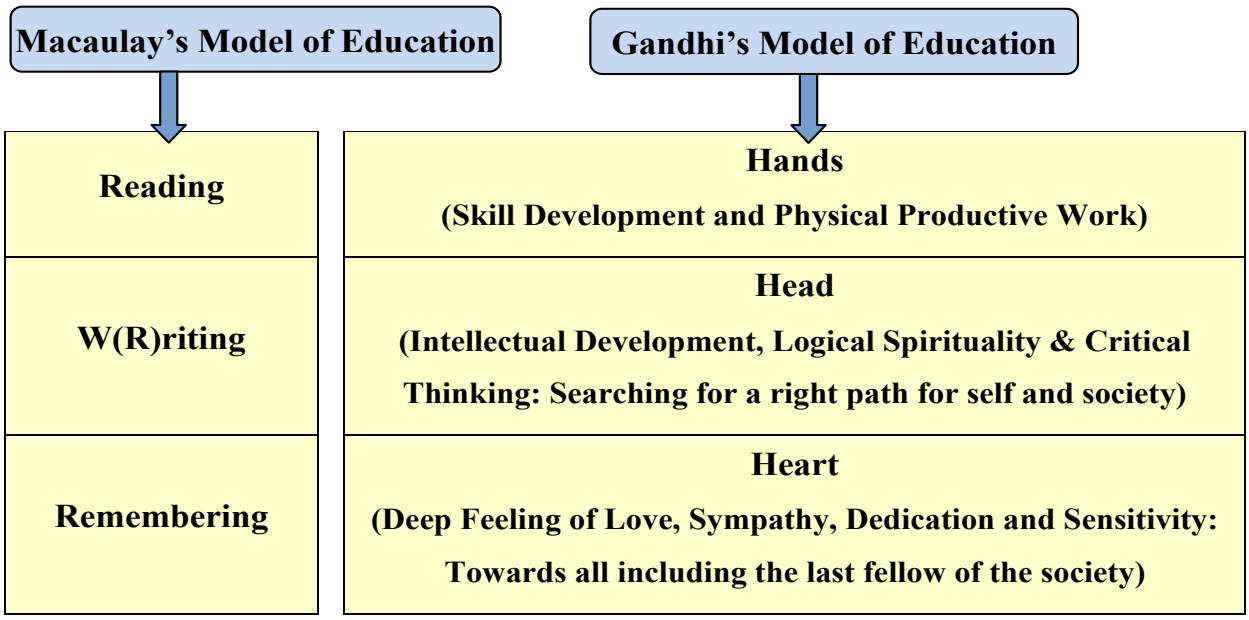
Fig-1 Comparison of Education Models Promulgated by Macaulay and Gandhi



Gandhi was deeply worried about empathy-less behaviour and lack of sensitivity being developed in students through prevailing education system those days. He insisted on the concept of 'Nai-Talim' and Gujarat Vidyapith took shape in this model. Gujarat Vidyapith established by Mahatma Gandhi in 1920 is the institution based on the Gandhian philosophy and values. In these 100 years, Gujarat Vidyapith tried to nurture the heritage of Gandhi's values and implement the system of education based on this philosophy.

Gram Jivan Padyatra Udyog Activities, Community Leaving, Self Reliance *(Swabhiman)* Scholarship Programme and Extension Programmes are unique features of Gujarat Vidyapith. These are the special programmes designed carefully by educationalist, experts and proficient personalities from various national as well as international institutions. Gandhiji shaped his idea of basic education in the form of Gujarat Vidyapith, which was one of his most important contributions to the education system. The education system of Gujarat Vidyapith is the brain child of Gandhi which is being nurtured with special attention even today.

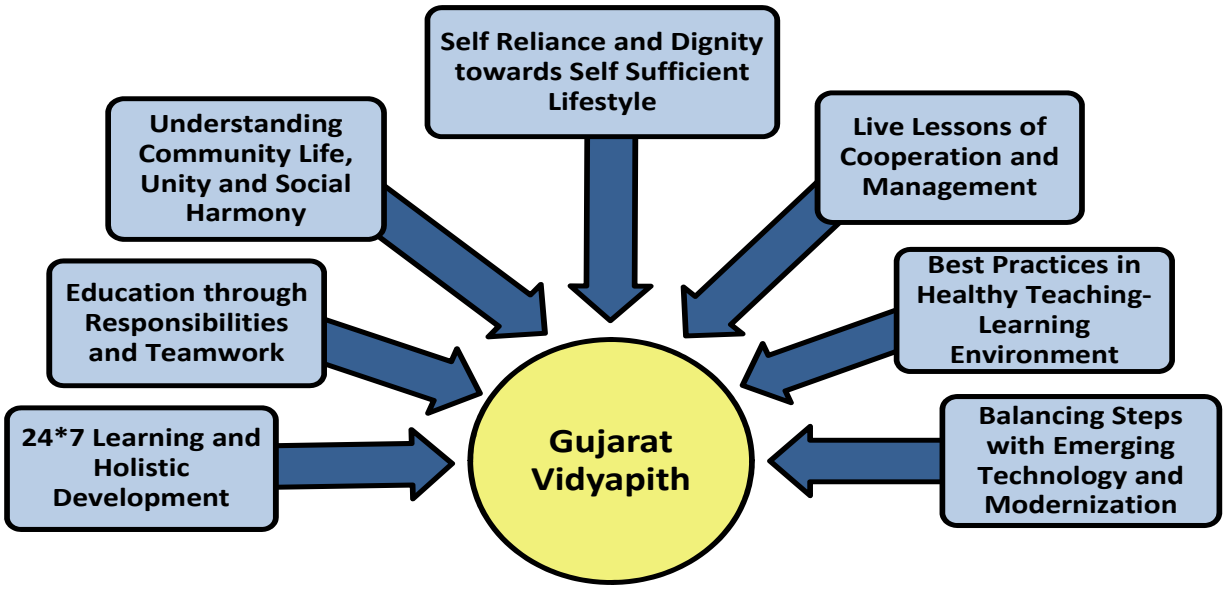
Obviously, the latest technological updation and waves of modernization as well as changing socio-economic scenario are also being taken care of. With passage of time, various changes are also being welcomed and introduced after conducting in-depth research in the said area. Hence, along with the lessons of village centric sensitivity, simplicity and hard-work, students are provided latest technological access with 24 hours Wi-Fi facilities at campus, well equipped class rooms, prosperous library and advanced computer laboratory. Thus, they can have very strong academic base and curricular clarity along with theoretical knowledge as well as practical implications of the subjects they are taught using various innovative teaching-learning methods, techniques and programmes. During the lockdown period of corona virus pandemic, students were taught through latest technology using various sources and platforms of online education.

Self Regulated System and Team Responsibilities in Hostels

Hostel is not mere a residential place for accommodation or to stay; but it is considered here as important as a learning corridor, since the routines have been designed keeping in to consideration the overall life skill development of students. It is a very strong platform of education where students learn a number of life skills living with various types of people having different castes, religions, regions, food pattern, life styles, attitude, economical background, etc. Here, they live as if they live in a society and adjust like in family.

Hostel mess is run and managed by students themselves. Hence the all the concerned activities such as purchasing vegetables, grocery, quality

Fig-2: Pillars of Gujarat Vidyapith



control, maintaining stock in store, keeping accounts, etc. are performed by the students. The management of daily common routine activities such as cooking, cleaning, campus maintaining, managing prayer-assembly, arranging sports and cultural programmes, etc. have also been assigned to the teams of students. Hence, students learn planning and decision making too.

Evening assembly is also a very good platform for group discussion, planning and scheduling. Daily before dinner, students get together in an assembly, discuss the important events of the whole day and make planning for the next day according to teams and responsibilities.

It's a successful model of team management, cohesiveness, mutual help and understanding. This 'Community Life' segment is being given the importance in the final evaluation of students too.

Dignity towards Hereditary Occupations and Innovative Practices

It is quite common in our country these days that the youth is unconcerned about their age old hereditary occupations. Many a time, they feel ashamed of continuing with their own occupation after getting educated. Majority opts for white collar jobs demanding less hard-work. In the quest of getting comfortable and luxuries life, Indian youth have started losing the traditional talents, virtues, skills and know-how. This is leading to many students becoming disappointed, violent and self-centered. Such type of blind occupational shift results into economic imbalance and creates a huge mass of unemployable youth. Here, the country requires a balanced educational system, which can prepare and gear up students to face each and every challenge and grab each and every opportunity in life. Students must be prepared to have self confidence, readiness to hard-work, self-reliant attitude, creative thinking abilities and employability. With intension to inculcate such attributes, Gujarat Vidyapith has designed a segment -*'Udyog'* which has significant weightage in final evaluation pattern of students.

