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|---|---|---|---|---|
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| 02 | Asst. Prof. in Commerce & Accounting | ---- | 02 (01 BD* against Study Leave vacancy & 01 ST against Child Care Leave vacancy till **20/12/2023**) | 01(OBC) |
| 03 | Asst. Prof. in Economics | ---- | ---- | 01(ST, against Lien vacancy) |
| 04 | Asst. Prof. in IT & Computer Applications | 02 (01 UR, 01 BD*-First advertisement) | 02 (01 UR against deputation post & 01 ST against Child Care Leave vacancy till **27/04/2024**) | 02 (01 SC, 01 ST) |
| 05 | Asst. Prof. in Mathematics and Statistics | ---- | ---- | 01(ST) |
| 06 | Asst. Prof. in Environmental Studies | ---- | ---- | 01(BD***) |
| 07 | Asst. Prof. in Psychology (HRM/ Industrial Management) | ---- | ---- | 01(OBC) |
| 08 | College Counsellor | ---- | 01(UR) | ---- |
| 09 | College Director of Physical Education | ---- | 01 (UR) against lien vacancy till 30/11/2023 | ---- |

**Reservations: - BD refers to "Benchmark Disability".** Post reserved for Category (a)* Blindness and Low vision, Category (b)** Deaf and hard of hearing, Category (c)*** Locomotor disability including cerebral palsy, leprosy cured, dwarfism, acid attack victim and muscular dystrophy.

Further, if suitable candidates from reserved category mentioned above are not available or not found suitable, then candidates from the open category will be selected on "Purely Temporary basis" till end of the academic year /Term.

Applicants from reserved category of Goan origin must submit the copies of relevant certificates issued by the competent authorities of the state of Goa and having validity on the date of submission of the application.

The above-mentioned posts will be filled subject to availability of workload and approval of the Goa University/DHE.

Kindly refer College website **"www.gmfc.ac.in"**for Age limit/Qualifications/Service Conditions for the above-mentioned posts. The call letters will be sent by email only.

Sd/-
**Principal**

## In This Issue

# Enhancing Resilience among Teaching Fraternity through Teacher Education

**S K Yadav\* and Saroj Yadav\*\***

Teacher education plays an important role in enhancing the resilience among the teaching fraternity which is the need of the hour. It will help them to recover from the stress and tension caused due to COVID-19 pandemic during which all the institutions including universities, colleges and schools were working from home. The teaching work in these institutions was stopped for some time. Even the board examinations and annual examinations in schools and colleges were either postponed or cancelled. The traditional classroom teaching was shifted to online mode. It caused lots of problems for the teaching fraternity because they were not trained on how to use online mode for teaching; how to conduct online examinations; how to make students attend online classes from home, etc. They were accustomed to attending traditional classroom teaching in the institutions. Besides these, in many places in the country, computers, laptop, television, internet facilities, etc. were not available to students, particularly in rural areas. These issues caused stress, tension, shock and anxiety among students, teachers, teacher educators, curriculum developers and administrators. There was a huge loss of learning among students due to the closure of schools, universities and colleges for longer periods not only in our country but in the whole world. UNESCO Report entitled 'International Commission on the Futures of Education' also mentioned that nearly 1.53 billion students were out of schools and colleges and their learning was hampered and cannot return to the world as it was before. Building back resilience requires a priority focus on equity and inclusion, with measures to address the needs of the most marginalized and vulnerable learners and to ensure that economic strains and gender norms do not prevent girls from returning to school. Risk management capacities need to be reinforced at all levels. National Education Policy-2020 (NEP-20) also emphasized life skills such as communication, cooperation, teamwork, and resilience.

### Meaning of Resilience

Resilience is the ability to recover quickly from difficulties, toughness, shock, misfortune, and setbacks and face adversity. It involves behaviours, thoughts, actions and skills like self-awareness, mindfulness, self-care, and positive relationships that can be developed and learned. It means those who develop resilience are better equipped to learn from failure, able to face disappointment, cope with loss, and adapt to change and their educational outcomes are better despite

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adversity. A stable and committed relationship of students with a supportive parent, or teacher is the most common factor for developing resilience among them. They are open to learning because they believe that they can learn and are comfortable understanding concepts immediately. They see learning is a pursuit of knowledge.

**Teacher Education**

At present, our country is having more than 16,000 teacher education institutions including universities and colleges. In these institutions, many programmes and activities of teacher education under pre-service and in-service education are being organized. These programmes help in enhancing the resilience of the teaching fraternity. Some of the strategies of these programmes are discussed here.

**Strategies for Enhancing Resilience Through Pre-Service Teacher Education Programmes**

In our country, professional teachers are prepared through the programmes of pre-service teacher education. There are many programmes such as Bachelor of Education (B.Ed.), Master of Education (M.Ed.) and B.Ed. M.Ed Integrated 3-Years Courses that are being organised in different universities and institutions for preparing competent and professional teachers. Besides this, NEP---2020 suggested two more programmes, one is the Four Year B.Ed Integrated Teacher Education Programme (ITEP) which will be started during the 2023-24 session and another will be a one-year B.Ed. programmes, for those who have completed the equivalent of 4-year multidisciplinary Bachelor's Degrees or who have obtained a Master's degree. All such programmes would be offered only by accredited multidisciplinary higher education institutions.

Under these programmes, there are major four major components, namely, theory courses including curriculum and materials, pedagogy, practical activities, field engagements and internship. In all these components, the following progammes and activities should be included for enhancing resilience among the teaching fraternity.

*Curriculum and Theory Courses*

Generally, theory and curriculum papers include contemporary India and education, philosophical and sociological perspectives in education, knowledge and curriculum, teaching and learning, gender and society and inclusive education, etc. In these papers, there is a need to integrate the progammes and activities developed by the Government of India and other institutions for enhancing resilience among the teaching fraternity. Some of the programmes may be PM e -Vidya : technology-driven education with equity initiated during post-COVID under *Aatmnirbhar Bharat* Package part-5, Manodarpan for psycho-social support for students, teachers(mental, emotional), blended learning, DIKSHA portal, use community radio and podcasts, etc. UNICEF (2020) emergency manual for teachers, UNICEF (2020) key messages and actions for COVID-19 prevention and control in schools, school bag policy--2020, Students' learning enhancement guidelines, Artificial Intelligence, Remote-proctored online solution and test, virtual training at labs and online courses offered through national schemes like SWAYAM, NPTEL, etc.

*Projects and Assignments*

The projects and assignments support the student teachers in understanding the theoretical issues in a better way because they are fully involved during completing their assignments and projects. Therefore, the programmes and activities mentioned in theory and curriculum papers such as artificial intelligence, online teaching, online examination, manodarpan, and blended learning should be given to student teachers as projects or assignments. It will not only enhance resilience among them but increase their academic performance.

*Field Interaction and Internship*

Student teachers visit schools/institutions / colleges during the field interaction and internship programme and will get an opportunity to test and try out their theoretical concepts and issues mentioned above in a practical and real way in these institutions. They will get hands-on experience in this programme and can also interact and discuss with students and teachers about the experience and difficulties faced in conducting online teaching and examination during COVID period. Student teachers learn how to deliver their planned lessons in both actual and virtual classrooms; how to face the challenges while teaching in both situations; how to conduct online examinations from home. They will also learn how to conduct live tutorial sessions and how to deliver pre-recorded lectures in both online and offline modes. Such activities will enhance the

resilience among students and teachers during this programme.

*Pedagogy and Curricular Activities*

Pedagogy and curricular activities such as learner centred and participatory methodology used for transacting different curricular activities enhance the resilience among student-teachers. The traditional teaching methods and pedagogy will not be fruitful because new teaching and learning situation has emerged during the COVID period. The traditional classroom teaching was shifted to online teaching mode. To develop resilience in such circumstances, methods like experiential learning, enquiry-based approach, discovery method, storytelling, integrated art, flipped classroom and online debate should be followed. A few motivational online lectures need to be organised to address the mental health of students by using advanced technologies like Zoom, Google Classrooms and Virtual Labs.

## Implementation Strategies for Enhancing Resilience Through In-service Teacher Education Programmes

Professional development courses play an important role not only in updating knowledge and skills among teaching fraternities but also in enhancing resilience among them. Our country has a strong mechanism for providing professional development courses through in-service education programmes. Strong mechanism of in-service education is provided to the teaching fraternity from the national level to the far-flung areas of the country by many institutions and universities namely, Colleges of Teacher Education (CTEs), Institutes of Advanced Studies in Education (IASEs), National Council of Educational Research Training (NCERT), National Institute of Educational Planning and Administration (NIEPA), Human Resource Development Centres (HRDC) of University Grants Commission, etc. Besides these, 62 new centres including Teaching Learning Centres, Faculty Development Centres, Inter University Centres for Teacher Education and Schools of Education are set up in different State and Central Universities. These centres are established under Pandit Madan Mohan Malaviya Mission on Teachers and Teaching (PMMMNMTT) scheme of the Ministry of Human Resource Development (MHRD) of the Government of India. These institutions organise various types of professional development programmes for the teaching fraternity including the student teachers, teachers, teacher educators, policymakers and faculty of higher education on a continuous basis. For example, the issues and recommendations mentioned in NEP-2020 are discussed in orientation programmes . Different techniques and modalities for conducting research are focused in research methodology courses. Refresher courses are organized separately for all disciplines from time to time for updating the faculty of each discipline. Faculty Induction Courses are compulsory for the newly recruited faculty of higher education. Modules prescribed by UGC are transacted during Faculty Induction Programmes. Besides these, many short-term courses on specific themes of awareness building for enhancing resilience among them like gender education, guidance and counselling, resourcefulness, development of e-learning, artificial intelligence etc. are organized.

*Monitoring Mechanisms*

Monitoring mechanisms will play an important role in enhancing resilience among the teaching fraternity in universities and institutions. Therefore, there is a need to evolve suitable monitoring mechanisms and designs at the university and institution levels for getting feedback on a regular basis. On the basis of the feedback, necessary corrective measures for improvement can be undertaken. In fact, a regularly monitored helpline needs to be set up in the university and institutions to provide continuous mentoring of students through interactions via telephones, emails, and digital and social media platforms, for making them calm and stress-free. Such a mechanism needs to be strengthened.

## Conclusion

In the end, it is concluded that there is an urgent need to revise the teacher education programmes by reflecting new policies and practices on pedagogy and assessment in the curriculum for enhancing resilience among the teaching fraternity.

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# Time to Take Care of Some 'ism's in Indian Higher Education

**Vivek Nath Tripathi***

Education is a process for the betterment of society and the nation. Indian higher education today is facing a variety of challenges, in which lack of quality teaching, physical resources, political interference, lack of teachers, research, and lack of quality of research, etc., are prominent. Even after this, higher education in India has moved very speedily and is poised to become the world's largest system of education. Today, India is one of the fastest developing countries in the world. At present as per the official website of the University Grants Commission (UGC), the number of universities in India is 1113 with 460 State Universities.128 Deemed to be Universities.56 Central Universities and 430 Private Universities. On the other hand, the Higher education system of India has a lot of opportunities. India is a country with huge human resource potential, to reach and achieve future requirements. However, it needs greater transparency and accountability, and the role of universities and colleges must be transformed as per expectations of NEP–2020. The main aim of higher education is to shape the character of youth as the best citizens of the nation as well as to make them highly productive and efficient people in society. The purpose of higher education is to prepare the students for good citizenship in a democratic society where tolerance, goodwill, responsibility, and accountability are deeply integrated into life' (Forest and Altbach,2010). To quote the statement well written on the website of Stanford University 'From Nobel prize winners to undergraduate students, all the members of Stanford Community are engaged in creating new knowledge'. Honestly, we are unable to do that and continually we are blaming the challenges and resources of higher education. In this article, we will discuss some types of 'isms' in Indian higher education like Groupism, Nepotism, Plagiarism, Favoritism, Regionalism, etc. Above mentioned 'isms' can lead to disasters if not taken care of properly.

