#Let'sBeatCoronaTogether

15th BIENNIAL CONFERENCE on ENTREPRENEURSHIP

• FEBRUARY 22-24, 2023 •

Entrepreneurship Development Institute of India
Ahmedabad

CALL FOR PAPERS

Entrepreneurship Development Institute of India (EDII) has been organizing **'Biennial Conferences on Entrepreneurship'** since 1994. The Biennial Conferences continue to provide a forum for researchers, educationists, and practitioners to share their research findings and experience in entrepreneurship development. Deliberations on issues of contemporary relevance and interest have opened up new avenues to spearhead entrepreneurship at a much broader scale. The Conferences are organized under the aegis of the **Centre for Research in Entrepreneurship Education and Development (CREED)** setup by EDII. EDII has organized fourteen Biennial Conferences during 1994-2021, the details of these biennial conferences can be browsed at **http://conference.ediindia.org/**

In keeping with fourteen biennial conferences over the past 28 years, the **Fifteenth Biennial Conference on Entrepreneurship** continues to be an established forum for researchers, educators and practitioners to share their ideas and research results with other researchers and thinkers in the field, exchange feedback and hone their own research pursuits.

Conference Themes and Focus Areas

Perspectives and conceptually grounded papers and reports that bear upon and enfold the field of entrepreneurship theory and practice are welcome. Some indicative themes are: *Entrepreneurship Theory, Functional Areas of Entrepreneurship Entrepreneurship Policy, Manifestations of Entrepreneurship, Entrepreneurship Education & Capacity Building, Entrepreneurship Context and MSME Entrepreneurship.*

We also welcome contributions beyond the themes mentioned above. Please upload your contributions at: https://easychair.org/conferences/?conf=bice2023 or send your contributions to: conference@ediindia.org

Important Dates

- Submission of the full paper by **December 15, 2022.** [Full paper should not be more than 5000 words, typed double space, APA style of referencing, refer guidelines available on conference website]
- Decisions on Acceptance of Full Papers will be made by **December 31, 2022.**
- Last Date for Registration by **January 16, 2023.**

Best Paper Awards : Three Best Paper Awards shall be given based on the assessment of session chairs, out of which one shall be reserved for Ph.D./FPM scholars.

Doctoral Colloquium 2023 [February 21, 2022]

The Doctoral Colloquium is expected to provide an opportunity for the doctoral students to present their nascent research ideas and obtain valuable inputs from the discussions • **Eligibility :** Any PhD/FPM scholar registered with any recognized institution / university in India or other countries • **Last Date for Registration: December 31, 2022** • **How to Apply:** Applicants should submit the proposals by email creed@ediindia.org For more details, please visit https://www.ediindia.org/doctoral-colloquium-2023/

Conference Secretariat
Conference Chair :
Dr. Sunil Shukla,
Director General-EDII

Organizing Committee
Dr. Satya Ranjan Acharya
Dr. Amit Kumar Dwivedi
Dr. Sanjay Kumar Mangla
Dr. Baishali Mitra
Mr. Ganpathi Batthini
Email : conference@ediindia.org
Cell & WhatsApp : 93270 45345

Sponsorship Opportunities
• Platinum – ₹ 1,00,000/- (One)
• Gold – ₹ 75,000/- (Two)
• Silver – ₹ 50,000/- (Four)
• Bronze – ₹ 25,000/- (Eight)
• Advertisement Opportunities – ₹ 10,000/-
(For details visit: conference.ediindia.org)

Registration Link
https://tinyurl.com/EDII-15th-Biennial-Conference

Entrepreneurship Development Institute of India
Bhat, Gandhinagar
(Dist) 382 428, Gujarat
Tel.: 079-6910 4900/4999
E-mail: info@ediindia.org
Web: www.ediindia.org
www.ediindia.ac.in

In This Issue

Bharat Ratna Dr. Ambedkar as a Torchbearer to Mankind
(14th April, 1891 – 6th December, 1956)

M S Kurhade*

"People build houses for living. I have built Rajgriha for the safe-keeping of my book collection". Dr, Ambedkar would fondly recount in one of his interviews.

Dr. Bhimrao Ramji Ambedkar is one of the makers of modern India. Born on April 14, 1891 in a poor and deprived family, Dr. Ambedkar touched many heights in his life considered difficult for humans. He is considered among the most educated people in modern India. Dr. Ambedkar received his Ph. D. in Economics from the prestigious Columbia University and the renowned London School of Economics. Dr. Ambedkar is well-known all over the world as a skilled speaker, writer, and enlightened scholar. His field of study was not limited to economics and law only, but he also had full authority on subjects like education, sociology, constitution, political science, religion, and philosophy. Buddha, Jyotiba Phule, Sahu Ji Maharaj renowned educationists Professor John Dewey, Elvin Seligman, and Booker T. Washington had a great influence on the life of Dr. Ambedkar. Dr. Ambedkar, who had been associated with education for a lifetime, is a philosophy in itself. The study of his ideas regarding education is very essential to understand the nature and the progress of education in our society.

Dr. Ambedkar was a well-known teacher himself. He established the People's Education Society in Bombay and Aurangabad to educate the students of the Dalit Community. He said that every educational institute should be an agency of change in society. Dr. Ambedkar strongly held that every educator should be a priority for society and utilized for the growth of individuals with character. He wanted a type of education that not only inculcates awareness and fulfillment of human rights among citizens but also teaches human dignity and justice in India.

According to him education could open the eyes and encourage the oppressed ones to fight and remove injustice and exploitation they are suffering for ages. Once a man starts to read, his mind begins to grow and he wants to learn how to live. He recognized that lack of education was the main cause of the backwardness of poor people. He put all his efforts to ensure educational opportunities for all the citizens of independent India without any discrimination, for which he framed some rights in the Indian Constitution.

*Principal, D.T.S.S. College of Law, Malad (E), Mumbai-400097. & Director, Sanskar Sarjan Education Society, Malad (E), Mumbai-400097. & President, Association of Non-Government Colleges, Mumbai. E-mail: principal@sanskarsarjan.org

"The education that makes us neither competent nor teaches us lessons of equality and morality is no more education."

- Ambedkar

The very objective of education is to bring the social, economic, and political transformation of individuals. Dr. Ambedkar was a staunch opponent of casteism, untouchability, social discrimination, social inequality, women's inequality, etc. He considered education very important to eliminate existing social inequality and social injustice in Indian society and to establish equality, brotherhood, co-existence, and mutual acceptance in society. He believed that education is not only the birthright of every human being but also a weapon of social change. Being a true patriot and social reformer, Ambedkar was a strong supporter of women's education. He was well aware that for the progress of society and the development of the country, it is very important for women to be educated. He regarded educated women as being able to play a very important role in social change. He said, "I measure the progress of a community by the degree of progress which women have achieved."

Apparently, Dr. Ambedkar realized the importance of education for both males and females –as the only panacea for the upliftment of the untouchables. Interestingly in a letter to a family friend in the very first month of his stay at Columbia University, Bhimrao quoted Shakespeare:

There is a tide in the affairs of men
Which if taken at the flood leads to Fortune
Omitted the Voyage of their life is
Bound in shallows and miseries

And expressed a view that "our (i.e. that of untouchables) progress will be greatly accelerated if male education is pursued side by side with female education……" Bhimrao, the young man of 22, advised the elderly family friend: "Let your mission, therefore, be to educate and preach the idea of education to those at least who are near to, and in close contact with you".

The contribution of Dr. Ambedkar is significant as he highlighted the requirement for educational development of a large section of Indian society that has long been deprived of education. He stressed that if a large part of society is deprived of education, then society will never be able to develop holistically. Bridging the social divide is very necessary, otherwise social harmony cannot be established in society. Dr. Ambedkar played a major role in formulating many laws of education and social emancipation of downtrodden people at the time of Constitution-making. Dr. Ambedkar, therefore, stressed that the state should provide the people with universal qualitative education and also provide technical education so that social and economic equality can be established in our society and our country can make progress. He believed that education can act as a change agent to bring equality in society and democracy could be achieved only through the education of the people. He had done plentiful to awaken the depressed class, to make them aware of their situation, to raise their voice, and showed them education as a path for their political, economical, and social upliftment. He motivated the Dalits to merge with the upper caste in social, economic and political aspects through the slogan of educate, agitate and organize. 'You must get out of this and 'how could you bear it for so long asked Dr. Ambedkar. Also, he ensured the educational rights of all sections of Indian society by providing certain rights under Article 30 and 29 in the Indian Constitution.

He was known as the regenerator of their spirit and the inaugurator of the self-respect movement among the depressed classes. He made them conscious of their united strength and their power to vote. He organized them and led them to agitate in a peaceful manner for the vindication of their rights. "Education, organization, and agitation" were the keywords of his self-respect movement. He had aroused and awakened them against social injustice and installed them in the spirit of self-reform, self-emancipation, self-reliance, self-respect, and self-confidence. Dr. Ambedkar tried to free their minds from inhibition and inferiority complex.

Dr. Ambedkar's writings played an important role in turning him into an international figure. For the Dalit Community, Dr. Ambedkar was a hero towering over all others and a social activist, but for the world at large, Dr. Ambedkar was an alert and alive thinker. His credentials as a thinker were established through his articles, books and magazines, and also the newspapers that he published. Among his own books were The Problem of Rupee, Provincial Finance in British India, Annihilation of Caste and Who are the Shudras?

The Education Department of the Government of Maharashtra has published a compilation of his writings and speeches in 21 volumes.

Some of his books have been translated into and published in Hindi. They include Achhot Kaun Aur Kaise, Shudron Kee Khoj; Budd-Ya Karl Marx; Dharmantarana Kyon; Hindu Nari Ka Utthan Aur Patan; Hindu Dharma Ki Riddle; Ranade, Gandhi Aur Jinnah; Budd Aur Unka Dhamma; Jatibhed Ka Uchhed; East India Company Ka Prashashan Aur Vitt; and Pracheen Bharatiya Vanijya.

Dr. Ambedkar also delivered a very large number of speeches -537 speeches, to be precise, on a wide range of subjects and in diverse regional, national, and international forums. Among the subjects, the speeches ranged from social, economic, and religious issues to those relating to law and Constitution besides politics. In terms of the fora, it included the Bombay Province Legislative Council, Round Table Conferences hosted by the British Government in London, the role of a Labour Member of the Viceroy's Executive Council, Central Legislative Assembly (as the First Law Minister of Independent India) Constituent Assembly (as the Chairman, Drafting Committee for the Constitution of India) and the Parliament (Opposition Member, Rajya Sabha). In addition, Dr. Ambedkar delivered a large number of public addresses as the most prominent leader of the social and political movements inspired by him. The honesty and bitter realism of Ambedkar's speeches made a strong impression.

This phase is characterized by phenomenal and path-breaking work, by Dr. Ambedkar the Principal Architect of the Indian Constitution. In addition, Dr. Ambedkar made his distinct mark as the first Law Minster of Independent India and laid the foundation of the legal framework in modern India. Dr. Ambedkar resigned from the Union Cabinet on September 8, 1951, on account of his differences with the then Prime Minister, Jawaharlal Nehru regarding the Hindu Code Bill.

Dr. Ambedkar's life was a crusade for social, economic and political justice for the downtrodden. His life was a great saga of suffering, sacrifice and struggle. As a student, as a lecturer, as a social thinker, and as a political leader he faced heavy odds, onslaughts and humiliations. From childhood onwards, he had a taste of caste tyranny, obscurantism, oppression and unbearable agony. In every stage, Dr. Ambedkar rebelled and fought against these pernicious and inhuman facets of society. Dr. Ambedkar has some unique qualities like courage, conviction, discipline, hard work, deep study, scholarship, single-minded devotion, dedication, sacrifice and selfless service that helped him to carry the message of a Messiah to the downtrodden and the suppressed mankind in the country. After 2500 years his voice only awakened the sleeping millions of people on the Indian continent. His path gave the clarion call to the poor and innocent masses to shake off the shackles and break the barriers. Once he said "you must abolish your slavery yourselves. Do not depend for its abolition upon God or superman. Remember that it is not enough that people are numerically in the majority. They must be always watchful, strong and self-respecting to attain and maintain success. We must shape our course ourselves and by ourselves".

Dr. Ambedkar was not only the father of the Indian Constitution but was a great freedom fighter, political leader, philosopher, economist, writer, editor and a revivalist for Buddhism in India. He strongly believed that education is something that ought to be brought within the reach of everyone. He emphasized secular education for social emancipation and freedom. Education has the sole purpose to enlighten the depressed classes so as to enhance their cause of social, economic and political upliftment. The social and ethical philosophy of Dr. Ambedkar aimed at making depressed people aware to change their thoughts and old behavior patterns and to move forward in the direction of unity and freedom through education.

Dr. Ambedkar believed that education is a movement. If it does not fulfill its objectives, it is useless. True education cradles humanity, generates sources of livelihood, imparts wisdom and imbues us with egalitarianism. He was an educationist of the marginalized. He was also in favour of making education relevant to employment. He was a strong proponent of logical and scientific education.

Dr. Ambedkar was a Messiah of the depressed, suppressed and downtrodden people. He was an opponent of ignorance, prejudice, and a champion of democracy. He changed the course of the history of India. He pointed out the way to a better civilization and a respectful life. His life of courage and bold action counteracts fear and despair. He created a mission to fight for their human rights. His message, speeches,

statements, and ideas acted as a stimulus to think about self-respect, self-dignity and self-confidence and also helped to come out from an inferiority complex. Dr. Ambedkar was a savior of individuals from bondage, slavery, and inhumanity. He said that society has tyranny, authority and denial of liberty, equality and justice. Dr. Ambedkar was an emancipator. The main aim and mission of his life were to try to lead the depressed classes toward a higher social, political and economic status and to be free from Dark Age. Dr. Ambedkar's lifelong passion was to create a casteless and classless society, which comes through clearly in several of his speeches. He was deeply involved in the most significant project of his life - to those who had lost all reason to live, he offered a reason to live with dignity.

Quite interestedly, he has been taken into the forefront by common masses of the deprived Indian community. It's not an exaggeration to claim that without an Ambedkar statue, there is no big village in the world. He is India's most prominent icon in modern times. The theory of Ambedkar is a pursuit of the philosophies of Indian society's societal redevelopment.

Dr. Ambedkar created human rights for all and tried to bring all men on par socially. His aim was not communal and related to all who suffered from slavery, injustice, tyranny and exploitation. Dr. Ambedkar recognized the social stigma of women in Indian society. He felt the need for women's human rights. That's why he introduced Hindu-code bill in the Indian Parliament in 1956.

Dr. Ambedkar's philosophical attitude was a combination of Naturalism and Humanism. To Naturalism nothing exists other than nature. To Humanism, human beings' presence is essential only but not supernatural things. Dr. Ambedkar did not deny the truth of nature, but he believed man is essentially a free human being.

He said that it is important to realize that if a large part of society is deprived of education, then society will never be able to develop holistically. Bridging the social divide is very necessary, otherwise social harmony cannot be established in society. Dr. Ambedkar, therefore, stressed that the state should provide the people with universal qualitative education and also provide technical education so that social and economic equality can be established in our society and our country can make progress.

Dr. Ambedkar was a bookworm and devotional reader. He believed that education is the only key and solution for all religions and social evils. He advocated education would help the individual live in nature as a human, unlike animals. The secret of his vast knowledge and wisdom was reading and reading books. The maximum time was spent reading books. None could encroach upon his time. Individual time is selfish but to Ambedkar time was knowledge. To Ambedkar love of books was the greatest means of education and self-development. His motto was Ancora Imparo. His thirst for knowledge was that of an empire. Dr. Ambedkar's "thirst for books was ever-growing and flowing like the ever-flowing Ganges. He had purchased thousands of books and had collected some rare books. Dr. Ambedkar stated on his personal library on some occasions that: If I lose my library I would lose my life". Books were the breath of Ambedkar's life.

Dr. Ambedkar was deeply influenced by Buddhist philosophy and he advocated the development of morality in all people. He said only such objectives of education are meaningful and aid in making humans happy and prosperous and helping society progress. He was in favour of making education relevant to employment. Education can help make society stable. Good behavior and good conduct arise from logical reasoning and that can be acquired only through education, experience and dialogue. Ambedkar's objectives for education were the same as his social, economic and political objectives. He was a strong proponent of logical and scientific education.

He said, "My social philosophy is a mission. I have to work for religious conversions". Dr. Ambedkar had no faith in God. He wanted to reorganize Indian society, not on the basis of religion but on the basis of liberty, equality and fraternity. 'I like the religion that teaches Liberty, Equality and Fraternity, he said. He never refrained from borrowing good things from different religions but he was inclined to Buddhism. He admitted that his philosophy was rooted in the teachings of Buddha. Liberty and equality were the cornerstones of his philosophy but he also knew that unlimited freedom destroys equality, and perfect equality undermines freedom. He had emerged as the most controversial Hindu of his time. He had to face brickbats all his life but that did not affect him a bit.

He kept on calling a spade, a spade. The final phase in the incredible saga of Dr. Ambedkar's life witnessed him withdrawing from active politics and gravitating towards Buddhism. On October 14, 1956, Dr. Ambedkar formally embraced Buddhism and converted around five lakh of his followers from Hinduism to Buddhism. This momentous decision was the culmination of a long process, spread over nearly five decades. Speech Broadcast on All India Radio on 3rd October, 1954 Dr. Ambedkar said, "Positively, my social philosophy may be said to be enshrined in three words: Liberty, Equality, and Fraternity. Let no one, however, say that I have borrowed my philosophy from the French-Revolution. I have not. My philosophy has roots in religion and not in political science. I have derived them from the teachings of my Master, the Buddha."

Dr. Ambedkar was a true socialist. In his book 'State and Minorities' he wrote industries which are basic and key industries, shall be owned and run by the state, the insurance shall be the monopoly of the state, and agriculture shall be a state industry. He advocated "The land shall be let out to villagers without distinction of caste or creed and in such manner that there is will be no landlord, no tenant and no landless laborers". In view of the social and political injustice, he said, "How it could be possible for any future government which beliefs in doing justice socially, economically and politically, unless the economy is a socialistic economy". Dr. Ambedkar's opinion on labor is that labor must have both equalities as well as liberty and a constitution from the point of labor. In other words "the economic structure of society which would serve the interest of labor best is socialism". He was opposed to both capitalism and communism; through his speeches and writings, he pleaded for the establishment of state socialism through parliamentary democracy.

The Poona Pact between Ambedkar and Gandhi paved the way for reservations for Dalits. It was reservations that brought about a basic transformation in their educational levels and standard of living. If today, Dalits have a presence in different walks of life, it is primarily due to reservations. Ambedkar was always concerned about the education and employment of Dalits. His ideas continue to be relevant for the Dalit Community even today. If we have to pick one person from Indian history who paved the way for education and employment for the Dalits, who made them aware of their rights, who freed them from the exploitation by other classes, who showed the world that they were second to none in intelligence and capabilities - then there can't be anyone other than Dr. Ambedkar.

