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# UNIVERSITY NEWS

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**Amarendra Pani, Mohammad Ilyas and Ruchi Payal**

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Empowering Young Minds  
– Convocation Address

Shri Sharda Bhavan Education Society's

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# Promoting Internationalisation of Higher Education through Shared Ecosystem: An Innovative Model

Amarendra Pani\*, Mohammad Ilyas\*\* and Ruchi Payal\*\*\*

Higher Education Institutions (HEIs) play a pivotal role in the socio-economic transformation and human capital development of a nation (Lentjushenkova, 2021). In the modern context, the internationalization of higher education has become a crucial aspect globally, driving the restructuring of educational systems to produce skilled human capital with a business-oriented mindset. This international dimension is essential for institutions due to the increasing cross-border mobility and the impact of globalization on the working culture, which is progressively entrepreneurial, international, and professional (Varghese, 2020). Contemporary HEIs are tasked with a significant responsibility to enhance international and intercultural experiences, skills, and competencies essential for individuals to thrive in a globalized work environment. By embracing internationalization, HEIs can equip students with the necessary knowledge and skills to succeed in diverse settings worldwide, fostering a culture of adaptability, cross-cultural understanding, and professional readiness. This shift towards internationalization not only enriches the educational experience but also prepares individuals to navigate the complexities of a globalized economy, promoting innovation, collaboration, entrepreneurship, and a broader perspective on societal challenges and opportunities.

Internationalization of Higher Education has evoked significant interest among stakeholders, particularly at the institutional level. However, there was no structured governmental policy to regulate this area, nor any pre-emptive strategies to deal with the issues related to internationalisation. With the advent of Liberalization, Privatization, and Globalization (LPG), the government introduced several initiatives such as the Committee for Promotion of Indian Education Abroad (COPIE), Promotion of Indian Higher Education Abroad (PIHEAD), Global Initiative of Academic Networks (GIAN), and Study in India. Despite these efforts, there has been tardy progress and the initiatives could not yield tangible results. The recent National Education Policy (NEP) 2020 provides focused and structured recommendations on two key aspects of internationalization: Internationalization at Home

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and Core Internationalization or internationalisation abroad. 'Internationalization at Home' involves the government encouraging institutions to build internal capacity through several measures. These include developing policies, upgrading infrastructure, revising curricula, training faculty, and establishing international offices on campuses. Additionally, it emphasizes creating a variety of courses and programs centered around Indian culture and sciences, such as Yoga, AYUSH, Indian languages, Indology, folk art and music, and history. These steps are designed to facilitate the process of internationalization within educational institutions. The core aspect of internationalization in the NEP- 2020 focuses on attracting the world's top 100 universities to establish campuses in India and enabling the top 100 Indian universities and higher education institutions to set up campuses abroad. Encouraging the HEI to forge networking and collaboration in teaching and research, faculty training and exchange programme, student exchange and mobility, introducing twinning programmes and joint degrees, etc can be the avenues through which the broad objectives of internationalisation can be achieved. Achieving the desired outcomes from this policy requires collective efforts and multifaceted strategies. A crucial element of this strategy is adopting international teaching pedagogies, providing access to international experts for teaching and research collaborations, and faculty training. In today's multipolar world order, a shared ecosystem is considered one of the most effective strategies to accelerate the pace of internationalization.

### **Shared Ecosystem in Internationalisation- A Conceptual Tool**

Shared ecosystem in internationalisation as a conceptual tool has been gaining momentum worldwide. In India, for the first time the Association of Indian Universities (AIU), New Delhi initiated a few programmes for sensitising the HEI and the faculty members. While the AIU was gearing up to organise a few activities to promote internationalisation in line with the recommendations of NEP 2020, a proposal was received from Edifyonline Corp, USA for providing access to international experts for teaching various courses in Indian universities. In the 98<sup>th</sup> Annual General Meeting (AGM) of Vice Chancellors organised by the Association of Indian Universities

(AIU) at the ICFAI Foundation for Higher Education, Hyderabad the provision on Internationalisation of Higher Education, as recommended by the NEP-2020 was extensively deliberated. It was realised that building a shared ecosystem for Internationalisation perhaps will be more effective in accomplishing the objectives. The University Cluster Pilot Study, for the Internationalisation of Higher Education marks a pivotal moment in reshaping the landscape of academia in India towards developing a 'shared ecosystem'. Under the initiative, multiple universities, departments, or associated colleges can share the same course. It is designed by international academic talents to attain the quality of higher education at par by creating a global knowledge enterprise of academic intellectuals. The 'Shared Ecosystem of Higher Education Institutions (HEIs)' is an innovative approach aimed at promoting collaboration and resource-sharing among universities. This ecosystem aims to leverage international academic talents to enhance educational quality and cultural exchange. By sharing resources, expertise, pedagogies, and academic programs, participating institutions can address challenges such as limited faculty availability, diverse student needs, and varying infrastructure capabilities, and reduce the financial burden on the HEIs or individual faculty in a cost-sharing manner. The initiative aims to bridge gaps in education by providing equal access to high-quality learning opportunities and promoting an environment of inclusivity with a viable and sustainable economic model. It also encourages cross-cultural interactions and broadens the global perspective of students and faculty. Ultimately, this shared ecosystem seeks to improve learning outcomes and create a more interconnected and resilient higher education landscape.

The collaboration between AIU and EdifyOnline USA signifies a strategic alliance aimed at promoting academic excellence, encouraging research partnerships, and facilitating knowledge exchange on a global scale. The holistic catalyst approach would involve Indian faculty members serving as the bridge between foreign expertise and their students, ensuring a seamless integration of knowledge and guidance. This approach was accepted by the General Body of the Association of Indian Universities, New Delhi, and aims to

facilitate the exchange of knowledge between Indian and International academics to Indian students at scale through a collaborative framework of a ‘Shared HEIs Ecosystem’ at an affordable cost. The implementation of this Shared HEIs Ecosystem will be tested and validated by the outcomes of the ‘University Cluster Pilot Study (UCPS)’ initiative. It is expected that the UCPS initiative will open the doors for future research and innovations.

Though, there are numerous advantages of this holistic catalyst approach, there is also a valid concern regarding the maturity level of Indian undergraduate students, who are typically around 18 years old. There is a concern that the direct involvement of foreign faculty in teaching Indian students might lead to a learning misalignment because of the students’ perceived lack of maturity, due to varied orientations and practices in Indian institutions. To address this concern, the holistic catalyst approach specifically includes the participation of Indian faculty members who are familiar with the students’ learning styles and orientation. In this model, the Indian teachers shall not be only passive listeners to the lectures delivered by the foreign experts but also continue conducting their discussions and assessments with their students as usual (Agarwal, 2024). This approach would allow the Indian faculty to serve as counselors and guides for their young students, bridging the potential gap in maturity levels.

#### **Agarwal-Ganesh International Teaching Model (using Shared HEIs Ecosystem)**

Higher education institutions are envisioned as a grand adventure, where every student is akin to a young explorer embarking on a journey of self-discovery and fulfilling their aspirations by removing the uncertainties. These young explorers with vivid tapestry of diverse backgrounds come with their hopes and dreams, yet many are uncertain about the career path ahead. Alongside them are the teachers, seasoned guides who not only impart knowledge but also share in the excitement of learning something new every day. This unique combination provides a space wherein the knowledge provider becomes a knowledge seeker at the same time and encourages a dynamic environment where both the teacher and the student are on a journey of discovery together. Higher education institutions serve as bustling hubs of activity where students and teachers gather to

embark on this shared quest for knowledge. The leadership of these institutions, their vision, and their administrators and management teams are the backbone of the institute and have the onus, and responsibility, for providing quality education to students. This initiative encourages students to go beyond the books and helps them achieve a decent lifestyle through the knowledge and skills required to live in the contemporary world. While multiple entities support and guide students outside of formal education structures, their steadiness and availability are not guaranteed. Therefore, the institutions need to build resilience among themselves to be strong and reliable.

This journey is not just about personal growth; it is about shaping the world around us. As students learn and achieve, they contribute to their communities and help their country move forward. As they continue on this path, they carry the hopes and dreams of past generations, creating a brighter future. But it is not a linear progression and neither it is as easy as it appears. Rather, it is a complex and multiple interactions process that takes place between institutes, teachers as knowledge providers, teachers as knowledge seekers, students, management, use of contemporary teaching pedagogy and tools. The dynamics of teaching and learning are changing continually. There is a constant interplay between various factors that influence learning outcomes in higher education institutions. If not managed effectively, the quality of education becomes a distant dream. Institutions must strike a balance between flexibility and standardization when designing learning outcomes. While educators should have the freedom to tailor objectives and assessments to the needs of their students, institutions should also ensure that all faculty members adhere to established learning outcomes standards or guidelines.

Interactions between diverse segments of society result in the formation of several issues and gaps, particularly given the expanding population and limited resources. First-generation learners’ experiences differ greatly from those of privileged members of society who have access to advanced facilities. Even those from privileged families, who have unlimited resources, often fail to determine their areas of interest.

To effectively guide students and filter their areas of interest, the Agarwal-Ganesh model will



serve the purpose. This model offers a structured approach to address specific educational needs and encourage individualized development. By utilizing this framework, customization of recommendations and support to meet the unique demands of each student, enhancing their overall learning experience and personal growth can be done. The pictorial representation of the *'five-layers model of Shared HEIs Ecosystem'* below clarifies the concept and the implementation of the holistic catalyst approach. This model envisions a comprehensive framework that would address the various stakeholders and components involved in the knowledge exchange process.

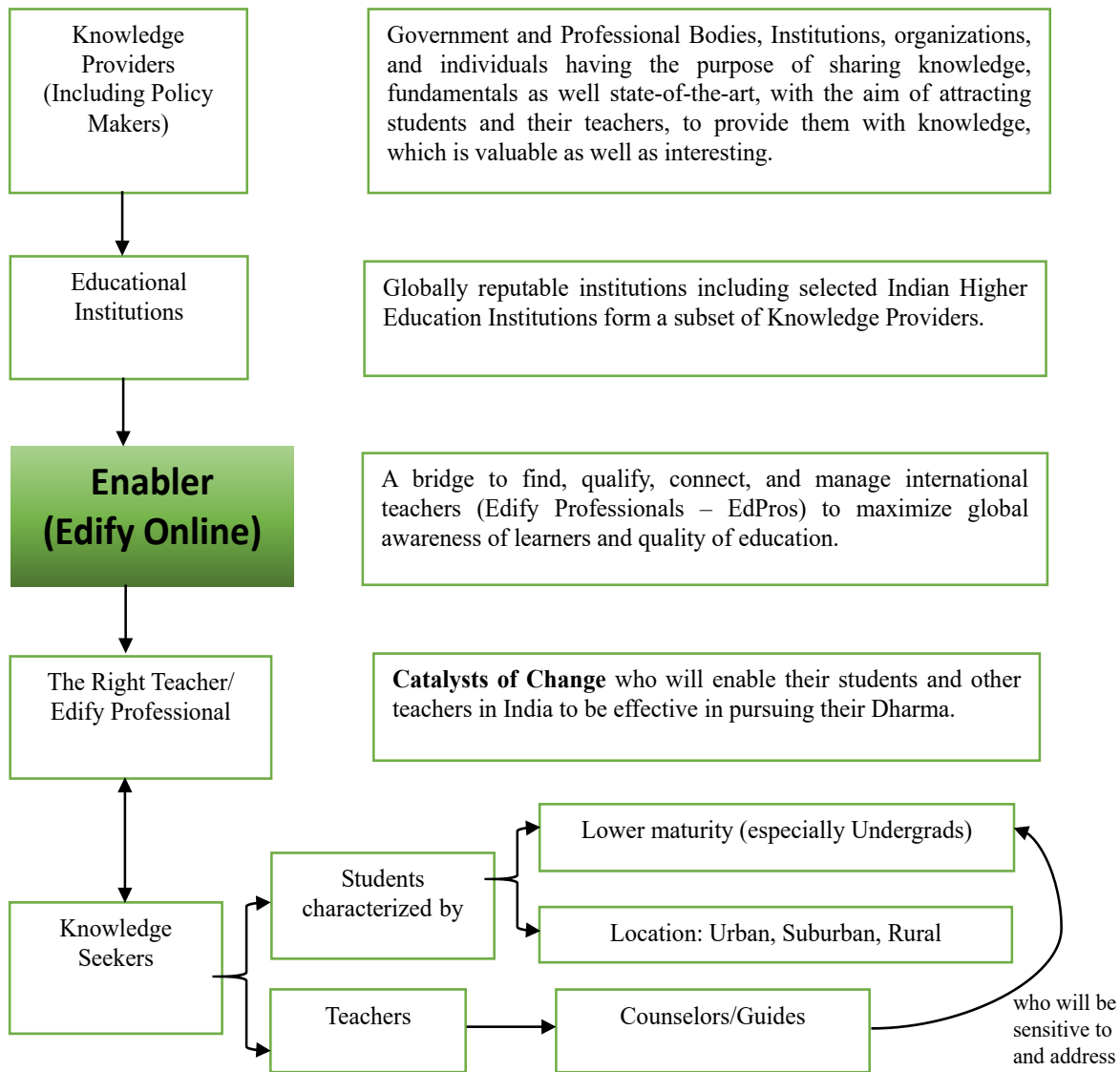
The Agarwal-Ganesh International Teaching Model breaks down the process of delivering knowledge, from the knowledge providers (including policymakers) to knowledge seekers, into five simple layers defining the role of each layer for clear understanding.

