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#Let's Create Atmanirbhar Bharat Together

Shrimant Sou Umabaisaheb Pathwardhan Smarak Sanstha
Modnimb, Tal. Madha, Dist. Solapur (Maharashtra)
Marutirao Harirao Mahadik Arts & Commerce, College
Modnimb, Tal Madha, Dist. Solapur (Maharashtra)
(Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur)

NON-MINORITY

AIDED

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

Sr. No.	Subject 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-1dated 8th March, 2019 and University Circular No. PAHSUS/Estt/7th 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, Shrimant Sou Umabaisaheb Patwardhan Smarak Sanstha, Modnimb, Taluka Madha, Dist Solapur 413301 within 30 days** from the date of publication of this advertisement. Incomplete applications will not be entertained.

16) This is University approved advertisement.

Place :- Modnimb **Secretary** **President**

Shrimant Sou Umabaisaheb Pathvardhan Smark Santha, Modnimb,

Date :- **Tal. Madha, Dist. Solapur (Maharashtra)**

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In This Issue

Transformative Higher Education for *Atmanirbhar Bharat*

Saket Kushwaha* and Ravi Ranjan Kumar**

Education, since the beginning of documented evolution, has been considered the most potent vehicle for the empowerment of humans as well as society and functions as a vehicle from darkness to light. Due to globalisation and the quick advancement of science and technology, higher education has seen a remarkable expansion in India in recent years. There are more universities and institutes, notably independent ones (Aithal, 2015). The National University of Educational Planning and Administration has stated "the investment required in higher education is more than 9 lakh crores if we want to achieve 30% GER". India's national and state governments are jointly responsible for fostering comprehensive and sustainable growth in higher education that is in line with global competency standards. The Gross Enrolment Ratio (GER) in higher education and the per capita Gross Domestic Product (GDP) of any country are directly correlated. Higher Education must be evaluated from a number of perspectives, including talent development, innovation, creativity, productivity, and the best possible use of human resources (MHRD, 2020). He is required to accept various economic positions in society and promote innovation, which results in self-sufficient economic growth. The economy has to balance the supply and demand of a variety of employable skills. Higher education institutions like colleges and universities should expand their teaching-learning and research practices in order to achieve the expansion and development of the industry. To address different problems, a system technique for long-term multi-level synchronisation and policy consistency should be developed.

India has an advantage over other countries in terms of the availability of young, talented labor, but persistent shortages such as poverty, illiteracy, unbalanced development, and unemployment provide significant obstacles to achieving their full potential in the industrial sector. Being the greatest self-sustaining knowledge economy in the world, India has to combine higher education policies and strategies with technology to empower young self-sustainability. In order to maintain the rate of growth in India, more institutions must be opened and the standard of higher education must be raised (Younis, 2017). The newer form of HE processes will alter itself from an instructor-centric approach to a pupil-centric approach. There will be freedom to select from main and similar subjects within and across the discipline. These changes will conceive from the academic year 2021-22 till the year 2030 (Aithal, 2020). Public policy should keep pace with the advancement of knowledge and technology in order to preserve excellent levels of higher education in India (Selvarani, 2015). At the same time, research and

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development on the Indian form of Education system should also be promoted so that our ancient identity cannot be separated from the upcoming generation.

Quality of Higher Education in India

In terms of the number of higher education institutions, India holds the distinction of operating as the second-largest Higher Education System in the world. As of 1st June 2020, India has 54 central universities, 411 state universities, 123 deemed to be universities, 361 private universities, 81 Institutions of National Importance, and 708 autonomous colleges and many affiliated colleges, vocational institutes and skill development cum training centres. The Gross Enrolment Ratio (GER), which includes higher education in online and vocational programmes, was projected to reach 26.3% in 2018. According to India's plans (*http://aishe.gov.in/MHRDDashboard/home*), GER will be 5% by 2035. Just nineteen universities existed at the time of independence in 1947, and the literacy rate was at 12%. Even if the number of higher education institutions has multiplied since India's independence, not a single institution from India made the top 300 HEIs list compiled by the Times Higher Education World University Rankings for 2021(Basu, 2020).

Although higher education has been crucial to India's economic development and progress, schooling and literacy have received greater attention due to the country's extremely low literacy rate at the time of independence (only 12%). Just 0.21 million students were enrolled in total in 1950–1951 (Babu, 2015). The government's priority after Independence was on improving "access and fairness" in higher education rather than "quality and relevance," therefore it makes sense that this concentration was on this issue. A few Indian Institutes of Technology (IITs) and a few Indian Institutes of Management (IIMs) were founded in the 1960s and 1990s, respectively, as emblems of the country's pride, progress, and excellence. However, they served as an oasis for the growing demand for professional and top-notch education appropriate for an emerging economy and developing society. The majority of HEIs were found to be plagued by low quality, poor infrastructure, a large supply-demand gap, insufficient faculty, outdated teaching methods based on memorization, an excessive emphasis on final exams over actual learning, a lack of autonomy, research facilities, an excessive amount of bureaucratization, politicisation, and other issues (Gupta, 2008). After Independence, India's higher education system was crucial in rescuing the nation from poverty and underdevelopment. In a socially complicated, patriarchal, and hierarchical culture, it has been essential for fostering social mobility while also fostering economic growth and national progress. Despite limited resources, the founding fathers constantly emphasised the value of postsecondary education. Together with fostering equitable opportunity, it was seen as the most significant "instrument for social, economic, and political revolution" (Mukherjee). Immediately after Independence, India accorded improving fair access to education the attention it deserved. Just lately has the emphasis on quality in HEIs changed as a result of globalisation and technological advancements, making them better suited for the market economy. By providing students with the most up-to-date information, skills, and competencies appropriate for the workplace in a more complex, more unpredictable, and interconnected world, India hopes to become a knowledge centre. It calls for fostering not only the fundamental principles of heart and mind but also the correct foundation and aptitude. Quality counts because higher education is now a billion-dollar industry in India and contributes to both economic progress and national development (Patil, 2010). There is a particular focus on quality in the New Education Policy of 2020. It emphasises the 'separation of functions' while removing potential for conflict. A single regulating agency is proposed to assist in supplying fundamental needs, such as financial integrity, adherence to proper processes, allowing HEIs to make their own decisions and guarantee desired outcomes, and so on. Moreover, it places focus on accreditation by impartial bodies with a strong sense of integrity. It intends to reduce the "commercialization of higher education" while also raising standards. For-profit HEIs are not yet covered by this policy. Although it recognises the necessity for partnerships with international universities for the benefit of the country, any surpluses must be reinvested exclusively in educational institutions. The question of whether it would be a good idea to have a single regulatory authority for a large country with such diversity as India, however, is not one on which all parties agree.

Transformation of Higher Education Institutions into Multidisciplinary Institutions

'Aano bhadra krtavo yantu vishwatah'- means 'Let noble thoughts come from all directions'. This insightful idea from the Rigveda demonstrates how the Vedic Era was aware of the potential for endless learning. India has a long history of using a multidisciplinary approach, as shown by the presence of ancient institutions like Takshashila and Nalanda. These higher learning institutions in ancient India

were renowned for imparting instruction in all areas of knowledge, including singing, painting, chemistry, and mathematics, as well as practical skills like carpentry and clothing manufacturing, as well as academic subjects like engineering and medicine and soft skills like discussion and debate. Throughout the years, the range of educational choices shrunk, and gradually in recent years, the emphasis shifted to subject-specific specialisation, leading to the expansion of single-stream schools. The National Education Policy 2020 (MHRD, 2020), suggests several policy directions for offering multidisciplinary education.

The NEP–2020 aims to develop the intellectual, aesthetic, social, physical, emotional, ethical, and moral facets of an individual in an integrated manner, thereby contributing directly to the transformation of the country and making India a global knowledge superpower. The NEP- 2020 includes a definition of what a HEI—a university or a college—is. One of the most important proposals in the NEP-2020 is that by 2030, there should be a large number of interdisciplinary HEIs located in or close to every district. In addition to having many departments, a multidisciplinary university should provide cutting-edge interdisciplinary courses or programmes to broaden students' capacities for thinking and learning and prepare them to tackle new issues.

India has independent colleges and institutions that focus on various fields. The opportunities to learn about and explore many fields are rarely explored even in interdisciplinary HEIs since the disciplinary borders are so strict. In order to maximise productivity with a stronger focus on research and development, innovation, and incubation, interdisciplinary universities are becoming more and more popular internationally. Thus, it is important for the Higher Educational System (HES) to transition away from independent, dispersed, and domain-specific HEIs and towards HEI clusters and interdisciplinary HEIs. These schools will provide education that is infused with solid values and skill sets. The Higher Education System would significantly boost the performance of Indian institutions in terms of teaching, learning and research to newer and bigger heights. The NEP–2020 suggests that HEIs be transformed into interdisciplinary universities, colleges, clusters, and knowledge centres in order to stop the fragmentation of higher education. The types of HEIs envisaged are:

- Multidisciplinary research-intensive universities (RUs).
- Multidisciplinary teaching-intensive universities (TUs).
- Degree-awarding multi-disciplinary autonomous colleges (smaller than a university).

Universities with 3,000 or more students will be considered interdisciplinary TUs and RUs. It is necessary to create a road map for all affiliated colleges to undergo the necessary transformations in order to achieve the status by 2035, either independently, through collaboration with nearby institutions in the form of clusters, or by becoming a constituent part of a university as envisioned in NEP-2020. The linked colleges must become big interdisciplinary autonomous colleges or join the cluster to become a large multidisciplinary HEI in order to obtain the status of conferring degrees. An integrated higher education system, encompassing professional and vocational education, will make up the whole higher education sector. The policy also calls for the establishment of departments for a variety of interdisciplinary fields, such as translation and interpretation as well as languages, literature, music, philosophy, Indology, art, dance, and theatre.

Fig.1: The Tendency of the Growth of Universities in India from 2015 to 2019

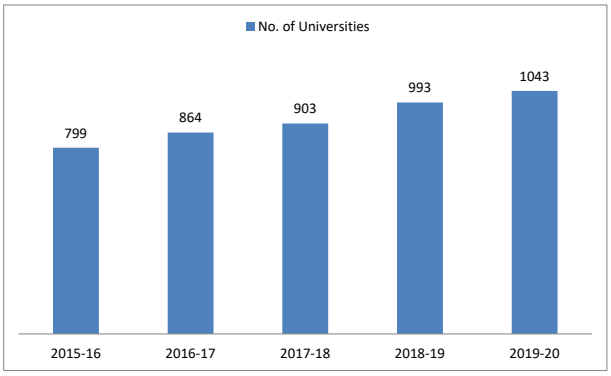
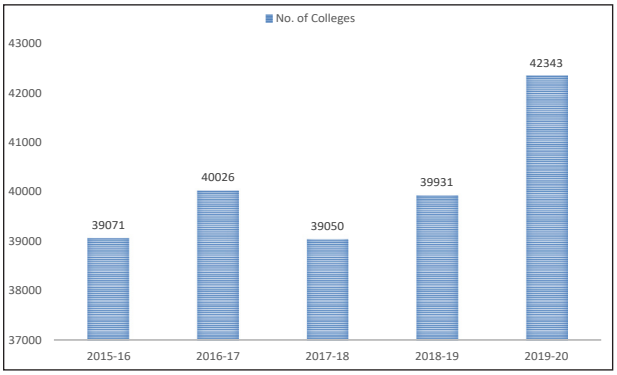


Fig.2: The Tendency of the Growth of Colleges in India from 2015 to 2019



The quantitative progression of universities and colleges in India is shown in fig. 1 and fig. 2 (Courtesy: AISHE Report 2019-20). In India, during 1990s and 2000 there is upward mobility in the growth of universities and colleges, the number of universities which was 184 improved to 266, and the number of colleges which was 5,748 increased to 11,146. At present during 2019-20, the quantity of universities has increased more than the 3 times from 266 to 1043 and the number of colleges from 11,146 to 42,343. These trends indicate a positive transformation in the growth and development of Higher Education in India.

Evidently, the increase in State Private Universities and Institutes of National Importance are very high in last 5 years as shown in Table 1.

Table-1: The Numbin India as per AISHE Report 2019-20

Number of Major Universities in Last 5 years					
Major University Type	**No. of University**				
	2015-16	**2016-17**	**2017-18**	**2018-19**	**2019-20**
State Public University	329	345	351	371	386
State Private University	197	233	262	304	327
Deemed University-Private	79	79	80	80	80
Institute of National Importance	75	100	101	127	135
Central University	43	44	45	46	48
Deemed University-Government	32	33	33	34	36

NEP 2020 Leading to a Futuristic Outlook on Indian Education

The following changes will occur in Indian higher education in the future as a result of NEP -2020:

(1) Colleges must choose transdisciplinary independent degree-granting institutions to transform their specialised fields. The pupils will be free to choose the curriculum of their choosing as a result.

(2) Elimination of Commercialization of Education - At both public and private institutions, HE should always be service-oriented rather than profit-oriented Every extra money made should be reinvested towards institutional growth. This will lessen lobbying and corruption in colleges.

(3) Changes to Public/Government Universities - There are two possibilities a) Universities develop becoming interdisciplinary, independent universities. b) A number of small and medium-sized colleges become a part of the affiliated university.

(4) Three options exist for private institutions undergoing transformation. (A) Joining small colleges with a focused area of study and fewer students to form an autonomous college. (a) When these private colleges reach a specific accreditation level, they should improve their facilities and educational standards in order to become autonomous institutions. (c) Private colleges that fail to achieve a certain accrediting status shall be shut down. (Aithal, Analysis of Higher Education in Indian National Education Policy Proposal, 2019)

(5) Merit-based hiring - Institutions heads should only be chosen based on their research and innovations. Directors of HEIs, Vice Chancellors, etc. should have published at least once as a first author in the previous five years.

(6) Decision-makers' Accountability- The opportunity to advance to the top position in higher education policy should only be offered to qualified educators who have academic publications, patents, and intellectual property rights. Now, fake educators and bureaucrats who are enjoying high positions might be removed from positions of power.

(7) Making the Board of Governors (BOG) more accountable - BOGs should be held more responsible for upholding the standards and outcomes of HEI through open disclosure of pertinent documents.

(8) The new paradigm for private HEIs incorporates social responsibility, including societal obligations such as fee waivers, scholarships, and other financial aid.

(9) Active involvement by Private Universities - Due to the availability of private universities' 30% free-ship and 40% scholarship tuition structures, which recoup the appropriate cost of meeting social obligations, qualified students are self-driven to enroll in private universities.

(10) More stress on Research and Innovation – Due to the abundance of incentives available, both students and teachers are encouraged to suggest creative ideas.

(11) Single HEIs Regulator – For effective financial control, a single HEI regulator should be established. There must be compliance with all regulatory standards approved by the NHERA Board of Governors, increasing the openness of how decisions and policies are carried out. (Aithal P. , 2016)

(12) Commitment to the HEIs – Members of the highly educated BOG who have demonstrated their ability to be devoted, competent, and committed to the institutions have been appointed.

Challenges and Opportunities

1. There are more than 1,000 universities in our nation now, and there are issues with big affiliated institutions that lead to subpar undergraduate education in colleges. We must open one new higher education facility per week over the next 15 years, with at least one in or close to every district, if we want to double the gross enrolment ratio in higher education by 2035. (GER in 2018: 26.3 per cent and GER in 2035: 50 per cent). It is a tremendous task to open one higher education school per week on a continuous basis.

2. From a financial perspective, NEP-2020 calls for raising education spending from 3 per cent to 6 per cent of GDP, or around INR 2.5 lakh crores annually. (Viswanathan, 2020). The strategy is implemented at a time when the economy has already been severely harmed by lockdowns connected to COVID-19, poor tax revenues from the government, and a huge budget deficit even before COVID-19. Notwithstanding the burden on the exchequer, economists have advocated for huge stimulus packages totaling double-digit percentages of GDP. Although the National Education Policy is a 20-year project, one is concerned that we may be off to a rocky start in the following two to three years as healthcare and economic recovery take precedence in government priorities and budgets. With the limited resources available, it will be a tremendous accomplishment to completely implement NEP-2020's proposals for higher education. To allow admittance of students from low-income strata as well, private schools must provide additional scholarships; however, NEP makes no mention of how this might be done. This suggests that higher education needs more public money, which in reality is not consistent with the situation. To boost public investment in education, the centre and the states must collaborate.

3. Inter-disciplinary learning is a positive development in higher education. The new policy encourages flexibility so that students may select their own learning routes; extracurricular activities such as the arts, sciences, physical education, and others need to be equally encouraged so that students can choose the subjects that interest them. Nonetheless, our nation's universities have been heavily departmentalized for many years. Individuals in academics have chosen strict boundaries over flexible ones. Thus, it is difficult to change faculty members' perspectives and approaches, especially those of the senior faculty. During the next 15 to 20 years, the whole higher education ecosystem must undergo a cultural revolution.

