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E-learning and Democratization of Quality Higher Education

Suresh Garg* and Sanjay Gupta**

When we used to write letters to our parents and relatives in college days, we would invariably start with the phrase: You must be in fine state of health and best of spirits with the blessings of the Almighty. It was essentially because of lack of access to e-devices and/or financial resources. Some fifty years later now, we receive emails whose opening sentence is: I hope you are staying at home and are safe. This paradigm shift has been thrust upon us by the corona virus--a non-living entity of microscopic dimensions. The virus has toppled the world upside down with about four million infections and more than 600k loss of precious lives globally. The cities have been locked down, health systems overwhelmed, tourism in tatters, and conferences as well as sporting events cancelled. The world is facing unprecedented economic crisis due to substantial decline in demand, trade and manufacturing. To cope with this crisis, the national governments have come out with stimulus packages. In fact, COVID-19 induced events have made us believe that fleeting things are very subtle and potent.

The COVID-19 pandemic has drastically affected higher education. To stem the disruption to learners quarantined in their homes/ towns/villages and help them escape/ break the chain of infections while complying with nationwide lockdown of educational institutions, public as well as private providers advised their faculties to shift teaching to e-mode. As such, the change was abrupt, drastic and therefore very challenging. Being almost free and convenient, e-education was adopted using technological tools such as Google-group, zoom meeting platform, learning management system (LMS), etc. But experience shows that the shift of teacher from black board to computer screen and chalk and talk to web and wire was not very smooth for many reasons. Students and teachers grappled with the new normal of tech-mediated teaching-learning for lack of training in pedagogy, instructional design and technology-oriented learning outcomes. At Usha Martin University, Ranchi, our experience showed that the attitude of nearly half of the learners, who came from rural families, towards on-line education was not very affirmative. (This behavior is indicative of the barriers experienced by other institutions.) But it is pertinent to consider whether this behavior was due to lack of access to computers and Internet, remoteness between the teacher and the taught or lack of interaction with the peers and/or the teachers. However,

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India's digital journey is very encouraging; the country has 448.2 million mobile Internet phone users as of now. Estimates suggest that this figure would reach over 500 million soon. So we are of the considered view that e-learning has capacity to democratize higher education since penetration of mobiles in India is very deep.

Access to Higher Education

When India became independent in 1947 as a sovereign and democratic nation state, the higher education system comprised less than 20 universities and 496 affiliated colleges, which catered to about one hundred and fifty thousand students. These colleges catered to only the privileged few. However, the leadership of the new born Indian state was of the view that higher education empowers/enlightens people and creates informed citizenry, who promote peaceful co-existence. So it began to raise a magnificent edifice. Policies were formulated, which emphasized that Indian education should cater to our collective genius, be rooted in national ethos and stay in coherence with cultural values; the system was expected to shun under performance and add value to learning experiences of students. Though there was serious resource crunch, more of the same types of institutions were cloned due to public pressure leading to creation of a vast higher education system. The availability of higher education has now increased significantly. In absolute terms, increase in access to and expansion of higher education in India has been phenomenal with considerable increase in student enrolment and no. of institutions (Panda and Garg, 2019).

The Gross Enrolment Ratio (GER) is projected to increase to 30 per cent in 2020-21 (MHRD, 2018) and to 50 per cent in 2030. Similarly, the Gender Parity Index (GPI), defined as the ratio of the female gross enrollment ratio divided by the male GER, has now shifted to 0.94. This became possible through positive discrimination policies of GOI with particular emphasis on increasing female enrolment in Higher Education Institutions (HEIs). The National Sample Survey Organization (NSSO) also recorded a tangible shift in GER in terms of inclusiveness for socially backward groups between 2007 and 2014: STs (7.22 per cent to 17.19 per cent), SCs (11.35 per cent to 22.31 per cent), OBCs (14.57 per cent to 29.36 per cent), others (26.22 per cent to 41.65 per cent) (Chaudary et al, 2016). This is a clear indication that higher education in India is moving toward greater inclusion of the marginalized, isolated and excluded. Special provisions for religious minorities and females helped them to come out of deep identity-crisis.

It is widely accepted that the emphasis of GoI on increasing opportunities for equitable access to higher education for all has made visible impact. Yet we have not achieved the desired goal. Moreover, concern for quality of education was almost completely masked by the pressure generated by access considerations; now we have to pay far greater attention to quality, which is the defining element of knowledge era. Moreover, quality assurance is the key element of higher education now (Garg and Kaushik, 2020). And it would be no exaggeration to say that both access to and quality of higher education have remained elusive. This is evidenced by the fact that not a single institution in the country, including our much hyped premier institutions such as IITs, IIMs and leading central universities, finds a place in the top 100 higher education institutions of the world.

Quality in Higher Education

The observation of National Knowledge Commission, which was mandated in 2006 to prepare road map for growth of Indian education, that there is a "quiet crisis in higher education that runs deep. ….. the general impression is one of mediocrity" (NKC, 2009), was not considered by those in power with the seriousness it deserved. A few islands of excellence that do exist today do not do justice to our collective genius; the system lacks drive for excellence and suffers from 'satisfactory under-performance syndrome' (Garg, 2015). Many central universities resisted even NAAC accreditation till it was made a compulsory condition for receiving grants. But even now, IITs and IIMs consider themselves 'different'. The reasons are many: ranging from non-availability of 'teachers/researchers by choice' to infrastructure, funding and politico-bureaucratic indifference (Garg and Panda, 2017). The latter part is well illustrated by non-implementation of profound recommendation of Kothari Commission that 6 per cent of GDP should be spent on education. Though accepted by the then central government in 1966 (GoI, 1966), successive governments have paid lip service to education and even in the Union budget 2020, only 3.2 per cent was allotted to education. And of this, less than 1

per cent will go to higher education. This is less than every BRICS country. It essentially reflects that while we are good in planning, we are poor in implementation. According low priority to higher education is the surest way to ensure that the nation shall remain a laggard rather than become a leader.

COVID-19 pandemic has made it amply clear that 'disruptive innovations' are inevitable for quality assurance. Every institution must relook into its offerings, innovate curricula and reposition it to provide internationally competitive education and training to all. There is dire need to unlearn and relearn. Our efforts on finding ways for addressing quality concerns should be driven by the wisdom of practitioners and based on solid research evidence. In the emerging international scenario, it is becoming increasingly imperative to evaluate the quality of education offered by our universities and create accountability within. Moreover, the system must create competition between institutions and enhance accountability of each stakeholder, notwithstanding opposition by Teacher Bodies, which unfortunately act more like trade unions. The private and foreign institutions, which have been largely responsible for expansion of professional higher education in India since the beginning of liberalization era, cater to about 80 per cent learners. They need acceptability and credibility for the qualifications provided or certifications made. Though not all of them are of the highest grade, monitoring and accreditation should be made mandatory to improve quality. However, if regulators are really interested in improving quality rather than keeping their spheres of influence intact, the visiting teams must have knowledgeable professoriate with impeccable integrity so that they can guide for the way forward and show transparency rather than …..

Teaching-learning and Technology

It is now well known that in conventional higher education system, teaching has been one of the weakest points, in spite of the efforts made by academic administrators and planners to improve its quality. The conventional system has been criticized, even ridiculed by various stakeholders. Yet it is surprising that the system has not only continued to resist change but also grow; conventional teachers have refrained from using technology in curricular transactions either due to their ignorance about the capabilities of and value addition by it or they view it as an agent that would impede their skills, marginalize their role and adversely affect their importance (Panda and Mishra, 2007). However, COVID-19 has amply established that such impressions are misplaced; technology enhances the reach of the word of mouth as also the effectiveness of a teacher in spatial as well as temporal dimensions (Garg, 2020.) In fact, it is well established that growth in education has had direct correlation with technological developments (from emergence of printing press and thereafter) despite the fact that no media or technology could replace, simulate or even imitate 'the teacher' in the classroom truly and completely.

It would be pertinent to mention here that even our regulatory national bodies did not formulate policies and guidelines to give e-learning a head start. Instead, they developed bias against e-learning and Open and Distance System, which lends itself to technology naturally; it was not treated at par with Face to Face (F2F) education, whose quality, everyone knows, varies intra-institution, i.e., from classroom to classroom within an institution, as well as inter-institution. Probably one positive impact of COVID-19 has been in growth of e-learning. Some view it as blessing in disguise. The national regulating agencies such as the UGC and AICTE seem to have shed their prejudices to technology supported learning for the first time. (It is hoped that this new normal will be sustained even after return to normalcy.) Students are being advised to make effective use of web based learning and are making appropriate policy formulations for online assessment and including the provision of dual degree. But skeptics and cynics among the intelligentsia and employer groups are still not convinced about the value of technology driven education in spite of the fact that e. m. waves have been used to conduct surgeries and bring about knowledge revolution while also forging cultural synergies across national boundaries (Dikshit, 2006). We are of the considered view that use of Information and Communication Technologies (ICTs) to facilitate e-learning should not only democratize higher education but also ensure quality by unleashing the entrepreneurial energy of our youth through a rich learning environment for individualized instruction in the safety of the homes of learners.

In so far as availability of technology for education is concerned, India has kept pace with

developments and applications of ICTs for education and training. Starting from the SITE experiment of 1975, through developments in radio and television, teleconferencing, interactive multimedia, to online resource repository and online learning platform of SWAYAM, there have been significant developments in the country (Panda and Garg, 2019). But the major problem has been that all these ICTs and related pedagogies/andragogies of teaching-learning have remained at the periphery, sporadically used as supplementary, and operate in a context where there is lack of a holistic and innovative use for teaching-learning.

To improve the situation, the Government of India made several initiatives, including the Global Initiative of Academic Networks (GIAN), to bring in expert overseas faculty to Indian universities to teach for at least a semester. Besides the mandatory NAAC assessment, the National Institutional Ranking Framework (NIRF) has also put pressure on HEIs to improve evidence-based teaching and engagement in student learning. The government initiated some reformative schemes including: choice-based credit system (CBCS), B. Voc degrees, Deen Dayal Upadhyay Kaushal Kendras and UGC Regulation 2016 for SWAYAM in which up to 20 per cent of credit hours in an academic programme can be earned by a student through online learning at the national platform of SWAYAM. It is another matter that integration of SWAYAM to larger teaching-learning community is wanting. While adopting the SWAYAM courses for UG and PG level programmes, wherever possible, we at Usha Martin University decided that evaluation shall be done by the University itself.

In parallel, there have also been developments in technologies and networks which eventually supported online learning (Ahmed and Garg, 2015; COL, 2015):

- INFLIBNET (information and library network centre) was established in 1996 to provide network of all libraries in higher education and provision of internet connectivity (UGC-Infonet connectivity).
- National Knowledge Commission with wide range reforms in knowledge and skill development through ICT.
- National Knowledge Network for providing high-speed broadband connectivity to all education and training institutions free of cost.
- National Mission on Education through ICT (NMEICT) by Government of India and offer of interactive free curriculum-based digital content through open source portal Sakshat for both student learning and teacher empowerment; and the initiation of NPTEL by Indian Institutes of Technology (under NMEICT) for creation and offer through Sakshat portal digital video content on engineering and technology free of cost.
- e-Gyankosh (national electronic knowledge repository) of India Gandhi National Open University.
- National E-Library for providing free quality digital content from premier higher education institutions democratically accessible to students, working professionals and researchers.
- National Repository of Open Educational Resources (NROER).
- E-Pathsala (electronic class) programme of UGC to fund institutions of higher learning to develop digital e-content (i.e. combination of print, power point, video) based on college and university syllabus and make available as OER.
- 'Digital India' initiative of the present NDA government to make the entire country digitally literate and empowered.
- The latest GoI online MOOC-based portal for free credit-based content delivery, i.e. Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM). The platform provides for self eligibility checking through course preview, and interaction with online course coordinators/ tutors towards credit-based course completion and credit accumulation toward a final diploma or degree.

