#Let'sBeatCoronaTogether

Announcement

Special Issue of 'University News'

A **Special Number of the University News** on the theme **'Transformative Higher Education for Atma Nirbhar Bharat'** is being brought out in the Month of **March, 2023**.

The **Special Issue** will cover the articles of eminent educationists on the aforementioned theme. Readers of the University News are invited to contribute to the Special Number by submitting papers/ articles on the above theme by **October 31, 2022**. The papers will be published in the Issue subject to the approval of the Editorial Committee of the University News. The contributions are invited on the following Subthemes:

A. Internationalization of Higher Education

- International Student/Faculty Mobility
- International Collaborations in Research and Teaching
- Promoting Indian Higher Education Abroad

B. Transformative Pedagogies and Technologies in Higher Education

- Innovative Pedagogy and Lifelong Learning
- Blended Learning
- Personalized Learning through Edu-Technology

C. Transformative Curriculum for a Holistic and Multidisciplinary Higher Education

- Outcome-based Learning
- Academy-Industry-Society Interface
- Integrating Indian Knowledge System through the Multidisciplinary Teaching Learning Process

D. Research and Excellence in Higher Education

- Research Funding
- Promoting Quality and Relevant Research
- Linking Teaching and Research

E. Evaluation Reforms in Higher Education

- Continuous Assessment and Evaluation
- Using technology for Assessment and Evaluation
- Innovative Assessment Methods and Capacity Building of Faculty

Send the Manuscripts to: The Editor, University News, Association of Indian Universities, AIU House, 16 Comrade Indrajit Gupta Marg (Kotla Marg), New Delhi- 110 002. E-mail: *ramapani.universitynews@ gmail.com* with a copy to: *rama.pani2013@gmail.com/universitynews@aiu.ac.in* on or before October 31, 2022.

In This Issue

Gandhi, Field Work and Curricular Challenges: Experiences from *Padyatra*

Punita Harne*

Communication for harmony in the rural area of Gujarat, India is a bare need today. How a *padayatra* (walk) in 4 villages of rural Gujarat can play a pivotal role in the development of that particular village and the life of journalism and mass communication students, their understanding of rural issues, problems, and challenges in the remote areas of Gujarat can be seen from the journey through this case study. What sort of communication is done in the rural areas of Gujarat, what is the pattern of the communication, and what is the vocabulary of the rural families in Gujarat observed and noted in this *padayatra*. This may not sound like a thematic research paper, but this is a document of first-hand fieldwork data.

Gandhi literally walked his way to independence. His innovative concept of Foot marches/*padyatras* was one of the many tactics that fetch India its freedom. In Gandhi's scheme of things, these foot marches were a vital part of Satyagraha, or passive, non-violent resistance. This created a nationwide ground-swell of potent, non-violent energy, which ultimately became the strength of the independence movement.

Gandhi travelled the length and breadth of India and then formed a firm opinion that India was predominantly an agrarian society. It cannot get lasting freedom from hunger, poverty, and wanting unless its villages became respectfully employed and self-reliant. Rural India was and is the foundation on which the superstructure of the Indian nation has rested. Gandhi's pioneering work in the village and social sector welfare through the practice of *Sarvoday* has left an indelible mark on everyone, may it be an individual or an institution. Gujarat Vidyapith (Deemed-to-be-University founded by Mahatma Gandhi in 1920) is one to whom society is looking with hope.

In Gujarat Vidyapith as a part of its curricular activity students and teachers from every department have to go to the villages for five days. As per the need and demand of curricula, each department with its own methods of understanding the villages and ground realities, they come out with different data. This paper is based on such experiences.

Communication and Extension: An Unbreakable Inter-dependency

Extension plays an important role in bringing about a change in human behavior and is closely related to communication, which acts

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as essential means of providing and exchanging ideas and facts. It is, therefore essential that the students of communication and extension should understand the concept, types, methods, and historical background of the extension to have a clear understanding of the process of communication and development.

Extension Education is mostly understood as to 'reach' individuals, groups, or communities in terms of innovations, practices, or ideas. There are different dimensions of scientist/researchers' 'lab' product/ process to be 'delivered' to 'land/people/society. Another context for Extension Education is that of adult and continuing education where universities or academic setups extend themselves to societies.

Again, it is about 'helping people to help themselves' by understanding their issues, creating awareness (information or knowledge) or changing their behavior (attitudes and practices), or providing them with skills and helping them to come out of it for their own development. Extension professionals/ students/universities and NGOs act as a catalyst or mediators between subject experts and the community and make sure that the outcome is effective and as per plan.

The world is changing fast and technology is becoming an inevitable component of daily living. While Indian society is transforming itself from an agrarian economy to a service-based society, reaching out to communities and bridging divides of technologies (digital), sociology (gender), economics (class), and power demand attention and action.

Thus, the basic philosophy of extension is directed toward changing the outlook of human beings by educating them. Extension work is developed on the principle of helping rural people to stand on their own. This philosophy is based on the hypothesis that rural people are intelligent and are always eager to know about new developments and new schemes announced for them by the government for their development and holistic development of the entire community and area.

Principles and philosophy of extension are based on the research around the world and based on the findings of that and are inclusive efforts of authorities on cultural difference, change, grass root organizations, cooperation, participation, interest, needs, learning by doing, leadership, whole family approach, trained specialist, use of local resources,

the principle of democratic approach, aided self-help, adaptability, use of teaching method, evaluation and principle of satisfaction.

If Gandhi and his ideals are to be understood in true and full context, one has to understand that he was not just the father of the nation, he was the father of a society. He did not just strive to get us political freedom from the English reign. He sought to attain a larger, broader, and more inclusive freedom for us as a society from economic backwardness and poverty, religious inflexibility, the hegemony of class and creed, social taboos, ignorance, and illiteracy. Self-rule, or Swaraj, was an incomplete concept according to Gandhi's thinking. Only all-around uplift of one and all, or *Sarvoday,* would be closer to his conception of freedom.

Gandhi had formed a firm opinion that India was predominantly an agrarian society. It cannot get lasting freedom from hunger, poverty, and wanting unless its villages became respectfully employed and self-reliant. Rural India was the foundation on which the superstructure of the Indian nation rested. Unless the foundation was strong, the structure above would crumble.

Gandhi's pioneering work in the village and social sector welfare through the practice of *Sarvoday* has left an indelible mark on everyone, may it be an individual or an institution. Gujarat Vidyapith is one to whom society is looking with hopes.

The Gujarat Vidyapith is proactively engaging in multiple and multi-dimensional extension activities that cover social and village welfare, education, water and soil management, and conservation, among others.

Foot Marches/*Padyatras*

Gandhi literally walked his way to independence. His innovative concept of Foot marches/*Padyatras* was one of the many tactics that fetch India its freedom. In Gandhi's scheme of things, these foot marches were a vital part of Satyagraha, or passive, non-violent resistance. Gandhi utilized this method because apart from being a very healthy practice, foot marches offered various benefits to the Satyagraha movement. Since such processions were more like walkathons, they offered very close and intimate encounters with the masses spread along the entire route of the procession. Such an effective means of mass contact helped in spreading Gandhi's

message and the freedom wave across the length and breadth of the country. This created a nationwide ground-swell of potent, non-violent energy, which ultimately became the strength of the independence movement.

Gujarat Vidyapith**,** in its own way, is utilizing these padayatras/rallies as agents of change to create awareness about Gandhi and his ideals amongst the masses and inter-woven with that, understanding the rural realities as per the need of the various curricula and faculties.

A *Padyatras* is undertaken usually from 28 September to 2nd October every year and all the students and all the faculty members have to plan according and go into the four villages. Once the selection of the villages is done, as per the curricular requirement design for data collection and 'understanding the villages' is done. With each faculty member, 8 to 10 students make a team and go to the village. They stay for a day in a particular village, go to primary school, meet students, teachers, sarpanch, elderly people in the villages, chairperson of the milk co-operative society and khedut sahakari mandali, ladies, girls, and boys who are in their adolescent age, laborers and many more.

The cultural program is a very effective tool to connect with rural people. Even though television programmes have their impact, 'romaji mandir' (temple) or *'gram panchayat chotaro'* (open area in front of gram panchayat building) is the place where rural people gather and students perform various programs like street play*, bhavai, garaba* and bhajans on the themes based on the rural issues, government schemes, health awareness, and Gandhi's messages. Students from primary school also perform what they have learned from the Vidyapith student during the day and they enjoy it a lot.

The next day morning, the team winds up from that place and marches to the next village as early as possible. Thus almost 20 to 30 kilometer foot march is undertaken every year.

Students carry a poster exhibition kit, Gandhian literature, small story books, Gujarat Vidyapith publications, short films and documentaries on Gandhi, Gujarat Vidyapith, organic farming, *gram-shilpi yojana*, and *khadi* (handwoven cloth) along with. In that way, this is a unique way of learning by doing and understanding initiative by Gujarat Vidyapith.

This is the 17th year of our *Padyatras*. We in the Department of Journalism and Mass Communication have our own agenda to understand the villages. Instead of teaching, advising, pushing, or preaching, we prefer to know more from them rather than tell them. We in our team divide issues and broad-open-ended questions to ask and let them speak. Every year we have different themes like basic education, save the girl child, rural unrest, cleanliness, Vyasa Mukti (free from drug/liquor/tobacco/etc. habits), issues related to gender violence, land and farming issues, food and nutrition, rural cottage industry and self-employment.

Issues Related to Gender Violence

May it be direct, structural, or cultural violence, subtle and unseen or seen and noticeable, violence existing in its various forms in the villages we had been to. Direct violence against women includes wife beating for reasons or no reasons, whether drunk or not, dowry killing, female foeticide, and rape**.** We found this type of violence in all most all the villages and in all sorts of families. There was not much difference in educated or uneducated class, cast, race or religion, and sect. To be specific, in the Ajarai village of Gandevi taluka of Navsari district of Gujarat, there was an area in which a particular tribal community is living. Every second home was found with no male in the family. The reason was the wife was beaten by the man for no reason, unemployment, and asking for money for liquor. No question of asking for compensation as the man is not earning and is not much educated as compared to his wife and is not ready to go into the fields as he has no land of his own.

As the rural area is more open, less populated, and less dense, it was found more prone to crime related to women and girls. In some cases, even boys were not spared, but these cases never reach police records as it is the structural or political compulsion that forces families to bury the case and compromise. Lonely working ladies, aged women, and poor female labourers and their daughters are the most vulnerable and easy targets.

Structural violence is seen, traceable, and can feel also. The Male holds primary power; the male predominates the role in political leadership, moral authority, social privilege, and control of property, in the family father or father figure holds control over women and children and all the decisions related to their life, one may agree or not. In many villages, it

was found that though the Sarpanch of the village is a woman, all administration was handled by her husband or her father-in-law. As the consequences are not measurable but defiantly measurable and put restrictions and hold all sort of control over women in the family and even though having potential, she is not allowed to study or persuade the work and life of their choice and desire.

Culture violence is inherent in the culture. Cultural violence means those aspects of any cultural practices, religions, and traditions that justify violence against women in some way either direct or indirect. It legitimizes both forms of violence–direct/indirect, structural, conventional, or subtle. Cultural violence is sweetened with values and injected through several rituals and in the name of God and in the name of *Khandan*, it hardly allows women in a rural area to live the life of their dreams and even think of that.

- Male female ratio was the issue at the time of birth, in school, at primary level, at secondary level and very few girls from the villages reach high school and college. Fatal diseases were seen during all the *Padyatras*.

- Fewer numbers of girls are available in their own cast and that has resulted in bringing the bride or purchasing a bride from the tribal area. This phenomenon was seen in the villages of North Gujarat, as girls from these villages don't want to stay more in the villages, they don't want to marry in the village, they don't want to do animal husbandry, and don't want to work in the farms.

- Being NRI is a status symbol. Every second home has a son or daughter living in the big cities of India or abroad. In many villages, it was found that only elderly people were left behind to look after the farms and property whatever they have. Old age homes were found in the rural area in the name of giving peaceful life to the parents as there is no one to look after them and, in many cases, it was measurable for many youngsters to live with parents. It was noticed that more number of male as compared to women were in the old age homes, as women were considered to be a little bit helpful in the household activities and very compromising and in return not asking for much as compared to male senior citizens.

- This is an ongoing study. In this paper, only gender-related issues are taken. There are many other areas in which we have worked. Our experiences and observations in other areas and issues are equally sensitive and heart-moving, but we are there to understand the villages of Gujarat and the issues of Gujarat and there for the *Padyatra*. Learning by doing, observing, and experiencing. ❑

Bharat Ratna Lal Bahadur Shastri: A Life of Simplicity and Integrity

M S Kurhade*

Lal Bahadur Shastri's supreme loyalty was to Mother India regardless of the sacrifice involved, and he had the willingness to sacrifice, however large, in order to pursue what he had clearly perceived as the right course of action. This was when he decided to leave his school and jump headlong into the freedom struggle. He was only 16 years old. He was attracted to the idea of detachment. As time passed, renunciation became an integral part of his being. *Asangraha*, that is non-acquisition, and *Aparigraha*, non-covetousness, got imbedded into his whole being. He also practiced *aswaad*, tastelessness. According to Lal Bahadur Shastri, all these qualities were needed to be a Congress volunteer fighting for a free India. He was born poor, but poverty never embittered him. And he was always against exhibiting or demonstrating his poverty. He had two sets of kurtas always clean and ironed and he presented himself everywhere as a neatly dressed person. He was equally concerned about others' feelings and welfare. When he presented his views on any subject he was clear, concise, well-thought-out, and unemotional. Thus, when he worked for the benefit of others, his entire personality played out. He was a true *Sevak*, his biographer had remarked. No wonder, when he died under questionable circumstances, he died a *fakir*. He had no money in the bank, no house of his own, only an old fiat car, with a loan instalment pending. How simple and honest a man can be, who died as the Prime Minister of the world's largest democracy!

Born to poor parents on 2nd October, 1904 in Moghalsarai near Banaras, Lal Bahadur Shastri remained self-effusive all his life. His father was a school teacher. Although in retrospect, it can be safely concluded that he was born for bigger things, he remained mostly unseen, until circumstances brought him to the open as the executive head of the country. He had an innate desire to remain behind the curtain, stay out of the spotlight and attention. Lal Bahadur

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Shastri was a giant of a personality by any stretch of imagination despite his 5 ft. 2 inches frame.

C.P. Shrivastava, who worked closely with Shastri Ji writes, "He was extremely courteous and extended the same courtesy, consideration, and kindness to all he met, regardless of their status in life. He never demonstrated his feelings by the gesture of his hand. He expressed by the way he looked. His look was one of soothing kindness and benevolence which were expressions of an unusually deep magnanimity of the soul. I saw with complete clarity Shastri Ji's ethical stature, his warm humanity, his extreme decency, and his capacity for understanding and forgiveness. Working with him was easy and difficult at the same time. It was easy because all one had to do was to be totally honest, straightforward, and courteous. It was difficult because one had to dedicate oneself, heart and soul, to one's duties, as Shastri Ji himself would be. But this did not come in any sense as a compulsion from him, not at all. It was one's own inner compulsion, clearly fired by Shastri Ji's selfless example, Shastri Ji had no passion for power, no greed for money, no lust for women. Despite God-given deficiency of a small frame and other deficiencies caused by poverty in their early years, Shastri Ji was a political meteor who, on the strength of his character, integrity, and truthfulness, fulfilled in a uniquely modest and yet unshakably courageous way the great demands that history placed upon him."

His first exposure to work came as a member of The Servants of the People Society, run by redoubtable Lala Lajpat Rai. Part of the oath he took, while being confirmed as a Life Member of the Society is as follows, "It shall always be my endeavor to lead a purely personal lifestyle. Service of the country will occupy first place in my thoughts and in serving the country I shall not be actuated by motives of personal advancement. I shall work for the advancement of the people of my country, without distinction of caste and creed. I shall be content with such allowances for myself and my family, as the society may fix or permit, and shall take no part in any activity with the object of earning more money for myself or my family." He

was only 21 years of age then. He remained true to the oath all his life following 40+ years. He died on 11th January, 1966, when he was 61 years, 3 months, and 9 days.

Having started only as a Parliamentary Secretary to the Uttar Pradesh Chief Minister Govind Vallabh Pant, of the provincial government in 1945, recognizing his abilities Shastri was made cabinet minister for Home and Transport very soon. As Home Minister, he tried to sensitize the police and was the first to ask the police to use water cannons instead of ladies to control the crowd. He was the first to introduce *Prantiya Raksha Dal* for Civil defense to supplement Police efforts. This became known in later years as Home Guards.