Here in Gujarat Vidyapith, Udyog activities focuses on 'Project based learning' and 'Learning through responsibilities'. All the students and teachers participate with spirit, enthusiasm, zeal and devotion. *Udyog* includes various innovative initiatives in the field of agriculture, handicrafts, waste management, entrepreneurship, IT sector, etc. Here, the basic occupational activities like plumbing, carpentry, electrification, kitchen gardening, sewing, vermi-compost making, *Amla* processing, computer maintenance, spiral binding, lamination, etc. are taught to students, which develops in students sense of progressive attitude and dignity towards basic life skills.

Students produce vegetables through organic farming and use the same in kitchen mess, which reduces their food expense at a large. They make

compost fertilizer utilizing wastage and garbage in the campus. They have developed *Aushadh Baug* in the campus. Various Medicinal plants such as green tea, *Nagod, Savan, Ardushi, Anjir, Ashvagandha, Tulsi,* etc have been cultivated. Routine computer networking and servicing is also taken care of by a team of students who save total servicing cost. Such activities inculcate entrepreneurial skills and maturity of thoughts too which gradually increase confidence and self-reliance.

Extension Work with Community

'Village' itself is the best laboratory where students get practical exposure of the subjects which they learn theoretically in class rooms. Vidyapith provides access to such opportunity very often which evokes the desire to explore the subject and gain deep knowledge. Students learn here the 'Pattern of True Learning' which is the ultimate aim of education. *Gramjivan Padyatra* is a unique concept adopted since 2007 and also included in the curriculum. Every year nearly 200 teams of students go to various interior villages and stay there for five days during September/October (On the occasion of Gandhi's birth anniversary – 'Gandhi Jayanti'). Every year more than 1000 villages are visited by students along with faculties called *'Sevaks'*. It is a compulsory programme for all working and studying in Gujarat Vidyapith.

One of the best practices of Gujarat Vidyapith is to study the ground realities in real life situation at grass root level. This initiative arouses in students the true concern towards rural issues, life style, cultural diversities and realities. Students learn various elements of rural management through group discussion and dialogues with people, teachers, Panchayat members and other officials too. They have opportunity to study socio-economic condition, consumption pattern, working of village level institutions like Self Help Groups, Co-operatives, Aanganwadis, Schools, etc. Students carry out various activities like rally, street play, cultural programme, craft and sports programme at schools, etc. during these days.

It a very good learning ground for students, as they learn without the boundary of four walls. Their active participation evokes in them qualities such as team spirit, discipline, cooperation, leadership, communication skills, responsibilities and decision making power.

Even during the period of COVID-19 pandemic situation, many students performed various activities like making reusable masks and distributing among villagers, running awareness campaigns, working with medical and paramedical staff, assisting government bodies for survey and quarantine work, etc.

Spiritual Development through 'Prayer while Spinning'

Khadi is the unique identity of Gujarat Vidyapith and hence spinning and prayer too. Spinning is one of the most respected spiritual activities of Gujarat Vidyapith. It is a symbol of Truth, Nonviolence, Self reliance, Dignity of labour, Equality and Unity. Gandhiji loved working on the spinning wheel. It was his vow to spin daily without fail. Even though he was very busy, he would never avoid spinning. Gandhiji called it a *'Kamdhenu'* (believing that it fulfills all wishes) because he believed that it could help our countrymen get independence.

The sound of the wheel felt like sweet music to him. Even today all the students and staff daily spin cotton during prayer time with spiritual thoughts in mind and feelings of self actualization in heart. Thus, Gujarat Vidyapith has still kept the Gandhian heritage alive through this practice. 11:00 am is the standard time for prayer at all the campuses which is followed by spinning work on *Yervada Chakra*. It creates a spiritual environment and prepares students to evolve concentration and involvement towards studies. Weaving is also done on campus and students feel proud to have Self made *Khadi.*

A Recent Innovative Initiative: A group of students of the Rural Management programme at Randheja campus of Gujarat Vidyapith putforth a request to the society at large to join hands with them in a noble cause. Instead of wasting money and exploiting nature in the form of flowers and bouquets for greeting the guests and dignitaries, can we not welcome them with hand spun cotton skein instead? Spinning is an integral part of the academic programme aiming at holistic development of students.

Using their creativity and putting into practice their innovative ideas, students decorate the skeins to increase their value and marketability. Such a unique activity cultivates in the students a deep sense of co-operation, decision making skills, value of physical labour, innovative thinking, sense of self-reliance

Box-1: Self Actualization through Various Ways

From		To
Competition	→	Cooperation
Self Centered Attitude	→	Common Interest
Conflicts & Collision	→	Teamwork
Imitation	→	Creative Expression
Conservative Practices	→	Innovations
Information	→	Knowledge
Exam Oriented Growth	→	Holistic Development
Supervision and Commands	→	Teachers' Mentoring & Guidance
Slavery	→	Liberation and Self Actualization

and confidence. Being students from the management field, their entrepreneurial and management skills are developed through this initiative. Also since the students work in a group, they build on team spirit and enthusiasm. They also get practical exposure of managing a start up business. They learn production planning, designing, quality control, packaging, marketing, communication, accounting, record keeping, etc.

Thus, in such an environment, students participate with their whole hearted enthusiasm and enjoy working creatively and taking care of the planning and execution of their innovative ideas. This initiative has been appreciated and encouraged by academicians, universities, the Khadi board officials, institutions, eminent personalities, ministers, political leaders and even by the Governor, Chief Minister and Prime Minister of the country. Thus, this has become an inspiring activity for the students, which will continue in future with not only new designs but also new learning outcomes.

In Short...

The emblem of the Gujarat Vidyapith highlights the motto *'Sa Vidya Ya Vimuktaye'*, i.e., "Knowledge is that which Liberates us". The education system is based on this path of Liberation and Self actualization, which can lead the nation towards true '*Swaraj*' dreamt by Mahatma Gandhi. Hence, Gujarat Vidyapith leads students self actualization through various ways as given in Box -1.

In fact, in today's circumstances, each and every human being must learn to live with thrift, self reliant attitude, self sufficient life style, healthy and nutritious food pattern, nurturing nature, life skills, hygienic awareness, simplicity, psychological contentment and spiritual gratification. Nai Talim focuses on developing all such attributes in the students which is the need of time today.

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Harvest of Hope Amidst Crisis of COVID-19

G R Chintala, Chairman, National Bank for Agriculture and Rural Development (NABARD) Mumbai delivered the Convocation Address through online mode at the 4th Convocation of the Professor Jayashankar Telangana State Agricultural University, Hyderabad on August 27, 2020. He said, "Today, we are living in unusual times. The COVID-19 pandemic has disrupted the world economy in unimaginable ways. The International Monetary Fund has projected contraction of global output by 4.9 per cent and India's GDP by as much as 4.5 per cent in 2020-21. To regain the growth momentum, we need reimagining and fundamental reforms. One of the prescriptions for lifting the economy out of a slowdown is to put in place a strategy that leverages its latent strength and agriculture sector is the silver lining for 2020-21." Excerpts

"India's place in the Sun would come from the partnership between wisdom of its rural people and the skill of its Professionals"

-Dr. Verghese Kurien

It is a great honour for me to address the 4th Convocation of the Professor Jayashankar Telangana State Agricultural University. I am very happy and proud to see that the University has distinguished itself as a premier institution in the field of Science and Technology in Agriculture.

I take this opportunity to congratulate the Management, all the teachers and staff for their hard work, zealousness, dedication and commitment that has contributed to this significant achievement.

On this momentous occasion of convocation, I deem it a privilege to share with you my journey which commenced from the very corridors of this great University, the then Andhra Pradesh Agricultural University. I place on record, my deep sense of gratitude to my *alma mater* which equipped me with knowledge and requisite tools to serve my country in the best possible way. It is a wonderful feeling to come back and share my experiences back home with the next generation of students.

I still vividly remember my graduation days when we were brimming with dreams and a burning desire to transform this world. Today, I can see the same in the eyes of many students who are sitting right here. Though times have changed, the problems of agriculture have persisted, albeit with varied magnitudes and complexities. What has however, favourably changed is technology and access to technology. Just to put it into perspective, a scientific calculator then was equivalent to a supercomputer of today!!!