We have a wonderful National Education Policy–2020, committed to transforming Indian higher education in light of ancient Indian knowledge tradition. Higher education is meant to facilitate quality research and innovation in order to enhance the quality of life. And for this, we conduct quality research and create new knowledge and innovation as individuals and groups. But still, we all are struggling to achieve the above-mentioned objective of higher education due to some hidden hindrances. Here comes the role of "isms"'s in higher education. The arguments are based on my experience and interaction with my colleagues, research scholars, and aspirants of higher education. Some research studies and communication also support the arguments that " ism is a hidden obstacle to Indian higher education. Here I quote Parrikar who while speaking at an event organized by the state-run Economic Development Corporation in Panaji in the year 2017 blamed nepotism prevalent in Indian institutions for continuous deterioration in the quality of education. Adding further to it, he said that the quality of teaching hampers as many colleges hire their relatives or family members as teachers. One of the articles entitled "Idea of University" which is published in Economic and Political Weekly rightly highlighted," that the purpose of establishment of universities during the colonial time was to produce graduates who would serve the interest of colonial rule. Now after colonial rule, the purpose of education has been changed. But the question remains, are we out of a colonial mindset? Probably no. It is in this context that 'isms' are important.

## Groupism

I remember after my first selection when I was planning to join my first job in higher education, I sought advice from one of my mentors working in higher education about the do's and don'ts that I need to keep in mind while teaching in the higher education system. My mentor said, "The first thing is to 'do away from groupism'. When you enter your department all your colleagues will try to include them in their groups, but you should be neutral." The whole purpose of education is to prepare good human beings, harmonious relations in society, and create a peaceful country in order to just society and

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nation. But the reality is somewhat different. One of the articles entitled 'Groupism among faculty has hit varsities' published in the Hindu in Oct. 2016, mentioned that while addressing the Vice Chancellors of state universities, the Telangana State Deputy Chief Minister Shri Kadiam Srihari said that groupism among faculty has hit the varsities hard and Vice Chancellors in some universities were seen supporting certain groups of teachers and students. Further, he suggested that Vice Chancellors should have a think tank to discuss with them the ways to strengthen the universities and improve quality. But what is the actual scenario of universities? All the stakeholders of education whether they are students, faculty, officers, researcher, administrator, or institutions are suffering from the process of fragmentation. In fact, all are segmented and have groups based on things separated from academic integration. They are divided into caste, culture, religion, region, ideology, etc. Apart from this, faculty members are also divided on language, senior-junior, etc. When academic institutions organize expert lectures, they ignore the expertise and invite people on personal grounds. We can easily see practices of 'you call me to your institution, and I will call you to my institution'. This type of groupism is very harmful to education. But we should try to overcome this issue and take it in the right direction. A group of academicians can work to create a world-class academic environment, for national integration. One of the articles quoted that at every level of education, we can easily find out that there is a particular culture of groupism   It is something that is inevitable and exists in every university and college. There are groups created between faculty members, employees, and administrators according to their affiliation. Sometimes groups might be helpful in education for achieving the objective of holistic development to some extent, but it soon gets ugly too with the addition of employees who are de-motivated by these groups.

**Nepotism**

If we read the different newspapers with special reference to appointments in universities and colleges then we will find news like the vice chancellor has made appointments on the basis of nepotism, cast, political ideology, etc. These things influence the process of academic integrity. Some other factors are also responsible for such type of news in the newspaper but this news definitely defames the reputation of the institution and such type of activities lead to imbalance in our education system.  Shekhawat (2018), has rightly said in his article, that the teacher community is a power of the university if the selection of teachers is affected by nepotism, favoritism, and various type of 'isms' then we will lose the credit of the university along with the quality of education.  Inbreeding is also a form of nepotism in higher education. Nepotism is an important concern because higher education is a matter of innovation, research, and building the nation. Nepotism ignores all these concerns. One of the studies that have been conducted on nepotism in Italy is to find out the difference in productivity between highly nepotism-laden institutions and nepotism-free institutions. The studies suggested that there is a huge difference in productivity in highly nepotism-laden institutions.  Raghav Pandey in one of the articles long back quoted that all university teaching positions are government jobs, but they are being offered to the near and dear ones by the heads of the departments, deans, etc. Even today, nepotism is rampant in the higher education sector in India.

Aristotle said, "Equals should be treated equally and un-equals unequally." Unfortunately, connections, referrals, bureaucracy, political involvement, similar family names – almost everyone has banked on these resources for support in job hunting both in the Public and Private sectors. One of the studies conducted by Allesina (2011) highlighted those high levels of corruption + high homonymy rates = *nepotism*, he concludes that "nepotism is prominent in Italy, with disciplinary sectors being detected as especially problematic. Durante et al. (2009) also outrightly discarded the possibility that the very high homonymy rates in Italian universities could be generated by a random process. For example, a scientist might be invited to join a research team, with great opportunities, whereas another is not invited. Those who are given opportunities, and take advantage of them may, as a result, end up with greater productivity. Someone else might have had the same capacity but not been given the same opportunities. This means that nepotism can be compatible with equal or greater productivity by relatives: higher productivity can be the consequence of favored treatment outside of appointment and promotion decisions. In Italy, with a non-competitive university system and high rates of favoritism (Zagaria, 2007; Perotti, 2008), the possible recipients of family favoring do not show research performance lower than their peers.

## Regionalism

India is a country that is full of diversity in which regionalism, language, culturalism, and religionism can be easily seen. This has also led to inequality in several spheres. Our education system is also completely affected by this. All these have an important contribution to making education policies. The rise of inequality in India is due to diversity in terms of economic status, social culture, and language. These are major factors for the inequality also in India because the uneven pattern of socioeconomic development has created regional disparities. Political divisions, administrative divisions, cultural boundaries, linguistic, regional, and religious geographical, among others, are the main ones.

On the other hand, the government is promoting sharing of resources and recognition of shared goals and objectives for all institutions. Scholarly exchange within geographic regions is encouraged as the language of instruction is the same at most institutions throughout the region. It's a matter of discussion as to how regionalism might be looked at in terms of educational decisions and educational cooperation. Regionalism can be seen in a multifaceted spectrum. A closer look at how regionalism is nurtured and developed in different educational contexts and indeed our everyday lives will give an idea of it. Regionalism, in some form or another, shall someday be a part of the goals and objectives of higher education institutions throughout India. Regionalism can be important for various reasons in creating the structure and policies of academic institutions; maintaining the relationship between the state and central Higher Education Institutions, the academic profession, and the mobility of students, etc. There are surely many other arenas in which patterns of activity can be seen in higher education.

Today, India is moving towards becoming the world's largest economy, Honorable Prime Minister has given the slogans – *Ek Bharat Shreshtha Bharat, Atmanirbhar Bharat*. The increasing disparity in getting an education is the product of the economic divide. Youths are struggling to get quality education. We know in rural areas resources are fewer and on the other hand in urban areas, private universities and colleges provide all kinds of resources. Nowadays, most of the education is imparted by private educational institutions. Now the well-known industrialists of the country have started considering the field of education as the most profitable sector of the business. They are creating luxurious educational institutions. Wh*ereas in earlier days, education used to be the responsibility of the state. There needs to be a balance between the two.*

## Plagiarism

Plagiarism is considered academic dishonesty. It is a serious ethical offense, and cases of plagiarism can constitute copyright infringement. As defined by Stanford University, "use, without giving reasonable and appropriate credit to, or acknowledging the author or source, of another person's original work, whether such work is made up of code, formulas, ideas, language, research, strategies, writing, etc., come under the academic dishonesty." The highest incidence of plagiarism in India was found during the year 2007 to 2011. After that, the University Grants Commission issued instructions to universities to check plagiarism in research work through appropriate software. In Coursework for Ph.D, a paper on Research and Publication Ethics was introduced by University Grants Commission. It also made several rules to prevent plagiarism in research and publication. Much has been written about plagiarism in education. In the same sequence, to improve the quality of the publication, UGC brought out a notification to publish in UGC Care Listed Journals for consideration of API. This effort of the government was commendable, but as its side effects, started a new market of research and publication in the Indian education system. Along with fake journals, research papers are being published fraudulently by taking 15 to 20 thousand rupees for publication. The business of research and publication of millions of crores has started, in which many publications are published without checking for plagiarism. Academicians agree that a big part of the problem lies in the Indian education system itself. "Our teaching system is in a big way responsible for promoting plagiarism among students. Most of our teachers don't encourage students to write answers in their own words. This long-term practice from schools to universities leads to this unethical habit. Prof. Mukti Kanta Mishra, Co-Founder and President of Centurion University, who has taught in several countries, confirms that out of most international students studying in foreign universities, cases of plagiarism are highest among Indian students.

The University of Oxford, too, has clearly laid down rules and guidelines for plagiarism. It defines

plagiarism as: "presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgment. All published and unpublished material, whether in manuscript, printed, or electronic form. Plagiarism may be intentional or reckless, or unintentional." It holds plagiarism as a disciplinary offense.

One of the studies conducted by North Eastern Hill University was to determine the perception and awareness of researchers concerning predatory journals. The study revealed that while the majority of participants (58.75%) were aware of predatory publications, a significant portion (41.25%) were not. It was found that a journal's listing in the UGC-CARE list is the most crucial factor in submitting an original manuscript for publication. Researchers, aware of the negative consequences of publishing in piracy-related publications, prefer not to submit their scientific work to such publishers as it tarnishes their reputation. As a result, research findings emphasize the necessity for awareness initiatives to educate researchers about predatory publications early in their academic careers. Research initiatives like the UGC-CARE should be encouraged to minimize predatory publishing; promote quality and transparency in research. The latest norms and regulations decided by the University Grant Commission revised regulations 2010 & 2018 a minimum API score is required for the appointment of Assistant Professor, Associate Professor, and Professor as well as promotion under carrier advancement scheme by universities and affiliated colleges. These new norms of UGC have also created unnecessary pressure on scholars and faculty to publish their papers. Today so many publication agencies are working and publishing the paper in predatory form every year and other agencies sponsor and arrange funds for such organizations. No quality control measures are being adopted to maintain a standard level of publications. Most publication agencies start by initially convincing the targeted one, just as in an advertisement the manufacturer convinces the prospective consumer to buy a particular product. The publication fee for such journals will not be less than 10 thousand rupees and it's very clear that this work is done by various educational institutions and agencies only for raising funds. The question arises again, do such publications worth being counted for the API score? Priyadarshini, (2017), has rightly said in her article, I would like to quote predatory publishers attracted researchers to publish in their journals by a variety of gimmicks, such as imitating titles or Websites of standard journals; providing false IFs; indexing databases; fabricated names of editors and place of publication; repeated invitations for manuscripts through e-mail messages; and, promised publications after a short editorial process in so-called high impact factor journals. This has resulted in an explosion of dubious and questionable journals, publishing substandard research. The process of getting this score has created an unethical environment in Indian higher education, which is also criticized by educationists from time to time. In the present scenario "pay and publish" model of research publications is widely accepted by both authors and funding agencies. Consequently, Indian research publications were condemned all over the world for their poor quality (Moher, *et al.*, 2017; Patwardhan, *et al.*, 2018).

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# Innovative Online Teaching in Chemistry: A Study on the Perception Capacity and Learning Ability of Students

**Reetu Gupta\* and Sushila Sheel\*\***

Dr. S. Radhakrishnan said, "The teacher is the pivot of civilization". Education is a right of humans and it is the most essential factor of life for a progressive person. The objective of education is to make good citizens of the world. Education is imparted by the teacher to shape them into perfect citizens. Thus, teachers play a significant role in society by teaching students. All these years teachers used to teach face-to-face in the open air beneath the trees and in the classroom for many years now. The advent of online education has made it possible for students to learn from where they are. Thus, online education has become a viable, alluring option for students in the pandemic situation and stay-at-home and other similar situations. With online teaching, students who usually don't participate in class may voice their opinions and concerns. As they are not in a classroom setting, quieter students may feel more comfortable taking part in class discussions without being judged. This may increase average class scores. In view of this, and to verify this opinion of people, the Author conducted a study on the effect of innovative online teaching in Chemistry on the perception capacity and learning ability of senior secondary students. The objectives of the Study therefore are:

1. To determine the impact of innovative teaching in Chemistry on the perception capacity of senior secondary students.

2. To determine the impact of innovative teaching in Chemistry on the learning ability of senior secondary students.

The Hypotheses framed for the study are-

1. There does not exist any significant difference between traditional and innovative teaching in Chemistry on the perception capacity of senior secondary students.

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2. There does not exist any significant difference between traditional and innovative teaching in Chemistry on the learning ability of senior secondary students.