The first layer, the knowledge providers have the social responsibility to promote and drive a healthy ecosystem for higher education to uplift its society intellectually and economically. The second layer, the subset of knowledge providers, consists of globally reputable institutions including Indian higher education institutions. These entities play a significant role in disseminating quality education and expertise. These institutions not only deliver education but also facilitate the flow of knowledge from experienced professionals directly to layer 5, the knowledge seekers, which is a standard process currently being used. However, to integrate an international teacher or faculty in the mix, there is a need to address two additional critical layers that must be understood and addressed to ensure a seamless connection between educational institutions, and the knowledge seekers. The additional two layers, the enabler (third layer) and the right teachers (fourth layer), are essential to drive a meaningful change in the educational landscape. Both layers are essential to create an integrated and comprehensive system where educational institutions effectively connect with the experts imparting knowledge and the knowledge seekers. The third layer, the enabler or Edify Online, develops and maintains a centralized platform to act as a bridge to find, qualify, connect, and manage the right teachers (Edify Professionals – EdPros) from around the world, maximizing

global awareness and the quality of education for knowledge seekers. As an enabler, Edify Online also facilitates this crucial connection, enhancing educational experiences worldwide. The fourth layer emphasizes driving change with the help of Edify professionals and Indian teachers working together as catalysts for transforming Indian higher education. This relationship or connectedness is organic, holistic, scalable, and sustaining - meaning, what is learned is kept and used within the local institutional system. These catalysts are the change agents needed to empower their students and fellow educators in India to effectively pursue their Dharma, encouraging a transformative educational environment but holistically.

The fifth layer is the most crucial component of the Agarwal-Ganesh International Teaching Model: the *"Knowledge Seekers"*, it treats students and the Indian teacher of the classroom both as knowledge seekers but each with a different purpose and role. The latter assumes the broader role of learning from the international teacher (for their personal professional development as a teacher) and disseminates the knowledge to its students while the former learns directly from the international teacher and seeks guidance from their teacher when needed. The purpose of Agarwal-Ganesh International Teaching Model is to emphasize the fact that undergraduate students are young, immature, and often require the guidance of their guides or counselors. These students are categorized into two categories one based on their geographical locations i.e. rural, urban, and suburban groups, reflecting the diverse backgrounds within the higher education landscape in India, and the other based on the maturity level of students. This information is important for the Indian teachers who also play the role of counselors or guides to be pro-actively prepared to meet the needs of their students. Since the right teachers or Edify Professionals are on the front line and closest to their students, they are in the best position to act as counselors or guides for their students. Both, counsellors or guides, are most qualified to address the lower maturity levels of these undergraduates and help in providing them with knowledge that will expose them to the opportunities for a better professional career. By enabling this important role, Edify Online aims to achieve its core belief *"Everyone has the*

## The Agarwal<sup>4</sup>-Ganesh<sup>5</sup> International Teaching-Learning Model



1 Anil P. Agarwal, founder, Edify Online Corp (USA)

2 Prof (Dr.) L.S. Ganesh, Vice Chancellors, ICFAI University, Hyderabad (India)

*right to be enlightened. It just takes the right teacher<sup>®</sup>*". This comprehensive model aims to integrate experienced professionals and educators to enhance the overall educational experience and effectiveness for all participants.

### **Students: Knowledge Seekers**

Many students feel like they are wandering in a huge maze, struggling to figure out what they really want to do. Especially for undergrads, it is like they are stuck in a bubble that is just an extension of high school—a safe space that is comfortable but does

not prepare them for the real world. A lot of them feel like they are not smart enough or motivated to learn, but that is not the real issue. The problem is more about being mentally stuck. It is like their brains are craving something more nourishing, like curiosity, critical thinking, and finding out who they are. To help students, their thinking process needs to be supported by giving them ample options and a way to filter those options according to their calling. By creating spaces where they can explore freely, get creative, and think for themselves, this initiative will help them break out of their mental rut. Using

new, joyful, and exciting teaching methods, along with support systems, the young students can be inspired to realise their potential and embark on a journey of learning and self-discovery. It is not just about presenting facts; rather about igniting a spark that makes them eager to understand the world and face challenges with confidence, purpose, and convictions.

In this context, the presence of immaturity and imperfections among graduate students can be seen as an opportunity for growth. This openness and flexibility allow them to explore various academic paths, fostering an environment where they can develop and thrive by unfolding their talents. With the diverse course offerings by *Edify Professionals* from around the world, students have a wide array of options to explore their interests and make informed decisions about their academic pursuits. This comprehensive approach not only helps students identify their passions but also aligns them with suitable educational pathways, enhancing their academic journey and overall learning experience. The UCPS Initiative with its gradual progression aims to examine the maturity and understanding levels of students based on their geographical location and socio-cultural backgrounds.

### ***Teachers : Knowledge Providers and Knowledge Seekers***

In the world of teaching, it is common to encounter individuals who entered the profession more for a stable paycheck than having a genuine passion for shaping young minds. Even those who excelled in exams or topped competitive tests do not automatically make great teachers. They might have the book smarts but not necessarily possess the ability to explain concepts in a way that resonates with students. It's akin to having a toolbox full of tools but not knowing how to use them properly. Finding teachers who can cater to all the different learning styles and needs of students is challenging, like trying to fit a square peg in a round hole. But it is not all gloom and doom. With some solid guidance, ongoing training, and a real dedication to the craft of teaching, educators can rise above the challenges. It is not just about what you know, but how you share that knowledge - lighting up young minds, sparking curiosity, stimulating critical thinking, and making learning a lifelong adventure.

It is worth mentioning that teachers themselves

can sometimes be limited by their own experiences, exposures and cultural backgrounds. They might be used to teaching in a certain way that works for them but might not resonate with every student. It is a constant give-and-take process - they are teaching, but they are also learning along the way. And just like their students, they can benefit from exposure to diverse perspectives, ongoing learning opportunities, and a willingness to adapt their approach to meet the ever-evolving needs of their classroom community. After all, education is a journey for both teacher and student alike, filled with moments of growth, discovery, joy and mutual understanding.

### ***Higher Education Institutions : Medium for Knowledge Providers and Knowledge Seekers***

The institute serves as a common point where education seekers and providers meet. This interaction is not solely a result of dedicated efforts; it is a delicate balance of numerous factors. For example, these factors may include the institute's vision which shapes its goals and direction, and the leadership that guides its implementation. The effectiveness of the institute may be influenced by its administration which is responsible to ensure smooth operation and its management and oversee various aspects such as resource allocation and policy implementation.

Financial resources play a crucial role, in determining the extent of services and opportunities available. Spending priorities reflect the institute's values and commitments. The diverse backgrounds of faculty and students also enrich the learning environment, contributing different perspectives and experiences. The geographical positioning of the institute also affects accessibility and opportunities for engagement. All these factors intersect to create the dynamic ecosystem of the educational institution.

### **University Cluster Pilot Study**

The purpose of University Cluster Pilot Study (UCPS) initiative is to gain insights into the challenges, gaps, and opportunities in implementing the 'Shared HEIs Ecosystem' using international academic talent that may directly or indirectly influence the learning outcomes. Its mission reaches far and wide, touching various aspects of education and cultural exchange. By bringing together faculty members from different corners of the globe, it creates



a diverse array of perspectives and experiences within educational institutions.

Through this initiative, educators and learners alike have the opportunity to interact and learn from each other, discovering new approaches to teaching and learning that transcend borders. It is like opening a window to the world without ever leaving your own classroom. It is often heard that success isn't just about avoiding failure but also about staying ahead of the curve, knowing what others are doing and learning from them. The UCPS initiative embodies this principle, serving as a bridge between local educational communities and the global stage. It keeps everyone informed and up-to-date on the latest trends and innovations in education, ensuring that no one is left behind in the pursuit of knowledge and excellence.

### Concluding Remarks

The holistic catalyst approach proposed by EdifyOnline would fit seamlessly into this five-layer model, as it addresses the core elements of knowledge exchange, faculty development, and student-centric learning. By integrating the holistic catalyst approach within this comprehensive framework, the UCPS initiative is poised to achieve its objectives of facilitating collaborative learning, enhancing faculty capabilities, and ultimately empowering Indian students to thrive in the global academic landscape. By considering various stakeholders, institutional dynamics, and regulatory factors, the five-layer model, combined with the holistic catalyst approach, presents a robust and comprehensive strategy for driving meaningful change in the Indian higher education system and placing it on the level playing field in the league of global higher education landscape.

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#### Attention Readers!

The article “*Internationalising Higher Education using Holistic Shared HEIs Ecosystem to Access Quality Higher Education through the Lens of Agarwal-Ganesh International Teaching Model*” authored by Mohammad Ilyas and Ruchi Payal published in Issue Vol. 62, No 29 dated July 15—21, 2024 stands withdrawn.

In place of that article the present article “*Promoting Internationalisation of Higher Education through Shared Ecosystem: An Innovative Model*” by Amarendra Pani, Mohammad Ilyas, and Ruchi Payal may be read.



# Misconceptions in Research Studies Conducted in Indian Universities

D N Sansanwal\*

The development of any nation depends on the quality of education and research. Research refers to a process wherein activities are carried out systematically / scientifically to find the solution to the problem. This is the general definition of research. Qualitative and Quantitative Research are two types of research when the type of data or information is the base. These are in all subjects, like, Mathematics, History, Economics, Music, Education, Physics, Management, fine arts, music, etc. Other ways to classify research are Philosophical, Historical, Survey, Experimental, and Case study Research. The basis of this classification is Methodology or Steps followed. Lastly, based on the degree of utility or applicability, the types of research are Basic / Fundamental / Theoretical Research; Experimental / Applied Research; and Action Research. There are many misconceptions about different aspects of research. Misconceptions about types of variables; research questions and objectives; research title writing; hypothesis, and method of research are discussed here.

## Misconceptions About Types of Variables

Research cannot be conducted without a problem or a variable. In the majority of books, two types of variables are given namely independent variable and dependent variable. Independent and Dependent variables are only in experimental research but not in qualitative research as well as Philosophical, Historical, Survey, and Case-study research methods. Continuous and Discontinuous / Discrete are the two types of variables. These are in all types of research. Even in experimental research, the Independent / Treatment is a discontinuous variable and Dependent variable is continuous. While analyzing the data, the researcher must know which variable is continuous and which is discontinuous. This point must be made clear during teaching so that the quality of research can be improved.

## Misconceptions about Research Questions and Objectives

In India, researchers were writing only objectives while in some foreign countries, they were writing

research questions in place of objectives. Of late researchers from some of the Indian Universities have started writing both research questions as well as objectives. In many cases, both research questions and objectives are the same except that objectives are written in simple tense while under research question the simple sentence is converted into question form. Now the question arises, if both research questions and objectives give the same meaning then why write both? Further, if they are different, then should the researcher proceed further as per the research questions or objectives? One can see from the thesis uploaded on Shodhganga that the researchers proceeded as per objectives but not as per research questions, so why write both research questions and objectives? Thus, the large number of theses uploaded on shodhganga is weak and there is a need to organize research methodology courses for orienting Ph.D. guides of different universities else the trend will continue as it is. Ten examples taken from Shodhganga of different universities are given in the following where both research questions as well as objectives are written:

1. *Dasgupta, Pamela: Girl's education and empowerment in rural areas – a study in Uttar Dinajpur district of West Bengal, Ph.D. (Education), Department of Educational Planning and Administration, National Institute of Educational Planning and Administration, 2023.*

## Research Questions

1. What are the factors that determine that girls would continue their education?
2. Are schools gender friendly in terms of physical infrastructure & academic facilities?
3. How does education influence & strengthen decision-making, right awareness, and aspirations of girls?
4. What is the present status, perceptions of school education, and experiences of the passed-out girls? To what extent the educated (secondary level) girls make use of their schooling?