4. We have more than 14 lakh faculty members in higher education. It is a challenge to train such a huge number of new-age skills in a short span of time. The existing education system excludes formal training and orientation toward pedagogy for college and university educators. This urgently necessitates a redesign of the curriculum to make it organic and adaptable for facilitating basic and higher-order thinking and inculcating skills at various stages of schooling. It is extremely desirable to mentor young faculty members, but it might be difficult to choose the right mentors from the pool of seasoned academics and retiring professors. Faculty needs to be trusted and empowered to conduct innovative teaching and research and extend their service to the community. There is an academy at Mussoorie for grooming the young probationers of civil service in the country, but no such facility is there at present for the young men and women who choose higher education as their career. At least one such academy of global standard needs to be established to prepare and orient the young faculty for this profession.

5. NEP-2020 classifies all HEIs into 3 categories: Research intensive universities, Teaching Universities and Autonomous degree-granting colleges (MHRD, 2020). Around 40,000 colleges exist in the US, many of which only offer a single curriculum and have fewer than 100 students. The aim is to eliminate the country's affiliation system in 15 years while converting a large number of associated schools into autonomous degree-granting institutions through graduated

autonomy. According to NEP-2020, no more than 300 colleges can be linked with a university by the year 2025. By 2035, all colleges that are now linked with a university must get accreditation and turn into independent degree-granting institutions. The question is whether already existing affiliating institutions can mentor their associated schools so that they might acquire the capacities and fulfill basic benchmarks in governance, academic, curricular, teaching, and evaluation. An interdisciplinary approach will be used in the social sciences, humanities, arts, and sports. Instead of rote learning, a greater focus will be placed on conceptual learning. Critical thinking and creativity will be promoted.

6. Faculty availability in diverse streams is another significant issue. Nowadays, there is an imbalance in the allocation of professors amongst streams or subjects. So, it is extremely difficult to recruit and train faculty in those subjects where there is a serious shortage. Even universities of national prominence are already experiencing a teacher shortage. By creating roles for practise professors in addition to research academics, this difficulty can be partially overcome. Outstanding academics, well-known artists, and professionals from a variety of industries may be asked to join higher education institutions in such roles. Higher education institutions can also benefit from tenure jobs with all the perks offered to permanent staff in order to address their shortcomings without sacrificing their commitment to academic excellence.

7. Making the connection between the diverse course mix and employability will be difficult. Will two students who obtained their B.Tech. degrees using a different combination, for example, be equally employable? In a similar vein, a highly regarded university may let a student enroll in their B.Tech. programme in the third year after completing the first two years at a lesser-rated institution. Also, having several access points and departure points will be challenging. What form of certification may be granted to a B.Tech. a student who withdraws after just finishing the first year? Will he or she have a job? Every institution in the nation will be obliged to adjust its policies so that students can withdraw from a programme and still receive academic credit for the courses they have already completed. The colleges will have to decide how many times a student may drop out of a programme and how many times they can enroll in the same programme. The goal of the strategy is to implement radical structural reforms at the higher education level. At the undergraduate level, it concurrently promotes three- and four-year degree programmes. A student who has successfully completed a four-year undergraduate programme with a research-intensive final year is eligible for direct admission to the PhD programme. Would not such a clause render postgraduate programmes obsolete? Would this result in the postgraduate programmes being eliminated along with the M.Phil. programme?

8. While the student may have a healthy balance of credits from a variety of fields in their academic bank of credits, it will be difficult for the universities to choose which certificate, diploma, or degree to bestow. One approach may be for colleges to choose to take credits from a student's Academic Bank of Credits and urge them to gain the necessary credits for the award of a certain degree in order to make up for the shortfall. Concern remains over the worth of these certificates and degrees, even though flexibility in the higher education model through the notion of alternative exits is a significant step for reducing the number of dropouts. The acquisition of degrees has strong associations with jobs in the Indian mindset. In order to properly adopt the new system, outdated thinking must first be modified such that a job can only be successfully secured with a degree. This paradigm presents difficulties and hinders other intrinsic abilities in people. Should the value of a degree diminish? Will potential employers accept applicants with certificates and diplomas rather than degrees? Will these applicants actually be job-ready? These queries are likely to have a limited time limit for answers. We will have to wait until the end of at least five years before the issue is reviewed.

9. Connecting with a global reach is getting simpler. With the push of a button or a simple voice command, a vast amount of knowledge is at one's fingertips, and as technology develops, students must enhance their studies to keep up. When it comes to learning, technology is no longer a choice; it is a need. To make sure pupils are prepared for a technologically reliant society, it needs to be included in future education. The truth is that a classroom might be located anywhere at any time. The day has arrived when we will constantly see our pupils collaborating on projects virtually with students from all around the world.

We need internet access in rural places because, as the pandemic showed, e-learning is the future. Digital classrooms and online teaching models that are based on subject-matter knowledge will be part of the digital infrastructure used for this purpose. A deliberate effort will be made to promote modern disciplines that are seen as tomorrow's job options, such as holistic health, artificial intelligence, design thinking, data analytics, and machine learning. Advanced technologies will be needed to fill gaps in the physical face-to-face teaching and lab infrastructure, in addition to career counseling sessions, standardised evaluation programmes across institutions, and teacher training to grasp these cutting-edge technologies. In the following ten years, this will still be a significant problem.

10. To meet the demands of high-caliber research, the National Research Foundation will be created. In India historically, public sector institutions have benefited most from government promotion of research. A prejudice towards private institutions has existed. It is a struggle to eliminate this prejudice and give good higher education institutions an equal playing field, regardless of the financing source for operating an institution. To ensure our presence on the international academic stage, good institutions from both the public and private sectors ought to be recognised equally.

Conclusion

A person's body, intellect, and personality may all be molded and developed via education. It is the organising of the mind, heart, and body that enables someone to build their ideal personality by identifying their best qualities. Higher education in India has advanced significantly in recent years, yet not everyone can attend it. Opportunities abound, but it's important to think about how to take advantage of them and make them available to everyone. The number and calibre of higher education institutions must expand in order for India to attain sustainable development. The development of current institutions shouldn't be done at the expense of future universities in order to boost GER. It is imperative to re-evaluate the standards for quality, accessibility, infrastructure, financial support, relevance, fairness, and lastly the preparedness of higher education to meet India's future needs. India is plagued by several issues and dangers in higher education but primary emphasis should be given to solving these challenges and increase higher education for its future prosperity and boosting its per capita GDP (Aithal, 2020)

It is difficult to regain one's Viswa Guru status. Yet, it can only be done by improving the standard of instruction and research via a concerted effort by all national stakeholders in higher education. Only then can there be research cooperation and student exchanges? Rebuilding the unified regulatory system with four verticals as the standard-bearer for high-quality higher education is exceedingly difficult given the present regulatory system's multi-authority structure. The possibility to convert the whole higher education industry into an integrated cohort ecosystem of professional and vocational education is enormous, despite numerous obstacles.

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Mahatmalogy: What Makes Gandhi India's Greatest Brand Ever?

Yukti Khajanchi* and Ameya Ambulkar**

Mahatma Gandhi`s following quote is widely popular:

"A Customer is the most important visitor on our premises.
He is not dependent on us. We are dependent on him.
He is not an interruption to our work. He is the purpose of it.
He is not an outsider to our business. He is a part of it.
We are not doing him a favor by serving him. He is doing us a favor by giving us an opportunity to do so"

Branding and management lessons are often learned from initiatives taken by experienced business houses, but if we only depend on business case studies for inspiration, our learning of branding may become unidirectional. With this article, we have attempted to go beyond business parlance to uncover the hidden branding lessons, by studying one of the finest individual brands of humanity - Mahatma Gandhi.

Gandhi famously said, "life is its own message"; so let us deep dive into his life in marketing parlance.

Decoding Branding

We all love certain brands. But the reasons we love them differently. Perhaps they reflect our sensibilities. Perhaps they are something we crave. Perhaps they never fail to make us smile.

In essence, a brand is a promise to its customers of what they can expect from it and may include emotional as well as functional benefits. Simply put, a brand is about trustworthiness; about *consistently* fulfilling expectations.

Branding is the process of enabling meaning to the product/service in the minds of the customers. Branding is a method used by businesses to make it easier for customers to recognize and experience their brand, as well as to offer them a reason to prefer their goods over those of the competitors.

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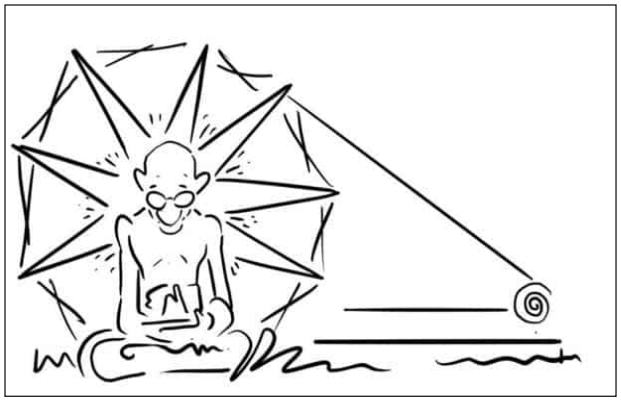
Branding Lessons from Historical Figures

An adept student of branding can identify branding lessons hidden across various facets of life. One of the very powerful sources is famous historical personalities, who knowingly or unknowingly displayed the use of branding strategies in their actions. While Indian history has many such individuals who became strong brands in the eyes of the stakeholders, one leader that stands out in this context is Mahatma Gandhi.

It was interesting that, in the Brand Trust Report 2014, Mahatma Gandhi was voted the 'Most Trusted Personality in India' – 66 years after his death. Ranked immediately below him were Amitabh Bachchan, Shahrukh Khan and Sachin Tendulkar – all currently active and highly-visible personalities.

Ahimsa and Satyagraha are age-old concepts. There have been many apostles of peace before but none enjoyed as much adulation as this humble person. M. K. Gandhi (1869 – 1948), was not Head of the State. He was neither a movie star nor a big name in the industry. He was not even the richest. Still, virtually every poll across the globe would vote for him as the Man of the Century. It may sound preposterous, but can we credit this phenomenon to his marketing skills or his ideas? What makes this man the ultimate icon**?** What is it that makes the frail man from Porbandar, such a towering Titan?

Mahatma Gandhi as a Subject for Branding Lessons



The world's greatest brands are united by certain attributes:

- Deep Audience Understanding | Market Research
- Ambitious Yet Focused Goal | Brand Positioning
- Superior Competitor Knowledge | Shelf Space
- Well-Defined Key Values | Brand Mission and Brand Values | Brand Promise
- Distinctive Brand Identity I.E. Brand Personality | Brand Packaging | Brand Logo | Brand Ambassador
- Consistent Voice and Messaging | Brand Experience
- Ability to Stay Relevant
- Event Management
- Public Relation

1. Market Share
2. Brand Slogan

Let us assess Gandhi, the brand, on each of these parameters

Deep Audience Understanding

Any good brand manager understands that a strong brand emerges only when the product / service is able to connect with its audience on functional and emotional levels. Having a deep understanding of the audience is the key to enabling this outcome. Similar is the case with personal branding. Mahatma Gandhi very well displays this branding wisdom in action through his actions.

For close to 700 years – from the early 13th century to the early 20th century – India had been subjected to a series of invasions (Khilji dynasty, Mongols, Tughlaq dynasty, Mughals, Portuguese, Dutch and finally, the British). This prolonged period of strife and foreign rule had depleted Indians of belief in their own abilities, self-esteem and national pride.

In 1901, after attending the Kolkata session of the Indian National Congress he went out on a tour of India in order to study for himself the habits and difficulties of the poor. The first thing Gandhi and Kasturba did on their return to India from South Africa in 1915, was to undertake a year-long train journey across India (traveling third-class) from Porbandar in the West to Rangoon in the East, from Rishikesh in the North to Madras in the South. During these journeys, they spoke to Indians about their struggle in South Africa, and the gains made by the Indian community there through sustained united efforts.

This journey gave Gandhi first-hand understanding of ground realities, helped him create Pan-Indian visibility and helped connect with Indians on a personal level. Most importantly, it helped re-instill self-belief, a sense of community and optimism among Indians, that they could replicate in India what Gandhi had helped accomplish in South Africa.

This journey – taken by Gandhi in his very first year back in India – shows us his strategic thinking, and the priority he gave to truly understanding his target audience, before diving headlong into the Indian freedom movement. Gandhi's target audience was the people of India, particularly the oppressed and marginalized communities, for whom he sought to bring about change.

Ambitious Yet Focused Goal

Gandhi's journey fired him up to take India – and Indians – back to the days of self-rule. From 1 AD to 1700 AD, India was the world's largest economy, constituting 35% of the world's GDP. By the early-1900s, India's GDP dropped to 8%. A prosperous, peace-loving nation that was the envy of the world, had been reduced to a country forever on the edge, staving off invaders and profiteers. Gandhi realized this needed to change, fundamentally.

In the early-1920s, he advocated **'***Purna Swaraj'* ('complete self-rule') as India's goal. While different Indian leaders and rulers in different parts of the country had been negotiating and battling the British separately till then, Gandhi gave the nation an ambitious yet focused goal – one distant enough to challenge them, but also, important enough to inspire them to unite in their fight against the British. 'Purna Swaraj' was to prove to be the rallying cry that finally made Indians believe in the impossible and finally united all Indians under Gandhi's leadership.

Gandhi positioned himself as a leader who was not only fighting for India's independence but also for truth, justice, and non-violence. He was different from other leaders of his time as he advocated for peaceful protest rather than violent resistance. With 'My Experiments with Truth', an autobiography containing a true account of his early life Gandhi positioned himself as an epitome of truth. This helped

him get away with many of his actions of omission and commission later in his political life.

Superior Competitor Knowledge

A brand has to stand strong not only in the customer's mind but also has to prove its mettle against the competition. Understanding competitors' strengths and weaknesses, allows the brand manager to draft a competitive strategy that enables brand growth in the market.

In the case of Mahatma Gandhi, now that the goal was clear, the road map was to be drawn up. Gandhi realized that the British could not be thrown out either through brute force (the unsuccessful rebellion of 1857 was proof of this fact) or sheer cunning (the British were, after all, masters of 'divide and rule'). Additionally, Gandhi's years in England (studying law) and in South Africa (fighting British rule there) had given him invaluable, extensive insights into British mind-sets, strategies – and importantly, their soft spots.

One of these soft spots was England's desire to be seen as a civilized, responsible nation – in stark contrast to its conduct in the countries it ruled. Gandhi's understanding of the landscape, target audience and competition, helped define the key values that India would ultimately adopt in its freedom struggle.

Shelf Space

A strong brand emerges only when it is able to establish a strong and clear position in the minds of the customers. Gandhi's first appearance on the all India political scene in 1919 was through Rowlatt satyagraha which ended in a fiasco but made him known all over India. The spark was provided by the opposition of many Indian Muslims to British policy towards the defeated Ottoman Empire and their demand for preserving the Khilafat of Islam. To quote Claude Markovits from 'The Un-Gandhian Gandhi', "Gandhi got associated at an early stage with Muslims protests against British policy, a position which did not go down too well with many nationalists, wary of a movement that, they thought, was dominated by pro-Islamic elements. But it enabled Gandhi to use this apparently peripheral position to establish himself at the heart of the political debate. He forged an alliance with some Muslim leaders which helped him make his views prevail in Congress in spite of his lack of a proper base."

Well-defined Key Values

Every good brand which has managed to be on the top for several years displays one common action, which is being true to its values. As they say in copywriting, "being clear is better than clever", same is the case when it comes to brand values. Experienced brand managers understand that it is their responsibility to ensure that brand values are clearly articulated and communicated across all customer touch points as well as within the team.

In the absence of military options, the only solution India had to achieve freedom was trusting in its key values (India's soft power) recognized the world over – truth and non-violence.

Gandhi's brand mission was to bring about independence for India and to create a society based on justice and equality. He worked tirelessly to achieve this mission, even at great personal cost. His brand values were based on his beliefs in truth, non-violence, and the equality of all people. He lived these values through his actions, such as his hunger strikes and peaceful protests.

Gandhi realized that letting the world know of England's atrocities in India was crucial. Across interactions with global political leaders, influencers and journalists, Gandhi spoke about India's peaceful freedom struggle. Stories of millions of non-violent Indians sustaining their struggle in the face of sheer brute force, struck a chord the world over. Most importantly, these stories shattered the myth of the British being civilized, morally upright rulers. Gandhi stripped the British rule of moral authority – something that no other country or leader had yet achieved.

What makes this achievement even more impressive is when one considers how easy it is to react violently to brutality, especially when it is sustained. Gandhi was successfully able to educate and sensitize Indians about the need to stay truthful and non-violent**.** The credibility that India built through these important yet tough-to-implement values (barring a few stray incidents of violence) ultimately made the continuance of British rule in India non-viable.

Gandhi was consistent in his message, actions, and values throughout his life, which helped to build trust and credibility with his followers. He promised the people of India that he would fight for their rights

and freedom, and that he would do so peacefully and with integrity. He kept this promise through his actions and leadership.

Distinctive Brand Identity

Customers notice brands not just through their tangible products and services, they identify brands through various branding handles like, color, logo, shape etc. It's critical for a good brand to establish all the branding handles clearly in the customer's minds. The distinctiveness and clarity with respect to brand identity will help brand managers to optimize their marketing budgets.

Before independence, India was divided by language. Hindi was spoken in large parts of North India but was virtually incomprehensible to much of South India. English had not yet created the Pan-Indian footprint that it enjoys today. In the absence of a unifying language, Gandhi chose to use nationally recognized symbols to create a singular identity for the country.