Dr. Ambedkar was a lover of democracy and a true democrat. He believed that true democracy will be available only through political democracy. Throughout his life, he fought relentlessly to establish a society in India based on the democratic ideals of liberty, equality and fraternity. Dr. Ambedkar's emphasis on secularism as the only way to solve minority problems on a more rational basis as a part of democracy. He had all along pleaded for democratic planning as the means to achieve social equality. According to Dr. Ambedkar freedom of a country does not mean freedom of a geographical unit. The social and economical uplift of the depressed classes was consistent with his claim for the independence of the country. Dr. Ambedkar believed that "without a social conscience, democracy loses its soul and there cannot be any social conscience unless there is social democracy. Where there is no social democracy even the Fundamental Rights become trappings of democracy". Dr. Ambedkar did not accept democracy where there are only privileges for some and disabilities for the majority of others. He stated, "A democratic form of government presupposes a democratic form of society".

Dr. Babasaheb Ambedkar was a great social reformer, a valiant champion of human rights and an emancipator of the downtrodden masses of India, who dedicated all his life to awakening the social conscience of modern India. No wonder there are more statues of Dr. Ambedkar in India than any other leader in the history of our nation. It is hardly surprising that every year on December 6 (his death anniversary), around 2 million Ambedkarites throng to Chaitya Bhoomi in Mumbai to pay homage to the hero they worship as their saviour. It is also not surprising that Dr. Ambedkar was voted (August, 2012) as the "Greatest Indian after Gandhi" in a nation- wide e-pool with an overwhelming majority.

In the 20th century, Dr. Ambedkar remained a "Lover of Knowledge" and "Lover of Wisdom" throughout his life. No scale is enough to calculate his knowledge and wisdom. In wisdom, intellect and insight Dr. Ambedkar was par excellence. He had so many degrees to his credit, his pilgrimage in search of knowledge to flung countries like America, U.K. and Germany. He studied thousands of books on all

subjects which has made him an ocean of knowledge and wisdom. Dr. Ambedkar as a scholar was conferred upon him the honorary degrees of LL.D. and D. Litt., by Columbia University, New York (U.S.A.) and Osmania University (Hyderabad) India respectively. Dr. Ambedkar sacrificed his knowledge and wisdom for the sake of the liberty of people, equality of human beings and fraternity of individuals and nation.

In the second half of the 19th century, social reformers launched an acerbic attack on rituals through their books. Jyotiba Phule's 'Gulamgiri' was one of them. In the South, Periyar and Sree Narayana Guru sounded the bugle against the Varna system. A few decades later, Ambedkar was given the responsibility of drafting the Constitution of the newly independent India in due recognition of his merit and scholarship. He became the country's first Law Minister. Since then, Ambedkar's thoughts have grown in relevance with each passing year.

Even before independence, he was recognized as a jurist of rare intellect. He raised some pertinent questions about education in Indian society while speaking in the Bombay Legislative Council on 12th March 1927. He was deeply concerned that India was lagging behind in education.

Dr. Ambedkar was a liberator. His libertarianism was combined with rationalism and pragmatism. His ethics were utilitarian, and his scales of values were determined by the usefulness of action toward the establishment of liberty and equality in the social order. Dr. Ambedkar made an indelible mark on the social movement in the country at the Provincial level. So significant was the impact of his contribution that he was selected by the British government to participate in the Round Table Conference to be held in London, Dr. Ambedkar was one of the only two delegates chosen from the entire British India to represent the untouchables in the country. This paved the way for Dr. Ambedkar to emerge on the national stage.

Dr. Ambedkar's significant contribution also led to his nomination to Viceroy's Executive Council as Labour Member (that is, a Minister). This is a distinctive phase in Dr. Ambedkar's career wherein he served as a Minister in the British Government in India. As a Member of the Viceroy's Executive Council, Dr. Ambedkar handled a very important portfolio including Labour and Employment, Energy Minerals, and Water Management.

As a renowned social reformer and an eminent intellectual, Dr. B.R. Ambedkar was truly concerned about the plight of the untouchables at the beginning of his career. His entire life was devoted to socio-economic development. Ambedkar's revolutionary ideology helps to renegotiate in particular the crisis of western political theory and leads people's struggles. Ambedkar emerged with the advent of a Dalit movement in Modern Times, and Ambedkar emerged as a major political philosopher (Bakshi, 2009). In the early 1920's he became prominent in the socio-political scenario of India. He played a pivotal role in the upliftment of the lowest level of so-called untouchable Indian society with respect to social, economic, political, and religious perspectives. Besides, he made an outstanding contribution as an economist, sociologist, legal illuminator, educationist, writer, parliamentarian, advocate and human-right activist. He was an iconoclast and researcher who effectively mobilised, energized, and unified the untaught Indians against all social and political suppressions and oppressions.

The life history of Dr. Ambedkar epitomized the relentless struggle of the downtrodden community in our country against social ostracism and economic oppression. Dr. Ambedkar dedicated his life to searching for knowledge. He had a single-minded devotion to the cause of bringing up the unprivileged and downtrodden sections of society. Dr. Ambedkar represented a dedicated spirit, and uncompromising faith in the justice of the cause he fought for. His power of appeal, his capacity to clear expression and the sincerity with which he put across his point of view always command respect and attention.

"For a successful revolution, it is not enough that there is discontent. What is required is a profound and thorough conviction of the justice, necessity and importance of political and social rights".

- Ambedkar

Dr. Ambedkar was an extensive modern philosopher. He did not confine to any single school in his philosophical approach. We can find out multi schools in his idea, thought, vision, practice and implementation. His philosophy is not narrow-based, it is broad-based. The ultimate goal of his philosophy is justice for humankind.

Ambedkar's socio-philosophical views rested on the bedrock of egalitarianism. Human dignity and self-respect were central to his social philosophy. He wanted to use education to establish justice, equality, fraternity, freedom and fearlessness in society. He wanted to replace the birth-based society with a value-based one. It goes without saying that these moral values can be promoted only through education.

"Democracy is not merely a form of government. It is primarily a mode of associated living, of conjoint communicated experience. It is essentially an attitude of respect and reverence."

- Ambedkar

Dr. Ambedkar's thinking is very significant in tracking India's past and development in the social sphere as evident in his writings and lectures. The ideology of Ambedkar must recognize the fundamental basis of the Dalit movement. According to him, the secret of freedom is social ties. In spirit and reality, Ambedkar is a liberal Democrat. The unique contribution to democratic philosophy rests in its integrating rights, liberty and fraternity with the idea of social democracy. He tells us even of the boundaries of the regular life of liberal democracy. "Political democracy cannot survive unless the basis of it resides in social democracy", which is a way of life that accepts rights, equality and solidarity as the values of life, categorically stated in the house by him while addressing the Constituent Assembly (November 25, 1949).

Dr. Ambedkar was a real humanist. His humanism was, to begin with, a sharp reaction to the inhumanity of man to man, of class to class in society. According to Dr. Ambedkar any philosophy or ism is good and acceptable if it is meant for human welfare. His humanism is called as social humanism "this humanism stands for the fact that whatever is true for the human being must serve the human interest and not the interest of any supernatural being. The results and benefits of humanism, which all reach the door of each and every human being living in human society". Dr. Ambedkar did not ignore individual human interest because it tends essentially to give way to social humanism. All things can be true only when they work for all men ultimately. His knowledge, intellectual highness, thoughts and actions were sacrificed for the people who are living in gloomy social conditions. Nature is free from all evils and bondages. Throughout his life, he had been fought for human rights and fundamental rights, which are essential for all human beings, who live in nature. His humanism was not only for Indian sub-continent people but was for each and every individual who lives in the world society.

In many of Ambedkar's speeches and writings, the core subject is social reformism. He also explored and tackled the subject of social predominance over political problems. The government must be tied to social matters inevitably. Democracy itself is focused on the corresponding culture.

"A people and their religion must be judged by social standards based on social ethics. No other standard would have any meaning if religion is held to be necessary good for the well-being of the people".

- Ambedkar

Dr. Ambedkar has proposed or updated various principles and associations concerning the conception that supports a strategy full and coherent design of what life as a public entails, and what it means to do in a somewhat different way from the West. What does it mean to be human, and to a person were the questions he asked? How will the modern public maintain its cohesion over time, intergenerationally, if it is an independent sphere with free and equitable members? Is faith a place in our public culture, and if so, what is its nature? In cultures in which various types and degrees of injustice are not based solely on exploitation but on dynamic modes of domination, what is the foundation of social cooperation?

How does a shared public life together having plurality centred on diverse principles of ultimate values which are expressed in behaviours and individual institutions? How do we communicate with a big enough community that claims to adopt their different forms and philosophies of life? These issues are strongly related to some critical democratic principles such as authority, representation, legitimacy, individuality, democracy, independence, equity, liberty and justice. The sense of his philosophy was the context of illumination and his social atmosphere in the colonial meeting, and postcolonial works were the Indian culture. The narrow emphasis on Ambedkar as a social community symbol also does not draw attention to the philosophical context that justifies and prioritises his concerns. In Ambedkar, as a political philosopher, there are specific philosophical questions we have to

address: he is overcome by so many issues that political philosophers should not necessarily include him. His methods of presenting, disputing and debating are mostly not metaphysical but sociological law, moral, political and sometimes rhetorical.

"Political democracy cannot last unless there lies at the base of it social democracy. What does social democracy mean? It means a way of life which recognizes liberty, equality and fraternity as the principles of life".

- Ambedkar

The ideology of Ambedkar is principally theological and ethical. He researched Indian beliefs and metaphysical structures closely in an unmatched manner: centred on his interpretation of Indian culture and its institutions' action for moral purposes, he introduced political ideas including freedom, fairness, state and privileges. He is critical of the caste institution, which affects all aspects of the existence of the individual and Indian society as a whole. It explains more how the person is associated with the community and how other social powers restrict the independence of the citizen. He criticizes the existing authoritarian social order and supports a democratic culture. He questioned India's spiritual and social pillars and brought life to poor citizens with a newer sense. His approach was logical. In his writings and speeches, Reason plays a part. The method he has used is not only speculative but also scientific. The assumption of modernity affected him. In several fields of Indian heritage, governance, community, anthropology and philosophy, he is well-educated.

Dr. Ambedkar led satyagrahas to assert human rights. He has left a permanent impression both on our Constitution and on social life. He was a great patriot. "So long as we have these differences of Hindu, Muslim and others, or Sindhi, Madrasi, etc., we can never develop our nationality". He also stated that it was essential for us to think that we would belong to one country. Indeed Dr. Ambedkar dedicated his life and sacrificed his potentialities for the emancipation of people.

Dr. Ambedkar once wrote, "I am a difficult man. Ordinarily, I am quiet as water and humble as grass. But when I get into a temper I am ungovernable and unmanageable".

Besides so many difficulties and humiliations in childhood, adolescent stages and in profession, he always followed his self-control and right attitude. He had a sound and balanced personality. He had the rare ability to reduce the most complex questions to simple terms. He was a man of strong likes and dislikes. His mind was basically logical with the will power of penetrating analysis and a gift of clever thinking. He was not daunted and discouraged by any difficulties and danger. He maintains the same energy and resolutions under all circumstances.

Dr. Ambedkar, however, also said, "Although I am said to possess a vitriolic temperament and have on many occasions crossed the floors and come into conflict with those in the authority, I have not even on a single occasion been a traitor to the country. I have always had the interest of the country at heart."

He was an exemplar of his philosophy. He proved that by thought, hard work and character one could compete on equal terms with others. In his social, political and spiritual philosophy whatever he thought, he preached and practiced in toto by doing hard work and action. In his philosophical life "a combination of thought and action helped him in many ways. His philosophical approach is to revitalize thoughts and things for the good of man and society".

Dr. Ambedkar was a realist and had a strong idealism. The root of his philosophy was not in politics but in religion. His philosophy was such as would facilitate the social revolution in India. Social idealism and political idealism were opposed to each other. Political idealism scarified freedom and equality but social idealism had described them. Dr. Ambedkar wished that the political idealism of the majority would become the social idealism of all. Dr. Ambedkar's strongest ideal society consists of social liberty, social equality, and social justice rather than political idealism. Just a couple of years ahead of his Nirvana, Dr. Ambedkar, while delivering a speech on All India Radio elucidated his philosophy of life. He said, "We should be India first and Indian last!"

Bharat Ratna Dr. Bhimrao Ramji Ambedkar, affectionately known as Babasaheb Ambedkar, was undoubtedly one of the most illustrious sons of India. He appeared on the Indian socio-political scene in the early 1920s and remained at the forefront of the social, cultural, economic and political transformation of India

during the closing decades of British Rule. After India became Independent from British Rule in 1947, Dr. Ambedkar played a uniquely significant role in laying the foundation of modern India till his death in 1956.

Dr. Ambedkar's life is an incredible saga: an untouchable boy, humiliated every step of the way from childhood to youth, beats all odds securing the highest and most reputable degrees from world-class Universities – M.A. and Ph.D. in Economics from Columbia University, USA and D.Sc. in Economics from London School of Economics besides Bar-at-Law degree from London. He then returns to India and devotes his life to the destruction of the caste-ridden old order, characterized by fortune or political lineage, but by the sheer grit of his determination and back-breaking hardwork, supreme courage and selfless sacrifice, he overcomes bitter political opposition and perils of caste discrimination to become the Principal Architect of the Constitution of Independent India. He then proceeds to build the safeguards of affirmative action for establishing a more equitable society that is capable of delivering social justice to millions of downtrodden, thus heralding in India a new age of social equality and rationalism. In this process, Dr. Ambedkar comes to the forefront not only as a valiant upholder of the Indian Republic but also emerges as the conscience keeper of modern India.

Against this background, clearly, it is grossly unfair to characterize Dr. Ambedkar simply as a leader of Untouchables or Dalits, as is often done even in otherwise responsible quarters. Dr. Ambedkar was not simply a leader of the Untouchables, not even only a leader of the oppressed people of India. He was a national leader. His erudition, his massive movements, and his role in Government and outside clearly show that he was a patriot of a sterling order. His brand of nationalism was quite different from others in India's freedom struggle. Dr. Ambedkar's nationalism was not merely confined to the transfer of political power to the Indians from British Colonial Rule. It was focused on a much broader notion of sustainable national re-construction that is, building a democratic Republic through the creation of social equality and cultural integration in the age-old caste-ridden, inherently unjust and discriminating society.

In the course of his most eventful life, Dr. Ambedkar made an outstanding contribution as an economist, sociologist, anthropologist, educationist, journalist, the authority on Comparative Religion, a policy-maker and administrator and parliamentarian, besides being a jurist who became the Principal Architect of the Indian Constitution.

In spite of being a statesman and a mass leader, Dr. Ambedkar always remained a reflective thinker and erudite scholar. Even while being fully engrossed in the mass movement and political upheavals, he wrote remarkable treatises in Economics, Sociology, Anthropology, Politics, Law Religion and Culture which is clearly the mark of a true intellectual.

The stamina and drive of Ambedkar impressed all who knew him. In spite of what illness and hardship did to him, he moved ahead with untiring strength, until his death in 1956. On December 6 every year on the death anniversary of Dr. Babasaheb Ambedkar, people from all over the country and abroad come to the Chaitya Bhoomi near Shivaji Park, Mumbai. About 15 to 20 lakh people assemble there to pay their respects to Dr. Ambedkar and it is through their collective memory and spirit that the legend of Dr. Babasaheb Ambedkar lives on………. Every man should have a philosophy of life, for everyone must have a standard by which to measure his conduct and philosophy is nothing but a standard by which to measure…..

Dr. Ambedkar as the principal architect of the Indian Constitution built the safeguards of Affirmative Action for establishing a more equitable society that is capable of delivering social justice to millions of downtrodden, thus heralding in India a new age of social equality and rationalism. In this process, Dr. Ambedkar emerges not only as a valiant upholder of the Indian Democratic Republic, but also captures the uniquely distinctive place in the Indian Pantheon as a rare intellectual mass-leader who awakened the social conscience of modern India. Ambedkar was, thus, a man "who stood so far in the advance of….. (his) own time"; whose greatness has been "recognized by succeeding generations". He was undoubtedly a great, outstanding individual, being in the words of E. H. Carr,…."a product and an agent of the historical process". This builder of a kingdom of democracy is certain that his revolution will work because it is in tune with the spirit of humanity; and it contains the seed of political, economic, and social reform.

❑

Variety and Value-based Learning Experiences: A Crucial Role of the Teacher

Bobby Mahanta*

There are various techniques for teaching. The selection of the technique depends on the classroom situation and the available learning resources. The teacher is required to maintain relevant documents highlighting the activities with date and time. The focus of this article is to list the different teaching-learning processes for elevating learning among learners. The teachers have to adopt suitable teaching methods and techniques for assisting students to understand better and clarify doubts if any. This should be an essential part while communicating and transacting information to the learners. The more things are illustrated the better they understand, the more they are given hands-on activities the better they can relate, the more they are encouraged to participate the better they can retain, the more they are reinforced the better they are to express their view and so on. Realizing the necessity for transacting the course content in a student-friendly manner, the author tries to underline the ways to deliver the subject content to the students, but it should be borne in mind that the teacher has to adopt it keeping the learners under consideration. The entry behavior of the learner, what the teacher intends to teach and for whom, should be the major concern before deciding which method and technique one tries to adopt. The basic objective behind this is to meet the diversity of learners in respect of their backgrounds, abilities, and other personal attributes.

Methodologies/Modes/Techniques/Strategies for Teaching

Participative Learning

The teacher adopts certain activities like throwing an open question where students volunteer to respond. Also, by forming small groups, and giving them some concrete materials for discussing with their peer groups within some stipulated time, teaching can be done. This encourages students to participate effectively and helps them in learning.

Experiential Learning

The teacher gives some hands-on activities where the students personally do and gain the experience and simultaneously learn it. Again, students should be taken

* Principal, Balurghat B.Ed. College, West Bengal and Professor (Adjunct), Mahatma Gandhi University, Meghalaya-793101. E-mail: drbobbymahanta@gmail.com

out for a field survey or made to do something and in this process, they learn.

Collaborative Learning Modes/Collaborative Tasks

The teacher can make pairs or very thin groups where they are involved to discuss on a theme/topic and bring out the points/solution for further discussion. This process of peer-with-peer discussion is known as collaborative learning.

Learner Groups

The teacher has to identify 'how best' and which way the students can learn as there are different learning styles like Visual, Auditory, Social, Logical, Read/Write, and Kinaesthetic, etc. Everyone learns in different ways. Some learn better with the aid of virtual objects, graphs, pictures, and charts. Others retain information by hearing or speaking about it. Some people learn by participating in the study activity. They share and discuss topics, question each other and find a solution to them. These are the social group type where they form study groups. Again some learners use logic and structures to learn effectively and they come under logical, or mathematical learners. Yet some learners learn better by reading silently or loud or by writing it. Some students learn new materials while doing some activity. For instance, listening to music while doing mathematics, walking while memorizing poetry/memorizing something (Kinaesthetic learners).

