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In This Issue

The National Education Policy– 2020: Value Addition for Quality Education through Student Clubs and Quality Circles

B L Gupta*

Quality universities and colleges are the vision stated in the National Education Policy–2020 (NEP—2020). The wholesome development of the students is advocated in NEP 2020 (quality in totality). The graduates need to contribute to the economic and social development of the country (fitness for the purpose). The philosophy of outcome-based education needs to be followed for educational programmes (uniformity of education). Education needs to meet the aspirations of the students and graduates need to be work-ready to accept the challenges of the world of work (satisfying the needs of external and internal stakeholders of higher education institutions).

The NEP–2020 promotes the development of lifelong learning, learning to learn, critical thinking, collaboration, cooperation, and creative skills, and 21st-century skills (sustenance, innovation, and value addition). The NEP promotes the development of leadership, professional ethics, human values, constitutional values, and student character (learning community and learning organization).

The NEP—2020 advocates the concept of total quality management in education to achieve the quality vision. The quality vision is achieved through scientifically designed quality systems, effective implementation of systems, and evaluation of systems to continuously improve the performance of the quality systems. Thereby resulting in the achievement of quality vision. Quality assurance plays a significant role in ensuring quality at each significant phase of education. The quality of education is achieved formally and informally by HEIs. The NEP promotes the formation of students' clubs and student learning communities which are mentored, guided, and supported by facilitators.

The learning management system of the institute and social media may be used to form and make the learning community functional. Another approach to achieving quality goals is the quality circle approach which has been implemented in the industry and service industry at a large scale and has proven to be very effective, efficient, productive, and result-oriented in terms of quality. This QC approach resulted in significant tangible and intangible, direct and indirect benefits to the organization and stakeholders.

Students spend cream-of-the-cream (quality) time every day on the campus of the institute along with their co-learners. They face problems,

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difficulties, obstacles, uncertainties, indecisiveness, frustration, and tension. Many times, they are unable to cope with new environments and situations. They need a forum to hear them and help them solve their personal and academic problems. They want to share their feelings, opinions, preferences, and ambitions with someone and openly discuss resolving problems.

Formal learning activities have limitations in terms of openness, understanding, solving learning problems, making pace with the progress in the learning process, and the like. These limitations of the formal learning process are overcome by the informal learning environment which is provided by SCs and QCs.

The students have latent potential, interest, and tremendous energy which is channelized and used by the SCs and QCs for their personal and professional development. The students put in their efforts because of their choice to contribute voluntarily. Professionally managed SCs and QCs at the institute level create an ecosystem for creating a learning community and learning networks in newer areas of technology, information technology, and the functioning of the organizations.

The SCs and QCs have a direct and significant link with the challenges and issues of the world of work so they develop abilities to deal with the world of work situations. The development of inter, cross, and multidisciplinary skills and soft and life skills in students are assured by SCs and QCs which makes them better employable, entrepreneurs, and change agents.

The students drive the process of learning in SCs and QCs using a wide variety of approaches, tools, and techniques. Therefore, the whole process of functioning of the SCs and QCs will be learner-centric, autonomous, joyful, self-propelled, reflective, self-evaluative, collaborative, cooperative, supportive, flexible, fearless, self-rewarding, and empowering. It results in the synergistic development of its members. The SCs and QCs formed in different and new areas of learning will achieve the highest level of maturity learning and functioning as shown in Fig. 1.

Concept of Student Clubs

The NEP— 2020 states that HEIs will have mechanisms and opportunities for topic-centered club activities organized by students. These clubs will be dedicated to science, mathematics, poetry, language, literature, debate, art, eco, music, sports, social books, and community services. These clubs will function on the interest of the students and priority areas decided by the institute in line with the provisions of NEP.

Ishak (2021) stated that soft skills are inculcated in students to produce quality human capital, competency, and competitiveness at the international level. Seven soft skills are developed in higher education viz critical thinking and problem-solving, entrepreneurship, ethics, professional morals, lifelong learning, and information management. These soft skills are developed through SCs and associations working on live projects.

Hales (2021) stated that Book club is used to facilitate students in critique and analysis of perspective and communicating at the professional level. Bircher (2012) stated that advisors facilitate students' growth and development as future leaders. The student's needs and desires focus on SCs. Bhuiyan (2016) stated that student clubs have a positive impact on students' lives and club activities bring more benefits than self-development activities.

Concept of Quality Circles in Higher Education

The higher education of the 21st century is transforming to satisfy the human resource needs of the industry and society for designing and implementing
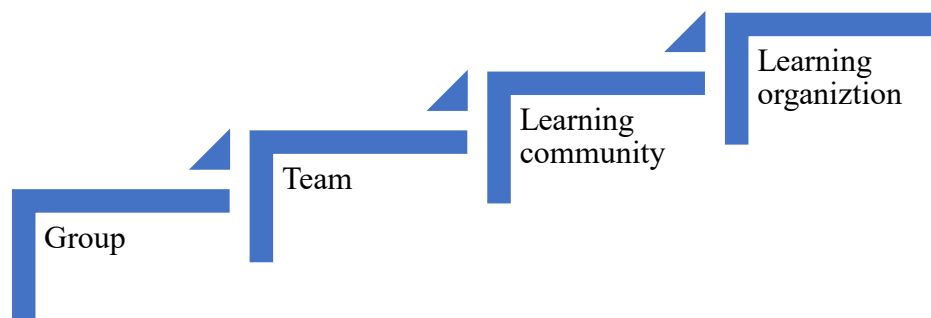
Fig. 1: Growth of Student Clubs and Quality Circles

innovations, reforms, and change. In this context, quality circles may be defined as 'Small informal learning teams formed voluntarily and facilitated by the institute in a particular or generic area to achieve specific or generic learning outcomes supplementing and complementing the learning of each other using various learning approaches, tools, and techniques to bring synergetic effect in the learning process and achieve learning outcomes joyfully'. The learning takes place in a world of work situations in a participative, collaborative, experiential, and cooperative manner. The learning takes place in problem and innovation situations using various principles of learning as stated in Fig. 2.

Chapagain stated that the student QC is one of the innovative educational pedagogies that empower students to be a total person. It is a small team of self-motivated and proactive students that uses systematic, scientific, and analytical quality circle approaches, tools, and techniques for developing a pro-social personality. Saaid (2020) discussed QC as problem-solving and decision-making groups voluntarily formed to improve quality, teacher-student communication, promote involvement, and empower people to achieve quality objectives. Dhage (2019) stated that a QC is a pedagogical tool that makes the students responsible for learning. Williams (1989) stated that a QC was formed to solve the long-term problem related to teachers' morale and the solution was acceptable to all the stakeholders. Anyaocha (1984) concluded that QCs are implemented to achieve the goals of productivity, product quality, and efficiency, improve communication, and build mutual trust respect, and caring among circle members.

Continuous Improvement in Learning of SCs and QCs Members

The SCs and QCs harness the full potential of many learning approaches to bring continuous improvement in the learning of the students observing many learning approaches as stated in Fig. 3.

Characteristics of Student Clubs and Quality Circles

The characteristics of SCs and QCs are stated in Fig. 4 and briefly described in subsequent paragraphs.

Voluntary

The membership of SCs and QCs is voluntary and open to all students who are interested in contributing their talent to the team and further pursuing the interest and enhancing their skills in the core discipline, cross-discipline, multi-disciplines, and soft skills. The opportunity for participation in the area of interest is otherwise not available to the students.

Autonomous

The autonomous nature of the student club and quality circle makes it interesting, live, fearless,

Fig. 2: Principles of Learning Used in SCs and QCs

| Scaffolding | Reflection | Observational learning | Mutual Learning | Self learning |
| Assessment | Experimenting for learning | Struggle for learning | Reinforcement | Constructive feedback |

Fig 3: Continuous Improvement in Learning through Learning Approaches
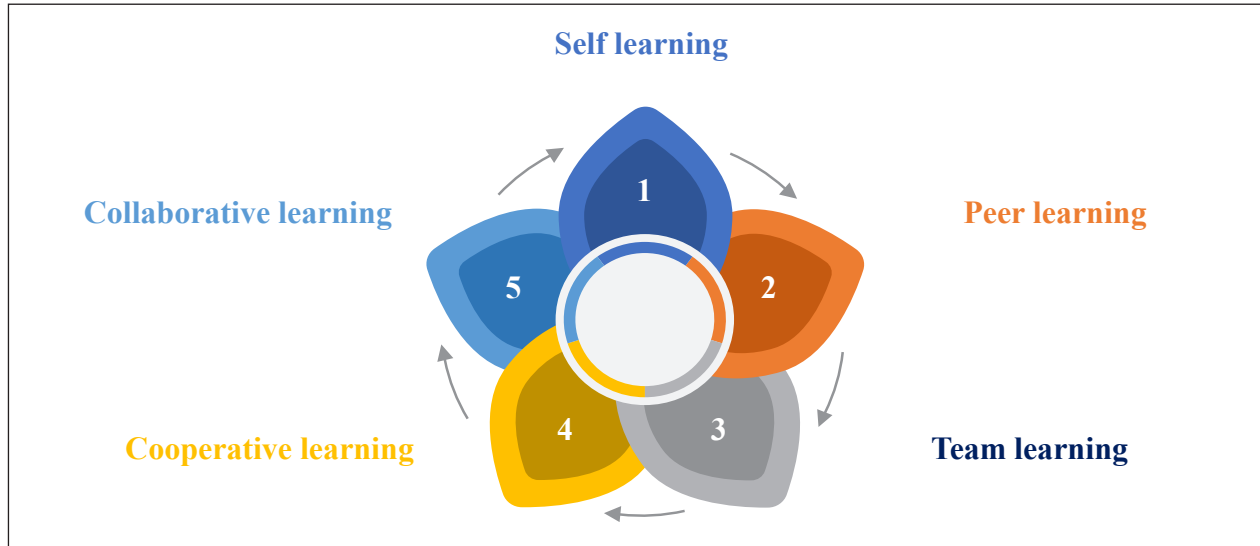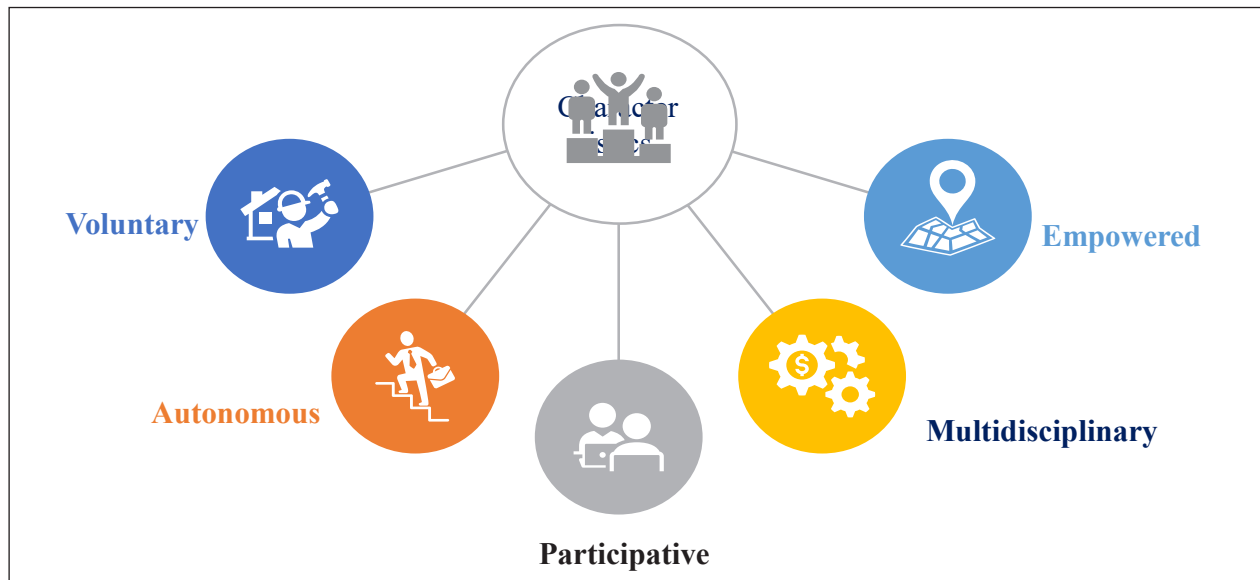

Figure 4: Characteristics of SCs and QCs

flexible, and natural for learning new and different skills in an innovative manner. The autonomous nature of the student club and quality circle makes it accountable for achieving the learning resources and removing hurdles in the learning process. The mutual support, sharing of learning experiences, struggle for learning, and learning from mistakes and observation make it an enriching learning process.