Not to be dragged into the past, the present day offers myriad opportunities to work on. We have a more globalised world today, where exchange of ideas and data happens in a jiffy. One can broadcast an idea across the world in a nanosecond through social media. Information and Communication Technology is at our command. The economic status of most students here are much better than compared to the parents of our times. With all these positive things around, the world outside has higher expectations from all of you and I am sure, just like me, you too can work on them and meet their expectations.

Today, we are living in unusual times. The COVID-19 pandemic has disrupted the world economy in unimaginable ways. The International Monetary Fund has projected contraction of global output by 4.9 per cent and India's GDP by as much as 4.5 per cent in 2020-21. To regain the growth momentum, we need reimagining and fundamental reforms. One of the prescriptions for lifting the economy out of a slowdown is to put in place a strategy that leverages its latent strength and agriculture sector is the silver lining for 2020-21.

This pandemic has brought the indispensability of agriculture back to focus. I would add that the comfortable food stock built over last several decades through the toil of the entire agricultural community with farmers at the forefront, is something that has made us more resilient in the context of this pandemic.

In this context, I would like to reiterate our PM's words on this 74th Independence Day, "the idea of self-reliant India cannot be achieved without the contribution that farmers and agriculture sector makes". Self-reliant India means not only reducing imports, but also increasing our skills, our creativity.

Enabling Government Policies Amidst COVID-19

In the wake of COVID-19, the Government of India has unveiled a slew of measures aimed at reforming the agricultural sector and hand-holding the farming community. These reforms would help in the deregulation and liberalization of the agriculture sector and empower farmers to become a bigger and more stable participant in the journey of India's growth and development. Let me briefly highlight these reforms and their implications.

- Indian farmers thus far were under compulsion to sell their produce to traders registered by State governments, at notified Agriculture Produce Market Committee (APMC) markets.
- The Farmers' Produce Trade and Commerce (Promotion & Facilitation) Ordinance, 2020 will now create an ecosystem where farmers and traders will enjoy the freedom of choice of sale and purchase of their agri. produce outside the markets notified under various state agricultural produce market jurisdictions. It will promote barrier-free inter-state and intrastate trade and commerce outside the physical premises of markets notified under State Agricultural Produce Marketing legislations.
- The Farmers (Empowerment and Protection) Agreement on Price Assurance and Farm Services Ordinance, 2020 will secure the interests of farmers to engage in business with agri-business firms, processors, wholesalers, exporters or large retailers for farm services and sale of future farming produce. It is aimed at eliminating intermediaries resulting in full realization of price for the farmer.
- And finally, the Essential Commodities Act (ECA), 1955 Amendment Ordinance will make agricultural markets more responsive to forces of demand and supply. Agricultural markets were long characterised by poor competitiveness, fragmentation, inefficiency, presence of excessive middlemen, and frequent price manipulations.

With these reforms in place, the farmers would now be able to sell their products anywhere and on their own terms.

Reinventing Telangana: The Way Forward with Specific Reference to Agriculture

Telangana is the country's youngest but one of the fastest growing states. Over the last 6 years, the average annual GSDP growth of Telangana at 7.98 per cent (at constant price) is higher than the corresponding national GDP growth rate of 6.71 per cent (constant price). Agriculture has been contributing 18 per cent to GVA of the state but absorbing 55 per cent of its workforce.

Consecutive drought, structural rigidities, yield plateauing, imbalance use of fertilizer and nutrients, lack of advisory services, lack of technological interventions like ICT and IoT are some of the pressing issues faced by the agriculture sector in the state. To overcome the structural rigidities in the sector and to make farming more remunerative, the Government of Telangana launched schemes like (i) Rythu Bandhu Scheme (investment support), (ii) Rythu Bima Scheme (farmer life insurance), (iii) provisions of high quality inputs such as seeds, etc. (iv) construction of irrigation projects, and (v) revival of all tanks under Mission Kakatiya.

Horticulture and Animal Husbandry has been identified as thrust areas by the Telangana Government to make the sector vibrant. As a result, today Telangana stands in the 3rd position in All India in terms of Egg production, 5th in Meat production, 10th in Livestock population and 13th in Milk production. The trend emerging is GVA share of crops has been declining (9.6 per cent in 2010-11 to 6.9 per cent in 2019-20, whereas GVA share of livestock has been on the rise (5.6 per cent in 2010-11 to 7.6 per cent in 2019-20).

The agro-climatic condition of Telangana offers enormous potential for horticultural crops. The Government of Telangana has set up two Centres of Excellence for promoting high-quality vegetables and flowers at Jeedimetla and Mulugu in Medchal and Siddipet districts respectively through High-Tech Agricultural practices.

More recently, Telangana Government launched the Artificial Intelligence for Agricultural programme in collaboration with the Centre for the Fourth Industrial Revolution, India (C4IR), which is working in close association with this esteemed University to identify high impact use cases of AI which would benefit the farmers.

High Tech Agriculture and High Value Crops

In the face of stagnating agricultural production, fragmented land holding and increasing population pressure, high-tech agricultural practices like Soil less Agriculture, Protected cultivation under greenhouse and poly house, hydroponics, aeroponics, Vertical farming, etc. are necessiated to increase agricultural productivity. Given the changing consumption pattern,

there is tremendous scope for High Value Crop Cultivation in the state. High Value Crop cultivation that can be encouraged in the state are:

i. Fruit and vegetable cultivation especially catering to urban and metro markets
ii. Cultivation of off-season and exotic vegetables under greenhouse for exports - asparagus, celery, bell pepper, sweet corn, green and lima beans
iii. Floriculture- open and greenhouse production for domestic and export markets
iv. Exclusive production of crops for processing or specific to user industry needs under contract farming arrangements-gherkins, potato, fruits and select vegetables for processing, flowers for extracts, medicinal and aromatic plants
v. Hi- tech nursery units for fruit crops, vegetables, flowers, etc.

Cultivation of horticultural crops of high yielding varieties, coupled with micro irrigation, and popularising high density and ultra-high-density planting concepts, mulching and post harvest practices have excellent potential to enhance farmers' income and can act as one of the means of doubling of farmers' income.

I urge you to embrace technology and think out of the box in order to take advantage of the changing dynamics in the consumption behaviour. I appeal to you all to adopt the 'Vocal for Local" mantra.

Irrigation and Water Efficiency

Unexpected events – from social disruptions like the COVID-19 pandemic to extreme weather events like droughts and floods due to climate change – highlight the need to bolster the resilience of our irrigation systems to provide water in critical times.

Telangana being in semi-arid zone, has historically been prone to drought conditions which would impact not only water resources but also have a cascading effect on other dependent sectors. Increased drought conditions can also severely affect agricultural and pastoral livelihoods and increase vulnerability and risks for farmers, and people depending on such livelihoods. This calls for adoption of water efficient agricultural practices. It is therefore heartening to note that micro irrigation has been a flagship programme of the Government of Telengana for improving the water use efficiency in command areas of wells. Effective utilization of every drop of water through such a system is imperative for improving crop productivity and production and to achieve an improvement in living standards of small and marginal farmers of the state in a sustained manner. The launching of Mission Kakatiya for renovation of tanks in the state to regain the area under tank irrigation and increase the amount of water available for irrigation has been another laudable effort. It is with pride that I would like to mention NABARD's support of this Mission of the Govt. of Telengana. The Kaleshwaram lift Irrigation Project, which has changed the face of the Godavari basin in the state and the drinking water supply programme Mission Bhagirath are some of the other major projects funded by NABARD.

Area Based Programmes - Watershed and Wadi

A key concern for most policy makers has been the sustainability of tribal livelihoods. How do we engage with vulnerable communities to ensure that they are brought within the development fold in a sustainable manner? Through the Tribal Development Programme (popularly known as WADI), we at NABARD have been engaged in implementing participatory watershed development programmes for about three decades with an aim to reduce risk associated with dry land farming systems and livelihood in tribal inhabited areas through holistic development involving soil and moisture conservation, productivity enhancement measures, alternative livelihood interventions, etc. Such programmes are always a collaborative effort where the involvement of various development agencies play a key role in their effective implementation. The uniqueness of these programmes is people's participation in planning, implementation of the projects, and monitoring as well as financial management through community-based organisations. Organically, all these are small-farmer oriented. Can we think of embracing such development approaches for a more inclusive and expansive reach?