Pair and Share

This is a type of cooperative learning style where the learners are paired and asked to discuss and share the output of their discussion. They are made to think about the topic given by the teacher and share their opinions.

Provide a Variety of Learning Experiences, Including Individual and Collaborative Learning

The instructor provides a variety of learning experiences where the students are given a scope of choice to learn in their best way. The individual and collaborative types of learning are encouraged and students are allowed to opt for any. This helps a teacher to identify the comfort zone of the learner.

Interactive and Participatory Approaches

This is a learner-centered teaching method where the learners are given scope to interact and participate

to give their views or ask questions to clarify doubts. They are made to reflect on what the teacher is teaching and express their understanding. The teacher may raise a point or a question and students are made to reflect on it and respond.

Facilitate the Construction of a Knowledge Approach

The teacher encourages learners to learn in a way to enable them to apply what they learned. When the teacher places a roadmap on the topic transacted to learners then they will have a clear understanding and be in a position to construct knowledge rather than taking the information passively and rote memorizing.

Problem-solving Methodologies

The teachers should use techniques that will help learners generate ideas for solving the problem.

Brainstorming

The teacher should encourage students to discuss with the group and produce ideas that would help solve problems. This process will enable learners to come up with creative and innovative ideas and solve problems.

Focused Group Discussion

A skilled faculty can promote focused group discussion among the learners. Certain broad questions are asked to elicit responses from learners. This will in turn promote the learners to discuss among the groups on the given theme/topic. The learners will come up with several opinions, suggestions, and ideas.

Online Mode Learning

It is referred to as 'e-learning'. It should be included in the class timetable where the teacher can encourage learners to browse the internet on a given topic. The learner will get a scope of learning through the internet using the electronic device.

Digital Learning Resources (DLRs)

The present system of education should encourage digital-enabled learning. It refers to digital resources such as applications (apps), software, programs, or websites, *YouTube, different official learning academy links, MOOCs, podcasts, Quizlet, e-textbooks and so on* that engage students in learning activities and support students' learning goals. The use of digital resources as a learning tool is becoming more significant for learning. It makes learning more individualized, creative and dynamic.

Dual Mode, Blended Mode and Multi-mode Learning Engagement

The teacher can promote teaching both in-person and through online mode. However, it cannot be denied that classroom learning cannot be substituted with the online teaching mode as students can effectively participate in the face-to-face teaching-learning process. Thus, blended learning is a welcoming approach to education as it combines the traditional place-based classroom with the online interactive mode. The teacher may encourage students to refer to the online educational materials and consult with them through social media as and when required. The teacher further can include those activities that require more than one sense. When several senses like visual, auditory, and kinaesthetic are being engaged during the learning process then the learners will be in a position to understand better and take in the required information. This will assist them to retain and apply in actual life situations.

Learning Management Systems (LMSs)

The teacher can develop content and prepare quality teaching-learning materials and store it in a digitalized format so that the learners can assess them through the online platform. The offline mode of communication can be supported with LMSs.

Familiarize with Other E-resources Available

The teacher should familiarize students with different e-learning resources such as Swayam, MOOC, Virtual Labs, e-books, e-journals, databases, e-newspaper, etc.

Continuous Internal Assessment

The learners should be assessed continuously. The process of continuous internal assessment will test the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs).

Adoption of ICT in Education

Information and Communication Technology (ICT) is very essential for curriculum transactions. Therefore, the teacher should encourage the students to use mobile-based learning, online material, podcast, virtual laboratories, learning apps, etc.

Library Work

The environment of the library should be inclusive to generate learning among the learners. Library work should be included in the class timetable and students should be encouraged to visit the library under the

supervision of the respective teachers. Such a culture will enable students to develop their potential.

Hands-on Activity

The teacher should create an opportunity for learners to get real-life exposure. Once they are given the chance to see-do-and-learn they will get a scope to reason it out, discuss, give their views and opinions, investigate the given situation, clarify doubts, get an idea of what is going on, generate their thinking ability, experiment, explore the problem and so forth. This will help learners to discover and come out with some creative ideas.

Preparation of Term Paper

Besides Continuous and Comprehensive Evaluation (CCE) preparation of term papers is necessary. This help assessed the overall performance of the learner. Since the term paper determines the final performance of the learner, the teacher should make sure that they incorporate all that they transacted to the learner keeping the objective of the course content.

Identifying and Using the Different Sources for Study

The teacher should describe the different sources for a study like books, encyclopedias, the internet, magazine, journal, newspaper, transcripts from radio or television programs, conferences, group discussions, field visits or surveys, photographs, documents, etc.

Internal Assessment System

The teacher evaluates the learner throughout the academic programme. The learners get an opportunity to demonstrate their skills, ability and intelligence in the task assigned by the teachers. This minimizes stress and anxiety among the learners. The learners can identify their limitations and prepare themselves for the upcoming assessment. But while applying this as an assessment tool, the teacher needs to consider the following:

✓ The quality of assessment tasks and questions is checked.
✓ There should be an extent of transparency in the system.
✓ There should be an extent of development inducing a prompt feedback system, as well as regulatory mechanisms for prompt action on possible errors.
✓ The teacher-made written tests should essentially base on subject content.
✓ Observation modes for individual and group activities should be carefully done.
✓ Performance tests should be included.

✓ Oral assessment should be a part of it.
✓ Rating Scales for gathering relative information about the learner should be carefully designed to serve the teacher's purpose of assessment.

Varied assessment mechanism for the variety of learning modes is to be encouraged and the way these are used for 'the assessment of learning depends on the respective teachers and the learning situation. There are still more things to be considered for effective curriculum transactions. Some of these are as follows:

Mentoring/Academic Counselling

The teacher should act as a mentor to guide the learners. The learners should feel encouraged to share their views and take part in the activities assigned by the teacher. Academic counseling should be provided to explore students' individuality, their ability, interest, and goals and draw a relationship so that the learner can identify themselves and seek the possibility. The type of further assistance the learner requires will depend upon their performance.

Peer Feedback/Tutoring/Mentoring

Peer feedback is a process of providing feedback on each other's performance. Each student should be trained and encouraged to provide remarks (feedback) of another student (peer member). Logical, systematic, and standardized/uniform parameters should be developed for assessing the learner by their fellow learner themselves. Whereas peer tutoring is a process where a high-achieving student supports other students in the learning process. Here one student supports other students in reading, understanding, giving examples, and showing the techniques for solving problems. When students are made to discuss among themselves, confidence increases, and they become active learners. Peer mentoring can also be encouraged where a learner who is more experience mentors the other learner who is comparatively new or fresh to that particular area of experience/learning. For instance, seniors are expected to mentor juniors.

Remedial Learning Engagement

The teacher should arrange remedial classes for the learners who require extra guidance or explanation. The classes will entirely depend on the target group of learners and their progress level.

Learning Enhancement / Enrichment Inputs

The teacher should ensure that the school provides the environment, resources, necessary materials and

types of equipment to facilitate learning among learners to achieve the learning objectives.

Multilingual Interactions and Inputs

The teachers should use more than one language to make the concept clear. This will help students express themselves in a better way.

Catering to Differential Student Needs

Every student should feel belonging. Since individual differences exist, the teacher should ensure that every student's needs are addressed. The teaching techniques should be developed according to the learning ability of the learner. A variety of learning opportunities should be provided for effective learning.

Learning Exposures

Appropriate learning exposures are to be provided to learners so that joyful learning takes place.

Field-based Learning, Out of Classroom Activities, Field Sports, and Field Exploration: These should be a part of the education system. The teacher chooses to keep in view the content of the course and the feasibility of its application. It should be supervised well and the prior meeting should be kept to discuss the objective of the activity and the role of the learner. A report should be collected from the learner after the activity.

Continual Mentoring

A continuous monitoring process should be carried out to know 'how best' the learner is progressing.

Arranging Special Lectures by Experts

To captivate the interest of learners, expert lectures should be arranged.

Book Reading and Discussion on It

The importance and benefits of reading books should be addressed to the learners. The teacher can arrange a book-reading activity and ask them to discuss what they understood. Learners' participation with the help of teachers' involvement can boost learning and enhance students' interest in reading.

Use of Media for Various Aspects of Education

The teacher should be oriented to use different media and teaching aids. Care should be taken for using the right kind of media and teaching aids for a specific class. The previous knowledge of the learner, their psychology, intelligence, and ability to learn should be taken into account while selecting a tool/system for teaching.

Linkages of Various Contexts of Education

Discussions and showcasing the linkages of various contexts of education - from local to regional to national to global should be encouraged by the institution.

Developing Competencies and Skills in Different Functional Areas

Provide opportunities for developing competencies and skills in different functional areas through specially designed activities/experiences like:

- ✓ Organizing Learning (lesson plan)
- ✓ Developing Teaching Competencies
- ✓ Assessment of Learning
- ✓ Technology Use and Integration
- ✓ Organizing Field Visits
- ✓ Conducting Outreach/ Out of Classroom Activities
- ✓ Community Engagement
- ✓ Facilitating Inclusive Education
- ✓ Preparing an Individualized Educational Plan (IEP)

Effective Communication

Competency in effective communication can be developed in students through several activities such as:

- ✓ Workshop sessions for effective communication
- ✓ Simulated sessions for practicing communication in different situations
- ✓ Participating in institutional activities as 'anchor', 'discussant', or 'rapporteur'
- ✓ Classroom teaching-learning situations along with teacher and peer feedback

Value-based Interactions

The teacher should execute interaction, which is important, useful, necessary, and worth discussing with the learner. The constructivist approach should be applied and the learner should be made to think outside of the box. Mind-mapping-based interaction can be carried out.

Conclusion

Through the above discussion, it can be agreed that there are various techniques for teaching. The selection of the technique depends on the classroom situation and the available learning resources. The teacher is required to maintain relevant documents highlighting the activities with date and time.

❑

Mapping the Information Seeking Behavior during the Post COVID-19 Period: A Study on Select Faculty Members under the Jurisdiction of the University of Mumbai

Meenal Kedar Oak* and Subhash Arun Athavale **

The libraries being a service industry are always concerned about the information needs of the user community. The COVID-19 pandemic period has tremendously impacted the users' seeking behavior towards information; thus, we are witnessing a preference for remote accessibility of information resources, and reduced physical visits to the libraries by the user community.

Thus, the purpose of this study is to investigate the changes in the information-seeking behavior of the faculty members working under the jurisdiction of the University of Mumbai. Survey research supplemented by the census method has been used to study the population of faculty members from the 843 affiliated colleges under the jurisdiction of the University of Mumbai. The researchers have investigated the information-seeking behavior of the faculty members during the post-COVID-19 period by studying the use of electronic databases, preferred sources of seeking information along with their current expectations from the libraries and the information centers and the problems faced by the faculty members during the information seeking process. An online questionnaire was circulated to the faculty members under the jurisdiction of the University of Mumbai. The study has investigated that there is a humongous impact of ICT on the information-seeking behavior of faculty members during the post covid period; physical library visits a meager percentage, even though still 80.84% are utilizing the institutional library as a major source for seeking information majorly through the online accessibility mode highlighting N-List as the most usable database.

As far as higher education academic libraries are concerned, during the present Post COVID period,

the changes in the information-seeking habits of the user community are continuing. The expectations of the user community especially of the faculty members are heavily influenced because of the changing nature of the work profile due to the virtual mode utilization in the teaching process for consistently more than 2 academic years such as the conduction of online sessions, utilization of social media, conduction of virtual examinations, etc.

Library users preferred online accessibility of information more than ever before even more than print resources, thus it has left no option for library professionals around the entire globe to switch over from manual mode to digital through redesigning the library websites, extensively using social media to reach the reachable more effectively. Libraries became more focused on the CAS and computerized SDI through effective on-line modes for the maximum utilization of the services during the lockdown period and the post covid period.

Thus the situational changes certainly have thrown challenges in front of the libraries and information centers in order to upgrade the library services by focusing on the virtual mode accessibility of information. The trend of electronic usage has been consistent in the present scenario as well; the lockdown period gave an opportunity to the library professionals to expertise the skill set focusing the ICT tools and adapt and upgrade as per the situational demands to utilize the transformational leadership approach.

Information and Information Seeking

The need for Information is the most responsible factor for the users to initiate the activity of information-seeking behavior. Every user from varied domains follows this process to fulfill their information needs.

The word information is defined by the Merriam-Webster Dictionary as knowledge obtained from

*Librarian, MES's Institute of Management and Career Courses (IMCC), Pune-411038 (Maharashtra), E-mail : mko.imcc@mespune.in
** Librarian, CHM College, Ulhasnagar, Thane-421004 (Maharashtra). E-mail: sub999ath@yahoo.com

investigation, study, or instruction. When users feel a requirement for information, users lead towards information-seeking activity. This information-seeking activity is different for various user segments.

Being a specific concept of information behavior, information-seeking behavior focused on searching, locating, and finally retrieving information. Information-seeking behaviors are derived from information needs. When users need information, they initiate an activity called the Information Seeking Behaviour Process. This process, which is common for everyone, includes some stages that users should follow to satisfy their information needs. As mentioned by Kuhlthau there is a total of six stages in process of information seeking - task initiation related to uncertainty; topic selection to clear the confusion; pre-focus exploration: confusion, frustration, sometimes threat and doubt; focus formation - related to confidence of ability to complete the task; information collection focusing on the realization of extensive work to be done and direction; and presentation - indicating the relief.

Literature Review

Since the 1960's the study of the information behavior of users has been conducted for rendering effective information services. The core component of the Information behavior model was introduced by Wilson through the first information-seeking model (1971) at the University of Maryland, focusing on the human use of information. The model has outlined the factors leading to seeking information. Wilson for the first time revised and introduced a new model (1994) to understand the personal circumstances, environmental factors and the social role in which an information need is created; further, the second revision introduced the third model (1997) including several elements to demonstrate the stages experienced by a searcher during the process of information search. Wilson went on and further introduced a new model (1999) known as the Nested model to bring together different areas of research related to information behavior.

Brinda Dervin (2005) introduced a sensemaking model by focusing on the concept of the information behavior of the user as a gap-bridging process. A work-task information-seeking and retrieval model was proposed by Bystrom and Jarvelin (1995) to frame information needs and seeking in the context of professional work. This is a simplified model of the information-seeking process which has analyzed the task complexity and its complex nature and effects on the information needs and seeking during the completion of the work task. Reijo Savolainen (1995) studied the information behavior of ordinary citizens through nonwork-related activities by proposing a model of everyday life information seeking (ELIS) model. It's a sociological perspective to find out the behavioral explanations and provides a strong framework in consideration of the factors relevant to everyday information needs and information seeking. Ellis, David (1989) investigated the perceptions of social science scholars by studying their activities at the University of Sheffield in the United Kingdom. the study resulted in the identification of the six major categories covering the characteristics of the information-seeking patterns of social scientists, such as starting, chaining, browsing, differentiating, monitoring, and extracting. Ellis named this model as the behavioral model, not the process one; further, Wilson drew a graphic presentation of the Ellis Behavioral model to show the processes such as browsing, chaining and monitoring. Another information search process model suggested by Kuhlthau's (2004), studied adolescent and college students during the two decades. It's a two-dimensional model highlighting the six research stages. It has studied the variety of feelings the seekers of information experience during every stage of the search process.

The research on Information-seeking behavior focuses on the improvement of the information delivery systems, it also includes related studies on user behaviors. So, when users feel a requirement for information, users lead towards information-seeking activity. This information-seeking activity is different for various user segments. Therefore, a variety of studies have been conducted on Information seeking behavior focusing on the different user segments such as medical professionals, engineers, lawyers, academicians, librarians, etc.

Being practicing librarians and researchers in the library and information science field, it is observed that the information-seeking habits of the faculty

members are tremendously impacted during the Covid Pandemic and Post Pandemic period, thus an attempt has been done to map the changing priorities for seeking information and the expectations of the faculty members from the libraries and the information centers in the post-pandemic period. The Objectives of the Study are:

1. To study the information-seeking behavior of the faculty members during the post-COVID-19 period.

2. To investigate the problems faced by the faculty members during the information-seeking process.

3. To find out the expectations of the faculty members during the post covid period from the libraries and information centers.

4. To suggest corrective measures for rendering more effective library services.

Scope of the Study

The respondents were the faculty members focusing on the three cadres of the academic fraternity as an assistant professor, associate professor, and Professor. The study has considered only the approved faculty members working in the 843 affiliated colleges under the jurisdiction of Mumbai University only. Covering the entire 7 districts Mumbai, Navi Mumbai, Thane, Palghar, Raigad, Ratnagiri, and Sindhudurg. The study has not considered the faculty members working in the 100 institutions and the 55 university departments; as the study is focused only on investigating the information-seeking behavior of the approved faculty members in the affiliated colleges of the University of Mumbai. The results of the study are restricted therefore only to the University of Mumbai affiliated colleges.

Research Methodology

As mentioned in the abstract, the study has used survey research with the census method followed by the questionnaire technique to collect the data from the entire population of the faculty members of the colleges affiliated with the University of Mumbai. Even though the population is large, the questionnaires are circulated to every respondent covering the census. The online questionnaires were circulated the

10,447 to the entire population frame (census), and the response received is 414 (sufficiency is confirmed through the Krejcie and Morgan (1970) table).

Population Frame

The University of Mumbai is known as one of the oldest universities in India. A state-level university, established in 1857 and is spread across the seven districts of Mumbai city, Navi Mumbai, Thane, Raigad, Sindhudurg, Ratnagiri and Palghar. As of date, there are a total 843 affiliated colleges, over 100 institutions and 55 Post Graduate Departments under the jurisdiction of the university.

The University has access to e-resources through the UGC -Infonet connectivity on the University campuses, as well as the colleges affiliated to the university of Mumbai are subscribing N-List database maintained by INFLIBNET, Govt. of India along with the additional subscribed e-resources collection. The impact of COVID and post-COVID-19 scenario is witnessed through the changing habits of library users mainly faculty members through the increasing e-accessibility of the information. The requirement of remote access and the focused needs are the major elements impacting the library services and processing systems. Therefore, a study was conducted to investigate the seeking behavior of the faculty members towards the information that can assist the library professionals at Mumbai university in the provision of more effective and most relevant library services and focused attention to the information needs in this changing scenario.

The population frame indicating the total population of the faculty members of Mumbai University is 10447; due to the large population frame; the questionnaires were circulated in 5 phases; in the first phase, the questionnaires were circulated to the 2227 faculty members, during the second phase the 4331 faculty members were covered, in the third 1671, during the fourth 1118 whereas in the fifth phase 1100 questionnaires were circulated.

Data Collection

The data is collected by circulating the online structured questionnaires to the faculty members under the jurisdiction of the University of Mumbai. E-mail and telephonic reminders were utilized

to speed up the response. Further, the study is supplemented by unstructured telephonic interviews for data verification.

