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– **Book Review**

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#Let'sBeatCoronaTogether

Campus Versus Online Teaching-learning

Suresh Garg*

A serious debate was witnessed in post Covid-19 period in respect of the mode of education offered at all levels. Higher Education Institutions (HEIs) in particular transitioned to online education so as to save human lives and provide uninterrupted academic experience to students by improvising already-known techniques and technologies. As we now know, online education got a big boost in India with the acceptance of the recommendations of the National Education Policy (GoI, 2020). It is a happy coincidence that national regulators of HE, who were invariably foes of digital education became its ardent advocates overnight. (Recently, the UGC, the national regulator of higher education, has issued directions that certain categories of HEIs can offer online programmes and learners can pursue dual degrees simultaneously.) There is of course no doubt that the shift to online mode was fast and, drastic and posed unique challenges to teachers as well as students because of its newness. The teachers had to undergo digital transformation overnight, overcome camera inhibition and forego privacy for the sake of their students (Garg and Gupta, 2020). Sir John Daniel, Former President, COL is credited with the view that the change should not have happened so abruptly. Recently, Mahanta and Sharma (2022) have reported the challenges and prospects presented by emergency online Secondary Education in the state of Assam during the COVID-19 pandemic.

Another reason for adopting online teaching-learning by educational institutions all over the world was its cost-effectiveness and ease of unlocking newer opportunities. But a few questions stared in the face of the providers, public as well as private: How to deliver online learning experiences to meet the expectations of various stakeholders, particularly employees, without compromising quality? How to equip learners' students with 21st-century skills and improve chances of their employability? How to help faculty transition to online education? What changes are necessary for curriculum design to meet the requirements of Education 4.0? Recently, it has been reported that mutation of more virulent strains of Coronavirus and non-conformance to Covid-19 appropriate SOPs by the people at large has led to a ferocious wave of the pandemic in China, US, Japan, South Korea, and France among others. In India, the, Federal Government, in collaboration with Provincial bodies, is preparing and creating awareness among the masses to escape unwanted. It shall also have serious implications for the youth in the education sector if the predictions of doomsayers come true. But as far as online education is concerned, it should substitute F2F teaching even in emergencies imposed by the pandemic. It is a stark reality that many of the conventional peers who lack openness and

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progressive attitude or have practiced Face to Face (F2F) for a long using (outdated) chalk and talk method found it more difficult to accept technology-based online teaching. Moreover, purists among conventional peers somehow continue to believe that F2F is the only effective mode for imparting instruction, and they would return to this mode sooner than later. But in the era of Education 4.0 (Sharma and Garg, 2020) there is little doubt that the post-pandemic society would support digitized operations driven by AI and quantum computing. And we will do ourselves good by adopting emerging technologies. This nevertheless is easier said than done for a country of the size and complexities as India.

It is well known that teaching is an art and like any other skill, requires knowledge, practice, and aptitude. That is why only a 'Teacher by Choice'. Adopts a change proactively and even an outstanding researcher, noted scholar, or renowned practitioner may not necessarily be an excellent teacher. Demonstrating empathy and compassion towards learners and nurturing their curiosity and creativity are closely linked to the best practices in teaching. A teacher can contribute to the growth of her institution through excellence in teaching and by supporting its mission, vision, and core values. Moreover, a classroom teacher enjoys the advantage to assess the quality of her teaching—whether or not it is at the wavelength of the learners, and they enjoy learning—through direct interaction, by observing their expressions/behavior, or through eye contact in the class. In fact, she has ample opportunities to reflect on her teaching method and revise strategy to suit the requirement of her learners. And to develop these traits, every institution should preferably conduct Faculty Development Programmes periodically to empower the faculty in the use of emerging technologies by associating acknowledged pedagogy experts, as envisaged in NEP-2020.

In India, higher education has been in a deep crisis for a long, though there are a few islands of excellence in the vast sea of mediocrity (NKC, 2009). This does not justify our collective genius. The reasons are many and varied (Garg, 2015). Particular mention may be made of rote learning and memorization, which continue to be the bane of Indian higher education; our graduates lack 21st century skills such as problem solving,

critical thinking, asking probing questions, thinking creatively and independently, forging collaborations, practicing cognitive flexibility and managing information. That is why more than 80% of our graduates churned out by 'conventional factories' are not employable. To partly offset this disadvantage, following NEP-2020 skill development and entrepreneurship are being added as mandatory components in undergraduate curriculum. Further, to be in the front row of quality education providers and attract international students, we, as a nation, must make a quantum jump in ways and means of transacting curriculum and equip our learners with skills of emotional intelligence, decision-making, sense of service and negotiations, among others. The use of technology by HEIs is on the rise, particularly in urban institutions to promote innovation-led teaching-learning and develop well-rounded graduates, who, with Indian values, can successfully compete in the world of work globally. However, this approach is prejudiced because there is a vast digital divide in the country and a huge portion of the population shall be left to fend for itself unless the federal government creates the necessary technological infrastructure in each educational institution in the country. This is quite some job as our economy has been badly battered by Corona pandemic. As an alternative strategy, collaborations and partnerships can be forged to give the best and create a national resource such as SWAYAM, NPTEL, and OERs. Unfortunately, the educational pedagogy for online education is substantially different from that used for F2F teaching-learning. Also, the availability of experts is an issue for now. To come to a useful conclusion, it would be advisable to review the education systems in vogue in India.

Existing Teaching-learning Practices

Education cultivates the human mind by developing skills of thinking independently, critically, and responsibly. That is how human intellect has perpetually added to the global knowledge pool and pushed the frontiers of knowledge beyond the known and familiar. In India, we practiced non-formal as well as formal systems of education. (The formal system comprises the F2F and the ODL systems.) The size and growth patterns, forms and formats, techniques, and practices of these systems vary widely.

The Non-formal System of Education

Humans are inquisitive by nature. Learning from siblings, parents, and others in family structures as also from one generation to the next is the first step in non-formal training and education. But professionally, a non-formal system of education laid emphasis on life-coping skills and gained recognition over the years. In the agrarian society, the non-formal system contributed to the entire workforce—the mason, the carpenter, the blacksmith, the agriculturist, the musician, and every other form of low-grade professional. Nowadays, hand-workers and even knowledge workers—the typist, shorthand writers, drivers, building workers, computer operators, BPO industry personnel, artists, and media professionals largely come from the non-formal system. Even now, auto technicians are perfected by the non-formal system. The training in this system is essentially the job. Regulation and certification of their knowledge, if facilitated by the Ministry of skill development and entrepreneurship with the support of the Ministry of Education, Government of India, should improve the ‘value’ of individuals in the global job market.

The non-formal system substantially contributes to the human resource requirements of the knowledge society and is an asset at least at the lower end of the educational spectrum. Therefore, it is important to devise ways to increase the efficiency and productivity of the labor force and knowledge workers. For instance, if a carpenter is trained to use better tools; he may be able to make three units of furniture in place of one. Similarly, an agriculturist, with some knowledge of soil science, fertilizers, and newer agro-practices, can help get a better yield of crops and diversify the variety in a harvesting cycle, thereby significantly contributing to the regeneration of the national economy and social wellbeing. And, if a computer operator acquires basic knowledge of hardware, her output will increase as she would be empowered to lower breakdowns. As such, the workforce in the non-formal sector in our country is so large that a small improvement in the productivity of an individual will lead to a large sum. It would therefore be only logical to blend it with the conventional system to create a ‘skilled’ India (Ahmed and Garg, 2015).

The Formal System of Education

In ancient India, the formal or Face-to-Face

system of education came into existence as a teacher-disciple model or Gurukul system, where students gained knowledge at the feet of the guru (rishi) in their ashrams far removed from urban dwellings. Usually, the guru was endowed with cosmic powers and imparted instruction in spiritual as well as knowledge domains. However, with the growth of knowledge, disciplines, and specializations, even the tallest teacher could not claim to be a master of all. Moreover, as the number of knowledge seekers increased, the teacher-disciple model transformed into a classroom system. But instead of replacing the earlier model, the classroom model built upon it got acceptance, and expanded the world over. In India also, we enjoyed rich traditions of higher learning as it trained brilliant minds as scientists/teachers/researchers/writers who proved to be excellent researchers, historians, humanists, and health professionals.

A major weakness of our formal system has been its predominant dependence on full-time institutions endowed with inherent inflexibilities such as pace, place and period of learning, entry requirements, run-of-the-mill programmes, memorization-based evaluation and limitations of capacity with overemphasis-on rote learning. These factors together restricted access to equitable opportunities for higher education to the economically poor, religious minorities, rural poor and urban slum dwellers, etc. Moreover, due to little emphasis on excellence, our HEIs have been operating largely in quality deficit, particularly for social paradigms. Further, lack of academic freedom and autonomy, ever-increasing politico-bureaucratic interference, and non-existence of good governance—administrative and financial—practices compounded these problems further. When populations disadvantaged by social, economic, and geographic considerations began to pressurise political leadership for an egalitarian higher education system, the creation of a supplementary system became inevitable. After a lot of deliberations, provisions for part-time own-time education using existing resources—human, financial, and infrastructure—were created (GoI, 1966; Kulandai Swamy, 2002; 2006; Ahmed and Garg, 2018). But the transition from an elitist system inherited from the British to an egalitarian system in democratic India was not smooth.

To come out of the darkness to the brightness, a system founded in the cherished ideals of national pride, secularism, pluralism, and inclusiveness was created. Reinvigorating institutions, meeting international benchmarks of excellence, and extending the frontiers of knowledge were identified as the priorities. Provisions were created, albeit in a phased manner, to transform higher education systematically but radically so that the system is responsive and resilient, innovative, futuristic, dynamic, and inclusive based on national values of secularism and Ahimsa. These factors together led to part-time own-time education in its incarnation as correspondence education. However, this innovation was short-lived and criticised, even condemned, by all stakeholders for its various inadequacies (Reddy, 1983). By the 1980s, the 'second opportunity motivated learners' were relegated to 'poor cousins' of their conventional peers. The Andhra Pradesh Open University established at Hyderabad in 1982 proved a defining milestone wherein 'Ivory towers' were thrown open and teaching-learning became possible beyond the four walls of the conventional classroom. In this paradigm, the ethos of collaboration, sharing, and partnership proved key strategies.

Moreover, uniform quality of education using self-instructional learning materials, learner-friendliness, positive response to market forces, cost-effectiveness, and use of technology to provide enriching learning experience; even superior to F2F instruction when highly qualified experts were involved, emerged as defining elements. In fact, since open education aligns naturally with technology, a silent revolution was brought about to enhance equity and inclusion (Chaudhary, et. Al., 2016, Singharoy, 2021).

The classroom education system in India has a vast variety of types and natures of higher education institutions (HEIs). In the university system itself, we have public and private universities. The public universities evolved as affiliating universities (both state and central), unitary universities, deemed universities, women's universities, and professional universities for science, technology, medicine, law, language, agriculture, fisheries, veterinary, and management. To this list, we can add minority universities, research universities, and foreign universities. (As per NEP-2020, we should soon

have 100 research universities and campuses of leading foreign universities.) The public universities represent a wide spectrum—from mega universities in cosmopolitan cities to small colleges in a remote rural village—and rich diversity—from national universities to state universities.

From above, we can conclude that education has evolved through three stages of development starting from the teacher disciple-based *Gurukula* system to the conventional classroom system to the Open and Distance Learning (ODL) system. The ODL system itself has progressed through five generations and we are on the threshold of the dawn of the era of the intelligent-flexible model. The technology-mediated online and digital education, which is supported and delivered through the Internet, is the fourth stage of development in teaching-learning. Learners can approach the tutor instantaneously for synchronous responses from anywhere on the globe, provided they have access to the Internet. That is to say, Geography is now History and due to the robustness of the technology, the world has become borderless. The point I wish to make is that being an organic entity, the delivery of education has transformed over the years in its form and format. Depending on our needs and times, be it peace or exigencies, educational pedagogies, assessment strategies, infrastructural provisions, student enrolment patterns, faculty recruitment, knowledge management, and technology adoption have undergone perpetual changes. The flexibility of operations, rapidity of knowledge generation, sharing and transfer, and creative practices have given rise to newer innovations. New pedagogies and technologies have opened new possibilities in that students are offered new learning pathways.

Online Education

When HEIs in our country switched over to online education, the teacher moved from blackboard to computer screen. This shift was termed online education. But strictly speaking, online education was not practiced by most of the institutions in India. Rao (2020) has suggested that for developing online practices, Open Universities should integrate technology into all the domains of student support services. He argued for the development of digital self-learning materials in the form of e-books/e-tutorials embedded with audio and video resources,

supplemented with OERs, interactive web links, discussion/chat boards, online quiz/educational games, animation, etc., among others. As such, his suggestions are valid for every HEI practicing online education. It would therefore be advisable for us to develop quality self-instructional digital materials either individually or in collaboration with consortia of sister organisations. Doing so will save time as well as resources while conforming to quality benchmarks. However, there is a serious lack of availability of instructional designers for digital education in our country. Therefore, it would be desirable for the Ministry of Education, Government of India to coordinate this activity on the pattern of SWAYAM and NPTEL to create a national digital resource by pooling all available expertise.

