



Rs. 30.00  
ISSN-0566-2257

# UNIVERSITY NEWS

*A Weekly Journal of Higher Education*

**Association of Indian Universities**

Vol. 60 • No. 24 • June 13-19, 2022

## **P K Sahoo**

The Importance of Non-academic and Allied Facilities  
for an Academic Institution to be an Ideal Campus

## **Ravindra B Tasildar**

Training for English Language Teaching in India: Whither from Hither?

## **Jitendra Kumar Patidar**

Networking among Teacher Education Institutions  
in Madhya Pradesh–Part-II

## **Dipak Bhattacharya and B N Panda**

A Conceptual Understanding of Content Analysis

## **D T Shirke**

Imparting Knowledge with Excellence  
- Convocation Address

## **Shirish Chindhade**

Bird's Eye View on Indian Higher Education  
- Book Review

#Let'sBeatCoronaTogether

# UNIVERSITIES HANDBOOK – 34<sup>th</sup> EDITION (2018)

(Set of Two Volumes) : (ISBN 81-7520-147-9)

PRICE : Rs. 8000/- (+ Postage/Courier Charge Rs. 400/-)

The 34<sup>th</sup> Edition of Universities Handbook is a compendium that contains latest information on 402 Universities level institutions of AIU Members including 56 Technical, 41 Agriculture, 24 Health Sciences, 13 Law, 03 Journalism, 15 Open Universities and Five Associate Members : Kathmandu University, Nepal; University of Mauritius, Mauritius; Royal University of Bhutan; Middle East University, United Arab Emirates and Semey State Medical University, Semey have also been included in this Edition.

The Handbook gives information relating to : Courses of Studies; Minimum Requirements for admission to each course; Duration and the subjects of study for each course; Library and Research Facilities; Scholarship and Fellowships; Academic year – date for admission and the approximate dates of examinations; Names of Faculties; Deans of Faculties, Names of Professors and Readers/Associate Professors with their specialization (department-wise); Staff, Officers and Name of Affiliated Constituent Colleges together with the names of Principals and Heads of Postgraduate Departments in the Colleges.

The Handbook also includes an introductory chapter giving an overview of the University System in India.

The payable amount is required to be remitted **in advance** by any of the following modes of payments :

- A. **CASH DEPOSIT**: The required amount could be remitted directly to our Saving Account in any branches of Canara Bank from places other than Delhi & NCR Area.
- B. **DEMAND DRAFT ONLY** : Such instrument is required to be prepared be in the name of “ASSOCIATION OF INDIAN UNIVERSITIES” (payable at New Delhi), preferably from the Nationalised Banks ONLY.
- C. **CHEQUES OF ANY KIND ARE NOT ACCEPTABLE.**
- D. The requisite amount could also be transferred for its direct remittance to our Saving Account via **NEFT/RTGS** using the following details :

1	Bank Account No.	0158101000975 (Saving)
2	Beneficiary Name	Association of Indian Universities
3	Address	16, Comrade Indrajit Gupta Marg New Delhi – 110 002
4	Bank & Branch Name	CANARA BANK, DDU MARG
5	Bank's Address	“URDU GHAR” 212, Deen Dayal Upadhyaya Marg New Delhi – 110 002
6	MICR Code	110015005
7	Branch Code	0158
8	IFSC Code	CNRB 0000158
9	PAN NO.	AAATA0407F
10	Contact No.& E-mail ID	(011) 23230059 Extn. 208/213 (M) 09818621761 E-Mail ID : publicationsales@aiu.ac.in

**NOTE** : In case of **Cash Deposit** and **Transfer via NEFT/RTGS/ECS**, the proof of payment in the form **Counterfoil of the Cash Deposit Slip** and the **NEFT UTR Number** may be communicated IMMEDIATELY BY MAIL for linking and crediting of the same against the respective Order/ Bill, please.

- THE HANDBOOK WILL BE AVAILBLE ON CASH BASIS FROM THE SALES COUNTER OF THIS OFFICE.

Please send Pre-paid Order to :

**The Under Secretary**  
**Publication & Sales Division**  
**ASSOCIATION OF INDIAN UNIVERSITIES**  
**16, Comrade Indrajit Gupta Marg, New Delhi 110 002**  
**Phones: 23230059 (Extn. 208/213), Fax 91-011-23232131**

ITEMS	In This Issue	PAGE
<b>Articles</b>		
The Importance of Non-academic and Allied Facilities for an Academic Institution to be an Ideal Campus		3
Training for English Language Teaching in India: Whither from Hither?		7
Networking among Teacher Education Institutions in Madhya Pradesh-Part-II*		13
A Conceptual Understanding of Content Analysis		18
<b>Convocation Address</b>		
D Y Patil Education Society (Deemed to be University), Kolhapur		22
<b>Campus News</b>		
<b>Book Review</b>		
Bird's Eye View on Indian Higher Education		29
<b>Theses of the Month (Science &amp; Technology)</b>		
<b>Advertisement</b>		

### New Subscription Tariff (Effective April 01, 2020)

Inland Institutions Academics/ Students (at residential address only)	Foreign			
	Airmail	Surface Mail		
Rs.	Rs.	US\$	US\$	
1 year	1250.00	500.00	210.00	170.00
2 years	2200.00	900.00	400.00	300.00

Subscription is payable in advance by Bank Draft/MO only in favour of Association of Indian Universities, New Delhi.

**Opinions expressed in the articles are those of the contributors and do not necessarily reflect the views and policies of the Association.**

**Patron:**

Col. Dr. G. Thiruvagam

**Editorial Committee Chairperson:**

Dr (Ms) Pankaj Mittal

**Editorial Committee:**

Dr Baljit Singh Sekhon

Dr Amarendra Pani

Dr Youd Vir Singh

**Editor:**

Dr Sistla Rama Devi Pani

**#Let'sBeatCoronaTogether**

## The Importance of Non-academic and Allied Facilities for an Academic Institution to be an Ideal Campus

P K Sahoo\*

When you enter a lush green beautiful educational institution's campus with patches of open spaces, filled with colorful flowering plants arranged in a sequential decorative pattern with a particular theme, it will give definitely you a rich positive perception along with an aesthetic feeling of goodness. The education system of India is vast. It has 40,000 Higher Education Institutions including both Technical & General Education institutes with 976 Universities.

These Institutions of Higher Education in the country enroll nearly 4 crore students annually and the GER is at 26 %. These institutes are classified under different categories. As per NEP 2020 there are 3 categories of institutes: Category-I (Academic), Category-II (Academic & Research), Category-III (Research Institutions). There is also a categorization as per students' strength. Some are also categorized as institutes of National Importance or as institutions of excellence. Statutory and professional bodies like UGC, AICTE, NMC, DCI, PCI, COA, NCI, etc., regulate these institutions in their respective fields. Apart from these, there are quality certifying bodies like, NACC, NBA, NABL, QCI, etc. to certify institutes into certain grades. All these bodies have set norms and standards which are mandatory. For example, number of classrooms, number of laboratories, a Library, the dimensions of these entities and specifications along with facilities like student amenities, washrooms and common rooms for boys and girls, pure drinking water facility, etc. An institution needs to have all the aforementioned facilities to obtain an approval to offer courses to students. Meeting mandatory requirements are essential to have, yet there is no source mentioning the essential requirements for an ideal campus or institution.

An institution is set up not only to teach the course curriculum and impart knowledge but also to develop the student into a well-rounded individual, equipped with mental, physical and intellectual wellbeing. Developing a sense of social and ethical responsibility and a good value system in every student should also be a part of an institution's goals. This requires facilities beyond classrooms and laboratories. For the complete all-inclusive growth of a student, an environment should be provided to the students in the education campus itself. The requirement of an open area, a Play Ground,

\* Former Director, AICTE and Presently, Director, Delhi Institute of Pharmaceutical Sciences and Research, Sainik Farm, Sector 3, Tughlakabad, New Delhi-110017. E-mail: pksahoo10@rediffmail.com

Gymnasium, Hostel, Laundry, Barber Shop/Salon, Swimming Pool, General Store, ATM/Banking, Health Care Facility/Pharmacy Shop, Book & Stationary Shop, Central Canteen, Recreation Facility for the students and faculty within the Campus/Institution are a few to mention. Table-1 depicts the facilities required for different types of institutions. However, these are certain related desirable features of the education system whose specifications are not officially addressed in any prescribed norms & standards.

### Play Ground

Sports is essential for physical and mental wellbeing of students. A dedicated area for one or more open air sports and activities needs to be a part of the educational institution.

### Open Area

It is the lungs of an institution preferably located between the residential and academic facilities. It can be covered with flower plantation in an aesthetic and organized manner to improve the scenic beauty of the campus.

### Hostel

This is the most important component of any campus. It helps in mental, physical and intellectual development of a student. A comfortable hostel stay removes all worries of a scholar and facilitates all round development. Though the AICTE approval process hand book mentions the hostel as a desirable component but it is an essential part of an ideal campus. The total campus students to hostel ratio is not prescribed by any statutory body but other

**Table 1: Facilities Required for Different Types of Universities and Institutions**

Facilities	Level of Institutions	Diploma level	Degree Level Institution	DIPLOMA Degree, PG, PhD	Small University of 2500 strength	Large University
Play Ground		Desirable	Desirable	Essential	Essential	Very essential
Open Area		Desirable	Desirable	Desirable	Essential	Very essential
Hostel		Desirable	Desirable	Essential 25% of strength	Very Essential 25% of strength	Very essential
Gymnasium		Desirable	Desirable	Desirable	Desirable	Essential
Laundry		Desirable	Desirable	Essential	Essential	Very essential
Barber Shop		NA	NA	Desirable	Desirable	Desirable
Swimming Pool		Desirable	Desirable	Desirable	Essential	Very essential
General Store/cooperative store		Desirable	Desirable	Desirable	Essential	Very essential
24x7 Campus Canteen (centrally located)		Desirable	Desirable	Desirable	Essential	Very essential (multiple units)
24x7 IT Centre		Desirable	Desirable	Essential	Essential	Very essential
Campus Wi-Fi		Desirable	Desirable	Desirable	Desirable	Desirable
Dispensary/ Healthcare		First aid facility	First aid facility	Desirable	Essential	Essential
Drug Store/Pharmacy		NA	NA	NA	As per need	Desirable
ATM/Bank Extension		NA	Desirable	Desirable	Essential	Essential
Books & Stationery cum reprographic facility		Desirable	Desirable	Desirable	Desirable	Desirable
Campus students ratio 1acre: 250 students		should be in ratio	As per norms	As per norms	As per norms	As per norms
Coaching Centre for competitive/professional examinations		NA	NA	Desirable	Desirable	Desirable
Stadium(s)		NA	NA	NA	NA	Desirable

than nonresidential institutions 25% of the student strength in both boys and girls category is an ideal ratio. Attributes like, room size, single, double or dormitory and other amenities should be as per civil engineering specifications and available resources.

### **Gymnasium**

It is a component of the campus to facilitate physical wellbeing and helping them lead a healthy lifestyle.

### **Laundry**

It should be available in a higher education campus to fulfil the need of the boarders and residents.

### **Barber Shop/Salon**

It is another service requirement that needs to be provided to the residents within or in proximity to the campus.

### **Swimming Pool**

Swimming as a sport is highly preferred by many students and a swimming pool in case of a higher educational institutions is an obvious need as it is now a norm in many schools.

### **General Store/Cooperative Store**

For students' daily needs and essentials and providing additional convenience to the residents and boarders of the campus.

### **Campus Cafeteria**

This facility meets the needs of the day scholars, hostellers, employees of the campus and is an absolute necessity for any campus. It also acts as a place where students meet to exchange ideas, discuss studies, prepare for group assignments or meeting for student club activities. The size of the canteen of course will depend on the size of the campus and number of resident students.

### **24x7 Campus IT Facility**

It is a dependent factor on size of the institute, the academic level of the institute and nature of students studying in the campus. It provides convenience and facilitates the students in their studies particularly in technical higher education institutes. A Wi-Fi campus is advisable in UG/PG level institution as a facility.

### **Institute Health Center /Dispensary**

This also depends on the size of student population and size and nature of the institute. The institute should have facility to deal with medical emergency including a first aid center.

### **Campus Pharmacy**

It depends on the size and level of the institution with number of boarders and campus residents. Similar to the campus health center it is essential depending on the size and level of the institution.

### **Books, Stationery Cum Reprographic Facility**

These services should be available to the students independently or clubbed to IT or cooperative facility of the campus.

### **Campus Area to Student Ratio**

Ideally as a best practice a 10-acre campus should not have more than 2500 students. Overcrowding will tell upon the quality of the services and facilities available in the campus. It will not all be ideal to have more than the prescribed number of students. The UGC draft regulation framed in 2013 prescribes 250 to 300 numbers of students in each acre of the campus. AICTE approval process handbook 2013-14 specifies that a 300-intake institute in rural should have rural 10 acres of land which accommodates 1200 students in 4 years of engineering. The average of that comes down to 120 students per acre in rural and around 240 students per acre in urban areas. The average per acre happens to be around 180-200 students.

Going by the AICTE or UGC norms and standards the requirement of land for a campus starting degree engineering course is 5 acres in urban area (approval process handbook of AICTE 2013-14). The area comes around 20,000 square meters. Out of that the built-up area for academic purpose is 2500 sqms and in urban area it is spread in multistoried buildings. It shows that the remaining area is left out for the desirable or essential nonacademic campus features

### **Coaching Centre for Competitive Examinations for Students**

Usually, the institute should be proactive to create facilities for providing coaching to students

for professional examinations like GATE, IES for engineering, PG-NEET for Medical Sciences, GPAT for Pharmacy, CAT for interested graduates apart from UPSC and other competitive examinations.

## Stadium

It might be indoor or outdoor but should be a considered as a desirable facility for large University campuses like University of Delhi, Jawaharlal Nehru University, etc., where there is larger scope for students to participate in national and international sporting events. The student population in these institutes are very high compared to all other institutes.

It is well understood that an academic institution rich in academic, non-academic, and allied facilities will have a definite edge over other institutions to create a strong brand image. The

brand of an institute makes it known at national and international levels. In India, multiple institutes with the facilities discussed above have become well known and are coveted as institutes with holistic offerings.

## References

1. India, Ministry of Education (2020). National Education Policy- 2020 Report, New Delhi, Ministry of Education, Govt of India.
2. India, Ministry of Education, Documents, All India Survey for Higher Education, New Delhi, Ministry of Education, Govt. of India.
3. India, University Grants Commission (2013). Draft Approval Process Document- 2013, New Delhi, University Grants Commission, Govt. of India.
4. India, All India Council for Technical Education (2014). Approval Process Hand Book- 2013-14, New Delhi, All India Council for Technical Education, Govt. of India.



## Guidelines for Contributors

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.

**Dr. S Rama Devi Pani**

Editor, University News

Association of Indian Universities

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

# Training for English Language Teaching in India: Whither from Hither?

Ravindra B Tasildar\*

In its syllabus document of MA Part II (English), Savitribai Phule Pune University (SPPU) [formerly University of Pune (UoP)], had mentioned the rationale of its ELLT course: 'Many students opting for M.A. English have teaching career in mind. The present course is designed to acquaint them with the basic issues in English language and literature teaching in the Indian context, and to equip them with necessary abilities to become competent teachers of English.' (SPPU, 2009: 19). Through the close scrutiny of the syllabi and question papers of ELLT course offered at MA Part II in SPPU for the last two decades, this study points towards the change in the nature of practical questions in ELLT question papers. This study is delimited to Semester End Examination (SEE) question papers. Continuous Internal Assessment (CIA) has not been taken into consideration here. The study also obliquely indicates some phases in development of ELLT in Indian universities.