## Objectives

1. To study the factors determining the girls' education.

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2. To study the influence of education on different components of empowerment (Decision-making, right awareness, and aspirations) of girls.
3. To explore how school education has helped the girls in their life.

### **Observation**

There is no corresponding objective for research question number 4. Why both Research questions and objectives were written when both gave the same information?

2. *Arora, Shveta: Constructing beliefs and teacher professional knowledge identity in pre-service education programmes, Ph.D. (Education), Department of School and Non-formal Education, National Institute of Educational Planning and Administration, 2021.*

### **Research Questions**

1. How do students undertaking the pre-service teacher education programme identify as teachers?
2. What professional knowledge is built in prospective teachers through the pursuit of the teacher education programme?
3. How do the three constructs of professional knowledge, beliefs, and identity shape a professional teacher?
4. During the pre-service teacher education programme, what are the factors that shape the professional teacher?

### **Objectives**

1. To study what professional knowledge (if any) is constructed during the B.Ed. programme undertaken by the prospective teachers.
2. To study the relationship between the three constructs of professional knowledge, beliefs, and identity in prospective teachers.
3. To study the different variables that help construct teachers' identities.
4. To study the relationship of any such variables as mentioned in the last objective.
5. To study if an increase in professional knowledge affects or alters the teachers' beliefs.
6. To study how prospective teachers identify themselves as teachers.

7. To study the factors that shape the identity of a teacher.

### **Observation**

Research questions and Objectives are different. There are only four research questions written but seven objectives are written. Why both research questions and objectives were written?

3. *Baladaniya, Vashram M: A Study of Ashram Schools for scheduled Tribes in Gujarat, Ph.D. (Education), CASE, M.S. University of Baroda, 2022.*

### **Research Questions**

1. What is the status of the physical facilities of Ashram schools for scheduled Tribes in Gujarat?
2. What is the status of Human Resources of Ashram schools for scheduled Tribes in Gujarat?
3. What is the status of enrollment a dropouts of Ashram schools for scheduled Tribes in Gujarat?
4. How do classroom transactions take place in Ashram schools for scheduled Tribes in Gujarat?
5. What are the problems for students, teachers, and administrations of Ashram schools for scheduled Tribes in Gujarat?
6. What are the suggestions of students, teachers and administrators to improve the functions of Ashram schools for scheduled Tribes in Gujarat?

### **Objectives**

1. To study the physical facilities of Ashram schools for scheduled Tribes in Gujarat.
2. To study the Human Resources of Ashram schools for scheduled Tribes in Gujarat.
3. To study the enrollment and dropouts from 2006 to 2013 Human Resources of Ashram schools for scheduled Tribes in Gujarat.
4. To study the classroom transactions in Ashram schools for scheduled Tribes in Gujarat.
5. To study the academic achievements of students of Ashram schools for scheduled Tribes in Gujarat.
6. To study problems for students, teachers, and administrations of Ashram schools for scheduled Tribes in Gujarat.

7. To study the suggestions of students, teachers, and administrations for improvement of functions of Ashram schools for scheduled Tribes in Gujarat

### **Observation**

Research questions and Objectives are the same, then no need to write both.

4. *Careen E.G. Marbaniang: Stress level coping strategies and mental health of women teachers of secondary schools of Meghalaya, Ph.D. (Education), Department of Education, North-Eastern Hill University, 2019.*

### **Research Questions**

1. What is the level of stress, coping strategies, and mental health of women teachers of Meghalaya?
2. What are the reasons for the high level of stress among women teachers of secondary schools in Meghalaya?
3. What are the reasons for poor mental health among women teachers of secondary schools of Meghalaya?
4. How do women teachers of secondary schools in Meghalaya adopt coping strategies to cope with stressors?

### **Objectives**

1. To find out the stress level of women teachers of secondary schools of Meghalaya.
2. To find out the level of mental health of women teachers of secondary schools of Meghalaya.
3. To find out the differences in the level of stress based on the following criteria:
  - i. locale
  - ii. Social background
  - iii. Marital Status
  - iv. Educational Qualification
  - v. Teaching Experience
  - vi. Management
  - vii. Training
  - viii. Age
4. To find out the differences in the level of mental health based on the following criteria:
  - i. locale

- ii. Social background
- iii. Marital Status
- iv. Educational Qualification
- v. Teaching Experience
- vi. Management
- vii. Training
- viii. Age

5. To study the relation between the level of stress and mental health of women teachers of secondary schools.
6. To find out the reasons for high stress and poor mental health among women teachers of secondary schools.
7. To explore the coping strategies adopted by women teachers of secondary schools having different levels of stress and mental health.

### **Observation**

Research questions and Objectives differ both in number as well as content. The research was completed as per objectives but not as per Research questions. Why both Research questions as well as Objectives have been written?

5. *Subba Nar Maya: A study of elementary education in the state of Sikkim, Ph.D. Thesis in Education, Department of Education, North-Eastern Hill University, 2017.*

### **Research Questions**

1. What was the status of elementary education in Sikkim before 1975?
2. How is the development of elementary education in Sikkim after 1975?
3. How is the administration of elementary education in Sikkim?
4. What are the infrastructural facilities available in government schools at the elementary level?
5. How is the academic aspect in government schools at the elementary level?
6. What is the teacher's profile in government schools at the elementary level?
7. What is the financial aspect of elementary education?

8. What are the problems of elementary education in the state?

### **Objectives**

1. To study the development of elementary education in the state of Sikkim.
2. To study the administration of elementary education in the state of Sikkim.
3. To find out the availability of infrastructural facilities in elementary schools.
4. To study the academic aspect of elementary education.
5. To study the teacher's profile in elementary education.
6. To study the financial management for the development of elementary education.
7. To find out the problems of elementary education in Sikkim.

### **Observation**

Research questions and Objectives differ both in number as well as content. The research was completed as per objectives but not as per Research questions. Why both Research questions as well as Objectives have been written?

6. *Chhangte, Lalthapuii: Role of SSA in universalization of Elementary Education in Mizoram- An evaluative study, Ph.D. (Education), Department of Education, Mizoram University, 2022.*

### **Research Questions**

1. Has SSA improved various quality concerns related to infrastructure, management & quality support, classroom practices, teacher & teacher preparation & teaching learning material?
2. To what extent has SSA improved access at the elementary level of education?
3. Was SSA able to minimize out-of-school children?
4. Has SSA improved retention at the elementary level of education?
5. What is the role of SSA in providing opportunities for all sections of society to participate in the elementary level of education?

### **Objectives**

1. To find out the role of SSA in improving quality concerns relating to:
  - a. Infrastructure
  - b. Management & community support
  - c. Classroom practices
  - d. Teacher & Teacher Preparation
  - e. Teaching Learning Material
2. To examine the role of SSA in improving access at the elementary level of education.
3. To analyse the role of SSA in minimizing out-of-school children.
4. To examine the role of SSA in improving retention rates at the elementary level of education.
5. To find out the role of SSA in providing opportunities for all sections of society to participate in the elementary level of education.

### **Observation**

Both Research questions and objectives are the same and the researcher only took cognition of Objectives but not research questions. Why write both Research questions and Objectives?

7. *Sharma, Bhageshwari: Student activism social media and political education in Indian democracy, Ph.D. (Education), Department of Education, University of Delhi, 2021.*

### **Research Questions**

1. How do students make use of social media and for what purposes?
2. To what extent do students use social media to access or share socio-political content?
3. How and in what ways is social media being employed for carrying out socio-political processes in our country?
4. What is the role of social media in students' activism in political and social processes/events?
5. How is political education imparted in a democratic setup?
6. To what extent is social media playing a role in fostering of political education of students?



7. What are the viewpoints of students, student activists, and university teachers regarding the flip side of the use of social media in democracy?

**Objectives:**

1. To study the engagement of students with various social media platforms.
2. To analyse students' interest in accessing and sharing socio-political content on social media.
3. To explore the role of social media in students' activism/participation in political and social processes/events.
4. To understand the flip side of the use of social media for sharing and posting matters related to socio-political issues.
5. To explore the relationship between students' engagement with social media, student activism, and political education.

**Observation**

The wording as well as numbers are different in research questions and objectives. It may confuse the reader and set a bad trend for writing both research questions as well as objectives.

8. *Rashi: Construction of morality and the process of development in children and adolescents, Ph.D. (Education), Department of Education, University of Delhi, 2020.*

**Research Questions**

1. How is the morality constructed by children and adolescents?
2. To what extent does it emerge from their contexts and experiences?
3. What are the critical factors from their socio-cultural milieu which affect their sense of morality?
4. How does the process of moral development take place in children and adolescents who live in varied urban contexts, defined by factors of social class, religion, gender, etc.?
5. What are the moral dilemmas that they face and how do they deal with them?
6. What are the sources from which they derive their sense of morality? Is there a significant age and gender trend in this regard?

7. Is there a sense of morality governed more by reasoning and judgement or by the ethic of care or both?

8. What should be the factors that schools should keep in mind while facilitating children's moral development?

**Objectives**

1. To understand the process of moral development in children and adolescents.
2. To explore how children and adolescents construct their notions of morality about age, socio-economic background, gender, and religion.
3. To identify the factors which influence their notions of morality.
4. To know the moral issues and dilemmas which children and adolescents face and the way in which they deal with them.
5. To study whether their notions of morality are located in the perspective of moral reasoning and judgment, or the ethic of care, or the combination of the two.

**Observation**

Research questions and objectives differ both in wording as well as numbers.

The researcher did not bother about the research questions but completed the research as per the objectives. Thus, there is no sense in writing both research questions as well as objectives.

9. *Pasricha, Mehak: A study of the teaching of Sri Guru Granth Sahib & its implications on education, Ph.D. (Education), Amity Institute of Education, Amity University, Noida, 2023.*

**Research Questions**

- a. What are the teachings of Sri Guru Granth Sahib?
- b. What kind of educational philosophy can we frame based on the teachings of Sri Guru Granth Sahib?
- c. How can the educational philosophy based on Sri Guru Granth Sahib be implemented in secondary schools for the development of our children and upliftment of society?

### **Objectives**

- i. To give an introduction to 'Sikkism'.
- ii. To give an introduction about the holy granth - Sri Guru Granth Sahib ji.
- iii. To find and enlist the teachings of Sri Guru Granth Sahib ji.
- iv. To find out the educational implications of the teachings of Sri Guru Granth Sahib Ji.
- v. To analyse the educational implications of the teachings of Sri Guru Granth Sahib ji.
- vi. To find out the relevance of teachings of Sri Guru Granth Sahib in today's educational scenario and the ways through which teachings can be incorporated.

### **Observation**

Research questions and objectives differ both in numbers and content. Researcher should not have written both research questions as well as objectives because the research was completed as per objectives but not research questions.

10. Garg, Pratibha: A study of the factors affecting the choice of Defence Services as a career by the students at senior secondary stage, Ph.D. (Education), Amity Institute of Education, Amity University, Noida, 2021.

### **Research Questions**

- a. What are the factors which are affecting the choice of defence as a career?
- b. What are the factors which are affecting the choice of defence as a career of the senior secondary students of Defence, Government, and Private schools respectively?
- c. What are the factors which are affecting the choice of defence services as a career of senior secondary students studying in Defence, Government, and Private schools respectively with respect to gender and stream?

### **Objectives**

1. To identify the factors affecting the choice of Defence services as a career.
2. To compare the factors affecting the choice of Defence services as a career between male and

female senior secondary students.