Netizens believe that online education provides a more flexible learning experience compared to on-campus learning. This is not to the liking of conventional HE professionals and they continue to be skeptical about the credentials of online education vis-a-vis campus teaching-learning. They particularly debate the quality of training and skills/knowledge acquired to earn degrees, enhance their careers, or move to the next stage of the academic ladder. They also express concern about the authenticity of evaluation processes and certification. While they somehow choose to ignore that about 80% of our graduates churned out by the system lack in skills of the working professional and are therefore unemployable and GER in HE is still below 30%, they take pride in the fact that it has successfully achieved what it was designed to do. In any case, most conventional colleagues choose to operate without progressive credentials for reasons best known to them, and for sure ignorance is not delight! Society expects us to adopt, if not in a position to innovate, newer pedagogies and technologies.

While evaluating degrees awarded/earned through online education, accreditation of degree-awarding institutions assumes the most important dimension since planners, providers as well as employers would like to be assured of their standards, skills/competencies of graduates, and the quality of education/programmes. In fact, prior to acceptance of NEP-2020, only working professionals and students in the ODL system had some access to

online programmes and employers were skeptical of hiring graduates having such credentials. This was essential because the national regulating agencies like UGC and AICTE did not put faith in digital learning. But now, online programmes are accorded the same status as on-campus programmes subject to some conditions. As and when technology truly takes over the expected intermediary role for transacting education, online delivery would have to operate in hexagonal mode rather than the iron triangle of Daniel; emerge as a great equaliser for the democratisation of education (equity), increasing Gross Enrolment Ratio (inclusion) and address the last mile issues (access) for quality, transparency, and cost-effectiveness. That is, online education can be operated as a disruptive innovation. However, delivery of an online programme requires a technology platform with rich interactive content so that learners gain academic knowledge and develop problem-solving skills as well as acquire the capability of creative thinking. In the era of Technology 4.0, Artificial intelligence, big data, and deep learning are likely to generate a different skill set for getting a job in a post-pandemic digitised world. These aspects should be supported by a robust and holistic Learning Management System for the academic cycle of every learner from registration to graduation.

As mentioned earlier, reliability and authenticity of the examination, evaluation, and certification system determine the acceptability of a graduate in the job market. Therefore, to improve the credibility of the evaluation process in the online paradigm, minimise disruptions and ensure continuity, all progressive institutions should adopt reliable online examination platforms with proctoring support for online term-end examinations. Some leading universities in the country are also experimenting with an open-book examination system. Also, it would be desirable to split evaluation into formative and summative components using assignments and class tests to encourage outcome-based learning.

The online model could be supported by combining traditional and digital methodologies for the delivery of education. For instance, it would be advisable to use the flexibility (in terms of time and courses in a programme) provided by a combination

of online and offline modes for enhancing interaction and learning by students. In fact, by transforming a few programmes into mixed mode, as indicated in the NEP-2020 report, it should be possible to use the flip classroom model. With robust technology, Geography would be history and the academic world borderless. In fact, by operating in such a paradigm in these dynamic times, online learning and classroom model could progress in tandem and support/benefit mutually.

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REIMAGINING INDIAN UNIVERSITIES

‘Reimagining Indian Universities’ edited by Dr. (Mrs) Pankaj Mittal and Dr S Rama Devi Pani is a collection of essays by some of the greatest thinkers in the field of Indian higher education. Each essay in the book examines one or more of the critical topics and provides solutions and methods to overcome the issues involved in them. It provides new solutions and methods in the form of reforms and innovations to elevate Indian universities to world-class top-ranking levels. The book aims at providing a roadmap to government as well as the universities to gear themselves towards becoming more responsive to the present and future demands of higher education. Generating a corpus of new ideas that are significant for reimagining, reforming and rejuvenating Indian higher education system, Book is ‘must read’ for all those who are interested in reforming Indian Higher Education System.

The release of the book in the Annual Meet of Vice Chancellors 2020, coincides with the launch of New Education Policy. The Foreword for the Book was written by the then Minister of Education Shri Ramesh Pokhriyal ‘Nishank’.

PP: 372, Unpriced. Available at AIU Website: www.aiu.ac.in

Do Universities and Higher Educational Institutions Need Empathetic Leaders

G Gopalakrishnan*

A universal problem that currently exists worldwide is the feeling of the employee toward the management. Feeling the importance that is, there is a need for the employer of that particular employee to be badly needed in the process dictated by the situation in any organization, whether it is, an educational, medical, industrial, or social organization. Particularly in the current context, the occasion calls for a change in attitude by the leadership, to facilitate or prevent major attrition from occurring in the establishment. With a stagnant and uninterested situation, the employee feels quickly burnt out, feels desperate, and wishes to quit. The global situation has now changed considerably when financial compensation does not matter. Empathy comes in handy in handling any situation!

Indian Educational Scenario

In India, the tertiary system of education is imparted after 12 years of schooling (10 years of primary education and 2 years of secondary education). The entire Indian Diaspora is exposed to about 1043 Universities, 11,779 Stand-alone Institutions (offering diploma certifications), and 42,343 Colleges (affiliated with universities) as of March 2022.

India's Gross Enrollment Ratio in higher education rose from 27.1% in 2019-2020 to 32.0% in 2022. India has one of the largest educational systems in the world. At present, India's higher education enrollment is calculated in terms of the Gross Enrollment Ratio (GER), which is the ratio of the population in the 18-23 age group to the number of people enrolled in higher education. According to a report of 2019-2020, a total of 385,36,359 students had registered for higher education, of which about approximately 790,000 had registered for postgraduate courses. {China's gross enrollment rate in higher education reached 57.8%, with 44.3 million students on campus, ranking first in the world,

according to the white paper}. The total number of teachers is 1416299, out of which about 57.8% are male teachers and 42.2% are female teachers. At the All-India level, there are merely 73 female teachers per 100 male teachers (AISHE).

India's Demographic Dividend

As termed by the United Nations Population Fund (UNFPA), demographic dividend means, "the economic growth potential that can result from shifts in a population's age structure, mainly when the share of the working-age population (15 to 64) is larger than the non-working-age share of the population (14 and younger, and 65 and older)". The current median age in India is just 28, compared with 37 in China and the US, 45 in Western Europe, and 49 in Japan. This bulge in the working age will last till 2055.

Some of the challenges associated with this "Demographic Dividend" could be that most of the future jobs could be ones that need high skills; however, to create gainful work opportunities, India may not be able to benefit due to a low human capital base and lack of skills. At present India ranks 130 out of 189 countries in the UNDP Human Development Index, which implies that health and education parameters need to be improved considerably – to make the Indian workforce efficient and skilled!

Psychologically speaking, a large amount of empathy needs to be built in to induce the Indian Diasporas of the villages, to be inducted into up-skilling despite the hurdles and difficulties being currently faced by the have-nots, due to the informal nature of the economy!!

Sympathy or Empathy

Expressing feelings of pity for another person's discomfiture or misfortune, without really understanding or feeling what it is to be like in their situation, is defined as sympathy.

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On the other hand, understanding and experiencing the emotions, ideas, or opinions of others we ourselves, are termed *empathy*. To quote Michael Griffin in another analogy (sales context), which equally applies to any issue, “Use the 5A’s with your heart and see your customer trust and relationships improve. Showing empathy is a competitive advantage! The 5As are Agree, Affirm, Acknowledge, Appreciate, and Assure”.

Higher Educational Institutions in India

Seventy-five years since India became independent and still, we have not evolved a good educational policy! Is it that the change in governments both at the centre and the states responsible? Is it because the subject of education is on the concurrent list – manipulated and organized by both governments? When we see the advanced countries like the US, UK, Germany, Russia, and Japan, we do not see such overnight changes to the way education has been handled over the last few centuries – of course, there could be a few adjustments to meet the exigencies or perhaps the matching their curriculum or syllabi to cater to newer developments; but not juggernaut changes which we have now witnessed in the past twenty years! It is also unfair to cast aspersions on the various governments, due to the linguistic diversity of our country.

Why is India different? “As of July 2018 Census, 96.71 % population in the country have one of the 22 scheduled languages as their mother tongue”. The number of such raw returns of mother tongues has totaled 19,569, the report of the census said. More than 1600 languages are spoken in India and these languages belong to four different language families. India is called a multilingual country because of this linguistic diversity. Of academic interest, it would be interesting to note that there are four language families from where these other languages in India originated. - Indo-Aryan, Dravidian, Tibeto-Burman, and Austro-Asian/ Munda. English in India is a global language in a multilingual country. Against this background, it should be obvious, that it would be a herculean effort to standardize our systems to satisfy all our people! Further, with this, and the increase in the demographic situation, more schools, and colleges catering to various disciplines would

be needed to serve the demand, across the entire country.

Future Trends – Empathy Needed Highly

Is India’s Demographic Dividend, a Blessing or a Road Block?

In the not-too-distant future, as indicated by UNFPA, India’s population is likely to increase considerably; along with the need for schools, hospitals, employment needs, and housing, are all to be met. It can be anticipated that there is growing to be a heavy demand for all these, and there are going to be several being denied of gaining any of these facilities; as the financial involvement could be rather huge to be met by the government – again looking at our political system. Higher education is the one that needs to be looked into. Schools, Colleges, and Universities, all specialties need to be increased multiple folds. Under such a scenario, it is going to be a hard task for the governments and the private sectors, to find experienced quality teachers, doctors, and managers in academic and industrial organizations, coupled with language diversity!

Further, the existing systems would have to bear the strain of multiple-fold increases in numbers. To handle such many students obviously means handling a bigger student crowd, and a large labour force, all claiming benefits and attention. Future generations of teachers and managers, in the not-too-distant or immediate future, must have the ability needed to be more empathic towards their students and people who have different perspectives and experiences!

In a world of never-ending competition, with many employees bidding goodbye to corporations, schools, and hospitals – due to improper handling by human resources; it is quite necessary for organizations in whichever field they operate to look closely into any type of mismanagement that they notice. Mostly of course managing people! A deeper look would reveal the dissatisfaction in the working systems like hours of work, pay packages, internal rivalries, sycophancy, and contribution. Gone are the days when management was looking at the bottom line. If a good system needs to flourish, retention of good and efficient employees needs to be looked after. In settling differences, empathetic leaders would prove in handy as they would be able to effectively cultivate and maintain/ retain talent and

establish a harmonious and congenial atmosphere in the system; such leaders would be an asset to any type of organization, anywhere on the globe.

Educational System as it Exists: Does it Need an Overhaul?

All disciplines and faculties in Education, Engineering, Medical, Law, and other specialties, are being offered in both Government and private/self-financing Higher Educational Institutions, across all the States of India. All of them come under several respective regulatory bodies while adopting regulations, curricula, and accreditation. However, the functioning of many fails in certain aspects! Nevertheless, it is totally impossible for the State to absorb such huge proportions of investment in starting and maintaining the heat. In the current situation of catering to the masses, a way in between has to be arrived at. In 2025, the problem is going to be very difficult, in that the country will not be able to enjoy the “*demographic dividend*”.

“India may make up 25% of world’s workforce by 2025”: Survey. The report, however, stated that a radical reform of the country’s labour market ecosystem (including labour demand, labour supply, and labour laws) is required for converting individuals into productive people comprising the workforce. The population of productive people is referred to as the demographic dividend of the country. The report cautioned that the demographic dividend would become a disaster if India does not radically overhaul the labour ecosystem to enhance the productivity of the growing workforce”. Here again, the following needs to be considered; training the workforce is a problem, considering the following few facts: “lack of domain knowledge, lack of a mentor, transformation and missed opportunities, the gaping skill gap, the right attitude, and personality”.

Having Empathetic Leaders in Higher Educational Institutions

Qualities to Look for While Selecting Leaders?

To quote Michael Patullo, an empathetic leader should take personal responsibility for some actions though he feels that he may not be sure and not directly responsible – ‘*Empathic leaders, by contrast, can draw a distinction between the message and its in-artful, even vitriolic delivery*’

Intrinsic decisions taken by empathetic leaders could help stakeholders to calm down and also be held in high esteem by the critics, patiently answering controversial problems arising out of certain compulsive decisions that need to be taken. Only an empathetic person could head an organization, fraught with several problems. The community as a whole needs to be taken into confidence.

Empathetic leaders should speak personally about airing their views rather than institutionally. This could be of course against his own self; however, the situation could be saved. His cause is to save the institution rather than crave his own recognition. It becomes at times necessary for an empathetic leader to admit a negative approach, though, within him, he is sure that what he is doing is not the right one. Sometimes such admissions, though he is not to be blamed for such incidents, help to cool down temperaments on the opposite side; making it easier to solve a difficult issue. Empathetic leaders most of the time have the problem solving a situation at the back of their mind, rather than asserting supremacy in what they feel is correct. In such instances, the egoistic part of the leader gets suppressed for the benefit of saving the institution’s values!

Conclusion

The Indian scenario is multicultural, multilingual possessing a rich historical past! In the foreseeable future, the Indian population is bound to outstrip China, and also if development is to keep pace with population growth; then India would be ready to reap a “demographic dividend”, being a nation of a majority of the Diaspora being in the age group having a larger share of the population is in the working age of 18- 64 years!