People's Institutions

For a stronger society we need vibrant grassroots institutions of people. Be they formal cooperative societies or informal self-help groups of women, social capital at the bottom of the pyramid is quintessential for rural solidarity and prosperity. For various reasons, the village level social fabric disintegrated overtime, which is being revived of late through promotion of various local people's organisations. Self-Help Groups of women, pioneered and nurtured by NABARD over last 2½ decades, transformed social status of women in rural societies across the country and improved their living standards substantially. Several empirical studies amply proved this.

Similar institutions are needed for rural producers too. For, over 85 per cent of farmers in the country being small and marginal, face issues relating to scale of cultivation, high cultivation cost, access to affordable credit and market, thus leading to poor returns. Farmer Producer Organisations (FPOs) have emerged as the panacea to the crisis, being new-age organisations with potential to address the challenges of small landholders related to scale and market access through collectivisation and aggregation, thus ensuring better returns to farmers. Countries like China, Vietnam and Indonesia, to name a few, have adopted the FPO approach successfully.

NABARD has embraced FPO promotion as one of the priority areas in alignment with Government of India's vision. We need an ecosystem for sustainable growth of FPOs by nurturing the producers' organisations through capacity building and hand holding, designing of a dedicated web portal for FPOs with digitised data of all members, performance matrix for the FPOs, credit facilitation, market linkages, etc.

To enlighten your young minds about these farmers' organisations gaining traction lately, let me give you a brief of what has been done so far. There are at present about 8,000 FPOs that have been promoted nationwide by various agencies including NABARD. Under Producers' Organization Development and Upliftment Corpus (PRODUCE) Fund set up in 2014-15 by Government of India, NABARD has promoted 2154 FPOs across the length and breadth of the country. As on 31st March 2020, shareholding members stood at ₹ 8.29 lakh, with cumulative share capital to the tune of ₹ 93.75 crore under the programme. To strengthen the FPO movement, NABARD, from its own operating surplus, created Producers Organisation Development Fund (PODF) and promoted additional 2,330 FPOs. NABARD is also one of the implementing agencies for promoting of 10,000 FPOs under the Central Sector Scheme of FPOs announced in the Union Budget 2019-20. Under this scheme, Government of India along with NABARD, has envisaged setting up of a Credit Guarantee Fund (CGF) with a corpus of ₹1,000 crore.

The FPO movement has made inroads in Telangana also, with 300 FPOs supported by NABARD having around 36,000 members engaged in various activities, right from input supply business, aggregation and marketing of produce to processing and value addition.

To continue this FPO revolution, it is important to have a trained pool of local talent to manage these FPOs on professional lines. Young bright minds like you can contribute to nation building by helping build thriving FPOs. The scope is limitless, with entrepreneurism, technology driven solutions and creativity being the hallmarks of development and agtech being the cornerstone of progress through linking of these FPOs to the fast developing agri start-up ecosystem.

Climate Smart Agriculture–The Future of Farming

Rainfed farming systems, representing 54 per cent of the net sown area in Telangana, have become increasingly affected by recurring drought and high climatic variability, adversely affecting the livelihoods of small and marginal farmers in the state. To reorient agriculture under the realities of climate change, Climate Smart Agriculture (CSA) is the only alternative.

I am happy that Telangana State Action Plan for Climate Change (SAPCC) has prioritised agriculture as one of the seriously impacted sectors due to high climate variability and has adopted water use efficiency as a key adaptation intervention.

Government of Telangana, with the support of NABARD under National Adaptation Fund for Climate Change, has implemented the following Climate Smart Agriculture projects, viz.,

i. Resilient Agricultural Households through Adaptation to Climate Change in Mahbubnagar district
ii. Restoration of Degraded Landscape to Natural state of Ecosystem for Climate Resilience and Livelihood Improvement of Vulnerable Communities covering 7 districts of the state

The need of the hour is to develop scientific framework for upscaling Climate Smart Agriculture (CSA) practices in Telangana on the following lines:

i. Setting up of Climate Information Centres and propagate programmes for climate literacy
ii. Analyse mandal level climate exposure (present and future scenarios) and map it with soil, nutrients, crop and socio- economic conditions of farmers
iii. A multi-stakeholder participatory approach to prioritise CSA practices right from creating awareness, developing indigenous models for mitigation and adaptation, reducing dependence on commercial non-food crops and to ensure natural resource management, etc.
iv. An ex-ante impact assessment to determine the investments needed

Agripreneurs and Agri Start-ups–Harvest of Hope

While entrepreneurship has been talked about since many years, agripreneurship is something which we started discussing only recently. Agripreneurship combines agriculture and entrepreneurship to tackle a number of challenges faced across the agricultural value chain by disrupting the agriculture system with innovative ideas and affordable solutions. These agri startups have become the missing link between the farmers, input dealers, wholesalers, retailers and consumers, connecting each of them to each other and providing strong marketing linkages and quality produce on time. However, agripreneurs often face a disadvantage, because of the lack of resources and land they have access to. Can young agri graduates find a profitable future in agripreneurship? Can small-holder farmers become entrepreneurs? And, will there be enough investment to transform agriculture into a viable enterprise? These are some of the questions I want you all to think over and act.

Central as well as State Governments have implemented multiple enabling policies to support agri start-ups, their early take off and successful operations. One such scheme is the Agriclinics and Agribusiness Centres Scheme (AC&ABC) implemented by MANAGE in association with NABARD. The scheme aims to supplement the efforts of public extension by providing professional extension and other services to the farmers, while simultaneously supporting agriculture development and creating gainful self-employment opportunities for unemployed agricultural graduates and diploma holders.

To promote and nurture agripreneurs and start-ups, NABARD has set up and supported upscaling of 5 Agri Business Incubation Centres (ABICs) at various Agriculture Universities across the country, with one of them present here in Hyderabad itself – a-IDEA at National Academy of Agricultural Research Management (NAARM). These ABICs will facilitate the start-ups with necessary resources and business support services, marketing arrangements as well as finance to transform them into viable commercial entities.

After the initial funding has dried up, start-ups enter a stage called Death Valley, where there is high probability that a start-up will wind up due to lack of steady revenue and scarce additional funding, leaving the start-up vulnerable to cash flow requirements. To support the Agri Start-ups entering the Death Valley phase, NABARD has set up Catalytic Capital Fund of ₹100 crore for supporting such rural and agri start-ups.

NABARD has also set up NABVENTURES, a wholly owned subsidiary, which through venture growth equity funds invests in early to mid-stage start-ups in agriculture, food-based businesses and rural financial services to boost the investment ecosystem in the core areas of agriculture, food and rural livelihoods.

I would like to conclude my address with an appeal to all the bright young minds assembled here today.

President Kalam had a dream to see India as a developed nation. We too should have a dream of a nation where every farmer's family goes to sleep at night happy, satisfied and contented. This pandemic has made us once again sit up and take notice of the Gods amongst us, the farmers. A happy farmer is the root to a healthy civilisation. Healthy citizens are the pillars of a prosperous nation. And with prosperity, India can earn developed nation status. This is my dream. This is NABARD's dream, as well. And today I want each one of you to make it your dream as well. If all of us work in tandem to achieve it, India will become a superpower built upon the foundation of agriculture and rural prosperity.

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National Webinar on Gender Bias and Stereotyping in the Society

A National Webinar on 'Gender Bias and Stereotyping in the Society : Some Concerns' was organised by the Women Empowerment Cell (WEC) of the Central University of Kashmir (CUK), Ganderbal, Jammu and Kashmir, recently. During his Presidential Address, Vice Chancellor, Prof. Mehraj ud Din Mir hailed the guest speakers for raising the relevant issues and topics pertaining to women including gender bias, sexual harassment, dowry deaths, female feticide, child marriage and stressed, "We need to seriously ponder upon such issues and tackle them accordingly. Discrimination starts from family and thus the mothers need to be oriented first." He further said that in the context of women empowerment parents need to act as a role model for their children.

Chairperson, National Commission for Women (NCW), Ms. Rekha Sharma, in her inaugural address talked about gender bias which, according to her, 'starts even before the birth of a child'. She said, "Gender bias is deep rooted and we cannot think of a society without the bias, which is increasing with each passing day. Even when it comes to education, the quality education is preferred for boys mostly." She stressed that counseling can help when both men and women have open minds and both should change their attitude and behavior. She believed that empowerment is possible when girls are capable and free enough to decide for themselves. In this context, she said that the focus of NCW is on making women as job creators and not job seekers.