The response received during the first phase is 10.66% (157) followed by 3.74% (162), 3.47% (58) in the third, 2.32% (26) for the fourth, and 1.90% (21) in the fifth phase.

Data Analysis

As mentioned in the abstract of the paper, the data is collected using the online questionnaires and analyzed showing the following results

Academic Qualifications and Designation

The data shows that the maximum percentage of the respondents are the doctorates (29% followed by the Masters with the SET/NET qualified respondents (29%), the doctorates with SET/NET (23%), and meager strength indicating only master's degree candidates (19%). Further, out of the total respondents' major population (303) working at the Assistant Professor Level, 76 are Associate Professors and 35 are Professors.

Graph 1: Academic Qualifications of the Faculty Members
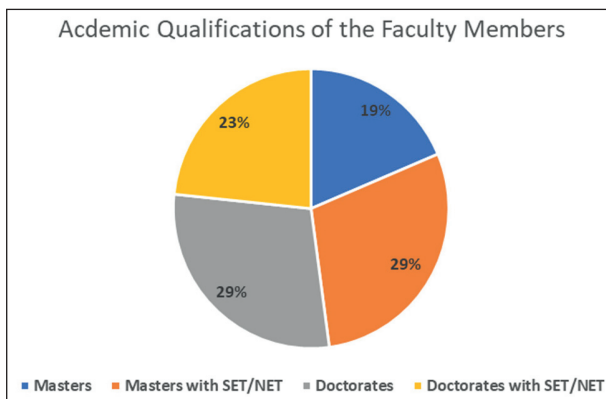
Graph 2: Designation of the Faculty Members
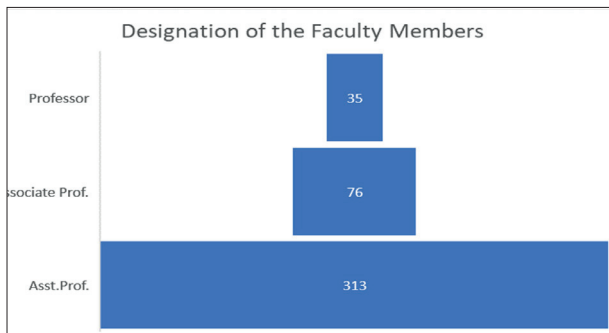
Purpose of Seeking Information

The users seek information with a purposive mindset; being faculty members, the respondents are involved in various activities throughout their life in upgrading and maintaining their professional careers. It is found that the responding faculty members are seeking information basically for preparation for the lectures (26%), seminar participation (19%), providing guidance to the students (25%), and general awareness (23%) lastly 5% for entertainment purposes.

Graph 3: Purpose of Seeking Information
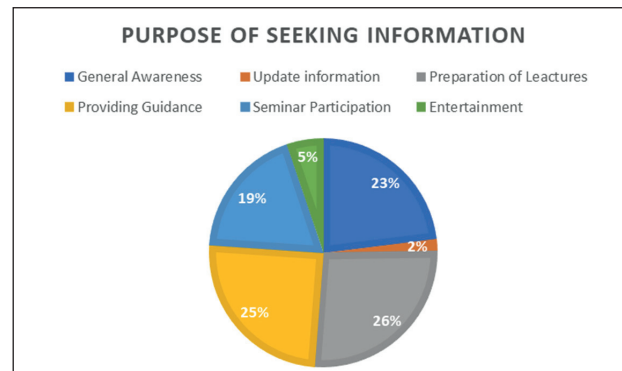
Information Seeking through the On-line Databases

It is found that a handsome figure of the respondent faculty members (66.5%) are using the online databases to upgrade their knowledge in the current scenario; faculty members mentioned during the conducted informal interviews that they are now more habitual of the online and remotely accessible information sources than the provide Period; further, they also mentioned that they are now (since the Lockdown and post covid period) regularly visiting the important academic and professional bodies websites daily as compare to the pre-covid scenario. Whereas only 33.5% are not using online/offline databases.

Graph 4: Use of Online Databases
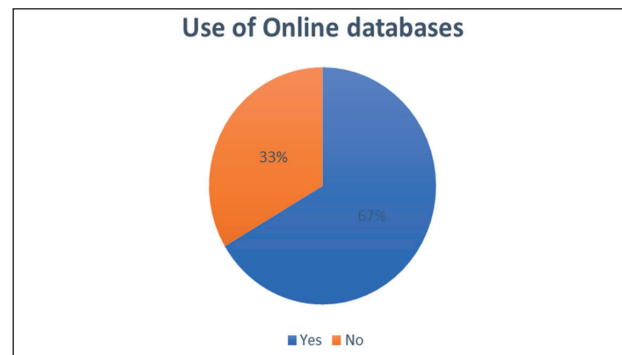
Institutional Library - Utilization as a Major Source of Seeking Information

80.82% of respondent faculty members mentioned that they primarily use the institutional library to seek information; further, it is also observed institutional library is identified as a major source of information utilized by the respondent faculty members of the colleges under the jurisdiction of the University of Mumbai followed by the meager percentage utilization (9% each) shown for the utilization of the public and the college library.

Graph 5: Use of Libraries by the Faculty Members
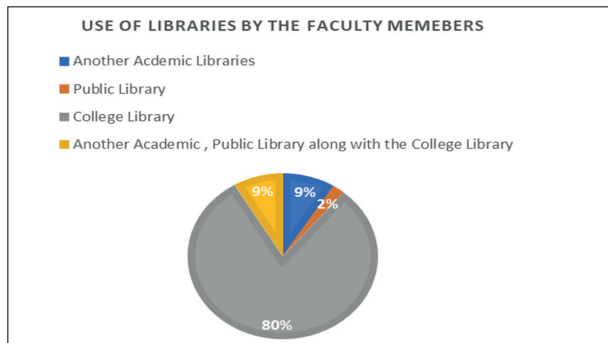
Time Spent in Hours During the Physical Visits to the Institutional/College Library

It is observed from the collected data that, the majority of the percentage (41%) of the respondent faculty members are not visiting daily but 25% are spending more than an hour during the visit, 26% less than an hour during the visit; whereas a very meager percentage (8) is spending more than 2 /3 hours during the physical visits given to the institutional library.

The decreasing % of respondents with increasing hours spent in the library is shown in the figure, where the maximum faculty members spend less than 10 hours per week in the library.

Graph 6: Time Spent in the Library
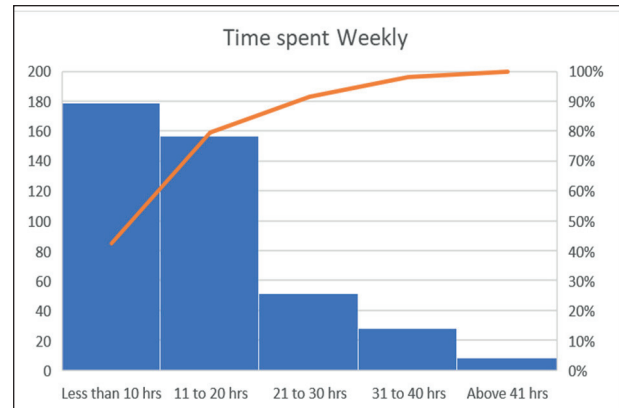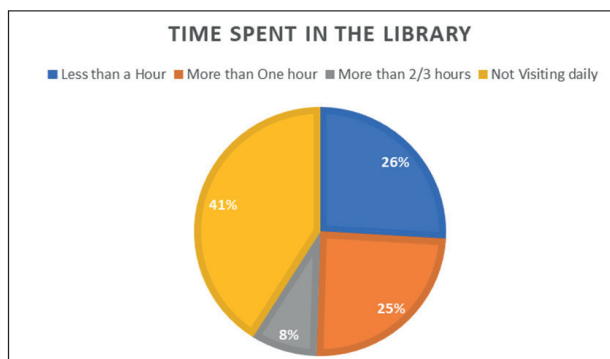
Satisfaction of the Faculty Members Regarding the Library Services and the Problems Faced in Seeking Information

It is found that 45% of the respondent faculty members are satisfied with the current library services followed by 25% as extremely satisfied whereas 27% are moderately satisfied with the 3% showing meager satisfaction. Further, 94% agreed that the ICT has completely changed information seeking habits during the post covid scenario

Graph 7: Satisfaction Ratio
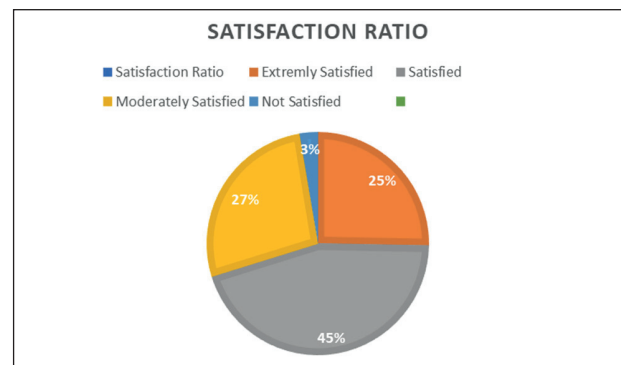
Utilization of Documents

Graph 8: Utilization of Documents
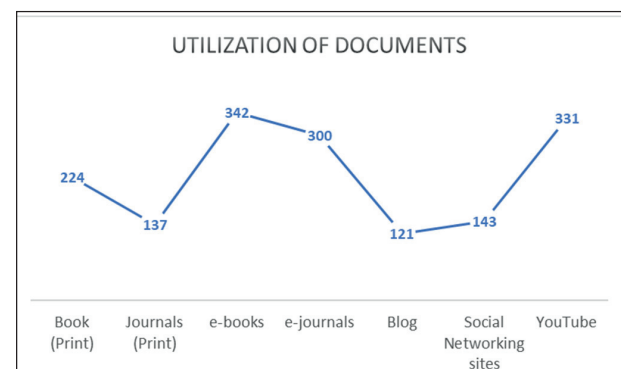
The respondent faculty are utilizing a variety of documents including print and non-print documents including books, journals, ebooks, e-journals, blogs, social networking sites, and Youtube. The trend is indicating a direct inclination toward the utilization of e-resources with the maximum count for e-books (342), Youtube (331), e-journals (300). The utilization of printed books (224) and journals (137) with the comparative less count.

An effort has been done to find out the journals utilized by the faculty members of the varied disciplines; the respondent faculty members provided the titles of the journals as well as few faculty members gave again only the name of the online database; even though after analysis the researchers found that the faculty members of all the disciplines are majorly utilizing the economic and political weekly (146) and the university news (82).

The respondent faculty members of the commerce discipline are utilizing the Indian Journal of Finance, Journal of Management Research, International Journal of Business Management, Journal of Marketing, Indian Journal of Commerce and Commerce Research, and International Marketing Research; whereas the faculty members of pure science discipline are utilizing Journal of Chemistry, Journal of Botany, Journal of Mathematics and Statistics, Electronics for you; the utilization by the arts faculty respondents indicated for the Economists, Drama and Theater, Deccan Geographers, and the regional language journals such as Anustup, Samshodhak wa Bhartiya Itihas ani Sanskruti, Hans.

Further, it is also investigated that for the awareness regarding the current affairs, the faculty members preferred sources of information are newspapers (78%), internet browsing (73%), news channels (54%), magazines (27%) lastly for the radio (9%).

Utilization of the Online Databases

In the libraries and information centers, the e-journals and e-books are utilized through online databases; therefore the primary data is collected to find out the variety of databases utilized by the faculty members.

Graph 9: Utilization of Online Databases
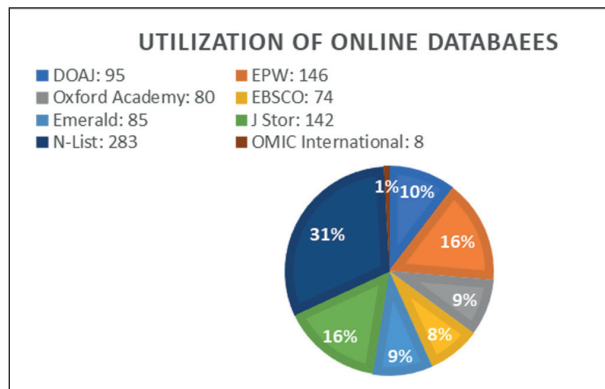
The faculty members indicated multifold problems in seeking information, the figure highlights the percentage of faculty members facing problems in seeking information. It is observed that non-availability of the required material is the highest-rated problem of all in seeking information (48.5%), followed by the location of the physical sources (16%), connectivity issue (14.49%), information explosion (13.52%).
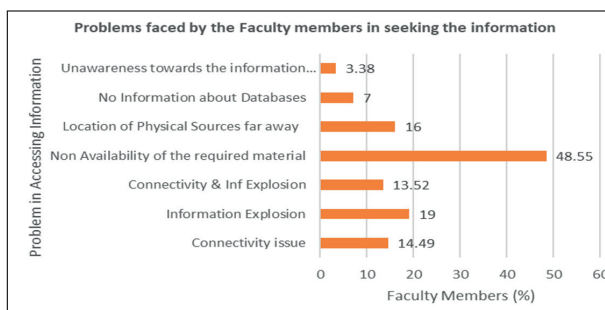
Expectations of the Faculty Members from the Libraries during the post-COVID-19 Period

The researchers observed a major focus of the faculty members on the ICT applications and the majority (40%) of expectations revolved around the effective ICT application and the related areas by the Libraries and the information centers. The respondent faculty members suggested the full automation with the upgraded library software version (4%), accessibility to more e-resources, provision of more computers and plugins, high-speed internet accessibility, library website upgradation, links of free e-resources on the library website, provision of the digital board for the new addition, developing the Digital Library.

Findings and Discussion

It was found that the college library is used on priority for seeking information by the faculty

members (80.82%). 70% of respondents indicated their satisfaction with library-based services.

The post covid period shows a major impact of ICT on the faculty members information seeking habits and also are now utilizing supportive e-resources indicating maximum count for e-books (342), YouTube (331), e-journals (300) for the up gradation required for the research and the teaching purposes than the printed information sources; further 67% are using the online databases with the N-list being the highest used online database (31%, print283 faculty members).

The researchers found that the faculty members are inclined towards the use of online resources due to effective accessibility of information with the required authentic records in the form of e-journals and e-books utilized from online databases such as EBSCO, Sage, Springer majorly through the N-LIST package; further 0.7 % respondents are using only print formats of documents such as print journals and print books whereas, 37.12% are using only e-formats of documents such as e-books and e-journals, and social media resources and 62.18% are utilizing print and electronic information resources to seek the information.

The faculty members indicated varied problems in seeking information; out of all the non-availability of the information, resources are the major difficulty faced by the respondent faculty members (48.5%). As the availability of the information in varied print and non-print formats makes it more difficult in retrieving information. Location of the physical material (14.49%), and the connectivity issues (13%) were the highest-rated problems.

The respondents are very well aware of the ICT applications and also are utilizing the reference management softwares like zotero, mendeley for bibliographic data management along with the utilization of online databases like N-List, EBSCO, etc. The respondents are expecting high-end technological applications including consistent gradation from the libraries for the provision of more effective service. The redesigning of the library website, and increasing the subscription of e-resources with full automation are expectations of the respondent faculty members from the libraries in the present scenario.

Suggestions

To address the problem of unavailability of information resources, more effective feedback mechanism tools like LibQual +, ServQual can be implemented effectively for assessing the library services in a continuous manner.

An active library committee with meetings at regular intervals for improving the Library acquisition policy can be established to act on the traced-out expectations of the users.

The collection of authentic e-resources needs to be strengthened by focusing on the need assessment criteria, as the users are inclined towards the use of remote accessibility; hence advanced level training programs or postgraduate diplomas on the applications of ICT are recommended for the library professionals in order to remain sustainable.

Librarians can focus on the strategic planning for the ICT implementation and management for providing more relevant and usable services from the libraries and information centers.

There is a need to strengthen the stakeholders' tendency to devote time to access the information through a variety of information sources from print and digital formats. It is therefore suggested that the same can be channelized through innovative ideas in ICT and publicity. The activities can be conducted by remote/physical mode such as active reading club on the virtual/ physical mode, creative information commons for the user fraternity, etc.

The administrators/management's role in assessing and making relevant provisions of the required infrastructural changes and gradation is vital.

Conclusion

Seeking information from the massive online and print literature has become a major challenge for library users as well as for library professionals all over the globe. The attitudinal changes among the faculty members regarding the library information resources and inclination toward the online accessibility of information have changed the parameters and focus of the libraries and information centers more than ever

before. The increased subscriptions of e-resources, redesigning the library websites/web pages during the post-COVID-19, promotion of library web OPAC, extensive use of social media by the library through library blogs, WhatsApp groups and many other attempts.

The need of the hour is to gear up with the upgraded robust library online system to cater to the users and provide more effective services to remove the barrier of non-accessibility of the required information resource. The service assessment channels need to be created for the continuous up gradation and achieving user satisfaction.

References

1. University of Mumbai, *https://mu.ac.in*

2. Bystorm, Katriina and Jarvelin, Kalervo (1995). Task Complexity Affects Information Seeking and Use, *Information Processing and Management*, Vol.6, No. 2, pp. 191-213 *https://doi.org/10.1016/0306-4573(95)80035-R*

3. David Ellis, David. (1989). A Behavioral Model for Information Retrieval System Design, *Journal of Documentation,* Vol.15, No. 4, pp. 237-247.

4. Krejcie, R., V., and Morgan, D.,W., (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement. https://doi.org/10.1177/001316447003000308.*

5. Kuhlthau, C., C. (1999). Inside the Search Process: Information Seeking from the Users' Perspective, *Journal of the American Society for Information Science*, 42 (5), 361- 371.

6. Kuhlthau, C.,C., Heinstrom, J. and Todd, R., J. (2008). The Information Search Process Revisited: Is the Model Still Useful? *Information Research*, Vol.13, No.4, *http://InformationR.net/ir/13-4/paper355.html*

7. Merriam-Webster. (n.d.). Information. In Merriam-Webster.com Dictionary. Retrieved May 30, 2022, from *https://www.merriam-webster.com/*

8. Pharo, N. (2004). A New Model of Information Behavior based on the Search Situation Transition Schema. *Information Research*, Vol.10, No.1, *http://InformationR.net/ir/10-1/paper203.html*

9. Ruthven, I., and Kelly, D. (Eds.). (2013). Interactive Information Seeking, Behavior and Retrieval. Facet Publishing. Created from inflibnet-ebooks on 2022-04-21.

