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In This Issue

Online Education: An Inevitable Dimension of Higher Education

D R Shah* and Anuradha Pathak**

In recent times, Online platform has become a new imperative in each field ranging from Space to Government. Evidently, there is an acute scope and need for capacity building, which can help the users utilize e-resources. While the adoption of an online mode or a hybrid mode is in constant flux, the further shape up of this mode remains to be seen. The ongoing present COVID -19 situation has imposed a serious threat on the present system of education which had been losing relevance before the onset of the pandemic.

Nevertheless, the online platform has been the backbone of education throughout the pandemic and has preserved the academic rapport amongst students, teachers, parents, administrators, and other stakeholders. On one hand one has to admire the adoption and adaption of online technology and on another hand, the results are far from expected.

The recent statistics show that by mid-March, 79% of AACSB-surveyed business schools had converted face-to-face classes to online after the COVID-19 health crisis. There has been a massive shift in the teaching-learning process even in Universities and Business schools where digital platforms such as Zoom or Microsoft Teams are widely used. The face of higher education has changed drastically owing replacement of off-line classes with online modes. As information and communication technologies have kept advancing, online education has become more feasible technologically, economically as well as operationally.

Although many people still consider the traditional way of university offline teaching as the best way to achieve knowledge and get a diploma or a degree in higher education, online learning proves to be a constant formidable alternative. Initially, the online mode of education received a rejection by conservative people citing reasons like computers cannot replace the human element in classrooms and learners need continuous in-person interaction. Evidently, such notions have subsided because the technology has simplified itself in a more relevant and user-friendly manner. There has been a paradigm shift that now everyone uses online platforms via smartphones, tablets, and other gadgets not only in classrooms but also in offices, schools, and households. The rationale is the ease of use and handy option for learning, teaching, training, working, engaging, and so on. Education today is not confined to four walls. Nor does it require attractive infrastructure. The present pandemic situation compelled educationists, administrators,

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rationalists, governments, etc., to think out of the box. And these all agencies were inspired by young professionals who are extremely technology-savvy. Creating effective online learning courses require knowledge, time, experience, talent, commitment, great communication skills, technological know-how, and a true passion for teaching. Similarly, it requires a strong urge for knowledge and self-discipline on the part of the students. If both the teacher and the students are aware and committed to their duties, then the online mode of education can be a boon in today's rapidly changing times. The online degree programmes provide students with several virtual resources such as EBooks; Journals; Videos; Recorded lectures; Quizzes; Discussion forums, Live Question-Answer sessions; and Interviews. If we look to the future of Universities content digitization, micro-learning and specialized certifications are going to be the new academic currency. Universities can look for pan-India and international admissions which will boost enrolment rates and students will be able to access high-quality courses. A study was conducted by T. Muthuprasad *at el*. (2021) wherein the authors attempted to study the perception and attitude of students towards the online mode of education during COVID-19 situation. The study concluded that students are ready to welcome this new change. Yet, they do not prefer it over classroom education. Online mode of education can be a better option for students opting for higher studies as they are mature enough to understand and shoulder their own responsibility for education. The study, however, underpinned a lacuna in India scenario where the availability of resources and bandwidth is a serious challenge in rural areas.

Developing countries like India have been prudent enough to skirt away from the erroneous models which were adopted in advanced countries like the USA earlier. India has leveraged the latest advancements such as the hybrid model where old as well as new are combined and juxtaposed for the maximum benefit of learners as well as Universities (Bansal, 2017). As institutions worldwide adapt to these changes, a very dynamic education landscape has emerged having immense interest among researchers, educators, administrators, policymakers, publishers, and businesses.

The major advantages of online learning are:

1. In pandemic situations it is the only option to safeguard the continuity of education.

2. Much time can be saved. The time in transit and commuting can be saved to a greater extent. Besides, students have the chance to study in their own time and especially for free. Online learning is so effective because students can finish their tasks quickly, and there is more time left for hobbies or any other activity.

3. Online education is a boon, especially for those who are working. This mode of learning has resulted in increased convenience. While Classical education always faces the issue of rigid schedules and complicated procedures, online mode provides greater flexibility. In a survey of 204 employees, 93 employees indicated that time was a constraint that worked against their successful completion of the programme. Another 56 contributed to work interruptions. The average full-time employee has just 1% of the total time to devote to learning which amounts to mere 24 minutes a week. Online learning allows employees to learn at their own feasibility.

• Logistically the most important advantage of online education is that one does not need to go too far off places to study. Students do not need to travel offshore to study at foreign universities. All facilities, books, materials, and classes are now available virtually. Obviously, that results in saving parents money and wealth. Because foreign study entails University fees, Accommodation, Food, Visa, and flight fares as well. The saddest part of all this monetary jugglery, especially in our South Gujarat region, is that parents end up shelling away all their retirement money and properties like farms, land, house, and jewelry.

• Accessibility makes scheduling easy and allows a greater number of people to attend. 'Classes on demand' means classes can be ordered or pre-booked. Also, geographical barriers are blurred, and education becomes omnipresent.

• This is the most flexible mode of education. The courses and classes are scheduled in advance yet, they are quite flexible. During live sessions, students can write their questions in the chat box or use 'hand raise' This feature ensures undisturbed streaming and keeps the class interactively alive. Videos, Audio, Vox-Pop, online tasks, and activities can be amalgamated to make the sessions interesting and multidimensional. It is obvious that online modes have more quick adaptability to change and

get upgraded quite frequently as required. The best part is that online content is immediately available to the entire learning community.

- Further these online sessions can be recorded simultaneously for reuse and future reference. Besides, the students who are not able to join online sessions owing to any reason can get the recorded lectures. Slow learners can pause and/or repeat the sessions. This mode of learning accommodates multiple learning styles using a variety of delivery methods geared for learners with different capacities.

- Another advantage of this mode of education is its huge accessibility. Students from different parts of the country, and at times, from across borders get a chance to interact with one another and thus make a global community. Similarly, experts from different places come to a common platform for sharing their knowledge and expertise. Sharing and interaction become handy.

The increasing demand for online education has changed the world of work which means greater compatibility is required to face the challenges and competition. Wherein offering a quality online educational programme is crucial. Flexible learning coupled with adaptability is a buzzword right now for professionals and learners. Yet, the challenges that the Universities have encountered in recent periods cannot be overlooked.

1. The success of this pattern of education depends much on self-motivation and the sincere urge for knowledge on the part of students.

2. Nothing can replace the human element in teaching-learning process. Not all faculty are comfortable with virtual teaching and not all students have a digital infrastructure that allows them to continue their education online. In the online mode of education, a teacher has no way to find out whether students are attentive and whether they are able to understand the concepts clearly. Simply asking questions and getting answers from distance does not give a perfect idea about the receptivity of students about the subject. Observing students while teaching or while delivering lectures and interacting with them is natural feedback for any teacher.

3. Although Online presentation is highly attractive, it is generally theory-based and lacks practice-based or hands-on learning. Not undermining the importance of theories and fundamental concepts, online sessions are a viable, quickest, and easily accessible mode of disseminating information. Complex topics, operative techniques, and practices that require a physical environment are best conducted in person. Simply put online learning cannot replace the knowledge that comes through hands-on experience. Customizing training for the teachers as well as students both in terms of the course, content, and online techniques is not an easy task.

4. Education is a holistic process. Apart from the teaching-learning process, its main focus is character building, value inculcation, and the emotional development of the pupil. It also entails many formative and analytical activities like debates, group discussions, class presentations, quizzes, puzzles, and so on. It has been observed that online learning involves less guidance from an instructor than traditional learning. This realization confirms that learning is not a one-way conversation but a dialogue, and that collective intelligence, drawn from peer-to-peer communication is essential in the process.

5. In a developing country like ours, it is a little farfetched to believe that each child has his/her own mobile device and that each village has an active internet system. Network fluctuations, frequent power cuts, voice cracking, and shortage of skilled employees to solve technological issues are very common in most parts of the country. Besides, not everyone has integrated technology into their daily routine. Many students, especially in remote villages are not techno-savvy. Knowledge of the capabilities and limitations of the e-learning system is an important prerequisite to designing an online course. Faculty members should have a solid understanding of the major principles of online course design before they put up a course together. The success of the mobile phone and subsequently short message service in remote areas have demonstrated the functionality of portable communication devices with access to internet resources using LAN or long-range wireless communication services.

6. Conducting online examinations is a challenging task. Question papers generally consist of multiple-choice questions and applied questions. The online pattern of examination fails to provide

a comprehensive and analytical assessment and evaluation tool to justify students' varied skills, not do a fair and just evaluation of students. Assessment and accountability have been jeopardized as learners can funk or morph the exams.

7. The online learning environment varies profoundly from the traditional classroom situation when it comes to learner motivation, satisfaction, and interaction. (Bignoux & Sund, 2018).

8. Another disadvantage refers to the fact that online courses do not provide active platform where a learner can self-express and indulge with other classmates lively during sessions.

9. Unlike traditional classrooms where lively group discussions, active class participation, solving queries immediately by raising hands, and social interaction of students among themselves and with teachers is obvious, online classes do not have the charm of sharing and caring. At school, students learn how to make friends, be patient, get rid of disappointment, and especially compete. Competition between colleagues can be very stimulating and makes the learner develop imbibing different abilities and skills and in doing so, they develop the most important life skills like observation, learning by doing, empathy, respect, body language, and emotional management.

Conclusion

'Change is the law of nature' given this universal fact we need to go with the flow. We cannot march forward if we adamantly adhere to outdated or rigid practices. In this transition phase, we need to incorporate necessary changes in teaching-learning methods and take fair advantage of technological advancement that is taking place all throughout the globe. Efforts should be made to bring more social interaction to online learning through competition, group discussions, scheduled Question-Answer sessions, etc., within the groups. However, the mass online learning experiment, despite its many hurdles, has given us a glimpse of what the future of education would look. Colleges and universities will need to foster more virtual collaborative platforms in the future, as digital settings have revealed the inadequacies of the traditional classroom lecture. Poole (2000) found that learners often accessed resources for the course from their home computers, the most convenient location for them. Hence care should be taken to fix the online classes based on the learner's convenience. It will be better if recorded videos are uploaded to the university website so that the learner can access the videos at their convenience.

Special care must be taken to ensure that students receive the same level of education through online mode, as they would in the case of offline mode. Assurance and arrangements for making online education, outweigh its limitations and call for a revision of the education system in the 21st century. We need to pause and ponder before plunging into the absolute radical change in education. The new foundation must be set up. Care needs to be taken to see that it's the strong one. However, reimagining education is not an easy task. Consequently, in the post-pandemic world, a hybrid model of education must be thought of as one of the regular options for educaronal programs. Online education has not yet become the sole option for the future, but with a few "patches" and "add-ons," it might very well be.

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Foreign Universities in India: The Opening or Closing of Higher Education

Hema Raghavan*

There have been many articles in the last couple of weeks about the possible advent of foreign Universities in India-presumably around Aug-Sept, 2023, in line with the start of their academic calendars in the US and England. To write once more about the apprehensions aired in those articles will be superfluous. But the contentious issue raises a few more queries that have not been penetratingly addressed to compel a re-think on allowing foreign universities to set up their campus in India. This article is meant for an objective reconsideration of higher education and is not meant as an indictment of NEP and its impact on Higher education in India. While a lot of deliberations among the top intelligentsia have gone into the framing of NEP, this article is based on ground reality which only academics have experienced. I, therefore, start with a caveat that this article needs objective delving into and not to be misread as throwing the baby with the bathwater.

The first question is why do we want foreign universities in India? Is it a basic lack of quality in higher education in our universities that we have to seek foreign universities to set up their institutions and prop up better standards or is it a lack of adequate finances for Indian government to open more universities to accommodate the humungous number of admission seekers or is it a lack of philanthropists in India to come forward to set up private universities(compliant with the Higher Education Regulatory authority of India) or is it to halt the exodus of our bright students to foreign universities who lure them with attractive fee waivers, scholarships, financial assistance to study there? A recent report says India has the highest number of migrants and pegs it at 2.7 million in US while 1.1 million migrated to the UK last year(2022). Prof. Pratap Bhanu Mehta has raised a valid question as to why these three Universities have not opened their campuses in other countries. Oxford has international offices in Japan, China and North America to promote stronger relationships with foundations and businesses in those countries, as well as with their alumni, but has no study campus outside England. It is equally true of Harvard and MIT which have no other campuses than the ones set up in their country. This raises the question--- why do these top universities want to come to India? I am not certain if these universities have been promised subsidies in the form of land and permission to repatriate their earnings with tax benefits from our side!

If these universities are the chosen ones, why does the UGC fear they may lack professional ethics? The UGC seems to have anticipated some form of academic skullduggery on the part of these top three Universities and therefore has stipulated that they cannot hire faculty like cheap labour(I hope not with reference to our teachers) but only get *" internationally reputed faculty*" to teach, which inter-alia means India does not have such talented faculty for hiring. If the 'reputed' faculty as laid down by the UGC accepts the offer to teach in India, their salary has to be on par with what they receive back home. This gives foreign universities a free hand to decide on students' fees which will see a skyrocketing increase. I am not doubting the quality of foreign universities, except that foreign Universities are only for the affordable class and not for others(unless they provide financial assistance to our students as they do in their countries.)

So, let us take up the key issues--- are our university faculties of poor standard? Is it an open declaration by the UGC that the quality of education provided by an Indian professor is poor and the only way to give sound and strong teaching is by asking foreign universities to set base and bring their high and mighty faculty? It seems also an acknowledgement that our universities don't have quality and foreign universities alone can bring fresh vigour to the decline that has gripped our Universities. Has anyone given thought to asking why this decline has come and how the same Indian faculty when abroad seems to study, research and teach better and become "Internationally reputed faculty"?

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The total autonomy promised to the foreign universities in terms of fees, faculty, their emoluments, admission process (with no reservation for the underprivileged groups), structuring of courses and freedom from Indian regulatory authority is denied to Indian universities- both government and private ones. This means the fees to be charged by foreign universities will be limited to very few students coming from high-income families– a hark back to the colonial mindset where all that is '*phoren*' is attractive, alluring, and affordable for the wealthy class. The class polarization of society by opening our gates to foreign universities presages deep disquiet among the different classes in the years to come. Those who come out of a foreign university will be preferred to those coming out of our good old universities where the emphasis is currently only on quantity (the number of students to be admitted) which has a deleterious effect on quality. The binary between the elite class and the cattle class is unfortunately brought in by this kind of self-deprecatory regulation on the part of the UGC.

This takes us to the question of what our NEP aims at, with regard to higher education. The UGC has introduced a new course structure in alignment with NEP with a focus on Ability Enhancement Courses (AEC), Skill Enhancement Courses(SEC), and Value Addition Courses(VAC). The introduction of courses other than academic gives skills almost equal weightage as academic studies.

This brings us to the generic questions: What is the aim and focus of University Education? Is NEP providing a new idea of University as a response to the fact that our universities do not figure anywhere among the top hundred ranked institutions of the world for higher education? Can the induction of three foreign universities infuse fresh ideas and renewed vigour?

What is it that impels our bright students to go abroad to study? How does it impact their mental, social, and intellectual character? Unless we objectively address all these questions and find answers, all our efforts at improving the quality of higher education in our universities will be infructuous. Foreign Universities will not solve our problems. Their high ranking cannot translate into the high ranking of our universities.

Why do we need University Education? What is it we want to offer our young men and women at 18+ in the tertiary phase? One incontestable objective is to keep the 18+ school finishers mentally and physically engaged and trained for a job or a profession in around 3-4 years. But at the core level, can that be the objective of Higher education? There can be no two views about Higher Education having a loftier purpose- *to contribute to human resources development furthering national development.* The quality of higher education is not 'strained' (i.e., `not constrained) to adapt Shakespeare's phrase. It blesses him/her that gives and him/her that receives---the teacher and the taught who together are engaged in the development of the State.

The quality of higher education cannot be assessed by the number of jobs it fetches. This is an ill-conceived notion, though it continues to be one of the criteria in the National Assessment and Accreditation Council (NAAC) assessment of an institution as to the success of its placement cell. University Education as conceived *at the highest level* is to delink it from employment as it reduces universities as employment hubs to develop job competency in the students. In this process, the Universities even abdicate their task of curriculum structure to industry and business. The idea of university as set forth today is alien to that Cardinal Newman had defined –to *facilitate the advancement of knowledge and the development of high cognitive skills in the students.*

University is the place from where ideas germinate through Research, which is the key component of University studies. Research is what propels humanity forward as it centres on discovering new ideas/strategies towards problem-solving. Doing research is essential in general, (1) to build knowledge (2) to understand various issues that include, personal, psychological, societal, political, philosophical, scientific, physiological, legal and administrative –to name a few(3) to hone one's analytical and discerning skills, to distinguish between truth and falsehood and overarching all these is to explore the unknown and unlock new possibilities. University is the platform to launch researchers whose singular contribution is to the welfare and well-being of fellow beings. Conducting research is one of the major goals of academia through critical thinking, understanding problems, objectively analyzing them without the entrapment of ideologies, finding solutions to the problems on hand, and envisioning new ideas that would promote better life with ease of living.

