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*Celebrating
90
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#Let'sBeatCoronaTogether

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Higher Education Institutions in True Sense of the Term: Some Commandments for Vice Chancellors in Making

K C Mishra*

There are a plethora of writings on measures to be taken up by the Vice Chancellors for quality improvement of universities or Higher Education Institutions (HEIs) but most of them are for the Vice Chancellors in position. In this article, a set of measures and interventions have been discussed for 'Vice Chancellors in Waiting' to visualize their responsibilities to start leading a university; get prepared to take over as Vice Chancellor and convert the university into an excellent world class institution. These are the outcome of Author's involvement of forty years with HEIs across India. As a clarion call of conscience, the Vice Chancellor should be committed to create a 'Culture of Action' in the University. These interventions may not yield results in three/four/five-year tenure of the Vice Chancellor, but if the 'Culture of Action' is created, they will definitely put the university in a right track.

Intervention in First Quarter

To look/relook at the Vision-Mission and Strategy document of the University, to ensure and develop accountability of all stakeholders to create congenial academic ambience thus ensuring the academic serenity in the campus. Campus of the University should not be simply a place for its users but an experience in itself and all have to spend quality time in the campus with talented peer group, to usher in an atmosphere of change to initiate innovations, to put in place Industry-updated and socially relevant syllabi in all programs/courses, to involve the Alumni who are at the helm of affairs in various organizations for placement, delivering guest Lectures-cum-Seminars and facilitate conducting the International/National Programs and even creating an endowment fund with their support to be called as 'Alumni-Academic Association' to support the cause of poor-cum-meritorious students, to create culture of research and excellence [one should always keep in mind that excellence is the journey and not the end], to review and undertake external academic collaboration with International Universities for exchange of wisdom between faculty members and students, humility to learn from others from everywhere and listening to the outside academia [best practices] has not always been the strong suit of Indian Universities and it should be given a clear mandate.

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Academics: How Should a University Be?

A University's academic-atmosphere ought to symbolize freedom beyond time and space. Such freedom is: not a right but earned through hard intellectual power, such knowledge should be new/innovative otherwise the freedom earned will be weak. Those innovative free minds to be creative, such freeness is an attribute of the institution; students and faculty members are only trustees to it. Even after they leave, they should practice and dwell in it, teaching is the only thing a teacher has to cherish; she/he should be the launching pad for every great student who envision great dreams. Every teacher should take pledge to nurture a great Indian citizen of the future and coming to the University campus should be the duty of all; returning from the campus should be the pleasure for all.

Innovative Programs to be Introduced in the University

The human kind needs immediate attention to ensure peace and tranquillity, bring reforms in the governance in the administrative structure, creating infectious smile in the face of all and facilitate learning the art of living. The following special programs need to be introduced for that:

- Master's Program in Peace and Conflict Resolution
- Master's Program in Public Policy and Right Governance
- Master's Program in Sustainable Development and Gross National Happiness
- Master's Program in Learn to Live
- Master's in My Best Achievement [MBA]

Some Best Management Lessons for All at the University

'Management' is unique gift and we have to read the concept behind this in right perspective. MAN is the Person who has to manage and therefore needs to have inward looking. AGE is not physical age but the inner self of the person to be managed first, MEN refers to managing the external person after the inner self is managed well and T is time consciousness of the manager. Referring the new nomenclature of the word "Management", the whole

gamut of University Management and Administration has to be given a fresh look in the following new dimension: integrity, the stuff legends are made of with; leading by example and walking the talk; to be a decisive decision maker; face challenges and take risks in genuine and calculated way; thrive through change leading to transformation; know what the stakeholders' deserve; trust is the key to everything; make believers part of the team; give more to earn more; being honest with oneself and with others; a river cuts through the rock not because of its power but because of its persistence; be learning agile[learn quickly/easily anytime, anywhere with zeal]; no need of authority to influence people; attention spans are dying down so take utmost care to know what exactly to communicate with conceptual clarity and when.

Focusing on Continuous Development

The past learning has to build on our strength to get rid of the dysfunctional practices so that we come out of such areas. Next is building a long term idea or venture to create value for the society thus achieve success without compromising commitment to values. The University can reach its peak performance focusing on simplification, synergy and scale and develop patience which leads to transformation. Examples of Best Practices and Innovations which should be undertaken continuously are enumerated here.

Best Practices and Innovations to be Taken-up for bring Excellence in Universities

Curricular Aspects

In HEI's, activities should start with daily silent prayer to recall the goal of all concerned :faculty and students and even other staff. Special forums like 'Invocation Forum' and initiatives like 'Industrial and or Societal Domain Knowledge' can be engineered for knowledge development of students. Faculty in their own way should come forward to give counselling to the students for their all round development.

Teaching, Learning and Evaluation

Under this aspect we should, first and the foremost, gear up for bringing reforms in the assessment system of students to know their depth of subject understanding; this could be a well thought-out process. In the interest of genuinely good students

we may conceive 'Save a Year Initiative' to help them if they have less attendance because of very specific reasons and ask them to submit sufficient practical assignments and avail the facility. A HEI should regularly conduct Faculty Enrichment Program; bring icons to the campus and selecting scholars, faculty members and researchers who are at the top of their chosen fields to create unique learning experience in the campus.

Research, Consultancy and Extension

Following outreach activities should be undertaken:

- Outreach Activities with Students Social Action Forum;
- Students Group Projects/Syndicate Study for Group Learning;
- Apps/Software Development by Students and Faculty to ensure better E-Governance system and even for patenting;
- Providing MDPs and Consultancy for Industry and other professionals.

Infrastructure and Learning Resources

- Inspirational Quotes to Display at prominent places to Inspire the students;
- Internet/Laptop Charging Facility;
- Ramp Facility for the Disabled;
- Best Knowledge Resource Facilities in the Library;
- Book Bank for the Right Students;
- Creating Space for 'Meet the Professor for Dialogue'.

Student Support and Progression

- Internship with Social Action Groups, Government Departments and Ministries;
- Political Parties of National Importance, Parliament and State Assembly, Village Panchayat;
- Youth Empowerment through establishment of 'Swami Vivekananda/Sister Nivedita Study Forum';
- Observation of Important Occasions/Days to inspire all;
- MoU with Banks for Educational Loan Support;

- "Mentor Me" [From Beginning till the End of the Program of a Student] ;
- Yoga-in-Campus for an Integrated Personality Development;
- Learning Music for Growth of Consciousness.

Governance, Leadership and Management

This is the most important aspect of a HEI projecting their concern for students; this can be achieved in various ways like: University-Parent connect online for caring each student genuinely; talented Alumnus to honor and their support sought to teach and placement; Ideation-cum-Incubation Cell to be established; Talent Retention Strategy to strategize; finest of minds coming together to create a new paradigm of learning; Vice Chancellor- in- class for the students and meet the Vice Chancellor for the staff and establishing a plethora of collaborations and partnerships with Universities, NGOs, Corporate and High Achievers to provide the best of learning opportunities and for a blend of Theory-Practice.

Leapfrogging to Future Ready Higher Education

Faculty members have to conceptually clear the students about the subject(s); Board of Studies of the Programs to take into consideration a paradigm shift as above and accordingly frame various syllabuses of the University. Subsequently presentation-assignment based methodology strictly to be followed to assess students' knowledge. The overall modus operandi shall be:

- Each chapter/module based continuous assessment of the students;
- Immersive, hands-on projects and internships to be made compulsory to experience the real world and guidance by faculty and practicing professionals both to be ensured for the purpose;
- Practical Application Oriented Teaching[PAOT] has to be delivered for each module/chapter and for this purpose all faculty members have to practically equip themselves during vacations undergoing Faculty-Orientations/Internships;
- Enabling deep learning in chosen concentrations with broad based awareness and co- curricular to develop wellness and aesthetic sensitivity of students.

Examination Reforms

At every step of imparting wisdom, there has to be something innovative and newness for the student to feel curious and develop zest for wisdom from the academic ambience of the HEI; a faculty has no choice but should remain committed to this concept. Rather than having in place a stereo-type examination system prevailing today, there has to be 'Round-the-Year Assessment' to the extent of 70 per cent; remaining 30 per cent has to be in the form of semester-end exam which should be application-cum-case based to be done by the practitioner and subject faculty both. The final result in the form of grade has to be awarded with joint consultation just in a fortnight after the 30 per cent assessment is over as the whole process shall be cumulative only. There has to usher-in a 'No Fear to Examination' atmosphere in the campus but students have to feel that each day

in their student-career as examination day for them. At the apex level of the HEI there has to be "High Power Committee for Assessment and Examination." The ultimate agenda for a HEI has to be: "Shaping genuine leaders for the future".

My Submission: Not the Last Say

Education is the bedrock of a University and research excellence should be the defining feature of the institutional landscape. For this reason, one should join a community that is made up of outstanding individuals who are bound by the shared value of the pursuit of excellence. This will drive us towards continuous improvement in all aspects of our mission without compromise. Although the challenges seem to be difficult, I am confident that a Vice Chancellor with vision mission and strong willpower will navigate to achieve the success. □

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Cultural Assimilation of India: A Historical Perspective

Tahseen Bilgrami*

The word “Culture” has many different meanings for some it refers to an appreciation of good literature, music, art, and food. For a biologist, it is likely to be a colony of bacteria or other micro-organisms growing in a nutrient medium in a laboratory petri-dish. However for anthropologists and other behavioral Scientists, Culture is the full range of learned human behavior patterns. This term was first used in this way by the pioneer English anthropologist Edward B. Taylor in his book, “Primitive Culture” published in 1871, Taylor said that Culture is “that complex whole which includes knowledge, belief, art, law, morals, custom and any other capabilities and habits acquired by man as a member of society. Of course, it is not limited to men, women possess and create it as well. Since Taylor’s time, the concept of culture has become the central focus of anthropology. Finally, the narrowest definition, which we shall adopt for our present purposes, identifies education with schooling, the transmission of culture, particularly knowledge from generation to generation, within a specialized organization, the school.

Wherever there are human groups, there is culture that is a man made pact of environment and learned pattern of behavior. Since human beings live in groups, we might say that wherever there are human beings there is culture, and thus education is both the first and second meaning of the term. Culture is, of course seldom, if ever transmitted in a uniform and unchanged way. In this article I want to throw light on Composite Culture through Historical perspective especially during medieval period. India is the best example for the assimilation of various cultures.

The composite culture of India has a captive nature. It has a magnetic property which attracts lot many people. The inquisitiveness increases the more the person tries to get into the knowledge of India

culture and traditions. Our country has immense diversity in lifestyle, traditions, customs, outlook, religion, region, caste and much more. People across the world are in a great surprise to understand the unity in our thinking and affection for the motherland with such a vivid and varied lifestyle among the citizens. This is what, is the beauty of the composite culture of India.

India is said to be country of unity in diversity, where people of several religions (Hindu, Muslim, Sikh, Christian, Parsi live together. Each religion preaches its followers to live a peaceful & fruitful life, to pray to god, to have a clean heart, to not harm anyone, to do charity, to contribute to the society. They are a part of Indian value system; they provide direction to the way of living. There is still vast existence of joint families where new generation takes care of the old generation and the elders spend time with their grand-children helping them grow with knowledge of the value and ethics of past. It is a boon to have your parents and grandparents with you even when you have grown up and taken responsibility of your life, as many a times you will realise that they have faced the challenges you face and would face in future; their knowledge and experience will in most cases be relevant and helpful. At the least there is a different confidence when one care knows that when things go wrong, you have you elders to take or support.