Participative

It is a participative and team approach to learning in an informal way to achieve the learning outcomes, pursue interest, and contribute to the learning of others, self and peer learning play an important role in the functioning of the SCs and QCs. The participative nature of the functioning of the SCs and QCs enhances motivation, commitment, involvement, and owing of clubs and circles. The physical, psychological, social, academic, and cultural involvement of the students in leading various activities consumes their energy positively and makes them learn different aspects of academics and life. The participation of students in various SCs and QCs makes the campus vibrant.

Multidisciplinary

The SCs and QCs are the informal teams in which students from all disciplines are encouraged to participate, contribute, and learn different perspectives

of the situation. The multidisciplinary nature of the SCs and QCs enables them to solve complex problems.

Empowered

The SCs and QCs members are trained in approaches, tools, and techniques to effectively implement team learning processes. The SCs and QCs members are provided essential resources and facilitators to conduct team learning processes. They are trained to document the learning experiences and make presentations of the learning.

Benefits of student clubs and quality circles

The benefits of SCs and QCs are reported in the production and service sectors. The outcomes of SCs and QCs are reported in the education sector on inputs, processes, outputs, and outcomes. The benefits are stated in Fig. 5.
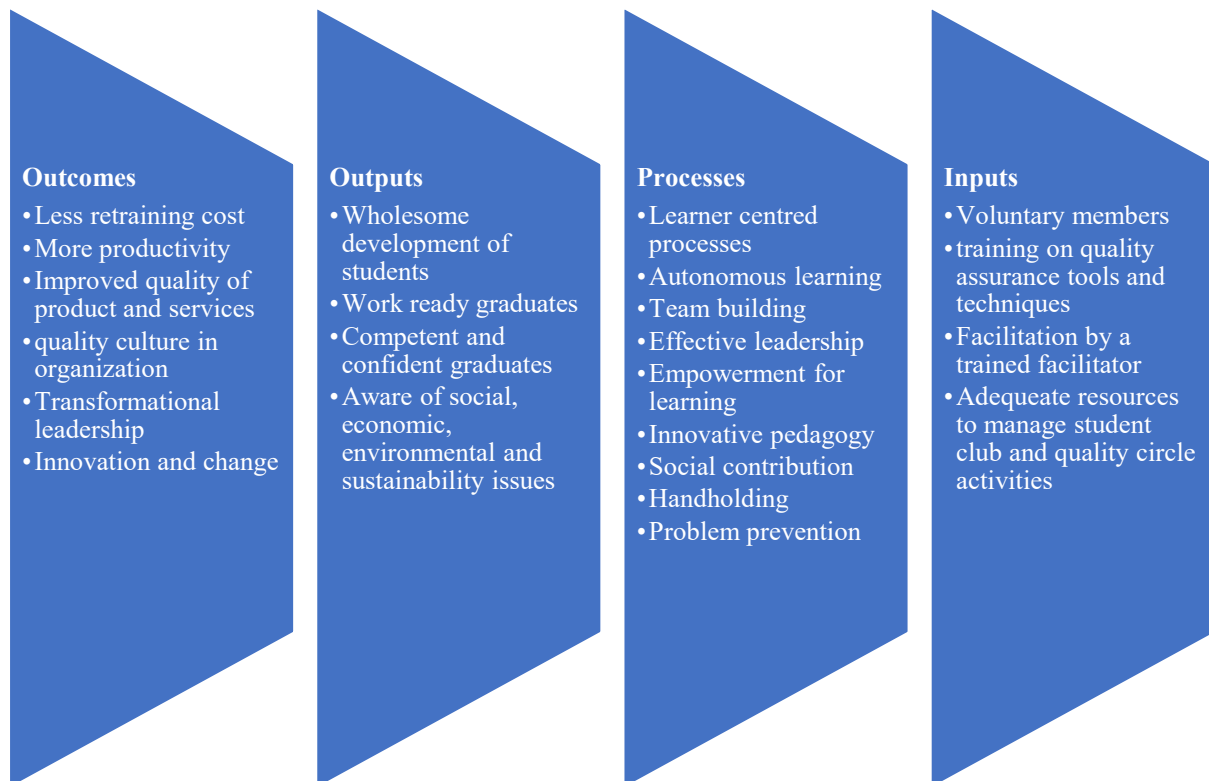
Shivagunde and Gupta (1996) reported significant outcomes of QCs viz innovation in instructional processes, student-centred activities, improvement in attendance, latest learning resources available in the library, improvement in cleanliness, sensitivity towards the environment and safe drinking water. Goldstein (1985) confirmed many benefits such as quality of goods, increased productivity, enhanced morale, increased motivation, effective communication, shift from firefighting to problem prevention, less dependence, trained leaders, and enhanced coordination and ownership of problems.

Skills developed by student clubs and quality circles

Skills developed by SCs and QCs range on a wide spectrum of the world of work situations which get assimilated and accumulated as the students get involved in varied activities within the campus and outside the campus. The development of range and levels of skills depends on the theme/problem/issue for discussion and the method selected to approach and overcome the situation. The appropriate selection of techniques develops skills in the cognitive, affective, and psychomotor domains of learning. So, the SCs and QCs need to be trained in effectively using appropriate approaches, tools, and techniques.

Fig. 5: Benefits of SCs and QCs

Outcomes
- Less retraining cost
- More productivity
- Improved quality of product and services
- quality culture in organization
- Transformational leadership
- Innovation and change

Outputs
- Wholesome development of students
- Work ready graduates
- Competent and confident graduates
- Aware of social, economic, environmental and sustainability issues

Processes
- Learner centred processes
- Autonomous learning
- Team building
- Effective leadership
- Empowerment for learning
- Innovative pedagogy
- Social contribution
- Handholding
- Problem prevention

Inputs
- Voluntary members
- training on quality assurance tools and techniques
- Facilitation by a trained facilitator
- Adequeate resources to manage student club and quality circle activities

Cognitive skills

Cognitive techniques such as group discussion, critical questioning, interviewing, and conferencing. Develop cognitive skills such as critical thinking, communication, collaboration, analytical, creative, assessment, evaluation, reasoning, influencing, and interpersonal skills. (Kaplan and Kies, 1995, Kuhar, 2016, Siddiky, 2020).

Affective skills

Affective techniques such as role-play, excursion, role modelling, and mentoring techniques used by the SCs and QCs develop skills such as etiquette, minute observation, safety, professional ethics, universal human values, social responsibility, hygiene, cleanliness, quality assurance, concern for the environment, biodiversity skills and the like.

Psychomotor skills

For example, project work in organizations, industry and society in which physical effort, right attitude and intellectual analysis are required. The project work, internship, industrial training, sports events, cultural activities, organizing exhibitions, camps and events for society develop a variety of skills such as housekeeping, organizing resources, maintenance and psychomotor skills required to perform a task using machine and equipment.

Areas of functioning student clubs and quality circles

The NEP– 2020 recommends forming student clubs in HEIs in various areas of interest for students. The QCs are formed in core areas of functioning of the HEIS viz domain-specific, cross-discipline and multidisciplinary course learning, soft skills development, cultural events, sports, laboratory experimentation, grievance management, industry interaction, online learning, use of open source learning resources, hostel, training and placement, campus management, resource management, research, assessment and evaluation, energy saving, cleanliness, hygiene, spiritualism waste reduction, (Shivagunde and Gupta, 1996, Janender, 2020).

The QCs are formed for event management - competitions, seminars, educational games, exhibitions, debates, discussions, talent hunts, admission, marketing of services, brand building, and publicity. The QCs are formed in the areas of information communication technology, artificial intelligence, blockchain technology, data analytics, and online courses. Alsyouf (2020) reported that sustainability circles were formulated in different areas such as agriculture, energy and climate change, community partnership, purchasing, landscape and building management, transportation, workplace health, water resources management, waste management, sustainability curriculum, building operation and maintenance, food and dining, garden, animal welfare, community health, editing and publication and so on. Kuzu (2021) classified clubs into three themes, eight categories and nineteen codes.

Approaches of SCs and QCs

The scientifically designed and used approaches improve the effectiveness, efficiency, productivity, and impact of SCs and QCs in HEIs. The approaches are stated in Fig 6 and briefly described.

Fig. 6: Approaches of SCs and QCs
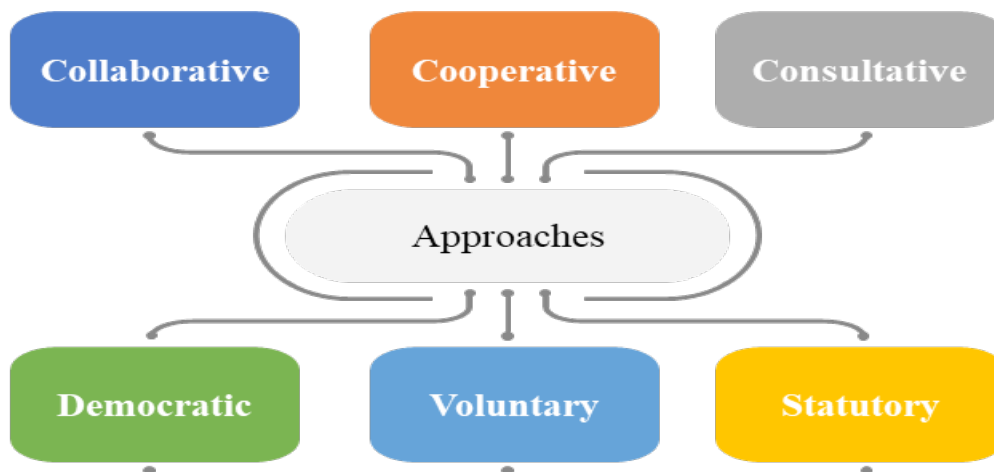
Collaborative

The members are drawn from heterogeneous backgrounds to solve complex problems of a multidisciplinary nature in which internal as well as external experts and students are involved. The diverse perspectives and views are considered to visualize the problem situation holistically. The members complement and supplement each other's limitations and bring a synergetic effect to the learning process. The conferences, seminars, search conferences, panel discussions, action research, multiple role-play, excursion, investigation, and research techniques are used in collaborative approaches.

Cooperative

The members share the roles and responsibility to solve a world of work problems. They work in a synchronized manner, mutually support each other and explore the problem deeply to reach the root cause and solve the problem. They observe the principle of consensus, agreement, sharing, mutual support, and peer feedback, to achieve the learning outcomes. The cooperative approach is used for resolving issues in one area of concern.

Consultative

The members solve the academic, personal, financial, and support required problems using this approach. The views and opinions of the experts are obtained to solve the problem. The approach is useful in problem-solving and decision-making where a large group is affected. The consultative meetings, workshops, public hearings, and search conferences are used for seeking consensus.

Democratic

The members are empowered to make the decision and implement it for the benefit of the team members and other stakeholders. Generally, decisions are of a routine nature and are made under the framework of the institute's policy, rules, and guidelines.

Voluntary

The SCs and QCs are voluntary and open to all students, faculty and staff members. The voluntary nature of SCs and QCs is attractive, creative, autonomous, and self-determined. This nature makes them powerful to solve problems and achieve innovative goals and learning outcomes.

Statutory

The institutions have priority areas in which to develop core competence, achieve goals and further work. For example, use of information communication technology, development of entrepreneurial abilities, research, community services, sustenance, contribution to national missions and so on. In these areas, the institute may form statutory clubs to create awareness and promote best practices.

Tools Used in SCs and QCs

Tools are used to enhance the analysis of the problem, presentation of the problem, and solution and effectively communicate the solution to the members for consensus-seeking, obtaining commitment, assigning roles, and mobilizing resources. Rahim (2006) concluded that the use of tools such as Pareto analysis, Gantt chart, Kaizen and plan, do, check, act cycle, and time chart improved the learning and performance of the students. There are many tools which are used in SCs and QCs functioning. An indicative list with a brief description is given in Table 1.