As the Minister in charge of transport, he was the first to establish State Road Transport Corporation to provide transport service to the entire state after seeing rural Uttar Pradesh was poorly served. All state governments followed the lead given by Shastri and created SRTCS. This proved a boon for the public. He was also the first minister who introduced the female workforce in the SRTCS. Female conductors or state transport buses in UP were his seminal contribution to women's empowerment even in those days prior to 1950. Clearly, Lal Bahadur Shastri was a great son of India. His qualities of head and heart endeared him to all those who came in contact with him, whether it was Lala Lajpat Rai and his Servants of the People Society in the 1920s and 1930s or Purushottam Das Tandon or Govind Vallabh Pant, or Jawaharlal Nehru. All of them found him an indispensable deputy and a very responsible committed colleague. He was an excellent organiser and a person of impeccable integrity. Therefore, Nehru rightly said, "No one can wish for a better colleague in any undertaking. A man of the highest integrity, loyalty, devoted to ideals, a man of conscience, and a man of hard work." No wonder he was made the General Secretary of the All India Congress Committee by Jawaharlal Nehru to oversee the first ever election to the Parliament.

Prior to the appointment as General Secretary of AICC, there was the election of the President of the Indian National Congress. It was in 1950. Nehru as PM supported Acharya J.B. Kripalani. Sardar Patel, the Deputy PM, supported Purshottam Das Tandon. It was a kind of clash of titans–Nehru and Patel. However, reliably it was understood that Nehru made it a prestige issue and declared, if Tandon wins, he will consider it a vote of no-confidence in his leadership and that he could resign from the position of Prime Minister. Tandon secured an absolute majority and was declared elected. A furious Nehru announced that he will not be a part of the Congress Working Committee although he did not resign as Prime Minster.

However, most importantly Shastri being close to Purushottam Das Tandon and Nehru played an important role to diffuse the crisis. In the meanwhile, Tandon decided to quit as Indian National Congress (INC) President and Nehru himself became the president of INC. After the demise of Sardar Patel on 15th December 1950, Nehru became the unrivaled power center in the party and the government. Suddenly Nehru felt the need for an all-purpose deputy and he appointed Lal Bahadur Shastri as the General Secretary of AICC. His most important responsibility as General Secretary of AICC was to organise the first general election under the new constitution slated to be held in 1952. It was a humongous task, but Shastri lived up to the expectation and according to his biographer D.R. Mankekar, "The landslide victory of the Congress party in those elections, the great part of the credit must go to Lal Bahadur." Thus, he emerged as a national leader. During the elections having met diverse kinds of people across the entire country, Lal Bahadur emerged as a rare gentleman, a genuinely humble politician due to his down-to-earth approach to all and sundry without an iota of weight thrown around despite being Prime Minister's Man- Friday.

Another dimension that came to the fore during and after this massive electoral exercise was his selflessness. He not only did not seek a ticket for himself or for any of his relations or friends. Hence he was not a member of the first Lok Sabha. Yet, recognising his enormous contribution, Prime Minister Nehru made him India's first Railway Minister. He is credited with the introduction of sleeping berths for the first time in the third class compartment, which later was made as 2nd class. This greatly enhanced the comfort for long-distance travelers who earlier had to travel sitting during the night. Railway Protection Force was his creation. Under his stewardship railway saw multidimensional improvement in both productivity and connectivity. Unfortunately taking moral responsibility, after 2nd major railway accident within months, he resigned from the Railway Ministry. He was the first minister to set an example for taking moral responsibility and quitting ministerial

position, even when there was neither any demand from any quarter, nor he had anything to do with the accident, clearly indicating that he had no attraction for positions of power. It was *aparigraha* in practice. While announcing in the Lok Sabha, the acceptance of Shastri's resignation, Prime Minister Nehru stated, "I should like to say that it has been not only in the government, but in the Congress, my good fortune and privilege to have him as a comrade and colleague and no man can wish for a better colleague in any undertaking - a man of the highest integrity, loyalty, devoted to ideals, a man of conscience and a man of hard work. We can expect no better. It is because he is such a man of conscience that he has deeply felt whenever there is any failure in work entrusted to his charge. I have the highest regard for him and I am quite sure that we shall be comrades and will work together in the future." This resignation, taking moral responsibility had set a new precedent for political conduct and increased the moral stature of Shastri Ji nationally. 1957 brought the 2nd General elections and Shastri Ji was again in the midst of high voltage action. This time Nehru asked Shastri Ji to seek election to the Lok Sabha. Shastri Ji stood for election in Allahabad and got elected with a huge margin and joined the cabinet. After a brief stint, he became the Minister of Commerce and Industry in less than a year as Minister of Transport and Communications. During his ministership industrial revolution of a kind had started, especially in the public sector. Heavy Engineering Corporation, Hindustan Machine Tools, The Nangal Fertilizer Factory, and Heavy Electricals Ltd. a watch factory with an Indo-Japanese joint venture were some of the ventures that became stars in the evolving industrial horizon of India. In every decision, that promoted industrialisation, whether in the private sector or in the public sector, Lal Bahadur kept the interest of ordinary Indians as the primary consideration. Although the business community was unhappy with some of his decisions, he was respected all the same for his integrity and sincerity. His approach to agro-industrial integration and conversion of village industries into small-scale industries, as a long-term solution to the unemployment in rural areas, remains a blueprint for subsequent years of progress in industrialization. Despite the enormous power at his command as Minister of Commerce and Industry to approve or reject any application to grant licenses, Shastri Ji remained clearly above board with his impeccable integrity.

Govind Vallabh Pant, India's first Home minister after the early demise of Sardar Patel also passed away in April 1961. Lal Bahadur was the choice of Prime Minister to take the heavy ministry of Home Affairs. His whole personality as eyes and ears of the common man, suited very well to defuse emerging challenges in a country as complex as India, with some 23 officially recognised languages and half a dozen faiths with his characteristic disarming personality, he resolved the Assamese vs. Bengali language crisis in Assam. He weathered southern India's temple of anti-Hindu protest, and the Punjabi Suba demand of Akali Dal (Master Tara Sing Faction) was also resolved.

However, what distressed him most was the lack of discipline among government staff, and the patronizing attitude of some of the politicians and senior bureaucrats looking for bigger crumbs of power. He was always ready to converse to find a solution and never forced his personal view nor did he try to show his power as a minister. He always felt that there should be a forum for discussion between officers and staff so that irritants, if any, can be aired in the forum and some amicable solution found out without bitterness. As a senior cabinet member, he felt no officer should work under fear or duress and that these officers should be encouraged to express their views freely subject to the decision already taken. He was against oral orders or instructions which, more often than not, lead to miscarriage of justice and the creation of influence peddlers. He also advocated a code of conduct for ministers. He expressly disapproved of any group politics by officers. Administrative reforms were of utmost importance in his mind, as Indian politics and society were evolving in post-independent India's work culture. Unfortunately, he resigned from the ministership under Kamaraj's plan.

But Shastri soon returned to the cabinet as Minister without Portfolio. Truly speaking, in the entire cabinet, he emerged as a Multiple Task Master. He became a successful troubleshooter for Congress and Prime Minister Nehru. If earlier it was a language issue in Assam and South, Kashmir erupted due to the loss of a holy relic. The disappearance of the treasured heir of Prophet Mohammad had caused a huge problem and the subsequent location of the relic introduced doubts in the minds of Kashmiri Muslim clergy. But Shastri Ji, despite advice against yielding to the local pressure met leaders and clergy in Kashmir and in his own unobtrusive way managed to defuse the crisis. Even the release of Shaikh Abdullah was influenced by Shastri Ji. Thus, he

became an acceptable face to diverse stakeholders in the idea of India. No wonder, when Nehru left the scene on 27th May, 1964, Shastri Ji became the natural consensus candidate to takeover, since in the words of Nehru, "Shastri Ji was Gandhiji's own model, simple, modest and gentle with nothing authoritarian about him and therefore well suited to the task of reconciling different groups to our middle way." On 9th June, 1964, Shastri Ji was elected Congress Party Leader and as Prime Minister of India. Addressing the nation on 11th June 1964 Shastri Ji stated, "There comes a time in the life of every nation when it stands at the crossroad of history and must choose which way to go. But for us, there need be no difficulty or hesitation, no looking to right or left. Our way is straight and clear, the building up of a socialist democracy at home with freedom and prosperity for all and the maintenance of world peace and friendship with all nations." Continuing with most of the ministers of the Nehru Cabinet, he also appointed Indira Gandhi as the Minister of Information and Broadcasting. Policies of the socialistic pattern of society Nehru were also continued. Both White Revolution and Green Revolution were Shastri Ji's initiatives, clearly indicating his clarity of thought in the socio-economic sphere. White Revolution led to the formation of Amul and the National Dairy Development Board (NDDB). Coming to the chronic food shortage in the country, he himself skipped a meal a day to save at least seven meals a week. The entire country was inspired to do likewise. Even eateries and restaurants downed their shutter on Monday evening. It came to be known as *'Shastri Vrat'*. In 1964, National Agricultural Products Board Act was passed and the Food Corporation of India (FCI) was established. Soon thereafter Green Revolution was ushered with new high-yielding varieties of crops being tried in Punjab, Haryana, and Uttar Pradesh. They became the future grandeur of India. The War of 1965 with Pakistan boosted our self-respect and the whole country admired the government led by Lal Bahadur Shastri for deftly handling the Pakistani perfidy. He became a hero of folklore. India was indeed lucky to have Shastri Ji at the helm of the country's affairs, acknowledged for his honesty, integrity, commitment, and dedication to the national cause. His transparent selflessness and simplicity made him a darling of the masses. Sadly, for India, his reign didn't last very long. On 11th January, 1966 he breathed his last and the country was devastated. He was a model politician, a model human being, and a gentle soul, whom every Indian can justifiably be proud to remember. His memory can be an inspiring story for all those who aspire to public life to serve the country and its people. His journey from a mere sevak to his people to the position of Pradhan Sevak of his countrymen is an open book of honesty and simplicity.

If Shakespeare was alive in 1966, in all probability, he would have said,

> *"This was the noblest Indian of them all,*
> *His life was so gentle and the elements,*
> *So mixed in him that Nature might stand up,*
> *And say to all the world,*
> *This was a Man."*

Indeed, Lal Bahadur Shastri is the greatest Indian since Mahatma Gandhi to have lived in flesh and blood in post-independent India and so he left his footprints on the Indian socio-political space as a model of clean politics and selfless service. His life story should be there in both school books and college books. To make his memory enduring Shastri Ji too should be remembered like that of Mahatma Gandhi as *Gandhi Shastri Jayanti Divas*, since both were born on 2nd October. Hope this humble desire finds resonance in the corridors of power.

Responding to the call of duty was one of his greatest qualities. As always, the nation was his top priority and his family came much lower in priority. This was one single quality, for its sheer sincerity and honesty, which alone could have propelled him to be the greatest of all Indians. Post-Mahatma, he was unmistakeably the brightest star in the political firmament of the country. He has to be part of the national curriculum at all levels of education. The story of Shastri Ji's life should occupy a much larger space for the Practical Mahatma that he was. When Nehru Ji in his immaculate style spoke of him to the Parliament, after accepting Shastri Ji's resignation, he weighed every word to carry its intended meaning. Someday he has to become part of the folklore so that he becomes and remains an icon. This country needs another Lal Bahadur Shastri for its political deliverance. In the fitness of things, Indians of all hues, young and old, should know about this great soul in greater detail. Shastri Ji must occupy a larger public space for the kind of exemplary life he lived, for the knowledge of all those who want to take politics to serve the *common man.* ❑

Buniyadi Shiksha and Its Relevance in Contemporary Times

Gouri Srivastava* and Bhawna Paliwal**

The Gandhian philosophy of *Buniyadi Shiksha* was an integrated part of his overall design for the curriculum of life. It was based on his life experiences and practices at different points of time. During his stay in Champaran, Gandhiji laid the foundation of Buniyadi Vidyalayas. The purpose behind setting up of these schools was to fight illiteracy and generate awareness among rural people. This experience provided in giving shape to the cherished concept of Buniyadi Shiksha in practice. During the Champaran Satyagraha Gandhiji took up the cause for addressing the woes of the peasants who were forced to grow Indigo on 3/20 of the total land (called as *Tinkathia* System). Gandhiji took up the issue of peasantry and was able to convince the authority that this system should be abolished and that the peasants should be compensated for illegal dues. In his own words Gandhiji said "the work at Champaran is over, but something still more important remains. If a man who has shaken off slavery and gained his freedom is not properly educated, he may possibly abuse his freedom. The people of Champaran have secured local self-government of a sort. How it is to be used is the problem now…For this purpose my co-workers, Babu Brij kishore and other have jointly decided to open schools and over the place and educate the people in general knowledge, especially in rules of hygiene."[1]

Thus, for addressing the poverty of the peasants, education was seen by Gandhiji as an important vehicle for transforming their lives. To initiate a beginning, the system of knowledge transmission could focus on the language of the learner's and the content should be so designed that it needed to lay emphasis on the lives and conditions of the common masses. He felt that for quality living one must lead a simple life based on a harmonious link with human activities and the habitat. Nurturing the human potentials, based on truth and non-violence in thought, words, deeds and action was what Gandhiji stood for throughout his life. The kind of curriculum that he envisioned was the one that led to synchronization of head, hand and heart which according to him was essential for realising the inner potentialities of humans. This was what he emphasised in *Buniyadi Shi*ksha ,the education of his dream. This scheme of education focused on learning by doing.

During his stay in Champaran, he laid the foundation of Buniyadi Vidyalayas. The purpose behind setting up of these schools was to fight illiteracy and generate awareness among the rural people about the importance of education. He was of the view that the key to *swaraj* lays not so much in the hands of the government as in our system of education. During the Champaran Satyagraha, he opened three schools at Badharva Lakhansen on 13.11.1917, Bhitiharva on 20.11.1917 and at Madhuban on 17.01.1918. At present these schools are the inheritors of his philosophy and thoughts. These historic Vidyalayas were conceptualised by Gandhiji, as schools that connected children with their experiential realities. The main function of these schools was to translate learning by doing in practice. The Buniyadi Vidyalayas at the time of independence were definitely an innovative ideas and method in challenging the western system of education, by suggesting an alternative paradigm rooted in the Indian context..

The aims of education according to Gandhiji was to promote, strengthen national service, build character, know the self, kindness to all, not limit itself to employment only. In addition, the content and process of education should instill in the minds of beneficiaries, the qualities of serving humanity, develop fearlessness, strengthen freedom from bondage, motivate the beneficiaries for undertaking a journey in seeking truth and cultivate hygienic habits for quality living.

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Gandhiji felt that education should draw the best in every child in his own words he said, "By education I mean an all-round drawing out of the best in child and man-body, mind and spirit. Literacy is not the end of education nor even the beginning. It is only one of the means whereby man and woman can be educated. Literacy in itself is not education by teaching it a useful handicraft and enabling it to produce from the moment it begins its training…I hold that the highest development of the mind and the soul is possible under such a system of education. Only every handicraft has to be taught not merely mechanically as is done today but scientifically, i.e. the child should know the why and the wherefore of every processes."[2] In addition, Gandhiji, emphasized on questioning and inquisitiveness among learners. In his own words , he elaborated on these qualities, "persistent questioning and healthy inquisitiveness are the first requisite for acquiring learning of any kind. Inquisitiveness should be tempered by humility and respectful regard for the teacher. It must not degenerate into imprudence. The latter is the enemy of the receptivity of mind. There can be no knowledge without humility and the will to learn."[3]

Gandhiji also saw the spiritual aspect in education. In his own words he said, "Every one of us has good inherent in the soul it needs to be drawn out by the teachers, and only those teachers can perform this sacred function whose own character is unsullied, who are always ready to learn and to grow from perfection to perfection."[4]

Curriculum in the *Buniyadi Vidyalayas*

- Mahatma Gandhi's concept was to provide elementary holistic education to every child.

- Schools were meant to provide education that was connected with lives of children.

- Training in Spinning, Carpentry, Farming, Weaving was to be part of the pedagogy in these schools.

- Teachers were expected to have skills in different crafts.