I propose in this article to deal with composite culture which came into existence with the invasion of various Muslim dynasties in Sultanate as well as Mughal period. Preceding these Muslim dynasties were many others like *Sakas*, *Huns* and Greeks and all of them left their deep imprints on our culture. It is more difficult and challenging to trace their cultures. Moghuls have been very well recorded and continue to be part of our culture. But in our mutual animosities we deliberately ignore these influences or even try to reduce our culture to a monolithic one or pure one. It is well known that all communal as well as bigoted elements try to project a ‘pure’ culture.

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They try to emphasise a pure Hindu or pure Islamic culture. In other words we communalize our culture as we communalize our politics.

The highlight of our society has been its composite culture. This is the main reason of our unity. Not to forget, before India became a nation-state, partition took place which was a result of infamous communal politics that ripped apart our polity. But even after all this, India's composite culture remained intact.

There have been various influences that have come in the form of commerce, trade, conquests, religion, culture, etc that have shaped our society. The making of composite culture started in the era of Dravidians, Mangoloid. Then came the Aryans. Later, the medieval ages saw the arrival of the Uzbeks, the Turkomans, the Iranians, the Afghans and the Pathans. Many exchanges took place resulting in culture integration and mixture. During the 12th to 18th century there was amalgamation of the Indian, Iranian and Arabian heritages.

Composite culture is very broad focusing mainly on tolerance, adaptiveness of a unique individual. The intermingling of Hindu and Islamic religious beliefs gave birth to Sufism. The national freedom struggle also had ingredients of composite culture. Many people of various communities rallied all over and participated in large numbers braving many odds.

There are many efforts made by the communal and the fundamentalists to collapse the structure of composite culture. Their strategy was aimed at the establishment of a theocratic state. Hence, it won't be false to say that Composite culture is celebrated by some and denounced by others. It is necessary for progressive people to close ranks and combat these forces opposed to composite culture. Only then, there are chances of our astounding democracy and culture to survive.

Composite culture has been the mainstay of our society for ages. Experts point out that this is our unity's *raison d'etre*. This has made modern India a model nation. While some countries have suffered from the process of balkanization, India has remained on a strong edifice. Of course, before India became a nation-state, partition took place. But that was

the result of divisive communal politics that ripped apart our polity, leaving deep scars. Even after this, India's composite culture remained largely intact. A foray into the making of this composite culture reveals its fascinating facets.

Many external influences have shaped our society. They have come in the form of trade, commerce, conquests, religion, culture, etc. The various processes involved are rather intricate. First, the making of composite cultural society goes back to the era when the Dravidians, Mangoloid and the like lived. Then came the Aryans. Later, conquests by the Sakas, the Yue-chi, Kushans, Bactrians, Scythians and the Huns followed. The medieval ages saw the advent of the Uzbeks, the Turkomans, the Tajiks, the Iranians, the Turanians, the Afghans and the Pathans. Obviously, there were skirmishes between the invaders and the natives. In culture, many exchanges took place resulting in cultural assimilation and synthesis. Blending of disparate cultures was not a smooth affair. Rather, it had a roller-coaster ride. During this period, there was amalgamation of the Indian, Iranian and Arabian heritages scholars opine that composite culture took a definite and clear shape between 12th and 18th century AD. They represented Hinduism, Zoroastrianism and Islam religions and philosophies respectively.

The establishment of the Delhi Sultanath towards the beginning of the 12th century may be said to mark a new phase in the cultural development of the country. The Turkish invaders who came to India were by no means rude barbarians. Coming to West Asia during the 9th and 10th centuries from their central Asian homelands, they had accepted Islam, just as the early invaders from Central Asia had accepted Buddhism and Hinduism. They had also assimilated rapidly the culture of the area. The Arabo- Persian culture, which had embraced the Islamic lands from Morocco and Spain to Iran and its adjacent area, was its height at the time. The people of the region made many important contributions in the field of science, navigation and literature, etc. When the Turks came to India, they not only had a well defined faith in Islam to which they were deeply attached, they also had definite ideas of government, art, architecture, religious beliefs and well developed ideas of art, architecture and literature resulted, in the long run, in the development of a new enriched

composite culture. But the process was a long one, of destruction followed or accompanied by periods of destruction. Most significant, however were the efforts of mutual understanding which ultimately led to a process of assimilation in many fields, such as art and architecture, music literature, and even in the fields of customs and ceremonies, rituals and religious beliefs', science and technology. The process of assimilation and convergence, therefore, had many ups and downs, and varied from region to region, from field to field and from period to period.

This composite discourse becomes a great political need in a society like India which is so diverse and in the process of nation building fusion of various communities and harmony among them becomes very necessary. The British rulers were busy dividing us and our liberation from British rule would not have been possible without bringing various communities, especially Hindus and Muslims together. Thus even during our freedom struggle communal forces were emphasizing our separate communal identities.

During Medieval period, literary works of high quality were produced in many of the regional languages as well. Many of these languages, such as Hindi, Bengali and Marathi, trace their origin back to the 8th century or so. Some others such as Tamil were much older. Written in the beginning of 14th century, Amir Khusro had noted the existence of regional languages and remarked: "These languages have from ancient times applied in every way to the common purposes of life." The rise to maturity of many of these languages and their use as means for literary works may be considered a striking feature of the composite culture of medieval period. It seems that in many regional kingdoms of the pure Turkish period, regional languages, such as Tamil, Kannada, Marathi etc were used as administrative purpose in addition to Sanskrit. This must have continued under the Turkish rule, for we hear of Hindu knowing revenue accountants appointed in Delhi Sultanate. Later, when the Delhi Sultanate broke up, local languages, in addition to Persian continued to be used in administrative purpose in many of the regional kingdoms.

The national discourse, of course, Urdu language itself is the great symbol of our composite culture. It was borne in bazaar by mixing of different

communities like Turks, Hindus, Indian Muslims and others. It was always spoken by people in Bazaar and never became court language except towards the end of Moghul period. Urdu is mixture of local Indian dialects like Brijbhasha, Haryanvi, Maithili, Purbi, Persian, Arabic, Sanskrit etc.

Even Muslim poets of Urdu language wrote poems celebrating Hindu holy places and festivals. Ghalib who wrote in nineteenth century wrote a long poem in Persian on Benaras and named it *Kaa'ba-e-Hindustan (Chiragh-e-Dair)* in which he showers praises on the Hindu holy place of worship. He says in one of the verses of this *masnavi* (long duet) that even grass of Benaras is like a garden and its dust like the essence of soul (*jawher*). Ghalib says further in this colourful city of temples *bahar* (season of spring) remains permanent and never changes. In all seasons spring, or cold or summer it always remains like paradise.

Thus, Ghalib lavishes praise on Benaras, the holy city of Hindus. He had stayed in Benaras for a few days towards the end of Moghul period it became language of ruling class and was spoken by people of all communities and it never was language of Muslims alone as it is projected today. Urdu produced great Hindu poets, story writers and novelists during freedom struggle as well as in earlier period. Among story writers and novelists in Urdu Premchand is the well-known name. He wrote volumes of short stories and acquired legendary fame through his Urdu fiction.

Krishanchand, Rejindra Singh Bedi, Ramlal, Maniktala, Jogendra Paul and several others are well-known fiction writers in Urdu. Similarly Brijnarayan Chakbast, Anandnarayan Mulla, Firaq Gorakhpuri, Jagannath Azad, Pandit Zutshi Gulzar, Kalidas Gupta Raza, Pandit Ratan Nath Sarshar, Daya Shankar Naseem, Fikr Tausvi, Belraj Menra and several others are reputed to be good poets. Firaq Gorakhpuri carved out his own niche after Faiz Ahmed Faiz. Thus, Urdu was and is most significant symbol of our composite heritage.

In India its existence for almost a thousand years gave rise to Indo-Islamic culture which in northern India is also called by various names like *Ganga-Jamni tehzib* (culture of the region between the rivers Ganga and Jamuna or *Mili-juli tahzib*(syncretic culture) or *Sanjhi virasat* (composite heritage). Though these

terms mainly refer to north Indian culture. Composite culture is not essential restricted to north India. India is land of many cultures and all regional cultures from north to south and east to western parts of India.

Trends towards mutual understanding and integration are to be found not only in the fields of religious beliefs and rituals, architecture and literature, but also in the fields of fine arts, particularly music. When the Turks came to India, they inherited the rich Arab tradition of music which had been later developed in Iran and Central Asia. They brought with them a number of new instruments such as Rabab and Sarangi.

There was an outburst of many sided cultural activity in India during medieval period. The traditions in the field of architecture, painting, literature and music created during this period set a norm and deeply influenced the succeeding generations. In this sense this period can be called a second classical age following the Gupta Age in northern India.

In this cultural development, Indian traditions were amalgamated with the Turko-Iranian culture brought to the country. The development of art and culture in various regions of India during the 14th and 15th centuries had led to a rich and varied development from which it was possible to draw upon. But for this, the cultural efflorescence of the Mughal age would hardly have been possible. Peoples from different areas of India, as well as people belonging to different faiths and races contributed to this cultural development in various ways. In this sense, the culture developed during the period was tending towards a composite national culture.

Conclusion

It is a cheerful topic to summarize our smarter outlook and unified thinking. Though we do have many issues coming up every now and then, still our hearts speak united the rhythm of Indians and this term in itself bind us with an invisible cord. This cord of understanding, trust, love, care and affection is definitely unbreakable and this unity will remain in our heart and soul for ever. Our composite culture

will always prevail and we will always project ourselves with same pride and prestige. After years of composite traditions coming into existence, it becomes so assimilated that we consider it part of our original culture. Only scholars know its composite nature.

The discourse about Composite culture is also deeply influenced by political needs. The communal forces, as pointed out before, want to deny existence of syncretism or composite nature of culture and those who promote national integration and communal harmony try to develop a composite discourse for our culture.

Thus, we see that India has great and rich tradition of composite culture which our communal politics has completely ignored today and raising slogans of pure Hindu and Muslim culture widening communal divide between two religious communities. Unfortunately our textbooks also downplay our syncretic culture. It is time we do away with this divide by projecting this rich culture calling it *ganga-jamni tahzib*, *sanjhi wirasat* or by any other name.