3. To compare the factors affecting the choice of Defence services as a career among senior secondary students studying in Defence, Government, and Private schools.
4. To compare the factors affecting the choice of Defence services as a career among senior secondary students of Science, Humanities, and Commerce stream.
5. To compare the effect of factors affecting the selections of Defence Services as a career between male and female senior secondary students studying in Defence, Government, and Private schools respectively.
6. To compare factors affecting the choice of Defence service as a career among the senior secondary students of Science, Humanities, and Commerce stream studying in Defence schools.
7. To compare factors affecting the choice of Defence service as a career among the senior secondary students of Science, Humanities, and Commerce stream studying in Government schools.
8. To compare factors affecting the choice of Defence service as a career among the senior secondary students of Science, Humanities, and Commerce stream studying in Private schools.

### **Observation**

The wording as well as numbers are different in research questions and objectives. The researcher should not have written both research questions as well as objectives because the research was completed as per the objectives but not the research questions.

### **Misconception about Research Title Writing**

There are titles of books, research, and research papers. These can be differentiated based on length or number of words as well as content. Normally, book titles vary from one word to five words. On the other hand, research and research paper titles are longer than book titles. The research title should give information related to the variable(s), Population, Method of Research, and Type of data. Titles given from serial 1 to 10 do not give all this information. It indicates that researchers are not taught title writing. Many titles of research do not have a variable(s) in them. In many Survey & Experimental researches, population information is not given in the title. It indicates that there are misconceptions about research title writing.

## Misconceptions About Hypothesis

The hypothesis is the tentative solution to the problem. Another definition is that a hypothesis is an intelligent guess about the solution to the problem. Lastly, the hypothesis is the conjectural statement about the relationship between variables. So, there are bases for formulating a hypothesis. Review of Related Literature and theory are the two bases for formulating a hypothesis. Due to the base, the hypothesis cannot be written in the future tense. It has to be written in the present tense only. Many researchers have written hypothesis in future tense. As a hypothesis has to be tested, it cannot be formulated in research where qualitative data are obtained. It means a hypothesis cannot be formulated in philosophical, historical, descriptive survey and case study research. It is only to be formulated in correlational survey research and experimental research because the data are quantitative.

## Misconceptions About Method of Research

Different methods of research are the Philosophical Method, Historical Method, Survey Method, Experimental Method, and Case study Method. Of late, researchers have started writing Mixed Methods. It is a misnomer. Mixed Method means that the research has quantitative information as well as qualitative information for solving the problem. Let us take one example from medical science. In the hospital, whenever a patient goes to a doctor, the Doctor measures the blood

pressure which is quantitative information. The doctor also asks the patient about some personal problems, social problems, diet, daily activities, etc. It constitutes qualitative information. Now the doctor decides the reason for blood pressure and gives the medicine. The doctor did not mix but used both quantitative as well as qualitative information to solve the problem. Let us take on the research problem from education. Suppose the title of the research is:

*A study of Achievement in science and reasons for failure in science of Class X students of Public Schools of South Delhi*

The researcher collects information about the Achievement in science of students. The researcher analyses the Achievement in science of students and identifies students with low achievement in science. The researcher analyses the reason for failure in science given by the students with low achievement in science. Based on both quantitative information and qualitative information, the solution to the problem is arrived at.

## Conclusion

From the above presentation, it is evident that research studies conducted for doctoral degrees in education are not up to the mark as far as the following correct method is concerned. It is high time to improve the quality of research in education as well as in other subjects. Researchers should be made aware of the above-mentioned misconceptions. □

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# Institutional Repository: Academic Index of the Institution with Special Reference to NCERT Textbooks

Moorttimatee Samantaray\*

Libraries and librarians are switching over from the traditional role to the modern role of content creation and dissemination. The library is the hub of the academic institution and the librarian acts as the instructor of instructors. The teachers/academics try to change the teacher-centric teaching method to student-centric keeping in mind the 5Es of the teaching method. The teaching method includes: Elaborate, Explain, Engage, Explore, and Evaluation (5Es). The teacher sparks, inspires, and brings change among the students through knowledge. Libraries are the gateways of the Knowledge Resource Centre for reading. They act as social hubs, intellectual hubs, and digital hubs to harness the information explosion. Information seeking is a flow of information from unfamiliarity to familiarity, uncertainty to certainty, Ignorance to understanding, and haziness to clarity. A librarian is a link between the learner and the learning material. Information is handled on the basis of information needs, information users, information usage, information transfer, information analysis, and information technology. Due to innovations, information is curated for dissemination. Digital preservation is possible due to technology. Browsing through mobile is also a success nowadays. The skills of the librarian community applicable in print and digital environments can easily be transferrable to the repository environment. World Wide Web and the Internet itself is a huge electronic library. The web contains a universe of documents, whereas the library contains items based on selection. In digital libraries, the items are digital. The digital libraries are both digital and organised. Due to the integration of ICT, it has become easier at one click to search for the desired information from a large collection. The readers use Google instead of using the institutional library. Institutional repositories have emerged in educational institutions as a solution to it. There are significant differences in which academics and researchers work in different

domains. The research articles are usually peer-reviewed. OAI (Open Access Initiatives) gave rise to institutional repositories. Institutional libraries need a presence on the web and bring together the contents available to the users. Practically, we come across the use of electronic full-text delivery, requests to use the rare collection, ILL facilities, and electronic reference service. It has been experienced that library services need to reach the unreached like the student's virtual learning environment. The libraries usually import technologies from the Computer Science discipline and integrate them into library activities. There are standards for the library system and services. Nowadays, it seems that digital libraries are part of the bloodstream of knowledge. The librarian community thinks of building the institutional repository for the visibility of the institution. This concept holds good for making open access a reality. The libraries can provide direct access to scholarly publications. Creating associated metadata and adding the item to the repository can become a continuous job for self-archiving. The skill of OAI is very important for achieving the goal.

## Scholarly Contents of NCERT

Academic institutions are known for research with an aim towards societal development. The research outputs in terms of research articles, data, theses, dissertations, and conference papers are otherwise examples of scholarly content, which provide scholarship to the users. The researchers use the scholarly content for further research and produce research articles for scholarly communications. According to Anderson (2018), the most common manifestations of scholarly communication include: Articles in scholarly and scientific journals, monographs, research reports, and preliminary versions of articles usually shared with colleagues electronically. White papers, position papers, conference papers and presentations, posters, conference proceedings, theses and dissertations, datasets, multimedia works, and blog postings are also treated as scholarly content. The scholarly publication of

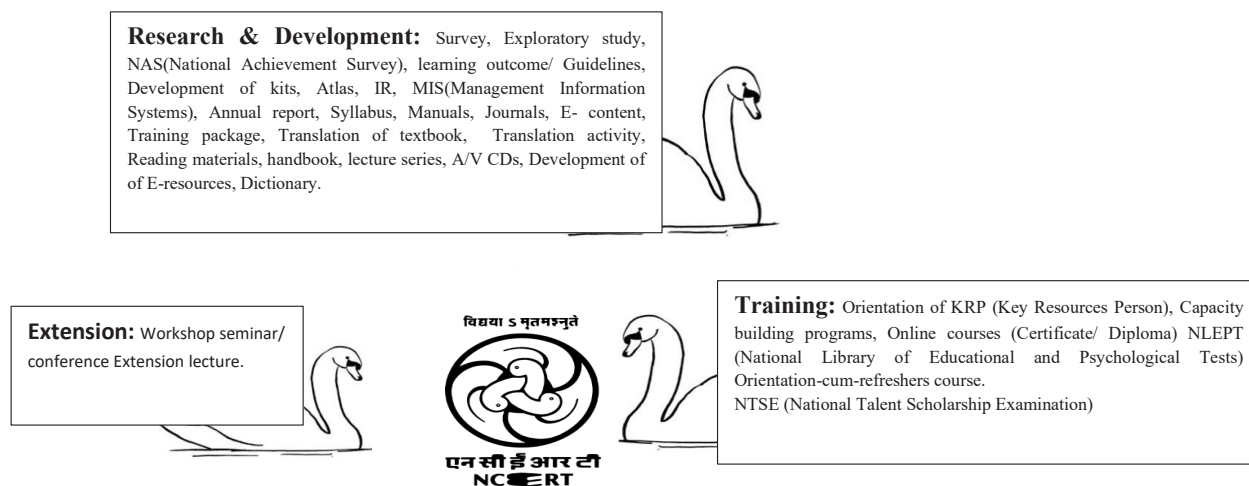
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NCERT includes the research outcomes emanating from the programs under the category: Research & Development, Training and Extension, which are symbolized in the logo of the NCERT as three swans.

The design of the NCERT logo (Figure-1) is taken from an Ashokan period relic of the 3<sup>rd</sup>

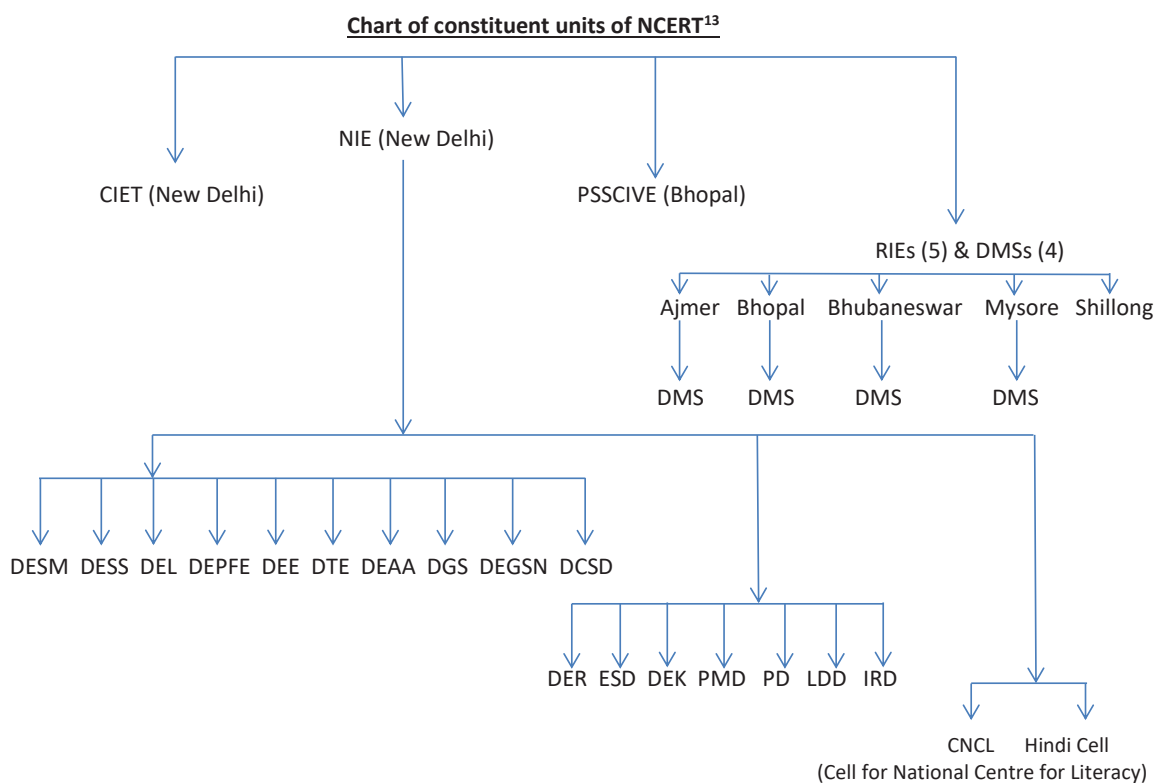
century BCE, which was found in excavations near Maski in the Raichur district of Karnataka. The motto has been taken from the Isha Upanishad and means “Life eternal through learning”. The three intertwined swans symbolize the integration of three aspects of the work of the NCERT, namely, Research & Development, Training, and Extension. All these functions are tuned to achieve the main