Practicing teachers have studied assessment in English courses. Some studies on question papers have been reviewed here. After studying question papers of B.A. and M.A. set from 1865 to about 1890 in the Universities of Madras, Bombay, Calcutta, Punjab and Allahabad, Nagarajan (1978) throws some light on the teaching of Shakespeare in India. He concludes that the earlier teachers seem to have demanded a much closer knowledge of the Shakespeare's plays than the present teachers. In her study of literature questions from BA and MA (English) questions papers in select Indian universities from 1866 to 1998 Sircar (2000) finds that students were generally assessed on the knowledge they had about single texts and the knowledge about books/writers and literary history. In her analysis of BA and MA (English) question papers of the University of Madras during 1985-86, Alamelu (1988) noted that the questions do not call specifically for individual judgement or personal response and test general writing skills rather than literary skills. Thus, we find studies on questions in literature courses and

*\*Professor and Head, Department of English and Post Graduate Research Centre, Sangamner Nagarpalika Arts, D. J. Malpani Commerce and B.N. Sarada Science College, Sangamner – 422 605 Ahmednagar (Maharashtra). E-mail: tasildarrrb@rediffmail.com*

there is no study on questions in ELT courses. The present study aims to fill this gap.

## The ELLT Course at SPPU

Some Indian universities offer an elective course in ELT for their MA (English) students (see Tasildar, 2014). A survey of the MA (English) syllabi of state universities in Maharashtra revealed that an elective course in ELT / ELLT is offered by University of Mumbai (UoM), Rashtrasant Tukdoji Maharaj Nagpur University (RTMNU), Dr. Babasaheb Ambedkar Marathwada University (BAMU), Aurangabad, Shivaji University, Kolhapur (SUK), Kavyitri Bahinabai Choudhary North Maharashtra University (KBCNMU), Jalgaon, Sant Gadge Baba Amravati University (SGBAU) and Swami Ramanand Teerth Marathwada University, Nanded (SRTMUN) (also see Tasildar, 2013).

The present study deals with the syllabi and question papers of ELLT course offered at MA Part II (English) by SPPU. The university has been chosen for two reasons. Firstly, until 2013 SPPU was the only university in Maharashtra to offer a core course in ELLT for its MA (English) students. Being a core course, ELT was taught in all the colleges, thus reaching out to almost all the prospective teachers of English studying in both the rural and urban colleges affiliated to the university and students taking exams externally (There was no distance mode in SPPU till recently.). Secondly, SPPU is the only university in Maharashtra to include practical questions in SEE of ELLT course. The study helps us to unearth the uniqueness of ELT question papers in SPPU.

## Major Shifts in Syllabi of the ELLT Course at SPPU

The syllabi of ELLT course offered by SPPU at MA Part II (English) in the last two decades – 1996-2014 - has been studied here. During this duration the syllabus changed from annual pattern (1998) to semester system (2009) and to Choice Based Credit System (CBCS) (2014). The following shifts were observed in these two decades in the syllabi documents of ELLT course.

## Objective of the Course

'Suggestions for Teachers' is a section on

teaching methodology found only in syllabi documents of SPPU. In the syllabus effective from 2009-10, under this section SPPU has mentioned the rationale of ELLT course: 'Many students opting for M.A. English have teaching career in mind. The present course is designed to acquaint them with the basic issues in English language and literature teaching in the Indian context, and to equip them with necessary abilities to become competent teachers of English.' (SPPU, 2009: 19).

### ***Course Contents***

Over the period of two decades the syllabi of ELLT course in SPPU was revised in 2009 deleting units like 'Programmed Instruction' and adding units like 'Pragmatic Competence' (wef 2009) and 'Computer Assisted Language Learning' (CALL). The addition of a unit on 'Pragmatic Competence' was in congruence with incorporation of units on 'Pragmatics' in the courses in English offered at the undergraduate (UG) level by the university. However, the 'Reading List' failed to mention a reference book on 'Pragmatic Competence'.

### ***Reading List***

The syllabus document of ELLT course effective from 1997 had the title 'Reference Books'. It was changed to 'Reading List' in 2004. In the syllabi documents of ELLT course before 1998 hardly any book by Indian author like Yardi was found. (There was even no book by Prof V K Gokak in 1998 syllabus document.) In the syllabi revisions after 2009 books by Krishnawamy and Sriraman (1992), M L Tickoo (2004), V Saraswathi (2004), S Kudchedkar (2004) and Krishnawamy and Krishnawamy (2006) were added to the 'Reading List'. This was compatible to the mention of 'ELT in the Indian context' in the objectives of the ELLT course (see SPPU, 2009: 19).

### ***Question Paper Pattern***

The syllabus documents of MA English Part II (2004 and 2009) of SPPU didn't specify unit-wise weighting for the ELLT course. Besides, the question paper pattern provided in these syllabi failed to mention unit specific questions. However, with the introduction of CBCS (2014) there was mention of unit-wise questions. As a result, this change promoted selective study of the prescribed units.

The examination system changed from annual (1998) to semester (2009) and to the CBCS (2014). In the syllabus document of the annual pattern (effective

from 1998-99 and 2004-05) the fourth objective was "To enable them [the students of MA (English)] to frame a variety of questions on elements and skills of English." However, in the next two revisions – semester pattern (effective from 2009-10) and CBCS (effective from 2014-15), the objective related to practical questions was not mentioned in the syllabi documents.

### **Analysis of Practical Questions in ELLT Question Papers**

There are mainly two types of questions in ELLT question papers of SPPU – theoretical and practical. Theoretical questions are based on all the units in the course whereas practical questions are limited to specific units. The practical questions in ELLT question papers are of two types - questions on lesson plan and task-based questions. The language and literature topics are considered for the questions on lesson plan. Task-based questions are further classified into two sub-categories – questions on framing of comprehension questions and teaching of skills. Questions on teaching of skills include language skills, grammar, vocabulary and study skills and reference skills. This study focusses on the analysis of practical questions in the question papers of ELLT course.

The following points were revealed in the study of practical questions.

#### ***A) Question on Lesson Plan in the ELLT Course***

In almost all the questions the prospective teachers were asked to prepare a lesson plan to teach language units (Term 1) and literature units (Term 2). The topics on language units mainly expected students to plan a lesson to teach grammar units, especially tenses. There were also a few topics related to writing skills. The question from November 1999 question paper given below illustrates this. This question paper also specifies the class and number of students to be considered while preparing the lesson plan.

Q.1.a) Prepare a period plan to teach any one of the following items in the Compulsory English class consisting of 60 students at the undergraduate level.

1. The uses of the -----rising tone in English
2. The uses of the present perfect continuous tense
3. The skill of writing a paragraph on a given topic

**Table-1: Question Papers of SPPU Referred to for this Study**

Year	1998		2004		2009	
Pattern	Annual		Annual		Semester	
Paper	P-VI (C)		P-V		P-3.2	P - 4.2
	Term I	Term II	Term I	Term II	Semester III	Semester IV
	Term End	End of the Year Exam	Term End	End of the Year Exam		
Question Papers	Nov 1998	May 1999	Dec 2004	May 2006	Dec 2011	May 2012
	Nov 1999	May 2001	Dec 2005	May 2007	Dec 2013	May 2013
	Nov 2000	May 2005	Dec 2006	May 2011	--	--
Total =16	03	03	03	03	02	02

Some questions specify the class - Compulsory English or Special English, as seen in the question paper of May 2001 given below whereas some questions do not specify any stream or course where the given unit is to be taught, as in May 2005 and May 2006 question papers, for instance. The questions from some question papers are given below.

Q.a) Prepare a period plan to teach any ONE of the following to an undergraduate Special English class. Mention clearly the text that you select.

1. The first chapter of any novel of your choice
2. The first scene of any Shakespearean play of your choice
3. Any lyric of your choice

In the above (May 2001) question paper the choice given to the students in was very limited. For example, there was only one Shakespearean play introduced in the MA I syllabus effective from 1998. (There was no Shakespearean play prescribed at the UG level.) for the students and the question asks to consider the first scene of any play. In May 2005 question paper the topic given for lesson plan is ‘Any novel of your choice’. Here the topic given is too broad, perhaps the paper setters have not taken into account the time limit to write the answer.

Most of the questions ask students to prepare a ‘lesson plan’ or ‘period plan’ to teach to FYBA (May 2011), SYBA or TYBA (May 2012) Compulsory English, General English or Special English classes. Let’s consider the following example from May 2013 question paper.

Q. Prepare a lesson plan or period plan to teach any *One* of the following:

- a) The teaching of an act of a play of your choice to FYBA General English class.
- b) The teaching of art of characterization in a

novel of your choice to TYBA Special English class.

- c) The teaching of a Victorian poem of your choice to SYBA Special English class
- d) The teaching of active voice and passive voice to the students of XII<sup>th</sup> class.

In the above sub-questions, the terms ‘art of characterization in a novel’ and ‘Victorian poem’ restrict the choice given to students when compared to previous question papers. Moreover, the above question on lesson plan helps us to understand the objective of the ELLT course (not mentioned anywhere in the syllabi documents) – to train prospective teachers to teach at the UG and intermediate levels.

### **Task-based Questions in the ELLT Course Internal Options in Task-Based Questions**

The internal options and the choice of attempting the tasks ranged from three to five in task-based questions. Generally the examinees were asked to answer three questions for fifteen marks in most of the question papers, Nov 1999, 2000, May 2005, 2006, for instance. Here the sub-questions dealt with answering a question in 15 lines on teaching of a language skill, framing of comprehension questions on the given passage and developing an exercise for teaching of a vocabulary item or grammar item as in Nov 2000 question paper, for instance. In question papers sometimes internal choice of attempting any two tasks (May 1999) or any three tasks (Dec 2006) or four tasks (May 2007) was given to the examinees.

Some task-based questions do not specify the class but mention that the tasks are to be prepared for the UG level as in Dec 2004, 2005 and 2006, to name a few. (Questions from Dec 2006 question paper in the section that follows).

Most of the task-based questions ask students

to prepare tasks for FYBA (Nov 1999, Nov 2000), SYBA (May 2007) or TYBA (May 2012) Compulsory English classes. There are also some questions for Special English classes in May 1999 question paper given below.

Q. b) Attempt any TWO of the following:

- i) The following is a representative script of a particular group of language learners. Mention at least four points you would consider for remedial teaching and write in detail about your classroom treatment of one of them.
- ii) Prepare a set of instructions for students suggesting them how to make notes with reference to the following text.
- iii) Frame about 7-8 questions on the following text with a view to developing literary sensibilities of students of Second Year English Special.
- iv) Frame about eight test items on the following to judge the reading comprehension of Higher Secondary Students.

The nature of choices in the question papers changed in a decade. In May 2012 question paper, the students had the choice of attempting any one task either on framing question or on teaching of skills.

#### a) Clarity of Instructions to Students

The sub-questions in the question papers used to provide clear guidelines to the students for task-based questions. The clarity in instructions changed in the years that followed. Let's consider the following questions from Nov. 1998 question paper.

Q. a) Prepare five questions on the following passage for the test in comprehension you have to give a XII class.

*Note:* Take into account the following points while framing comprehension questions.

- i) Type of questions to be framed: one factual, one global, one inferential and two grammar questions.
  - ii) Time allowed to students for doing the comprehension: about 15-20 minutes.
  - iii) Weightage in terms of marks to be given: 10 marks.
- b) Construct a suitable exercise for giving practice on any *one* of the following. The exercise should contain *five* practice items.

- i) *S+Vtra+O+Adv* e.g. My father sends money every month.
- ii) The Past Perfect Tense – He had never seen the man before.

#### Decline in the Nature of Innovative Questions

In this analysis shows it was also found that the content and quality of questions changed a lot. For instance, the creativity in question papers found in annual pattern (1998) went missing in the semester system (2009) and credit system (2014). The following question from Nov 1998 question paper shows that paper-setting is not a mere mechanical activity.

Q. c) Match each of the vocabulary items from (A) with one of the ways of teaching it in (B).

- | (A)            | (B)   |
|----------------|---|
| a) linguistics | i) showing a picture or drawing it on the black-board |
| b) ugly        | ii) giving description                                |
| c) aquarium    | iii) giving synonyms and antonyms                     |
| d) daffodils   | iv) using it in a sentence                            |
| e) as          | v) explanation and definition                         |

#### Disparity in the Allotment of Marks in Questions on Framing of Questions

In the question papers the students were given prose passages and poems to frame questions. They were generally instructed to frame eight questions on the given poems as found in the question papers of May (1999), May (2000) and May (2001). An instance from May 2000 question paper has been given below.

Q.) Read the following poem carefully and frame eight questions on it as specified below:

- i) Two pre-reading questions
- ii) Two objective questions to test local comprehension
- iii) Two questions based on literary devices
- iv) Two personal response questions.
  - Ode on Solitude – Alexander Pope

This uniformity in allocation of marks for framing questions on poems changed in the semester system (effective from 2009-10) question papers on prose passages. See the following instances.

In the above examples, the framing of three / four local comprehension questions is equal to the framing

of one personal response question or two pre-reading questions or an objective question to test vocabulary. As all these questions, for two marks each, pose difficulty for the examiners while awarding marks. Such a question with disparity in marks can't be a good example for prospective teachers on how to set a question paper.

It is to be noted here that almost all the practical questions in SPPU ask MA (English) students to prepare a lesson plan or tasks to teach to FYBA, SYBA or TYBA Compulsory or Special English classes, thus revealing the biased assumption regarding prospective teachers of English that they are supposed to teach only to the students from Arts stream. Such questions restrict imagination of students by not specifying teaching opportunities in other streams. These questions should have also specified other streams like Engineering, Home Science, Nursing where English is taught.

**B) Practical Questions in ELLT Question Papers in Other Indian Universities**

The study of ELLT courses from some Indian universities like KBCNMU, RTMUN, SGBAU, UoM and Sardar Patel University (SPU) Anand, Gujarat revealed that there are no practical questions in the question papers of these universities. Apart from SPPU, Netaji Subas Open University (NSOU), West Bengal, is the only other Indian university to include

practical questions in the question papers of its MA (ELT) programme. The SPPU had separate task-based questions and questions on lesson plan. The following example is of Dec 2006 SPPU question paper.

- Q. 4) Assume that the following is a passage from a Compulsory English textbook prescribed for an undergraduate class. Attempt any three of the tasks / questions given below the passage:
- i) Prepare four local comprehension questions based on the passage.
  - ii) Choose any three items of vocabulary and explain how you will teach them in the class.
  - iii) How can the passage be used for teaching the skill of listening?
  - iv) How would you use the passage for teaching the skill of summarizing?
  - v) Explain how you will use the passage for teaching intensive reading?

However, NSOU has combined both these types of practical questions in a single question. In its question papers of the course / Paper IV: Language Teaching and Testing Techniques & Resources, NSOU has task-based questions on teaching of speaking skills (June 2017) and reading skills (June 2019). The example from Dec 2015/ June 2016 NSOU question paper is given in box -1.

**Table-2: Question on Framing Questions in SPPU Question Papers**

December 2011	May 2012	December 2013
Q.5 Read the passage carefully and attempt any one task (A or B) given below the passage: [16 Marks] A) Attempt any <i>Four</i> : i) Frame four local comprehension questions on the passage. ii) Frame a global understanding question and a multiple choice item. iii) Frame two pre-reading questions. iv) Frame two personal response questions. v) Frame two inferential questions. vi) Frame an objective question to test vocabulary.	Q.5 Read the following passage carefully and attempt any <i>One</i> task given below: A) Attempt any <i>Four</i> : [16] i) Frame two personal response questions ii) Frame two pre-reading questions iii) Frame two multiple-choice items iv) Frame an objective type question to test vocabulary v) Frame two questions for scanning information vi) Frame three local comprehension questions	Q.5 Read the following passage carefully and attempt any <i>One</i> task (A or B) given below: A) Attempt any <i>Four</i> : [16] i) Frame one personal response question ii) Frame two pre-reading questions iii) Frame two multiple-choice items iv) Frame an objective type question to test vocabulary v) Frame two questions for scanning information vi) Frame four local comprehension questions

## SECTION – C

### Box-1 NSOU Question Paper from December, 2015/June, 2016

Q. 3. You want to develop reading skills with the help of the text below:

#### *Computers of the Future*

Answer the questions given below in relation to this text (any four): [ $7 \times 4 = 28$ ]

- At which level would you use this text for developing reading skills? Why?
- Which areas of syntax and items of vocabulary would be highlighted in your plan?  
Why?
- How would you integrate oral skills as part of the plan?
- At which stage of your Lesson Plan would you integrate writing skill? Why?
- List some of the problems you are likely to face while executing the plan. How would you cater to them?
- Frame tasks that you might use for —
  - The pre-reading stage (1 task)
  - The while-reading stage (2 tasks)
- Which sub-skills of reading could be developed through this text? How?

