



Rs. 30.00
ISSN-0566-2257

UNIVERSITY NEWS

A Weekly Journal of Higher Education

Association of Indian Universities

Vol. 60 • No. 16 • April 18-24, 2022

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National Research Foundation: Synergetic Role between Research, Policy, and Practice

Biswajit Behera*

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The global scene encompasses social change and knowledge explosion. Indian educational system is necessary to keep pace with the changing process. The role of universities and research is to bring about reform to embrace changes. It is argued that the basic issues for education research are broad. But, issues embraced by the academic education research community are very few (Huang, 2014). The issue is not how to get our fair share of the research funds on offer, nor is it the targeting of priority areas to increase research productivity, nor is it to study some areas over others using some methodologies rather than others. On brainstorming these issues, we consider the extent to which educational research, and the universities in which research is centrally based, have a responsibility towards a provision of broad research. It is argued that education researchers, and universities, must find ways to be more inclusive and participatory in their practices, as well as recognize their changing role in knowledge creation. In this regard, an agency of the research community has a special role to emphasize the social, political, and economic aspects of higher education, research, and policy. There will be a changing role in society where knowledge can be created. Establishing a research foundation at the national level is well suited to play such a mediating role in expanding knowledge society. It can serve society in new and productive ways into the 21st Century.

Knowledge creation and research are critical to a nation's development. India to become the leader of a knowledge society will require a significant expansion of its research capabilities and output across disciplines. High-quality interdisciplinary research across fields must be done. Research in the arts and humanities, along with innovations in the sciences and social sciences are important for the progress of a nation.

A 'Forward Look' at Higher Education Research

There is a need for research to link to current policy and practice issues. The researchers are responsible for disseminating the findings to a range of target audiences. It is also vital that researchers are proactive in talking with policymakers and practitioners and communicating in a manner that is accessible to different audiences. The growing focus on practitioners as researchers provides a further opportunity to extend the impact of research on the educational sector. Recent drive-through 'quality mandate' has been stimulated

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by the University Grants Commission (UGC) to match global standards of high-quality research in India (UGC, 2019). So, a consortium for academic and research ethics (UGC-CARE) is established to promote quality research, and academic integrity in all Indian universities. Increasingly, researchers have a responsibility to contribute their expertise with a value-driven system; the context of research will focus on questions of value to address ethical guidelines. This reflects the importance of social integrity. The expansion of higher education research will contribute toward systematic knowledge to the future of society. Thus, we need to tinker with reform in higher education research (Tierney, 2014). National Education policy (2020) envisions the establishment of a National Research Foundation (NRF) to grow and catalyze quality research in the nation. The overarching goal of the NRF will be to enable a culture of research to permeate through our universities.

Why do We Need NRF?

Research in higher education is fragmented which compromises researchers' academic autonomy. There is a lack of relevance and quality of higher education research. Higher education practitioners tend to release educational research by decision-making on personal experiences. Academic research is decided by policy-makers as providing 'today's answers to yesterday's questions. This gap appears to be between policy and practice on the one hand and the research on the other. The low level of investment in education research reflects policy-makers and practitioners lacking efficiency. The three domains of research, policy, and practice seem as disconnected as ever. There is a need to heal the fractures in the research-policy-practice nexus. This paper suggests the rise of research foundations to connect with policy-makers, practitioners, and researchers. The reasons for the rise of the National Research Foundation are multiple and need to be discussed.

Issues for Educational Research

The research issues focus on the changes necessary in higher education in the research environment. The role of research in educational reform is also problematic. It is seen that institutional reform efforts direct towards diffusion, dissemination, improvement, restructuring, and almost scaling up the system! Reform movements

shift their focus. Therefore, it remains a problem how to improve institutions, and what should constitute that improvement. Thus, it lingers on educational researchers' and policy makers' agendas to adequately address the defined problems. One needs to query the relationship between research and reform. The need for universities is to recognize the development of other sources of knowledge in society.

Both researchers and policymakers are likely using inappropriate modes of research. It should be clear that there is no one best way of the method of research. Quantitative empirical research applies to complex educational settings, resulting in good ideas and proving cause and effect. Qualitative research produces a rich description of events, but gets dismissed as uncertain as it does not provide the 'one best answer'. When both empirical and textual data are seen as inconclusive, it has minimal impact on policy and/or practice.

Educational researchers, policymakers, and practitioners need to collaborate. Their partnerships can work to better define the problems and to experiment with solutions. It is time to begin a genuine process of collaboration in research, partnerships between university-based educational researchers, teachers, and administrators in the field, and policymakers at various levels. In this regard, the research foundation must identify skills and practice among researchers, partners, and collaborators. A paradigm shift in the link between research and reform needs to function. It should adhere towards a participatory role for educational research. Research funding structures need to encourage the group of researchers and practitioners. A decentralized approach to research funding will be better adapted to the advancement of knowledge and the encouragement of innovation across India. Typical publications and recognitions to academic works in connection to policymakers need to be focused on. Therefore, establishment of an autonomous institution like research foundation will be the best option to link research and practice among researchers, partners, and collaborators.

Relevance and Rigour of Research

Higher education research has become fragmented and the available knowledge is rarely accumulated systematically. The research in higher

education is carried out with different objectives and there is a separation between academic researchers, policy-related researchers, and institutional researchers. Higher education research has become relatively detached from its main disciplines and other domains. Therefore, higher education has no paradigm of its own (Gornitzka & Maassen, 2000). It lacks coherent theoretical and methodological frameworks (Scott, 2000) and accepted disciplinary characteristics and lacks stability and quality (Teichler, 2003). The fragmentation of higher education research and its proximity to policy and practice suggests that it does not help to think of research on the one hand and policy and practice on the other. The research appears less associated with empirical investigation, replication, rigor, reasoning, theoretical coherence, and the systematic accumulation of knowledge. Therefore, higher education research must build an intellectual foundation and a stronger institutional base. It must be rigorous by making it more relevant to decision-makers and academic peers. National Education Policy (2020) envisions research in multidisciplinary settings where knowledge creation can be brought up. NRF will help to develop a culture of research in the country through undertaking a major initiative to grow research at universities.

Causes for Policy

The New Demography of Education

Demographic pressure creates demand for new and different types of institutional responses. The rapid expansion of education has given rise to an entirely new set of issues in education at all levels. The socioeconomic forces driving the expansion are well documented. The changes in demographic growth, economic expansion, a rising middle class and an increase in the size of the labour market, and changes in the types of skills are observed (Sung et al. 2013). Therefore, NRF will act as a liaison between researchers and relevant branches of government as well as the industry to make them aware of the national research issues (NEP, 2020).

Education Research and its Academic Infrastructure

Research circumscribes academic work, the issues of how one investigates. How does educational research infrastructure shape?, What types of research are suggested?, What do new demands come on institutions?, how do the new demands align with

current practices, processes, and support within the educational sector?, What intellectual infrastructure is required? are considerations under the transformation of academic and research work.

Education Research and its Utility

It is realized that research is central to economic development. It brings improvements in the quality of living. Increasingly, it creates pressure from governmental organizations to justify the relevance of the research. The increase in the higher education sector through growth in the number of students, as well as the growth in the number and diversity of institutions, result in new discussions, around what is research, what is research competency, and what are suitable research outlets? Thus, the rationalization for educational research will be tenable if these questions are realized.

Significance of NRF in 21st Century

NRF can undertake as a bridge between research, policymaking and funding. The NRF plays several important roles within the academic research community.

Interface with Policy Making

One of the key roles of NRF should be to provide expert advice to the government and parliament, and the Parliamentary Act of India. This will explicitly function to the Government and the wider community. The value which the research foundation can bring to this role is through its national constituency, its multidisciplinary membership, and peer-elected fellowship. The research foundation can collect a range of advisory papers. These papers will provide an overview and introduction to the evidence behind policy questions:

- a) Consultation responses – papers produced in response to governmental or parliamentary inquiries.
- b) Emerging issues – papers produced to inform policy in socially relevant areas, in the national interest through the presentation of relevant research.
- c) Policy reports developed by various research bodies – detailed in-depth reports on thrust topics.

Advisory papers will be produced with the assistance of the research community including

fellows, members, and research organizations across the country. Nevertheless, the goal of multidisciplinary research relevant to particular issues will be reflected. A panel may be constituted in subject areas such as arts, humanities, sciences, and languages to finalize the thrust issues of national interest.

Funding Role

To achieve the strategic goals, the research foundation can work in partnership with a range of organizations. NRF should act as a funding agent for the Government's Ministry of Education (MoE). The funding will be disbursed for:

- a) Investigator-initiated frontier research.
- b) research fellowships for novice and eminent researchers.
- c) Impactful research prizes.
- d) publishing journals.
- e) 'Creative Commons' of Government open access and licensing framework.
- f) Teacher fellowships.
- g) Science Media Centre.
- h) International collaboration and travel funding.
- i) Membership of international associations.

The research foundation can be the convenient partner and interface between the Government and the research community for many government initiatives.

Research Integrity Practices

Research integrity is at the core of the research endeavour. The core values are objectivity, honesty, openness, accountability, and stewardship in research. The integrity of knowledge that emerges from the research is based on individual and collective adherence to these core values. Research integrity includes the use of honest and verifiable methods in proposing, investigating, and evaluating research. Therefore, the policy should include research processes, training, and collaboration in research.

- Evidence-based research and ethical behaviour are indispensable to ensure the reliability of research results.
- Enhanced research integrity policies can significantly contribute towards a congenial research environment.

- Researchers must be able to trust and build on the work of others. They must also be trusted by society since they provide knowledge and scientific expertise.

The Changing Role of Knowledge

Knowledge is more than facts, data, or information. It is the systematic collection, validation, and integration of discrete data according to a set of procedures and rules. Science, the scientific method, and scientific knowledge best signify the modern understanding of the meaning of knowledge (Braaten & Windschitl, 2011). The development of scientific knowledge is not a neutral process but social as well as highly organized. The knowledge explosion has implications for establishing a research foundation. In essence, knowledge and its creation are increasingly widespread throughout society. Therefore, this has significant implications for the research foundation.

- Research foundations must find ways to enable the public to understand the benefits of research, including its economic wellbeing from the perspective of the research agenda.
- The challenge for the research foundation is to develop programs that support and integrate both the intellectual forms of knowledge and the experience-based knowledge. The organization of knowledge is critical to changing this situation.

Understanding Policy-Making

The relevance of educational research is a policy issue. But, who is to judge what is relevant? How can we decide the priorities for higher education research? By what criteria can we judge that a policy is successful? Some of these questions are fundamental to resolve and keen towards policymaking. Policymakers must be constantly made aware of the latest research breakthroughs. This will allow breakthroughs to be optimally brought into policy and/or implementation (NEP, 2020).

Possible Challenges

The national research foundation has to address some of the following concerns to develop research agendas that can be relevant both to researchers and to policymakers and practitioners. It can seek to be relevant to the concerns of policymakers without being dominated by them.

- i. Innovation policy in connection with the OECD's innovation strategy, global innovation trends, and the implications of these for India.
 - ii. Research networks and their role in national innovation systems.
 - iii. The impact of the global financial crisis.
 - iv. Influence in human resources in science and technology.
 - v. Gross domestic expenditure on R&D in competitive with other countries.
- Hosting events to inspire interest in scientific discovery.
 - As a funding agency.
 - Supporting post-doctoral fellowships and professorships.
 - Providing grants for international research collaboration.
 - As a national research institution.
 - Coordinating the country's leading research establishments.

Promoting Research Agenda

Research on higher education has begun to receive greater scientific attention as an area of knowledge and relevance to policy and practice in its own way. Attention can be paid notably to:

- The identification of key influences on educational outcomes in setting national policy priorities.
- The second involves research about the design and evaluation of specific programs, policies, and resources.
- Call for evidence-based policy.
- Identification of key research themes enabling synergies between diverse and impactful projects.
- Call for researcher-practitioner partnerships.
- Vibrant professional culture on a group of practitioners.

Functions of NRF

The national research foundation is expected to address a very broad range of thematic areas. The functions of NRF should embrace multidisciplinary perspectives:

- As an academy of science promoting the natural and applied sciences.
- Representing the scientific community nationally and internationally.
- Influencing policymaking with the best scientific advice.
- As a learned society.
- Publishing peer-reviewed journal.
- Providing awards and prizes for academic achievement.

Research–Policy–Practice Nexus

Research should be engaged with larger intellectual issues about society, knowledge, and the economy. It creates difficulties in consolidating the theoretical and methodological aspects of research. There is a lack of concern among policy-makers and practitioners for systematic knowledge about higher education. It is perceived as irrelevant and lacking in quality. Hence, there is no application of educational research to policy and practice.

Policy researchers prefer positivist modes of research rather than critical explorations and theoretical approaches; quantitative rather than qualitative (Berkovich, 2018). Nevertheless, policy-makers use information from a wide variety of sources and adopt a broad interpretation of 'evidence'. They cover a large sample and a long document related to the problem and its related data.

Research Foundation should have a stable institutional base within higher educational institutions. These are:

- How research findings should be interpreted and employed by decision-makers in the formulation and presentation of policies, in terms of their origin, purpose, status, empirical and theoretical basis.
- The difficult issues of widening participation, employability, and quality in higher education.
- Peer review of the extent to which Government policies are evidence-based by learned societies, professional bodies, and researchers.
- Higher education research needs to wrap up higher education with 'the skills agenda'
- Another aspect is to reconnect research, policy, and practice by ensuring a process of iteration

between systematic study, policy initiative, and practical development.

- This requires greater communication between the various communities, agreement on the key issues, and the design of high-quality research and development activity.
- Making research findings more accessible to policy-makers and practitioners.
- Providing policymakers with the first-hand experience of higher education institutions as well as insights into the research process.
- The education and training of future practitioners and policy-makers in professional settings, enabling them to engage with research-based ideas.

Conclusion

The need for NRF is concerned with the mediation of knowledge. To strive for equality and develop new understandings of our social condition, we need to establish a foundation. NRF can deal the questions such as what knowledge do we have in common, what do we need to share, what do we need to be jointly responsible for, and what processes best enable us to achieve these understandings? How can social integrity be developed and maintained in a more fragmented society? National Research Foundation can play a major role in engaging with these crucial public issues. The responsibility of the research foundation is to help us think our way to such a future. A broad vision for education research requires a broad vision for a research foundation. Such a vision will maintain the autonomy of research organizations. □

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Sports Achievement in Indian Universities: Special Reference to 100 Years Celebrations of University of Delhi

Suresh Kumar Lau*

The University of Delhi, popularly known as DU has had the privilege of being the Alma Mater of a very large number of distinguished men and women who have made their marks in different walks of life. These include teachers to freedom fighters, scientists to politicians, linguists and poets to lawyers, educationists to artists, sportspersons to sports administrators, sportscasters, sports trainers, and Padma Award winners. Over the nine decades of its existence, the DU has produced hundreds and thousands of graduates, postgraduates, and holders of research degrees. Wherever we look, there are strong, brave, intelligent, diligent men and women of the University of Delhi taking on the world –winning. The university is rightly proud of this galaxy of talent.

DU has a long and proud tradition in sports in which the level of excellence matches its high academic standard. The university has to its credit 54 Arjuna Awards (for outstanding performance in sports and games), 1 Dhyan Chand Award (for lifetime achievement in sports and games), 2 Rajiv Gandhi Khel Ratna Awards (for the most spectacular and outstanding performance in the field of sports by a sportsperson in a year) now the name has been changed to Major Dhyan Chand Award by Government of India, 10 Dronacharya Award (coaches who have successfully trained sportspersons or team and enable them to achieve outstanding results in international competitions) awardees along with seven Padma Shri awards and a Padma Bhushan has made the University proud. Maulana Abul Kalam Azad (MAKA) Trophy was instituted in 1956-57 as a running trophy by the Government of India. This running trophy is awarded by the President of India each year. This trophy has been won by DU for 14 times (table-3) including four years in successive two times from 1972-73 to 1975-76 and 1987-88 to 1990-91 which is a record. Last laugh triumph over rivals, University of Delhi won MAKA trophy in 2000-01. Hence, the select list which is appended below is only indicative of a trend

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that was strengthened sports over the years by others of no mean talent.

Olympians of University of Delhi

Sports and games have been widely recognized as an essential ingredients of human resource development. There is no more tremendous test for an athlete than competing in the Olympic Games. This chance to glow or shine only once every four years and for some, just only once in a lifetime. In my opinion, every single Olympian is a champion. The University of Delhi has 24 great Olympians and Para Olympians.

Sport is no longer sheer play which is spontaneous involvement in an activity where the source of pleasure is participation rather than the outcome. The contemporary sport is not linked with the religious ceremonies either as was the case in the ancient cultures. The time has changed and with that, the value system has changed. Active participation in competitive sports not only builds a healthy body but also a healthy mind. This will prepare the young students to come to grips with the changed environment sportingly. Today, we stand at a threshold of an entirely new and yet unknown world and this will enable them to withstand the rigors of future challenges.

Whatever may be the reasons for such a drastic change, sport is assuming new dimensions as a social phenomenon. Emphasis on achievement and confederation of nation glories with performance is now the global practices being followed in the national system. To keep pace with the emerging dimensions, it is relevant that our planning and programmes are highly result-oriented and provide incentives to motivate participation.