10. Savolainen, Reijo (2007). Information Behavior and Information Practice: Reviewing the "Umbrella Concepts" of Information-Seeking Studies, *Library Quarterly: Information, Community, Policy*, Vol. 77, No. 2, pp. 109-132. *https://doi.org/10.1086/517840*

11. University of Mumbai, List of Affiliated Colleges. *all-affidated-college-list-25-05-2022-pdf.pdf (mu.ac.in)*

12. Wilson, T, D (1981). On User Studies and Information Needs, *Journal of Documentation*, Vol. 37 No. 1, pp. 3-15. *https://doi.org/10.1108/eb026702*

13. Wang, P, D. A. Dervos, D A and Y. Zhang, Y (2007). Information-seeking Behaviors of Academic Researchers in the Internet Age: A User Study in the United States China and Greece, *Proc. Ame. Soc. Info. Sci. Tech*, Vol. 44, pp. 1-29. *https://doi.org/10.1002/meet.1450440273*

14. Wang, P, D. A. Dervos D A and Y. Zhang, Y (2007). Information-seeking Behaviors of Academic Researchers in the Internet Age: A User Study in the United States China and Greece, *Proc. Ame. Soc. Info. Sci. Tech*, Vol. 44, pp. 1-29. *https://doi.org/10.1002/meet.1450440273*

❑

Implementation of Academic Bank of Credits of National Education Policy–2020 through Teacher Education Programmes

S K Yadav* and Saroj Yadav**

Establishment of Academic Bank of Credits (ABC) is one of the recommendations of National Education Policy-2020 to improve the quality of higher education in the country. the Government of India implemented this recommendation through University Grants Commission (UGC) Regulations (Establishment and Operation of Academic Bank of Credits in Higher Education), on 28th July, 2021. this Regulation shall be applicable to all central and state universities, deemed-to-be universities and autonomous institutions. ABC will be set up on the lines of the National Academic Depository and act on the pattern of commercial banks. the interpretation of any issue related to Regulations shall be decided by the Commission only.

What is Academic Bank of Credits?

Academic Bank of Credits (ABC) is an online academic services provided to students for depositing their Academic Credits which will also have facility for credits accumulation, credit transfer, credit of the credit earned during their academic programmes from different degree-granting Higher Educational Institutions. ABC is developed by National e-Governance Division (NeGD) of Ministry of Electronics and Information technology (Meity) under DigiLocker Framework. Students will have autonomy to choose courses of their choices across a number of higher education disciplines. they can also check their credit record at any time in the Bank. However, they are not allowed to send their credits directly to ABC.

Now question arises, how to strengthen the ABC so that it can become operational and functional during its implementation in all degree-granting Higher Educational Institutions in the country. It is a big challenge for them to implement ABC in their Institutions and universities because they are not having adequate infrastructure, trained manpower, expertise, sufficient materials and resources etc. Keeping these challenges in

* *Former Head, (NCERT), Res: House No. 70-P, Sector:15 (Part-1), Gurugram-122001 (Haryana). E-mail: writetosatish51@gmail.com*
***Former Dean, Academic (NCERT). E-mail :saroj.npep@ gmail. com*

view, special efforts are needed for creating a favourable environment for the implementation of ABC in the higher education system. It will be possible through teacher education programmes and activities which will create awareness and expertise about Academic Bank of Credits among policy makers, administrators, community leaders, curriculum developers, teacher educators, students, teachers and faculty at large in higher education institutions . At present, our country is having more than 16000 teacher education institutions including universities and colleges in which different programmes of teacher education are being run. So for effective implementation, all the issues and components related to regulations of ABC need to be integrated in teacher education. teacher education is having mainly two major components namely pre-service and in-service education. Different strategies for implementation of ABC in both the components of teacher education are discussed in this article.

Implementation Strategies of Academic Bank of Credits through Pre-service Teacher Education

Many pre-service teacher education programmes such as Bachelor of Education (B.Ed.), Master of Education (M.Ed.), B.Ed.-M.Ed (Integrated 3-Years Course), 4-Years Integrated teacher Education Programme (ITEP) are being run in different universities and institutions in our country. As per NEP 2020, "by 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree. the 2-year B.Ed. programmes will also be offered, by the same multidisciplinary institutions offering the 4-year integrated B.Ed., and will be intended only for those who have already obtained Bachelor's Degrees in other specialized subjects. these B.Ed. programmes may also be suitably adapted as 1-year B.Ed. programmes, and will be offered only to those who have completed the equivalent of 4-year multidisciplinary Bachelor's Degrees or who have obtained a Master's degree in a specialty and wish to become a subject teacher in that specialty. All such B.Ed. degrees would be offered only by accredited multidisciplinary higher education institutions offering 4-year integrated B.Ed. programmes. Multidisciplinary higher education institutions offering

the 4-year in-class integrated B.Ed. programme and having accreditation for ODL may also offer high-quality B.Ed. programmes in blended or ODL mode to students in remote or difficult- to-access locations and also to in-service teachers who are aiming to enhance their qualification, with suitable robust arrangements for mentoring and for the practicum-training and student-teaching components of the programme."

All these programmes are having four major components, namely, theory courses including Curriculum and Materials, Pedagogy, Practical Activities, Field Engagements and Internship. therefore, Academic Bank of Credits can be made part of these components for its implementation in higher education institutions.

Theory Courses

In all the pre-service teacher education programmes, there are many theory papers like contemporary India and education, philosophical and sociological perspective in education, knowledge and curriculum, teaching and learning, gender and society and inclusive education. In these courses, different components of Regulations related to Academic Bank of Credits such as registration process, norms and standard of infrastructure, organisational structure and function, conversion of institutions into multi disciplinarily institutions, award of credits from other university, offer of twining programme, joint degree programme dual degree programmes, multiple entry and multiple exit, anytime anywhere from higher education institutions, award of degree by registered higher education Institutions and consequences of violation of regulations can be integrated for generating awareness among the implementers and the students community .

Advocacy Materials

The first and foremost need is to create a favourable environment for understanding of the urgent need to introduce Academic Bank of Credits. this requires organization of awareness building activities for having interaction with policy framers, opinion leaders, media persons, curriculum developers, teacher educators, teachers and parents. Suitable strategies such as increasing use of mass media, particularly electronic media and interactions with concerned target groups may be very use ful. Adequate materials on Academic Bank of Credits in respect to the curriculum content, curriculum transaction, and educational technologies are not available with the institutions because it has been introduced recently in system of higher education.

therefore, there is need to develop material on different components of Academic Bank of Credits for better implementation. the material on online Courses offered through National Schemes –SWAYAM, NPTEL, V-Lab, etc., should also be developed. the material should be of high quality which can enhance creativity and critical thinking among teachers, teacher educators and other functionaries.

Projects and Assignments

The tasks, projects and assignments from theory courses may be given to student teachers for enhancing their professional capacities about implementation strategies of the Academic Bank of Credits. For example, the projects can be assigned on setting of Grievance Redressal Mechanism at Central Government, University Grants Commission and Higher Education Institutions to address the grievance of students. Another task may be on establishment of Internal Quality Assurance Cell (IQAC) in Registered Higher Education Institution.

Field Interaction and Internship

In the field interaction and internship programme, student teachers will get opportunity to visit institutions /colleges and can try out their theoretical concepts and ideas about ABC in these institutions and colleges. they can also interact and discuss with students, teachers, teacher educators and other functionaries about the implementation of ABC during field interaction and internship programme.

Pedagogy and Curricular Activities

The traditional teaching methods may not be fruitful for transacting different concepts of ABC. It requires interactive and participatory methodology for transacting it. Non-conventional methods like experiential learning, enquiry approach, discovery method,, storytelling, sports integrated, art integrated and debate should be followed. Besides this, different activities namely, group discussion, role play, painting, poster competition, essay competition and quiz contest should be organised about ABC.

Monitoring Mechanism

Monitoring mechanism will play an important role in stitutionalization of ABC in universities and institutions. therefore, there is need to evolve suitable monitoring mechanism design for implementation of ABC programmes at the university and institution level. It will monitor the outcomes of implementation of ABC

on regular basis. Necessary corrective measures can be undertaken from time to time on the basis monitoring mechanism.

Implementation Strategies of Academic Bank of Credits Through In-service Teacher Education

Our country has strong mechanism for providing in-service education to students, teachers, community leaders, curriculum developers, teacher educators, policy makers, administrators, and faculty of higher education to update their knowledge and skills about new developments and changes occurred from time time in the field of higher education. Strong mechanism means in-service education is provided to the above functionaries from national level to the far flung areas of the country by many institutions and universities namely, Colleges of teacher Education (CtEs), Institutes of Advanced Studies in Education (IASEs), National Council of Educational Research training (NCERT), National Institute of Educational Planning and Administration (NIEPA), Human Resource Development Centres, teaching Learning Centres, Faculty Development Centres, Inter University Centre for teacher Education and School of Education. these institutions organizeorientation programmes, faculty induction programmes, and refresher courses on regular basis for their growth and development. As Academic Bank of Credits is a new concept, it should be made part of these programmes to address comprehensively implementation strategies and all issues mentioned above under theory courses. Besides this, counseling and guidance should also be provided to the students of Higher Education Institutions about the procedure for registration of the institution on ABC (www.abc. gov. in), uploading of data of students credits obtained during or after the academic year 2021-22 and making students of institution aware of ABC facilities and encourage them to open the Academic Bank Account on ABC (www.abc.gov.in), the institutions should also be made aware how to create a hyperlink to ABC URL on the institution website homepage? Discussion should also made how to depute Nodal Officer for implementing ABCS? Students should also be trained how to fulfil in ABCID on all examination forms and use of the ABC Cell of UGC ? (For further information contact at 011-24116316 and abc.ugc@gmail.com).

In the end, it is concluded that the issues and challenges discussed above for implementation of Academic Bank of Credits can be met through teacher education programmes. Under these programmes, students, teachers, teacher educators ,administrators and faculty of higher education can be trainedabout implementation strategies of Academic Bank of Credits so that they can implement it successfully in their institutions.

References

1. NCTE (2014, 2019). Regulations, Norms and Standard of teacher Education Programmes, New Delhi

2. National Education Policy (2020). Government of India, New Delhi

3. University Grants Commission (2021). Notification on Academic Bank of Credit (Establishment and Operation of Academic Bank of Credits in Higher Education) Regulations, 2021.

4. Yadav, S.K.(2001). Quality of In-service teacher training Under SMART-PT in Maharashtra State- An Appraisal Study, DtEE, NCERt, New Delhi.

5. Yadav, S.K. (2003). Research Perspective in Teacher Education, *University News* - A Weekly Journal of Higher Education, New Delhi, Association of Indian Universities, Vol.41 ,No.22, June 02-08, 2003.

6. Yadav, S.K.(2003). Quality Improvement of teacher Education Programme, *University News*- A Weekly Journal of Higher Education, New Delhi, Association of Indian Universities,, Vol. 41 No. 40 October 06-12.

7. Yadav,S.K.(2010). Innovations in teacher Education, *University News*-A Weekly Journal of Higher Education, New Delhi, Association of Indian Universities, Vol.48,No.40, October 4-10.

8. Yadav,S.K.(2016) Reconstruction of teacher Educators Programme, *University News*- A Weekly Journal of Higher Education, New Delhi, Association of Indian Universities,Vol.30,No.54, July 25-31.

9. Yadav,S.K.(2016).Teacher EducationThrough Partnership and Collaborative Learning Communities, *University News*- A Weekly Journal of Higher Education, New Delhi, Association of Indian Universities,Vol.48,No.40, October4-10.

10. Yadav, S.K. (2016). Professional Preparation of Teacher Educators in India :A Perspective, The International Journal of Social Sciences and Humanities Invention, Vol.3, Issue 8.

11. Yadav, S.K.(2016). Licensing and Certification for Professional Development, *University News*: A Weekly Journal of Higher Education, New Delhi, Association of Indian Universities,Vol.54, No.50 December 12-18.

12. Yadav, S.K.(2017). Professional Development of Teachers: Issues and Challenges, *University News*- A Weekly Journal of Higher Education, New Delhi, Association of Indian Universities, Vol. 55, No.19, May 08-14.

13. Yadav, S.K.(2017). Development of Leadership Skills among prospective teachers, *University News* : A Weekly Journal of Higher Education, New Delhi, Association of Indian Universities, Vol.55, No.47 November 20-26.

❑

Let's Break Barriers and Innovate for Future

Prabhakar Raghavan, Senior Vice President, Google delivered the Convocation Address at the 8th Convocation Ceremony of Indian Institute of Technology Patna on August 26, 2021. He said, "To this day, I remain inspired by the core promise of search - knowledge - and its ability to uplift the human condition. Just think. Two decades ago, the Web's information was the equivalent of a single library. But today, the Web houses more information than all of the libraries in the world combined. And what's more, it brings that information right to people's fingertips. Now, you can point your camera at a street sign in a different language and have it translated aloud. Or you can get walking directions in augmented reality. Or you can find COVID testing sites near you in an instant…And while all these things are possible today, there are a myriad of challenges still to be explored. In fact, we spend a great deal of time thinking about how to provide high quality answers to questions that haven't even been asked yet. So as you head into this next chapter of your life, pursue the ever-evolving, seemingly unsolvable problems. When you do that in pursuit of changing the world, you will change it for the better." Excerpts

Good morning everyone. It is a great pleasure and privilege to be speaking with you today. I want, first and foremost, to offer my heartfelt congratulations to the Indian Institute of Technology Patna graduating students of the 2020 and 2021 batches! It is an honor to join you for the eighth Convocation of IIT Patna.

I would also like to congratulate and acknowledge the proud parents, guardians, family, friends, and mentors who helped make this auspicious day possible. I want to extend my deepest gratitude to the Chairman of the Board of Governors of the IIT Patna Dr. Anand Deshpande, Distinguished members of the Board of Governors, Director of the Institute Prof. Pramod Kumar Jain, Members of the Academic Senate, and Members of the Faculty and Staff.

I certainly never imagined I'd be giving a convocation speech from Google's headquarters in California, nearly eight thousand miles away from Patna. And I'm equally certain this isn't the commencement ceremony that you all imagined for 2021. While I wish that you could all be together celebrating safely on campus, I'm honored and grateful for the opportunity to address you from afar, and I am so impressed by your resilience despite the adversities of the past year. I am also certain that the friendships that you've made among your cohort have helped sustain your spirit, and I hope that these are connections you will keep for a lifetime.

IITs are world-renowned for producing incredible technologists and engineers, and one of the most remarkable things about studying at an IIT is being surrounded by some of India's most brilliant minds.

To this day, I am still in touch with my graduating class from IIT Madras. We have a Whatsapp group that is quite active, and this past year has brought even more meaningful connections. We saw many messages exchanged among former classmates helping one another — organizing mask deliveries, respirators and oxygen supplies to those in need. I will always be indebted to IIT for creating enduring relationships and life skills like these.

Now… as you all know, Patna is very close to the ancient capital where Siddhartha became an ascetic, eventually becoming the Gautama Buddha. While I can't promise a similarly transcendent experience over the next 20 minutes, I'll try to make it worth your time. When I first spoke with Dr. Deshpande and Professor Jain, they told me that I'm the first convocation speaker for IIT Patna to represent the tech industry. I was humbled… what an honor! It also made me smile for another reason. You see, 40 years ago, almost to this very day, I too was graduating from IIT. And at that time, I never thought I'd end up in tech…or in any industry at all!

I planned to be teaching at a university – and for many years, I essentially did. I could have easily spent my entire life as an academic and never made the jump to industry. But today, I lead a team of over twenty thousand talented colleagues responsible for many of Google's information products, including Google Search and Google Maps - services I hope you all love. That's a far cry from some of my early work, watching silicon chips bake, alone in a corner of a lab…You might be wondering how I got from that sterile lab to this Google office. I wish I could tell you that I got here by being brave, or bold, or throwing caution to the wind, by intentionally taking big risks. But it wouldn't be true.

Taking a step back to reflect, I realize now that my mindset was simply just to look for the next hard problem to solve. Every time that I solved a hard problem, I moved onto a more difficult one. Over and over again. But as I moved through life, with each of these choices, I also started to go beyond certain limits that I had imposed on myself. That brings me to what I want to talk about today: limits. We all face limits – whether they're ones that we place on ourselves, that society places on us, or even the limitations of our own understanding. Staying within those guardrails is often the easiest path to take. But with the gift of time, I can say this: When we work to push beyond those limits… When we instead chase problems with purpose… When we refute others' expectations of us… That's when magic happens. This idea - the idea of reimagining limits - has shaped the course of my life.

It goes back to before I was even born, back to my family and in particular, my mother. My mom trained to be a physicist. But before she studied physics, she was a young girl with a question. One day she was helping wash dishes, and she asked: "Why does water stick to your hands instead of sliding off?"

Her grandfather, my great-grandfather, heard her curiosity and recognized her potential. At a time when it was not commonplace for women to pursue higher education, to his credit, he encouraged her to learn more about science and go on to study at university. My mom was one of just three women in her graduating class at a university in Chennai. She got her Masters in Physics, and went on to teach high school. But of course that was not without its challenges. And even though we're now in a different time, we all recognize that societal limitations still persist for many. Quite simply, the world does not extend the same possibilities to everyone.

That's why it would be foolish for me to talk to you today about limitations without first acknowledging that there are some that cannot be shattered alone. In my own example, my great-grandfather encouraged my mom to pursue her passion. My mom and dad supported one another, and helped pave the path for me and my sister, who's also an engineer. And you can imagine, this will continue on. My family experience illustrates something we all know: it often takes more than one person to drive change. We all have that power and responsibility. So I ask you, graduates, as you go out into the world, please consider the unseen barriers facing others around you, and how you can do your part. You'll be surprised at how much change each of you can bring about.

This idea of limits came into play during another pivotal moment in my life, when I was right around your age. Earlier, I mentioned that I had planned to be an academic. After graduating from IIT Madras, I moved to the States to pursue my PhD in semiconductor engineering. I thought I had it all figured out.

For many reasons – mostly those in my own mind – my future felt fairly predetermined. Having come from a family of academics and teachers, it had long been imparted to me that academia and the pursuit of knowledge was the most noble profession. So to me, my path forward was pretty clear: Get my PhD, become a professor, make novel contributions to science… hopefully! And for the rest of my life, devote myself to the higher calling of knowledge and education.

I was not unhappy with this. I was content enough with the path that I had laid out before myself. But there were plot twists along the way. When I got to Berkeley to begin my PhD, some of my excessive self restraint started to crack. The first sign of this was that I started to sit in on some humanities classes – subjects I hadn't studied since high school. I was re-reading poetry, studying Shakespeare. (By the way, Julius Caesar and Hamlet are better than a management course, if you want to learn how not to lead.)

And, in the course of pursuing my PhD, I changed my specialization four times. I tried my hand at semiconductors, then computer-aided design, then computer architecture, finally landing on the theory of computation. Every change felt like a fairly radical shift. I tried out each field for a couple of semesters before moving on to what seemed like a bigger challenge. I eventually settled on the mathematics of computing for its beauty and depth, and got back on the path to academia. Just as planned. As graduation neared, I began to apply for faculty positions. Just as planned.