## Research Methodology

In this study experimental method was used. The experimental method is a scientific method. It is a matter of varying the independent variable to study the effect of such variation on the dependent variable. The experimental method seeks to find out the cause-and-effect relationship between independent and dependent variables under controlled conditions.

In the case of education research, this mainly deals with the variables concerning human behavior in educational settings, experimental method is adopted with a lot of considerations of human and social factors by providing control of the factors intervening between the independent and dependent variables. "Experimental research is the description and analysis of what will be or what will occur, under carefully controlled conditions".

In the present study, the nature of the problem is experimental. The selected problem has been related to cause and effect relationship between variables. The independent variable i.e. innovative teaching in Chemistry is controlled by the researcher and she observed the changes which take place in the dependent variables i.e. perception capacity, learning ability, scientific aptitude, and academic achievement of students. If the situation is controlled in well designed form the conclusions can indicate not only what happened but also why it happened. As the basic nature of the experimental method is to explain cause-and-effect relationships between variables, the experimental method has been used in this study.

## Analysis of Data

For the Study, 100 students were selected from the rural government school of Jaipur district in

**Table -1 : Analysis of Data**

| Group | Variable | Number of Students | Mean | S.D. | t- value | Significance |
|---|---|---|---|---|---|---|
| Experimental Group | Perception Capacity | 50 | 42.32 | 2.111 | 18.90 | Rejected |
| Control Group | | 50 | 35.80 | 1.232 | | |
| Experimental Group | Learning Ability | 50 | 46.38 | 3.219 | 11.48 | Rejected |
| Control Group | | 50 | 40.76 | 1.271 | | |
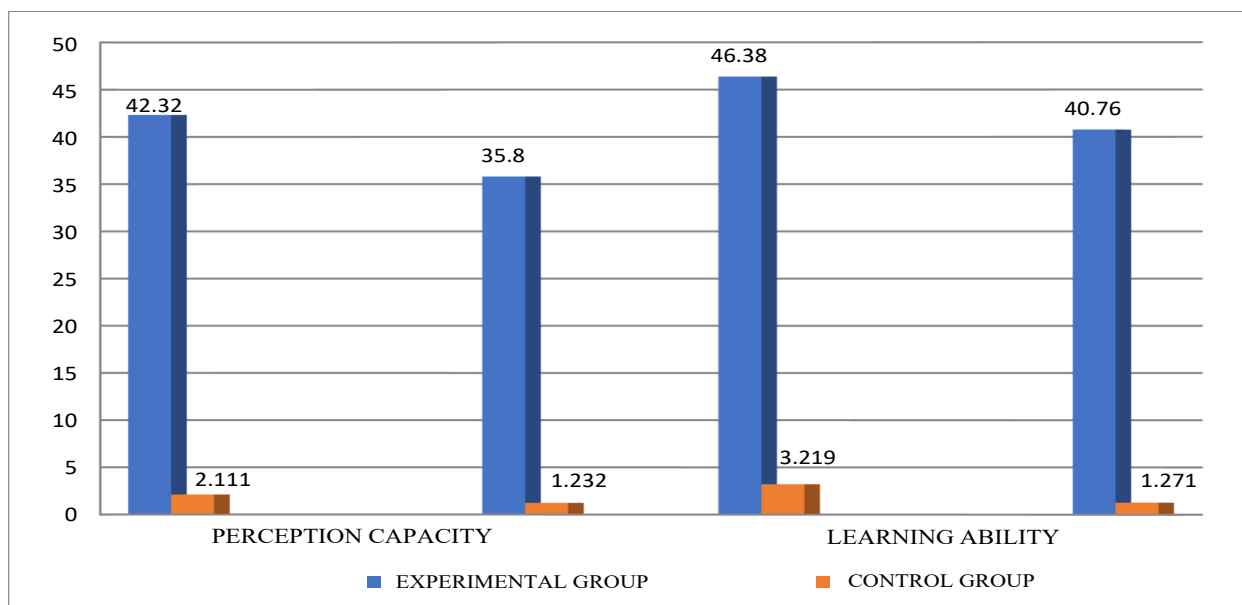


Rajasthan. Two self-made tests for the perception capacity and learning ability of students were used. Mean, Standard deviation, and t-tests were used for the study. Analysis of the Data is presented in Table-1.

The rejection of the Null Hypothesis indicates that there exist significant differences between traditional and innovative teaching in Chemistry on the perception capacity and learning ability of senior secondary students.

**Conclusion**

When the students of the experimental group were taught chemistry through innovative online teaching, their concepts related to chemistry were more clear which influenced their perception capacity and hence, their learning ability also increased.

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# True Dimension of Education: A Balanced Combination of Secular and Spiritual Training

**V S Chauhan, Director, International Center for Genetic Engineering and Biotechnology, New Delhi and Chairman Executive Committee, National Assessment and Accreditation Council (NAAC) delivered the Convocation Address at the 9th Convocation Ceremony of the Rani Channamma University, Belagavi on March 09, 2022. He said, "Always aspire for more but not at the cost of compromising with your values and sense of whatever is right. At the end of the day that is what will give you joy, peace and a sense of purpose. There is no substitute for hard work for succeeding in life. No matter how talented or gifted you are, only hard work will form the foundation of success." Excerpts**

I am delighted to be amongst you on the 9th Annual Convocation of the University. Those of you who have studied, taught and lived here are very fortunate to spend a part of your life here. This university was established in 2010 with specific jurisdictions, and with the expansion of Kittur Rani Channamma Post Graduate Centre, Belagavi of Karnataka University, Dharwad, that itself was established in 1982. I am sure that, those of you who will be leaving the university, your parents and well-wishers are very proud of you and your achievements. Please allow me to share some of my thoughts with you all.

Convocation is an important day in any student's life because it represents an important milestone in his or her journey of life. But what is the role of higher education in personal growth and in service of the society and nation building?. As we are all well aware, the world has seen very difficult times in the past two years, and many of the problems like the Covid-19 pandemic, climate change, environmental degradation and huge gaps between the rich and poor countries, etc… are and will continue to pose problems. A major role of higher education is creation of new knowledge, finding innovative solutions and preparing the youth to address these problems which is essential for the future of mankind.

Indian higher education system, now the 2nd largest in the world is perhaps also the most complex. It needed to expand fast since the British rulers had paid little attention to establish any credible education system in India. From only 20 Universities and about 200 colleges at the time of independence, there are now more than 960 Universities and 45,000 Colleges, with more than 3.7 crore students enrolled in the higher education system.

It has an aspirational, huge emerging middle class, from a ship to mouth tag country. India now can not only feed its huge population but is a net exporter of food grains, has greatly expanded and improved its health care system, impressive space programmes and much more. But, India with the second highest population in the world also faces many challenges; India has an astonishing number of poor people, high degree of malnutrition, high prevalence of infectious diseases like tuberculosis and dengue, the highly polluted environment in its cities and so on. On the other hand India has run one of largest immunization programmme in the world, is the largest producer of life saving vaccines and drugs, has almost ended Polio and tetanus and so on.

What value system have your education, university and teachers given you? How does one become successful after obtaining higher education? What is the meaning and measure of success in life? You will be stepping out in a world which is highly connected, exciting and full of opportunities. But at the same time, it is complex, full of ironies and contradictions. Fortunately, India is at a juncture from where it can revert to its old glorious days of prosperity, of scholarship, of inclusiveness and with respect for all. With you as the future workforce, India can be what Swami Vivekananda dreamed of a strong nation, full of opportunities, justice, moral values, and can emerge as a true world leader. Needless to say, you have a duty to yourself, your family, your parents, and your teachers but you will

have to go much beyond that in order to fulfill Swami Ji's dreams.

Student's life at university/colleges is the most crucial and a happy phase in life. Universities are not the only place where students are enrolled and awarded certificates by attending classes and working hard to attain mastery in a subject. In fact, it is the place where students acquire new skills, essential domain knowledge and develop scientific temperament. It is where teachers shape students to prepare them to face the upcoming challenges of life with courage and strength of conviction.

Always aspire for more but not at the cost of compromising with your values and sense of whatever is right. At the end of the day that is what will give you joy, peace and a sense of purpose. There is no substitute for hard work for succeeding in life. No matter how talented or gifted you are, only hard work will form the foundation of success. Honesty and integrity in whatever you engage with, whichever institution you serve will not only bring success but also a sense of fearlessness and peace and satisfaction. Protection of commons has to be taken seriously and it is more important than ever before if we wish to leave this planet livable for future generations. We, individually and collectively need to consume much less than we do. As a student, as a teacher, as a family person and as a part of the society, too often, we feel that bringing order in a system is someone else's responsibility. You have to be part of the change that you wish there should be. Do not fear to walk on the path of right and justice even if you have to walk alone: that is what a true leader does.

There is nothing that you cannot achieve once you put your mind to it. It is yours for taking but take it well and gently. You are the future of this great country.

Swami Vivekananda had said that real education was that, which enabled a person to stand on his own legs and helped him to manifest the perfection already in him by a harmonious development of his head, hand and heart. In his opinion, a balanced combination of secular and spiritual training constituted the true dimension of education. So, you go ahead and show that you have imbibed the spirit of Swami Vivekananda's thoughts and dreams. All the very best to you all.

Thank you.                                                              ❑

# CAMPUS NEWS

## Webinar on Implementation of National Education Policy-2020

The one-day Webinar on 'Implementation of National Education Policy- 2020: Issues and Challenges of Higher Education in Nagaland' was organized by the Department of Teacher Education, Nagaland University Kohima Campus on May 20, 2023. The Vice Chancellor, Nagaland University, Prof J K Patnaik graced the occasion as a Chief Guest. Prof. G T Thong, Pro Vice Chancellor, Nagaland University delivered his speech. Prof. Arbind Kumar Jha, Indira Gandhi National Open University, New Delhi and Prof. Dipak Sinha, Nagaland University were the resource persons for the event. Dr. Visakhonu Hibo, Principal, Japfu Christian College, Kigwema; Dr Sentinaro, Baptist College, Kohima; Dr Temjenwabang Principal, Kohima Science College, Jotsoma and Dr. Lanurenla, Head, English Department, Fazl Ali College, Mokokchung were the panelists of the event.

Prof. P K Pattnaik, Head, Department of Teacher Education delivered the welcome. One hundred and thirty diverse groups of participants attended the webinar and made it a success with their valuable discussions among them, including principals of colleges not only across Nagaland but outside Nagaland as well.

Prof. G T Thong, Pro Vice Chancellor began his address by highlighting the focus of NEP-2020 to shift from rote memorization to critical thinking, which poses a challenge. He also highlighted poor infrastructure and funding challenges, pre-requisite of value education, emphasized the need for the government of Nagaland to ensure and take initiatives for funding, the need for faculty requirement, research degree, projects, and high-quality research, to foster higher education teachers' involvement in publications and research projects for a robust education.

The Chief Guest, Prof. Jagadish K Patnaik, Vice Chancellor, NU, in his address, welcomed and expressed his pleasure with regard to the 3rd series of the NEP-2020 webinar. In his address, he pointed out that NEP-2020 is a document issued by the Government of India and expressed his resentment that NEP-2020 is a photocopy of the American educational system. He also lauded the progress of the Indian Education System and the progress of India, which shows the possibility of India achieving great heights. Some of the key takeaways from his address were:

- The need for brainstorming sessions of principals, office bearers, and private and public institutes to get exposure to different interactions, raise queries, and discuss and understand issues.

- The NEP-2020 allows one the opportunity for Multidisciplinary education and multiple entry-exits, providing flexibility and maximum freedom to all and delivering the right solution.

- The NEP–2020 is the right kind of mechanism that provides maximum freedom to academia and students and emphasizes a curriculum framework.

- The NEP–2020 is a document not only for public universities but relates to the involvement of civil societies, thereby facilitating an educational ecosystem education was limited to a few in the past. Now, with the document, it allows everyone to pursue higher education.

- To empower the underpowered economically, politically, and socially. It is a charter for deepening democracy and expanding horizons.