To effectively harness this, the nation needs more of an empathetic tribe of leaders, to face the onslaught of multiple cultures and languages! Leaders who could be contributors to the growth of the country, being prepared to take the results of success and failure on themselves, rather than surviving on divisive attitudes!

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The Association of Indian Universities

The Association of Indian Universities (AIU), is one of the premier apex higher education institutions of the Country established in 1925. It is a research-based policy advice institution to the Government of India in the field of Higher Education, Sports, and Culture. Since its inception, it has been playing a vital role in shaping Indian higher education. Most importantly, AIU is vested with the power of according equivalence to Degrees/Qualifications offered by the universities across the world with those offered in India. AIU has also been mandated by the Department of School Education, Ministry of Education, Government of India to accord equivalence to the Indian Boards for the Secondary/Senior Secondary Examination vide Gazette Notification. AIU is a think tank body with the responsibility of undertaking academic activities such as: conducting Research Studies in higher education; acting as the bureau of information on higher education; liaising with international bodies and universities for the internationalisation of Indian higher education among many others. AIU conducts inter-university sports and cultural events at national and international levels. As a National Sports Promotion Organization (NSPO) it promotes sports among Member-Universities and maintains the standards in sports.

Being an apex advisory institution, it constitutes an integral part of all major decision-making committees and commissions in the country. As a representative body of Indian universities, it facilitates cooperation and coordination among Indian universities and liaises between the universities and the Government (Central as well as the State Governments) and also National and International bodies of higher education in other countries in matters of common interest. Whereas all the Indian universities benefit from its contribution, at present it has a membership of about 898 universities including 14 overseas universities from other countries viz. Bhutan, UAE, Kazakhstan, Mauritius, Malaysia Nepal, as Associate Members.

Some of the legends among many, who served AIU as its Presidents are Dr. Sarvepalli Radhakrishnan, Dr Zakir Hussain, Dr. Syama Prasad Mukherjee, Dr K L Shrimali A.L Mudaliar, Dr Akbar Hydary, Prof A C Woolner, Pandit Amarnath Jha, Sir Maurice Gwyer, Dr K L Shrimali, Prof Shiv Mangal Singh 'Suman', Prof M S Gore, Prof M S Adiseshiah, Prof M S Valiathan.

...And Thinking 'Isms' : Conflicting Arguments to Commonly Held Perceptions

Anando Dutta*

Every new turn has a new twist, and each time such an interpretation comes about there's a hustle and bustle, and urgency to appropriate it into any and every argument. New is trendy, fashionable, aspirational, and somehow superior. Novelty is a winning argument, a premise that adds tweak to the routine. The quirkiness makes this new method of presentation appear unique and the mystery becomes its protective armoury – a cloak of multiple possibilities of interpretation, abstraction and application.

New concepts are always different, always inviting, and unique. There's always such a rush to buy in, hold onto and use. The haste is an inevitability, seen repeatedly, regularly. One is therefore wondering if this hurry to accept and anoint leads us to endorse ideas that are intrinsically compromised or incorrectly assembled. So, here are some curiously contrasting views. To continue in this vein is the misleading and twisted story - design thinking.

In my view, this is grammatically wrong. What is design in such a context? Is it a verb continuing with or alongside the action following? Which could mean I'm design-thinking as one single integrated act. Is that even possible?

So, what then, is the word 'design' in this context:

- a noun or a verb?
- is it descriptive?
- is it defining the verb?
- or is it an adjective that expresses the word?
- is it an adverb?
- would it be none of the above?
- or would it be all of the above?
- or just one, and if so, which?

On the other hand, let's look at the word 'thinking' carefully. We know it is obviously implying

that the action is continuous. It is most definitely, a verb in motion. The result is also the abstract that prompts the next journey of enquiry.

So then, is it all possible for us to have (in terms of skill sets or subjects such as) -

- song thinking? or music thinking?
- literature thinking? or lyric, poetry thinking?
- geography thinking or chemistry thinking?
(Or from the point of view of professions...)
- law thinking?
- management or engineering thinking?
- film thinking?

Or any such at all? Therein lies the mystery and its own conflict, its own dishonesty, or its compromise. One could argue, each of these has a leaning, a certain bent of mind which could prompt professionals in that domain to think differently and keep with the expectations of that career. One could have a contrarian view, as well. Thinking in a way that aligns with the needs of a profession may make the professional whole, capable and respectable, possibly, maybe.

We then arrive at the next set of questions. When it was coined, was it an oversight of grammar or was there a larger motive? Was it just a convenient arrangement to arouse mystique in a common, routine interaction or was this a way to create supposedly unique arguments in a corporate minefield and appear special, and different? Was it a method to elaborately spread out and create a map of connecting dots, which are inevitable and invariable in the design formulation journey? What was it and how was it unique?

Returning to the real value of thinking to enable design as an activity. Fundamentally, at the onset genesis of using the imagination as a backdrop to visualise cross-references is human. It's something we have been blessed with as children. Looking for metaphorical linkages helps us find meaning in ideas that might be disconnected yet aligned, concepts that

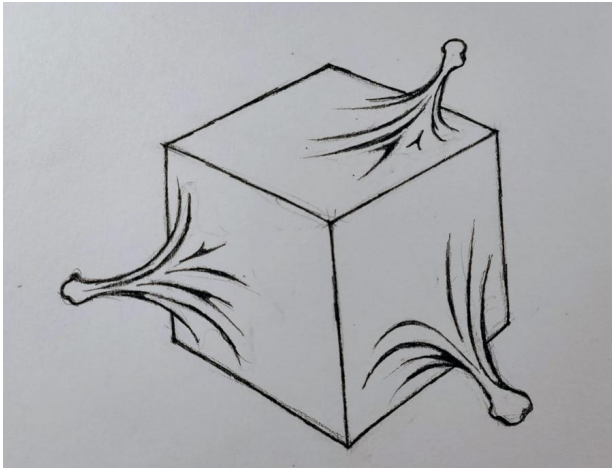
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represent likeness, and speculations that could also mean certain other things. This idea of illustrating our visualisation has always been a way to understand the challenges we face and the outcomes we seek – for the challenge at hand.

It's what we call lateral thinking. And it is loads of fun, that's another chapter in itself.

The act of design starts after. The richness of the thinking propels the visualisation. Based on the several nodes and pointers that the analysed thought process offers, one begins the journey to imagine, express and illustrate each key direction as possible ways to build options that fulfil one's design objectives. The more diverse the iterations of possibilities, the wider one's range of translation of the thought process. Wider is the potential of the resolution, arriving at a simulation that serves as a prototype – the precursor to the product that enacts change. *Another such are in-boxed assets of supposed wisdom* (Box-1).

Box-1: In-Boxed Assets of Supposed Wisdom



Many contemporary design 'isms' are floating about (predominantly in the decision-making world), some flirting with ambiguity, while others trying to muddle through troubled waters to seek out possible meandering ways to create further abstraction and mystique. Another such among the many involves the act of thinking, itself. Dreaming is exciting. It lives in a universe without borders, lives liberated and on wide wings. Free minds can be aimless, boundaryless, limitless, unreal, and wild. That's how artists think. That is where pure

art germinates, grows, manifests, and emerges to fruition.

Free minds generally roam in and abandon creating original sets of individual perspectives, and baskets of ideas, combining innermost intuitions with imagined realms. This is what one assumes creative minds do. As commonly understood - this is what designers are also supposed to do. The freer we are the wider our wings spread. The freer we are the higher we fly. Flight is everything - imagination through a convex lens, dreams that are fanciful, visions which are magical, etc. The larger this canvas, the better propositions we might have, to create more magic, newer ideas, fresher perspectives, and bolder possibilities.

Or is it?

This was our reason, our logic, direction, and purpose. These abilities defined us, these capabilities helped add numbers and zeroes to our accruals - and defined whom we became as professionals, one's accomplishments and pedigree.

And then came the box!

Of regulations in the guise of requisites. Here's what was prescribed for the Advertising world as a structural edict, certain must-haves in every print ad – lead-in, headline, body copy, crossheads, blurbs, starbursts, sign offs and qualifying lines. Every creative profession had its own set of margins and extents of similar thresholds and walls - aspects that couldn't be breached. However, enterprising the professionals or the sanctioning authority - the author lived in the protective comfort of the rule book in the rule box. In a world of predictable proportions and preordained ratios.

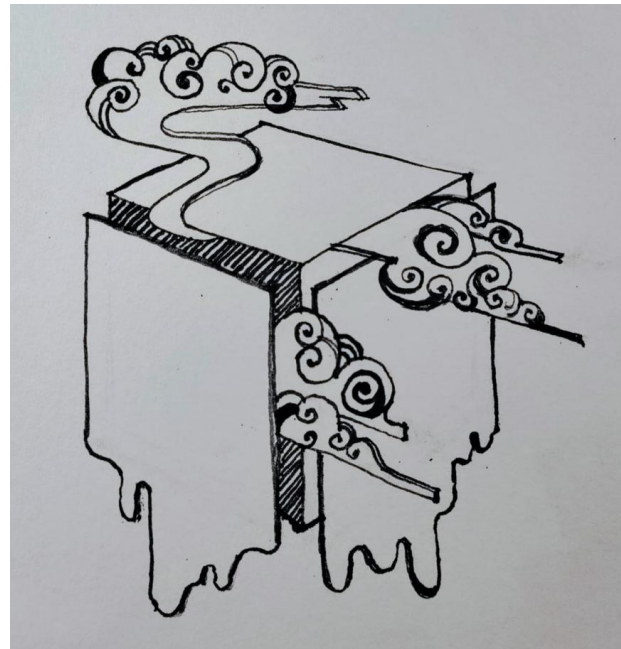
All was well, and there was peace in the industry. There were idea boxes of different sizes, living together in harmony. Some next to one another, others within other boxes. Even if they intersected into some truncated overlaps the boxes still earned their respect. At the end of each year, competitions were held for the perfect box awards and the best was elevated to become cubes. And so, it remained till another 'ism' crawled out of management school - thinking out of the box - *lalaaa!!!* and the *hoopla*. how do you think our poor old cube would have felt!!

Out of the box also meant outside of the box, which could imply apart from the box. Which could mean somewhat or barely connected with the box or emerging from the noise inside the box or gravitating to the calm of the outside. No one dared to unbox or unpack the walls. Everything was divided+- into two parts, inside the box was considered siloed, constrained, short-sighted and not outward-looking. Largely, broadly, meaning - old fashioned, uncreative, therefore not useful. Another example of them and us syndrome, without an arguable mid-section platform, is very similar to the currency of the times – a mirror of our social predicament. Those outside-of-the-box ideas rejoiced, celebrated, and enjoyed the limelight of the day, evening and starlight. Their cubes became dots and whatever else.

The irreverent ones amongst us kept saying - which box, what box, where box, and why should anything about ideas and creativity have to do with boxes, and whose box is it anyway? Round upon round, glove in glove, fist for fist and bell after bell - square, box, cube and whatever else.

And those inside the box remained silent, introspective, reflective, and spiritual. these ideas mingled and learnt. Each of them shares the others' experiences. Until one day, some of them found a way to open some windows on the walls of the box - to let the light in, breeze in, to let the immersed

Fig-2: Out-of-Box Thinking



sense breathe out into something more than the ideas on the outside - richer, weightier, and wiser (Out of Box).

Acknowledgement

Ideas expressed in this article are the author's own and have no bearing or representation to people, institutions or arguing positions of offices.



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Life Skills Training for Undergraduate Students to Achieve Sustainable Development Goals

Prerna* and Anjali Bajpai**

Life skills are the group of competencies, required to deal effectively with the demands and challenges of daily life, it helps in choosing appropriate consumption patterns to act as a creative, compassionate, and productive citizen. It can be imbibed and improved through practice and training. Inculcation of these skills became necessary for all individuals and especially for undergraduates as the demands of the competitive world have shifted towards skill development. Undergraduate includes those maximum population of the country who takes social responsibility and contributes to economic development, national development, and planet sustainability. Sustainable development is the path to a better future for everyone. It establishes a framework for achieving economic growth, social justice, environmental protection, and improved governance. The dream of accomplishing it can be achieved by joint efforts of the members of the country.

Life Skills can be conceptualized as a set of Psychological, Social, and Cognitive competencies that can be developed through training. It converts knowledge, attitude, and values into positive behavior to deal efficiently with the demands and challenges of daily life. WHO (1997) suggested ten core life skills for all Self-awareness, empathy, critical thinking, creative thinking, problem-solving, decision-making, interpersonal relationships, coping with stress, and coping with emotions. Besides these, there are many more life skills and their importance varies according to the person and situation. Development of these skill sets empowers young minds for survival in personal, professional, and social life which ultimately contributes to the development of the nation and the world we live in. The Sanskrit phrase '*Vasudhaiva Kutumbakam*' which means the world is one family taken from *Maha Upanisad*, indicates the core value of our culture, which inspires us to walk on the path of

development together with the world. Therefore, contributing to solving the world's problems, which are known as Sustainable Development Goals. Sustainable Development Goals (SDGs) were set up in 2015 at United Nation General Assembly and targeted to achieve by 2030. SDG is an extension of the Millennium development goals (MDG) which has been started in September 2000 and is targeted to achieve by 2015. There were eight goals listed under MDG namely, eradicating extreme poverty and hunger, achieving universal primary education, promoting gender equality and empowering women, reducing child mortality, improving maternal health, combating HIV/AIDS, malaria, and other diseases, ensuring environmental sustainability and develop a global partnership for development.