Maulana Abul Kalam Azad Trophy

Keeping in view the excellent achievements of the Indian University in the field of sports, Maulana Abul Kalam Azad (MAKA) Trophy was instituted in 1956-57 as a running trophy by the Government of India. This running trophy is awarded by the President of India each year to the University, which has the all-around best performance in sports in Inter-University, National, and International competitions.

Guru Nanak Dev University (GNDU) was established on November 24, 1969 to mark the 500th birth anniversary of Sri Guru Nanak Devji. GNDU started its actual participation in Inter-University and other tournaments in the year 1974-75 and since then, the University has been winning one or the other positions for MAKA Trophy. It goes to the admirable credit of GNDU that out of the 42 years of its actual participation, it has won India's coveted MAKA Trophy 23 times. Panjab University, Chandigarh won MAKA Trophy 16 times followed as shown in table-2.

The University of Delhi has been winning one or other positions for this trophy until 2009. However, the University of Delhi has won 14 times (table-3). The

last time the University of Delhi won was in 2001-02 under the strict discipline, sports strategic planning of former Director of Physical Education and Sports, Dr. Jitendra Singh Naruka and ably supported and motivated by erstwhile Vice-Chancellor Prof. Deepak Nayyar. Punjabi University, Patiala won the MAKA trophy 9 times.

Bombay University (now University of Mumbai) has won the prestigious MAKA Trophy thrice, while Kurukshetra University has won one time in the year 1966-67. Table-1 shows the distinguished Alumni sportsperson of the University of Delhi who have been awarded by the Government of India.

Table-1: Distinguished Awardees of University of Delhi

Padma Bhushan Awardee				
S.No	Name	Sport	Year	College
1	Manmohan Singh Kohli	Mountaineering	1965	Faculty of Arts
Padma Shri Awardees				
1	Anjum Chopra	Cricket	2014	St. Stephen's College
2	BhuvneshwariKumari	Squash	2001	Miranda House College
3	Gautam Gambhir	Cricket	2019	Hindu
4	Harikant Dang	Mountaineering	1976	St Stephen's College
5	Jaspal Rana	Shooting	1994	St Stephen's/Sri Aurobindo College
6	Joginder Singh	Mountaineering	1974	Hindu/St Stephen's College
7	Ravi Chaturvedi	Sports Commentator	2012	Zoology Dept
Rajiv Gandhi Khel Ratna Winner (Now Major Dhyan Khel Ratna Award wef 2021)				
1	Manavjeet Singh Sandhu	Shooting	2006	Sri Venkateshwara College
2	Manika Batra	Shooting	2021	Jesus & Mary College
Arjun Award				
1.	Abhishek Verma	Archery	2014	Hans Raj College
2.	Ajay Singh Jadeja	Cricket	1997	Hindu College
3.	Amit KrishanLuthra	Golf	1996	Sri Venkateshwara College
4.	Ms. Anjum Chopra	Cricket	2006	St Stephen's College
5.	Ankur Mittal	Shooting	2018	Hans Raj College
6.	Akram shah	Judo	2003	Hans Raj College
7.	Anju Jain	Cricket	2005	Indraprastha/DaulatRam College
8.	ApurviChandel	Shooting	2016	Jesus and Mary College
9.	Asha Aggarawal	Athletics	1982	DaulatRam College
10.	Ashok Kumar	Wrestling	1999	KiroriMal College
11.	Ashok Singh Malik	Golf	1963	St Stephen's College

S.No	Name	Sport	Year	College
12.	Bhuvneshwari Kumari	Squash	1986	Miranda House College
13.	Bhanu Sachdeva	Swimming	1988	Shriram College of Commerce
14.	Gautam Gambhir	Cricket	2009	Hindu College
15.	Gaurav Singh Gill	Motor Sports	2018	Hans Raj College
16.	Dalbir Singh Khokar	Weightlifting	1995	SGTB Khalsa College
17.	J.J.Singh Ahluwalia	Equestrian	1987	Delhi College of Engineering
18.	Jagminder Singh	Wrestling	1980-81	Hans Raj College
19.	Jagmohan Sapra	Weightlifting	1986	Satyawati College
20.	Karni Singh Maharaj	Shooting	1961	St. Stephen's College
21.	Manmeet Singh	Table Tennis	1990	Hindu College
22.	Majjeet Singh Dua	Table Tennis	1980-81	Hindu College
23.	Manmohan Singh	Basketball	1997	Delhi School of Economics
24.	Manmohan Singh Kohli	Mountaineering	1963	Faculty of Arts
25.	Manoj Prabhakar	Cricket	1990	P.G. D.A.V. College
26.	Maharaj Krishan Kaushik	Hockey	1998	Kirori Mal College
27.	Manavjeet Singh Sandhu	Shooting	1998	Sri Venkateshwara College
28.	Mansher Singh	Shooting	1993	St Stephen's College
29.	Mohinder Amarnath	Cricket	1982	SGTB Khalsa College
30.	Manika Batra	Table Tennis	2019	Jesus and Merry College
31.	Manu Bhaker	Shooting	2021	Lady Shri Ram College
32.	Naresh Kumar Sharma	Paraplegic Sports	1997	School of open learning
33.	Narender Singh	Judo	1998	Satyawati (Eve) College
34.	Nonita Lal Qureshi	Golf	1987	Lady Shri Ram College
35.	Ombir Singh	Wrestling	1990	Swami Sharaddhanand College
36.	Poonam Chopra	Judo	1996	Maitreyi College
37.	PremNath	Wrestling	1972	Hans Raj College
38.	Rajinder Singh Bhanwala	Rowing	1994	Hindu College
39.	Rajashree Kumari	Shooting	1968	Lady Shri Ram College
40.	Randhir Singh	Shooting	1978-79	St. Stephen's College
41.	Randhir Singh	Kabaddi	1997	Rajdhani College
42.	Rekha Sharma	Mountaineering	1981	Indraprastha College
43.	Rohit Bhakar	Badminton (deaf)	2006	SGND Khalsa College
44.	Ranjan Shodhi	Shooting	2009	St. Stephen's College
45.	Ramkaran Singh	Athletics (Paralampics)	2012	Satyawati College
46.	Sandeep sejwal	Swimming	2012	St. Stephen's College
47.	Shreyasi Singh	Shooting	2019	St. Stephen's College
48.	Sham Lal Khullar	Gymnastics	1961	SGTB Khalsa College
49.	Sudesh Kumar	Wrestling	1970	Hans Raj College

S.No	Name	Sport	Year	College
50.	SunitaPuri	Hockey	1966	Indraprastha College
51.	Suresh Yadav	Athletics	1983	Kirori Mal College
52.	Shilpi Singh	Shooting	1997	Sri Venkateshwara College
53.	Tanya Sachdev	Chess	2006	Sri Venkateshwara College
54.	Vijay Mala Bhanot	Athletics	2000	SGTB Khalsa College
Dhyan Chand Award Winner				
1	Ashok Diwan	Hockey	2000	SGTB Khalsa College
Dronacharya Award Winners				
1	Bhupinder Dhawan	Powerlifting	2000	Hans Raj College
2	Harender Singh	Hockey	2012	SGTB Khalsa College
3	Jagminder Singh	Wrestling	2007	Hans Raj College
4	JaidevBisht	Boxing	2009	Deshbandhu College
5	M.K. Kaushik	Hockey	2002	Kirori Mal College
6	Raj Kumar Sharma	Cricket	2016	PGDAV College
7	Raj Singh	Wrestling	2013	Kirori Mal College
8	Sunita Sharma	Cricket	2006	Kamla Nehru College

Table-2: Recipient of MAKATrophy from 1956 – 57 to 2021

Guru Nanak Dev University, Amritsar	23
Panjab University, Chandigarh	16
University of Delhi	14
Punjabi University, Patiala	9
Bombay University (now University of Mumbai)	3
Kurukshetra University	1

Table-3: Winners of the MAKATrophy received by Vice Chancellors/ProVice Chancellors (University of Delhi)

S.No.	Year	Vice Chancellor/PVC honour to receive
1	1962-63	C. D. Deshmukh
2	1963-64	C. D. Deshmukh
3	1964-65	C. D. Deshmukh
4	1971-72	Sarup Singh
5	1972-73	Sarup Singh
6	1973-74	Sarup Singh
7	1974-75	R. C. Mehrotra
8	1975-76	U N Singh (PVC)
9	1977-78	U N Singh (Acting VC)
10	1987-88	Moonis Raza
11	1988-89	Moonis Raza
12	1989-90	Upendra Baxi
13	1990-91	A L Nagar (PVC)
14	2001-02	Deepak Nayyar

Olympic Gold Medalist

In hockey, the late M.N Masud of St. Stephen's was vice-captain of the winning team in the Berlin Olympic Games in 1936. Maharaj Krishan Kaushik of Kirori Mal College was a member of the Indian team at the 1980 Moscow Olympics where India regained the Hockey gold medal. In wrestling, Sudesh Kumar and the late Prem Nath (both were still students of Hansraj College, University of Delhi) were placed fourth in Munich Olympics in 1972. Raja Randhir Singh of St. Stephen's represented India in six Olympic Games in Tokyo (1964), Mexico City (1968), Munich (1972), Montreal (1976), Moscow (1980), and Los Angeles (1984).

First Female in the Olympic: Annals of University of Delhi

Sangeeta Mehta of Jesus and Mary College (JMC) who went to the 25th Olympiad in Barcelona in 1992, is the first female annals of the University of Delhi as well as JMC. First Woman World Number One: Apurvi Chandela an alumna of JMC ranked world No.1 in the women's Air Rifle Event by the International Shooting Federation in May, 2019. She had top scores in all the four world cups of the season 2019 (Delhi, Beijing, Munich, and Rio). She won two individual gold medals in the world cup in Delhi and Munich apart from the mixed gold in Rio. She won the gold in the Glasgow Commonwealth Games, 2014. She also won a mix team medal in Commonwealth Games, 2018 in Gold Coast, and Asian Games 2018 in Pelangi Indonesia.

Youngest Woman and Man from University of Delhi

Manika Batra an alumna of JMC made the entire world astonished when worldwide heard that the Indian women are on top of Commonwealth Nations. Manika has enough talent as a Table Tennis (T.T) player to be a Commonwealth Nations beater. She ranked 58th in the world, beat opponents much higher in the rank to win India's first gold in the Commonwealth Games, T.T, and became India's only woman to have done so. She won four medals (2 Gold, 1 Silver, and 1 Bronze) in the 2018 edition of the Commonwealth Games Gold Coast, Australia including T.T women's signals gold. She was the youngest ever to play in the 2016 Olympic Games, Rio at the age of 21 years and 2 months. Her exploits have drawn the Government of India's attention to

T.T which was not on its priority list. South Campus girls' college none other than JMC is brilliant, self-effacement, and is known for being change-makers in sports and maker of champions.

Earlier, Sudesh Kumar of Hansraj College represented India in Wrestling in Flyweight in Mexico City (1968) at the age of 18 years and 7 months. He was the youngest player to represent India at the University of Delhi.

Neck and Neck of Excellence in Sports and Academics

The University of Delhi (popularly known as DU) was established in 1922 as a unitary teaching and residential University. DU has played a distinguished role in academic life and in the sports of the country. DU can rightly be proud of the services rendered by sportspersons, particularly in the earlier years and after independence. The significant role of St. Stephen's in the Olympic history and achievements of DU sports can never really be measured in terms of medals and for obvious reasons. Later on, South Campus girls' college, no other than JMC created a sporting chance of winning. St. Stephen's and JMC sports did not offer any concession to them and if so, only a select few did benefit. By enlarging these Olympians doubled up as both studies and sportspeople. Though the DU has contributed to the Indian medals tally in almost all sports disciplines, it has held a near-monopoly in the performance of its shooter, hockey, and wrestling, most of whom have done DU proud.

Due to the cut and thrust of sports competition, DU sportspersons hard to find time to study, some players are mediocre and modest and some are studious pupils along with seasonal players with effective coaching and sports management skills by DU colleges and University of Delhi Sports Council (DUSC). Given these colleges as well as DUSC is created Olympians year after year. Sports and games are often ignored in colleges, but they are significant for holistic education and human resources development. DU Sports is based on good sportsmanship and fair play. Colleges make great strides. Moreover, principals, teachers, and DUSC takes a leading part in going strong.

First DU Sportsman to Receive an Honorary Doctorate Degree

The erstwhile the Laxmibai National Institute of Physical Education (LNIPE) – now, (LNUPE), Gwalior conferred the first honorary doctorate (D. Litt), the

former student of St. Stephen's an open trap and skeet shooter, Raja Randhir Singh, on 8th September 2000 for his contribution to the promotion of the Olympic movement in India. He represented Olympics from 1964 to 1984. Great sportsman D. Litt received from erstwhile Director/Vice-Chancellor, Prof. Jitendra Singh Naruka.

DU Sports Management

The sports activities are coordinated by the DUSC, whose chairman is nominated by Vice Chancellor by rotation among the senior professors. While an ex officio, sports secretary is a permanent director of Physical Education. The whole council is managed by the executive and general body (consisting of one college teacher from each college). DU has indeed managed to keep the Indian flag along with the University flag because a couple of colleges are world-beaters with their work, discipline, honesty, and total dedication to the cause of sports.

DU No Nepotism and Favoritism

Dr. Jitendra Singh Naruka, had a determined attitude, at the helm of sports in DU for about two and half decades (1985-2009) during his tenure he always followed the Eco-system, with no nepotism and favoritism at least in the selection of University sports teams. He never compromises with substandard players. Always denying influential person and always big No even to wield authority in case of whatever he has to bear the consequences of one's action. Posterity will remember him as a truly adamant great sportsman and excellent administrator in respect of the selection of the DU sports team. He refused to compromise his principles at least in the selection process of the DU sports teams. No doubt, that is very creditable to Dr. Naruka.

Conclusion

Sports and games are often not given due importance in schools and colleges. However, they are utterly important for the holistic development of an

individual. Since its inception, the University of Delhi has been focused on promoting and strengthening sports throughout the nation. All the constituent colleges put a substantial amount of effort to engage more students in sports and games and aid them to equally take a stride in both their academic and sports career.

From national champions to Commonwealth and Asian stars to Olympians, students of DU have outshined everyone on all these platforms. Though DU has contributed to the Indian medals tally in almost all sports disciplines, it has held a near-monopoly in the disciplines of shooting, hockey, and wrestling. Only a few institutions manage to excel in both sports and academic credentials and the University of Delhi undoubtedly is one of them.

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Provisional Accreditation for Colleges: The Much Required Initiative of National Assessment and Accreditation Council

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The National Assessment and Accreditation Council (NAAC) has recently taken a very bold and path-breaking initiative of creating customized accreditation schemes for non-accredited colleges under the name and style of Provisional Accreditation for College (PAC). To expand the scope of Accreditation, the council invited more HEIs to adopt quality through provisional accreditation. It is granted to colleges in the initial stage of planning for its assessment and accreditation. In this context, a study was conducted:

- to assess the impact of the introduction of PAC for Higher Educational Institutions especially those that are not accredited so far;
- to analyze the merits, limitations, opportunities, and challenges (MLOC) of Provisional Accreditation; and
- to analyse the customized accreditation process that will be practically taken up by educational institutions.

The study is purely descriptive in nature and tries to understand the impact of PAC and analyse the MLOC of PAC. It is based on secondary data collected from various journals, newspapers, and websites.

Mandatory and Statutory Guidelines/Eligibility Conditions for PAC

The Mandatory and Statutory Guidelines/Eligibility Conditions for PAC (<http://naac.gov.in/index.php/en/>) are as follows:-

- Colleges offering regular programs of Higher Education at undergraduate and above levels are eligible to apply for 'Provisional Accreditation for Colleges (PAC)', with a condition that such Colleges must have completed at least 'One Academic Year'. One Academic Year is from student admission to the announcement of results, across all the programs and all the semesters.
- The validity of Provisional Accreditation for colleges is for 'TWO YEARS' only.

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- PAC shall not be associated with any cycles of accreditations i.e Colleges that are not accredited/ whose accreditation validity has expired; can only apply for PAC.
- Colleges can opt PAC for a maximum of 'two consecutive times' before or after regular (Graded) Assessment and Accreditation process.
- The validity period of PAC does not restrict the Institution to proceed with the Regular (Graded) Assessment and Accreditation process.
- The accreditation fee for PAC shall be Rs. 10,000/- + GST.
- Colleges that are not registered with NAAC must register themselves by using the link given on the website.
- After registration colleges can apply for PAC by submitting the filled PROFORMA through Higher Education Institutions (HEIs) portal.
- Data Validation and Verification (DVV) for the claims made for Quantitative Questions will be done by the third-party peer verification, and Virtual - Peer Team Visit (V-PTV) for the institution will be conducted online.
- Onsite Peer Team Visit will be conducted if so recommended and in such cases actual Logistics Fee + GST to be borne by the institution.
- Latest completed academic year data to be considered and provided for all the Quantitative and Qualitative Questions.
- The College should comply with public disclosure/ hosting of all the documents submitted to NAAC on the Institutional website in PDF format. Any violation or modification of documents shall be viewed seriously.
- Peer Team shall comprise a Two-Member team, consisting of Vice Chancellor or equivalent/ Professor/Principal.
- Colleges who are 'Not Accredited', are eligible to apply again after a period of Six Months from the date of result declaration with a fee of Rs. 10,000/- + GST.