An educated society is determined *not* by the number of students admitted to a university but by the small number of high-quality researchers whose contribution to the betterment of society is significant. The current tendency to equate academia with skill-trained persons has brought higher education institutions as employment agencies. Skills are the application of ideas that emanate from university research centres. The simplest example is the research at Oxford University that discovered Astra Zeneca as COVID-19 vaccine but the development and delivery of that vaccine were done by the Serum Institute. Without the discovery of the vaccine, the pharmaceutical industry has nothing to produce. Similarly, scientific research on fertilizers and soils is applied and used by agriculturists, farmers, and the fertilizer production industry. The wireless standard of 2Gs-5Gs is an innovation of researchers in foundational technologies that drives the industry to align with cell phones. *Research precedes application. Careerism should not be made the centerpiece of the University*.

This clear distinction between academia and skill training has got erased in recent times in our institutions. The former is in the purview of the university, the latter in that of the industry and business sectors. The two complement each other in their distinctive ways and each has its own set of responsibilities, scope, and compass. Management Science, industrial production, and application of research have their unique identity stemming from basic/foundational research carried out in the University laboratories. NEP with all its attempts to infuse fresh ideas has not given thought to strengthening universities for promoting innovation and discovery but has changed the character of universities to become vocational and skill training centres. Hence, our institutions will not and cannot qualify among the top one hundred in the global index.

Will the arrival of foreign Universities which focus on research change our idea? Yes and No.

'*Yes*', it is possible, if the privileges granted to these universities, especially in the context of autonomy are restored to our Universities. But *'No'* it cannot happen because (i) NEP has tied itself in knots by being over-regulatory. Our universities and colleges have no autonomy. Even in trivial matters our colleges and universities do not have the autonomy to decide. For example, during this harsh biting cold weather, colleges at Delhi University with no room heaters and no central heating cannot even declare online classes for a week without the sanction of the higher authorities. If this is the case, then in academic matters of admission and course curriculum whatever little autonomy institutions had enjoyed before has been taken away. As an illustration, let me cite a college of the University of Delhi. It took a bold decision twenty years back to conduct entrance exams for admission to three courses on an experimental basis---to English Honours, Philosophy Honours and Political Science Honours. The result was astounding as the college within the next three years earned the distinction from the UGC as a College with Potential for Excellence and the following year upgraded as Star College. This achievement was made possible by the faculty members who first offered their services during vacation time to set up essay questions, evaluate thousands of scripts and conduct personal interviews to select students both of the unreserved and reserved categories as per the norms laid down by university regulations. Today colleges have no say in admissions except to remain a post office to carry out admissions as per the lists sent to them. Unless some degree of academic autonomy is restored, colleges cannot ever dream of showcasing their potential for excellence. The UGC which will be shortly re-christened as HECI (Higher Education Commission of India) will act as regulatory authority to ensure that institutions adhere to the norms set by them and act against those that violate standards. The new norms include CUET which is a multiple-choice question paper that does not test the student's ability to reason, analyze and articulate his answers as expected in an essay-format question paper.

Among the many regulations imposed by the UGC, there is one that specifies the number of classes per week. The result is the current spread out a timetable to accommodate both academic and skill training courses from 9 am to 5.30 pm, admissions numbering almost a hundred per class with no large rooms to accommodate all of them, resulting in overcrowded classes spilling onto the corridors where the students sitting outside listening to a disembodied voice as the teacher cannot be seen from the corridors,… all these leave no time for self-study for the students and for personal research for the faculty. What quality improvement can be expected?

For the majority of additional non-academic courses, faculty members do not have special training and particularly in Skill Enhancement Courses. The UGC list of SEC, VAC and AEC says it all. It makes no difference between an academic teacher and a Skill trainer. Neither the student nor the teacher benefits from such mindless courses reducing the university to a Polytechnic Institute.

NEP has left out the basic question "What should a student learn if he is to be educated? As a corollary, the question is who is an educated person? What makes studying in a foreign university(in a foreign land) contribute to the broadening of one's vision and perspective? In most Universities in the West, first-year students are given residential accommodation within the University campus. This enables the student to interact with his peer group who come from different parts of the world. He is for the first time exposed to different races, different cultures, different culinary delights, different norms of behavior, different forms of worship, etc., and learns that education consists in knowing, really knowing any number of views in their total integrity. He comes to realize that no single view is authoritative and the mark of an educated or civilized person is the development of respect for diverse views. The ideological warfare in the political theatre has spilled onto the University. The binary between history written by earlier scholars and current writers of history is a case in point. The constant clash between Tradition and Modernity in textbooks, nationalism vs Internationalism, atavistic jingoism vs multiculturalism, monism vs pluralism, and homogeneity vs heterogeneity are impacting the selection of textbooks to be prescribed for academic courses. A real scholar is one who understands all views on contestable issues are nothing but fluid prejudices. A truly educated person is one who has learned to study in *breadth and depth*, to reason, to analyze and assimilate the differences which makes for *humane learning*. Universities should listen to the students who come for graduation with a request: "I want to be a whole human being. Help me form myself in my wholeness and let me develop my real potential" (Allan Bloom in *Closing of the American Mind*) Will the advent of Foreign Universities solve these problems? No, these are our own making. We have to restore Universities to their pristine glory. We must have funding for residential accommodation, better infrastructure, and research facilities. Those

who seek jobs and careers should be in Institutions that are meant for training in professional excellence while many job seekers should get their openings in upgraded Polytechnics. The Universities are for those who are interested in pure research and academics. India can be a supermodel for higher education if we make a bold policy of trifurcation of higher education without necessarily privileging one over the other.

The value of NEP can be fully realized if the UGC(and the Universities) make a course correction, different from the course correction now attempted. NEP's attempt to make students employable after 3-4 years is in the right direction. But for that to happen, *post-secondary education must be trifurcated*.

1. The Universities should focus on academics and research, the Institutions for Professional competencies like the IITs and IIMs, Medicine, Pharmaceutical sciences, Law, etc., and Skill and Technical universities and all three categories at the end of four years should be empowered to award degrees. While the second category, the professional institutes have been conducting entrance examinations JEE,NEET, etc., CUET is to be exclusively for the third category based on the XIIth class syllabus. The First category should have essay-type questions to test the analytical and expressive power of the students. This trifurcation does not privilege one category over the other.

2. Course structure must be done keeping the respective objective of each category. There has to be a blend of Natural Sciences, Social Sciences, and Humanities in a 2:1 ratio of major and minor according to the discipline selected by the students. The idea is to include both breadth and openness to knowledge and make the students understand the web of education that threads through all disciplines. These are what we define as composite courses, drawing professors from all departments in a spirit of collaboration. Universities should evolve composite courses on Art and Creativity, Politics and Ethical Governance, Environment and Sustainable responsibility, Culture and Civilization, Great Books Series, etc depending upon who teaches them and identify colleges that can offer them. These courses are to be held once or twice a week during lunch break or at the end of the day with the choice of selection given to the interested students. They should not be made compulsory. As Allan Bloom says "learning has to be synoptic

and precise". These courses are meant to provide intellectual excitement both to the professors and the students. In place of Professors of Practice, these lectures can be open to all students with specialists, experts, scholars, and practitioners from all walks of life delivering the lectures.

3. More autonomy to be given to universities and colleges affiliated with them. Every Institution should be allowed to increase the fees alongside instituting scholarships to the needy and the underprivileged. The course structure has to be done by faculty of different departments subject to the approval of the University academic Council and Executive Council.

4. This calls for a change in examinations as every institution sets the question paper for its students. But all these papers must be vetted by the University and the evaluation has to be done by University-appointed evaluators from different colleges.

5. Faculty recruitment can be done through university professors after assessing the specific need of the institution. The Selection Committee of experts alongside the Head of the Institution and Head of the department should continue as it stands today.

6. A change in the daily schedule by reducing the number of lecture classes to give time to students for self-study. Lecture classes must function like catalysts to perk the curiosity of the student to make him/her study in-depth and develop respect for study. Simultaneously the teachers gain time for their research. The synoptic lectures they must deliver demand wide-ranging study, assimilation, and articulation of the essence with accuracy to detail. The new pedagogy is demanding but intellectually exciting, as it involves the interplay between teachers' wide knowledge and precise articulation that is faithful to details to enlighten the students and not obfuscate or stupefy them.

7. All institutions must be residential to accommodate all first-year students. This is essential as students mostly from nonresidential schools will be given exposure to their peer groups from all parts of the country. This promotes in them a deep appreciation and respect for diverse cultures, diverse practices of life, diverse faiths, and diverse culinary delights … and the value of a residential campus is the promotion of robust national integration.

8. Lastly, let there be a conscientious attempt to not pack politics into education but pack education into politics that will protect all institutions from any form of assault on academic freedom and integrity.

To return to the idea of a foreign university, on our native soil, they are welcome as they bring with them their years of excellence to higher education. But to expect them to solve the intellectual crisis that has overtaken higher education in India-and which forebodes the crisis of civilization- is to abdicate our responsibility, leave aside our reluctance to recognize it, and debate it. As the Vedic saying goes 'Let noble thoughts come from all sides' let us assimilate the strengths that have made these three foreign universities to the peak of learning and reinvent ourselves as teachers to challenge the difficult times we are in. This is the right and appropriate time to say "over to the teaching community, policymakers, implementers, practitioners, and students to decide whether foreign Universities will open up higher education to achieve excellence or whether it will be the cause of closing our routes to reach the peak of excellence.

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Alignment of Programmes of Shivaji University with University Grants Commission Guidelines and National Education Policy—2020

Sadashiv Kamble* and Trishala Kadam**

Education in general and higher education supported by research activities is highly essential for national development. Recently, the International Bureau of Education (IBE-UNESCO) has specified three major types of contemporary approaches, especially for higher education, to curriculum integration: multidisciplinary, interdisciplinary, and transdisciplinary. Among these approaches, the interdisciplinary approach is more powerful with greater potential. By definition, this approach encourages teamwork and collaboration. It focuses on the combination of theories, methodologies, and perspectives from two or more disciplines; it connects a single theme or idea across disciplines. It also asks learners to draw upon knowledge and skills from different disciplines and nurtures their creativity. The interdisciplinary approach enhances students' quality and acceptability. This approach will surely develop well-rounded individuals who possess critical 21st-century capacities in various fields of study in science. However, it emphasizes the importance of the process rather than the product of something. Today it is needed to think more about preparing students for the real world and help them to see the relevance of the role of discipline in it. Incorporating an interdisciplinary approach into our curriculum practices would be a great way to address this. It helps to give learning a context, which creates interest and engagement and therefore promotes inclusion. The interdisciplinary approach is helpful for both scientific success and future career prospects. Studying in an interdisciplinary way allows students to translate their knowledge and background into a wide variety of career paths and fields of research. This approach has some benefits. The student gains a more comprehensive grasp of the world, it offers possibilities for new ideas and ways of thinking, provides the concept of working together to produce a greater whole and is a practical manner of seeing the world to prepare students for new jobs. In connection to this, University Grants Commission and National Education Policy—2020 have also strongly recommended the Interdisciplinary Approach in higher education. This policy envisions an education system that contributes directly to India into a vibrant knowledge society by providing high-quality education to all to make India a global knowledge superpower.

About the University and Interdisciplinary Programme

Shivaji University, Kolhapur, Maharashtra, with a campus spread over 853 acres is named after Chhatrapati Shivaji Maharaj, founder of Maratha Empire. It was established in the year 1961 and inaugurated on 18th November 1962. Today, the jurisdiction of the University is spread over three districts viz, Kolhapur, Sangli and Satara of Maharashtra with strength of 3, 00,000 students studying in 280 affiliated colleges and recognized institutes. It is accredited with 'A' grade by NAAC, and is at 28th position as per NIRF ranking. Shivaji University is ranked 1798 in Best Global Universities based on its performance across a set of widely accepted indicators of excellence. It has been offering 20 UG and 3 PG Programmes across three streams. The University which was founded primarily to cater to the regional aspirations is now one of the premier institutions of higher education and research in India. This University is already in alignment with recent policies of Government about introduction of interdisciplinary and integrated programmes into curriculum. Accordingly it has already started such interdisciplinary programmes such as Biotechnology (Entire), Journalism, Music etc. One of them is five years integrated programme entitled "Nanoscience and Technology" which started in the academic year 2012-13 on behalf of the School of Nanoscience and Technology. This school has flexibility in framing courses and conducting tests and examinations. It is funded by the State Government of Maharashtra on the eve of the Golden Jubilee Year of Shivaji University. It imparts concept-based knowledge and inspires the students towards the project-based learning. It organizes science exhibitions and research project

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competitions. Up till now, it has implemented the mini projects such as Prerana, Kalpana, Shrujan and Nirmiti. Final year of the programme is specifically dedicated for research projects. This programme was started before declaration of National Education Policy 2020 considering the importance and need of such programme which is beneficial for the students. The students of this programme can integrate knowledge from different disciplines to resolve problems. The author wishes to expose its interdisciplinary nature and contemporary applications of the programme.

Inclusion of Basic Science Disciplines

The degree programme in Shivaji University namely "Nanoscience and Technology" is a Five-Year Integrated Programme which includes concepts from basic science subjects. After successful completion of the programme, students get M. Sc. Degree. The concepts included in the curriculum are important from the point of view of further study at a higher level and research activities. In the beginning, the students learn about mechanics, properties of matter and optics. Theoretical aspects such as rotational motion, translational motion, the moment of inertia, oscillatory and wave motion, gravitation, and fluid dynamics, and the properties of matter such as Surface Tension, Viscosity, and Thermal behaviour are also included. It also offers information on Optics, Optical Instruments, Optical Fibres and their Attenuation which are very important and are being studied by the students. The First Law of Thermodynamics, Second Law of Thermodynamics, Carnot Cycle, Mechanical Efficiency, Irreversible and Reversible Processes of system and their Entropy changes during chemical reactions, Thermodynamic state, Thermodynamic Equilibrium, Zeroth Law of Thermodynamics, First law of Thermodynamics, Reversible and Irreversible Changes, Isothermal and Adiabatic Changes, Work done during Isothermal and Adiabatic Changes, Entropy, Principle of increase of Entropy in natural processes (conduction and free expansion of gas), Third Law of Thermodynamics are included in the curriculum. Study of Thermal Physics and Statistical Mechanics includes Laws of Thermodynamics- Conversion of heat into work, Various Thermodynamic Processes, Applications of First Law, Entropy changes in reversible and irreversible processes, Thermodynamic Potentials with study of Enthalpy, Gibbs, Helmholtz and Internal Energy Functions, Maxwell's Relations. Applications - Joule-Thompson Effect and Clausius-Clapeyron Equation for reactions. It also includes study of Optics, Electricity, Induction Interference, Diffraction, Polarization Magnetism Dielectrics, A. C. Circuits, Magnetostatics and Magnetic properties, Electricity and Magnetism. This curriculum also includes Kinetic Theory of Gases, Law of Equi-partition of energy, Theory of Radiation and Statistical Mechanics which is the base of making spectroscopic equipments, Concept of Energy Density, Derivation of Planck's law, Deduction of Wien's Distribution Law, Rayleigh Jeans Law, Stefan Boltzmann Law and Wien's Displacement Law, Phase Space, Macro-state and Micro-state, Entropy and Thermodynamic probability, Quantum statistics, etc are the basic concepts needed to the students. The knowledge of thermodynamics is important while working in industries to provide expertise. The study of these thermodynamic concepts is very important from industrial point of view. The candidates with knowledge of thermodynamics and electronic components can work efficiently in various industries where temperature and pressure conditions are applied for reactions to occur successful. The study of ionic, covalent, coordinate, hydrogen bond is included to provide basic knowledge of chemical bonds and their formation. In support of this, theories such as Ionic Bond Theory, Valence Bond Theory, Concept of Hybridization, Geometry of Molecules, Valence Shell Electron Pair Repulsion (VSEPR) Theory, Molecular Orbital Theory (MOT), Structural effects like Inductive, Resonance, Hyperconjugation, Steric, are included in the study which provides basic knowledge of chemical reactions. Concepts such as Conformational, Optical, Geometrical Isomerism are included which are important from the point of view of the study of medicinal activity of molecules. Knowledge of structure of an atom and chemical behaviour of molecules such as acids, bases, etc. are also included at initial level. Curriculum of Fundamentals of Chemical Sciences includes study of Chemical Kinetics which incorporates study of Rate, Order and Molecularity of reaction which is useful for research study. It also offers Electron Configuration of Elements, Aufbau Principle, Hund's rule of Maximum Multiplicity, shapes of s, p, and d orbitals, Pauli's Exclusion Principle, Heisenberg's Uncertainty Principle, Atomic Structure, Daltons Atomic Theory, Thomson's Atomic Model, Rutherford's Atomic Model and its drawbacks, Moseley work, Ritz Combination Principle, Study of elements with

properties such as size of atoms, ions, Ionisation Energy, Electron Affinity, Electronegativity, Shielding Effect, Shielding Constant, Oxidation, Reduction, Oxidizing and Reducing Agents, Organic Reaction Mechanism, Aromaticity, Aromatic Electrophilic Substitution, Aromatic Nucleophilic Substitution Reaction, Preparation and Application of Organic Reagents, etc. This basic knowledge is essential for a student who wishes to conduct research activity in Material Science. Study of solutions includes concepts such as phase equilibrium, conductance, electrochemistry and functional group chemistry which is the base for further study of reactions of solution molecules. Ideal solutions and Raoult's law, Nernst Distribution Law and its applications, solvent extraction, Phase Equilibrium Phases, Components and degrees of freedom of a system, criteria of phase equilibrium. Gibbs Phase Rule and its thermodynamic derivation, Derivation of Clausius – Clapeyron equation and its importance in phase equilibria, introduction to Nanothermodynamics, Conductance and Electrochemistry, Conductivity measurement of nanomaterials in solution, Electrochemistry Reversible and Irreversible Cells. Concept of EMF of a Cell. Measurement of EMF of a Cell, Introduction to nano-thermodynamics, Conductance and Electrochemistry, Conductivity measurement of nano-materials in solution, Reversible and Irreversible Cells, Concept of EMF of a Cell, Measurement of EMF of a Cell, Nernst Equation and its importance, Types of Electrodes, Standard Electrode Potential. Electrochemical Series, Thermodynamics of a Reversible Cell, calculation of thermodynamic properties, Electrochemical Synthesis, Deposition of nanomaterials, working principles of Batteries and Supercapacitor. The concept of biomolecules as self-assembled nanomaterials and biologically capped nanomaterials used in Surface Enhanced Raman Spectroscopy (SERS) is also included. This theoretical study is needed to technologists who will work in the field of energy and its transformation.