Techniques Used in SCs and QCs Functioning

There are many techniques used by SCs and QCs to use and develop a wide variety of skills in solving problems and overcoming situations. An indicative list of these techniques and their brief description is given in Table 2

Model to Introduce SCs and QCs in HEIs

The philosophy of SCs and QCs will be implemented for the first time in the HEIs in line with the requirements of the NEP 2020. This calls for the scientific model to be introduced and made functional to the fullest extent possible in HEIs. A model is suggested in Fig 7 which is self-explanatory and may be used by HEIs.

Model of SC and QC Functioning

Fig. 7 states various sequential steps of introducing the SCs and QCs at the institute level. Another systematic model to ensure the effective functioning of SCs and QCs is stated in Fig. 8. This model is followed by the SC and QC.

Areas of SCs and QCs Functioning

Areas of SCs and QCs functioning may be varied according to the choice, interests, and preferences of students and programmes offered by HEIs. An indicative list of areas of functioning of SCs and QCs is given below:

Table 1: Tools Used in SCs and QCs

Tools	Description
SWOT analysis	A versatile tool used to scan the external and internal environment and diagnose the problem and develop long-term strategies for solving the problems. It is used after receiving training. It is used by all types of SCs and QCs for a variety of purposes. The skills developed in the use of SWOT are useful in the world of work situations.
Gantt chart	A commonly used tool for graphically representing the start and end of various activities with respect to time. It is used for activity implementation, deploying resources, monitoring and review purposes. It is an effective communication tool to communicate the plan of action.
Pareto analysis	A tool commonly used for prioritization purposes. It is a useful tool to focus on significant few from trivial many. The learning efforts, resources, and time may be devoted to a significant few learning outcomes which are core of the core of the disciplines.
Control charts	A tool used to assure and control quality on quantitative aspects of performance. It is used for managing communication, behavioural aspects, time, frequency, and resources. It is used in improving interpersonal skills, guidance and counselling.
Cause and effect diagram	A tool used to diagrammatically represent the analysis of the causes of the problem on main categories of causes. It is used as a communication, consensus-seeking, acceptance, and feedback tool on a particular problem situation. A solution diagram for the causes identified is generated to communicate underlying causes and solutions. It is popularly known as the Ishikawa diagram.
Problem tree analysis	A diagram showing an analysis of the problem in the form of a tree indicating the root causes and showing the long-term adverse effects of the problem. It is a tool used to communicate, seek consensus, and comment on the analysis as well as the solution.
Flow chart	A diagrammatic representation of process design is used as a communication, monitoring, evaluation and value-addition tool for assuring the quality of the process. Logic, sequence, and flow are maintained using a flow chart. It acts as a problem-diagnosing, problem-solving, and decision-making tool.
Spider diagram	A diagram to measure the quality against the benchmarked parameters. It is used to know the severity of the problem on a particular parameter and generate a solution for the same. It is used for comparison between the two groups.
Rubrics	A precise measurement tool to assess the quality of process, product, and behaviour. A wide range of rubrics are used for learning, feedback and evaluation purposes such as holistic, analytical, cascading, and feedback. The observational rubric is used to assess personality level parameters such as leadership, communication, collaboration, presentation, professional ethics, etc.
Bench-marking	Quantitative, qualitative and time-focused learning outcomes for the SCs and QCs set by them to be achieved in a planned way. These benchmarks are related to developing industry-relevant abilities and abilities in the NEP 2020.

Table 2: Techniques used in SCs and QCs

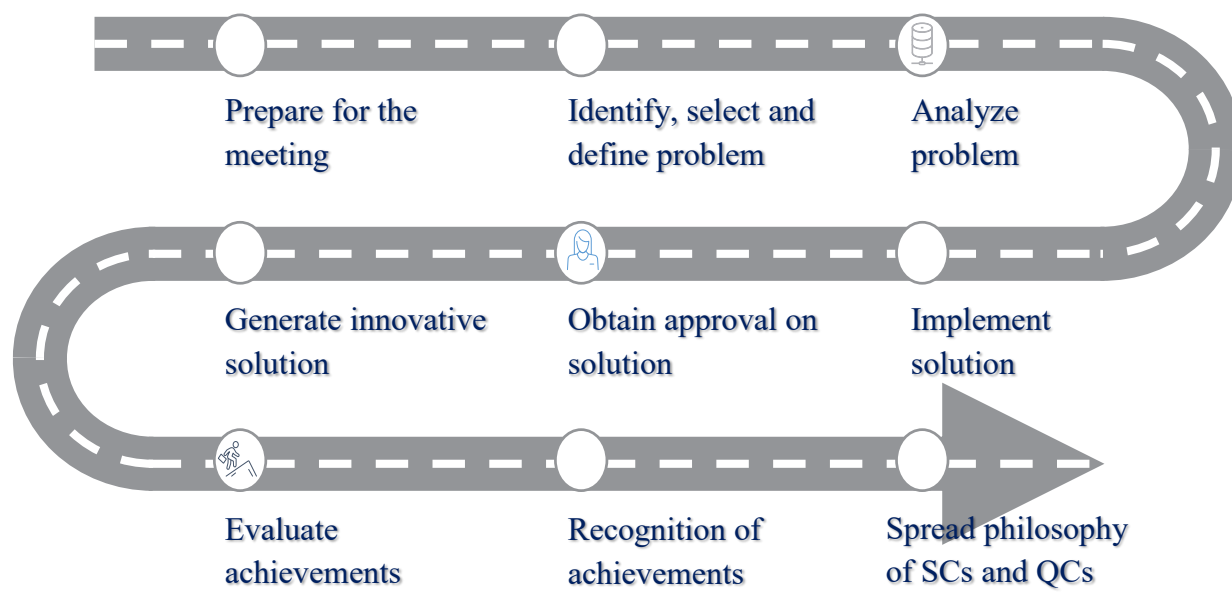| Techniques	Description
Creativity techniques	The creative skills are developed using creativity techniques such as Brainstorming, nominal group technique, Delphi, mind mapping, six thinking hats, force field analysis, and the like. The use of these techniques by SCs and QCs in combination with the right approach and tools develop higher-order skills in members.
Discussion techniques	A big family of discussion methods such as Buzz group, group discussion, panel discussion, focus discussion, and think pair share, are used by SCs and QCs for developing higher-order cognitive and affective skills. Discussion techniques bring a leapfrogging effect in the learning and creativity process.
Big group discussions	Conferences, seminars, symposiums, search conferences, consultation meetings, and workshops are used for developing multidisciplinary and cross-disciplinary skills in students in complex industrial, organizational and social situations. Big group discussions develop innovative skills, interpersonal skills, and presentation skills.

Techniques	Description
Role plays	Role plays are used by SC and QC members for developing affective domain skills in risk-free situations. These are frequently used by members working on the development of interpersonal skills, communication, safety, housekeeping, professional skills and the like.
Project-based and problem-based learning	SCs and QCs select a world of work problem or social situation and solve that problem or overcome the situation and develop many skills related to their domain of learning and project management skills. Students may contribute to innovative national missions and develop innovative skills.
Excursions, visits, and tours	SCs and QCs may undertake excursions to natural sites and develop skills related to nature related to their domain of learning and its connection with social life. They may go for the visit of organization, industry, structure, monument and the like and develop skills related to their domain of learning. Tours of a variety of sites are useful for developing a holistic understanding of the field of study.

Fig. 7: Model to Introduce SCs and QCs in HEIs
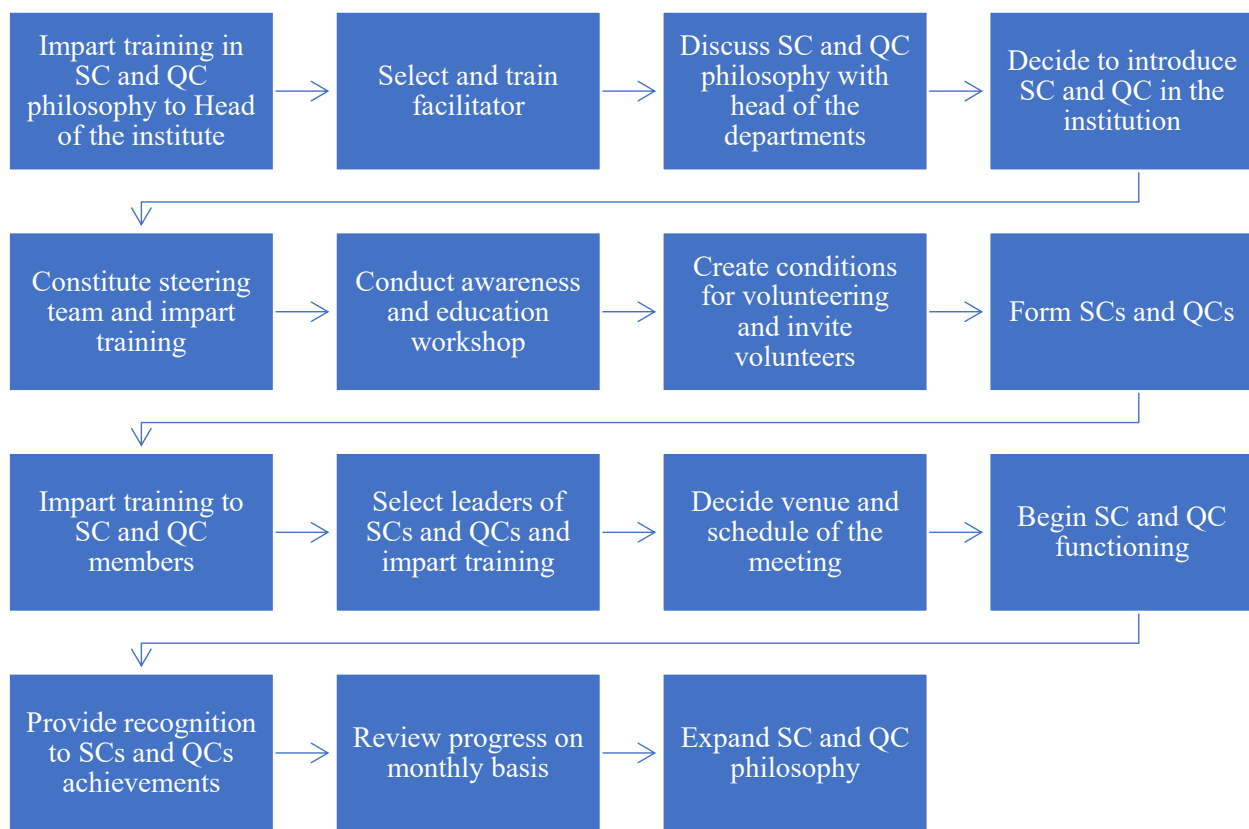
- Discipline related for example – design of a solar plant, design of an advertisement, design of a product, preparation of a business plan, and development of an App with a purpose.

- Cross-disciplinary and multidisciplinary for example – Planning of SMART City, Design of convocation centre, event management

- Common areas – preservation of heritage sites, Conservation forest, Maintaining biodiversity, Use of ICT, Rainwater harvesting, Maintaining cleanliness, Plantation

- Social development projects related to awareness, infrastructure, quality of life, agriculture, conservation, drinking water, sanitation, use of technology, use of digital technology,

- Improving support services in the institute Innovation and incubation in different areas Offering Book Bank services, Improving transport

Fig. 8: Model of SC and QC Functioning

Prepare for the meeting → Identify, select and define problem → Analyze problem → Generate innovative solution → Obtain approval on solution → Implement solution → Evaluate achievements → Recognition of achievements → Spread philosophy of SCs and QCs

facilities, Campus planning, and Awareness of hygienic practices. Development of universal human values

- Awareness of the Indian Knowledge system, Money management Career options and career ladders

- Foreign language, Indian knowledge system, General knowledge on various subjects Current knowledge/innovations/issues, Well-being, Empowerment of women, Self management

- Hobby activities – singing, dancing, painting, mimicry, music, language, sports, lifestyle, movies, novels, storytelling, diary writing, fashion, freehand sketching, travelling, exploring nature, stage play performance, meeting people,

- Collection of coins, books, autobiography, artefacts,

- Contribution to national missions such as Digital India, skilled India, Ek Bharat Swatch Bharat, climate change, mission Milk, Rashtriya Gokul Mission, Serva Shiksha Abhiyan, National translation mission, National missions for Manuscripts, Nipun Bharat Mission, National solar mission, Urban renewable mission, Swabhimaan, Providing urban amenities in rural areas

Suggestions to Introduce and Reap the Benefits of SCs and QCs

1. The SCs and QCs learning structure is the informal structure of the institute which supplement and compliment the formal structure of the institute to add value to the quality of learning and cover the limitations of the formal learning structure. In the 21st century, HEIs need to have a team structure at the governance and management level to foster innovation in education (Hill, 1991, Gupta, 2006, Gupta, 2020, Gupta, 2022). A formal and informal learning teams structure of students need to be created at the institute level to harness the total learning potential of students and develop them as professional, entrepreneur, incubator and change agent for society.