**Figure 1: Logo of NCERT**



Source NCERT Website

**Fig-2: Organisational Chart of Constituent Units of NCERT**





objective of improving the quality of school education.<sup>4</sup>

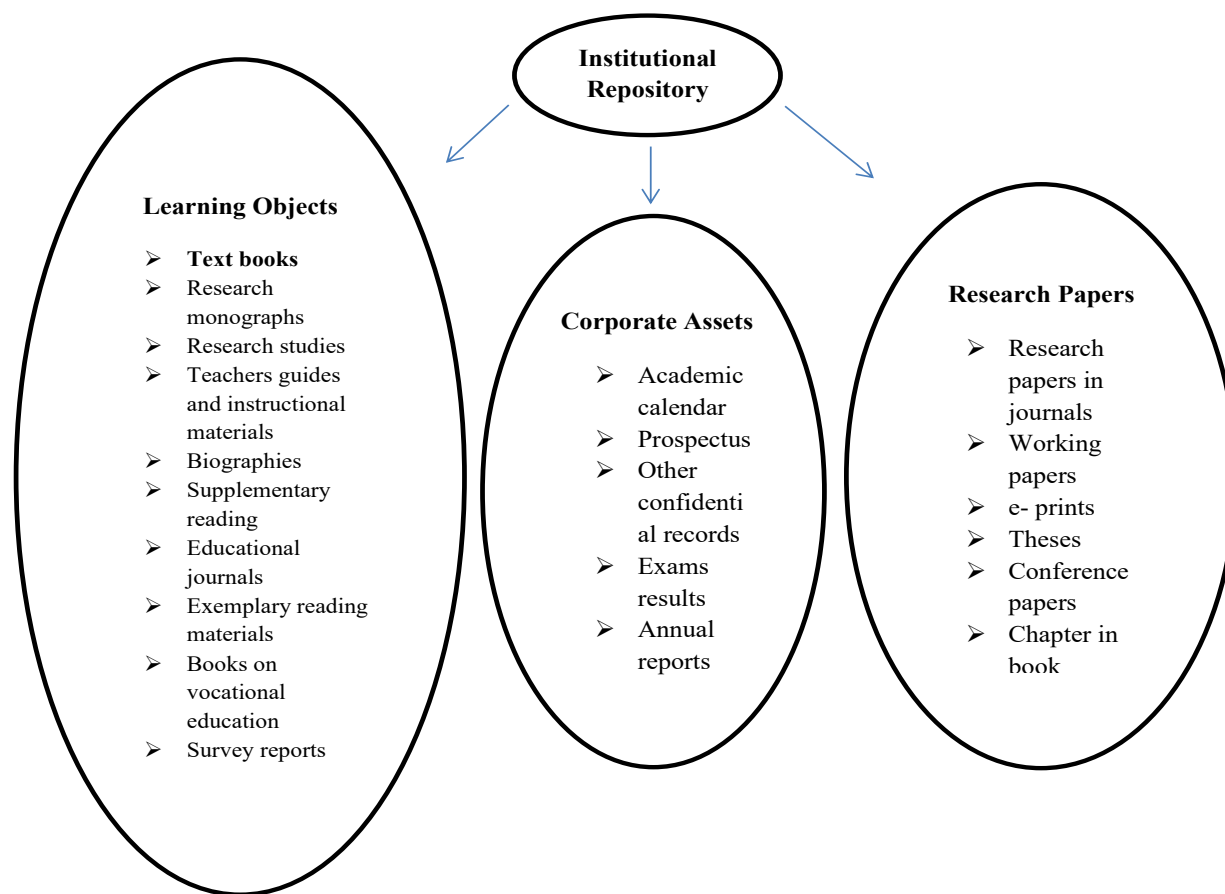
The aforesaid scholarly communications emanate from different constituents of NCERT. The organizational chart of NCERT is shown in Figure-2.

### Institutional Repository

Institutional Repository (IR) is a major benchmark of digital scholarship. According to Priti Jain and others (2009), in this electronic publishing age, academic institutions including universities have increasingly recognised that an IR (figure—3) is an essential infrastructure for scholarly dissemination<sup>6</sup>. The scholarly works in IR represent the intellectual capital of an institution. According to Poynder (2005), “An IR is a repository for a university’s research output to increase access to that research and so enhance its impact. It is a tool for preserving and curating a university’s research output. It is a tool to assist a university in its digital

publishing ambitions and acts as a tool to enable universities to offer digital courseware and online learning services”<sup>19</sup>. Most repositories adhere to the principle of Open Access i.e. OAI Compliant. Authors publish their articles considering the reputation of the journals, impact factor, coverage by indexing and abstracting services, and availability of the journal online. When institutions have the resources and infrastructure to set up support and fund repositories, they try the development of institutional repositories. The repositories benefit the researchers including increased readership and citations and higher research impacts. Therefore, it is discussed that at least one of the key content layers of IR should be the referred research output of the institution. P. K. Venkata Rao highlights the essential elements of IR as 1) Institutionally defined i.e., generated by the community of the institution. 2) Scholarly content: created by the students, faculty, non-faculty, researchers, and the staff of the institution. The content may include pre-prints, working papers, published papers,

**Fig-3: Institutional Repository**



teaching materials, theses, dissertations, research and technical reports, conference proceedings, statistical reports, technical documents, video recordings, and other grey literature. 3) The contents should be cumulative and perpetual i.e. should not be withdrawn but rather should accommodate more and more digital objects. 4) Interoperability and open access: users outside the institute must be in a position to find information from the repository. The system needs to support interoperability to provide access via search engines and other discovery tools. 5) OAI- PMH (Open Access Initiative Protocol for Metadata Harvesting) compliant: the OAI- PMH compliant information system allows the repository to provide indexing, search, and content description services. It is low barrier mechanism for repository interoperability. It has XML format over HTTP format<sup>(6)</sup>.

The individuals and institutions can act as the stakeholders. The individual authors produce research articles in journals, their e-prints, conference papers, chapters in books, theses, working papers, learning objects like textbooks, research monographs, research studies, teacher’s guides, supplementary reading materials exemplary reading materials, survey reports and learned journals can be treated as corporate assets if the copyright lies with the institution. In academic

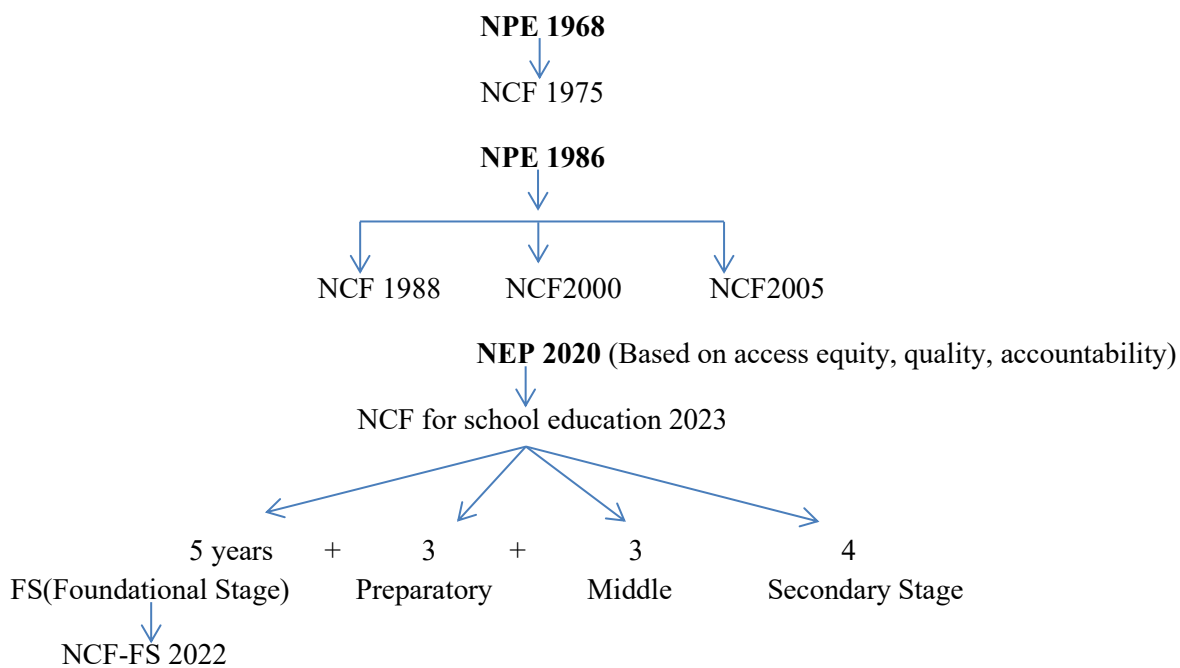
institutions academic calendars, prospectus, question papers, examination results, and annual reports are corporate assets by fault.

### Scholarly Contents of NIE, NCERT

NCERT develops textbooks and e-books in PDF format (class I- XII) in English, Hindi, and Urdu language, exemplar problems, school kits, and laboratory manuals are also part of these scholarly contents. NCERT also develops audiobooks for specially-abled readers. It publishes journals with peer-reviewed articles. In LDD, there is a textbook archive developed in 2012. The archive contains books published according to different NCFs in different languages. The NCFs are developed in the light of the education policy. As per NPE 1968, 1986, and NEP 2020, NCF 1975, 1988, 2000, and NCF 2023 along with NCF-FS have come into existence, which can be shown in a treelike structure as Figure-4.

Along with the development of the NPE/NEP the education structure also gets changed. Up to NPE 1986, there was an 11+2+2 structure followed by 10+2+3. According to NEP 2020, the structure was changed to 5+3+3+4 giving rise to NCF SE and NCF-SE, 2022 for the foundational stage. The books are developed class-wise, subject-wise, language-wise and chapter-wise. Hence, a chapter in a book

**Fig-4: Pattern of National Curriculum Framework**

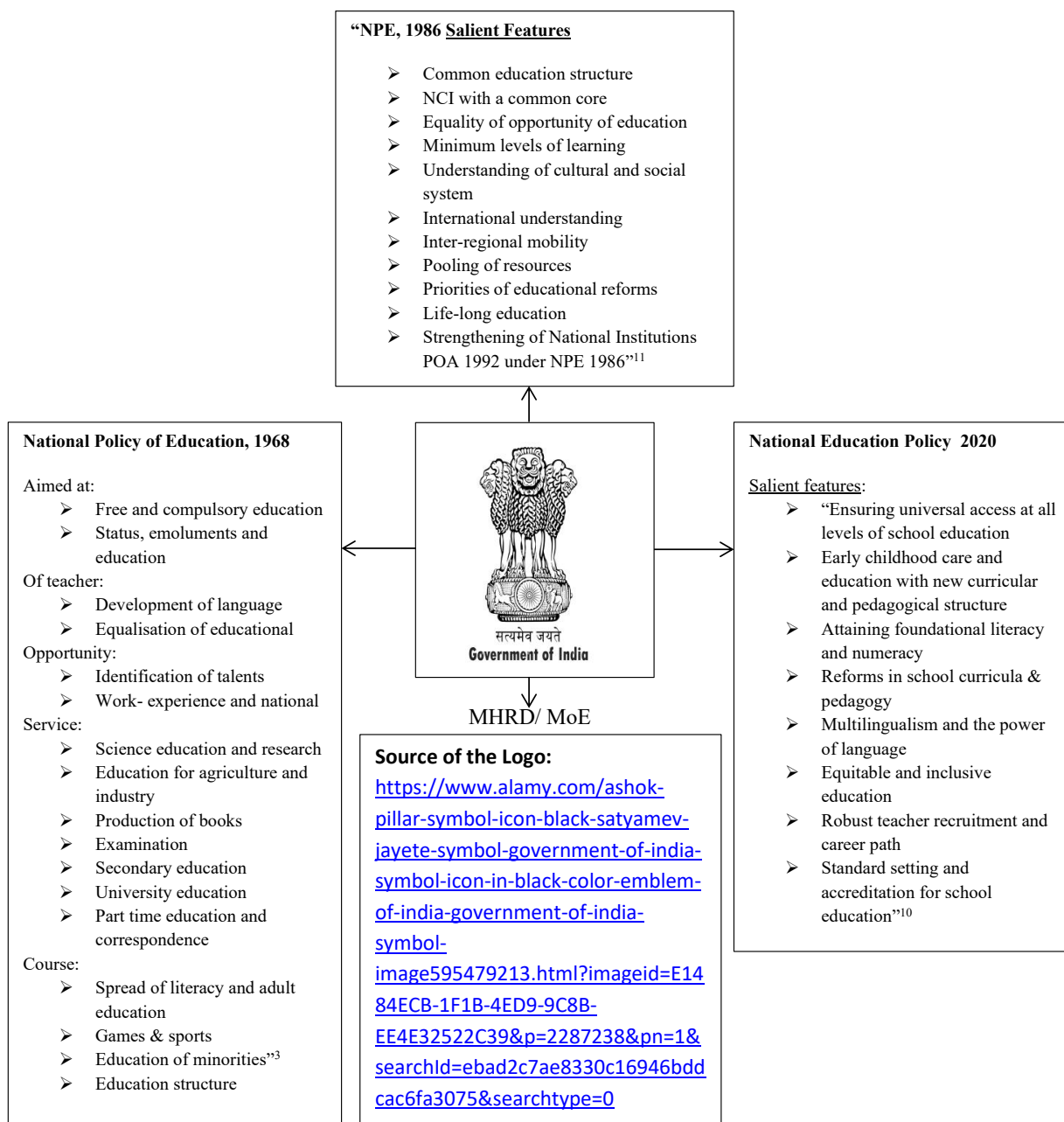


on a particular subject in a particular language is available to the reader in the I.R. of the textbook in the first phase following other documents. The ‘chapter’ is the metadata field followed by metadata curation and providing examples. Besides textbooks, NCERT produces survey reports, exploratory study reports, National Achievement Survey reports, Learning outcomes/ Guidelines, Educational kits, Atlas, Annual reports, Manuals, Training packages, Supplementary reading materials, Handbooks, Lecture series, Dictionaries, E-Resources, as part

of Research & Development. Training is the key component of the NCERT activities. Orientation to KRPs, capacity building programs for different stakeholders, online courses (certificate/diploma) NLEPTs, Orientation-cum-refreshers course for the stakeholders in the field of School education/ Teacher education.