Prof. Arbind Kumar Jha opened the discussion with issues on why it is more challenging in a state like Nagaland. The NEP–2020 focus on quality University, human and societal well-being, human welfare, community engagement, and a nation upholding liberty, equality, fraternity, and justice for all, which can also be ensured in the context of Nagaland. He also addressed institutional restructuring and consolidation as challenging, particularly in a state like Nagaland with the question that arises as to what it says, to which he addressed that the main thrust of this policy regarding higher education is to end the fragmentation of higher education and to do that the question on how to end the fragmentation of higher education arises? In relation to this, he emphasized that Kothari

Commission has also presented in great detail the transformation of higher education institutions into large multi-disciplinary Universities.

Prof. Dipak Sinha opened the session with a list of discussions to follow such as multidisciplinary education, academic bank of credit, implementation of NEP- 2020 by Nagaland University, implementation of CBCS, and NEP progress, challenges, and future initiatives.

During the panel discussion session, various issues and challenges were put up by the panelists to solve the practical problems in implementation of NEP-2020 in higher education. All the questions raised by the panelist were properly answered by the resource persons.

Dr. Neha Rawat, Assistant Professor, Department of Teacher Education gave the closing remarks by summarizing the webinar and the key points, including the shift from memorization to critical thinking, as highlighted by Prof. G T Thong, Pro. Vice Chancellor, Nagaland University, and the Vice Chancellor of Nagaland University commented, it is the only university with FAQ.

Vote of Thanks was proposed by Dr. T Yolila Sangtam, Assistant Professor, Department of Teacher Education, Nagaland University to all the participants for making the webinar successful.

## National Seminar on Women Empowerment through Sports

A two-day National Seminar on 'Women Empowerment through Sports: Issues and Challenges' is being organized by the Campus Law Centre, University of Delhi, Delhi on July 07-08, 2023 at Conference Centre, University of Delhi. The event is sponsored by the National Commission for Women, New Delhi. The sports fraternity, academicians and researchers, policy makers, faculty and students of law, physical education and sports and social sciences streams may participate in the event.

Indian women have stepped into a new era of sports and physical fitness. Sports have been the key to transforming the lives of women. Despite numerous health and emotional benefits, sports is also an area that reflects deep-rooted gender-based ideologies and social beliefs. The concept of 'Gender' itself is primarily a social understanding. It denotes the social norms that fabricate the differences between women and men which are not necessarily biological. In this context, sports as an activity operates in the form of a domain that depicts, highlights, inculcates and celebrates the masculine identity based on physical dominance, aggression, and competitiveness. Concomitant with these masculine traits, the social image of sports find its manifestation to nurture and further legitimize the pseudo superiority of men reinforcing that women are not meant for such activities since the feminine traits are socially constructed to be passive, docile, gentle, emotional, etc. Hence, choosing sports as a career option by women has been a matter that raises eyebrows in society at large. The Subthemes of the event are:

- Sports as a Tool for Achieving Women's Empowerment.
- Sport Law and IPR.
- Sports Law and Women Protection.
- Sports and Mental Health of Women.
- Sports as Economic Empowerment of Women.
- Sports and Socio-cultural Position of Women.
- Sports as a Tool for Achieving Women Empowerment.
- Women Participation in Sports at School and College Level.
- Challenges in Choosing Sports as a Career for Women.
- Job Opportunities for Sportswomen in Public and Private Sectors.
- Gender Parity in Sports Incentives.
- Sportswomen Portray in Media.
- Factors Affecting Women Participation in Sports. (Sociological, Economical, Psychological, Cultural, Legal, etc.).
- Conditions of Women as Player/ Coach/ Technical Official/ Veteran Athlete.
- Review of Policies for Women in Sports.
- Legal Framework for Gender Parity in Sports.
- Other Related Topics.

For further details, contact Coordinator, Prof. Gunjan Gupta, Professor, Campus Law Centre Faculty of Law, University of Delhi, Mobile No: 0989953011, E-mail: *womeninsports2023@clc. du.ac.in.* For updates, log on to: *https://www.du.ac. in/index.php?page=events.*

### International Conference on Advanced Communications and Machine Intelligence

A two-day International Conference on 'Advanced Communications and Machine Intelligence' is being organized by the National Institute of Technology, Warangal, Telangana during October 30-31, 2023.

The focus of the event is on the broad areas of Advanced Communications and Machine Intelligence, with an emphasis on theory and applications. The conference aims to bring together a diverse group of participants including academicians, scientists, researchers from industry, research scholars, and students. Its multidisciplinary nature creates opportunities for national and international collaboration and networking among universities and institutions from India and abroad. The ultimate goal is to promote research and development activities by translating basic research into applied investigation and converting applied analysis into practice. It also aims to raise awareness about the importance of basic scientific research in different fields that match current trends. The Topics of the event are:

*Machine Intelligence*

- Data Mining and Warehousing.
- Computational Intelligence
- Big Data Analytics.
- Information Management.
- Social and Smart Networks.
- Information Retrieval.
- Cognition and AI.
- Knowledge Representation.
- Multi-agent Systems.
- Natural Language Processing.
- Planning and Action.

- Heuristic Search Techniques.
- Intelligent Robotics.
- Commonsense Reasoning.
- Recommendation System.
- Machine Learning.
- Deep Learning.
- Algorithms and Optimization.
- Applications of AI.
- Computational Neuroscience.
- Data Science.
- Image & Pattern Recognition.
- Bio-medical Informatics.

*Advanced Communications*

- Network Performance Analysis.
- Parallel and Distributed Networks.
- Smart City Applications.
- Internet of Things Networks.
- Wireless Sensor Networks.
- Fault Tolerant Networks.
- IoT Architectures and Protocol.
- IoT's impact on 5G and 6G.
- Cloud and Fog Computing.
- Grid and Cluster Computing.
- Embedded and Green Computing.
- Mobile and Ubiquitous Computing.
- High Performance Computing.
- Human Computer Interaction.
- Speech and Signal Processing.
- Software Defined Networks.
- Security.
- Block Chain Technologies.

For further details, contact Coordinator, National Institute of Technology, Warangal, Telangana E-mail: *micaconf@gmail.com*. For updates, log on to: *http://mica.org*.

# AIU News

### Faculty Development Programme on Modern Teaching Pedagogy and Trends in ICT-based Learning

An eight-day Faculty Development Programme on 'Modern Teaching Pedagogy and Trends in ICT-based Learning with Advances in Technology and Industry 4.0 Perspective' was organized by the Association of Indian Universities (AIU), New Delhi in collaboration with Teaching and Learning Centre, Academic and Administrative Development Centre (AADC), Presidency University, Bengaluru on February 20-27, 2023. About seventy-six faculty members registered for the programme from various parts of the country. The Chief Guest for the

inaugural ceremony, Dr. Amarendra Pani, Director (I/c) and Head, Research Division, Association of Indian Universities, Convenor, Mr. Asif Mohamed, Dr. Mohammed Sameeruddin Khan, Dean, School of CSE and IS, Presidency University along with the participants witnessed the proceedings of the inauguration.

Dr. Amarendra Pani, in his address, highlighted how a teacher cannot be ignorant of the use of technology. He brought out the significance of awareness and training of all the educators in this regard and appreciated that the programme is the right step taken in this direction. He enlightened the participants regarding the power of technology in enhancing knowledge, enabling teachers to teach from labs, classrooms, and online and the ways in which integration of technology in university has changed the spectrum of teaching and learning.

The welcome address was delivered by Mr. Asif Mohamed, wherein he focused on how technology is entering all spheres of life and it is high time for a teacher to be updated about the same. He also expressed that experts in the field of education have been invited to add value to the sessions and the participants are going to have productive learning. The inaugural session concluded with a vote of thanks by Dr. Preethi, who shared that it was quite a thought-provoking and enriching session as they could listen to the first-hand experiences of the leading educators in India.

Prof Mohammed Sameruddin Khan, Dean, School of Computer Science and Information Science, Presidency University started the first session on the topic 'Modern Teaching Pedagogy and Revised Bloom's Taxanomy'. He shared that Revised Bloom's taxonomy emphasizes the student's learning outcomes with the help of refined terms. It examines cognitive skills and learning behavior. The revised approach of Bloom's taxonomy is subjected to changes in terminology and structure. Here, different skills and objectives are set by educators for their students. Revised Bloom's taxonomy offers an emphasis on two learning domains – cognitive knowledge, and affective attitude, which make the educational objectives. For a revised approach, nouns such as evaluation and synthesis have been replaced with verbs such as evaluating and creating. The students encounter these verbs, which is a cognitive process, and the knowledge that they work with.

Prof Clara Kanmani, Professor, School of CSE started the session on the topic 'Activity Based Learning'. She shared that through activity-based learning, learners actively participate in the whole process to build their knowledge and sharpen their skills; this is also termed a constructivist approach. On the other hand, the mentor or teacher only leads them and guides them to focus on the objectives of the subject. This is all done by engaging in activities and by adopting innovative modern teaching techniques. The new demand of the era or the need of the hour for students is to embrace contemporary teaching methods which will also help in reducing the competition among the students, promote cooperation, and boost a healthy study environment.

Prof Parashuram Baraki, Vice Principal, SKVACET, Laxmeshwar, Karnataka started the next session on 'Innovative Teaching Practices'. He shared that learning assistance, learning environment, and learning material play an important role in blended learning. The course content and learning outcome are the fixed areas, only usage of effective designs can lead to good learning outcomes.

Prof Shilpa Mehta, Dean, Academics, Presidency University, Dr. Brijesh Nair, Director, IR, OP Jindal University, Dr. Mohammed Rafi, Professor, UBDTCE, Karnataka and Dr. Narasimha Raju, Professor, School of Management, Presidency University shared their vast knowledge and experience of modern teaching pedagogy and applications for the benefit of the Teaching Fraternity.

After the session, Mr. Asif Mohamed, Head, TLC and Nodal Office AADC, Presidency University took the platform to summarize the eight days programme. He summarized the sessions of each day by giving a brief insight into each session theme. He showed gratitude towards all the resource persons to grace the programme with their valuable presence and shared their wisdom on this changing and evolving area in teaching and how it will impact teaching and learning. He thanked the Management, organisers, and faculty members of Presidency University who showed active participation throughout the programme to make the event a huge success. He also showed appreciation to all the participants who joined the sessions and showed great participation on a virtual platform.  ❑

# STUDENT COLUMN

# Implementation Challenges of National Education Policy–2020 with Reference to Higher Education: Some Suggestions

**Vikas Sharma\* and Parul\*\***

Implementation of any policy is of greater importance as it develops the social, economic, and political context of the system and influences itself from these contexts also. To make the implementation of any policy successful, the engagement of all stakeholders is necessary. The goals also should be clear. Also, the successful implementation of policy depends upon contextual factors. India observed the transformation in the current structure and introduced a New Education Policy in 2020 which promises to provide 21$^{st}$-century skills and quality education at all levels- Elementary, Secondary, and for Higher. This policy is framed in line with the philosophy of Indian traditional knowledge and the thoughts and recommendations given by NEP 2020 are very innovative, student-centric, and forward-looking which can be helpful to achieve SDG 4 also which is related to quality education. The present paper in the initial part is going to discuss features of National Education Policy 2020 in relation to higher education and implementation challenges and suggestions for effective implementation of NEP 2020 will be discussed thereafter.

The most crucial factor in any nation's development is education since it enables people to reach their full potential, creates a just and equal society, and fosters total national growth. Access, equity, quality, and employability have remained in consideration for earlier policies, committees, and commissions but in terms of achieving that we are still not up to the mark. Due to significant scientific and technical advancements, the education sector has recently seen changes in the Programme structure and outcomes. NEP 2020 has recommended many approaches to bring about reforms in education. It has been created with both local and global requirements in mind, and it was formulated on the doctrine and principles of ancient Indian knowledge, wisdom,

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and truth. (Mittal, 2021, p.19). To make learning more practical and fun, the pedagogy should instill in pupils a critical thinking and problem-solving attitude. The recently launched National Education Policy–2020 (NEP-2020) in India is an extremely beneficial move in this direction and may close all the disparities in higher education and schooling as well. Also, NEP 2020 can strengthen higher education by giving priority to quality and innovation which results in the development of human capital (Sharma and Sharma, 2021, p.91).