Upper level includes study of Classical Mechanics, Classical Electrodynamics and Quantum Mechanics, Techniques of Calculus of Variation, Charged Particles Dynamics, Matter Waves, Wave particle duality, De-Broglie hypothesis of matter waves, Uncertainty principle, Schrodinger's Wave Equation, Eigen values and Eigen functions, Operators in Quantum Mechanics, Commutation relation in quantum mechanics, Applications of Schrodinger Equation. Study of Physics at a higher level includes Crystal Structure, Idea of Superconductivity, General Properties of Nuclei and Nuclear Model, Elements of Quantum Mechanics, Chemical Kinetics, Thermodynamics, Chemistry of Solutions, Solid State Chemistry, Electrochemistry, Spectroscopy and Photochemistry, Photoelectric Effect, Thermodynamics, Gibbs and Helmholtz function, Chemical Kinetics and Catalysis, Photochemistry, and Bioluminescence. Inorganic and Organic Chemistry study includes theories of Acids and Bases, Hard and Soft Acids and Bases. Classification of Acids and Bases, Pearson's HSAB Concept, Acid–Base strength, applications and limitations of HSAB principle, Chemistry of Non aqueous Solvents. Classification of solvents, Separation of Lanthanides by Ion exchange method, methods of preparation of trans-uranic elements, Metal-Ligand bonding in Transition Metal Complexes-Co-ordination Chemistry, Crystal Field Theory, Molecular Orbital Theory, Retrosynthesis, Functional group interconversion, Retro synthetic analysis and synthesis of target molecules. This knowledge is very necessary for designing of new molecules. Introduction to Nanoscale, Nanomaterials, Nanoscience and Nanotechnolog, Quantum size effects, scaling up approach, scaling down approach, Generations of nanotechnology, Classification of nanomaterials, applications of nanomaterials in Television, Energy, Automobile, Textile, Space, Defense and Engineering, Bioluminescence, Making of Nanostructures, Microscopy, Iron and Steel, Bio-inorganic Chemistry, Natural Products and Pharmaceuticals, Metalloporphyrins, Alkaloids, Pharmaceuticals, Sugar Industry, Manufacture of Ethyl Alcohol, Ammonia, Sulphuric acid, Sodium carbonate, and Petroleum industry. It also includes applications of petrochemicals, synthetic petroleum, lubricating oils and additives, fuels and eco-friendly fuels: liquid, gaseous fuel (LPG, CNG), fossil fuels, diesel, bio diesel, gasoline, aviation fuels and use of solar energy for power generation. Catalytic Application of metal nanoparticles in organic reactions, photocatalysis, basics of electrochemistry and photochemistry, fundamental understanding of semiconductor interfaces, principles and relevance to photoelectrochemical and photocatalysis mechanism, properties of good photocatalysts, advantages of photocatalysts, types of photocatalysts, photocatalysts design and synthesis, application of photocatalysis in purification of water and air.

Inclusion of Life Sciences

Study of fundamentals of Life Science includes concept and characteristics of life, theory of origin of life, cell theory, understanding the diversity of life, three domains system, six kingdom system, major groups of living organisms, and classification of organisms. It includes study of general classification of plant kingdom, microbiology with world of microbes, prokaryotic cell structure and function, ultrastructure of nucleus, chromosome, chromatid, nucleosome, plant and animal cell structure. This study of biological concepts is helpful while designing and studying activity of any drug. The students are made aware with the knowledge of chemical basis of life, bio molecules, and metabolism in living beings. It includes study of carbohydrates, metabolic pathways, classification and properties of amino acids, amino acid metabolism, peptide bond, secondary helical structures, protein stability lipid classification, fatty acids, triacylglycerols, glycerophospholipids, sphingolipids cholesterol, lipids as signals, co-factors, and pigments. importance and role of vitamins, types of vitamins, minerals, micronutrients, macronutrients, role and functions, disorders of mineral deficiency etc are also included in the curriculum which is the base of further study and research. The Fundamentals of Microbiology including Microbial Taxonomy, Microbial phylogeny and current classification of bacteria with Microbial Diversity is included. Morphology and cell structure of major groups of microorganisms such as Bacteria, Algae, Fungi, Protozoa with Unique features of viruses is helpful for prevention and making drugs to function against these microorganisms. The study of Cultivation and Maintenance of microorganisms includes study of nutritional categories of micro-organisms, methods of isolation, purification and preservation, microbial growth, growth curve, generation time, synchronous batch and continuous culture, measurement of growth and factors affecting growth of bacteria. It also includes information about bacterial reproduction including transformation, transduction and conjugation, endospores and sporulation in bacteria and control of microorganisms by physical, chemical and chemotherapeutic agents. Study of Biomolecules includes the study of Monosaccharides, Disaccharides, Polysaccharides, Lipids such as Fatty Acids, Triacylglycerols, Glycerophospholipids, Sphingolipids Cholesterol. Study of detailed structures of Nucleic Acids such as Deoxyribose Nucleic Acid (DNA), Ribonucleic Acid (RNA) with protein stability, study of Enzymes, Vitamins and Minerals is also included. Further students study about Role of Microbes in synthesis of nanomaterials. They get knowledge about Bacteria/ Fungi / Yeast- mediated nanomaterial synthesis with Methodology, Mechanism and applications and the advantages of synthesis with microbial/biogenic nanomaterials. The students also learn about antimicrobial activity of nanomaterials-concept of MIC, MBC, possible mechanisms of the antimicrobial activities, Isolation and enrichment of metal tolerant microorganisms. Immunology and Medical Nanotechnology study includes overview of immune system, Antigen, Antibody, concepts of immunology, autoimmune diseases, immunodeficiency-AIDS. Vaccines and Vaccination, introduction to immunodiagnostics, Nanodiagnostics, Nanotechnology in molecular imaging, materials for use in diagnostic and therapeutic applications, diagnosis using nanomaterials, nanoparticles for bioanalytical applications, nanoparticles for MRI, X Ray, ultrasonography, gamma ray imaging, nanoparticles and quantum dots as molecular label, diagnostic nanochips, lab on chips and microelectromechanical systems (MEMS), biosensor and nanobiosensor basic concepts, characterization, perception, different types of nanobiosensors; nanobiosensors for medical diagnostics, nanoprobes for analytical applications, nanomedicine, applications of nano in biology, concept of disease, approach to developing nanomedicine, various kinds of nanosystems in use, nanodrug administration, nano-devices for drug delivery and theranostics, introduction to the potentials, applications and challenges of nanomedicine, nanomedicine and tissue engineering, nanobiomachines and nanorobots study is included to make students aware of these concepts. Fundamentals of Enzymology and Nanoenzymology study includes Definition, Basic terminologies, Classification, Nomenclature and Physico-chemical properties of enzymes, IUB system, Concepts of active site, binding site, enzyme-substrate complex, activation energy, Transition State Theory, Effects of pH, temperature and substrate concentration on enzyme activities, Enzyme Kinetics, Enzyme inhibition, Enzyme immobilization, Biochemical Techniques, Chromatographic Techniques, Concept of nanoenzymes, various nanomaterial based nanoenzymes, applications of nanoenzymes for sensing and imaging, nucleic acid sensing, as aptasensors for immunoassay, for detection of

cells and bacteria, for imaging, and Nanozymes for therapeutics. Molecular biology and genetic engineering includes study of Nucleic Acid, Role of DNA, Recombinant DNA Technology, Nanoparticles for nucleic acid delivery, Physical Properties of Nanomaterials, Thermodynamics of Nanomaterials, Applications of Nanoplasmonics. Quantum Dots, Optical properties of core-shell nanomaterials, Optoelectronic applications of nanomaterials, Hysteresis in ferromagnetic materials, domains, soft and hard magnetic materials.

Polymers in biological world includes introduction of polymer with structure, properties and application, introduction to Nanobiology and Nanomedicine, interaction between biomolecules and nanoparticle surfaces, synthesis of nanomaterials and nanoformulations, nanomedicine applications in biology, concept of disease, cause and molecular/cellular progression of key diseases including infectious, inherited diseases, immunological diseases and cancer. Approach for developing nanomedicines, various kinds of nanosystems, nanodrug administration, nano-devices for drug delivery and theranostic, introduction to the applications and challenges of nanomedicine, nanomedicine and tissue engineering, nanobiomachines and nanorobots. It includes study of biological synthesis of nanoparticles using bacteria, fungi, plants, purified enzymes and biological templates. The students learn about Silver nanoparticles, Gold nanoparticles, Cerium oxide nanoparticles, Titanium oxide, Zinc oxide nanoparticles and biological applications of inorganic nanoparticles, DNA and peptide based nanomaterials. They also study Different types of nanobiosensors for medical diagnostics and nanoprobes for analytical applications. Importance of Nanotechnology and its application in food industry, food packaging, natural biopolymers, nanosensors, outstanding issues, risks and regulations, public perception nanotechnology in agriculture, precision farming, smart delivery system, insecticides using nanotechnology, potential of nanofertilizers is provided in the curriculum. Today, health issue of public has become very serious. Many people over the world are suffering from one or other type of cancer. Therefore, to make students aware about dangerous diseases like cancer, study of biomedical applications of Nanobiotechnology is included in the curriculum. Students learn about Nanodrugs in cancer chemotherapy, nanotech application in cancer surgery, genome /proteome analysis for cancer, nanobiotechnology for drug

discovery, protein and peptide based compounds for cancer and diabetes, nanoparticle based drug delivery, vaccination, cell therapy, and gene therapy Nanosensors in Diagnosis, Polymer nanoparticles for small silencing RNA delivery to treat cancers of different phenotypes, nanodevices for drug delivery and theranostics, nanomedicine and tissue engineering, nanobiomachines and nanorobots.

Inclusion of Abstract Sciences: Statistics and Mathematical Sciences

Mathematical Science includes the study of Differential Calculus with different theorems, Numerical Differentiation, Partial Differentiation, Vector Analysis, Complex Numbers- Forms of Complex Numbers, powers, roots and log of complex numbers and properties of hyperbolic functions. In linear algebra, study of Eigen values and Eigen vectors, Characteristic Equation, Cayley-Hamilton Theorem, System of Homogeneous and Non-homogeneous Linear Equations, Condition for consistency are included which is supporting for further study. Today, knowledge of computation is essential. Considering this fact, computational method¬, integration of the function of one variable, applications of differential equations, numerical methods of solving first order first degree Differential Equations. Integral Calculus, Transform Analysis Laplace, Fourier Series, Dirichlet's conditions for a Fourier expansion, Fourier series in the interval, and Basic Digital Electronics Number systems are included in the study. Statistical Methods for Physical Sciences includes study of Nature and Graphical Representation of Data, Meaning and Scope of Statistics in Industry and Physical sciences, study about population and sample, census method, sampling method, study of primary and secondary data, ungrouped and grouped data, qualitative data (attributes) and quantitative data (variables), scales (nominal, ordinal, interval and ratio scale) of measurement, frequency distribution, histogram, frequency curve, and ogive curve. Study of statistics also includes concept of central tendency and criteria for good measures of central tendency. Arithmetic Mean, Mean of pooled data, Weighted A.M. Geometric Mean, Harmonic Mean, Median, Mode and their properties. The students learn about computations of A.M., G.M., H.M., Median and Mode for ungrouped and grouped data. Concept of Dispersion, requirements of a good measure of Dispersion, measures of Dispersion, absolute and relative measures of Dispersion, range, Mean

Deviation, Standard Deviation and their relative measures with knowledge of Variance, Coefficient of variation and its use. The concept of Dispersion, requirements of a good measure of dispersion, measures of Dispersion, absolute and relative measures of Dispersion is also included. This study is very applicable in basic science, medical, engineering and social science research. Concept of experiment with random outcome, sample space, finite and countably infinite sample space, discrete sample space, events, types of events, power set, conditional probability and independence of events, univariate probability distributions, discrete random variable, probability mass function, cumulative distribution function, concept of sampling for finite population, SRS, SRSWR, SRSWOR, stratified, systematic sampling, sampling error, definitions of Chi-square distribution, students- t distribution, F– distribution, mean and variance of these distributions, important properties of these distributions, applications of these distributions, testing of hypothesis, notion of random sample from probability distributions, statistic, sampling distribution of statistic. critical region, idea of one and two tailed test, type I and II errors, level of significance, p – value, statement of Central Limit Theorem (CLT), large sample tests for mean and proportion, small sample tests, small sample tests for mean and significance of correlation coefficient, Chi-square test for variance, Goodness of fit tests, etc are included so that the students can conduct research study and can draw conclusion on the basis of collected data analysis. During last year of this program students perform project-based research activities for which study of statistical concepts are essential.

Computational Nanoscience

At PG level, students acquire knowledge about computational tools for Nanoscience, programming fundamentals, designing an algorithm, flowchart and pseudocode, programming with Matlab, open source tools for Nanoscience such as Nanohub, Molecular Workbench, Ninithi, Scilab, Octave, Avogadro. It also includes an Introduction to proprietary software such as MATLAB, Mathematica, COMSOL Multiphysics, Virtual Nanolab and Atomistix ToolKit (ATK) with Advantages and disadvantages of Open source and Proprietary software. Students are made aware with today's technology for which they are introduced with quantum computers to study the difference between quantum computer and a classical computer.

a quantum computer working mechanism, writing to an idealised atomic-quantum computer, read-out from an idealised atomic-quantum computer, quantum computation, decoherence, the power of quantum computation, and power of a classical computer.