According to Brundtland Commission (1987), Sustainable development aims to maintain economic advancement and progress while protecting the long-term values of the environment, it provides the framework for the integration of environmental policies and development strategies. SDGs are people-centered and planet-sensitive agendas which provide a comprehensive vision for all. The aim of SDG is to balance economic, environmental, and social needs allowing prosperity for now and future generations. Gandhi ji had said that one day needs of the world would shift from a consumer society to a conservation society (Hind Swaraj, 1910). SDG is a collection of seventeen global goals such as eradicate poverty, zero hunger, good health and well-being, quality education, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth, industry, innovation and infrastructure, reduced inequality, sustainable cities and communities, responsible consumption and production, climate action, life below water, life on land, partnerships to achieve the goal. These goals can be organized into clusters by looking into the main components under the theme of people, planet, prosperity, peace, partnership, and dignity. These goals have been decided after looking into common problems of the world. These are interrelated goals and the achievement of one positively affects the achievement of another. Education plays a major role

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in the achievement of all other goals. Education has always been advocated as the ultimate tool that can emancipate the world from the shackles of ignorance, and poverty, inequality, and underdevelopment. (Pereush,1998). Curriculum plays important role in achievement of educational goals. According to , Curriculum is a tool in the hands of artist to mold his material according to his ideals in his studio. Curriculum planning is based on the values, dreams, and desires of nation to create link between knowledge and workplace. Content of curriculum constitute knowledge, attitude, values, and skills which society intends to impart to the citizen through the school and socializing agents. It is felt that the wealth and poverty of a nation depend on the content of the curriculum. Therefore, modern education demands a skill-based curriculum for every grade of students. University Grant commission has taken initiatives to develop a life skill-based curriculum for graduates to guide them to unlock their true potential and make them socially responsive or valued citizen. Life skills suggested by UGC for graduates are:

- Communication skills can be defined as the ability to share ideas and feelings effectively. The ways of communication include skill of listening, speaking, reading, and writing, digital literacy, effective use of social media and nonverbal communication.
- Professional skill refers to the ability to be helpful in workplace. It includes career skills and team skills also.
- Leadership skills required engaging with people and convincing them to accept vision or goals and Management skills are required to manage people and resources.
- Universal human values are practice of love, truth, non-violence, righteous conduct, renunciation, compassion, and service are commonly accepted universal human values. These skills development is suggested in graduate curriculum with the objective to make them competent and responsive citizens to contribute to the development of nation and globe as well. Nair, P.K. & Fahimirad, M.(2019) in their study had aimed to identify students' perceptions and competencies after completing life skills modules and also elaborated importance of life skill for work place. They suggested that embedding the life-skills program in the university curriculum plays a key role in shaping students' personal, social, professional and interpersonal skills such

as: team work, communication, leadership, time management, decision making and problem-solving. Prajapati & Sharma & Sharma (2017), studied the significance of Life skill Education. Their study aimed on the importance of life skills education and the advantages of imparting life skill education in our curriculum. They suggested that proper implementation of life skills education is needed, and it is helpful for overall development of students. Shakya (2016), in her study titled 'Developing life skills education for sustainable development of students', conducted on 200 randomly selected students from 5 schools of Panchkula, to analyse the development of a life skill in students' through education, suggested that that life skills education can be beneficial in targeting negative behaviors in children as well as encouraging sound values and actions. Various studies and their findings indicate the link between Life skills training and SDGs. They suggest that inculcation of life skills in an individual results in acquiring better personal, social and economic development as well as becoming sensitive to the planet Earth and its' resources.

Constitutional Provisions in India to Achieve Sustainable Development Goals

Various provisions are accorded in the constitution of India, which seems relevant in the achievement of SDGs. Some of them are mentioned here, Article 45 and Article 21 A, were inserted during 82nd amendment of constitution, talks about education of students. Scheduled caste, scheduled tribes' women and minorities have been focused under article 46, 15(1), (3), 29 & 30. The Constitution of India grants equality to women and allows the state to adopt measures of positive discrimination in favor of women. Under the Articles 14, 15, 15(3), 16, 39 and 42 of the Constitution equal protection of law; prohibits discrimination against any citizen on the grounds of religion, race, caste, sex or birth place and guarantees equality of opportunity to all citizens in matters relating to employment are mentioned. Although Right to Health is not included as an explicit fundamental right in the Indian constitution, most provisions related to health are mentioned under the Directive Principles. Some fundamental duties under part 4A were added by the 42nd amendment in the constitution for the protection of environment and national development. Article 51 A (g) and Article 51 A (j) are important in this regard.

Policy Initiatives in India to Achieve Sustainable Development Goals

The entire world is bonding together to solve global problems. India is committed to reaching the SDGs, which are reflected in their national development goals. Various schemes have been introduced by the government of India to eliminate poverty, promote gender equality, and address environmental protection and climate change. The government of India runs anti-poverty programmes to assist the poor, such as the *Pradhan Mantri Jan Dhan Yojna* (2014), which is a financial inclusion programme for the poor. Widows, older people, and the handicapped are provided with pension plans. Providing employment opportunities to the underprivileged sections of society under MGNREGA(2005). The *Deen Dayal Antyodaya Yojna* is initiated to provide skill training for poor people to make them employable. Some other programmes have been running side by side to provide nutrition and food security to the needy sections of society. The Midday Meal (1995) is one of them. It aims to provide meal to the students at government primary schools. The government also provides food grains to the poor monthly at low cost. Various measures have been taken by the government of India to promote gender equality, such as the *Beti Bachao Beti Padhao Scheme*(2015), to make girls socially and financially independent and create awareness to balance the sex ratio. The government providing loans to women for small-scale business start-ups through programmes such as *E-Haat*(2016), *Stand up India*(2016), and *Mahila Shashaktikaran*(2021) to make them financially independent. *Make in India* (2014) and *Start-up India*(2016) are other schemes to promote economic growth through small-scale business set up. Other than this, some programmes have been running to ensure environmental sustainability, such as the *Blue Revolution*(1985-1990), the *Namami Gange Programme*(2014), and the *Swachh Bharat Abhiyan*(2014), etc.

Current Status of India

According to the report presented by NITI Aayog in year 2020-2021, The country's overall SDG score improved by 6 points from 60 in 2019 to 66 in 2020–21. The SDG India Index computes goal-wise scores for each State and Union Territory. These scores range between 0–100. The higher the score of a State/UT, the greater the target achieved.

If a State/UT achieves a score of 100, it indicates that it has achieved the 2030 targets. Based on their SDG India Index score States and Union Territories are classified as: Aspirant: 0–49, Performer: 50–64, Front-Runner: 65–99, Achiever: 100 (NITI Aayog, SDG Index 2020-2021)

The status of different states and UTs' has been shown in Figure-1, based on their efforts made to achieve SDGs. Top and bottom 5 states are given in Table-1.

Fig-1 Status of Different States in Achieving



Challenges in the way

Although the country is assuming public liability to accomplish the SDGs, there are many challenges in the way. The major challenge for India is to devise suitable indicators to effectively assess the progress of the SDGs. Regardless of India's earnest attempts to make poverty alleviation a priority after freedom, India has the biggest number of individuals living below the neediness line. Due to a lack of optimized funds, the advancement of achieving SDGs is hindered. Although NITI Aayog is relied upon to assume a significant part in taking responsibility for the execution process, the individuals from the Aayog have communicated

Table-1 Top and Bottom States in SDGs

Top 5	State	Score	Literacy Rate
	Kerala	75	96.2%
	Himachal, Tamilnadu	74	86.6%, 80.1%
	Goa, Uttarakhand, Karnataka	72	88.70%, 87.6%, 77.02%
	Sikkim	71	81.42%
	Maharashtra	70	88.38%
Bottom 5	Chhatisgarh, Nagaland, Odisha	61	70.28%, 66.59%, 72.9%
	Arunachal Pradesh, Rajsthan, Meghalaya, Uttarpradesh	60	65.38%, 66.11%, 74.4%, 67.68%
	Assam	57	72.19%
	Jharkhand	56	66.41%
	Bihar	52	69.83%

Ref: NITI Aayog SDG Index Annual Report

their interests consistently about the restricted labor they need to deal with tasks. Incomplete coverage of data is one more element that has hampered the estimation of the progress of SDGs.

Pedagogical Practices for Education for Sustainable Development

Traditional approach of teaching focuses on rote memory and transfer of knowledge through chalk and talk where learner acts as passive participants. In modern era demand has shifted towards active learning and skill development of an individual which requires independent environment for dialogue and practice. Global action program on education for sustainable development have been initiated in 2009 in partnership of Germany, India, Mexico, and South Africa. It aims to integrate principles, values, and practice of sustainable development into all levels and types of education. Education for Sustainable development is systematic, problem solving, future and action-oriented approach to social change for more sustainable world. Suggested approach for education for sustainable development under GAP are:

- Learning using value-based indicators are problem centered, inside-out approach. Aim of this approach is to remove value action gap.
- Active learning using images and objects are experiential learning approach which encourages collaborative learning and critical thinking.
- Learning through social innovations are enquiry-based learning which allows exploration of immediate community.

These are suggestive but not absolute practices. Country has adopted different pedagogical practices according to their need, although these are almost similar. In Indian context UGC has suggested to adopt blended or hybrid learning approach to develop skills which will help in creating awareness in graduates for the problems to make them competent enough to act as partner to solve global issues. This includes the following:

- **Project-based learning-** This is student centered approach in which student acquires deeper understanding through active exploration.
- **Demonstration-** It is activity centered approach which allows connect theory with practical for better understanding.
- **Group discussion-** It is child centered approach where group of students share their ideas on a problem.
- **Case Study-** It involves in depth observation of any situation where student gains direct experience.
- **Use of ICT-** integration of ICT with lesson makes learning more enjoyable and students remain more engaged in the process.

These practices should be integrated in all undergraduate curriculum as a part of value added essential credit papers.

Conclusion

The goal of education must change according to the need of the world. Now we need to think beyond literacy and numeracy skills. Education should focus on learning to live on a planet. Education for sustainable living aims to provide knowledge, skills,

attitudes, and values to become productive members of society. Demand of society and the workplace has been shifted towards skill development. These issues necessitate education that will enable individuals to be competent or skilled. Skill-based education allows individuals to make informed decisions, access better employment opportunities, increase their purchasing power for food, clothing, access to better health care and develop values of respect for the Earth's resources and living beings. The development of skills in graduates will aid in the achievement of the SDGs because they are the actual people who go to the job market and contribute to the social and economic development of the nation. Incorporating life skills into university curricula is one way to meet the demands of the workplace. Our Indian constitution has also played a vital role, as it has made several provisions for the protection of people and the planet that are jointly addressed in the SDGs. Various programmes have been initiated by the government of India to achieve these goals. In spite of all these efforts, India's performance is not up to the mark. NITI Aayog is entrusted with the task of coordinating SDGs in India. According to the annual report released in 2020–2021, the literacy rate of bottom five states is lesser than the national average literacy rate, except Andhra Pradesh and the literacy rate of the states which are in the top five category is higher than the average national literacy rate. Therefore, we can conclude that education may be the reason behind it. On this ground, it is suggested that there is an extreme need to equip graduate students' with quality education so that they can contribute to maintaining social, economic, and environmental sustainability and work for the betterment of the Earth in the future.

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Weblinks

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- <https://mospi.nic.in>
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Success is Achieved through Consistent Efforts and Discipline

Thiru R N Ravi, Hon'ble Governor of Tamil Nadu delivered the Convocation Address at the 33rd Convocation Ceremony of Sri Ramachandra Institute of Higher Education and Research, Chennai on December 10, 2021. He said, "If you want to succeed and sustain in your career you must always keep your knowledge and skills updated. Learning, you must realize, is a lifelong process and it is never too late to learn something new and acquire knowledge and new skills. In your profession communication is a very much sought-after skill. Putting belief in God, do your duty with sincerity and you will certainly be rewarded. Happiness comes from within and sharing with family and society at large." Excerpts

I am very happy to participate in the 33rd Convocation of Sri Ramachandra Institute of Higher Education and Research. I am glad that it is the first Deemed University function I am participating, after assuming office as Governor of Tamil Nadu which is known and admired for its ancient culture, language, literature and above all for one of the ancient systems of Indian medicine, the much acclaimed Siddha. I thank Shri Venkataachalam, Chancellor, for having invited me to participate in the Convocation and to address the young graduands.

Let me at first offer my heartiest congratulations to all the graduands who will be receiving their degrees in medicine and allied health sciences and to those meritorious students who will be awarded gold medals, at today's Convocation and their happy and proud parents. I wish you all the very best in all your life and career.