- The outcome of PAC shall be binary in nature i.e. 'Provisionally Accredited' or 'Not Accredited'.
- The evaluation outcome of Qualitative and Quantitative Questions is on a Three-point scale (0, 1, and 2). Each question is awarded either 0 or 1 or 2 based on the verified input.
- Therefore, a college has to mandatorily secure a Minimum Score of 20 out of 50 for getting provisional accreditation.
- The OUTCOME of Provisional Accreditation is a Peer Team Report (PTR) and Digital Certificate.
- Provisional Accreditation is similar to Graded Accreditation for any claim benefits, accorded to colleges except grade-based benefits.
- The Colleges shall be provisioned with an independent ombudsman for grievance redressal.
- The Fees paid for PAC shall not be refunded/adjusted under any circumstances.

Parameters for PAC According to NAAC

The NAAC has formulated two distinctive parameters/metrics for this evaluation process of PAC viz.

- Quantitative Metric
- Qualitative Metric

Quantitative Metrics

The quantitative metric has ten evaluative quantitative aspects with the score on a three-point scale starting with 0, 1, and 2. The maximum weightage is for 20 Marks with 2 scorings the highest marks for each quantitative aspect which is given in Table-1 below:

Table 1: Quantitative Weightage

Q. No	Questions	Scores and Benchmarks		
		0	1	2
1.	Percentage of teachers against sanctioned posts for full time teachers	<50	50 - 75	>75
2.	Student - Teacher Ratio	>50:1	30:1 - 50:1	<30:1
3.	Percentage of students undertaking project work/ field work / internship /dissertation / skill-based learning	<10	10-20	>20

4.	The pass percentage of students	<30	30-50	>50
5.	Number of research papers/books/book chapters/conference proceedings/patents published	<2	2-5	>5
6.	Student - Computer Ratio	>50:1	30:1 - 50:1	<30:1
7.	Percentage of classrooms and seminar halls with ICT facility	0	1-10	>10
8.	Internet connection and / or Wi-Fi facility available in the Institution	<3 MBPS	3 - 10 MBPS	>10 MBPS
9.	Number of curricular/ co-curricular/extra-curricular/cultural/sports programs organized by the institution	0	1 - 3	>3
10.	Number of Faculty Development Programs/Professional Development Programs, administrative training, orientation, capacity building programs organized by the institution	0	1 - 3	>3

For each of the above ten aspects the college obtaining accreditation under this scheme have to provide the last completed academic years data as specified and indicated by NAAC for each quantitative aspect which is the form of :

Percentage Methods

Teachers against sanctioned posts for full-time teachers, students undertaking project work/ fieldwork/ internship/dissertation/skill-based learning, Passed students, classrooms and seminar halls with ICT facility

Table 2: Percentage Methods for Teachers against Sanctioned Posts

S. No	Question	Formulae
1	Percentage of teachers against sanctioned posts for full time teachers	Number of full-time teachers appointed / Number of fulltime teachers sanctioned X100

2	Percentage of students undertaking project work/ field work / internship / dissertation / skill-based learning	Number of students undertaking project work, field work, internship, dissertation skill based learning Number of students in the institution X100
3	Pass percentage of students	Number of Students passed in the examination Number of students appeared for the examination X100
4	Percentage of classrooms and seminar halls with ICT facility	Number of Students passed in the examination Number of students appeared for the examination X100

Ratios Methods

Student: Teacher, Student: Computer (Table-3)

Table 3: Student Teacher Ratio

Sr. No.	Question	Formulae
1.	Student - Teacher Ratio	Students: Full time teachers
2.	Student - Computer Ratio	Students: Computers

Quantified Numbers Method

Research papers/Books / Book chapters/ conference proceedings/patents published, Internet connection and/or Wi-Fi facility available in the Institution, Curricular /co-curricular/extra-curricular/ cultural /sports programs organized by the institution, Faculty Development Programs/Professional Development Programs, administrative training, orientation, capacity building programs organized by the institution.

For some of the above quantitative aspects, NAAC has given specific formulae to be calculated and presented for the related quantitative metrics which is made mandatory for each question to upload authentic related documents, Geo-tagged Photographs, and any other relevant evidence. The NAAC has provided 5MB of data for each question, if it exceeds the institute should host the supporting documents on its website.

Qualitative Metrics

The NAAC very comprehensively has carefully formulated 15 qualitative questions, which are as follows:

1. How does the College assess the learning levels of the students after admission and what are the special measures taken to cater to the differential needs of students?
2. Describe the student-centric methods, such as experiential learning, participative learning, problem-solving methodologies etc., adopted for enhancing learning experiences?
3. Specify the ICT- enabled tools, including online resources for effective teaching and learning processes used by the teachers?
4. Mention the extension activities conducted in the neighboring community in terms of impact and sensitizing the students to social issues and holistic development?
5. Describe the facilities available for teaching-learning viz., classrooms, laboratories, computing equipment, and other facilities for cultural activities, yoga, games, sports, etc.?
6. Provide details regarding the library facilities available in the college?
7. How does the college reflect academic and administrative pursuits in line with its vision and mission?
8. How does the college effectively reflect leadership in various practices like decentralization and participative management?
9. Explain the Institutional Development Plan (IDP) and strategies for achieving long and short-term goals fixed by the college?
10. Describe the quality initiatives, sustenance and enhancement measures taken by the Internal Quality Assurance System (IQAS) of the College?
11. Explain the capacity building and skills enhancement initiatives taken by the institution such as soft skills, language and communication skills, Life skills, yoga, physical fitness, health and hygiene, ICT/computing skills.
12. Does the institution have a transparent mechanism for timely redressal of student's grievances including sexual harassment and ragging cases?
13. Describe the sensitization initiatives taken up by the institution, for students and employees regarding constitutional obligations: values, rights, duties and responsibilities of citizens.

14. Describe the performance of the Institution in one area, distinctive to its priority and thrust.
15. Describe the unique strength, weakness, challenges, opportunities and achievements of the College and why the College needs Provisional Accreditation?

The mandatory word limit for answering each of these questions is between 100 words and maximum 300 words. The most expected, essential and relevant documents should be scanned and uploaded question wise.

Merits and Opportunities

- Provisional Accreditation is customized and appears to be free from extensive and exhaustive submission of documents with limited calculation and application of formulas as compared with the regular accreditation process.
- Provisional Accreditation is institution/college friendly and very encouraging to those aspirant colleges who want to derive benefit of the Provisional accreditation status, which otherwise may not be eligible for the Regular ‘Graded’ Accreditation for the NAAC.
- PAC’s main merit is the opportunity to the institutions to get accredited for two years as well as be prepared to ready and build an expected confidence for undergoing Regular ‘Graded’ Accreditation for the NAAC.
- PAC also offers the benefit of providing the feedback of the applicant colleges regarding specific improvement needed for reaching the threshold level/benchmark of quality.
- Provisional Accreditation enables to widen the scope of accreditation specifically for institutions in rural/hilly/backward regions in the country.
- Accreditation fee is reasonable and Peer Team Visit is not mandatory, which can be affordable for any new institution.
- PAC process is not a comparison to compile or provide voluminous data, records, etc. as it covers an evaluation based on one year.
- Validity of PAC is for two years and any institution takes the benefit maximum of two consecutive times.

Limitation and Challenges

The future implementation of this program is very bleak and uncertain because of following reasons:

- Provision accreditation is not as comprehensive and compact as compared with the Regular ‘Graded’ system.
- The accreditation process objectively will not be accurate as its covers or considers only one year of data/facts/figures/documents, etc. which is statistically inadequate.
- Newly introduced peer process may lead to lackadaisical or lend back casual attitude and approach amongst the colleges intending to need provisional accreditation.
- The various stakeholders of the institution may not be satisfied or content with this process as it reduces their active involvement and varied interaction with the peer team personally, this feeling of neglect or deprivation may pose big challenges to educational institutions.
- The final outcome or result in the form ‘Provisionally Accredited’ / ‘Not Accredited’ is not very encouraging or a matter of satisfaction by not being graded.

Suggestions

- New colleges should go for 2 consecutive PACs, which will give them a strategy and streamline to go for a regular NAAC Cycle.
- As PAC is emphasizing Library Facilities, Infrastructural facilities, and ICT-enabled facilities, it will surely help colleges to take the right direction in future development.
- PAC will surely help all stakeholders to ensure quality facilities.

Conclusion

PAC is a good initiative of NAAC to fulfill its basic objectives. This scheme gives wider outreach and wonderful opportunities for colleges venturing to raise their benchmarks and expect higher grades after two years in Provisional Accreditation. By and large, NAAC is making a significant contribution through the scheme by stimulating the national academic environment to become quality conscious and increase the benchmarks in teaching, learning, research, consultancy, and training activities.

Finally, this Provisional Accreditation for colleges seems to be the right step or measure for encouraging self-evaluation, accountability, and innovation in higher education. It will be truly a blessing or disguise for colleges not accredited so

far despite their existence for more than one or two decades.

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To submit the manuscripts for publication of articles, the contributors need to follow the guidelines given below:

- A. Articles submitted for the Journal should be original contributions and should not be under consideration for any other publication at the same time. A declaration is to be made by the author in the covering letter that the paper is original and has not been published or submitted for publication elsewhere.
- B. Manuscripts including tables, figures and references should be around 3000-4000 words for articles, 2000 – 5000 words for Convocation Addresses, 1000 words for Book Reviews and 600 words for Communications.
- C. All the manuscripts should typed in double-space with 12 point font and ample margin on all sides on A 4 size paper.
- D. The cover page should contain the title of the paper, name, designation, official address, address for correspondence, contact phone/mobile numbers and e-mail address of all the authors.
- E. One author should be designated as the corresponding author.
- F. Notes, if any, should be given as Endnotes not as Footnotes.
- G. Figures include relevant captions, tables include titles, description, source etc.
- H. Figures and table citations in the text match the files provided
- I. Manuscript has been 'spell checked' and 'grammar checked'
- J. References should be given at the end of the manuscript and should contain only those cited in the text of the manuscript. The full reference should be listed at the end in alphabetical order running the following style:

- **Books**

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

- **Articles**

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

- **Chapter in a Book**

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

- **Article Retrieved from Website**

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

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Effectiveness of Flipped Classroom for Teaching English: An Empirical Study

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Historically, English has been and still is being taught not as a skill but as a subject in Indian classrooms, severely hampering the communication skills of the students in the language. This is more so in the rural educational setup. In the context of higher education, teaching-learning has to be effected through strategies other than the typical conventional classroom arrangement which invariably promotes rote learning. If this is to be accomplished, technology-mediated/enabled learning environments are essential as they allow learners to learn at their own pace and take control of their learning.

Based on the assumption that traditional classroom methods might be useful in teaching English as a subject but are inadequate to improve the English language skills of rural learners, a study was conducted to examine the effectiveness of flipped classrooms in improving the language competence/performance of rural learners. The study was conducted through an experimental method with an Experimental Group (EG) and a Controlled Group (CG) of subjects.

The EG was taught through the flipped classroom. An online teaching platform Moodle was adopted for the purpose and it was made accessible to EG during the study. A flipped instruction-based course, Language Skill Development in Flipped Classroom (LSDFC) in the Moodle platform, was introduced to give the learners with additional information on the prescribed syllabus involving PowerPoint presentations, audio/video materials including YouTube, etc. In other words, this Group had the access to the materials 24/7, facilitating self-learning/independent learning both during the instructor-learner contact hours as well as during the private time of the learners to improve their skills in the English language. Instructions on the topics related to the language skills were posted in the interface platform, prior to contact hours, enabling them to study the content in advance before they embark on

the contact hours. It may be noted that the CG did not have any access to this facility.

The EG thus became familiar with the content by watching the videos/visuals, listening to audio materials, etc., any number of times, before they came into contact with the instructor. During the class hours, activities on the content that the participants had already been exposed to were carried out with a view to enabling them for reflection, discussion and application. A one-hour classroom activity would typically contain 15 minutes of instruction/clarification and 45 minutes of activities. All the participants were also engaged in group discussions and home assignments on specific topics. Some instructions and mini lecturing sessions on key concepts or important points on the relevant materials were given to make them feel comfortable doing their homework. While the flipped classroom activities/processes were recorded in the form of observations, the EG was also encouraged to keep a diary/journal for purposes of recording them. As such, they would make weekly entries, reflecting on the processes involved in content learning.

Research Design

The population (N = 80), comprising 6th Semester B.A. (English Major) students, was divided into two groups with one playing the role of an Experimental Group (EG) and the other that of a Control Group (CG) with 40 subjects (i.e., 29 girls and 11 boys) in each. This is a homogenous group and therefore the customary variables such as age, socio-economic background, gender, educational qualification/prior learning, medium of study, location (rural/urban context), marital status, etc., did not pose any threat to the study. Almost all the learners were first-generation learners and had their early education in Government Schools, where the instruction invariably was in the vernacular medium, i.e., Tamil. Since there were perceptible differences in the academic performances of the students, as seen in their scores during the previous semesters, a preliminary language test was conducted and the scores obtained by the students were used to equally distribute them in the groups. The variable was thus effectively controlled.

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The PI taught both the EG and CG the prescribed syllabus for 60 hours spread across 12 weeks of 5 days each, through the flipped classroom and teacher-led classroom environments, respectively. The CG received its instruction by face-to-face interaction, i.e., the traditional way of instruction, whereas the EG followed the instructions through the flipped classroom method.

The required data were collected, through such instruments/tools as specially designed tests, questionnaires (open-ended and structured), interview protocols, observations and diary/journal entries, from all the respondent-stakeholders comprising the PI, the study population, teachers of English as well as English Language Teaching experts.

The analysis of the data collected from the test scores of the EG and CG during mid-and end-course, which is based on the ELT syllabus prescribed for B.A. (English Major), classroom observation of the PI, the perception of the Groups and teachers about the flipped classroom environment on a 5-point Likert scale of Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D) and Strongly Disagree (SD) is central to this study. It may be noted that fifteen teachers teaching English in the same rural College, where the study was conducted, actively participated in the study. Both descriptive statistics and narrative techniques were used for data analysis and interpretation. The statistical software STATA (v. 13) was used for the statistical analysis.

Data Analysis and Interpretation

The data collected were analyzed with reference to the statistical analysis of:

- test scores obtained in writing skills by EG and CG,
- central tendency, i.e., the mean scores and the standard deviation, of the groups to determine the statistical significance of flipped classrooms in improving language skills, and
- student and teacher perception of the flipped classroom.

In addition, a qualitative analysis of the teacher's observation of class and the activities of the learners were also carried out.

Test Scores

Two specially designed tests based on the prescribed text and syllabus were conducted to measure the competence and performance level of the EG and

CG in developing their language skills during the treatment process within the regular class hours. Two working weeks were utilized for conducting the tests, 1 hour each for reading, writing, and listening and 5 hours for speaking (i.e., 8 hrs. in all for each Test). While the first test (T_1) was assigned to measure the learners' abilities of the language skills (i.e., LSRW) in the middle of the study period, the second (T_2) was assigned to evaluate the learning outcomes at the end of the treatment in all the four skills of language.

In order to make the data, i.e., test scores, absolutely credible, it was decided to use Multiple-Choice Question (MCQ) items that were standardized with reference to validity and reliability. Accordingly, sample question items of the International English Language Testing System (IELTS) in the language skills of listening, speaking, reading and writing (LSRW), as they pertain to the prescribed syllabus, were used for the purpose. The PI conducted the tests for both Groups separately.

In the interest of time, however, the focus of the paper is limited to writing skills alone. The writing tests given to both the groups comprised Letter Writing (T_1) and Essay Writing (T_2), the duration of which is 20 minutes and 40 minutes, respectively. The details are presented in Table 1 below:

Table 1: Writing Skill Test: Question Pattern

Task	Question Item	Word Limit	Marks	Time
Task 1	Letter Writing	At least 150 words	10	20 min
Task 2	Essay Writing	Minimum 250 words	10	40 min

Table 2 below gives the test scores of the EG and CG in writing skill:

Table 2: Writing Skill: Test Scores of EG and CG

Group	N	Mean Score	Std. Deviation	Std. Error of Mean
Experimental	40	8.9000	2.82661	.44693
Control	40	5.1000	1.21529	.19215

The mean scores are given in Table 2 above clearly indicate that the performance of the EG was much higher than that of the CG. One of the reasons for the better performance of the former could be the extent of opportunities available in the flipped classroom environment for the learners to take active participation in the classroom transactions. As the learners were familiar with the topic, they actively

participated in writing the task in the class. The learners were able to finish the task in advance and received feedback from the teacher (PI) about their performance. Since they had learned and practiced the topic outside the class, they felt very comfortable in doing the task without hesitation the learners were very confident in doing the task. It thus indicates that teaching/learning through the flipped classroom environment seemed to be more effective in developing the language skills of the learners than the customary classroom method.