Gandhi's brand personality was one of simplicity, humility, and determination. He was seen as a selfless leader who lived his beliefs and was dedicated to his cause.

The 'charkha' (spinning wheel) was to be the symbol of Indian self-reliance. Khadi, its tangible outcome. It would be incorporated into the Indian flag, unveiled in 1921. Leading global newspapers and publications would often publish photos of Gandhi using a 'charkha'. The sustained, strategic use of the 'charkha' helped show Indians the promised land (self-reliance) in a simple and relatable manner. He was a great creator of 'Logos'. He made 'Charkha' (spinning wheel) a potent symbol of freedom and he devoted some part of every day to work on 'Charkha' to give it the required publicity. Charkha became so powerful a logo that it ended up on the National Flag till it was replaced by Asoka Pillar.

Beyond the 'charkha', Gandhi's three monkeys' symbol ('see no evil, hear no evil, speak no evil') further extended the key values of truth and non-violence in its own way. The Dandi March, which ended with Gandhi picking up a fistful of salt in his right palm (one of the most iconic photos of all time) became another symbol of India's self-reliance. Gandhi is easily recognizable by his iconic round glasses and simple cloth spinning wheel, which became symbols of his movement for Indian independence.

When Gandhi came back from South Africa he promptly gave up his westernized dress and moved to dhoti, kurta, turban; and he had a 'brand packaging' which was different from other leaders of freedom fighters like Motilal Nehru, Mohammad Ali Jinnah etc. When he picked up the 'walking stick' he did not need one, but again it could have been a part of 'packaging'.

'Khadi' became the brand identity. Gandhi himself became the Brand Ambassador for Khadi. It was not a mere rejection of Western attire – it was a panacea for the economic ills that beset the country. His brand recall was so strong that his name got associated with the humble khadi cap, which he never wore! What could be a better example of brand extension? Each of these symbols sent out a strong message to the British that India was capable of self-rule, and sparked self-belief that through united effort, nothing was impossible.

Consistent Voice and Messaging

"Consistency gathers trust and inconsistency breaks it", this principle typically governs all branding activities in the case of established brands. Experienced and successful brand managers understand the importance of "consistency" when it comes to the brand message and voice. It plays a pivotal role in managing and meeting customer expectations.

If there was one strength of Brand Gandhi that overpowered every other, it was the consistency in his thoughts, words and actions. In his own words, *"Happiness is when what you think, what you say, and what you do are in harmony."* Not surprisingly, that's also what makes for a great brand. Gandhi realized that for a human being – just as for a brand – credibility is built over a lifetime and destroyed in an instant. One principle – 'simple living, high thinking' – united every single choice and action; ultimately making it impossible even for the British to find a chink in his armor that could be exploited to discredit Gandhi and the Indian freedom movement.

Moreover, Gandhi passionately voiced the same key messages – self-rule, truth, non-violence, unity – at every public gathering and to the media, further embedding these values in the Indian psyche. He was

cognizant of the value of repeating universal key messages at every opportunity and keeping things simple for a people who were divided by language, caste, religion, education and social status. The brand experience of Gandhi was one of inspiration, hope, and empowerment. People who followed him felt inspired by his message of non-violence and were empowered to take action for change.

Ability to Pivot and Stay Relevant

With the increase in general education levels and changing customer demands, strong brands understand the importance of pivoting. Staying relevant is extremely critical for any brand and if it fails to do so, it will succumb to the competitive rivalry in the industry.

While consistency is important, brands must also display flexibility in adapting to changing circumstances – an aspect about Gandhi that has divided opinion over the years. Gandhi was often mentioned as being stubborn and closed to alternative points of view.

For instance, Gandhi was known to go on a fast whenever there would be an incident of violence. It would take the stoppage of violence, for Gandhi to break his fast. Similarly, certain historians mention that the partition could have been avoided, had he listened to other Congress leaders and not given Jinnah a voice. Gandhi's approach, however, must be seen in the context of the times – and the importance he gave to the key values of the freedom movement.

Gandhi realized that with every act of violence by an Indian, Britain gained the upper hand. It was of strategic importance for Indians to avoid violent acts, as far as possible. Gandhi's fasts, as such, must not be seen as acts of stubbornness, but as a reflection of his deep understanding of the importance of adhering to key values consistently. Similarly, Gandhi's openness to hearing Jinnah's point-of-view, can either be seen as his being closed to views of fellow Congressmen, or it can be seen as him believing that a party representing a significant part of the Indian population, deserved to be heard.

Context is crucial, and Gandhi must be given the benefit of doubt – especially considering that no individuals who were privy to discussions and events of that time, are around today to clarify the facts.

Event Management

Events are great vehicles for brands to connect with their audience and also enable organic growth among their customer base. Experienced brand managers strategically use "events" as means of generating brand vitality.

"Of all the great initiatives in India's Freedom Struggle, the Salt Satyagraha remains the most innovative. Think of Gandhi, for a moment, as a strategist. He had to fight the British Empire. He understood his competition. He was resource-constrained, if we consider military or financial resources. He needed a cause that would unite people, the rich and the poor. He needed a public demonstration of defiance. He did not want a defiance that would involve any technological requirements. Salt was it. It united all castes and economic levels. Salt is God's gift. Salt, water and the Indian Sun could do the trick. The Dandi March and the crowds on the beaches attracted people. The British learned not to underestimate the power of common symbols'', says C. K, Prahlad in Business Today dated 22 February, 1999.

Public Relation

Good brands understand that they operate in environments that are influenced by many stakeholders beyond just customers. Hence public relations become a critical aspect of their branding strategy. An effective public relations strategy, helps the brand to operate in the market with greater ease.

Mahatma Gandhi knew how to exploit all the possibilities offered by a given situation, combining agitation and propaganda in the most effective way. Gandhi proved to be a genius of 'agitprop'. He was good at attracting the attention of the media to his actions and on the movements, he led. The start of the salt march was covered by the three film documentary organizations present in India and by correspondents of the international press. Gandhi was skilled in staging his smallest action, so as to maximize its resonance, by playing on symbols and visual elements. When he seized the initiative, he gave no breathing time to the opponent," notes Claude Markovits.

Market Share

While the fight for market share is every brand manager`s hustle, experienced brand managers understand that the fight is rather to get a higher

mind share. Brand`s ability to meet its customer expectations consistently and also ensure that it stays relevant to the newer audience defines the extent to which it can capture the market share.

In the case of Mahatma Gandhi, he defended his territory as the 'main leader of the independence movement' as ferociously as a marketing manager defends market share of his product. He never allowed any other leader to grow around him. Bhagat Singh and Subhash Bose had to pay the price in different ways when they were perceived to be becoming bigger than the ultimate icon of freedom struggle. Jinnah got away with it because he re-defined the rules of the game and created his own idiom for which, unfortunately Gandhi had no answer.

Although the hunger strike was a weapon that Gandhi learned to use with perfection in his political bargaining with the British, he disapproved of its use by Jatin Das, Bhagat Singh and others for the betterment of prison conditions. He criticized Jawaharlal for approving of this fast, commenting that it was an "irrelevant performance." (Reba Som in Gandhi, Bose, Nehru; page 42).

He did not do anything beyond lip service to defend Bhagat Singh and took rest only after democratically elected Subhash Bose had to quit Congress presidency. Gandhi exhibited a ruthless firmness in edging Subhash out of the Congress leadership. (ibid, page 8). The quotations above are, in no way, a reflection on Gandhi's leadership, but they are used only to underline his determination as a strong manager to defend his turf or market share.

Brand Slogan

He was well aware of the fact that Mughal and Buddhist rule was overthrown by the Bhakti Movement. The resonance of 'Vande Mataram' had brought about the revival of the urge in the country to overthrow Britishers. He created an alternative in 'Raghupati Raghav Rajaram' and like Charkha, started spending time on it every day to give it enough publicity.

Although Gandhi's core values remained the same, he adapted his approach as circumstances changed. For example, he evolved his nonviolent resistance tactics to include mass demonstrations and strikes, in order to bring about greater change. Overall, Gandhi's life and leadership serve as a powerful example of how branding principles can be applied to create a strong and meaningful brand, one that inspires and leads to positive change.

Ethical Considerations

Individuals who manage to gain the trust of masses and hence can be considered as strong individual brands, should undertake thorough examination of ethical considerations of their actions. Nowadays we often see famous personalities promoting products / services that they may not personally use. But when we examine Mahatma Gandhi's life, we would discover that his life was a true example of "practice what you preach". It would be nearly impossible to find any of his actions where he leveraged the strength of his popularity for personal gains. This could be one of the strongest contributors to his brand credibility and strength.

Conclusion

Gandhi said, "My life is its own message"; that's why these learnings have been inspired by his life related to his work. In sum total, Gandhi could have been 'Head of Marketing' of any organization. He had a full understanding of all the nuances of marketing and he implemented them to the 'T'. Only difference here was that he applied that knowledge to fighting for independence and social movements like the struggle against untouchability.

Anand Kurian writes (Hindustan Times, Mumbai, December 11, 2007), "So who would our choice be for India's best advertising man ever? Who is India's best man? Here is a choice that may appear surprising - Mohandas Karamchand Gandhi. This may seem a very quirky choice. But, perhaps we need to see the man, without the halo around him as we usually do." Anand Kurian further writes, "Perhaps our marketing students need to relook for a time being and get into reading about his life and his work and also making it as a part of compulsory reading for these young minds in our management institutions as they truly deserve to be."

Note: *The above is an excerpt from the Best seller "Business of Freedom – an Initiative for School of Indian Management" by management author & thinker Sandeep Singh; Gandhi: The greatest brand India has produced, Marketing & Advertising News, ET Brand Equity; Mahatma Gandhi: The Ultimate Marketer of All Times; How Gandhi built a brand of himself, way better than Apple's Steve Jobs and yes it's still relevant | Business Insider India; Gandhi CEO – A Summary – Tomorrow Today Global.* ❑

Complementarity of Academics and Research: An Imperative Element for Higher Education

Shivalingsarj V Desai*

The advent of the twenty-first century has heralded a new era of digital transformation in all spheres of life, education not being an exception. The higher education sector has been witnessing a sea change in terms of technological advancements and their applications in industry. It has necessitated a student-centric approach with a relevant curriculum, appropriate delivery modes, assessment strategies, and inputs from key stakeholders which include academicians, scientists, industry professionals, and society at large. The conventional mandates of Higher Education Institutes (HEIs)- teaching, research, and extension are challenged by the new dimensions - innovation and interdisciplinary research which are expected to culminate in process or product development applicable to a real-world scenario. The HEIs which once enjoyed the status of knowledge dissemination centres solely engaged in the teaching-learning process are now challenged by the changes in modern times to be the hub of research leading to innovations and their applications to society at large(Gibbons, et. al., 1994).

In this context, academics and research in HEI like universities and national research laboratories have assumed paramount significance and have called for a greater association with each other. Over a period of years, the quanta of students opting for higher education has been increasing and with the universities embracing Outcome-based Education (OBE) framework there has been a paradigm shift from a teaching-centric to a learning-centric approach. The role of teachers has not been confined to academic delivery and assessment but also to prepare the student workforce for grooming them to be industry-ready graduates.

The relationship between the research and academics has been investigated intensively from various perspectives and has revealed conflicting results (Hattie and Marsh 2004; Halliwell 2008). Studies about the relationship between research and teaching reveal both positive and negative correlations between the two.

Nevertheless, a teacher in HEI of present days is obliged to conduct research and teaching as part of their duties, it is significant to investigate how each of these matters to the stakeholders (teacher, students, and institutes). While research pertains to the discovery and synthesis of knowledge, teaching deals with its dissemination. It is at this point of inflection that the present article attempts to throw light on the nexus of teaching and research in HEI.

An insight into the practices of teaching and research in HEI revolves around three schools of thought. The first is the pre-Humboldtian model exemplified by the separation of the two entities exclusively which was more prevalent in France, eastern Europe, and Russia. The second model laid emphasis on the integration of research and teaching. The faculty and students were together engaged in the process. This combination was considered an important element of scientific education. The third one is concerned with the coexistence of both in the institutional framework but with a sense of differentiation of roles amongst the faculty and the allocation of resources appropriately. This is in furtherance to the Humboldtian model and is popularly found in the UK (Schimank and Winnes, 2000).

Brew (2010) draws attention to two subtle concepts: integrating research into teaching and vice versa which is primarily driven by institutional strategy and educational policy. Setting aside the strategies, the following are the factors that advocate the integration of research and teaching in the HEI.

1. Today's millennial students are surrounded with a plethora of knowledge from all streams through textual, visual, and audio modes at their fingertips, courtesy, of the digital era. The practice of teaching as a stand-alone approach from one side of the table has become redundant and obsolete. This with research activity in hand may challenge the students to learn more and would complement their theoretical knowledge gained through ICT.

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2. Integrating research as part of academics would foster their culture of inquiry and also bring in a sense of experiential learning and problem solving rather than a rote method of teaching and learning.

3. The expectations of knowledge society today from HEI are different from those in earlier days. HEIs are expected to churn out industry-ready graduates who are run-ready to cater to professional challenges on the go and be innovative in nature. An element of research becomes imperative in this context (Arimoto, 2015 and Beerkens, 2013).

4. Integrating research into teaching is instrumental in striking a balance between know-how and do-how of the students through which they inculcate the traits of critical thinking and problem solving and judgmental analysis in the real-world scenario.

5. Faculty engaged in research can update themselves with ongoing developments in the discipline, revise the curriculum to keep it relevant and teach the aspects with better confidence. Good researchers can be more efficient and confident teachers provided their time and resources are properly apportioned without causing undue burden on either of the aspects.

6. Research would lead to the acquisition of skill sets both by faculty and students which is essential in the present days of diminishing boundaries of formal education. It has been very well evidenced that students acquire valuable skill sets and knowledge through engagement in research.

A classic example is the Research Experience at the Undergraduate level (REU) program wherein the final year students of engineering undergo individual research activity on a problem under the supervision of faculty with a doctoral degree. Unlike the group activities of the laboratory projects and team projects, this provides scope for framing the problem statement, defining the objectives, performing a literature review, and planning and executing the experiments solo. This also hones their analytical skills, standardization of protocols, troubleshooting during experimentation, and verbal skills- both written and oral. This gives them a flair for research which incites them to pursue their higher studies further leading to a research career and contributing to the existing body of knowledge and scientifically trained human resources.

On the contrary, integrating research has a flip side and comes with its own challenges and limitations. A few to mention are:

1. Integrating research with academics demands qualified human resources, and laboratory infrastructure which in turn needs monetary funding.

2. The integration of research and academics has changed the way academicians are assessed for their performance which has increased the pressure and their accountability. Although a general notion persists that both academics and research should co-exist in a university ecosystem and equal emphasis be laid on both, the parameters employed for assessing the performance of teachers have been more skewed towards their achievements in research evidenced by publication in peer-reviewed and indexed journals of high impact factor. This is primarily due to the reason that research accomplishments are measurable easily. Also, at times this may breed unhealthy competition thus affecting the institutional ecosystem.

3. Integration of research into teaching calls for strong and consolidated support from the institution in terms of finance, facilities, and waiting period for the outcomes to get reflected in the form of Intellectual Property Rights (IPR) leading to processes, products, publications, and patents.

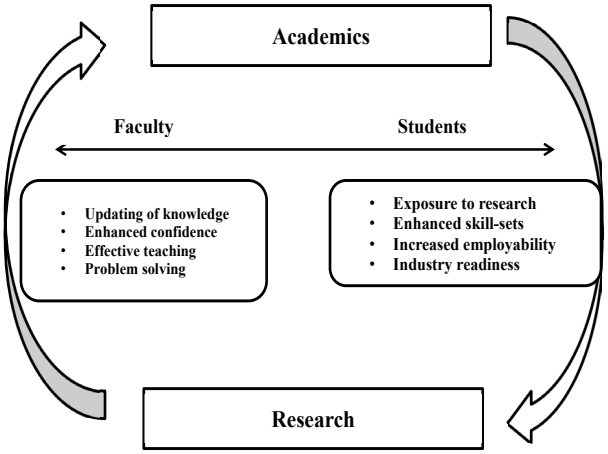
4. In the process of balancing teaching and research, the quality of both may be compromised which is not desirable.

The integration of teaching and research resulting in a win-win situation for the stakeholders (faculty and students) is represented in Figure-1.

How Research Not Only Complements but Also Enhances Academics? - A Case of Microbiology

A general course on microbiology involves the history, developments, microscopy, basics of microbial structures, classification, metabolism, culturing, and control of microorganisms along with their useful and harmful aspects on living beings

Fig-1: Blending of Teaching and Research for Best Results



and the environment. A faculty with an experience in research would better appreciate the concepts compared to one who lacks investigation exposure. For instance, the identification of microbes happens primarily through morphological and biochemical characterization, followed by the advanced method of molecular characterization based on gene sequence. This involves techniques of gene isolation, amplification using polymerase chain reaction using unique primers, and analysis on gel electrophoresis. A person who has undertaken research would have undergone the training for these performed several times as part of his dissertation. When it comes to academics, these come in handy while teaching microbial identification and enhancing its effectiveness. The faculty would be better able to handle the laboratory sessions concerned and address the queries raised by the students. This in turn would satisfy the curiousness of the students and trigger their quench for further inquiry into the subject leading to the overall effectiveness of the teaching-learning process.