### To Sum Up

The SPPU has changed the nomenclature from ‘ELLT’ course offered in MA II to ‘Applied Linguistics’ with the incorporation of a theoretical unit on ‘Translation’ in Semester IV from the academic year 2020-21. The task-based questions and questions on lesson plan have been replaced by practical questions on ICT-based language teaching and stylistic analysis in the question paper pattern of Semester III and IV respectively. Thus, the revision of the ELLT syllabus, shifts in the examination system from annual (1998) to semester (2009) and to the CBCS (2014) and change in the nomenclature of the course offered by SPPU in its MA (English) programme have brought a drastic curtailment in the quality of practical questions in the ELLT question papers in this era of activity-based teaching.

The present study becomes significant in the light of following factors. Firstly, just like other Indian universities students from the Middle-East Asian countries and ASEAN countries study MA (English) in SPPU. Thus prospective teachers of English are not only trained for Indian schools and colleges but also for other countries. According to Krishnaswamy

and Krishnaswamy (2006), highly qualified Indians are teaching English in many parts of the world – the Middle-East, Africa, Hong Kong, Singapore, Malaysia, Brunei, and even the USA and the UK (p. 160). Secondly, till 2013 SPPU was the only university in Maharashtra to offer a core course in ELLT for MA English students and it is the only other university, than NSOU, in India to include practical questions in ELLT question papers of SEE. Though the report of Curriculum Development Centre (CDC) for English (1989) stresses that ‘practical work is an important part of the MA (ELT) course (p. 283), there is hardly any place to practical activities in CIA and SEE of ELLT courses in Indian universities. Since teaching methods of a course depend on its evaluation procedures, the decline in practical questions in assessment may change the course of ELT training in India.

### References

- Alamelu, L V. (1988). The Measurability of Students’ Readiness for the Study of English Literature at the Post-graduate Level in Madras University. Unpublished PhD Thesis. University of Madras, Chennai.
- Krishnaswamy, N. and Lalitha Krishnaswamy. (2006). *The Story of English in India*. New Delhi: Foundation Books.
- Nagrajan S. (1978). The Teaching of Shakespeare in India. In Ramesh Mohan. (Ed.). *Indian Writing in English*. (Papers read at Seminar on ‘Indian English’ at CIEFL, Hyderabad, July 1972). Madras: Orient Longman, pp. 239-251.
- Netaji Subhas Open University. (2016). Question Paper M.A ELT Paper IV Language Teaching and Testing Techniques & Resources-December 2015/June 2016 Term End Examination. Retrieved from [http://www.wbnsou.ac.in/studentzone/e-resources/questionbank/pg/english/June2016/pdf\\_on\\_4\\_October\\_2017](http://www.wbnsou.ac.in/studentzone/e-resources/questionbank/pg/english/June2016/pdf_on_4_October_2017).
- Savitribai Phule Pune University. (2009). Revised Course Structure for Post-Graduate Courses in English M.A. English (Part – II). Pune: SPPU, pp.16-20.
- Sircar, Shruti. (2000). Literary Interpretation and Dialogic Teaching: A Hermeneutic Approach. Unpublished PhD Thesis. English and Foreign Language University, Hyderabad.
- Tasildar, Ravindra. (2013). Nurturing the Prospective Teachers of English in India: An Assessment. In Philip Powell-Davies and Paul Gunashekar (Eds.), *English Language Teacher Education in a Diverse Environment, Selected papers from the Third International Teacher Educators Conference Hyderabad, India 16–18 March 2013* (pp. 45-52). India: British Council.
- \_\_\_\_\_. (2014). Pre-service Training of English Language Teachers in India: A Critical Evaluation. *Proceedings of the 12th Asia TEFL and 23rd MELTA International Conference 28 – 30 August 2014*, pp. 858 to 869.
- India, University Grants Commission. (1989). *Report of Curriculum Development Centre for English*. New Delhi: University Grants Commission. □

# Networking among Teacher Education Institutions in Madhya Pradesh–Part-II<sup>#</sup>

Jitendra Kumar Patidar\*

The findings of the study are discussed on the basis of *Restructuring and Reorganization of the Centrally Sponsored Scheme on Teacher Education, Guidelines for Implementation by MHRD, Govt. of India (CSSTE, June, 2012)*. This Guideline suggested major role of BRC (2.37) and CRC (2.38) with adequate teaching-learning resource material and human resources. It also gave holistic suggestion for Restructuring and Reorganization of DIET, CTE, IASE and SCERT with model plan. These are being presented under various captions.

## Basic Information

The present study found that the all institutions/centers are having their own building. The BRCs are functioning in the school campus as a separate or shared with school. These institutions are having adequate class rooms, offices, halls and other facilities, like, functional toilets for male (boys & staff) and female (girls & staff), safe drinking water available with purifier/pot and ramp for disable persons. The BRCs are having adequate class rooms, offices, halls, ramp for disable persons and safe drinking water except functional toilets for male and female. The present study was found that the DIET, Rewa and CTE, Rewa are having hostel facilities for teachers/student-teachers (male & female). The similar facilities are available for male at CTE, Ujjain and for female at PPTI, Jabalpur. Alternative electricity facilities for power backup are available in DIET, Rewa, CTE, Rewa and Jabalpur, and SCERT. But BRCs are not having such facilities.

The present study found that the DIET, Pre Primary Training Institute (PPTI), CTEs and SCERT are having more vacant positions of human resources. These institutions are having adequate sanctioned academic posts, but these posts are not filled adequate. The same position is having non-academic

staff in these institutions. All the institutions/centers are not having technical/supportive staff on a regular or temporary basis. Only BRCs are having some temporary technical staff for updating of data. BRCs and CRCs academic posts are filled in adequate by school teachers or head teachers on deputation on temporary basis.

The Rajya Shiksha Kendra (RSK) is the administrative and academic authority of all institutions, and the administrative and academic authority of all BRCs are having RSK and District Project Coordinator (DPC).

## Information on Academic Activities

The present study found that the all the institutions/centers organised in-service teacher education programmes as planned by RSK excluding B.Ed. and M.Ed. Programmes especially in CTEs. All institutions/centers are organized workshop, seminar, exhibition, samwad. The research or research based projects are conducted only by the SCERT. CTEs are conducted mid-term research and DIETs are conducted short-term research as per RSK instructions. Only student-teachers are conducting research at CTEs and DIET. These institutions/centers are participated for monitoring and supported to other institutions who are conducting research projects.

The present study found that the providing pre-service (D.El.Ed.) and in-service programme is the goal of all the DIETs and the same is providing by PPTI expect D.El.Ed. PPTI is conducting two year pre-service programme (Diploma in Pre-school Education - DPSE) for pre-primary school teachers. These institutions also focus on research only for monitoring purpose. CTEs are mainly focused on implementing B.Ed. and M.Ed. programmes for in-service secondary teachers, and conducted very few extension activities, like, seminar and workshop. The SCERT is developed and contextualised curriculum, syllabus, textbooks and multimedia resources, research and other professional development programmes; implemented and evaluated different schemes; conducted extension activities, like,

<sup>#</sup>This article is comprised of 2 Parts. Part I was published in Issue Vol.60 (23) June 06-12, 2022.

\*Assistant Professor, Department of Teacher Education National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi – 110 016. E-mail : jitendra1306@gmail.com, dr.jkpatidar@rediffmail.com

seminar/conference/workshop, publication of journals and uploading teaching-learning material on institution website.

The present study found that the CTE, Rewa and Jabalpur have Science and Psychology laboratory, and the CTE, Ujjain has only Psychology laboratory. The DIET, Rewa has Psychology and Language laboratory. But the BRCs are not having any such laboratories or kits. These institutions are having adequate functional computer according to their need for using multimedia teaching-learning resources except, PPTI, Jabalpur and BRCs. All these institutions/centers are having internet facility.

The present study found that these institutions also have adequate functional LCD projectors. But the LCD Projector is not available in PPTI, Jabalpur and BRCs. EDUSAT/Tele or Video Conferencing facility, e-content development facilities and audio-video library is available in the SCERT, and EDUSAT/Tele or Video Conferencing facility and e-content development facilities are available in the CTE, Ujjain. The CTE, Rewa is having only EDUSAT/Tele or Video Conferencing facility. Other institutions/centers are not having such ICI resources. All these institutions are procuring regular educational journals for their library, but such educational journals are not procured by BRCs. These library resources are shared by SCERT, PPTI and CTE, Jabalpur with other institution. But these library resources are not available in BRCs.

### **Information on Horizontal Networking**

The policy documents suggested PAC (Programme Advisory Committee) need to have in each teacher education institutions. But the present study found that the SCERT is working under the Rajya Shiksha Kendra (RSK), and the RSK prepared annual plan or Annual Work Plan and Budgeting (AWP&B) of educational programmes and activities as per MHRD guidelines. After the approval of AWP&B by the MHRD, the SCERT/RSK is developing plan in an Academic Committee except PAC.

The present study found that the other institutions like CTEs and DIETs are not planned at their level. These institutions followed the RSK instructions/orders/guidelines. These institutions are designed training programmes (pre-service and in-service) and their implementation & follow-

up planning through institutional meetings and workshops as per the RSK instructions. These institutions conducted extension activities in their educational constituency through mathematics and environment exhibition/mela, educational tour, conferences, workshops and orientation programmes, Olympiad with MP Council of Science and Technology (MPCST), Mathematics Olympiad with Homi Bhabha Center for Science Education (HBCSE) etc. The institutions are provided on-site support to stakeholders during academic monitoring.

The present study found that all the institutions are involved other institutions including NGOs (vertical and horizontal) for planning, designing training programmes (pre and in-service) and their implementation & follow-up, organizing activities for sharing innovative practices and experiences, and collaborate for providing on-site support in the field as per the RSK instruction. The present study was found that the majority of the institutions are sharing only data through Madhya Pradesh (MP) Education Portal with other institutions, but, other resources, like, human resources, infrastructure facilities and repository of academic resources are sharing very rarely with other institutions at lower levels, like, DIETs, BRCs and CRCs.

### **Information on Vertical Networking**

The policy documents suggested that the all teacher education institutions need to support under vertical networking their subordinate institutions for quality improvement of school and teacher education. The present study found that all the institutions are supporting and facilitating other subordinate institutions in planning, communicating information's and coordinating for implementation and evaluating their programmes and activities. All these institutions are receiving feedback from the other subordinate institutions for improvement and modification of their programmes and activities, and also involving persons who are working in subordinate institutions.

The present study found that all these institutions are facilitating and providing feedback to other higher institutions, like, State Govt., RSK, NCTE, NCERT (Regional Institute of Education - RIE), NIEPA, MHRD, (Govt. of India) etc. about implemented programmes and activities for quality improvement and modifications.

### **Institutions Have Benefitted by Vertical and Horizontal Networking with Other Institutions**

The present study found that the SCERT/RSK got vertical support from the national institutions, like, NCERT, NCTE and NIEPA etc. for development of syllabus & textbooks, learning outcomes, conducting NAS, research and innovation, monitoring and evaluation, leadership, development of two year D.El.Ed. syllabus and internship programme based on NCTE guidelines. All institutions/centers also got horizontal and vertical support for organising training programmes, *school chale abhiyan* and other schemes with the coordination of other institutions.

### **Challenges Faced by the Institution in Networking with Other Institutions**

The present study found that all the institutions are not facing challenges in networking with other institutions. But these institutions are facing problem of inadequate academic and supporting staff.

### **Opinion for Creating Better Horizontal Networking and Vertical Networking of the Institution Within and Among Other Institutions**

The present study found that the opinion for creating better horizontal networking and vertical networking of the institution within and among other institutions, in this regards, the SCERT/RSK needs to develop yearly calendar for all the activities and programmes. And this developed calendar timely communicate with adequate budget, and frequently conduct sharing meetings and discussions, workshops within and between other institutions for creating better horizontal networking. The BRCs, DIET, PPTI and CTEs are demanding free internet facility with other ICT resources for creating better networking.

The present study found that all the institutions requested proper work distribution and specifying responsibility within and between other institutions for quality outputs. These institutions are also demanding competitions and dialogues on different programmes and activities with other institutions for quality improvement of their institutions. The present study was also found that all the institutions are more concerned to using their human and physical resources for non-academic activities.

### **Educational Implications**

This study has implications for Policy Makers, Administrators/Directors/Officers, Head of the Institutions and Researchers. For each one of them, implication is written separately.

#### ***Policy Makers***

The present study revealed that the SCERTs, CTEs, DIETs are not having PAC for planning Research, development, training and extension programmes and activities for school and teacher education. These institutions worked as per State government instructions or approved AWP&B (Annual Work Plan and Budgeting) by MHRD, GOI. Hence, these institutions have not opportunity for horizontal and vertical networking with other institutions. It is suggested that the policy maker should constitute PAC as per *Centrally Sponsored Scheme on Teacher Education, Guidelines for Implementation by MHRD, Govt. of India (CSSTE, June, 2012)*.

The present study reflected that these institutions are having basic infrastructure in adequate but instructional facilities are found inadequate. It is advised that the policy makers should take decision for assured available multimedia/e-content teaching-learning materials related resources in these institutions. If such resources are available then there are more opportunity for horizontal and vertical networking among institutions for development of multimedia/e-content teaching-learning materials and kits.

Adequate human resource is the essential need of any institution for achieving its objectives. The present study indicated that these institutions are having huge vacancy of human resources against sanctioned academic and non-academic posts. It is suggested that the policy makers should take action to fill vacant posts in these institutions. Because, these institutions are assigned more tasks on minimum human resources, hence, there have been minimum possibilities for face-to face interaction or horizontal and vertical networking among institutions.

The *Centrally Sponsored Scheme on Teacher Education, Guidelines for Implementation by MHRD, Govt. of India (CSSTE, June, 2012)* suggested that the vision and mission of SCERT,

CTEs and DIETs. But, the present study showed that these institutions especially CTEs and DIETs are having least vision, such as, conducting pre-service programmes, research as monitoring of implemented schemes and least in-service training programmes and activities as advised by SCERTs/RSK or State government. It is advised that the policy makers should think and restructure of vision and mission of these institutions, then these institutions may get more opportunity for horizontal and vertical networking among institutions after restricting of the vision and mission.

The present study revealed that these institutions provided feedback to other higher institutions, like, State Government, NCTE, NCERT, NIEPA, MHRD, (Govt. of India) etc. about implementation of various programmes and activities in terms vertical networking. These institutions also received feedback and facilitated with involved persons who are working in other subordinate institutions/centers. It is suggested that the policy makers should develop digital (online portal/mobileApp) mechanism and frequently conduct dialogue for eliminate communication gaps and effectively exchange of ideas, information and resources for horizontal and vertical networking among institutions.

The present study indicated that the SCERTs are not having autonomy for taking academic and administrative decisions of both of the States. Therefore, it is advised that the policy makers should provide autonomy to SCERTs for better performance of various programmes and activities for quality improvement of school and teacher education. This autonomy may give more opportunity for horizontal and vertical networking among institutions.

The present study reflected that all the institutions are more worried about using their human and physical resources for non-academic activities. Thus, it is advised that the policy makers should develop framework for utilize judicious and quality services of human resources of these institutions for achieving educational targets and outcomes.

#### ***Administrators/Directors/Officers***

All academic institutions/centers at national, state, district, block and cluster level should have diverse administrative authorities for implementing various schemes, rules, regulations and budgeting.

These administrative officers have officio power for taking decision about grant and sanction funds for various programs and activities, and human resources for deputation, appointment, transfer and leave etc.

The present study indicated that the district, block and cluster level administrative authorities are diverse. Hence, these level institutions/centers are facing problems for deputation of teachers, teacher educators, school heads, supervisors and resource persons for participation and sharing their experiences in various professional development programmes and activities. Therefore, it is suggested that the district, block and cluster level administrative authorities should depute teachers, teacher educators, school heads, supervisors and resource persons within stipulate time and give opportunity for sharing their experiences for strengthening horizontal and vertical networking among institutions/centers.