Understanding *Buniyadi Shiksha*

Mahatma Gandhiji felt that education that connected child with their roots had elements in transforming the village children to model villagers. It would imply that inspiration for the same, need to come from the villager themselves. Infact, Buniyadi Shiksha linked the children, whether of the cities or the villages, to all that was best and lasting in India. It had elements of both the body and the mind, and kept the child rooted to the soil with a glorious vision of the future. He later elaborated that the object of Buniyadi Shiksha was physical, intellectual and moral development of the children through the medium of a handicraft. Gandhiji later added that, any scheme which is sound from the educative point of view and is efficiently managed is bound to be sound economically. For instance, according to him, human labour and material should never be used in a wasteful or unproductive way. The emphasis needs to be laid on the principle of spending every minute of one's life productively, which according to him had elements for the development for citizenship and incidentally went on to make Basic Education self-sufficient and self-reliant.[5]

The Fundamentals of the *Buniyadi Shiksha*

1. All education to be true must be self-supporting, that is to say, in the end it will pay its expenses excepting the capital which will remain intact.

2. In it the cunning of the hand will be utilised even up to the final stage, that is to say, hands of the pupils will be skilfully working at some industry for some period during the day.

3. All education must be imparted through the medium of the provincial language.

4. In this there is no room for giving sectional religious training. Fundamental universal ethics will have full scope.

5. This education, whether it is confined to children or adults, male or female, will find its way to the homes of the pupils.

6. Since millions if students receiving this education will consider themselves as of the whole of India, they must learn an inter-provincial language. This common inter-provincial speech can only be Hindustani written in Nagari or Urdu script. Therefore, pupils have to master both the scripts."[6]

Components of *Buniyadi Shiksha*

- Crafts, Art, Health and Education to be integrated into one scheme.

- Nai Talim is a beautiful blend of all the four and covers the whole education of the individual from the time of conception to the moment of death.

- Our System of (Basic) Education leads to the development of the mind, body and soul. The ordinary system cares only for the mind.

- The roots of this new education go much deeper. It lies in the application of truth and love in every variety of human activity, whether in individual life or a corporate one.

- True education should be of use to every villager in his daily life.

- Such education is not derived from nor does it depend upon books. It has no relation to sectional religion.

- It is learnt from the "Book of Life" which costs nothing.

- Children must from their infancy be taught the dignity of labour.

- Mother-tongue needs to be the medium of education.

The early mentors of the school established by Mahatma Gandhi were Babban Gokhle, Devdas Gandhi, Avantika bai Gokhle and Mr. Soman.

In order to give shape to his idea ,the All India Education Conference was held in Wardha, Maharashtra on October, 1937 under the leadership of Mahatma Gandhi wherein, Buniyadi Shiksha also known as *Nai Taleem*/Basic Education was deliberated upon. This scheme, as stated earlier, was a significant step in proposing an education which was rooted in the child's lived context. In the conference, persons from different walk of lives such as educationalist, ministers of education of the seven out of the nine newly elected provincial governments participated. Members in the conference discussed on the Gandhian scheme of basic education in detail. The deliberation held, discussed at length on making productive work an integral part of teaching and learning. The other component that was discussed was on making schools self-reliant.

Mahatma Gandhi holistic concept of education called *Nai Taleem*, Buniyadi Shiksha, aimed at restructuring and rejuvenating the rural economy through self-reliant villages. While addressing the Wardha Conference, Mahatma Gandhi stated: "What I am going to place before you today is not about a vocation that is going to be imparted alongside education. Now, I wish to say that whatever is taught to children, all of it should be taught necessarily through the medium of a trade or a handicraft. You may argue that, during the middle age, children were taught only trades (crafts) in our country. While I agree with this contention, but the proposition of imparting the whole of education through the medium of trades (crafts) was not considered in those days. A trade (craft) was taught only from the standpoint of a trade (craft). We aim at developing the intellect also with the aid of a trade or a handicraft…..Therefore, it is my submission that, instead of merely teaching a trade or a handicraft, we may as well educate the children entirely through them. Look at *takli* (spindle) itself, for instance. The lesson of a *takli* will be the first lesson of our students through which they would be able to learn a substantial part of the history of cotton, Lancashire and the British Empire…..How does this *takli* work? What is its utility? And what are the strengths that lie within it? Thus the child learns all this in the midst of play. Through this he also acquires some knowledge of mathematics. When he is asked to count the number of cotton threads on *takli* and he is asked to report how many did he spin, it becomes possible to acquaint him step by step with good deal of mathematical knowledge through this process. And the beauty is that none of this becomes even a slight burden on his mind. The learner does not even become aware that he is learning. While playing around and singing, he keeps on turning his *takli* and from this he learns a great deal."[7]

Conceptualising the Scheme in Practice

For implementing Buniyadi Shiksha in practice it was envisioned that a school of say five and a half hour could roughly be divided on the following basis:

- Physical activity- 20 Minutes.
- Mother tongue- 20 Minutes.
- Social studies and General science-60 Minutes.
- Art- 40 Minutes.
- Arithmetic- 20 Minutes.
- Craftwork including study of correlated subjects-Two and half hours.
- Free and compulsory education to be given for eight years (6 to 14 years) in the stages instead of 7 to 14.
- Junior stage covering 5 years and the senior 3 years.
- Social and physical environment for correlation in addition to craft.

- The self-supporting aspect is not to be over-emphasised. The sale proceeds of the finished goods should be able to help the school to cover some part of its expenditure.

The All India Educational Conference held at Wardha in October, 1937 discussed the ideas of Gandhiji and passed the following resolutions. The resolution highlighted some of the important deliberations held. They are as follows:

1. Provision of free and compulsory education for 7 years on a nationwide scale.

2. Relating education with manual and productive work and some form of handicraft.

3. Mother-tongue to be the medium of instruction.

A committee was formed under the chairmanship of Dr. Zakir Hussain to prepare a scheme of education keeping in view the suggestions of the resolutions. Gandhiji formulated his scheme of education in the Indian context and it was the outcome of his long experience. A summary of the Wardha Scheme of Education is mentioned below:

The basic education should comprise a course of eight years from the age of 6 to 14 years and that this course while preserving its essential unity should consist of two stages-the first stage, the 'junior' stage, covering a period of 5 years and the second stage, the 'senior', 3 years.

The transfer of children from the 'basic' school to other form of post-primary education should be allowed after the 5th grade, i.e., at the conclusion of the 'junior basic' stage.

The various types of post primary school to which suitable children may be transferred at the end of the 'junior basic' stage should provide a variety of courses extending over a period of at least five years after the age of eleven. These courses, while preserving an essentially cultural character, should be designed to prepare pupils for entry to industrial and commercial occupations as well as to universities.

Special arrangements should be made in these schools for assimilating pupils who decide to continue their education after completing the full course in the 'basic' school, i.e., after reaching the 8th class.

Suitable courses should be framed for girls attending 'senior basic' schools, which should include such subjects as cookery, laundry work, needle work, home crafts, the care of children and first aid, the remainder of the instruction to be correlated with this course of domestic science in accordance with the general principles of the 'basic education' scheme.

The Action Taken Report gives a brief over view about the status of implementation of the Wardha Scheme of Basic Education by different provincial governments in pre-independent India. It is of significance to note that this scheme could not take off the way it was conceptualised by Mahatma Gandhi. Some of the provinces did not initiate the scheme and the few who had implement it, did it in a limited manner. The provinces that did not implement the scheme were Bengal, Punjab, North-West Frontier Province and Sindh. In provinces where the scheme was implemented partially was the United Province which appointed a committee under the provincial government and submitted an interim report recommending the adoption of Wardha scheme of basic education with certain modifications. In Bihar, the Patna training school had turned out batch of Wardha Scheme teachers. This batch of teachers started work at schools at Brindaban, near Bettiah, North Bihar, in April 1939. In the Central Provinces, it was proposed to introduce the scheme along with syllabus in the primary schools in a compact area in the Wardha district.

There were other issues raised by people from different walks of life, for seeking more clarity on the scheme. The few significant observations were in connection with the self-supporting nature of the scheme. In addition, observations were made on turning schools into manufacturing small scale industries. Few critiques also felt that it placed too much emphasis on crafts and neglected the major components of formal education. Added to these comments from stakeholders, was the need for proper conceptualisation of the philosophy of learning by doing. It was also viewed by some that the crafts to be taught at different stages of school education were not properly selected, as per the context of the learners. Further, it was pointed out that many of the teachers lacked in-depth knowledge of crafts and were not suitably trained to implement craft-centered education. In addition, it was also pointed out that the linkage with higher education was not properly documented in implementing the scheme. Along with these observations was the paucity of printed materials on craft education which was highlighted by few. It was observed that the Director of Public

Instruction did not give it the due importance, nor did they find ways to address doubts raised by the scheme. Thus, this laudable scheme could not take off the way it was envisioned by Mahatma Gandhi.

Despite, not being implemented in letter and spirit, some of its guiding philosophies have influenced curriculum frame works and the educational policies. The latest being the National Education Policy, 2020

The philosophy behind the Gandhian scheme of Basic Education is relevant for all times to come. This has been reiterated in the present National Education Policy, 2020. The focus of the policy is to strengthen inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030. It reiterates that the Pedagogy must evolve to make education experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible, and, of course, enjoyable.

Excerpts from the National Education Policy, 2020

The focus on learning by doing finds a mention in the National Education Policy 2020. The policy highlights that "…the curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture and values…"[8]

The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner. Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment.[9]

"..Education must build character; enable learners to be ethical, rational, compassionate, and caring…"[10]

"….The vision of the Policy is to instill among the learners a deep rooted pride in being Indian, not only in thought but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen…"[11]

"…This policy aims to overcome the social status hierarchy associated with vocational education and requires integration of vocational education programmes into mainstream education in all education institutions in a phased manner. Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education. It will ensure that every child learns at least one vocation and is exposed to several more. This would lead to emphasizing the dignity of labour and importance of various vocations involving Indian arts and artisanship…"[12]

Reflection of Learning by Doing in Curricular Frameworks of NCERT

Excerpts from the Curriculum for the Ten-year School (Framework), 1975

The curricular framework lays emphasis on linking education with the needs and aspirations of people. In this very context, it suggests work experience as a source of learning. The excerpts of the curricular framework related to work experience is given below.

2.4.1 *Work experience as a source of learning*

…Work experience should provide an opportunity to learn from the use of the hands, give insight into the material phenomenon and human relationships involved in any organised productive work, and create the attitudes necessary for cooperative accomplishment of tasks and discharging of social responsibility within a framework of equality as well as of the freedom of the human spirit…

2.9.1 *Character Building and Human Values*

…The school curriculum should have a core cantering round the objective of character building… Hence, attempts have to be made to nurture the child to discover its potentialities, Educational activity should be organised in such away that, always and ever, in each and every task, the child is encouraged to express itself and find its best fulfilment.[13]

The objectives of general education have also made a mention of giving emphasis to work centred education. "The child should acquire healthy attitudes towards human labour and its dignity".[14]

At the middle stage, covering classes VI-VIII, the objectives states that the children should be prepared adequately to face life and develop

capacities and attitude for productive work in which they have to participate. It suggests that children can at this stage, which is terminal should be able to acquire useful knowledge and skills, proper work habits, attitudes and character which contribute to productivity and national integration that should have started from the middle stage should be accelerated and brought to a satisfactory level of development.[15]

Interestingly, it also suggests that the first ten years of school education should include work experience in a holistic manner. In connection with areas of school work, work experience was accorded an integral space from classes I to X.

Excerpts from the National Curriculum for Elementary and Secondary Education: A Framework, 1988

0.1 Curriculum Scenario in Retrospect

…The father of the nation, Mahatma Gandhi, had visualised education as a basic tool for the development of national consciousness and reconstruction of our society. *Buniyadi Shiksha* as *Nai Talim* as expressed in the Wardha Scheme of education in the late thirties, represented the first significant effort to develop an indigenous national system of education in conformity with the needs and aspirations of the people. The main thrusts of this scheme of education, commonly referred to as basic education, were emphasis on all round development of the child, development of a secular national outlook and readiness to undergo and withstand pangs of national building, use of the immediate environment and work as the source of knowledge, integration of and correlation between knowledge and work, emphasis on the importance of experience in acquisition of knowledge and use of mother tongue as the medium of instruction and learning. The main goal of education was character building and not mere acquisition of knowledge. The emphasis was on evolving an educational system that would enable an individual to discover his/her talents, to realise his/her physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as a responsible citizen.[16]

In this scheme of studies from the elementary to the secondary stage, work experience was seen as an integral part at all levels. It was also suggested that work experience should inculcate in the learners a respect for manual work, value of self-reliance, co-cooperativeness, perseverance, helpfulness, inquisitiveness, work ethics, attitudes and value related to productive work, and concern for the community. "…This experience would also be helpful on their entry into the work force. It should enable the learners to understand the concepts, facts, terms and scientific principles involved in various forms of work situation, know the source of raw material, understand the use of tools and equipment in production and service process acquires skills required in a technologically advancing society and conceptualise their role in the productive situation…"[17]

Excerpts from the National Curriculum Framework for school Education (2000)

The curricular framework highlights that at the primary stage, there is need for introducing an interdisciplinary area of learning integrating the major concerns of health and physical education, art education and work education. At this stage, emphasises need to be placed on nurturing ground for love of labour, positive social attitude and moral values so as to enable the child to be receptive to ideas of others with humility and sincerity in thought, work, and deed. This would provide children with opportunities for their development into social human beings and dedicated and contributing citizens for the society and the nation. The framework views work education as purposive and meaningful and needs to be an integral part of the learning process.

"The competency to be developed in this field should include knowledge, understanding, practical skills and values through need based life activities. Major categories of work which need to be specifically stressed include: (a) work pertaining to needs of the individual such as health, hygiene, clothing, cleanliness, etc.: (b) work in home to be performed as a growing member of the family: (c) work in the classroom, school and in the out of school activities integrated with school life as well as learning of other subjects such as physical education, art education, social studies, science and others specifically designed to foster certain learning objectives of work education; (d) work in the community focused on self-less service or seva; and work relating to vocational development, production, asocial usefulness and exploration of the world of work."[18]

3.0.1 Vocational Education for All

Up to the secondary stage provisions exist for giving the students an opportunity under work education to do work. There is also a provision for an alternative scheme of pre-vocational education programmes at the secondary stage.[19]

Excerpts from the National Curriculum Framework, 2005

3.7 Work and Education

Work is also an arena of learning for children whether in the home, school, the society or the work place…Through work one learns to find one's place in society. It is an educational activity with an inherent potential for inclusion. Therefore, an experience of involvement in productive work in an educational setting should make one appreciate the worth of social life and what is valued and appreciated in society…The aspects of work…draws attention to the meaning working and the knowledge construction dimension of work…This is the pedagogic function that work can play in the curriculum…[20]

A separate section discusses in detail the importance of work centred education wherein there is an emphasis on how work education helps in promoting skills among children so that they have in-depth knowledge of resources, livelihood and they can appreciate its relevance and importance. The introduction of productive work as a pedagogic medium in the school curriculum will thus facilitate the linkage of students with their surroundings. It would entail reconceptualisation and restricting of specific aspects such as academic autonomy and accountability, curriculum planning, sources of texts, teachers recruitment and so no.

Thus, the National Education Policy, 2020, and all the curricular frameworks developed by the National Council of Educational Research and Training (NCERT) have accorded due importance to learning by doing, a vision that Mahatma Gandhi upheld in his scheme of *Buniyadi Shiksha*.