## Status of Higher Education

At present, there are 1113 universities and 43,796 colleges across the country in which Uttar Pradesh, Maharashtra, Karnataka, and Rajasthan are having more institutions. Higher education has a gross enrolment ratio of 27.3%, which includes 27.9% female students and 26.7% male students. For SC students, it is 23.9 and for ST it is 18.9. The total number of students enrolled in higher education is around 4.13 crore in 2020-21, with more females enrolling in M.Phil., PG, and certificate Programmes than male students, while male students enroll in more Ph.D. and diploma Programmes. Also, there are 24 students per instructor and 29.7 teachers per college. In 2019–20, the Gross Enrolment Ratio (GER) for men (26.9) was lower than the GER for women (27.3). Uttar Pradesh has the greatest overall GER of any state (16.07%), followed by Maharashtra (10.98%) and Tamilnadu (8.06%) (AISHE, 2020-21).

According to the AISHE report (2020-21) on higher education, it can be seen that in India, the number of higher education institutions and enrolment have both been growing rapidly during the past 30 years. Although India has faced an increase in enrolment of students in higher education institutions during the 1990s, there is a need for its educational quality landscapes by incorporating the idea of a quality assurance mechanism. Presently, in India, different quality assurance agencies like the National Assessment and Accreditation

Council (NAAC) National Board of Accreditation (NBA), etc. work to ensure quality According to the latest data there are only 406 universities and 8,686 colleges that underwent NAAC accreditation. Maharashtra is in the top position with having the highest accredited colleges. These accrediting agencies should guide the institutions in improving the quality of education and meeting the standards of quality education. This paper will discuss the guidelines of NEP--2020 regarding Higher Education and some implementation challenges and strategies to implement effectively.

## Research Methodology

This paper is based on secondary sources and the methodology adopted is analytical. The author has tried to understand the implementation challenges of NEP 2020. The fulcrum of the recommendation of NEP 2020 with reference to higher education has been discussed here.

## Governance of Higher Education

The UGC, AICTE, and seventeen statutory professional bodies, including MCI, BCI, DCI, ICAR, NCTE, NCI, COA, and ICAR, currently regulate the Indian Higher Education System. The policy has advocated the establishment of a Commission named as Higher Education Commission of India (HECI) as an umbrella entity to avoid hierarchical repetition in the operation of various regulatory agencies and to separate the tasks of accreditation, funding, and regulation. The commission shall consist of the four autonomous verticals listed below, each with distinct tasks and responsibilities: National Council for the Regulation of Higher Education (NHERC). National Accreditation Council (NAC), Council for Higher Education Grants (HEGC), and General Education Council (GEC) (NEP, 2020).

To coordinate regulations for higher education, the National Higher Education Regulatory Council will be in charge of this and uphold national higher education standards. On the other hand, the Higher Education Grants Council's only responsibility will be to distribute grants, and accreditation of the nation's HEIs will be overseen by NAC (National Accreditation Council). The National Higher Education Qualification Framework (NHEQF) will be established by the General Education Council (GEC) in accordance with the National Skills Qualification Framework (NSQF). At various Programme levels, the GEC will specify the desired learning outcomes and graduation requirements. Norms for credit transfer, equivalence, and other uses of the NHEQF shall also be established. In order to prepare our children to be global citizens, the GEC must also determine what 21st-century abilities are needed.

## Restructuring of Universities

According to the NEP 2020, institutions of higher learning such as colleges and universities should all have at least 3,000 students each and should be large, multidisciplinary universities. The goal is to raise the higher education sector's overall enrolment ratio by 2035 from 26.3% to 50%. Over 40,000 institutions will be granted graded autonomy in order to become independent, autonomous degree-awarding colleges, which will help accomplish this. Universities have been further broken down into three categories by the NEP: universities with a focus on teaching, conducting research, and autonomously awarding degrees (NEP 2020).

## Reforming Programmes

The three-year graduation Programme has been changed by the NEP into a four-year curriculum with numerous entry and multiple departure options under the umbrella of liberal education. For instance, if a student needs to withdraw from the graduation Programme in the middle of it due to a health problem, financial difficulty, marriage, etc., he will receive a certificate after finishing the first year, a diploma after finishing the second year, and a degree after finishing the third or fourth year.

## Continuous Assessment and Evaluation

The NEP has undergone considerable changes regarding student evaluation and assessment. Rather than paying attention to a three-hour exam at the conclusion of the semester, the policy emphasizes ongoing monitoring and evaluation of students throughout the semester. Students can be continuously evaluated using a variety of methods, events, activities, in-person meetings, group debates, etc.

## Internationalisation of Higher Education

The policy has opened up opportunities for top-performing Indian institutions to set up campuses worldwide in order to promote our cultural heritage, traditional knowledge system, and Indian medical systems like Ayurveda, Naturopathy, Yoga, etc.

Moreover, campuses would be allowed to be established in India by the top 100 universities in the world. The presence of institutions from other countries in India will encourage international cooperation in terms of educators, pupils, course of study, semester, and research collaboration while generating competition among Indian educational institutions, which might help in improving the overall quality of our higher education system.

**Re-energizing the Faculty**

The NEP suggests that in order to recognize the importance of faculty in raising the standard of higher education, the autonomy for faculty to develop their own curricula and pedagogical approaches within the established framework. While these will serve as the primary drivers for them to produce truly remarkable and creative work. Also, by fostering innovative teaching, research, and service, it will enable the faculty with the resources they need to do their jobs well.

**Promoting Research**

The establishment of the National Research Fund (NRF) has been recommended in the policy to monitor and manage the funding of research grants to institutions. The National Research Foundation will work to link institutions with multiple funding sources and prevent the duplication of research awards from various funding agencies. The main objectives of the NRF will be (a) finance highly competitive, peer-reviewed proposals for grants across all disciplines; (b) by mentoring such institutions, one can start, foster, and make it easier for academic institutions to conduct research, particularly in universities and colleges where it is still in its infancy and (c) function as an interface liaison between researchers and the appropriate government and industry in order to keep researchers up to date.

**Implementation Challenges:**

*Moving in the Direction of More Multidisciplinary Colleges and Universities*

Shifting the focus from single, highly specialized specializations to a multidisciplinary approach is required, as stated in the NEP--2020 statement. This gives higher education students a larger and more in-depth understanding of different fields, including, technical, professional, and vocational subjects. Although the concept is excellent, there are a few practical challenges because the differences between multidisciplinary and transdisciplinary approaches are not well understood. Multidisciplinary refers to more than two fields. The UGC and other academic authorities can create expert committees to help bring this idea to life, and they need to come up with a plan of action that includes an experimental curriculum that can be used before being implemented in higher education institutions (Sharma and Swamy, 2021, p.54)

*Subject Specialization and Identification*

Although the concept of multiple entry and exit is excellent, skill-based disciplines need clear definitions. In order to select the sort of professional education, subject identification and specialization in science, business, and the arts are unclear. Furthermore, unclear is the specifics of implementation at the high school and college levels. Further, confounding and giving pupils incomplete knowledge is the idea of many entry and exit points for degrees, certificates, and diplomas**.**

*Digital Education Platform Services*

Unexpected situations like COVID 19 can come at any time which can affect learning. So, we should have a resilient education system that adapts to changes in the new situation and 21$^{st}$-century requirements. Today is the age of technology, digitization, and innovation, and that requires the students to be well-equipped with such technology which will facilitate and enhance learning. For achieving this, we need a good infrastructure and resources such as internet connectivity in remote areas, smart classrooms, and technology-savvy teachers who have good techno-pedagogical skills. Providing all these services is a challenge according to cost bearing with these technological resources and existing diversity in rural and urban areas of our country.

*Redesigning the Content and Curriculum*

NEP is focusing on multidisciplinary education and for achieving that objective, we also need to redesign the content which will foster knowledge, skill, attitude, critical thinking, and creativity. Curricular choices will be the important aspects of multidisciplinary education. The development of the curriculum, its planning, and the teaching and learning process are the key determinants of higher education quality. A lot of effort, care, and resources are required when changing the pattern to one that is flexible, multidisciplinary, research-based, and liberal studies.

Accrediting organizations should adequately oversee higher education institutions and provide them with more freedom to establish a functional curriculum. Also, educators need to plan for suitable pedagogical practices to introduce multidisciplinary education. For introducing multidisciplinary education, we also need multiple language resources to make the curriculum multidisciplinary in approach.

### Need A Large Number of Teachers

NEP is stressing multidisciplinary education, digital education, and restructuring the curriculum in the higher education system. In order to transact this multidisciplinary curriculum, a large number of teachers are required. Also, those teachers need pedagogical training to deal with the students for giving them better learning experiences. To deal with students, we need teachers who possess innovative pedagogical skills including techno-pedagogical skills, management and academic leadership skills and life skills including creative and critical thinking and their integration into their teaching style is very essential. More resources and financial assistance are required for filling up a large number of teaching positions in higher education institutions. The NEP does not address regular funding for teachers' training. Proper funding and infrastructure must be provided in order to make the NEP worthy.

### Socially and Economically Deprived Groups (SEDGs)

Women, members, economically disadvantaged groups, students from tribes, students who live in rural areas, etc are clearly a diverse portion of the students who are unable to access higher education because of many factors (Sharma and Swamy, 2021, p.54). To include them, it is urgently necessary to organize awareness programmes about the accessibility of higher education both at national and state levels together.

### Timelines and Phasing

Implementing NEP in a time-bound manner sharing the responsibilities and making coordination with multiple bodies at the central and state level is a huge task that demands much effort. A few recommendations in the NEP have deadlines, such as the GER objective of 50% by 2035, the complete elimination of affiliation by 2035, and the requirement that all standalone colleges and TEIs, and other institutions will become interdisciplinary by 2030.

### More Budget for Infrastructural Development

A large fund is required for infrastructural development to implement multidisciplinary courses within various higher education institutions in terms of digital education infrastructure and other infrastructural facilities. Also, there is a target of achieving GER to 50% by 2035 which requires more budget allocation. This is also a challenge in the higher education system as it requires many materials and human resources in terms of the physical infrastructure of colleges and universities, digital education platform services, and a few competent teachers.

## Suggestions

### Multistakeholder Partnership

By clearly outlining those who are responsible agencies and organisations, defining the primary, medium, and micro/unit level actions and strategies, the specific timelines and phasing, and having a variety of models for various States and institutions that depend on their readiness as well as the availability of infrastructural, human, and financial resources. All these responsibilities to be shared by different stakeholders are pre-requisite to implementing the policy well.

### Focussing on and Strengthening Secondary Education

The implementation of higher education reforms must take into account the realities and the existing state of secondary-stage education because NEP-2020 emphasizes the connections between various educational stages. For instance, GER in higher education is affected by the secondary education transition rate. The considerable gap between secondary school and higher education is a problem in the current educational system. The Ministry of Women and Child Development and the Ministry of Skill Development and Entrepreneurship are two government organisations that are active in education and skill development, which is in charge of ECCE and work to ensure that children learn the fundamentals of literacy and numeracy.

### Capacity Building Programmes and Continuous Professional Development for Teachers

Teachers are also one of the most important elements in the educational process. They need to be equipped with innovative skills so that they can

develop 21st-century skills among students. Therefore, to implement the policy well and to make teachers acquainted with the recommendations of NEP 2020, capacity-building Programmes should be organised by implementing agencies that integrate innovative pedagogical skills, life skills, and management skills. Also, for the continuous professional development of teachers' seminars, refresher courses and orientation Programmes should be organised.

### Continuous feedback

The NEP 2020 implementation plan must include continuing feedback mechanisms and the use of data to determine what has and has not worked in order to analyse and track overall progress. The was built on routine data analysis and was intended to take a long-term approach.

### Resources in Multiple Languages and Curricular Choices

It is necessary to have resources with a variety of curricular options. In light of India's diversity of languages and religions, it is important to promote Indian languages. Indian culture, dates to thousands of years and is regarded as being extremely knowledgeable. Due to this, we require resources for teachers, content, and a variety of pedagogical techniques.

### Collaborations with other Universities and Institutions

In order to become cost-effective as well as provide students with the necessary best infrastructure and resources, universities must adopt a strategy of collaboration with other universities and super specialty educational institutions. Universities will be able to share research facilities and digital platform services through this plan by making the best possible use of the available infrastructure.

### Conclusion

After a long time, the government has an innovative and forward-looking NEP 2020. This policy is firmly rooted in the Indian Ancient Knowledge system. It has been created with both local and global requirements in mind and was established in accordance with the doctrine and tenets of classical Indian knowledge, wisdom, and truth. The NEP can reestablish India's rich educational system and can make it *Vishwa Guru* again since it emphasizes the holistic development of students. Implementation of NEP should be done with true spirit by involving and coordinating every stakeholder.