These technological developments are supportive of e-learning.

We have no hesitation to conclude that COVID-19 crisis has driven HEIs to the point where they need to innovate to survive. That is, they need new solutions and the safest way to find them is experimentation for conducting online classes as well as assessment. It may be mentioned here that online teaching-learning is no longer an option, it is new normal rather than a 'stop gap' measure during the pandemic. As discussed in an earlier article (Gupta and Garg, 2020), online education is not a

mere shift from chalk and talk to web and wire. It involves use of technological tools such as Learning Management Systems (LMS) and web conferencing platforms.

Implementation of Online Education

COVID-19 forced sudden shift of teaching-learning to online mode to stem the disruption in learning. With little time for arranging capacity building through faculty development programmes in online pedagogies, most higher education institutions started online teaching without taking such measures. The situation was not helped by the faculty members who were in general not enthusiastic towards online teaching since a significant majority (i) had no prior experience, (ii) lacked enthusiasm to learn new methods and techniques and (iii) were not convinced about quality of delivery and/or assessment. The same is true of students whose attention span has crippled. Therefore, both teachers and learners should be trained to handle this methodology. But for a country of the size and diversity of India, it is a herculean task. Yet it is to be undertaken by each HEI without causing disruption in routine, i.e., without removing teachers from their place of work. The best way would be conducting Faculty Development Programmes online singly or jointly. Though several webinars have been conducted by various Organizations/HEI/Agencies on various issues relevant to higher education, not sufficient initiatives were taken even by Academic Staff Colleges to train teachers by creating country-wide classrooms, in spite of the initiative taken by the UGC Chairman.

Online education is learning using the capabilities of the Internet; that is, it is web based. It can be synchronous like online chatting, zoom or go to webinar conferencing, online networked teleconferencing as well as asynchronous like email. Under the prevailing emergency, every institution has to reposition its offerings so as to assess rapid pivot to online education for abundant caution since it enforces fundamental shift in teaching-learning paradigm from teacher-centric to learner-centric education embedded with adequate learner support.

Ideally, every institution practicing online education must support efforts of the teacher in front of the screen by developing quality e-content (print and e-materials), benchmark these and share with the learners at the beginning of the session. Similarly, availability of e-tutorials, web resources and self-assessment techniques, once built into the curriculum, will help in quality assurance. A single institution may find itself unequal to the task. Therefore, it would be advisable to forge partnerships with or form consortia of universities under the guidance of a Task Force comprising members from all partnering institutions. It would still be better if this initiative is coordinated by the department of higher education in every state. It goes without saying that this will also need support of the managements of all participating institutions. In this background, a weeklong FDP conducted jointly by Usha Martin University, Ranchi, Mangalayatan University, Aligarh, Himalayan University, Itanagar and Sikkim Professional University, Gangtok is particularly note worthy. Senior faculty members from within these institutions made presentations on online education and interacted with the participants for the benefit of all on issues related to online delivery. Only when such initiatives are replicated widely and collaboratively without any hindrance all over the country with (or without) the support of agencies like Commonwealth of Learning, Vancouver and/or International Council of Distance Education, Paris, we will be able to practice online education in true sense.

Recently Rao (2020) has recommended that in the times of COVID-19, ODL institutions should shift to blended learning by integrating technology into all the domains of students support services. He argues for development of digital self learning materials in the form of e-tutorials/ e-books embedded with audio and video resources, supplemented with OERs, interactive web links, discussion/ chat boards, online quiz/ educational games, animation, among others. As such, this argument holds for all institutions offering online education even beyond the limitation of territorial jurisdiction, as envisaged under UGC (Online Courses or Programmes) Regulations, 2018. However, the regulators will have to exercise particular care and make sure that this provision is not harnessed 'for profit', as happened with correspondence education. The most important outcomes of this exercise will include cost effectiveness and increased accessibility of the finest tools for blended learning by combining with multimedia tools (such as twitter, Face Book, YouTube, Skype, E-mail, Chats, Blogs, Podcasting

etc). Moreover, by sharing such materials, it will be possible for partnering institutions to revise the materials and enhance quality of the output.

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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. ❑

The New Normal: Learning to Learn

Shirish Chindhade* and Anjali Patwardhan Kulkarni**

There has been a thick talk about the different pedagogies our teachers are advised to use in classrooms. In addition to the age-old perennial face-to-face mode, the persistent advice is to resort to gadgetry that technology so amply and ubiquitously provides. A large number of teachers are still impervious to a deft use of gadgetry in teaching. Quite likely, there is techno-phobia operating at the back of the mind. More than that seems the distrust in technology as it tends to make the process rather too mechanical, dehumanised. Training, compelled by the demands of the New Normal of "distancing" is a dependable solution to correct the technology aversion and phobia. However, while stressing the skills that the teachers have to pick up, let us not lose sight of the responsibility of the learners. This article tries to address some ways of flipping the teaching-learning (T-L) process in favour of the learners, by nudging them to be active and alert partners in the process.

The students will have to implement a major change in their study habits. They will have to design their own learning strategies. They have to be persistent; stay focused, and should develop the skill of self-motivation. They will also require two important tools: metacognition, which is the ability to think about and regulate their own thoughts and retrieval, which is the process of recollecting what they have already learnt. They must be able to gauge what they know and what they do not and make efforts to know. Instead of the traditional academic skills and rote-learning students will have to develop critical thinking and adaptability skills.

The shift in the teaching-learning environment is a major concern. The College has come home. Teachers from their homes will be teaching to students who are in their homes. There will be numerous environments, which will have to be considered while ensuring the success of the teaching–learning process. Since every environment comes with its advantages, as well as limitations, the students will have to ensure (wherever this is possible) that they create a workplace with the following minimum characteristics: a quiet, comfortable, well-lit area to avoid eyestrain, with no distracters, a place specially meant for study. Put off cell phones while studying if they are not using them at that moment. Consider ergonomics so that the sitting position is proper and comfortable. Arranging a good study environment is essential for concentration.

Three ways of shifting the focus on the learners are discussed in the present article. We do not mean to suggest that these operate in separate airtight compartments. Their borders readily overlap.

They are (i) Self-Learning (ii) Peer-Learning, and (iii) Group-Learning.

(i) Self-Learning

The very first "pillar" of education mentioned in Delors' *Learning, the Treasure Within* (Report to UNESCO, International Commission on Education for the 21st Century) is, "Learning to Know: Mastering learning tools rather than acquisition of structured knowledge; self-learning". Three thousand years ago, Sage Vyasa gave us in his Mahabharata a model of self-learning in the *adivasi* boy, Eklavya. Unfortunately, discriminated as he was in a conservative social system he was denied admission to Sage Drona's school of archery. Undaunted that he was, he made a clay effigy of the Guru and started his self-learning under the supervision of the effigy, eventually emerging as an ambidextrous as the great archer, Arjun, Guru Drona's favourite. How imaginative of Eklavya to learn face-to-face in the virtual presence of a Guru. This is a singular example of "Self-Directed Learning", a Graduate Attribute enlisted by the UGC and the NAAC among several other qualities. The total emphasis is on the Learning-by-Doing (LBD) or Do-it-Yourself (DIY) mode, which is often called the Constructivist Approach. Benjamin Franklin's time tested formula is operative here, namely, "Tell me and I'll forget, show me and I'll remember, involve me and I learn."

Here is an interchange of positions between the teacher and the taught. The learner shifts to the centre

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while the teacher goes to the periphery. However, this positional shift does not at all imply any role reduction of the teacher. The teacher neither is eliminated nor is her/his usefulness reduced a whit in the teaching-learning process. This "flipped classroom" is a shift in their responsibilities! The learner at the centre is now responsible for her/his own learning. The learner is active and the teacher is a support in the process, the support being in multiple forms such as

(i) The teacher identifies the areas for self-learning by explaining the core of a topic while the learner is to discover the details

(ii) The teacher builds a frame of reference to identify supportive source materials while the learner taps them for a wider perception and understanding of the topic

(iii) The teacher gives assignments to monitor the learner's progress while the learner sticks to the schedule for developmental outcomes

(iv) The teacher gives a timely and detailed feedback with evaluation with the help of which the learner attempts a course correction

(v) The teacher boosts the learner's motivational levels while the learner absorbs vigour for obtaining desired outcomes. In other words, the teacher is an ever-present, efficient, sympathetic facilitator, ready to handhold the learner to move ahead (thus creating a virtual, disguised version of face-to-face format!)

(vi) All this while, it is imperative that the teacher develops in herself/himself a techno-efficient facilitator LMS for smooth conduct of the exercise.

On the other side, the central recipient's (the learner's) responsibilities include

(i) Vigilant Time Management: A clearly structured schedule and a punctual adherence to it

(ii) Untiring reading and writing habits

(iii) Punctual completion and submission of assignments

(iv) Optimum contact with the teacher for feedback analysis and a correction course emanating from the feedback from the teacher and discussion

(v) Resolute efforts to keep her or his motivation buoyant and propelling

It is assumed that in a degree course there is more than one teacher, as the curricular structure may set Major/Special, additional and subsidiary subjects handled by different teachers, thus relieving only one person / teacher from a total burden.

(ii) Peer-Learning

Clearly enough, "peer learning" is learning along with and with the help of one's classmates. This could best be done in pairs as one-to-one mutual help can work effectively. This involves the principle of "each one, teach one". Perhaps, one of the pair is advisedly an advanced learner with whose help the other one with slower grasp can cover the knowledge gap. In addition to actual problem solving in person, there can be document sharing, recommending, and making available basic and additional sources to the partner. In some cases, even making a textbook available is a substantial help. Certain activities that consolidate learning, like gaming, quizzes can also be undertaken by the pair to make the experience pleasurable. And, of course, the teacher plays the role of a supervisor for evaluation as well as course correction.

(iii) Group-Learning

The extended form of Peer Learning is Group-Learning mainly because the membership is larger and so are the functions. Usually, group learning is activity driven: a laboratory experiments, outdoor surveys, projects, and so on. It can be very outcomes-oriented as group dynamics is the impetus to keep the group active. Wake up calls, for instance, can be a way to remind members of dates, assignments, both for individual and group activity. Discussions, review, clarifications, play an important part. It is not necessary for the group to meet always physically, as conference calls can serve the purpose. If a member of the group is unable o attend classes or has difficulty in finding time, the others can share the burden and brief her/ him on what she/he has missed. Working together has one more great advantage: it develops a sense of togetherness, gives confidence and fosters an atmosphere of mutual help, camaraderie and bonhomie. In some cases, this can become a lifelong bonding for cooperation and development.

Group discussions in the presence of the subject expert, is one more choice, both for learning and for testing. In all these three activities, the college plays a crucial role. It is an ever-present guide and facilitator with open door labs, library, computers and, of course,

teachers. The college website can be of immense help in all these activities. The slow learners can get model answers; the advanced learners can get challenging assignments through the website. It will have to be subject-wise active with every teacher contributing.

It is repeatedly pointed out by educationists that online learning is in a major way the future of education, the New Normal in Teaching-Learning. An ever-growing availability of technology and people's increasing resort to it confirm this observation. Though face-to-face learning will not, and cannot be dismissed altogether, a dependence on it will wane. Colleges and teachers will be compelled to develop new styles of working to which the new generations are fast getting hooked up. In such a demanding situation, LMS expertise is going to be the teacher's new, reliable friend.