Notes

1   Harijan 9-11-47, p401
2   The Collected Works of Mahatma Gandhi, Vol.72, pg79
3   Harijan19-1-47, p484
4   Harijan10-11-46, p394
5   Harijan, 6.04.1940
6   Harijan, 2.11.1947
7   Excerpted from the address by Mahatma Gandhi at the Wardha Education Conference, 22 October 1937 (translated from Hindi, Hindustani Talimi Sangh, 1957, pp, vii-viii) taken from the 'Report of the Wardha Education Committee of the central Advisory Boards of Education, 1939'
8   National Education Policy, 2020, p3
9   National Education Policy, 2020, p3
10 National Education Policy, 2020, p3
11 National Education Policy, 2020, p6
12 National Education Policy, 2020, p44
13 The Curriculum for the Ten year School: A Framework, 1975, p4-5
14 The Curriculum for the Ten-year school, A Framework, NCERT,1975, p11
15 The Curriculum for the Ten-year school, A Framework, NCERT,1975, p12
16 National Curriculum for Elementary and Secondary Education : A Framework, 1988, p1-2
17 National Curriculum for Elementary and Secondary Education : A Framework, 1988, p28
18 National Curriculum Framework for School Education, NCERT, p69-70
19 National Curriculum Framework for School Education, NCERT, p89
20 National Curriculum Framework, 2005, p59

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8. *Harijan, 6.04.1940.*
9. *Harijan 2.11.1947.*   ❑

Integrated Teacher Education Programme as Per National Education Policy—2020: Challenges and Opportunities

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Education is the process of human enlightenment and empowerment for the achievement of a higher quality of life. Teacher education is a programme that is related to the development of teacher proficiency and competence that will enable and empower the teacher to meet the requirements of the profession and face the challenges therein. In order to prepare teachers who are competent to face the challenges of a dynamic society, teacher education has to keep abreast of recent developments and trends. The Integrated Teacher Education Programme (ITEP) has been launched by the National Council of Teacher Education (NCTE) in line with the NEP—2020, which would help to develop a new generation of teachers and play a major role in making the young future-ready. The NEP—2020 has been prepared to improve the quality of education in the country and is focused on providing educational facilities to all the citizens of the nation. The prospective teachers passing out of this course through a multi-disciplinary environment, grounded in Indian values and traditions, will be instilled with the needs of the 21st century on global standards, and hence will be largely helpful in shaping the future of new India. This ITEP is envisaged for the development of teacher education, but on its implementation side, it faces some challenges also. This article mainly focuses on the opportunities and challenges of ITEP as per NEP—2020.

The world around us is changing faster than ever before. It is changing politically, socially, technologically, and economically as well as environmentally. This is a significant challenge for citizens to deal with. It is through education that we help our children to reach their full potential, both as productive members of the economy and as responsible, principled citizens.

Education is considered one of the most powerful instruments of social change and control. It can remove the darkness of ignorance and narrow-mindedness from the human mind and infuse it with new ideas, new light, and new directions for change and development. It can dispel the darkness of ignorance, indifference, and inactivity in the human mind and develop new hope and aspiration. Quality education is an important precursor to Nation Building. Providing universal access to quality education is the key to India's continued ascent and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximising our country's rich talents and resources for the good of the individual, society, the country, and the world (NEP,2020). Quality education is an essential pillar of a better future, and our ability to provide high-quality educational opportunities to them will determine the future of our country. Education must build character and enable learners to be ethical, rational, compassionate, and caring while at the same time preparing them for gainful, fulfilling employment. (Ninan, 2020).

In the last two decades of the 21st century, Indian classrooms have become very diverse in nature with the huge influx of learners from different socio-cultural backgrounds. To address this scenario, more emphasis should be placed on developing teachers who are effective facilitators, reflective in their approach, and sensitive to their social realities. The National Curriculum Framework for Teacher Education (NCFTE, 2009) has already expressed its serious concern over the quality aspect of teacher education in India. Teacher education in the twenty-first century is not about just teacher training. It is also about developing professional leaders in the field of education who would be proactive problem-solvers and researchers. (Gautam, 2021)

The teacher education means programme of education, research or training of individual for equipping them to teach at pre-primary, elementary, secondary stages of education including non-formal education, part time education, adult and continuing education and correspondence programmes (NCTE, 1993). It is truly vital in creating the team of teachers

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that will mould the next generation. The NCTE (1998) also highlighted the importance of teachers, stating that, "teacher is the most important element in any educational programme because it implements the educational process at any stage".

Teachers must be made proficient in Indian values, knowledge, and traditions, and they must be well-versed in the latest developments in pedagogy. Highly motivated, qualified, and trained teachers are important factors for ensuring meaningful access to education. Teacher education is the process for the development of proficiency and competence of teachers, which in turn enables and empowers them to meet the requirements and challenges of the profession in present times. Quality teachers are products of quality teacher education programmes, policies and practices. As the population in India is growing very rapidly day by day, the need for well-qualified and professionally trained teachers will also increase in the coming years. So, lot of efforts should be made to improve teacher education. The quality of teacher education programmes needs to be upgraded. Teacher education has not come up to the requisite standards. (Devananda, 2020).

According to the Justice J. S. Verma Commission (2012) constituted by the Supreme Court, a majority of stand-alone Teacher Education Institutions (TEI) are not even attempting serious teacher education but are essentially selling degrees for a price. Regulatory efforts so far have neither been able to curb the malpractices in the system nor enforce basic standards for quality, and in fact, have had the negative effect of curbing the growth of excellence and innovation in the sector. The sector and its regulatory system are, therefore, in urgent need of revitalization through radical action in order to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education system. In order to improve and reach the levels of integrity and credibility required to restore the prestige of the teaching profession, the regulatory system shall be empowered to take stringent action against substandard and dysfunctional TEIs that do not meet basic educational criteria, after giving one year for the remedy of the breaches. Only educationally sound, multidisciplinary, and ITEP policies will be in place by 2030. (Govt. of India, 2012)

Earlier, the report of the National Commission on Teachers (1985) emphasised that there is an urgent need to break the existing isolation of teacher training institutions from universities. In order to strengthen its bond with the university, the teacher education programmes may be introduced in an integrated manner. Also, the nature of teacher education programmes should be recognised as interdisciplinary (Chauhan, 2004).

As teacher education requires multidisciplinary inputs and education in high-quality content as well as pedagogy, all teacher education programmes must be conducted within composite multidisciplinary institutions. To this end, all multidisciplinary universities and colleges will aim to establish education departments that, besides carrying out cutting-edge research in various aspects of education, will also run BEd programmes, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics. Moreover, all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030 since they will have to offer the 4-year integrated teacher preparation programme.

The central government has announced the four-year ITEP specially designed for school teachers. The programme comes under the NEP 2020, where dual-major bachelor's degrees will be offered under ITEP, integrating basic BA/BSc and BCom degrees with BEd. The four-year Integrated Programme in Education aims to integrate the liberal sciences and liberal arts with BEd pedagogy. ITEP will be implemented throughout India by the Ministry of Education beginning in 2020. The new programme is qualitative, but it faces some challenges also. This new four-year ITEP saves teacher trainees' one-year of valuable time and money, and students will get admission to the programme through 'National level common entrance test'. The ITEP provides dual-liberal bachelor's degrees to students in education and specialised subjects, and it provides good infrastructure facilities like a library and laboratories to learners. The ITEP is encouraging faculty to conduct research activities. A student undergoing this course will be grounded in Indian values, languages, knowledge, ethos, and tribal tradition while also being well versed in the latest advances in education and pedagogy. This course caters to the needs of 21st century skills.

Earlier, the National Policy on Education was framed in 1986 and modified in 1992. Since then,

several changes have taken place in society, which call for a revision of the policy. The NEP—2020 is built on the foundational pillars of access, equity, quality, affordability, and accountability. This policy is aligned to the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and a global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21stcentury needs, and aimed at bringing out the unique capabilities of each student (Vikaspedia, 2020).

The NCTE under the Ministry of Education has devised the curriculum for this course as per NEP —2020 in such a way that it enables a student-teacher to get a degree in education as well as a specialised discipline such as history, mathematics, science, arts, economics, or commerce. ITEP will not only impart cutting-edge pedagogy but will also establish a foundation in early childhood care and education (ECCE), foundational literacy and numeracy (FLN), inclusive education, and an understanding of India and its values, ethos, art, and traditions, among others. The 4-year ITEP will be available for all students who choose teaching as a profession after secondary, by choice. This integrated course will benefit students since they will save one year by finishing it in four years rather than the customary five years required by the present BEd plan. The proposed ITEP will contribute substantially to the revitalization of the whole teacher education sector.It is expected to equip the aspirant school teacher with the requisite attitude, skills, and knowledge to address the challenges of becoming an effective school teacher. (Press Information Bureau, 2022)

The government has an aim of making a four-year integrated BEd, the minimum degree required for teaching by 2030. The curriculum of this ITEP is designed in a way that it enables student-teachers to get degrees in education and specialised disciplines like science, mathematics, history, arts, economics, or commerce. (News 18, 2021)

Objectives of the ITEP

The four-year integrated Teacher Education Programme aims at enabling the student-teachers to:

- Improve your knowledge and performance in the social sciences and sciences, mathematics, and languages.

- Get acquainted with the content and pedagogical aspects of the teaching-learning process suitable for the secondary level of school education.

- Enhance the skill of communication.

- Appreciate and apply the latest approaches, such as the constructivist approach to teaching and learning.

- Adopt innovative strategies in the classroom process.

- To sensitize the teachers concerning to paradigm shifts of teaching-learning process as per NCFSE 2005.

- Use low-cost or no-cost learning materials to illustrate social science and language concepts and demonstrate scientific concepts.

- Become effective teachers of Social Sciences/ Sciences, and Mathematics at the secondary level by imbibing appropriate professional values.

The Significance of the Scheme

The new ITEP will help in creating teachers who are in sync with the NEP 2020. The NEP 2020 introduced several changes in the curriculum, such as teaching in regional languages, teaching coding to school kids, etc. Thus, the ITEP will prepare teachers according to the needs. The ITEP will also bring in specialisation in the education of 'special children'.

The Key Features of ITEP

- It involves a dual-major holistic bachelor's degree offering BA-BEd, BSc-BEd, and BCom-BEd, which is one of the major mandates of the NEP 2020 related to Teacher Education.

- As per the NEP2020, teacher engagement from the year 2030 onwards will be only through ITEP.

- It will be offered in pilot mode in about 50 selected multidisciplinary institutions across the country.

- The NCTE under the Ministry of Education, has devised the curriculum for this course.

- The new curriculum enables a student-teacher to get a degree in education as well as a specialised discipline such as history, mathematics, science, arts, economics, or commerce.

- The ITEP will be available for all students who choose teaching as a profession after secondary, by choice.

- This integrated course will benefit students since they will save one year by finishing it in four years rather than the customary five years required by the present 2-year BEd plan.

- The commencement of the four-year ITEP will be in the academic session 2022–23.

- Admission for the same will be carried out by the National Testing Agency (NTA) through the National Common Entrance Test (NCET).

- This ITEP will be offered by multidisciplinary institutions and will become the minimal degree qualification for school teachers. (Journals of India, 2021)

Norms and Standards for Integrated Teacher Education Programme (ITEP)

The teacher must be at the centre of the fundamental reforms in the education system. The ITEP shall be offered after Senior Secondary (+2) or its equivalent examination or as per the NEP 2020 structure of 5+3+3+4 of schooling. It integrates everything to empower teachers and help them to do their job as effectively as possible. In addition, the integration of disciplinary and professional knowledge caters to the requirement to recruit the very best and brightest for the teaching profession at all levels (5+3+3+4).The ITEP programme emphasises preparing teachers as envisaged in the pedagogical and curricula restructuring of school education under NEP 2020. Apart from preparing teachers for the country's school education system, the disciplinary knowledge gained in various subjects would help student-teachers gain in-depth knowledge in their specific subject(s), ensuring admission to higher studies in that disciplinary stream and for higher professional qualifications.

The ITEP aims at the dual purpose of providing student teachers' disciplinary knowledge along with professional knowledge in an integrated manner. Since the programme will be equivalent to an undergraduate degree (BSc/BA/BCom) and the Teacher Education Degree, the curriculum of this programme includes different courses and activities essential for both the degrees. This programme will prepare teachers for the new curricular and pedagogical structure of school education as reconfigured to make it responsive and relevant to the developmental needs and interests of learners at different stages of their development, corresponding to the stages like fundamental, preparatory, middle, and secondary guided by the 5+3+3+4 design.

The Pros of the Integrated Teacher Education Programme

- After completion of ITEP, students are eligible to get admission to postgraduate courses in their respective subjects at universities.

- ITEP prepares high quality teachers in the Major and pedagogy subjects.

- Students will get admission through National level aptitude test; it helps students to get the seats in government quota.

- ITEP students will receive a dual-liberal bachelor's degree, in Education and specialised subjects such as History, Mathematics, Computer, Science, Economics, Music, etc.

- Students' learning will be evaluated through a continuous assessment pattern via seminars, tests, etc.

- Students will learn science or art along with education.

- Teacher Educator can give his complete focus towards students learning, because of small number of the students.

- A 'Moderation Board' will monitor the quality of teacher education institutions.

- Publication, field actions of the faculty will be encouraged.

- Educational institutions shall charge the fee, as prescribed by the State Government.

- ITEP provides good infrastructure facilities for learners, like a library and laboratories, etc.

- With the help of school complexes, community service, adult education, vocational education, and community living camps will be conducted. (Devananda, 2020)

Issues with Gazette Notification

Arora (2021) highlights certain issues with the gazette notification released by NCTE for ITEP. "As per clause 2.2, each semester of the ITEP will be 125 days long. For a five-day work week, this amounts to 25 weeks, while for a six-day week, this will be around 20 weeks. As per the University Grants Commission (UGC), each semester must be 14–15 weeks long. Thus, this will create a disparity in the calendars of teacher education institutes and the rest

of the university. As per another clause, students will be admitted to any subject after an entrance test, but they can change their specialisation within one month of joining. Students have been admitted to a particular subject under the programme due to their interest/expertise in it. Mixing them with another group that has a different mindset may not be a good idea. (Hemant, 2021).

The key issue now is to re-design the 4-year integrated B.Ed. programme in the light of the expectations placed by NEP-2020 since none of the existing programmes are completely fulfilling its parameters. Uniformity and clarity of structure are largely missing in the current 4-year B.Ed. programmes due to the emergence of multiple formats. For example, in Appendix-13 of the NCTE (Recognition Norms and Procedure) Regulations-2014, norms and standards for a four-year integrated programme leading to a BA-B.Ed./BSc-B.Ed. degree are provided. Again, in 2018, the NCTE has added two new appendices (16 and 17) related to another format of four-year ITEP for pre-primary to primary and upper-primary to secondary. Then, in 2019, the NCTE brought another revised version of the 16th and 17th appendices. As a result, two distinct formats exist for the four-year integrated B.Ed. programme at the moment. The question of which one is more suitable to be further developed as stated in the NEP is a big concern now. To decide upon this, we need to analyse various points in coordination, such as what will be the preferred approach for the integration of programmes to develop the new model of 4-year integrated BEd programme. What will be the key line of thought to develop the structure and content of the new model? Which kinds of innovations can be brought into the future model, keeping different issues in mind? These questions are very complex to answer, which means they need a lot of discussion and academic discourse (Gautam, 2021).

The NEP—2020 is also undertaking a comprehensive planning exercise for demand-supply of teachers and training education, based on which the number of universities and colleges for ITEP will be decided. Further, it is not clear about the nature of programmes that will be offered in online/blended mode by university departments of education toward further higher education as well as for professional mobility of in-service teachers. It further states that multidisciplinary universities and colleges will also run the 2-year B.Ed. programme alongside the ITEP.

Their respective objectives, though, need further articulation.

The proposed curriculum of ITEP maintains a balance between theory and practice, and coherence and integration among the components of the programme, representing the wide knowledge base of a secondary school teacher. During the programme, the student-teacher shall be prepared to teach up to class ten only, but they shall automatically become eligible to teach at senior/higher secondary level after they acquire a post-graduation degree in a relevant subject. The course will contribute substantially to the revitalization of the whole teacher education sector. The prospective teachers passing out of this course through a multi-disciplinary environment, grounded in Indian values and traditions, will be instilled with the needs of the 21st century on global standards, and hence will be largely helpful in shaping the future of New India. The ITEP aims at preparing teachers for foundational, preparatory, middle, and secondary stages as per the new school structure of NEP-2020. The ITEP will ensure that outstanding candidates enter the teaching profession.

Conclusion

Education gives a new shape to the individual and the nation as well. It is a well-known saying that a teacher is the nation's builder. At present, a small number of institutions are teaching ITEP in India. But many teachers from the existing two-year B.Ed. Programme are not getting jobs and many of them are not skilled fully in teaching-learning, especially in the emerging blended learning paradigm. The ITEP saves valuable time and money for the students. The prospective teachers passing out of this course through a multi-disciplinary environment, grounded in Indian values and traditions, will be instilled with the needs of the 21st century on global standards, and hence will be largely helpful in shaping the future of the nation.