2. The institute-wide network of SCs and QCs needs to be established to share first-hand experiences of learning on various dimensions of SCs and QCs. It needs to be implemented in an action research approach to measure, assess, and improve the performance of the SCs and QCs on the learning of students and document the impact of the same.

3. The SCs and QCs members need to be trained in various approaches, tools, and techniques of learning in teams. They need to be trained on using principles of self-learning, scaffolding, reflection, feedback, idea generation and idea building, metacognition and the like to make the learning deeper, broader, joyful, conscious, continuous, and natural to develop the competency and proficiency (Gupta, 2007, Gupta and Earnest 2008)).

4. Adequate resources should be made available to SCs and QCs to implement the solutions to the problem and innovations.

5. The achievements of the SCs and QCs should be recognized and publicized for the wider spread of SCs and QCs philosophy in the institute and among the HEIs.

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Innovative Assignment and Teaching Methods in Economics

N Mani* and R Revathi**

Quality education is the cornerstone of any educational system, and it plays a pivotal role in shaping the future of students. Educational methodologies have continually evolved to address the diverse socio-economic backgrounds and behavioral attitudes of students, emphasizing a student-centric approach. This evolution is especially noticeable in school education, where empirical experiences have driven various teaching and learning techniques.

In higher education, quality is equally critical. However, there's a lack of mandatory training in teaching and learning methods for college and university educators. The educational system doesn't offer systematic teaching programs in higher education, particularly in M.Phil. and Ph.D. degree programmes. As a solution, academic associations like the Association of Economists of Tamil Nadu are urged to foster the sharing of teaching and learning methods across institutions. The 40th Conference of AET's sub-theme on teaching economics demonstrates a commitment to enhancing the quality of economic education in higher learning institutions.

Given the absence of standardized training, educators in colleges and universities craft their own teaching methods, influenced by their attitudes and aspirations. While these methods may evolve and improve, they often disappear after a teacher's retirement. To address this, the authors propose that effective teaching tools identified by educators should be documented, shared, and developed systematically within the academic community. This sharing and collaboration are essential for fostering innovation in teaching. This article delves into the realm of innovative teaching methods in economics. It emphasizes the importance of evolving pedagogical approaches in response to students' diverse backgrounds and attitudes. The absence of standardized training in higher education is highlighted, prompting the need for teachers to share and document their effective teaching tools. The authors present four distinctive teaching types, including creative alternatives to traditional assignments and practical applications of economic theories. The article encourages collaboration and innovation in teaching methods, to enhance higher education quality.

Effective teaching encompasses various aspects, including how a teacher introduces a topic, poses questions for clarity, and the method and style of presentation. While each dedicated teacher has a unique approach, they also recognize the value of eclecticism in teaching. They understand that adhering strictly to a rulebook can limit their flexibility in dealing with the complexities of real-life teaching situations. Sharing these diverse approaches is vital to the development of innovative teaching methods.

Crafting Personal Teaching Methods

Most classroom teaching methods are categorized into two main types: teaching through assignments, tests, and classroom dialogues, and teaching techniques for lesson presentation. The authors have shared their experiences in teaching and learning methods through four types:

Type 1: Alternative to Conventional Assignments

Instead of traditional assignments, students collect contemporary economic issues from newspapers in both Tamil and English, compile these clippings, and engage in oral examinations. This approach fosters an interesting and unique way of learning, enhancing students' reading skills and cultivating newspaper reading habits.

Type 2: Empirical Testing of Existing Theories

Practical application is employed to teach topics like elasticity of demand. Students select common products, collect demand and price data, and apply the price elasticity of demand formula. This hands-on approach enhances students' understanding of economic theories.

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Type 3: Developing Competitive Spirit and Igniting Learning

Teaching methods should be adaptable and involve varied approaches. The authors introduce a competitive element, grouping students into teams to encourage discussion and explanation of lecture topics. This approach enhances understanding and boosts students' confidence, avoiding unhealthy rivalry among students.

Type 4: Dealing with Latecomers

Latecomers to classes are managed by engaging them in answering general knowledge questions or vocabulary exercises. This approach reduces late arrivals and contributes to knowledge enrichment.

Conclusion

A significant gap exists in higher education in teaching and pedagogical methods. Without standardized training, it falls upon dedicated educators to search for and design teaching methods suited to their students. The authors humbly present their own methods developed through classroom experience, inviting feedback to continually enrich their teaching techniques. This article underscores the importance of collaboration and innovation in teaching methods, especially in the field of economics. It encourages educators to share and adapt effective strategies to enhance the quality of education in higher learning institutions.

❑

Children with Cyber Bullying:
A Parental Style for Their Children

Sonali Jaiswal* and Vivek Nath Tripathi**

Bullying is a severe public health issue. Bullying may lead to suicide and murder in the worst-case scenario (I.W. Borowsky et.al. 2013). Dan Olweus is considered the pioneer of bullying research (Olweus, D., & Limber, S. P. 2010). He describes four bullying types; those who actively copy or support someone else's bullying; those who initiate bullying; those who actively copy or support someone's else bullying; and those who passively bully (Paul R. Smokowski, Kelly Holland Kopasz 2005) We regularly read in the newspaper about aggressive behaviour and abusive behaviour is occurring on social media. Insulting sentences and harmful actions are used by peers, friends, classmates, and unknown persons but most of the time it is seen that these types of actions are done by the known persons. If these actions occur on the cyber platform, they are called cyberbullying (UNICEF Report). Cyber Bullying occurs through the use of electronic communication technologies, such as e-mail, instant messaging, social media, and online gaming through digital messages or images sent to a cellular phone (Kowalski, Giumetti, Schroder, & Lattanner, 2014; Kowalski, Limber, & Agatston, 2012; Patchin & Hinduja, 2012). Bullying has caused significant harm to the lives of innumerable victims over the years and has now evolved into a constant and panic-catastrophic cyber force. All over the world during 2020 internet use started growing very fast. (UNCTAD Report 2021) Office work, shopping, children's education, and even every one of the households must be completed through the Internet.

The world has become magically transformed by the wonder of technology. We all have entered a new culture and that is the electronic culture. Every child has a phone and an internet connection. So, what they are surfing and what they are watching no one knows. They are addicted to these and become the victim of

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cyberbullying. The COVID-19 epidemic has led to an increase in incidences of cyberbullying. The COVID-19 era has seen a rise in cyberbullying as a result of youngsters having more everyday interactions with social media and the Internet (Dotty, J., et al. 2022). One youngster out of every five experienced cyberbullying (Patchin and Hinduja 2011).

Every day, however, a large number of people are victimized by abusive behavior spread through social networking sites and other forms of electronic communication channels. Although there are a plethora of books, films, websites, and other resources available to assist in the fight against cyberbullying. The purpose of this article is to provide parents with a manageable number of ideas and practices to apply in their daily lives.

Required Modification in Parental Style

Most of the parents are not well-versed in the kinds of online social networking, such as Facebook, blogs, and chat rooms. Furthermore, parents are unaware of the severity of cyberbullying among their children and are not unduly concerned about the issue. When it comes to the time spent by children on online platforms, parents underestimate this. (Liau, Khoo, & Ang, 2008). While some parents suggested tighter technology regulations and harsher penalties, the majority believed that setting an example of appropriate behaviour, having conversations with children, and creating lessons centred around this topic would be a more long-term and successful approach. In these eras, the diet of the child has become technology. They are growing with prompt entrance to worldwide social connections. This generation is the high-tech generation and the coming will be more high-tech. So, parents also should update themselves so that they can protect their children using so many safety tools. Being a parent, it is your responsibility to guide them and to see indirectly in their activity what they are doing and which type of language they are using on social media platforms. Approximately 70% of children experience cyberbullying. (Syah, R., & Hermawati, I. 2018). Most of these victims come

from rural areas whose parents are not familiar with the technology (Clarke, B. D. 2013). Children must share their web world with their parents but it is possible when parents build up a friendly and strong relationship with their children so that they do not hesitate to share anything with their parents.

Parents have also used some rules in their house for the use of technology like taking some basic promises from their children about using technology. The responsibility of parents who don't monitor their children regularly is to make them irritable and develop a habit of hiding things from parents. As parents, one must suggest their children never to share their contact numbers with anyone and lock their profiles on all social media. (Kenley, H. 2011). With all this, there is no guarantee that the children will not be victims of cyberbullying. According to Legal Service of India, "In India, no anti-bullying laws are available which protect against cyberbullying". If a child raises his voice against bullying no one takes it seriously. When a child enters adolescence age they feel shy to share their problems with their parents. (Zimbardo, P. G., & Radl, S. L. 1999). They share all things with their friends because they want to gain empathy from others. They are unable to differentiate between the real and the reel world. They don't understand whom to trust and consider social media friends as their well-wishers and share their secrets. many a time Sometimes they get lost in their fantasy world and that is one of the reasons that they become more victims, their peers spread rumors about them, and they start using abusive words on social media. A study by Ang and Goh (2010) states, "Technology reduces the sensitivity of an individual towards others and his/her environment". And when children get caught, they tend to disconnect from the real world. They live in a world where they feel more freedom where they can say anything to any person and behave mannerlessly with others on social media, they think they are very powerful, and slowly they become anti-social and narcissistic.

These personalities do more bullying and make them fertilizers of the cyber world. So, here the role of parents becomes very important as to how they protect their children from these things. To prevent this, the family must have a safety plan and create trust in their children that we are with them in any circumstances. From time-to-time parents must suggest their children not to respond to an unknown person on social media, block them and what they are posting about themselves take a screenshot and print them as proof for future use, and always share these incidents with their family members, not with outsiders. Children have so many friends on social media and their life revolves around this and they start considering those friends as their real friends. But it is the duty of the parents that they have to make a clear picture of real friends and social media friends and differentiate between them. Tragically research has also suggested that many children who do not see a difference between the real world and the cyber world find it completely natural to treat others inhumanely (Li, 2010). If we talk about cyberbullying India ranked third all over the world and users are growing day by day it proves that multiple accounts are fake and by other names. As a parent, we have to educate ourselves and also our children about the relationship between technology and the individual and its impact on us as social beings. On social media, our children live on that platform where nothing is real they communicate with that person who never comes into their life whenever need to begin to sink into an indirect relationship, separate them from the real relation, and isolate themselves. An indirect person does not have any sensitivity or feelings for social media friends which is the reason your children often become victims of bullies. As a parent.

Framework Regarding Using Social Media

On February 28, 2021, Ravi Shankar Prashad (India's Electronic and Information technology minister) revealed the new rules for social media and OTT platforms in which he said more control over the big tech giants and the "Double Standard of Social Media will not be acceptable" (Campaigns of The World Report on Dated 28 February 2021). There are some government rules where the government has declared that social media content creators have to create their content under the 5 age-based categories which is 1. Universal. 2. U/A 7+ 3. U/A 13+ 4. U/A 16+ and 5. Adult.

It is the responsibility of the parents to sometimes check the social media accounts of their children to see what kind of things they follow or what content they watch on social media. Are they watching some restricted content or content that is not related to their age? Whatever kind of content they watch their

behavior starts getting reflected and then they use the same language in their group of friends and become more vulnerable to cyberbullying. The government has taken many initiatives to protect children from becoming victims of cyberbullying but it's a proverb that protection is better than cure so in a family, parents commit to their children and children commit to their parents and with some promises a child can be prevented from cyberbullying.