Inclusion of Digital Electronics Technology

This programme includes study of Digital Electronics, different coding fundamentals, theorems of Boolean Algebra, Logic Gates, building logic circuits from expressions, Basic computer organization: Input unit, output unit, storage unit, control unit, ALU, Memory-main memory, storage, memory organization, types of memories, cache memory. Combinational and Sequential Digital Circuits, Design of Combinational Circuits, Decimal to BCD encoder and Priority encoder, Multiplexers, Logic Levels, Integrated circuits and their performance, comparison, Introduction to VHDL, Manufacturing CMOS Integrated Circuits, The Silicon Wafer, Photolithography Technique, and Recurring Process are included in the Digital Electronics curriculum. Electronic Instrumentation unit covers principle of measurements, static and dynamic characteristics of an instrument, error in the measurement and types of static error, dynamic response of an instrument, significant figure and rounding off the numbers, and statistical analysis. System of units of measurement includes study of fundamental and derived units, international system of units, and other system of units. The basic concepts such as classification of standard, standard for mass, length and volume, electrical standard, international standards is also provided to the students for their study. The classification of transducer, selecting of transducer, electrical transducers and their parameters, types of transducers, Fiber Optical Sensors, Smart Sensors, Signal Conditioner and the introduction to instrumentation amplifier and active filters is given to the students. The students are familiarized with measurement techniques such as Impendence measurement. Voltmeter-Ammeter Method, Whetstone Bridge Method and Kelvin's Bridge method. The students are acquainted with Data Converter and Data Acquisition System, Weighted Resistor Network,R-2-R Network, A/D Converter Circuit, Data Acquisition System, Block diagram of DAS, objective of DAS, single channel and multi channel Data Acquisition System, Computer based Data Acquisition System and Data Loggers. Study of semiconductors include Energy Bands and Charge

Carriers in Semiconductors, Fabrication of p-n junctions, Introduction of Graphene, Li-ion batteries, Supercapacitors, Photovoltaic, Radio-frequency transistor, Photodetector, Modulator, Mode locked LASER, Anti-corrosion coating, Anti- bacterial coating, Catalyst, Sensors, Transparent Conductors, Carbon Nanotubes, Semiconductor quantum dots, Synthesis of semiconductor Nanocrystals in organic solvents, Fluorescence Spectroscopy of single CdSe Nanocrystals, Applications of quantum dots in biomedicine, Polymer Nanocomposites, Applications of polymer Nanocomposites in high temperature Paint formulation, Automobiles, Aerospace, Injection Moulded Products, Coatings, Adhesives, Fire-retardants, Packaging Materials, Microelectronic Packaging, Optical Integrated Circuits, Drug Delivery, Sensors, Membranes, Medical Devices, Consumer Goods, Thermal barrier and flame retardant Nanocoatings, Anti-microbial Nanocoatings, UV-resistant Nanocoatings, hydrophobic nanocoatings. Conductive Nanocoatings, Super hydrophobic Nanocoatings. Study of analytical instrumentation is included for students so as to inform them concepts of equipments. This unit includes study of Ultraviolet and Visible Spectrophotometry, Fluorescence Spectrophotometry, IR Spectroscopy, Atomic Absorption and Flame Emission Spectroscopy, Microscopy, and Atomic Absorption Spectrometry. It also includes study of Classical Mechanics, Classical Electrodynamics and Quantum Mechanics. Solid State Electronic Devices, Transistors and Microwave Devices, Photonic Devices, Radiative transitions, Light emitting Diodes, OLED, Infrared LED, Photodetector, Photoconductor, Photodiode, Semiconductor Lasers, Laser operation Nanopiezotronics and nano-generators. It also provides the knowledge of Piezoelectric, Electrostrictive and magnetostrictive effects with important materials exhibiting these properties and their applications in sensors and actuator devices. The students are made aware with Micro-Electro-Mechanical-Systems and physical/chemical/biological MEMS sensors. Energy Conversion and Storage Devices such as Solar Photovoltaics, Thin film solar cells, Sensitized and Polymer Photovoltaics, Batteries and Fuel cells, Super capacitors and various oxides as pseudocapacitors. Catalytic Application of metal nanoparticles in organic reactions, photocatalysis, basics of electrochemistry and photochemistry, fundamental understanding of semiconductor interfaces, principles and relevance to photoelectrochemical and photocatalysis mechanism, properties of good photocatalysts, advantages of photocatalysts, types of photocatalysts, photocatalysts design and synthesis, application of photocatalysis in purification of water and air. Students learn about nanomagnetism and spintronics beginning with spin electronics, magnetic data storage, magnetic recording overview, particulate recording media, thin film recording materials, longitudinal versus perpendicular recording, write heads, read heads, magnetic random access memory (MRAM), outlook and fundamental limits to recording, patterned media, materials for biomagnetism, targeting, functionalization of magnetic nanoparticles, magnetic separation, manipulation of magnetic particles in fluids magnetic twizzers, drug and gene delivery, magnetic resonance imaging, hyperthermia, magnetic biosensors, biological assay system, and labon-a-chip concept.

Inclusion of Communication and Legal Study:

To communicate one's knowledge and skill to others, command over language and effective communication skill is highly essential. To equip students of this programme with communication skills, study of Nature and Importance of Communication with basic Concepts, Communication Cycle, Characteristics of Communication, Barriers of Communication, Types of Verbal Communication (Oral and Written), Non-Verbal Communication with Aspects of Body Language,Formal Communication, Informal Communication, Language Skills such as Listening, Reading, and Writing skills are included. The students also learn about Parts of Speech, Tenses, Voices, Direct and Indirect Speech, Transformation of Sentences and Word Formation.

This programme includes Environmental Protection Act- The Air (Prevention and Control of Pollution) Act, 1981. It provides study of Green Nanotechnology Definition and principles of Green Chemistry and it's significance, Biosynthesis of nanoparticles from plants, fungi and microorganisms and their application. Energy efficient resources and materials in Nanotechnology, Biological Sensors, Detectors and their applications, future aspects and importance of Nanotechnology in environmental conservation.

Thus "Nanoscience and Technology" Programme in Shivaji University has really Interdisciplinary approach which is suggested by University Grants Commission and National Education Policy—2020. ❑

Quality and Excellence in Open and Distance Education: Reflections from Netaji Subhas Open University

Papiya Upadhyay*

Quality and excellence have become the defining element of education in the 21st Century in the context of new social realities. The Millennium Development Goals of the United Nations (MDGs, 2002) consider knowledge as the prime mover of development in the new millennium. How to provide quality education to large numbers at affordable costs is the primary concern of developing countries. Quality, as all of us are aware, makes education as much socially relevant as it is personally indispensable to the individual. In this context, quality and excellence should be the vision of every higher education institution and should be recognized through its 'Best practices'. It is these practices that add commendable value to an institution and its various stakeholders, and are considered standards of quality. The World Declaration on Higher Education (UNESCO, 1999) highlights the need to develop student services worldwide. It is imperative that higher education institutions provide services and programs that promote the quality of student life, meet its needs, and improve learning and success achievements. Some meaningful practices are evolved internally by the institution leading to improvements in its functioning – academic, administrative, or organizational. Over a period of time, due to such unique ways of functioning, NSOU has developed distinct characteristics which became its recognizable attribute- a plethora of student support services. This study intends to give an overview of the planning of student support services as one of its best practices. This may serve as worthwhile material for someone interested in knowing about how ODL Institutes can make unremitting efforts for continuous improvement and universal access to quality higher education (UN SDG-4). The reflections from NSOU's sustained efforts will gauge the road to quality and excellence in open and distance education, especially during the pandemic period and pressing issues.

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Purpose Statement

This paper describes the various efforts and initiatives that are launched and activated by NSOU. These initiatives are emphasized as roles and practices towards students' support services. These practices have been reflected and can be understood as best of the interest drawing the necessary directions in improving students' life in higher education.

Organization of the Case Study

Prelude

Established in 1997 by West Bengal State Legislature Act XIX (1997) as the State Open University to impart education in the Distance mode, Netaji Subhas Open University (NSOU) has made a sustained mark in the education scenario with its avowed mission of "Reaching the Unreached". It provides an opportunity for higher education in the vernacular medium to various disadvantaged groups of aspiring learners. It is the tenth Open University of the country. With the recognition of apex bodies like the UGC, the Rehabilitation Council of India (RCI), and now the UGC-DEB, NSOU has emerged as a force to reckon with in terms of empowering a wide cross-section of society through education with its multiple options.

Institutional Framework and Culture

NSOU celebrated its silver jubilee of establishment and the National Assessment & Accreditation Council (NAAC) accredited the University with Grade A' in its first cycle in the year 2021. The University caters to a very heterogeneous learner base both in terms of age group and socio-economic background. The matrix of operations includes both conventional academic areas as also vocational courses that are aimed at the skill-specific development of human resources. At present NSOU offers Under Graduate Post Graduate, 2nd Degree Programmes, Ph.D. programmes (regular mode), and various Vocational courses. NSOU operates through three Regional Centres (Kalyani, Durgapur, Jalpaiguri) and around 175 Learner Support Centres across the state of West Bengal in India.

NSOU's culture is instilled in its vision, mission, and core values. These form the scaffold of all its activities, initiatives, and innovations.

Vision

The NSOU, the only State Open University in West Bengal, delivers to build up the quality human resource base of the State and, along with other Open Universities of the country, moves towards the improvement of the quality of open distance education. It also intends to promote and develop an appropriate ambiance to develop an international standard distance education scenario in our country, keeping in view of the demands for education of the learners in tune with the requirements of the twenty-first century.

Mission

The visions are recognized through propagating quality education in flexible mode all over the State and providing access to different skills-enhancing educational programs. Also, to collaborate with other Higher Education Institutions (HEIs) for academic and research endeavors. In order to serve the underprivileged section of the learners, education in the vernacular language is provided, and made available at a low cost. It aims to facilitate life-long education. In making education accessible to all it objectifies to integrate of technological tools in the pedagogy for facilitating the learning experiences. As a seat of excellence and seeds of wisdom, the University eyes to contribute to the existing body of knowledge through fundamental, applied and systemic research and extension activities. It also thrives to render services for the development of the State in particular and the Nation in general in order to sensitize the learners towards a humanistic and democratic ecosystem.

Core Values

The mission of the University is braided with intertwined values which form the core for the inculcation of an educational journey. These are-

- Inculcating Social Values
- Preservation & Promotion of Human resource
- Employability through Skill Development
- Expanding learning opportunities through Technology

- Pursuit Excellence in Open Education

Best Practices: Meaning

Best practices are those that provide value to human existence while also supporting an institution's principal goal. It is construed as the activities that are quality-enhancing academic/ administrative/ infrastructural strategies adopted by highly accredited institutions of higher learning in this contextual time. Netaji Subhas Open University believes that best practices are the agents of positive change not only in the case of teaching-learning, but they also promote innovative ideas and activities and instil a scientific approach to issues or problems of the society in which the HEI operates and beyond.

Student Support Services: Concept & Process

Student Support Services are an essential component of learning provision in HEI. Students' retention, success and satisfaction are their main objectives. Institutions should develop policies and strategies for the design and provision of student support services. Although the delivery of student support services may vary between institutions, some aspects of student support should be taken into account in all learning programmes. NSOU enclaves a gamut of support services for its students and is designed to cover the pedagogic, technical, and administrative aspects that affect the educational journey of a learner.

Organising student support services at an institutional level, possibly the responsibility of a unit or department, is key to the quality of support that a student receives. This requires a holistic approach Such planning for student support is very much based on previous analyses of students' needs and demands, taking into account different learner groups and the specific characteristics of lifelong learners. Institutional planning should integrate different types of resources, and coordinating staff to give support in academic, technical, administrative, and other relevant areas. Promotion of student success, satisfaction, and retention should be the main objectives. Support services encompass all those aspects of the university experience other than the specific teaching and learning elements of an academic programme/course of study per se. It widely subsumes administrative, technical, and pastoral aspects, and includes induction, course choice and career opportunity, mentoring, and advice.

The Netaji Subhas Open University thrives with a holistic and proactive approach to the delivery of student support services, developing specific policies and programmes that integrate specialized support units and expertise across the stakeholders of the institution.

NSOU posits monitoring the needs of its students in order to inform the planning of support services for all its students. The institution also considers the needs of heterogeneous learner groups, including prospective and new students, and students with special needs (such as disabled students or those in prison). The demands of each course, and the likely prior experience of the students, are always considered. Special attention is paid to offering adequate support to lifelong learners, as many higher education open students are adults with professional and personal responsibilities, who are studying part-time and working to flexible schedules.

The university encapsulates the best possible issues and concerns to disburse quality student support services depending on adequate numbers of professional staff. Students should be provided with identified academic contacts responsible for providing feedback and support. Other supporting roles and services are also made available. The University website is a harbinger of all contacts and information orchestrated among all the departments and sections of the university.

Efforts and Measures for Quality and Excellence in Open and Distance Learning Ecosystem

NSOU strives for excellence as the defining element in imparting education through a combination of quality assurance, promotion, and sustenance initiatives. The best practices follow the following steps:-

- Identification of best practices
- Implementation of best practices
- Institutionalization of best practices
- Internalization of best practices
- Dissemination of best practices

The overall purpose and intent of the Best Practices can be enunciated as-

- A repertoire of the university's efforts in students support services

- Development of an understanding of the fundamentals that lead to success,
- Focus on continuous improvement efforts, and
- Management of the overall change process to close the gap between an existing
- Practice of the institution and that of the best-in-class dissemination in catering to reaching out to the unreached, meeting the unmet, and serving the unserved

Digital Education and ICT Initiatives

Several ICT initiatives have been taken by NSOU to cope with the situation of the worldwide Pandemic and existing IT Infrastructure has been strengthened to continue the teaching-learning process during the COVID-19 pandemic. The design of the website has been modified to segregate the information in a meaningful way. Information can now be searched in each section of the website (like academic year-wise) to facilitate information extraction. Each section of the Online Services has been enhanced with new features and content during this academic year. The official website of the University has been designed to store and manage digital content with quick hyperlinks. Each section is substantially updated with high-quality low-bandwidth friendly electronic content.

The University has established ICT based Student Support Cell which addresses the issues raised by the students either through mail or SMS. Learners are advised to follow the website at regular intervals for the latest notices/ information etc. The stakeholders take full advantage of the following services as provided by the University towards the success of the academic, administrative, and organisational enrichment:

Online Support Services

The university has developed a mechanism for SMS alerts to communicate with the registered students with all information/notices, etc. A dedicated Student Support Cell has been established to receive phone calls and redress the grievance of the students within two working days. Automatic ticket generation for each call is maintained.

Online Classes

Online sessions for all programmes are conducted with need-based and curricular

justification. Online class routines are uploaded on the website for wider dissemination among the learners. Live class schedules are displayed on the websites for maximum participation by the enrolled learners.

E-mentoring

E-mentoring for the enrolled learners through dedicated Telegram group across the various programmes have been introduced.

Learning Management System (LMS)

NSOU has dedicated a web portal to host LMS. Presently the PG and UG (CBCS) learners can access academic content with their user ID and pass password through this dedicated LMS. Academic content includes course materials and audio-visual lectures available to facilitate any any-time here learning. (http://www.nsouict.ac.in).

NSOU OER Repository

NSOU is the only state-aided university in West Bengal having the OER repository. The course materials and audio-visual lectures with an appropriate open license (Open Educational Recourses, OER) will be made available through this repository free of cost. Students of any university may access academic resources online. (http://nsouoer.krc.net.in). OER Repository helps access academic resources having a CC BY-NC-SA license anytime & anywhere. The academic resources are also provided through SD cards to cardslitate offline learning for some specific courses.

Online Examination:

Assignments and Term-end examinations were held online through a dedicated portal. Final TEE results are available National Academic Depository (NAD).

E-content & A/V lectures: To supplement face-to-face counselling, the university has taken initiatives to develop audio visual lectures delivered by eminent teachers/ experts. The A/V lectures are made available through LMS and OER Repository. The e-contents are developed in the studio, set up by the University. The faculty members are engaged in developing and editing the e-contents. The academic resources are also provided through SD card to facilitate offline learning for some specific courses.