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Transforming Information into Education

Parshottam Khodabhai Rupala, Cabinet Minister of Fisheries, Animal Husbandry and Dairying, Government of India delivered the Convocation Address at the 10th Convocation Ceremony of the Chaitanya Deemed-to-be-University, Warangal on February 26, 2022. He said, "Education is not the amount of information that is put into our brain and remains undigested all our life. We must have life-building, man-making, character-making assimilation of ideas. We never understand anything until we experience it for ourselves. Mere listening to theories and explanations will not do. We must apply them in the practical field and turn them into constant practice. University can teach you skills and give you the opportunity, but it cannot teach you sense, nor give you understanding. Sense and understanding are produced within one's soul." Excerpts

At the outset, I compliment and congratulate all proud graduates who have gathered here to receive graduate, postgraduate degrees and gold medals. I know this day is going to be a very special day to all the recipients of degrees as they will be joining the prestigious band of Chaitanya Alumni.

Ladies and gentlemen, "Education is the most powerful weapon which you can use to change the world," says Nelson Mandela. Education is the first step for people to gain the knowledge, critical thinking, and empowerment they need to make this world a better place. As Mahatma Gandhi advises we have to live as if we were to die tomorrow, and learn as if we were to live forever. It is important to seize the day, but always we have to make time to go deeper and wider in our learning. The cure for boredom is curiosity, but there is no cure for curiosity. The more you learn, the more you want to learn, the more the world becomes more interesting to you, and discovering it becomes more fun as well as challenging.

If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people. I advise all of you to go to villages and backward *basti* areas during vacation and educate the uneducated. Each one, teach ten. AICTE aims to encourage rural internships under *Unnat Bharat Abhiyan*. This is should be our slogan. There are many ways you can make an impact on the world. But there is no greater impact that you can make than spreading education, and empowering people who will empower and teach people, who, in turn, will empower and teach more.

Getting quality and the latest education is not easy, and most students experience challenges during their studies. The important thing is to believe in yourself and not give up. Teachers open the door, but you must enter by yourself. You can have access to professors from the best universities in the world, but you still need to be willing to do the work, even when it is hard. If you cannot do it alone, remember that asking for help is part of doing the work. University can teach you skills and give you the opportunity, but it cannot teach you sense, nor give you understanding. Sense and understanding are produced within one's soul. Referring to our inner strength, Jiddu Krishnamurti says, "In oneself lies the whole world and if you know how to look and learn, the door is there and the key is in your hand. Nobody on earth can give you either the key or the door to open, except yourself." Remember you are the architect of your future and personality.

Our higher education system is often censured in multi-dimensions for its failure to inculcate creativity, competence, and innovation in the students. National Education Policy 2020, envisaged on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, aims at transforming India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st century needs and aimed at bringing out the unique capabilities of each student. This is possible when we give equal importance to the pillars of NEP with a focus on best practices to be shared and implemented.

NEP—2020 is really the widest ever consultations done in preparing a policy to meet the requirements of New India. The policy is long due and much-awaited reform in the education sector which will transform millions of lives in the times to come. For the last three and a half decades the education policy has remained without major changes. NEP

has received positive reviews across the nation ever since it was announced. The policy was welcomed by President, PM, Union Ministers, Academicians, industry experts, teachers, teacher association representatives, students and other stakeholders, sharing their views and concerns over the Policy on different platforms.

Contemporary, skill-oriented syllabi with multiple options, promotion of Indian languages, arts, and culture, a single regulator, allocating of 6% funds in GDP, and increasing Gross Enrolment Ratio (GER) to 50% are some of its welcome changes. The Policy is Indian in blood and global in spirit and it will be quite relevant to our region and the rest. In the present ICT era where learning, research, and innovation are pivotal, the NEP will transform India into a vibrant knowledge hub.

In the present ICT era where learning, research and innovation are pivotal, this new policy, it is hoped, will transform India into a vibrant knowledge hub. I hope with the implementation of NEP 2020 in toto we will definitely increase the quality of education in both professional and non-professional areas, and enhance the knowledge and skills of the students to grab the employment opportunities all over India and abroad to meet the global challenges. The main motto of "Education for all" will be visualized.

The implementation of NEP, however, will be like an odyssey which will need strong determination and collective efforts from all stakeholders. Our honorable PM Modi ji says that the Policy is a *mahayagna* or *tapasya* for building the present and future of the country.

In this knowledge-intensive world driven by information technology, the modes of imparting education at all levels have to be changed radically. In the present era of LPG, opportunities are plenty. But our students must acquire the necessary skills, knowledge of their domain, and required employability skills to seize those opportunities. In this context, NEP is not an option but an imperative one to take care of our demographic dividend. NEP will usher in a new era in higher education. If the Policy is implemented in the right earnest, it will bring India on par with the leading nations of the world.

I am glad to know that MLC Preparatory Meet for a BJP candidate was conducted on this Campus on January 9, 2021. Now our lotus is blooming everywhere. After the 2019 Loksabha elections, the BJP became the principal challenger to the Trinamool in Bengal, now to TRS in your state. As all educated people are aware, now people are fed up with family-oriented politics in all states. There is a saying, "we can fool some people for some time, but we cannot fool all the people all the time. In your state people were fooled twice but they cannot be fooled forever." All students and teachers know that they fought for a separate state for Telangana. In fact, people from all walks of life participated in *Sakalajanula Samme*. A thousand persons have sacrificed their lives. But the credit of getting statehood was finally hijacked by one family. Now TRS has become a shelter for politicians who have vehemently opposed Telangana when they were in Cong I and TDP. People are not blind. They can see who is who, and know what is what. Technology cannot hide them. Their videos of such politicians are available for all. *Bangaru* Telangana eludes in this state on several fronts.

We all know that there is no leader comparable to Modi Ji. He is undoubtedly peerless and totally dedicated to the nation. He works day in and day out selflessly for the welfare of our country. He treats all of us as members of his family. I am glad to know that your VC, Prof G. Damodar ji, translated Modi Ji's book, *A Journey*, into Telugu. I am glad to launch it here. One can know more about Modi Ji's literary pursuits from this book. In the future, it will be difficult to find such a great leader. Let us support him and BJP party for the bright future of our country.

BJP will talk about, try seriously and sincerely for the development of Warangal under "Vocal for Local". 335 acres of land at Jakaram near Mulugu town was identified for Tribal University. And a bill in the Parliament has to be passed. Land for the Sainik School and Coach Maintenance was identified. The place for the Bayyaram Steel Factory was also identified. National Status for Kaleshwaram Project has to be done. IIM, IIT, and other central institutions sanctioned to Telangana have to be materialized. Mamnoor Airport facelift work is still pending. Pending works under Smart City, Hruday City, and Heritage City have to be completed. Job vacancies identified in all sectors have to be filled in at the earliest. Grass root-level problems are to be identified and addressed by door-to-door visits by BJP leaders. When BJP comes to power, we can find a solution to most of these problems in this region.

National Education Policy 2020 is largely based on ten parameters of the National Curriculum Framework (NCF): Constitutional obligations, Egalitarianism, democracy, and secularism, Equality of sexes, Inculcation of a scientific temper, India's common cultural heritage, India's freedom movement (now *Azadika Amrut Mahostav*), National identity, Observance of the small family norm, Protection of the environment, and Removal of social barriers. The NEP takes care of these with a paradigm shift. It equips our students, teachers, and educational institutions with the right competencies. It creates an enabling and reinvigorated educational ecosystem for a vibrant new India. It promotes compulsory education, multilingualism, and education technology. It improves the literacy rate, and introduces effective governance paving the way for the socio, cultural and economic development of India. It heralds a "new India" focusing on "how to think" but not "what to think".

The present pandemic crisis forced teachers to change their roles. They have to think of various ways of 'fighting with fatigue' in the institutions now. Consequently, their roles have changed. Now they cannot be dictators of information but have to be effective managers of teaching. They have to play different roles as mentors, guides, motivators, facilitators, multitaskers, reflective practitioners, and so on. Now they can manage their classes well with several new tools of learning and teaching.

Subsequently, there is a paradigm shift in teaching strategies. We moved from teacher-centered to learner-centered to activity-centered to skill-centered and job-oriented teaching and training. We are moving from physical learning to virtual learning spaces. It has brought in new opportunities for active learning, creating suitable conditions for nurturing independent learners. Now we have to find out what pedagogies support active learning online and promote learners' autonomy.

It is accepted by several academicians that no technology of course replaces live teachers with their pleasing personalities, but the teachers have to mend their ways of imparting instruction. They cannot follow the non-stop monolog method of lecturing as the best instruction method. They should be 'e-teachers' to bring the latest technologies into the classroom.

It is true that technology will not replace the teachers, but the teachers who use it will replace the teachers who do not use it. Currently, there are numerous open learning resources (OER) such as University lectures and videos, TedX talks, Interactive mini-lectures, Digital textbooks, Multi-media files, Assessment tools, Online courses from top universities with software, tele-teachers, etc. The e-teachers should make use of them. Our final goals of teaching and learning should result in qualitative and attitudinal changes of the taught. Students should feel the presence of their teachers. This is possible when teachers update their skills and relate everything to the lives of the taught. The teachers should make their students confident, and fit for life. Eventually, our students should become self-learners and we should place them on the path of life-long learning through all possible ways including personal contacts and social media.

Thoughts of great thinkers guide us. Let me quote Swami Vivekananda: "We want that education by which character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on one's own feet." Education is not the amount of information that is put into our brain and remains undigested all our life. We must have life-building, man-making, character-making assimilation of ideas. We never understand anything until we experience it for ourselves. Mere listening to theories and explanations will not do. We must apply them in the practical field and turn them into constant practice. "Fill the mind with the highest thoughts. Hear them day after day, think of them month after month," says Swami Vivekananda.

Sri Aurobindo: "Education should become a right channel for vital energy for constructive purposes. It should become a right channel for vital energy for constructive purposes."

I am pleased to learn that this young Chaitanya Deemed University (CDU) has started implementing most of the initiatives of NEP 2020 in a phased and transparent manner. They have been implementing some of the guidelines issued by UGC from time to time. They are following the protocols for preventive measures while adopting and implementing the UGC guidelines.

It is good to know that this university has several healthy practices such as Academic Interphase Programs with TCS and IBM, good practices appreciated by AICTE, Atal Chaitanya Incubation and Innovation Center, At-Home-Exam,™ announcing

the results on time, Best Paper and patent Publication Awards, Beyond Classroom Solutions, *Vidyanjali,* a Centre for Volunteerism, unique Chaitanya App, Chaitanya At-Home-Library, Community Service and Rural Based Projects, Free-ships worth 1.5 crores, Implementation of some provisions of NEP 2020, Internationalisation of Higher Education, eight Inventions and Innovations, introduction of Latest Courses including Agriculture and Nursing, Life Skills, DBT Skill Vigyan Program, NCC as a General Generic Elective, importance to Patents, Interactive Sessions as *Deeksharambh*, Regular Research Review Meetings, State-of-Art Labs, Study Tours of *Ek Bharat Shreshtha Bharath*, Sustainable Campus as SATAT, UKTI Sessions under *Guru Dakshta,* making video lessons available on YouTube, conduction online quizzes, Earn-While-You-Learn Schemes*,* University Social Responsibility Initiatives, etc. Responding to the call by the Centre, the NSS Unit of this university has conducted various events as part of *Azadika Amruth Mahostav*. Samvidaan Diwas, Vaccination Drive four times, Voter Awareness, International Yoga Day, National Youth Day and distribution of bedsheets to the homeless people were conducted besides their USR activities.

All these healthy practices will equip our students and teachers with the right competencies and capabilities and also create an enabling and reinvigorated educational eco-system for a vibrant new India. Ever since Chaitanya Institutions got deemed to be university status, they have been striving hard to take Chaitanya to greater heights.

We should always remember our core vision of empowering our future generations to be morally, ethically and intellectually strong with a learner-centric approach. I am pleased to know that the Management facilitates both the teachers and the students to present their research papers in seminars and symposia and also publication in national and international journals. The faculty have 53 patents with eight inventions and innovations to their credit besides publishing 305 research papers during 2020-2021. They have so far attended 2329 Seminars, Webinars and Virtual Conferences. They are bringing out faculty-wise research journals.

I am glad to learn that this university strongly believes in building a community of perpetual learners by enabling them to look beyond their abilities and achieve what they assume is impossible. This university has several opportunities for nurturing your abilities, challenging cognizance and gaining competence.

My very best wishes to all of you. Jai Hind!

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COMMUNICATION

History Past Forward

Hema Raghavan*

A lot of debates on whom to include and whom to exclude in the panorama of freedom fighters are happening during the yearlong celebrations of *Azadi Ka Amrit Mahostav*. While historians debate with a fair sense of historical accuracy, the passive audiences with no sense of historical facts nod in agreement with the views aligned with their perspective. The academic arguments invariably have given rise to bitter acrimony evidenced in the acerbic trolls and derogatory comments of the Vox Pop. In this melee, truth, as ever, has been the casualty. No one has grown wiser at the end of these endless debates. What one experiences is not the thrill of intellectual discussion, but the vicarious thrill of shooting off somebody's shoulders. TV debates in present times in our deeply polarized nation provide entertainment a notch better than the inane and jejune serials. The lack of mental training to discriminate truth from inauthenticity is a distinctive characteristic of our generation receiving their daily quota of *Gyan* on Whatsapp. Having an overload of information without the ability to discriminate is akin to dying of thirst while bathing in the ocean- to use the analogy of Paramahansa Yogananda. Our tryst with TV debates can be best declaimed by tweaking Francis Bacon's famous words: 'A crowd of debtors is no good and their talk is but a tinkling cacophony in the absence of intellectual stimulation. The debates are not meant to edify. They are neither instructive nor informative to improve the mind or character of the listeners but only to confound and perplex so as to leave them in a smug state of suspended animation and artificially hyped agitation. Group thinking is the blight of our times.

The relevant question about the rightness or wrongness of who is in and who is out of the long list of freedom fighters was answered by our Hon'ble PM in his Independence Day speech as he thanked the freedom fighters one and all –clubbing Gandhiji, the tall colossus with the minuscule unsung heroes

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of the freedom struggle such as Birsa Munda, Kamla Devi, Tirupur Kumaran Chattopadhyay, Allur Srinivasa Raju, etc. He had his reasons to leave out many familiar celebrated names mentioned in the books on the Indian freedom struggle. The generous interpretation is his desire to cast a halo around all unsung heroes by juxtaposing them alongside Gandhiji and to bring to the fore the contributions of many in freeing India from colonial masters. It is akin to the mention of the tiny squirrel in *the Ramayana* who carried small pebbles in his mouth and dropped them in the sea to help Lord Ram build the bridge. He earned his stripes from Lord Ram, the quintessential hero of the epic. The squirrel gives an illustration of small acts of kindness that grace our days, our lives, and our world, and reminds us that no effort of ours done with love is small. But in the final analysis, it is Ram and not the squirrel who takes the pride of place in history to shape our image of Man as *'dharmavigrahman'* i.e., dharma incarnate. This act of placing lesser-known icons on the same pedestal as the celebrated leaders may please the marginalized communities and give them also a status till now denied, but crowding them all on a victory stand is more like the rare Selenelion, *an uncommon type of lunar eclipse when both the Sun and the eclipsed Moon can be seen at the same time.*

So, the question is who figures in history as a great leader? There are two approaches to understanding a great leader-the 'Great Figures' approach, and the 'Power to the People' approach. The first is character-centric as historical events take place through the heroic efforts of a few great leaders in the context of India's freedom struggle by Gandhiji, Pt. Nehru, Sardar Patel, Maulana Azad, Subhash Chandra Bose, Bhagat Singh, Bal Gangadar Tilak, Lala Lajpat Rai…These were leaders not only with exceptional talent but also the ability to attract followers. Followers' motivations fall into two categories—rational and irrational. The rational ones are conscious of the wisdom, superior intellect, heroic courage, and extraordinary

leadership of the great leaders and follow them with conscious awareness. But outside of the realm of this small educated, intellectual group are the irrational followers whose motivations arise from the powerful images and emotions that touch them deep in their unconscious sphere.

Sigmund Freud called it the 'dynamic transference' which makes the illiterate or not-so-literate followers take superhuman efforts to be worthy of their leader. The unique quality of a true leader is his ability to convince and transform a vast number of men and women to his way of thinking. History is a record of these great men and women who had inspired a whole generation- both the rational and the irrational. The rational was the followers while the irrational was motivated to rise up with their leaders. History presents great leaders who, build great teams and innovate radical solutions to challenging situations. Their influence on a humongous number of ordinary people is known as 'power to people'. So history gives accounts of exceptional leaders who are an inspiration to the masses who remain in the unlisted and uncatalogued list of people as unsung heroes of the past. They are now a part of social history, different from History which is a broad study of big people and events in the past. Social history considers how the *aamadmi* was influenced and made his contribution to social and political movements.