But right before graduation, I made another unexpected turn. My friends were all interviewing for industry jobs and told me I should give it a try. Talk about peer pressure. On a whim, I accepted an interview at IBM – despite having never held a 'real job' before. I didn't even have a suit of my own. I borrowed one from a friend! The arms and legs were too short, the shoulders too tight. Today, no one would dare to show up for an interview in tech in a suit and tie – let alone, an ill-fitting one — but hey, it was the '80s. And word of advice – if you ever interview at Google, no need to borrow a suit – we might think you got lost on your way to a different interview. A t-shirt or hoodie will do just fine. During that interview, I saw a whole different potential path for my career. I realized that – while I

had always thought the noblest cause was academia – I could still pursue science in the private sector, and maybe even at a faster pace. So I took a second look at my plan… to become a professor, to pursue knowledge for knowledge's sake. And I tossed it out… just two months before I finished my PhD! I moved into industry, where I've had a long career, and I now have the privilege of working on products and businesses that reach billions of people. But, interestingly, over the past few decades, my work hasn't been confined to industry alone.

I've also worked with the research community, moonlit as an adjunct professor for over fifteen years, and written two computer science textbooks. My point is this: sometimes, we impose limitations on ourselves.

We think we can only do one thing: just academia, or just startups. But what I've seen along my journey is something that people rarely tell you, especially when you're first starting out… You don't need to do just one thing. You don't need to be just one thing. Never think that just because you're getting a degree in a certain major today, or taking on your first job in a particular field or at a particular company, that it defines you for life. You will evolve and adapt over time - so that first choice you make isn't the end-all.

Your future isn't limited by these things. And that's good. Your future might even be changed by a speech you hear on the radio! At least, mine was. That brings me to my next story.

This was in the '90s. I had two young kids at the time, and they and their friends were obsessed with Pokemon (the first time it was cool!) and Blockbuster Video. But my work colleagues were obsessed with this new thing called Mosaic, the first graphical Web browser. I was driving home one evening when I heard a speech on the radio by the developer of Mosaic, Marc Andreessen. He shared his wild hypothesis that the Internet was going to go far beyond information foraging. It was going to be so much more than a set of pages you browse through… It was going to be the engine of the economy. His bold prediction struck a note with me, so when I got back to the office the next morning, I turned to my team at the time, and I said: "Hey, we're going to work on Web Search".

Back then, Search was horribly broken… you'd be lucky to get what you were looking for after a dozen query attempts! Still, I thought it was amazing that people had access to so much information about virtually anything.

As I began to explore the Search problem more deeply, I realized something. The search for knowledge is a cognitive need that isn't subject to computational limits. You could have all the computers in the world, and still, you might not build a better search engine. This blew my mind. And so, my team and I pursued search algorithms that presumed that we had infinite computing – we cast off our limits – and ended up with search that worked better, even if it was slow.

To this day, I remain inspired by the core promise of search - knowledge - and its ability to uplift the human condition. Just think. Two decades ago, the Web's information was the equivalent of a single library. But today, the Web houses more information than all of the libraries in the world combined.

And what's more, it brings that information right to people's fingertips. Now, you can point your camera at a street sign in a different language and have it translated aloud. Or you can get walking directions in augmented reality. Or you can find COVID testing sites near you in an instant…And while all these things are possible today, there are a myriad of challenges still to be explored. In fact, we spend a great deal of time thinking about how to provide high quality answers to questions that haven't even been asked yet. So as you head into this next chapter of your life, pursue the ever-evolving, seemingly unsolvable problems. When you do that in pursuit of changing the world, you will change it for the better.

Today, we talked about limits, about the ones that others put on you, that you put on yourself, or that you might face in your quest for knowledge. So before I go, I want to share a quote from Buddha, given Patna's sacred history: "The mind that perceives the limitation is the limitation."

Aha! I could have given you a few minutes of your time back. Buddha summed it up perfectly. Except, I have to be honest. I searched for Buddha quotes on Google, and this came up as a top result for me. Alas, a different search debunked it. Thank you, Fakebuddhaquotes.com. Like I said, search is never going to be a solved problem. Still, even in a fake Buddha quote, there's a great deal of wisdom. "The mind that perceives the limitation is the limitation." So, let's break barriers, open up possibilities, and innovate for the future. If you take anything away from today, I hope you take this: Dare to defy limits, IIT Patna graduates, and you will do incredible things. Just imagine what you can do to change the world when you refuse to let limits hold you back.

Congratulations, and thank you for your time. Here's to a very bright future ahead! ❑

CAMPUS NEWS

NAAC Conference on A Paradigm Shift for Quality Sustenance in Higher Education

A two-day National Conference on 'A Paradigm Shift for Quality Sustenance in Higher Education through Accreditation' was virtually organized by the Internal Quality Assurance Cell and the Department of Civil Engineering, KDK College of Engineering, Nagpur with Technical Support of the Government College of Engineering, Nagpur, Institution of Engineers (I), Nagpur Local Center, Indian Concrete Institution, Nagpur Center, and Indian Water Works Association, Nagpur Chapter.

About 250 participants across the country participated in the conference. Dr. D P Singh, Principal, KDK College of Engineering welcomed the gathering. Dr.Avinash Badar, Conference Chair, in his opening remarks acknowledged the National Assessment and Accreditation Council (NAAC) for financial assistance to the college to organize the conference. The Convener of the event, Dr. Valsson Varghese presented a brief note of the conference. All the dignitaries were welcomed with virtual bouquets. Dr. Pramod Pabrekar, in his deliberation on 'Quality Sustenance in Higher Education through Accreditation', narrated how it is important to face the NAAC peer team visit. He informed the gathering that without accreditation any institution cannot nominate its faculty members to the Board of Studies, Academic and Management Council. Even the disbursal of scholarships has been linked to accreditation. Therefore, the accreditation inculcates a quality culture in HEI. For the sustenance of quality in HEI, Dr.Pabrekarsuggested that teacher's training, vibrant IQAC, research culture and collaboration, academic and other audits in the institution, structured feedback, and a strong student support system are the key parameters to achieve quality and its sustainability in HEI. Dr. Leena Gahane, in her keynote address on 'A Paradigm Shift for Quality Sustenance in Higher Education through Accreditation', threw light on quality sustenance in HEI and opined that institutional policies, a framework for quality evaluation and its benchmarking, skill development, collaborative learning, syllabus up-gradation, audits of infrastructure including ICT facilitation, academic audits, research and innovations, and vibrant IQAC are the backbones. The institution must comply with the entire desired requirement to bring quality culture and strive for its

sustenance. She also stressed that getting accreditation is the first step and maintaining its standards upwardly is the key to achieving quality. Dr. Indrani Bhaduri, during her deliberation on 'Quality Sustenance in HEI–A Stakeholder's Perspective', attracted everyone's attention toward the stakeholders' perspective on quality sustenance in HEI. She spelled out a few provisions of the National Education Policy of India, NEP─2020 concerning HEI that the multidisciplinary universities will enable students to have holistic growth and all-around development. Dr. Bhaduri informed that research-intensive, teaching-intensive, and degree-granting autonomous colleges are the three categories of the institutes recommended by the NEP─2020. Dr. Preeti Bajaj focused on structured data management for accreditation. She elaborated on how the data in big universities and institutions can be assimilated, managed and produced for accreditation purposes. She emphasized how the data pertaining to the students, faculties, and support staff should be collected through the back-office system and repository to be maintained. Right from the entry of students or staff in the university or institute till they leave the campus, the data is to be entered in one format in the ERP and can be retrieved as and when required. Later, the documents need to be certified by the concerned Dean I/c of the respective section.

More than 250 registered participants across the country attended the virtual conference. Research articles received were reviewed and selected for presentation. Conference proceedings containing articles were unveiled at the hands of Guests. Many articles were of excellent research towards the quality deliverance and its sustenance in higher education. The presentation from the delegates invoked good responses and questionnaires from other attendees. Dr. Kavitha Kartikeyan, Associate Professor, Prince Shri Venkateshwara Padmavathy Engineering College, Ponmar, Chennai presented her research article titled 'Culture of Quality through IQAC: A Case Study on Accelerating Growth and Performance in PSVP Engineering College' and adjudged as the best paper by the Session Chair, Dr. S M Malode and Session Co-Chair, Prof. M N Umare. Similarly, the article presented by Mr. Ashay Shende, Research Scholar, Lovely Professional University, Punjab on 'Going to New Classroom (Online): Challenges and Opportunities in

Developing Countries' was adjudged as second best paper.

The Valedictory Function was conducted after the paper presentation session. Dr. Sachin Solanki Assistant Director, Directorate of Technical Education, Nagpur was Chief Guest, while Dr. Preeti Bajaj, Vice Chancellor, Galgotia University, Greater Noida was the Guest of Honour. Dr. Solanki appreciated the efforts taken by KDK College of Engineering by arranging a very apt topic on 'Quality Education'. The function ended with a warm note of arranging similar events in the future.

International E-conference on Education Generation Next

The One-day International E-conference on 'Education Generation Next: Revamping Higher Education System-Vision, Insight and Implications' is being organisd by the Centre for Teacher Education, Institute of Professional Excellence and Management, Ghaziabad, Uttar Pradesh in collaboration with Ariel University and Chaudhary Charan Singh University, Meerut on March 25, 2023.

Higher education plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution – a democratic, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As many countries like India are moving towards becoming a knowledge economy and society, more and more young Indians are likely to aspire to higher education. But unfortunately, the current higher education system in India is not able to meet the standards and demands of the Global Scenario. It is felt that the revamping of higher education is the need of the hour. The global challenges can be overcome through complete overhauling and re-energizing of the higher education system and thereby delivering high-quality higher education, with equity and inclusion.

Thus, with the holistic and multidisciplinary approach as stated in NEP–2020, the 21st Century higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employees. The Higher education system must represent the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.

Important Dates

Last date for submission of Abstract: December 30, 2022.

Last date for Submission of Research Paper with Plagiarism Report: January 30, 2023.

Notification for Acceptance of Research Paper for Conference: February 28, 2023.

The Tracks and Subthemes of the Event are:

Track 1. Restructuring Higher Education

- Flexibility and Innovative Curriculum.

- Boundaries and Flexibility for Lifelong Learning.

- Understanding Global Issues and Challenges in Higher Education.

- Role of Academic Banks in Credit Transfer.

- Country Specific Knowledge System.

- 21st Century Education and Economic Growth.

Track 2. High Quality Holistic and Multidisciplinary Approach to Higher Education

- Integration of STEM/STREAM/STEAM Approach.

- Integration of Intellectual, Aesthetic, Social, Physical, Emotional, and Moral Development.

- Social Engagement and Value System.

- Global Citizenship Education (GCED).

- Peaceful, Tolerant, Inclusive, Secure, and Sustainable Societies.

Track 3. Quality and Standards in Higher Education

- Quality Parameters in Higher Education

- Learner Centered Approach to Quality Education.

- Assessment and Accreditation System.

- Role of Academic and Administrative Audits.

- Optimization and Integration of Modern Methods of Teaching, Learning and Assessment.

- Policies, Committees and Frameworks.

Track 4. Opportunities and Prospects in Higher

Education

- Equity, Equality and Accessibility of Education.

- Continuity, Consistency, and Innovations in Education.

- Life Skills and Workforce Preparation.

- Research Competency among Graduates.

For further details contact Dr. Nishi Sharma, Principal, Centre for Teacher Education, Institute of Professional Excellence and Management, Ghaziabad, Uttar Pradesh-201010, Landline:0120-4174500(Ext-234), Mobile No:09910491471, E-mail: *nishi.sharma@ipemgzb.ac.in*. For updates, log on to: *www. itla.ipem. edu.in*

International Conference on India@100

A two-day International Conference on 'India@100; Building 'Atmanirbhar' Bharat from Farm to Fashion to Future' is being organized by the National Institute of Fashion Technology, Gandhinagar on February 23-24,2023.

India, that is *Bharat*, is one of the few continuously inhabited ancient civilizations in the modern world. Being a civilized state, we have understood the transformation from *Aham Brahmasmi* to *Vasudhaiva Kutumbakam*, and from *Upanishads* to *Upgrah* with perfect aplomb. As the nation celebrates its 75 years of independence "आजादीकाअमृतमहोत्सव", entering the '*Amrit Kaal'* the 25 years long leadership of India@100 is a crucial phase which will shape the future.

For the last two years, the world is crippled by a mounting health and economic crisis due to the pandemic; India too felt its impact across all aspects of life and economic sectors. Herein the Hon'ble Prime Minister's call for *Atmanirbhar Bharat* was geared towards making India Resilient and Self Reliant.

With 4th Industrial Revolution unfolding right in front of us, it is crucial that we engage with it to evolve and benefit as a nation. For the first and second industrial revolutions, around the world, India was under British rule. However, its contributions to the same are just being re-discovered and acknowledged. India significantly contributed to the third industrial revolution, the digital revolution, and its footprints are today seen in the IT industry worldwide. For the fourth industrial revolution, India can take up the role of leadership through its collective vision. The

Fashion and Textile Industry is one of the largest industries contributing to the Indian economy and has a bigger role to play by accelerating new pathways to innovation, creativity, and growth. The Subthemes of the event are:

Sankalp (Resolution)

- Make in India, Startups.

- Vocal for Local.

- Crafts and Sustainability.

- Fashion Sustainability and Social Accountability.

- Thrift Stores.

- Fashion Education and Sustainability.

- Conscious Consumption.

- Innovative Fibers and Textiles.

- Sustainable Production.

- Technical Textiles.

- Rediscovering Traditions.

- Green Fashion.

- Circularity.

- Women Led Businesses.

- Design For Impact, Social Design.

- Welfare Economics.

Sanyojan (Confederation and Adaptation)

- Foreign Trade Policy.

- Luxury Fashion and Retailing.

- Government Policies and Regulations.

- Creating an Ecosystem.

- Creating Global Brands.

- International Relations, Trade and Socio-Political Environment.

- From Academics to Entrepreneurship.

- Society Mega Trends in Fashion.

- User Centric Design.

- Human Centered Design.

- PPP Model.

- Social Media, Digital Media.

- Choice of Channel - Multichannel and Omnichannel Retailing.

- Emerging Trends in Retail, D2C Models, Social Commerce, etc.

- Aesthetic Labour and Androgyny.
- Co-Creation and Collaborative Challenge.
- Resilient and Flexible Business Models.

Agragami(Futurism and Leadership)

- Futuristic Design.
- Metaverse/ Web 3.0.
- Recontextualization of Traditions.
- Industry 4.0 in an Era of Global Uncertainties.
- The Challenges of Sustainable Smart Fashions.
- The Future Fashion in Society 5.0.
- Reimagining the Future of Fashion.
- Smart Stores, Immersive Experience.
- Antecedents to Innovation.
- Additive Manufacturing.
- Hyper-personalization.
- Virtual Education.
- Work in Informal Economy.
- Antecedents of Body Image and Role of Gender.
- Cross-border Ecommerce.
- Crafts and Luxury.

For further details, contact Organising Secretary, National Institute of Fashion Technology, GH-O Road,Behind Info City,Near DAIICT, Gandhinagar-382 007 (Gujarat). E-mail: *conference.gandhinagar@ nift.ac.in.* For updates, log on to:*www.nift.ac.in/ gandhinagar/conference2023.*

National Seminar on Self-reliant India

A two-day National Seminar on 'Self-reliant India: A Pathway to Developed India Mission-2047' is being organised by the Department of Economics, GTN Arts College, Dindigul, during January 05-06, 2023. The event is sponsored by the Indian Council of Social Science Research, New Delhi.

Atamnirbhar Bharat Abhiyan as an idea deserves to be understood, analysed, interpreted and adopted with a positive mindset. In post-COVID-19 era, the self-reliance in Indian Economy is necessary for the survival, existence and for attaining excellence of every Indian. As a citizen of this country, the onus lies on us to play the role of consumer, producer, distributor and trader. We need to possess an optimistic approach by embracing '*Sab ka Vikas, Sab ka Sath* and *Sab ka Vishwas'*.

To make this a successful mission, we need to increase the domestic saving rate necessary for investments in order to provide an impetus to growth in the various sectors of the economy. It is believed that the domestic saving rate is capable of strengthening the economy in terms of all indicators of the performance of the economy including the rate of investment, capital formation GDP, exports and GNP. The Themes of the events are:

- Different Dimensions of Self-reliance.
- Role of Corporate and MSMEs.
- Empowering Poor's Including Migrants and Farmers.
- Agriculture Value Chain and Marketing Reforms.
- New Horizon of Growth (Coal Sector, Mineral Sector, Défense Sector, Aviation Sector, Power Sector, Social Infrastructure Sector, Space Sector, Atomic Energy-related Reform).
- Government Reforms and Enablers (Employment Generation, Healthcare Sector, Education Sector, Ease of Doing Business for Corporate).
- Public Sector Enterprise (PSEs) Policy for a New and Self-reliant India.
- Contribution of States in Achieving Five Trillion Economy.
- Money and Banking, Financial Sector.
- Financial Inclusion.
- Technology in Development, Business Cycles.
- Pandemic and Financialization.
- Skill Development, Vocational Education and Entrepreneurship.
- AI, IoT and Self-reliant India.
- Space Research and Self-reliant India.

For further details, please contact Dr. P Ravichandran, Associate Professor and Head, Department of Economics, GTN Arts College, Dindigul-624 005 (Tamil Nadu), Mobile Number: 09150447279, E-mail: *icssrsrcrmw@gmail.com.* For updates, log on to: *www.gtnartscollege.ac.in*

❑

THESES OF THE MONTH

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

BIOLOGICAL SCIENCES

Biotechnology

1. Kshatri, Jyothi. **Neutralization of toxins in aqua culture using probiotics**. (Dr. V Preveen Kumar and Dr. Vijaya Saradhi), Department of Biotechnology, Koneru Lakshmaiah Education Foundation, Guntur.

2. Shanthi Kumari, K. **Studies on characteristics and biological activity of metabolites from marine pigmented bacterial culture**. (Dr. K Srinivasulu), Department of Biotechnology, Koneru Lakshmaiah Education Foundation, Guntur.

Life Science

1. Ahmad, Syed Mudabir. **Elucidating the role of tumor suppressor Par-4 in the inhibition of chemoresistance attributable to EMT and its effects on Hypoxia Inducible Factor-HIF-1α thereof**. (Dr. Anindya Goswami), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

2. Anupama Kumari. **Development of Mucus Penetrating Nanocomplexes (MPNc) and therapeutic nucleic acid delivery through MPNc to prevent silicosis**. (Dr. Munia Ganguli), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

3. Anusha, Komati. **Investigation of antihyperglycemic potential and possible mechanisms of action in Bombax ceiba L calyces: phytometabolomic approach**. (Dr. Ashok Kumar Tiwari), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

4. Bansal, Neha. **Feasibility assessment of yeast single cell oil as edible oil blend**. (Dr. Debashish Ghosh), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

5. Bhat, Ishani. **Bioavailability and toxicity of lutein nano-formulation in mice model**. (Dr. Mamatha B S), Faculty of Biological Sciences, Nitte University, Mangaluru.