The present study also revealed that the institutions/centers are having problem regarding delayed allotment of funds with their use in limited period. In this context, institutions/centers are not able to do various programmes and activities as per their schedule. Thus, it is advised that the associated administrative authorities should allotment funds to institutions/centers within period as per their agenda for judicious use of human and physical resources for quality education.

#### ***Heads of the Institutions***

Head of the institutions/centers are academic leader of their institutions. They are having academic responsibilities for performing and achieving institutions/centers vision and objectives with the support of their academic and non-academic human resources. They are conducted various programmes and activities with coordination and cooperation of various departments and institutions/centers. The present study reflected that the institutions/centers are having coordination and cooperation of various departments and institutions/centers for conducting several programmes and activities. But, these institutions/centers academic faculties are not communicated or disseminated their knowledge, skills and experience at school level. Hence, it is advised that these institutions/centers heads are developed virtual networking and organized frequently sharing meetings and discussions,

workshops within and between other institutions faculties for building better horizontal and vertical networking, and further communicate their knowledge, skills and experience at school level.

The present study also reflected that all the institutions requested proper work distribution among faculties and specifying responsibility quality outputs. These institutions are also demanding competitions and dialogues on different programmes and activities with other institutions for quality improvement of their institutions. Therefore, it is suggested that the head of institutions should develop an outcomes based work plan of their respective faculties with assign responsibilities for maximum utilize their services and also give opportunity for sharing their knowledge, skills and experiences. There is also an opportunity of head of institutions for create competitions on different programmes and activities with other institutions for quality improvement of institution as well as education.

### **Researchers**

The present study indicated that the institutions/centers havenot ample networking among institutions/centers. But, these institutions not indicated specific role and responsibility and their networking among institutions. Therefore, it is advised that the researcher should do comprehensive research study on large sample and suggest institution/center wise their role for strengthening horizontal and vertical networking among institutions/centers. The researcher also do research on benefits of horizontal and vertical networking among institutions/centers for conducting various programmes and activities based on learning outcomes for quality school and teacher education.

### **References**

1. MHRD (2009). *Rashtriya Madhyamik Shiksha Abhiyan (RMSA) – Framework for Implementation*, New Delhi : MHRD.
2. MHRD (2011). *Sarva Shiksha Abhiyan (SSA) – Framework for Implementation*. New Delhi : MHRD.
3. MHRD (2012). *Restructuring and Re-organisation of the Centrally Sponsored Scheme on Teacher Education (CSSTE) - Guidelines for Implementation*. New Delhi : MHRD.
4. MHRD (2012). *Vision of Teacher Education in India – Quality and Regulatory Perception*. Report of the High Power Commission on Teacher Education constituted by the Hon’ble Supreme Court of India (Report of Justice Verma Committee), New Delhi : MHRD.
5. MHRD (2016). *Report of the Joint Review Mission on the Centrally Sponsored Scheme on Teacher Education [CSSTE] (August 17 - 24, 2016) of 5 designated states of Assam, Chhattisgarh, Jharkhand, Madhya Pradesh and Uttar Pradesh.* ([http://www.teindia.nic.in/Files/jrm/2016-17/24th\\_JRM-Report.pdf](http://www.teindia.nic.in/Files/jrm/2016-17/24th_JRM-Report.pdf))
6. NCERT (2009). *Study on Comprehensive Evaluation of Centrally Sponsored Scheme on Restructuring and Reorganizing of Teacher Education*. New Delhi : NCERT.
7. NCERT (2012). *Impact of In-service Teacher Training on Classroom Transaction*. New Delhi : NCERT.
8. NCTE (2009). *National Curriculum Framework for Teacher Education*. New Delhi : NCTE.
9. NCTE (Recognition Norms and Procedures) *Regulation 2014*. Retrieved from <http://www.ncte-india.org/regulation2014/regulation%202014%28main%29.asp>
10. <http://eoc.du.ac.in/RTE%20-%20notified.pdf>
11. <http://samagra.mhrd.gov.in/about.html>
12. [http://samagra.mhrd.gov.in/docs/Letter%20to%20States%20\(Final\).pdf](http://samagra.mhrd.gov.in/docs/Letter%20to%20States%20(Final).pdf)
13. <http://www.ssa.nic.in> □

# A Conceptual Understanding of Content Analysis

Dipak Bhattacharya\* and B N Panda\*\*

Content analysis is an organized and scientific research technique for analyzing and interpreting the qualitative information (GAO Learning Centre, 2013). Content analysis is an investigation technique used in documented communication to detect patterns. In content analysis, a variety of texts (books, newspapers and magazines), speeches, or photographs and films can routinely be written, be compiled and analysed. The content analysis can be quantitative (count, measure) as well as qualitative (focused on interpreting and understanding). In both forms, the phrases, subjects and ideas are classified or “coded,” then analysed into the text. In social science research, content analysis is usually used (Luo, 2020).

## Historical Background of Content Analysis

First time Alfred Lindsmith had undertaken content analysis as a research tool in 1931. Historically, it was a lengthy process. Manual processing was conducted or sluggish mainframe computers were used to process punch cards that contain human coding data. Thousands of these cards could be used in single experiments. This approach was not realistic for massive texts because of human error and time constraints. In spite of having insufficiency in the study of substance, it was still in the 1940s a widely used method in science. While initially it was restricted to study and analyze the frequency of recognition (word counts) of documents, investigators started to consider the need for more advanced techniques of analysis in the mid-1950s, concentrating on ideas and notions and semantic interactions rather than only appearance. Content analysis was also called as ‘Grounded Theory’ in the 1960s. Although these traditions remain, content analysis is now being used to analyze mental models and their relevance in terms of linguistics, affection, perception, community, culture, and history (Writing@CSU, 2004).

\*Research Scholar, Department of Education, Regional Institute of Education, NCERT, Bhubaneswar-751022 (Odisha). Email: dipakbhattacharya7@gmail.com

\*\* Professor of Education & Dean of Research, Regional Institute of Education, NCERT, Bhubaneswar-751022 (Odisha). Email: bnpanda38@hotmail.com

## Definitions

- The content analysis can be described as an Analytical, Rigorous and QD manifest content review methodology.
- It is a tool for investigating texts' interpretations, situations and intentions.
- It examines sources, behaviours, subjects and attributes of messages in texts in order to evaluate these meanings in qualitative, observable and replicable parameters.

## Characteristics of Content Analysis

- The objectives, messages and consequences of information can be discovered by content analyses by researchers. It helps to make assumption about the creators and viewers of the texts.
- In order to measure the event in a collection of historical or existing documents, content analysis may be used.
- Content analyses can be used in numerous disciplines, including marketing, advertising, anthropology, behavioral science, psychology, and many areas of social studies. The content analysis is found in a wide variety of texts.

## Process of Content Analysis

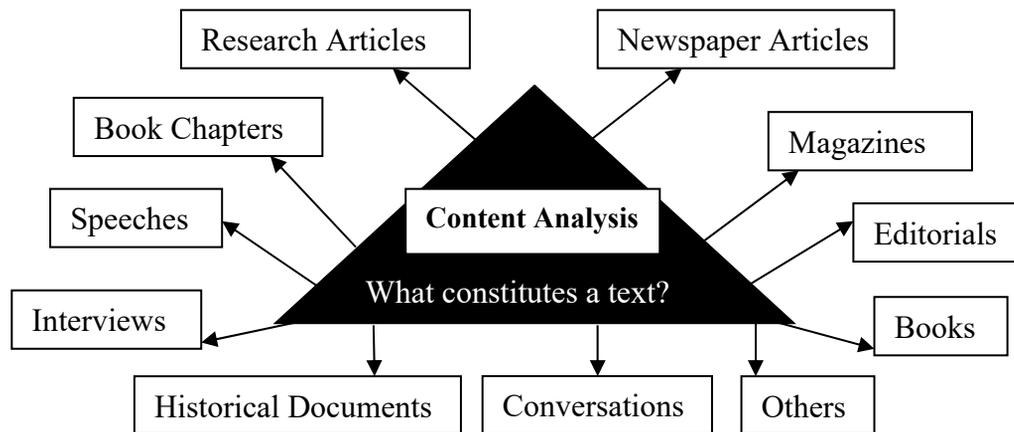
Krippendorff (2004) has revealed that six questions have to be answered to accomplish the aims of content analysis:

1. Which information can be analyzed?
2. How the information can be defined?
3. From what population are information drawn?
4. What is the appropriate circumstance?
5. What are the limitations of the analysis?
6. What is to be measured?

## Example of Quantitative Content Analysis

We can analyze campaign discourses for the proliferation of words like unemployment, wages and jobs to examine the relevance of employment problems in election campaigns and use statistic analysis to detect discrepancies over time and between parties.

Figure-1: What Constitutes a Text in Content Analysis?



### Example of Qualitative Content Analysis

We could figure out the terms jobs in speeches, other words or terms are included (such as economics, injustice and laziness) and examine the significance of these relations, in order to better understand the aims and objectives of the various campaigns, in an attempt to achieve a better understanding of job problems in political campaigns.

### Ways to Conduct Content Analysis

If we want to use content analysis in our research, we have to start with an understandable, straight research question.

Example of research question for content analysis:

Is there any significant difference among Indian media with regard to men and women politicians in terms of trustworthiness?

Next, we have to follow these five steps (Luo, 2020).

1. Selection of the content to analyze.
2. Define the units and categories of analysis.
3. Construct a set of coding rules.
4. Code text on the basis of rules.
5. Analyze the results and draw conclusions.

#### *Selection of the Content to Analyze*

We have to choose the texts to analyze based on our research question. We have to decide:

- The medium and genre (e.g. magazines, seminars or web sites, opinion pieces, political campaign speeches, or advertising).
- The inclusion conditions (e.g. newspaper's piece of writing that points out an exact event or speeches by a confident politician)
- The factors in terms of date, time, locality etc.

We can evaluate all of them if there are only a small number of texts which fulfill our requirements. We ought to pick a sample if there are huge quantities of texts.

**Example:** We agreed to review news stories and viewpoints in print publications between 2017–20 in order to study media depictions of men and woman politicians. We should pick three reputed national papers and only sample Saturday or Sunday editions, because this material is a very large quantity.

### Define the Units and Categories of Analysis

Next, we have to decide the standard at which we will evaluate our selected texts. It means:

- The unit(s) of meaning have to be coded. For example, are we going to record the frequency of individual words/sentences, the distinctiveness of people who shaped or come out in the texts, the occurrence and location of pictures, or the treatment of topics and ideas?
- The number of groups for coding. Objective (e.g. girl, 35-45 years old, lawyer and mom) or more conceptual features may be categories (e.g. trustworthy, dishonest, and conservative).

**Example:** The politicians who appear in each articles, sentences and words have to identify them in the units of analysis. We have to identify them on the basis of sex and the definition of trustworthiness depending on our study issue. For more information, we also have to code the age, political party, and marital status of each politician in order to obtain more accurate information.

**Construct a Set of Coding Rules:** Coding means grouping the important units into the categories. It is necessary to explicit specify rules for what it may or may not guarantee that all texts are consistently coded, in particular for more philosophical categories.

Coding rules are particularly relevant if many researchers are interested, however, since we are coding the whole text ourselves, registering the rules increases the clarity and efficiency of our process.

**Example:** In considering “women politician” category we have determined which headings are coded for this category (senator, governor, counselor, mayor). For “trustworthy,” we agreed which particular words or sentences or terms in this category will be coded with regard to trustworthiness (e.g. truthful and reliable).

**Code Text on the Basis of Rules:** Every text is accessible and all related data can be documented in the relevant categories. This can be accomplished by hand or assisted with computer programmes like QSR NVivo, Atlas. ti and Diction, so that word counting and categorization can be speeded up.

**Example:** We reviewed every newspaper article in our collection in compliance with our coding rules. We documented the features of each listed politician and all the trustworthiness terms and phrases used to characterize them.

### *Analyze the Results and Draw Conclusions*

After the coding is done, the collected data will be analysed in answer to our study query to identify similarities and draw conclusions. Statistical research helps one to identify similarities or patterns, to discuss what the findings mean, meaning and audience of the texts.

**Example:** The findings suggest that terms, words, sentences referring to faith occur more often in the same expression as a men politician than in a woman politician. We may infer from those findings that national journals have men politicians more credible than woman politicians, which could have an effect in politics on the view of women by readers.

### **Types of Content Analysis**

There are mainly two types of content analysis: conceptual analysis and relational analysis (Chakravarty, 2013).

- Conceptual analysis may be regarded as evaluating the presence and occurrence of concepts in a language, which is most commonly expressed by phrase terms. For instance, I have a guess that my favorite poet sometimes writes about famine. Conceptual research should be used in order to evaluate how many times a number of poems use terms like 'hunger,' 'famished' or 'starving.'
- In comparison, relational analysis goes one step further by analyzing connections between ideas in a text. Back to the example of "hunger," we can define what other words or phrases "hunger" or "famished" are to be found in relational analysis and then evaluate the various definitions of these groups.

### **Steps for Conducting Conceptual Content Analysis**

1. Determine the standard of analysis.
2. Choose how many concepts to code for.
3. Determine whether to code for existence or frequency of a concept.
4. Make a decision on how we will distinguish among concepts.
5. Construct rules for coding texts.
6. Choose what to do with “unrelated” information.
7. Code the texts.
8. Analyze results.

### **Steps for Conducting Relational Content Analysis**

1. Recognize the question.
2. Select a sample or samples for analysis.
3. Decide the type of analysis.
4. Reduce the text to categories and code for words or patterns.

5. Explore the associations between concepts (Strength, Sign & Direction).
6. Code the associations.
7. Carry out statistical analysis.
8. Map out presentations.

### Advantages of Content Analysis

There are some advantages of content analysis (Untalan et al, 2020). Like,

- (i) *Unobtrusive Data Compilation*: We can examine contact and social engagement without the overt intervention of participants, because our participation as an investigator doesn't affect the findings.
- (ii) *Truthful and Testable*: When conducted properly, content analysis follows a systemic method that other researchers can reproduce quickly, and generate extremely accurate outcomes.
- (iii) *Extremely Flexible*: Content analysis can be carried out at any moment, in any place and at low cost – access to the correct sources is important.
- (iv) *History/Cultural Perspectives*: Through the study of texts, it can provide useful historical/cultural observations over time.
- (v) *Mixed*: It is ideal for quantitative as well as qualitative functions.
- (vi) *Comprehensive Study*: It offers insight into diverse models of human mind and use of language through detailed study.

### Disadvantages of Content Analysis

There are some disadvantages of content analysis (Untalan et al, 2020). Like,

- (i) *Reductive*: Relying on individual words or phrases may be too limited, without regard to the meaning, complexities and vague signifiers.
- (ii) *Subjective*: In the sense of content analysis, a subjective understanding is almost always present and may impact the reliability and validity of the data.
- (iii) *Time Consuming*: Manually coding vast amounts of text requires a great deal of time and can be challenging.
- (iv) *Possibility of Misinterpretation*: The words coded in the text may be misinterpreted and confused.
- (v) *Incapable to Test Casual Associations between Variables*: Content analysis unable to test casual associations between variables.

- (vi) It is very difficult to automate and computerize.

### Uses of Content Analysis

In different areas including communication, psychology, economics, political science, history, and language studies content analysis is generally used. It is however more frequently used in the studies of social sciences, mass media and marketing relations (Chakravarty, 2013; Writing@CSU, 2004).

- It is used to understand about various themes such as social changes, cultural symbols, changing trends, changes of mass media content, nature of news coverage, political campaign, and so on.
- The psychology and emotional status of individuals or groups can be determined.
- It can define responses of attitudes and behaviour.

### Conclusion

The main goal of content analysis is to systematically convert a vast volume of texts into a well ordered and succinct description of the main findings. The analysis of raw data from factual transcribed interviews to category or subject is a reflection of an additional phase of data abstraction from embodied and literal content to abstract interpretations at each point of study.