Conclusion

The concept of modern HEI lays emphasis on the hybrid model of coexistence of academics and research with a win-win situation for all its stakeholders (faculty, students, institution, and society). A symbiotic association between research and academics is here to stay in the years to come given the rapid advancements happening in the sphere of ICT. Academics need faculty who are actively engaged with research with cutting-edge technology to keep them abreast of the happening in the scientific and industrial domains. The linkage between the two does not occur *suo moto* but has to be put in place with conscious efforts from the institutes strategically and systematically. Thus, a proposition of teaching and research to go hand-in-hand is the need of the hour and HEI is to embrace it sooner or later.

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Digital Education: A Boon for Reviving Indian Higher Education System

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In recent years there has been a phenomenal interest in newer approaches to teaching and learning that are being tried by various institutions in the world. These concepts are known by various expressions such as *virtual classroom, Learning circles, online education, networked learning,* etc.

Digital education aims at providing computer generated virtual environment, which can be used as the most advanced tool of visualization for a large number of scientific applications such as the study of computer structures, near-realistic simulation of natural phenomena, and conducting hazardous experiments. The students can interact with an artificial world that can be perceived, explored, and manipulated at will. The various objects in the artificial world created by the computer behave in the same manner as the objects in the real world. In real life we perceive objects by our senses: seeing, hearing, touching, tasting, or smelling. In virtual reality, the computer is used for creating a visual environment, audio environment, tactile environment, and tactile environment for taking care of input to the three senses. The computer creates images by using advanced graphics techniques. Digital education is a tool of human-being-machine interaction, which is going to bring revolution in education and training. Global challenges of education experienced by institutions are quality of instruction, the massification of education, easy access, equity, and equality. Digital Education promises to mitigate these challenges in a big way by increasing access to educational resources, creating relevant learning experiences, and augmenting student-centered learning. It has implications not only for academic activities, but also for administrative and student support like curriculum planning, course offering, student enrolment, teacher training, and student assessment and evaluation. Digital education refers to instruction in a learning environment where time or space, or both separate teacher and student, and the teacher provides course content through multimedia resources, the Internet, video conferencing, etc. Students receive the content and communicate with the teacher using the same technologies. Course content taught is called Virtual course because the course is not taught in a classroom face-to-face but through some substitute mode that can be associated with classroom teaching or in Virtual Classroom where is learning environment created in the virtual space. The objectives of a Virtual /Digital Classroom are to improve access to advanced educational experiences by allowing students and instructors to participate in remote learning communities using personal computers and to improve the quality and effectiveness of education by using the computer to support a collaborative learning process. The explosion of the knowledge age has changed the context of what is learned and how it is learned – the concept of virtual classrooms is a manifestation of this knowledge revolution.

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Digital Education and Spectrum of Teaching Modes

Many virtual study programs are mainly based on text documents, but multimedia technologies have become increasingly popular as well. The spectrum of teaching modes includes courses based on hypertext, videos, audio, and animated materials. Today a wide spectrum of teaching modes is available, including the following ones:

Hypertext Courses *are courses where s*tructured course material is used as in a conventional distance education program. However, all material is provided electronically and can be viewed with a browser. Hyperlinks connect text, multimedia parts and exercises in a meaningful way.

Video-based Courses are like face-to-face classroom courses, with a lecturer speaking and PowerPoint slides or online examples used for illustration. Video-streaming technologies are used. Students watch the video by means of freeware or plug-in).

Audio-based Courses are similar but instead of moving pictures only the soundtrack of the lecture is provided. Often the course pages are enhanced with a text transcription of the lecture.

Animated Courses: Enriching text-oriented or audio-based course material with animations is generally a good way of making the content and its appearance more interesting. Animations are created using different technologies.

Web-supported Textbook Courses: are based on specific textbooks. Students read and reflect on chapters by themselves. Review questions, topics for discussion, exercises, case studies, etc. are given chapter-wise and discussed with the lecturer. Class meetings may be held to discuss matters in a chat room.

Peer-to-peer Courses: are courses taught, 'On-demand' and without a prepared curriculum. A new field of online education has emerged in 2007 through new online education platforms.

Studying in a virtual university is different from studying in a brick-and-mortar university. There are no buildings and no campus to go to because students study on the Internet. In most cases, only a personal computer and an Internet connection are needed. Through this connection, students access the virtual university and then do the same as other students do: attend classes, solve exercises, discuss cases, take tests, ask questions, etc. Likewise, they communicate with lecturers, tutors, administrative staff, etc., but it happens over the Internet. Here students are moving from being passive objects of administration to becoming the main groups of active users. Virtual universities give their students plenty of freedom to study whenever they want and as fast or as slowly as they want.

AI applications are being increasingly used for Digital Higher Education in the form of chatbots, engagement platforms, self-directed, automated assessment systems and analysis, etc.

- ***Conversation Technology***: Conversation or voice assistants, like Alexa, Siri, Cortana, etc. Recently Google has demonstrated LaMDA (Language Model for Dialogue Applications) as a conversation platform that is quite powerful in understanding the power of search queries.
- ***Personalized Learning***: There are a good number of powerful apps for example. DuoLingo is used for learning an additional language. Such apps provide us with experiences where we can personalize learning. The machine and adaptive learning algorithms make it easy to create learning paths that are individualized. Knewton is such an application being used by teachers to teach Chemistry, Mathematics, and other subjects.
- ***Automation of Tasks***: There are many mechanical kinds of activities like attendance handling, book dispatch or inventory management, etc. AI can handle such tasks faster and without errors.
- ***AI-Powered Writing Assistant***: Grammarly is a famous example of such an application that not only finds mistakes in the text, but it can also suggest help in making language easy and effective in expression.
- ***Location-Based Technologies***: With the help of IoT and sensors we can locate our students and then dispatch the necessary help in the form of content or books or other materials wherever they are located.
- ***Smart Infrastructure***: with the help of IoT and sensors, we can manage the institutional property in an efficient manner, for example, security or lighting or air conditioning, etc.
- ***Image Recognition and Processing***: Google Lens is a good application that allows us to process and manipulate text or images. These can be used for deep fake areas.
- ***Chatbots***: Prof Ashok Goel's Jill Watson is a famous example of how teaching assistants can help students in carrying forward their studies. University of British
- Columbia uses the ChatSim application where the students can talk to each other using an Avatar in virtual learning environments. The University of Illinois Chicago uses SOCRATES as a bot for interaction among the students.
- ***Sentiment Analysis***: AI can help us in making behavior analysis in the classroom of all students which is not easy for a teacher in real-time. Affectiva is such an application. Mind Lab in New Zealand also uses sentiment analysis applications to study emotions.
- ***Student Engagement Platform:*** Durham University in the UK uses the Holly system which is integrated with the university's LMS and engages students in active learning.

- ***Digital Learning Scorecard***: The University of Iowa uses AI software to identify students who are struggling academically. Querium is another such application to examine the learning capabilities of students.
- ***Natural Language Processing***: Penn State University uses NLP to process the transcripts of course sessions by the students.
- ***Self-regulated Learning***: United Kingdom, Germany, Australia, and the Netherlands are working on FLoRa project for self-regulated learning.
- ***Internet of Behavior (IoB):*** The University of Helsinki has developed an application for the study of behavior.

Indian Initiatives for Digital Education

As Digital technologies are great innovations that can transform the many aspects of education like improving quality, up-skilling of teachers, increasing student enrollment, the mass reach of education, generating quality content and training upgradation for faculty, etc. Indian Government has launched many digital initiatives. Some of them are as follows:

- *National Mission on Education through ICT (NMEICT) (https://nmeict.ac.in/)* It offers digital education solutions with the purpose to increase access to quality content and improving learning outcomes. Some of the flagship projects under NMEICT are SWAYAM, SWAYAM PRABHA, Spoken Tutorials, National Digital Library, Virtual Labs, eYantra, and FOSSE (free and open source software in education), etc.

SWAYAM

SWAYAM *(Study Webs of Active Learning for Young Aspiring Minds)* is India's prestigious MOOC (massive open online course) platform by the government of India based on three cardinal principles of education: access, equity, and quality. The courses on SWAYAM have a 4 Quadrant approach. Video lectures, (b) e-Content as readings, (c) online discussion forums, (d) self-assessment quizzes. There are 9 national coordinators taking care of the production and launching of courses. Up to 40% of the credit transfer is allowed as per regulations for studying SWAYAM courses.

SWAYAM PRABHA (https://swayamprabha.gov.in/)

It is a bouquet of 32 DTH (Direct to home) channels that broadcast educational programmes on a 24x7 basis all over the country. The content is created by NCERT, NIOS, CEC, IITs, and IGNOU. Higher education and school education courses are offered as well as for lifelong learners. It can be accessed using UMANG app too.

National Digital Library of India (NDL)(https://www.ndl.gov.in/)

Developed as a free repository of e-content by IIT Kharagpur, it has a huge database of research and innovations. It can also be accessed using UMANG platforms as well as Android and iOS apps. Technical, non-technical institutions and OER portals are partners for NDL to provide content.

e-Yantra* (*https://new.e-yantra.org/)

Funded by the Ministry of Education and hosted by IIT Bombay, this platform provides technology services for agriculture, home, defense, manufacturing, and other service industries. The basic premise of this platform is 'Learning by Doing'. Various initiatives under this scheme are e-Yantra Robotics Competition, e-Yantra Innovation Challenge, e-Yantra Lab Set-up Initiative, e-Yantra MOOC, and e-Yantra Farm Set-up Initiative. Students and faculty get to work on real-world problems.

Virtual Lab (https://www.vlab.co.in/)

Virtual lab as the technology solution to teachers and students has a special mention in the NEP-2020. This initiative offers more than 700 web-enabled and simulated projects for science and engineering students. They can carry out remote experimentation.

FOSSEE (Free/Libre and Open Source Software in Education) (https://fossee.in/)

IIT Bombay is managing this project by offering access to open-source tools like Scilab, Python, R, DWSIM, Open Modelica, and Open FOAM. This project helps in saving costs from proprietary software.

National Academic Depository* (*https://nad.gov.in/)

This digital initiative of the government of India offers an online store for all academic awards (comprising of certificates, degrees, diplomas,

etc.) on 24x7 basis which is digitized and duly authenticated by respective academic institutions or bodies.

Annual Refresher Programme in Teaching (ARPIT)

Offering professional development opportunities to teachers through SWAYAM platform, this initiative provides training to the teachers for discipline-specific, emerging trends, pedagogy, and methodology of transacting revised curriculum.

National Digital Educational Architecture (NDEAR) (https://www.ndear.gov.in/)

This project is used for education planning and augmenting digital infrastructure. It promotes the autonomy of stakeholders. It is based on 10 principles: Unifying not uniform, ecosystem driven, unbundled and combinable, federated and interoperable, open access, evolvable, taking care of inclusion, diversity and special needs, choice by design, security and privacy and leveraging investments.

DIKSHA (Digital Infrastructure for Knowledge Sharing) (https://diksha.gov.in/about/)

An initiative of the National Council for Education Research and Training (NCERT), it is based on the philosophy of open access, open architecture, open licensing, and autonomy. It offers curricula of NCERT and CBSE and SCERTs all over the country and students are benefitted through support in more than 18 languages.

PM eVIDYA: One Nation One Digital Platform *(https://pmmodiyojana.in/pm-evidya/)*

This project houses online courses created by the top hundred universities of India. It also offers e-content and QR coded books. The government has plans to establish a digital university.

Indian Research Information Network System (IRINS) (https://irins.org/irins/)

IRINS has been developed by the Information and Library Network (INFLIBNET) Centre which is an Inter-University Centre of University Grants Commission, Gandhinagar, Gujarat. IRINA is a free online Research Information Management (RIM) system, as SAAS (Software as a Service). This portal is very useful to teachers, scientists, and research and development organizations to have access to scientific information. It offers scholarly information for various disciplines:

- Agricultural Sciences
- Arts and Humanities
- Biological Sciences
- Chemical Sciences
- Engineering and Technology
- Medical and Health Sciences
- Physical Sciences
- Social Sciences

Limitations and Remedies

Complex databases and sets of procedures constitute the core of these Digital education systems. Students in virtual education typically acquire knowledge in a unidirectional manner first (e.g. by studying a video or reading a textbook chapter). Subsequent discussions on problems, solving exercises, case studies, review questions, etc. help the students to understand better what they learned before. Electronic media like discussion forums, chat rooms, voice mail, e-mail, etc. are often employed for communication.

This can be advantageous, but students may also feel left alone if they are not embedded in a supervised schedule. In these universities we are replacing the administrative apparatus, we risk destroying or submerging those interactions that are tacit, informal, and flexible - the very processes that might, for instance, offer important forms of support to students. But Multimedia based Soft-Teachers are deployed for explaining concepts. Some innovative methods of using Java-based "concept applets" for educational resource development have been used. An attempt has been made to simulate classroom teaching so that it is easier for the student to understand the course. To give the student a feel of a lab environment, an introductive virtual lab framework has been designed, which can be reused for certain categories of practice-intensive courses. Desktop IP based Video-Conferencing, Scheduled Video over IP and Video-on-demand over IP facilities are available as integral components of this learning support system. To avoid this effect, further other virtual universities apply the same type of time management as traditional schools: Programmes are divided into

semesters, courses are taught in a weekly rhythm, homework assignment is given every week, etc. An example is VGU's graduate programme (MBI) – a master's programme in information technology and management that takes four semesters to complete (full-time students). Each course has a lecture or a virtual class meeting every week. Afterward, students get a homework assignment; for example, they have to solve an exercise, elaborate on some problem, discuss a case study, or take a test. Lecturers give them immediate feedback, and one week later, the same happens again.

Benefits of Digital Education

'Virtual means in effect but not in fact'. As technology grows, virtual education will become reality as it (technology) brings sound, visuals, and interactivity together and hence create a learning environment anywhere in the world. The combination of various technologies can provide a reasonable cost for an effective virtual classroom which is not possible in traditional methods of teaching-learning. Studying in digital mode is for people who like technology. More virtual programs are found in engineering and science than in arts. The above-cited MBI program, for example, addresses students who will later use information technology to solve business problems. Here, Students are moving from being *passive objects* of administration to becoming the main groups of active users.

Virtual programs are best suited for people who appreciate flexibility. 'Study anywhere at any time' is a popular slogan, yet the flexibility may be restricted by schedules and submission deadlines. Students working full or part-time, for example, can study in the evenings or the weekends, without having to go to campus at specific class hours.

In the public sector, expectations to save money from virtual education and virtual universities were high in the beginning. However, cost savings have not come true to a significant extent. The main reason is that the effort to create virtual courses had been underestimated.

Concluding Remarks

It is well known that information and communication technology provides a powerful incentive to standardization and Virtual education has emerged from the application of ICT in the context of distance education, however, it has now developed to the point where it can be used to support classroom-based learning as well as distance education' (Col, 2003). 'Virtual Universities will develop on education-on- demand system for delivering tele-courses to home personal computers. While each student would work independently, computer conferring, e-mail and voice mail access to a faculty or advisor would be available to answer questions, evaluate assignments and provide guidance '(Salvati, 1995). In this multimedia virtual environment, teachers can design-individualized instruction for students who can learn in real time or on demand.

In India, IGNOU has launched some programmes through virtual campus; online delivery through telelearning centres. Tamilnadu has established the first Virtual University in India, other state universities also start Virtual learning centers for imparting quality education to the students and enhance excellence in the research-teaching cycle leading to societal transformation and serve society by transforming it into the Knowledge Society of 'Kalam 'where technology can be used to eradicate the poverty and the unemployment and preventing the complete loss of moral and ethical values alongside development and technological progress.

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Mantras of Education: Dedication and Commitment

M Venkaiah Naidu, Hon'ble Former Vice President of India delivered the Convocation Address at the 11th Convocation Ceremony of Chaitanya Deemed to be University, Hanamkonda, Warangal on March 04, 2023. He said, "The youth of the nation has the power to help India regain the status of *Vishwaguru*—our colleges and universities should be transformed into global learning centres once again. Remember that Bharat's civilizational wisdom has a key role to play when it comes to the Himalayan challenges that the world is facing today. Whether it is a human approach towards the environment, our view of health and wellness, equitable wealth distribution, sustainable development or social cohesiveness, the guidance that our civilizational wisdom and our rishis have provided to us, can be applied to challenges of the contemporary world." Excerpts

I am pleased to be here amidst all of you to address this 11th Convocation ceremony of Chaitanya Deemed to be University. This landmark event marks a new chapter in the unique academic journey of each one of the students here. It is also being held against the backdrop of the ongoing *Azadi Ka Amrit Mahotsav* celebrations. You have a wealth of accumulated knowledge which is your biggest treasure as you move forward into a rosy future to build your lives and careers.