All the graduands and students should be also thankful to one of the great sons of Tamil Nadu, Shri N.P.V. Ramasamy Udayar, who founded this citadel of learning way back in the Eighties, diverting all his energies from a successful, lucrative business, to establishing a medical college, with a single minded dedication. The great edifice so assiduously built by him, is his legacy bequeathed to his son, Shri Venkataachalam, Chancellor, to carry on the noble service of providing quality health care and education to people of this country. That has carried on the legacy with much success is evident from the fact that today Sri Ramachandra Institute of Higher Education and Research is one of the most trusted and top ranked institutions sought after for health care and education in our country. I take this opportunity to congratulate Shri Venkataachalam on this remarkable achievement. I understand he is being ably assisted by his son Shri R.V. Sengutuvan, the Pro-Chancellor.

Dear Graduands, you are fortunate to have been given an opportunity to study in this institution, which has been accredited with the highest NAAC grade of A++, besides securing top ranks in the Govt. of India NIRF Ranking consistently. Despite the challenges posed by the Covid-19 pandemic, your teachers have given their best to offer teaching and training in the blended mode, without in any way impacting the quality of education.

From the report presented by the Vice-chancellor, I learn of the many significant achievements of your esteemed institution in education, health care and research and of the valiant and successful battle you waged against the Covid-19 pandemic, under the able stewardship of the Chancellor. I am happy to learn that this Deemed University is offering 152 courses of study including a number of innovative and job-orientated programs, in the disciplines of Medicine, Dentistry, Management, Engineering & Technology, Para-Medical Sciences and Allied Health Sciences and that more than 7,600 students are on the roll, receiving teaching and training in the University campus.

I would like to appreciate Research focus that the Institution is providing, and I hope that the BIRAC-BIO-NEST Incubator Project in collaboration with Government of India, first of its kind allotted to Healthcare University and this will bring out innovative startups in the region.

It is an acknowledged fact that the greatness of any institution is measured only by the success it achieves under trying and challenging times. The fact Sri Ramachandra could come out unscathed with considerable achievements during the pandemic period, speaks volumes of its greatness. Once again, I take this opportunity to congratulate the Chancellor,

Pro Chancellor, Vice-Chancellor, faculty, students and staff on these singular achievements.

I must mention here that precisely this is the kind of character expected of higher educational institutions in the National Education Policy 2020 of the Govt. of India, I quote

“Education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education - while indeed an essential goal in its own right - is also critical to achieving an inclusive and equitable society in which every citizen has the opportunity to dream, thrive, and contribute to the nation. Students are the prime stakeholders in the education system. Vibrant campus life is essential for high-quality teaching-learning process.

The COVID-19 pandemic has thrown us many challenges, impacting almost all spheres of activities. I am extremely happy to note that your Institution has faced the pandemic challenges with courage, fortitude and resilience. The healthcare given by Sri Ramachandra Hospital to the covid -19 patients is praised by all beneficiaries both for inpatient and outpatient services including online consultation. Unmindful of the risks, the doctors, nurses and para medical staff had toiled day and night to bring relief to those afflicted with the disease, ably supported and guided by the Chancellor and Pro-Chancellor. We thank them all from the bottom of our heart.

It is heartening to know that during the period of COVID-19 pandemic, the Doctors, Nurses, Technicians and other frontline warriors of Sri Ramachandra Medical Centre and Hospital have done a wonderful job, throughout day and night, to mitigate suffering of patients who were infected with Corona Virus and that more than 5100 patients have returned safely to their homes. My homage to the frontline warriors who lost their lives due to Corona infection they had while they were treating the affected in-patients in Sri Ramachandra Hospital.

The pandemic has shown us the need for holistic approach in healthcare. It is relevant to quote from NEP 2020 here -

“Healthcare education shall be re-envisioned such that the duration, structure, and design of the educational programmes are as required

for the roles that graduates will play. All MBBS graduates must possess (a) Medical skills, (b) Diagnostic skills, (c) Surgical skills, and (d) Emergency skills. Students will be assessed at regular intervals on well-defined parameters primarily for the skills required for working in primary care and in secondary hospitals. Quality of nursing education will be improved. Given that our people exercise pluralistic choices in healthcare, our healthcare education system must be integrative: this would mean, illustratively, that all students of allopathic medical education must have a basic understanding of Ayurveda, Yoga and Naturopathy, Unani, Siddha, and Homeopathy (AYUSH), and vice versa. There shall also be a much greater emphasis on preventive healthcare and community medicine in all of healthcare education”

I am very happy to note that the significant achievements of the faculty and students in research, as evidenced by publications in reputed international journals and the awards and recognitions received, as mentioned in the report of the Vice-Chancellor. It is in tune with the NEP 2020 which states that “Research and innovation at institutions in India, particularly those that are engaged in higher education, is critical. Evidence from the world’s best universities throughout history shows that the best teaching and learning processes at the higher education level occur in environments where there is also a strong culture of research and knowledge creation; conversely, much of the very best research in the world has occurred in multidisciplinary university settings.”

Dear Graduands, you are fortunate to be the alumni of such a great institution. By your deeds and achievements in your career and life you must make your alma mater and your parents proud. I must emphasize that you must never fail the hopes and dreams of your beloved parents who have sacrificed so much for your education. Always remember that because of your parents and teachers that you are able to get a coveted degree, which will enhance your progress in life. The best way to show your gratitude is to work hard and achieve in your life, which make them feel proud of you.

Education in all fields have taken strides very rapidly and there is knowledge explosion all round. If you want to succeed and sustain in your career you

must always keep your knowledge and skills updated. Learning, you must realize, is a lifelong process and it is never too late to learn something new and acquire knowledge and new skill. In your profession communication is a very much sought after skill. Putting belief in God, do your duty with sincerity and you will be certainly rewarded. Happiness comes from within and sharing with family and the society at large.

My dear Graduands, I would like to quote a few lines from the (virtual) Convocation address of Hon'ble Prime Minister of India, Shri Narendra Modiji at Tezpur University.

“In the journey of life, we have to face many difficulties, climb many mountains and cross many rivers. This is not a one-time job. You climb one mountain and then move towards the other. With every mountain climbing, your information also expands, your expertise increases and your perspective is inclined for new challenges. Similarly, rivers also teach us a lot. Rivers consist of many auxiliary streams and then merge into the sea. We should also seek knowledge from different people in life, learn and achieve our goals by moving forward with those lessons.”

“The performance of our players on the cricket field is important not only in sports; it's also a huge life lesson. The first lesson is that we should have faith and confidence in our ability. The second lesson is about our mindset. If we move forward with a positive mindset, the result will also be positive. The unnecessary pressure that we put on ourselves we will emerge fearless also.”

“Remember just one thing, if your purpose is high, you will not be affected by the highs and lows of life. The next 25-26 years of your life are going to determine your career as well as the destiny of the country”.

My dear Graduands, a great future awaits you, if you work hard and sincerely and always give your best to whatever assignment before you. Success does not come in a day. It is achieved through consistent efforts and discipline. I have great hope that you will flourish in the days to come. You have to be innovative,

attentive and creative. You will find time to consider how this world might be changed for the better. You might well do something yourself, large or small, that will help to bring about much needed change. Build team spirit amidst you! We all understand that you spend many time hours on your work and profession, but please don't forget that you have to provide quality time to your family as well.

You are ready to chart your own course forward, building on the knowledge and first principles you have learned as students here. Today's world is very much a globalized one. And as graduates of a Sri Ramachandra Institute of Higher Education and Research, with an international reputation, you are very well positioned to lead and contribute in this world. As graduates, you are ready to make a profound difference as the next generation of global leaders in your fields—here in India and around the world in keeping with the mission and vision of the organization. I am sure; you have been empowered by your teachers with knowledge with a good value system.

I will conclude my address by a quote:

“That progress didn't happen by accident or fate. It was the result of people just like you who made a commitment that whatever else they did with their lives and careers, they would contribute to this shared mission of propelling us all forward. These are not easy times. But we will get through them. And with your leadership, the world will be stronger than before.”

I offer my heartiest greetings to the Chancellor, Pro Chancellor, Vice Chancellor. Faculty and students on this auspicious occasion. May Sri Ramachandra Institute of Higher Education and Research grow from strength to strength and serve the people of our great nation in the best possible ways in healthcare, multidisciplinary education and research.

I once again congratulate you young graduands and wish you the very best in your profession and life.

Jai Hind.

□

Book Review

An Endeavor for Posterity

Suresh Kumar Lau*

Luthra, Anju; Sharma, Pramod C.; and Padyal, Anjum (2022). *Yoga and Stress Management*, New Delhi: Pinnacle Learning, Paperback, pp 104, Rs.150/-.

Being active for 30 minutes every day can give one more energy than ever. This activity will help control weight which will in turn help to prevent most diseases the of modern day. The practice of yoga has helped a great degree to crores of people. Dating back several thousand years, used mostly by sages and saints of India, Yoga is now practiced across the world. Yoga has begun to orient itself to suit people's needs and contemporary lifestyles. Yoga helps in the prevention and mitigation of diseases and provides care for modern lifestyles and the promotion of health. It is not a religious practice but a spiritual practice. Yoga means the union of *Atma* (the individual soul or spirit) with *paramatma* (the universal soul) in order to achieve a state of enlightenment or oneness with the universe.

According to Maharishi Patanjali, an ancient Yoga Philosopher, who compiled *yoga sutra* around the 3rd or 4th century B.C., there are eight ways to achieve oneness. *Yama* or eternal vows, *niyama* or observances, *yoga asanas* or yoga postures, *pranayama*, or breath control exercise, *Pratyahara* or withdrawal of the senses from distractions of the outside world, *dharma*, or concentration-meditation and *samadhi* or the ultimate stage of yoga meditation.

Pranayama is a combination of all practices that have shown to be effective for stress, obesity, skin disease, diabetes, insomnia, arthritis, blood pressure, improving flexibility and muscle joint mobility, toning, and building muscles, treating muscular-skeleton conditions such as knee pain, increasing endurance, creating balance and grace, improving digestion, improving gut problems, boosting immune response, mind, and body sharpening concentration. It is quite effective to help with weight loss plateau, etc. In view of today's modern yet stressful life, yoga is necessary

for everyone, especially in the post-pandemic world. The word is in turmoil, and it has become a challenge to make sense of it.

Stress – another name for the fight or flight response is stress reactivity. Stressors come in many forms such as biological, toxin, heat, or cold. Other are psychological such as a threat to self-esteem or depression, and sociological such as unemployment or the death of a loved one. And there are philosophical stressors such as how to be the best and deciding one's purpose in life. These stressors do not necessarily mean you are stressed. They only have the potential for triggering stress, whereas yoga or exercise can be a perceptive intervention as well. Exercise or yoga can help in managing stress by reducing tension, progressive relaxation, psychological relief, and selective awareness. Yoga or exercise produces endorphins that make one feel better.

One of the most influential books on the topic, *Yoga and Stress Management*, a textbook for (Generic Elective paper on Physical Education at the University of Delhi) was written by a trio of authors. Anju Luthra, Associate Prof. in the Department of Physical Education and Sports at Jesus and Mary College, University of Delhi (DU), Pramod C. Sharma (aka Pramod Shastri), Assistant Prof. Kirori Mal College, University of Delhi, Anjum Podyal, Assistant Professor, Deshbandhu College, University of Delhi. This book also includes the efforts of Ms. Anuradha Jha for demonstrating the practical aspect of yoga and Mr. Bhupinder Singh with his comprehensive and competent ability in photography.

The book has broadly been divided into three units as per CBCS. The first unit is dealing with the introduction, meaning, definition, importance, origin, and historical development of yoga. The second unit is related to the asanas, and the third unit is related to stress management which explains the basic concept, causes, and effects of stress. This book is a good reference for everyone. □

* Former Associate Professor, University of Delhi; Consultant, Limca Book of Records; Consultant Editor, Sports Kreedaa; and Vice President at Noida College of Physical Education, Noida. Residence: S-071 DLF Capital Green, Shivaji Marg, New Delhi-110015. Email: neelamlau@gmail.com.

CAMPUS NEWS

Faculty Development Programme on The Latest Perspectives of Research

The eleven-day Faculty Development Programme on ‘The Latest Perspectives of Research in Behavioural Sciences (Interdisciplinary)’ was organized by the Department of Teacher Education, School of Education, Central University of South Bihar, Gaya, under Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT) Scheme of Ministry of Education, Govt. of India from November 21–December 01, 2022 through online mode. The main objective of the programme was to acquaint the teachers of higher education institutions with the new techniques and strategies of research in behavioural science.

The Inaugural Session of the programme was chaired by Prof. Kameshwar Nath Singh, Vice Chancellor, Central University of South Bihar, Gaya, and Prof. Harikesh Singh, former Vice Chancellor, Jai Prakash University, Chapra, Bihar was the Chief Guest of the programme. Prof. Kameshwar Nath Singh made the audience and participants mesmerized with his words of wisdom in his presidential address during the session. He stated that research is a rigorous practice which needs passion, perseverance, honesty and dedication. It makes the teachers capable and competent enough to bring quality education.

Prof. Harikesh Singh, in his speech in the inaugural session, emphasized that every research must add an iota of knowledge to the existing knowledge. He said that the Indian Knowledge System must be given priority in research through the medium of Indian languages. A total of 113 participants from various universities and colleges across 20 Indian states took part in the programme. A total of 25 resource persons (1 from Indiana University, USA and 24 from different reputed universities/institutions of the country) contributed to the programme by enlightening and enriching the participants on the latest perspectives on research in behavioural sciences across 40 sessions during the programme.