6. Bhattacharya, Sushant. **Elucidating the role of miRNAs in delayed wound healing in diabetes**. (Malabika Datta), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

7. Dahiya, Shikha. **Bioprocessing of waste into short/medium chain fatty acids, 1,3-propanediol and biohydrogen**. (Dr. S. Venkata Mohan), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

8. Dubey, Tushar. **Photosensitizers and natural compounds attenuate the Tau aggregation and restore the signalling cascades of Tau**. (Dr. Subashchandrabose Chinnathambi), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

9. Goswami, Kongkana. **Mining of cellulose degrading bacteria from rainforest area of Assam for the prospect of industrial application**. (Dr. Ratul Saikia), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

10. Kanojia, Neha. **Evaluating the molecular basis of gene encoding cytochrome P450 family 1 enzymes mediated estrogen metabolism and their implication in epilepsy**. (Dr. Ritushree Kukreti), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

11. Marry, S R Jaisheela. **Development and validation of miniaturized bioactive compounds through its incorporation in wheat based food product targeting liver disease**. (Dr. Alok Kumar Srivastava), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

12. Mathew, Samatha. **Role of long non coding RNA in maintaining vascular integrity in zebrafish**. (Dr. Sridhar Sivasubbu), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

13. Mohamed Anis, A. **Inhibitory effects of barnyard millet phenolic compounds on the advanced glycation end product formation and diabetic retinopathy**. (Dr. Sreerama Y N), Faculty of Biological

Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

14. Narendra, N. **Biological and molecular characterization of human bone marrow-derived mesenchymal stem cells as a source for cartilage regeneration**. (Dr. B. Mohan Kumar), Faculty of Allied Health Sciences, Nitte University, Mangaluru.

15. Parekh, Nimisha Anant. **Performance enhancing strategies for silk fibroin based 3D biomaterial for bone tissue engineering**. (Dr. Anuya Nisal), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

16. Pramod, G N. **Evaluation of nanoencapsulated eugenol for its effect on tau aggregation and related cellular markers of Alzheimer's disease**. (Dr. Poornima Priyadarshini C G), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

17. Sarma, Sangita. **Resistome characterization of clinically relevant enteric bacteria for β-lactam antibiotics resistance**. (Dr. Anil Kumar Singh), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

18. Sharma, Shubha. **Understanding the molecular and biochemical basis of pentacyclic triterpene biosynthesis in Ocimum species and triterpene pathway reconstruction in Saccharomyces cerevisiae**. (Dr. Sumit Ghosh), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

19. Vittal, B Rajeshwari. **Molecular characterization of legionella pneumophila and related species in Mangaluru, India**. (Dr. Krishna Kumar B), Faculty of Biological Sciences, Nitte University, Mangaluru.

20. Yathisha, U G. **Isolation and characterization of angiotensin converting enzyme-I inhibitory peptides from fish protein hydrolysate**. (Dr. Mamatha B S), Faculty of Biological Sciences, Nitte University, Mangaluru.

ENGINEERING SCIENCES

Civil Engineering

1. Goswami, Shubham. **Sustainable utilization of sewage sludge ash with industrial waste in cement and mortar**. (Dr. Dharmendra Kumar Shukla Prof. Pramod Kumar Singh), Department of Civil Engineering, Jaypee Institute of Information Technology, Noida.

2. Kamalanandhini, M. **Assessment of drought severity condition using integrated approach in Chengalpattu District, Tamil Nadu, India**. (Dr. R Annadurai), Department of Civil Engineering, SRM University, Kattankulathur, Chennai.

Computer Science & Engineering

1. Adarsh, T K. **Privacy and security framework for health care system in IoT: Originating at architecture through application**. (Dr. K. P. Vijayakumar), Department of Computer Science & Engineering, SRM University, Kattankulathur, Chennai.

2. Savaridassan, P. **IDAE-QL: An integrated deep auto-encoder based q-learning approach to detect log data anomalies with sailfish hunting optimization technique**. (Dr. G. Maragatham), Department of Computer Science & Engineering, SRM University, Kattankulathur, Chennai.

Electrical & Electronics Engineering

1. Anitha, D. **Adaptive virtual impedance based reactive power sharing strategy for autonomous AC microgrid**. (Dr. D. Suchitra), Department of Electrical & Electronics Engineering, SRM University, Kattankulathur, Chennai.

2. Patel, Hetal Vinodbhai. **Modified sinusoidal pulse width modulation techniques for speed control of permanent magnet brushless De motor**. (Dr. Heena Chandwani), Faculty of Technology and Engineering, The Maharaja Sayajirao University of Baroda, Vadodara.

Electronics & Communication Engineering

1. Chapala, Venkatesh. **Development of dynamic model using optimization techniques for detection of abnormalities in CT medical images**. (Dr. Polaiah Bojja), Department of Electronics & Communication Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

2. Vinodhini, R. **Novel routing techniques for wireless sensor network with enhanced lifetime**. (Dr. C. Gomathy), Department of Electronics & Communication Engineering, SRM University, Kattankulathur, Chennai.

Mechanical Engineering

1. Sudhir, A S. **Compound effect of transverse vibration and twisted tape inserts on heat transfer enhancement in concentric pipe heat exchanger**. (Dr. K Rama Krishna), Department of Mechanical Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

Physical Engineering

1. Chauhan, Abhishek Kumar. **Understanding the degradation of photovoltaic properties and their**

prevention in perovskite solar cells. (Pankaj Kumar), Faculty of Engineering Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

Structural Engineering

1. Dwivedi, Gaurav. **Investigations on compact digital holographic systems for non-destructive testing applications**. (Dr. Raj Kumar), Faculty of Engineering Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

MATHEMATICAL SCIENCES

Mathematics

1. Anandhababu, D. **Study on independent and connected domination parameters of some families of graphs**. (Dr. N. Parvathi), Department of Mathematics, SRM University, Kattankulathur, Chennai.

2. Medatati, Vara Lakshmi. **Optimization of second order response surface designs using measure of balanced ternary designs**. (Dr. K Rajya Lakshmi), Department of Mathematics, Koneru Lakshmaiah Education Foundation, Guntur.

MEDICAL SCIENCES

Dentistry

1. Chethan Kumar, J S. **Generation of clinical grade dental stem cells for regenerative medicine application using demineralized/mineralized teeth matrix**. (Dr. B Mohan Kumar), Faculty of Allied Health Sciences, Nitte University, Mangaluru.

2. Cruz, D Audrey Madonna. **Oral cancer screening and mutation profiling of biomarkers in oral cancer using the oral rub and rinse technique**. (Prof. Pushparaja Shetty), Faculty of Dental Sciences, Nitte University, Mangaluru.

3. Gopichander, N. **Effect of Chitosan on the mechanical properties of denture base resin**. (Dr. V. Jayaraman), Department of Prosthodontics, SRM University, Kattankulathur, Chennai.

4. Krishnan, P Shalini. **Assessment of the incidence and risk factors in the development of osteonecrosis of the jaws in cancer patients on bisphosphonate therapy**. (Prof. Dr. G. Subhas Babu), Faculty of Dental Sciences, Nitte University, Mangaluru.

5. Priyanka. **Mechanical and biocompatible properties of heat activated denture base resins after exposure to electron beam irradiation**. (Dr. Ritha Kumari), Faculty of Allied Health and Basic Sciences, Nitte University, Mangaluru.

6. Rao, Kumuda. **Morphometric correlations between facial soft-tissue profile and skeletal pattern using cone-beam computed tomography**. (Prof. Mahabalesh Shetty), Faculty of Dental Sciences, Nitte University, Mangaluru.

Medicine

1. Banawalikar, Nandit P. **Effect of genetic polymorphism on sodium valproate monotherapy in pediatric epilepsy**. (Prof. Sachidananda Adiga), Faculty of Medicine, Nitte University, Mangaluru.

2. D Souza, Prima Swetha. **Comparing the effect of acacia catechu and adathoda zeylanica on biochemical, genotoxic and histopathological changes seen in streptozotocin and gentamicin induced nephrotoxicity in rats**. (Prof. Dr. Rajendra Holla), Faculty of Medicine, Nitte University, Mangaluru.

3. Gangadharaswamy, M S. **Anti-Parkinsonian effect of mucuna pruriens and convolvulus pluricaulis combination versus carbidopa & levodopa in rotenone induced parkinsonism in albino rats: A comparative study**. (Prof. Dr. Rajendra Holla), Faculty of Medicine, Nitte University, Mangaluru.

4. Giri, Shobha. **Characterization of bacterial enteric pathogens isolated from environmental and stool samples of patients with diarrhea**. (Prof. A. Veena Shetty), Faculty of Medicine, Nitte University, Mangaluru.

5. Savin, C G. **Evaluation of hepatoprotective activity of tuber extract of plant actinoscirpus grossus (L.F.) goetgh. & D.A. simpson in wistar albino rats**. (Prof. Rajendra Holla), Faculty of Medicine, Nitte University, Mangaluru.

6. Shet, Nagaraj. **Health insurance utilization and implications of out-of-pocket payments among the rural population of Coastal Karnataka, India**. (Dr. Ghulam Jeelani Qadiri), Faculty of Medicine, Yenepoya (Deemed to be University), Mangaluru.

7. Soori, Rashmi. **Computational algorithm for grading the severity of obstructive sleep apnoea: A novel approach**. (Prof. Ivor D'Sa), Faculty of Medicine, Nitte University, Mangaluru.

8. Sriram, B S. **Evaluation of anti-aging effects of exercise, diet and pharmacological interventions on D-galactose treated wistar albino rats**. (Dr. Ravichandra V.), Faculty of Medicine, Nitte University, Mangaluru.

Nursing

1. Prathiba, G. **Efficacy of multimodal nursing intervention to prevent lymphedema after mastectomy**. (Dr. Asha P Shetty and Dr. R Kanagavalli), Faculty of Nursing, Yenepoya (Deemed to be University), Mangaluru.

2. Praveena, K R. **A Phenomenological study on the lived experiences of women with ischemic heart disease in selected hospitals in Calicut District, Kerala, India**. (Dr. M N Krishnan Dr. Leena K C), Faculty of Nursing, Yenepoya (Deemed to be University), Mangaluru.

3. Sabith, Thasleem K. **Effect of modified mental health gap module on behavioral and psychological symptoms in community dwelling patients with dementia**. (Prof. Dr. Raghava Sharma), Faculty of Nursing, Nitte University, Mangaluru.

4. Varughese, Susamma (Sr Judy Sic). **Impact of nocturia on quality of life among adults**. (Prof. Rajeev T P), Faculty of Nursing, Nitte University, Mangaluru.

Pharmaceutical Science

1. Hemanth Kumar, P. **Synthesis and pharmacological evaluation of novel heterocyclic compounds containing oxygen, nitrogen and sulphur as heteroatoms**. (Dr. B. C. Revanasiddappa), Department of Pharmaceutical Science, Nitte University, Mangaluru.

2. Khadse, Atul Nivrutti. **Design and synthesis of some novel heterocyclic compounds as potential antithrombotic agents**. (Prof. Sadhana and Prof. M R Yadav), Department of Pharmacy, The Maharaja Sayajirao University of Baroda, Vadodara.

3. Neelima, G. **Design, Synthesis, characterization and biological activity of some novel heterocyclic compounds by green synthesis**. (Dr. K Bhaskar Reddy and Dr. K Sesha Maheswaramma), Department of Pharmaceutical Science, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

4. Sindhoor, S M. **Investigation of topical nanoformulations of apremilast for psoriasis therapy**. (Dr. Marina Koland), Faculty of Pharmaceutical Sciences, Nitte University, Mangaluru.

5. Sudheer, Akkiraju. **Evaluation of in vitro and invivo cardio protective activity of N- butanol fraction of rivea ornata**. (Dr. M Vijaya Jyothi and Dr. N Devanna), Department of Pharmaceutical Science, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

6. Suresh, K. **Development of a polyherbal formulation of artabotrys zeylanicus, artabotrys hexapetalus and justicia quinqueangularis**. (Dr. Hindustan Abdul Ahad and Dr. S Y Satyanarayana), Department of Pharmaceutical Science, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

PHYSICAL SCIENCES

Chemistry

1. Banu, Saira. **Organic dyes in photocatalytic transformations of heterocycles under visible light irradiation**. (Dr. Prem Prakash Yadav), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

2. Dehuri, Suryakanta. **Effect of long chain n-alkyl substituents on metal ion selectivity and chemosensing parameters of rhodamine based probes**. (Dr. Bamaprasad Bag), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

3. Faujdar, Ekta. **Synthesis, characterization and performance evaluation of novel multifunctional additives for lubricants**. (Dr. Raj Kumar Singh), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

4. Hazarika, Hemanta. **Development of new synthetic methodologies for the synthesis of functionalized arenes and fused heterocycles**. (Dr. P Gogoi), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

5. Jaswant Kumar. **Development of new methods for construction of carbon-heteroatom bonds via photoredox catalysis**. (Dr. Bhahwal Ali Shah), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

6. Jogendra Kumar. **Development of catalytic procedures for the functionalizations of unactivated C–H bonds by heteroatom-based substituents**. (Dr. Sukalyan Bhadra), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

7. Khonde, Nilesh Shrimant. **Synthetic explorations into carbon-carbon and carbon-fluorine bond forming reactions**. (Dr. Pradeep Kumar Tripathy), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

8. Nithya, T. **Design and development of graphitic carbon nitride (g-C3N4) based hybrid heterojunction photocatalysts for the production of hydrogen under**

visible light irradiation. (Dr. B. Neppolian), Department of Chemistry, SRM University, Kattankulathur, Chennai.

9. Omvir Singh. **Production of aromatic hydrocarbons by catalytic upgradation of unconventional feedstocks**. (Dr. Bipul Sarkar), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

10. Rath, Santosh Kumar. **Synthesis of amide analogues of α-tetralone, betulinic acid and p-coumaric acid and their bioevaluation studies**. (Dr. Sanjib Das), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

11. Rather, Suhail Ahmad. **Exploration of electrophilic sulfur and iodine-DMSO reagents for the Synthesis of different exigent sulfur containing compounds**. (Dr. Qazi Naveed Ahmad), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

12. Ravindran, Jaice. **Development of novel oxidative transformations for synthesis of chromenoindoles, 2-pyridones, and enaminone analogues**. (Ravi Shankar L), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

13. Reddy, Singam Maneesh Kumar. **Novel cyclizations/annulations via carbo-and hetero-metallation of alkynes for multicyclic scaffolds**. (Dr. Maddi Sridhar Reddy), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

14. Sam Sankar, S. **Electrospun transition metals incorporated fibrous materials for electrocatalytic water splitting**. (Dr. Subrata Kundu), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

15. Sangeetha, K. **Size and shape-selective synthesis of metal and mixed metal oxide nanomaterials for catalysis and electrocatalysis applications**. (Dr. Subrata Kundu), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

16. Saradhi, Kalari. **Chemical modification of imidazo[1,2-a]pyridines**. (Dr. Haridas B Rode), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

17. Singh, Amravati Shivaji. **Studies on phosphorus containing catalysts and their applications in fine chemicals synthesis**. (Dr. Ankush Biradar), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

18. Venkatesan, M. **Spectroscopic studies of coupled electron proton transfer in porphyrin and methylbenzo(a)pyrene**. (Dr. Prakriti Ranjan Bangal), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

Nanotechnology

1. Gokuladeepan, P. **Reduced graphene oxide based nonprecious catalysts for oxygen reduction reaction in low temperature fuelcell applications**. (Dr. A. Karthigeyan), Department of Nanotechnology, SRM University, Kattankulathur, Chennai.

2. Shaheer, A R Mahammed. **Titanium dioxide based mixed oxide heterojunction for photocatalytic water splitting**. (Dr. B. Neppolian), Department of Nanotechnology, SRM University, Kattankulathur, Chennai.

Physics

1. Banoo, Rubiya. **Source identification and quantification of particulate matter using receptor model over the National Capital Region of India**. (Dr. Sudhir Kumar Sharma), Faculty of Physical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

2. Kavitha, P. **Design and development of graphene based buffer layers for bulk heterojunction polymer solar cell**. (Prof. B. Neppolian), Department of Physics, SRM University, Kattankulathur, Chennai.

3. Latha Priya, V. **Functionalized carbon nanostructures for hydrogen storage applications**. (Dr. A. Karthigeyan), Department of Physics, SRM University, Kattankulathur, Chennai. ❑

Jeevanprabodhini Vita's
Jeevan Prabhodhini Kanya Mahavidyalaya, Vita
Tal. Khanapur, Dist. Sangli, Pin - 415 311
(Affiliated to Shivaji University, Kolhapur)
(Permanently Non-Grant Basis)

WANTED

Applications are invited form eligible candidates for the following posts:-

Sr. No.	Name of Posts	Vacant Posts	Open Posts	Reserved Posts
A	**Principal**	01	01	--
B	**Librarian**	01	01	--
C	**Assistant Professor**			
1	Hindi	02	01	1 SC
2	English	03	01	1SC, 1VJA
3	History & (H.S.R.M.)	02	01	1 SC
4	Economics	03	01	1SC, 1VJA
5	Education & (S.T.D.)	01	01	--
6	Psychology & (Human Devel.)	01	01	--
7	Home Science	02	01	1 SC
8	Commerce	02	01	1 SC

Note: For detailed information about posts, qualifications and other terms and conditions, please visit university website : www.unishivaji.ac.in.

Secretary
Jeevan Prabhodhini,Vita
Tal. Khanapur, Dist. Sangli

GUJARAT INSTITUTE OF DEVELOPMENT RESEARCH
AHMEDABAD

CORRIGENDUM

(This advertisement replaces the advertisement dated November 28, 2022)

Gujarat Institute of Development Research (GIDR), Ahmedabad, invites applications and nominations for the position of **Professor and Director.**

GIDR is an autonomous social science research institute **(website www.gidr.ac.in)** supported by the Indian Council of Social Science Research (ICSSR), New Delhi and the Government of Gujarat. The applicant should be an eminent researcher and scholar in any discipline of social sciences such as Development Studies, Economics, and working as Professor for atleast five years. She/he should be conversant with academic administration and should not be more than 60 years of age at the time of application. The initial appointment will be for a period of five years. Applications and nominations accompanied by detailed bio-data should be addressed to Chairperson, Search-cum-Selection Committee and sent in a sealed cover marked as **'Confidential'** at the following address/email on **hr@gidr.ac.in** latest by **7 January 2023**. Please download the prescribed application form from GIDR's **website: www.gidr.ac.in**

Gujarat Institute of Development Research,
Near Gota Flyover, Sarkhej-Gandhinagar Highway,
Gota, Ahmedabad 380 060

INSA GRANTS FOR RESEARCH IN HISTORY OF SCIENCE

The Indian National Commission for History of Science invites projects proposals pertaining to different branches of history of Science & Technology (S&T) in India for the year 2023. Investigators can take up source and theme oriented studies which could of the nature of collection, compilation and analysis of data, study and translation of primary sources on mathematics, astronomy, medicine, etc. for a critical appraisal and assessment relating to ancient & medieval periods. Study may also include a historical evaluation and assessment of S&T in both colonial and 20th century scenario in India.