Prof. Annpurna Nautiyal, Vice Chancellor, Hemvati Nandan Bahuguna Garhwal University, in her special address said that women in hilly areas are more vulnerable as they shoulder double responsibility (both at home and workplace) in the society. He said, "Despite huge work load, they are active participants in various spheres of life." She believed that gender bias is the result of 'toxic masculinity which comes from the society itself '. She said, "Work place, male colleagues don't value the idea of women as they feel it not worthy, thus our society is gendered as a whole." She stressed that the mindset needs to be changed and social, educational and economic harmony is the need of hour."

Speaking on the occasion, Registrar, Prof Farooq Ahmad Shah said that gender bias has been historically there and almost all the realms of life have been affected by this attitude and thus, stressed that this is the high time we realize our responsibilities.

Earlier, WEC Chairperson and Convenor, Prof. Parveen Pandit welcomed all the guests formally and introduced the theme of the topic. She said that women comprise 50 per cent of the world population, but still they have not been given their rightful place in the society, as a result they still, continue to be the victim of violence. She said, "The acts of men are appreciated and exemplified worldwide, but the roles played by women are still ignored."

The inaugural session was conducted by Dr. Himabindu while Dr. Sakina Akhtar proposed the vote of thanks. Ms. Saima Bashir was the rapporteur for the session. Later on, technical sessions were also conducted during which experts discussed various important issues and challenges confronted by women across the world.

Webinar on World Environment Day

A Webinar on World Environment Day was organized by Vidyasagar University and Centre for Environmental Studies (CES) on June 5, 2020. The theme of the event was 'Time for Nature'. The students, research scholars, teachers, administrative staffs participated in the event for making people aware of Environment Protection. About one hundred participants participated in the Webinar. It was started with the first stage of 'Tree Planting' in the University Campus by Vice Chancellor, Prof. Ranjan Chakrabarti maintaining social distancing during the pandemic situation of COVID-19.

Dr. Jatisankar Bandyopadhyay, Deputy Director, Centre for Environmental Studies, Vidyasagar started the Webinar with his welcome address with a scientific session with the inaugural address and keynote lecture by Prof. Ranjan Chakrabarti following with a lecture by Prof. Tapan Kumar De, Programme Coordinator, NSS under the supervision of Dr. Jatisankar Bandyopadhyay, Deputy Director and Dr.

Misha Roy, Coordinator, Centre for Environmental Studies, Vidyasagar University. The Vote of Thanks was proposed by Dr. Jayanta Kishore Nandi, Registrar, Vidyasagar University, Midnapore, West Bengal.

The welcome address was delivered by Dr. Jatisankar Bandyopadhyay, Deputy Director, Centre of Environmental Studies, Vidyasagar University. He started his welcome address by welcoming Prof. Ranjan Chakrabarti, Vidyasagar University and all the participants of the event. He also focused on the theme of environmental protection and conservation of biodiversity in the World Environment Day.

The inaugural speech and keynote lecture was delivered by Prof. Ranjan Chakrabarti, Acting Director of Centre for Environmental Studies. He started to specify with the aim of making everyone aware of Environment protection and Tree Planting as due to Amphan Cyclone many large trees were destructed and devastated throughout West Bengal in this year. The main objective was to concentrate with the studies related to Environment and other issues related to it.

Prof. Ranjan Chakrabarti continued his inaugural speech with the main focus on Environment, Biodiversity and the issues faced by people due to Natural Disasters and Hazards. Prof. Chakrabarti also focused on the fact that as one of the Eminent Scientist Dr. Rachael Carson mentioned in the book 'Silent Springs' that 'Nature will take its revenge once if we don't protect our Environment'. He focused on the main fact that after 100 years again a pandemic situation occurred where Nature is alerting us to start protecting and conserving our Environment for the well-being of human. He ended his lecture with the argument that 'nature takes revenge' which he also published in his book in 2006 where during Hurricane Katrina in 2005 followed the Missisippi Flood Event. The natural disasters teaches people to come up with the situation but with great devastating impacts on human life.

Dr. Tapan Kumar De, Programme Coordinator, NSS focused on Environment Protection and Biodiversity Enrichment with Conservation of Nature. Dr. Misha Roy also focused on the theme of 'Time for Nature' and asked the students to be aware and make our society more aware about sustainability of nature. Dr. Jayanta Kishore Nandi, Registrar, Vidyasagar University concluded with a vote of thanks followed by the special lecture. It was a very successful and beautiful organized webinar with good participation and communicative Webinar for the awareness and celebration of 'World Environment Day' maintaining social distancing during this pandemic situation of COVID-19.

Online Workshop on Statistical Computing Using R

A six-day Online Workshop on 'Statistical Computing Using R' is being organised by DST- Centre for Interdisciplinary Mathematical Sciences Institute of Science, Banaras Hindu University, Varanasi during October 11-16, 2020. The Ph.D. students and young faculty members who use statistical analysis in their routine research may participate in the event. The basic knowledge of statistics and mathematics is desirable.

In the last three decades, statistical computing has become an integral part of statistics and obviously it is a rapidly growing field nowadays. R is a statistical computing environment derived from S language. R is not only free software under the GNU general public license but also contains more than five thousand packages developed by researchers from all over the world. This is perhaps the reason that R is famous among researchers of statistics and other applied sciences for data analysis as well as statistical computing. It gives us flexibility to write our own programs and also to use inbuilt functions for various statistical computations. The objectives of the event are to equip researchers with R. and to provide hands on training to researchers who use mathematical/ statistical tools in their routine research.

For further details, contact Dr. Rakesh Ranjan, Department of Statistics, Centre for Interdisciplinary Mathematical Sciences Institute of Science, Banaras Hindu University, Varanasi-221005, Mobile No: 0945322776, E-mail: *cims.event@bhu.ac.in.* For updates, log on to: *www.bhu.ac.in*

International Conference on Advances in Differential Equations and Numerical Analysis

A three-day International Conference on 'Advances in Differential Equations and Numerical Analysis' is being organised by the Department of Mathematics, Indian Institute of Technology Guwahati, Guwahati during October 12-14, 2020. It aims, in particular, at fostering cooperation between researchers working in the area theoretical and numerical aspects of differential equations and applications to various other fields of science and engineering. Another goal of the event is to strengthen the existing contacts and to establish new

ones between scientists from all over the world. The Main Topics of the event are:

- Theoretical and Numerical Aspects of ODEs/ PDEs/Fractional Des.
- Scientific Computing.
- Mathematical Physics.
- Theoretical and Computational Fluid Dynamics.
- Numerical Simulations and Applications.
- Conference Organizers.

For further details, contact Convenor, Prof. Natesan Srinivasan, Professor, Department of Mathematics, Indian Institute of Technology Guwahati, Guwahati - 781039, Phone: +91 361 258 2613, E-mail: *adena2020@iitg.ac.in.* For updates, log on to: *www: iitg.ac.in*

AIU NEWS

***ANVESHAN*-Student Research Convention (West Zone)**

The frontiers of education are changing every day. We are moving from the knowledge based society to a society of innovation and thus research becomes one of the most important components of higher education. Today, one of the indices for the measurement of the potential of any educational institution is its research activity. All stakeholders namely students, teachers and other entities in the higher educational institutes should be enthused to engage themselves in research at various levels. It is essential to unveil the unknown and unexplored areas of knowledge in all fields of academic enquiry. Due to the increasing requisite of interdisciplinary approach, no discipline goes untouched from the research activity. Keeping in view the new challenges and the capacity of Research in addressing the challenges there is need to channelize the youth energy and harness their research talents.

In its endeavor to improve the quality of research in terms of identifying the young talents and nurturing them through a structured platform, the Association of Indian Universities organizes *Anveshan:* Student Research Conventions in various zones of the country and a National one for finally selecting the research projects presented by the students from graduate to doctoral level. This has become one of the very successful annual events of Association of Indian Universities, which has not only become popular among the students and universities, it has also been appreciated at the level of government and policy makers.

Anveshan–West Zone Research Convention for the year 2019-20 was organized by the Association of Indian Universities, New Delhi in joint venture with University of Mumbai, Mumbai during February 19-20, 2020 at University of Mumbai. The event witnessed participation of around 150 researchers from 15 universities in the west zone.