In sum, not all the three styles of learning are entirely independent of the presence and help of the teacher, as this is not an article discussing Distance Learning mode for external learners. It has at the centre all those learners who have enrolled in colleges as regular ones. However, for a wide variety of reasons they are required to resort to online learning, especially in the light of the raging pandemic. This style of learning is likely to continue for long and even eventually settle as a major mode. In the *Taittiriya Upanishad,* there is an extended advice by the Guru to the disciple on the Graduation Day. It says, among many other things,

Satyam wada. Dharmam chara. Swadhyaayaanmaa pramadah.

सत्यं वद । धर्मं चर । स्वाध्यायान्माप्रमदः।

(That is, Speak the truth. Observe Dharma. Commit no error in self-study.)

Here the third advice is clear that the disciple, even after passing out, should continue to study on his own. This is the pith and core of the L3 (Life-Long-Learning) culture that the learner is eventually expected to instill in herself/himself. This is sustainable version of "learning to learn"! ❑

On the Contexts of Discovery and Justification

Ravindra K S Choudhary *

Research and development in any field of knowledge do not come out of the blue; they are always contextual. But contexts may vary widely across fields of study and research affecting them spectacularly and posing unthought-of challenges for the knowledge pursuits. In the contemporary thinking about science, an important distinction is often made between the context of discovery and the context of justification. This paper is an attempt to analyse these twocontexts and to understand them critically as they occur in sciences, natural and social.

The Two Contexts

The distinction between the 'context of discovery' and the 'context of justification' was first made by Hans Reichenbach. Karl Popper has also spoken of it in terms of 'questions of fact' and 'questions of validity'. The distinction may be made clear as thus:

The context of discovery refers to the actual historical process by which a scientist arrives at a given theory. The context of justification refers to the means by which the scientist tries to justify his theory once it is already there – which includes testing the theory, searching for relevant evidence, and so on (Okasha, 2002:79).

Every discipline of knowledge such asvarious sciences evolves in a larger intellectual landscape where extra-disciplinary environment is also at work. Method, proof and justification are no doubt decisive in sciences, but the very process of discovery is also vital. The context of discovery involves lots of creativity, ideation and situational considerations, which are not confined to the rigid methods and rigorous proof. Needless to say, such extra-disciplinary factors are mostly subjective and highly imaginative affairs in the sense that they are not always the product of systematic and careful thought. Great discoveries and inventions often spring from the intersection of the intellectual and the visceral. Hypotheses, for instance, are often formed in quite out of box manners.

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We have great many classic examples of the context of discovery. Kekule hit on the hypothesis of a hexagonal structure for benzene after a dream in which he saw a snake trying to bite its own tail. Descartes while lying in bed watched a housefly walking on the ceiling of his room. He observed that the position of fly could always be represented by its perpendicular distance to any two walls forming a corner of the room, and thus he arrived at the concept of co-ordinates. Archimedes found the solution to buoyant force problem in his bath not in his study. Fritzof Capra while sitting one day by the ocean, watching waves rolling in and the feeling of rhythm of his breathing, came across a unique experience called 'the Dance of Shiva' constantly unfolding all through inner and outer existence.

Are these just figments of imagination, flashes of insight, or suggestive of something significant in the process of discovery? Are these simply 'Eureka moments' permeated with ephemeral, unfathomable feelings of inspiration, illumination, intuition and the like?

Critique of the Context of Discovery

Even if we do not deny the ontology of the context of discovery, the question arises as to how much importance or weightage should be accorded to such factors. More precisely, what bring them into question is that they are often chaotic and syncretic in character and quite clumsy in their epistemological implications. Thus the question is: Is the context of discovery cogent and conclusive enough to deserve the serious treatment of scientists and scholars in any great detail?

From one point of view, what matters in the last count is an appropriate way of justification which is rational and methodical enough, and which can be subject to logic and objective investigation. Hence, it is often argued that the factors constituting the context of discovery are logically not as sound and significant as to foster and further research and development in any field. As Hacking puts this criticism,

In case of a discovery, historians, economists, sociologists, or psychologists willask a battery of

questions: Who made the discovery? When? Was it a lucky guess, an idea filched from a rival, or a pay-off for 20 years of ceaseless toil? Who paid for the research? What religions or social milieu helped or hindered this development? Those are all questions about the context of discovery (Hacking, 1983:5-6).

At first glance, these seem to be peripheral issues which are beside the point. They cannot provide us with any methodical lead to advance on the path of scientific rationality. How a discovery is really made may be of historical and literary interest, but not of logical significance. Popper, for instance, holds that 'the work of the scientist consists in putting forward and testing theories.' He goes on to argue.

The initial stage, the act of conceiving and inventing a theory, seems to me neither to call for logical analysis nor to be susceptible of it. The question how it happens that a new idea occurs to a man – whether it is a musical theme, a dramatic conflict, or a scientific theory – may be a great interest to empirical psychology; but it is irrelevant to the logical analysis of scientific knowledge (Popper, 2010:7).

Thus Logical Positivists, in their organized search for logically rigorous and rationally sound methodology, considered it necessary to focus only on the context of justification. They were emphatic that scientific enterprise has nothing to do with any extra-scientific considerations:

For Logical Positivists such thinking bore witness to a straightforward confusion of realms, namely that between 'the context of discovery' (where all sort of historical, cultural or psychological factors might play a role) and the properly scientific 'context of justification' (where truth-claims and theories were tested on their merits and subject to the most rigorous standards of observational, predictive or causal-explanatory warrants) (Norris, 2000:179).

If thus viewed, the context of discovery is of no help in setting the problems of science; nor is it useful in suggesting any reasonable solutions to them. Scientific research is often called 'the art of soluble' (Medawar, 1967). The context of discovery seems to concern only with insoluble existentialistic problems such as love, life, death, norms, values and ideals. These sorts of problems cannot be formulated clearly; nor can they be solved in a determinate manner.

It is no accident that we often hear scientists classify problems as being either 'researchable' or 'non-researchable'. Only those problems seem to be relevant and researchable to them which are currently approachable in scientific terms. If this view taken to the extreme, science is justifiable, but non-science lacks in terms of justification; so much so that the latter could be declared and discarded as nonsense. This amounts to narrowing down the problematic of scientific enterprise to the context of justification and to dismiss the context of discovery from 'science' on the grounds of irrelevancy.

Overemphasis on Justification Criticised

Underlying such an over-emphasis on the context of justification, there is a notion of an *ideal knower*. This ideal knower is thoroughly rational but faceless and abstract in nature; what is more, he or she is not situated in any particular place and time yet presumed to be omnipresent anonymously. For, scientific rationality, as it is commonly conceived, calls for universal justifiability and applicability of knowledge. Science is 'science,' we are told, 'because it can be inter-subjectively tested' (Popper, 2010:44). This also suggests that 'knowledge in the objective sense is knowledge without a knower; it is a knowledge without a knowing subject' (Popper, 1972:109).

Hence, in this view all personal specialities including one's own life-experience is nothing but idiosyncrasy, and so epistemologically irrelevant. Is then the context of discovery is just a narrative with which no valid connection of justification could be established? Radhakrishnan is instructive here:

Knowledge when acquired must be thrown into logical form and we are obliged to adopt the language of logic, since only logic has a communicable language. When the formal logical presentation is set forth, a confusion arises between discovery and proof. As proof takes the form of conceptual synthesis, discovery is supposed to be of the same kind. The art of discovery is confused with the logic of proof and an artificial simplification of deeper movements of thought results (Radhakrishnan, 2009:179).

Something of an obsession with method and heuristics, and a state of being oblivious to roots and foundations are the zeitgeist of our age. So we

tend to gloss over the significance of the context of discovery. The matter needs to be looked into deeply. Two influential critiques of this tendency have been put forward in contemporary philosophy:

(1) The *hermeneutic tradition* of thinking which emphasizes on qualitative aspects and categories like meaning, purpose and value. It is critical of the simple notions of methods and heuristics, and seeks to add humane dimension to scientific enterprise.

(2) There is also a more recent and emerging *historical-sociological perspective on science*. In this trend, science is viewed basically as a social activity which is carried out in the specific historico-cultural situation and governed by the prevailing paradigm of the day.

Only after having these two critical threads discussed, we can reach the stage of rounding off our deliberations on discovery and justification.

Heuristics vs. Hermeneutics

Humans are at once influential factors of change as well as mindful subject to change at large, and with changes come up new challenges for thinking critically and creatively. A change acquires greater significance for us as humans only when it is not merely mechanical; it is marked instead by a sharp departure from the set patterns and directed towards some purpose. Obviously, freedom from rigid methodology along with a spontaneous concern for lived-experience is an aspiration quite conducive to critical thinking and it is also in the spirit of scientific temper.

But the positivistic conception of science does not accord due importance to time and change; it conceives science as essentially a historical. Science is frequently defined in terms of a particular sort of method that leads us to wider generalizations based on experience. Interestingly enough, 'scientific method is not an algorithm. It is not a formalized method at all. And so, in an age in which everyone claims he or she is using it, the question who is really using the scientific method becomes a difficult one' (Putnam, 1995:484).

Science has turned out to be quite good at explaining natural phenomena, but it is pretty weak in understanding the crux of human life. Yet the mainstream of sciences seeksall too often to explain human beings and societies as part and parcel of the natural order. But according to the hermeneutic tradition of thought: *human life must be interpreted and understood, not just explained*. For instance, the very concept of 'meaning' has been construed by Wilhelm Dilthey as the category which is 'peculiar to life and to the historical world' (Hollis, 2000:17). The sort of meaning we strive for in our 'life-world' is distinct from the meaning we seek in scientific investigations.

Modern science, according to Gadamer, is obsessed with method, and it is pre-occupied with a too narrow conception of truth to accommodate humanistic and historical understanding. This has been construed as 'heightening the tension between truth and method' (Gadamer, 1989:555). What we are often required in this tense situation is just to go beyond the preoccupation with 'method'. We must realize that 'the truth that science tells us is relative to a specific attitude towards the world' (Ibid., 449). Scientific method appears only when we have already objectified the world and tried to distance ourselves from it in order to adopt a spectator's standpoint. But the hermeneutic tradition emphasizes that the world must be understood from within.

The point is that human life has a tacit dimension which is understandable by *indwelling* only in the context of discovery. The hermeneutic engagement with truth and method accords greater importance to the context of discovery. The problem with the dominant notion of scientific rationality is that it is too rigid and circumscribed to take our variegated lived-experience into account. Life experience does not address itself to us through reason alone, but through the rest of our being as well. So we need also to develop situated understanding and interpretation of matters of fact as well as of value.

Predominance of the Paradigm

Thomas Kuhn has argued that science is as social an activity as our other intellectual pursuits are. The notion of science as a purely objective enterprise is more a myth than a reality. Such a notion is not supported by the actual practice of science we are very much familiar with. Social and historical factors play crucial roles in shaping the nature, method and progress of scientific knowledge. Hence, in this view, "The context of justification

cannot be separated from the context of discovery. Science is in time and is essentially historical" (Hacking, 1983:6).

Science is practised in a community of scientists who are guided and governed by the prevailing paradigm of the day. The concept of paradigm is central to Kuhn's account of science. A paradigm is described as "the entire constellation of beliefs, values, techniques and so on shared by the members of a community" (Kuhn, 1970:144). There are two major aspects of a paradigm – intellectual and institutional (Hollis, 2000:85-6):

(a) In the intellectual side, a paradigm consists of certain theoretical axioms which are at work as guiding fundamental assumptions. For example, the Newtonian-Cartesian intellectual system once represented a model account of scientific knowledge and the standard ways and means to achieve it.