Extension activities are those, that help in the learning process and reinforce the skill & competency of a person. This bridges the gap

**Fig- 5: Salient Features of National Educational Policies of India**



between academia and the real world such activities connect the students, faculties institutions, communities, and industries to discuss a particular theme, useful for society's needs. Seminars, conferences, and extension lectures belong to the extension category.

According to Deepak Kapoor, the academic community of NIE, NCERT writes chapters in books, books, and research articles and they have paper presentations either in the seminars or conferences. During 2018-19 and 2019-20, the academic fraternity produced 89 research outputs the source of which is the annual report of NCERT. NCERT website mentions the learned journals too, which contain primary scholarly content on school education<sup>8</sup>. Dhanamandan (2014) has categorized IRs into four like: Aggregating, Disciplinary, Governmental, and Institutional<sup>2</sup>. According to Deepak Kapoor (2023), 90% of institutional repositories are there in India. As per his study, 90.56% are institutional, 3.77% are Governmental, 2.83% are Disciplinary and 2.83% are aggregating in nature. Mr. Kapoor has also studied software used for IR and mentions that 56% of IRs use D-Space.

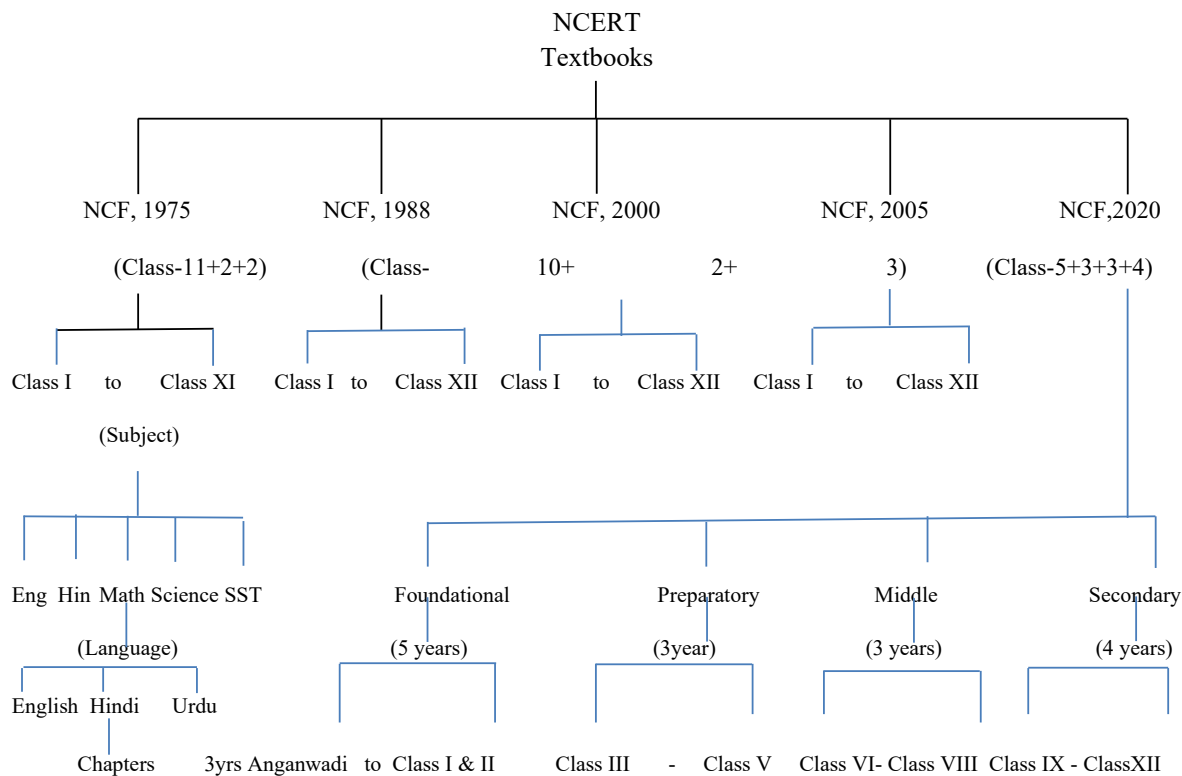
According to his report, it shows that 04 (four) IRs were added to the DOAR in 2022 giving rise to 106 IRs in the list<sup>7</sup>.

### Themes of the Scholarly Contents of NCERT

The scholarly contents published by the NCERT from its inception, i.e. 1961, themes are based on the salient features of National Education Policies, the NPE/NEP that came into existence in different years (Figure-5). The departments/divisions/cells propose different programs depicting three swans under R&D, Training, and Extensions. The programmes get approved by PAC/PAB. Once the program is complete, the programme coordinator submits the reports for preservation in the library and subsequently for dissemination through IR.

Now, we understand the scholarly contents of NCERT. Out of all the scholarly content produced by academics, in the first phase, textbooks play a vital role. Textbooks are developed according to the National Curriculum Frameworks. The NCFs were developed in the years 1975, 1988, 2000, 2005, and 2020 when we talk about the hierarchy of the repository objects, i.e., textbooks as figure-6.

**Fig-6: Flowchart of Repositories**



The Fig-6 shows that repository objects are hierarchies in themselves. The textbooks are developed according to NCF. The subject textbooks once developed undergo a translation process, when we classify the textbooks language-wise, those are in English, Hindi, and Urdu. Accordingly, the chapters are at the bottom of the chain. The metadata is developed for the chapters. It may be noted that the textbooks were undergoing revision and reprint. This knowledge landscape roots to the future research directions. The world's research is available in different IRs, which are registered under DOAR (Directory of Open Access Repositories). The IR concept is based on concepts like interoperability, OAI designed with shared code for metadata tags, and linkage with DRM (Digital Resource Management) for new publishing and communication models.

### Benefits of IR

The need for the development of IR is because of the following benefits:

1. Increasing visibility of the institution,
2. Centralised storage of all types of institutional outputs,
3. Support for learning and teaching,
4. Standardisation of institutional records,
5. Ability to keep track of and analyse research performance,
6. Breaking down of publisher's permission barriers,
5. Benefits to researchers and institutions,
6. IR enhances dissemination and impact of scholarship,
7. Helps in storage and access to a wide range of materials,
8. Feedback and commentary from readers help us in improving the IR and add value services,
9. It helps society in providing visibility, usage, and impact of the research output of the institution.

### Key Issues for the Development of IR

IR is the digital archive, owned and maintained at either departmental or institutional level. It is a tool for collecting and storing communication. IR is an online locus for collecting and preserving for dissemination. The contents of IR are the digital

works of the academic community. Moumita Koley and Suryesh Kumar Namdeo in their article "Open access is crucial for self-reliance in science", mentions that, "most articles have a Digital Object Identifier (DOI), which does not ensure long-term preservation". In their article, they have mentioned that, "approximately 28% of academic journal articles with DOIs appear entirely un-preserved. This shows that research papers vanish from the internet". According to the authors, over 17,000 research papers from chemistry journals distributed by Elsevier globally, except Japan, disappeared when the journal was discontinued in December, 2023<sup>9</sup>. The authors think that "every article authored by Indian researchers and funded by taxpayers' money should be archived in publicly funded OA repositories". Hence, there is a need for I.R. Before adding the idea of the development of I.R. to the think-tank of the institution, the following key issues need to be brainstormed.

1. Institutional culture,
2. Scope of the repository,
3. Contents,
4. Access level,
5. Legal aspects,
6. Standards,
7. Sustainability,
8. Funding,
9. Collaboration between the Librarian, Archivist, faculty, and IT section.

The above points when elaborated concerning the institution, help in developing the IR Policy. The next point is skill requirement. In the presence of the scientifically organised archive of the textbooks, the skills of the permanent staff are explored to find out their expertise in required software, metadata, storage & preservation, contents of the institution, liaisoning, advocacy, and training for the management of IR. Such skills are essential for the sustainability of the IR<sup>17</sup>. Besides the skill requirement and key issues, the manager should keep in mind the parameters for success in building a repository, which plays a vital role. The following 9 Cs act as the parameters.

### Comprehension

Common vision and understanding of the purpose and scope of the repository,



### **Collaboration**

Thinking and working together (Librarian, archivist, faculty, and IT person),

### **Context (Non- threatening atmosphere)**

Each person in the team has a unique mindset based on background, education, and experience, which needs to be considered to make the environment conducive,

### **Contents**

Contents or resources play a vital role. The team players must know the hierarchy of the IR and details about the document to be uploaded,

### **Change**

Change is inevitable. Change takes place for hardware, software, human ware, and contents. Besides, the repository plays a different role while disseminating. The team members need to understand the need for change and what can be the solution,

### **Caring**

Caring refers to taking care of the repository by adding content from time to time,

### **Commitment**

This applies to the managers. The managers should show their commitment by understanding that, the repository grows,

### **Creativity**

This shows the innovative ideas applied for its visualisation and a new way of doing things.

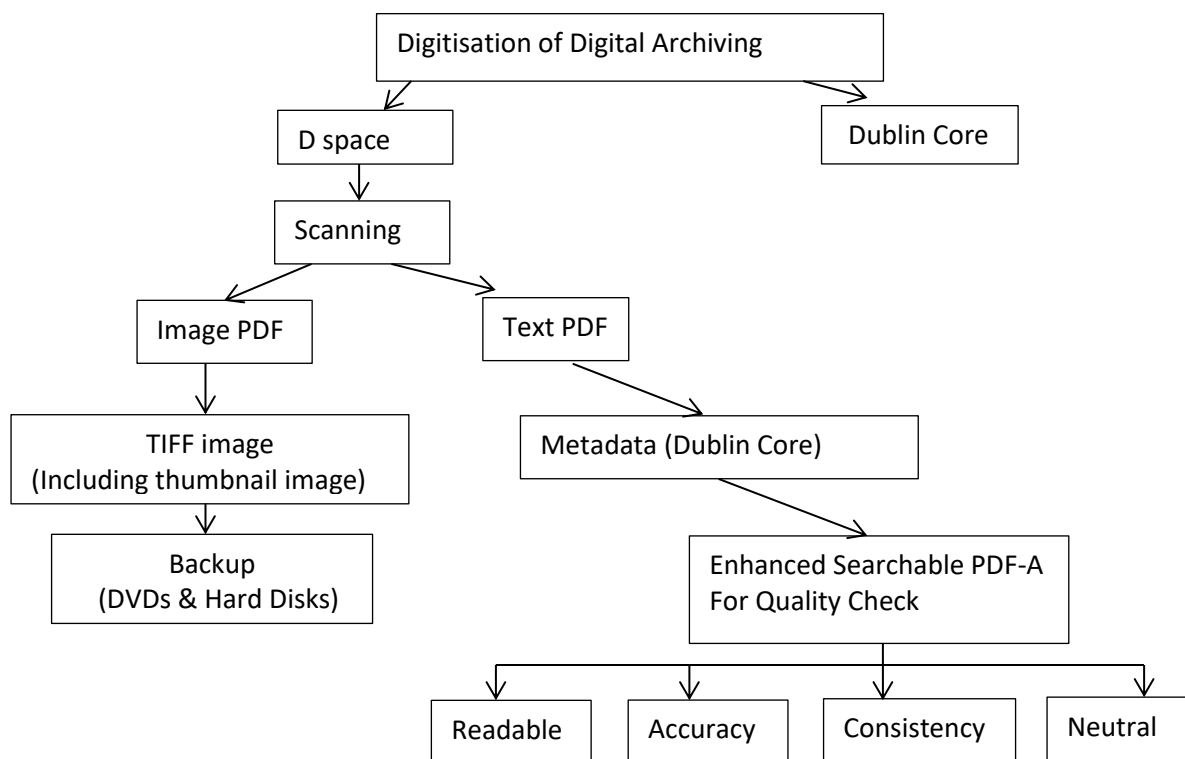
### **Competency**

Knowing how to make the repository work for all the stakeholders, with the required keywords and right metadata to prove the competency.