The Convention was inaugurated by Prof. Aniruddha Pandit, Vice Chancellor, Institute of Chemical Technology, Matunga, Mumbai. Prof. Suhas Pednekar, Vice Chancellor, University of Mumbai, Mumbai presided over the function. Dr. Amarendra Pani, Joint Director and Head, Research, Association of Indian Universities, New Delhi, Prof. Ravindra Kulkarni, Pro Vice Chancellor, University of Mumbai, Dr. Ajay Deshmukh, Registrar, University of Mumbai, Dr. Usha Rai Negi, Assistant Director, Research, Association of Indian Universities, New Delhi, Dr. Sunil Patil, Organizing Secretary and Director, Students' Development, University of Mumbai, Dr. Minakshi Gurav, OSD, Avishkar Research Convention, University of Mumbai, Dr. Vinod Patil, Director, Board of Examinations and Evaluation, University of Mumbai, Dr. Samir Kulkarni, Director, Innovation, Incubation and Linkages, University of Mumbai, Prof. Rajesh Kharat, Dean, Faculty of Humanities, University of Mumbai, Dr. Anuradha Ghosh Majumdar, Dean, Faculty of Science and Technology, University of Mumbai and Dr. Ajay Bhamre, Dean, Faculty of Commerce and Management, University of Mumbai were present in the inaugural ceremony.

The inauguration commenced with invocation of National Anthem and University Song performed by the students of University of Mumbai and the welcome speech was given by Dr. Ajay Deshmukh, Registrar, University of Mumbai.

In his introductory address, Dr. Amarendra Pani, Joint Director and Head, Research, Association of Indian Universities, New Delhi provided the background and objectives of *Anveshan*: Student Research Convention. Dr Pani observed that the knowledge society of Twenty First Century essentially needs research to be given utmost importance. Knowledge creation and dissemination being the key, the academic institutions and especially the universities must show some renewed commitment towards research. He said that India, a country of huge talents must harness its intellectual prowess for the socio-economic development of the nation. It will be possible when we create a requisite ecosystem of research in our academic institutions. He shared that *Anveshan* is a platform launched by AIU for the young and upcoming researchers to unfold their talents.

Prof. Suhas Pednekar, Vice Chancellor, University of Mumbai while delivering the presidential address, admired the Department Students' Development for hosting this innovative programme which is a step forward towards achieving one of the goals of University of Mumbai. He also thanked the Association of Indian Universities for giving this opportunity.

The Chief Guest of the occasion, Prof. Aniruddha Pandit,Vice Chancellor, Institute of Chemical Technology, Matunga, Mumbai remarked that during such atime of knowledge explosionthere is a need for interdisciplinary and applied approach in the research. Citing some of the exemplary research works of various institutions, Prof Pandit observed that the compartmentalization of knowledge has to be ceded and cross cutting of disciplines require an emphasis. The inaugural ceremony ended up with the Vote of Thanks proposed by Dr. Sunil Patil, Organizing Secretary and Director, Students' Development, University of Mumbai.

Following the inaugural session, a poster competition which is the preliminary elimination round was organized in which the participating researchers were ask to display the concept of their research studies in posters with predecided dimensions and specifications. The Posters of research studies on five areas/fields (Basic Sciences, Engineering and Technology, Agriculture and allied areas, Health Science and allied subjects, Social Sciences; humanities, Business Management and Commerce) were displayed which were examined by three experts in each area. The poster presentation was followed by podium presentation in which each of the participants were allotted 10 minutes (07 minutes for presentation and 03 minutes for question-answer). The detail presentation on the concept, objective, research methodology used and the findings were examined by the panel of experts. The projects were assessed against six criteria each of which carry some weightage points. Fifteen projects, out of the total number of projects presented in the convention, were recommended by the experts to enter into competition at National Convention.

The Valedictory Ceremony was organized to award the winning projects. Dr. Anuradha Ghosh Majumdar, Dean, Faculty of Science and Technology, University of Mumbai, Dr. Usha Rai Negi, Assistant Director, Research, Association of Indian Universities, New Delhi, Dr. Arun Patil, Member, Cultural Advisory Board, Association of Indian Universities, New Delhi, Dr. Sunil Patil, Organizing Secretary and Director, Students' Development, University of Mumbai and Dr. Minakshi Gurav, OSD, Avishkar Research Convention, University of Mumbai were present during the valedictory session. The programme began with the National Anthem and University Song performed by students of University of Mumbai. The brief report of the Convention was read by Dr. Minakshi Gurav, OSD, Avishkar Research Convention, University of Mumbai in which she highlighted the proceedings and execution of the convention.

Organizing Secretary, Dr. Sunil Patil, Director, Students' Development, University of Mumbai presented an account of the execution of the conventions and shared his experience.

The Chief Guest, Dr. Anuradha Ghosh Majumdar, Dean, Faculty of Science and Technology, University of Mumbai delivered an inspiring talk on avenues of research and need of its inculcation among the students and teachers fraternity.

The winners (Participants and their Universities) of the Convention were felicitated by the dignitaries by mementos and certificates. The prize distribution ceremony ended up with the Vote of Thanks proposed by Dr Baliram Gaikwad. The details of the winning projects are as hereunder:

Details of Result

S. No.	Position	Area	Name of the University	Name of the Participant/s	Title of the Research Project
1	First	Agriculture	Shivaji University, Kolhapur,Maharashtra	Ms. Kusale Supriya	Eco Friendly and Cost Effective Production of Phytase Producing Bioinoculant and its Efficacy in Field
2	Second	Agriculture	University of Mumbai, Maharashtra	Ms. Kapoor Diksha Mr. Khatri Raj	Mastheal: Novel Approaches for Mastitis in Cattle
3	Third	Agriculture	University of Mumbai, Maharashtra	Mr. Pal Vikrant Mr. Patil Pankaj Mr. Pawar Kunal	Increase In Production By Using Multi AgroMechanism
4	First	Basic Sciences	University of Mumbai, Maharashtra	Ms. Bhosale Suhina	Value Addition of Himalayan Berry (Kaphal) for Womens' Wellness
5	Second	Basic Sciences	University of Mumbai, Maharashtra	Ms. Gudulkar Susmita	Eco Friendly Cleansing for All
6	Third	Basic Sciences	Dr. Babasaheb Ambedkar Technological University, Lonere, Maharashtra	Mr. Kumbhar Sanket	Full Face Foldable Safety Helmet
7	First	Engineering and Technology	Savitribai Phule Pune University, Pune, Maharashtra	Mr. Lambor Anurag Mr. Dudhe Gaurav	Automated Railway Crossing with Auto Train Speed Control and Live Tracking
8	Second	Engineering and Technology	Dr. Babasaheb Ambedkar Technological University, Lonere, Maharashtra	Mr. Pharande Ganesh	Petrol Evaporation Controller Valve
9	Third	Engineering and Technology	Ganpat University, Mehsana, Gujarat	Mr. Bagul Rushikesh Mr. Memon Ibrahim	BOX-IT [Box Inventory Tracking]
10	First	Health Sciences and Allied Subjects, Pharmacy, Nutrition, etc.	University of Mumbai,Maharashtra	Ms. Tank Shivali Ms. Phatak Kshitija	Anti-Fungal Nail Lacquer: Apply and Forget
11	Second	Health Sciences and Allied Subjects, Pharmacy, Nutrition, etc.	Savitribai Phule Pune University, Pune, Maharashtra	Mr. Panwalkar Anish Mr. Mahamuni Ashutosh	Spherofast: The Game Changer in Pellet Manufacturing

S. No.	Position	Area	Name of the University	Name of the Participant/s	Title of the Research Project
12	Third	Health Sciences and Allied Subjects, Pharmacy, Nutrition, etc.	Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon, Maharashtra	Mr. Nangare Sopan	Fabrication of Surface Decorated Graphene Oxide Nano Composites for Label Free Prognosis of Alzheimers Disease
13	First	Social Sciences, Humanities, Commerce and Law (Objective and Result Oriented Projects)	University of Mumbai, Maharashtra	Ms. Shaikh Sabista	Trends in Promotion of Facial Cosmetics and its Impact on Youth in the Metropolitan City
14	Second	Social Sciences, Humanities, Commerce and Law (Objective and Result Oriented Projects)	SNDT Women's University, Mumbai, Maharashtra	Ms. Dsilva Glenda	Development of Digital Platform Based on Parental Awareness and Perception towards Transgender People
15	Third	Social Sciences, Humanities, Commerce and Law (Objective and Result Oriented Projects)	Savitribai Phule Pune University, Pune, Maharashtra	Mr. Kulkarni Kshitij	Care First

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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 Jan-Feb, 2020)

AGRICULTURAL & VETERINARY SCIENCES

Plant Pathology

1. Shabnam. **High resolution mapping of co-*Ind gene* from common bean landrace KRC5 possessing resistance to *colletotrichum lindemuthianum* races**. (Dr. S K Rana), Department of Plant Pathology, CSK Himachal Pradesh Krishi Vishvavidyalaya, Palampur.