Mobile App/ M-learning: The LMS is made compatible with the android application so that the students can get all the academic content through their mobile devices. The academic resources are also made available through Mobile App

i. **NSOU Web TV** (Multimedia Streaming Service): AVLs are shortlisted and are streamed according to dedicated schedules.

ii. **NSOU Web Radio 'Muktak'** (Internet enabled Audio Streaming Service):

   Web Radio services was introduced to broadcast important lectures through Web. The web Radio service (Muktak) is especially effective where internet connectivity is not enough to avail multimedia streaming.

iii. **MOOCs/Online Courses**: SWAYAM online courses, NSOU MOOCs: NSOU MOOCs are developed and coordinated by Faculty members are made available through NSOU-LMS. These value-added courses are open to all. These are accessed through

iv. **Virtual Counselling** is introduced in a few professional programmes.

v. **Awareness programme on ICT** support services is organised to enable students' optimum use of ICT in their learning process; Orientation of faculties on Question paper setting for online exams; LMS orientation; Pre-admission counselling, Induction meet are judiciously organized through online.

vi. **Feedback** from various stakeholders (students, academic counsellors, subject experts, alumni) on teaching-learning process, quality of content delivered and delivery mechanism of ICT services are taken to deeply analyse feedback and extract important trends and information in order to improve ICT enabled learning.

vii. **Placement Facilitation Service**: The University is providing online "placement facilitation service' for its vocational students free of cost. Other students may also register their name with nominal registration fees payable online. Through this online platform the students may upload their CV which may be accessed by the employer available online. The employer may call suitable candidates for personal interview. (www.wbnsou.ac.in)

viii. **Enhanced Website accessibility for differently-abled persons**: With a view to empowering persons with disabilities and ensuring inclusiveness and equity, the University has made its website more accessible to visually impaired. The site is now equipped with assistive technology for customized experiences.

ix. **SMS alert**: University has started SMS alert facility for the students regarding renewal, payment of fees, examination etc.

x. **NSOU on social media:** University has introduced social media plugin e.g., Twitter for sharing and interacting with the students. The official twitter account being @NetajiOpen.

xi. **NSOU Live Chat**: University interacts with the learners and Coordinators of the LSCs through NSOU App at regular interval to discuss various issues on teaching-learning process and try to resolve the grievances of the learners.

xii. **Learners' Facilitation Centre:** Learners' Facilitation Centres at all the three Regional Centres have been set up to provide free internet facility to the students for the purpose of admission, renewal, downloading the course content etc.

xiii. **Village Knowledge Centre (VKC):** Village Knowledge Centres have been set up at rural Vocational Learner Support Centres to provide free academic support to the enrolled learners.

xiv. **Online Library services:** Online Public Access Catalogue of the library resources are available on the NSOU website under the heading Library Services where bibliographical information of printed books is available. Learners may get the idea about library resources before physically visiting the library.

xv. **Pre-admission Counselling programmes**: These sessions are organized by the university for the prospective learners. These events help intenders/aspirants to clear their concepts about the courses and programmes and career opportunities.

xvi. **Induction Programmes**: For the newly enrolled learners, the university organizes a series of induction meetings across the varied under-graduate and post-graduate disciplines/ studies.

xvii. **Laboratory counselling cum evaluation session (LCES)**: It is conducted for lab-based subjects with due care to maintain the integrity and quality of the practical curricular requirements. A 6-week online course has been introduced to cater to some of the LCES (viz., Mathematics).

xviii. **Students' seminar**: University encourages academic departments to organize students' seminar to bolster their confidence and also make them self-reliant, self-determined and make them adept with contemporary skills and knowledge.

xix. **Blended Learning**: Almost all academic programmes are rendering teaching-learning through blended mode. Due support and care are been taken to sensitize and orient learners to take the maximum advantage of blended curricular transactions. Special lecture programme, Extended counselling sessions, E-tutorials vis a vis F2F classes are the hallmark of a gamut of online/offline services.

Imparting Education in Regional language

- It is a policy decision of NSOU to mandatorily provide SLMs in the regional language of the State for all Bachelor Degree Programmes.

- In the Post Graduate programme, the SLMs are provided both in Bengali and English version.

- The learner may opt the medium of SLMs at the time of admission. Most of the SLMs in Bengali version have been digitized.

- A number of A/V lectures are also presented in Bengali for better understanding among the learners. The lectures on web radio-Muktak are also available in the regional language.

- The NSOU Website can also be accessed in regional languages like Bengali, Hindi and Nepali apart from English language.

- The learners are free to write their answers in Bengali or in English as per their convenience. The learners feel comfortable to internalise their new knowledge when studied through their mother tongue. Question papers of the assignment and

term-end examination are set in Bengali and English version.

- The information brochure/ prospectus is prepared in Bengali version targeting rural learners. The prospectuses describe the code/rules applicable for academic and non-academic staff.

- For publicity, advertisements are released in almost all local newspapers

Grievance Redressal Mechanism

NSOU has an effective grievance redressal mechanism in place as such a system is essential for all the HEIs which follow a learner-centric approach. The Students' Grievance Redressal Cell (SGRC) has been constituted as per the provision of the University Grants Commission (ODL) Regulations 2017 which is dedicated to handle the grievances of the learners. NSOU has established a responsible Grievance Redressal Cell where the students can vent their grievances in a number of ways either by filling up a Grievance Redressal form online or contacting the LSCs, RCs or Headquarters directly. NSOU takes all possible precautions at every stage of examination/evaluation/publication of results so that no candidate may feel aggrieved. The University is incentivizing the Learners' Facilitation Centres introduced in all three Regional Centres to address the grievances/queries/doubts raised by the learners. A SGRCA portal is contemplated to be launched very shortly to meet the issues deftly.

Learners Feedback

Feedback analyses are assessed through 16 parameters fixed for the learners for evaluation of the teaching-learning process of the university. The feedback is received online. The analyzed report is taken into prompt consideration to address the lacunae and concerns of the respective academic departments.

Conclusion

The paper laid an emphasis on the role and the importance that student services have in improving students' academic experience, with reference to various indicators, efforts, and initiatives of the university. Understanding the concept of student services and their role contributes to the development of policies and strategies to support the academic field, drawing the necessary directions in improving service quality in higher education. However, quality and excellence in higher education seek a wide variety of services. They have to be very well developed or adapted to the needs of students that are in constant growth and diversification (Audin & Davy, 2003).

An important role of student services is to prepare students for active participation in society. Along with teachers and non-governmental organizations they contribute to increased learning opportunities and community involvement by organizing or promoting internships, experiential units or short-term experiences, integrated into the curricula. These services take a major role in encouraging and establishing open methods of making decisions and rationally resolving conflicts. The manner in which the policies are created, with which the decisions are made and controversial topics are addressed, is as important as the results. The institution gives students a series of values by the way of addressing policies, decisions and problems.

NSOU's student support services are the backbone of its quality and excellence as it cruises through creative initiatives for promoting a joyful educational journey to a wide range of heterogeneous learners. The open pedagogy-especially the ODL strategies support multiple perspectives, and design integrated/blended learning opportunities and contemporary experiences. It fosters self-directed and self-determined learning among its learners. NSOU is striving for championing resilience in education in order to cope with the untoward situation and a long-standing commitment towards inclusive education and culture. Thus, the intent of the best practices in the development of an understanding of the fundamentals that lead to success, focus on continuous improvement efforts, and management of the overall change process to close the gap between an existing practice of the institution and that of the best-in-class institutions with reference to the most relevant key performance variables. Some of the closing points broaden the views of resilient learning and thinking of education as flexible and accessible to all:-

- Strong bonding with the Learner Support Centres operating across the state of West Bengal.

- Encouraging student-university interaction through various programs and activities.
- Supporting and contributing towards the respect of cultural diversity.
- Taking a leadership role in emergency/untoward situations.
- Establishing an effective working relationship with the local community.
- Supporting students in transition to university life.
- Inculcating value systems in students.
- Encourages the development of relationships and belongingness to the Institutional community.
- Providing opportunities to explore the cultural and aesthetic horizons of students.
- Facilitating students towards holistic development.
- Organizing special programs and services for students through extended curricular sessions.
- Fostering global competencies.

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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.

Embracing Change is Inevitable to Become Future Ready

Ferzaan Engineer, Co-founder and Chairman of Cytecare Hospitals, Bangalore and Co-founder and Joint Chairman, Medwell Ventures, Pvt. Ltd. delivered the Convocation Address at the 11th Annual Convocation Ceremony of the Sri Siddhartha Academy of Higher Education, Tumkur on October 29, 2022. He said, "Learning is never over, rather it is a constant and ever-evolving part of our lives. Your generation is a bridge between the old and the new. A generation is proud of a rich heritage but ready to embrace new ideas and change. Your generation is lucky to have the luxury of an experiential mindset - you don't have to look at jobs only from a survival perspective. You can map your lives as a series of experiences - filled with learning, contribution to your field and nation, thought leadership as well as personal growth, travel, spiritual development, and family. Approach your life as problem-solvers, as we now live in a world where bureaucracy is fast being replaced by boldness, disruption, and innovation." Excerpts

I graduated in 1985, 37 years ago. It is amazing to see the paradigm shifts that have taken place between then and now, both in India and globally. The staggering range of diversity and choices available to this graduating class are unprecedented!

Not only has the world changed but it is a very different India that we live in. We are now the world's fifth largest economy, having surpassed the UK by GDP. The World Economic Outlook of the IMF predicts that India will surpass Germany and Japan to cross $5 Trillion in GDP and become the third largest economy in the world by FY'28.

India's rapid growth, demographic dividend and importance on the world stage have created hitherto unimaginable opportunities for today's graduates. These opportunities are further accentuated by China's partial decoupling from the Western economies. India has the possibility to become a global Manufacturing hub, in addition to it's leadership in the Services sector. We also have the opportunity to create innovative products for the Indian market which can be rolled out across the world. Furthermore, India's growing consumer market make it an attractive destination for global capital flows.

These opportunities also come with unprecedented challenges. If India has to seize the moment, we will need to become "Future Ready" and be highly adaptive to change, be it technological, geopolitical or socioeconomic. There is also an onerous responsibility on educational institutions and their industry collaborators to produce graduates with skills that are relevant to this new and ever changing environment. This involves building competitiveness and the ability to stay ahead of the curve in terms of technology, research, ideation and relentless execution. This is a big paradigm shift, especially coming from a more straight jacketed past!

Your graduating class is fortunate on two counts. One, you are graduating from a first class institution which is well accredited, research oriented and globally known. It is known not just for academic excellence but also for building overall character, inculcating social and environmental responsibility and expanding access to education to more people. Two, Karnataka is a global hub for technology, has an excellent start-up ecosystem and is home to super specialized hospitals and medical facilities. For example, our cancer hospital, Cytecare sees patients from over 25 countries! In many ways our State is a laboratory for a new India with its focus on innovation, technology and building world class competencies across different verticals such as Healthcare, Aviation, IT, Energy, Engineering, Agriculture, Defense, Space etc.

As individuals this is an important time to reflect on what you want out of life, as you transition from the academic world to the professional world. Learning is never over, rather it is a constant and ever evolving part of our lives. Your generation is a bridge between the old and the new. A generation proud of a rich heritage but ready to embrace new ideas and change. Your generation is lucky to have the luxury of an experiential mindset - you don't have to look at jobs only from a survival perspective. You can map your lives as a series of experiences - filled with learning, contribution to your field and nation, thought leadership as well as personal growth, travel, spiritual development and family. Approach your life as problem-solvers, as we now live in a world where bureaucracy is fast being replaced by boldness, disruption and innovation.

You are graduating at an auspicious time and I wish all of you and your families a happy Diwali and New Year as well as advance wishes for Karnataka Rajyotsava!

Thank You,

CAMPUS NEWS

National Seminar on Quantitative and Qualitative Metrics of Revised NAAC Manual - 2022

A two-day NAAC sponsored National Seminar on 'Quantitative and Qualitative Metrics of revised NAAC Manual - 2022' was hosted by Naipunnya Institute of Management and Information Technology, Pongam, Koratty, Thrissur, Kerala during January 09-10, 2023 through online mode. The objective of the event was to provide a forum to familiarize participants with the qualitative and quantitative metrics as per the revised compressed NAAC Manual-2022; to identify fresh inputs and the best practices for higher education institutions and to chalk out new strategies to enable the Higher Education Institutes (HEIs) to enhance sustenance and the quality levels of higher education. A total of 213 participants from all over India registered for the event. The participation certificates were distributed to 161 participants.

The Welcome Address was delivered by Rev. Fr. Dr. Paulachan K.J., Former Director and Principal, Naipunnya Institute of Management and Information Technology. After the Introductory Address, Dr. Anne Mary Fernandez, Assessor, National Assessment and Accreditation Council (NAAC) and Former Registrar, Karunya Institute of Technology and Sciences, (Deemed to be University), Karunya Nagar, Coimbatore, Tamil Nadu delivered the Keynote Address. She spoke about the procedure followed by NAAC in evaluating the institutions during the process of NAAC accreditation. In the Inaugural Address, she emphasized the parameters ensuring quality education and the development of students. She remarked that the purpose of the establishment of the National Assessment and Accreditation Council is to motivate the HEIs are moving in the right direction and to provide quality education to the students, making them at par with their global counterparts. She spoke about the procedure followed by NAAC in evaluating the institutions during the process of NAAC accreditation.

During Technical Session, Dr. Anne Mary Fernandez briefed the participants on the qualitative and quantitative metrics of criteria 1, 2, 3 as per the revised NAAC manual 2022. Benchmarks for the criteria were also discussed. The outcome-based education and implementation of NEP-2020 in institutions were also discussed during the session. Participants were encouraged to ask questions as and when each criteria discussion was completed.

During the next Session, Dr. Jacob P M, Director, Naipunnya Business School, Pongam, Thrissur, Kerala briefed on the 'Best Practices and Institutional Distinctiveness'. There was a detailed session on qualitative and quantitative metrics for criteria 4,5,6,7 as per the revised NAAC manual 2022 by Dr. Anne Mary Fernandez Assessor, National Assessment and Accreditation Council (NAAC) and Former Registrar, Karunya Institute of Technology and Sciences, (Deemed to be University), Karunya Nagar, Coimbatore, Tamil Nadu. The benchmark for each criterion was also discussed. Another session of the day was handled by Dr. Gabriel Simon Thattil, Professor of Commerce, School of Business Management and Legal Studies. Dr. Gabriel briefed on New Strategies to Enhance Quality Levels of Higher Education Institutes (HEIs). The session was followed by a question-answer session. The two-day event was appreciated by the participants and was evident with the interaction and feedback shared during the session and post-event.

Continuing Education Programme on Challenges in 3D Printing and Post Processing

The One-week Online Continuing Education Programme on 'Challenges in 3D Printing and Post Processing' is being organized by the Department of MED, National Institute of Technology Warangal, Telangana and the Department of Mechanical Engineering, Vardhaman College of Engineering, Hyderabad in association with the Center for Continuing Education, NIT, Warangal, Telangana during March 06-12, 2023.

3D printing is the latest technological progress in the fields of manufacturing, design, and building. Also known as additive manufacturing, in which a 3D object is manufactured by depositing material layer-by-layer in accordance with a digital model prepared using any CAD software. The object may be printed using a variety of printing materials, including metals, ceramics, polymers, powders, filaments, and paper. There are several 3D printing methods, and this FDP

gives an overview of these technologies. Also, a number of post-processing methods are used to enhance the surface quality of the different additively prepared components. The Topics of the Event are:

- ***3D Printing: The Technologies.***
  - i. SLA Process.
  - ii. FDM Process.
  - iii. Powder Bed Fusion Technologies.
  - iv. Direct Energy Deposition.
  - v. Metal Binder Jetting.
  - vi. Binder Jetting.
  - vii. Material Jetting.

- ***Various Post-processing Techniques.***

- ***Hands on 3D Printing.***

- ***Industrial Applications.***
  - i. Aerospace.
  - ii. Automotive.
  - iii. Medical.
  - iv. Industrial Components.

- ***Overview of Bio Printing Ideas.***

For further details, contact Coordinators, Dr. S Venu Kumar, Associate Professor, Vardhaman College of Engineering, Kacharam, Shamshabad – 501218, Hyderabad (Telangana), Mobile No: 09849124386, E-mail: *venukumar24@vardhaman.org* and /or Dr. G Venkatesh, Mobile No: 07093901757, E-mail: *venkatesh@nitw.ac.in.* For updates, log on to: *www. nitw.ac.in.*

National Seminar on Emerging Trends in Biological Sciences

A two-day National Seminar on 'Emerging Trends in Biological Sciences: A North East India Perspective' is being organized by the Department of Biotechnology and Bioinformatics, North-Eastern Hill University, Shillong, Meghalaya in collaboration with Bio-Resources Development Centre (BRDC), Shillong & BioNEST Bioincubator facility, NEHU, Tura Campus, Tura, Meghalaya during February 28-March 01, 2023. The seminar would be divided into three categories. Category-I would focus on the latest developments and emerging trends in biotechnological research in areas such as biodiversity and conservation, medicinal plant research, data science and healthcare, microbial wealth, and its bioprospection, metabolic disorders and biotechnological interventions, immunometabolism, and tumor immunology, and bioeconomy, bio-entrepreneurship and bioresources with special reference to North-East India. Category II is a bio-ideation where participants would pitch ideas for a problem. Category III focus on exhibition by bio-entrepreneurs from across India including North-Eastern States. The event will include talks from bioentrepreneurs, scientists from Academics and Industries with group discussion for a meaningful outcome of the seminar. The Themes of the Event are:

- Biodiversity and Conservation.

- Medicinal Plant Research.

- Data Science and Health Care.

- Microbial Wealth, and Its Bioprospection.

- Immunometabolism, Tumor Immunology.

- Bioeconomy, Bio-entrepreneurship and Bioresources.

- Metabolic Disorders and Biotechnological Interventions.

For further details, contact Organizing Secretary, Dr. S Majaw, Department of Biotechnology and Bioinformatics, North-Eastern Hill University, Shillong-793022, Phone No.: +91-364-2722407, E-mail: *etbsseminar@gmail.com.* For updates, log on to: *www.nehu.ac.in/events*

National Conference on Environmental Governance

A two-day National Conference on 'Environmental Governance in India: An Audit for Moving Forward March' is being organized by the Department of Economics, School of Social Science and Humanities Central University of Tamil Nadu, Thiruvarur, Tamil Nadu during March 16-17, 2023.