History with its focus on Great leaders instrumental in shaking up the masses out of their hibernation and stirring them to action is a record of the momentous times and events arising out of the leader's dynamic action. The history of Great men and women who have weathered adversity in real, historical circumstances has provided inspiration to millions of fellow beings. 'History teaching by example' is one phrase that describes the worth and value of a study of the past—a study of the great men and women of the past who successfully worked through moral dilemmas, and provided lessons in courage, diligence, or constructive protest. Great leaders are those who understand the peculiarities of their time and recognize the parallels between the past and the present and hold these dual and sometimes conflicting notions in balance.

Gandhiji's concept of Swaraj to free every Indian not only from the English yoke, but from any yoke whatsoever, Nehru's faith in real democratic freedom guaranteeing every citizen the right to self-determination, Sardar Patel's exhortation to civil disobedience movement not to pay taxes and to shut down civil services electrified people and induced in them an urge to action. They displayed transformational leadership *and inspired, encouraged, and motivated the masses* to lend support to free India from the colonial powers.

Historians and in particular academics have to be objective and present history in all its true dimensions. They must guard themselves against the subjective interpretation of the historical as repeated lies will pass into history. Today there are attempts in some of the State school curriculum to whitewash the Mughal period in History textbooks This does not augur well for the cultivation of objective, analytical minds in our young students. Maya Angelou said, "History despite its wrenching pain cannot be unlived, but if faced with courage, need not be lived again."

History is ever alive. Distortion or omission of facts does not make it a 'dead subject'. The linkages between past and present give us an understanding of what we are, why we are so, and the condition of being human and provide a platform for moral contemplation That, in a nutshell, is why History matters. It is not just 'useful', it is essential.

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CAMPUS NEWS

Workshop on Design and Development of Contents and Proposals for SWAYAM

A two-day Workshop on 'Design and Development of Contents and Proposals for SWAYAM' was organized by the Ravenshaw University, Cuttack, Odisha in collaboration with Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi at Convention Centre, Ravenshaw University, Cuttack, Odisha, recently. About fifty-five faculty members from twenty two Departments of Ravenshaw University participated in the event.

During Inaugural Session, Prof. Sudarshan Mishra, Coordinator of the event delivered the welcome address. Prof. Ashima Sahu, Chairperson, PG Council (CPGC), Ravenshaw University chaired the session. Mr. Ashish Kumar Awadhiya, Assistant Director, Training and Development, Centre for Online Education (COE), IGNOU, New Delhi acted as the Key Resource Person for the event.

Prof. Sudarshan Mishra, in his welcome address extended his gratitude to CEMCA, New Delhi for extending support to organizing the training programme. He highlighted the purpose of the Massive Open Online Courses, hosted on SWAYAM online platform. He focused on the relevance of MOOCs, Academic Bank of Credit (ABC) System, the concept of blended learning, and the 40% option of core courses from MOOCs by university students in tune with NEP-2020 and recent UGC guidelines. MOOCs in SWAYAM platform are getting popular in higher education and can optimize the five foundational pillars of NEP-2020 i.e. Access, Equity, Quality, Affordability, and Accountability, Prof. Mishra clarified.

The Key Resource Person, Dr. Ashish Kumar Awadhiya, in his inaugural address oriented the participants on the importance and current status and guidelines of SWAYAM. He said that developing MOOCs on SWAYAM platform is now not a value addition but a compulsion on the part of teachers if they want to update themselves as per the need of twenty-first century learners.

The Chairperson, Prof. Ashima Sahu zeroed in on the Importance of Massive Open Online Courses in the near future and anticipated that they can serve the needs and interests of learners from diverse disciplines. The expertise of the faculty members across the universities can be useful in catering to many online courses on SWAYAM platform giving free access to higher education learners. She expressed her expectation that the event will be helpful in connecting the learned faculty members of Ravenshaw and orienting them to come out with potential MOOCs.

Dr. Ashish Kumar Awadhiya conducted the session through his presentation on the topic 'SWAYAM- Current Status and Guidelines'. He highlighted the past and current guidelines related to SWAYAM. The participants clarified their doubts related to SWAYAM. Dr. Awadhiya conducted the next session through his presentation on the topic 'Teaching Learning though Four Quadrant Approach'. He highlighted all the four quadrants that need to be developed to launch MOOCs through SWAYAM portal. The participants clarified their doubts related to SWAYAM. Further, Dr. Awadhiya conducted another session through his presentation on the topic 'Process for Developing SWAYAM Proposal'. He highlighted all the major key points to be taken care of in developing an introductory video and development the proposal for SWAYAM-MOOC. They were also given guidelines about the development of e-contents, content-based videos, discussion forums, and assessment practices. The participants clarified their doubts related to SWAYAM.

The next session was devoted to hands-on practice for the development of MOOC proposals and the preparation of an introductory video. The participants were engaged in the group work situation and Developed Course Specific Proposals. All the participants were divided into ten groups. Each group worked on a particular theme to develop the proposal. The proposals were discussed in the specific groups and mentored by the resource person.

Further, in the other session, an introductory group-wise video was presented. Each group developed an introductory video and shared it on YouTube. The topics covered were as follows:

- Basic Spectroscopic Technique for Material Characterisation.

- Origin and Development of Indian Languages.
- Medical Diagnostics.
- Digital Pedagogy.
- Idea of Bharata-India.
- Psychological First Aid.
- Financial Institutions and Markets.
- Introduction to Hydrogeology.
- Research Methodology.
- Introduction to Philosophy.

After the presentation, the group was given necessary feedback by the resource person and participants for necessary changes.

The next session was devoted to a group-wise presentation followed by the finalization of proposals, sharing of ideas, and feedback in peer groups also took place. The resource person also shared his feedback with the participants for improvement in the proposal, hands-on-practice for the development of MOOC proposal, and preparation of the introductory video. The participants were engaged in the group work situation and Developed Course Specific Proposals. All the participants were divided into ten groups. Each group worked on a particular theme to develop the proposal. The proposals were discussed in the specific groups and mentored by the resource person. The topics which are covered were as follows: A basic spectroscopic technique for material characterization, Origin & Development of Indian Languages, Medical Diagnostics, Digital Pedagogy, Idea of Bharata-India, Psychological First Aid, Financial Institutions and Markets, Introduction to Hydrogeology, Research Methodology, and Introduction to Philosophy.

The valedictory session was chaired by Prof. Ashima Sahu, Chairperson, PG Council (CPGC), Ravenshaw University. The session started with the report reading by Prof. Sudarshan Mishra, Coordinator of the programme. It was followed by feedback from the participants. After the feedback from the participants, Mr. Ashish Kumar Awadhiya, in his address appreciated the effort made by the participants towards preparing the introductory video and proposal for SWAYAM. He also highlighted some of the critical points which need to be taken care of in developing a proposal such as writing, objectives, learning outcomes, and evaluation.

The Chairperson Prof. Asima Sahu extended her thankfulness to the Director, CEMCA for extending her support towards organizing the training programme. She also thanked Mr. Ashish Kumar Awadhiya for his continuous support in helping the participants towards developing the proposal for SWAYAM. She zeroed in on the Importance of Massive Open Online Courses in the near future and anticipated that they can serve the needs and interests of learners from diverse disciplines. She also committed to facilitating to conduct of more such workshops in the future particularly on the topic 'Outcome-based Education'. At last, Dr. P B Binjha, Assistant Professor, Department of Education extended a vote of thanks. An online feedback form was administered to all the participants through google forms and almost all the participants responded to the feedback form.

Asian Conference on Mechanics of Functional Materials and Structures

A four-day Asian Conference on 'Mechanics of Functional Materials and Structures' is being organized by the Department of Mechanical Engineering, Indian Institute of Technology Guwahati during December 11-14, 2022. The aim of the conference is to provide a forum for researchers and academics, particularly from East Asia and the neighboring regions, to interact, exchange ideas, and establish relationships, with a view to future cooperation and subsequent development of research in the Theoretical and Applied Mechanics of Solids. The young university faculty and researchers are especially encouraged to participate and use this opportunity to network with others who are also seeking to develop their research abilities and experience. The Topics of the event are:

- Mechanics of Functional and Intelligent Materials.
- Mechanics of Functional and Smart Structures.
- Structural Health Monitoring.
- Elasticity (Mathematical, Thermo, Electro, Electromagneto, Photo).
- Plasticity (Mathematical, Multiscale, Thermo, Visco).
- Fracture and Damage Mechanics.
- Impact Mechanics and Dynamic Material Behavior.
- Contact Mechanics.
- Solid-fluid Interaction.
- Bio-mechanics, Biomaterials.

For further details, contact Secretariat of ACMFMS-2022, Dr. Poonam Kumari, Department of Mechanical Engineering, Indian Institute of Technology Guwahati, Guwahati, Assam-781039, Mobile: +91 361 2583434, E-mail*: acmfms2022@ iitg.ac.in*. For updates, log on to: *https://iitg.ac.in/ mech/acmfms-conference/*

International Conference on Perspectives in Vibrational Spectroscopy

A five-day International Conference on 'Perspectives in Vibrational Spectroscopy' is being organized by the UGC-DAE Consortium for Scientific Research, Indore and Devi Ahilya Vishwavidyalaya, Indore during December 13-17, 2022. The researchers, key leaders, students, and industry experts may participate in the event to share, discuss and exchange the latest scientific knowledge, innovative ideas, and up-to-date knowledge in vibrational spectroscopy. The Topics of the Event are:

- Applications of Vibrational Spectroscopy in Nanomaterials, Material Science, Nuclear Science, Life Science, Geoscience, Astronomy, Archeology, Forensics, Surface Science, Thin Films, Catalysis, Nanoscience, Solar Cells, Energy Materials, and Related Areas.

- Disease Diagnostics by Vibrational Spectroscopy.

- Fourier Transform-based Vibrational Spectroscopy: Technical Advancements.

- Normal, Resonance, Surface Enhanced, and Non-linear Raman Spectroscopic Techniques.

- Vibrational Spectroscopy under Extreme Conditions.

- Ultrafast Spectroscopy (Vibrational, Raman, and IR) /Ultrafast Spectroscopy Techniques.

- Microscopy and Imaging by Raman Techniques.

- Rotationally Resolved Vibrational Spectroscopy.

- Terahertz Spectroscopy–Emerging Techniques.

- Surface and Tip - Enhanced Raman Spectroscopies (SERS and TERS).

- Theoretical and Computational Methods in Vibrational Spectroscopy.

For further details, contact Conference Chair, Dr. Vasant Sathe, Centre Director, UGC-DAE CSR, Khandwa Road, Indore-452 001 (Madhya Pradesh), Mobile: +91-0731-2463913, E-mail: *icopvs2022@ gmail.com.* For updates, log on to: *www.icopvs2022. in*

International Seminar cum AIAER Annual Conference on Reconstruction of Education

A three-day International Seminar cum AIAER Annual Conference on 'Reconstruction of Education for Sustainable Tomorrow' is being organized by the Department of Education, Rajiv Gandhi University, Arunachal Pradesh in collaboration with All India Association of Educational Research (AIAER), Bhubaneswar, Denning College for Teachers' Education, Tezu, Arunachal Pradesh, Kasturba Gandhi Institute of Higher Education, Roing, Arunachal Pradesh, and Namdapha Degree College, Miao, Changlang, Arunachal Pradesh during November 09-11, 2022. The academicians, teachers and researchers, research scholars and students, policymakers, people from NGOs, and Bureaucrats and other stakeholders of education may participate in the event.

Society is a dynamic entity that keeps on changing. As the change in society is influenced by several factors, it creates multi-faceted issues side by side. Hence, despite unprecedented growth and development in social, economic, political, education, health, and other landscapes of human society, ecological problems, poverty, inequality, conflicts, economic crises, food crisis, hunger and many other issues are still affecting us. John F. Kennedy rightly pointed out that "Our problems are man-made; therefore, they may be solved by man". All the issues that we are facing today are the result of our own unsustainable production and consumption patterns. For ages, human beings are in constant interaction with their surroundings for their survival and ease. Looking ahead to the future, therefore, is inherently human nature; it is considered to be an important aspect of decision-making and behavior.

Education has always been used as a means to bring change and development to society. This interconnection between education and society makes education and the future inseparably intertwined. It is impossible to think about educational matters without making references to the future. Our understanding of the future helps us to determine what knowledge and skills are considered to be important for the next generation. Diversity and unparalleled developmental scenario results in some countries

contributing less and some countries more towards sustainability challenges and issues; complexities, controversies, and inequities arise from issues relevant to the environment, natural heritage, culture, society, and economy. But accelerated globalization influenced by the technological revolution in recent millennia shortened the distance between nations in terms of ideas, human, and material resources which demands us to perceive and deal with issues at any level as global citizens. This calls for educating people across the globe to acquire competencies and learn to think and behave in a sustainable way.

However, our effort should not be limited only to imparting knowledge or raising awareness but rather to fostering sustainable behavior; cognitive skills and abilities, and motivational, volitional, and social readiness to solve problems responsibly in a variety of situations. To this end, education must seek to integrate values, activities and principles inherently linked to sustainable development in all forms of education and learning. And also seek to help realize a change in attitudes, behaviors and values to ensure a more sustainable future in social, environmental and economic terms. This idea of focusing on education for a sustainable tomorrow offers us an opportunity to reorient various dimensions of education, training and governance to enable all stakeholders to view the world through a lens of concern for sustainability. How we understand the future, greatly influences how we think about education. Though the future is uncertain, analysis of the past and understanding prevailing societal situations help us to presume the future which further helps us to direct our present action to pursue alternatives for a sustainable future. A sustainable future is possible if we educate people to reflect collectively on current societal conditions and work out alternatives. Education is a platform for experimentation and critical thinking required to think of alternatives for the future. The themes of the event are:

- Sustainable Development and Education.
    i.   Sustainable Education Financing.
    ii. Sustainable Educational Practices.
- Culture and Education.
- Classroom Practices and Education.
- Technology and Its Dynamism/ Evolution for Education.

- Sustainability of Technology in Education.
    i.   ICT and Eduprises.
    ii. E-resources for Teaching-learning and Evaluation.
- National Education Policy– 2020.
    i.   Teacher Education.
    ii. Science and Mathematics Education.
    iii. Inclusive Education.
- Privatization and Corporatization of Education.
- Policy Perspectives, Programmes and Regulation of Education.
- Knowledge Systems.
- Environmental Education.
- Human Rights Education.
- Women Education.
- Citizenship Education.
- Education During and after COVID-19 Pandemic.
- Social Media and Education.
- Education in the Modern and Post-modern Times.
- Teacher Education.
- Education and Quality of Life.
- Life Skill and Education.
- Quality Education.
- Approaches and Pedagogy: Constructivism, Heutogogy, Blended Learning, Web-based Learning, Digigogy.
- Education and Development.
    i.   Education for Human Development.
- Education for Behavior Development.
    i.   Promotion of Scientific Temper.
    ii. Vocational Education.
    iii. Quality of Life and Education.
    iv. Regulations of Education.

For further details, contact Convener, Prof P K Acharya, Head, Department of Education, Rajiv Gandhi University, Rono Hills, Doimukh, Papum Pare, Arunachal Pradesh- 791112, Mobile: +918132885496, E-mail: *restseminar@ gmail.com.* For updates, log on to: *www.rgu.ac.in*

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THESES OF THE MONTH

SCIENCE & TECHNOLOGY
A List of doctoral theses accepted by Indian Universities
(Notifications received in AIU during the month of August-September, 2022)

AGRICULTURAL & VETERINARY SCIENCES

Genetics & Plant Breeding

1. Thakur, Garima. **AMMI biplot and phenotypic stability for seed yield and its component traits in linseed (*Linum usitatissimum* L) under conventional and natural production systems**. (Dr. Satish Paul), Department of Genetics and Plant Breeding, CSK Himachal Pradesh Krishi Vishvavidyalaya, Palampur.

BIOLOGICAL SCIENCES

Biotechnology

1. Chatterjee, Rahul. **Exploring the *Staphylococcus aureus* proteome: Focus on vaccine antigenic targets**. (Dr. Vishakha Raina and Dr. Namrata Misra), Department of Biotechnology, Kalinga Institute of Industrial Technology, Bhubaneswar.