(b) At the institutional side of a paradigm, certain social hierarchical mechanisms are functional to keep the normal science on track. For instance, textbooks, exemplars, journals, professional associations, funding agencies and the like are extremely influential in deciding our ways of doing science.

These aspects show how the contexts of discovery and justification are equally indispensible and they operate in continuity. A paradigm holds sway over the normal science as long as it is effective enough in problem-solving. But no paradigm can be absolute and immutable. When a paradigm fails repeatedly in solving the relevant problems of the field, anomalies creep into the system and eventually crisis comes to the fore. All this necessitate paradigm-shift which ushers in an era of revolutionary science. With time, this revolutionary shift of paradigm earns wider acceptance as the new normal.

But the choice of paradigm at any stage is not actually determined by facts and justified by reason alone. For, there are no theory-neutral facts at our disposal. Thus, in this view, "there are noparadigm-independent facts we can use to justify the adoption of one [paradigm] rather than another. The choice scientists make are conventional rather than rational, and relate, allegedly, to the prevailing cultural, political and ideological values of the society supporting their investigations (Gower, 1997:245).

Complementarity and Continuity of the Contexts

We have reached now a stage where we can sum up our deliberations on the two contexts. What all our discussion on discovery and justification boils down to is explicable in a few of points:

(i) No scientific discipline makes progress in purely 'scientific' manner. Science itself, contrary to what many scientists want us to believe, is never entirely rational. For, truth is not a fixed and a historical category; it is always subject to change and evolution. What is normally recognized as truth in any discipline in given moment is in fact often a matter of consensus and it is governed in large measure by paradigms prevailing at that time. Thus all our knowledge rely upon the context of discovery, but some rely on it more heavily than others.

(ii) The Context of discovery and the context of justification are actually continuous; no clear cut line of demarcation can be drawn between the two. Either of these two contexts evolves all the time affecting and enriching one another in myriad ways. It can thus be said that the methodological issues have already begun before one enters into a particular field of study and research.

(iii) The extra-disciplinary factors which are constitutive of context of discovery are sometimes considered as extraneous to a scientific discipline, and as such they are regarded as contributing little or even nothing to the growth of that discipline. But the truth of the matter is the other way round. Extra-disciplinary factors are not extraneous to the whole of knowledge situation; they are integral to it and they do influence the overall growth of human knowledge.

(iv) In shaping our intellectual landscape at large, we are often required to go beyond the binary division of the context of discovery and the context of justification. In addition to these two, there are in fact other vital contexts too, e.g. 'context of dissemination' and 'context of application'. Ideas and insights, imagery and thought experiments, views and visualizations all play crucial role in the context of dissemination.

Scientists and scholars have to make pupils or public understand a specific subject or theme by making full use of imagination. Moreover, they often need to devise new ways of applying their intellectual achievements in solving complex real-life problems. Hence, one cannot remain heedless of 'the growing importance of the context of application as a site for research' (Barry & Weszkalnys 2008:23).

(v) What is more, such exercises in dissemination and application of knowledge may further give rise to novel contexts of discovery which would again be in a need of fresh contexts of justification. The point to be noted is that none of the contexts is final or terminating; neither are they independent. They all are very much interdependent, subject to co-evolution and often repetitive in their applications.

Concluding Remarks

No knowledge comes out of the blue, but always from some background which is considerably constituted by the extra-disciplinary factors. Every piece of human knowledge is *knowledge in perspective*, an instance of 'situated knowledge'. The very idea of an *ideal knower* free from all contingency yet applicable across all possible constituencies is nothing but a chimera.

However, viewing science as a considerably contextual enterprise need not necessarily lead to relativistic scepticism or epistemological anarchy. Such a view has also potentials to steer the scientific enterprise towards humanitarian goals or even towards the welfare of all beings. As Best and Kellner puts, "If science and technology are socially constituted, they can be reconstituted in new forms, guided by more humane, ethical, democratic, and ecological values" (Best & Kellner, 2001:117).But such goals are achievable only through being interdisciplinary, particularly through a close collaboration of natural and social sciences along with humanities.

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Education: The Journey towards the Development of Human Self

Ram Nath Kovind, Hon'ble President of India delivered the Convocation Address at Annual Convocation of Visva-Bharati University, Santiniketan on November 11, 2019. He said, "Progress and technological advancement are welcome for the development of human living. While changes for the good of humanity are always welcome, caution has to be exercised in weeding out mindless measures that may threaten to swamp that basic concern in the name of progress. The devouring sands of the deserts have to be pushed back firmly, and the greenness of the oasis preserved with tender care." Excerpts

It is indeed my privilege to be here at Santiniketan. This is one of those blessed sites that re-imagined our civilizational values that define India. This is the place that infused new energy in our national life. Thus, I come here not only as the Visitor or *Paridarsaka*, but equally as a humble pilgrim and a seeker for the answers to our eternal quest for wisdom. I bow to the founder of this great seat of experiments in learning and living.

I call this as pilgrimage because the two greatest visionaries of modern India, Rabindranath Tagore and Mahatma Gandhi, frequently met here. In this year of Mahatma Gandhi's 150th Birth Anniversary, let us recall their unique bonding that shaped the history of modern Indian life and thought. It is here that we all pick the threads of life and lessons of these great sages and learn from them.

When Gandhiji returned from South Africa to India in 1915, as you all know, Gurudev had invited him and his extended family to Santiniketan, following a word from their mutual friend, 'Dinbandhu' C. F. Andrews. Both Gurudev and Mahatma wanted to craft a philosophy of life. This was to be a collective effort, and not an individual quest. Both found the ideal template in the ashrams of ancient India. Tagore modeled Santiniketan on this "endeavour of the forest-dwelling sages of ancient India". His '*Brahmacharyaashram*', the ashram school that he established in Santiniketan, as well as Visva-Bharati, the university which later blossomed here, were both founded upon the ancient Indian model of the *tapovana* or hermitage. Gandhiji took inspiration also from the likes of Ruskin and Tolstoy, and founded the Phoenix Farm in South Africa, the first of several ashrams. The ashramites of these two traditions coming together must have been a unique occasion! In the few days of intermingling, there was much learning together for the youngsters from the Phoenix Farm and Santiniketan.

Ladies and Gentlemen,

When the two titans met later, Gurudev addressed Gandhiji as 'Mahatma'. The epithet was not new, but it gained currency after it received the mark of Tagore's approval. The two great minds, united by their deep concern for the nation, its rich heritage and its contemporary poverty, struck instant rapport. Being original thinkers, they disagreed on countless issues – the ideas of India, the varieties of nationalisms, the methods of politics and so on. In their frequent debates, however, they were not only civil to each other, but full of heartfelt admiration for each other. That is why, these debates generated not heat but light, illuminating the facets of our national existence.

The Gandhi-Tagore relationship is a glorious chapter in the history of modern India. I think of how Tagore visited the Sabarmati Ashram in January, 1930 to discuss with Gandhiji the future of the freedom struggle. A couple of months later, Mahatma was to infuse new life in the spirit of the nation with the great Salt March. I think of how Tagore rushed to the Yeravda prison during Gandhiji's 'Epic Fast' in 1932, and how elated Gandhiji was, breaking fast in Gurudev's presence, embracing him affectionately.

Ladies and Gentlemen,

When this great institution of Santiniketan was in dire need of funds in 1935, who else would Gurudev turn to but Gandhiji? Mahatma promised "straining every nerve to find the required money", and managed to send him a draft of Rs 60,000.

It was in this catchment that Gandhiji fished for like-minded youngsters devoted to the national cause. It was here, during the first visit itself, that he found lifelong colleagues like 'Kakasaheb' Kalelkar and 'Acharya' Kripalani. Not surprisingly, when Gandhiji founded a national university in Ahmedabad, the Gujarat Vidyapeeth, the two persons he most relied

upon were originally Santiniketan dwellers, Kakasaheb and Kripalaniji.

For Gurudev, as well as for Mahatma, right education was the key to national regeneration. To this end, Tagore thought of an alternative educational model that thrived on an intimate communion with nature. Tagore was too great to be inhibited by manmade barriers of gender, caste, community or race. Open air for open minds. He wanted to remove walls, literally and metaphorically, when the world was raising walls.

Visva-Bharati is the realisation of Gurudev's vision of India in dialogue with the world. He developed it as a place for "incubation of ideas". The place welcomed cultural influences from across the world while remaining grounded in the Indian ethos. This justifies the motto of the university, '*Yatra Visvam Bhavatyekanidam*' that is, "Where the world makes its home in a single nest".

This uniqueness of Visva-Bharati is something that we need to prize and hold up with pride before the entire world. It was in this place that Tagore lived, worked and gave concrete shape to his dreams. The community here–students, academics, staff and ashramites – are all proud inheritors of that rich legacy which your founder has left you. Its illustrious alumni covering a diverse range of personalities from Indira Gandhi and Satyajit Ray to Amartya Sen have not only fulfilled its founder's vision to a great extent, but also contributed in taking independent India to new heights in various walks of life.

Ladies and Gentlemen,

When it was founded, Visva-Bharati was like an oasis in the vast desert of pedagogies that, more often than not, saw learners as robots to be programmed. In this oasis, Tagore had taught us to live in a manner that would fulfil the inner urges of the human self. For this purpose, he felt it necessary not only to train the minds of the students through disciplines like philosophy, literature or history, but also to engage their souls with music and painting and fine arts. Given the pragmatic needs, there was space for agricultural studies too. This is why alongside Santiniketan, the Abode of Peace, he gave so much importance to rural reconstruction and village welfare at Sriniketan, the Abode of Prosperity.

In an age which defined machine and wealth as benchmark of progress for societies, Visva-Bharati emerged as a unique blend of tradition and modernity. Progress and technological advancement are welcome for the development of human living. Tagore was not averse to technology. He was a practising artist, and his world view evolved continuously. But the welfare of humanity was always uppermost in his mind. The problem arises when such concerns for human well-being are relegated to the background, and when the machine is allowed to gain predominance.

So, while changes for the good of humanity are always welcome, caution has to be exercised in weeding out mindless measures that may threaten to swamp that basic concern in the name of progress. The devouring sands of the deserts have to be pushed back firmly, and the greenness of the oasis preserved with tender care. In this respect, taking cue from Tagore's ideals of education which aimed at a holistic approach to the development of the human self, Visva Bharati, as a seat of learning, can define clearly the aims it has set itself – both for the present and in the future.

On the eve of the centenary of its foundation, let us all pledge to strive towards Visva-Bharati's glorious future in accordance with Gurudev's vision. While paying last tributes to Gurudev, Mahatma had said: "May those in charge at Santiniketan prove worthy of the responsibility resting on their shoulders." You have done well so far, and I wish you the best in living up to the expectations in the years to come.

To the students who receive their degrees today, I extend my heartiest congratulations and best wishes. I would urge you to remember this great institution which has nourished you through all these years as a foster-mother. Visva-Bharati has made you aware of your potential, and made you sensitive to your role in the society.

As for the life ahead, instead of offering any advice to the students of Santiniketan, I would prefer to let India's first Nobel laureate Gurudev Rabindranath Tagore's words guide you and be your talisman:

"Tobo kacche ei mor shesh nibedan shokol kheennota momo koroho cchedon drirho bole antarer antar hoite prabhu mor."

Give me the strength lightly to bear my joys and sorrows. Give me the strength to make my love fruitful in service.

Give me the strength never to disown the poor or bend my knees before insolent might.

Give me the strength to raise my mind high above daily trifles.