India's Environmental Performance Index (2022) ranks declined from 132 to 180 in 2006 and 2022, respectively. Moreover, its rating worsened from 47.7 to 18.9 for the above period. Notwithstanding diverse environmental rules, the exploitation of assets is a continuous phenomenon. It raises the question, "what is the state of Environmental Governance in India?" Policy measures could not have substantial consequences

because of divergence in monetary and environmental policies. As a result, the country struggles to attain sustainable development. Convergence in economic and ecological guidelines can sustainably guide the government and people. Instead, the monetary increase of a rustic is projected an awful lot at the price of environmental degradation. Green GDP stresses the importance of the environment, which accounts for resource depletion in production. Green GDP may infer the actual development of a country, but the whole world undermines it. The social cost incurred from pollution creates a monetary burden on middle- and low-income households. Capital-intensive procedures have allowed industrialists to grow the social cost on the bad. Environmental issues, which include pollution, deforestation, climate change, global warming, biodiversity, and so forth, have devasted the economic system and the people. Protection and conservation of the surroundings are increasingly becoming more critical. In this context, effective environmental governance is of maximum importance. Therefore, the thrust area of the national conference is to audit the adequacy and effectiveness of various Government policies, programmes, schemes, and interventions for environmental governance in India. The Subthemes of the Event are:

Pollution, Technology, and Environment

Air Pollution and Treatment; Ecosystem Assessment; Environmental Disasters, Environmental Data Analysis and Modelling; Environmental Process Simulation; Environmental Pollution and Remediation; Environmental Remote Sensing Applications; Environmental-Friendly Technology; Environmental Valuation; GIS for Environmental Assessment; Green Building & Architecture; Hydrology and Water Resources Engineering; Innovation in Health and Environment Applications; Smart Cities; Soil Restoration; Environmental Footprint of Tourism; Waste Engineering and Treatment; Water Quality Control and Modelling.

Renewable Energy

Biofuels / Biofuels Cells; Biomass; Clean Energy Innovations; Energy Efficiency & Conservation; Energy Modelling; Energy Storage and Conservation; Energy-Saving Technology; Green Energy and Application; Low-carbon Technologies; Green Energy; Solar Energy; Sustainable Energy; Waste Recycling Energy; Wind Energy; Wind Energy Systems.

Sustainable Development

Carbon Footprint; Circular Economy; Clean Water Availability; Climate Change; Climate Change Finance; Green Economy/Technology; Materials; Waste & Recycling; Pollution Prevention; Social Sustainability; Social Justice; Sustainable Living; Sustainable Development Goals (SDGs); Sustainable Development and education; Sustainable Businesses and CSR; Energy Management; Sustainable buildings; Sustainable cities; Sustainable energy policies and management; Water Conservation; Protecting; Preserving and Conserving Cultural Heritage.

Environmental Policy and Governance

Environmental Law; Environmental Planning; Global and Regional Policies strategies; and Standards to Overcome; Need for Uniform environment quality monitoring protocol; Role of public participation and awareness in environmental governance; Regulatory interventions for cleaner production; Tussle between International Obligations and National Goals; Regionalism and environmental politics; Multi-disciplinary approaches to environmental planning; Development and Planning; Environmental Challenges and Economic Growth; Environmental Ethics; Environmental Education and Awareness.

For further details, contact Organising Secretary, Dr. K Damodaran, Associate Professor, Department of Economics, Central University of Tamil Nadu, Thiruvarur, Tamil Nadu- 610 005, Mobile No: 09942856690, E-mail: *egisummit2023@gmail.com.* For updates, log on to: *www.cutn.ac.in/events/* ❑

THESES OF THE MONTH

SOCIAL SCIENCES
A List of doctoral theses accepted by Indian Universities
(Notifications received in AIU during the month of Nov-Dec, 2022)

Accountancy

1. Prajapati, Mahendrakumar Najibhai. **A study on gap between Indian capital market and global capital market**. (Dr. Jayendrasinh Jadav), Department of Accountancy, Gujarat University, Ahmedabad.

Anthropology

1. Khual, Gin Khan. **Bio-cultural correlates of infant and child mortality among the Zou of Manipur**. (Prof. D K Limbu), Department of Anthropology, North Eastern Hill University, Shillong.

2. Riamei, Guangdikhuanliu. **An anthropological study on health and nutritional status among the adult Rongmei Naga of Manipur**. (Dr. Sudipta Ghosh), Department of Anthropology, North Eastern Hill University, Shillong.

Commerce

1. Hake, Pankaj Bhujangrao. **A comparative study of organized and unorganized cloth retail marketing in Nanded District**. (Dr. P D Kharwadkar and Dr. G N Bokare), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

2. Ingale, Sunil Govind. **An analytical study of tax planning investment avenues by the salaried taxpayers in Solapur City**. (Dr. Shivprasad V Dongare), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

3. Lyngdoh, Vallarie Shisha. **Entrepreneurs characteristics and enterprise growth: A study of MSMEs in Meghalaya**. (Dr. R A J Syngkon), Department of Commerce, North Eastern Hill University, Shillong.

4. Pawar, Santosh Subhash. **An analytical study of employees in malls**. (Dr. C K Bora), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

5. Rafiqahmed, Mansuri Imroz. **Impact of natural calamities on selected commodities and selected commodities companies**. (Dr. Dharmendra Mistry), Department of Commerce, Gujarat University, Ahmedabad.

6. Sarala, M S. **Impact of brand on image building: A study on selected private sector banks**. (Dr. Kundan Basavaraj), Department of Commerce, Kuvempu University, Shankaraghatta.

7. Sharma, Arun Kumar. **A study of government accounting and reporting in Arunachal Pradesh**. (Prof. Otem Padung), Department of Commerce & Management Studies, Rajiv Gandhi University, Itanagar.

8. Shubhashree, P K Acharya. **Algorithmic and non-algorithmic trading activity in the BSE using limit order book of select stocks**. (Dr. Anuradha P S), Department of Commerce, Christ University, Bangalore.

9. Srivastav, Sarita. **A study of higher education leadings by Non-Banking Financial Companies (NBFCs) in Delhi NCR**. (Prof. R C Parida), Department of Commerce & Management Studies, Rajiv Gandhi University, Itanagar.

Economics

1. Amar, Raju Karshan. **Analytical study of the financial aspects of public and private sector banks in India**. (Dr. Mukesh R Gareja), Department of Economics, Bhakta Kavi Narsinh Mehta University, Junagadh.

2. Chetan, K. **Economic analysis of floriculture in Maland Region of Karnataka**. (Dr. S N Yogish), Department of Economics, Kuvempu University, Shankaraghatta.

3. Das, Dilip Kumar. **Indo SAARC trade: Problems and prospects in the context of globalization (1985-2018)**. (Dr. Debkumar Mukherjee), Department of Economics, University of North Bengal, Darjeeling.

4. Hebare, Babita Ganpatrao. **Mahilancha shaikshnik darja va shramshakti teel sehbhagachey arthik vishleshan: Vishesh sandarbh Naded Jilha**. (Dr. P P Lonarkar), Department of Economics, Swami Ramanand Teerth Marathwada University, Nanded.

5. Mori, Jesingbhai Narsingbhai. **Socio-economic status of fisherman community: A comparative study of the fishing port of Veraval and Mangrol**. (Dr. R S Jinjala), Department of Economics, Bhakta Kavi Narsinh Mehta University, Junagadh.

Education

1. Anal, Ruwndar Lastny. **Practice of Information & Communication Technology (ICT) in teacher education programme in Manipur**. (Dr. N Amareswaran), Department of Education, North Eastern Hill University, Shillong.

2. Gautam, Rashmi Lakhansingh. **A critical study of the implementation of law regulating solid waste management in Gandhinagar Municipal Corporation**. ((Dr. Purvi Pokhariyal), Department of Law, Nirma University, Ahmedabad.

3. Gohel, Pareshbhai Vajubhai. **Bhagavan Swaminarayan rachit vachanamrut granth mathi nishpann thata mulyono abhayash**. (Dr. Malabhai Dodia), Department of Education, Bhakta Kavi Narsinh Mehta University, Junagadh.

4. Mishra, Lokanath. **Developing frame work analysis of peace education in secondary schools of Odisha**. (Prof. S K Swain), Department of Education, Utkal University of Culture, Bhubaneswar.

5. Narwade, Ravi Arun. **Swami Ramanand teerth Marathwada Vidhyapeeth Naded antargat yena-ya padvi strawar karyerat mahila pradhyapkancha vyavsayik vikas: Ek chikitsak abhyas**. (Dr. Kadam V k), Department of Education, Swami Ramanand Teerth Marathwada University, Nanded.

6. Willy, Mamunur R M. **Status and problems of secondary education in Garo Hills, Meghalaya**. (Dr. B B Kharbirymbai), Department of Education, North Eastern Hill University, Shillong.

Journalism & Mass Communication

1. Dehariya, Satendra Kumar. **Hindi samachar patroan mein gramin anchloan kee coverage evam prastuti: Dainik Bhaskar evam patrekarita samachar patre ka tulnatamak adhyayan**. (Dr. Pavitra Shrivastava), Department of Journalism & Mass Communication, Makhanlal Chaturvedi National University of Journalism and Communication, Bhopal.

2. Nemey, Gyamar. **Media as social change agent: An evaluative study of Nyishi Tribe in Arunachal Pradesh**. (Prof. Kh Kabi), Department of Mass Communication, Rajiv Gandhi University, Itanagar.

3. Rai, Dinesh Kumar. **State of national Hindi news media comparative analysis of farming of news bulletins: Aajtak, News 18 India, Zee News**. (Dr. Monika Verma), Department of Journalism & Mass Communication, Makhanlal Chaturvedi National University of Journalism and Communication, Bhopal.

Law

1. Ahmad, Irshad. **Revenge porn and blackmailing under cybercrime against women in India: A socio-legal study in Lucknow City**. (Prof. Sudarshan Verma), Department of Law, Babasaheb Bhim Rao Ambedkar University, Lucknow.

2. Anupama. **Socio-legal dimension of live-in relationship: A comparative study of France, U S A and India**. (Dr. Anand Kumar), Department of Laws, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

3. Bhateri Devi. **Child labour in India: A socio legal study with special reference to Panipat District**. (Dr. Seema Dahiya), Department of Law, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

4. Beulah, C Hepzibah. **Industrial relations in multinational companies with special reference to bench management and performance improvement plan: An empirical study**. (Dr. P Vanangamudi), Department of Law, The Tamil Nadu Dr Ambedkar Law University, Chennai.

5. Deshpande, Amit Anand. **Sentencing framework in the administration of Criminal Justice in India: A critical analysis**. (Dr. K Umadevi), Department of Law, Christ University, Bangalore.

6. Devi, J. **Compulsory licensing in India: Problems and perspectives**. (Prof. J Mahalakshmi), Department of Law, The Tamil Nadu Dr Ambedkar Law University, Chennai.

7. Gautam, Rashmi Lakhansingh. **A critical study of the implementation of law regulating solid waste management in Gandhinagar Municipal Corporation**. ((Dr. Purvi Pokhariyal), Department of Law, Nirma University, Ahmedabad.

8. Gupta, Ripal Govindbhai. **Business and human rights with a special reference to transnational corporation viz a viz obligations of state: A comparative study**. (Dr. Purvi Pokhariyal), Department of Law, Nirma University, Ahmedabad.

9. Krishnaleela, S. **Succession to the self acquired property of the Hindu women: A socio legal study**. (Prof. M S Soundrapandian), Department of Law, The Tamil Nadu Dr Ambedkar Law University, Chennai.

10. Kurane, Atul Dattajirao. **Study of alternative dispute resolution approach towards family dispute settlement with special reference of State of Maharashtra**. (Dr. M L Dharmapurikar), Department of Law, Swami Ramanand Teerth Marathwada University, Nanded.

11. Mantri, Gopal Ramnarayan. **Channelisation of social media through cyber law and its enforcement challenges in India**. (Dr. T M Bande), Department of Law, Swami Ramanand Teerth Marathwada University, Nanded.

12. Patel, Foram Rishin. **Free speech on internet: A comparative critical study with special reference to India, USA and Germany**. (Dr. Purvi Pokhariyal), Department of Law, Nirma University, Ahmedabad.

13. Rajashree, K. **Legal aid education in Karnataka: A critical analysis**. (Dr. Sonika Bharadwaj), Department of Law, Christ University, Bangalore.

14. Rathor, Bharat Subhas. **Evaluation of national legal and policy framework for implementation of sustainable development goals: A study on Gujarat**. (Dr. K C Raval), Department of Law, Gujarat University, Ahmedabad.

15. Sharma, Bijoy. **Impact of Criminal Law (Amendment) Act, 2013 on criminal justice system: A socio-legal study**. (Dr. Naveen Kumar), Department of Law, North Eastern Hill University, Shillong.

16. Singh, Dinesh Kumar. **DNA profiling as a scientific method of investigation in India: A socio-legal study**. (Dr. Sufiya Ahmed), Department of Law, Babasaheb Bhim Rao Ambedkar University, Lucknow.

Library & Information Science

1. Gangwar, Rashmi. **Indian Institute of Management (IIMS) libraries towards digitization: A study of North India**. (Prof. Shilpi Verma), Department of Library and Information Science, Babasaheb Bhim Rao Ambedkar University, Lucknow.

2. Sharma, Nilakshi. **Availability and persistency of web references: A study of Library and Information Science theses**. (Prof. S N Singh), Department of Library and Information Science, Mizoram University, Aizawl.

3. Trivedi, Rakesh Vasudevbhai. **A survey of user awareness and use of online databases in universities of Gujarat**. (Dr. Mitalkumar Manavadariya), Department of Library and Information Science, Bhakta Kavi Narsinh Mehta University, Junagadh.

Management

1. Bharathi, S G. **Influence of celebrity source credibility and celebrity fan relationship on fan's attitude towards social cause**. (Dr. Elangovan N), Department of Management, Christ University, Bangalore.

2. Karthik, Neeradi. **An exploration entrepreneurial intentions and behaviroal aspects of business management students: A study in Telangana State Universities**. (Dr. C H Anjaneyulu), Department of Business Management, Telangana University, Nizamabad.

3. Marak, Brenda D. **A study on career choice determinants of undergraduate students in Meghalaya**. (Dr. A Bhattacharjee), Department of Management, North Eastern Hill University, Shillong.

4. Nair, Sridevi. **Impact of gamification on learning outcomes in organizations**. (Dr. Jain Mathew), Department of Management, Christ University, Bangalore.

5. Sharadha, Y. **Effect of demonetisation on performance of pharmaceutical sector**. (Prof. Kyser Mohd), Department of Business Management, Telangana University, Nizamabad.

6. Varghese, Soumya. **Green process innovations and green product innovations: Drivers and impacts on medium and large manufacturing firms in Kerala**. (Dr. Jagathy Raj V P), Department of Management Studies, Cochin University of Science & Technology, Kochi.

Political Science

1. Chaudhari, Sandeep Janardhan. **Gramin vikasat gramsabheycha kamkajachey vishleshnatamak adhyayan vishesh sandarbh: Hingoli Jilhya (Kalkhand 2010 te 2020)**. (Dr. Vilas Aghav), Department of Political Science, Swami Ramanand Teerth Marathwada University, Nanded.

2. Gadave, Sudhir Vilasrao. **Rajkiye janiv jagritit ashaskiye sansthanchi bhumika: Vishesh sandarbh Latur Jilhya**. (Dr. Kantrao P Pole), Department of Political Science, Swami Ramanand Teerth Marathwada University, Nanded.

3. Kalita, Dewajit. **Assam Assembly election 2016: A study of voting behaviour in Jalukbari and Panery constituencies**. (Dr. Biswajit Mohapatra), Department of Political Science, North Eastern Hill University, Shillong.

4. Mahale, Bhagvat Shankar. **Maharashtrateel aadivasi samajateel jamat panchayeteecha chikitsak abhyas: Vishesh sandarbh Nashik Jilhya**. (Dr. Ajay V Gavane), Department of Political Science, Swami Ramanand Teerth Marathwada University, Nanded.

Psychology

1. Lodariya, Ritaben Batukbhai. **A study of emotional intelligence, stress tolerance and insecurity of Gujarat police**. (Dr. Dinesh A Dadhania), Department of Psychology, Bhakta Kavi Narsinh Mehta University, Junagadh.

2. Rachel, Anusha J. **Development and validation of an intimate relationship security scale**. (Dr. Tony Sam George), Department of Psychology, Christ University, Bangalore.