2. Ravi Kumar, S. **In vitro production of phytochemicals and screening of anticancer property of bridelia scandens wild**. (Dr. V Krishna), Department of Biotechnology, Kuvempu University, Shankaraghatta.

3. Reddy, B Vighneswara. **Molecular genetics and phenotypic assessment of foxtail Millet (*Setaria italica L*) germplasm for yield, seed micronutrients and insilico based identification of novel targets for hyperglycemia**. (Dr. K Srinivasulu), Department of Biotechnology, Koneru Lakshmaiah Education Foundation, Guntur.

Botany

1. Kushala, G. **Biology and management of potato tuber moth *Phthorimaea operculella* (Zeller) on potato under storage conditions in Hassan District Karnataka**. (Dr. H N Ramesh Babu), Department of Botany, Kuvempu University, Shankaraghatta.

2. Vinu, K. **Enumeration and bioprospecting of endophytic fungi in *Wendlandia thyrsoidea* (Roth) steud and *Lobelia nicotianifolia* Roth ex Schult of Chikkamagaluru, Karnataka**. (Dr. M Krishnappa), Department of Botany, Kuvempu University, Shankaraghatta.

Marine Science

1. Ajith Kumar, P B. **Studies on technological improvements for enhancement of tiger shrimp (*Penaeus mondon fabricius*) larval production through micro algal feeding**. (Dr. Shoji Joseph), Department of Marine Biology, Cochin University of Science & Technology, Kochi.

2. Pillai, S Vijayan. **Novel product beamforming design investigations for maritime SONAR applications**. (Dr. T Santhanakrishnan), Department of Naval Physical and Oceanographic Laboratory, Cochin University of Science & Technology, Kochi.

Microbiology

1. Thaker, Akhil. **Functional characterization of genes involved in pathogenicity of the rice blast fungus magnaporthe oryzae**. (Dr. Rajesh Patkar), Department of Microbiology, M S University of Baroda, Vadodara.

Zoology

1. Raghavendra. **Impact of organic pesticides on environment in coffee plantations of Chikkamagaluru District, Karnataka**. (Dr. M G Venkatesha), Department of Zoology, Bangalore University, Bangalore.

2. Zosangzuali, Mary. **Studies on genotoxicity and antioxidant status in the peripheral blood lymphocytes of individuals occupationally exposed to ionizing radiations**. (Dr. Zothansiama), Department of Zoology, Mizoram University, Aizawl.

EARTH SYSTEM SCIENCES

Environmental Science

1. Ambily, C B. **Habitat fluctuations and impacts on biota with special reference to Avifauna of Thattekkad Bird Sanctuary, Kerala**. (Dr. A Mohandas and Dr. Rajathy Sivalingam), Department

of Environmental Studies, Cochin University of Science & Technology, Kochi.

2. Naik, K Nagendra. **Application of barium oxide and its composites nano particles in the degradation of certain industrial dyes**. (Dr. K Yogendra and Dr. Mahadevan K), Department of Environmental Science, Kuvempu University, Shankaraghatta.

3. Sooraj, N P. **Studies on ecophysical perspectives of terrestrial plant invasion**. (Dr. Ammini Joeph), Department of Environmental Studies, Cochin University of Science & Technology, Kochi.

ENGINEERING SCIENCES

Chemical Engineering

1. Bharadwaj, Tarun Kumar. **Studies on adsorptive bubble separation processes**. (Dr. Kaushal Naresh Gupta), Department of Chemical Engineering, Jaypee Institute of Information Technology, Noida.

Civil Engineering

1. Anandaraj, S. **Performance of glass fibre reinforced concrete beams with sustainable waste materials**. Department of Civil Engineering, Hindustan Institute of Technology & Science, Chennai.

2. Jha, Shivendra Kumar. **Assessment and analysis of traffic noise pollution: A case study of Ahmedabad**. (Dr. Piyush J Patel), Department of Civil Engineering, Ganpat University, Mehsana.

3. Prabakaran, E. **Effect of magnetic water in the performance of concrete subjected to various environmental conditions**. Department of Civil Engineering, Hindustan Institute of Technology & Science, Chennai.

4. Reddy, M Madhu Sudhan. **Site specific ground response analysis of Amaravati Region, Andhra Pradesh, India**. (Dr. Ch Hanumantha Rao Dr. K Rajasekhara Reddy), Department of Civil Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

5. Samuel, J. **Flexural behaviour of composite cold-formed steel beams**. Department of Civil Engineering, Hindustan Institute of Technology & Science, Chennai.

Computer Science & Engineering

1. Ghosh, Debolina. **Automated software fault localization using machine learning techniques**.

(Dr. Jagannath Singh), Department of Computer Science & Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

2. Halidoddi, Gouramma. **Secured data transmission with improved packet delivery and efficient energy utilization in wireless sensor networks**. (Dr. P Rubini), Department of Computer Science & Engineering, CMR University, Bangalore.

3. Manju Devi. **An efficient methodology for image reconstruction and segmentation in medical imaging**. (Dr. Sukhdip Singh and Dr. Shailendra Tiwari), Department of Computer Science & Engineering, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.

4. Menon, Maniyil Supriya. **Drug response similarity prediction system with enhanced security framework using hybrid correlation based optimization approach**. (Dr. P Raja Rajeswari), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

5. Mithun, B N. **Development of resource management techniques in big data environment**. (Dr. S Saravana Kumar and Dr. R Santhanakrishnan), Department of Computer Science, CMR University, Bangalore.

6. Nagalavi, Deepa. **Optimized information retrieval system for online English newspaper**. (Dr. M. Hanumanthappa), Department of Computer Science and Application, Bangalore University, Bangalore.

7. Prabha, Basavaraj S. **Data dissemination technique for spatial data mining**. (Dr. Babu Rao K), Department of Computer Science & Engineering, CMR University, Bangalore.

8. Roy, Suman. **Feature construction on inductive transfer learning in computer vision**. (Dr. S Saravana Kumar and Dr. R Santhanakrishnan), Department of Computer Science, CMR University, Bangalore.

9. Sudarsana Raju, V R. **Locality exploiting distributed SDN controls**. (Dr. P Rubini), Department of Computer Science & Engineering, CMR University, Bangalore.

10. Sujatha, K. **Trustworthy mutual user authentication using inherent techniques for cloud and fog computing**. Department of Computer Science & Engineering, Hindustan Institute of Technology & Science, Chennai.

11. Uthama Kumar, A. **Prediction of cardio vascular disease using block chain technology**. (Dr. S Saravana Kumar and Dr. Raju Rama Krishna Gondkar), Department of Computer Science & Engineering, CMR University, Bangalore.

Electrical & Electronics Engineering

1. Chandran, C Satheesh. **Passive acoustic classification of underwater targets using unsupervised representation learning schemes**. (Dr. Supriya M H and Dr. A Mujeeb), Department of Electronics, Cochin University of Science & Technology, Kochi.

2. Manoj, M. **Design, development analysis of harmonic suppressed stepped impedance dipole antennas**. (Dr. P Mohanan and), Department of Electronics, Cochin University of Science & Technology, Kochi.

3. Mathew, Deepa. **Performance analysis and optimizations for virtualized mobile computing**. (Dr. Bijoy Antony Jose), Department of Electronics, Cochin University of Science & Technology, Kochi.

4. Mughal, Shafqat Nabi. **Techno-economical aspects with prediction of solar radiations for efficient utilization of photovoltaic system**. (Dr. Yog Raj Sood and Dr. Raj Kumar Jarial), Department of Electrical Engineering, National Institute of Technology, Hamirpur.

5. Pahadasingh, Sunita. **Load Frequency control strategies in power system integrated with renewables using meta- heuristic techniques**. (Dr. Chitralekha Jena and Dr. Chinmoy Kumar Panigrahi), Department of Electrical Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

6. Sangeetha, R. **Statistical characterization and interpretation of peptide from tandem mass spectra**. (Dr. Tessamma Thomas), Department of Electronics, Cochin University of Science & Technology, Kochi.

Electronics & Communication Engineering

1. Gali, Sowmya. **Multi context-based trust aware routing system for IoT networks**. (Dr. N Venkatram), Department of Electronics and Communication Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

2. Kanwar, Vivek. **Improve distance vector0 hop based localization techniques for wireless sensor networks**. (Dr. Ashok Kumar), Department of Electronics & Communication Engineering, National Institute of Technology, Hamirpur.

3. Kota, Mahesh Babu. **Design and analysis of annular ring based patch antennas for wireless applications**. (Dr. B T P Madhav), Department of Electronics & Communication Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

4. Rambabau, Kalathiripi. **Design of machine learning models to detect and defend DDOS botent attacks in the networks of the Internet of Things**. (Dr. N Venkatatram), Department of Electronics and Communication Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

5. Sonti, Sivareddy. **Analysis and performance comparison of cooperative spectrum sensing using neural network algorithms in cognitive radio networks**. (Dr. M Siva Ganga Prasad), Department of Electronics & Communication Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

Mechanical Engineering

1. Bag, Rabinarayan. **Machinability investigation in hard turning of AISI 4340 steel under dry, MQL and nanofluid assisted MQL environments**. (Dr. Amlana Panda and Dr. Ashok Kumar Sahoo), Department of Mechanical Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

2. Khot, Rahul Shivaji. **Investigation of laser welding process on advanced steel in the automotive industry through mechanical analysis**. (Dr. K V Durga Rajesh), Department of Mechanical Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

3. Mishra, Rohit. **Stability analysis of milling operation for higher productivity**. (Dr. Bhagat Singh), Department of Mechanical Engineering, Jaypee University of Engineering and Technology, Guna.

4. Patel, Kaushikkumar Vishnubhai. **Design and dynamic balancing of multi loop spatial mechanism**. (Dr. Pina M Bhatt), Department of Mechanical Engineering, Gujarat Technological University, Ahmedabad.

5. Patel, Kintu Rajeev. **Influence of water-diesel micro emulsified mixture on diesel engine performance and emission**. (Dr. Vijay D Dhiman), Department of Mechanical Engineering, Gujarat Technological University, Ahmedabad.

6. Pratik, Tansukhray Kikani. **Analysis of weld strength and cracking susceptibility in aluminium alloys**. (Dr. Hemantkumar R Thakkar), Department of Mechanical Engineering, Gujarat Technological University, Ahmedabad.

7. Rajan, K M. **Mechinability studies during turning and electro-discharge machining of wrought and additive manufactured titanium alloys**. (Dr. Ashok Kumar Sahoo and Dr. Bharata Chandra Routara), Department of Mechanical Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

8. Sheth, Anant Jitendrakumar. **Design and implementation of passive linear dynamics vibration absorber for vibration control of rotating mass unbalance system**. (Dr. Utkarshkumar A Patel), Department of Mechanical Engineering, Gujarat Technological University, Ahmedabad.

Nanoscience & Technology

1. Satyapal, Harendra Kumar. **Preparation of some hexaferrite nanomaterials investigation of their mechanical, electrical and magnetic properties and evaluation of their possible applications**. (Dr. Rakesh Kumar Singh), Department of Nanoscience and Technology, Aryabhatta Knowledge University, Patna.

Safety and Fire Engineering

1. Baby, Tiju. **Analysis of personal factors influencing electrical occupational accidents**. (Dr. G Madhu and Dr. V R Renjith), Department of Safety and Fire Engineering, Cochin University of Science & Technology, Kochi.

MATHEMATICAL SCIENCES

Mathematics

1. Veeranayaka, T N. **Study on arithmetic properties of restricted partition functions**. (Dr. M S Mahadeva Naika), Department of Mathematics, Bangalore University, Bangalore.

2. Veeranna, Y. **Study on congruence properties of restricted partition functions**. (Dr. M S Mahadeva Naika), Department of Mathematics, Bangalore University, Bangalore.

MEDICAL SCIENCES

Forensic Science

1. Agrawal, Bhavesh. **Synthesis, photophysical study and application of air stable quantum dots for imaging and sensing**. (Dr. Prasenjit Maity), Department of Forensic Science, National Forensic Sciences University, Gandhinagar.

Pharmaceutical Science

1. Date, Tushar Dilip. **Nanocarrier mediated tumor-specific co-delivery of dual-action cisplatin (IV) prodrug and venetoclax for improved therapeutic outcomes in triple negative breast cancer treatment**. (Dr. Sanyog Jain), Department of Pharmaceutics, National Institute of Pharmaceutical Education and Research, Mohali.

2. Modh, Pratik Girishbhai. **Design, synthesis, characterization and biological evaluation of some novel quinazoline derivatives for metabolic disorders**. (Dr. L J Patel), Department of Pharmacy, Ganpat University, Mehsana.

3. Patel, Nileshkumar Mangalbhai. **Development and validation of chromatographic analysis of related substances of novel anti diabetic drugs**. (Dr. Sejal K Patel), Department of Pharmacy, Ganpat University, Mehsana.

Speech Pathology

1. Mathias, Smita Caren. **Evaluation of speech and swallowing in persons with laryngeal and pharyngeal cancers undergoing "Organ Preservation"**. (Dr. B S Premalatha), Department of Speech and Hearing, Bangalore University, Bangalore.

PHYSICAL SCIENCES

Chemistry

1. Bhat, Radhika. **Synthesis, characterization and biological evaluation of pyrimidine derivatives**. (Dr. Noor Shahina Begum), Department of Chemistry, Bangalore University, Bangalore.

2. Harish, N. **Synthesis, characterization and catalytic activity of amorphous mesoporous aluminophosphates and their modified forms in the synthesis of organic fine chemicals**. (Dr. N Nagaraju), Department of Chemistry, Bangalore University, Bangalore.

3. Manasa, G. **Development of modified carbon paste electrochemical sensors for direct determination of phenolic moiety containing Endocrine Disruptors and Flavonoids**. (Dr. Ronald J. Mascarenhas), Department of Chemistry, Bangalore University, Bangalore.

4. Namannavar, Shraddha K. **Synthesis, crystal structure analysis and antimicrobial activity of N-containing heterocyclic compounds**. (Dr. Noor Shahina Begum), Department of Chemistry, Bangalore University, Bangalore.

5. Navya, D R. **DNA interactions and biological activities of lanthanide complexes with terpyridine derivatives**. (Dr. P R Chetna), Department of Chemistry, Bangalore University, Bangalore.

6. Pai, K Usha S. **Phytochemical and pharmacological evaluation of cleome viscosa linn**. (Dr. Yadav D Bodke), Department of Industrial Chemistry, Kuvempu University, Shankaraghatta.

7. Ravi, B N. **Synthesis and characterization of sulphur based Azo dyes**. (Dr. J Keshavayya), Department of Chemistry, Kuvempu University, Shankaraghatta.

Photonics

1. Sony, U. **Investigations on liner and non-linear optical properties of hemicyanine laser dye for bio photonics applications in the context of technology development**. (Dr. Sheenu Thomas and Dr. V P N Nampoori), Department of Photonics, Cochin University of Science & Technology, Kochi.

Physics

1. Nagaraja, T. **Synthesis and studies on Pb based multiferroic polymer composites**. (Dr. Basavaraj Angadi), Department of Physics, Bangalore University, Bangalore.

2. Roy, Niladri. **Studies of effect of metal oxide on structural and electrical characteristics of barium strontium titanate for device application**. (Prof. R N P Choudhary), Department of Physics, Siksha O Anusandhan University, Bhubaneswar.

Polymer Science

1. Rahnamol, A M. **Epoxy/ polyaniline/ reduced graphene oxide nanocomposites for Electromagnetic Interference (EMI) shielding**. (Dr. Jayalatha Gopalakrishnan), Department of Polymer Science & Rubber Technology, Cochin University of Science & Technology, Kochi.

❑

Anekant Education Society, Baramati
JAYSINGPUR COLLEGE, JAYSINGPUR
Shirol-wadi Road, Jaysingpur – 416 101
Tal. Shirol, Dist. Kolhapur
(Jain Minority Institute)
(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 post, qualifications and other terms and conditions, please visit University **website : www.unishivaji.ac.in**

Secretary
A.E. Society Local Committee
Jaysingpur

Vasant Shikshan Prasarak Mandal's
Late Bhimrao Chavan Arts & Science College
Chavanwadi (Barahali),
Tq. Mukhed, Dist. Nanded

Applications are invited from the eligible candidates for the following full time posts in **Late Bhimrao Chavan Arts & Science College (Permanent Non-Granted), Chavanwadi (Barahali), Tq. Mukhed, Dist. Nanded** run by **Vasant Shikshan Prasarak Mandal's.** The applications duly completed in all respect should reach on the following address **within 15 days.** The candidates of reserved category should send one copy of application to the Assistant Registrar, Special Cell, S.R.T.M. University, Nanded.