### References

1. Chakravarty, S. (2013). *Research Method: Content Analysis*. Retrieved September 15, 2020 from <https://www.youtube.com/watch?v=B6nqUTwDpLg>
2. GAO Learning Centre (2013). *Content Analysis: Principles and Practices*. United States Government Accountability Office. Retrieved December 22, 2020 from [https://www.ignet.gov/sites/default/files/files/02\\_Content\\_Analysis\\_Principles\\_and\\_Practices.pdf](https://www.ignet.gov/sites/default/files/files/02_Content_Analysis_Principles_and_Practices.pdf)
3. Krippendorff, K. (2004). *Content Analysis: An Introduction to Its Methodology* (2nd ed.). Thousand Oaks, CA: Sage. pp. 413.
4. Luo, A. (2020). *What is Content Analysis and How Can You Use It in Your Research?* Retrieved September 15, 2020 from <https://www.scribbr.com/methodology/content-analysis/>
5. Untalan et al. (2020). *Content Analysis*. Retrieved September 15, 2020 from <https://www.slideshare.net/honeyturqueza/content-analysis-39110050>
6. Writing@CSU (2004). *An Introduction to Content Analysis*. Retrieved September 15, 2020 from <http://www.umsl.edu/~wilmarthp/mrpc-web-resources/content-analysis.pdf> □

## Imparting Knowledge with Excellence

---

**D T Shirke, Vice Chancellor, Shivaji University, Kolhapur delivered the Convocation Address at the 10<sup>th</sup> Convocation Ceremony of the D Y Patil Education Society (Deemed to be University), Kolhapur on March 12, 2022. He said, "There is no magic formula for success. There comes a point when each of us must choose our own way. You are at that point right now. You are ready to chart your own course forward, building on the knowledge and foundational principles you have learnt as students here. As a graduate, you are ready to make a profound difference as the next generation of global leaders in your fields—here in India and around the world." Excerpts**

---

It gives me immense pleasure to be here amongst all of you for the 10<sup>th</sup> Convocation Ceremony of D.Y. Patil Education Society (Institution Deemed to be University), Kolhapur. At the outset, I extend my well wishes to all the graduate and post graduate students who will be receiving their degrees today.

I am very much delighted to see the progress of this University achieved in a matter of 16 years. Even if it is a separate Institution, I never thought of it is distinct from my University, as this institute shares very cordial relationship with Shivaji University. I am sure our association will flourish further and go a long way in the years to come. I have been a witness to how this wonderful institute has expanded and blossomed during the last one and half decades. I consider this an example of how a visionary leadership can take an institute to a new height of achievements and success.

I must appreciate the move of introducing skill based allied health programs like B.Sc. in Optometry, OT Technology, Medical Lab Technology & Radio Imaging Technology along with the regular MBBS, MD, MS, Nursing and Physiotherapy programs. I am much impressed to learn that the innovative MSc programs in Medical Physics, Medical Biotechnology and Stem Cell & Regenerative Medicine are offering launching pads to students for doctoral research progression, international opportunities and cutting-edge innovation. It is noteworthy that you have got approval to start M.Sc. Physics and Master in Physiotherapy in six specializations from the ensuing session.

I must also appreciate the research outcome given by the researchers of the institute during last year. The PG, Doctoral and Faculty research have yielded h-index of 43 with 13 patents. And this has been possible because of the scholarly faculty and infrastructural research facilities created at the

Institute, which comprises of Instrumentation Lab, Central Laboratory, Stem Cell Laboratory, Animal House, Molecular biology Lab, RICH cell and the APJ Abdul Kalam Incubation Centre.

This list is incomplete without the mention of the Unique State- of-the-Art high-fidelity Simulation and Skill Centre established last year and it was my honour to inaugurate the facility. This facility is benefitting much to the stakeholders, especially the students, faculty and the researchers. And I am glad to note that this facility has been recognised as the 'South Asia's Fastest Growing Medical Simulation Centre for the year 2021' by CAE Inc., USA.

Here, on a very serious note, I wish to take your attention to the problem of returning medical students from Ukraine and Russia. Two distinct questions arise in my mind. First, what about their remaining education? And, Second, What made them to take a long way to go those countries for medical education? The solution to the first question might be simple as one will go for another course or start it again. Else, the Government will come up with special policy for them, if needed. But, being a medical education fraternity, it is our duty to provide the answer to the second question as well. One of the solutions for this issue could be expanding the educational opportunities in the medical and paramedical sectors.

Friends, the last two years have shown us the very cruel face of inhumanity and yes, because of which we could be able to learn about the greatest benefits of humanity. During the COVID pandemic, the way, medical fraternity all over the globe has worked, is highly commendable. And, I am proud that the institute under the leadership of Hon. Dr. Sanjay D. Patil and Hon. Shri. Satej Patil, was no exception to it and I have personally witnessed its work and kind cooperation with the COVID patients, their relatives and the sufferers. I suppose, this is very significant

example of social accountability coming from the very responsible group called- “DYP”. I must appreciate and extend my thankfulness to this institute as many of my colleagues, their family members have been treated at this facility and were taken care like a family by the staff, doctors and students.

I must thank the D.Y. Patil Education Society for one another reason, as it is felicitating two of my senior colleagues with the honorary degrees of D.Litt. and D.Sc. being conferred upon them. Yes, my friends, I have privilege to work with and take guidance of Dr. Jaysingrao Pawar at my University. Also, I am one of the witnesses how Dr. S.R. Yadav’s research work has been flourished throughout the years at Shivaji University.

Dr. Jaysingrao Pawar had a privilege to begin his career as a researcher under the able guidance of (Late) Dr. Appasaheb Pawar, a great Historian and the first Vice Chancellor of Shivaji University. Since then, Dr. Jaysingrao Pawar’s dedication towards Maratha history and especially his work regarding Rajarshi Chh. Shahu Maharaj, is a matter of great appreciation. He has written a series of books about Maratha History and has been recipient of many honours. Still, at this age, he is completely busy in his research. I congratulate him for the honour he has received from D.Y. Patil University today to appreciate his dedication and hard work in bringing Maratha history literature to the Society. Congratulations Sir!

Dr. S.R. Yadav is another person who loves nature a lot and he believes that “Nature is the God”. Dr. Yadav is an outstanding plant taxonomist of international repute. An excellent teacher whose floristic and taxonomic work particularly ‘Flora of Kolhapur’ and ‘Grasses of Maharashtra’ have tremendously influenced many students to take up plant taxonomy as their career. During the last three and half decades, he has discovered 60 new species and recorded new flowering plant families, also. He is an ardent field botanist and outstanding plant photographer. I extend my heartiest greetings to him on this occasion. Congratulations Sir!

Friends, Studying medicine is itself a rigorous task. Medicine is a profession that requires years of practice to establish one’s reputation. However, the esteem and honour one receives in this field is incomparable. A good doctor, who saves a life, often lives beyond his own life. I am sure you will choose to do the right things in a righteous manner with the best of your intentions and efforts and will be successful in all walks of life.

You are now ready to enter into the world of competition and struggle for recognition. You have learnt many things, acquired expertise and now onwards you will be applying your skills to keep the society free from health issues.

Friends, in life one may do many jobs, do business, gain name, fame; however, I implore, one should strive to become a true human being. I am confident that you will do your best to achieve this humanity and build a society based upon it.

From now on, you will be permanently known as a student of this University. And I am sure that you will definitely succeed in establishing, disseminating the reputation, name and goodwill of this university wherever you go.

There is no magic formula for success. There comes a point when each of us must choose our own way. You are at that point right now. You are ready to chart your own course forward, building on the knowledge and foundational principles you have learnt as students here.

Life today is very much a globalized one. And as graduates of this renowned university with international standards, you are well positioned to lead and contribute to the world. As a graduate, you are ready to make a profound difference as the next generation of global leaders in your fields—here in India and around the world.

There is a very famous quote of **William Osler**, the father of modern medicine. He says- *(I quote)* **“Medicine is a science of uncertainty and the art of probability.”** *(I unquote)*

And, here, you are the new aspiring medical practitioners whom, I extend my best wishes to convert this uncertainty into the certainty of healthy life so that the probability of survival reaches to ONE.

With this, I conclude my address, expressing my heartfelt gratitude towards the Chancellor and Vice Chancellor of D.Y. Patil Education Society for inviting me as a Chief Guest for the 10<sup>th</sup> Convocation ceremony. Thank you so much.

Once again I congratulate the graduates! My best wishes to you all for much success!!

Thank you one and all!

□

---

---

## CAMPUS NEWS

---

---

### **Health Con-21 on Scientific, Socio-psychological and Economic Impact of COVID-19**

A two-day Health Con-21 on 'Scientific, Socio-psychological, and Economic Impact of COVID-19' was organized by the Shri Vaishnav Vidhyapeeth Vishwavidyalaya (SVVV), Indore, recently. The Chief Guest of the event was Padma Shri Dr. Raman Gangakhedkar, Director Incharge, National AIDS Research Institute, New Delhi. The inaugural ceremony was conducted by Ms Divya Rana Tomar, Coordinator, Health Con-2021. Dr. K N Guruprasad, Chairperson, Organizing Committee and Director, Shri Vaishnav Institute of Science, SVVV, Indore, introduced the Health Con-2021 and said that COVID-19 has occupied the central stage of Health Science all over the world for the last two years ever since it broke out in 2019. COVID-19 almost impacted every field of life, starting from Science, Medical Science to Economics, Social aspects, and psychological aspects. He compared causalities in first world war, the second world war and the pandemic COVID-19, in which 5 million in the world lost their lives during the last two years. He also said that the progress made in science and technology has enabled them to control the outbreak of the pandemic. COVID-19 virus is mutating so fast and, since the last two weeks, we have been discussing a new variant of COVID-19, the Omicron that originated from South Africa. We have already developed the analyzing methods and diagnostic methods to detect Omicron and are taking measures to regulate the spread of the new variant. The event has been envisaged to reflect upon all the progress that we have been able to make in regulating the pandemic and to assess the impact of this pandemic on various social and psychological aspects. We have ten invited speakers from various fields who will be deliberating on these topics related to COVID-19. He further said that we also have twenty-six research papers from the youngsters who have been working on problems related to COVID-19 both on medical and social problems.

In the Welcome Address, Dr. Upinder Dhar, Vice Chancellor and event Patron said that COVID-19 has disrupted every sector, whether it is business,

government, or any other area, but then it has done certain good things by default. For example, we have learned many technological applications, and technology has aided us in staying in touch and connected with one another. Similarly, Medical Science has been of great service to mankind. He added that the impact of the coronavirus pandemic has been largely disruptive to the economy. In terms of economic activity, as well as loss of human lives, almost all sectors have been adversely affected, except for some notable exceptions where high growth was observed. He mentioned that science has made very significant contributions. Shri Purushottamdas Ji Pasari, Chancellor of SVVV, introduced Vaishnav Trust and stated that the event will focus not only on health science but also on socio-psychological and economic fields.

Dr Raman Gangakhedkar addressed the conference and said when we got the news from China about the pandemic, those videos had a profound influence, on all the stakeholders, including policymakers. We tried to restrict entry of the virus into the country, by trying to regulate international travelers, trying to find out how we could screen and protect our own population. He said that the lockdown was the only option to protect COVID-19 from spreading. In a period of almost six months, we created a huge infrastructure of laboratory networks. We had close to about 669 laboratories in place and this was extremely crucial because unless you detect the infection, it was not possible to control, he clarified. He also said that the pandemic created a sort of physical and social barrier between us. He talked about forced isolation and Post-traumatic Stress Disorder (PTSD). He also recalled the positive side of getting the vaccines developed within a year.

The Vote of Thanks was proposed by Dr. Usha Ukande, Chairperson Organizing Committee, Director of Nursing, Care Continuum and President, Nursing Honor Society of India in the Inaugural ceremony.

During Technical Session, Dr. Santosh Dhar, Dean, Faculty of Doctoral Studies and Research, SVVV was the chairperson and the session was moderated by Dr. Shweta Agrawal, Assistant

Professor, Department of Life Science, SVIS. The first speaker was Dr C R Chandrashekar, Former Professor of Psychiatry-NIMHANS, Founder Trustee Samadhana Counseling Centre, Bangalore. He shared some details about COVID-19 and Mental Health. Dr. Akanksha Ritesh, Director, Deeps International School, Mhow was the second speaker of the session. She highlighted the Impact of COVID-19 on the Indian Education System with special reference to challenges, pros & cons for schools, students, parents, and educators.

Dr. K N Guruprasad, Director, SVIS was the Chairperson of the next session. The session was moderated by Dr. Swati Dubey Mishra, Assistant Professor, SVIFS. Dr. Vikrant Chitnis, Senior Lab Director, Insta Diagnostics, Motherhood Hospital, Indore highlighted COVID-19–lab Diagnosis as a first speaker. The second speaker of the session, Mr. Jaideep Herbert, Director, Vidyanta Skills Institute, Gurgaon spoke on ‘Impact of COVID-19 on Nursing Education: Paving the Way to Simulation-based Training’. Maitreyee Bhattacharjee, Founder Director, Care Continuum, Kolkata was the third speaker of the session and she gave details of ‘Impact of COVID-19 on Home Healthcare Scenario in Kolkata’.

Dr Usha Ukande, Director of Nursing, Care Continuum & President, Nursing Honor Society of India chaired the session and the session was moderated by Ms Nikita Dubey, Assistant Professor, Department of Mathematics, SVIS.

Dr. Ram Ghulam Razdan, Professor and Head, Department of Psychiatry, Index Medical College Indore, and Pro-Vice Chancellor, Malwanchal University Indore was the first speaker of the session. He discussed the Mental Health Challenges during COVID-19 Pandemics.

The second speaker of the session was Dr. Ramachandra, former faculty, Department of Nursing, NIMHANS, Bengaluru. He gave knowledge about COVID-19 from illness to wellness and mental health. The third speaker of the session was Meenal Kulkarni, Assistant Professor, Symbiosis Institute of Health Sciences, Symbiosis International (Deemed University), Pune. The title of her talk was Telemedicine as a New Way of Medical Consulting by Doctors during COVID-19’. Dr. A K Jain, President, International Naturopathy Organization (INO) M.P. Examiner Yoga Certification Board, Ministry

of Ayush and Professor of Acupressure, Shodh Prashikshan Evam Upachar Sansthan, Prayagraj was the fourth speaker of session. He enlightened the listeners with his talk on ‘Role of Yoga in the COVID-19 Pandemic’. The oral presentation session was chaired by Dr. M P Goutam, Professor, SVIFS, and it was moderated by Dr. Shweta Mishra, Assistant Professor, Department of Physics, SVIS.

In the next two sessions, about twenty six oral presentations were delivered, by the delegates from several places in the country. Research papers related to COVID-19 in the following broad areas were presented at the conference: Models and Predictions, Drugs and Vaccines, Variants and Strains, Symptoms and Post-COVID-19 Complications, Diagnostics and Therapeutic Strategies, Hospital Management, Community Spread and Prevention, Economic Impact, Socio-psychological Impact, Wellness and Mental Health, Impact on Academic Institutes, Role of Mass Media during Pandemic, State Policies during the Pandemic, Post-COVID-19 Scenario and New Normal. The oral presentation session was chaired by Dr. Ashutosh Shukla, Head, Department of Chemistry, SVIS and Co-chairperson was Dr. S Venkatesan Jayakumar, Associate Professor, Department of Chemistry, SVIS and the session was moderated by Ms. Supriya Vyas, Assistant Professor, Department of Chemistry, SVIS.

In the Valedictory Session, Coordinator, Ms. Divya Rana Tomar presented the report of the conference and the winners were announced by Dr. Usha Ukande. The first prize winner for the best presenter of an oral presentation was Prachi, Nutrition and Dietetics, DDU-KK, DAVV, Indore, and the second winner was Nishita Mulchandani, DDU-KK DAVV. The Vote of Thanks was proposed by Dr. K N Guruprasad.

### **Webinar on Understanding Gender Mainstreaming**

The one-day Webinar on ‘Understanding Gender Mainstreaming’ was organized by the Centre for Banking and Financial Laws, National Law University (NLU), Delhi, recently. Dr. Sanghamitra Dhar, Expert in gender-responsive budgeting for the State of Manipur by UN Women was the resource person for the event. Prof. (Dr.) Srikrishna Deva Rao, Vice Chancellor, NLU Delhi delivered his Presidential Address

while the Vote of Thanks was delivered by Prof. Anupama Goel, Registrar, NLU.