3. Tanna, Manisha Chandrakant. **A psychological study of adjustment and stress among graduate students of Porbandar District**. (Dr. Masaribhai A Nandaniya), Department of Psychology, Bhakta Kavi Narsinh Mehta University, Junagadh.

Social Work

1. Paul, Binoy. **Factors influencing family reintegration of children in conflict with law**. (Dr. Victor Paul), Department of Social Work, Christ University, Bangalore.

Sociology

1. Chavan, Ramrao Dhenu. **Banjara samajateel madhpaan karna-ya vyakteencha samajshastriye abhyas vishesh sandarbh: Latur Jilhya**. (Dr. Malwade V A), Department of Sociology, Swami Ramanand Teerth Marathwada University, Nanded.

2. Ghodwadikar, Anand Dhondiba. **Aadiwasi mahilanchya upjivikechi sadhne va saghisthiti: Ek samajshastriye adhyayan vishesh sandarbh: Kinwat Taluka**. (Dr. Kadam D K), Department of Sociology, Swami Ramanand Teerth Marathwada University, Nanded.

3. Jondhale, Rajkumar Vishnu. **Shaskiye sevet kam karna-ya mahilan samoreel aavahanancha samajshastriye abhyas vishesh sandarbh-Latur Jilhya**. (Dr. S P Ghayal), Department of Sociology, Swami Ramanand Teerth Marathwada University, Nanded.

4. Mahajan, Savita Prakashrao. **Mahiti tantregyanacha gramin jeevanawar Jhalelya parniamacha samajshastriya abhyas vishesh sandarbh-Marathwada**. (Dr. Digambar M Tangalwad and Dr. Bhise Ramchandra), Department of Sociology, Swami Ramanand Teerth Marathwada University, Nanded.

5. Makwana, Poojaben Hareshbhai. **A sociological study about girl students of higher education with reference to Junagadh City**. (Dr. Jaysinh B Zala), Department of Sociology, Bhakta Kavi Narsinh Mehta University, Junagadh.

6. Metkar, Vishnu Sakharam. **Naded Jilhyateel aadivasi samudayateel istriyancha samajik-arthik jeevnachey samajshastriye adhyayan**.(Dr. D S Chavan), Department of Sociology, Swami Ramanand Teerth Marathwada University, Nanded.

7. Mishra, Harishchandra. **Continuity and change in the caste system: A study of two selected villages in Uttar Pradesh**. (Prof. Kameshwar Choudhary), Department of Sociology, Babasaheb Bhim Rao Ambedkar University, Lucknow.

8. Pandit, Raju Dattatraya. **Gramin vikas: Dalitancha hakk ek samajshastriye abhyas: Vishesh sandarbh Loha Taluka**. (Dr. Sahoo U C and Dr. Jadhav B S), Department of Sociology, Swami Ramanand Teerth Marathwada University, Nanded.

9. Ramesh Kumar. **Social philosophy of Kabir and Kabir Panth: A sociological study of North India**. (Prof. B B Malik), Department of Sociology, Babasaheb Bhim Rao Ambedkar University, Lucknow.

10. Singh, Shikha. **Religiosity among Hindus: A study of Lucknow City**. (Prof. Kameshwar Choudhary), Department of Sociology, Babasaheb Bhim Rao Ambedkar University, Lucknow.

Tourism & Hospitality Services

1. Sohtun, Londoner Murphy. **A study of adventure tourism in the East Khasi Hills of Meghalaya**. (Dr. Punit Gautam), Department of Tourism and Hotel Management, North Eastern Hill University, Shillong.

❑

WANTED

Applications are invited from the eligible candidates for the following posts in **Vai. Dhunda Maharaj Degloorkar College, Degloor (100% Granted).** The Application duly complete with all documents should reach on the following address **within 15 days** from the date of publication of this advertisement. Candidates belonging to the categories other than open should submit their one copy of application to the **Deputy Registrar, Special Cell, SRTMU, Nanded.**

Sr. No.	Subjects	Name of Post (Designation)	No. of Post	Reservation
1	History	Assistant Professor	01	Open-01, ST-01, VJ-A-01, OBC-02, EWS-01
2	Physics	Assistant Professor	01	
3	Zoology	Assistant Professor	01	
4	Botany	Assistant Professor	01	
5	Sanskrit	Assistant Professor	01	
6	English	Assistant Professor	01	

Permission as per NOC No**. JDHE Nanded/NOC/2019/13 dated 06/01/2023.**

This advertisement is subject to the final decision of Writ Petition No. 12051/2015 pending with honorable High Court.

Detailed advertisement, Educational Qualification, Eligibility, Pay Scale and Other information are available on college website **http://www. dhundamaharajdeglurkarcollege.in** and S.R.T.M. University, Nanded **website : www.srtmun.ac.in**.

Address: Principal, Vai. Dhunda Maharaj Degloorkar College, Degloor, Tq. Degloor, Dist. Nanded – 431 717

Rajesh G. Degloorkar
Secretary, Muktai Pratishthan

Dr. Vijay Kulkarni
Principal, V.D.M.D. College

हरियाणा केंद्रीय विश्वविद्यालय
CENTRAL UNIVERSITY OF HARYANA
(NAAC Accredited 'A' Grade University)
MAHENDERGARH (HARYANA)-123031

EMPLOYMENT NOTICE

Advt.No.: CUH/02/NT/R/2023   **Date: 31.01.2023**

Online applications are invited from the eligible candidates for appointment to various Non-Teaching positions. Online application form, Advertisement and other details are available on the University's Website **www.cuh.ac.in.** Any corrigendum, addendum, etc. will be uploaded on the University's website only. The last date for applying online is **20-02-2023.**

REGISTRAR

CENTRAL UNIVERSITY OF HARYANA
NAAC Accredited 'A' Grade University
Mahendergarh (Haryana)-123031

Advt. No.: CUH/02/R/T/2023 Date: 30-01-2023

EMPLOYMENT NOTICE

Online applications are invited from the eligible candidates for appointment to the post of Assistant Professor in the Department of Teacher Education of the University. Advertisement and other details are available on the University's Website **www.cuh.ac.in**. Any corrigendum, addendum, etc. will be uploaded on the University's website only. The last date for applying online is **19-02-2023.**

Registrar

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA
PALA P.O, KOTTAYAM - 686 575
Ph: 04822-216537
Website : http://stcte.ac.in,   e-mail : stcepala@gmail.com

WANTED

Application invited for the vacancy of

ASSISTANT PROFESSOR IN COMMERCE EDUCATION

Age and qualification shall be as per UGC/NCTE/Government of Kerala/ Mahatma Gandhi University, Kottayam norms. The vacancy is reserved for persons with bench mark disabilities (Blind) as mentioned in Clause 34 of the Rights of Persons with Disability Act, 2016 and G.O (MS) No.242/2022/H.Edn. dated 18.05.2022.

The application form and other details can be down loaded from the college website (**http://stcte.ac.in**) or obtained from the college office. The fee for application form is Rs.1000/-. The fee can be paid by bank transfer to the college account with South Indian Bank (**A/c. No.0062053000000728**), Pala branch, IFSC: SIBL0000062. Duly filled in application form and all required documents along with the receipt of fee for application may be submitted to the college office during working hours either by hand or by post on or before the 30th day from the date of this notification. For more details contact: 04822-216537 .

Sd/-
Manager

GOVERNMENT OF INDIA

Ministry of Education
Department of Higher Education, Technical Section – I

Invitation of Applications for the post of Director, IIT Guwahati

Applications are invited for appointment to the post of Director of Indian Institute of Technology (IIT) Guwahati. The Director of an IIT is the academic and administrative head of the Institution. He/she is expected to have a minimum of 5 years' administrative experience and leadership qualities to head an Institute of National importance. The candidate/ person should be a Ph.D. with first class or equivalent at the preceding degree, preferably in a branch of Engineering. In exceptional cases, candidates with Science, Mathematics or Management degrees may be considered. He/she should have an outstanding academic record throughout and a minimum of 10 years teaching experience as a Professor in a reputed Engineering or Technology Institute or University and should have guided Ph.D. students. The applicant should preferably be less than 60 years of age on the last date of receipt of the applications. The post carries a fixed pay of Rs. 2,25,000/- (Revised) per month, with allowances as per rules.

2. Interested individuals may apply giving their detailed resume in the prescribed format clearly bringing out research, teaching, industry-academia collaborations and administrative achievements, along with a two-page justification in support of their candidature, a two-page vision statement for the institution and contact details of at least two distinguished individuals well acquainted with their work. The application typed in the prescribed format along with enclosures may be sent by Registered/Speed Post to **The Under Secretary (TS.1), Department of Higher Education, Ministry of Education, Room No. 428 "C" Wing, Shastri Bhawan, New Delhi-110001** so as to reach the Ministry **on or before 28th February, 2023**. The detailed advertisement and the format of application is available on the website.

URL: https://www.education.gov.in/sites/upload_files/mhrd/files/advertisment/dir_iit_gw.pdf

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Sadguru Swami Vidyanand Bahuuddeshiya & Shikshan Prasarak Mandal, Chale
BALIRAMDADA BANSODE SHIKSHANSHASTRA MAHAVIDYALAYA, CHALE
Tal. Pandharpur, Dist. Solapur
(Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur)

NON-MINORITY

NON-AIDED

Applications are invited for the Post of PRINCIPAL from the Academic Year 2022-23:-

Sr. No	Designation	Total Vacant Post
1	PRINCIPAL	01

1) The above post is open to all, however, candidates from any category can apply for the post.
2) Educational Qualification and other requirements are as prescribed by the UGC Notification dated 18th July, 2018, Govt of Maharashtra Resolution No Misc-2018/C.R.56/18UNI-1 dated 8th March, 2019 and University Circular No. PAHSUS/Estt/7"pay/2019/2285/dated 25th March, 2019.
3) Candidates should submit their Academic Research Score (Academic Performance Indicator) report with related documents (Only for the post of Principal).
4) A relaxation of 5% shall be allowed at the Bachelors as well as at the Masters level for the candidates belonging to SC/ST/OBC (Non-creamy Layer/ Differently-abled for the purpose of eligibility and assessing good academic record for direct recruitment.
5) Reserved candidates, who are domiciled out of Maharashtra State, will be treated as Open Category candidates.
6) Reserved candidates should also to send a copy of their application to the Deputy Registrar, Special Cell, Punyashlok Ahilyadevi Holkar Solapur University, Solapur.
7) Application received after the last date will not be considered. The College will not be responsible for postal delay, if any.
8) Reservation for women and disable persons will be as per the Govt. norms.
9) Reserved category candidates shall produce the Caste Validity Certificate as per the directives issued by the State Government vide Circular No BCC- 201/Pra Kra.1064/2011/16B dated 12.12.2011.
10) Reserved category candidates (except SC/ST) shall produce Non-Creamy Layer Certificate at the time of interview.
11) Applicants who are in service must send their application through proper channel.
12) Applicants are required to account for breaks, if any, in their academic career.
13) Incomplete application will not be entertained.
14) T.A., D.A. will not be paid for attending the interview.
15) Applications with full details should reach to the **President, Sadguru Vidyanand Bahuuddeshiya & Shikshan Prasarak Mandalm, Chale, within 30 days** from the date of publication of this advertisement. Incomplete applications will not be entertained.
16) This is University approved advertisement.

Place: Pandharpur
Date: 23/ 01 / 2022
Contact No: 9922063414

President
Sadguru Vidyanand Bahuuddeshiya
& Shikshan Prasarak Mandal, Chale

FORE Academy of Management Education, Gurugram

Publication Manager
Job Description:-

FORE Academy of Management Education, Sector 32, Gurugram (Haryana) Urgently requires a Publication Manager responsible for the publication of Under Graduate Books in Hindi. The position includes supervising all the people associated with the publication, coordinating with Authors/Writers, Publishers and Editors, arranging for publication materials and other resources for the production and publishing team.

The responsibilities will also include negotiating IPR rights, translation rights, ensuring that the publication of specific books progresses to schedule, setting departmental targets and ensuring they are met, pitching required text/matters for publications, maintaining quality and standard with positive working relationship with authors and publishers.

Candidates should have preferably Master Degree in Mass Communication and Journalism or any other relevant Degree. Experience for having worked with any publishing house would give applicants an edge over others. Mail your biodata on hr@foreacademy.org within 07 days of the publication of this advertisement.

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GOA COLLEGE OF AGRICULTURE

Affiliated to Goa University

State Agriculture Management and Extension Training Institute (SAMETI)

Ela, Old Goa, Goa-403402

4/4/SAMETI/GCA/RECRUITMENT/2022-23/280   Date: 25.1.2023

ADVERTISEMENT

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

Sr. No	Designation of Post	Nature of Post	No. of post	Category
1.	Assistant Professor in Agricultural Engineering	Full Time Regular	01	UR

Minimum Qualifications

- A Master's degree with at least 55% marks (or an equivalent grade in a point-scale wherever the grading system is followed) in a concerned/relevant/allied subject from an Indian University, or an equivalent degree from an accredited foreign university.

- The candidate must have cleared the National Eligibility Test (NET) conducted by the UGC or the CSIR, or a similar test accredited by the UGC, like SET or have been awarded a Ph.D. Degree in accordance with the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degree) Regulations, 2009 or 2016 and their amendments from time to time as the case may be or have been awarded Ph.D. degree from National Institutes of Importance.

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

- Visit Goa University website (**www.unigoa.ac.in**) for any other eligibility information & requirement.

Mandatory Requirement

- Certificate of 15 years Residence in Goa.

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

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

- The post is subject to the NOC/Approval from Directorate of Higher Education and Goa University and availability of workload.

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

- Applications with complete information and documents including photograph along with self-certified photocopies along with statement of marks of all public examinations from S.S.C onward, copy of 15 years residence certificate, experience certificate, should reach the Principal, Goa College of Agriculture, Ela, Old Goa, Goa-403402 **within 20 days** from the date of publication of this advertisement.

Principal
Goa College of Agriculture

Fatorda Salesian Society's
DON BOSCO COLLEGE OF ENGINEERING
Fatorda, Margao, Goa 403 602
(Approved by DTE, Govt of Goa, AICTE, New Delhi &
Affiliated to Goa University)

A Society which is committed to holistic development of the students to become full-fledged engineers after completing the courses, invites applications for filling the following Teaching posts on Regular/Contract basis.

Sr. No.	Department	Designation	No of Posts	Regular/Contract
1.	Mechanical Engg.	Professor	01	Regular
2.	Computer Engg.	Professor	01	Regular
		Assistant Professor	03	Contract
3.	Civil Engg.	Professor	01	Regular
		Associate Professor	01	Regular
		Assistant Professor	02	Contract
4.	Electronics and Computer Science	Professor	01	Regular
		#Associate Professor	01	Regular
5.	Basic Science & Humanities	$Assistant Professor	01* 01** 02***	Regular/Contract Contract Contract

 # For the post of Associate Professor: Bachelor and Master's degree with Ph. D in Computer Engineering will be preferred.

$ One post each of Asst. Prof. is for *(i) Chemistry ** (ii) Mathematics * (ii) Technical Communication**

ESSENTIAL REQUIREMENTS FOR ALL POSTS:

➢ 15 years Residence / Domicile Certificate in Goa issued by the competent authority.
   (Office of Mamlatdar)

➢ Knowledge of Konkani

➢ Knowledge of Marathi shall be desirable

NOTE:

For position at Sr. No.1 to 4 qualifications are strictly as per AICTE norms. For further details, kindly visit **www.aicte-india.org**

For position at Sr. No. 5 qualifications are strictly as per UGC guidelines. For further details, kindly visit **www.ugc.ac.in**

The candidates are requested to download the application form, API based Performance Based Appraisal System (PBAS) format from the college **website: www.dbcegoa.ac.in** (Applicable for the Post of Professor and Associate Professor).

Interested candidates are requested to send their application in prescribed format along with copies of all relevant certificates to the "The Director" so as to reach the Institute Office **on/or before 28th February, 2023.**

The envelope containing the application in prescribed format should be clearly **superscribed** with the Post applied for. Incomplete applications and applications received after closing date and time will not be entertained.

Dr. Neena Panandikar	**Fr. Kinley D'Cruz, SDB**
Principal	**Director**

Shri Sharada Bhavan Education Society, Nanded

WANTED

Applications are invited from the eligible candidates for the following **Assistant Professors** posts to be filled in **Shri Sharada Bhavan Education Society's Yeshwant Mahavidyalaya, Nanded, Indira Gandhi Senior College, CIDCO, New Nanded, Shankarrao Chavan Mahavidyalaya, Ardhapur, Tq. Ardhapur, Dist.Nanded, Rajiv Gandhi Mahavidyalaya, Mudkhed, Tq.Mudkhed, Dist.Nanded and Narayanrao Chavan Law College, Nanded on GRANT BASIS**. Eligible candidates should submit their applications alongwith all necessary documents **within Fifteen Days** from the date of publication of the advertisement by **Registered Post Only**. The candidates of Reserve Category should submit one copy of their application to the Asistant Registrar (Special Cell), Swami Ramanand Teerth Marathwada University, Nanded by **Registered post only**.