### **Digitisation**

Digitisation refers to the process of converting analog data into a digital format. Digitisation involves the integration of digital technologies into operations. The digitisation process involves different steps starting from receiving the hardcopy of the document to capturing, tagging, and images to create metadata, through data entry. Filtering, Indexing, validation, and publishing of the XML document and image pool is delivered to the customer for use. Next comes the archiving giving rise to XML database.

**Fig 7: Digital Workflow Process**



When the project is initiated, that is the start of the project as the first stage. The documents are selected as per the I.R. policy for digitisation. The documents are scanned giving rise to images in TIFF format. This image in TIFF format is preserved as a backup file in the possessed DVDs/ Hard disks. This TIFF image includes a thumbnail image of the covering page. A thumbnail image is a small copy of a larger picture or reduced-size version of the picture on a computer for future reference. The thumbnail image is preserved, which is the exact image of the document whereas the pdf (A) is the enhanced searchable document. Usually the pdf- A file format is readable, accurate, and consistent in terms of tone and color production and neutral common rendering for all images. To meet the aforesaid requirements, the scanner should have a minimum of 300-600 dpi (dot per inch). The digital image should be created at a higher resolution so that, it facilitates OCR conversion to a readable accuracy level. Necessary care needs to be taken for raster (scanning lines) cleaning, Deskew (straightening the slanting of a scanned image). Despeckling has to be done after detecting the edges in a layer. The blurring removes noise while preserving details. Final pdf format should be legible with completeness, image quality concerning notify and color, and the ability to reproduce in their original sequence. Digital image of the pdf and pdf- A need to be preserved. The use of Dublin core metadata (15 elements) plays a vital role.

### **Dublin Core Metadata**

Metadata is data about data. It is the descriptive information about a particular data set, or resource including when and by whom it was collected. It can be either physical or electronic. According to NISO (National Information Standard Organisation) “Metadata is structured information that describes, explains, locates or otherwise makes it easier to retrieve, use or manage an information resource.” Metadata describes and explains data it provides context with details such as the source, type, owner and relationships to other data sets. So, it describes and orders data resources in a repository. Descriptive metadata is often the most commonly referenced and utilized metadata.

Dublin core is the international metadata standard known as the Dublin core metadata element set and includes 15 metadata terms. Over the years,

Dublin Core has become an ISO standard. The 15 metadata elements in simple Dublin core are built into the software which are given below.<sup>5</sup>

1. “Title: Name given on the resource.
2. Creator: The person or organization responsible for the content.
3. Subject: The topic covered.
4. Description: A textual outline of the content.
5. Publisher: Those, responsible for making the resource available.
6. Contributor: Those, who added to the content.
7. Data: When the resource was made available.
8. Type: Category of the content.
9. Format: How the resource is presented.
10. Identifier: Numerical identifier for the content, such as URL.
11. Source: From where the content originally derived.
12. Language: In what language the content is written?
13. Relation: How the content relates to other resources- for instance if it’s a chapter in a book.
14. Coverage: Where the resource is physically located.
15. Rights: A link to a copyright notice.

Qualified Dublin core includes additional metadata to improve specificity and granularity”.<sup>5</sup>

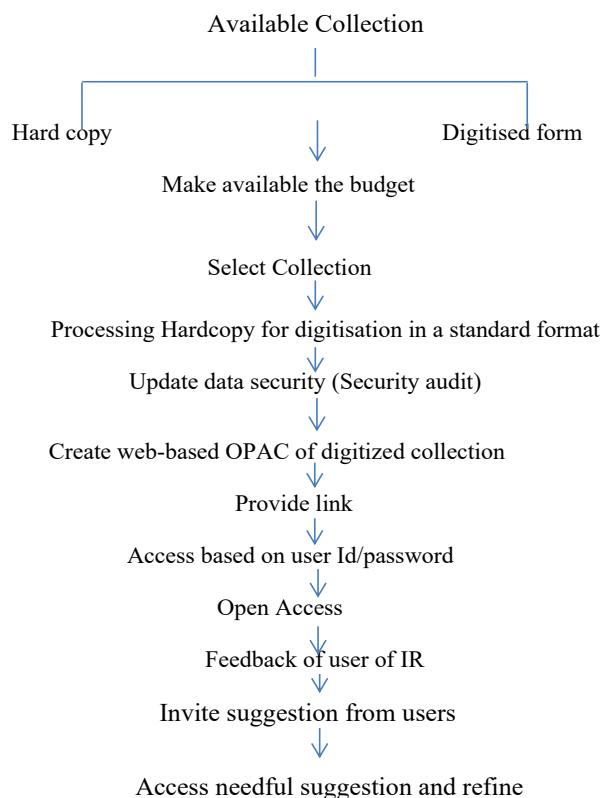
### **Building of IR in LDD, NCERT, New Delhi**

For the full-fledged implementation of the I.R., there’s a need for proper infrastructure and other requirements, which are as follows:

1. Hardware requirement,
2. Software requirement,
3. Human resources,
4. Financial resources,
5. Implementation of the project,
- 5.1. Installation of D-space: For installation, the pre-requisites are: Java, Apache Ant, Post-gre SQL, and Tom Cat. The software is installed in a sequence. D-space has an inbuilt feature of customization and administration.

- 5.2 Digitisation
- 5.3 Browsing
- 5.4 Searching
- 5.5 Advanced search (Boolean logic)
- 5.6 Copyright issues
- 5.7 Workflow

**Fig-5: Flowchart for Building IR**



1. “Web-based interface makes it easy for a submitter to create an arrival item by depositing files. Dspace is designed to handle any format.
2. Data files, called bit streams, are organised together into related sets. Each bits stream as a technical format and other technical information. This technical information is kept with the bit stream to assist with preservation over time.
3. An item is an “archival item” consisting of grouped related content and associated descriptions – Metadata.
4. The metadata is the index for browsing and searching. Items are organised into collections of logically related material.
5. A community is the highest level of the D-space content hierarchy. They correspond to the parts of the organization such as Departments, Divisions, and Cells.
6. D-space’s modular architecture allows for the creation of large, multi-disciplinary repositories that ultimately can be expanded.
7. D-space is committed to going beyond reliable file preservation to offer functional preservation where files are kept accessible as technology format, media, and as many types of files as possible.
8. The end-user interface supports browsing and searching archives.
9. Once an item is located web-native formatted files can be displayed in a web-browser while other formats can be downloaded and opened with a suitable application”<sup>14</sup>.

**Fig-6 Screenshots of IR**



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Search DSpace

Item hits:

Year of Publication	Title	Class No	Edition	Pages	Textbook for the Class	Accession No	Author(s)
1975	Physics: a textbook for secondary school	530 NAT (79)	-	140p.	IX-X	F9929	NCERT
1975	Ganit: Bhaag I (HIN)	510 NAT (79)	-	390p.	IX	F9925	NCERT
1975	India on the move: a textbook on the Economic Geography of India for secondary schools	910.123 054 NAT(79)	-	138p.	IX-X	F9932	NCERT
1975	History of mankind: a textbook for secondary schools: volume 1 (for class IX)	909 NAT(79)	-	259p.	IX	F30175	NCERT
1975	India on the move: a textbook on the economic geography of India for secondary schools	910.123054 NAT(79)	-	134	IX-X	F21179	NCERT
1975	Bharat vikas ki (HINDI) : Class VI to VIII	-	-	133p.	VI-VII	F30218	NCERT
1975	Manav samaj ka itihaas: navi kaksha ke liye itihaas ki pathyepustak bhag ek(HIN)	909 NAT(79)	-	273p.	IX	F30215	NCERT
1975	Insight into mathematics book V	510 NAT(79)	-	165p.	V	F14567	NCERT

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Item hits:

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1988	Sanshodh Mahabharaat: kaksha VII ke liye Hindi ki pustak pathyepustak (HIN)	294.5923 NAT(79)	-	162p.	VII	F17138	NCERT
1988	Biology : a textbook for senior secondary schools class XI Part II	574 NAT(79)	-	391p.	XI	F30111	NCERT
1988	Mathematics: a textbook for class XI - part II	510 NAT(79)	-	280p.	-	F20407	NCERT
1988	Mathematics: a textbook for class VII (Part-I)	510 NAT(79)	-	201p.	VII	F17140	NCERT
1988	Mathematics: a textbook for class IX part I	510 NAT(79)	-	121p.	IX	F17081	NCERT
1988	Mathematics part II: a textbook for class XI	510 NAT(79)	-	425p.	XI	F17770	NCERT
1988	How we govern ourselves: a textbook of civics for class VII	320 NAT(79)	-	61p.	VII	F19333	NCERT
1988	Biology: a textbook for senior secondary school class XI (Part-I)	574 NAT(79)	-	155p.	XI	F17083	NCERT
1988	Chemistry: a textbook for class XI (Part I)	540 NAT(79)	-	307p.	XI	F17085	NCERT
1988	Land and peoples (part II): a geography textbook for class VII	910 NAT(79)	-	146p.	VII	F30126	NCERT

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true

Library and Documental: x New Tab

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Year of Publication	Title	Class No	Edition	Pages	Textbook for the Class	Accession No	Author(s)
2003	Vyavaharik hindi: kaksha 11-12 ki eichhik hindi ki pathyepustak (HIN)	491.438 NAT (H)	-	108p.	XI-XII	F23500	NCERT
2002	Samaj ka bodh: kaksha XI ki pathyepustak (H)	301 NAT (H)	-	120p.	XI	F23487	NCERT
2001	Computer application in business: a textbook for class XI (Paper II)	005.43 NAT(79)	-	47p.	XI	F24606	NCERT
2000	Engineering science and mechanical measurement : textbook for class XII: paper I	620.1 NAT(79)	-	75p.	XI	F22511	NCERT
2003	Practical work in geography part II: a textbook for class XII (semesters III & IV)	910.2 NAT(79)	-	58p.	XII	F23169	NCERT
2001	Dairy Products I : practical manual for class XII: paper IV	637 NAT(79)	-	66p.	XII	F22430	NCERT
2000	Poultry diseases and their control: textbook for class XII : paper VI	636.5 NAT(79)	-	80p.	XII	F22321	NCERT
2001	Poultry production and breeding : textbook for class XI : paper I	636.5 NAT(79)	-	79p.	XI	F22433	NCERT

Sanskrit 2  
History 3  
Economics 3  
Chemistry 3  
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2004 2  
2000 3  
2001 3  
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Use filters to refine the search results.

Title [ ] Equals [ ] Add

Results/Page [ 10 ] | Sort items by [ Relevance ] In order [ Descending ] Authors/record [ All ] Update

Results 1 of 1 (Search time: 0.002 seconds).