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Opportunities in Teacher Education Programmes During Post COVID-19

S K Yadav *

COVID-19 has provided a great opportunity to us to shift from traditional mode of teaching to online mode of teaching which was immediately followed in preparing school teachers of different stages through teacher education programmes. In our country, at present 16000 teacher education institutions and universities have been preparing school teachers. In the month of March, 2020, COVID-19 suddenly surfaced in our country and infected many people. Keeping in view the consequences of this disease, the Government of India took precautionary measures and declared lock down on 22nd March, 2020 in the name of *Janta Curfew* to make aware and alert about this dangerous disease to the people of our country. This lockdown was extended to 68 days in four phases up to 31st May, 2020. The first was from 25th March-14th April, 2020; second from 15th April-3rd May, 2020; third from 4-17 May, 2020 and fourth from 18-31st May, 2020. Due to this lockdown all the educational institutions including schools, colleges, universities and teacher education institutions were closed down. The face to face teaching was stopped and the courses of teacher education programmes were discontinued in between. The annual examination of were either postponed or cancelled. But our country used this lockdown period as an opportunity in place of crisis. The teacher education institutions continued teaching through online mode by using computer, laptop, smart phone, self-study through resources, television and radio. The students used to study through online mode from their home and completed their courses. After four phases, the Government of India unlocked the lockdown period from 1st June, 2020 but schools, colleges, universities and teacher education institutions are still closed due to fast growth in number of COVID-19 cases. It is another opportunity, not a challenge, how to open educational institutions during post COVID-19 and bring normalcy in these institutions? Before focusing the strategies about this, it has become necessary to discuss the details about corona virus.

Corona virus disease is acute infections respiratory disease caused by newly discovered corona virus (SARC-CoV-2). The first case was found in Wuhan of China and it was reported by WHO office in China on 31st December, 2019. World Health Organisation (WHO) announced a new name COVID-19 on 11th February, 2020. COVID-19 means a disease caused by a new strain of corona virus in 2019. CO strains for corona, VI for Virus, D for Diseases. This disease has no specific treatment so far and treated only through high clinical condition. The symptoms of this disease are illness to pneumonia, fever, cough, sore throat, headache. It spreads through droplets of infected person through cough, sneeze, saliva. No antibodies work against virus. COVID-19 infects people of all ages but more risk for more than 60 years old. In case of mild cases, the recovery place within 2 week or 14 days. For protection, WHO and the Government of India issued guidelines which state that clean your hands frequently with an alcohol based hand sanitizer or wash with soap and water, use or wear mask, avoid cold and freeze food items, drink warm water in place of cold water, keep distancing from each other, do not touch your face ,mouth, nose, eyes, ears without washing your hands. try to avoid crowded places and take physical exercise and yoga regularly. The Government of India has taken another measure and developed *Aarogya Setu* Mobile Application APP for protection and necessary health services. Beside these, it has been spread in about 200 countries. In whole of the world more than one crore people are suffering and many people have lost their life. In our country also, many lakhs of people are infected. Therefore, there is an urgent need to include about this disease in teacher education programmes. Students, teachers and teacher educators be made aware regarding this disease by using digital mode during training programmes.

Digital Initiatives

Many digital initiatives have already been taken in our country by Government of India which are being used in teacher education programmes. Due to this, the study of students were not disturbed and continued their study with online mode during

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lockdown period. In place of traditional classroom based teaching, SWAYAM PRABHA offering online programme to students and teachers through 32 channels (24x7). Massive Open Online Courses (MOOCs) offering online courses both for school and colleges. Students are attending online classes through SWAYAM (Study Web of Active learning for Young Aspiring Minds) platform for their continuous growth and up gradation of knowledge. Recognition and accumulation of credit earned are to be put in place. For ensuring quality, well supported with resources (human, material and technological). E-pathshala web portal and mobile APP (Android, iOS, Window) are having 600 digital books of NCERT (377 e-textbooks, 3500 audio & video). Diksha (Digital Infrastructure for Knowledge Sharing) portal and mobile APP of MHRD containing large number of e-books, e-contents. Many courses for students and teachers (modules, text, video, assessment, questions) are available for capacity building for all categories of teachers. National digital Library is a virtual repository of learning resources with single window search.

NISTHA (National Initiatives for School Head's and Teachers Holistic Advancement) is an integrated teacher training portal and mobile APP (Android) for capacity building of 42 lakh elementary teachers. NROER (National Repository of Open Educational Resources) web portal is a storehouse of e-content for students, teachers, teacher educators. Vidyadan 2.0 e-learning portal was recently launched on 22nd April, 2020 by MHRD. In this portal, e-learning content can also be contributed by students, teachers, teacher educators which will be recognised and used on DIKSHA APP.

Policy Recommendations in Teacher Education

In the past, particularly after independence, many efforts were made by Government of India to improve the quality of teacher education through implementation of recommendations various commissions and committees and opening of new teacher education institutions and regulatory body. In the year 1973, the Government of India constituted the National Council of Teacher Education (NCTE) to act as a National Advisory Body on all matters relating to teacher education and review the progress plan scheme to ensure adequate standards in teacher education. The Secretariat of NCTE was set up in the

department of teacher education, NCERT, New Delhi. In 1976, the NCTE recommended four measures (i) university to give due recognition to carefully designed short term courses for in-service education of teachers; (ii) network of extension services to cover school teachers; (iii) teachers' centres should be established in each district or region for building up human resources and; (iv) correspondence-cum-contact programmes should be started for in-service education along with use of modern technological aids. NCTE as an Advisory Body brought out first National Curriculum Framework for Teacher Education during 1978. The second National Curriculum Framework for Teacher Education was brought in 1988 in the light of National Policy on Education-1986. The National Policy on Education (NPE) and Programme of Action (POA), 1986, 1992 (revised) calls for overhauling the teacher education system. NPE (1986) made three recommendations i.e., (i) teacher education as a continuous process and its pre-service and in-service components are inseparable; (ii) the need for new programmes of teacher education to meet the thrusts envisaged in policy and; (iii) the need for creating new structures and strengthening institutions to concretize the vision of NPE. For implementation of these recommendations, the Government of India brought out a centrally sponsored scheme of restructuring and reorganization of teacher education in 1987 to create a viable institutional infrastructure, academic and technical resource base for continuous upgradation of knowledge, competence and pedagogical skills in school teachers. In 1993, National Council for Teacher Education (NCTE) was made as a statutory body by an Act of Parliament for maintaining norms and standards of teacher education in the country and brought out Curriculum Framework for Quality Teacher Education in 1998, which provides guidelines for the organization of curriculum for different stages of teacher education. The curriculum reflects the realities of the national life, strives to realize the interdisciplinary goal of education, attempts to establish a viable integration of theory and practice of education and provides varied educational experiences needed by a teacher in his work place. It has also suggested two years; duration for all levels of teacher education courses. It has emphasized in service education to upgrade professional competencies of teachers, prepare them for new roles, and provide knowledge and skills to emerging curriculum change. University

Grants Commission (UGC) also initiated revision of curriculum framework of teacher education in 1990 at secondary stage. Again in 2001, UGC developed model curriculum. In 2019, UGC developed learning outcomes of different disciplines for higher education and NCERT developed for school education. The National Curriculum Framework for School Education (2000) has also reiterated that the in-service education should be provided to teachers continuously updating their knowledge and skills. The National Curriculum Framework (2005) and Position Paper on teacher education for Curriculum Renewal (2005) recommended that teacher education programme to be recast to reflect professionalism in the process of training and teaching. It must become more sensitive to the emerging demands from the school system. National Curriculum Framework for Teacher Education of NCFTE (2009) suggested to improve the design and impact greater rigour and professionalism to the teacher education programmes. Justice Verma Commission in 2012 also made many recommendations for improving the professionalism among teachers. In the light of recommendations of this Commission, NCTE revised the norms and standards of fifteen programmes of teacher education during 2014 for improving quality and standard and the duration of some teacher education programmes were increased. Though many efforts were made for improvement the quality of teacher education programmes but the scenario of teacher education has changed due to COVID-19. It needs to relook in teacher education programmes. Some of the actions are suggested in the following section.

Suggestions for Action

Teacher education is process for preparing professional teachers for teaching in various stages of school education through pre-service and in-service education programmes. The following suggestions are made to revise both these programmes.

Pre-service Teacher Education (PSTE)

School teachers from pre-primary stage to higher secondary stages are prepared under pre-service teacher education programmes which are run in teacher education institutions and university departments. During 1947-48, only 235 teacher education institutions existed both at elementary (184) and secondary (51) stages whereas number of these institutions have increased to about 16000 during 2020. It means, the growth of these institution

has become more than eighty times. No doubt, PSTE programmes were updated and revised many times for improving their quality and standard since independence. During 2014, NCTE revised the norms, standards and regulations of 15 pre-service teacher education programmes. These were Diploma in Preschool Education (DPSE.), Diploma in Elementary Education (D.El.Ed.), Diploma in Physical Education (D.P.Ed.), Diploma in Elementary Education through ODL, Diploma in Arts Education (Visual Arts), Diploma in Arts Education (Performing Arts), Bachelor of Education (B.Ed.), Bachelor of Physical Education (B.P.Ed.), Bachelor of Education through ODL, Bachelor of Education programme 3 year (Part Time), Master of Education (M.Ed.), Master of Physical Education (M.P.Ed.), Bachelor of Elementary Education (B.El.Ed.), B.Ed-M.Ed (Integrated 3 Years Course), B.A. B.Ed/B.Sc. B.Ed (4 Years Integrated). NCTE again revised and notified on 29th August, 2019 the regulations, norms and standard of Four Year Integrated Teacher Education Programme (ITEP) for preparing art and science teachers from pre-primary to secondary stages. The draft National Education Policy, 2019 also recommended these courses for preparing quality teachers. These courses will help and benefit of interaction with higher areas of education and move to multidisciplinary colleges and universities. But due to occurrence of COVID-19, there is urgent need to overhaul completely the programmes and policies of these programmes. The contents of COVID-19 has to be incorporated in all the four components of teacher education programme namely theory/foundational papers, assignments/practical, pedagogy and internship. The pedagogy for transacting course curriculum through online mode has to be integrated in all the teacher education programmes.

- In the same way, there is also need to revise the course curriculum, policy and structure of Master of Education (M.Ed) programme which is basic qualification of teacher educators who are responsible for preparing school teachers of different stages. As discussed above, NCTE notified Integrated Teacher Education Programme (ITEP) from pre-primary to secondary stages both in art and science on 29th August, 2019. M.Ed programme should also be formulated as per the structure of ITEP and course curriculum of this programme to be revised in the light of COVID-19. The online pedagogy of teaching should be part of this revised course curriculum.

In-service Teacher Education

Our country has a strong mechanism and networking of teacher education institutions from national level to school level for providing in-service education to teachers, teacher educators, administrators and curriculum developers for their growth and development on continuous basis. Generally cascade mode is followed in organizing the training programmes by different institutions. At present, our country is having more than 1000 universities, National Council of Educational Research and Training (NCERT), New Delhi, 16000 teacher education institutions, 66 Human Resource Development Centres (HRDCs) in universities, 38 Institutes of Advanced Studies in Education (IASEs), 110 Colleges of Teacher Education (CTEs), 29 State Council of Educational Research and Training (SCERT), more than 650 District Institutes of Education and Training (DIETs), Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) which are conducting professional courses for teachers, teacher educators and others. Now the COVID-19 has changed the scenario of teacher education programmes. The traditional mode of in-service education provided in institutions and universities will have to be changed during post COVID-19. The focus should be to follow online mode during in-service education programmes and the participants will attend these programmes from their home. Therefore, different types of e-materials will be required for organisation of online orientation and capacity building programmes for students, teachers, teacher educators, administrators and parents for making them aware about consequences of COVID-19. Some modules are suggested below.