Conclusion

Every aspect of humanity has been touched by internet technology like never before, whether it is the corporate community, the social community, or the intellectual community. It removed key obstacles for the academic community and made information open to everybody. By offering access to knowledge, the internet is most likely the greatest equalizer. Anyone can have access to information, whether it is for a college in the city or a rural hinterland. With the advancement of technology, the shift of students, interests from print to electronic resources is occurring at a much quicker rate. In a nut cell, we can say that this generation and the upcoming generations will be completely immersed in technology so as a parent you have to keep in mind their personal space, we must monitor them and always be ready to listen to them carefully and try to understand them with their perspective, not with yours. You can't separate them from technology because it is the demand of the hour and society but with some rules and regulations, you can protect them from becoming a victim. Parents should be aware that cyberbullying is not limited to a certain age range of children. Parents and children should collaborate to ensure that their children are well-informed. This will assist them in dealing with cyberbullying whenever it occurs.

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Efficacy of Online Support Services: A Case Study of Indira Gandhi National Open University Regional Centre, Raipur

Bijaya Kumar Sahoo*

During COVID-19 schools, colleges, and universities remained closed to prevent the spread of the pandemic. Offline classes were not possible at that point in time and the educational institutions looked for an alternative solution to reach the students and impart academic input and other feedback to the students during this critical time. So, the concept of online classes was chosen as an alternative platform to support the students of regular and open and distance education students across the world. Various educational institutions adopted different online modalities to reach out to students to fulfill their academic needs. The students were provided support in different ways like online classes through Google Meet, zoom, Facebook Live, etc.; submission of assignments through e-mails or Google links; interaction through WhatsApp, Telegram group, etc., online Examination directly through links, etc. In this way throughout the world educational institutions adopted different online modalities to support students of different age groups.

Similarly, in India during the pandemic, educational institutions adopted various modalities to support students of different age groups. Secondly, the aim is to get in touch with the students so that they will not feel isolated during the pandemic. Indira Gandhi National Open University (IGNOU) undertook various online modalities to reach the students and to support them at this point in time. Through the online platform, IGNOU provided support to the students and resolved their academic needs so that the students would not feel depressed and isolated during COVID-19.

IGNOU is a central university under the Ministry of Education, Government of India. The University offers various programmes through open and distance learning. The objective of the University is to reach the unreached, inaccessible, and remote places through a network and Learning support system. The University has a diverse and heterogeneous group of students comprising housewives, dropout students, retired persons from different organizations, army personnel, professionals, students from outside the country, and regular students of India. Through its robust support mechanism, IGNOU imparts education to the students.

During the pandemic, IGNOU has adopted online support services to reach out the students to redress their academic needs. The students were provided online classes through Google Meet, Facebook Live, zoom, etc. They were given instructions to submit their projects, dissertations, assignments, internships, practical reports, etc., online. A dedicated server is in place to support the online services to the students during the pandemic. In this research paper, a detailed analysis has been made and a survey has been conducted online (distribution of questionnaire online). The responses of the students have been recorded and the data has been analyzed. Through analysis of the data, the hypotheses have been substantiated as to how far the online support services have reached the students and supported them during the pandemic. In fact, whether the online support services have become efficacious to them or not if yes then how far it has supported them to fulfill their academic needs?

Elif Toprak from Anadolu University has authored a conference paper titled, 'Support Services in Open and Distance Education: An Integrated Model of Open Universities' in May 2018. In her research paper, she described the importance of the support services provided to the students for the fulfillment of academic objectives. Similarly, Ailin Ozturk from Anadolu University in her research paper gave importance to the support services provided to the students in open and Distance Education for solving the academic needs of the students.

The present study is based on analytical research so statistical and analytical methods have been applied to draw the conclusion. The Research Question is how far the online support services have fulfilled the academic needs of the students of IGNOU, Regional

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Centre, Raipur, and whether the online support services are a good alternative to face-to-face support services.

The sample consists of 100 students from different disciplines at Master's degree level in Sociology (MSO), Master's degree in History (MAH), Master's degree in Political Science (MPS), Master's Degree in Public Administration (MPA), Master degree in Social Work (MSW), Master Degree in Rural Development (MARD), Master Degree in Business Administration (MBA), Bachelor degree in Library Science (BLIS), Post Graduate Diploma in Rural Development (PGDRD), Master degree in Dietetics and food services Management (MSCDFSM), Diploma in Nutrition and Health Education (DNHE), Certificate Programme in Food and Nutrition (CFN). The data was collected through a questionnaire administered to the students. The statement in the questionnaire is--- how far the online support services have fulfilled the academic needs of the students of IGNOU during COVID-19. The response was taken on 3 Point Scale. On the basis of the data collected from the respondents from different programmes a critical analysis has been made. Accordingly, the percentage is drawn from the category-wise respondents and presented in Table 1.

A critical analysis of the data collected from the respondents from different programmes has been done. Accordingly, the category-wise percentage is drawn from the respondents.

Findings

- The first statement was: 'Agree with the statement that the online support services have in fact, fulfilled the academic needs of the students of IGNOU during COVID-19'. After finding out the average percentage it was found that 82.64% of respondents agreed that the online support services in fact have fulfilled the academic needs of the students during COVID-19.

- Some respondents opted for neutral and some did not respond. The cumulative percentage in this category is 9.85 %. This indicates that knowingly or unknowingly they tried to remain silent on various issues and did not want to divulge their problems before the researcher.

- The third statement was: Disagree with the statement that the online support services have in fact fulfilled the academic needs of the students of IGNOU during COVID-19. In this category, 7.49 % of respondents expressed their dissatisfaction

Table -1: Category-wise Percentage of Respondents of Online Teaching -learning

Type of respondents	Agree %	Neutral	Disagree %
MA in History	90	05	05
MA in Political Science	80	03	17
MA in Public Administration	77	05	18
MA in Social Work	85	03	12
MA in Rural Development	84	02	14
MSC in Dietetics and Food Services Management	82	03	15
Bachelor of Arts in History	86	07	07
Bachelor of Arts in Political Science	80	04	16
Bachelor in Social Work	82	03	15
Post Graduate Diploma in Rural Development	80	03	17
Diploma in Nutrition and Health Education	75	07	18
Certificate in Food and Nutrition	80	04	16
Certificate in Nutrition and Child Care	86	01	13
Certificate in Guidance	90	04	06
Average %	**82.64**	**9.85**	**7.49**

on different grounds regarding the online support services provided by the Regional Centre, Raipur during COVID-19. Special action can be initiated to know their dissatisfaction and special arrangements can be made to resolve their academic issues of any kind so that online support services can reach each and every student.

Conclusion

The researcher tried to bring the opinions of the students and proper analysis has been made, taking all precautions. Generally, it can be said that IGNOU Regional centre, Raipur has in fact provided online support services to learners of different age groups during the pandemic with the purpose of removing anxiety, depression, and discouragement of the students and creating a conducive environment for the students to learn and fulfill the academic needs. During

the Pandemic 57 Regional centers across India were providing online support services to the students and it was an example for other educational institutions in India. It was quite successful in its spirit and approach. A similar type of approach can be adopted with digital support so that the students of IGNOU can benefit from this unique model.

The present research paper covered a limited area confined to the students of IGNOU Regional Centre, Raipur and it has vast scope for further research because during the pandemic the students were exposed to the concept of online support services starting from online classes to evaluation of academic performance. Empirical studies are needed in almost all areas of online teaching and learning as it is a new area. Further, research is also required to understand the grievances and resolve their issues so that the students' percentage of online support services can increase without any doubt.

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Remarkable Marine Positioning of India

Droupadi Murmu, Hon'ble President of India delivered the Convocation Address at the 8ᵗʰ Convocation Ceremony of the Indian Maritime University, Chennai on October 27, 2023. She said, "You all must be ready to shoulder a higher responsibility than would be expected at a similar age in many other professions. You should possess the leadership qualities necessary to guide your team members, often under challenging circumstances." Excerpts

I am delighted to be among you on the occasion of the 8th Convocation of the Indian Maritime University. I convey my hearty congratulations to all the students who received their degrees today.

As befits the largest maritime university in our country, the Indian Maritime University and its affiliated colleges have produced excellent experts, professionals and leaders. And it gladdens me to say that as an alumnus of this esteemed university, you join a long line of enterprising and talented personnel, whose work, leadership and intellect have made remarkable and profound contributions to the advancement of maritime activities.

The human relation with the ocean is one that has existed ever since our ancestors first laid eyes on the waters that lay before them. Even an exceptional imagination could scarcely do justice to the role played by the oceans in the development of human civilisation. The vast expanse of water has provided us with mystery and intrigue, stories and traditions, resources and minerals.

You must be familiar with the saying, "Whoever rules the waves, rules the world". A cursory and brief reading of history is enough to show that whoever controls the oceans has access to the whole of the globe. The sea routes available to India, from her ports from Kandla to Kolkata, connect her to all parts of the rest of the world.

Long before the roads or airways; trade, culture, people and ideas usually moved by sea. The best example of this is one of the world's earliest known docks at Lothal, a port town of the Indus Valley civilisation. It was a thriving trade centre with its beads, gems and ornaments reaching West Asia and Africa.

The Pallavas of South India had a powerful navy. In the 10th and 11th centuries, Chola's maritime prowess and skills were unmatched which spread our trade and traditions to distant lands. Tamil Nadu has been a land of sea farers. There are evidences of commercial and cultural contacts between South East Asia and South India. The Cholas, Cheras and Pandyas of Southern India had established maritime trade links with the local rulers of Sumatra, Java, Malay Peninsula, Thailand and China. The people of Odisha, then known as Kalinga also travelled through sea routes to South East Asia. The tradition of Bali Jatra is still popular in Odisha and it is held in October-November for about a week.

India has a remarkable marine position with a 7,500 km long coastline and 1,382 offshore islands. We also have 14,500 kilometers of potentially navigable waterways, apart from a strategic location on important maritime trade routes. The country's maritime sector plays a vital role in its trade and economic growth, as 95 percent of the country's trade by volume and 65 percent of the trade by value is undertaken through maritime transport. The coastal economy sustains over 4 million fishermen and India is the second largest fish- producing nation in the world with a fleet of about 2,50,000 fishing boats.

While this is impressive on all counts, we may wonder if we have exploited the full potential of the sector. In earlier times, conservative apprehensions about crossing the sea cost us dearly. Then, coming out of the yoke of 200 years of colonial rule, we became more focused on continental development, forgetting that the continental development and maritime development are mutually complementary. We, of course, also lacked the economic and industrial

resources to fully establish a strong maritime presence.

Before we can fully exploit the potential of this sector, we will have to overcome several challenges. For example, a lot of container ship cargo is diverted to nearby foreign ports due to depth restrictions. In the merchant and civilian shipbuilding industry, we need to aim for the highest standards of efficiency, efficacy and competitiveness. The operational efficiency and turnaround time of Indian ports need to match the global average benchmarks. India does not figure in the top 20 nations when it comes to the annual port calls. In the list of 50 best container ports worldwide, we only have two. The Indian ports must address infrastructural and operational challenges before they graduate to the next level. The majority of our fishing fleet is yet to be mechanised.

In this context, the Sagarmala programme is a significant move away from "port development" to "port-led development". The five pillars of "port-led development" envisaged by Sagarmala are port modernisation, port connectivity, port-led industrialisation, coastal community development, and coastal shipping or inland water transportation.

Earlier this month, the third edition of the Global Maritime India Summit attracted rupees 10 lakh crore of investment, which will help in achieving 'Amrit Kaal Vision 2047'. Moreover, the Government of India is working to realise its vision of 'Ports for Prosperity and Ports for Progress'.

India and Indians are not just managing shipping companies, global ports and hubs and operating ships, but also are steering and driving the global economy. Following the successful landing of Chandrayaan-3 on the Moon's South Pole, we are now preparing for the 'Samudrayaan' mission, a groundbreaking journey to explore 6,000-metre deep ocean waters and to study the deep sea resources and biodiversity assessment.