Knowledge or *vidya* has always been a prized virtue of Indian civilization. I need not remind you of the pre-eminent place which Indian centres of learning like Nalanda and Taxashila held in the ancient world. Your institution's motto *thamasoma jyothirgamaya* (तमसोमाज्योतिर्गमय) is part of a mantra from the Upanishads seeking to be led from the darkness of ignorance to the light of knowledge. The noble objective of your institution is to create a knowledge society and to mould citizens into morally upright citizens.

From modest beginnings, the Chaitanya Group of institutions has now emerged as a reputed hub of educational excellence, during the course of three decades. With a large, qualified and dedicated faculty, a student strength of over 5,000 and a large number of books, research papers, faculty-wise research journals, and over a hundred patents, you have proved that Chaitanya is home to talent, creativity and innovation. I am pleased to note that your institution is a technology-driven one with your in-house tech team preparing software solutions for a wide range of operations.

Technology and Artificial Intelligence are the key drivers of development in a fast-changing world, and the all-round progress of a nation therefore, hinges on education. Today, the youth of the nation stands at a unique inflection point in India's long history. India boasts the fifth-largest economy in the world. Our higher education sector is the third largest in the world. Moreover, we are the youngest nation in the world with over 50% of the nation's population under 30 years of age. Our Prime Minister, Shri Narendra Modi, referred to the 3Ds which are unique to India and constitute its strength today—democracy, demand and demography. He added that our demographic dividend must be leveraged to meet the growing demands of a global market. India is the pharmacy of the world and the second-largest manufacturer of mobile phones, while the goal of $5 trillion is well within our grasp.

It is education which is the foundational pillar of this development. In this context, the National Education Policy (NEP-2020) can be described as a visionary document which has the power to revolutionize the entire educational scene of the country by making the teaching-learning experience holistic in the true sense. The NEP-2020 stresses interdisciplinary learning, research and knowledge generation, multi-lingual education, as also important policy initiatives. This is how NEP is set to play a transformative role in the education sector. In particular, it emphasizes the role of imparting education in one's mother tongue and when implemented in schools, colleges and universities across the country, this will prove to be a major game-changer.

Education should empower each one of you. Empowerment, it should equip you with the skills and knowledge to build your own life and career, as well as help you contribute to society at large. In equal measure, education should also enlighten

each one of you and enable you to pull down barriers that stand in the way of building an inclusive society. At the same time, education should also emancipate every individual from socio-economic backwardness. The other important aspect is the need to fully democratize education—quality education must become accessible and affordable to all. Only then can the nation move forward as one. To quote from a well-known sloka in the Rig Veda:

संगच्छध्वंसंवद्धवं
संवोमजांसिजानताम्

(May we walk together; may we speak in one voice and may our minds be in harmony and agreement).

Therefore, inclusiveness and equitable access to education for rural youth are of critical importance because if leveraged to its fullest potential, this power of education can fast-track the development of a vibrant new India driven by the collective force of our young minds.

The other facet of education which is of equal importance is that this spirit of inquiry that drives research should lead to discovery and innovation which helps in improving the quality of life of the people, particularly those living in the rural areas.

Today, as you know, there is a pressing need to foster Start-Up culture and to build an entrepreneurial spirit in young minds. "Catch them young" should be our mantra when it comes to inculcating an entrepreneurial spirit in youth. If techniques and opportunities for collaborative work are provided and strongly encouraged during internship or as part of hands-on training sessions, classrooms can become germination grounds for Start-Up ideas. I learn that Chaitanya has already initiated a number of partnerships and collaborative programmes with futuristic planning.

Most importantly, as life will teach you, true education goes well beyond the classroom. For the all-round development of students' personalities, you must take an active part in sports and games. I often advise students to take up a sports activity, yoga, game or form of exercise which suits them. Your diet is equally important—build a healthy lifestyle based on a wide range of options from our traditional Indian cuisine and avoid fast food, or junk food. We must strive together as a society, for the conservation and protection of our natural resources. Remember the mantra, "Preserve Nature and Protect Culture for a Brighter Future."

Each one of you here is destined to become a leader in his or her chosen field. Work with dedication and commitment to accomplish your goals. Success will certainly smile on those who work hard with single-minded focus. But also instil in yourselves the quality of giving back to society in equal measure. No matter which part of the world you are in, remain anchored in *Bharatiya* culture, and be conscious of the fact that we are the proud inheritors of a rich spiritual and cultural heritage. The youth of the nation has the power to help India regain the status of *Vishwaguru*—our colleges and universities should be transformed into global learning centres once again. Remember that Bharat's civilizational wisdom has a key role to play when it comes to the Himalayan challenges that the world is facing today. Whether it is a human approach towards the environment, our view of health and wellness, equitable wealth distribution, sustainable development or social cohesiveness, the guidance that our civilizational wisdom and our rishis have provided to us, can be applied to challenges of the contemporary world.

In conclusion, I wish all of you the very best in your future endeavours.

Jai Hind! ❑

Workshop on Research Methodology

A ten-day Workshop on Research Methodology Course for Ph.D. students in Social Sciences was organised by the Department of Teacher Education, Nagaland University, Meriema Campus, recently. The event was sponsored by Indian Council of Social Science Research (ICSSR), New Delhi. The Chairman and Moderator was Dr. T. Yolila Sangtam, Assistant Professor, Department of Teacher Education Nagaland University. The inauguration session began with a greeting and presentation of indigenous Naga Shawls and Sash to the Guest of Honour, Shri Agus Indra Udayana, Indonesia (Padmashri Awardee), Special Guest Dr. Timir Tripathi, Regional Director IGNOU and Prof. Buno Zetsuvi, Administrative in-charge, Nagaland University Kohima.

A welcome note was delivered by Prof. Buno Zetsuvi. In her welcome address, she stressed on human element in research to a real problem. Course Director, Prof. Gyanendra Nath Tiwari highlighted the theme of the workshop research methodology course for Ph.D. students in social sciences with hands-on practical experiences. He also informed the participants for the Pre-Test/Post-Test activity, to evaluate the ten days workshop learning outcome. Through online mode, Vice Chancellor, Prof. Jagadish K. Patnaik delivered the inaugural address where he emphasized on the basic understanding of research methodology. Further, he exhorted the participants to learn with sincerity, dedication and full involvement in the workshop.

Guest of Honor, Shri Agus Indra Udayana, follower of Gandhian values reiterated on the importance of the workshop for the research scholars and academic community. He also encouraged the participants to utilize the workshop as '10 days' food for the soul'. Dr. Timir Tripathi, Regional Director, IGNOU who was the special guest on the occasion spoke on 'Research Ethics and Encouraged the Scholars to Build Positive Mindset'.

Followed by Dr. Surendra Yadav, Assistant Professor, Department of Teacher Education, Nagaland University and Co-course Director highlighted the programme schedule and details of the workshop. The inaugural session concluded with the vote of thanks by Dr. P K Pattnaik Head, Department of Teacher Education. He extended his expression of gratitude to all the individuals who contributed for the realization of the workshop. The day one of the event was concluded successfully with three lectures delivered on 'Social Science Research: International Perspective' by Shri Agus Indra Udayana, 'Conceptualizing Research Process in Social Sciences and Research Practice' by Prof. Liegiese and 'Research for Knowledge Creation-Principles, Methods and Practice' by Prof. Nigamanand Das.

During the technical session on 'Research Proposal', Dr. Neha Rawat, Assistant Professor Department of Teacher Education, Nagaland University was the Chairperson and Moderator. The session started with a brief introduction and felicitation of Professor Sudeshna Lahiri. The resource person started the session with a few questions posed to the participants on research. She then explained in detail about the purpose of research proposal and the steps involved in framing a good research proposal. She also discussed on the various aspects of research proposal for funding or grants.

During the Session on 'Factor Analysis on SPSS (Theory)', the Resource Person from the previous session, Professor Sudeshna Lahiri gave a detailed explanation on the theoretical concept of SPSS. She then elaborated the steps involved in Exploratory Factor Analysis and Confirmatory Factor Analysis.

The Session on 'Factor Analysis on SPSS (Hands-on training)' was again taken up by Professor Sudeshna Lahiri. With the help of PPT, providing raw data for the students to work on their laptops, an effective hands-on training session was delivered to the participants.

During the hands-on training by Dr. Sushil Kumar Singh, the session on 'Case Study Method' was delivered. The session of the day began with a brief introduction of Professor Athunglo Ovung, Department of Sociology, Nagaland University Lumami by the Chairperson and Moderator, Dr. Surendra Yadav, Assistant Professor Department of Teacher Education, Nagaland University. Professor Athunglo Ovung deliberated on the topic of 'Case Study Method'. He began his session with the introduction of conceptual knowledge on the case study method in research. He discussed on the purpose of the case study, its nature, and its importance. He elaborated on the benefits of

using a case study approach with examples. He moved on to explain the advantages and disadvantages of case study method. He highlighted factors to be considered by a researcher while conducting a case study method. The session ended with a token of appreciation to Professor Athunglo Ovung by Dr. P K Pattnaik, Head of the Teacher Education Department, Nagaland University.

The session on 'Variables and Measurement Scales' was taken by Dr. Amrendra Kumar, Chandigarh University. He started with a brief introductory discussion about variables. He highlighted various types of variables with detailed examples. He then emphasized on how important it is to understand the level of measurement of variables in research as a researcher. He explained that the level of measurement determines the type of statistical analysis that can be conducted by a researcher and thereby, the type of conclusions drawn from the research. The differences in the categories of qualitative and quantitative research were also highlighted in the lecture. The session on 'OER and E-resources related to Research in Social Science' was taken up by Dr. Surendra Yadav, Department of Teacher Education, Nagaland University. He discussed various repositories and sources of previous research.

The session on 'Descriptive Statistics' was Moderated by the Chairperson, Dr. Rashmi, Assistant Professor, Department of Teacher Education, Nagaland University. The session started with a brief introduction and felicitation of Dr. Amrendra Kumar, Associate Professor, Department of Commerce, University of Chhattisgarh. The resource person started his session by explaining the various steps of field editing. He said that a researcher first develops the questionnaire and see what hypothesis has been taken, then scrutinize it and assign codes to the variables. He also discussed on the advantages and disadvantages of positional or central values.

The session on 'Field Study Research' was taken by Professor Lungsang Zeliang, Department of Education, Nagaland University, Kohima Campus. Through Power Point Presentation, the resource person presented an in-depth discussion on the methods of Field Study Research. She, then discussed the various issues in the field study research such as issues of ethics in field study, and suggestions to overcome ethnocentrism. She also explained crisis management plan in Field Study Research.

Dr. Surendra Yadav, Assistant Professor, Department of Teacher Education, Nagaland University, Kohima Campus took the session on 'Parametric Tests'. The resource person started the session with a discussion on 'Exploratory and Confirmatory Methods', with certain assumptions to be fulfilled by the data we chose for the study. He explained about parametric tests such as t-test and ANOVA with various cited examples for easy understanding by the participants.

The hands-on training session was conducted by Dr. Neha Rawat. The Chairperson and Moderator, Dr. M Rajendra Nath Babu, Assistant Professor Department of Teacher Education, Nagaland University presented on 'Experimental Method & Experimental Design'.

The session started with a brief introduction and felicitation of Professor Kaushal Kishore, Head of Department of Teacher Education, Central University South Bihar. Professor Kaushal Kishore started the session who generated a discussion by taking in the queries of all the participants to provide information about experimental method & experimental design, hypothesis, types of hypotheses, formulation of hypothesis, testing of hypothesis and type 1 & type 2 error.

In the next session, Professor Kaushal Kishore addressed the queries on Hypothesis by demystifying the misconceptions of hypothesis and research questions. He explained the meaning of hypothesis and research questions, the difference between the two and how research questions begin in a state of disequilibrium according to Piaget's equilibrium and disequilibrium theory. Further, he explained the types of hypothesis based on major premise and review of literature which determines directional or non-directional, inductive or deductive, that formulation of tentative hypothesis depends on academic answer. Difference between population and sample, descriptive and inferential statistics, delimitation and limitation, sampling error and types of error are explained with relevant examples. The session was spontaneous with the queries elicited by the participants.

Dr. M. Rajendra Nath Babu, Assistant Professor Department of Teacher Education, Nagaland University took the session on 'Non-Parametric Tests'. He started his session with a power point presentation on his topic 'Non-Parametric Tests'. He began his with a quiz activity by testing the previous knowledge of the participants on research methodology. He then stated on how a researcher should have clear understanding of the concept and should be confident in research. He

pointed out the terms used for testing Non -Parametric Tests, such as for 't' test, the term used is 'between', 'F-test / one way ANOVA' the term used is 'Among',' Correlation' the term used is relationship,' Chi-square' the term used is 'association' , 'regression ' the term used is 'Influence / impact' and 'Two way ANOVA' is 'Interaction effect'. Dr. Babu ended his session with some slides on Non Parametric test solution.

Professor Kaushal Kishore also took a follow up session of previous two sessions. He discussed on the mixed method research in relation to qualitative and quantitative research. He then explained experimental design with citing examples. Taking the discussion further on sampling, he mentioned about purposive sampling and on how important it is for a researcher to highlight his/her judgement or purpose in his/her research while selecting purposive sampling. Then he explained about testing of hypothesis, type 1 & type 2 errors and level of significance. The session ended with clearing of doubts among the participants regarding on research methodology. Participants were asked to write and submit the field trip report which included visit to the Nagaland State Museum in Kohima and a trip to Khonoma Village: a historical village famously known as 'Green Village' and its rich cultural heritage.

Dr. Sushil Kumar Singh, Associate Professor Department of Teacher Education, Nagaland University was the Chairperson and Moderator of session on 'Policy Research. The session started with a brief introduction and felicitation of Professor S K Yadav. In this session, Prof. S K Yadav gave an insight to the historical background of educational policies in India. He talked about different policies on University Education Commission, Secondary Education Commission, and Kothari Commission to National Education Policy. Then. he emphasised on different Education Commissions in India.

The session on 'ICT Applications in Social Science' was started with the welcome notes by Dr P K Pattnaik, Chairperson and Moderator. He introduced Professor Gaurav Singh, Professor, CUH, Mahendragargh as the resource person. Prof. Singh talked about ICT applications in Educational research and its concerns in this session. He began with the contribution of ICT in research and addressed the Participants on the issues concerning the application of ICT in educational research along with examples. He asserted that ICT has made the Education system and research easy in general but raises some serious concerns on the application of plagiarism software, falsification of research results, data collection via different ICT tools, and Research databases with special reference to Shodhganga platform. The session ended with clearing doubts among the participants.

The session on 'Social Science in Research' was started with an introduction by Dr. Gyanendra Nath Tiwari about the speaker, Professor P K Sahoo. Prof. P K Sahoo talked about understanding Research as Generating Knowledge. He stated, "Research is a Process of steps to collect and analyze information to increase our understanding of any Social issue." He explained that the research's purposes are: to add knowledge, to fill the void in existing knowledge, to improve Practice- suggest improvements for Practice, to inform Policy debates, and Provide information to policy decisions. He, then stressed on Steps of Research as: Identifying a research problem; Reviewing the literature; Specifying a purpose for research; Collecting data; Analysing and interpreting the data; and Reporting and evaluating research.

He further emphasised on characteristics of scientific inquiry & naturalistic and interpretive inquiry, similarities of quantitative and qualitative research, IM mixed methods research and its key characteristics. The session ended with clearing of doubts among the participants and vote of thanks was proposed by Prof. Gyanendra Nath Tiwari.

The hands-on training session was on 'Non-Parametric Tests through SPSS' which was conducted by Prof. Gyanendra Nath Tiwari on different sets of Data. The Chairperson and Moderator for the day was Dr. Prasenjit Pal, Assistant Professor Department of Teacher Education, Nagaland University. The session on 'Mixed Method Research in Social Sciences' was started with a brief introduction and felicitation of Professor Gyanendra Nath Tiwari, Department of Teacher Education, Nagaland University, Kohima Campus. The resource person started his session by testing the prior knowledge of the participants on Quantitative & Qualitative research approaches before going into the day's topic 'Mixed Method Research in Social Sciences'. He discussed about the different types of mixed-method research design and also on the steps involved in it.

The session on 'Review of Related Literature' was taken by Dr. Pradipta Pattnaik, Head, Department of Teacher Education, Nagaland University, Kohima Campus. With the use of Power Point Presentation, the resource person, in detail, explained the purpose, sources and citation of related literature.

The next two sessions were on 'Historical Approach in Research and Philosophical Approaches in Research'. These sessions were taken by Dr. Sushil Kumar Singh, Associate Professor, Department of Teacher Education, Nagaland University. The resource person started the session with detailed talk on the concept of Philosophy and how research approaches critically examines philosophy or line of thought in an attempt to gain additional insight that can be applied to establish new concepts, theories or norms. The session ended with some presentation of slides on Philosophical Approaches in Research.

Dr. Gyanendra Nath Tiwari chaired and moderated the session with a brief introduction and a formal welcome presentation to the resource person. The session on 'Quality Publication in Books & Journals with Impact Factor' was taken by Professor Dipak Sinha, Department of Chemistry Nagaland University. He explained the meaning, definition and importance of impact factor for quality publications, open access journals and publications and its various categories. He also explained and demonstrated identification of predatory journals, good web journals and cited numerous examples. He also explained tools for journal evaluation or selection and stressed on checking trends in publication as a researcher.