The main focus areas of discussion in the programme were Introduction to Research and its types, pre-positivism, positivism and post-positivism

in research, qualitative research perspectives in relation to quantitative research perspectives, qualitative approaches to study human behaviour, quantitative and qualitative research tools, behavioural science research and research in general sciences-A comparison, experimental research and its designs, semantic differential analysis, Q-methodology, The context and techniques of using statistics in behavioural research, uses of statistical software for data analysis in behavioural research, historical research-A qualitative research method in behavioural sciences, policy analysis- purposes and processes, grounded theory research, ethnomethodology, symbolic interactionism, narratives, phenomenological research, discourse analysis, interpretative study, naturalistic inquiry, participatory research, case study, content analysis, triangulation, significance and process of using mixed methods research in behavioural sciences, behavioural research for innovation and development, frontline areas of behavioural research, interdisciplinary research in behavioural sciences- the way forward, research issues in diversified behavioural sciences- social sciences, psychological sciences, educational sciences and other such fields, issues of quality of research in behavioural sciences- the global perspective and others.

The valedictory session was chaired by Prof. Prakash Chandra Agarwal, Principal, Regional Institute of Education, NCERT, Bhubaneswar. He inspired the participants to be honest and transparent while conducting research in behavioural sciences. He suggested that research requires patience and is a time-consuming affair, therefore, mutual cooperation or collaboration is important in the process of conducting research. The active involvement and cooperation of Prof. Kameshwar Nath Singh, Vice Chancellor, Central University of South Bihar, Gaya led the programme towards its success in the self-sustaining mode. Prof. Kaushal Kishore, Head, Department of Teacher Education, and Dean, School of Education, Central University of South Bihar, Gaya provided help and cooperation for making the programme successful.

Dr. Tapan Kumar Basantia, Nodal Officer of the PMMMNTT Scheme and Associate Professor, Department of Teacher Education, Central University

of South Bihar, Gaya was the Coordinator of the programme.

The programme was coordinated by Dr. Tapan Kumar Basantia, Nodal Officer of the PMMMMNMTT Scheme and Associate Professor, Department of Teacher Education, Central University of South Bihar, Gaya. Dr. Mitanjali Sahoo, Assistant Professor, Department of Teacher Education, Central University of South Bihar, Gaya and Dr. Sandeep Kumar, Assistant Professor, Department of Teacher Education, Central University of South Bihar, Gaya were the Co-coordinators of the programme. The programme acted as a platform to acquaint the faculty members of Higher Education Institutions across the country with the contexts, processes, outcomes, issues/problems, challenges and future prospects of research on behavioural sciences, especially from interdisciplinary perspectives.

National Conference on Emerging Issues in Functional Areas of Management

A two-day National Level Conference on 'Emerging Issues in Functional Areas of Management' is being organised by the Department of Business Administration, Vidyavardhaka College of Engineering, Mysuru (Karnataka) during March 24–25, 2023. The primary objective of the event is to provide a platform for Academicians, Professionals and Researchers for a comprehensive deliberation on the contemporary issues in the fields of accounting, finance, banking, insurance, human resource management, marketing management, etc.

Economies all over the world are witnessing remarkable changes/developments and this is true even in the case of India. This is also true even in the case of the Indian industrial economy – from protectionism to market economy, from labour-intensive to capital-intensive, from agrarian to service economy, etc. Consequently, there have been substantial changes in the management of crucial functions such as financial management, banking and insurance services, accounting, human resource management, marketing management, etc. The Subthemes of the event are:

- ***Accounting and Finance.***
- ***Banking and Insurance.***
- ***Human Resource Management.***
- ***Marketing Management.***

For further details, contact Conference Secretary, Dr. J Madegowda, Professor, Department of Business Administration, Vidyavardhaka College of Engineering, P B-206, Gokulam III stage, Mysuru–570 002 (Karnataka). E-mail: jmadegowda@vvce.ac.in. For updates, log on to: www.vvce.ac.in.

International Conference on Uncertainty, Social Entrepreneurship and Role of Technology

A three-day International Conference on 'Uncertainty, Social Entrepreneurship and Role of Technology' is being organized by the Centre for Social Entrepreneurship (CSE), School of Management and Labour Studies, Tata Institute of Social Sciences (TISS), Mumbai during February 22-24, 2023 at its Mumbai Campus.

Entrepreneurship requires action (intentional behaviour), and so does social entrepreneurship. Therefore, to be an entrepreneur/social entrepreneur, the critical is to act on the identified opportunity. However, whether entrepreneurial action occurs, depends on how much one must rely on one's judgment, which, in turn, depends on the degree of uncertainty experienced in the decision of whether to act (McMullen and Shepherd, 2006). It clearly indicates the importance of how it occurs (the process of entrepreneurship) and the individual, who does it (decision-making of the individual).

At the same time, the concept of 'uncertainty' has been of interest to researchers, particularly in areas concerned with decision-making and knowledge (Wakeham, 2015). It inevitably establishes a strong connection between the two, i.e., uncertainty and social entrepreneurship. It becomes crucial to understand the act of decision-making of an individual under uncertainty in order to understand social entrepreneurship. Sometimes, crisis creates uncertainty, and in order to respond to the fluid nature of the crisis, decision-makers need to break out of existing patterns by focusing on social entrepreneurship.

Social entrepreneurship drives societal transformations, and social entrepreneurs concurrently act to address particular social issues and problems and empower transformational progress throughout the system (Gandhi & Raina, 2018). They also play important role in the recovery of areas struck by natural disasters (Chandra and Paras, 2020). They solve social and/or environmental problems and

create social value. Social entrepreneurs are known as ‘change agents’ (Nicholls, 2006). Not only do they face various forms of uncertainty in the process of solving the social problem, but sometimes, they also initiate entrepreneurship to address the problem created by the uncertain situation. In other words, like any other entrepreneur, a social entrepreneur also operates in the same uncertain world.

We have all witnessed how technology has enabled us to address many of the challenges created by the COVID-19 pandemic. For example, telemedicine services, work-from-home options and remote collaboration, and online school/college classes, to name a few. Technology has become a critical enabling tool for governments, international health organizations, and populations to enhance our collective response to the crisis (Mansouri, 2020). The current crisis has brought in many innovative use cases for existing technology. Tunisia deployed robots to check their awareness of lockdown rules and the reason for people’s movements during the lockdown. African countries, such as Kenya, have turned to mobile money as a public tool (ibid.). In India also, many start-ups have come forward to address the challenges during the pandemic. In response to the shortage of ventilators for critical care, start-ups such as Nocca Robotics, Aerobiosys Innovations and AgVa Healthcare are developing low-cost, user-friendly, and portable ventilators that can be deployed even in rural areas of India (Sahasranamam, 2020). There is a need to enhance the entrepreneurial mindset, technology adoption, and innovation, not only to continue the fight against COVID-19 but also to respond to other challenges created by uncertain situations in future. The themes of the event are:

- ***Uncertainty and Social Entrepreneurship Opportunities: Limitations, and Possibilities.***
- ***Coping/Dealing with Uncertainties in Social Entrepreneurship.***
- ***Role of Technology in Social Entrepreneurship in Uncertain Situations.***
- ***Role of Technology in Dealing with Uncertainties in Social Entrepreneurship.***
- ***FinTech and Social Entrepreneurship.***
- ***4th Industrial Revolution and Social Entrepreneurship.***
- ***Agri-Tech and Social Entrepreneurship.***

For further details, contact Coordinator, Dr Archana Singh, Assistant Professor, Centre for Social Entrepreneurship, School of Management and Labour Studies, Tata Institute of Social Sciences, V N Purav Marg Deonar, Mumbai-400 088, Phone No: + 91 22 2552 5816, E-mail: cse.conference@tiss.edu. For updates, log on to: www.tiss.edu/event/

International Conference on Emerging Aspects of Manufacturing, Thermal and Design Engineering

A three-day International Conference on ‘Emerging Aspects of Manufacturing, Thermal and Design Engineering’ is being organized by the Department of Mechanical Engineering, National Institute of Technology (NIT), Hamirpur, Himachal Pradesh during February 15-17, 2023. The conference intends to provide a general platform to various academicians, scientists, researchers, research scholars and industry persons throughout the globe working in the broad areas of Mechanical Engineering (Design, Thermal, and Manufacturing Engineering) and allied areas to exchange and share their experiences and researches with the world. The Topics for the event include three different core streams of Mechanical Engineering with Fundamental, Numerical / Computational and Application, but are not limited, to the following:

Manufacturing

- Artificial Intelligence Applied, Optimization Methods in Manufacturing.
- Automation and Production Control.
- Computer-based Manufacturing Technologies: CNC, CAD, CAM, FMS and CIM.
- Machining (traditional and nontraditional processes)
- Manufacturing Design for 3r ‘Reduce, Reuse, Recycling’.
- Mechatronics and Robotics.
- Nanomaterials and Nanomanufacturing.
- Rapid Manufacturing Technologies and Prototyping
- Real-time Enterprise Control.
- Robust Design and Quality Engineering.
- Stochastic Models and Decision Analysis.
- Supply Chain Systems.

Thermal

- Computational Fluid Mechanics.
- Micro, Nano-scale Transport.
- Turbomachinery.
- Propulsion and Power.
- Heat and Mass Transfer.
- Renewable Energy.
- IC Engines and Biofuels.
- Flow measurement and Flow Visualization.
- Circular Economy and Sustainability.
- Nanofluids.

Design

- Applied and Computational Mechanics.
- Finite Element Modelling and Simulations.
- Extended FEM, Meshfree Methods.
- Engineering System Design/CAD, Optimization.
- Fracture Mechanics/Solid Mechanics/Automotive Mechanics, Fatigue and Failure of Components.
- Tribology and Contact Mechanics.
- Vibration, Acoustics, Noise and Control, and Condition Monitoring.
- Kinematics and Dynamics, Robotics.

For further details, contact Organising Secretary, Department of Mechanical, Engineering, National Institute of Technology, Hamirpur-177005, Himachal Pradesh, E-mail: mathed.med.nith@gmail.com. For updates, log on to: www.nith.ac.in

National Workshop on Design and Development of Self-learning Materials for Distance, Online and Blended Learning

A six-day National Workshop on ‘Design and Development of Self-learning Materials for Distance,

Online and Blended Learning’ is being organized by the Staff Training and Research Institute of Distance Education (STRIDE), Indira Gandhi National Open University (IGNOU), Maidan Garhi, New Delhi during March 13-18, 2023. The teachers/academics from Indian ODL institutes, DDEs/ DEIs SOUs and faculty from other HEIs working/proposed to work on the development of new courses and SLMs may participate in the event.

In view of the post-Covid-19 global educational scenario, UGC Regulations 2020 (ODL & Online) and the NEP-2020 the role and significance of distance, online and blended learning have become very crucial. Higher Education Institutions have started looking for newer strategies for teaching-learning and assessment. The development of innovative Self-learning resources is considered instrumental for the success of such strategies.

Expected Outcomes

- Develop a concept map of a course/programme;
- Explain interrelation and collaboration between various units in the design of learning resources;
- Design and develop a draft unit in print-SLM format;
- Integrate emerging tools into the SLMs; and
- Appreciate teachers’ role towards learners’ needs and sensitivities involved in the preparation of learning resources.

For further details, contact Coordinators, Prof. CRK Murthy and/or Dr. Ali Asgar, Staff Training and Research Institute of Distance Education (STRIDE), Indira Gandhi National Open University (IGNOU), Maidan Garhi, New Delhi-68. E-mail: crkmurthy@ignou.ac.in; aliasgar@ignou.ac.in. Mobile No: +91-9868888040 and +91-9891043341. For updates, log on to: www.ignou.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 Nov-Dec, 2022)

AGRICULTURAL & VETERINARY SCIENCES

Veterinary Science

1. Bind, Akshay Ashokrao. **Superovulatory response following different synchronization protocols an oocytes retrieval using ultrasound guided transvaginal techniques in cows.** (Dr. A P Gawande), Department of Animal Reproduction, Gynecology and Obstetrics, Maharashtra Animal and Fishery Sciences University, Nagpur.

2. Dhaware, Sanjay Abhimanyu. **FHR, LHR and ER- α gene polymorphism and its association with reproductive traits in Marathwadi buffaloes.** (Dr. M S Vaidya), Department of Animal Genetics and Breeding, Maharashtra Animal and Fishery Sciences University, Nagpur.

3. Kose, Megha Shriram. **Effect of different culture media on *In vitro* developmental competence of transvaginally aspirated oocytes in cows.** (Dr. M S Patil), Department of Animal Reproduction, Gynecology and Obstetrics, Maharashtra Animal and Fishery Sciences University, Nagpur.

BIOLOGICAL SCIENCES

Biotechnology

1. Hima, L. **Alterations in neuroendocrine-immune interactions, leptin, growth factors, and intracellular signaling molecules in virgin coconut oil-treated rats and, obese men and women.** (Dr. Srinivasan Thyagarajan), Department of Biotechnology, SRM University, Kattankulathur, Chennai.