EG Perception of Flipped Classroom

The perception of the EG about learning through flipped classroom environment was, as mentioned earlier, gathered by asking them, through a structured questionnaire, to rank 25 statements on a 5-point Likert scale. Of the total, 20 pertain to 6 constructs such as motivation, involvement, etc., the analysis of which is given below in Table 3.

As Table 3 suggests, with all but one construct scoring a mean of above 4 out of 5, the participants in the EG displayed a positive attitude towards learning through flipped classroom – the highest of the mean being 4.30 for the learning experience they had had and the lowest being 3.94 for the skill development element.

The perception levels of the participants on the 5-point Likert scale on the various aspects of the flipped classroom environment are listed in Table 4 below:

An analysis of Table 4 suggests the following:

- Self-Study (Statements 9 & 13): 76.2% of the participants either agreed or strongly agreed that flipped classroom helped them develop self-study skills.
- Utility (Statements 1, 3, 18 and 25): 80% of the participants agreed that flipped classroom method was very useful and helped them in preparing their class in advance.
- Motivation (Statements 4, 6, 10 and 17): 81% of the

participants felt that flipped classroom increased their self-confidence.

- Experience (Statements 2, 5 and 15): 85.7% of the participants expressed their complete satisfaction with the flipped classroom environment as it reduced their anxiety in the classroom, having been exposed to the content in advance.
- Skill-development (Statements 7, 8, 12 and 20): 73.1% of the participants felt that the flipped classroom made it easier for them to develop English language skills and also improved the quality of their communication skill in English.
- Involvement (Statements 14, 21 and 24): 78.3% of the participants either agreed or strongly agreed that due to flipped classroom they actively involved themselves in class activities with interest.

Teacher Perception of Flipped Classroom

The perception of 15 English language teachers, the colleagues of the PI, about technology intervention was collected on 15 statements under the 5 constructs of Utility, Skill Development, Self-confident, Opinion, and Effectiveness on a 5-point Likert scale. A consolidated report of the analysis is given below in Table 5:

The report shown in Table 5 indicates that, the teachers have a positive attitude towards technology intervention with mean scores of 4.310, 3.866, 3.999, 3.319 and 4.133 for Utility, Skill-development, Self-confident, Opinion and Effectiveness, respectively. It indicates that the intervention of technology in ELT has an important role in improving the language skills of the learners, developing the self-confidence of the teachers in teaching English language

In-Class Activities of Learners: Observation

As reported, the PI observed the classroom activities of the groups during the writing skill classes over a period of 15 hours spread across three weeks of five days each. The observation was made on such areas as learners' usage of vocabulary, spelling, grammar, punctuation, etc.

Table 3: Flipped Classroom Construct: EG Perception

Constructs	No. items	Mean	Mode	Min point	Max point
Self-study	2	4.11	4	1	5
Utility	4	4.14	5	1	5
Motivation	4	4.18	4	2	5
Experience	3	4.30	5	2	5
Skill development	4	3.94	4	2	5
Involvement	3	4.09	5	1	5

Table 4: EG Reaction to Flipped Classroom

S. N.	Statements	SA % (No.)	A % (No.)	NS % (No.)	D % (No.)	SD % (No.)
1	The flipped instruction allowed me to prepare for my class in advance.	42.5 (15)	50 (22)	7.5 (3)		
2	The flipped classroom helped me improve the English language skills	65 (27)	27.5 (10)	7.5 (3)		
3	Visuals/videos gave me sufficient time to develop my language skills.	42.5 (17)	32.5 (13)	15 (6)	2.5 (1)	7.5 (3)
4	I felt more confident in doing the tasks in the classroom after watching the visuals/videos.	42.5 (17)	45 (18)	5 (2)	7.5 (3)	
5	My knowledge of the subject increased as a result of flipped classroom	45 (18)	37.5 (15)	12.5 (5)	5 (2)	
6	I felt more confident about my learning due to the flipped instruction.	45 (18)	27.5 (12)	20 (7)	7.5 (3)	
7	The flipped instruction made it easier for me to read fluently.	25 (9)	50 (21)	20 (8)	5 (2)	
8	My writing strategies became better as I had more time to apply the learning in the class.	17.5 (7)	52.5 (21)	27.5 (11)	2.5 (1)	
9	I felt I was more in charge of my learning through the flipped instruction.	52.5 (21)	25 (10)	15 (7)	5 (1)	2.5 (1)
10	I felt more confident and motivated in learning because of flipped classroom	52.5 (21)	32.5 (14)	12.5 (5)	2.5	
11	I understood better when the teacher explained the subjects in classrooms.	40 (15)	37.5 (16)	22.5 (9)		
12	The quality of my communication skills in English improved.	22.5 (9)	50 (19)	22.5 (10)	5 (2)	
13	I developed self-study skills via flipped classroom activities.	37.5 (15)	37.5 (15)	15 (6)	10 (4)	
14	Classroom time was used more effectively.	37.5 (15)	42.5 (15)	17.5 (9)	2.5 (1)	
15	The use of flipped learning reduced tension and anxiety because I was exposed to the content in advance.	37.5 (14)	45 (18)	10 (4)	7.5 (4)	
16	Flipped classroom helped me feel more comfortable speaking English during class sessions.	25 (11)	37.5 (15)	20 (8)	10 (3)	7.5 (3)
17	I felt more confident in participating in dialogues/ conversations in English.	32.5 (14)	47.5 (18)	17.5 (8)	2.5	
18	Online resources were helpful in learning English.	62.5 (26)	12.5 (5)	17.5 (6)	2.5 (1)	5 (2)
19	I developed self-study skills via flipped classroom activities.	37.5 (15)	37.5 (15)	15 (6)	10 (4)	
20	Flipped learning gave me more time to practice and develop my listening skills.	37.5 (15)	37.5 (15)	20 (8)	5 (2)	
21	I could more actively participate in class activities because of flipped environment.	47.5 (18)	35 (15)	15 (6)	2.5 (1)	
22	The best way to learn grammar I felt was through live lectures of my teacher in the class.	72.5 (30)	15 (7)	12.5 (3)		
23	I prefer watching video lessons at home to live teacher instruction in class.	20 (9)	20 (8)	40 (16)	12.5 (4)	7.5 (3)
24	I like doing tasks on online through MOODLE and in receiving teacher feedback.	45 (18)	27.5 (11)	12.5 (5)	5 (2)	10 (4)
25	I feel that the use of technology is helping me learn on my own pace in class.	45 (19)	32.5 (12)	7.5 (3)	5 (2)	10 (4)

Table 5: Consolidated Report: Teacher Perception of Technology Intervention in ELT

Constructs	No. of Items	Mean	Mode	Min Point	Max Point
Utility	3	4.310	5	2	5
Skill-Development	3	3.866	4	3	5
Self-Confident	2	3.999	4	2	5
Opinion	5	3.319	3	1	5
Effectiveness	2	4.133	4	3	5

The EG was found to be very cooperative and enthusiastic while doing the tasks. The learners felt comfortable doing the task since they were very familiar with the concept of a given task. During the 60minute class, the EG was seen actively involved in group discussion for about 10 minutes. The learners used 25 minutes for doing the writing task and 10 minutes each for instruction and teachers’ feedback/clarification. Contrastingly, in the case of CG, the breakup of learners’ activities in 60 minutes class was as follow: 15 minutes each for lectures and listening to instructions, 30 minutes for doing the assigned task in writing skill. The observation suggests that the CG was not able to do all the tasks as it was done by the EG. It was found that the CG was not confident while doing the task as such they couldn’t complete the task in time. The results of the observation regarding class activities in the writing skill class are given in Table 6 below:

From Table 6, it is inferred that the EG devoted 16.6% of the class time each for collaborative learning and teachers’ feedback which seemed to have reflected in their performance in language learning. In contrast, the CG was unable to devote time for group discussion and teachers’ feedback because a major chunk of the class time was utilized by teachers’ instructions and lectures, i.e., 50% of the time was occupied by teacher talk. Furthermore, the EG could complete the worksheets much faster than the CG because the former had the opportunity to learn the content in advance outside the classroom through online.

Findings

The statistical analysis of the test scores of both the groups in writing skills in T₁ shows that the mean

scores (M=8.90) of the EG was much higher than that of the mean score (M=5.10) of the CG. That is to say, there is a statistically significant difference between the mean scores of the groups with regard to T₁ on writing skills. The difference between the mean scores of the groups can be attributed to the impact of the flipped classroom method. In other words, it suggests that the flipped classroom method has a positive impact on the learners’ writing performance. One reason, among others, for this better performance of the EG, could be the innate nature of the flipped classroom environment that encourages the active participation of learners in the learning process.

The observation of PI regarding the classroom activities in both the groups reveals that the EG performed better than the CG in the classroom activities. This could be attributed to the former’s familiarity with the content, prior to teacher-contact, helping them to devote more time for collaborative learning and teacher feedback. It also attests to the fact that in the conventional classroom set up, teacher-talk comprising lectures, instructions, etc., occupied much of the teaching/learning transaction, whereas, in contrast, in the flipped classroom environment, learner involvement in classroom activities outweighed teacher-talk. This could be attributed primarily to the amount of private time learners had to devote to self-study. Put differently, since the EG had the opportunity to acquaint themselves with the content prior to face-to-face class hours, the role domain of the teacher changed from the stereotypical teaching to facilitating learning and, as a consequence, learners were encouraged to actively participate in in-class activities leading to application of what they have already learnt. In contrast, the CG was deprived of this facility as the teacher was typically

Table 6: Writing Class Activities: EG and CG

Group	Lectures		Instructions		Assignments/ Worksheets		Group Discussion		Teacher Feedback	
	Minutes	%	Minutes	%	Minutes	%	Minutes	%	Minutes	%
EG	0	0	10	16.6	25	41.6	10	16.6	10	16.6
CG	15	25	15	25	30	50	0	0	0	0

engaged in impassionate lectures with little scope for any meaningful interaction.

Furthermore, the analysis of the observation of in-class activities brings to the fore the following:

- The active participation by the EG in face-to-face class activities was significantly higher than that by the CG.
- The EG devoted more time for collaborative learning and teacher feedback. They were fully engaged in doing the activities through the knowledge gained prior to face-to-face class hours, which in turn developed their skills.
- The EG were very co-operative and enthusiastic while doing the tasks. They felt comfortable in doing the task, since they were very familiar with the concept.
- The CG was not confident while doing the task as such they couldn't complete the task in time and was completely dependent on teacher instructions in the class and listening to teacher's lectures, and as a result, they could not allocate the required time for improving the language skills.

The perception of the EG about learning through the flipped classroom environment reveals that the EG was quite comfortable with the flipped classroom environment which required quite a substantial amount of self-discipline and self-study. The experience of learning through a new environment that is markedly different from the traditional classroom could have been the reason for the positive attitude of the learners towards flipped classroom.

In addition, the teachers' response towards technology intervention in ELT reveals that the teachers were confident that technology intervention in language teaching especially in rural environment enhances the teaching-learning process. It also reveals that the teachers in implementing technological tools in language teaching certainly can develop the language skills of the learners in a rural setup. Furthermore, the teachers' response reveals that technology use increased their self-confidence. Thus, teacher perception is positive towards technology intervention.

The findings thus clearly indicate that flipped classroom has indeed enhanced the language competence/performance level of the learners as it allowed them to watch relevant audio/visual means and study through the materials in advance. Learner perception and test score analysis clearly established that the learners were quite comfortable with the


digital environment for language learning and that English language competence/performance of the EG improved much better than that of the CG. Moreover, it is incumbent on the EG to study attentively the digital materials to understand the content. Consequently, the learners could participate in the classroom activities effectively. In the main, the study suggests that flipped classroom facilitates independent learning and changes the existing classroom environment from one of teacher-centered to student-centered.

Conclusion

The findings suggest that the flipped classroom environment can be considered an effective method to develop the language competence and performance of the learners from rural background. This learning environment enables the teachers to put in place mechanisms for an atmosphere conducive for learner motivation and interaction through enhanced class activities including problem solving, simulation, role plays, etc. Though technology cannot replace the teacher, it can act as an effective tool for teaching learning process which can bring a tremendous change in language learning atmosphere. It is posited that the flipped classroom environment would help augment the classroom teaching/learning process by minimizing lecturing and maximizing teacher-learner and learner-learner interaction through robust collaborative activities or tasks.

The positive outcome of the study should encourage the higher education institutions (HEIs) to pay due attention to adopting technology enabled learning environments in general and flipped classroom in particular to promote independent learning substantially reducing the dependence on teachers.

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Role of Education in Nation Building

B V Nagarathna, Hon'ble Ladyship Justice, Supreme Court of India delivered the Convocation Address at the 33rd Convocation Ceremony of Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore on March 19th, 2022. She said, "The sole purpose of education is to find an enchanting way to boost national development in the best possible ways and for a well-managed economic growth. In my humble view, the quality of a nation's education determines the level of its national development. Education for the sustainable development of a nation allows every human being to acquire knowledge, skills, attitudes and values necessary to shape a sustainable future." Excerpts

This University is named after Dr. Avinashilingam, Ayya, as he was popularly known and addressed. He served as the Education Minister of the then Madras Presidency from 1946 to 1949 and was responsible for introducing Tamil language as a medium of instruction in the State of Tamil Nadu. Later he was elected as a Member of Parliament. He was trained as a lawyer and practised in Coimbatore and on meeting Mahatma Gandhi in the year 1920, he was motivated to participate in the freedom struggle leading to his imprisonment several times. Dr. Avinashilingam was inspired by the spirituality of Sri Ramakrishna Paramahansa and Ma Sarada Devi.

This University is an example of his foresight to offer value-based holistic education to women. Dr. S. Radhakrishnan, the then Vice-President of India, inaugurated the Home Science College in July 1957. Dr. Avinashilingam served as the Founder Chancellor and developed the institution to phenomenal dimensions and now, this University functions with the state-of-the-art facilities with thousands of students and hundreds of faculty members.

Dr. Avinashilingam was awarded the Padma Bhushan Award in 1970 by the Government of India. He was responsible for several publications in both English and Tamil and was a public figure, particularly in the field of education for over five decades. Bearing in mind the vision and dynamism of the Founder of this Institution, I have chosen to address on the topic, 'Role of Education in Nation Building'.

Before that, I congratulate this University, for organising its thirty third convocation ceremony as an offline function in the presence of graduates, thanks to the low intensity of the Covid-19 pandemic at present.

My heartiest congratulations, greetings and good wishes to all the graduates. May your graduation be the beginning of many more wonderful achievements in life!

What is Education?

Now, coming to the topic of my address, we are all aware that education always has a significant role to play in nation building. Mass education was, in pre-independent societies, used as a means for revolution. It was used to change individual preferences by indoctrination; or even as a tool for nation building, by teaching a common language. Education, as contemplated before independence of nations from colonial rule, did not have any social-welfare motive. As nations became independent, the goal of education systems transformed to increase mobility and productivity, to cope with the demands of industrialisation and now globalisation.

However, the education I speak of today, is not with reference to the contexts I just narrated and therefore, I would like to underline the difference between formal education and functional education. Formal education may serve as a starting point to verify one's academic achievements : it could be in the form of university education, vocational or skill development, suitable for a career or a calling in life. But, functional education is a process through which an individual is transformed into a participant in the social and economic development of his/her society and of the nation. Thus, the true essence of education lies in developing knowledge as well as character.

In the words of Mahatma Gandhi, "education without character is evil." It is in that context that I attempt to highlight the importance of holistic education or education that attempts to build the nation as well as the society. Dr. S. Radhakrishnan, a great teacher and whose birthday is celebrated as Teacher's Day opined that "the end-product of education should be a

free creative man, who can battle against historical circumstances and adversities of nature.” According to Rabindranath Tagore, “the highest education is that which does not merely give us information but makes our life in harmony with all existence.” Swami Vivekananda said that education is not only for getting information; rather it should develop character, mental powers, intelligence and inculcate self-confidence together with self-reliance.

Thus, the true essence of education lies in developing knowledge as well as character. Education, in the most holistic sense should be able to touch on the spiritual and moral quotients of the person seeking the same. The education system around the world has transitioned to meet with the everchanging global standards. The whole purpose of education has undergone major transition in light of objectives of preparing global citizens. However, education now seems to be merely achieving proficiency in any branch of knowledge, but not to be trained to become a good citizen of the country, so as to enhance national values and practise eternal values of human society.

The Education Commission (1964-66) has emphatically opined that the quality, competence and character of teachers are the most significant factors influencing the quality of education and its contribution to national development. Thus the role of education in nation-building is pivotal. Without mounting an educated social order, it is nearly impossible to put the country on the way of progress and advancement.

In my view, education is not only an instructional process but is a social process. It provides intellectual, corporeal, philosophical, and ethical exercise and training to the people of a nation. It plays a pivotal role in developing a country in every aspect, be it social, cultural or moral development. Accordingly, the role of education in national development of a country cannot be denied. Education is the platform that trains the needed talent for national development with an aim to achieve political, economic, social, moral and cultural aspirations, which lead the country towards advancement and fosters national development. The sole purpose of education is to find an enchanting way to boost the national development in the best possible ways and for a well-managed economic growth. In my humble view, the quality of a nation’s education determines the level of its national development. Education for sustainable development of a nation allows every human being to acquire knowledge,

skills, attitudes and values necessary to shape a sustainable future.