BIOLOGICAL SCIENCES

Biochemistry

1. Oak, Pranjali. **Biochemical and molecular analysis of spongy tissue disorder in mango (*Mangifera indica* cv. *Alphonso*)**. (Dr. V.S. Gupta), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

2. Sanghi, Smrati. **Biochemical and molecular characterization of polyunsaturated fatty acids producing microbes**. (Dr. Naremdra Kadoo), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

3. Suman, B. **Environmental studies on arsenic bioavailability and its regulation for risk assessment and remediation of contaminated soils**. (Pankaj K Srivastava), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

Botany

1. Bhattacharya, Arpita. **Defence modulating strength of endophytes in inducing resistance against tomato wilt disease**. (Dr. Aradhana Mishra), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

2. Gopal Singh. **Next-generation sequencing studies for creation of genomic resources in Stevia rebaudiana Bertoni**. (Dr. Ram Kumar Sharma), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

Food Science & Nutrition

1. Aruna, P. **Fractionation of pomegranate seeds for oil and its utilization in the development of value added products**. (Dr. R P Singh), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

2. Kuar, J K Naveen. **Ferritin enriched wheat based food products and their iron bioavailability efficacy**. (Dr. P Prabhasankar), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

Life Science

1. Bhambri, Aksheev. **Understanding inter and intra-cellular signaling in polyglutamine disease**. (Dr. Beena Pillai), Department of Life Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

2. Dolui, Achintya Kumar. **Profiling and functional characterization of rice bran lipases**. (Dr Vijayaraj P), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

3. Gangadharan, Abhilash. **Predicting the inessentiality of multiple gene deletions using computational methods on high-throughput data**. (Dr Debasis Dash), Department of Life Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

4. Kushwaha, Meenakshi. **Contribution of microbial diversity in Soil Organic Matter (SOM) pool in a tropical dry deciduous forest**. (Dr. Vivek Pandey), Department of Life Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

5. Pandey, Shipra. **Synthesis & characterization of bionanomaterials for management of early blight disease in tomato**. (Dr. Aradhana Misra), Department of Life Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

6. Ram Naresh. **Role of GhNAC2 in root development**. (Dr V A Sane), Department of Life Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

7. Rasheed, Mohd Sami Ur. **A study on the role of Nrf2 in Cyp2d22- mediated neuroprotection against maneb- and paraquat- induced Parkinsonism**. (Dr. Mahendra Pratap Singh), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

8. Sharma, Anamika. **Therapeutic potential of *Berberis lycium* royle fruits and underlying molecular mechanism in amelioration of ulcerative colitis and rheumatoid arthritis**. (Dr. Yogendra Padwad), Department of Life Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

9. Shiv Kumar. **Mechanistic role of phloretin and phloridzin in the pathophysiology of type-2 diabetes mellitus and colon inflammation**. (Yogendra S Padwad), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

10. Shukla, Samvedna. **Studies on plant essential oils for their utilization as preservatives and enhancing shelf life of selected vegetables/fruits**. (Dr M.P. Darokar), Department of

Life Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

11. Srivastava, Ankur Kumar. **Studies on zinc oxide (ZnO) nanoparticles induced alteration in adult and developing brain**. (Dr. Devendra Parmar), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

12. Tripathy, Manish Kumar. **A study on the molecular mechanism of silymarin-mediated protection against MPTP-Induced parkinsonism: Role of autophagy**. (Dr Mahendra Pratap Singh), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

Life Sciences

1. Magotra, Asmita. **Pharmacokinetics, efficacy and safety profiling of nitrofuranyl methyl piperazine class of anti-tubercular agent for preclinical studies**. (Dr. Surdarshan Singh), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

2. Pandey, Harshita. **Pathway engineering in *Stevia rebaudiana* for enhanced secondary metabolite production**. (Dr. Laiq ur Rahman), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

EARTH SYSTEM SCIENCES

Environmental Science

1. Chaturvedi, Aaditya. **Geo-environmental study of groundwater resources of Subarnarekha River Basin with special reference to pesticides and heavy metal distribution**. (Prof. Vipin Kumar), Department of Environmental Science & Engineering, Indian Institute of Technology, Dhanbad.

2. Hariraj Singh. **Electrochemical oxidation of phenol, cyanide and aniline in coke oven wastewater: Parametric optimization, reaction mechanism and by product toxicity evaluation**. (Prof. Brijesh Kumar Mishra), Department of Environmental Science & Engineering, Indian Institute of Technology, Dhanbad.

3. Saha, Sukla. **treatment of acid mine drainage using modified fly ash and basic oxygen furnace slag**. (Prof. Alok Sinha), Department of Environmental Science & Engineering, Indian Institute of Technology, Dhanbad.

Geology

1. Susheel Kumar. **Petrographic controls and gas reservoir characteristics of Mand-Raigarh Basin, Chhattisgarh, India**. (Prof. Atul Kumar Varma), Department of Applied Geology, Indian Institute of Technology, Dhanbad.

ENGINEERING SCIENCES

Civil Engineering

1. Ghosh, Rachit. **Performance evaluation of fly-ash based geopolymer concrete using bottom ash as fine aggregate**. (Prof. S K Gupta and Dr. Sanjay Kumar), Department of Civil Engineering, Indian Institute of Technology, Dhanbad.

2. Kisku, Nishikant. **Identical mortar volume mix design method along with proposed two stage mixing approach for developing sustainable concrete from C & D waste**. (Prof. Sarat Kumar Panda), Department of Civil Engineering, Indian Institute of Technology, Dhanbad.

3. Pandya, Ujas Devan. **To develop flood forecasting approach of Ahmedabad City, Gujarat, India**. (Dr. Dhruvesh P Patel), Department of Civil Engineering, Gujarat Technological University, Ahmedabad.

Electrical & Electronics Engineering

1. Chandra, Satish. **Structural, electronic, elastic and optical properties of ternary semiconductors**. (Prof. V Kumar), Department of Electronic Engineering, Indian Institute of Technology, Dhanbad.

2. Patel, Mamta. **Development of protection schemes for high voltage transmission line using wide area measurement**. (Dr. R N Patel), Faculty of Electrical, Electronics Telecommunication Engineering and Instrumentation, Chhattisgarh Swami Vivekanand Technical University, Bhilai.

3. Rohit Babu. **Optimal placement of phasor measurement unit for complete observability of connected power network**. (Prof. Biplab Bhattacharya), Department of Electrical Engineering, Indian Institute of Technology, Dhanbad.

4. Srinivas, M S S S. **Design and development of EBG structured compact antenna for wireless applications**. (Dr. T V Rama Krishna), Department of Electrical & Electronics Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

5. Varma, Ashwini Kumar. **Machine learning enabled sensing and networking for cognitive radios**. (Prof. Debjani Mitra), Department of Electronics Engineering, Indian Institute of Technology, Dhanbad.

Electronics & Communication Engineering

1. Gandhi, Mikita Rajendrakumar. **Investigation on Algorithm for Handwritten Gujarati OCR**. (Dr. Vishvjit Thakar), Department of Electronics & Communication Engineering, Gujarat Technological University, Ahmedabad.

Fuel & Mineral Engineering

1. Raj, Beenu. **Separation of polyethylene terephthalate from multilayer packaging film waste and conversion to unsaturated polyester resin for application in mining and concrete repair**. (Dr. V V L Kanta Rao), Faculty of Engineering Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

Instrumentation & Communication Engineering

1. Ghosh, Ripul. **Time-frequency distributions for target detection and recognition using seismic and acoustic signals**. (Dr. H.K. Sardana), Faculty of Engineering Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

Petroleum Engineering

1. Ghosh, Indrajit. **Single-step synthesis of light olefins(C2-C4) from syngas**. (Ankur Bordoloi), Faculty of Engineering Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

Physical Engineering

1. Rabia Sultana. **Growth and characterization of pure and doped topological insulators**. (Dr V.P.S. Awana), Faculty of Engineering Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

2. Singh, Manjri. **Graphene oxide based heterostructures for photodetective and switching devices**. (Surinder P. Singh), Faculty of Engineering Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

MATHEMATICAL SCIENCES

Mathematics

1. Jha, Anupriya. **On algorithmic study of some graph problems on restricted graph classes**. (Prof. Dinabandhu Pradhan), Department of Mathematics and Computing, Indian Institute of Technology, Dhanbad.

2. Singha, Aditya Kumar. **Modelling and analysis of flow formation with heat and mass transfer in magnetohydrodynamics**. (Prof. G S Seth and Prof. K Bhattacharyya), Department of Applied Mathematics, Indian Institute of Technology, Dhanbad.