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2.  Aithal, P. S., & Aithal, S. (2019). Analysis of Higher Education in Indian National Education Policy Proposal 2019 and Its Implementation Challenges. *International Journal of Applied Engineering and Management Letters (IJAEML)*, 3(2), 1-35.

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9.  Sharma, B.P. & Sharma, J. (2021). National Education Policy---2020: Challenges and Strategic Options. *University News*, 59(15), 91-98.

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11. Trivedi, N. (2021). Key Challenges and the Way Forward for achieving the NEP 2020 and SDG-4 targets in India. *International Research Journal of Educational Psychology*, 5(1), 15-20.

12. Upadhyay, A. (2021). Open and Distance Learning as a Solution to the Challenges in Implementation of National Education Policy–2020. *University News,* 59(15), 12-18.

13. Wadia, L.C. (2021). The Spirit of the National Education Policy–2020: The Pole Star for Implementers. *University News*, 59(15), 48-53.

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# THESES OF THE MONTH

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

### AGRICULTURAL & VETERINARY SCIENCES

**Agronomy**

1. Bhalla, Tamanna. **Ecology and control of** *Alternanthera philoxeroides* **(Mart) griseb and** *Synedrella vialis* **(Less) A gray**. (Dr. Suresh Kumar), Department of Agronomy, CSK Himachal Pradesh Krishi Vishvavidyalaya, Palampur.

2. Madagoudra, Yallanagouda. **Evaluation of cotton residue incorporation with conservation Tillage and integrated nutrient management in Bt cotton (***Gossypium hirsutum* **L)**. (Dr. W N Narkhede), Department of Agronomy, Vasantrao Naik Marathwada Agricultural University, Parbhani.

**Genetics & Plant Breeding**

1. Gaikwad, Arun Ramrao. **Selection of** *G hirsutum* **genotypes for earliness, high yield potential and superior fibre properties along with Bollgard II transgenes from segregating population**. (Dr. K S Baig), Department of Genetics & Plant Breeding, Vasantrao Naik Marathwada Agricultural University, Parbhani.

2. Patil, Sudhir Awachitro. **Studies on stability analysis of yield and yield contributing traits in post rainy Sorghum (***Sorghum bicolor* **(L.) Moench) Mutants**. (Dr. H V Kalpande), Department of Genetics and Plant Breeding, Vasantrao Naik Marathwada Agricultural University, Parbhani.

**Plant Pathology**

1. Varala, Krishnaveni. **Evaluation of** *Trichoderma spp* **in suppressing chickepa wilt with plant growth promoting traits**. (Dr. K D Navgire), Department of Plant Pathology, Vasantrao Naik Marathwada Agricultural University, Parbhani.

**Soil Science**

1. Bagmare, Rakesh Ramesh. **Microbial biofortification of Iron and Zinc by plant growth promoting rhizobacteria in wheat (***Triticum aestivum***)**. (Dr. Syed Ismail), Department of Soil Science and Agricultural Chemistry, Vasantrao Naik Marathwada Agricultural University, Parbhani.

2. Lokhande, Priyanka Babasaheb. **Effect of vermicompost and organic formulations on growth, yield, soil nutrient dynamics and quality of soybean grown on vertisol**. (Dr. A L Dhamak), Department of Soil Science and Agricultural Chemistry, Vasantrao Naik Marathwada Agricultural University, Parbhani.

### BIOLOGICAL SCIENCES

**Biochemistry**

1. Jha, Birendra Kumar. **Evaluation of atherogenic dyslipidemia inflammatory marker and prothrombotic status in metabolic syndrome in Terai Region of Janakpur Zone, Nepal**. (Dr. Mingma L Sherpa and Dr. Binod Kumar), Department of Biochemistry, Sikkim Manipal University, Gangtok.

2. Madhuri, S. **A study on genetic variations and functional aspects of some genes of silkworm** *Baculovirus BmNPV* **isolated from different parts of South India**. (Dr. S E Neelagund), Department of Biochemistry, Kuvempu University, Shankaraghatta.

**Biotechnology**

1. Prasanna Kumari, D. **In vitro regeneration, genetic transformation studies (GUS, chitinase genes) and response of antioxidant defense systems at high temperature in** *Curcuma Longa L*. (Dr. Kasula Kiranmayee), Department of Biotechnology, Telangana University, Nizamabad.

2. Rippin. **Tannase mediated production of Gallic acid derivatives from food tannins and its applications**. (Dr. Anil Kumar Sharma), Department of Biotechnology, Maharishi Markandeshwar University, Ambala.

**Botany**

1. Rajakala, Radarapu. **Effect of brassinosteroids on growth and metabolism of solanum nigrum L in semi-arid tropics of Nizamabad**. (Dr. Ahmed Abdul Haleem Khan), Department of Botany, Telangana University, Nizamabad.

**Microbiology**

1. Makwana, Varsha Sureshchandra. **Screening of bacteria for the production of antimicrobial**

compounds and optimization, characterization and applications of antimicrobials. (Dr. Arti V Thakkar and Dr. R R Panchal), Department of Microbiology, Gujarat University, Ahmedabad.

2. Sherathia, Dharmesh, Narotambhai. **Isolation, characterization and formulation of wheat plant growth promoting rhizobacteria from Saurashtra Region of Gujarat for sustainable agriculture**. (Dr. Vasantba J Jadeja), Department of Microbiology, Saurashtra University, Rajkot.

### Zoology

1. Anita Devi. **Food habits of sympatric large herbivores in Kaziranga National Park, Assam, India**. (Dr. S A Hussain), Department of Wildlife Science, Saurashtra University, Rajkot.

2. Ghaskadbi, Pallavi Surendra. **Ecology of the Asiatic wild dog (Cuon Alpinus) with insight into behaviour and co-predator interactions in Eastern Vidarbha Landscape, Maharashtra, India**. (Dr. Bilal Habib), Faculty of Wildlife Science, Saurashtra University, Rajkot.

## EARTH SYSTEM SCIENCES

### Geology

1. Baidya, Subarna. **Petrogenesis of the metavolcanic rocks of the Sandur Greenstone Belt and its implications to the evolution of the granite-greenstone Terranes of the Archean Dharwar Craton, Southern India**. (Prof. R Anand and Prof. D Asthana), Department of Applied Geology, Indian Institute of Technology, Dhanbad.

### Geophysics

1. Gupta, Ravindra Kumar. **Seismic site characterization and site response study of Dhanbad City and Nirsa (India)**. (Prof. Mohit Agrawal and Prof. Sanjit Kr Pal), Department of Applied Geophysics, Indian Institute of Technology, Dhanbad.

## ENGINEERING SCIENCES

### Agricultural Engineering

1. More, Madhukar Raosaheb. **Hydrologic studies and impact evaluation of soil and water conservation measures in Kadwanchi Watershed**. (Dr. U M Khodke), Department of Agricultural Engineering, Vasantrao Naik Marathwada Agricultural University, Parbhani.

### Chemical Engineering

1. Md Shakir. **Synthesis of novel boron containing catalyst for the dry reforming of methane reaction**. (Prof. Siddhartha Sengupta), Department of Chemical Engineering, Indian Institute of Technology, Dhanbad.

### Civil Engineering

1. Mohanty, Madhumita. **Effects of heterogeneity on static and dynamic behavior of coal mine overburden dump slopes**. (Prof. Rajib Sarkar and Prof. S. K. Das), Department of Civil Engineering, Indian Institute of Technology, Dhanbad.

2. Shamsher Singh. **Health monitoring of RC beam-column joints using acoustic emission techniques**. (Dr. Naveen Kwatra and Dr. Shruti Sharma), Department of Civil Engineering, Thapar Institute of Engineering and Technology, Patiala.

3. Vivek, Adheesh Kumar. **Safety evaluation and performance analysis of rail road grade crossing**. (Prof. Smruti Sourava Mohapatra), Department of Civil Engineering, Indian Institute of Technology, Dhanbad.

### Computer Science & Engineering

1. Ashu. **Optimization of security in hybrid networks using computational intelligence**. (Dr. Rashima Mahajan and Dr. Sherin Zafar), Faculty of Engineering and Technology, Manav Rachna International Institute of Research and Studies, Faridabad.

2. Batra, Vandana. **Identification of radicalization using big data analytics in social networks**. (Dr. Suresh Kumar), Faculty of Engineering and Technology, Manav Rachna International Institute of Research and Studies, Faridabad.

3. Darji, Dhara Natvarlal. **Stock movement prediction using comprehensive data model**. (Dr. Satyen M Parikh), Department of Computer Application, Ganpat University, Mehsana.

4. Mishra, Rahul. **Developing security paradigms for efficient data storage in cloud environment**. (Prof. Dharavath Ramesh), Department of Computer Science & Engineering, Indian Institute of Technology, Dhanbad.

5. Patel, Kanubhai Ganpatbhai. **Design and development of energy efficient cluster based routing protocol for wireless sensor network**. (Dr. Hardik Modi), Faculty of Technology and Engineering, Charotar University of Science and Technology, Anand.

6. Shah, Viral Kaushikbhai. **Security concern by designing and developing algorithm for Steganography**. (Dr. C K Kumbharana), Faculty of Engineering and Technology, Saurashtra University, Rajkot.

7. Suthar, Amitkumar Baldevbhai. **Investment strategy predictive model based on trade patterns**. (Dr.

Satyen M Parikh), Department of Computer Application, Ganpat University, Mehsana.

8. Suthar, Foram. **A novel mechanism for preventing TCP DDoS attack in the network**. (Dr. Nimisha Patel Dr. S O Khanna), Department of Computer Science & Engineering, Indus University, Ahmedabad.

9. Vashisht, Manisha. **Artificial intelligence based approach for object detection in digital image processing**. (Dr. Brijesh kumar), Faculty of Engineering and Technology, Manav Rachna International Institute of Research and Studies, Faridabad.

**Electrical & Electronics Engineering**

1. Hegde, Vijayalaxmi Venkatraman. **Digital image denoising and segmentation using time frequency techniques**. (Dr. B N Jagadale), Department of Electronics, Kuvempu University, Shankaraghatta.

2. Hosamani, Gururaj. **Study on transition metal ion-doped dilute magnetic semiconductors for spintronics device**. (Dr. B N Jagadale and Prof. J Manjanna), Department of Electronics, Kuvempu University, Shankaraghatta.

3. Maiti, Pradipta. **Spatial interpolation based indoor radio environment maps of TV-white spaces**. (Prof. Debjani Mitra), Department of Electronics Engineering, Indian Institute of Technology, Dhanbad.

4. Yadav, Geeta. **Design of optimal energy efficient and reliable smart microgrid**. (Dr. Leena G, Dr. Dheeraj Joshi and Dr. M K Soni), Faculty of Engineering and Technology, Manav Rachna International University, Faridabad.

**Electronics & Communication Engineering**

1. Asha. **Performance analysis of Radio over Fiber (RoF) communication system for 5G technology**. (Dr. Sandeep Dahiya), Department of Electronics & Communication Engineering, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

2. Ch Gopi Chand. **Design of RF MEMS switches and analysis for 5G applications**. (Prof.Reshmi Maity and Prof.K Srinivasa Rao), Department of Electronics & Communication Engineering, Mizoram University, Aizawl.

3. Chakraborty, Madhura. **Study on tropospheric radio wave propagation for Ku/Ka band over Indian Regions**. (Dr. Swastika Chakraborty), Department of Electronics & Communication Engineering, Sikkim Manipal University, Gangtok.

**Fuel & Mineral Engineering**

1. Barik, Kashinath. **Studies on pelletization process for effective utilization of high LOI Indian iron ore resources**. (Prof.Shatughan Soren), Department of Fuel and Minerals Engineering, Indian Institute of Technology, Dhanbad.

**Mechanical Engineering**

1. Mandal,Niladri. **Development and performance evaluation of integrated micro-electrochemical discharge machine for aerospace materials**. (Prof. Alok Kumar Das), Department of Mechanical Engineering, Indian Institute of Technology, Dhanbad.

2. Rai, Ravi Shankar. **Mechanical strengthening of CFRP composite by introducing metal oxide nanostructures**. (Prof.Vivek Bajpai), Department of Mechanical Engineering, Indian Institute of Technology, Dhanbad.