And give me the strength to surrender my strength to thy will with love.

Thank you
Jai Hind!

Workshop for Empowerment of Visually Impaired

A One-day North East Regional Workshop on 'Empowering Visually Impaired Students through Education and Technique' was organized by Dr S K Bhuyan Library, Cotton University, Guwahati, Assam, recently. Dr Zabeen Ahmed, Librarian, Cotton University is the Convener of the event. During Inaugural Ceremony, Dr. Zabeen Ahmed delivered the welcome address and highlighted the importance of the workshop for general public and cross sections of the society. Ms. Ketaki Bardalai, Executive Director, Shishu Sarathi presided over the Inaugural Session as Chief Guest along with Prof. B C Goswami, Vice Chancellor, Cotton University and Prof. Diganta Kr Das, Registrar Cotton University. Prof. Goswami informed the gathering about the importance of empowering visually challenged and talked about various facilities available for the visually and physically impaired in Dr. Suryya Kumar Bhuyan Library and asked the visually impaired students from various institutions to make use of those facilities.

Dr. Leikhu Leishram from National Federation of the Blind described how to empower visually challenged people through modern Information Communication Technology (ICT) and showed the various techniques and problems faced by the visually impaired people. Dr. Kishore Mohan Bhattacharya, Department of History, Gauhati University addressed the issue of appropriate education and training for the visually impaired in current education system and requested government of Assam to take initiative for the blind people and requested trained manpower in the blind school with systematic way and make them independent as slighted people. Dr. Dipak Bhuyan, Ophthalmologist of Assam imparted his resourceful guidance on healthcare education in empowering visually challenged persons during the technical session. He also highlighted problems and prospect of visually impaired and requested sighted people to donate his or her eye after death so that can be used to restore vision in people who are suffering from corneal blindness. Ms Manjita Baruah, Additional Director, Directorate of Employment and Craftsmanship Training, Government of Assam addressed about the employability opportunities for visually impaired students and also highlighted reservation policies for visually impaired after proper education and training.

The event was anchored by Mr Iman Raja, Alumni of National Institute of Design and active participation from Students, Teachers and Administrators from various blind schools, institutions and associations from various parts of North East India was observed in the workshop. Workshop concluded with Vote of Thanks by Deepjyoti Kalita, Assistant Professor, Department of Library and Information Science, Cotton University.

National Seminar on Financial Sector Reforms and Developments

A One-day National Seminar on 'Financial Sector Reforms and Developments' was organised by the Akshara Institute of Management Studies, Shivamogga, Karnataka, recently. The Seminar was represented by Industry Specialists, Academicians, Researchers and Students. Dr. Veerabhadrappa, Vice Chancellor, Kuvempu University while inaugurating the Seminar spoke about the importance of insurance in developing economies like India and its economic relevance. Contrasting the current situation with international scenarios, he emphasised on how society has an important and definite role in providing economic security to the most needed in the society. His concern was ever surging prices and the attitude of insurance companies. He stressed on the need pricing insurance produces on line of affordability and products matching customer requirements.

Prof C M Narasimha Murthy, International Management Consultant, Insurance Specialist and Insurance Teacher, in his keynote address stated that even after 70 and odd years of India's independence, Indian Insurance industry is still lagging far behind. He quoted from ancient literature as to how Indian ethos always enunciated common welfare, but how in modern times the society has abdicated its responsibility. Citing dereliction of attention to fundamentals as the main reason for the current situation, he emphasised revisiting of fundamentals and role of the society in providing economic security to the deprived segments. His point was that the government funds

are for the downtrodden and society as an entity should build its own cover of economic security, through own funded insurance schemes. A point was made as to how western developed economies have progressed using Insurance as a tool. In this direction, all successive governments have brought out social security measures through social Insurance schemes like *Pradhan Mantri Jeevan Jyoti Bima Yojana, Pradhan Mantri Suraksha Bima Yojana* and *Pradhan Mantri Jan Arogya Yojana – Ayushman Bharat*, etc. A thought was made as to how despite all the efforts the rural, poor, deprived have been left behind. He stressed on the fact that a vibrant Insurance Industry in India can facilitate realisation of the new dream of five trillion economy, as it can generate investments through domestic savings, generation of immense employment and self-employment opportunities, increase in the living standards, and mitigate social misery of sickness. He also urged students and youth to explore the new vistas made open in Insurance sector by building competencies and up skilling and development of Skills. Here iterated the need for innovative insurance education. He identified many areas which deserve comprehensive research by the researchers and academicians.

Prof C S Thyagarajan R V, Company Secretary and Visiting Professor, Mount Carmel PG Departments of Commerce and Management release the book brought on the occasion. He appreciated the effort of the Institute in bringing out an edited volume comprising selected papers accepted for presentation and stated how the current generation of students and researchers are better equipped to adapt to the ever-changing social environment. He encouraged the students to pursue specialised industry related education along with the University curriculum. Mr Ashok Naik, MLA, Shivamogga (Rural) presided over the inaugural function. Prof. Madegowda, Dean (Academic) introduced the guests and welcomed them. Prof. Girisha, Director of the Institute proposed the Vote of Thanks.

After the Inaugural Function, Paper Presentation Session commenced and it was chaired by Dr Ramesh, Professor of Management and Finance Officer, Kuvempu University, and the keynote address was delivered by Prof Jaswanth Singh G, Insurance (Insure Tech) and Pensions Domain Consultant and Faculty. Prof. Manjunath H R Faculty Member of AIMS was the rapporteur. In his keynote address on 'Insurance: The Road Ahead', Prof. Jaswanth Singh explained the importance of insurance and classification of insurance markets in India. He started with a few historical facts and data on insurance industry and went on to explain insurance costs, insurance underwriting, various insurance distribution channels, role of technology in insurance, innovations in Insure-Tech and developments across the globe in Insurance industry. He further mentioned about the latest regulations promulgated by the regulator, which will be effective in the year 2020, latest budget updates on insurance such as Insurance cover for deposits increased from Rs. 1 lakh to Rs. 5 lakhs, disinvestment and listing of Life Insurance Corporation of India, NIRVIK (*Niryat Rin Vikas Yojana*) scheme to provide high insurance cover for exporters, *etc.* Continuing his thoughts, he also explained a few insurance terminologies, focused on a few important regulations on policyholders servicing prescribed by IRDAI. He further elaborated on major highlights of Insurance Laws (Amendment) Bill, 2015 such as insurance penetration, government initiatives and relevance to Indian markets. He further emphasized on probable future prospects and career progression in Insurance sector. He further drew attention that India will witness a growth in insurance with the help of technology. He concluded with the Role of New Age Micro Insurance Companies in Financial and Insurance Inclusion which was suggested as a recommendation, emphasizing the true potential in the Indian insurance market of having a Micro Insurance Company and updated that culminating on similar thoughts, a committee is setup in IRDAI to explore the possibilities of a specialized micro insurance company in India

A few informative and technical research papers on the themes covering opportunities and challenges for academic and technical researchers, setting up a Micro Insurance company as financial as well as insurance inclusion, the Pioneer of Insurance - Actuarial Science, deposit insurance scheme, Indian insurance industry trends, Insurance as an Investment avenue and awareness, role of government in the socio-economic security, perception of policyholders towards insurance plans, relationship between reforms and business growth, digitization and growth in insurance sector, Ayushman Bharat, Postal Life Insurance, performance evaluation of Insurers, consumer behavior towards insurance plans, Insurance education and role of education, health care and quality of services were presented on the occasion.

Sri Manjunath, Management Consultant delivered the valedictory address summing up the proceedings of the seminar, and highlighted the

importance of availing lucrative career in Insurance and the need to equip with necessary skills through academic and technical programs and certifications. Prof. J Madegowda, Dean (Academic), Akshara Institute of Management Studies who presided over the valedictory function summed up the day's proceedings.

International Conference on Cosmopolitan Cultures and Oceanic Thought

A two-day International Conference on 'Cosmopolitan Cultures and Oceanic Thought : Thinking through History Across the Waters' is being organized by the Department of English, Jamia Millia Islamia, New Delhi during 23-24 November, 2020. The event is connected to a SPARC-sponsored collaboration between Jamia Millia Islamia and Centre for Indian Studies in Africa, University of the Witwatersrand. The conference concerns itself with mobility, circulation and cosmopolitanism in the Indian Ocean space while engaging with traditions of reflection and intellection in the global south in order to think about an alternative history of concepts for the social sciences. The themes of the event are:

- Inter connectedness in Narrative Traditions and Folk Cultures of the Global South.
- Cross-current of Ideas in Theatre and Cinemas from the Global South.
- Trade, Commerce and Identities.
- Sufi orders, and the Spread of Islamic Thoughts: Travelogues, Hajj Narratives, Ziyarat Narratives.
- Sanskrit Cosmopolis, Arabic Cosmopolis and the Indian Ocean World.
- Trajectories of Budhhist Thoughts across the Indian Ocean.
- Traders, Merchants, Merchant Guilds and their Role in Identity Formation.
- Intertwined Networks of Kinship, Religion, Commerce and Scholarship.
- Transoceanic Movements and Anticolonial Struggles in Global South.
- Global Economy, Migrant Labour and Transnational Identities.
- Sail Boats to Steam Ships- Transformation through Technology.
- Movements of Material Goods and its Impact on Configurations of Culture.
- Islands and Archipelagic Imagination.
- Creolization.
- Indignity and Indigenous Knowledge Systems.
- Wang Hui and Other Social Theorists from Lu Xun to Mo Yan.
- Anglophone Literature from China, Africa, India to the Caribbean Islands.
- Slavery and Caste.
- Literary and Cultural Narratives of Indian Ocean.

For further details, contact Conference Chair, Prof. Nishat Zaidi, Department of English, Jamia Millia Islamia, New Delhi-110025, E-mail: nzaidi@jmi.ac.in.

Faculty Development Programme

A One-week Faculty Development Programme on 'Imparting Online Teaching-learning Methodology during COVID-19 Pandemic' is being organised by IIT Guwahati, Assam in association with IQAC, B.H. College, Howly during August 17-24, 2020. The Faculty and PhD Research Scholar may participate in the event. Due to COVID 19, teachers are faced with a daunting task to conduct classes. There are several ways teachers can utilise the technology and resources already available to support online learning and ensure students still receive a quality education. To design the class interesting and to unleash the advantages of educational technology – may it be a complete online or blended, the programme may take you on a journey of 'New Era Teaching'.

During the course of the programme, participants will be given group and individual projects to work on ranging from designing lesson plan, to working on Microsoft office. Evaluation will be based on MCQ and Assignments. At the end of the programme participants will be able to:

- understand online teaching and learning methods, platforms, tools, and resources,
- design lesson plan for distance learning,
- track the performance of the students using various online tools, and
- database creation using Microsoft Excel.

For further details, contact, Project Manager, Electronics and ICT Academy, IIT Guwahati- 781039, Assam, E-mail: eictacad@iitg.ac.in, eictacad@gmail.com and eictinfo.iitg@gmail.com. For updates, log on to: http://eict.iitg.ac.in/ ❑

Association of Indian Universities

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

AIU Invites Proposals for Collaboration for Organizing National Anveshan Online: 2020-21

Association of Indian Universities organizes ***Anveshan*-Student Research Convention** every year to identify and nurture the young talents and budding researchers in the Indian Universities. In these Conventions, Innovative Research Projects are invited from the Students (Undergraduate to Ph. D level), and assessed by a group of experts of the field on some well laid criteria. The best Research Projects are conferred with certificates and awards. The Projects are invited from the disciplines of Basic Sciences& Applied Sciences, Engineering and Technology, Agriculture and allied fields, Health Sciences and allied fields, Social Sciences; Humanities; Commerce; Business Management; and Law. Normally, ***Anveshan*** is organized in conventional manner with live demonstration of projects and innovations alongwith the physical presence of the Researchers. Due to the COVID-19 pandemic and the resultant difficulties it has been proposed to be organized online for the year 2020-21. Instead of Six Conventions (five zonal and one National), only one ***National Convention*** with three days duration shall be organized in online mode. The event is to be conducted in the current Financial Year ending on **March 31, 2021**.