One of the gravest challenges of our time is climate catastrophe which includes rising temperatures and sea levels. The maritime sector needs to be agile, proactive and swift in adaptation and mitigation of climate change which risks disrupting livelihoods, particularly among vulnerable communities.

Graduation marks a major transition in one's life. It marks the transition of a learner into a practitioner who takes on bigger challenges and assumes greater responsibilities towards the nation and society. You have not only professional responsibility but also an obligation towards the health of ecology and ecosystem. The need of the hour is sustainable and efficient maritime-related activities including shipping. More resilient and greener practices in the ocean are also essential for a healthy ecosystem.

Despite being one of the youngest of the Central Universities, IMU has proved its mettle. IMU has the capacity, faculty and characteristics to do more and become the lighthouse in all matters pertaining to the maritime sector. It has the potential to shine as the globally acclaimed centre of excellence for maritime education, research, training, driving academic partnerships and capacity building, while broadening its expertise to allied disciplines such as maritime law, ocean governance and marine sciences.

You all must be ready to shoulder a higher responsibility than would be expected at a similar age in many other professions. You should possess the leadership qualities necessary to guide your team members, often under challenging circumstances. As a merchant navy officer, you should display special qualities to cope with the demands of the profession such as spending several months away from home and living in proximity with other crew members. I am sure that you already possess all these qualities and are fully capable to take up your assignments.

I once again congratulate degree recipients and gold medalists and extend my best wishes to you. May you have the strength to weather the storms that life throws in your path! May you bring glory to your alma mater and the country.

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CAMPUS NEWS

National Seminar on Opportunities and Challenges of New Education Policy—2020

A two-day ICSSR-sponsored National Seminar on 'Opportunities and Challenges of New Education Policy 2020' was organized by the Kanoria B.Ed. College, Mukundgarh, Jhunjhunu, Rajasthan on October 28-29, 2023. About 102 participants from universities and colleges across five Indian states participated in the seminar. The main objective of the seminar was to bring administrators, principals, teachers, research scholars and other stakeholders of colleges, universities, and other higher education institutions of the country to a common forum that would provide an overview of the National Education Policy— 2020 about the vision of new education system of India. The event was an attempt to share and discuss the challenging issues, applicability, and implementation of NEP—2O2O effectively in educational institutions across India. Dr. Manoj Jhajharia, Convener and Principal of the host institution welcomed the gathering and gave a brief introduction to the theme of the Seminar and talked about the rationale behind organizing the event.

The seminar was inaugurated by the Chief Guest, Prof. Anil Kumar Rai, Vice Chancellor, Pandit Deendayal Upadhyaya Shekhawati University, Sikar. He emphasized in his inaugural speech to enhance the skills, competencies, and expertise of all stakeholders of the country on the practical aspects of NEP—2020. He stressed the need for an outcome-based and student-centric Indian education system. He also identified several issues that are currently plaguing our education system such as lack of teachers, inadequate funding, lack of technological equipment, poor creative ideas and other resources, etc. He stressed the need for teamwork and effective implementation of NEP—2020. He said that all subjects aren't equal but interdisciplinary and trans-disciplinary research should be encouraged to bridge them together.

Prof. J D Singh, GV PG College of Education, Sangaria, Rajasthan delivered the Keynote Address. Delivering his Address, Dr Singh thrust light on the main features of the National Education Policy 2020 and its implementation. He discussed AI chatbots like ChatGPT, Bing and Bard that make learning personal and resources easier to access. The challenges emanate from modern technology, which has the potential to become an instrument of mass education. Challenges also emerge from globalization and the competitive nature of modern societies. He highlighted the goal of education as the development of values, character and ethics keeping in view the NEP—2020.

Mr. Ramesh Chaudhary, Deputy Commandant, BSF and Dr Sanjeev Jhajhria, Research Director, PDU Shekhawati University, Sikar were the special guests of the inaugural session of the seminar. Dr D P Singh, General Secretary, FCRS, New Delhi and Prof. M Pareek, former Dean and Head, Department of Education, University of Rajasthan, Jaipur were the resource persons of the seminar.

Mr. Ramesh Chaudhary said that a sound education sector plays an important role in the economic growth and development of a nation. The younger generation of educators and teachers should emerge with accountability, better access, a clear vision, and strategic planning for the implementation of NEP—2020 and show the world the strength of their scientific and reflective thinking. Dr Sanjeev Jhajhria emphasized native language as the medium of interaction, pedagogy, flexible and experiential learning, critical and creative thinking, and assessment reforms and provisions for increased accessibility to quality education.

Dr D P Singh discussed how the framework of the National Education Policy—2020 is rooted in the Indian philosophical, social and political thought tradition and focuses on multilingualism, an indigenous system of education and discussion-based pedagogy. Prof. M Pareek stated that there is a great need to reconstruct our educational system keeping in view the modem technologies to bring more quality in education. The main theme and subthemes were deliberated in four sessions. Each session was chaired by experts who have done considerable work in the field of higher education.

Dr J D Singh also chaired the first technical session and he spoke to adopt the New Education Policy in school and higher education system for quality enhancement. Dr Ashok Godara, Principal and former Dean, Faculty of Education, PDUS University, Sikar;

Dr Rita Sharma, Principal, Shri Agrasen PG College of Education, Jamdoli, Jaipur and Dr Hawa Singh, Govt. Science College, Sikar were the guest speakers of this session. Dr Sandeep Mitharwal presented the report of the session in brief.

Dr D P Singh chaired the session and highlighted initiatives addressing online education, equitable tech access, and blended learning. Dr Ashok Mahala, Govt. Arts College, Sikar; Dr Bhuvesh Mahala and Dr Jagdish Karwasra were the guest speakers of this session. Dr Mahendra Singh presented the report of the session briefly.

Dr Rajendra Jhajhria Singh, Principal, Bharti Girls Teachers Training College, Sikar was the chair of the next session. He said that despite the growth of universities and colleges in India, the research and development scenario is still not encouraged enough and there is also a lack of patent culture seen in the country. Multidisciplinary education and tech integration were stressed in this session. Dr Beenu Shekhawat, Dr Vartika Singh and Dr. Manoj Kulhar were the guest speakers of the session. Dr Rakesh Kumar presented the report of the session in brief.

Dr Madhu Arya, Principal, Sabal Teachers Training College, Sikar chaired the next session. The session highlighted AI's educational paradigms, global growth, personalized learning, automation and skill development for future employability. The session encapsulated NEP-aligned holistic tech-driven education. Dr Anita Jhajhria, Govt. College, Gudha; Dr Virendra Singh and Dr Ravi Bijarnia were the guest speakers of the session. Dr Dinesh Singh presented the report of the session briefly.

Dr. Surendra Singh, Govt. College, Jhunjhunu presided over the valedictory session and he spoke to adopt the new education policy in school and higher education system for quality enhancement. Technology Enhanced Learning with tools like computer-assisted learning, mobile apps, and PARAKH for holistic student assessment were introduced by the chairperson.

During the valedictory session, Dr. B D Sharma, Principal, Kanoria Degree College delivered the Welcome Address and introduced the guests of the session. Dr Manoj Kulhar, Principal, Govt. College, Malsisar; Dr Anita Jhajhria, Principal, Govt. College, Gudha and Dr Rajendra Jhajhria, Principal, Bharti Girls Teachers Training College, Sikar were the guests of the Valedictory Session. All guests expressed their views about the successful implementation of the NEP─2020.

The seminar was attended by Principals, teacher educators, research scholars and prospective teachers who came from various places in Rajasthan, Haryana. Punjab, Delhi, Uttar Pradesh. Participants provided their feedback. Mr. Rakesh Kumar, Co-convener proposed a Vote of Thanks.

Seminar on Digital Citizenship at Tata Institute of Social Sciences, Mumbai

A two-day National Postgraduate Student Seminar on 'Digital Citizenship in Contemporary India' is being organized by the School of Media and Cultural Studies, Tata Institute of Social Sciences, Mumbai from January 12-13, 2024.

Access to digital devices and the Internet is increasingly seen as crucial for practicing, enhancing, and enjoying citizenship; a phenomenon that we may loosely recognise as digital citizenship. Digital and online technologies have become an integral part of our lives, providing opportunities for education and work, collaboration and community-building, social development and progress, even as a majority of such infrastructure has come to be owned by private interests who profit from exploiting user data in a variety of ways. Nonetheless, access to digital and online technologies enables expression and connections that facilitate economic, social, and cultural rights that together constitute citizenship. Without such access, citizenship stands to be eroded of its substantive qualities in contemporary times. It is also true that while some individuals get to enjoy full citizenship, others experience a deficit because of historical and structural inequalities.

Even as we navigate this terrain marked by private interests and social and economic inequalities, it is essential to explore what the concept of digital citizenship may mean in contemporary India and how to make it more inclusive and responsive. Amid the pandemic-induced digital acceleration, the country stands at a crucial juncture for defining its digital citizenship landscape. While the digital divide has marginally improved through a combination of state policy and private sector participation, the situation is far from ideal. Especially concerning are the issues around user data and its surreptitious use for a range of commercial and governance applications without much transparency or recourse to redressal. Equally worrying are the ways in which online spaces have been used

by individual and organised groups to troll and harass journalists, human rights defenders, and gender, caste, and religious minorities.

Neither 'digital', nor 'citizenship' are stable ideas in a fixed relationship with each other as has been made abundantly clear during the COVID-19 pandemic, when social and economic relations were strained by unprecedented duress. Citizens, especially the younger ones, have used this uneven terrain of digital and online technologies to inscribe themselves in the public sphere through ingenuity and creativity, especially when restricted from accessing public spaces and institutions, such as the mainstream media. From explicitly political actions involving the use of social media for organising, gaining visibility, and amplification of their concerns, to more reflexive artistic expressions, young people have used digital and online media to not merely assert their citizenship but to also enliven and enrich it. Also, given the affordances and reach of digital and internet technologies, the notion of digital citizenship is becoming increasingly difficult to circumscribe within the context of the nation-state; its horizons exceed national or territorial boundaries, especially in the context of flows of global capital, global value chains and labour, displacement and migration, and shared concerns around ecology. The Themes of the Event are:

- Citizenship in Both National and Global Contexts with a Reference to Digital Infrastructures, Policies, and Practices.

- Digital Divide: Geography, Identity, and Terms of Access.

- Democratic Norms and Processes.

- Populism, Propaganda, and Disinformation.

- e-Governance, Including Digitisation of Public Data and Services.

- Political-economy of the Internet and Digital Media.

- The Role of the Private Sector in Digital and Online Media. Concerns Around Consolidation and Emergence or Oligopolies.

- Transparency Concerns around Data Protection and Surveillance and Their Economic and Political Impact.

- Digital Media and Public Sphere-participation, Cultural Production, and Public Opinion.

- Displacement: Refugees and Migration.

- Trolling, Stalking, Online Harassment and Sexual Violence.

- Users/Audiences: Anxieties Around Screen Use, Online Presence, AI, etc.

- Methods: Studying Digital Cultures.

For further details, contact Organising Secretary, School of Media and Cultural Studies, Tata Institute of Social Sciences, Mumbai, Maharashtra-400088, Mobile No: 08580642013 or 07304284008, E-mail: *framesofreference.smcs@gmail.com*. For updates, log on to: *https://www.tiss.edu/events.*

International Conference on Leveraging Contemporary Management Practices

The One-day International Conference on 'Leveraging Contemporary Management Practices for Sustainable Development' is being organized by the Department of Management Studies, Dayananda Sagar College of Engineering, Bengaluru, Karnataka on December 22, 2023. The event may help to connect the academic world and the corporate world with the aim of creating a link between the two in terms of sustainable development.