MEDICAL SCIENCES

Pharmaceutical Science

1. Parmar, Mayurbhai Prakashbhai. **Formulation and characterisation of lipid nanoparticles bearing tazarotene for enhanced topical delivery in psoriasis**. (Dr. L D Patel), Department of Pharmaceutical Science, Gujarat Technological University, Ahmedabad.

2. Singh, Dilip Kumar. **LC-HRMS^n, LC-MS, LC-NMR and NMR characterization of stress degradation products of fosamprenavir, bepotastine and Tazarotene, and in silico determination of their ADMET properties**. (Dr. Saranjit Singh), Department of Pharmaceutical Analysis, National Institute of Pharmaceutical Education and Research, Mohali.

PHYSICAL SCIENCES

Chemistry

1. Agrahari, Bhumika. **Synthesis and charcterization of CU (II), NI(II), PD(II) and RU(II) complexes with schiff base ligands: Catalytic applications in selective C-C and C-N bond formation reactions**. (Prof. D D Pathak), Department of Chemistry, Indian Institute of Technology, Dhanbad.

2. Arunachalam, R. **Enantiomeric resolution of metallohelicates and catalytic applications**. (Dr. P S Subramanian), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

3. Balgota, Shilpi. **Development of novel transition metalfree methods for the formation of C-X(CN, C-O, C-S, C-I) bond**. (Dr. Sanghapal D), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

4. Farsa Ram. **Nanocellulose reinforced polymer composites for energy applications**. (Dr. Kadhiravan Shanmuganathan), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

5. Gupta, Sonal. **Synthesis and characterization of poly(3,4-ethylenedioxythiophene) and its derivatives for organic electronics applications**. (Dr. Asit Patra), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

6. Kashyap, Kumari Somlata. **Synthesis of bodipy based chemosensors for the recognition of metal ions and their cell imaging study**. (Prof. Swapan Dey), Department of Chemistry, Indian Institute of Technology, Dhanbad.

7. Kishore, Palle. **Study and characterization of activated carbons and silica prepared from rice husk and their surf modifications for Co_2 adsorption**. (Dr. B N Srinivas), Department of Chemistry, Jawaharlal Nehru Technological University Anantapur,Ananthapuramu.

8. Kushawaha, Shailendra Kumar. **Study of exposure to carbonaceous and particulate matter in rural and urban environment of Chhattisgarh**. (Dr. Sumita Nair), Department of Applied Chemistry, Chhattisgarh Swami Vivekanand Technical University, Bhilai.

9. Manju, V. **Engineered sp2 carbonaceous materials for electrocatalysis: The role of nitrogen, non-noble metals and metal chalcogenides**. (Dr. A Palaniappan), Department of Chemical Science, Academy of Scientific and Innovative Research, Ghaziabad.

10. Mukesh Kumar. **Development of new C-H functionalization methods and their applications**. (Dr. Parvinder Pal Singh), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

11. Reddy, B. Manohar. **Design, synthesis and characterization of organic donor materials having potential applications for organic bulk heterojunction solar cells**. (Dr. K. Bhanuprakash), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

12. Reddy, Ramireddy Ravikanth. **NMR approaches for the study of binding and dynamics of polyphenols and ionic liquids with proteins**. (Dr. B.V.N. Phani), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

13. Rosely, C V Sijila. **Structure and properties of poly(L-lactide)/ boron nitride nanocomposites**. (Dr. E. Bhoje Gowd), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

14. Srinivasaro, Ravulakollu. **Synthesis of Near-IR bodipy, Aza-bodipy and squaraine molecules for organic photovoltaics**. (Dr. Surya Prakash Singh), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

15. Sunil Kumar. **Molecularly imprinted nanomaterials-based sensor for trace level detection of toxic compounds**.

(Prof. Rashmi Madhuri), Department of Chemistry, Indian Institute of Technology, Dhanbad.

16. Tandon, Sudeep. **Extraction, Isolation and chemical characterization of aroma molecules for their bioactive and anti-aging activities**. (Dr. Rakesh Pandey), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

17. Tejender Singh. **Studies on the (NHC) → C and (NHC) → N coordination interactions in medicinally important chemical entities**. (Dr. P V Bharatam), Department of Medicinal Chemistry, National Institute of Pharmaceutical Education and Research, Mohali.

18. Thippani, Anitha. **Oxidative P-H bond transformations towards the construction of O-P and C-P bonds: Synthesis of oxazoline and BODIPY derivatives**. (Dr. K. Rajender Reddy), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

Physics

1. Banerjee, Dhritiman. **Quantum phenomena correlated luminescence in polymer blends and metal oxide composites for applications in optoelectronic devices**. (Prof.A K Kar), Department of Physics, Indian Institute of Technology, Dhanbad.

2. De, Moutusi. **Design and analysis of photonic crystal fiber for sensing applications**. (Prof.Vinod Kumar Singh), Department of Physics, Indian Institute of Technology, Dhanbad.

3. Konkyana, Govindarao. **Study of molecular interactions in liquid mixtures of amides and amines at different temperatures**. (Dr. Shaik Babu), Department of Physics, Koneru Lakshmaiah Education Foundation, Guntur.

4. Lekshmi, D R. **Multilayer composites for magnetodielectric and magnetoelectric applications**. (Dr. K.P. Surendran), Faculty of Physical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

5. Pathak, Krishna Kumar. **Preparation and characterization of chemically deposited rare Earth doped nanocrystalline CdSe films**. (Dr. Mimi Akash Pateria and Dr. Kusumanjali Deshmukh), Department of Applied Physics, Chhattisgarh Swami Vivekanand Technical University, Bhilai.

6. Ravi Kumar. **Studies on optimization of nitrogen vacancy centers in nanodiamonds for bright emission**. (Dr. Sanjay R Dhakate), Faculty of Engineering Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

7. Sahoo, Smruti Ranjan. **Theoretical studies of charge transport and optoelectronic properties of acene derivatives and pathalocyanines based organic semiconductors**. (Prof. Sridhar Sahu), Department of Physics, Indian Institute of Technology, Dhanbad.

8. Santhosh. **Investigations on electrochromic properties of oxide semiconducting thin films prepared by laser ablation/spin coating**. (Dr. B. Subramanian), Faculty of Physical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

9. Upma. **Study on the electronic/ionic property of some polymeric biomaterials for medical applications: A density functional approach**. (Dr. Mohan L Verma), Department of Applied Physics, Chhattisgarh Swami Vivekanand Technical University, Bhilai.

10. Verma, Durga. **Studies on the optical properties of rare Earth doped strontium silicate nanophosphors**. (Dr. R P Patel and Dr. Mohan L Verma), Department of Applied Physics, Chhattisgarh Swami Vivekanand Technical University, Bhilai. ❑

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Ref. No: SCSEG/Admn/B.Ed(MR/ID)/32/2020-21/825 Date: 18.09.2020

WALK IN INTERVIEW

Applications with full Bio data are invited from eligible candidates for filling up the below mentioned post in DNYANVARDHINI DIVYANG TRAINING COLLEGE, Sanjay Centre For Special Education, Bogda Vasco Goa for the academic year 2020 – 2021 for B.Ed (MR/ID) Special Education.

Sr. No	Name of Post	No. of Post	Appointment details	Reservation
1	Core Faculty-1, Assistant Professor in Special Education	1	On Contract	PH
2	Core Faculty-2, Assistant Professor in Special Education	1	On Contract	General
3	Core Faculty-3, Assistant Professor in Special Education	1	Lecture Basis	PH
4	Faculty-1 Assistant Professor in Education	1	Lecture Basis	General
5	Faculty - 2 Assistant Professor in Education (Methodology of Teaching Social Science)	1	Lecture Basis	General
6	Faculty - 3 Assistant Professor in Education (Methodology of Teaching Science	1	Lecture Basis	OBC
7	Faculty - 4 Assistant Professor in Education (Methodology of Teaching English)	1	Lecture Basis	General

- The walk in interview will be held on **12th October 2020 at 9.30 am** after scrutiny and verification of documents.
- For details of Educational Qualification, remuneration and other details refer to the Web site **www.sanjaycentre.org**

Only the candidates fulfilling the required Qualifications mentioned in the above website may attend the **Walk In Interview.** The Sanjay Centre For Special Education reserves the right to cancel the recruitment process without any further notice and without assigning any reasons thereof.

Sd/-
(Aisha A Vaingankar)
PRINCIPAL