Dr. Gyanendra Nath Tiwari welcomed the resource person with a brief introduction and a formal presentation to the resource person. The session on 'Qualitative Research in Social Sciences' was delivered by Professor Mithilesh Kumar Sinha, Department of Economics Nagaland University. He began the topic with a brief contrast on research in the past to the understanding of research in the present day context. He then discussed the steps involved in qualitative research in social science. The session was interactive with clarification of queries by the participants on the following major discussion points: qualitative research, hypothesis, and sampling, preparing questionnaire and data collection and analysis in qualitative research.

The next session was on 'Sampling Methods in Social Science Research'. Dr. Gyanendra Nath Tiwari welcomed the resource person with a brief introduction and presentation. The session was chaired and moderated by Dr. Kundan Kumar Nagaland University. He began with brief explanation on the need of sample, procedure of selecting sample and approaches. Detailed explanation with examples was given to the participants who also practiced hands on: the remainder approach and quotient approach and simple random sampling without other remainder (SRSWOR). He concluded the session with explanation on systematic sampling and its disadvantages.

The session on 'Development of Tools for Social Sciences Research-I' was chaired by Dr. P K Pattnaik who welcomed Professor S C Subudhi, Education Department NEHU with a brief introduction and presentation. The session began with a short brainstorming session on correct question/s desirable for testing or data collection for accuracy in measurement and also different types of tools or instruments. The discussion led to differentiating the questionnaire from the schedule and the test. He then talked on the process of standardization of tools, types of online research tools, and decisions on choosing the tool and how to develop a research tool. The session concluded with a clarification of doubts by the participants. The sessions were chaired and moderated by Dr. Pradipta Kumar Pattnaik.

The resource person for combined sessions on 'Standardization of Tools and Ethics in Research & Report Writin'g was Prof. S C Subuddhi. He started the session by elaborating on the steps and procedures involved in the standardization of tools for data collection and wrapped up the session by elucidating on standardization, questionnaire structuring, difficulty level, distraction level, and discriminatory level.

The Valedictory Session was chaired by Prof. Gyanendra Nath Tiwari. The valedictory speech was delivered by Prof A.K, Mishra. The speaker encouraged the participants to have a clear-cut analysis of their research work as it forms a base to frame policy guidelines and maintain perpetuated continuity for other research works. The speaker also congratulated and appreciated the Department of Teacher Education as the organizer and successful completion of the Research Methodology Workshop. The opportunity was also given to the participants to share their views and experiences about the workshop. The vote of thanks was delivered by Dr. Pradipta Kumar Pattnaik. Words of gratitude were extended to Shri Agus Indra Udayana (Padmshree Awardee), Dr. Timir Tripathi, Regional Director, IGNOU, Prof. Buno Zetsuvi, Administrative In-charge, and all the resource persons, participants, Teaching Faculty of the Department of Teacher Education, System administration and the M.Ed. students of Department of Teacher Education. The session concluded with the distribution of the certificates to the participants.

Faculty Development Programme on Pedagogy and Research Methods

A Faculty Development Programme on 'Pedagogy and Research Methods' is being organised by the Indian Institute of Management Ahmedabad during April 11– May 25, 2023. The Programme aims at the professional development of faculty members of institutions of management education. It is a residential programme that provides rigorous training in general management principles, pedagogical techniques (including case method), cutting-edge research methods and advanced topics in specialized areas.

For Whom

It is designed for management teachers and researchers working in management schools, universities, colleges, and professional institutes. Individuals teaching in staff training colleges, training centers of industrial organizations, and staff training institutes of central and state governments which teach management and allied subjects are also welcome to apply. It is especially suited for management educators seeking to strengthen their understanding on research, learn and experiment with effective pedagogical techniques and gain familiarity with essential aspects of carrying out research studies.

Course Work

The Faculty Development Programme in Pedagogy and Research Methods will provide training in pedagogical techniques including the Case Method of Teaching, Case Writing, and training in classroom effectiveness. The module also covers important aspects of carrying out management research including Qualitative and Quantitative Research Methods, Statistical Data Analysis, Multivariate Analysis

Educational Approach

The FDP relies on a variety of learning settings like classrooms, workshops and seminars, and a participatory approach to learning. There is an emphasis on the case method of teaching and learning. Other educational methods such as lectures, group exercises, management games, and presentations are also used. The latest statistical tools and audio-visual aids complement these methods. Participants are encouraged to develop insights into curriculum planning and academic administration. The FDP requires a high level of effort from the participants in terms of individual preparation as well as working in groups.

For further details, contact Faculty Development Programme Office, Indian Institute of Management Ahmedabad Vastrapur, Ahmedabad - 380 015, Phone No: +91-79 – 7152 4961, Mobile No: +91 9909038704, E-mail: *fdpoffice@iima.ac.in. For updates, log on to: https://iima.ac.in/academics/FDP.*

National Conference on Innovation and Quality Enhancement in Higher Education Institution's

The One- day National Conference on 'Innovation and Quality Enhancement in Higher Education Institution's in the Context of the New Education Policy– 2020' is being organized by the Internal Quality Assurance Cell (IQAC), St. Joseph's College of Commerce, Bengaluru on April 17, 2023. The event will be a platform for Academicians, Industry Practitioners and Research Scholars to come together, learn, share, and discuss topics pertaining to NEP-2020. The Faculty Members, Deans, IQAC Coordinators, Professionals, Research Scholars, Industry Practitioners, Policy Makers and others who are involved in practices and research areas related to Higher Education Sector may participate in the event. The Topics of the event are:

- NEP and Employability.
- Quality Assurance in HEIs.
- Innovation and Creativity in Teaching and Learning in HEIs.
- Higher Education and Industry Interface.
- Internalization and Integration of Quality Education.
- Skill Development Courses.
- Academic Bank of Credit.
- NEP and Autonomous Colleges.
- Multiple Entry and Exit System.
- Interdisciplinary and Multidisciplinary Approaches.
- Vocational Education and NEP.
- NEP and Student Mobility.
- Any Other Areas Pertaining to the conference theme.

For further details, contact Conveners, Dr. D Raja Jebasingh and/or Dr. Sridhar L S, St. Joseph's College of Commerce (Autonomous) 163 Brigade Road, Bengaluru- 560025 (Karnataka). Mobile No: 09788348923 / 09886987978, Phone No: 080-25360644/46, Extn: 222. For updates, log on to: *www.sjcc.edu.in.* ❑

THESES OF THE MONTH

SCIENCE & TECHNOLOGY
A List of doctoral theses accepted by Indian Universities
(Notifications received in AIU during the month of Jan-Feb, 2023)

BIOLOGICAL SCIENCES

Biotechnology

1. Khurana, Sakshi. **Studies on *in vitro culturing* of medicinal mushroom *Hericium Erinaceus* for improved biosynthesis of diterpenoids**. (Dr. Anil Sindhu and Dr. Ajay Singh), Department of Biotechnology, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.

2. Mohapatra,Priyanka.**Selection and conservation of high centelloside containing germplasm of centella asiatica (L) Urb**. (Dr. Sujata Mohanty), Department of Biotechnology, Siksha O Anusandhan University, Bhubaneswar.

3. Singh, Bharti. **Mitochondrial homeostasis and quality control in dengue infection**. (Dr. Gulam Hussain Syed Dr. Bhawna Gupta), Department of Biotechnology, Kalinga Institute of Industrial Technology, Bhubaneswar.

Life Science

1. Chaudhary, Saynaz Akhter. **Application of indirubin 3'- manoxime and vanillin for increasing insulin sensitivity of adipocytes and reducing inflammation in macrophages by targeting A_{2A}AR and TLR4 signaling pathways**. (Dr. Suman Dasgupta), Department of Molecular Biology and Biotechnology, Tezpur University, Tezpur.

2. Trivedi, Maitriben Mukeshkumar. **The role of tomato type II metacaspase (s) during plant development**. (Prof. Sunil Kumar Singh), Faculty of Science, M S University of Baroda, Vadodara.

Microbiology

1. Shah, Amitkumar Jitendrakumar. **Biodegradation of flower waste**. (Dr. Prateek Shilpkar and Dr. Mayurbhai Shah), Department of Microbiology, Gujarat Vidyapith, Ahmedabad.

Molecular Biology

1. Aziz, Ruksana. **A Comparative genomic study on synonymous and nonsynonymous *Codon stability in Escherichia coli and Salmonella enterica***. (Prof. Suvendra Kumar and Dr. Siddhartha S. Satapathy), Department of Molecular Biology and Biotechnology, Tezpur University, Tezpur.

2. Chakravarty, Mrigyanka. **Molecular genetic analysis of Keratoconus patients from Assam India**. (Dr. Surya Prakash), Department of Molecular Biology and Biotechnology, Tezpur University, Tezpur.

Zoology

1. Bhagriya, Poonam Nanubhai. **Ablation of signal transduction through insulin like growth factor I receptor (IGF-IR) attenuate neuroblastoma tumorigenesis**. (Dr. Hetal Roy), Department of Zoology, M S University of Baroda, Vadodara.

EARTH SYSTEM SCIENCES

Environmental Science

1. Baruah, Nijara. **Bioavailability of heavy metals in acidic sandy loam soils of Assam: Influence of soil amendments**. (Dr. Nirmali Gagoi), Department of Environmental Science, Tezpur University, Tezpur.

2. Bose, Rajat Shubro. **Equilibrium, kinetics, and thermodynamic studies of heavy metal adsorption using local plant biomass and investigation of freshwater diatom mediated heavy metal remediation**. (Prof. Kali Prasad Sarma), Department of Environmental Science, Tezpur University, Tezpur.

3. Gogoi, Rashmi Rekha. **An assessment of the hydrogeochemical processes and groundwater fluoride release mechanism, and health risks in the Brahmaputra valley of India**. (Prof. Kali Prasad Sarma), Department of Environmental Science, Tezpur University, Tezpur.

Geology

1. Abhishek Kumar. **Palaeoenvironmental controls on terreginous sediments flux in the marginal marine basin of Great Rann of Kachchh, Western India**. (Prof. D M Maurya), Department of Geology, M S University of Baroda, Vadodara.

ENGINEERING SCIENCES

Computer Science & Engineering

1. Aher, Chetan Nimba. **A neural network framework of hyper-heuristic based classification for biomedical data**. (Dr. Ajay Kumar Jena), Department of Computer Science & Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

2. Ahmed, Shafiul Alom. **Developing effective data structures for frequent pattern maining**. (Prof. Bhabesh Nath), Department of Computer Science & Engineering, Tezpur University, Tezpur.

3. Arage, Chetan Shripal. **Improved cooperative bait detection using multiple disjoint path technique**. (Dr. K V V Satyanarayana), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

4. Banchhor, Chitrakant. **Design and development of Bayesian optimization algorithms for big data classification based on mapreduce framework**. (Dr. N Srinivasu), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

5. Basumatary, Nayan. **Spectrum sensing in cognitive radio networks using machine learning approaches**. (Prof. Bhabesh Nath and Prof. N. Sarma), Department of Computer Science & Engineering, Tezpur University, Tezpur.

6. Bhowmick, Alexy. **Holistic scene understanding: Effective strategies for non-parametric scene parsing scene parsing**. (Prof. Shyamanta M Hazarika and Prof. Sarat Saharia), Department of Computer Science & Engineering, Tezpur University, Tezpur.

7. Binita Kumari. **Stock movement prediction models using machine learning techniques**. (Prof. Tripti Swarnkar), Department of Computer Science & Engineering, Siksha O Anusandhan University, Bhubaneswar.

8. Chauhan, Prakash. **Spectrum sensing and channel switching models for cognitive radio networks**. (Prof. Nityananda Sarma and Dr. Sanjib K Deka), Department of Computer Science & Engineering, Tezpur University, Tezpur.

9. Helegaonkar, Dhanashree Deodas. **A secure and light weight signcryption technique using elliptic curve-based digital signature**. (Dr. K Amarendra), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

10. Garg, Puneet. **Design of effective data communication system for opportunistic sensor networks**. (Dr. Ashutosh Dixit and Dr. Preeti Sethi), Department of Computer Engineering, J.C. Bose University of Science and Technology, YMCA, Faridabad.

11. Gulganwa, Pooja. **Enhancing performance of wireless sensor network in various applications**. (Dr. Saurabh Jain), Department of Computer Science, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore.

12. Jampani, Satish Babu. **Design of an optimized intelligent system for security establishment in cyber-physical system**. (Dr. T Pavan Kumar and Dr. G Krishna Mohan), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

13. Jena, Manaswini. **Diabetic retinopathy image classification using deep learning techniques**. (Prof. Debahuti Mishra and Prof. Samita Prava Mishra), Department of Computer Science & Engineering, Siksha O Anusandhan University, Bhubaneswar.

14. Lakum, Tarasvi. **An efficient file access control technique for shared cloud data security through key signatures search scheme**. (Dr. B Tirapathi Reddy), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

15. Maddipati, Satya Srinivas. **Cost sensitive class imbalance prediction of software defects using CSANFIS**. (Dr. Malladi Srinivas), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

16. Monisha Devi. **Auction based approaches to spectrum sharing in cognitive radio networks**. (Prof. Nityananda Sarma Dr. Sanjib K Deka), Department of Computer Science & Engineering, Tezpur University, Tezpur.

17. Naga, Deepti Ponnaganti. **A novel heterogeneous ensemble classifier to improve prediction accuracy for early diagnosis of the breast cancer**. (Dr. Raju Anitha), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

18. Nirmal, Yumnam. **Computational syntax of Manipuri language**. (Prof. Utpal Sharma), Department of Computer Science & Engineering, Tezpur University, Tezpur.

19. Patro, Rashmi Rani. **Estimation of EOQ imperfect quality items using machine learning**

techniques. (Prof.Srikanta Patnaik), Department of Computer Science and Engineering, Siksha O Anusandhan University, Bhubaneswar.

20. Saroj, Sushil Kumar. **Efficient matched filter approach for retinal blood vessels segmentation and diseases prediction**. (Prof. Rakesh Kumar), Department of Computer Science & Engineering, Madan Mohan Malaviya University of Technology, Gorakhpur.

21. Sravankumar, B. **An efficient neighbour node discovery and secure energy efficiency routing protocol for mobile low duty cycle wireless sensor network**. (Dr. M Nageswara Rao), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

22. Swarna, Anjalidevi. **An efficient ensemble word embedding model based multi-document classification and summarization framework on large textual databases**. (Dr. S Sagar Imambi and Dr. S Siva Kumar), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

Electrical & Electronics Engineering

1. Bangar, Raju Lingampalli. **Integrated microgrid islanding detection with phase angle measurement at reduce non-detection zone**. (Dr. K Subba Rao), Department of Electricals and Electronics Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

2. Brahmbhatt, Bhavik Arvindbhai. **Current and voltage control of single-stage voltage source inverter for photovoltaic system**. (Dr. Heena Chandwani), Department of Electrical Engineering, M S University of Baroda, Vadodara.

3. Chouhan, Piyush. **Detection and prevention of DDoS attack using trust management system in VANET environment**. (Dr. Swapnil Jain), Department of Electronics Engineering, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore.

4. Deka, Dipen. **Development of machine learning approach for heart rate variability signal analysis and its applications**. (Dr. Prof. Bhabesh Deka), Department of Electronics and Communication Engineering, Tezpur University, Tezpur.

5. Gehlot, Shyam. **Channel estimation and optimization of network performances for Non Orthogonal Multiple Access (NOMA)**. (Dr. Swapnil Jain), Department of Electronics Engineering, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore.

6. Jena, Sasmita. **Photovoltaic thermoelectric based hybrid system for efficient energy replenishment in microgrid**. (Prof.Sanjeeb Kumar Kar), Department of Electrical & Engineering, Siksha O Anusandhan University, Bhubaneswar.

7. Meerimatha, Gadaram. **Development and analysis of solar PV array reconfiguration techniques under partial shading conditions**. (Dr. B Loveswara Rao), Department of Electrical Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

8. Mohapatra, Bijaya Kumar. **Load frequency control in deregulated power system integrated with RES using intelligent techniques**. (Dr. Deepak Kumar Gupta and Dr. Chinmoy Kumar Panigrahi), Department of Electrical Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

9. Rai, Lalit. **Design of water level controller for drum boiler steam generator using model predictive control**. (Dr. S K Agarwal), Department of Electronics Engineering, J.C. Bose University of Science and Technology, YMCA, Faridabad.

10. Sarif, B Mabu. **Design and analysis of robust PID controller for time delay process using internal model control**. (Dr. K Narasimha Raju and Dr. D V Ashok Kumar), Department of Electrical & Electronics Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

11. Senthil Kumar. **Simulation and optimization studies on earth electrode with enhancement configuration for low impulse impedance**. (Dr. K Manickavasagam), Department of Electrical Engineering, MS Ramaiah University of Applied Sciences, Bangalore.

12. Sharma, Prabhat. **Implementation of efficient security algorithm for performance improvement and design of ODMRP protocol in VANET environment**. ((Dr. Swapnil Jain)), Department of Electronics Engineering, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore.