Life Science

1. Sharma, Pallavi. **Development of citrus fruit-based nutraceutical and preclinical evaluation in epilepsy models.** (Dr. Damanpreet Singh), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

2. Ahmad, Imran. **A study on the effect of endofungal bacterium *Rhizobium* species association on host plant under arsenic stress.** (Dr. Manoj

Kumar), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

3. Arya, Shashi. **Selective and cost-effective resource recovery from waste printed circuit boards and development of concrete brick cubes from e-waste plastics.** (Dr. Sunil Kumar), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

4. Chhimwal, Jyoti. **Phloretin as an intervention targeting autophagy and modulation of gut microbiota in the management of Non-Alcoholic Fatty Liver Disease (NAFLD).** (Dr. Yogendra Shantaram Padwad), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

5. Pawan Kumar. **Exploring drug resistance mechanism against terbinafine in *Trichophyton* spp.** (Dr. Bhupesh Taneja), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

6. Pillai, Meenakshi Shankarnarayanan. **Mapping the energy landscape of amyloid-like aggregation of the nucleic acid binding domain of TDP-43.** (Dr. Santosh Kumar Jha), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

7. Rai, Chaitra. **Anti-adipogenic and anti-obesity activity of bovine milk bioactives in 3T3L1 preadipocytes and in diet-induced obese mice.** (Dr. Poornima Priyadarshini C G), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

EARTH SYSTEM SCIENCES

Environmental Science

1. Moradeeya, Pareshkumar Ghanasyambhai. **Development of advanced photocatalytic materials for degradation of pesticides/herbicides from aqueous streams.** (Dr. Archana Sharma and Dr. Shaik Basha), Department of Environmental Science, Marwadi University, Gujarat.

ENGINEERING SCIENCES

Aerospace Engineering

1. Vignesh Kumar, M. **An experimental study on mixing characteristics of supersonic rectangular coflow jets of different aspect ratio.** (Dr. L. R. Ganapathy Subram), Department of Aerospace Engineering, SRM University, Kattankulathur, Chennai.

Civil Engineering

1. Boopalan, C. **Bond behaviour of reinforcing bars embedded in fly ash-GGBS-based ambient cured geopolymer concrete.** (Dr. N P Rajamane), Department of Civil Engineering, SRM University, Kattankulathur, Chennai.

2. Mukhopadhyay, Moitrayee. **Sediment-water exchange processes and ecotoxicological risk assessment of selected plastic additives in the Hooghly River estuary and Sundarban Wetland along the Bay of Bengal.** (Dr. Paromita Chakraborty), Department of Civil Engineering, SRM University, Kattankulathur, Chennai.

3. Rajkumar, R P. **Effect of using glass fiber-reinforced polymer rebar as longitudinal reinforcement in high strength concrete.** (Dr. N. Umamaheswari), Department of Civil Engineering, SRM University, Kattankulathur, Chennai.

Computer Science & Engineering

1. Aruna, S. **Intelligent learning algorithm for counterfeiting side-channel attack using adaptive chaotic S-boxes for Aes.** (Dr. G. Usha), Department of Computer Science & Engineering, SRM University, Kattankulathur, Chennai.

2. Ayyappan, Sonal. **Image deduplication method for secured transmission and storage of medical images.** (Dr. Lakshmi C), Department of Computer Science & Engineering, SRM University, Kattankulathur, Chennai.

3. Dongre, Priyanka B. **Implementation of blockchain algorithm to secure data on Internet of Things.** (Dr. Pushpneel Verma), Department of Computer Science & Engineering, Bhagwant University, Ajmer.

4. Fancy, C. **Improved load balancing approach for efficient resource utilization in software defined networks.** (Dr. M. Pushpalatha), Department

of Computer Science & Engineering, SRM University, Kattankulathur, Chennai.

5. Firdous, Shimoo. **Advance health care and clinical management system using machine learning approaches.** (Dr. Kalpana Sharma), Department of Computer Science, Bhagwant University, Ajmer.

6. Gouthaman, P. **Software based risk management in Internet of Things using machine learning techniques.** (Dr. S. Suresh), Department of Computer Science & Engineering, SRM University, Kattankulathur, Chennai.

7. Jothi, B. **Enhanced intrusion detection models for IoT networks via deep learning approaches.** (Dr. M Pushpalatha), Department of Computer Science & Engineering, SRM University, Kattankulathur, Chennai.

8. Muthukumaran, AMJ. **Dynamically weighted combination reliability models for multi-release software products.** (Dr. R. Subburaj), Department of Computer Science and Engineering, SRM University, Kattankulathur, Chennai.

9. Prabhakaran, M. **Detection and classification of upper aerodigestive tract tumour using deep convolutional neural network.** (Dr. C. Malathy), Department of Computer Science & Engineering, SRM University, Kattankulathur, Chennai.

10. Rani, R M. **Enhanced approach for mining sensor EPOCHS to predict the sensor failures and non-occurrences of event in IoT.** (Dr. M. Pushpalatha), Department of Computer Science & Engineering, SRM University, Kattankulathur, Chennai.

11. Victoria, A Helen. **Radar micro doppler signatures based human activity and gesture identification using deep learning techniques.** (Dr. G. Maragatham), Department of Computer Science & Engineering, SRM University, Kattankulathur, Chennai.

Electrical & Electronics Engineering

1. Priyadarshini, S G. **Development of intelligent smart metering system through remote monitoring control.** (Dr. C. Subramani and Dr. J. Preetha), Department of Electrical and Electronics Engineering, SRM University, Kattankulathur, Chennai.

Electrical & Instrumentation Engineering

1. Akshya, S. **Design, development and fabrication of pd/rGo coated on SnO₂ thin films**

as ultra sensitive NO₂ gas sensors. (Dr. A. Vimala Juliet), Department of Electrical and Instrumentation Engineering, SRM University, Kattankulathur, Chennai.

Electronics & Communication Engineering

1. Arumbu, V N. **Design and performance analysis of cooperative index modulation transceiver for wireless networks.** (Dr. S. Malarvizhi), Department of Electronics & Communication Engineering, SRM University, Kattankulathur, Chennai.

2. Gomatheeshwari, B. **Energy efficient task scheduling heuristics for asymmetric multicore system-on-chip.** (Dr. J Selvakumar), Department of Electronics & Communication Engineering, SRM University, Kattankulathur, Chennai.

3. Prabhu, P. **Analysis, design and development of planar and non-planar antenna for high data rate communication.** (Dr. S. Malarvizhi), Department of Electronics & Communication Engineering, SRM University, Kattankulathur, Chennai.

4. Vinod, Dasari Naga. **Investigations on fast prognosis and asperity identification of COVID-19 using radiography images enabled by applied intelligence.** (Dr. S.R.S. Prabaharan), Department of Electronics & Communication Engineering, SRM University, Kattankulathur, Chennai.

5. Vishnoi, Manoj Kumar. **Design, simulation and characterization of reconfigurable mixer using GaN Hemt technology.** (Dr. Satya Sai Srihant), Department of Electronics & Communication Engineering, SRM University, Kattankulathur, Chennai.

Material Science and Engineering

1. Chitransh, Chitragupta Swaroop. **Fatigue and fracture evaluation of MMC using experimental and simulation techniques.** (Dr. S Saxena), Faculty of Engineering Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

Mechanical Engineering

1. Parikh, Ruchir O. **Investigation and performance analysis of solar still with hybrid nano particles.** (Dr. Umang Patdiwala), Department of Mechanical Engineering, Indus University, Ahmedabad.

MATHEMATICAL SCIENCES

Mathematics

1. Chandulal, Kanani Jagruti. **A study of new graph families and certain condition of new graph**

labeling techniques. (Dr. V J Kaneria), Department of Mathematics, Saurashtra University, Rajkot.

2. Kolasani, Suneetha. **Investigation of some hydromagnetic nanofluid flows and heat transfer problems occurring in natural biological and technological systems.** (Dr. Jitendra Kumar Singh), Department of Mathematics, Vijayanagara Sri Krishnadevaraya University, Ballari.

3. Mahendra, DL. **Numerical/Analytical simulation of fluid flow and heat transfer through different geometries.** (Dr. K V Prasad), Department of Mathematics, Vijayanagara Sri Krishnadevaraya University, Ballari.

4. Priyadharshini, M. **Study on split and independent strong domination parameters of some families of graphs.** (Dr. Parvathi N), Department of Mathematics, SRM University, Kattankulathur, Chennai.

5. Riyajuddin, K. **A study on wavelets and its applications in image and signal processing.** (Dr. A. Padmanabha Reddy), Department of Mathematics, Vijayanagara Sri Krishnadevaraya University, Bellary.

6. Saritha, C. **Evergreening in pharmaceutical industry: An implication of patenting strategies.** (Dr. Paromita Banerjee), Department of Mathematical and Information Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

7. Suvarna. **Investigation of graph invariants and relevants.** (Dr. V Loksha), Department of Mathematics, Vijayanagara Sri Krishnadevaraya University, Ballari.

8. Viharika, J U. **Peristaltic transport of biological fluids in an elastic tube.** (Dr. Hanumesh Vaidya), Department of Mathematics, Vijayanagara Sri Krishnadevaraya University, Ballari.

MEDICAL SCIENCES

Biotechnology

1. Cheeran, Vinnie. **Sesquiterpene lactone zaluzanin D exhibits anti-inflammatory activity in activated monocytes (THP-1) by modulating atherosclerotic genes and DNA promoter gene methylation of MMP-9.** (Dr. Ganesh MR), Department of Biotechnology, SRM University, Kattankulathur, Chennai.

Pharmaceutical Science

1. Bhosale, Mayur Shivaji. **Comparative synthesis and biological study of substituted Tetrahy-**

droprymidine-2 one and Tetrahydropyrimidine-2-Thione derivatives. (Dr. K Saravanan), Department of Pharmacy, Bhagwant University, Ajmer.

2. Firoz, Shaik. **Formulation and evaluation of mucoadhesive thermoreversible gels for rectal drug delivery.** (Dr. S Rajasekaran), Department of Pharmacy, Bhagwant University, Ajmer.

3. Nousheen, Lubna. **Enhancement of solubility and dissolution rate of poorly water soluble drugs using different techniques.** (Dr. S Rajasekaran), Department of Pharmaceutical Science, Bhagwant University, Ajmer.

4. Pattanayak, Priyabrata. **Design and synthesis of novel fused imidazoles and benzimidazoles of pharmacological efficacy.** (Dr. K Saravanan), Department of Pharmacy, Bhagwant University, Ajmer.

5. Peluri, Kalyani. **Development and validation of UPLC methods for quantitative determination of anti diabetic drugs in pharmaceutical dosage forms.** (Dr. S Rajasekaran), Department of Pharmacy, Bhagwant University, Ajmer.

6. Priya, Karri Swathi. **Preliminary phytochemical screening and biological activities of selected marine source from Coastal Andhra Pradesh, India.** (Dr. S Rajasekaran), Department of Pharmacy, Bhagwant University, Ajmer.

7. Sankaraiah, Jonna. **Design and development of novel fixed-dose combination of oral dosage forms of anti-HIV drugs, atazanavir and ritonavir, efavirenz, lamivudine and tenofovir disoproxil fumarate and dolutegravir, lamivudine and tenofovir disoproxil fumarate for the treatment of aids.** (Dr. K Saravanan), Department of Pharmacy, Bhagwant University, Ajmer.

8. Singh, Akhilesh Kumar. **Formulation development and evaluation of hydrodynamically balanced system herbal tablet for morning sickness relief.** (Dr. Neeraj Sharma), Department of Pharmacy, Bhagwant University, Ajmer.

9. Uttamrao, Suryavanshi Roshani. **Method development and validation of new chemical entities in bulk and pharmaceutical formulations.** (Dr. S Rajasekaran), Department of Pharmaceutical Sciences, Bhagwant University, Ajmer.

10. Yadav, Mamta. **Development and evaluation of phytosomes and polyherbal formulation for effective treatment of hepatic disease.** (Dr. K

Saravanan), Department of Pharmacy, Bhagwant University, Ajmer.

PHYSICAL SCIENCES

Chemistry

1. Andrew, Chrysanthus. **Electrodeposition of samarium from ionic liquids.** (Dr. M Jayakumar), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

2. Berlina, M. **Fabrication and characterization of polymer electrolyte membranes doped with inorganic additives for fuel cell applications.** (Dr. D. Paradesi), Department of Chemistry, SRM University, Kattankulathur, Chennai.

3. Chandragiri, Sujatha. **Ring expansion reactions of azirines: Synthesis of n-containing heterocyclic compounds.** (Dr. K. Namitharan), Department of Chemistry, SRM University, Kattankulathur, Chennai.

4. Giddaerappa. **Electrode modification with redox active molecules for electrochemical applications.** (Dr. K.S.Lokesh), Department of Chemistry, Vijayanagara Sri Krishnadevaraya University, Ballari.

5. Hyder, Naser Hussein. **Studies on analytical method development and validation for some bioactive compounds.** (Dr. H S Joshi), Department of Chemistry, Saurashtra University, Rajkot.

6. Joshi, Nitesh Govind. **Non - thermal plasma – heterogeneous catalysis for CO₂ conversion to value added products.** (Dr. Sivachandiran L), Department of Chemistry, SRM University, Kattankulathur, Chennai.