AIU invites proposals from member universities/institutions for hosting the *National Convention* in online mode for three days. Interested Member universities/institutions may send their Expression of Interest (EoI) along with proposal duly endorsed by the Vice Chancellor/Head of the Institution to AIU at the address given below:

Dr Amarendra Pani
Joint Director &Head (Res)
Association of Indian Universities
AIU House, 16 Comd. Indrajit Gupta Marg
New Delhi – 110 002
E-mail: researchaiu@gmail.com

The proposals are required to be submitted latest by August 20, 2020. The Event will be finalized on mutually convenient dates and terms and conditions laid down by AIU. For any further query please contact on : 011-23230059, Extn-202/209, **E-mail: researchaiu@gmail.com**. The details can also be downloaded from AIU Website: **www.aiu.ac.in**

N.B.: The event is a regular annual activity of Research Division and shall be organized in collaboration with selected member university/institution. The Guideline for organizing the event online are attached. The details of terms and conditions will be communicated on selection of the Proposal

Proposal must be sent to AIU with the Approval/ Endorsement of Vice Chancellor/Head of the Institution.

[Joint Director]
Research Division

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Guidelines for Anveshan

1) Due to the COVID-19 pandemic and the resultant difficulties and in adherence of the GOI guidelines, it has been decided to organize *Anveshan*: National Research Convention Online for the year 2020-21. The duration of Online *Anveshan* will be of Three days.

1) The events will be conducted under the banner of AIU and in partnership with selected University.

2) The innovative research projects will be invited in five areas viz. (i) Basic Sciences & Applied Sciences (ii) Engineering and Technology (iii) Agriculture and allied fields (iv) Health Sciences and allied fields (v) Social Sciences; Humanities; Commerce; Business Management; and Law.

3) The received projects will be scrutinized by a panel of experts drawn from various disciplines. The students whose projects will be scrutinized, will be asked to present the project in online mode during the convention in an allocated time slot of 20 minutes (15 Minutes for presentation and 5 Minutes for question from experts).

4) The assessment will be done by panel of three experts drawn from each field and the decision of the experts will be final.

5) **Selection of experts**: The panel of experts (preferably retired or serving academicians from the adjoining institutions, personnel from local industries). A token honorarium of **Rs 2000 will be paid** to each expert.

6) **The expenditure will be reimburse by AIU the host Universities on submission of statement of expenditure on actual basis.**

7) All the projects will be assessed on the basis of following criteria. Each criterion is assigned some weightage. The final selection of projects will be based on the cumulative weightage given on all criteria.

Criteria and Weightage

● Scientific Thoughts and Principles	20
● Creativity	20
● Thoroughness	10
● Skill	10
● Relevance	20
● Cost Effectiveness	10
● Teamwork	10

Apart from the above criteria, **Scope of Commercialization** of the projects will be considered as an **additional merit**. However, there will be no weightage point for this criterion. In case of the projects having scored equal cumulative weightage point, this criterion will be considered for making the final decision.

8) Entries of the research projects will be purely **INSTITUTIONAL** and only **BONAFIDE** Students/Research Scholars from Undergraduate to Doctoral Degree level are eligible to take part in the convention. **Those who are below 30 years of age are only eligible to take part in the Convention.**

9) Each project must be sent to AIU/Organizing University with the Approval /Endorsement of Vice Chancellor/ Head of the Institution.

10) The duly filled in **Registration form** should be sent to the Joint Director, Research Division, Association of Indian Universities, New Delhi on the **email: researchaiu@gmail.com** with a copy to the coordinator of the Organizing University**. No registration fee shall be charged for participating in the National convention.**

11) The Organizing or Host University will send circulars to constituent colleges for inviting projects from the students. N**o additional financial support** will be given to organizing university for hosting the event other than the actual amount spent as mentioned in point no. 6.

12) It will be the responsibility of Organizing or Host University to Compile the abstracts and full-length projects, Photographs of students and submit to AIU for Bringing out the Compendium of Presented Research Projects. ❑

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Registration Form for National Anveshan: Student Research Convention (2020-21) Online-2020

Name: …….....

Father/Guardian's name: …….....

Date of Birth…….....

Name of the College/ Institute where studying:…….....

[Please mention clearly if the candidate is pursuing his/her study from University Department/Faculty]

Name of the University to which the college is affiliated:…….....

Name of the Zone:…….....

Nomenclature of the Degree (For which enrolled):…….....

Discipline:…….Year:…….....

Permanent Address:…….....

…….....

Address for Communication: …….....

…….....

Phone: (Off)…….....…(Res)…….....…….....… (Mob)……...

Fax……..... E-mail: ……

Title of the Project: …….....……...

Faculty & Subject Area…….....……

Date of Commencement & completion of the Project: …….....……

Application of the Outcome of the Project (if any). Yes/ No…….....…..

If Yes, mention briefly about the nature of Application

…….....

Whether the project has been sent for some other competition earlier? Yes/No

If Yes, mention place and date …….....……

Whether the project has been submitted to any funding agency or received any funding?

If Yes, mention the details …….……..…….....……

Date……. **Signature of Candidate**

(Signature with Seal of the Competent Authority)

Association of Indian Universities

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

AIU Invites Proposals for collaboration for Organizing Workshops/Seminar in Online Mode during the Session 2020-21

Proposals are invited from the **Member Universities/ Institutions** for **jointly** organizing the following events/ programmes through **online mode** during the financial year 2020-21:

1. National Workshop on Examination Reforms **(one day)**
2. National Workshop on Management of University Administration **(Two days)**
3. National Workshop on Research Methodology (Social Sciences) (Five Days**)**
4. National Workshop on Emerging Trends in Information Technology in University Management **(Two days)**
5. National Seminar on Gender Studies and Women Empowerment (specific theme will be finalized after receiving proposal) **(Two days)**

Necessary Information:

i. The events will be conducted under the banner of AIU and in collaboration with the selected partner universities. The details of terms and conditions will be communicated on selection of the Proposal.

ii. The Workshops/Seminars are to be organized in the current Financial Year ending on **31 March, 2021**. The duration of the Programmes is already mentioned against each event.

iii. The allocation of the events to the university by AIU will be based on mutually convenient dates, and terms and conditions laid by AIU.

iv. The proposals are subjected to scrutiny by a committee. Mere submission of a proposal does not necessarily qualify for selection.

v. AIU collaboration will be restricted to Academic/Knowledge partner only without any financial liability.

vi. Interested AIU Members universities/institutions are invited to send their proposal for hosting any of the above mentioned events along with specific theme and subthemes to:

Dr Amarendra Pani
Joint Director &Head (Res)
Association of Indian Universities
AIU House, 16 Comd. Indrajit Gupta Marg
New Delhi – 110 002
E-mail: researchaiu@gmail.com

The proposals are required to be submitted latest by August20, 2020. The Event will be finalized on mutually convenient dates and terms and conditions laid down by AIU. For any further query please **contact on**: 011-23230059, Extn-202/209/217, **E-mail: researchaiu@gmail.com** The details can also be downloaded from AIU Website: **www.aiu.ac.in. Proposal must be sent to AIU with the Approval /Endorsement of Vice Chancellor.**

[Joint Director]
Research Division

Association of Indian Universities

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

AIU Invites Proposals for Collaborative Research Studies in the Session 2020-21

Association of Indian Universities (AIU), an apex inter-university organization and representative body of universities and other higher education institutions in India, established under Society Registration Act, 1860, with a view to promote universities activities by way of sharing information and increasing cooperation in the field of higher education, research, culture, sports and allied areas. AIU has been engaged in conducting policy research in frontier areas of various domains of higher education for supporting the Government of India in designing the policies of higher education through providing research-based policy inputs. AIU invites proposals for research collaboration from member universities in the below mentioned topics/areas/fields to be undertaken in the current Financial Year i.e. 2020-21

1. Promoting Internationalization of Higher Education: Strategic Interventions.
2. Revisiting the Quality Assurance Parameters for Institutions of Higher Education as a new normal in post COVID -19.
3. Creating future ready students: Industry 4.0 compliance.
4. Higher Education in Post COVID Era: Developing New Model of Blending learning.
5. Developing online modules for training of educational administrators.
6. Contribution of universities to community development.

Terms and Conditions

i. The research studies will be conducted jointly by AIU and the selected partner universities. The details of terms and conditions will be communicated on selection of the proposal.

ii. The research studies are to be conducted in the current financial year i.e., ending on **31 March, 2021**. The duration of the research study will be **six months** from the date of commencement of the project.

iii. The ceiling of funding for the collaborative projects shall be maximum of **Rs. 5.00** lakhs. However, the selection of proposals and allocation of funding amount will be decided by a Committee duly constituted for the purpose, after assessing the financial requirements based upon the nature and scope of the project.

iv. On selection and acceptance of the proposal, the Committee shall decide the financial allocation based upon the terms and conditions laid down by AIU.

v. Before commencement of the Project a MoU is to be signed by AIU with the Collaborating institutions.

vi. Mere submission of a proposal does not necessarily qualify for selection and financial allocation.

vii. The Research studied will be conducted under the direct coordination and monitoring of the Joint Director & Head, Research Division, AIU.

viii. Interested AIU Members universities/institutions are invited to send their proposal in the enclosed proforma for conducting collaborative research studies by surface mailor email to:

Dr Amarendra Pani
Joint Director & I/c (Res)
Association of Indian Universities
AIU House, 16 Comd. Indrajit Gupta Marg
New Delhi – 110 002
E-mail: researchaiu@gmail.com

The proposals are required to be submitted latest by August 20, 2020. The selection committee will assess against some well-defined criteria. For any further query please **contact on**: 011-23230059, Extn-202/209/217, **E-mail: researchaiu@gmail.com**.The details can also be downloaded from AIU Website: **www.aiu.ac.in**

Proposal must be sent to AIU with the Approval /Endorsement of Vice Chancellor, duly forwarded by the Registrar.

[Joint Director]
Research Division

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Proforma for Proposal

1. Topic of the Research Study (One out of the six projects mentioned)

   …….....….

2. Name of the University…….....….

3. Name of the Researchers/Faculty members associated with their Contact details (E-mail & Mobile) and Experience

   1. …….

   2. …….

   3. …….

4. Rationale of the study. Give Abstract in 300 words.

   …. …….

   ……..…….

   ……..……..

   ……..…….

   ……..…….....

   …….....

5. The Scope of study in terms of region to be covered, No of Institutes, National/International.

   …….....

6. Data Sources …….....

7. Methodology to be adopted…….....

8. Time Lines (Please give month wise Pert Chart/ Gantt Chart)

   …….....

9. Financial Requirements (Please give item wise details)

   …….....

10. Proposed Impact of Study…….....

    …….....

THESES OF THE MONTH

SCIENCE & TECHNOLOGY

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

Agricultural Economics

1. Singh, Sadhvi. **Impact of food security measures on agricultural production in Bihar**. (Dr. Basant Kumar Jha), Department of Agricultural Economics, T M Bhagalpur University, Bhagalpur.