A nation is built by its citizens, citizens are moulded by teachers and teachers are made by teacher-educators. Chanakya, the great ancient thinker has rightly stated, “a teacher is the maker of nation”. Thus, a teacher can be rightly called a nation builder. Flourishing national development and a society truly prosperous with knowledge, all begins from its teachers. It is said that in nation building activities, education is a powerful lever to uplift the poor. Education should, therefore, be co-related to the social, political or economic needs of our developing nation, fostering secular values and it should act as an instrument of social change. Education system should be so devised as to meet these realities of life.

“Every generation looks up to the next generation with the hope that they shall build up a nation better than the present. Therefore, education which empowers the future generation should always be the main concern for any nation.” – Bharatiya Seva Samaj Trust vs. Yogeshbhai Ambalal Patel (2012) 9 SCC 310.

Nation Building

At this juncture, I wish to discuss the meaning of nation-building and the components which would make the process of nation-building, holistic in every sense. In my view, the following factors are essential for nation-building:

- (i) Committed leadership
- (ii) Good governance
- (iii) National character
- (iv) A Stable economy
- (v) Good infrastructure
- (vi) Good political culture and
- (vii) Community support

I underline that education is an essential facet which would help us achieve every one of these seven factors. India, being a democracy, education will not only help us exercise our franchise, by understanding an election in its true perspective, it will also enable us to exercise eternal vigilance. Education will enable people to analyse national problems and strive towards national progress.

While the Government, may, at best, be a facilitator for nation-building, collective support and

endeavour of the citizens, is essential to realise the fruits of nation- building. Nation-building cannot be achieved without nurturing within citizens their own creativity on the one hand and their instinct to render their services to the nation on the other hand.

The freedom fighters who got us independence from colonial rule and the founding fathers of our Constitution had a keen foresight and the ability to secure values for the progress of our nation. Those values are enshrined in the preamble of the Constitution, which reads thus:

“WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

- JUSTICE, social, economic and political;
- LIBERTY, of thought, expression, belief, faith and worship;
- EQUALITY of status and of opportunity; and to promote among them all
- FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;
- IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, DO HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.”

India is a Sovereign, Socialist, Secular, Democratic Republic. Justice, Liberty, Equality and Fraternity are the core values of our Nation.

While the Constitution has placed certain responsibilities on the state for achieving core values in the form of fundamental rights and directive Principles of state Policy, which are in Parts III and IV of the Constitution, the values which have to be followed by every citizen of India are in Part IV A of the Constitution, which is in the form of Fundamental Duties, which read as under:

“51A. Fundamental duties - It shall be the duty of every citizen of India -

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;

- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.”

These duties of a citizen highlight inter alia, upholding of sovereignty, unity and integrity of India; to promote harmony and the spirit of common brotherhood among the people of India; to preserve the rich heritage of our composite culture; to protect and improve the natural environment; to safeguard public property and abjure violence; to strive towards excellence in all spheres of individual and collective activity and parents and guardians to provide educational opportunities to the children. I draw sustenance from the aforesaid fundamental duties of citizens to elaborate as to how, if the said duties are followed by the citizens of our country in their true letter and spirit, India as a Nation would progress.

Those values which are in Part IV-A as fundamental duties, are values of an ideal citizenship and concerning nation building. Hence, education is a necessary concomitant for becoming an ideal or an enlightened citizen.

Ideal Citizen – What it Means?

Who is an ideal citizen? According to Rt. Hon’ble V.S. Srinivasa Shastri an educator and an

ace politician, there are three basic postulates, which make an ideal citizen:

- (i) larger ends of his community; the anxiety to subordinate himself whenever necessary for the benefit of the society, of which, he is a member,
- (ii) that the citizen should have what we regard as practical common sense, a shrewd eye on the affairs of the world and
- (iii) that the citizen must be able to understand and appreciate what lies at the bottom of the welfare of the society i.e., what are the different elements that go to make up that welfare. A training of a citizen is not complete unless it includes a preparation not only to understand but to value and promote the constituents of social welfare.

Values of Citizenship

Thus, to be an ideal citizen of a nation, certain eternal values of man have to be not only imbibed, but practised. I would categorise the values as internal values and external values which are inter linked. By internal values, I mean those values which are required to be imbibed by an individual, so as to practise them in his day-to-day living. Such values are honesty, integrity, humility and ability to avoid anger, greed, lust, pride, envy. It is these values which enhance the qualities of a man. External also values such as good conduct, etiquette in the public sphere, etc. Some of the values of family life are gender equality and recognition of the role of each member of the family for maintaining good family life. One of the most important values is to keep public life separate from private life, to eschew corruption and greed, misuse of office for private gain and to strictly maintain honesty and integrity in public life.

Who is responsible to inculcate all these values to the citizens of the nation? In my view, it is not just the parents or the family of the child, but also teachers in educational institutions, who have a duty to impart these values in the young minds of the children, so that they become enlightened citizens of our Nation. Therefore, the role of education in nation building is fundamental and primordial.

Further, the central thesis of education is founded on truth and reality, and, in particular, how this relates to the interconnection of MIND (cultural knowledge and truth), MATTER (biological knowledge and how human body is interconnected

with other matter around us) and SPACE (our environment and society). Thus, mind, matter and space are clearly interconnected in physical reality. So, you could call this as an evolutionary/ ecological approach to education.

According to Albert Einstein, “education” has two central functions relating to the individual and the society.

- “i) To educate the individual as a free individual
 - To understand and use critical thinking skills for determining the Truth for themselves.
- ii) To educate the individual as a part of Society
 - virtually all our knowledge, our clothes, our food is produced by others in our society, thus we owe Society and have a responsibility to contribute back to Society (that everyone must give as well as take.)”

On the philosophy of education in schools, Albert

Einstein said as under :-

“The school has always been the most important means of transferring the wealth of tradition from one generation to the next. This applies today in an even higher degree than in former times, for through modern development of the economic life, the family, as bearer of tradition and education, has been weakened. The continuance and health of human society is therefore in a still higher degree dependent on the school than formerly. Sometimes one sees in the school simply the instrument for transferring a certain maximum quantity of knowledge to the growing generation. It should develop in the young individuals those qualities and capabilities which are of value for the welfare of the commonwealth. But that does not mean that individuality should be destroyed and the individual become a mere tool of the community like a bee or an ant. For a community of standardised individuals without personal originality and personal aims would be a poor community without possibilities for development. On the contrary, the aim must be the training of independently acting and thinking individuals, who, however, see in the service of the community their highest life problem. To me the worst thing seems to be for a school principally to work with methods of fear, force and artificial authority. Such treatment destroys the sound sentiments, the sincerity and the self-confidence of the pupil. It produces the submissive subject.

Desire for approval and recognition is a healthy motive; but the desire to be acknowledged as better, stronger, or more intelligent than a fellow being or scholar, easily leads to an excessively egoistic psychological adjustment, which may become injurious for the individual and for the community. Therefore, the school and the teacher must guard against employing the easy method of creating individual ambition, in order to induce the pupils to diligent work.”

India, being a Republic and having adopted democracy as a system of governance, expects high values to be practised, not only by those in Government, but also the citizens of the Country. But, democracy cannot fully succeed with ignorance and lack of discipline. Though educational facilities are now within the reach of large numbers, the quality of education is not high. It is easier to get into a school or college but more difficult to get educated. We are taught to read but not trained to think. Mass-impulses, emotions and class-resentments sometimes take an upper hand. In my view, if democracy is to be fostered in our country then, it would, inter alia, depend upon the role of education in the building of the nation. For, democracy has to be sustained on the bedrock of certain values of citizenship and those values have to be taught, imbibed and practised by each one of us. Thus, in India, education must lead to building of our Nation, based on democratic values.

For building a nation, what is of utmost importance, is moulding of young minds. What does that entail? Children who attend schools come from diverse backgrounds. They would have imbibed certain values from their family. The value system of each family is distinct and not similar. Standards of ethics and morality may vary. But it is in the school or an educational institution that a uniformity and consensus in the value system could be brought about by the teacher. For this to happen there must firstly be identification of the fundamental values of human life or what could be called as eternal values or ethical values required for the sustenance of our society in our Country. These values have remained constant over time and for centuries and would have to be taught and handed over from generation to generation. It is not difficult to identify these values. Simply put, they are values of public life and private life or values of good citizenship.

I could suggest certain examples in this regard:

- (i) The absolute need of maintaining a clean environment in the city, town or village, the

importance of forest, wild life, lakes, rivers and to sustain a balance in ecology and environment must be taught to children at young age.

- (ii) The importance of history and geography of India, India’s cultural wealth, the country’s art and architecture, monuments and museums and all symbols of culture, which have to be protected from destruction, must be imbibed by young minds.
- (iii) The habit of throwing garbage in public spaces, spitting on the roads, easing oneself in public, driving rashly, shouting and improper behaviour in public places, are aspects which are antithetical to values of good citizenship, which must be taught to be curbed to children in schools and colleges.
- (iv) In family life, gender equality must be emphasized. Teachers must educate parents and guardians as well as young boys to treat a girl and a boy child on equal terms. Gender roles can no longer be stereotyped.
- (v) It is because some parents and teachers have failed to inculcate and teach young boys as to how they should deal with young girls and women in general that some of them are unable to conduct themselves in an appropriate manner, whether within the family or outside. What is the reason for heinous crimes being committed against women, girl child or for that matter even older women? Respect for women, being an important value in society, has to be inculcated in the minds of young boys as this would go a long way in securing the safety of women in the country.
- (vi) Similarly, the girl child and young women have to be taught as to how they should treat men and care for them as and when the situation demands. Education and financial independence of women must foster family life, resulting in providing the best atmosphere for a child to grow into a good citizen.
- (vii) More importantly, education must inculcate in students as to how they must keep their public life separate from private life when they assume public offices. Greed and lust leading to corruption in the society is a glaring black mark in our society and our national life. In my view, it is in this context that a teacher can play a very vital role, for, the teacher should build the ability or capacity in students to question their parents

when they are at fault. To be more emphatic, a child must be empowered to tell a parent that he or she would not like to be a beneficiary in any way of assets generated through bribery and corruption. Now the time has come for a child to impress upon the parents to lead a life within the known sources of income and not to indulge in corruption and bribery. If such values are inculcated in the children in their formative years, they will not be tempted by greed and thereby, rise above corrupt practices in their public life.

- (viii) Teachers must impress upon students who wish to take up a career in various professional fields that they ought not to indulge in any short-cuts or sharp practices for earning wealth in unethical ways.
- (ix) Further, the most important aspect that must be taught, is to inculcate love for our nation and motherland with all her diversities, which is so very unique to our country. This is very significant for building a strong nation and society and for fostering unity in diversity.

These, in my view, are the most important aspects of education towards building of our nation. A citizenry of a nation lacking in moral/ethical values can only destroy the nation. Further, for democracy to survive in India, we need citizens who practise ethics in their lives – whether in the public or private sphere.

Education in these eternal values which are also in the form of Fundamental Duties enshrined in our Constitution, would ultimately help in building our nation into a stronger one.

Standard of Education in India: Challenges

Increases in the quantity of education, as measured, for example, by the mean years of schooling, or the number of people having access to education, has, for a long time been the central focus of policy makers. While I recognise that increasing access to education is important, the actual goal would be to ensure such quality of education as would be able to produce individuals who are equipped with a sense of responsibility, moral and intellectual maturity which they can apply towards achieving personal and societal goals.

While the number of educational institutions, whether at the school level, college level or at

the university level, is increasing every day, it is important to question and understand whether the education imparted by these institutions, meets the societal needs by producing individuals who are equipped to meet the challenges of the society and the professional world which they are stepping into. These challenges include, delivering quality work on the professional front, while maintaining a high degree of integrity and morals.

While there is a good amount of empirical data on the access of education, we know much less about the quality of education. Accreditation agencies engage in conducting a study based on various yardsticks and accordingly rating an educational institution. However, the outcomes of education, are seldom measured from the standpoint of moral and intellectual maturity of outgoing students. The outcome of education, is, at most, measured in terms of ability of the graduates to secure employment. In my view, the process adopted to gauge the quality of education, needs to be re-evaluated, having regard to considerations such as moral and intellectual maturity, norms and values of outgoing students and ability of students to self-regulate themselves.

The present society is fast becoming more and more materialistic and is being driven away from the spiritual and humanistic nature of life. This challenge has to be met by the educational institutions in our country.

Conclusion

Finally, I conclude with the thoughts of Swami Vivekananda on nation building. He said that a country can progress only if each and every citizen can progress. Only law or government cannot ensure the progress of society. It is always society that has to get working for its own welfare and that of the nation. For that, we need to prepare our children for building a strong India.

Also till women achieve progress, there can be no progress for the nation.

I once again thank Avinashilingam University and the organisers of this function for having invited me to be the Chief Guest of this Thirty-third Convocation and giving me an opportunity to share a few of my views on the role of education in nation building.

Thank you for your kind attention. □

CAMPUS NEWS

Workshop on ICT in Education

One-week Workshop on 'ICT in Education' was organised by the School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam, recently. During Inaugural Session, Prof. Minikutty A, Head of the Department, School of Pedagogical Sciences, Mahatma Gandhi University welcomed the gathering with a brief talk after which the Presidential Address was delivered by Prof Asha J V, Dean, Faculty of Education, Mahatma Gandhi University who put forward some thoughts and concerns on the relevance of ICT in education. Prof C T Aravindkumar, Pro-Vice Chancellor, Mahatma Gandhi University did the honour of inaugurating the workshop and enlightened the session with his inspiring thoughts on ICT in education. The session was attended by the teaching faculty, research community and the students. The Vote of Thanks was proposed by Dr Ismail Thamarasseri, Assistant Professor, Mahatma Gandhi University.

Mr. Naseerali M K, Assistant Professor, ISS College of Teacher Education, Perinthalmanna, Blogger, Edupreneur and Alumnus of Mahatma Gandhi University was the resource person of the sessions on the Uses of ICT in Education. The themes dealt with included technology based learning environment, learning management systems, pedagogic designs for ICT supported education, teacher centered and learner centered systems, evaluative learning and a whole variety of tools for the same.

The next session began with an oath taking in the context of International Mother Language Day. The resource person familiarized the participants with various ICT tools like 'Jam board', an interactive white board and 'Google Docs' applications. The versatility of Google docs with excellent features like voice typing, translation of documents and other modifications captured the attention of many participants. 'Google slides' which could gracefully replace 'M S Power Point' with many special features like 'Add-ons' were also discussed in detail. In addition, the participants were familiarized with designing online certificates. The session also dwelt with 'Learning Management Systems', a Quintessential Component of ICT based learning of the day. The relevance and scope of LMS were outlined before a demonstration of 'Moodle' – a

popular one. The resource person demonstrated the entire process of creating a Moodle site, explained various features of it and discussed the advantages and applications of it. He also introduced the participants to 'OBS Studio' for recording live classes and 'Slido.com', another important tool. The session came to an end with a brief doubt clarification session in the end where many of the participants voiced their questions regarding various ICT tools to be used in classrooms and were answered to with great zeal by the resource person. The Vote of Thanks was proposed by Ms Julie Jacob, student of first semester M.Ed. programme.

Mr Naseerali MK communicated to the participants the significance and applications of various ICT tools in education through elaborate explanations and detailed demonstrations. His expertise in the field of handling ICT resources with great ease and brilliant demonstration skills were the highlights of the day. In order to mould efficient researchers for the future, the next session was focussed on 'ICT Resources for Research'.

The report of the previous day was presented by Ms Parvathi Rajan after which Ms Athira VV welcomed the gathering and the resource person, Dr Vimal Kumar V for the day. The session was attended by about 61 participants including the teaching faculty, research community and the M.Ed. students.

Dr Vimal Kumar V, Scholar and Professional, Reference Assistant at the Central Library, Mahatma Gandhi University was the resource person and he dealt with the themes i.e. Resources for Research which consisted of E-resources in Education, General and Academic Search Engines, Digital Libraries, Academic Research Database, Indexing Services, Reference Management Software, Writing and Publication and so on in detail. Various aspects of learning plans, tips and tricks for efficient Google search using 'modifiers' like 'file type', academic search engines like Google scholar, digital libraries like 'Archive.org', 'National Digital Library of India' and institutional repositories like Annual Reviews were discussed. The session also provided in-depth analysis and discussion on 'Academic Research Databases' wherein various indexing services like

‘SCOPUS’, ‘UGC Care List’, ‘Web of Science’, ‘Kerala Index’, Authentic Online Journals, Various Reference Management Software such as ‘Zotero’ and ‘Mendeley’ were discussed. The final segment of the session was a study on publishing—Traditional versus Digital Modes. The speaker compared and elucidated on various types as well as pros and cons of publication modes. The session ended with a doubt clarification session.