- Module on COVID-19 should focus on the causes, symptoms, precautions, status and guidelines of World Health Organisation and Government of India. Different experiences, pictures, videos and activities for protection such as use the mask, keeping social distancing from each other, taking physical exercises, procedure for cleaning your hands frequently with an alcohol based hand sanitizer or wash with soap and water, avoiding cold and freeze food items and not touching your face, mouth, nose, eyes, ears without washing your hands should be part of this module

- Module on online training transaction should be developed. In the module, training methodology should focus on local specific activity based training approaches and ICT integration to training transactions. The transactions of training should focus on audio/video demonstration of skills, competencies, interventions and strategies followed by group discussion, group reflection; panel discussion; brain storming sessions etc. The programme like SWAYAM, MOOCS, DIKSHA to be part of this module.
- Module on opening schools, colleges, universities and teacher education institutions after post-covid-19 period should be prepared. The module should include MHRD, NCERT, NCTE, UGC Guidelines and different strategies for opening these educational institutions. The mode of blended learning should also be part of this module.
- Module on institutions which are responsible for organizing in-service education for teachers and others namely University Grants Commission, National Council of Educational Research and Training (NCERT), National Institute of Educational Planning and Administrators (NIEPA), National Council of Teacher Education (NCTE), State Council of Educational Research and Training (SCERTs), University departments, College of Teacher Education should be prepared. This module should include the roles, functions, available resources, and techniques for organizing online in-service education programmes of these institutions.
- Module on online examination should include different modalities for conducting examinations such as criteria for promotion of students to next grade without examination based on student's previous record, attendance, course work and assignments. The available digital platforms like Eklavya, MOODLE which provide opportunity for conducting online examination should be included in this module.
- Module on policy research, innovations and experimentation in teacher education programme to be developed. It will not help in streamlining the academic issues but also practical problems like entry qualifications, admission policy, recruitment and transfer policy etc. in the light of COVID-19. The modality for conducting Inter-

departmental research studies to be included in this module.

- Module on strong mechanism for monitoring, evaluation and followup of in-service training programme through online mode should be developed. This will help to diagnose the strength, weaknesses and outcome of the programme with corrective measures for optimizing the effectiveness of the programme.

The Government of India formulated centrally sponsored flagship schemes for improving the quality of school and teacher education programmes. Samagra Shiksha a flagship scheme of Government of India which was initiated during 2018 for improving the quality of school and teacher education. Under this scheme, three schemes namely Sarva Shiksha Abhiyan, Rashtriya Shiksha Abhiyan and centrally sponsored scheme on teacher education which were in operation during last more than 25 years, were merged . Another scheme is National Initiative for School Heads' and Teachers' Holistic Advancement (NISTHA) programme was initiated in August, 2019 for providing training to 42 lakh teachers and school heads by NCERT and NIEPA New Delhi. It has many unique features such as integration of subjects and pedagogies, social concerns, health and well-being, leadership quality, value education, evaluations techniques . These schemes needs to be reviewed in the present situation .

Pandit Madan Mohan Malviya Scheme on National Mission of Teacher and Teaching (PMMMNMTT), is an another flagship Scheme, which was initiated during 2014 by MHRD for improving the quality of teachers, teaching, professionalism and preparation of teachers. Under this scheme, School of Education, Faculty Development Centre, Teaching Learning Centre, IUCTE, Centre for Academic Leadership, Management, Science and Math are set up in various state and central universities. The focus is to deal whole sector of education without fragmenting the programmes based on levels and sectors as school, higher, technical etc. Different programmes on research, training and material development are being organized by these newly created institutions. There is need to redesign the programme of these institutions in this changed circumstances.

The teacher education programme should include the different components with target time and plan for implementation of PM eVidya :Techonology Driven Education With Equity Post-Covid under Aatmnirbhar Bharat Package Part-5. Programme of multi-mode access to digital/on-line consisting of. (i).DIKSHA for school education in states/uts; e-content and QR coded energied textbooks for all grades (one nation, one digital platform); one earmarked TV channel per class from 1 to 12 (one class, one channel); extension use of radio, community radio and podcasts; special e-content for visually and hearing impaired; and start online courses in top 100 universities (ii) MANODARPAN an initiative for psycho social support of students, teachers and families for mental health and emotional well-being to be launched immediately; (iii) New national curriculum and pedagogical framework for school, early childhood and teachers will be launched integrated with global and 21st century skill requirement; (iv) National Foundational Literacy and Numeracy Mission for ensuring that every child attains learning levels and outcomes in grade 5 by 2025 will be launched by December, 2020. Different modalities are to be worked out for organization of teacher education programmes.

Teacher Associations should be involved in organizing capacity building programmes for teachers and teacher educators. The e-materials and modules related to different schemes including COVID-19 should be made available to them.

By way of conclusion, it is stated that there is urgent need to take new initiatives by the Government of India, NCTE, UGC, NCERT in the area of teacher education to meet the challenges to be occurred during post COVID-19. The government should create digital infrastructure in teacher education institutions particularly in rural areas .More e-material on different issues of teacher education programmes should be developed by the institutions. Well in advance necessary preparation should be made for implementation of PM e-Vidya Yojana and recommendations of National Policy of Education to be announced by Government of India soon. Modality for using blended learning to be worked out which will be used after normalcy take place. Besides these, NCTE should revise

regulations, norms and standards of teacher education programmes in the light of COVID-19. There is need to have deep thinking and action on the part of both policy planning and implementation at micro and macro level.

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Need to Embrace Holistic Education

M Venkaiah Naidu, Hon'ble Vice President of India delivered the Convocation Address at the 28th Convocation of Pondicherry University in Puducherry on February 26, 2020. He said, “Degrees are a badge of recognition. A recognition that you have successfully completed a course of studies. A recognition that you have acquired new knowledge, new skills that equip you for the world of work as well as for further learning. But remember, this is merely a stepping stone, a mere ‘enabler’ for you to pursue your academic, professional and personal dreams. You have a whole exciting world to explore, to understand, to contribute to. To function effectively in this ever changing scenario, you need to be agile. You should be able to absorb new inputs. You should be able to adapt global good practices to your own context. You should try to aim for excellence. You should be pro-active, forward looking and aim for greater heights. And you must work systematically to achieve your goals.” Excerpts

It gives me immense pleasure to participate in the 28th Convocation of Pondicherry University.

I am glad that, over the last 35 years since its establishment in 1985, Pondicherry University, a Central University has been providing instructional and research facilities and has emerged as a world-class university with an incredible increase not only in students' intake every year but also in ranking and performance.

I am happy to learn that in addition to the conventional courses, the university has also started 'add-on courses' during evening hours to help the scholars, students and the employed youth to go in pursuit of higher advanced studies. This is in consonance with the over-all approach of lifelong learning that the rapidly changing world of work demands.

It is heartening to learn that 6557 students are studying in various university departments and that nearly half of them are girls. I am happy to note that students from different parts of the country studying at this university are contributing to the rich diversity in the academic environment. In order to provide a good learning environment for the students, the University has not only a world class Library with a collection of 4.67 lakhs books including print and digital material but also has a 100 per cent wi-fi enabled campus.

I am indeed happy to learn that the Lt. Governor of Puducherry and Chief Rector of Pondicherry University, Dr. Kiran Bedi has launched the President of India's new Project, "From Corporate Social Responsibility to University Social Responsibility" in July, 2018.

The inauguration of Community Services such as blood donation, organ donation, eye-

checkup, photo exhibition and health check-up in Pondicherry University Community College are some of the remarkable achievements. I am glad that the university wishes to be the first university to implement Swatch Bharat in the campus. I hope you will be integrating UGC's sustainability principles into campus operations for achieving green and sustainable campus environment.

Universities cannot and should not remain the proverbial 'ivory towers'. They are institutions that expand the universe of knowledge. They are 'Vishwa Vidyalayas' which create, connect and transmit knowledge across generations, across geographies. The knowledge is not fragmented but composite, integrated and connected with life. They must be intimately connected with the social life of the people. Academics must be rooted in the socio-economic context but must flower and spread the fragrance of knowledge across the globe. This connection will result in a great synergy and unleash the untapped energy of our people. I am very pleased to know that over 103 villages have been adopted by the varsity and its affiliated colleges in and around its campus and that the university is aiming to make these villages as 'Model Villages'.

I understand that the Community College, which is a part of University, is of immense help to the rural youth. The motto of Pondicherry University Community College is "Education for Employment through Skills Formation". The educational activities are designed in line with the needs and demands of the local community. More specifically, the main objective of this College is "to offer job-oriented courses based on the perceived community demand for specific manpower". In short, Community College is "for" the Community and "of" the Community.

Any university that aims at academic and research excellence must keep itself in the forefront of the knowledge revolution. This is possible only if the university keeps its doors and windows open to new trends and innovative ideas from across the globe.

It is heartening to learn that Pondicherry University has signed MoUs with prestigious institutions like National Chin-Yi University, Taiwan, National Chung Cheng University, Taiwan, Chungbuk National University, Korea, University of Toulon, France, Zhaw Zurich University of Applied Sciences, Switzerland and University of East Paris, France.

I also very much appreciate the faculty members, who have won recognition by getting prestigious International/National awards and Prizes. The focus on research and publication is evident from the 150 research projects that they have been working on during the last five years and the number of publications which have gone up to 781 this academic year. I urge you to take advantage of UGC's scheme for Trans-Disciplinary Research for India's developing economy called STRIDE under which you can take up innovative research projects that are socially relevant, locally need-based, nationally important and globally significant.

The South Zone Vice Chancellors' Conference held in the varsity in December 2018 was yet another important event. It was excellent occasion for learning about the best practices in the universities in South India. I understand that the meet was organized jointly by Pondicherry University and Association of Indian Universities (AIU) and was attended by about 70 Vice Chancellors from the southern region.

Not only in academics but also in the field of sports, the university has been taking excellent initiatives. I am happy to learn that the varsity has conducted "The South Zone Inter-University Football Tournament for Men" at the Rajiv Gandhi Sports Stadium in Pondicherry University in December 2018.

I congratulate all students graduating today. I am happy to note that 335 Ph.D., 26 M. Phil., 3498 PG, 11048 UG, 113 Diploma, and 4269 students through Distance Education are obtaining their degrees and that 189 candidates are going to receive the Gold Medals in this convocation.

Let me congratulate each one of you, dear students, for getting the degrees you rightly deserve.

Degrees are a badge of recognition. A recognition that you have successfully completed a course of studies. A recognition that you have acquired new knowledge, new skills that equip you for the world of work as well as for further learning.

But remember, this is merely a stepping stone, a mere 'enabler' for you to pursue your academic, professional and personal dreams. You have a whole exciting world to explore, to understand, to contribute to.

You are graduating at a time when the world of work is changing very fast. New ways of working, new ways of collaborating, new ways of measuring success are emerging. In this world of rapid transformation, you cannot afford to be complacent with what you have accomplished.

To function effectively in this ever changing scenario, you need to be agile. You should be able to absorb new inputs. You should be able to adapt global good practices to your own context. You should try to aim for excellence. You should be proactive, forward looking and aim for greater heights. And you must work systematically to achieve your goals.