In her brief introductory note, Prof. Ritu Gupta, Research Director of the Centre, spoke about the mission of CBFL and the story behind the change in the name and objectives of the Centre. Earlier, the centre had been named the Centre for Banking and Financial Laws. The ongoing COVID-19 pandemic brought to the forefront the changing nature and growing importance of business and commercial transactions. Prof. Gupta said that there has been an increasing need to make Indian policy impactful and effective at the ground level—a journey that begins with making it more inclusive and stakeholder-oriented. The concepts of gender-based budgeting and policy-making aim to fill this vacuum between theory and practice. The webinar was a short introduction to the importance of gender mainstreaming in public policy; the removal of gender biases at every step of a policy's formation; and including the voices of marginalised stakeholders to achieve lasting change.

The mission statement was taken forward by NLU Delhi's Vice Chancellor, Prof. Srikrishna Deva Rao, who shared his valuable insights on the connection between gender equality and the law. He drew influence from the 'golden triangle' of the Constitution of India – Articles 14, 19, and 21 to establish that equality is not the sole mission of gender justice initiatives, but is also the primary mandate of education, especially legal education. He believes that education is the key to breaking free from our social baggage that comes from caste, gender, and religion. He hoped that through the webinar, all the attendees could unlearn and challenge the narrow notions of the past to participate enthusiastically in an experience that reaffirms the position of women as free, independent, autonomous citizens.

Dr. Dhar started the conversation with a basic, fundamental question – what is gender? As per her view, gender is a social construct, a spectrum, that forms the basis of how we view people and relationships. Over time, the inequality that has been normalised as a result of stereotypical perceptions creates a hierarchy that deprives and oppresses certain stakeholders within it, which strategies such as gender-responsive budgeting aim to change. Dr. Dhar talked about the cynosure of this strategy, the 'equity approach' and

characterised her argument using real-life, societal examples, such as how women are often seen in a unidimensional, problematic light—as victims or repositories of filial honour, which limits their potential and their power. She makes a connection between the invisibility of discrimination for a few as a direct product of their social privilege, which reinforces inequality and causes a ripple effect by creating 'gaps' in several important areas, such as the absence of women's concerns while attempting to effectively allocate resources. Dr. Dhar briefly outlined the strategies that she uses in her work and the shortcomings she faces as a practitioner working with inadequate data, failures in government machinery, and the resultant lack of a baseline to construct long-term sustainable programmes. She addressed questions on the inclusivity of the strategy as a whole and on enhancing the capacity of a multitude of stakeholders to bring more people into the conversation. The event ended with a Vote of Thanks, proposed by the Registrar, NLU Delhi, Prof. (Dr.) Anupama Goel.

### **Global Hospitality and Tourism Conference on Contemporary Marketing Paradigms**

A three-day Global Hospitality and Tourism Conference on 'Contemporary Marketing Paradigms' is being organized by the Centre for Management Studies, North - Eastern Regional Institute of Science and Technology, Nirjuli (Arunachal Pradesh) and DTHM, North-Eastern Hill University, Shillong (Meghalaya) during July 27-29, 2022 through hybrid mode.

Today, marketing is not simply a business function; rather it's a philosophy, a way of thinking and a way of operating a business in the vibrant market place. Marketing offers complex experiences and services to its customers in a very competitive and global marketplace. The marketers deal with issues relating to the identification of target markets and consumers, adopt suitable strategies to promote the product, and finally, ensure customer value, satisfaction, and loyalty from this consumption. Therefore, marketers must have the sense to satisfy consumer needs, contribute to developing products / services that provide superior values, and distribute them effectively. Tourism and hospitality products, because of their unique intrinsic qualities, are difficult to promote to potential consumers. In the current marketing context, a new marketing

paradigm has evolved. Where there was once a division between marketing and IT teams, now there is unity. Where technology once struggled to meet marketing objectives without clear attribution, now it's deployed to support business goals with rich analytics. This is a time period where the role 'marketing' is being redefined faster than most organisations can respond. The current one-on-one world with a personalised touch and experience with customers helps in achieving this new marketing paradigm and also faces challenges. The new marketing practises use current digital technology platforms to sustain and grow in the market. World-class organisations achieving this new paradigm are taking a unique approach. They are creating incremental transitions from their data warehouse to The Customer Data Platform, BI tools, advanced AI and analytics, etc. The Themes of the event are:

- Advertising and IMC.
- Artificial Intelligence (AI), Augmented Reality (AR), and Virtual Reality (VR).
- Big Data, Marketing Analytics and Research Methods.
- B-B Marketing • Branding and Brand Management.
- Block chain, Internet of Things (IoTs)and Marketing.
- Consumer Behavior.
- Consumers in the Age of the Internet.
- Digital Marketing.
- Diversity and other allied areas Inclusion.
- Ethical Marketing.
- Green Marketing.
- Marketing in Cross-cultural and Multicultural Contexts.
- Marketing Pedagogy and Education.
- Marketing Strategy.
- Mobile Marketing.
- Public Policy, Sustainability and Social Responsibility.
- Retailing and Omni-Channel.
- Rural Marketing.

- Services Marketing.
- Social Media Marketing.
- Sustainable Marketing.
- Travel, Tourism and Hospitality Marketing.
- Marketing Implications of Above in Relation to North-east India Tourism.

For further details, contact Conference Chair, Dr. Saurabh Kumar Dixit, Head, Department of Tourism and Hotel Management, North - eastern Hill University, Shillong, Meghalaya- 793022, Mobile No:+91-9436565964,E-mail:[ghtconference@gmail.com](mailto:ghtconference@gmail.com). For updates, log on to: [www.ghtconference.org](http://www.ghtconference.org)

### **International Conference on Advances in Material Science and Technology**

A two-day International Conference on 'Advances in Material Science and Technology' is being organized by the School of Mechanical Engineering under the aegis of Lovely Professional University, Phagwara, Punjab during September 16-17, 2022.

Material science and technology plays an important role towards sustainable development in various applications in the field of mechanical, aerospace, automobile, marine, mechatronics and many more. The event aims to provide a premier arena for discussing innovative research contributions and practical breakthroughs in the field of Materials Science and Technology in order to contribute to technological progress for the nation. The Tracks of the event are:

- Composite and Polymer Manufacturing.
- Material Testing.
- Fabrication Process of Nano Materials and Nano Devices.
- Advanced Machining Processes.
- Alternate Materials /Material Substitution.
- Metallography.
- Nano Materials.
- Smart Materials.
- Experimentation and Optimization.
- Simulation Techniques.
- Green Composites.

- Material Characterization.
- High Strain Rate Deformation of Materials.
- Bio-materials.
- Vibration Analysis and Control.
- MEMS Integration.
- Thermal Properties.
- Advanced Metal Forming, Bending, Welding & Casting Techniques.
- Applications FEA.
- Composites, Intermetallic.
- Aerospace Applications.
- Heat Treatment.
- Non-destructive Examination.
- Meta Materials.
- Laser Based Manufacturing.
- Powder Metallurgy and Ceramic Forming.
- Sustainable Materials.
- Super Alloys.
- Thermally-Enhanced Processes and Materials.
- Functionally Graded Materials.
- Recycling and Re-manufacturing of Materials and Components.
- Energy Management.

For further details, contact Organizing Secretaries, Dr. Vishal Francis / Dr. Sahil Garg, Assistant Professor, School of Mechanical Engineering, Lovely Professional University, Jalandhar-Delhi GT Road, Phagwara, Punjab- 144411, Mobile No: +91 9565560619 /+ 91 9915170565 E-mail: [vishal.24813@lpu.co.in](mailto:vishal.24813@lpu.co.in) / [sahil.24834@lpu.co.in](mailto:sahil.24834@lpu.co.in). For updates, log on to: [www.lpu.ac.in/events](http://www.lpu.ac.in/events).



## **HANDBOOK ON ENGINEERING EDUCATION (2016)**

The 12<sup>th</sup> Edition of “**Handbook on Engineering Education**” is primarily meant for students seeking admission to Engineering/Technology/Architecture programmes at the undergraduate and postgraduate levels. It contains State-wise information on 1050 colleges/institutes/ university departments in the country. The information of Institutions in the Handbook includes: Year of establishment of Institute/ Department/ name of its Principal/ Director; probable date of Notification/last date of application; Number of seats available in each Engineering/ Technology branch; seats for NRIs/Foreign students; Eligibility; Application procedure; State-wise Common Entrance Test Rules for B.E/B.Tech/B.Arch courses; Fees; Hostel facilities, etc. Also given is ‘Faculty strength’, commencement of Academic Session, and System of Examination. Brief details of Post-graduate courses are also included.

**PP : 574+xlvi**

**Paper Back**

(Rs. 600/- + Postage Rs. 50/- each)

Send Pre-paid Order to :

**Publication & Sales Division**  
**Association of Indian Universities**

16, Comrade Indrajit Gupta Marg  
New Delhi – 110 002

EPABX : 011-23230059 Extn. 208/213, Fax : 011-23232131

E-mail : [publicationsales@aiu.ac.in](mailto:publicationsales@aiu.ac.in), Website : <http://www.aiu.ac.in>

---

---

## Book Review

---

---

### Bird's Eye View on Indian Higher Education

Shirish Chindhade\*

---

---

Deshpande, H. V. (2020). *Higher Education in India: New Perceptions and Perspectives*, Chennai: Notion Press, 256 pages, Kindle edition Rs 75/- , Paperback Edition Rs 338/-, eISBN 978-1-64899-632-0.

---

---

College Principals occupy a pivotal position in the hierarchy of Higher Education (HE). They are a bridge connecting the College Sponsoring and Governing Body, the University, and other authorities, with the internal working of the institution. They have, therefore, a multi-dimensional perspective of the system. Even so, most of them seem to refrain from analyzing and recording their observations and experiences while functioning in the system, which is a loss to the general thinking and development of higher education. No insult is intended in the observation that most of them have no inclination for writing, what with diffidence in language handling. Whatever the reasons, the percentage of Principals who write about HE is infinitesimal.

Principals like Dr H. V. Deshpande are a worthy exception. In addition to being an impactful teacher, he is an able Institution Builder, Researcher, Assessor for NAAC, Speaker and Writer with substantial contribution to English literary studies and issues in HE. His book, *Higher Education in India: New Perceptions and Perspectives*<sup>1</sup> is a testimony to his indefatigable spirit of inquiry with an equally strong desire to share his learning with likeminded persons. The book gives us an idea of the wide expanse of his engagements with the status of HE in the country.

Divided into twenty-eight subthemes in five parts, the book begins with a helicopter survey of the growth and changes that have happened in Indian HE over the post-Independence years. The first two parts, namely, 'Philosophical Contemplations' and 'The Legacy of HE in India' are devoted to this exercise. The second part has a brief assessment of

the overall performance of NAAC, where he points out the limitations of reaching out to all nooks and corners of the country. Even so, its efforts of quality awareness, enhancement, sustenance and implementation in HE institutions are justly recorded by the writer.

Part III, 'The Ailment,' begins with an inventory of the crises. In fact they are the usual ones, often discussed nationwide but have always fallen on deaf ears. Some of them include bureaucratic barriers, political interference, quality deficit, commercialization, to which one may add unmotivated, untrained and insufficient number of staff and outdated curricula. The section emphasizes the need for autonomy and diversified pedagogy, with suggestions on curriculum design. There is a chapter on research in post-Independence Indian English literature which can be useful for the relevant faculty.

Part IV, with a fanciful title of 'The Symphony,' discusses the roles of the teachers, stakeholders and the IQAC. The writer rightly points out that the IQAC being the guardian of quality has to be flexible and keep updating itself on current concepts, needs and innovations in HE the world over. Again, there is an input on literature and culture in the perspective of globalization and the role of language teachers in HE, which is really the writer's service to his own discipline of English literature.

Part V, 'New Horizons,' includes a brief note on the New Education Policy 2020, though his observation that the Policy has not yet been accepted by the government needs correction. He describes the document as an "ambitious attempt to restructure our entire HE system on new principles and approaches" with abolition of the affiliation model.

---

\* *Principal (Retd.), 7, Neelambari, Opposite Mehendaale Garage, Erandwane, Pune: 411 004*

Finally, in the last chapter, entitled rather poetically, “Early Morning Rays on the Horizon”, appropriately recommends the ramping up of alumni resources, implementation of the PM’s Research Scholarship scheme, and building dependable database of Department of Science and Technology (DST), and interestingly enough, a SWOC exercise for the bureaucracy to remove hurdles that they inadvertently create in the enhancement of educational quality!

Although the book is largely of the nature of consolidation rather than an in-depth analysis and revolutionary recommendations, it presents a detailed picture of the past, the present and partly the visualized future of HE in India. It is a result of the writer’s long observation and experience in the field of HE, and a proof of his studious habits, industry and flair for writing in a remarkably sustained manner in his post-retirement leisure. Such efforts are welcome for the growth and development of education in India. The writer deserves compliments. More such books are welcome for guidance and ideas from other students of the system. Recommended for college libraries. □

## **ATTENTION ADVERTISERS**

Advertisers are requested to send their text matter at following Email IDs:

**1. advtun@aiu.ac.in**

**2. publicationsales@aiu.ac.in**

**Text matter may be sent in MS-Word document file OR in PDF file in original (as per Mechanical Data/Size of the Advertisement).**

All the correspondence may be addressed to the **Under Secretary (Publication & Sales)**, Association of Indian Universities, AIU House, 16 Comrade Indrajeet Gupta Marg, New Delhi-110002.

**Mob: 09818621761**

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

---

---

# THESES OF THE MONTH

---

---

## SCIENCE & TECHNOLOGY

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

#### BIOLOGICAL SCIENCES

##### Biochemistry

1. Bhimashankar, Hingamire Tejashri. **Studies on novel inhibitors, target validation and resistance mechanism in apicomplexan parasites.** (Dr. Dhanasekaran Shanmugam), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

2. Thonda V S S, Swaroop. **Elucidating the roles of  $\alpha$ -synuclein and ADAM10 in the pathophysiology of Alzheimer's disease.** (Dr. Shasi V Kalivendi), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

##### Biotechnology

1. Samurailatpam, Sanjukta. **Production of bioactive peptides in *kinema*, a fermented soybean product of Sikkim Himalayan Region.** (Dr. Dinabandhu Sahoo and Dr. Amit Kumar Rai), Department of Biotechnology, Kalinga Institute of Industrial Technology, Bhubaneswar.

##### Botany

1. Giba, Jentu. **Biological activities and diversity of endophytic fungi isolated from selected bamboo species of Arunachal Pradesh.** (Prof. Sumpam Tangjang), Department of Botany, Rajiv Gandhi University, Itanagar.

##### Life Science

1. Bhatt, Kavya Sridhar. **Characterization of quercetin glycoside from leaves of *Trigonella foenum-graecum* L. for its anti-inflammatory property in vitro and in vivo.** (Dr. Sachin M. Eligar), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

2. Bhattacharjee, Debanjan. **Understanding the mechanism of mutant IDH1 inhibitors induced oncogene activation.** (Dr. Nishant Jain), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

3. Chaturvedi, Swati. **Exploring the mechanistic role of inflammasomes and ABC transporters in**

**the pharmacokinetics and pharmacodynamics of Isoformononetin across the blood brain barrier.** (Dr. Wahajuddin), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

4. Mobeen, Ahmed. **Integrated pathway modeling of insulin resistance and associated metabolic inflammation.** (Dr. Srinivasan Ramachandran), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

5. Mohanty, Monalisa. **Characterization and biological activities of biogenic silver nanoparticles synthesized by using bark extract of *Terminalia arjuna*, *Terminalia bellerica* and *Peltophorum pterocarpum*.** (Dr. B S Jena), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

6. Singh, Sandeep Kumar. **Preclinical pharmacokinetics characterization of a potential neuroprotective phytochemical Withanone using LC-MS/MS system: Its human pharmacokinetics prediction based on allometry concept.** (Dr. Wahajuddin), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

7. Sonker, Ashish Kumar. **Toxicokinetic and metabolism of bisphenol-S and its conjugate metabolites in neonatal and adult rats using hyphenated mass spectrometry.** (Dr. Sheelendra Pratap Singh), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

8. Vemireddy, Sravanthi. **Mucosal nanoformulations with TLR agonists as adjuvants for dengue prophylaxis.** (Dr. H M Sampath Kumar), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

#### EARTH SYSTEM SCIENCES

##### Environmental Science

1. Punia, Amit. **low cost absorbent for removal of fluoride and heavy metals from ground water of Sonapat District, Haryana.** (Dr. A K Berwal and Dr. M S Narwal), Centre of Excellence for Energy and Environmental Studies, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.