Sr. No.	Subject	Total Posts	Reservation
01	Marathi, English, Hindi, Sociology, History, Political Science, Public Administration, Economics, Geography, Chemistry, Physics, Mathematics, Botany, Zoology, Computer Science, Dairy Science, Fishery Science, Director of Physical Education, Librarian	29	Open -11 SC - 04 ST - 02 VJ(A) - 01 NT-B - 01 NT-C - 01 NT-D & SBC-01 OBC - 05 EWS - 03

NOTE : For details information about post Qualification and other terms and conditions, please visit University **website: www.srtmun.ac.in**

President
Vasant Shikshan Prasarak Mandal's

Vasant Shikshan Prasarak Mandal's
LATE BHIMRAO CHAVAN ARTS & SCIENCE COLLEGE
Chavanwadi (Barahali), Tq. Mukhed, Dist. Nanded

Applications are invited from the eligible candidates for the following post to be filled **in LATE BHIMRAO CHAVAN ARTS & SCIENCE COLLEGE (Permanent Non-Granted), Tq. Mukhed, Dist. Nanded** run by **Vasant Shikshan Prasarak Mandal's.** The application should reach **within 15 days** from the date of publication of this advertisement to the concerned authority by registered post only.

Sr. No.	Name of Post	Number of Post	Reservation
01	Principal	One (01)	Unreserved

Note : For detailed information about post Qualification and other terms and conditions, please visit University website : **www.srtmun.ac.in**

President
Vasant Shikshan Prasarak Mandal's

WANTED

Shrikrishna Bahuuddeshiya Samajsevi Sanstha Sanchalit, College of Education, Osmanabad, Dandnaik Complex, Barshi Naka, Tq & Dist. Osmanabad (Maharashtra) (MARATHI MEDIUM), Mob. 9921845999. (Affiliated to the Dr. B.A.M.U, Aurangabad).

Applications for the post of Asst. Professors & Librarian are invited for our permanent unaided B.Ed. College from the eligible and duly qualified candidates to be filled at the College of Education, Osmanabad, Dandnaik Complex, Barshi Naka, Tq & Dist. Osmanabad.

Sr. No.	Name of the Post	Subject	Qualifications	No. of Post	Reservation
1	Asst. Professor	Perspectives in Education	M. A./M. Sc. / M.Com. /M. Ed, SET / NET / Ph.D. (in Edu.)	1	Open - 02 SC - 01 ST - 01 OBC - 01 EWS - 01
2	Asst. Professor	Pedagogy Subjects Math's, Science, Language	M. A. /M. Sc./ M.Com. /M. Ed, SET/ NET/Ph.D. (in Edu.)	3	
3	Asst. Professor	Health & Physical Education/Fine Art/ Performing Arts (Music/ Dance/ Theatre)	M.A. M. P. Ed. /M.F.A. /Post Graduate Degree in Music / Dance / Theatre (55% Marks)	1	
4	Asst. Librarian	Library Science	M. Lib & I. Sc./ B.Lib. & I.Sc.	1	

Note:-

1. Rule & Pay Scale:- As per the UGC, University & the State Government.
2. Duly qualified candidates shall apply on a plain paper giving complete Bio-data with three color photos.
3. Candidates already employed shall apply through proper channel and shall submit NO OBJECTION CERTIFICATE from the employer along with application and also bring the same at the time of the interview.
4. All applications should reach along with attested copies **before 21 days** on above address.

Chairman
Shri Krishana Bahuuddeshiya Samajsevi Sanstha, Osmanabad

Mahatma Gandhi National Council of Rural Education
Department of Higher Education, Ministry of Education, Govt of India
5-10-174, Shakar Bhavan, Ground Floor, Fateh Maidan Road, Hyd-04
Website: www.mgncre.org

Advertisement No. PDF01/MGNCRE/2022   **dated 27.09.2022**

MGNCRE invites applications from Indian Scholars/ Faculties pursuing Post-Doctoral Research, for the MGNCRE Post-Doctoral Fellowships for the year 2022-23. Last date for submission of application on email is **on or before 31st October, 2022 (Monday)**. The broad disciplines of study, within the domain of social sciences are:

1. Social Work (Social Entrepreneurship and Rural Engagement)
2. Management/Rural Management (Rural Entrepreneurship)
3. Teacher Education (Vocational Education and Skilling)

The detailed guidelines and application format are placed at our **website: www.mgncre.org.** Filled in Application in the prescribed format for Post Doctoral Fellowship shall be sent on email **pdfmgncre@ gmail.com** before the last date **31st October, 2022 (Monday).**

Sd/-
Member Secretary

Licenced to post without prepayment under WPP No. U(C)-109/2021-23

Postal Regd. No. DL (C)-05/1241/2021-23

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DAYALBAGH EDUCATIONAL INSTITUTE
(Deemed to be University)
DAYALBAGH, AGRA-282005

Advt. No. DEI - 7 Teaching and Non - Teaching Posts - September - 2022

The Dayalbagh Educational Institute is Deemed to be University under Section 3 of the University Grants Commission Act, 1956 as per Notification No. F.9-3/78-U-3 dated 16.5.81 issued by the then Ministry of Education & Culture, Government of India. Applications are invited from well qualified Indian nationals (including Persons of Indian Origins(PIOs) and Overseas Citizens of India (OCIs) for faculty positions at the level of **Professor / Associate Professor / Assistant Professor / Contractual Posts / Guest Faculty / Adjunct Faculty** in its various Departments. The need of faculty positions shall be assessed from time to time basis and applications shall be processed based on the availability of funds and approval of the Board of Management (Governing Body) of the Institute.

DEPARTMENTS / PROGRAMMES : Drawing & Painting, English, Hindi, Home Science, Music (Sitar/Vocal), Sanskrit, Accountancy & Law, Applied Business Economics, Foundation of Education, Pedagogical Sciences, Agricultural Engineering, Electrical Engineering, Mechanical Engineering, Civil Engineering, Footwear Technology, Botany, Chemistry, Physics & Computer Science, Mathematics, Zoology, Economics, Management, Psychology, Sociology & Political Science, School of Architecture.

B.Voc Programmes - Dairy Technology, Renewable Energy, Automobile, Textile Design, Commercial Arts, Pottery & Ceramic Design, Telematics, Digital Manufacturing, Artificial Intelligence & Robotics, Green House Technology, Tourism & Hospitality Management, Banking & Finance, Internet of Things, Telecommunications, Food Processing & Preservation, Water Sanitation & Waste Management, Agriculture Technology, Accounting & Taxation, Apparel Design/Manufacturing, Bamboo & Wood Technology, Recycled Craft Design, Management and Manufacture of Homoeopathic Drugs and Management and Manufacture of Ayurvedic Drugs.

RESERVATION : Reservation is applicable as per the norms of the State or Central Government of India. Candidates are requested to produce relevant certificates in latest format at the time of seminar-cum-presentation.

QUALIFICATIONS : Minimum Qualification for appointment of Professor, Associate Professor and Assistant Professor OR equivalent posts shall be governed by UGC Regulations on minimum qualification for appointment of teachers and other academic staff or AICTE/NCTE (For Education Faculty) norms in universities and colleges and measure for the maintenance of standards in Higher Education 2018.

EMOLUMENTS - Posts / Rationalised Entry Pay / Academic Level : (1) **Professor-** Rs. 144200/- per month plus allowances as per rules, (L-14), (2) **Associate Professor -** Rs. 131400/- per month plus allowances as per rules, (L-13A), (3) **Assistant Professor -** Rs. 57700/- per month plus allowances as per rules, (L-10), (4) **Guest Faculty -** Rs. 1500/- per lecture, maximum upto Rs. 50000/- per month. (5) **Contractual Posts -** Entry level pay of the respective posts in teaching hierarchy (6) **Adjunct Faculty -** Maximum upto Rs. 80000/- per month

Note: This is a **Rolling Advertisement** applicable to Professor / Associate Professor / Assistant Professor / Contractual Posts / Guest Faculty / Adjunct Faculty which will remain valid **upto 31.12.2023**. As and when sufficient number of applications are received, the Interview shall be held. The notification for the same shall be available on the Institute's website www.dei.ac.in. The Institute shall update the vacancy positions periodically.

The Institute has also invited application forms on prescribed format (online) for various Teaching and Non-Teaching posts in Technical College, REI Intermediate College and D.E.I Prem Vidyalaya Girls' Intermediate College as well as in the Institute. Last date for submission of Application form for these posts is 31.10.2022 (Monday). The details of minimum qualification, experience, reservation, emoluments, etc. are available on the Institute's website www.dei.ac.in as well as in Employment News dated 15th October, 2022.

GENERAL INSTRUCTIONS FOR TEACHING AND NON-TEACHING POSTS

HOW TO APPLY : (1) **Professor / Associate Professor / Assistant Professor / Contractual Posts / Guest Faculty / Adjunct Faculty Posts and DEI Technical College, REI Inter College, DEI Prem Vidyalaya Girls' Intermediate College and Non-Teaching Posts :** Interested candidates may visit the Institute's website www.dei.ac.in and submit online application by direct remittance of fee at any State Bank of India branch or through online payment using SBI internet banking or through Credit/Debit Card (Master or Visa approved). (2) The National Eligibility Test (NET) or an accredited test (State Level Eligibility Test SLET / SET) shall remain the minimum eligibility for appointment of Assistant Professor and equivalent positions wherever provided in UGC Regulations 2018. Further, SLET / SET shall be valid as the minimum eligibility for direct recruitment to Universities / Colleges / Institutions in the respective State only : Provided that candidates have been awarded a Ph.D. degree in accordance with the "University Grants Commission (minimum standards and procedure for award of Ph.D. Degree), Regulation 2009, or the University Grants Commission (minimum standards and Procedure for award of M.Phil./ Ph.D. Degree) Regulation, 2016, and their subsequent amendments from time to time, as the case may be, shall be exempted from the requirement of the minimum eligibility condition of NET / SLET / SET for recruitment and appointment of Assistant Professor or any equivalent positions. Provided further, the award of degree to candidates registered for the M.Phil. / Ph.D. programme prior to July 11, 2009, shall be governed by the provisions of the then existing Ordinances / By-laws / Regulations of the Institutions awarding the degree. All such Ph.D. candidates shall be exempted from the requirement of NET / SLET / SET for recruitment and appointment of Assistant Professor or equivalent positions subject to the fulfilment of the following conditions :- **(a)** Ph.D. degree of the candidate awarded in regular mode only; **(b)** Evaluation of the Ph.D. thesis by at least two external examiners; **(c)** Open Ph.D. viva-voce of the candidate had been conducted; **(d)** Candidate has published two research papers from his / her Ph.D. work out of which at least one must be in a refereed journal; **(e)** The candidate has presented at least two papers, based on his / her Ph.D. work in conference / seminars sponsored / funded / supported by the UGC / ICSSR / CSIR or any similar agency.

Note 1: The fulfilment of these conditions should be certified by the Registrar or the Dean (Academic Affair) of the University concerned.

Note 2: The clearing of NET / SLET / SET shall also not be required for candidates in such disciplines for which NET / SLET / SET is not conducted.

(3) A relaxation of 5% shall be allowed at the Bachelor's as well as at the Master's level for the candidates belonging to Scheduled Caste / Scheduled Tribe / Other Backward Classes (OBC) (Non-creamy Layer) / Differently-abled (a) Blindness and low vision; (b) Deaf and Hard of Hearing; (c) Locomotor disability including cerebral palsy, leprosy cured, dwarfism, acid-attack victims and muscular dystrophy; (d) Autism, intellectual disability, specific learning disability and mental illness; (e) Multiple disabilities from amongst persons under (a) to (d) including deaf blindness for the purpose of eligibility and assessing good academic record for direct recruitment. The eligibility marks of 55% marks (or an equivalent grade in a point scale wherever the grading system is followed) and the relaxation of 5% to the categories mentioned above are permissible, based only on the qualifying marks without including any grace mark procedure. (4) A relaxation of 5% shall be provided, (from 55% to 50% of the marks) to the Ph.D. Degree holders who have obtained their Master's Degree prior to 19 September, 1991. (5) A relevant grade which is regarded as equivalent of 55%, wherever the grading system is followed by a recognized University, at the Master's level shall also be considered valid. (6) The Ph.D. Degree is mandatory qualification for appointment to the post of Professor / Associate Professor and shall also be mandatory qualification for the post of Assistant Professor w.e.f. 01.07.2023. (7) Applicants who have been awarded Ph.D. from foreign Universities should enclosed "Equivalence Certificate" issued by Association of Indian Universities, New Delhi, without which their candidature will not be considered and application will summarily be rejected. (8) The time taken by candidates to acquire M.Phil. and / or Ph.D. Degree shall not be considered as teaching / research experience to be claimed for appointment to the teaching positions. Further the period of active service spent on pursuing Research Degree simultaneously with teaching assignment without taking any kind of leave, shall be counted as teaching experience for the purpose of direct recruitment. (9) Before applying for a post, applicants are advised to go through the relevant UGC / AICTE / NCTE norms / regulations as amended from time to time and as applicable, as well as contents of the advertisement carefully and satisfy themselves about their eligibility. No enquiry in this regard will be entertained. (10) On successful submission, the applicant will come across a link for paying application fee and after the payment of fees the candidate may download a 'PDF' of the application, which he / she will have to print and original documents with one set of self-attested copies will have to be submitted at the time of seminar-cum-presentation for verification failing which the candidate would not be allowed to appear in the seminar-cum-presentation. (11) Relaxations and concessions for SCs / STs / OBCs / PwDs will be applicable in accordance with reservation policy of the GoI/MHRD/UGC and subsequent clarification/directives issued from time to time to this effect. (12) The eligibility of an applicant shall be determined in accordance with the UGC Regulations, 2018 and its subsequent amendments and / or in accordance with the relevant regulations of concerned Regulatory bodies. (13) Candidates are called for Seminar-cum-Presentation and Interview (For Teaching posts) and Aptitude / Trade or Typing test (For Non-teaching posts) on the recommendations of the Screening Committee of the Institute and as such all applicants may not be called for interview. **No TA and DA shall be admissible for attending the Seminar-cum-Presentation / Interview etc.** (14) The University shall verify the antecedents or documents submitted by a candidate at the time of appointment or during the tenure of the service. In case, it is detected that the documents submitted by the candidates are fake or the candidates has a clandestine antecedent/ background and has suppressed the information, then his/her services shall be terminated. (15) A candidate belonging to any reserved category who desires to be considered for any unreserved post also besides the posts under reserved category, will have to select YES option under **"Consider in General Category row"** in the application form. (16) In case of any inadvertent mistake in the process of selection which may be detected at any stage even after the issue of appointment letter, the University reserves right to modify/withdraw/cancel without any communication made to the candidate. (17) Applicants who are in employment should route their application through proper channel or should submit a **"No Objection Certificate"** from the employer prior to the Interview, failing which their candidature may not be considered. (18) Any addendum / corrigendum, if any, shall be posted on our website **www.dei.ac.in** only (19) Canvassing in any form will be a disqualification. No interim correspondence shall be entertained. (20) Candidates belonging to SC / ST / OBC / PwDs / EWS, category must submit latest certificate issued by the competent authority. Those who fail to submit the required certificate(s) will be treated under General Category, subject to fulfilment of other terms & conditions. (21) In course of selection process if the post of Professor / Associate Professor is filled up by promoting internal candidates and their resultant vacancy occurs, Institute reserves rights to fill up these resultant vacancies. (22) The Institute reserves the right to fill, to fill on temporary basis, or not to fill any of the posts, without giving any reason whatsoever. (23) The Institute may also appoint on Contractual basis or as Guest / Part-time teachers as per UGC Guidelines. The number of posts may vary depending on exigencies. (24) The Institute reserves the right to alter/modify any condition at any stage. (25) Schedule of Interview for the above posts shall be notified at the University's website www.dei.ac.in. (26) No Separate call letters shall be issued to the candidates for the above posts.

Date : 24.09.2022   **Ph : 0562-2570372**   **REGISTRAR**