**Mining Machinery Engineering**

1. Gowtham, G. **Development of an aniisotropic rock mass characterization and failure criterion for transversely isotropic rocks**. (Prof. A K Mishra), Department of Mining Engineering, Indian Institute of Technology, Dhanbad.

2. Suman, Shilpa. **An assessment of the effect of spatial information on fuzzy based classifiers**. (Prof. Dheeraj Kumar), Department of Mining Engineering, Indian Institute of Technology, Dhanbad.

### MATHEMATICAL SCIENCES

**Mathematics**

1. Chauhan, Rajendrakumar Babubhai. **A study of the general truncated M-fractional derivatives and their q analogues**. (Dr. Meera H Chudasama), Department of Mathematics, Charotar University of Science and Technology, Anand.

2. Gupta, Neelesh. **Optimal production policies for imperfect production system and rework**. (Dr. U K Khedlekar), Department of Mathematics, Dr Harisingh Gour Vishwavidyalaya, Sagar.

3. Patel, Dhara Tejas. **Asymptotic behavior of nonlinear fluid flow problems in porous media**. (Dr. Amit K Parikh), Department of Mathematics, Ganpat University, Mehsana.

4. Punam Kumari. **Dynamical behaviour of nonlinear and supernonlinear waves in astrophysical plasmas**. (Dr. Asit Saha), Department of Mathematics, Sikkim Manipal University, Gangtok.

5. Rajak, Bhanu Pratap. **Mathematical study of elasto-dynamic waves propagation in functionally graded, magneto-elastic and double porous layered media**. (Prof. Santimoy Kundu), Department of Mathematics and Computing, Indian Institute of Technology, Dhanbad.

6. Rathod, Gopal Kadvabhai. **Energy of graphs-some new perspectives**. (Dr. S K Vaidya), Department of Mathematics, Saurashtra University, Rajkot.

7. Sheoran, Nisha. **Mathematical models of co-infectious diseases**. (Dr. Nita H Shah), Department of Mathematics, Gujarat University, Ahmedabad.

**Statistics**

1. Swapna, V. **Prediction of financial time series data using artificial neural networks and forecasting methods**. (Dr. K Sampath Kumar), Department of Applied Statistics, Telangana University, Nizamabad.

## MEDICAL SCIENCES

**Ayurveda**

1. Rao, Divya Jyothi. **Critical edition of Pandulipi of Kashyapa Samhita**. (Prof. Hitesh A Vyas), Faculty of Ayurved, Gujarat Ayurved University, Jamnagar.

**Pharmaceutical Science**

1. Nagita Devi. **Hormonal therapy outcomes, health-related quality of life and cost of illness in West Syndrome**. (Dr. Dipika Bansal), Department of Pharmacy Practice, National Institute of Pharmaceutical Education and Research, Mohali.

2. Patel, Kalpeshbhai Amratbhai. **Transdermal drug delivery of anticancer drugs using a novel formulation approach**. (Dr. Nirav Patel), Department of Pharmacy, Saurashtra University, Rajkot.

3. Pathak, Chirag Dilipkumar. **Design, synthesis and biological evaluation of small organic molecules as DPP-4 inhibitors**. (Dr. Anuradha Gajjar), Faculty of Pharmacy, Charotar University of Science and Technology, Anand.

## PHYSICAL SCIENCES

**Chemistry**

1. Kesari, Priya. **Study on some novel materials as corrosion inhibitors in acid medium**. (Prof. G Udayabhanu), Department of Chemistry and Chemical Biology, Indian Institute of Technology, Dhanbad.

2. Lalnuntluanga, C. **Statistical mechanical studies of elemental liquids and binary melts**. (Dr. Zodinpuia Pachuau and Prof. Raj Kumar Mishra), Department of Chemistry, Mizoram University, Aizawl.

3. Makwana, Khushbuben Ashokkumar. **Development and validation of API by using chromatographic methods to enhance selectivity and sensitivity**. (Dr. Kartik B Vyas), Department of Chemistry, Gujarat University, Ahmedabad.

**Physics**

1. Bhujel, Kamal. **Synthesis and characterization of lead-free perovskite films for photovoltaic applications**. (Prof.Suman Rai Dr. N Suraj Kumar Singh), Department of Physics, Mizoram University, Aizawl.

2. Gupta, Ashok Kumar. **Studies of corrosion behavior of nanostructured modified galvanised steel**. (Prof. Moirangthem), Department of Physics, Indian Institute of Technology, Dhanbad.

3. Dadhich, Himanshu. **Charge transport and related mechanism for manganite based hetero structures**. (Dr. P S Solanki), Department of Physics, Saurashtra University, Rajkot.

4. Raju, Nimmakayala Prudhvi. **First-principles study on electronic structure and optical properties OF ZnS and copper chalcogenides, chemical synthesis of ZnS nanocrystals and $Cu_3BiS_3$ quantum dots for photovoltaic application**. (Prof. Rajalingam Thangavel), Department of Physics, Indian Institute of Technology, Dhanbad.

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**Dnyan Prabodhini Mandal's**
**SHREE MALLIKARJUN & SHRI CHETAN MANJU DESAI COLLEGE**
Delem-Canacona, Goa-403 702
**Reaccredited by NAAC with Grade "A" with a CGPA Scored of 3.25 (02ⁿᵈ Cycle)**

Website: https://shreemallikarjuncollege.ac.in                    Email: shreemallikarjuncollege@gmail.com

Applications with full Biodata are invited from Indian Citizens for the post of **PRINCIPAL.** The required minimum qualifications for the post of Principal are as follows:

**A.  ELIGIBILITY:**
1.  Ph.D. Degree
2.  Professor/Associate Professor with a total service/experience of at least fifteen years of teaching/research in Universities, Colleges and other institutions of Higher Education.
3.  A minimum of 10 research publications in peer reviewed journals as approved by Goa University from time to time or UGC-listed Journals, out of which at least two should be in Scopus/Web of Science Journals.
4.  A minimum of 110 Research Score as per Appendix 11, Table-2, of Goa University Statute SC-16.

**B.  TENURE:**
A College Principal shall be appointed for a period of 5 years, extendable for another term of 5 years on the basis of performance assessment by a Committee appointed by the University, constituted as per Goa University Statute SC-16.

**ESSENTIAL REQUIREMENTS:**
a)  Knowledge of Konkani Language
b)  15 years of Residence Certificate in Goa, issued by competent authorities.

**DESIRABLE REQUIREMENTS**
a)  Knowledge of Marathi Language

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

**SERVICE CONDITIONS**
As prescribed by the UGC, Goa University, Directorate of Higher Education, Govt. of Goa, and other competent authorities from time to time.
Applicants who are already employed shall forward their applications through proper channel.
Applications complete in all respect, with photograph, along with self-certified photocopies of statement of marks of all public examination from S.S.C onwards, copy of 15 years Residence Certificate, Experience Certificate, Publications, Research score sheet, and other relevant certificates should reach the Chairman at the above address of the Mandal **within 20 days** from the date of publication of this advertisement.

Place: Delem-Canacona, Goa                                          Shri. Chetan Manju Desai
Date: 03/06/2023                                                    CHAIRMAN

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Devrukh Shikshan Prasarak Mandal's
**NYA. TATYASAHEB ATHALYE ARTS, VED. S R. SAPRE COMMERCE**
**& VID. DADASAHEB PITRE SCIENCE COLLEGE, DEVRUKH**
**(AUTONOMOUS)**
**TAL. SANGAMESHWAR, DIST. RATNAGIRI-415 804**
APPLICATIONS ARE INVITED FOR THE FOLLOWING **CLOCK HOUR BASIS** POSTS
FOR THE ACADEMIC YEAR 2023-24

**AIDED**

| Sr. No. | Cadre | Subjects | Total No. of CHB Posts | Category |
|---|---|---|---|---|
| 1 | Assistant Professor | English | 03 | 03-OPEN |
| 2 | Assistant Professor | Chemistry | 01 | 01-OPEN |
| 3 | Assistant Professor | Economics | 02 | 02-OPEN |
| 4 | Assistant Professor | Commerce | 02 | 02-OPEN |
| 5 | Assistant Professor | Geography/EVS | 01 | 01-OPEN |

The above posts are open to all, however, candidates from any category can apply for the post.

Reservation for the 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 5ᵗʰ 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."**

**Remuneration of the above post will be as per University Circular No. TASS (CT)/01/2019-2020 dated 02ⁿᵈ April, 2019 & University Circular No. CTAU/23/2021-22 dated 25ᵗʰ January, 2022.**

**The Government Resolution and circular are available on the website: mu.ac.in.**

Application with full details should reach the **PRINCIPAL, Devrukh Shikshan Prasarak Mandal's NYA. TATYASAHEB ATHALYE ARTS, VED. S. R. SAPRE COMMERCE & VID. DADASAHEB PITRE SCIENCE COLLEGE, DEVRUKH (AUTONOMOUS), Tal. Sangameshwar, Dist. Ratnagiri – 415 804 within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
PRINCIPAL

**Vinayakrao Patil Shikshan Prasarak Mandal Aurangabad**
**SANT TUKARAM MAHAVIDYALAYA, KANNAD, Dist. AURANGABAD (MS)**
**(Affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad)**

Applications are invited from eligible candidates for the following posts (Permanent Non-Granted):

| Subjects | No. of Posts | Reservation for Teaching Posts |
|---|---|---|
| Chemistry | 04 | **07 Open, 02- SC,** |
| Physics | 03 | |
| Botany | 02 | **01-ST, 01-VJ (A),** |
| Zoology | 02 | |
| Mathematics | 02 | **01- NT (B), 01- NT(C),** |
| Computer-Science | 02 | |
| Commerce | 03 | **03- OBC, 02- EWS** |
| **Non-Teaching Posts** | | |
| Laboratory Assistant | 01 | 01- Open |
| Laboratory Attendant | 04 | 01- SC, 01-VJ (A), 02- Open |

Pay Scale as per prescribed by UGC, Govt. of Maharashtra & Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. Candidates belong to Reserved category are advised to send copy of their application to **The Deputy Registrar (BC Cell/ Special Cell), Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.**

**Required Minimum Qualifications & other:**

1. Good Academic record as defined by concerned University with at least 55% marks (or an equivalent grade in a point scale wherever grading system is followed) at the Master's Degree level in relevant subject from an Indian University or an equivalent degree from the accredited Foreign University.
2. Besides fulfilling the above qualifications the candidate must have cleared the NET/SLET. or Ph. D. (with minimum standards & procedure according to regulation 2009).
3. A relaxation of 5 % will be provided at the graduate and Master's level for the SC/ST and PH candidates.
4. 30% reservation for Women & 4% reservation for Physical Handicapped.
5. Reservation of VJ-A, NT-B, NT-C, NT-D are interchangeable.
6. No TA/DA will be paid for attending Interview.
7. Candidate should write their Mobile Number & E-mail id for Interview call letters.

Application with full details should reach to **The Principal, Vinayakrao Patil Shikshan Prasarak Mandal's SANT TUKARAM MAHAVIDYALAYA, Gut No. 30, Hivarkheda Road, Kannad-431103, Dist. Aurangabad (M. S.) within 15 days** from the date of advertisement.

| **Dr. S. S. Shinde-Deshmukh** | **P. J. Kakde** | **Kishor Patil** |
|---|---|---|
| Principal | Secretary | President |

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**Maharana Pratapsinh Shikshan Sanstha's**
**ANANDIBAI RAORANE ARTS, COMMERCE & SCIENCE COLLEGE**
**At/Post/Tal. Vaibhavwadi, Dist. Sindhudurg, Pin- 416810**

APPLICATIONS ARE INVITED FOR THE FOLLOWING **CLOCK HOUR BASIS** POSTS
FOR THE ACADEMIC YEAR 2023-2024

**AIDED**

| Sr. No. | Cadre | Subject | Total No. of CHB Posts | Category |
|---|---|---|---|---|
| 1. | Assistant Professor | Mathematics | 04 | 04- OPEN |
| 2. | Assistant Professor | Physics | 01 | 01- OPEN |
| 3. | Assistant Professor | Statistics | 04 | 04- OPEN |
| 4. | Assistant Professor | Zoology | 02 | 02- OPEN |
| 5. | Assistant Professor | Botany | 02 | 03- OPEN |
| 6. | Assistant Professor | Hindi | 02 | 02- OPEN |

The above posts are open to all, however, candidates from any category can apply for the posts.