Your university is located in Puducherry which has seen a confluence of cultures, the French and the Indian traditions. It has 'newness' (pudu) in its name. It is a place where great poet Subrahmanya Bharati spent ten years in exile. It is also a place that has given a new vision of integral education to the world expounded by Sri Aurobindo and the Mother. It is good to remind ourselves of what Sri Aurobindo had said about living education: He had said, "... that alone will be a true and living education which helps to bring out to full advantage, makes ready for the full purpose and scope of human life all that is in the individual man..." He has laid out a big canvas for human excellence. He has emphasized that education has to be holistic. It has to be enlightening and empowering. It should not be merely for employment.

Regarding the role of the teacher, Sri Aurobindo's vision was that teachers are primarily helpers and guides, not merely instructors or task masters. He had said, "His business is to suggest and not to impose. He does not actually train the pupil's mind, he only shows him how to perfect his

instruments of knowledge and helps and encourages him in the process. He does not impart knowledge to him, he shows him how to acquire knowledge for himself.” We should see how teachers can move away from mere lecturing to become facilitators and mentors, guides and friendly role models. We need to internalize these principles and integrate them in our system. We should think as to how we can make education a more holistic process, a process that refines human beings and expands not only the intellect and skills but also the essential human qualities like empathy, compassion, respect, tolerance and positive thinking.

The curriculum and the mastery of the subjects that are taught is the most important aspect of any educational process.

But we need to go beyond it.

We must emphasize the crucial aspect of what is commonly called, “emotional intelligence”, the ability to be a good human being, a balanced, rational and sensitive person who uses knowledge for the common good of humanity.

We must give equal importance to all the four pillars of learning suggested by UNESCO. Learning to know, learning to do, learning to be and learning to live together are equally important. In the present global context, the fourth dimension – learning to live together – is perhaps the most important.

In this learning process, the faculty members have a great responsibility. Their intellect and personal conduct can facilitate and enrich learning across all the four dimensions. Only they can ensure that education becomes truly comprehensive covering head, hand and heart and becomes more socially relevant contributing to the improvement in the quality of living standards.

In this regard, I would like to draw your attention to UGC’s guidelines “Mulya Pravah – Inculcation of Human Values and Professional ethics in Higher Educational Institutions”. As these guidelines indicate, you should strive to create the following five systems:

The learning process for holistic development
Impeccable governance
Effective institutional management
Well laid system of rewards and chastisement
Institutional climate where ‘rights’ enjoy and ‘wrongs’ are discouraged. I do hope all of you, the faculty members, the administration and the students will continue your efforts, under the able leadership of the Vice Chancellor to bring great laurels to this institution in the years to come. I look forward to greater achievements through setting new ambitious benchmarks and making excellence your watchword, collaboration your modality and continuous improvement your way of life. I wish you all the very best.

Thank you
Jai Hind

Weekly E- Essay Series of Scholarly Articles on Reimagining Indian Universities

A ‘Weekly E-Essay Series of Scholarly Articles on ‘Reimagining Indian Universities’ was launched on AIU Website on 15th May, 2020 as a part of the change which AIU seeks to bring about in the academics in this day and age of COVID-19. The essays scheduled for release in this series are in a broad range of fields covering a variety of topics pertinent to ‘Reimagining Indian Universities’ received from distinguished experts and authorities in the area of Indian higher education included in the Book ‘Reimagining Indian Universities’ edited by Dr. Ms.Pankaj Mittal and Dr Sistla Rama Devi Pani. In the series, every week one scholarly article written by an erudite scholar of Indian academia is being released on the AIU Website. The series was initiated with the essay of Prof Bhushan Patwardhan, Vice Chairman, University Grants Commission, India on 15th May, 2020.

The essays are unique, enlightening and inspirational. Those who are interested in reading these essays may browse AIU Website: www.aiu.ac.in. □

Infodemic of Fake News: Hope for Print

Gajendra Singh Chauhan*

The most compassionate thing that we need in times of crisis is to have right information. When the world is confined to the homes because of the coronavirus, media has a moral imperative today to provide the genuine and credible stories to its citizens. Regrettably, misinformation about the disease spreads faster than the virus itself. In a Covid crisis like this, it is awfully frightening. It causes 'infodemic' leading to chaos and cacophony. Fake news is dampener, sickening and confusing the way it is managed and delivered among us. Surprisingly, most of us do not know that we are dealing with a fake news or forwarding a phony video. Yet staying alert with right information is equally needful as staying safe at home during these turbulent times. When everything is under lockdown, media needs to be more open, factual and responsible in its reporting. I see here a silver lining in print media to resurrect the most revered new values of olden days – truthfulness and transparency - in designing the news stories and be a benchmark for the social media.

We are making a mess of the social media because of its interactive nature, when every user is a reporter, no one bothers what and how we share or forward to each other. Amidst this chaos, what is critical to know, gets diluted and sensational stories dubious videos and morphed images become the talk of the town in social networks.

Social media networks are the prominent ways of self-expression but very often, they are found quite vulnerable to combat the misinformation or neutralize the spread of fake news. Social media users have the limited options to verify the fabricated content particularly when it suits their ideologies and perspectives, and it is mingled with some true stories or events.

There is no escaping of the fact that digital connectivity is vital. For most of us, being online is fun. We have the unstoppable digital presence on different social platforms. It is a bit of a predicament

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that we are the second largest data users in the world but a very poor sense of media consumption. As smartphones and data are affordable and available everywhere these day, it enables the users to consume and share information far and fast without sorting fact from fiction. The crux of the issue is our society is not media literate to fight against the propagation of conspiracy theories and fake news. In addition, social media just remains a carrier of our falsified notions without much fact checking mechanism at its end.

Social Media networks come under heavy pressure from the government to put their house in order - to combat the misinformation warfare. The real issue is fact checking is an arduous, time bound task that is not possible with every story, image or video. These networks are taking coordinated efforts but are not much effective so far as the users are the ones circulating misinformation. Social media users may take a leaf from print media to be more thoughtful, decent and accountable with their digital behavior.

With all the tragic things that are happening in the world, the print media with healthy information could be a great respite. It has the power to provide useful stories, foster positive vibes and remind people of the value of right information during these isolating times. Print media looks more promising no other than today, we can still relish the smell of morning newspaper over a cup of tea, it not only elevates the mood but also makes our day.

Sometimes, our limits become our virtues. Newspapers and magazines, apart from their e-versions, are largely single sided communication with nothing to add or dilute in terms of content from its readers. Print has an ecosystem as the story goes through many hands from reporters to senior editors before it gets published. By the time, we find our copy, it looks believable. Writing for print demands a rigorous work culture. You spot your story, explore the sources, check their veracity, join the bits and pieces coherently and develop a story that can still arouse the editors' ire. That is the power of print. It feels like you earn your story and that makes print lovelier and reliable.

Unlike social media, print is slow and dull. This limitation is virtue in a sense that fake stories by nature are outrageous and controversial, travel faster in social media, while print stories imbued with truthfulness and impartiality do not create much buzz around them. A slow but well researched print story leads to enhance the readability and legitimacy of its publication. Thus, print deescalates the spread of fake stories in the era of untrustworthy and unscrupulous news houses.

Print has limitation of space and the editors have no choice but to select the most representative stories of the times. As a result, print shuns many stories, which are superfluous, and sensational in appeal. Social media facilitates the circulation or production of innumerable half-baked stories for its users who, in return, do not observe or evaluate them and keeps forwarding to others without understanding their worth. Nuisance of fake news is not just this. Things are more difficult to detect when information is shared as fake video or deep fake where anything is created very real and natural, from political vendettas to business moves, from celebrity break ups to royal make-ups. Print, again, is a blessing here, as it does not allow this hi-tech media bungling.

Print remains a credible choice among all media. It can draw the readers to believe that its content is true and all-inclusive. It can strengthen its newsroom culture to ensure the stringent monitoring, investigating and reporting on fraudulent news. Journalistic standards for objective and ethical reporting are the fundamentals of print media. Accountability and accuracy are the most distinctive values of print media that underpin the credibility of journalism. It should continue to cherish the ethics-driven communication model and spread the positive vibes of a believable media. It is time that print can engage its readers in media literacy drives to distinguish between news and nonsense. In turn, informed citizens who can understand and assess media content would be the best warriors to wage a war on fake news.

Let media reaffirm that the power of free expression is its indispensable value but it comes with the loads of accountability. Good news awakens the society, adds to the dignity of journalism and preserves the democratic strength of a nation. With the spread of COVID-19, print has a chance here to revive and find its niche where it belongs- in the hearts of the readers who love honest stories. Let us socialize with print. Print is pure, simple and hopefully forever... □



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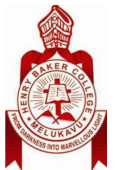
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Online Short Term Course on Research Methodology in Humanities

A five-day Online Short Term Course on Research Methodology in Humanities was organized by the Department of English, Rajiv Gandhi University (RGU), Arunachal Pradesh, recently. The Chief Patron of the Course was Prof. Saket Kushwaha, Vice Chancellor, Rajiv Gandhi University and the Patrons were Prof. Amitava Mitra, Pro Vice Chancellor, Rajiv Gandhi University and Prof. Tomo Riba, Registrar, Rajiv Gandhi University, respectively. About 120 participants shortlisted for the course taking due cognizance of the limit of Cisco Webex digital platform for free access. The international participants were primarily from Sri Lanka, Oman, Saudi Arabia, *etc.* Dr. P N Piraji and Dr. C K Panda were the Course Coordinators.

E-inaugural Ceremony of Online Short Term Course was organized on the digital platform of Cisco Webex. Vice Chancellor, English and Foreign Language (EFL) University, Hyderabad, Prof. E Suresh Kumar graced the occasion as the Chief Guest and Vice Chancellor, RGU, Prof. Saket Kushwaha presided over the e-ceremony. Dr. P Narayan Piraji welcomed all the virtual platform to join the five days Online Short Term Course on Research Methodology. "In the time when the world is facing the pandemic, every program is an opportunity in disguise", he said emphasizing on the importance of e-learning. He introduced the Chief Guest and President of the event and wished all the participants to have a fruitful experience over the next five days.

Dr. K C Mishra, Head, Department of English welcomed the Chief Guest, Vice Chancellor of The English and Foreign Language University, Hyderabad, Prof. E Suresh Kumar and highlighted the contribution of EFL University in the popularization of English Language Teaching Programs all over the world. He also welcomed Vice Chancellor, RGU, Prof. Saket Kushwaha, Pro Vice Chancellor, Prof. Amitava Mitra, Registrar, Prof. Tomo Riba and gave heartfelt thanks for their constant support and guidance towards the program. Dr. Chandan Kumar Panda, Course Coordinator emphasized on the importance of methods in research and highlighted

the intent of the course. He hoped that the outcome of the course would acquaint the participants with various methods, techniques and skills in conducting research in the Humanities and thus help them pursue better research and effective teaching.

Prof. E Suresh Kumar, Vice Chancellor, EFL University emphasized on the importance of Ph.D. for the pursuance of teaching in the higher education. He shared his views with the participants against negative criticisms and urged instead to focus on one's research, to run that extra mile, to disprove people who criticize. In his presidential address, Prof. Saket Kushwaha emphasized on the importance of learning and teaching process even in the time of pandemic. He lauded the Chief Guest on his talk and reiterated on the need for academicians to continue their research in the face of any kind of hurdle. Prof. Oken Lego, Dean, Faculty of Languages and Prof. Tomo Riba, Registrar, also commended the Department of English in its effort and wished success to all. The program ended with the formal declaration of the opening of the five days Short Term Course by Prof. E Suresh Kumar.