7. Kaliraj, S. **Design and synthesis of thienopyrimidine, quinazoline, piperidinedione analogs to study their biological activity.** (Dr. Jayalakshmi R), Department of Chemistry, SRM University, Kattankulathur, Chennai.

8. Mahanthasha, G. **Synthesis and biological evaluation of some new indolizine derivatives.** (Dr.T.Suresh), Department of Chemistry, Vijayanagara Sri Krishnadevaraya University, Ballari.

9. Mathew, Georgeena. **Design and development of reduced graphene oxide based hybrid materials for electrochemical detection of biomolecules.** (Prof. B. Neppolian), Department of Chemistry, SRM University, Kattankulathur, Chennai.

10. Medehal, Redrannagari Archana. **A Study on synthesis, characterization and application of schiff**

base complexes using biologically active metals. (Dr.K.H.Shivaprasad), Department of Chemistry, Vijayanagara Sri Krishnadevaraya University, Ballari.

11.Praveen Kumar, N Y. **Surface modified metal phthalocyanines on carbon based hybrid metal supercapacitors for efficient energy storage systems.** (Dr.K.R.Venugopala Reddy), Department of Chemistry, Vijayanagara Sri Krishnadevaraya University, Ballari.

12.Ravalia, Sagarkumar Uka. **Synthesis and characterization of some benzoate/cinnamate linking group mesomorphic compounds.** (Dr. U C Bhoya), Department of Chemistry, Saurashtra University, Rajkot.

13.Sharanakumar, T M. **Investigating phthalocyanine based system for catalytic application.** (Dr.K.R.Venugopala Reddy), Department of Chemistry, Vijayanagara Sri Krishnadevaraya University, Ballari.

14.Shijina, K. **Heteroatom doped porous carbon structures as electrocatalysts for fuel cells.** (Dr. Hareesh U. S), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

15.Shilpa, K G. **Synthesis, characterization and biological activities of Schiff base metal complexes derived from different drugs.** (Dr. K H Shivaprasad), Department of Chemistry, Vijayanagara Sri Krishnadevaraya University, Ballari.

16.Vinoth, M. **Isolation characterization and evaluation of bioactive compounds from melochia corchorifolia leaves perspective on biological activity anticancer activity and molecular docking studies.** (Dr. B. Natarajan), Department of Chemistry, SRM University, Kattankulathur, Chennai.

Nanotechnology

1. Prema, D. **Fabrication of nanocomposite and human placental extract incorporated polymeric patch for diabetic wound healing.** (Dr. Devanand Venkatasubbu Devanand), Department of Nanotechnology, SRM University, Kattankulathur, Chennai.

Physics

1. Baskaran, P. **Synthesis of NiFe₂O₄/g-C₃N₄ based nanocomposites for visible-light driven photo-**

tocatalytic activity. (Dr. M. Alagiri), Department of Physics, SRM University, Kattankulathur, Chennai.

2. Chinnadurai, A. **Investigation on silver tungstate based nanomaterials for photocatalytic removal of toxic pollutants.** (Dr. M. Alagiri), Department of Physics, SRM University, Kattankulathur, Chennai.

3. Kiran Preethi, K. **Tavorite-type intercalation compounds with sensitive mode investigations for rechargeable lithium storage systems.** (Dr. V. Kumaran), Department of Physics, SRM University, Kattankulathur, Chennai.

4. Manju Bala. **Application of thermoluminescence in the study of industrial minerals.** (Dr. Rajesh Kumar Katare and Dr. S B L Tripathi), Department of Physics, Bhagwant University, Ajmer.

5. Mausam Kumari. **A study of solitons in photonic crystal and its applications.** (Dr. Rajesh Kumar Katare and Dr. SBL Tripathi), Department of Physics, Bhagwant University, Ajmer.

6. Rathod, Ketan Rasikbhai. **Synthesis and characterization of pure and dopant added some borate crystal.** (Dr. Ketan D Parikh), Department of Physics, Saurashtra University, Rajkot.

7. Silambarasan, K. **Investigation of nanostructured MoS₂ counter electrodes for dye-sensitized solar cell applications.** (Dr. J Archana), Department of Physics, SRM University, Kattankulathur, Chennai.

8. Venkatarao, Ajaykumar. **Impact analysis of variation in natural groundwater recharge on sustainability of its reserves in semi-arid region.** (Dr. Nepal Chandra Mondal), Department of Physical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

9. Vijitha, I. **Organic-based hybrid materials for thermoelectric applications.** (Dr. Biswapriya Deb), Faculty of Physical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

10.Yadav, Vandana. **Study of magnetic properties of NdBCO superconductor and its applications.** (Dr. Rajesh Kumar Katare), Department of Physics, Bhagwant University, Ajmer.

□

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WANTED

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3	History	Assistant Professor	02	
4	Economics	Assistant Professor	01	
5	Geography	Assistant Professor	01	
6	Physics	Assistant Professor	01	
7	Chemistry	Assistant Professor	03	
8	Botany	Assistant Professor	02	
9	Zoology	Assistant Professor	01	
10	Statistics	Assistant Professor	01	

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Sr. No.	Name of the Post	Subject	No. of Post	Category
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02	ASSISTANT PROFESSOR	COMMERCE	01	OBC (Grant-in-aid)

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3. Professor/Associate Professor with a total experience of fifteen years of teaching/research/administration in Universities, College and other institutions of higher education.
4. A minimum score as stipulated in the Academic Performance Indicator (API) based on Performance Based Appraisal System (PBAS), as set out in UGC Regulation-2010 in Appendix III for direct recruitment of Professors in Colleges.
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2. Eligible Candidates those who are already in services, should submit their application through proper channel.
3. No T.A. & D.A. will be paid for the candidates attending the interview.
4. The post is transferable in the colleges under Balaghat Shikshan Sanstha, Naldurg.
5. The recruitment procedure initiated by this advertisement is subject to the outcome of the Writ Petition No. 12051/2015 pending before the High Court.
6. Applications received after the period given (15 days) will not be considered. The Institute/College will not be responsible for postal delay, if any.
7. As per the G.R. Dated on 18/10/1997, 21/09/2016, 18/02/2019, Gazette Dated 25.01.2022, 01.04.2022, 08.04.2022 GR Dated on 25.02.2022, 11.04.2022 & 06.07.2021 as per above mentioned G.R. and as per 100 Bindu Namawali (Roster) total sanctioned reservation posts are fixed.
8. The Eligible Candidates should submit their applications along with attested Xerox copies of Educational Qualification documents, Caste and Caste Validity Certificate, Non-Creamy Certificate for OBC candidate on the address mentioned below:

The Secretary, Balaghat Shikshan Sanstha's – Yeshwantrao Chavan Mahavidyalaya, Tuljapur, Dist. Osmanabad (Maharashtra) – 413601 Note : The Complete application should reach to the above address **within 15 days** from the date of Advertisement.

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Secretary
Balaghat Shikshan Sanstha, Naldurg

Shri Doodhsakhar Shikshan Prasarak Mandal's, Bidri
Doodhsakhar Mahavidyalaya, Bidri
(Mouninagar) - 416 208, Tal. Kagal, Dist. Kolhapur (M.S.)
(Affiliated to Shivaji University, Kolhapur)
(Grantable)

WANTED

Applications are invited from eligible **Assistant Professor** for the following Subjects:-

Sr. No.	Name of the Post /Subject	Vacant Posts	Vacant Post Caste
1	Chemistry	2	SC – 1, NT-B– 1, OBC– 2, EWS –1
2	Zoology	1	
3	Botany	1	
4	Hindi	1	

Note : For Detailed information about Posts, Qualifications and other terms and conditions, please visit University **Website: <http://www.unishivaji.ac.in/recruitments>**.

Place : Bidri

President
Shri Doodhsakhar Shikshan Prasarak Mandal's
Bidri, (Mouninagar), Tal. Kagal
Dist. Kolhapur (M.S.)

Secretary
Shri Doodhsakhar Shikshan Prasarak Mandal's
Bidri, (Mouninagar), Tal. Kagal
Dist. Kolhapur (M.S.)

WANTED

Jijau Gramin Krushi Vikas Pratishthan Mahila Sevabhavi Sanstha Sanchlit, Sant Bhagwan Baba College of Arts and Sciences, Ghatshil Pargaon, Taluka. Shirur Kasar, Dist. Beed (Permanent Unaided), Principal and Full-Time Teachers are to fill the following posts immediately (2022-23) :-

Sr. No	Subject	Vacancy Post	Sr. No	Subject	Vacancy Post
1	Principal	1	10	Geography	2
2	English	2	11	Physical Education	1
3	Marathi	2	12	Chemistry	4
4	Hindi	2	13	Physics	2
5	History	1	14	Botany	3
6	Political Science	1	15	Zoology	3
7	Sociology	1	16	Math	2
8	Economics	1	17	Librarian	1
9	Public Administration	1	18	Director of Physical Education	1

➤ **For the above teacher post SC 13%, Scheduled Tribe 7%, VJA 3%, NT B 2.5%, NT C 3.5%, NT D 2%, SBC 2%, OBC 19%, EBC 10%, Unreserved 38%, 30% for women, 4% for disabled, 1% for Orphans and unreserved for the post of Principal.**

1. A copy of the application submitted by the backward class applicants to the President / Secretary of the Institute to the Deputy Chancellor, Special Room Division, Dr. to be sent to Babasaheb Ambedkar Marathwada University, Aurangabad.
2. Sh. No. NCG 1298/ (4619) Uni-4 d. As on December 11, 1999, the requirement of 55% marks for Master's degree for Scheduled Castes and Scheduled Tribes has been relaxed to 50%.
3. The requirement of 55% marks has been relaxed to 50% for Master's degree for disabled candidates.
4. Backward category candidates can apply for unreserved posts. Unreserved posts will be filled on merit basis.
5. Since 10% reservation will be given to the economically weaker sections, after the completion of the reservation process for the economically weaker section in the recruitment posts from the open category, 10% of the posts may be reserved for them and changed to unreserved category posts accordingly.

Eligibility :-

- 1) University Grants Commission, New Delhi for the post of Principal/Teacher and Dr. Babasaheb Ambedkar Marathwada University, Aurangabad from time-to-time prescribed qualifications and rules candidate should be eligible.

Candidates should send their applications personally or by post to the following address within 15 days from the date of publication of advertisement.

Note:- After receiving the application form of the candidate, the interview will be called by phone or by letter and the traveling allowance and other allowance will not be given to the candidate appearing for the interview.

Address:- Jijau Gramin Krushi Vikas Pratishthan Mahila Sevabhavi Sanstha, Residence of Sushilatai Morale, Swarajya Nagar, Barshi Road, Beed Taluka, District Beed (Contact-9403036934/9422242683).

President/Secretary
Jijau Gramin Krushi Vikas Pratishthan
Mahila Sevabhavi Sanstha, Banegaon

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. ***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**.
2. 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:

(cont'd. to page 39)

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

VIDYA VIKAS MANDAL

Shree Damodar Educational Campus

G. R. Kare Road, Tansor, Comba, Margao – Goa 403 601

Email: office@vvm.edu.in, Phone No. 0832-2722505

Applications are invited for the post of

PRINCIPAL

of VVM's Shree Damodar College of Commerce & Economics, Margao-Goa

Applications with full Bio-data are invited from Indian Citizens for the POST OF PRINCIPAL (Unreserved Category). The required minimum qualifications for the post of Principal are as follows:

A. ELIGIBILITY:

- i. Ph.D Degree.
- ii. Professor/Associate Professor with a total Service/ Experience of at least Fifteen years of Teaching/ Research in Universities, Colleges and other institutions of Higher Education.
- iii. A minimum of 10 Research Publications in peer-reviewed journals as approved by Goa University from time to time in UGC listed journals, out of which at least two should be in Scopus/Web of Science Journals.
- iv. A minimum of 110 Research Score as per Appendix II, Table 2 of Goa University Statute SC-16.

B. TENURE:

The College Principal shall be appointed for a period of five years, extendable for another term of five years on the basis of performance assessment by a Committee appointed by the University, constituted as per Goa University Statute SC-16.

ESSENTIAL REQUIREMENTS:

- a) Knowledge of Konkani Language.
- b) 15 years of Residence Certificate in Goa issued by competent authorities.

DESIRABLE REQUIREMENTS: Knowledge of Marathi Language.

SCALE OF PAY: As prescribed by Goa University and Directorate of Higher Education, Govt. of Goa from time to time.

SERVICE CONDITIONS: As prescribed by Goa University, Directorate of Higher Education, Govt. of Goa and other competent authorities from time to time.

Applicants who are already employed shall send their applications through proper channel.

Applications complete in all respects with photograph, along with self-certified photocopies of statement of marks of all public examinations from S.S.C onwards, copy of 15 years residence certificate, experience certificate, publications, research score sheet etc. should reach the undersigned at the above address of the Mandal **within 20 days** from the date of publication of this advertisement by superscribing on the envelope "Application for the post of Principal of VVM's Shree Damodar College of Commerce & Economics".

Place: Margao – Goa

Date: 13-01-2023

PRESIDENT

VIDYA VIKAS MANDAL