In order to enable future corporate success and sustainability in the global economy, companies today are forced to rethink their business strategy, processes, procedures and methods. Companies that are resistant to change will have a hard time staying profitable. To thrive in this disruptive climate, companies need to reassess and evolve their strategy, utilizing contemporary management practices and also focusing on sustainable development. Our international conference helps to connect the academic world and the corporate world with the aim of creating a link between the two in terms of sustainable development. The Topics of the event are:

- ***General Management***
- ***Finance***
- ***Marketing***
- ***HR and OB***
- ***Entrepreneurship and Innovation***
- ***Operations and Supply chain Management***
- ***Business Analytics***

For further details, contact Conference Chairperson, Dr. K G Hemalatha, Professor and Head, Department of Management Studies, Dayananda

Sagar College of Engineering, Bengaluru, Karnataka-560078, E-mail: *domsdsceconf2023@gmail.com.* For updates, log on to: *www.dsce.edu.in*

Faculty Development Programme: *Vinayanam* - 2023

A six-day Online Faculty Development Programme- *Vinayanam* – 2023 on 'Teaching – learning Effectiveness: Challenges and Opportunities' is being organized by Shri Vaishnav Institute of Commerce (SVIC) in collaboration with the Institute of Company Secretaries of India (ICSI) from November *20- 25, 2023*. It is an intensive intellectual and action-based engagement FDP for multidisciplinary faculties, research scholars, and participants from Academic Institutions and Industry. The programme is designed to impart knowledge and an in-depth understanding of the latest state-of-the-art teaching methodologies during the programme. The programme is designed to foster innovative teaching-learning approaches which shall enhance creativity and excellence among trainers and learners. It is intended to share the latest knowledge and rejuvenate faculties for improvement in their teaching skills.

For further details, contact Organising Secretary, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore-Ujjain State Highway, Indore-453111 (Madhya Pradesh), Mobile No: 9074217008. 8889245566, E-mail: *svic.vinayanam@gmail.com*. For updates, log on to: *www.svvv.edu.in*.

International Conference on Environment, Development and Sustainability

A three-day Conference on 'Environment, Development and Sustainability: The Exigency of Geography for a Resilient Future' is being organized by the Department of Geography, Savitribai Phule Pune University (SPPU), Pune in association with the National Association of Geographers on December 14-16, 2023.

Threats and stresses to our 21st century world come in all shapes and sizes, just as they have since the beginning of human existence. What distinguishes today's threats from those of the past however is the escalating scale at which they are occurring, regardless of manmade borders. Problems and challenges once identified and evaluated discretely – the economy, social-cultural issues and our environment are nowadays undistinguishably interlinked. Today's world faces an unprecedented array of inextricably interlinked challenges such as population growth, biodiversity loss, climate change, resource depletion, energy crisis, water scarcity, food insecurity, unmanageable urbanization, and regional and social inequalities, poor health and education. These are collectively impacting the lives of individuals and communities across the globe and increasing the vulnerability of the most marginalized and the deprived. Therefore, there is a need to develop the competence of a system, entity, community, or person to endure shocks to recover quickly and effectively from catastrophe and develop the capability of maintaining its essential functions. These need to be re-explored with a spatio-temporal approach, especially in the aftermath of the COVID-19 pandemic and global and national targets of Sustainable Development Goals (SDGs) at various geographical scales. Geography is a subject of great importance that deals with the Spatio-temporal synthesis of Human-nature interrelationships. It bridges the gap between the cultural and the physical environment and uses traditional and modern methods to assess, examine, and evaluate both the environment and find solutions to the world's crucial problems. This integrative and holistic approach to geography can provide practical forecasts of the consequences of man's interference with natural forces and answers to social, economic, and environmental problems that are inherently sustainable. The themes of the conference express major concerns of our time and reflect the consequences of spatial decisions. Thus, scholars from various branches of geography share their knowledge through the lens of their own experiences, so we can begin to explore some of the ways it can help prepare for, withstand, and emerge stronger from the acute shocks and chronic stresses of the 21st century for a resilient future. The Subthemes of the Event are:

- Climatological and Pedological Patterns and Processes.
- Forms, Processes and Landscape Change.
- Water Security, Energy Security and Ecological Security.
- Management of forests, Biodiversity Conservation and Challenges.
- Conservation and Sustainable Use of the Oceans, Seas and Marine Resources.
- Natural Hazards and Disaster Risk Reduction.
- Climate Change: Impact, Response, finance and Actions.
- Challenges of Land Degradation and Desertification.

- Sustainable Agriculture: Food Security, Livelihood and Poverty Alleviation.

- Inclusive, Safe, Resilient and Sustainable Cities.

- Health Systems and Inclusive Quality Education: Well-Being for All.

- Geography for Gender, Exclusion, Diaspora and Inequalities Studies.

- Population: Characteristics, Composition, Mobility and Challenges- Local to Global.

- Sustainable Development of Indigenous People and Vulnerable Community.

- Sustainable Tourism: Products, Development, Planning and Emerging Issues.

- Responsible Consumption and Production: Reshaping Economic Geography.

- Localisation of SDGs: Indian Experience.

- Geospatial Technologies: Advances and Applications.

- Collaborations and Cooperation at the National, Regional and International Levels for Peace, Justice and Sustainable Development.

- Geopolitics and Geo-Economics of South Asia and Intra-Regional Issues: Challenges and Prospects of Cooperation.

- Prospects of Co-operation.

- Any Other Topic Related to the Theme of the Conference.

For further details, contact Convener, Sr. Prof. Ravindra G Jaybhaye, Department of Geography, Savitribai Phule Pune University, Pune-411007 (Maharashtra), Mobile No: 0 98 22 830 771, E-mail: *jaybhayerg@gmail.com.* For updates, log on to: *www. unipune.ac.in/events* ❑

Themes/Subthemes for the Special Issues of University News-2023-24

S. No.	Zonal Vice Chancellors' Meets-2023-24	Theme/ Subthemes for Special Issues	Last Date to Contribute	Date of Publication
1.	**West Zone**	**Future of Work and Skill Development** *Subthemes* • Sustainable Careers: Navigating a Dynamic Workplace • Human-centered Skills in a Tech-driven World: Soft Skills and Emotional Intelligence • Resilience & Adaptability: Impact of Gig Economy on Higher Education	**December 04, 2023**	December 18-24, 2023
2.	**Central Zone**	**Nurturing Research and Innovation Ecosystem** *Subthemes* • Collaborative Research Networks: Fostering Inter-disciplinary Research • Entrepreneurship and Innovation: From Idea to Impact • Innovative Funding Models for Research	**January 01, 2024**	January 15-21, 2024
3.	**North Zone**	**Globalization and Internationalization of Higher Education** *Subthemes* • International Collaborations and Partnerships: Building Bridges for Higher Education • Global Higher Education Policy and Regulation: Harmonizing Standards • Student Mobility and Diversity: Enhancing International Experience	**January 31, 2024**	February 12-18, 2024

*The Articles may be submitted to The Editor, University News, Association of Indian Universities, New Delhi through E-mail: *ramapani.universitynews@gmail.com* and *universitynews@aiu.ac.in* on or before the last date mentioned above.

AIU News

Advanced Training Programme on Open-Source Software

A six-day Advanced Training Programme on 'Open Source Software for Teaching and Research' was organised by the Association of Indian Universities (AIU)— Academic and Administrative Development Centre (AIU-AADC), Department of Library and Information Science, Berhampur University, Berhampur from August 21- 26, 2023.

The programme aimed to equip the participants with the necessary skills and knowledge to effectively leverage open-source software for educational and research purposes. About sixty-six participants including faculty members, research scholars from social sciences, humanities, basic sciences, and library professionals from different colleges and universities across India registered for the programme. The event included twelve sessions covering various topics and hands-on training on Virtual Learning Environment (VLE), Moodle LMS, Mendeley and Zotero, Bibliometrics, Vosviewer and R, Latex, Meta-Analysis, use of AI for teaching and research.

During the Inaugural Session, Dr. Mrutyunjay Swain, Programme Convener and AADC Nodal Officer at AIU-AADC, Berhampur University delivered the welcome address, setting the tone for the event's proceedings. Dr. Jyotshna Sahoo, Head, Department of Library and Information Science and the Convener warmly welcomed the participants and introduced the distinguished guests. Dr. Raj Kishor Kampa, Programme Coordinator provided an insightful introduction to the core themes and objectives of the Advanced Training Programme.

The Guest of Honour, Dr. Amarendra Pani, Joint Director and Director (I/c), Research Division, Association of Indian Universities, New Delhi shared valuable perspectives on the role of open-source software in advancing education and research.

Prof. Ramesh C Gaur, Dean, Director (Library and Information), and Head, Kalanidhi Division, Indira Gandhi National Centre for the Arts (IGNCA), New Delhi delivered a Keynote Address as a Chief Guest emphasizing the significance of open source tools in academia.

Prof. Geetanjali Dash, Vice Chancellor, Berhampur University, Berhampur offered her insights and visions for integrating open-source software in educational

institutions. The ceremony was concluded with a Vote of Thanks by Dr. Jyotshna Sahoo, Convener expressing gratitude to the participants and speakers.

Prof. Ashish Khosla, Shoolini University, Solan, Himachal Pradesh presented a comprehensive exploration of the effective utilization of AI tools to transform pedagogy and research. The second session was taken up by Prof. Parthasarathi Mukhopadhyay, Kalyani University, West Bengal who delved into the concept of the Four Quadrants, namely e-contents, e-tutorials, web resources, and assessments within the virtual learning environment. Prof. Mukhopadhyay extensively elaborated on implementing open-source Moodle software across each quadrant. He provided a practical demonstration using the Gnomio Moodle cloud website, showcasing its potential as a teaching platform.

Prof. Manas Ranjan Patra, former Professor Department of Computer Science, Berhampur University discussed the application of various open-source software for teaching and research. He provided hands-on training on Weka, a collection of machine-learning algorithms for data mining tasks. Dr. Biswanath Dutta of Documentation Research and Training Centre (DRTC), ISI, Bangalore discussed the learning management system.

Dr. Biswanath Dutta conducted an extended session and offered hands-on training for installing XAMPP and Moodle software, emphasizing the integration of Moodle into teaching and learning. Dr. Deepjyoti Kalita, Department of Library and Information Science, Cotton University provided practical training on Mendeley and Zotero reference management software.

Dr. Samir Kumar Jalal, IIT Kharagpur explored the theoretical underpinnings of Bibliometrics and its various indicators. The attendees also received hands-on training on utilizing open-source Bibliometrics R for quantifying research data.

Dr. R. Gowtham, Amrita University, Coimbatore extensively discussed the applications of Artificial Intelligence (AI) in teaching and research, highlighting many AI tools that can significantly enhance these domains. Further, Mr. Gauri Shankar Sahoo, IIM, Kolkata conducted a practical session on the use of Latex for producing professional-looking documents with precise formatting, high-quality typography, and excellent support for mathematical equations, symbols, and scientific notation. He provided a structured approach

for the creation of custom document classes, style files, and templates with unique layouts and designs.

Dr. Aditya K Panda, Berhampur University provided an in-depth session on the theoretical foundations and the intricacies of Meta-Analysis. Following this, Dr. Manoj Kumar Dash, IIITM, Gwalior led a practical session on installing the Meta-Analysis software, Jamovi and its application using real-world datasets.

The event concluded with a Valedictory Function that marked the successful completion of the programme. Dr. M Swain welcomed attendees and stressed the importance of incorporating open-source software in education and research. Dr. Jyotshna Sahoo introduced the esteemed guests and shared insights on the programme's journey. She emphasized the role of open-source software in advancing pedagogy and research.

Dr. Raj Kishor Kampa, Coordinator provided a comprehensive overview of the various sessions conducted during the event. He highlighted the diverse topics covered and the hands-on training participants received on leveraging open-source software effectively.

Dr. Amarendra Pani graced the occasion as the Guest of Honour. In his address, he applauded the participants' dedication and encouraged them to apply the knowledge gained to elevate the quality of education and research.

The Chief Guest, Prof. C R Karisiddappa, Former Professor, Library and Information Science, Karnatak University, Dharwad shared his insights on the evolving landscape of technology in academia. He emphasized the need for continuous learning and adaptation to stay relevant in the modern educational scenario.

Prof. Geetanjali Dash, Vice Chancellor, Berhampur University delivered a motivating address wherein she highlighted the university's commitment to fostering technological advancements in education and research. She praised the collaborative efforts of all stakeholders in making the training successful.