Facilities: Investigators are offered facilities of Research Assistants (Non–NET), JRF/SRF, and Research Associates with suitable contingency & travel grant. In special cases superannuated scholars are also granted projects.

Interested scholars may write to Executive Director at esoffice@insa.nic.in or ijhs@insa.nic.in or download the application form from the website: https://www.insaindia.res.in/pdf/hos.pdf. The last date for submitting the project application form is 31st January 2023.

विज्ञान के इतिहास में अनुसंधान के लिए इन्सा अनुदान

विज्ञान के इतिहास के लिए भारतीय राष्ट्रीय आयोग द्वारा भारत में विज्ञान और प्रौद्योगिकी (एस एंड टी) के इतिहास के क्षेत्रों में अनुसंधान परियोजनाओं के लिए वर्ष 2023 के लिए आवेदन आमंत्रित किए जाते हैं। अन्वेषक प्राचीन और मध्ययुगीन काल से संबंधित गणित, खगोल, चिकित्सा विज्ञान आदि विषयों पर प्राथमिक स्रोतों के संग्रह, संकलन, मूल्यांकन और अनुवाद संबन्धित अध्ययन को ले सकते हैं। अध्ययन में भारत में विज्ञान और प्रौद्योगिकी का औपनिवेशिक और 20 वीं सदी के परिदृश्य का ऐतिहासिक मूल्यांकन भी शामिल हो सकता है।

सुविधाएं: अन्वेषकों को उपयुक्त आकस्मिकता और यात्रा अनुदान के साथ अनुसंधान सहायकों (गैर-नेट), जेआरएफ / एसआरएफ एवं रिसर्च एसोशिएट्स की सुविधाएं प्रदान की जाती हैं। विशेष मामलों में सेवा निवृत्त अध्येताओं को भी परियोजनाएं दी जाती हैं।

इच्छुक अध्येता कार्यकारी निदेशक को सम्पूर्ण विवरण के लिए esoffice@insa.nic.in या ijhs@insa.nic.in पर लिख सकते हैं या वेबसाइट https://www.insaindia.res.in/pdf/hos.pdf. से आवेदन पत्र डाउनलोड कर सकते हैं। आवेदन पत्र जमा करने की अंतिम तिथि 31 जनवरी 2023 है।

Teerthankar Education Society's
Dr. Shivajirao Kadam College of Pharmacy, Kasabe Digraj,
Tal. Miraj, Dist. Sangli-416 305
(Affiliated to Shivaji University, Kolhapur)
(Non-Grant)

WANTED

Applications are invited from eligible candidates for the following posts:-

M.Pharmacy

Sr. No.	Designation	Total Posts	Open Posts	Reserved Posts
A	**Professor**			
1	Pharmaceutics	01	01	--
2	Pharmaceutical Chemistry	01	01	--
3	Pharmacology	01	01	--
B	**Associate Professor**			
1	Pharmaceutics	01	01	--
2	Pharmaceutical Chemistry	01	01	--
3	Pharmacology	01	01	--
C	**Assistant Professor**			
1	Pharmaceutics	01	01	--
2	Pharmaceutical Chemistry	01	01	--
3	Pharmacology	01	01	--

Pharmacy

Sr. No.	Designation	Total Posts	Open Posts	Reserved Post
A	**Professor**			
1	Pharmaceutics	01	01	--
2	Pharmaceutical Chemistry	01	01	--
B	**Associate Professor**			
1	Pharmaceutical Chemistry	01	01	--
2	Pharmaceutical Analysis	01	01	--
3	Pharmaceutics	02	01	1 SC
4	Pharmacology	01	01	--
5	Pharmacognosy	01	01	--
C	**Assistant Professor**			
1	Pharmaceutical Chemistry	05	01 (01)*	(1SC)*, 1 VJA, 1 OBC
2	Pharmaceutical Analysis	02	01	1 SC
3	Pharmaceutics	06	02	(1 SC)* , 1 VJA 1 OBC, 1 EWS
4	Pharmacology	04	01 (01)*	1 SC, 1 VJA
5	Pharmacognosy	02	01	1 SC

* Out of Sanction (Pharmaceutical Chemistry) Posts Five, One Post is already filled from open category and One Post is already filled from Reserved Category, Out of Sanction (Pharmaceutics) Posts Six, One Post is already filled from Reserved Category & Out of Sanction (Pharmacology) Posts Four, One Post is already filled from Open Category.

Note: For detailed information about posts, qualifications and other terms and conditions, please visit University website : www.unishivaji.ac.in.

Principal	**Chairman**
Dr. Shivajirao Kadam College of Pharmacy,	**Teerthankar Education Society,**
Baganvat, Kasabe Digraj, Sangli	**Kasabe Digraj, Sangli -416305**

SHRI GUJARATI SEVA SAMAJ'S

SMT.CHAMPABEN BALCHAND SHAH MAHILA MAHAVIDYALAYA

Ratanshinagar, Sangli – 416 416 (P.B.No.161)

Website: www.cbshahcollege.ac.in, E-mail ID - cbshah10@yahoo.com

Applications for filling up the following post are invited from the eligible and duly qualified candidates by the **Gujarati Seva Samaj Sanchalit, Smt. Champaben Balchand Shah Mahila Mahavidyalaya,** Ratanshi Nagar, Sangli, affiliated to the S.N.D.T.Women's University, Mumbai.

Sr. No.	Post / Subject	No. of Post	Qualification
1	**Principal** (on tenure basis for a period of 5 years)	01 Open	1. A Master's Degree in Arts/Science/Social Science/Humanities/Commerce with 55% marks; or a relevant grade regarded as equivalent to 55% wherever grading system is followed by a recognized university. 2. Ph.D. qualification with evidence of published work and research guidance. 3. Professor/Associate Professor total experience of 15 years of teaching/ research/administration in Universities / Colleges or other institutions of Higher Education. 4. A minimum of 10 research publications in peer - reviewed or UGC - listed journals. 5. A satisfactory score as stipulated in the Academic Performance Indicator (API) system developed by UGC in this notification.

Note :

1. A minimum of 55% marks (or and equivalent grade in a point - Scale, wherever the grading system is followed) at the Master's level shall be the essential qualification for direct recruitment of teachers and other equivalent cadres at any level.

   1. A relaxation of 5% shall be allowed at the Bachelor's as well as at the Master's level for the candidates belonging to Schedule Caste/ Schedule Tribe / Other Backward Classes (OBC) (Non-Creamy Layer) / Differently - abled.

   (a) Blindness and low vision (b) Deaf and Hard of Hearing (c) Locomotors 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 and equivalent grade in a point scale wherever the grading system in 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.

   2. 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.

   3. 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.

   4. For the open posts candidates from backward classes as well as physically challenged persons can also apply.

   5. The reservation for women and physically challenged persons shall be as per the Govt. of Maharashtra rules.

Mode of application :

1. Duly qualified candidate shall apply therewith certified copies of the certificate/mark-sheets so as to reach the President of the Trust, on the above address from the date of publication of the advertisement in newspaper.

2. Candidates already employed shall apply through proper channel and shall submit 'NO OBJECTION CERTIFICATE' from the present employer alongwith the application and also bring the same at the time of the interview.

<div align="right">

Chairman
Shri Gujrati Seva Samaj Sanchalit
Smt. Champaben Balchand Shah Mahila Mahavidyalaya
Ratanshi Nagar, Sangli

</div>

WANTED

Application are invited for the post of **Assistant Professor** in DNYANVARDHANI ADHYAPAK MAHAVIDALAY, Hingoli (Permanent Non-Granted) run by Shri SHARAD PRATIBHA PRATHISTHAN, NANDED, eligible candidate should submit their application along with all necessary document.

Within Fifteen Days from the date of publication of the Advertisement by registered post only. The unreserved candidate are to send a copy application for the **Assistant Register (Special Cell), Swami Ramanand Teerth Marathwada University, Nanded – 431 606.**

Sr. No.	Subjects	Name of the post	Number of Posts	Reservation
1	Perspective in Education	Assistant Professor	12	Open - 03 S.C. - 02 S.T.- 01 V.J (A) - 01 NT (C) - 01 O.B.C. - 03 E.W.S. - 01
2	Pedagogy Subject (Math, Science, Social Science, Language)			
3	Health and Physical Education			
4	Performing Art (Music/Dance/Theatre) Fine Art			

Qualification :- As per UGC NCTE (2014 Rule).

The faculty shall possess the following qualification:-

A) Perspectives in Education or Foundation Courses.

    I) Post Graduate degree in Social Science with minimum 55% marks.

    II) M.Ed. degree from a recognized university with minimum 55% marks.

<div align="center">OR</div>

    I) Post Graduate (M.A.) degree in Education with minimum 55% marks.

    II) B.Ed./B.El.Ed., degree with minimum 55% marks.

    III) SET/NET/Ph.D. in Education.

B) Curriculum and Pedagogic Courses.

    I) Post Graduate degree in Sciences/Mathematics/Social Sciences/ Languages with minimum 55% marks.

    II) M.Ed. degree with minimum 55% marks.

    III) SET/NET/Ph.D. in Physical Education.

C) Health & Physical Education

    I) Master of Physical Education (M.P.Ed.) with minimum 55% marks.

    II) SET/NET/Ph.D. in Physical Education.

D) Performing Arts (Music/Dance/Theatre) Fine Arts.

    I) Post Graduate degree in Fine Arts (M.F.A) with minimum 55% marks.

<div align="center">OR</div>

    I) Post Graduate degree in Music/Dance/Theatre Arts with minimum 55% marks.

    II) SET/NET/Ph.D. in Fine Arts.

Salary and Allowance Pay :- Scale as per UGC, State Government & Swami Ramanand Teerth Marathwada University, Nanded rules from time to time.

Note :

1. Prescribe application form is available on the University **Website : (www.srtmun.ac.in).**
2. No T.A./D.A. will be paid to attend the interview.
3. Eligible candidates those who are already in services should-submit their application through proper channel.
4. 3% Reservation for handicapped and 30% for woman candidates.
5. All attested Xerox Copies of Certificate and other relevant documents should be attached to the application form.

Address of Correspondence :

DNYANVARDHANI ADHYAPAK MAHAVIDALAY,
RAMAKRISHNA NAGAR, AKOLA BYPASS, HINGOLI-431513

<div align="center">President/Secretary,
Sharad Pratibha Pratishthan Nanded</div>

Announcement

Themes for Forthcoming Special Issues of the University News

Special Numbers of the University News being brought out on the occasion of AIU Zonal Vice Chancellors' Meets during November, 2022—March, 2023 are on the following themes:

1. *Transformative Curriculum for a Holistic and Multidisciplinary Higher Education* to be published on January 09, 2023 on the occasion of Central Zone Vice Chancellors' Meet to be held at Symbiosis University of Applied Sciences, Indore. Last date for receipt of Article is **December 30, 2022**.

2. *Research & Excellence for Transformative Higher Education* to be published on January 30, 2023 on the occasion of South Zone Vice Chancellors' Meet to be held at Andhra University, Visakhapatnam, Andhra Pradesh. Last date for receipt of Article is **January 15, 2023**.

3. *Evaluation Reforms for Transformative Higher Education* to be published on February 20, 2023 on the occasion of West Zone Vice Chancellors' Meet to be held at Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, Maharashtra. Last date for receipt of Article is **February 10, 2023.**

4. Special Issue on the theme '**Transformative Higher Education for** *Atma Nirbhar Bharat'* will be brought out in the month of March, 2023. Last date for receipt of Article is **February 20, 2023**.

Guidelines for Contributors and Editorial Policies

To submit the manuscripts for publication, the contributor need to follow the guidelines given below:

• Articles submitted for the Journal should be original contributions and should not be under consideration for any other publication at the same time. A declaration is to be made by the author in the covering letter that the paper is original and has not been published or submitted for publication elsewhere.

• Manuscripts including tables, figures and references should be around 3000-4000 words for articles, 2000 – 5000 words for Convocation Addresses, 1000 words for Book Reviews and 600 words for Communications.

• All the manuscripts should typed in double-space with 12 point font and ample margin on all sides on A 4 size paper.

• The cover page should contain the title of the paper, author's name, designation, official address, address for correspondence, contact phone/mobile numbers and e-mail address.

• The main text should not contain footnotes. References should be given at the end of the manuscript and should contain only those cited in the text of the manuscript. The full reference should be listed at the end in alphabetical order running the following style:

Book

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

Articles

Over, R.(1982). Does research productivity decline with age?

Higher Education, 11, 511-20.

Chapter in a Book

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

Article Retrieved from Website

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

* Authors are responsible for any copyright clearance, factual inaccuracies and opinions expressed in their paper.

* No fees is payable to submit or publish in this Journal.

Editorial Policies

* The final decision on the acceptance or otherwise of the article rests with the Editorial Committee and it depends entirely on its standard and relevance. The title and content of the article accepted may be modified to meet the journal's standards of contents, presentation, style and other specific requirement. Authors may also be requested to revise their manuscripts before they can be accepted for publication. Correspondence in this regard will be done with the first named author unless otherwise indicated.

* Maximum time taken for processing the article is six months. Contributors are free to send the material to any other publication after a period of six months from the date of their submitting the article to the University News, if they do not receive any intimation from AIU. Author will receive two complementary copies of the Journal immediately after its publication

* AIU may re-use the articles published in the University News for its various publications.

* AIU may extend courtesy to other journals or websites to use the articles published in the University News if due credit is given to the author(s) of the article(s) and the University News. Only those manuscripts will be published which are sent through E-mail: *ramapani. universitynews@gmail.com* and *universitynews@aiu.ac.in* to:

Dr. S Rama Devi Pani
Editor
University News
Association of Indian Universities
AIU House, 16 Comrade Indrajit Gupta Marg (Kotla Marg), New Delhi-110 002

GOA COLLEGE OF AGRICULTURE

Affiliated to Goa University

State Agriculture Management and Extension Training Institute (SAMETI)

Government of Goa, Ela Farm, Ela, Old-Goa, Goa

Email id : goaagricollege@gmail.com

4/4/SAMETI/GCA/RECRUITMENT/2022-23/ 89   Date:- 21 /11/2022

ADVERTISEMENT

Applications are invited for the following posts for B.Sc. (Hons.) Agriculture programme for the academic year 2022-23 :-

Sr. No	Designation of Post	Nature of Post	No. of posts	Category
1.	Assistant Professor in Plant Pathology	Full time Regular	1	OBC
2.	Assistant Professor in Agricultural Entomology	Full time Regular	1	UR
3.	Assistant Professor in Horticulture	Full time Regular	3	UR
4.	Assistant Professor in Agricultural Botany (Genetics & Plant breeding)	Full time Regular	1	UR
5.	Assistant Professor in Agricultural Botany (Crop Physiology/Biotechnology)	Full time Regular	1	ST
6.	Assistant Professor in Animal Science and Dairy Science	Full time Regular	1	EWS
7.	Assistant Professor in Soil Science and Agricultural Chemistry	Full time Regular	1	OBC
8.	Assistant Professor in Agriculture Extension Education	Full time Regular	2	1 UR 1 OBC

Minimum Qualifications for posts under Sr. No. 1 to 8.

- M. Sc in specified subject with NET.

- Minimum 55% marks (or an equivalent grade in point scale, wherever the grading system is followed) at Master's level in relevant subject with good academic record.

- Candidates who are or have been awarded Ph. D degree in accordance with the UGC (Minimum Standards and procedure for award of Ph.D Degree Regulation 2009) in the relevant subject as incorporated in the relevant Goa University Statute shall be exempted from the requirement of the minimum eligibility conditions of NET.

- In case NET/Ph.D. candidates are not available or not found suitable, candidates fulfilling other conditions shall be considered for an appointment on purely temporary basis till the end of academic year 2022-23.

Mandatory Requirement

- Certificate of 15 years Residence in Goa.

- Knowledge of Konkani is essential; Knowledge of Marathi is desirable.

- Pay and other service conditions as per the rules, ordinances, statutes prescribed by Directorate of Higher Education, Government of Goa and Goa University.

- All posts are subject to NOC/ Approval from Directorate of Higher Education and Goa University and availability of workload.

- Persons already in service should send applications through proper channel.

- Applications completed in all respects with photograph along with self-certified photocopies along with statement of marks of all public examinations from S.S.C onward, copy of 15 years residence certificate, experience certificate (if any), should reach the Principal, Goa College of Agriculture, Ela Farm, Ela, Old Goa, Goa-403402 **within 20 days** from the date of publication of this advertisement.

Principal
Goa College of Agriculture

CHINMAYA VISHWA VIDYAPEETH

(Deemed to be University u/s 3 of UGC Act 1956)
Adi Sankara Nilayam, Adi Sankara Marg, Veliyanad PO, Ernakulam 682313 Kerala. https://www.cvv.ac.in/

CVV aims to create a premier institute of Computer Science & Engineering. The process to submit the application to AICTE has been started. On approval, the new institute will be in a new 65-acre site of CVV in the scenic hills of Onakkoor in Ernakulam. Our faculty, staff and students will live and work in eco-friendly, green, state-of-the-art facilities set amidst verdant hills and evergreen valleys.

CVV proposes to launch degree programs in the following domains to start with: Computer Science and Engineering, AI & Machine Learning, Data Science & Analytics, Cloud Computing, Robotics, Cybersecurity & Forensics, Blockchain Technology and Electronics and Communications.

Applications are invited from dynamic faculty & researchers with good publications for the following positions

- ✔ Principal/Director
- ✔ Professors
- ✔ AssociateProfessors
- ✔ Assistant Professors

CVV invites applications for computer science faculty positions with domain expertise in the above domains. We also invite applications for faculty positions in Programming Languages, Software Engineering, Engineering & Applied Mathematics, Physics, Chemistry, Business Communications & Soft Skills.

Ph.D. in the relevant field is an essential prerequisite for all faculty positions.

The following non-teaching staff positions are also available:

◆ Chief Operating Officer with significant administrative / regulatory experience overseeing large projects in Educational Institutions or the Government. (10+ years of administrative experience in Educational Institutions)

◆ Technical writer with a good track record in proposal writing (5+ years of experience)

◆ Executive Admin and Recruitment

Excellence in written and verbal communication in English is a must. A good knowledge of another Indian language is a plus.

Retired Faculty and non-teaching staff from other premier institutions are also welcome to apply. Persons with relevant industry experience can apply for Visiting / Adjunct positions.

Qualification, Experience & Salary
As per UGC/ AICTE guidelines. Salary is not a constraint for deserving candidates

Interested candidates should upload their CV with a covering letter indicating their specialisation by clicking on the following link https://recruitment.cvv.ac.in/ Last date for application is 31st December 2022.

REGISTRAR
Chinmaya Vishwa Vidyapeeth