During Technical Session, Prof. Mundoli Narayanan, Indian Institute of Advanced Study, Shimla started his presentation on the theme 'Ethics in Research in the Humanities' by addressing upon one's need to consider the way in which we practice our research and to how far they actually size up to the canons of ethical and moral behavior. Unlike the field of Science and Social Science, concerned primarily with the collection of objective data through the twin processes of observation and experimentation, and clear concepts regarding the protection of the identities of the research subject, Humanities involves a plethora of disciplines which are radically different from one another. There are more differences than similarities. In conclusion, Prof. Mundoli Narayanan highlighted on the fact that research in Humanities should do justice to the fundamental principles of Humanities. He also emphasized constantly upon a researcher's need to acknowledge, credit and cite. The session came to its close with an interactive session between the resource person and the participants.

Dr. Anindya Shyam Choudhury, Assam University, Assam presented his lecture on 'Critical Stylistics and Its Potential in Humanistic Research'. During his lecture, he tried to initiate a few ideas which can be dealt into further research using critical stylistics especially on language and media studies. He tried to define what stylistics could be and map the trajectory of what is known as traditional / formalist stylistics and how it led to the emergence of functionalist stylistics. During the lecture, he also discussed the intervention of theory and how it has led to the branching of stylistics into various sub domains. He also tried to trace the history of stylistics from ancient rhetorician and tried to show how the roots of modern stylistics can be traced to the formalist tradition. Dr. Choudhury, later even referred to the Prime Minister of India and the lockdown situation relating it to critical stylistics. The session ended with the discussions over the queries put up by the participants and then Dr. D.S.G proposed vote of thanks to the resource person.

In the next Session, Dr. Lalit Khandare Pacific University, Oregon, USA began his lecture on the protocol that is to be considered before one venture into the research from indigenous paradigm. He also said that a comprehension of tribal knowledge systems and tribal epistemology are also essential components of indigenous research. Dr. Lalit also said that each of us has a culturally based worldview and so we should try avoiding presumptions before coming to any conclusion. He then explained the three important methods; Quantitative, Qualitative and the Mixed and their characteristics. Further, the speaker talked about the Axiology (a set of morals or asset of ethics) and the limitations of dominant research methodologies; the tendency to ignore the role of imperialism, colonization and globalization in the construction of knowledge. Finally, he gave the framework of Indigenous Research. Thus, the session of the course summed up with the discussions over the queries and doubts put up by the participants.

The next Session was on 'Literary Research: Avenues and Approaches'. The Resource Person, Dr. Bhima Charan Nayak started his lecture questioning what literary research is. He suggested that research has to be objective. Literary research sets lights on human condition. Literature is reflection of human beings. He highlighted several points describing literary research is research on literature, it is

research on the author, the producer of literature. He suggested the objectives of literary research. Dr. Nayak elaborated about the Avenues of Literary Research. The entire gamut of literary research can broadly be divided into four principal fields (1) the world, (2) the author, (3) text/work of literary art, and (4) the critic inclusive of readers and researchers. He concluded his lecture by suggesting why one should adopt any or several of these approaches. As a matter of fact, these approaches are like windows. They offer a perspective, a point-of view, and an angle of vision to the viewer. Literary art always holds key to wide vistas of interpretation; by its propensity, literary research is embedded in wide avenues and ensures infinite approaches.

The Resource Person of the Session on 'Contextualising the Digital Humanities: Partnership and Partisanship Lie Ahead' was Dr. Basil N Darlong Diengdoh, Dibrugarh University, Assam. He started his discussion on Digital Humanities (DH) in an arena of Interdisciplinary Research, which is in and around our country from at least 2010. The speaker quotes Mathew G. Kirschenbaum that digital humanities 'is a wide-ranging', 'free floating signifier', which include many aspect such as Digital Engagement that includes online modes of teaching, online modes of communication, use of ICT/ multimedia/ audio-visual component and so on. On the other hand, Digital scholarly practices include open access journals, MOOCs, pedagogy etc. He concluded by giving certain commendable examples of the Humanities Digitalisation initiatives: Larry Friedlander's Shakespeare project, Perseus project, Blake archive, etc.

Dr. Gaurav J Pathania, Georgetown University, Washington DC, USA begins his lecture with Ethnography and Cultural Studies. He states that culture is the basic element of Ethnography. He discusses the characteristics of Ethnographic Research. It includes cultural themes, culture sharing groups, shared patterns of behavior, language and beliefs, fieldwork: emic, etic and negotiation and so on. Ethnographic research processes initially i) selecting the site, ii) collecting the data, iii) recording the collected data, iv) analyzing the data, v) writing the ethnography, and finally asking the research questions. He discussed about participant observation stating the question is it different from the qualitative method. The way an ethnographer collects data, how is it that it is different from other ways of collecting

data. He cited Coleridge statement, “Man ought to be weight not counted.” Ethnography is the study of everyday life. To define culture, he cited Raymond Williams how according to him, culture is the whole way of life.

Prof. Bhagabat Nayak, Rajiv Gandhi University was the Resource Person of the session on ‘Introducing Research Methods in Life Writing’. He began with commenting that life writing as a literary genre is always neglected and research in this field is not preferred. When all other genres were already mature, life writing as an area of research was just a toddler. It is a large literary genre that includes, in its scope, biographies, autobiographies, diary entries, memoirs, letters, personal accounts, interviews, lectures, audio clips, oral history, testimony, dream analysis and so on. Research in this promising field flourished only after the World War II when new interest and craze in biographies and memoirs increased. It is noticeable that life writing as a genre started with St. Augustine’s Autobiography. This is nothing other than memory transcription. Basically, research in life writing is an interdisciplinary activity that entails three aspects- context, phenomena and emotion. Context incorporates historical and geographical elements, phenomenon incorporates the trends that were prevalent and emotion that engages the writer’s mind-study, emotions and sentiments.

Dr. Dhriti Sundar Gupta, Gupta Rajiv Gandhi University began his presentation by enlightening the participants with an introduction to the field of ELT (English Language Teaching). Then, he laid out the nature, scope, importance and value of research in ELT. He defined ELT as the practice, activity and industry of teaching English as a foreign, second or other language.

The next session was on the theme ‘Mapping the Research in Translation Studies’. The Resource person, Dr. Rajkumar Eligedi Prince Sattan Bin Abdulaziz University, Saudi Arabia started his lecture stating that if translation is not possible than travelling is not possible. Translation always focuses on the structure of the text. He concluded his lecture stating that translator’s role is of utmost importance in translating a text. Translation in history is often linked to gender. The question of ethics, migration and race occurs. Translation cannot happen without ideology. Translation studies is of significant

importance as it bears the historical developments, goals, objectives and practices.

Prof. Amrit Sen, Visva-Bharati Shantiniketan spoke during the session on ‘New Approaches to the Eighteenth Century Novel: Some Critical Strategies in Research’. He delivered his lecture on what history has to teach mankind in a crisis-laden situation of today. Contextualizing the Great Plague/Black Death using Daniel Defoe’s Journal of the Plague Year 1722, he showed how critical approaches could be applied to the Eighteenth Century novels to pose questions of trauma and its representation; containment and negotiation; memory and post memory; politics of marginality; narrative form and the rise of novel and ultimately, how relevant are these questions to the present context. Prof. Sen made a very fascinating parallel between the Great Plague and COVID-19 pandemic. Prof. Sen drew an interesting link between traumatic experiences, memory, postmemory and narrative drawing on the pandemics as social trauma and how the image of crypt then and now is of great significance leading us to question our behavior as community and how we face our fears and anxieties as a group.

Dr. Umesh Patra, Rajiv Gandhi University spoke on ‘To ‘Be’ or To ‘Do’: Research on Performance’. The speaker started with a question that how acting will fit in research methodologies, and why one would take acting? According to him every acting or performance is contextualized and metaphorically presence of social, political, cultural meanings. According to him performance is an act which is the result of practice and preparation, and everyone is acting from the moment they are born on this world, he gave the example of Shakespeare’s, ‘Seven stage’ from the play ‘As You Like it’ where Shakespeare has present the different role of the human beings. The speaker was of the view that even our gender role is on the basis of performance, where man and woman have to behave accordingly to the norms of the society, their clothes is different, their social-role are different and vocabulary is also different which is called a genderless.

The next session was on the theme ‘The Postcolonial Theory: Interpretation and Application’. Dr. Milind Pandit, MSS College, Dr. Babasaheb Ambedkar, Marathwada University, Aurangbad, Maharashtra questioned the historiography and over

emphasis on western influence. He asked why only western theories? When there are numerous instances of Indian texts on theories; such as Stripurushtulna (1882) by Tarabai Shinde as feminist writing. Indian theorists like The Buddha, Kabira, Mahatma Phule, Dr. Ambedkar, *etc.* already dealt with the concepts of Deconstruction, Existentialism yet the western influence has overpowered them.

Dr. Prachand Narayan Piraji facilitated the Valedictory Session of online Short Term Course on Research Methodology in the Humanities. He welcomed and expressed his sincere gratitude to all the resource persons from India and abroad, and also participants. He was also thankful to the different resource persons who had participated and presented unique research methods and tools which enriched all participants and opened new avenues and opportunities in the field of research. Other dignitaries namely Dr. K C Mishra, Dr. Beena S Nair, Dilip Bhise, Dr. Veena Sharma, Dr. Milind Pandit, Dr. C K Panda, Dr. David Pertin, Joint Registrar (Academic and Conference), Dr. Zankar Rajesh Dattaray, *etc.* also welcomed and expressed their gratitude to all the distinguished personalities whose constant enthusiastic support economically and morally which act as a catalyst for the grand memorable success of the online Course. Prof. Amitava Mitra, Pro Vice Chancellor congratulated the Department of English for the success of the online STC. The E-valedictory session came to a closure with vote of thank proposed by Dr. P N Piraji. Each participant was given a certificate of participation.

International Seminar on Innovations and Recent Trends of Entrepreneurship in Current Scenario

A two-day International Seminar on 'Innovations and Recent Trends of Entrepreneurship in Current Scenario' is being organised by the Faculty of Management Studies, ICFAI University Tripura during August 12-13, 2020. The academicians, researchers, entrepreneurs, corporate executives, policy makers may participate in the event.

Recently, COVID-19 has spread over more than 210 countries, infecting beyond two million people, with more than 1,37,000 fatalities. As we know, India has a soaring population density combined with poor hygiene standards and also deprived health infrastructure, which makes it more prone to the pandemic. There are many questions yet to

be answered. Some of them are- What would be the parallel solution to the livelihood crisis? How the activities can be boosted up for entrepreneurs? Even the economists warn that an extended lockdown would cause even more havoc to employment, the economy and livelihood, the dilemma is whether to save people or livelihood. From time to time, NITI Aayog Govt. of India gave a much convincing statement, "India should improve its disaster management preparation and ensure the availability of resources so that the country doesn't have to choose options among the people, life and livelihood." We can understand that the COVID-19 pandemic is the defining global crisis of the present time and the greatest global humanitarian challenge for a livelihood the world has ever faced. The Subthemes of the event are:

- Community-based Entrepreneurship.
- Corporate Entrepreneurship.
- Entrepreneurial Challenges to Pandemic (COVID-19).
- Entrepreneurial Finance and Venture Capital.
- Entrepreneurship in the MSME Sector.
- Family Business in Entrepreneurship.
- Innovative Approaches in Creating Livelihoods.
- Issues related to Rural Economy and Livelihood.
- Marketing and Value Chain for Sustainable Rural Livelihoods.
- Role of Local Self-Government in Sustainable Rural Livelihoods.
- Rural Sustainable Livelihood- Issues, Challenges and Policy Perspectives.
- Science and Technology in Entrepreneurship.
- SHGs and Social Entrepreneurship.
- Sustainable Livelihood for Skilled Human Resources.
- Women Entrepreneurship.\
- Sectoral Entrepreneurship like Agripreneurship, Aquaentrepreneurship, Digital Entrepreneurship, Edupreneurship, Technopreneurship, Tourism Entrepreneurship, etc.
- Other Relevant Areas.