## ENGINEERING SCIENCES

### Chemical Engineering

1. Balasaheb, Mane Maya. **Studies in newer methodologies and materials/ material modifications for environmental, pollution control applications specifically for water treatment and desulfurization.** (Dr. V M Bhandari), Faculty of Engineering Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

2. Suresh Babu, G N. **Futuristic anode materials for energy storage applications.** (Dr. N. Kalaiselvi), Faculty of Engineering Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

### Civil Engineering

1. Patil, Sachin. **Study on strength and durability properties of composite fiber reinforced performance concrete with binary mineral admixture blend.** (Dr. H Sudarsana Rao), Department of Civil Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

2. Sreenivasulu, Chitrala. **Experimental investigation on reinforced geopolymer concrete beams and slabs with different fine aggregates and analysis using ansys.** (Dr. J Guru Jawahar and Dr. C Sashidar), Department of Civil Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

### Computer Science & Engineering

1. Ahuja, Kamlesh. **An enhanced privacy preserving techniques for cloud computing environment.** (Dr. Navneet Sharma), Department of Computer Science & Engineering, IIS University, Jaipur.

2. Arshad, Mohammad. **Design and analysis of intrusion detection protocols for local and wide area networks.** (Dr. Md Ali Hussain), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

3. Balaji, K. **A load balancing for resource utilization and power consumption in virtual machine placement in IAAS.** (Dr. P Sai Kiran and Dr. M Sunil Kumar), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

4. Barot, Pratikumar Ashokkumar. **Improved classification technique for unbalanced data.** (Dr. Jethva Harikrishna Babubhai), Department of Computer IT Engineering, Gujarat Technological University, Ahmedabad.

5. Indora, Sanjeev. **Investigation and simulation of energy balancing techniques in wireless sensor**

**network.** (Dr. Dinesh Singh), Department of Computer Science & Engineering, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.

6. Joshi, Leena Madhukar. **Adaptive weighted sampling algorithms for detecting concept drift using classification techniques.** (Dr. P Raja Rajeswari), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

7. Manekar, Amitkumar Subhashrao. **Design and analysis of a hybrid dragonfly and sea-lion algorithm for resource allocation with multi- constraints: A big data application in cloud computing.** (Dr. G Pradeepini), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

8. Patel, Pradip Ramanbhai. **Static and dynamic hand gesture recognition for Indian sign language.** (Dr. Narendra M Patel), Department of Computer IT Engineering, Gujarat Technological University, Ahmedabad.

9. Rai, Prerana. **Advancement in the estimation of software development efforts using computational techniques.** (Dr. Dinesh Kumar Verma), Department of Computer Science & Engineering, Jaypee University of Engineering and Technology, Guna.

10. Rao, M Venkateswara. **Maximizing wireless sensor network performance with security aspects for efficient routing.** (Dr. P Sai Kiran and Dr. M Sunil Kumar), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

11. Rathee, Tripti. **Secure identity management using blockchain technology.** (Dr. Parvinder Singh), Department of Computer Science & Engineering, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.

12. Ravi, Pallam. **Methods for improving performance and evaluating of Iceberg queries.** (Dr. D Haritha), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

13. Sahu, Rekha. **Detection of brain abnormalities from spontaneous electroencephalography using spiking neural network.** (Dr. Satya Ranjan Dash), Department of Computer Science & Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

14. Saxena, Jaya. **Deep learning based approach for cloud removal in remote sensing data.** (Dr. Anubha Jain and Dr. Pisipati Radha Krishna), Department of Computer Science & IT, IIS University, Jaipur.

15. Shrivastava, Kush. **Analysis and design of text**

**classification based application using deep learning algorithms.** (Prof. Shishir Kumar), Department of Computer Science & Engineering, Jaypee University of Engineering and Technology, Guna.

16. Vengala, D Venkata Kumar. **An effective authentication and secure deduplicated data transfer with enhanced approaches for task scheduling and data portability in a distributed cloud.** (Dr. D Kavitha and Dr. A P Siva Kumar), Department of Computer Science & Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

### Electrical & Electronics Engineering

1. Babu, Davuluri Syam. **Treatment of arsenite contaminated water by various electrochemical techniques.** (Dr. P V Nidheesh), Faculty of Engineering Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

2. Emmanuel, Neethu. **Design and development of spectrophotometric systems for fast detection and quantification of analytes.** (Dr. Yoosaf Karuvath), Faculty of Engineering Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

3. Mishra, Sanhita. **Transient modelling and fault analysis of underground.** (Dr. Sarat Chandra Swain), Department of Electrical & Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

4. Pareek, Nalini. **Study of surface plasmonic for THz generation.** (Dr. Anirban Bera), Faculty of Engineering Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

5. Srivastava, Ankit Kumar. **Investigations on harmonics/inter-harmonics estimation techniques in modern power system.** (Prof. A N Tiwari and Prof. Sri Niwas Singh), Department of Electrical Engineering, Madan Mohan Malaviya University of Technology, Gorakhpur.

### Electronics & Communication Engineering

1. Badugu, Divya Madhuri. **Design of graphene-based field effect transistors and circuits for ternary logic applications.** (Dr. S Sunithamani), Department of Electronics & Communication Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

2. Bhatt, Bhumi Purarinath. **Investigation of microwave power amplifiers nonlinearity and linerization techniques.** (Dr. S C Bera), Department of Electronics & Communication Engineering, Gujarat Technological University, Ahmedabad.

3. Chandra, S Sarath. **Realtime obstacles collision avoidance and aerial system.** (Dr. A S C S

Sastry), Department of Electronics & Communication Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

4. Jahan, Kausar. **Multi-sensor bearing-only target tracking.** (Dr. Koteswara Rao), Department of Electronics & Communication Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

5. Jain, Dharmendra. **Nano-porous carbon material with redox additive electrolytes for the development of hybrid supercapacitor.** (Dr. Jitendra Kanungo), Department of Electronics and Communication Engineering, Jaypee University of Engineering and Technology, Guna.

6. Ojha, Sandeep Kumar. **Analytical modelling and parameter extraction of organic light emitting transistors.** (Prof. Brijesh Kumar), Department of Electronics & Communication Engineering, Madan Mohan Malaviya University of Technology, Gorakhpur.

7. Raghavaraju, Aradhyula. **A study on electromagnetic band gap structured antennas with artificial magnetic conductor ground plane.** (Dr. B T P Madhav and Dr. T V Rama Krishna), Department of Electronics & Communication Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

8. Sahoo, Sasmita. **Next generation nanoscale double gate TFET with improved ambipolar and switching current performance.** (Dr. Guru Prasad Subash Chandra Mishra and Dr. Sidhartha Dash), Department of Electronics & Communication Engineering, Siksha O Anusandhan University, Bhubaneswar.

### Energy Studies

1. Nohwal, Bhawna. **An improved amperometric lysine biosensor based on covalent immobilization of lysine oxidase nanoparticles onto Au electrode.** (Dr. Reeti Chaudhary and Dr. Emer C S Pundir), Department of Biotechnology, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.

### Mechanical Engineering

1. Gupta, Pankaj. **Optimal process parameters for higher productivity and stable turning on CNC lathe.** (Dr. Bhagat Singh), Department of Mechanical Engineering, Jaypee University of Engineering and Technology, Guna.

2. Mevada, Dineshkumar Dasharathbhai. **Investigation and performance analysis of modifications in solar still for increment in distillate output.** (Dr. Hitesh Panchal), Department of Mechanical Engineering, Gujarat Technological University, Ahmedabad.

3. Nandy, Jyotirmy. **Atomistic modeling and ex-**

**perimental studies in direct metal laser sintering.** (Dr. Hrushikesh Sarangi), Department of Mechanical Engineering, Siksha O Anusandhan University, Bhubaneswar.

#### **Metallurgical Engineering**

1. Gupta, Ritesh Kumar. **Development of carbon nanotube and graphene reinforced shape memory polymer composites.** (Dr. S A R Hashmi), Faculty of Engineering Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

#### **Structural Engineering**

1. Singhai, Sandeep. **A study of technology transfer from public-funded laboratories to manufacturing industries and their impact.** (Dr. H K Sardana), Faculty of Engineering Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

2. Virender Singh. **Analysis and development of MEMS based high-g acceleration threshold switch.** (Dr. Sunita Mishra), Faculty of Engineering Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

#### **MATHEMATICAL SCIENCES**

##### **Mathematics**

1. Mathur, Rekha. **On duadic codes over finite fields.** (Dr. Sudhir Batra), Department of Mathematics, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.

2. Prameela, Karupothu Usha. **Some studies on performance measures of queuing models with different types of fuzzy numbers.** (Dr. T Srinivasa Rao Dr. Pavan Kumar), Department of Mathematics, Koneru Lakshmaiah Education Foundation, Guntur.

3. Singhal, Aakanksha. **Generalized information and divergence measures with their applications.** (Dr. Dilip Kumar Sharma), Department of Mathematics, Jaypee University of Engineering and Technology, Guna.

4. Umbrey, Gete. **A study of semirings: Some theoretical prospects and approaches towards decision making.** (Dr. Saifur Rahman), Department of Mathematics, Rajiv Gandhi University, Itanagar.

#### **MEDICAL SCIENCES**

##### **Microbiology**

1. Inayath, Shakila Banu. **Evaluation of different Fluoro Quinolone (FQ) antibiotics for detection of low level fluoroquinolone resistance in salmonella enterica serovars typhi and paratyphi A.** (Prof. Shobha Broor Dr. Rajni Gaiind and Prof. Priti Agarwal), Department of Medical Microbiology, Shree Guru Gobind Singh Tricentenary University, Gurugram.

##### **Pharmaceutical Science**

1. Agrawal, Megha. **Design development and characterization of mouth dissolving films for the treatment of psychosis.** (Dr. Dhiren Prafulkumar Shah), Department of Pharmacy, Gujarat Technological University, Ahmedabad.

#### **PHYSICAL SCIENCES**

##### **Chemistry**

1. Bapurao, Rupanawar. **Enantioselective synthesis of glucosylceramide inhibitor by aminolytic kinetic resolution and development of synthetic methodologies for C-C, C-O bond formation reactions involving acid and hypervalent iodine reagents.** (Dr. Gurunath Suryavanshi), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

2. Madhu, Vemula. **Studies on variations in chemical changes in sapota fruits due to artificial ripening and identification of residues of artificial ripeners.** (Dr. UVR Vijaya Sarathi), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

3. Malik, Monika. **Study of the effect of phase and morphology on the optical properties of lanthanide ion-doped phosphors and their applications.** (Dr. Pankaj Poddar), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

4. Manasa, Kandula. **Evaluation of rice husk derived siliceous supports for Ni catalysts in the non-oxidative cracking of CH<sub>4</sub> for pure H<sub>2</sub> production.** (Dr. Venugopal Akula), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

5. Rahul Kumar. **Selective functionalization of imidazo[1,2-a] pyridines and their analogues.** (Dr. S Adimurthy), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

6. Sarkar, Nitai. **Preparation of chiral myo-inositol derivative and their conversion to natural product/analog.** (Dr. S Shashidhar), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

7. Sarkar, Pulak. **Ultrathin polymer nanofilms for ionic and molecular separations.** (Dr. Santanu Karan), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

8. Senapati, Sibadatta. **A chiral pool approach for the total synthesis of bis-THF C15 acetogenins - notoryne laurefurenynes A/B, lauredecumenyne B**

and a chloroenyne from *Laurencia majuscula*, and Synthesis of C14 to C29 fragment of eribulin. (Dr. C.V. Ramana), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

9. Sharma, Ranjana. **Phytochemical and value addition studies of unexplored commercially important parts of *Camellia sinensis* (L.) O Kuntze.** (Dr. Dinesh Kumar), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

10. Sharma, Shruti. **Exploration of *Polygonatum verticillatum* for its chemistry and therapeutic potential.** (Dr. Dinesh Kumar), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

11. Venkadesh, A. **Studies on the synthesis of transition metal based nanostructures and their application towards electrochemical food adulteration and additives detection.** (Dr. S Radhakrishnan), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

#### Physics

1. Akanksha. **Isolation and characterization of bacteriophages against methicillin-resistant *Staphylococcus aureus* isolates from waste water.** (Dr. Krishna Khairnar), Faculty of Physical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

2. Ashish Kumar. **Synthesis and characterization of organic-inorganic lead halide and lead-free double perovskite-based materials for energy conversion devices.** (Dr. Ritu Srivastava), Faculty of Physical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

3. Bawa, Ambika. **Dynamical studies of helical structure in ferroelectric liquid crystals.** (Dr. Rajesh), Faculty of Physical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

4. Gupta, Abhishek Kumar. **Source process modeling and crust-mantle structure in Uttarakhand Himalaya, and a few regions of NW, Northern and Eastern parts of India.** (Dr. Prantik Mandal), Department of Physical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

5. Mishra, Chandan Kumar. **Formation and distribution of gas hydrate deposits in the Krishna-Godavari and Cauvery-Manner Basins.** (Dr. Pawan Dewangan), Faculty of Physical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

6. Papnai, Girija Shankar. **Investigations on the synthesis, characterization and spectroscopic studies of 2D materials: (a) Graphene (b) MoS<sub>2</sub> (c) WSe<sub>2</sub> (d) MoSe<sub>2</sub>.** (Dr. Bipin Kumar Gupta), Faculty of Physical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

7. Rajeev, V R. **Optimization of gate dielectrics and process parameters for organic field-effect transistors with enhanced performance.** (Dr. Narayanan Unni K N), Faculty of Physical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

8. Shukla, Vipul Jagdishchandra. **Synthesis and characterization of pure and doped ZnO thin films by colloidal solution route.** (Dr. Amitkumar J Patel), Department of Physics, Gujarat Technological University, Ahmedabad.

9. Subhash, Paliwal Avinash. **Design and development of InGaN based laser diodes.** (Dr. Manish Mathew), Faculty of Physical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

□

Janata Education Society's  
**Ajara Mahavidyalaya, Ajara**  
Near Bajar Maidan, Ajara,  
Dist. Kolhapur-4165 05 (Maharashtra)  
(Affiliated to Shivaji University, Kolhapur)  
(Granted)

**WANTED**

Application are invited from eligible candidates for the following Post:

Sr. No.	Name of Post	Vacant Post	Unreserved (Open) Post
1.	Principal	1	1

**Note:** For detailed information about post, qualifications and other terms and conditions, please visit University website : [www.unishivaji.ac.in](http://www.unishivaji.ac.in).

Place: **Chairman**  
Date: Janata Education Society's  
Ajara, Dist. Kolhapur



Books from  
Gulati Institute of Finance and Taxation &  
Kerala Institute of Local Administration (KILA)

## Essays on Fiscal Decentralisation to Local Governments in India

M.A. Oommen

2022 | 978-93-5439-772-1 | XVIII+250 | ₹ 1250

## Brick by Brick

Democratising Local Governance in  
Kerala Insights from the People's  
Plan Campaign

Manjula Bharathy

2022 | 978-93-5439-780-6 | XXII+226 | ₹ 1250

**CONCEPT PUBLISHING COMPANY (P) LTD.**

A/15&16, Commercial Block, Mohan Garden, New Delhi-110 059  
Ph. : +91-11-41101460 Email: publishing@conceptpub.com Website : www.conceptpub.com  
Showroom: Building No. 4788-90, Street No. 23, Ansari Road, Darya Ganj, New Delhi-110 002 Ph. 23272187



## VISVA - BHARATI SANTINIKETAN

Advertisement No. 1/2022 dated 09.06.2022

Name of the posts :

- 1) **Registrar** (Karma-Sachiva)
- 2) **Finance Officer** (Vitta-Adhikari)

For details log on to [www.visva-bharati.ac.in](http://www.visva-bharati.ac.in)

**Last date of Application 30.06. 2022**

## Dempo Charities Trust's DHEMPE COLLEGE OF ARTS & SCIENCE Miramar, Panaji-Goa

Applications are invited from Indian Nationals for the post of **Assistant Professor** on Full-Time Regular Basis in the following subjects. These posts are from the academic year 2022-23.