Livestock

1. Satpute, Dhananjay Bhimrao. **Protein enrichment of minor millet *papad* by using whey protein concentrate**. (Dr. G K Londhe), Department of Animal Husbandry and Dairy Science, Vasantrao Naik Marathwada Agricultural University, Parbhani.

Veterinary Science

1. Dutta, Nishchal. **Patho bio-molecular approaches in detection of meat borne pathogens in chicken**. Department of Veterinary Pathology, Guru Angad Dev Veterinary and Animal Sciences University, Ludhiana.

2. Nimbalkar, Vidya. **Adoption and impact of dairy farming technologies in Punjab**. Department of Veterinary and Animal Husbandry Extension Education, Guru Angad Dev Veterinary and Animal Sciences University, Ludhiana.

3. Qureshi, Beenish. **Studies on application and evaluation of specialised surgical techniques for canine corneal disease with special reference to keratoplasties**. Department of Veterinary Surgery and Radiology, Guru Angad Dev Veterinary and Animal Sciences University, Ludhiana.

4. Tandia, Neelam. **Echocardiographic and electrocardiographic studies in bovine suffering from gastrointestinal affections**. Department of Veterinary Surgery and Radiology, Guru Angad Dev Veterinary and Animal Sciences University, Ludhiana.

BIOLOGICAL SCIENCES

Botany

1. Bhalakiya, Hetal Laxmichand. **Biochemical and molecular studies on antioxidant supplement from selected plants**. (Dr. N R Modi), Department of Botany, Gujarat University, Ahmedabad.

2. Fernandes, Ancy Josephalex. **Bioefficacy studies on selected ornamental of family bignoniaceal**. (Dr. A U Mankad), Department of Botany, Gujarat University, Ahmedabad.

3. Khurana, Sameeta Avtar. **Study of sacred groves protected by the Bhil Tribe in Demographically Bhil Dominant Areas of central India**. (Dr. H A Solanki), Department of Botany, Gujarat University, Ahmedabad.

4. Parekh, Suhani Girish. **Biodegradation of LDPE by fungi**. (Dr. A U Mankad), Department of Botany, Gujarat University, Ahmedabad.

Zoology

1. Hasan, Whidul. **Neuroprotective effect of TPP conjugated flavonoids against rotenone induced neurotoxicity in mice: A mitochondria targeted approach in amelioration of brain disorders**. (Dr. Deepali Jat), Department of Zoology, Dr Harisingh Gour Vishwavidyalaya, Sagar.

EARTH SYSTEM SCIENCES

Environmental Science

1. Anjali. **Assessment of groundwater quality and related health impacts in Nirmal Grams of Kurukshetra District of Haryana**. (Dr. Hardeep Rai Sharma), Department of Environmental Science, Kurukshetra University, Kurukshetra.

2. Dipti. **Impact of crop residue burning on ambient air quality and soil microbial activity in rice-wheat cropping system in North-East Haryana**. (Dr. Smita Chaudhry), Department of Environmental Science, Kurukshetra University, Kurukshetra.

ENGINEERING SCIENCES

Civil Engineering

1. Bhaskar, S. **Fenton's oxidation of selective herbicides in water using lateritic iron extracted by A*cidithiobacillus ferrooxidants* BMSNITK 17**. (Dr. Basavaraju Manu), Department of Civil Engineering, National Institute of Technology Karnataka, Surathkal, Mangalore.

Computer Science & Engineering

1. Pandey, Avinash Chandra. **Efficient methods for clustering of sentimental data using nature inspired algorithms**. Department of Computer Science & Engineering, Jaypee Institute of Information Technology, Noida.

2. Saxena, Bhawna. **Identification and exploitation of self-similarity for influence maximization in online social networks**. Department of Computer Science & Engineering, Jaypee Institute of Information Technology, Noida.

3. Shukla, Anju. **Analysis and design of effective load balancing strategies for optimizing performance parameters of web resources**. (Prof. Shishir Kumar), Department of Computer Science & Engineering, Jaypee University of Engineering and Technology, Guna.

4. Sutaria, Kamal Kishorbhai. **Modeling, simulation and analysis of social network algorithms for community detection**. (Dr. K H Wandra and Dr. C K Bhensdadia), Department of Computer Science & Engineering, C U Shah University, Wadhwan.

5. Yadav, Asmita. **Metadata based efficient approaches for triaging software bugs**. Department of Computer Science & Engineering, Jaypee Institute of Information Technology, Noida.

Electrical & Electronics Engineering

1. Boyina, Vijaya Krishna. **Certain aspects of power quality improvement using MLI based DPFC**. (Dr. B Venkata Prasanth and Dr. P Sujatha), Department of Electrical Engineering, Jawaharlal Nehru Technological University Anantapur,Ananthapuramu.

2. Chauhan, Nikhil. **Synthesis, Characterization and Photocatalytic Application of ZnO and TiO_2 based mesoporous nanostructures**. (Dr. Virender Singh Kundu), Department of Electronic Science, Kurukshetra University, Kurukshetra.

3. Das, Sanghamitra. **Design and simulation of bandgap-engineered MOSFETs**. (Prof. Chinmay Kumar Maiti), Department of Electronics & Communication Engineering, Siksha O Anusandhan University, Bhubaneswar.

4. Singhal, Divya. **Machine learning based digital image forensic methods for content-preserving forgeries**. Department of Electronics & Communication Engineering, Jaypee Institute of Information Technology, Noida.

Electronics & Communication Engineering

1. Beniwal, Ruby. **Performance enhancement of semitransparent photovoltaic thermal air collector**. Department of Electronics and Communication Engineering, Jaypee Institute of Information Technology, Noida.

2. Raghava, Yathiraju. **Experimental investigations on defected ground structured wideband antennas for LTE and wireless communication applications**. (Dr. P Pardha Saradhi), Department of Electronics & Communication Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

3. Veervrat Singh, Chandrawanshi. **Energy efficient clustering and multiple base stations positioning for wireless sensor networks**. (Dr. Rahul Pachauri), Department of Electronics & Communication Engineering, Jaypee Institute of Information Technology, Noida.

4. Yadalapati, Avinash. **Design and implementation of low power DFT technique System on Chps (SoC'S)**. (Dr. K Hari Kishore), Department of Electronics & Communication Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

Material Engineering

1. Pawan Kumar. **Calcium based bioceramic nanocomposites for hard tissue engineering applications**. (Dr. Brijnandan Singh Dehiya and Dr. Anil Sindhu), Department of Materials Science and Nano Technology, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.

Mechanical Engineering

1. Jayadevan, P C. **Analysis of fluid flow through microchannels with manufactured roughness level**. (Dr. Pradeep M Kamath), Department of Mechanical Engineering, APJ Abdul Kalam Technological University, Thiruvananthapuram.

2. Pathak, Abhishek A. **Characterization of historical and future hydrometeorological droughts in Indian Tropical river Basin**. (Prof. Dodamani B M), Department of Applied Mechanics and Hydraulics, National Institute of Technology Karnataka, Surathkal, Mangalore.

3. Praveen, K M. **Hydroelastic analysis of floating and submerged flexible structures**. (Dr. Debabrata Karmakar), Department of Applied Mechanics and Hydraulics, National Institute of Technology Karnataka, Surathkal, Mangalore.

4. Vinay, D C. **Asymmetric relationship of NINO indices with rainfall extremes over Western Ghats and Coastal Region of Karnataka**. (Prof. Amba Shetty), Department of Applied Mechanics and Hydraulics, National Institute of Technology Karnataka, Surathkal, Mangalore.

MATHEMATICAL SCIENCES

Statistics

1. Pandya, Raina Priyakant. **Deterministic inventory models with various optimality conditons**. (Dr. Chirag J Trivedi), Department of Statistics, Gujarat University, Ahmedabad.

2. Shah, Bhavika Dineshkumar. **Study of some statistical techniques in public transport system of Gujarat State**. (Dr. Pravender), Department of Statistics, Gujarat University, Ahmedabad.

MEDICAL SCIENCES

Biochemistry

1. Sharma, Renuka. **Role of dietry folate modulations in experimental hepatocellular carcinoma**. Department of Biochemistry, Postgraduate Institute of Medical Education and Research, Chandigarh.

Ophthalmology

1. Bansal, Reema. **To identify biomarkers for intraocular tuberculosis in vitreous fluid**. Department of Opthamology, Postgraduate Institute of Medical Education and Research, Chandigarh.

Pediatrics

1. Jaiswal, Nishant Premnath. **Developing a matrix for grading evidence with special reference to burden of invasive pneumococcal disease in Indian children**. Department of Pediatrics, Postgraduate Institute of Medical Education and Research, Chandigarh.

Pharmaceutical Science

1. Uppala, Annapurna. **Formulation design and characterization of bilayer tablets comprising of NSAIDS as fast release layer and serratiopeptidase as controlled release layer**. (Dr. A Prameela Rani), Department of Pharmaceutical Science, Acharya Nagarjuna University, Nagarjuna Nagar.

PHYSICAL SCIENCES

Chemistry

1. Dheepika, R. **Unsymmetrical triarylamines: Design, synthesis and application towards solution processable organic field-effect transistors**. (Prof. S Nagarajan), Department of Chemistry, Central University of Tamil Nadu, Thiruvarur.

2. Gulipalli, Kali Charan. **Design, synthesis and in-vitro studies of novel thiophene and 6-Azauracil derivatives as potent biological agents**. (Dr. Seelam Naresh Varma), Department of Chemistry, Koneru Lakshmaiah Education Foundation, Guntur.

3. Lalliansanga. **Photocatalytic applications of nano-structured Ag or Au/TiO_2 thin films in the efficient removal of micro-pollutants from aqueous solutions**. (Prof. Diwakar Tiwari), Department of Chemistry, Mizoram University, Aizawl.

4. Manawar, Rohit Babubhai. **Synthesis characterization and bioactivity study of some metal complexes**. (Dr. M K Shah), Department of Chemistry, Saurashtra University, Rajkot.

5. Patra, Santanu. **Imprinted carbonaceous nanomaterial as new probe for separation and sensing assay**. (Dr. Rashmi Madhuri), Department of Chemistry, Indian Institute of Technology, Dhanbad.

6. Rajiv Kumar. **Synthesis of some monocyclic and fused azoles as carbonic anhydrase inhibitors, and development of a novel route for an important heterocyclic precursor**. (Dr. Pawan Kumar Sharma), Department of Chemistry, Kurukshetra University, Kurukshetra.

7. Saini, Jyoti. **Nanomaterials as potential adsorbents for dyes and heavy metals**. (Prof. R K Gupta and Dr. V K Garg), Department of Chemistry, Guru Jambheshwar University of Science & Technology, Hisar.

8. Saini, Mohit. **Studies of various properties of ionic liquids in different additives**. (Dr. Amalendu Pal), Department of Chemistry, Kurukshetra University, Kurukshetra.

9. Sant Ram. **Metal toxicity induced in river and ground water: A study on physico-chemical characteristics and use of selective adsorbents for abatement for abatement in industrial parameters of Kanpur sub-metropolis**. (Dr. Suneel Kumar Misra), Department of Chemistry, Chhatrapati Shahu Ji Maharaj University, Kanpur.

10. Srinu, Bodige. **Design, synthesis and biological evaluation of some novel heterocyclic compounds**. (Dr. Seelam Naresh Varma), Department of Chemistry, Koneru Lakshmaiah Education Foundation, Guntur.

11. Tekuri, Venkatadri. **Design, synthesis and characterization of chemosensors for determination of heavy metal ions**. (Dr. Darshak R Trivedi), Department of Chemistry, National Institute of Technology Karnataka, Surathkal, Mangalore.