Many participants shared their experiences of their participation in the programme. Most of them expressed their gratitude for participating in such a fruitful training programme that has enriched their skills. Some of them expressed that the diversity of resource persons from reputed institutions like IIM Kolkata, IIT Kharagpur, IIITM Gwalior, ISI Bangalore, Shoolini University, etc. shared their knowledge and expertise with many hands-on sessions. The event concluded with a Vote of Thanks by Dr. S S Mahapatra, Assistant Coordinator of AIU-AADC at Berhampur University. He expressed gratitude to the guests, participants, and Organizing Committee for their dedication and contribution to the programme's success. ❑

THESES OF THE MONTH

SOCIAL SCIENCES

A List of doctoral theses accepted by Indian Universities
(Notifications received in AIU during the month of Sep-Oct, 2023

Commerce

1. Chahar, Lal Chand. Evaluation of achievements of regional rural banks: With special reference to Marudhara Gramin Bank. (Dr. Y K Swami), Faculty of Commerce and Management, Tantia University, Sri Ganganagar.

2. Chitra. **A Study of customers' response towards the products of multi-level marketing in NCR.** (Dr. R R Saini), Department of Commerce, Maharshi Dayanand University, Rohtak.

3. Devita, Dhirajlal Movaliya. **An empirical study of views of accountants on accounting softwares in respect of compliances with taxation with special reference to Saurashtra Region**. (Dr. Rajesh A Mulchandani), Faculty of Commerce and Management, Bhakta Kavi Narsinh Mehta University, Junagadh.

4. Geetika. **A comparative financial performance of PNB and HDFC in Karnal District (Haryana)**. (Dr. Tanveeer Ahmad Dar and Dr. P R Dadhich), Department of Commerce, Bhagwant University, Ajmer.

5. Makwana, Dipalee Devjibhai. **Perception for e-banking services among customers of private and public sector banks in Gujarat State: A comparative study**. (Dr. Arvind M Gajera), Department of Commerce & Management, Bhakta Kavi Narsinh Mehta University, Junagadh.

6. Pandey, Alka. **Effect of cooperate governance on financial performance of selected banks-with special reference to SBI, PNB, HDFC & ICICI**. (Dr. O P Gupta), Department of Commerce, Hemchand Yadav University, Durg (CG.).

7. Preeti. **A study of job stress among Haryana police personnel**. (Dr. Vazir Singh Nehra), Department of Commerce, Maharshi Dayanand University, Rohtak.

8. Rashmi, P. **GST and the transition in financial management of Small-Scale Enterprises (SSEs) of Ambattur industrial Estate, Chennai: An analysis**. (Prof. S K Jena), Department of Commerce, Rajiv Gandhi University, Itanagar.]

Economics

1. Al-Obre, Mohammed Ismail Mohammed. **Economics of recycling the agricultural wastes and their impact on the environment in Yeman**. (Dr. K B Dhananjaya), Department of Economics, Kuvempu University, Shankaraghatta.

2. Kirti. **Dynamics of development policy in Haryana: A sectoral analysis of state development expenditure in post reform period**. (Dr. Bimla Langyan), Department of Economics, Maharshi Dayanand University, Rohtak.

3. Koli, Sulakshana Hari. **Johpadpattiteel lokanchya arthik va samajik isthiticha abhyas: Vishesh sandarbh Nashik Jilha (San 2015-2020)**. (Dr. Biradar M N), Department of Economics, Swami Ramanand Teerth Marathwada University, Nanded.

4. Margum, Ado. **An economic analysis of shifting cultivation: A case study of Siang Region of Arunachal Pradesh**. (Prof. S K Nayak), Department of Economics, Rajiv Gandhi University, Itanagar.

5. Meenakshi, K H. **Women entrepreneurship in Shivamogga District: A study**. (Dr. B Jayarama Bhat), Department of Economics, Kuvempu University, Shankaraghatta.

6. Patil, Santosh Balaji. **Latur Jilhyatil nav krishitantragyan swikarnyachi nirdharke va krishivaril parinam**. (Dr. Korpakwad E.D), Department of Economics, Swami Ramanand Teerth Marathwada University, Nanded.

7. Ranawat, Diksha. **Empirical determination of Monetary-Fiscal dynamic nexus and their efficiency in India**. (Prof. Sanjeev Joshi), Department of Economics, M S University of Baroda, Vadodara.

8. Seema. **Fiscal consolidation in Rajasthan: An empirical analysis**. (Dr. Rajesh Kumar), Department of Economics, Maharshi Dayanand University, Rohtak.

9. Sharda. **Chhattisgarh Rajye kee sarvjnik khadey vitran pranali kaa arthik vishleshan: Durg Jile ke vishesh sandarbh mein**. (Dr. R N Singh), Department of Economics, Hemchand Yadav University, Durg (CG.).

10. Siby, K M. **A study on Shrimp global value chain from Kerala**. (Dr. P Arunachalam), Department of Applied Economics, Cochin University of Science & Technology, Kochi.

Education

1. Bonia, Krishna Devi. **Total quality management in teacher education institutions with special reference to Assam**. (Dr. Vivek Singh), Department of Education, Rajiv Gandhi University, Itanagar.

2. Borgohain, Juriti. **Emotional intelligence, professional ethics and job satisfaction: A study on secondary school teachers of Assam**. (Prof. Jayadeba Sahoo), Department of Education, Rajiv Gandhi University, Itanagar.

3. Dubey, Neelam. **Organizational climate of prayas residential school as a determinants of values and cope up resilience among senior secondary school students**. (Dr. Shobha Purkar), Department of Education, Hemchand Yadav University, Durg (CG.).

4. Doley, Jayanta. **A study on Open and Distance Learning (ODL) higher institutions of Assam**. (Prof. P K Acharya), Faculty of Education, Rajiv Gandhi University, Itanagar.

5. Jitender Pal Singh. **Study of the pressure work of senior secondary school woman teachers in relation to the environment and socio-economic level of their work place**. (Dr. Rekha Soni), Department of Education, Tantia University, Sri Ganganagar.

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8. More, Chtralekha Vitthalrao. **Anusuchit jati anusuchit jamatitil vivahit mahilana ucch shikashnat yenarya samashya: Ek abhayas**. (Dr. Ghule S V), Department of Education, Swami Ramanand Teerth Marathwada University, Nanded.

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Home Science

1. Wani, Nergis Ayoub. **Total quality management in hospital nutritional services in public hospitals of Kashmir**. (Dr. Indra Mathur), Department of Home Science, Bhagwant University, Ajmer.

Journalism & Mass Communication

1. Arya, Amit. **Samachar chenaloan mein vishey vastu ka badlta paridrishey: Varsh 2020 ke doran Hindi samachar chenaloan mein Jamini reporting ke vishesh sandarbh mein**. (Dr. Maithilli Ganjoo), School of Media Studies & Humanities, Manav Rachna International University, Faridabad.

Law

1. Jaswinder Singh. **Protection of life and personal liberty: An analytical study**. (Prof. Manu Singh), Department of Law, Shree Guru Gobind Singh Tricentenary University, Gurugram.

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Management

1. Pillai, Smita Madhavan. **A moderated-mediating effect of quality of work-life on the impact of psychological capital on organizational citizenship behaviour and intention to stay**. (Dr. Nina Muncherji), Faculty of Management, Nirma University, Ahmedabad.

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Physical Education & Sports

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2. Kamalpreet Singh. **Effect of the resistance training program on physical fitness performance of college male weight lifters**. (Dr. L H Pardhi), Department of Physical Education, Bhagwant University, Ajmer.

3. Kanekar, Sunny Alias Paresh Ramdas. **A study of Coaches 'Leadership and Players' perception of coaching behavior**. (Dr. R B Deshmukh), Department of Physical Education, Swami Ramanand Teerth Marathwada University, Nanded.

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Political Science

1. Gaikwad, Jitendra Wamanrao. **Anusuchit Jati Matdarsangh ek chikitsak abhyas: Vishesh sandarbh Latur Loksabha nivadnuk 2009 va 2014**. (Dr. Kusum Pawar and Dr. Shamrao Lendave), Department of Political Science, Swami Ramanand Teerth Marathwada University, Nanded.

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3. Yadav, Rajpal. **A comparative study on social economic status of women representative after 73rd Constitutional Amendment in Panchayati Raj Institutions: With special reference to the Ganganagar and Sadulshahar Panchayat Samiti of Sri Ganganagar District**. (Dr. Rajender Gotwal), Faculty of Arts, Crafts & Social Sciences, Tantia University, Sri Ganganagar.

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Psychology

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3. Wadhwani, Ritu. **Mindfulness meditation in relation to positive psychological functioning and personality traits**. (Dr. Roopa Mathur), Department of Psychology, IIS University, Jaipur.

Public Administration

1. Jadhav, Mahadev Uttamrao. **Gramin vikas prashasan va gramvikas nidhi ek chikitsak abhyas vishesh sandarbha Latur Jilha San 1992 Te 2002**. (Dr. Wakodkar A M and Dr. B R Katturwar), Department of Public Administration, Swami Ramanand Teerth Marathwada University, Nanded.

2. Lingdale, Rajkumar Sailoo. **Shikshan hakka kayadyachi amalbajavani va phalshruti: Nanded Jilhyacha vishesh abhyas**. (Dr. Bajirao C Wadwale), Department of Public Administration, Swami Ramanand Teerth Marathwada University, Nanded.

3. Mellalli, Praveenkumar. **Administrative aspects of Basaveshwara's kayaka and its relevance to public administrators in Karnataka.** (Dr. Uma M H), Department of Public Administration, Jain University, Bangalore.

Social Work

1. Rashmi, G M. **A study on extent prevention and impact of child marriage in rural Karnataka**. (Dr. Ravindra D Gadkar), Department of Social Work, Kuvempu University, Shankaraghatta.

2. Satish, B. **A study on critical analysis of contract labour (Regulation & Abolition) Act, 1970**. (Dr. Ravindra D Gadkar), Department of Social Work, Kuvempu University, Shankaraghatta.

Sociology

1. Soyal, Vinisha Raj. **A comparative study of socio-economic status of rural and urban elderly women of Jaipur District**. (Dr. Arti Sharma), Department of Sociology and Social Work, IIS University, Jaipur.

Tourism & Hospitality Services

1. Tynsong, Ladonlang. **Event tourism in Meghalaya: Status, prospects and challenges**. (Dr. S K Kulshreshtha), Department of Tourism and Hotel Management, North Eastern Hill University, Shillong. ❑

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   (Notification No.2/JNTUA/Assistant Professor & Academic Non-Vacation Positions/BC Backlog & Regular/2023, dt. 30.10.2023)
   NUMBER OF VACANCIES: 160

2. Recruitment notification for <u>Associate Professors (BC Backlog and Regular Vacancies)</u>
   (Notification No.3/JNTUA/Associate Professor/BC Backlog & Regular/2023, dt.30.10.2023)
   NUMBER OF VACANCIES: 23

3. Recruitment notification for <u>Professors</u>
   (Notification No.4/JNTUA/Professor/2023, Dt. 30.10.2023)
   NUMBER OF VACANCIES: 07

4. Recruitment notification for <u>SC/ST Backlog Vacancies</u>
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   NUMBER OF VACANCIES: 10

For detailed information is available in website:
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Linguistic Minority

APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS FROM THE ACADEMIC YEAR 2023-24:
UNAIDED

Sr. No	Cadre	Subject	Posts	Reservation
1.	Principal	---	01	01 – OPEN
2.	Assistant Professor	Commerce	02	02 – OPEN
3.	Assistant Professor	Economics	02	02 – OPEN
4.	Assistant Professor	Business Communication	01	01 – OPEN
5.	Assistant Professor	Mathematics	01	01 – OPEN
6.	Assistant Professor	Accounts	03	03 – OPEN
7.	Assistant Professor	Psychology	01	01 – OPEN
8.	Assistant Professor	Information Technology	03	03 – OPEN
9.	Assistant Professor	Management	02	02 – 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 Marathi knowledge 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/UNI-1, dated 8th March, 2019 and University circular No.TAAS/ (CT)/ICD/2018-19/1241, dated 26th March, 2019 and revised from time to time."

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

Applicants who are already employed must send their application through proper channel. Applicants are required to account for breaks, if any in their academic career.

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