Ms Shalini Joseph welcomed the Resource Person, Dr Abdul Jabbar P, School of Computer Science, Mahatma Gandhi University, specialist in the field of Cyber Laws and Cyber Security. He elaborated on cyber security and cyber laws that widened the participants’ understanding of cyber space in itself. Further, different IT Acts, the Copyright Act of 1957 and the Universal Declaration of Human Rights were discussed especially in the context of the right to privacy – a highly debated right in the modern world. Deliberations on themes of hacking, phishing and malwares involving the participants were carried out for some time. The speaker also advocated on the need of good cyber hygiene and discussed in detail about ‘netiquette’ – the code of behaviour and actions to be followed on the internet.

At the end, Resource Person stressed on the need for honesty, integrity and objectivity – the qualities and traits to be followed on the cyber world. The queries of the participants were answered with necessary explanations in between and even towards the end.

The report of the previous day was presented by Ms Reshma Elizabeth Rosh. Ms Rinchu Mariam Varkey welcomed the gathering and introduced the Resource Person of the day, Dr Sajan KS, Expert in the field of ICT, NSS Training College, Ottapalman. He has been a part of several professional training courses and UG and PG levels besides other achievements. The major aspect of the session was ‘ICT Integrated Transactional Strategies’ and the resource person ventured into digital storytelling, techno pedagogical content knowledge, criteria for selecting ICT resources, cost and copyrights, licensed ICT resources, reference sites, ICT initiatives of Govt of India and so on. The session began with the resource person refreshing the students’ knowledge regarding digital lesson plans, use of smart boards and e-portfolios. It was followed by the introduction of certain techniques in using Google platforms such as *Google classrooms*, *Google docs* and *Google forms*.

The session was engaging and activity oriented one as the speaker engaged the audience constantly by assigning activities like making posters, creating cartoons and so on in applications which were familiarized in the session. He took great interest in introducing certain hardware and applications which are essential and quite useful for teachers in an ICT enabled classroom. The participants were also enlightened on certain aspects regarding intellectual property and copyright laws for better caution while accessing content from internet. Dr Sajan answered many queries of the audience, especially the research community. Many of the participants downloaded the applications with adequate guidance and proper instructions from the resource person. Dr. Sajan introduced certain gaming applications such as *nearpod*, *white board.fi*, *Quizziz*, etc. These applications will certainly be useful to those teachers who would like to make their classrooms more interesting and engaging. The introduction of national and state initiatives of ICT proved to be highly informative. In addition, *A-Z Screen recorder*, a screen recording application was also introduced with ample demonstration. The session came to an end with a brief doubt clarification. Vote of Thanks was proposed by Ajitha TA, Student. Dr Sajan K S did not spare even a single opportunity to engage the audience in the session by making the maximum people download the applications and learn by doing collaboratively.

Theories of education and learning have come a long way from the days of the past where the teacher was kept on a pedestal and considered to be an idol and the epitome of all knowledge. Modern constructive classrooms require excellent facilitators with good subject knowledge and pedagogy rather than erudite scholars pouring out their knowledge in the traditional method of teaching and learning. Learner centered instruction has called for new techniques like the application of ICT tools and features in classrooms for teaching and learning. Augmented reality and Robotics have made their way to the modern classrooms. Thus, the fourth day of the workshop was dedicated to ICT integration in education.

The report of the previous day was presented by Ms Neelanjana G. And Ms Vinny Catherine Sam delivered the welcome address. During the Technical Session, Dr K Thiyagu, Scholar and Academician, School of Education, Central University of Kerala spoke on ‘ICT Integration in Education’. Dr Thiyagu resorted to familiarising mobile applications as per the convenience of the audience. The resource person introduced augmented reality through applications like

Spacecraft AR, AR Solar System, etc. He explained similar applications which can be used for different subjects like 3D Shapes AR, AR Loops, Safari Central, Animal 4D.

Mr. Deepu, Sub Inspector, Gandhinagar Police Station gave a special talk on 'Cyber Security'. The session ended up with Ms. Rinchu Mariam Varkey who proposed Vote of Thanks.

In the next session, Dr Thiyagu introduced Mobile applications like *Mindomo*, *Mi Mind*, note making apps like Keep Notes, Google Keeps for making notes. Ms. Amalu Kattunilam and Ms. Anu, Research Scholar gave the feedback about the session which was followed by Vote of Thanks by Ms Bency Benny.

The report of the previous day was presented by Ms Karthika Rajeev. Later, Ms Anjusha Anil welcomed Dr Muhammed K V, Assistant Professor, School of Pedagogical Sciences, Mahatma Gandhi University, Resource Person of the day. The session was basically on different ICT tools that can be used for assessment and evaluation purposes. Applications like Cahoot, Survey heart, Voliz were discussed with necessary practical sessions where the participants were encouraged to prepare such tools. The resource person explained the applications in detail with live demonstrations. The session saw active interaction between the resource person and the participants. Ms Sumi AM proposed the Vote of Thanks at the end of the session.

Ms Uthara Prasad delivered the welcome speech during the business session led by the faculty of M/s. Senses Electronics Private Limited deal with the uses of smart TV in classrooms, an essential requirement of the modern era. The teachers, research scholars and the MEd Students found it to be highly useful for the classrooms. The Vote of Thanks was proposed by Ms Soorya P.

During Valedictory Session, Prof Minikutty A, Head of the Department, School of Pedagogical Sciences, Mahatma Gandhi University launched the e-certificates for the workshop in online mode. Prof Jaya Jaise felicitated the gathering followed by the representatives from the research and student community. The report of the workshop was presented on the stage by Ms Elizabeth K Lukose and Ms Parvathi Rajan. Dr. Siby G Netto, Assistant Professor, School

of Pedagogical Sciences delivered the concluding remarks and Ms Jain Ann Chako proposed Vote of Thanks for the workshop. The session ended with the National Anthem.

Faculty Development Programme

A ten-day Online Faculty Development Programme on 'Embedded Systems' is being organised by the E & ICT Academy, National Institute of Technology, Warangal in association with Department of Electronics and Communication Engineering, Indian Institute of Information Technology Design and Manufacturing, Kurnool, Andhra Pradesh during May 09-18, 2022. The Programme is sponsored by Ministry of Electronics and Information Technology (MEITY), GoI.

Embedded Systems play a key role in day-to-day activities of our life in the form of societal, personal, and commercial applications. The course will provide the awareness of the embedded system and their usage for many applications. This course also provides the detailed information related to computer architecture and its various aspects. The course also explores awareness of Real Time Operating System and their functioning. It will discuss theoretical and practical aspects related to Hard/Soft Embedded Systems, Real Time Operating System, ARM7 Architecture/Instruction set, Cache Memory Organization, Hardware-Software Codesign, Computer Bus Standards, and IoT. Also, the programme gives demonstrations on free RTOS related experiments using TIVAC Launch PAD with Keil IDE, ARM7 simulations using Keil IDE, and Hardware-Software Co-designs using Zed Board with Xilinx Vivado Design Suite. The Major Course Contents are:

- **Introduction to Embedded Systems:** Hard, Soft, and Firm Embedded Systems. Characteristics of Embedded Systems.
- **Introduction to Computer Architecture:** Details of Von-Neumann, Harvard, Super Harvard, VLIW, Super Scalar, SIMD, tightly coupled, and loosely coupled architectures.
- **Instruction Set Architecture:** Instruction Pipeline, Data/Control Hazards, Data Hazard Resolution Techniques, Branch Predictors, Dynamic Instruction Scheduling Techniques.
- **ARM 7:** Architecture, Arm/Thumb Modes, Instruction Set, Addressing Mode, Simulation using Keil IDE.

- **Cache Memory Organization:** Cache Memory Mapping Techniques, Cache Memory Optimization Techniques, Cache Coherence Protocols.
- **Real Time Operating System (RTOS):** Preemptive/non-preemptive Scheduling, Priority Scheduling, Mutex using Semaphore, Inter-task Communication using FIFO, Priority Inversion, free RTOS Demonstrations using TIVAC Launch PAD.
- **Hardware-Software Co-design:** Trade-offs, Demo using Zed Board with Xilinx Vivado.
- **Computer Bus Standards:** I2C, SPI, UART, and so on.
- **Introduction to IoT:** Components of IoT, Protocols, and so on.

For further details, contact, Coordinator, Dr. MA Basiri M, Assistant Professor and Head, Department of Electronics and Communication Engineering, Indian Institute of Information Technology Design and Manufacturing, Kurnool Jagannathagattu Hill, Dinnedavarapadu Village, Kurnool-518007 (Andhra Pradesh), Mobile No: 91-8528024602, E-mail: asan@iiitk.ac.in. For updates, log on to: www.iiitk.ac.in.

International Earth Science Conference on Sustainable Development

A three-day International Earth Science Conference on ‘Sustainable Development: Challenges and the Way Forward’ is being organised by the Department of Earth Science, University of Science and Technology Meghalaya in collaboration with the Department of Environmental Science, Tezpur University, Tezpur during October 20-22, 2022 in blended mode. The event invites scholars, academics, and representatives from different organizations/ departments to a common platform to share knowledge and address challenges in sustainable development.

In September 2015, 193 countries came together at the United Nations to adopt and commit to a long-term, comprehensive strategy to tackle the world’s greatest challenges related to global sustainable development. The result was the Sustainable Development Goals, a list of 17 goals for an inclusive, just and sustainable society in 2030. Although some good results have been achieved in the past years, it is realized that a lot still needs to be done in the next nine years. The creativity, know how, technology and

resources from all of society are necessary to achieve the SDGs in every context. The following subthemes have been identified to reflect a broad spectrum of issues pertaining to sustainable development.

- Barriers and Opportunities of Sustainable Development and SDGs.
- Climate Change: Adaptation and Resilience for Sustainability.
- Traditional Knowledge and Practices for Sustainable Livelihood.
- Resource Management and Ecological Conservation for Sustainability.
- Hazards and Disaster Management.
- GIS and Remote Sensing in Earth Sciences for Sustainable Development.
- COVID Impact and Development Options.

For further, details, contact Organizing Secretary, Department of Environmental Science, University of Science and Technology, Meghalaya-793101, E-mail: ea.huda@gmail.com and nirmaliev@gmail.com. For updates, log on to: www.ustm.ac.in.

World Conference on Feminist Futures in Precarious Times

A three-day World Conference on ‘Feminist Futures in Precarious Times: Decoloniality, Borderlands, and Transformative Visions’ is being organized by The International Institute of Knowledge Management (TIKM), Sri Lanka during May 12-14, 2022.

How can feminisms and Women’s Studies help scholars, policymakers, students, and practitioners navigate the complex precarity of the world today? Climate emergencies are producing climate refugees. Billionaires, hoard the world’s resources while others starve from inequitable policies exacerbated by human exponential population explosion, loss of biodiversity in a 6th mass extinction, and global pandemic. These are precarious times indeed, especially for the most vulnerable among us, women and children, particularly those of marginalized, minority social statuses— caste, race, ethnicity, religion, sexuality, disability and the like. Even among those of us who are more privileged, mental health crises are rising through the daily stresses of inflation, poor air and water quality, difficulties accessing health care and other services,

long working hours, battling stereotypes and micro-aggressions, combined with the existential awareness of overarching planetary problems. Most ironic, is that many of the ideas for how to transform current realities exist. The problem is in the intractability of human socio-cultural, political, and economic systems, slow to move, stifled by those in power.

Feminists have galvanized change in societies worldwide for over a century and a half and must continue to do so, in spite of pushback. In fact, pushback is the inevitable response when the status quo is threatened by those who think they have the most to lose and who measure their loss in material wealth and the capacity to make decisions over others. Thus, humanity is always in need of transformative visions—visions for how to enact change, visions about the nature of change. Feminist decolonial curricula and scholarship, meaningful across borders, are increasingly shedding light on global histories of multiple colonizations, power abuses, and imperialisms. Their truths and pathways for decolonizing minds and bodies can uplift our spirits in hope of a different imaginary. Coalitions built across borderlands, galvanized by optics that are egalitarian, equitable, humane, ecological, queer/non-binary, must be taught in new pedagogies, inspiring the young, creating new social structures in the home, among peers and colleagues, in the workplace, in governing bodies. They must be translated into languages that all understand to bring about the great changes that we need. The Topics of the event are:

- Queer Optics and Feminism.
- Land Rights.
- Reproductive Politics.
- Precarities and Vulnerabilities.
- Protests and Uprisings.
- Black Lives Matter.
- Dalit Lives Matter.
- Climate Refugees.
- Gender Equality and Educational Systems.
- Toxic Masculinity.
- Resocialization of Men.
- Socialization of Boys.
- Legal Remedies.
- Implementing Law.
- Law and Accountability.
- Inheritance Rights.
- Gender and Sexual Diversity.
- Women’s Human Rights.
- Women, Climate Change and Inequality.
- Women Empowerment and Social Change.
- Challenging Male Dominance.
- Consciousness-raising.
- Men as Allies in the Struggle.
- Women and Sports.
- Women, Media and Technology.
- Transgender Rights and Sexual Diversity.
- Women’s Success Stories.
- CyberFeminisms—Blogs, Zines, and Reproductive Rights.
- Activist Art.
- Feminism and Decolonial praxis.
- Women’s Spirituality and Religion.
- Trafficking and Prostitution.
- Women in Politics and Public Administration.
- Women and Religion.
- Women and Islamic Sharia.
- Motherhood and Work-Life Balance.
- Equity and Equality.
- Laws and Policies.
- Gendered and Sexual Diversities.
- Gendering the COVID-19 Pandemic.
- Gender and Intersectionality.
- Feminist Pedagogy and Writing.
- Gender and Migration.
- Climate Crisis and Environmental Activism.
- Women’s Vulnerabilities.
- Popular and Folk Cultures.
- Feminism and Nationalism.

For further details, contact Organising Secretary, International Institute of Knowledge Management, #531/18, Kotte road, Pitakotte, Sri Lanka, Phone No: +94 117 992 022, Fax: +94 112 835 571, Hotline: +94 765 733 737. E-mail: isanka.gamage@tiikmedu.com. For updates, log on to: www.tiikm.com □

Impact of Border Shelling on the Education of Students Studying in the Border Area of Nowshera Tehsil in Rajouri District

Ravail Singh*

Education is a process to modify the behaviour of an individual and develops the overall personality from generation to generation. It is a weapon in the hands of human beings that remains silent but put a great impact on society, nation and even globe. How we develop and deal with our daily life challenges? How we excel in every step of life? All depends on education. Even the progress of a nation also depends upon its educational standard. It is a force that makes a nation stand out and defend themselves among other nations in the world. It plays very crucial role in deciding the growth and development of nation. It is the driving force for the national development in different aspects like economic, political, social, cultural, historical, technological, scientific and many more.

India is surrounded by many countries of the world such as China, Nepal, Bhutan, Myanmar, Bangladesh, Sri Lanka, Pakistan and Afghanistan. It shares its border with all these countries but some border areas remain disturbed due to the conflict between these countries such as India- Pakistan, India-China, India-Bangladesh which remain disturbed due to certain reasons. For Example, Doklam area in Sikkam, Galwan valley in Ladakh, seize fire violation at Poonch sector, Rajouri sector and Uri sector. The adjoining area between the border of India-Pakistan remains frequently disturbed because of the the seize fire violation i.e. border shelling occurred frequently in Poonch, Rajouri and Uri sectors.

Sharing of Borders of India with Adjoining Countries

India shares land borders with Pakistan to the north-west, China, Nepal and Bhutan to the north-east, Bangladesh and Myanmar to the east and share a maritime border with Sri Lanka, Maldives,

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Thailand and Indonesia in the Indian Ocean. The total 15,106.7 km of land border shared with the mentioned countries.

Sharing of Borders of Jammu and Kashmir with Adjoining Countries

There are total twenty districts in Jammu and Kashmir and out of them eight districts shared their borders with Pakistan in which five districts are in Jammu division namely-Jammu, Samba, Kathua, Rajouri and Poonch and three districts are in Kashmir Division namely- Budgam, Baramulla and Kupwara. In these eight districts, there are thirty-seven blocks through which the border runs (Planning Department, Government of Jammu and Kashmir).

Sharing of Border of Rajouri District with Pakistan

The Rajouri district of Jammu province falls in Pir Panjal range of Lesser Himalayan region. There are total thirteen tehsils in Rajouri district are as – Rajouri, Manjakote, Darhal, Qila Darhal, Thanamandi, Kotranka, Khawas, Teryath, Kalakote, Beripattan, Sunderbani, Nowshera, and Siot. These thirteen tehsils comprised with nineteen blocks. In which four blocks touched the boundaries of Pakistan border Namely- Sunderbani , Nowshera, Rajouri and Manjakote.

Concept of Border

A border is a line which divides the two countries into two parts and the area around the border is known as border area. Border is an important medium through which the narratives of national identity are mentioned. In the formation of ‘national identity’, the contemporary countries use various ideological formations regarding the ‘national identity’, and formed their nations on the basis of their ideological perspectives. The educational system also functions on the basis of the ideological perspectives of a country. If we throw a light on ancient educational system of

India which was based on idealism philosophy but with the passage of time the educational perspectives were also changed from idealism to materialism. For example, the contemporary educational system of India is based on secular, liberal and democratic perspectives but when we observed it in border areas we felt worried because most of the time, border areas are remained disturbed due to heavy shelling by the forces of the two countries (India and Pakistan) especially in Jammu and Kashmir Union Territory of India.