Electronics & Communication Engineering

1. Mahaboob, Pasha Mohd. **Compressed thermal wave detection and ranging for subsurface analysis of solids**. (Dr. G venkata Subbarao), Department of Electronics and Communication Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

2. Mahapatra, Shaktijeet. **Characterization, modelling of wearable antenna for body area network on biomedical application**. (Prof. Mihir Narayan Mohanty), Department of Electronics & Communication Engineering, Siksha O Anusandhan University, Bhubaneswar.

3. Mohanty, Soumya Sachandana. **Design of label-free electrical biosensor with InGaAs/InP hetero MOSFET**. (Dr. Meryleen Mohapatra Dr. G P S C Mishra), Department of Electronics & Communication Engineering, Siksha O Anusandhan University, Bhubaneswar.

4. Satrusallya, Sarmistha. **Design of microstrip array antenna for next generation wireless communication**. (Prof. Mihir Narayan Mohanty), Department of Electronics & Communication Engineering, Siksha O Anusandhan University, Bhubaneswar.

Food Engineering & Technology

1. Raj, Gurajala Venkata Siva Bhagya. **Valorization of dragon fruit (*Hylocereus undatus*) for development of cold extruded food product**. (Dr. Nishant RS Hulle and Dr. K.K. Dash), Department of Food Engineering and Technology, Tezpur University, Tezpur.

2. Sarkar, Preeti. **Bioactive peptides from *Philosomia ricinii* and *Antheeraea assama* (Silkworm): Functionality along with health promoting study under *in vitro* and *in silica* hypertensive model**. (Dr. Raj Kumar Duary), Department of Food Engineering and Technology, Tezpur University, Tezpur.

Mechanical Engineering

1. Dager, Brijesh. **Experimental investigation of CI engine performance utilizing CNG and diesel/ biodiesel in dual fuel mode**. (Dr. Ajay Kumar), Department of Mechanical Engineering, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.

2. Haloi, Prabin. **Exergetic performance analysis of MHD (Magnetohydrodynamic) and MHD integrated gas-turbine power plant**. (Prof Tapan Kumar Gogoi), Department of Mechanical Engineering, Tezpur University, Tezpur.

Textile Technology

1. Barhanpurkar, Shyam. **The study to explore the potential of banana sap as mordanting agent**. (Dr. R K Datta), Shri Vaishnav Institute of Textile Technology, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore.

MATHEMATICAL SCIENCES

Mathematics

1. Chaubey, Pooja. **Study on fixed point theorems in abstract spaces**. (Dr. Shishir Jain), Department of Mathematics, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore.

2. Dwivedi, Ananaya. **Mathematical modelling and analysis of dengue disease with prevention**. (Dr. Ram Keval), Department of Mathematics & Scientific Computing, Madan Mohan Malaviya University of Technology, Gorakhpur.

3. Nandyala Ravi Kumar. **Unsteady MHD convective flows of viscous fluids through porous medium**. (Dr. R Bhuvana Vijaya), Department of Mathematics, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

MEDICAL SCIENCES

Dentistry

1. Ashwini, S. **Microbiological and immunological analysis to determine the effectiveness of non-surgical periodontal therapy on pregnancy outcomes in gestational diabetes mellitus subjects with periodontitis**. (Dr. Kavitha Prasad), Department of Periodontology, M S Ramaiah University of Applied Sciences, Bangalore.

Medicine

1. Rex, D A B. **Evaluation of spatiotemporal influences of interleukin-1 family cytokine on cellular signal transduction pathways**. (Dr. Sneha M Pinto and Dr. T S Keshava), Faculty of Allied Health and Basic Sciences, Yenepoya (Deemed to be University), Mangaluru.

Pharmaceutical Science

1. Nandi, Souvik. **Formulation and administration of some drug delivery systems for improvement of bioavailability**. (Dr. Subrata Mallick), Department of Pharmacy, Siksha O Anusandhan University, Bhubaneswar.

2. Sahu, Amita. ***Alphonsea Madraspatna* leaf extract mediated biogenic synthesis of silver nanoparticles and their enhanced antibacterial potential of MDR bacteria**. (Dr. Goutam Ghosh and Dr. Goutam Rath), Department of Pharmacy, Siksha O Anusandhan University, Bhubaneswar.

PHYSICAL SCIENCES

Chemistry

1. Acharya, Lopamudra. **Investigation on modified g-C_3N_4 based nanostructured photocatalysts for energy and environmental application**. (Prof. Kulamani Parida and Prof. Rashmi Acharya), Department of Chemistry, Siksha O Anusandhan University, Bhubaneswar.

2. Choudhury, Anup. **Magnetic anisotropy of chiral pentagonal bipyramidal Mn(II), Co(II) & Ni(II) complexes: Application in building cyanido- bridged heterometallic assemblies**. (Dr. Nayanmoni Gagoi), Department of Chemical Sciences, Tezpur University, Tezpur.

3. Das, Jonali. **Exploration of epoxide-opening cyclization strategies toward biologically intriguing heterocyclic scaffolds**. (Dr. Sajal Kumar Das), Department of Chemical Sciences, Tezpur University, Tezpur.

4. Endoori, Srinivas. **Design, synthesis and invitro anti-cancer evaluation of some novel heterocyclic compounds**. (Dr. A Venkateswara Rao), Department of Chemistry, Koneru Lakshmaiah Education Foundation, Guntur.

5. Gogoi, Gitashree. **Study of green composites based on renewable biopolymers**. (Prof. Tarun Kumar Maji), Department of Chemical Science, Tezpur University, Tezpur.

6. Navaneetha, D. **Design, synthesis and characterization of nitrogen containing novel heterocyclic compounds**. (Dr. T Bhaskara Rao and Dr. Harikrishna Erothu), Department of Chemistry, Koneru Lakshmaiah Education Foundation, Guntur.

7. Purnakoteswararao, Ch. **Design, synthesis and biological evaluation of novel heterocyclic compounds**. (Dr. T Bhaskara Rao), Department of Chemistry, Koneru Lakshmaiah Education Foundation, Guntur.

8. Saikia, Rakhee. **Copper based catalyst design and methodology development for cyanation and chan-lam cross- coupling reactions**. (Dr. Utpal Bora Prof. Ashim Jyoti Thakur), Department of Chemical Science, Tezpur University, Tezpur.

9. Vyas, Supriya. **Polyaniline (PANI)–metal oxide nano composites: Synthesis, characterization and its potential applications**. (Dr. Ashutosh Shukla), Department of Chemistry, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore.

Physics

1. Mishra, Dron. **Optimization of thermoelectric properties by atomic substitution in ceramic/oxide materials**. (Dr. Uttam Sharma), Department of Physics, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore.

2. Nandooru, Abhiram. **Synthesis of photosensitive metal chalcogenide nanostructures and nanocomposites for effective photodetector applications**. (Dr. D Thangaraju), Department of Physics, Koneru Lakshmaiah Education Foundation, Guntur.

3. Ojah, Namita. **Studies and development of mulberry and non-mulberry silk of Assam for biomedical applications using dielectric barrier discharge plasma**. (Dr. Gazi Ameen Ahmed and Dr. Arup Jyoti Choudhury), Department of Physics, Tezpur University, Tezpur.

4. Rabha, Diganta. **Design and implementation of an inexpensive, handheld microscopic imaging and analytical system for biomedical and laboratory applications**. (Prof. Pabitra Nath), Department of Physics, Tezpur University, Tezpur.

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Sd/-
20/03/2023 **MANAGER**

आंध्र प्रदेश केंद्रीय विश्वविद्यालय
CENTRAL UNIVERSITY OF ANDHRA PRADESH

JNTU Road, Chinmaya Nagar,
Ananthapuramu-515002

Dated, 21st March, 2023

Subject: CUAP Advertisement No:02/2023 for the post of Associate Professor in English (T-06) (Unreserved) published on 23/02/2023

CORRIGENDUM

In reference to Advertisement No:02/2023 may be read as:

The Category of post code (T-06) be read as **OBC instead of Unreserved** as indicated erroneously in the Advertisement. The closing date of the Advertisement No:02/2023 for the post of Associate Professor (Psychology – T 04 & English – T 06) is extended **upto 5th April, 2023**. The rest of the contents shall remain unchanged. Please refer website **www.cuap.ac.in** in this regard.

Officer on Special Duty (SEL)
CUAP, Anantapur

MAHATMA GANDHI COLLEGE, IRITTY

(Accredited by NAAC with ' A ' Grade)
KEEZHUR PO, KANNUR DT, KERALA-670703
Tel: 04902491666(O)
Website.www.mgcollege.ac.in

WANTED

Applications are invited for the following Posts :-

1. **Principal - one - (General)**
2. **Librarian (UGC) - one - (General)**

Qualifications, age and service conditions: As per UGC Regulations 2018 for direct recruitment of both posts in colleges, Government of Kerala and Kannur University norms.

Application form can be had from the College office on payment of Rs.1000/- in person, Rs. 1100 by post or can be downloaded from the given website.

DD drawn in favour of General Secretary Iritty Educational Society, payable at Iritty is to be attached if required by post or enclose DD of Rs.1000/- while submitting with downloaded application.

The Government reserved the right to turn down the proposal for approval, if it is revealed later that the appointed post is one, which is not sanctioned by the Government or not existing as per the workload criteria. The duly filled-in application should reach the undersigned **within 30 days** from the date of this notification.

Sd/-
Iritty **General Secretary**
15.03.2023 **Iritty Educational Society**

Navjeevan Education Society

Shivshakti Chowk, 4th Scheme, Cidco, Nashik-08
Phone. No. 0253-2372157, 2379751
Email : nav.lawcollege@gmail.com

APPOINTMENT

Applications are invited for the post of Principal at **Navjeevan Law College, Nashik-08** on Grant-in-aid basis.

Sr. No	Name of the Post	No. of Post	Category
1	PRINCIPAL (Granted)	1	Open to All

Note:-1) Essential Qualifications: As notified by U.G.C., Govt. of Maharashtra & Savitribai Phule Pune University, Pune (Experience, Age & Pay Scales for all these posts of Principal shall be as per 7th pay Government Resolutions dated 8th March, 2019 and 10th May, 2019 with amendments and additions. **2)** Candidates should submit their A.P.I. score record as per UGC norms. **3)** The Appointment to the said post will be for a tenure of 5 years from the date of appointment or upto attainment of superannuation whichever is earlier. **4)** Post is subject to the Approval by Savitribai Phule Pune University, Pune, U.G.C. & Govt. of Maharashtra. **5)** Candidates already employed should apply through proper channel. **6)** Reservation for woman & Disabled (P.H.) Candidates will be as per rule. **7)** The selection process and the appointment are subject to the outcome of Writ Petition No. 12051/2015 Bench at Aurangabad. **8)** T.A./D.A. will not be payable for attending the interview.

Only eligible and qualified candidates should apply **within 15 days** from the date of publication of this advertisement giving their complete bio-data/resume to **the Managing Trustee, Navjeevan Education Society, Shivshakti Chowk, 4th Scheme, Cidco, Nashik-422008.**

Subhash Deshmukh
Managing Trustee, N.E.S., Nashik

BISHOP KURIALACHERRY COLLEGE FOR WOMEN

AMALAGIRI P.O., KOTTAYAM-686561 Ph: 7559097384, 7025842648
E-mail: bkcamala@yahoo.com Website:www.bkcollege.ac.in
NAAC Re-Accredited with 'A+' Grade

WANTED

Assistant Professor

Applications are invited from qualified candidates for appointment to the post of **Assistant Professor (Women only)** against regular vacancy in **Malayalam - 1** post (Reserved for persons with Blindness and low vision)

Age, qualifications etc. are as prescribed by the Kerala Government/UGC/Mahatma Gandhi University. The vacancy is reserved for persons with bench mark disabilities mentioned in clause 34 of the Right of persons with Disability Act 2016, G.O. (P) No. 19/2020/SJD dated 25/08/2020 and G.O.(Ms) No. 96/2021/H.Edn. dated 15/02/2021. Application form can be had from the College Website and also from the College Office on payment of Rs. 2000/-. Those who are submitting applications through website should send the receipt of the remittance of the fee, application form and the copies of all the certificates to the College Office also. Those who have obtained degrees from other Universities should produce equivalency /eligibility certificate from Mahatma Gandhi University. Application with receipt of the remittance of the fee and all the supporting documents should reach the College office within one month of publication of this notification.

(Sd/-) Manager

ALPHONSA COLLEGE PALAI

Arunapuram P.O., Pala
Kottayam Dist., Kerala - 686574
E-mail: acpappointment@gmail.com

No:A1-657/2021 Dated: 09/03/2023

NOTIFIATION

Applications are invited for the following posts in Alphonsa College Pala. Age and qualifications as prescribed by the rules and regulations of UGC/State Govt/Mahatma Gandhi University, Kottayam. Application forms can be downloaded from the college website **www.alphonsacollege.edu.in** . Completely filled application with the receipt of application Fee Rs. 2000/- should reach the college office within 30 days of this notification.

Subject	Open Merit	Community/ Merit	Person with Benchmark Disability (Hearing impaired)
Mathematics	1	1	NIL
Physics	1	1	NIL
Chemistry	1	NIL	1

Those who applied for above vacancies in response to notification No: A2-657/2021 dt 09/07/2021 need not apply again. Those who want to update qualifications submit relevant document in the college office within 30 days of this notification.

Account No: 19320200001510
IFSC Code : FDRL 0001932
Branch : Kottaramattom.
Pala

(Sd/-) Manager

हरियाणा केंद्रीय विश्वविद्यालय
CENTRAL UNIVERSITY OF HARYANA

(NAAC Accredited 'A' Grade University)
MAHENDERGARH (HARYANA)-123031

EMPLOYMENT NOTICE

Advt. No.: CUH/03/R/T/2023 **Date: 15.03.2023**

Online applications are invited from the eligible candidates for appointment to the post of **Assistant Professor on purely contractual basis** in the Department of Vocational Studies & Skill Development (Biomedical Sciences) & Department of Printing & Packaging Technology 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 **04-04-2023.**

REGISTRAR

KURIAKOSE ELIAS COLLEGE, MANNANAM

Mannanam P.O., Kottayam-686 561, Kerala
F. No. KEC/TS/22-23 Ph: 8590704501
Email: kecollegemnm@gmail.com

WANTED ASST. PROFESSORS

Applications are invited from eligible candidates to the following Assistant Professor posts in Kuriakose Elias College, Mannanam against Permanent Vacancies.

History-1 (Post reserved for person with partial blindness or low vision); **Psychology-3** (1 Post reserved for person having hearing impairment); **Commerce-2; Mathematics-2; Physical Education-1; Economics-1; Chemistry-1; Zoology-1; Hindi-1.**

Qualifications, age and scale of pay will be as per UGC/Govt. of Kerala/ Mahatma Gandhi University norms. The vacancies reserved for Differently Abled Candidates will be as per the G.O. (Ms)No.96/2021/H.Edn. dated 15.02.2021 and G.O.(Ms) No.242/ 2022/H.Edn. dated 18.05.2022. Application form can be had from the college office on payment of Rs.2000/- or by post by sending a request to the Principal along with a DD for Rs. 2100/- drawn in favor of the Principal. Duly filled application along with the copies of the supporting documents is to be sent to The Principal, K.E. College Mannanam, Mannanam P.O., Kottayam-686561, by registered post within 30 days of this notification.

Mannanam
20-03-2023

(Sd/-) **Manager**

SREE SANKARA TRUST

Advaitha Bhavan, Sree Sankarapuram, Valayanchirangara-P.O, Perumbavoor, Ernakulam-Dist. Kerala, Pin-683 556
Phone-0484-2657338. E- Mail- manager.ssv@gmail.com
(Govt. Aided College Affiliated to Mahathma Gandhi University, Kottayam)

WANTED PRINCIPAL

Applications are invited for the post of PRINCIPAL in the Sree Sankara Vidyapeetom College, Valayanchiranagara-P.O, Perumbavoor, managed by Sree Sankara Trust.

QUALIFICATIONS : Ph.D., Associate Professor with 15 years teaching experience. A minimum of 10 Research Publications in Peer reviewed or UGC - listed journals and a minimum Research score as per UGC Regulations 2018.

AGE : As per Government / University Rules

Note: Only Associate Professors / Professors from Government / Aided Colleges / University Departments who are qualified to teach any one of the following subjects need apply:-

English, Hindi, Sanskrit, Mathematics, Statistics, Chemistry, and Commerce.

Applications on plain paper with copies of Certificates to prove age, qualification, experience, publications ((Publications hard and soft copy), research score along with the NOC (No Objection Certificate) from the present employer shall be sent to The Secretary, Sree Sankara Trust, Advaitha Bhavan, Sree Sankarapuram, Valayanchirangara-P.O, Perumbavoor, Ernakulam-Dist. Kerala, Pin-683 556 within 30 days from the date of publication of the notification.

NB:Qualified teachers now working under this trust can also apply.