Sr. No.	Post	No. of post	Reservation
1	English	05	Open-15, SC-5, ST-05, VJ-A-3, NT-B-2, NT-C-4, SBC-1, OBC-14, EWS-05
2	Marathi	01	
3	Hindi	01	
4	Urdu	01	
5	History	02	
6	Geography	01	
7	Commerce	07	
8	Mathematics	01	
9	Chemistry	10	
10	Zoology	04	
11	Botany	03	
12	Physics	04	
13	Electronics	02	
14	Microbiology	02	
15	Computer Science	03	
16	Law	07	
	Total	**54**	

Permission as per NOC No. JDHENanded/NOC/2019/9 dated 30.12.2022.

Essential Qualification: - (A or B)

Minimum educational qualification for the post of Assistant Professor will be as per Regulations of UGC (2018) and G.R. of Govt. of Maharashtra dated 8th March, 2019.

A.

1. A Master's degree with 55% marks (or an equivalent grade in a Point- scale wherever the grading system is followed) in a concerned/relevant/allied subject from an Indian University, or an equivalent degree from an accredited foreign University.

2. Besides fulfilling the above qualifications, the candidate must have cleared the National Eligibility Test (NET) conducted by the UGC or the CSIR, or a similar test accredited by the UGC, like SET or who are or have been awarded a Ph.D. Degree in accordance with the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil/Ph.D.Degree) Regulations, 2009 or 2016 and their amendments from time to time as the case may be exepted from NET/SET:

   Provided the candidates registered for the Ph.D. Programme prior to July 11, 2009, shall be governed by the provisions of the then existing Ordinances/Bye-laws/Regulations of the Institutions awarding the degree and such Ph.D. candidates shall be exempted from the requirement of NET/SET for recruitment and appointment of Assistant Professor or equivalent provisions in Universities/Colleges/Institutions subject to fulfillment of the following conditions:

   a) The Ph.D. Degree of the candidate has been awarded in regular mode only;

   b) The Ph.D. thesis has been evaluated by at least two examiners;

   c) An open Ph.D. viva voce of the candidate has been conducted;

   d) The candidate has published two research papes from his/her Ph.D. work, out of which at least one is in a referred Journal; and

   e) The candidate has presented at least two papers, based on his/her Ph.D. work in conferences/seminars, sponsored /funded /supported by the UGC/ICSSR/CSIR or any similar agency.

Note:

1) The fulfillment of these conditions is to be certified by the Registrar or the Dean (Academic affairs) of the University concerned.

2) NET/SET shall also not be required for such Masters Programmes in disciplines for which NET/SET is not conducted. However, Ph. D degree shall remain the minimum eligibility for appointment of Assistant Professor in such disciplines.

OR

B.

The Ph.D. degree has been obtained from a foreign university/institution with a ranking among top 500 in the World University Ranking (at any time) by any one of the following:

(i)   Quacquarelli Symonds (QS);

(ii)   the Times Higher Education (THE) or

(iii)   the Academic Ranking of World Universities (ARWU) of the Shanghai.

Note: The Academic score as specified in Appendix II (Table 3A) for Universities, and Appendix II(table 3B) for colleges, shall be considered for short-listing of the candidates for interview only, and the selections shall be based only on the performance in the interview.

Salary & Allowances: Pay Scale as per UGC, State Govt. of Maharashtra & S.R.T.M. University, Nanded rules from time to time.

Note:

1.   Prescribed application form is available on the University website: **www.srtmun.ac.in**

2.   No T.A./D.A. will be paid to attend the interview.

3.   Eligible candidates those who are already in service should submit their applications through proper channel.

4.   All attested Xerox copies of certificates & other relevant documents should be attached with the application form.

5.   According to Govt. rules, 30% and 3% seats will be reserved for women and differently able persons respectively.

6.   Relaxation of 5% marks at P.G. level for SC/ST candidates only.

7.   The vacancies of Assistant Professors will be filled subject to conditions of the decision in Writ Petition No.12051/2015 pending in Hon'ble High Court Judicature of Bombay, Bench at Aurangabad.

Address for Correspondence:-
Secretary,
Shri Sharada Bhavan Education Society,
I.T.M., Campus, V.I.P. Road, Nanded,
Tq. & Dist.Nanded-431602

Secretary,
Shri Sharada Bhavan Education Society,
Nanded

Nutan Vidyalaya Sevabhavi Education Society, Umri
LATE BABASAHEB DESHMUKH GORTHEKAR
ARTS, COMMERCE & SCIENCE MAHAVIDYALAYA, UMRI
Tq. Umri, Dist. Nanded, NAAC 'B++' Grade (2.77 CGPA)

APPOINTMENTS

Application is invited from the eligible candidates for the following posts in **Late Babasaheb Deshmukh Gorthekar Arts, Commerce & Science Mahavidyalaya, Umri, Dist. Nanded (100% Granted)** run by **Nutan Vidayalaya Sevabhavi Education Society, Umri, Dist. Nanded.** The Application duly complete with all respect's documents should be reach on the following address **in Fifteen (15) days** of the publication of this advertisement. Candidates belonging to the categories other than open should also submit their one copy of application to **The Assistant Registrar, Special cell, Swami Ramanand Teerth Marathwada University, Nanded.**

Sr. No.	Subject	Name of Posts (Designation)	No. of Posts	Reservation
01	Commerce	Assistant Professor	03	Open - 01
02	Mathematics	Assistant Professor	02	SC - 02
03	Physics	Assistant Professor	01	ST - 01
04	Chemistry	Assistant Professor	01	NT (B) - 01
05	Botany	Assistant Professor	01	NT (C) - 01
06	Zoology	Assistant Professor	01	OBC - 03
07	Microbiology	Assistant Professor	01	EWS - 01

Permission as per NOC No. JDHENanded/NOC/2019/12 dated 30/12/2022.

Educational Qualification: Minimum educational qualification for the post of Assistant Professor will be as per Regulation of UGC (2018), G.R. of Govt. of Maharashtra Dt.8th March, 2019 & 10th May, 2019.

Salary & Allowances : Pay scales and other allowances will be as per the U.G.C., State Government & Swami Ramanand Teerth Marathwada University, Nanded rules and regulations from time to time.

Note : 1) Prescribed applications from are available on the University website **(www.srtmun.ac.in).** 2) The execution of interview is made according to GR of Higher & Technical Education of Govt of Maharashtra dated 11.04.2022. 3) No T.A. /D.A. will be paid to attend the interview. 4) There will be Relaxation of 5% marks at P.G. level for SC, ST candidates. 5) According to Govt rules 30% & 4% seats will be reserved for Woman and differently abled persons respectively. 6) This advertisement is subject to the final decision of Writ Petition No. 12051/2015 pending with honourable High Court. 7) Details of above Advertisement are available on university website **(www.srtmun.ac.in)** & College website **(www.lbdgmu.com).**

Correspondence Address :
The Principal,
Late Babasaheb Deshmukh Gorthekar Arts, Commerce & Science Mahavidyalaya, Umri,
Tq. Umri, Dist. Nanded – 431807

Secretary
Nutan Vidyalaya Sevabhavi Education Society, Umri

Principal
LBDG Mahavidyalaya, Umri

Maharashtra Shikshan Samiti's

MAHARASHTRA MAHAVIDYALAYA

NILANGA – 413521, Dist. Latur (Maharashtra State)

Mobile: 9175613015, 9421742015

E-mail : principalmmnilanga@gmail.com

Affiliated to Swami Ramanand Teerth Marathwada University, Nanded

WANTED

Applications are invited from the Eligible candidates for the following posts in **Maharashtra Mahavidyalaya, Nilanga, Dist. Latur** (Granted) run by **Maharashtra Shikshan Samiti, Nilanga, Dist. Latur**. The applications duly completed should reach the following address **within 15 days** from the date of publish of this advertisement by registered post only. The candidates of reserve category should submit one copy of their application to the **Assistant Registrar, Special Cell, Swami Ramanand Teerth Marathwada University, Nanded.**

Sr. No.	Subject	Name of Post (Designation)	No. of Post	Reservation
01	Mathematics	Assistant Professor	01	OPEN-01,
02	Chemistry	Assistant Professor	01	OBC-01
		Total	**02**	

Permission as per NOC No.: **JDHENanded/NOC/2019/16 dated 09.01.2023.**

Educational Qualification:

1. Minimum educational qualification for the Post of Assistant Professor will be as per Regulations of UGC (2018), G.R. of Govt. of Maharashtra dated 08 March 2019.

2. A Master's degree with 55% marks (or an equivalent grade in a point-scale wherever the grading system is followed) in a concerned/relevant/allied subject from an Indian University, or an equivalent degree from an accredited foreign university.

3. Besides fulfilling the above qualifications, the candidate must have cleared the National Eligibility Test (NET) conducted by the UGC or the CSIR, or a similar test accredited by the UGC, like SET or who are or have been awarded a Ph. D. Degree in accordance with the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil/Ph.D. Degree) Regulations, 2009 or 2016 and their amendments from time to time as the case may be exempted from NET/SET:

Provided the candidates registered for the Ph.D. programme prior to July 11, 2009, shall be governed by the provisions of the then existing Ordinances / Bye-laws/Regulations of the Institution awarding the degree and such Ph.D. candidates shall be exempted from the requirement of NET/ SET for recruitment and appointment of Assistant Professor or equivalent positions in Universities/Colleges/Institutions subject to the fulfillment of the following conditions:

a) The Ph.D. degree of the candidate has been awarded in regular mode only;

b) The Ph.D. thesis has been evaluated by at least two examiners;

c) An open Ph.D. viva voce of the candidate has been conducted;

d) The candidate has published two research papers from his/her Ph.D. work, out of which at least one is in a refereed journal; and

e) The candidate has presented at least two papers, based on his/her Ph.D. work in conferences/seminars, sponsored/ funded/ supported by the UGC/ICSSR/CSIR or any similar agency.

Note:

1) The fulfillment of these conditions is to be certified by the Registrar or the Dean (Academic affairs) of the University concerned).

2) NET/SET shall also not be required for such Masters Programmes in disciplines for which NET/SET is not conducted. However, Ph.D. degree shall remain the minimum eligibility for appointment of Assistant Professor in such disciplines.

OR

B.

The Ph.D. degree has been obtained from a foreign university/institution with a ranking among top 500 in the World University Ranking (at any time) by any one of the following:

(i)   Quacquarelli Symonds (QS);

(ii)   the Times Higher Education (THE) or

(iii)   the Academic Ranking of World Universities (ARWU) of the Shanghai, Jijo Tong University (Shanghai).

Note: *The Academic score as specified in Appendix II (Table 3A) for Universities, and Appendix II (Table 3B) for Colleges, shall be considered for short-listing of the candidates for interview only, and the selections shall be based only on the performance in the interview.*

Salary & Allowances: Pay Scale as per UGC, State Govt. & S.R.T.M. University, Nanded rules form time to time.

Note:

1.   Prescribed application form is available on the University **website: www.srtmun.ac.in.**
2.   No. T.A./D.A. will be paid to attend the interview.
3.   Eligible candidates those who are already in service should submit their applications through proper channel.
4.   All attested Xerox copies of certificates & other relevant documents should be attached with the application form.
5.   According to Govt. rules, 30% and 3% seats will be reserved for women and differently abled persons respectively.
6.   Relaxation of 5% marks at P.G. level for SC/ST candidates only.
7.   The vacancies of Assistant Professors will be filled subject to condition of the decision in Writ Petition No.12051/2015 pending in Hon'ble High Court of Judicature of Bombay, Bench at Aurangabad.

Address for Correspondence:

The Principal, Maharashtra Mahavidyalaya, Nilanga, Dist. Latur (MS)- 413521.

Sd/-	Sd/-	Sd/-
President	**Secretary**	**Principal**

Shri Shivaji Education Society Vidyanagar Karad's
Board for Higher Education, Vidyanagar, Karad
1. Yashwantrao Chavan College of Science, Vidyanagar, Karad
2. Venutai Chavan College, Karad
Tal. Karad, Dist. Satara – 415124 (Maharashtra)
(Affiliated to Shivaji University, Kolhapur)
(Permanently Granted)

WANTED

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

Sr. No.	Subject	Vacant Post	Total Vacant post	Reservation
Assistant Professor				
1	Commerce	3		
2	Geology	2		SC – 04,
3	Chemistry	7		ST – 04,
4	Marathi	1		VJ(A) – 02,
5	Political Science	1		NT(B) – 01,
6	Geography	2		NT(C) – 01,
7	Economics	2	44	NT(D) – 01,
8	History	1		SBC – 01,
9	Physics	5		OBC – 09,
10	Botany	2		EWS–04,
11	Zoology	3		OPEN –17
12	Statistics	3		
13	Mathematics	2		
14	Microbiology	9		
15	Pollution	1		

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

Place :

Date :

General Secretary	Chairman
Shri Shivaji Education Society,	Shri Shivaji Education Society,
Board for Higher Education,	Board for Higher Education,
Vidyanagar, Karad, Dist. Satara	Vidyanagar, Karad, Dist. Satara

Suryodaya Gramin Vikas Sanstha's
Rajarshi Shahu Adhyapak Mahavidyalaya,
Chaptrapati Shivaji College of Computer Science & Management
Morewadi, Ambajogai, Tq. Ambajogai, Dist. Beed (MS)
(Permanent Non-Granted)
NCTE and Govt. of Maharashtra Approved

WANTED

Applications are invited from the eligible Candidates for the following posts with all the required photocopies of documents. The application duly completed in all respects should reach on the following address **within 15 days** from the date of publication of the Advertisement by Registered Post to **The Secretary, Suryodaya Gramin Vikas Sanstha Ambajogai, C/o Rajarshi Shahu Adhyapak Mahavidyalaya, MIT Building, Near Water Supply Office, Latur Road, Morewadi, Ambajogai, Tq. Ambajogai, Dist. Beed (MS) PIN- 431517.**

Sr. No.	Name of the Post	Subject	No. of Post	Qualification	Category
1	Principal	Education	01	P.G. in Arts/Social Science/ Humanities/ Commerce/ Science with 55% marks, M.Ed. with 55% marks, Ph.D. in Education, 15 Years Teaching Experience	Open, SC
2	Principal	Computer Sci.& Management	01	P.G. in Arts/Commerce/ Science with 55% marks with Ph.D., 15 Years Teaching Experience	
3	Assistant Professor	Perspective in Education	04	P.G. in Relevant Subject with Min. 55% marks, M.Ed. from recognized university with Min. 55% marks, SET/NET/ Ph.D.	SC – 1 VJ(A) - 1 NT(B) - 1 NT(D) - 1 OBC - 3 EWS - 2 Open - 6
4	Assistant Professor	Pedagogy Subjects- Language, Social Science, Science, Math	08		
5	Assistant Professor	Health and Physical Education	01	M.P.Ed. with Min. 55% marks, M.Ed. from recognized university with Min. 55% marks, SET/NET/ Ph.D.	
6	Assistant Professor	Performing Art	01	P.G. in Relevant Subject with Min. 55% marks, M.Ed. from recognized university with Min. 55% marks, SET/NET/ Ph.D.	
7	Assistant Professor	Fine Art	01		
9	Assistant Professor	Computer Science	02	M.Sc. (Comp. Sci.), MCM, M.E. (Comp. Sci. & Electronic) with 55 % marks SET/NET/Ph.D.	ST –1 NT(C) –1 OBC-1 Open-1
10	Assistant Professor	Management Science	02	M.B.A, MCA, MMS. with 55% marks SET/NET/Ph.D.	
11	Librarian	—	02	M. Lib. SET/NET/ Ph.D.	Open, SC

Note:- 1) Pay Scales as per norms of UGC, NCTE, Govt. of Maharashtra & Dr. B.A.M. University, Aurangabad rules from time to time. 2) Eligible candidates those who are already in service should submit their application through proper channel. 3) Reserve category candidates should submit one copy of application to the Dy. Registrar, Special Cell, Dr. B. A. M. University, Aurangabad. 4) There is remission of 5% marks for SC, ST and Physically Challenged categories. 5) 30% Reservation for Women & 3% Physically Challenged. 6) TA & DA will not be paid for attending the interview.

    Mr. Raju Dhanraj More (President)   **Dr. Sanjay Dhanraj More (Secretary)**
Suryodaya Gramin Vikas Sanstha, Ambajogai
Ph.No.- (02446) 249900, E-mail : rajarshishahu.bed@gmail.com, Website: www.suryodayagvs.org

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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:

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.

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• 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

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