Concept of Border Shelling

Border shelling means heavy fire of artillery to saturate an area rather than hit with specific target. The two countries (India & Pakistan) exchanged the mortar and artillery shelling along the de facto border known as the Line of Control (LoC) that divides the disputed region of Jammu and Kashmir. The region of Jammu and Kashmir captured by Pakistan is known as Pakistan Occupied Jammu and Kashmir (POJK). But Pakistan claimed for the whole region and often accuses India for ceasefire violation and shelling. The Economic Times published that Pakistan initiated unprovoked ceasefire violation by firing along the LoC in Nowshera sector of Rajouri with small arms and shelling mortars (The Economic Times, 9-Jan-2021). It again published that a defense spokesperson said. "The shelling and firing from across the border in Nowshera sector was "unprovoked" and drew a befitting retaliation by the India Army" (The Economic Time, 26-Sept. - 2020).

Effect of Border Shelling on Education

Lack of Quality Learning

The quality of education comes from the proper teaching-learning transaction but in border areas many classes had learnt less than 50% of the curriculum for the year. This loss of learning can impact students' future prospects in regard to jobs and income and they cannot get quality education.

Adverse Affect on the Health of Students

It is always said that health is wealth but due to the disturbance of border shelling/firing how one can be physically fit and mentally stable. In many areas, the constant shelling/firing or threat to shelling/firing has also led to the problems with physical as well as mental health adversely.

Excess Deployment of Military

The military forces are always deployed for our security but sometimes when their limits exceeded due to heavy shelling across the border creates hindrance in the education of children especially those who are enrolled in Government schools because the school buildings are used by military forces to stay there during cross border firing.

Adverse Impact on Girls Education

The Indian societies are patriarchal in nature and this reason also affects more on the education of girls as compare to boys when the tension creates on border areas due to heavy shelling. The risks on the life of girls increase more than the boys and the parents of the girls also avoided sending those schools which are located near border. This leads to a further increment in the dropout rates among the girls.

Frequent Displacements

It is a normal story of people living around the border areas. Rather than being one time affair, there have been multiple displacements from time to time. As per the Government data, around 18, 252 families comprising 83,804 persons, after May 1999, migrated from border areas to safer places. Out of 18,252 families only 2,625 families were provided the accommodation of food and shelter, while rest of them made their own accommodations. Apart from the displacement, there was also loss of life and around 12 persons were killed and 37 were injured. The schools were closed during that time periods and there were no provisions of mobile schools or other ways of teaching.

Justification of the Study

From the real life experience, with the help of media (social, print and electronic), books and review of related literature, the investigator studies that the border shelling adversely affects the education of the native students. Saini (2018) found in her study that cross-border firing adversely affects the studies, attendance, examination of students, disturbs their peace, creates psychological tension and anxiety, causes severe damage to the school building, creates phobia of firing always in their mind, parents don't like to send their children to the school, faces adjustment problems when they migrated from one place to another place and more wastage and stagnation. In 2016, schools

were opened only for four months because of heavy shelling and more than 50% syllabus were not covered. Teachers do not prefer to perform their duty in border areas. (Sharma & Sharma, 2021) conducted a study and found that during border shelling fear triggered among the students, unable to sleep adequately, distressed emotionally, and their study patterns were interrupted which adversely affects their achievement scores. On the basis of above studies, it becomes more important to conduct studies on such topics. Therefore, the investigator has decided to conduct a study on the impact of border shelling on the education of students studying in border area of Nowshera tehsil in Rajouri district of Jammu and Kashmir Union Territory. So that, the authorities may be aware of many problems faced by the students and should be taken some essential and purposeful steps to overcome the educational suffering of the students during shelling. The students have been suffering from centuries and now it's high time to end their suffering. The border shelling has not only taken toll of lives but all ruined the studies of the students who are the future of our nation.

Objectives of the Study

1. To study the impact of shelling on the education of students (boys and girls) belonging to border and non border area schools.
2. To study the interaction between the education of the students of border area and non-border area schools.
3. To obtain suggestions from the students living in border areas and non-border area students to overcome the problems faced by them.

Hypotheses of the Study

1. There is no significant difference between the education of students (boys and girls) belonging to border and non-border area schools.
2. There is no significant interaction between the education of the students of border and non-border area schools.

Methods and Procedure

The present study is descriptive in nature. In the present study the population or universe is all the schools falling in Nowshera tehsil was the population of the study. The sample of students will be taken from different schools located at border

and non-border area. The sample of 100 students was selected from ten different secondary schools of Nowshera tehsil in Rajouri district, in which five schools were selected from border area and five schools were selected from non-border area by using random sampling technique.

The investigator had used interview schedule for the collection of required data, which is suitable and fulfills the objectives of the study adequately and deliberately. The interview schedule had been constructed by the investigator himself with the help of his supervisor.

After the collection of data, scoring was done on basis of prescribed procedure. There were total 24 statements in the interview schedule and against each item 'Yes' or 'No' option were printed. First of all the raw scores were framed into class interval and thus frequencies were found for each class interval separately. The mean, standard deviation (S.D.), t-ratio and two-way analysis of variance techniques were applied.

Analysis and Interpretation of Data

In order to achieve the objectives of the present study, the data was collected and statistically analyzed using t-test and analysis of variance (ANOVA). The hypotheses formulated for the present study were tested by using t-test in order to find out the significant difference between the education of students (boys and girls) belonging to border and non-border area school and analysis of variance (two-way ANOVA) was used in order to find out the interaction between the education of the students of border area and non-border area school.

Analysis based on objective 1, i.e. "To study the impact of shelling on the education of students (boys and girls) belonging to border and non border area."

First objective of the study was to study the impact of shelling on the education of students (boys and girls) belonging to border and non border area. In order to achieve the first objective, following hypothesis was tested in order to find out the difference between education of the students (boys and girls) of the border and non border areas by using t-test and hypothesis wise results are given in the following table:

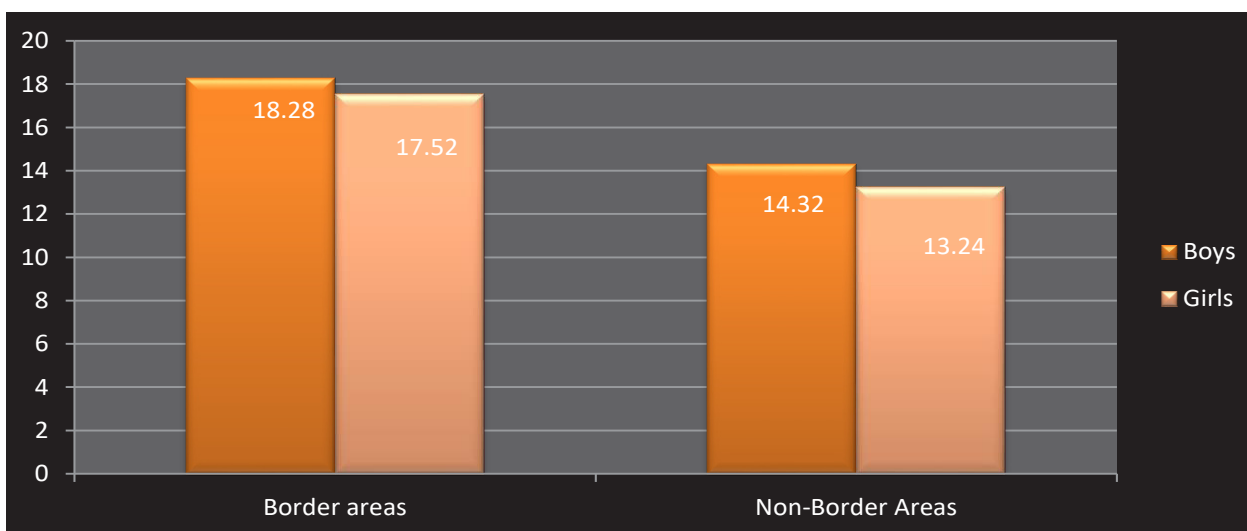
Hypothesis 1: "There is no significant difference between the education of students belonging to

Table- 4.1: Showing the Comparison between the Education of Students (Boys and Girls) Belonging to Border and Non-border area School

Areas	Gender	No. of students	Mean	S.D	t-value	Level of Significance
Border Areas	Boys	25	17.52	1.85	0.20**	Significant
	Girls	25	18.28	2.28		
Non-Border Areas	Boys	25	13.24	2.65	0.17**	Significant
	Girls	25	14.32	2.88		

**significant at 0.01 level

Fig. 4.1: Showing the mean difference between the education of students (boys and girls) belonging to border and non-border area school



border and non-border area school” is indicated in the below table:

The above table depicts that the calculated t-value i.e. 0.20 is more than the table value at 0.01 level of significance (2.68) against df 48. This indicates that there is significant difference between the education of students (boys and girls) belonging to border area school as evidenced by their mean score which came out to be 17.52 and 18.28. This means that the difference between the boys mean and girls mean may be due to the reason that many parents are afraid of sending their daughters to the school when they experienced shelling in their border areas.

Similarly, the calculated t-value 0.17 is more than the table value at 0.01 level of significance (2.68) against df 48. This indicates that there is significant difference between the education of students (boys and girls) belonging to non-border area school as evidenced by their mean score which came out to be 13.24 and 14.32. This means that the

difference between the boys mean and girls mean may be due to the fear of violence and insecurity among the parents as well as girls that impacts access to education. Therefore, the hypothesis 1 stating, “There is no significant difference between the education of students (boys and girls) belonging to border and non-border area school” got rejected at 0.01 level of significance.

Analysis based on objective 2, i.e.

Second objective was to study the interaction between the education of the students of border area and non-border area school. The present objective was achieved with the help of analysis of variance (two-way ANOVA) and hypothesis wise results are given in the following table:

Hypothesis 2: “There is no significant interaction between the education of the students of border and non-border area school”

Interpretation

The above table shows that F-ratio for the

Table 4.2: Showing the Summary of Analysis of Variance for the Education of the Students (Boys and Girls) of Border and Non-border area School

Source of Variation	Sum of Squares	DF	Mean Squares	'F' ratio	Level of Significance
A (Area)	220.9	1	220.9	34.60**	Significant
B (Gender)	14.4	1	14.4	2.25*	Significant
A x B (Area x Gender)	16.9	1	16.9	2.64*	Significant
Within	229.8	36	6.38		
Total	482	39			

** Significant at 0.01 level

*Significant at 0.05 level

Border Area Schools



main effect of 'A' i.e. Area (Border and Non-border) came out to be 34.60 which is significant at 0.01 level of significance against df 1 and 36. It reveals that there is a significant difference between the education of the students belonging to border and non-border area school.

The F-ratio for the main effect of 'B' i.e. Gender (boys and girls) came out to be 2.25 which is significant at 0.05 level of significance against df 1 and 36. It indicates that there is significant difference between the education of boys and girls of border and non-border area school.

Non-Border Area Schools



Further, the F-ratio for the main effects A x B (Area x Gender) came out to be 2.64 which is significant at 0.05 level of significance against df 1 and 36. It clearly shows that there is an interactional effect of Area and Gender on the education of the students belonging to border and non-border area school. It means that the interactional effect of Area and gender significantly affect the education of the students belonging to border and non-border area school. Therefore the hypothesis 2 stating, "There is no significant

interaction between the education of the students of border and non-border area school” got rejected at 0.05 level of significance.

Conclusion

On the basis of the results of the study, investigator concluded that the border shelling shows positive impact on the education of students studying in border areas. The results revealed that there is significant difference between the education of students (boys and girls) belonging to border area schools because, parents afraid to send their children to schools, the teacher hesitate to perform their duties, the students afraid to go to school when the border shelling occurred in the area and sometimes the school remain closed for several weeks when heavy border shelling occurred. The investigator also found that there is also a significant difference between the education of the students belonging to border and non-border area schools because in non-border area, the school functions smoothly and in border areas the disturbance creates hurdle in the education of students studying in border areas and creates psychological tensions, phobia of firing, severe damage of school infrastructure, low attendance and tense school environment.

Recommendation of the Study

The recommendations of the study are reflected on the basis of the results of the study are as:

1. There should be a provision of separately residential schools in non-border area for the students (boys & girls) resided in border areas so that they can complete their studies comfortably.
2. If possible, people of border area should be permanently migrated to the safe area.
3. The administration, NGOs (especially UNESCO, Human Rights Commission, Red Cross Society), social activist and government should come forward for the upliftment of education of border area students.
4. Special Scholarship/Fellowship provisions (more focus on girls) should be given to the students resided in border areas in higher education.
5. Special residential and school building should be constructed in non-border areas so the students may not be suffer during the heavy border shelling.

6. Provision of hostel (boys & girls) is also important for the students in non-border areas especially at higher education level.

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THESES OF THE MONTH

Science & Technology

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

BIOLOGICAL SCIENCES

Biotechnology

1. Chinmayee, Priyadarshini Khuntia. **Studies on occurrence of bacterial meningitis among pediatric age group in Odisha.** (Dr. Shantanu Kumar Kar and Dr. Bhagirathi Dwivedi), Department of Biotechnology, Kalinga Institute of Industrial Technology, Bhubaneswar.

Botany

1. Maurya, Chandan. **Mycoremediation sewage treatment plant water by mycofiltration using fungal mycelia.** (Dr. Santendra Kumar Soni), Department of Botany, Dayalbagh Educational Institute, Agra.

2. Sharma, Manu Vineet. **Assessment of crop diseases and their effect on yield in agro-ecosystem of Hamirpur District, Himachal Pradesh.** (Dr. Hem Chander), Department of Botany, Career Point University, Hamirpur.

Zoology

1. Mehra, Appeksha. **Molecular characterization and evaluation of probiotic properties of bifid bacteria.** (Prof. Alka Prakash), Department of Zoology, Dayalbagh Educational Institute, Agra.

2. Minal, Sava Panamkuttiyel. **Comparative efficacy of synthesized mono and Bi-metallic nanoparticles on selected mosquito larvae and non target organisms.** (Prof. Soam Prakash), Department of Zoology, Dayalbagh Educational Institute, Agra.

3. Tomar, Rahul Singh. **Evaluation of anthelmintic activity of herbal nanoformulations against gastrointestinal nematode, *Haemonchus Contortus*.** (Prof. Shabd Preet), Department of Zoology, Dayalbagh Educational Institute, Agra.

4. Verma, Ami. **Evaluation of antioxidant activity and bioefficacy of encapsulated silver nanoparticles against *Aedes Aegypti*.** (Prof. Shabd Preet), Department of Zoology, Dayalbagh Educational Institute, Agra.

5. Yadav, Hemant. **Molecular cytogenetics of spiders of Yamuna flood plains of Agra.** (Prof. Sant Prakash), Department of Zoology, Dayalbagh Educational Institute, Agra.

EARTH SYSTEM SCIENCES

Atmospheric Science

1. Naveena, Neelam. **Prediction and diagnostics of heat wave over India in response to global warming.** (Dr. G Ch Satyanarayana), Centre for Atmospheric Science, Koneru Lakshmaiah Education Foundation, Guntur.

ENGINEERING SCIENCES

Chemical Engineering

1. Maheshwari, P Uma. **Studies on dehydration of azeotropic mixtures by pervaporation using mixed matrix membranes.** (Dr. S V Satyanarayana), Department of Chemical Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

Civil Engineering

1. Pallavi, K Yuva. **Performance of pervious concrete made with black marble stone waste aggregate.** (Dr. V Giridhar and Dr. C Sashidhar), Department of Civil Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

2. Pradhan, Ramachandra. **Study on strength characteristics of bio-enzyme treated soils.** (Dr. Benu Gopal Mohapatra and Dr. Satyajeet Nanda), Department of Civil Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

Computer Science & Engineering

1. Mahajan, Poonam Dilip. **A development of efficient hybrid protocol handler to improve interoperability in IoT environment.** (Dr. K V V Satyanarayana Dr. D D Shah), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

2. Sahoo, Rashmi Rekha. **Automated test case generation for path coverage using search-**

based techniques. (Dr. Mitrabinda Ray), Department of Computer Science & Engineering, Siksha O Anusandhan University, Bhubaneswar.

Electrical & Electronics Engineering

1. Kedri, Janardhana. **Simulation and validation of SPVmicro grid comprising 518.2 KWp distributed solar power plants at Dayalbagh Education Institute.** (Prof. Ajay Kumar Saxena), Department of Electrical Engineering, Dayalbagh Educational Institute, Agra.

2. Panda, Susmita. **Markov Random field model and kernel density estimation based background modeling for detection underwater moving object.** (Prof. Pradipta Kumar Nanda), Department of Electronics & Communication Engineering, Siksha O Anusandhan University, Bhubaneswar.

3. Srinath, V. **Power quality issues in grid connected solar power system.** (Prof. DK Chaturvedi), Department of Electrical Engineering, Dayalbagh Educational Institute, Agra.

Electronics & Communication Engineering

1. Singh, Neelima. **Design and simulation of electron and hole transport layer for lead-free perovskite solar cell application.** (Dr. Mohit Agarwal and Dr. Alpana Agarwal), Department of Electronics & Communication Engineering, Thapar Institute of Engineering and Technology, Patiala.