Sr. No.	Subject	No. of Posts	Category
1	Zoology	2	1 ST, 1 EWS
2	Philosophy	1	1 SC
3	History	2	1 PwD, 1 OBC

**Mandatory Requirement:** 15 years Residence Certificate issued by Government of Goa.

**Essential:** Knowledge of Konkani.

For further information visit

**Website : [www.dhempecollege.edu.in](http://www.dhempecollege.edu.in)**

Interview dates and list of candidates eligible for interview will be notified on the College Website.

Sd/-  
**Prof. Vrinda Borker**  
Professor & Principal

## Shri Prince Shivaji Maratha Boarding House, Kolhapur COLLEGE OF ARCHITECTURE, KOLHAPUR 1061, 'A' Ward, Shivaji Peth, Kolhapur – 416 012 (Maharashtra)

(Affiliated to Shivaji University, Kolhapur)  
(Permanently Non Grant-Basis)

## WANTED

Applications are invited from eligible candidates for the following posts:

Sr. No.	Name of Post	Vacant Post	Unreserved (Open) Post
A	Professor	1	1

**Note:** For detailed information about posts, qualifications and other terms and conditions, please visit University Website: [www.unishivaji.ac.in](http://www.unishivaji.ac.in)

Chairman  
Place : Shri Prince Shivaji Maratha Boarding House  
Date : Dist. Kolhapur

Palus Shikshan Prasarak Mandal's  
ARTS, COMMERCE AND SCIENCE COLLEGE, PALUS  
Tal. Palus, Dist. Sangli (Maharashtra), Pin-416 310  
(Affiliated to Shivaji University, Kolhapur)  
(Permanently Granted)

## WANTED

Applications are invited from eligible candidates for the following post:

Sr. No.	Name of Post	Vacant Post	Unreserved (Open) Post
A	Principal	1	1

**Note:** For detailed information about posts, qualifications and other terms and conditions, please visit University website: [www.unishivaji.ac.in](http://www.unishivaji.ac.in)

Place : Palus

Date :

**Secretary**  
Palus Shikshan Prasarak Mandal,  
Palus, Tal. Palus, Dist. Sangli

**President**  
Palus Shikshan Prasarak Mandal,  
Palus, Tal. Palus, Dist. Sangli

**Concept**  
Since 1974

## CBCS Bengali Text Book

আধুনিক চিন ও জাপানের ইতিহাস  
জয়ন্ত বৈদ্য

2022 | 978-93-5439-694-6 | 384 | ₹ 1900 (HB)

2022 | 978-93-5439-702-8 | 384 | ₹ 250 (PB)

অলঙ্কার সার

ড. বিপুল চন্দ্র বেপারী

2020 | 978-93-88937-72-6 | 104 | ₹ 500 (HB)

2020 | 978-93-88937-73-3 | 104 | ₹ 120 (PB)

## CONCEPT PUBLISHING COMPANY (P) LTD.

A/15&16, Commercial Block, Mohan Garden, New Delhi-110 059

Ph. : +91-11-41101460 Email: publishing@conceptpub.com Website : www.conceptpub.com

Showroom: Building No. 4788-90, Street No. 23, Ansari Road, Darya Ganj, New Delhi-110 002 Ph. 23272187

## WANTED

Applications are invited in prescribed form from the eligible candidates for the isolated post of **Principal** to be filled in **Vasant Rao Naik Mahavidyalaya**, Air Port Road, Cidco, Aurangabad (Maharashtra) **within 15 days** from the date of publication of the advertisement by Registered post only.

For detail advertisement see website  
[https://www.vnspmam.in/Principal\\_Recruitment.pdf](https://www.vnspmam.in/Principal_Recruitment.pdf)



## SARASWAT VIDYALAYA'S SRIDORA CACULO COLLEGE OF COMMERCE & MANAGEMENT STUDIES

Telang Nagar-Khorlim, Mapusa-Goa 403 507

Phone No: 2254478 (Off) • 2250042 (Prin.)

Email: [caculocollege@gmail.com](mailto:caculocollege@gmail.com)

website: [caculocollege.in](http://caculocollege.in)

(Affiliated to the Goa University)

Re-accredited by NAAC with B Grade (2<sup>nd</sup> Cycle)

Applications are invited from eligible and duly qualified candidates for filling up following posts of **Assistant Professors** on Regular basis from Indian Nationals to teach at **undergraduate level for B. Com programme (Bachelor in Commerce - aided)**

### A. FULL TIME REGULAR APPOINTMENT

1. Asstt. Prof. (Business Economics) 01 post (unreserved)
2. Asstt. Prof. (Computer Science) 01 post (unreserved)

Kindly visit the College Website: [www.caculocollege.ac.in](http://www.caculocollege.ac.in) for detailed information about posts, qualifications, reservation, eligibility criteria and other terms and conditions.

Dated: 7/6/2022

PRINCIPAL



# Gurukula Kangri (Deemed to be University) Haridwar

## Admission Notice (Session 2022-23)

**Online Applications are invited for admission to the following courses:**

1. Undergraduate courses as per NEP-2020:  
B.Sc./B.A. Hons. (Vedankar/Vidyalankar)/B.A./B.B.A./B.P.E.S.
2. M.Sc. (Physics/Environmental Science/Chemistry/ Mathematics/ Microbiology)/ M.C.A./M.Pharm./D.Pharm./B.Pharm.I Year/B.Pharm.II Year (Lateral Entry)/  
M.P.Ed./B.P.Ed.
3. M.A.(Veda/Sanskrit/Hindi/Philosophy/Psychology/English/Ancient Indian History Cul.& Archaeology/Yogic Science/Jyotirvigyan & Vedic Karmkand/ Music).
4. P.G. Diploma (Yogic Science/Hindi Journalism/ Industrial Health, Safety and Env.)
5. M.B.A./M.B.A. (B.E.)
6. B.Tech. I Year (CSE/ECE/EE/ME) / B.Tech. II Year Lateral Entry (CSE/ECE/EE/ME)
7. Diploma (Mechanical Engg./Electrical Engg.)/Diploma in Vedic Paurohitya
8. Certificate (Yoga/The Art of Happiness/Sales Management/Sanskrit Bhasha Kaushal/Jyotish Kaushal/Microbial and Herbal Products/ Disaster Management)
9. Ph.D./D.Litt./D.Sc.

**For further details, visit our website: [www.gkv.ac.in](http://www.gkv.ac.in)  
M. 9309455455 (Toll Free), 7300761138**

**Registrar**



## CENTRAL UNIVERSITY OF JAMMU

Rahya-Suchani (Bagla), District Samba – 181 143, Jammu (J&K)

### Employment Notification

The University invites **Online** applications from eligible Indian Nationals for the following posts under Dr. Ambedkar Chair sanctioned by **Dr. Ambedkar Foundation (DAF), Ministry of Social Justice & Empowerment, Govt. of India, New Delhi on deputation/contract basis:**

S. No.	Post	No. of Post	Pay Level	Specialization
01	Dr. Ambedkar Chair Professor (Deputation/ Contract basis)	01(One)	Academic Level 14 as per UGC guidelines	Dr. Ambedkar's Thought & Philosophy/ Education, National Integration & Cultural Nationalism.

**Note:**

- a) Superannuated Person will not be eligible for the post of Chair Professor.
- b) Above posts are tenure posts and subject to the approval by DAF, Ministry of Social Justice & Empowerment, Govt. of India, New Delhi.

The online portal [www.cujammu.ac.in](http://www.cujammu.ac.in) will remain open from 02/06/2022 (10:00AM) to 30/06/2022 (5:30PM) for submission of online application forms.

For any further query/clarification, please contact Director (I/c), Centre for Comparative Religions and Civilizations on Phone No. +91 9313971392 and e-mail [dir.ccre@cujammu.ac.in](mailto:dir.ccre@cujammu.ac.in) or visit University Website : [www.cujammu.ac.in](http://www.cujammu.ac.in).

No. CUJ/Estab.T./65/2022/242

Date : 01/06/2022

Sd/-  
Registrar

NAGAR SHIKSHAN VIKAS MANDAL'S  
**SHRI MADHAVRAO PATIL MAHAVIDYALAYA, MURUM**  
**TQ. OMERGA, DIST. OSMANABAD (Grant-in-Aid)**  
 Affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad

**WANTED**

Applications are invited for the following post in **Nagar Shikshan Vikas Mandal's Shri Madhavrao Patil Mahavidyalaya, Murum, Tq. Omerga, Dist. Osmanabad (MS)**.

Sr. No	Name of Post	Category	Full / Part Time
1	Principal	Open	Full Time

- Educational Qualification, Pay Scale & Service conditions are as prescribed by the UGC, Govt. of Maharashtra & Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, from time to time.
- Candidates should submit their API score as per the requirement.
- Those who are already in service should apply through proper channel.
- The application with attested copies should reach to **The Chairman, Nagar Shikshan Vikas Mandal, Murum, Tq. Omerga, Dist. Osmanabad – 413605 (MS)** within 15 days from the date of publication of this advertisement.
- No TA/DA will be paid at the time of interview.

Sd/-  
**Chairman**  
 Nagar Shikshan Vikas Mandal, Murum  
 Tq. Omerga, Dist. Osmanabad

**ATTENTION : SUBSCRIBERS UNIVERSITY NEWS**

**The NEW RATES of Subscriptions effective April 01, 2020 shall be as per following:**

	Institutions	Teachers/Students/Individuals*	
	Rs.	Rs.	
1 year	1,250.00	500.00	*AT RESIDENTIAL ADDRESS ONLY
2 years	2,200.00	900.00	

The payable amount is required to be remitted **in advance** by any of the following modes of payments:

- a) AIU WEB Portal (b) Cash Deposit (c) Demand Draft/At Par Cheque and (d) NEFT/RTGS/Net Banking/G-Pay/BHIM APP, etc.

1	<b>Bank Account No.</b>	<b>0158101000975 (Saving)</b>
2	Beneficiary Name and Address	<b>ASSOCIATION OF INDIAN UNIVERSITIES</b> 16, Comrade Indrajit Gupta Marg, New Delhi – 110 002
3	Bank & Branch Name	CANARA BANK, DDU MARG
4	Bank's Address	"URDU GHAR", 212, Deen Dayal Upadhyaya Marg, New Delhi – 110 002
5	Branch Code	0158
6	IFSC Code	CNRB 0000158
7	Contact No. & E-mail ID	(011) 23230059 Extn. 208/213 (M) 09818621761

**THE NEFT/RTGS/ONLINE PAYMENT TRANSACTION/UTR NUMBER MUST BE SENT BY MAIL IMMEDIATELY WITH COMPLETE MAILING ADDRESS & PIN CODE FOR LINKING AND ITS SETTLEMENT AT OUR END.**

*For further information/enquiries, send Mail at : [subsun@aiu.ac.in](mailto:subsun@aiu.ac.in) / [publicationsales@aiu.ac.in](mailto:publicationsales@aiu.ac.in)  
 Website : <https://www.aiu.ac.in>*

**PRABODHAN EDUCATION SOCIETY'S**  
**Vidya Prabodhini College of Commerce, Education, Computer and Management**  
**(Recognized by Govt. of Goa, Affiliated to Goa University and Approved by NCTE)**  
**(Recognized by U.G.C. under Section 2 (f) and 12 (B) of the UGC Act 1956)**  
**Accredited by NAAC with B+Grade on a Seven Point Scale**  
**Under New Framework (1<sup>st</sup> Cycle)**  
**Vidyanagar, Parvari, Goa-403 521**  
**Ph. No: 0832-2413600/2410500**

**APPOINTMENTS**

Applications with Full Bio-Data are invited from Indian Citizens for the following posts to be filled at the level of undergraduate in Government Aided College for B.A. B.Ed. and B.Com. Programmes from the Academic Year 2022-2023 onwards:

Sr. No.	Designation of Posts	No. of Posts	Nature of Posts	Category of Posts
1	Assistant Professor in Education (Hindi – Pedagogy/Methodology)	1	Full Time Regular	Reserved for ST
2	Assistant Professor in Education (Konkani – Pedagogy/Methodology)	1	Full Time Regular	Reserved for OBC
3	Assistant Professor in Education (History – Pedagogy/Methodology)	1	Full Time Regular	Unreserved
4	Assistant Professor in Education (Geography – Pedagogy/Methodology)	1	Full Time Regular	Reserved for OBC
5	Assistant Professor in Geography	1	Full Time Regular	Reserved for EWS
6	Assistant Professor in Performing Art	1	Full Time Regular	Reserved for ST
7	Assistant Professor in Commerce	1	Contract basis for the A.Y. 2022-23	Reserved for PWD
8	Assistant Professor in Education	1	Contract basis for the A.Y. 2022-23	Unreserved
9	Assistant Professor in English	1	Contract basis for the A.Y. 2022-23	Unreserved
10	Assistant Professor in Hindi	1	Contract basis for the A.Y. 2022-23	Reserved for OBC
11	Assistant Professor in Marathi	1	Contract basis for the A.Y. 2022-23	Unreserved
12	Assistant Professor in Konkani	1	Contract basis for the A.Y. 2022-23	Unreserved
13	Assistant Professor in History	1	Contract basis for the A.Y. 2022-23	Unreserved
14	Assistant Professor in Education	1	Lecture basis for the A.Y. 2022-23	Reserved for PWD
15	Assistant Professor in Hindi	1	Lecture basis for the A.Y. 2022-23	Unreserved
16	Assistant Professor in Marathi	1	Lecture basis for the A.Y. 2022-23	Unreserved
17	Assistant Professor in Konkani	1	Lecture basis for the A.Y. 2022-23	Reserved for OBC
18	Assistant Professor in History	1	Lecture basis for the A.Y. 2022-23	Unreserved
19	Assistant Professor in Geography	1	Lecture basis for the A.Y. 2022-23	Unreserved
20	Assistant Professor in ICT	1	Lecture basis for the A.Y. 2022-23	Unreserved
21	Assistant Professor in Environmental Studies for B.A.B.Ed.	1	Lecture basis for the A.Y. 2022-23	Reserved for OBC
22	Assistant Professor in Commerce	1	Lecture basis for the A.Y. 2022-23	Reserved for ST
23	Assistant Professor in Business Law	1	Lecture basis for the A.Y. 2022-23	Reserved for EWS
24	Assistant Professor in English	1	Lecture basis for the A.Y. 2022-23	Unreserved
25	Assistant Professor in Computer Application	1	Lecture basis for the A.Y. 2022-23	Unreserved
26	Assistant Professor in Commerce	1	Lecture basis for the A.Y. 2022-23	Reserved for OBC
27	Assistant Professor in Environmental Studies for B.Com.	1	Lecture basis for the A.Y. 2022-23	Unreserved

The appointment is subject to availability of workload, NOC/approval of Govt. of Goa and Goa University.

Candidates applying for more than one post are required to submit a separate application with complete enclosures mentioning the Serial No. of the post applied for. Candidates belonging to SC/ST/OBC/PWD and EWS category should enclose the relevant certificates from competent authority.

Application along with photograph should contain full name, address, telephone no. and mobile no., email address, date of birth, designation of the post held, academic qualification with percentage of Marks scored from SSC Exam till date, teaching & Administrative experience, certified true copies of statement of marks secured at SSC to Master Degree & any other degree/higher degree, experience certificate, residence certificate, aadhar card and other achievements in academics and administration. Candidate should have 15 years' residence in Goa. Knowledge of Konkani is essential and Knowledge of Marathi is desirable. Candidates belonging to SC/ST category are eligible for relaxation of 5% marks.

Qualification, pay scale and service conditions as prescribed by UGC, Goa University, Directorate of Higher Education, Government of Goa and other competent authorities. Candidates should send their applications with APPENDIX II, Table 3 completed in all respect to the **Principal within 20 days** from the date of publication of this advertisement. Candidates from General category may also apply against the reserved category posts.

For detail information about qualification, pay scale and other terms and conditions, visit Goa University website: [www.unigoa.ac.in](http://www.unigoa.ac.in). and College Website: [www.vidyaprabodhnicollege.edu.in](http://www.vidyaprabodhnicollege.edu.in).

Sd/-  
(Dr. Bhushan V Bhawe)  
Principal