Physics

1. Ambika Rani. **Studies of the structure and properties of 50 keV B^+ and N^+ implanted PET, PMMA and PC polymers**. (Dr. Sanjeev Aggarwal), Department of Physics, Kurukshetra University, Kurukshetra.

2. Beura, Pratima. **Theoretical study of the pairing mechanism in high-Tc cuprates and the role of pseudogap**. (Dr. Kamal Lochan Mohanta and Prof.G C Rout), Department of Physics, Siksha O Anusandhan University, Bhubaneswar.

3. Bhall, Babita. **Study of acoustic parameters in forensic speaker identification in terms of probability scale and its statistical correlation**. (Dr. Rakesh Dhar and Dr. C P Singh), Department of Physics, Guru Jambheshwar University of Science & Technology, Hisar.

4. Bharath, S P. **Zinc oxide based thin films for sensor application**. (Prof. Kasturi V Bangera), Department of Physics, National Institute of Technology Karnataka, Surathkal, Mangalore.

5. Gupta, Indu. **Growth and characterization of non hydrazine solution processed $Cu_2(ZnSn)(SSe)_4$ thin films for solar cells**. (Dr. Bhaskar Chandra Mohanty), School of Physics and Materials Science, Thapar Institute of Engineering and Technology, Patiala.

6. Lalrinmawia, Jonathan. **Study of radiation and mechanical attributes of diagnostic X-ray installations in Mizoram**. (Prof. R C Tiwari and Dr. Kham Suan Pau), Department of Physics, Mizoram University, Aizawl.

7. Pundir, Saurabh Singh. **Ion transport studies in some ionic liquid based polymer electrolytes**. Department of Physics and Material Sciences, Jaypee Institute of Information Technology, Noida.

8. Ranjan, Alok. **Some thermodynamic parameters and characteristics of spinning black holes**. (Dr. Dipo Mahto), Department of Physics, T M Bhagalpur University, Bhagalpur.

9. Shah, Kunjan Nayankumar. **Dielectric and acoustic characterization of some silicone fluids**. (Dr. V A Rana), Department of Physics, Gujarat University, Ahmedabad.

10. Sonal. **Ion implantation induced growth of silver nanoparticles in glass**. (Dr. Annu Sharma), Department of Physics, Kurukshetra University, Kurukshetra.

11. Suninder Jeet. **Synthesis and optical characterization of Barium magnesium aluminate nanophosphors as blue light emitting source**. (Dr. O P Pandey), School of Physics and Material Sciences, Thapar Institute of Engineering and Technology, Patiala.

12. Verma, Akshkumar. **Luminescence studies of aluminate based phosphor activated with rare Earth metals**. (Prof. Ashish Verma), Department of Physics, Dr Harisingh Gour Vishwavidyalaya, Sagar. ❑

A N SINHA INSTITUTE
OF
SOCIAL STUDIES, PATNA

Advertisement

A N Sinha Institute of Social Studies, Patna invites applications for the post of Director, Registrar and Administrator from suitable persons. Interested persons may apply to the Chairman of the Selection Committee **within thirty days** of the advertisement either in hard copy with signature and self-attested documents within the deadline or scanned soft copy through Emil-id: **ansiss1964@gmail.com**. Details about the advertisement and the Institute may also be browsed through the website of the Institute: **www.ansiss.res.in.**

Chairman, Selection Committee

KBNU
KHAJA BANDANAWAZ UNIVERSITY
EDUCATING HUMANITY

FACULTY OF MEDICINE

VACANCY FOR PRINCIPAL & DEAN

Qualification: MD/MS from recognized University

Experience: 10 years as Asso. Prof. or Professor
(atleast 05 years as Professor as per MCI)

Salary: Negotiable

Perks: Furnished accommodation and transportation facility.

Administrative and Research Experience will be an added advantage.

Please send detailed resumes to :

The Registrar
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Rauza-i Buzurg, Kalaburagi - 585 104
E-mail : **recruitments@kbn.university**
www.kbn.university

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Advertisement No. 3 **Date: 10/08/2020**

(Issued in Supersession to Advertisement dated 27/07/2020)

Applications stating full name, address, age with date of birth, educational qualifications (from S.S.C. onwards) with marks and percentages secured, Caste Certificate, Residence Certificate and experience certificates are invited from Indian Nationals for the following posts of **ASSISTANT PROFESSORS** for the academic year **2020-2021**:

(A) ASSISTANT PROFESSOR (CONTRACT BASIS):	
1. ASSISTANT PROFESSOR (ECONOMICS)	2 Posts (1-ST, 1-OBC)
2. ASSISTANT PROFESSOR (MATHEMATICS AND STATISTICS)	2 Posts (1-ST, 1-OBC)
3. ASSISTANT PROFESSOR (ORGANIC CHEMISTRY)	2 Posts (1- GENERAL and 1- PwD (Blindness and low vision/ Deaf and Hard of Hearing)
4. ASSISTANT PROFESSOR (PHYSICAL CHEMISTRY)	1 Post (OBC)
5. ASSISTANT PROFESSOR (COMMERCE)	1 Post (GENERAL)
6. ASSISTANT PROFESSOR (PHYSICS)	1 Post (OBC)
(B) ASSISTANT PROFESSOR (LECTURE BASIS):	
1. ASSISTANT PROFESSOR (COMMERCE)	1 Post
2. ASSISTANT PROFESSOR (ELECTRONICS)	1 Post
3. ASSISTANT PROFESSOR (ECONOMICS)	1 Post

1) For details pertaining to posts, qualifications, pay scale and other service conditions, please visit the college website : www.dmscollege.ac.in.

2) Candidates who have applied in response to the advertisement dated 27/07/2020 have to apply again if they are interested.

Sd/-
Principal

SRI RAMACHANDRA
INSTITUTE OF HIGHER EDUCATION AND RESEARCH

(Category – I – Deemed to be University)
Porur, Chennai – 600 116, Tamil Nadu

Applications called for the post of:

DIRECTOR (Sri Ramachandra Centre for ODL/On-line Education): One

Essential Qualifications:

(i) Ph.D. in Health Sciences/Computer Sciences/Information Technology/Educational Technologies.

(ii) 10 years of Teaching/Research/ODL & online education experience of which 5 years in Institute/ Department of Distance Education/SWAYAM/NPTEL/CEC/IGNOU or Industry based ODL-Online centres with track record of developing e-resources for higher education and skill development.

(iii) Additional qualifications/Diploma in Online education technologies from national/international institutions – desirable.

(iv) Upper age – limit : 50 years.

PROFESSOR – RESEARCH

In Specialities of General Medicine/Paediatrics/Obstetrics & Gynaecology/Cardiology/Endocrinology/ Nephrology /Neurology/Oncology/Radiology or any other Interdisciplinary Branches Like Clinical Research.

Essential Qualifications:

(i) MBBS/MD in the respective discipline, with a minimum of 8 years of Teaching and Research in a Medical/ Medical Research Institution at the level Associate Professor or equivalent.

(ii) Superspeciality qualification like D.M etc/Ph.D. in that discipline will be preferable.

(iii) Post-doctoral research experience in an International University/Research Organisation is desirable.

(iv) Should have conducted sponsored research projects/clinical trials funded by national and international agencies/industries.

(v) Should have published at least 10 original research articles excluding Case reports/Letter to the editor in journals indexed in SCOPUS/WEB OF SCIENCE/PUBMED.

(vi) Should have the publication "h" index of minimum 10.

(vii) Willingness to work as fulltime clinical researcher without any private practice.

Desirable Qualifications:

i) Registered or awarded patents.
ii) Track-record of industry-academia projects and technology transfer.
iii) Diploma in Clinical Research.

Scale of Pay: As per UGC scale of pay with SRIHER special pay and allowances commensurate with qualifications and credentials.

Duration: Permanent after initial probation; Extendable after every five years assessment.

Application guidelines: Candidates fulfilling the above are requested to submit their updated Curriculum Vitae with Education, Employment, Experience, Expertise and Achievements copies with Date of Birth, Communication details through email to **gmhr@sriramachandra.edu.in on or before 15/08/2020.** Short-listed candidates will be interviewed through Google / Skype/ Zoom Meet after prior time arrangements.

Association of Indian Universities

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

AIU Invites Proposals for Organizing Round Table Conferences of Vice Chancellors in the Session 2020-21

Association of Indian Universities has initiated a series of Webinars of Vice Chancellors on various discipline domains of higher education. The objective the webinars to bring the domain specific universities on a common platform and to provide an avenue for facilitating the interface, identify the common problems and grey areas and to work collectively towards their redressal, share the unique/best practices adopted by the universities which can be applicable to other universities for improvement. Proposals for collaboration in organizing the Roundtables in the current Financial Year i.e. 2020-21 are invited from Member universities for the following:

- Webinar of **Vice Chancellors of Law Universities.**
- Webinar of **Vice Chancellors of Agriculture Universities**
- Webinar of **Vice Chancellors** of **Engineering and Technology.**
- Webinar of **Vice Chancellors** on **Health Science**.

The focus of discussion would be on areas like Digitization, Online Education in Covid-19, New Financing prospective during Covid-19, Research and Innovations, Quality and Excellence through Online Education, Employability, Policies and Practices of Online Education, Role of Indigenous knowledge to combat corona, Faculty and Student Related Issues, etc. The Roundtables each of **one day** are to be scheduled in between **August, 2020to March, 2021**.

Member Universities/Institutions of AIU are invited to send their willingness to collaborate with AIU in organizing any of the above Roundtables along with a Proposal containing (i) Expression of Interest through letters; (ii) Specific theme and subthemes; iv. Two sets of dates for convening the Round Table latest by **August20, 2020 to the following:**

Dr Amarendra Pani
Joint Director &Head (Res)
Association of Indian Universities
AIU House, 16 Comd. Indrajit Gupta Marg
New Delhi – 110 002
E-mail: researchaiu@gmail.com

For any further query please contact on: 011-23230059, Extn-202/209, Fax No: 011-23239325,
E-mail:**researchaiu@gmail.com**.

N.B.: The events will be conducted under the banner of AIU and in collaboration with selected in collaboration with selected partner universities. Since the Events will be conducted through online, **No financial support will be given. Proposal must be sent to AIU with the Approval /Endorsement of Vice Chancellor.**

[Joint Director]
Research Division

Association of Indian Universities

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

Advertisement for Research Internship/Trainee Researcher

Applications are invited for Research Internship/Trainee to be engaged in Research Division of AIU to assist in implementation of action plan of the regular academic activities of Research Division like Research Projects, Capacity Building Programmes such as Workshop /Seminar, ANVESHAN: Student Research Convention, Vice Chancellor Roundtable Conferences, Data-base activities as analyzing data or writing proposals, developing draft questionnaires and reports and bringing out publications in various areas of higher education. The internship will be awarded for a period of **three months** (extendable to another three months based upon the requirements). After successful completion of internship, an **experience certificate** will be issued to the candidate. The internship will help the students to gain experience of working in real life situations and enhance their employability.

Essential Qualification:

I. Enrolled in Master Degree programme in any recognized university with minimum Second Class in Bachelor's Degree.

II. Proficiency in working on computer applications and good flair of writing.

Age Limit: Candidates should be below 30years of age at the time of application.

Candidates meeting the above criteria may send their detailed bio data (personal details, educational qualifications and research experience if any) by **20 August, 2020** (last date), to the Joint Director & Head (Res) via **email: researchaiu@gmail.com**

Note:

Short listed candidates will be called for online/personal interview. Selected candidates must join within seven days of the date of declaration of results. No remuneration /honorarium shall be paid for the internship.

[Joint Director]
Research Division