Valayanchirangara
22.03.2023

(Sd/-) Secretary
Sree Sankara Trust

ST. THOMAS COLLEGE, PALAI

Arunapuram P.O., Palai, Kerala-686 574.
Ph: 04822-212316
Website. www.stcp.ac.in E-mail: principal.stc@gmail.com

VACANCIES

Assistant Professors

Political Science - 1 (Community)
Chemistry - 2 (1 Community and 1 PwBD)

- Community Quota is reserved for the Syrian Catholic (Syro Malabar Catholic) only. Age and qualification shall be as per UGC/Government of Kerala/ Mahatma Gandhi University, Kottayam, norms. The application form and other details can be downloaded from the college website (www.stcp.ac.in). The application fee is ₹ 1500/-. The fee should be paid by bank transfer to the College Account with South Indian Bank (A/c. No. 0453053000016543), Arunapuram Branch, IFSC SIBL0000453. Duly filled in application forms and all required documents along with the receipt of fee 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.
- One vacancy of Chemistry is reserved for persons with benchmark disabilities (Partially Deaf with Hearing Impaired) as mentioned in Clause 34 of the Rights of Persons with Disability Act, 2016.

Palai
23.03.2023

Sd/-
Manager

TATA INSTITUTE OF FUNDAMENTAL RESEARCH, Hyd.

(A Deemed to be University)
36/P, Gopanpally Village, Serilingampally Mandal, Ranga Reddy District, Hyderabad, Telangana - 500 046

Advertisement No. 2023/01

Applications are invited for Admission to TIFR, Hyderabad under the Subject Board of Physics, Chemistry & Biology

Ph.D. & Integrated M.Sc.-Ph.D. Programmes

Starting from August, 2023

For application procedure & to apply online, please visit
https://gsadmissions.tifrh.res.in
or write to Academic Coordinator
E mail: gsadmissions@tifrh.res.in

Online applications are open from 1st April, 2023

ATTENTION ADVERTISERS

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

1. advtun@aiu.ac.in

2. publicationsales@aiu.ac.in

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

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

Mob: 09818621761

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

Jeevan Jyot Educational Charitable Trust
REENA MEHTA COLLEGE OF COMMERCE & MANAGEMENT STUDIES
Near Fly-over Bridge 150 Feet Road, Opp. Maxux Mall, Bhayandar (W), Dist. Thane 401 101
MINORITY

APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS FROM THE ACADEMIC YEAR 2023 - 2024
UNAIDED

Sr. No.	Cadre	Subject	Total No. of Posts	Category
1.	Principal	---	01	01 - OPEN
2.	Assistant Professor	BAMMC	01	01 - OPEN
3.	Assistant Professor	BBI	01	01 - OPEN
4.	Assistant Professor	Chemistry	01	01 - OPEN
5.	Assistant Professor	Zoology	01	01 - OPEN
6.	Assistant Professor	Accountancy	01	01 - OPEN
7.	Assistant Professor	Economics	01	01 - OPEN
8.	Assistant Professor	History	01	01 - OPEN
9.	Assistant Professor	Sociology	01	01 - OPEN
10.	Assistant Professor	Psychology	01	01 - OPEN

The above posts are open to all, however, candidates from any category can apply for the post.
Reservation for women will be as per **University Circular No. BCC/16/74/1998 dated 10th March, 1998. 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 05th July, 2019.**
Candidates having knowledge of Marathi will be preferred.
"Qualification, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/18/UNI-1 dated 8th March, 2019 and University Circular No. TAAS/(CT)/ICD/2018-19/1241 dated 26th March, 2019 and revised from time to time".
The Government Resolution & Circular are available on the website : mu.ac.in.
Applicants who are already employed must send their application through proper channel. Applicants are required to account for breaks, if any, in their academic career.
Application with full details should reach the **VICE-CHAIRMAN, REENA MEHTA COLLEGE OF COMMERCE & MANAGEMENT STUDIES, Near Fly Over Bridge, 150 Feet Road, Opp. Maxus Mall, Bhayandar (W), Dist. Thane – 401101 within 15 days** from the date of publication of this advertisement. This is University approved advertisement.

Sd/
Vice-Chairman

SHRI VIDYA VIKAS MANDAL, MANGALWEDHA
SHRI SANT DAMAJI MAHAVIDYALAYA, MANGALWEDHA,
Tal. Mangalwedha, Dist. Solapur, Maharashtra
(Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur)

NAAC Reaccredited: B++ Grade with 2.95 CGPA/ AIDED (NON-MINORITY)

Applications are invited from eligible candidates for the following Post of **Assistant Professor**:

Sr. No.	Subject Designation	No-Objection Certificate given by Govt. of Maharashtra Vacant Posts	No-Objection Certificate given by Govt. of Maharashtra Posts Reservation
1	English (Compulsory)	01	Open - 02 OBC - 02 EWS - 01 VJ-A - 01
2	Geography	01	
3	History	01	
4	Marathi	01	
5	Commerce	01	
6	Accounts	01	
Total post		06	

Note : For Application form and detailed information about post, qualification and other all Terms and Conditions, please Visit : **www.damajicollege.ac.in**

Place : Mangalwedha
Date : 21/03/2023

Principal/ Secretary,
Shri Vidya Vikas Mandal, Mangalwedha,
Shri Sant Damaji Mahavidyalaya, Mangalwedha,
Tal. Mangalwedha, District Solapur – 413305

Nanded Education Society Nanded

WANTED

Applications are invited from the eligible candidates for the following Posts of **Assistant Professors** to be filled in Nanded Education Society's **Science College Nanded on GRANT BASIS.** Eligible candidates should submit their applications alongwith all necessary documents **within Fifteen Days** from the date of publication of this advertisement by **Registered Post Only**. The candidates of Reserved Category should submit one copy of their application to the Assistant Registrar (Special Cell), Swami Ramanand Teerth Marathwada University, Nanded by **Registered post only.**

Sr. No.	Subject	Name of Post (Designation)	No. of Post	Reservation
1	Chemistry	Assistant Professor	02	Open-04 SC-01 ST-02 NT-B-01 OBC-03 EWS-01
2	Fishery Science	Assistant Professor	01	
3	Electronics	Assistant Professor	01	
4	Physics	Assistant Professor	03	
5	Zoology	Assistant Professor	02	
6	Agro Chemicals and Fertilizers	Assistant Professor	01	
7	Computer Science	Assistant Professor	02	

Posts Approved as per NOC No. JDHENanded/NOC/ 2019/23 Dated 02/ 03 / 2023.

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

Address for correspondence:
Secretary, Nanded Education Society, Nanded,
Peoples College Campus, Sneh Nagar,
Tq. & District Nanded - 431605 (Maharashtra)

Place : Nanded
Date : 17-03-2023

Sow. Shyamal Patki
Secretary
Nanded Education Society, Nanded

Smt. Dankunwar Hindi Kanya Vidyalaya Samiti, Jalna (MH)
(Hindi Linguistic Minority Institute)

WANTED

Applications are Invited for the following FULL-TIME (Open - Category) Grant-in-aid vacant posts in the following subjects in Smt. Dankunwar Mahila Mahavidyalaya, Jalna (Hindi Linguistic Minority Institute).

♦ Permission as per Ref. : NOC Letter No. JDHE Aurangabad /NOC/2019/12 Date : 17/02/2023.

Name of the Post	No of Post	Subject	Category	Qualification
Principal	1	--	Open	1.Master's Degree with at least 55% Marks. 2.Ph.D with Equivalent published work & Research. 3.15 years' experience of Teaching/Research/administration in University/College of Higher Education
Assistant Professor	1	English	Open	1.Master's Degree with at least 55% Marks in relevant subject. 2.NET/SET or Ph.D. as per 2009 or 2016 UGC rules.
Assistant Professor	1	Marathi	Open	
Assistant Professor	1	Hindi	Open	

♦ **Conditions:**

1. A minimum score as stipulated in API based on PBAS for Professors/Principal as developed by Govt. of India, State Govt and Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.
2. Pay Scales as per rules and norms laid down by the Dr. Babasaheb Ambedkar Marathwada University/State Govt. of Maharashtra and U.G.C. rules.
3. No T.A. D.A. will be paid to candidates called for interview.
4. Candidates already in service should apply through proper channel.

Note :

1. The post of Principal shall be a tenure post. The term of appointment shall be for five years with the eligibility for reappointment for one more term only after a similar selection committee process.
2. The envelope containing application form should be superscribed by "Application for the post of Principal/ Asst. Professor" and should be sent to **The Secretary, Smt. Dankunwar Hindi Kanya Vidyalaya Samiti, Jalna, C/O Smt. Dankunwar Mahila Mahavidyalaya, Beside Shri Ganpati Netralaya, JALNA- 431 203**. Application should reach with certified copies of necessary documents **within 15 days** from the date of publication of this advertisement.
3. Visit our website for more details: **www.dmmjalna.org ; (Phone No : 02482 – 233262).**

President **Secretary**

Shivranta Shikshan Sanstha Akluj's
SHIVRATNA INSTITUTE OF MANAGEMENT STUDIES
(Old - Rajasinh Mohite-Patil Institute of Management Studies)
Shankarnagar, Akluj, Tal. Malshiras, Dist. Solapur, Pin Code: 413 118
Ph. No. (02185- 222509 / 9975120093)
(Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur)

NON-MINORITY

UNAIDED

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

Sr. No.	Subject /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./7th 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 **Secretary, Shivratna Shikshan Sanstha Akluj's Shivratna Institute of Management Studies, Shankarnagar, Akluj within 30 days** from the date of publication of this advertisement. Incomplete applications will not be entertained.
16) This is University approved advertisement.

Place: Akluj
Date: - / /2023

Precedent/Secretary
Shivratna Shikshan Sanstha
Akluj, Tal. Malshiras, Dist. Solapur

WANTED

Application are invited from the eligible candidates for the following post in **Ahilyadevi Mahavidyalaya Arts, Science, Commerce College, Jalkot (Permanent Non-Grant) Dist. Latur run by Hon'ble Shri Mahesh Shikshan Sanstha, Shirur, Tajband.** The application duly completed in all respect should reach on the following address **in 15 days.** The candidates of reserved category should send one copy of application to the Assistant Registrar, Special Cell, S.R.T.M. University, Nanded.

Sr. No.	Subject	Total Posts	Reservation
1	Marathi, English, Hindi, Economics, Sociology Military Science, Public Administration, Library & Information Science, Geography, Political Science, Librarian, Director of Physical Education, Physical Education	**14**	Open-05, SC-01, ST-01, VI (A)-01, NTC-01, OBC-03, EWS-02

1) Assistant Professor/Librarian/Director of Physical Education: Eligibility (A or B)

A. i) 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.

ii) 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 / Regulation 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/College/Institution subject to the fulfilment of the following conditions:-

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

b) The Ph.D. thesis has been evaluated by atleast 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 atleast one is in a referred journal and

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

Note :

1) The fulfilment of these conditions is to be certified by the Registrar on 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 word 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 Jiao Tong University (Shanghai).

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

Correspondence Address: President Hon'ble Shri Mahesh Shikshan Sanstha Shirur, Tajband C/o Ahilyadevi Mahavidyalaya Arts, Science, Commerce, Jakos, Tq. Jalkot, Dist. Latur-413512 (MS) ● (Contact 9923789837).

Principal **Chairman/President**

UNITED STATES-INDIA EDUCATIONAL FOUNDATION (USIEF)
2024-2025 Fulbright Fellowships for Indian Citizens

Fulbright-Nehru Master's Fellowships: These fellowships are for outstanding Indians who demonstrate leadership qualities, have completed the equivalent of a U.S. bachelor's degree, and have at least three years' full time (paid) professional work experience, to pursue a master's degree program at select U.S. colleges and universities in the areas of Arts and Culture Management including Heritage Conservation and Museum Studies; Economics; Environmental Science/Studies; Higher Education Administration; International Affairs; Journalism and Mass Communication; International Legal Studies; Public Administration; Public Health; Urban and Regional Planning; and Women's Studies/Gender Studies. ***Application Deadline: May 17, 2023.***

Fulbright-Nehru Doctoral Research Fellowships*: These pre-doctoral level research fellowships, for six to nine months, are designed for Indian scholars who are registered for a Ph.D. at an Indian institution. ***Application Deadline: July 17, 2023***

Fulbright-Nehru Postdoctoral Research Fellowships*: These fellowships, for eight to 24 months, are designed for Indian faculty and researchers, who have a Ph.D. or D.M. degree within the past four years. ***Application Deadline: July 17, 2023***

Fulbright-Nehru Academic and Professional Excellence Fellowships*: These fellowships, for four to nine months, aim to provide Indian faculty, researchers, and professionals the opportunity to teach, conduct research, or carry out a combination of teaching and research at a U.S. institution. ***Application Deadline: July 17, 2023***

***Eligible fields of study:** Agricultural Sciences; Anthropology; Bioengineering; Chemistry; Computer Science (including, but not limited to, cyber security, digital economy, quantum computing, artificial intelligence, machine learning and big data analytics); Earth Sciences; Economics; Education Policy and Planning; Energy Studies; History; Language/Literature/Linguistics; Materials Science (with emphasis on environmental applications); Mathematical Sciences; Neurosciences; Performing Arts; Physics; Political Science (including, but not limited to, International Security and Strategic Studies); Psychology; Public Health (including, but not limited to, pandemic preparedness and comprehensive surveillance (genomic surveillance, sewage surveillance, sero-surveillance)); Public Policy; Sociology; Urban and Regional Planning (with emphasis on smart cities and waste management); Visual Arts; and Women's and Gender Studies.

Fulbright-Nehru Visiting Chair Program at Emory University: The Visiting Chair Program is designed for Indian scholars who are employed in India for the purpose of lecturing and conducting research at Emory University's main campus in Atlanta. ***Application Deadline: August 14, 2023***

Fulbright-Nehru Visiting Chair Program at the University of Massachusetts Amherst: The Visiting Chair Program is designed for Indian scholars who are employed in India for the purpose of lecturing and conducting research at the University of Massachusetts Amherst. ***Application Deadline: August 14, 2023***

Fulbright-Nehru International Education Administrators Seminar: These fellowships are designed for Indian college and university administrators with at least two years of experience in international program development and management at their institutions in India. Applicants must be mid to senior-level college or university administrators (vice-chancellors, deans, department heads, directors of international centres or offices, foreign student advisors, registrars etc.) who have substantial responsibility for enhancing the international dimension of their institutions and who wish to build capacity of their faculty and students through international collaborations and exchange and innovative curricular design. **Application deadline: August 14, 2023**

Fulbright-Kalam Climate Fellowships: These fellowships are offered to build long-term capacity to address climate change related issues in India and the U.S. These grants are offered at three levels: (1) Doctoral Research; (3) Postdoctoral Research; and (2) Academic and Professional Excellence. ***Application deadline: July 17, 2023.***

Hubert H. Humphrey Fellowships: For young and mid-career professionals, policy makers, planners, administrators, and managers in the government, public and private sectors, and NGOs for professional development in the fields of Agricultural and Rural Development; Communications/Journalism; Contagious and Infectious Diseases; Economic Development; Educational Administration, Planning and Policy; Finance and Banking; Higher Education Administration; HIV/AIDS Policy and Prevention; Human Resource Management; International Religious Freedom; Law and Human Rights; Natural Resources, Environmental Policy, and Climate Change; Public Health Policy and Management; Public Policy Analysis and Public Administration; Substance Abuse Education, Treatment and Prevention; Teaching of English as a Foreign Language (Teacher Training or Curriculum Development); Technology Policy and Management; Trafficking in Persons, Policy and Prevention; Urban and Regional Planning. ***Application deadline: June 15, 2023.***

Fulbright Foreign Language Teaching Assistant (FLTA) Program: This is a nine-month, non-degree program which invites applications from early career English teachers teaching at college level or training to become a teacher of English, or a young professional in related fields (e.g., American Studies, American/English Literature, etc.). Selected FLTAs from India will teach Hindi or Urdu at select U.S. campuses. ***Application Deadline: August 10, 2023.***

For complete details, visit USIEF website www.usief.org.in or e-mail: **ip@usief.org.in**

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WANTED

Application are invited from the eligible candidates for the following full time posts in **Vivekvardhini Mahavidyalaya, Deoni and Shri Venkatesh Mahavidyalaya, Walandi, Tq. Deoni, Dist. Latur** (Permanent Non-grant), Dist. Latur run by Lok Jagruti Shikshan Sanstha, Walandi, Tq. Deoni, Dist. Latur. The application duly completed in all respect should reach on the following address **in 15 days**. The candidates of reserved category should send one copy of application to the Assistant Registrar, Special Cell, S.R.T.M. University, Nanded.

Sr. No.	Subject	Total Posts	Reservation
1	Marathi, Hindi, English, History, Political Science, Sociology, Economics, Public Administration, Geography, Commerce, Director of Physical Education, Librarian	**24**	Open 05, SC 04, ST 02, VJ (A) 01, NT-B 01, NT-C-01, NT-D 01, SBC 01, OBC 05, EWS 03

1. Assistant Professor/Librarian/Director of Physical Education: Eligibility (A or B)

A. i) 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.

ii) 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/Regulation 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/ College/Institutions subject to the fulfillment of the following conditions:

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

b) The Ph.D. thesis has been evaluated by atleast 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 atleast one is in a referred journal; and

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

Note

1) The 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 Jiao 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 interviews only, and the selections shall be based only on the performance in the interview.*

Correspondence Address :
The Secretary, Lok Jagruti Shikshan Sanstha, Walandi, Tq. Deoni, Dist. Latur-413519
Mob: 9860714101 / 9545155000

Secretary

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