For further details, contact Organising Secretary, Faculty of Management Studies, ICFAI University Tripura- 799210, E-mail: iutseminar@gmail.com. For updates, log on to: www.iutripura.edu.in

AIU NEWS

ANVESHAN - Student Research Convention: East Zone

The Association of Indian Universities in collaboration with Jadavpur University, Kolkata, West Bengal hosted a two-day East Zone Student Research Convention on February 12-13, 2020 which saw participation of more than 110 students from nineteen universities from the states of Eastern region of India. A total of 61 innovative projects were showcased by students and their mentors who got recorded as highest participation in the history of Anveshan organized for Eastern Zone till date. Projects showcased in the event were indeed exemplary and expected to have significant impact on society.

The Inauguration Ceremony commenced during the morning hours in the Gandhi Bhavan auditorium of Jadavpur University with the lighting of lamp. The ceremonial dais was honored by the august presence of Prof. (Dr.) Suranjan Das, Vice Chancellor, Jadavpur University as the Patron-in- Chief, Prof. (Dr.) Sadhan Kumar Ghosh, Dean, Faculty of Engineering & Technology, Jadavpur University as the Guest of Honour, Dr. Usha Rai Negi, Assistant Director, Research Division, AIU, Prof. Anupam Deb Sarkar , Prof Sanjib Kumar Mridha, Jadavpur University and Dr. Rajat Ray, Dean of Students, Jadavpur University and Organizing Secretary for East Zone Students' Research Convention, *Anveshan*, 2019-20.

Dr. Rajat Ray acknowledged the presence of Dr. Usha Rai Negi, Assistant Director, Research Division, AIU and Coordinator of the Research Convention. Dr. Rajat Ray while sharing the ethos of Jadavpur University highlighted that strengthening research acumen among students and faculty members has been on their priority list. He informed the audience that the university has created centre of excellence with advanced research several decades ago with the vision to strengthen research through funding for major/minor research projects, organizing workshops, seminars and training programs. As an outcome of research projects, a plenty of patents have been acquisitioned and a few patents have been in process. Jadavpur University, Kolkata also has a nodal centre for incubation and entrepreneurship where annually numerous events are organized where

students propose research-based solution for existing problems. He warmly welcomed all dignitaries with a deep sense of respect and appreciation and conveyed that there is a pertinent need to have an eco-system that enables start ups to evolve, develop, scale-up and survive to become global corporate.

Prof. (Dr.) Suranjan Das, Patron-in-Chief expressed his feeling of happiness and being energetic and young after seeing all the students. He counselled the students by saying that after education, when someone is not able to get good job, immediate vicious circle of frustration starts. Why to rush behind job? If you become entrepreneur, you will create jobs for others. So, if you are committed and focused on your work for long time, generally things turn in your favour.

Dr. Usha Rai Negi gave a brief background on the history of AIU explaining how it was established primarily to promote co-ordination and connectivity between the universities and recognize interuniversity degrees. The Research division of AIU as part of capacity building activities regularly organizes various seminars and conferences for strengthening Indian higher education. It also takes up research projects and recommends policies for higher education to MHRD.

Prof. (Dr.) Sadhan Kumar Ghosh, Chairman of the Conference conveyed the message of importance of exchanging idea, collaboration and teamwork. He explained the importance of perfect blend of technocrat, marketing, and management to become successful entrepreneurs. He advised all the student participants to actively collaborate and build a team to give a platform to their career

Thereafter, the competition commenced. In the first round, the contestants presented the registered 61 projects as posters in the prescribed size. Subject experts evaluated the participating projects in concerned areas based on stipulated parameters and after thorough examination, all of the registered projects have been allowed for the next round of evaluation through Podium Presentation. The objective of second round was to understand in-depth details pertaining to projects on evaluation parameters such as scientific principles, creativity, relevance,

thoroughness, cost effectiveness, teamwork and skill. In the podium round, shortlisted projects were presented in front of judges through Power-Point Presentation, followed by question-answer sessions.

Keeping in mind the excellence and usefulness of the various research projects presented in the convention during the two-days, jury members and distinguished evaluators scrutinized and declared first, second and third prizes in different subject areas. Winners were awarded with medals and certificates in the valedictory ceremony that were overseen by Prof. (Dr.) Amarendra Pani, Joint Director, Research, AIU. All the winners were invited by Prof. (Dr.) Amarendra Pani, to present their research in the upcoming *Anveshan* National Student Research Convention be organized under the aegis of AIU, New Delhi.

During the Valediction Ceremony, Prof. (Dr.) Chiranjib Bhattacharjee, Pro-Vice Chancellor, Jadavpur University was the Chief Guest. Other dignitaries present on the podium were Dr. Amarendra Pani, Dr Usha Rai Negi and Dr. Snehamanju Basu, Registrar, Jadavpur University. Dr. Rajat Ray delivered welcome address and briefed the gathering and the event details. Dr. Snehamanju Basu expressed thanks to the participating members in the event and blessed them for bright future. During the open feedback session, the mentors, participants, distinguished evaluators and jury members were invited to share their experiences regarding the moments experienced in the convention that were the most memorable and adorable moments for them. They have appreciated the entire event planning.

Prof. Chiranjib Bhattacharya, Pro. Vice Chancellor of Jadavpur University admired the AIU for encouraging the young mind to project their thoughts through such research project presentation. He also expressed thanks to the organizers for organizing the programme in a befitting fashion. He also encouraged the participants to carry out such research work further also. He explained that with an idea, anybody can make the world more creative and progressive.

The concluding address was delivered by Dr. Amarendra Pani. He lauded the efforts of the host university, providing ample opportunities for the youth to explore with the prestigious event. He appreciated all the team members of the Organizing Committee of Jadavpur University for successfully organizing *Anveshan* in their esteemed campus. He expressed his sincere thanks to all the people who directly or indirectly supported in making the event a huge success. He especially thanked Dr Usha Rai Negi for coordinating the program from AIU side.

Each winner of all the five categories were provided certificate and memento in the podium itself. All other participants were handed over participation certificate in the programme. The programme ended with Vote of Thanks followed by National Anthem and Group photographs with all the participants, organizers, volunteers and evaluators.

Details of the winning projects of the East Zone Research Convention are given in the tables below.

Category: Agriculture

Rank of Orders

Code No.	Participants	Institute Name	Name of the Project	Position
AG-13	Vedant Subhash Dhale Adhiraj Mohapatra AkshayBankar	Sri Sri University, Cuttack	Production of Biodegradable Planting Pots and Trays From Agricultural Residue	1 st
AG-17	Ankit Kumar Keshari Mrinali Mahanta Subhraneel Sahu	Sri Sri University, Cuttack	Production of Value Added Organic Fertilizer Through Recycling of Human Urine.	2 nd
AG-6	Mayanglambam Victoria Devi	College of Post Graduate Studies in Agricultural Sciences, Central Agricultural University, Imphal	Social Simulation on Assimilation of Climate Smart Agricultural Practices in North Eastern Hill Region of India	3 rd

Category: Basic Science

Rank of Orders

Code No.	Participants	Institute Name	Name of the Project	Position
BS-6	Debmalya Sarkar Namrata Das Solanky Das	Jadavpur University, Jadavpur, Kolkata	Cotton Pappus Based Piezoelectric Nanogenerator and Touch-Sensor	1 st
BS-8	Nikhil S K Pujita Ningthoukhongjam	National Institute of Technology, Silchar	Development of Natural Dye Sensitized Solar Cell Using Indigenous North East Plant Dyes	2 nd
BS-5	Avisek Sharma Dinesh Samanta Pritam Goswami	Jadavpur University Jadavpur, Kolkata	An Autonomous Distributed Single Link Failure Management in Network With Arbitrary Topology	3 rd

Category: Engineering and Technology

Rank of Orders

Code No.	Participants	Institute Name	Name of the Project	Position
ENG-4	Anirban Mukherjee Milan Kumar Mandal	Jadavpur University, Jadavpur, Kolkata	Low Cost Integrated Hydrogen Generation Fuel Cell System for Remote Application	1 st
ENG-12	Abhijit Singh Akash Verma K Lamnganbi Singha	National Institute of Technology, Silchar	Photovoltaic based Sustainable Controlled Heating for Tea Processing	2 nd
ENG-3	Aditya Chowdhury	Jadavpur University, Jadavpur, Kolkata	Electrochemical CO2 Conversion to Ethanol	3 rd

Category: Health Science

Rank of Orders

Code No.	Participants	Institute Name	Name of the Project	Position
HS-11	Sasangbaha Mandi	University of Kalyani, Nadia, West Bengal	Low-cost Ergonomic Work-Station for Tribal Sal Leaf Plate Makers for Reduction of Postural Stress.	1 st
HS-8	Kabita Gurung	Sikkim University, Gangtok	The Use of Botanical Extract Against the Fungal Diseases of Large Cardamom (Amomumsubulatum) as an Alternative Tool to Organic Farming.	2 nd
HS-3	Poorvasandhya R	College of Agriculture, CAU Central Agricultural University, Imphal	Development and Formulation of a Protein Enriched Chakhao-Mushroom Health Drink Powder.	3 rd

Category: Social Science

Rank of Orders

Code No.	Participants	Institute Name	Name of the Project	Position
SS-4	Ujan Natik	Jadavpur University, Jadavpur, Kolkata	Acid attacks on Women in West Bengal: Reasons, Ground Reality, and Possible Solutions	1 st
SS-10	Ms. Sanjukta Bhowmik Ms. Aditi Pattanayak Ms. Sangita Jana	Vidyasagar University, West Midnapore, West Bengal	Status of Traffic and Road Health in a Peri-urban Landscape: A Case Study of Tamluksrirampur Bus Road in Purba Medinipur	2 nd
SS-3	Debangee Das Hrit Mukherjee Rajanya Dasgupta	Jadavpur University, Jadavpur, Kolkata	Hurry-Cane: See the World through My Eyes!!!	3 rd



SHREE RAYESHWAR INSTITUTE OF ENGINEERING & INFORMATION TECHNOLOGY

Shivshail' Karai, Shiroda, Goa 403 103

APPOINTMENTS

Advt. No. SES/SRIEIT/APPT/02/20

Applications are invited from the eligible candidates in the prescribed form available on Institute's website www.ritgoa.ac.in for the following posts to be filled on Regular & Contract basis.