2. Tarannum, Ayesha. **Novel multi modal biometric system based secured data authentication frame work for cloud computing environment.** (Dr. Md Zia), Department of Electronics & Communication Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

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1. B V R M Kumar. **Study on thermal aspects in machining.** (Dr. Ch R Vikram Kumar and Dr. K Hemachandra Reddy), Department of Mechanical Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

MATHEMATICAL SCIENCES

Mathematics

1. Tiwari, Vijay Lakshmi. **Some investigations on fuzzy relational optimization models and their possible solutions.** (Dr. Antika Thapar and Dr. Richa Bansal), Department of Mathematics, Dayalbagh Educational Institute, Agra.

MEDICAL SCIENCES

Medicine

1. Najar, Mohd Althaf. **Dissecting signaling mechanism of CAMKK2 in gastric adenocarcinoma using mass spectrometry-based proteomic and phosphoproteomic approach.** (Dr. Aditi Chatterjee and Dr Prashant Kumar Modi), Faculty of Allied Health and Basic Sciences, Yenepoya University, Mangalore.

PHYSICAL SCIENCES

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1. Biswas, Neeraj Kumar. **A study on the effect of various electrolytic parameters on the performance of metal oxide thin films for photoelectrochemical splitting of water.** (Prof. Sahab Dass), Department of Chemistry, Dayalbagh Educational Institute, Agra.

2. Bendi, Anjaneyulu. **Theoretical studies and strategic synthesis of some biologically important N-heterocycles through catalysis including nano catalysts.** (Dr. Anjaneyulu Bendi), Department of Chemistry, Shree Guru Gobind Singh Tricentenary University, Gurugram.

3. Biftu, Wondwosen Kebede. **Water remediation of chosen toxic ions using highly effective diverse adsorbents based on nano-particles synthesized via new green routes and active carbons.** (Prof. K Ravindhranath), Department of Chemistry, Koneru Lakshmaiah Education Foundation, Guntur.

4. Divya. **Studies on promotional effect of electrode surface modifications in photoelectrochemical water splitting.** (Prof. Rohit Shrivastav), Department of Chemistry, Dayalbagh Educational Institute, Agra.

5. Gupta, Pratima. **Atomospheric black carbon: Characterization and deposition over semiarid region of Indo-Genetic Basin.** (Dr. Ranjit Kumar), Department of Chemistry, Dayalbagh Educational Institute, Agra.

6. Kondabala, Rajesh. **Computational investigation of glucose binding receptor.** (Dr. Amjad Ali and Dr. Vijay Kumar), School of Chemistry and Bio-Chemistry, Thapar Institute of Engineering and Technology, Patiala.

7. Saxena, Sakshi. **Surface modified Bismuth vanadate in photoelectrochemical splitting of water.** (Prof. Sahab Dass), Department of Chemistry, Dayalbagh Educational Institute, Agra.

8. Tummala, Anusha. **Development and fabrication of electrochemical nanostructured biosensors for point-of care biomedical testing of Vitamin D deficiency.** (Dr. J V Shanmukha Kumar), Department of Chemistry, Koneru Lakshmaiah Education Foundation, Guntur.

9. Verma, Puneet Kumar. **Atmospheric concentrations of polycyclic aromatic hydrocarbons and nitro - PAHs; gas particle partitioning and possible sources at rural and traffic site of Agra.** (Dr Anita Lakhani), Department of Chemistry, Dayalbagh Educational Institute, Agra.

Physics

1. Arya, Nidhi Verma. **Lexicographic approach for quadratic transportation problem with additional restriction.** (Prof. Preetvanti Singh), Department of Physics and Computer Science, Dayalbagh Educational Institute, Agra.

2. Garg, Kajal. **Measurements and simulations of secondaries with a detector station(s) using**

CAMAC data acquisition. (Dr. Sonali Bhatnagar), Department of Physics and Computer Science, Dayalbagh Educational Institute, Agra.

3. Gupta, Ashima. **Serial and parallel solutions to variants of vehicle routing problem using swarm intelligence techniques.** (Dr. Sanjay Saini), Department of Physics and Computer Science, Dayalbagh Educational Institute, Agra.

4. Rastogi, Rohit. **Comparative study of biofeedback therapies for tension type headache treatment and enhancing capacity towards psychic challenges.** (Prof. D K Chaturvedi), Department of Physics and Computer Science, Dayalbagh Educational Institute, Agra.

5. Singh, Shalendra Pratap. **A study on characterization of aerosol and estimation of direct radiative forcing over important cities in Indo-Gangetic plain.** (Dr. Ashok Jangid), Department of Physics and Computer Science, Dayalbagh Educational Institute, Agra.

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**Ramniranjan Jhunjhunwala
College (Autonomous)**
Ghatkopar(W), Mumbai 400 086



Advertisement for the post of Junior Research Fellow (JRF)

Applications are invited for the post of one Junior Research Fellow (JRF) for the project entitled '*Nonlinear Dynamical Modeling of Swaying Trees*' funded by the Science and Engineering Research Board (SERB), DST, Government of India.

Qualifications: M. Sc. in Physics or related subjects with consistently good academic record. Candidates who have qualified NET/GATE (or some national level examinations) will be given preference.

Period of project: 3 years

Emoluments: As per the rules

Principal Investigator: Dr. Kiran M. Kolwankar

Candidates possessing the requisite qualifications may send their applications including detailed curriculum vitae to: *The Principal, Ramniranjan Jhunjhunwala College, Ghatkopar(W), Mumbai 400 086* by post in an envelope superscribed 'Application for JRF' and/or by email to: Kiran.Kolwankar@rjcollege.edu.in within 15 days from the date of publication of this advertisement. No TA/DA will be paid for attending the interview. The appointment will be coterminous with the project.

CMS COLLEGE KOTTAYAM (AUTONOMOUS) Kerala - 686001. Ph. 94463 91943

No.CMS/Estt/TS/2/2021-22

13.04.2022

WANTED ASSISTANT PROFESSORS

Applications are invited from eligible candidates to the following **Assistant Professor** posts in CMS College, Kottayam against permanent vacancies. 3 vacancies are reserved for persons with benchmark disabilities mentioned in clause 34 of the Right of persons with Disability Act 2016 and G.O. (MS) No. 96/2021/HEdn. dated 15.02.2021. Scale of pay, qualification, age, etc will be as per the norms of UGC/ University/ Government of Kerala. Application forms can be downloaded from the College **website (www.cmscollege.ac.in)** with an online payment of Rs.2000/-. Duly filled application along with copies of all the required documents should reach the Principal **within 30 days** from publication of this notification.

Subject	No. of Posts	Category		
		Open Quota	Community Quota	Persons With Disability Quota
Malayalam	3	2	-	1
Mathematics	1	1	-	-
Chemistry	3	2	-	1
Botany	1	-	1	-
Zoology	2	-	2	-
Home Science	1	-	-	1
Statistics	1	-	1	-

The candidates who have already applied vide Notification No. CMS/Estt/TS/1/2021-22 dated 23.02.2022 need not apply again.

Kottayam

Sd/- Manager

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Mob: 09818621761

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

**Royal Higher Education Society's
ROYAL COLLEGE OF EDUCATION AND RESEARCH FOR WOMEN
Royal College Campus, Penkarpada, Mira Road (E), Dist. Thane - 401 107
Muslim Minority Institution**

Applications are invited for the following Posts from the Academic Year 2021-22:

UNAIDED

Sr. No	Cadre	Subject	Total No. of Posts	Posts Reserved for
1	Principal	-	01	01- OPEN
2	Assistant Professor	Education in History, Economics, Commerce Methods	01	01- OPEN

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

Reservation for women will be as per University Circular No. BCC/16/74/998 dated 10th March, 1998. 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 5th July, 2019.

Candidates having knowledge of Marathi will be preferred.

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

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

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

Application with full details should reach **Chairman, Royal Higher Education Society's Royal College of Education & Research for Women, Royal College Campus, Mira Road (East), Dist. Thane – 401107 within 15 days** from the date of publication of this advertisement. This is University approved advertisement.

Sd/-
Chairman



FORE SCHOOL OF MANAGEMENT
"Adhitam Kendra", B-18, Qutub Institutional Area, New Delhi - 110016



**FULL TIME FELLOW
PROGRAMME IN
MANAGEMENT
(FPM Batch 2022-2023)
(Approved by AICTE)**

To Know More:
www.fsm.ac.in/full-time-fpm

Application Deadline:
**May 17, 2022
(Tuesday)**

Programme Commencing:
June/July 2022

To Apply:
<http://fpmadmissions.fsm.ac.in/register>



ADMISSION CRITERIA:

ELIGIBILITY:

Candidates must possess one of the following qualifications to apply for Fellow Programme in Management:

First Class Master's Degree or equivalent/Professional qualifications such as CA/ICWA with degree/Five year Integrated Master's degree programme in any discipline Four year/Eight Semester Bachelor's Degree in Engineering (BE/B.Tech/B Arch).

SELECTION CRITERIA:

Valid score of CAT/ GRE/ GMAT/ GATE/ UGC-NET/ CSIR/ FORE Entrance test and Research Proposal (tentative) Presentation
The candidates will be short-listed for admission on the basis of their academic record, performance in the competitive examinations and Research Proposal (tentative) Presentation.

AREAS OF SPECIALISATION:

Communication, Economics & Business Policy, Finance & Accounting, Information Technology, Marketing Quantitative Techniques & Operations Management International Business, Strategy, Organizational Behaviour & Human Resource.

FINANCIAL SUPPORT:

FPM scholars will receive financial support including scholarship, contingency grant, conference support, etc.

For any queries, please call us on 011-41242433, +91-8447255049
(Between Monday to Friday during 10:00 AM to 05:00 PM) or send an email to: fpmadmission@fsm.ac.in mentioning your name and contact details.



Bhartiya Shikshan Prasarak Sanstha Ambajogai, Dist. Beed

Applications are invited from Eligible candidates for following vacancies in **B.S.P. Sanstha's Grant-in aid Arts, Science & Commerce Colleges**. The Application duly completed in all respect should reach **within 15 days** from the date of publication of Advertisement to the **Secretary, Bhartiya Shikshan Prasarak Sanstha, Kendra Karyalaya, Kholeshwar Madhyamik Vidyalaya Parisar, Kuttar Vahir, Ambajogai - 431517, Dist. Beed (M.S.) (Ph. 02446-248122)**.

Post	College	No. of Posts	Nature of Post	Category
Principal	Arts, Science & Commerce College	02	Full Time Granted	Open to All

Note :

- 1) Qualification, pay scale and conditions of services are as per Rules and Regulations prescribed by the UGC, Govt. of Maharashtra and University.
- 2) This Advertisement is made as per No Objection Certificate from Joint Director (Higher Education) Aurangabad Region, Aurangabad vide Letter No. JDHE Aurangabad/NOC/2019/41/ dated 24.03.2022 & Dr. BAMU, Aurangabad/ Letter No.SC/2022/25-26/dated 08.04.2022.
- 3) Employed candidates shall apply through proper channel and shall submit No Objection Certificate from the employer.
- 4) Candidate must get verified A.P.I. Score from the University.
- 5) No. T.A. & D.A. will be paid for attending the interview.
- 6) All the posts are transferable among B.S.P. Sanstha's Colleges.

**Secretary
B.S.P. Sanstha, Ambajogai**



HARMAL PANCHAKROSHI SHIKSHAN MANDAL'S GANPAT PARSEKAR COLLEGE OF EDUCATION Harmal - Goa 403524

website: www.ganpatparsekarcollegeofeducation.com
Email: ganpatparsekareducation@hotmail.com

Applications in the prescribed format complete in all respects with relevant documents such as educational qualifications, experience etc. are invited from eligible Indian Citizens for the following posts to be filled in for B.Sc.B.Ed. and B.A.B.Ed. Integrated Programmes in Ganpat Parsekar College of Education, Harmal, Goa 403524.

Sr. No	Designation of the posts	No. of posts	Nature of posts
1	Assistant Professor in Botany	01	Regular
2	Assistant Professor in Zoology	01	Regular
3	Assistant Professor in Physics	01	Regular
4	Assistant Professor in English	01	Regular

Applications should reach above address **within 21 days** from date of publication of this advertisement. Persons already in service should send their application through proper channel. Persons belonging to reserved category should submit the relevant certificates from the competent authority. If there are no candidates belonging to reserved category, candidates from unreserved category will be selected on purely contract basis.

- The above posts are reserved for OBC/ST/EWS category.

For all above posts:-

1. **Essential:-**

- Knowledge of Konkani.
- 15 years residence in Goa.

2. **Desirable:-**

- Knowledge of Marathi.

Kindly refer to the website: www.ganpatparsekarcollegeofeducation.com for detailed advertisement.

Sd/-
Chairman
Harmal Panchakroshi Shikshan Mandal

Devi Sharvani Education Society's
V. M. SALGAOCAR COLLEGE OF LAW
P. O. Caranzalem, Miramar, Panaji, Goa-403 002

Ph. No. 0832-2462225

Website: www.vmslaw.edu.in; E-mail: vmscl@rediffmail.com

PRINCIPAL

Applications with Full Bio-Data are invited from Indian Citizens for the POST OF **PRINCIPAL** (Unreserved Category) to be filled in Government Aided College from the Academic Year 2022-2023 onwards:

The required minimum qualifications for the post of Principal are as follows:

A) Eligibility

- i) Ph.D. degree
- ii) Professor/Associate Professor with a total service/experience of at least fifteen years of teaching/research in Universities, Colleges and other institutions of higher education.
- iii) A minimum of 10 research publications in peer reviewed journals as approved by Goa University from time to time OR UGC-listed journals out of which at least two should be in Scopus / Web of Science Journal.
- iv) A minimum of 110 Research Score as per Appendix II, Table 2.

B) Tenure

A College Principal shall be appointed for a period of five years, extendable for another term of five years on the basis of performance assessment by a Committee appointed by the University, constituted as per these Statutes.

Scale of Pay: As prescribed by UGC, Goa University, Directorate of Higher Education, Govt. of Goa from time to time.

Service Conditions: As prescribed by the UGC, Goa University, Directorate of Higher Education, Govt. of Goa and other competent authorities.

Application completed in all respects along with self-certified photocopies of statements of marks of all public examinations from SSC onwards, API Score sheet and other certificates should reach the President, Devi Sharvani Education Society's V. M. Salgaocar College of Law, P. O. Caranzalem, Miramar, Panaji, Goa-403 002, **within 20 days** from the date of publication of this advertisement by super-scribing on the envelope "**Application for the post of Principal**". No TA/DA will be paid for attending the interview. Persons who are already employed shall send in their applications through proper channel.

Date: 13/04/2022
Place: Panaji – Goa

President
Devi Sharvani Education Society

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NALSAR University of Law, Hyderabad

(Established by Act 34 of 1998 and

Accredited by NAAC with 'A' Grade (A++ as per new grading system)

Justice City, Shameerpet, Medchal-Malkajgiri District,

Hyderabad - 500101, Telangana

Date: April 12, 2022

APPOINTMENT OF VICE-CHANCELLOR

The Search Committee for appointment of Vice-Chancellor for NALSAR invites 'Indication of Interest' from eligible persons for the post of Vice-Chancellor, NALSAR University of Law, Hyderabad.

In accordance with the UGC Regulations on Minimum Qualifications for Appointment of Teachers and Other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education, 2018; the National Academy of Legal Studies and Research University Act, 1998 (as amended by Act 7 of 2005) and the NALSAR Service Regulations, 2014:

- the Vice-Chancellor is to be a distinguished academician with a minimum of ten (10) years of experience as Professor of Law in a University or ten years of experience in an equivalent position in a reputed research and / or academic organisation with proof of having demonstrated academic and administrative leadership and possessing the highest level of competence, integrity, morals and institutional commitment;
- s(he) shall be a full-time salaried officer of the university;
- s(he) shall hold office for a term of five (5) years or until the attainment of the age of seventy (70) years, whichever is earlier, and shall be eligible for re-appointment for further term(s) till the attainment of seventy years of age; and
- s(he) shall not be more than sixty-five (65) years of age as on April 12, 2022.

Interested persons fulfilling the eligibility requirements may submit their 'Indication of Interest' in the prescribed format clearly bringing out their research, teaching and administrative experience/achievements. Distinguished academicians with excellent experience in higher education can also be nominated on invitation by the Committee. Duly filled in 'Indication of Interest' should reach the undersigned either by **email at searchcommittee@nalsar.ac.in** or by speed post duly super-scribing the envelope '**Statement in support of the Indication of Interest for the post of Vice-Chancellor**' to '**The Nodal Officer, Search Committee, NALSAR University of Law, Justice City, Shameerpet, Medchal-Malkajgiri District, Hyderabad – 500101, Telangana**' by **May 12, 2022**.

The Search Committee shall accord proper weightage to scholastic excellence, exposure to the higher education system in the country and abroad and adequate experience in academic and administrative governance.

Note:

1. The Format for the 'Statement in Support of the Indication of Interest' is available at **www.nalsar.ac.in**
2. Updates/changes, if any, to this notification shall be uploaded on this website only and no separate notification will be released in the press.

**Convenor
Search Committee**