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." Remuneration of the above post will be as per University Circular No. TAAS (CT)/01/2019-20 dated 02nd April, 2019 & University Circular No. CTAU/23/2021-22 dated 25th January, 2022.**

**The Government Resolution & Circular are available on the website: mu.ac.in.**

Application with full details should reach the **Principal, Maharana Pratapsinh Shikshan Sanstha's Anandibai Raorane Arts, Commerce & Science College, At. Post. Tal. Vaibhavwadi, Dist. Sindhudurg, Pin-416 810 within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
**PRINCIPAL**

Dnyanvardhini Trust's

## SONUBHAU BASWANT COLLEGE OF ARTS & COMMERCE,

N. P. Vasa Marg, Savroli Road, Shahapur, Dist. Thane – 421 601

APPLICATIONS ARE INVITED FOR THE FOLLOWING **CLOCK HOUR BASIS** POSTS
FOR THE ACADEMIC YEAR 2023-2024

### AIDED

| Sr. No. | Cadre | Subject | Total No. of CHB Posts | Category |
|---------|-------|---------|------------------------|----------|
| 1 | Assistant Professor | History | 02 | 02 - OPEN |
| 2 | Assistant Professor | Commerce & Business Law | 04 | 04 - OPEN |
| 3 | Assistant Professor | Marathi | 02 | 02 - OPEN |
| 4 | Assistant Professor | English | 01 | 01 - OPEN |
| 5 | Assistant Professor | Mathematics | 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".

Remuneration of the above post will be as per University Circular No. TAAS(CT)/01/2019-2020 dated 02nd April, 2019 & University Circular No. CTAU/23/2021-22 dated 25th January, 2022.

The Government Resolution & Circular are available on the **website: mu.ac.in.**

Application with full details should reach the **PRINCIPAL, DNYANVARDHINI TRUST'S SONUBHAU BASWANT COLLEGE OF ARTS & COMMERCE, N. P. Vasa Marg, Near Govt. Godown, Savroli Road, Shahapur, Dist. Thane – 421 601 within 15 days** from the date of publication of this advertisement.

**This is University approved advertisement.**

Sd/-
**Shri. B. B. Patil,**
Secretary,
Executive Committee

Sd/-
**Dr. A. K. Singh,**
I/C Principal,
S. B. College, Shahapur

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## MAHATMA GANDHI MISSION'S
## COLLEGE OF JOURNALISM AND MEDIA SCIENCE
### Near Airport, MGM Campus, Nanded 431605 (M.S.)

(Affiliated to SRTM University, Nanded)

### WANTED

Application are invited from eligible candidates for the following **Permanent Non-Grant** position in MGM's College of Journalism & Media Science, Nanded.

| Sr. No. | Name of Position | Total Vacancies | Reservation |
|---------|------------------|-----------------|-------------|
| 1. | **Asst. Professor** | 10 | OPEN-04, SC-01, ST-01, VJ-A, NT-B, NT-C, NT-D, & SBC-01 Rotation wise, OBC-02, EWS-01. |

**Condition:**

1. Educational Qualification, Reservation, Pay Scales and experience etc. are as prescribed by Govt. of Maharashtra & SRTM University, Nanded as modified from time to time.

2. The recruitment procedure initiated by this advertisement subject to final decision of Writ Petition no 12051/2015 pending with Hon. High Court.

3. For detail advertisement and prescribed application form refer university **website :(www.srtmun.ac.in).**

4. Candidate already in service should send their application through proper channel.

5. No TA/DA will be paid for attending interview.

6. Apply with full particular **within 15 days** from the date of publication of the advertisement to the college address.

7. Incomplete applications, application received after date application without the attested copies of supporting documents will not be entertained.

Chairman
**Mahatma Gandhi Mission**
**Nanded**

# AIU Notification for Inviting Proposal for AADC

The Association of Indian Universities, an apex-level representative body of universities and other higher education institutions in India invites proposals with an Expression of Interest (EoI) from the member universities for its newly introduced scheme i.e. Academic and Administrative Development Centres(AADC) to be established in select member universities.

AADC is a pioneering initiative of AIU which aims at organizing short-term training and capacity-building programmes for the faculty members and administrative functionaries of Indian Universities and other HEIs. Introduced in 2022, AADC is envisioned to function in a similar manner to the UGC Human Resource Development Centers operating in different universities. The focus of these centres is to provide training to faculty for online/blended mode of teaching-learning, developing e-content and using technology for continuous assessment and evaluation and research collaboration along with programmes on effective management using technology in governance and administration of universities.

Since its launching in last year, 09 Centres were approved by AIU which are functioning well and organizing the training programmes. As a policy, AIU has planned to add 10 centres each year to the list till the desired number of Centres is established. The general terms and conditions of establishing AADC are as follows:

- AADC is to be established under the banner of AIU and be named as **AIU-……. University, Academic and Administrative Development Centre**.

- AIU-AADC will offer short-term programmes of varying duration aimed at continuous capacity building of the key stakeholders through online and in-person modes.

- The Centres are to be allocated to 10 selected member universities of AIU based on their interest and required infrastructure.

- Initially, seed money of **Rs. 2.00 lakhs** will be provided by AIU as one-time financial support to each centre. Thereafter, the centers will be functioning in self-financing and self-sustaining mode

- **Rs. 1.00 Lakh** will be provided at the beginning of the first programme and the remaining One Lakh will be released after receiving the utilisation certificate from the University.

- Each Centre will organise 10 programmes in an Academic Calendar year.

- AIU will also provide academic support in identifying resource persons, planning and designing the academic aspects of the courses. The details of the programme structure, duration, selection of themes, preparation of training materials and modules, resource persons will be decided on mutual consultation and cooperation with the host/concerned university.

- A report after each programme may be submitted to AIU for documentation and publishing in University News, A Weekly Journal of Higher Education.

The proposal may be sent to **Dr Amarendra Pani, Joint Director & Head, Research Division** through email: *researchaiu@gmail.com*. In case you need any further information, you may send your queries through the email ID mentioned.

## Guidelines for Academic & Administrative Development Centres (AADC)

**Introduction**

As the third largest Higher Education (HE) system in the world, Indian HE not only caters to students in diverse locations across the sub-continent but also is in the process of achieving 50% GER by 2035. While this requires elaborate infrastructure in place and enabling policies of inclusiveness, there is a need to create pathways of continuous learning and updating of skills and new knowledge among faculty in order to make HE quality futuristic. The Human Resource Development Centres (HRDC) set up by the University Grants Commission and the AICTE Training and Learning (ATAL) Academy offer Faculty Development Programmes (FDPs) of varying durations for newly recruited as well as for mid-career professionals. In spite of these efforts, there is still a gap between the number of courses on offer and number of faculty to be trained. Further, there have been very few programmes for the upskilling of administrative staff in the HE system so as to prepare them for the changing e-governance requirements.

It is in this context that the Association of Indian Universities (AIU) proposes to set up Academic & Administrative Development Centres (AADC) in collaboration with universities across India. While the AIU will provide a seed money of Rupees Two Lakhs to set up the AADC, the programmes will be conducted on a self-sustainable basis.

**Objectives of AADC**

- Provide continuous knowledge and skill acquisition and enhancement for faculty in order to contribute effectively to the changing landscape of HE
- Train administrative staff in higher education institutions with appropriate skills to adapt to emerging information technologies
- Prepare library professionals and other technical staff in HEIs to contribute to knowledge cum learning and research resources as per the global demands and the local needs
- Introduce research scholars to the principles of academic integrity and professional ethics

**Thrust Areas of AADC Programmes**

The AIU-AADC will offer short term (one week) programmes aimed at continuous capacity building of the key stakeholders through online and in person modes. The thrust areas envisaged for the programmes include but are not limited to the following:

- Identifying the different components of online teaching and learning
- Designing e-content, open educational resources and adopting innovative in structural delivery models
- Mapping and matching pedagogies and technologies
- Exploring new knowledge domains
- Producing high quality and high impact research publications
- Identifying appropriate impact factor journals for submission of manuscripts for publication
- Preparing winning project proposals
- Addressing local needs and realities through research in sync with Scientific Social Responsibility (SSR)
- Integrating research and innovation in order to foster the entrepreneurial spirit among teachers and learners

- Reinforcing academic integrity and professional ethics
- Fore grounding innovation and start up ecosystem to train graduates to be job providers rather than job seekers
- Tapping CSR and philanthropy funding
- Adopting thrifty measures in resource mobilization and its optimal utilization
- Understanding and training of the e- governance models
- Using information and communication technologies (ICTs) in day-to-day administration
- Utilizing and enhancing teaching-learning resources with a view to make the library an information hub and knowledge house for the HEI
- Forging national and international research collaborations and industry linkages
- Fostering decentralization of administration with appropriate checks and balances
- Documenting best practices in teaching-learning, research and administration
- Creating quality benchmarks for the emergence of multiple levels of academic leadership
- Analysing ways of aligning institutional vision with local, regional, national and global needs in order to achieve the proposed goals of NEP 2020 as well as SDG goals.

**Intended Participants**

The participants of the AADC programmes include entry level, mid-career and senior Faculty, Research Scholars, Educational Administrators, Information Professionals, Technical Personnel and Academic Leaders. Programmes are to be designed as 'level-wise ladder type' schedules for the various cadres of faculty members and administrators with specially structured programmes for Research scholar's

**Financial Model**

The AIU will provide a seed grant of Rupees Two Lakhs to set up the AADC in selected institutions based on a competitive scrutiny of invited/ submitted proposals. The fee component presented by interested institutions should include the honorarium for resource persons, handouts and course material as well as the cost involved for providing boarding for the participants. The venue for hosting the training programmes as well as the subsidized accommodation provided to the participants has to be borne by the host university.

**Operational Guidelines**

Every university/ HEI that wants to start an AADC will enter into an agreement with the AIU.

Every AADC will have an Advisory Committee headed by the Vice Chancellor as the Convener and will include a nominee from AIU, two members of the IQAC, two senior academics and two senior administrators as well as two external experts as Members. The Coordinator of the Centre to be nominated by the Vice Chancellor, will be the Secretary of the Committee.

An Annual Calendar of Programmes will be created and circulated widely among the AIU members and displayed on the institutional website.

- Every AADC will nominate teaching, non-teaching and technical staff from among its human resources.
- The Coordinator of the AADC will be a faculty member at the level of Associate Professor and above. The coordinator will be paid a modest monthly honorarium.
- Every AADC will also have earmarked space and infrastructure within the HEI.
- Every AADC will prepare and disseminate the reports of programmes conducted in the dedicated link on the institutional website.

# Association of Indian Universities

## AIU Academic and Administrative Development Centres (AADC)

### Structure for the Training Programs

1. **Proposed programs:**

   (Not exhaustive, the university may add more programs upon the requirement)

   **(i) Use of technology in-**

   a) Teaching learning/Pedagogy
   b) Research Collaboration
   c) Assessment & Evaluation
   d) University Governance & management

   **(ii) Development of learning material and e-content**

   **(iii) Enhancing student engagement using technology**

   **(iv) Use of technology in-**

   a) University Administration
   b) Examinations
   c) Finance

2. **Duration of the Programme-** 8-10 days

3. **Frequency of Programme-** 10 per annum

4. **Resource Persons (Details and Contact No.)-**Please engage the quality resource persons.In case the need is felt, AIU can suggest experts.

5. **Mode of delivery- (Any of the following)**

   a) Face to face
   b) Online
   c) Blended

6. **Target Audience (No.) –** Faculty/Administrators in university and colleges

7. **Group Size-** 25-30 approximately

8. **Branding/Promotion of Programs through following social media channels would be appreciated-**

   a) Twitter
   b) Instagram
   c) Linked In
   d) Facebook

9. **TA/DA-**To be borne by their respective Institute sending the trainees**.**

10. **Infrastructure Availability shall be ensured in terms of:**

    a) Classroom (Smart/Conventional)
    b) Teaching Learning aid & equipment

11. **Reasonable Course Fees may be levied**

12. **Possibility of non-commercial collaboration may be explored with Industry/ EdTech Companies.**