Name of Post & Pay band	Electronics & Telecom. Engg.	Computer Engineering	Information Technology	Mechanical Engineering	Engg. Sc. & Humanities			
					Maths	Physics	Chemistry	Comm. Skill
Principal (37400-67000 AGP 10000)				01				
Professor (37400-67000 AGP 10000)	01	--	01	01	--	--	--	--
Associate Professor (37400-67000 AGP 9000)	02	02	02	01	01	--	--	--
Assistant Professor (15600-39100 AGP 6000)	01	--	04	03	02	01	01	01
College Director of Physical Education & Sports (15600-39100 AGP 6000)				01				

Eligibility & Qualifications:

- A. **Essential Qualification & Experience for appointment of Principal/Professor(s)/Associate Professor(s)/Assistant Professor(s)/College Director of Physical Education & Sports must be as per the AICTE and Goa University Norms.**
- B. **A minimum score as stipulated in the Academic Performance Indicator (API) based Performance Based Appraisal System (PBAS), set out for recruitment of Principal, Professor and Associate Professor by Goa University.**

In the event of candidates for the post of Professor and Associate Professor are not available and/or not found suitable, the advertised posts shall be filled at level of **Assistant Professor** on contract basis.

Detailed information about eligibility, qualification, experience, terms & conditions are available in college website www.ritgoa.ac.in. Candidate may download Application Form and General Instructions from college website. Filled application along with attested copies of testimonials, certificates should reach to the Administrative Office of the Institute or email soft copies of filled applications with enclosures to principal.ritgoa@gmail.com within **21 days** from the date of publication of this advertisement. Incomplete Application and/or application without enclosures will not be accepted and rejected without giving any notice.

Principal

THESES OF THE MONTH

SOCIAL SCIENCES

A List of doctoral theses accepted by Indian Universities (Notifications received in AIU during the month of Jan-Feb, 2020)

Anthropology

1. Kropi, Junali. **A biosocial study of nutritional anaemia among the Karbi women in Karbi Anglong District, Assam.** (Prof. R Khongsdier), Department of Anthropology, North Eastern Hill University, Shillong.

Business Administration

1. Pattnaik, Subash Chandra. **Impact of human resource practices on organizational performance: A study at national Aluminium Company Limited, Odisha.** (Dr. Rashmita Sahoo), Department of Business Administration, Utkal University of Culture, Bhubaneswar.

Commerce

1. Bhutia, Sonam Topgay. **Financial inclusion in Sikkim: Initiatives and outreach.** (Dr. A N Shankar), Department of Commerce, Sikkim University, Gangtok.

2. Dhanjal, Satvinderkaur Davindersingh. **A comparative study of bankers and consumers perception towards e-banking services in South Gujarat Region.** (Dr. Maheshkumar U Daru), Department of Commerce, Veer Narmad South Gujarat University, Surat.

3. Gamadia, Rimple Ramesh. **A comparative study of customer relationship management practices of selected public and private sector banks operating in Gujarat.** (Dr. Sanjay R Ajmeri), PG Department of Business Studies, Sardar Patel University, Anand.

4. Khursid, Mohammed. **Regulatory framework and earnings management: A study on discretionary accruals NIFTY 50 companies.** (Dr. Rabindra Kumar Swain), Department of Commerce, Utkal University of Culture, Bhubaneswar.

5. Parab, Reshma Manohar. **A study of training programmes and its impact on performance of employees in selected urban co-operative banks in Pune City.** (Dr. Sushama Keskar), Faculty of Commerce and Management, S.N.D.T. Women's University, Mumbai.

6. Sailo, Lalnunpuia. **Employee motivation, job satisfaction and organisational commitment: A case study of state secretariat employees, Government of Mizoram.** (Prof.N Rokendro Singh), Department of Commerce, Mizoram University, Aizawl.

7. Shastri, Chirayu Suresh. **Role of foreign institutional investors in Indian stock market.** (Dr. S K Bhatt), P G Department of Business Studies, Sardar Patel University, Anand.

Economics

1. Jena, Rajanikanta. **Impact of Indravati irrigation project on socio-economic development of Kalahandi District.** (Dr. Sushanta Kumar Das and Prof. Padmaja Mishra), Department of Economics, Utkal University of Culture, Bhubaneswar.

2. Sheeba, K H. **A study on behavioural finance, socio-economic and technical factors influencing gold Exchange Traded Fund (ETF) investment decision in Kerala.** (Dr. K C Sankaranarayanan), Department of Applied Economics, Cochin University of Science & Technology, Kochi.

3. Swer, Charlene M. **A study of the characteristics and determinants of rural credit in Meghalaya.** (Prof. Sumarbin Umdor), Department of Economics, North Eastern Hill University, Shillong.

4. Tamang, Sharmila. **Impact of midday meal programme on health status and educational attainments of the children: A case study of Mayurbhanj District of Odisha.** (Dr. Lalhriatpuii), Department of Economics, Mizoram University, Aizawl.

Education

1. Hlondo, Vanlalruatfela. **Inclusive education in Mizoram: A critical study.** (Prof. H Malsawmi), Department of Education, Mizoram University, Aizawl.

2. Kawendra Kumar. **Snatak istar par adhayarat chatroan mein prayavaran shiksha abhivriti ka tulnatamak adhyayan Janpad Bijnoaur ke sandarbh mein.** (Dr. Begraj Singh Yadav and Dr. Ashit Dutta), Department of Education, Bhagwant University, Ajmer.

3. Mondal, Mithun. **A study on Continuous and Comprehensive Evaluation (CCE) in relation to knowledge, perception, anxiety and academic achievement at secondary school stage of Assam and Arunachal Pradesh.** (Prof. P K Acharya), Faculty of Education, Rajiv Gandhi University, Itanagar.

4. Ralte, Lalliantluanga. **Education of child labourers in Mizoram: Status and prospects.** (Prof.B B Mishra), Department of Education, Mizoram University, Aizawl.

5. Ravi Ranjan Kumar. **Professional development of teacher educators at secondary level: An exploratory study.** (Dr. Ramakanta Mohalik), Department of Education, Utkal University of Culture, Bhubaneswar.

6. Zothangpuii. **Adolescence behaviour of secondary**

school students of Mizoram: A critical study on awareness, attitude and practices. (Prof. B B Mishra), Department of Education, Mizoram University, Aizawl.

Journalism & Mass Communication

1. Suresh Kumar. **A study of mass media impact on the Gujjar Tribe of Chamba and Kangra Districts of Himachal Pradesh.** (Prof. Manukonda Rabindranath), School of Journalism and Mass Communication & New Media, Central University of Himachal Pradesh, Kangra.

Law

1. Bhavana, A K. **Right to social security of interstate migrant workers with special reference to the interstate migrant construction workers in Kerala.** (Dr. Sonia K Das), Faculty of Law, National University of Advanced Legal Studies, Kerala.

2. Rajvardhan. **Child labour in India: A socio-legal study with special reference to Lucknow District.** (Dr. Pradeep Kumar), Department of Law, Babasaheb Bhim Rao Ambedkar University, Lucknow.

3. Tangella, Harikrishna. **Domestic enquiry and law with special reference to Northeast Coastal Region of Andhra Pradesh State Road Transport Corporation: A critical study.** (Prof. Y P Ramasubbaiah), Faculty of Law, Acharya Nagarjuna University, Nagarjuna Nagar.

Library & Information Science

1. Mohan, Ramaka. **A survey of library collection development among the engineering colleges of Karimnagar and Warangal District of Telangana.** (Dr. B R Doraswamy Naick), Department of Library and Information Science, Bharathiar University, Coimbatore.

2. Parmar, Amita Bipinchandra. **Networking of Kendriya Vidyalaya libraries of Ahmedabad Region: A perspective plan.** (Dr. Shishirkumar H Mandalia), P G Department of Library and Information Science, Sardar Patel University, Anand.

Management

1. Chauhan, Jeniskumar Paulbhai. **A study of financial inclusion initiatives by government for rural development in Gujarat.** (Dr. Yogesh C Joshi), G H Patel Post Graduate Institute of Business Management, Sardar Patel University, Anand.

2. Juneja, Abhya. **A study of usage of electronic human resources management in medium and large enterprises.** (Prof. R Gopal), Faculty of Commerce and Management, S.N.D.T. Women's University, Mumbai.

3. Meena. **A study on accounting trend and Business Information System.** (Dr. Sanjay Kumar Saini), Department of Management, Bhagwant University, Ajmer.

4. Miglani, Amit. **A study on commercial management capital markets in India.** (Dr. Sanjay Kumar Saini), Department of Management, Bhagwant University, Ajmer.

5. Narayanan, Anoop. **Talent management practices and employees intention to stay: A study in Indian IT industry.** (Dr. S Rajitha Kumar), School of Management

Studies, Cochin University of Science & Technology, Kochi.

6. Shah, Rajiv Bharatkumar. **Factors affecting job satisfaction and engagement among HR professionals.** (Dr. Kiran Pandya), Department of Human Resource Development, Veer Narmad South Gujarat University, Surat.

7. Shukla, Shivangi Kirankumar. **Health care services: An empirical study on availability, expectations and satisfaction in rural Gujarat.** (Dr. R P Patel), G H Patel Post Graduate Institute of Business Management, Sardar Patel University, Anand.

8. Singh, R K Renin. **A study on E-learning as a supplement and an alternative for regular classroom courses: Perspective of digital natives pursuing higher education in Gujarat.** (Dr. Raju M Rathod), G H Patel Post Graduate Institute of Business Management, Sardar Patel University, Anand.

9. Sunitha, T R. **Marketing for a higher purpose: The effects of cause relevance, "Campaign type" and "Message framing" on consumer response to cause marketing campaigns.** (Dr. Manoj Edward), School of Management Studies, Cochin University of Science & Technology, Kochi.

Physical Education & Sports

1. Jain, Parag. **Effects of preksha meditation and yoga on management of migraine.** (Dr. Pratap Sanchetee), Department of Yoga and Science of Living, Jain Vishva Bharati University, Ladnun, District Nagaur.

Political Science

1. Lallianchhunga. **Coalition politics in India: A case study of Mizoram.** (Prof. Jagadish K Patnaik), Department of Political Science, Mizoram University, Aizawl.

2. Tenzing, Pem Choden. **Monarchy to democracy: Understanding political development in Sikkim. 1970-1994.** (Dr. Salvin Paul), Department of Peace and Conflict Studies and Management, Sikkim University, Ganktok.

Psychology

1. Lalremruati. **Social and psychological factors of drug dependency: A study of Mizo youth.** (Prof. Zokaitluangi), Department of Psychology, Mizoram University, Aizawl.

Public Administration

1. Choksi, Mehulkumar Satishbhai. **Leadership in governance: A case study of Shri Narendrabhai Modi.** (Dr. Nileshbhai B Joshi), Department of Public Administration, Veer Narmad South Gujarat University, Surat.

Social Work

1. Chandrapal, Snehaben Vinubhai. **Socio economic and cultural factors affecting reproductive health of married rural women.** (Dr. Ankur Saxena), PG Department of Social Work, Sardar Patel University, Anand.

Sociology

1. Ryndem, Sanbanielyne. **A sociological study of the authority structure in Khasi family.** (Prof. B Panda), Department of Sociology, North Eastern Hill University, Shillong.