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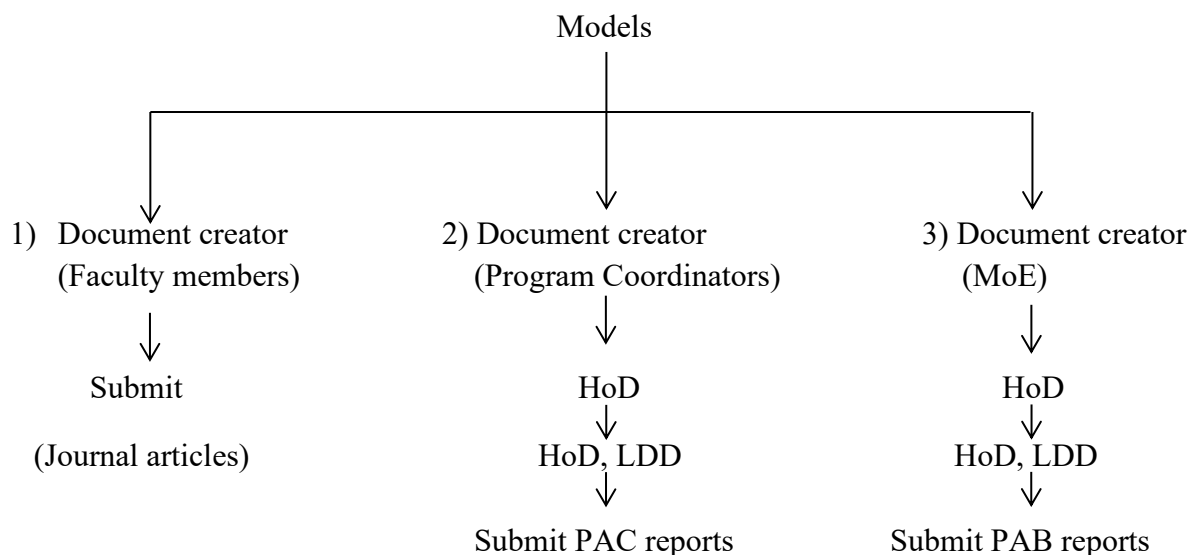
Item hits:

Year of Publication	Title	Class No	Edition	Pages	Textbook for the Class	Accession No	Author(s)
2005	National Curriculum framework 2005 (English)	-	-	-	-	-	NCERT

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true

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**Fig- 7: Models of IR**



### Conclusion

DRM (Digital Resource Management) involves reading, printing, altering, copying, controlling downloading, screen printing, forwarding, watermarking, logo insertion, insertion of download notes, document security (password-based), and plagiarism. The librarian or IR administrator controls access to documents, monitors user activity, updates on IR, and updates on DRM technology, in IR of NCERT, there can be different models depending on the creation of the documents (figure-7).

The contents of the IR come under the copyright Act 1957 and subsequent amendments. The IR of NCERT act as the national repository on school education. It acts as a platform of open access initiative for copyright-free documents it helps in the global visibility of the unseen for academic research. The higher the quality of the IR, the higher the academic index of the institution. It is an organization-based service created by the institution and its community. The NIE-IR model should include attracting the homepage, name of the institution, location bar, top news, browsing in communities, and collection with a proper navigation bar. The IR also strengthens the knowledge economy and contributes to the revenue of the institution. A IR acts as a database, created by the institution, having its IR policy, the roadmap for the same is towards entry into the DOAR (Directory

of Open Access Repository). DOAR contains repository information, organizational information, Open access policy and record informatino<sup>18</sup>. This activity will make the institution globally visible.

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### **Dr Marthanda Varma Sankaran Valiathan Passes Away**

Padma Vibhushan Dr Marthanda Varma Sankaran Valiathan (24 May, 1934 –17 July 2024), Renowned Cardiac Surgeon and Founding Director of Sree Chitra Tirunal Institute for Medical Sciences and Technology (SCTIMST), Thiruvananthapuram, Kerala passed away in the hospital at Manipal on July 17, 2024 (Wednesday) at the age of 90. Born in Mavelikkara, Travancore, Dr. Valiathan was an alumnus of Government School in Mavelikkara, Government Medical College, Thiruvananthapuram, University of Liverpool, PGIMER Chandigarh, Johns Hopkins, George Washington, and Georgetown University Hospitals, Royal College of Physicians and Surgeons of Canada, etc. Dr. Valiathan took the lead in establishing the Sree Chithra Thirunal Institute for Science and Technology (SCTIMST) and became the first Director. The highlight of his long career at SCTIMST was the indigenous development of the nation's first-ever mechanical heart valve. He and his team implanted the first valve on December 6, 1990, and now the Sree Chitra heart valve has been utilized by over 2 lakh people.

Dr. Valiathan served on many National and International Committees and Councils about Medicine, Technology, Science, and Technology. Former President of the Indian National Science Academy (INSA) and National Research Professor of the Government of India, Dr. Valiathan served as the first Vice Chancellor of the Manipal Academy of Higher Education (MAHE). His tenure as Vice Chancellor was marked by a commitment to academic excellence and innovation in research. He was also a Member of the AIU Standing Committee.

Though his active professional career was in modern medicine, Dr. Valiathan was fascinated by the Ayurveda legacy of the nation. He spent much of his later years deeply researching the life and times of scholarly sages — *Charaka*, *Susruta*, and *Vagbhata*. He published more than 150 Research papers and authored many books such as the 'The Legacy of Caraka', 'The Legacy of Susruta', 'The Legacy of Vagbhata,' 'An Introduction to Ayurveda', etc.

Dr. Valiathan has been honored with several prestigious National and International awards and honors for his contributions to medical sciences and technology. He was the recipient of many Awards for Science, Technology, and Education, which include the R.D. Birla Award, O P Bhasin Award, Jawaharlal Nehru Award, Dhanwantari Prize, Aryabhata Medal, Basanti Devi Amirchand Prize, J.C. Bose Medal, B.C. Guha Award, Pinnamaneni Foundation Award, Sat Pal Mittal Award, G.M. Modi Award, M. V. Pylee Award, H.K. Firodia Award. He received the Dr. Samuel P. Asper International Award from the Johns Hopkins University, USA for his contributions to medical education. Prof. Valiathan received the Padma Bhushan in 1990 and in 2005, he was awarded the Padma Vibhushan, India's second-highest civilian award, for his groundbreaking contributions to health technology.

His demise is a great loss not only for the healthcare profession but also for the Higher Education System of the country. AIU fraternity expresses profound grief on his demise.

Opinions expressed in the articles published in the University News are those of the contributors and do not necessarily reflect the views and policies of the Association.

# Mentor or Tormentor? Examining Power Dynamics and Abuse in University Research Environments

Shankha Shekhar Rakshit\*

The mentor-mentee relationship is crucial in academic research, shaping careers and personal development. Mentors provide guidance, support, and professional opportunities as advisors and role models. However, this relationship can also cause significant stress and abuse due to inherent power inequalities (Smith, 2020). Universities are categorised, and mentors hold considerable authority over their mentees. This power differential can lead to emotional abuse, labour exploitation, sexual harassment, and academic bullying (Johnson & Huwe, 2003). Emotional abuse includes manipulation and excessive criticism, while labour exploitation involves demanding excessive work hours. Sexual harassment remains a severe issue, creating hostile environments, and academic bullying includes unfair treatment and denial of opportunities (Lewis, 2014). This study investigates the prevalence and types of abuse experienced by research scholars and analyses the power dynamics in mentor-mentee relationships. By examining these factors, we aim to identify how power imbalances contribute to abuse and what can be done to prevent it.

## Review of Related Pieces of Literature

### *Prevalence and Types of Abuse in Academic Settings*

Smith, R. (2020). Mentor or tormentor? Examining power and abuse in academia. This study highlights the widespread nature of psychological and academic abuse, finding that many research scholars experience intimidation and exploitation in their academic relationships. Johnson, W. B., & Huwe, J. M. (2003). Power dynamics and abuse in academia. This work explores various forms of abuse in academic mentorship, including emotional manipulation, overworking without recognition, and harassment. Lewis, P. (2014). The dark side of academic mentorship. This paper reveals the hidden aspects of mentorship abuse, including subtle forms of belittling and undermining mentee's confidence, contributing to long-term academic and psychological harm.

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## *Power Dynamics in Mentor-Mentee Relationships*

Brown, S., & Moyer, A. (2019). Power dynamics in academic mentorship. This study investigates the hierarchical nature of academic relationships, emphasising how power imbalances can lead to abusive practices and affect mentee well-being. Davis, K. (2018). Creating equitable research environments. This research discusses strategies to balance power dynamics in academic settings, proposing mentorship frameworks that promote equity and respect. Kumar, R., & Das, S. (2015). Mentorship and power: A complex relationship. This article examines the complexity of power dynamics in mentorship, suggesting that power imbalances are often ingrained in the academic culture, making reform challenging but necessary.

## Objectives

1. To investigate the incidences and types of abuse experienced by research scholars in university settings.
2. To analyse the power dynamics inherent in mentor-mentee relationships within academic research.

## Methods and Procedures

Category	Description
<b>Research Design</b>	This study employs a qualitative research design, utilising semi-structured interviews and case studies.
<b>Population &amp; Sample</b>	Participants were selected from a diverse range of academic disciplines across multiple universities.
	The sample included 50 research scholars (25 men and 25 women) at various stages of their academic careers.
<b>Data Collection</b>	Data were collected through semi-structured interviews conducted in person and via video conferencing. Each interview lasted between 45 to 90 minutes.
<b>Data Analysis</b>	Interviews focused on participants' experiences with their mentors, the nature of their relationships, and instances of perceived abuse or support.

	Interviews were recorded precise and analysed using thematic analysis.
	This approach allowed for the identification of common themes and patterns related to power dynamics and abusive practices.

## Findings and Discussion

**Analysis of Objective 1:** To investigate the incidence and types of abuse experienced by research scholars in university settings.

### Incidence of Abuse

The study revealed that a significant portion of research scholars experienced abuse in their mentor-mentee relationships. Specifically, 60% of participants reported encountering some form of abuse from their mentors. This abuse manifested in various ways, from psychological intimidation and belittling to academic exploitation, where mentors took undue credit for research work without proper acknowledgment.

### Types of Abuse

The thematic analysis of the data identified three primary forms of abuse experienced by research scholars:

#### 1. Psychological Abuse

- *Intimidation:* Many participants reported feeling threatened or coerced by their mentors, who used their authority to impose fear and compliance.
- *Belittling:* Mentors frequently undermined their mentees' confidence by making derogatory remarks about their abilities and contributions.
- *Excessive Criticism:* Constructive feedback often crossed the line into harsh and unjustified criticism, negatively impacting the mentees' self-esteem and academic progress.

#### 2. Emotional Abuse

- *Manipulation:* Mentors sometimes manipulated their mentees, using emotional tactics to control their actions and decisions.
- *Isolation:* Some mentors isolated their mentees from peers and other support networks, creating a sense of dependency and vulnerability.
- *Hostile Work Environment:* Participants described working in environments where constant tension and hostility were prevalent, significantly affecting their mental health and productivity.

#### 3. Academic Abuse

- *Exploitation of Research Work:* Many mentees experienced situations where their mentors took credit for their hard work, publishing papers and presenting research findings without proper acknowledgment of their contributions.
- *Withholding Opportunities:* Mentors sometimes withheld important opportunities such as conference presentations, co-authorships, and networking chances, hindering the mentees' professional growth.
- *Excessive Demands:* Participants reported being subjected to unreasonable demands that went beyond the scope of their academic responsibilities, including personal errands and administrative tasks that did not contribute to their academic development.
- *Analysis of Objective 2:* To analyse the power dynamics inherent in mentor-mentee relationships within academic research.

### Power Dynamics

The study emphasized the significant power disparities inherent in mentor-mentee relationships within academic research environments. Mentors wielded substantial influence over their mentees' academic and professional futures, which could be exploited to exert control and induce compliance. This power dynamic often left mentees feeling vulnerable and powerless, as their academic success and career progression were heavily dependent on their mentors' support and approval.

### Influence Over Careers

Mentors have a profound impact on the career paths of their mentees. Their recommendations, evaluations, and professional connections play a crucial role in determining future opportunities for the mentees. This dependency creates a power disparity where mentees may feel compelled to comply with their mentors' demands, even when those demands are unreasonable or abusive. For instance:

- *Recommendations:* Positive letters of recommendation from mentors are often essential for securing academic positions, grants, and other opportunities. Mentees might endure abusive behaviour to avoid risking negative evaluations.
- *Evaluations:* Mentors typically provide critical evaluations of mentees work, which can influence academic success, including grades, publication opportunities, and thesis approval.

- *Connections:* Mentors networks can open doors to professional opportunities such as conference presentations, collaborations, and job placements. Mentees reliant on these connections may feel pressured to maintain a favourable relationship with their mentor, despite any abusive tendencies.

### Control and Compliance

The fear of repercussions—such as negative evaluations, loss of opportunities, or damage to their academic reputation—forces mentees to endure abusive behaviours. This control extends beyond academic aspects and infiltrates personal aspects of the mentees’ lives, significantly impacting their overall well-being and academic experience. Examples include:

- *Negative Evaluations:* Mentees may be afraid to report abusive behaviour or stand up to their mentors due to the risk of receiving poor evaluations, which can hinder their academic progress and future career prospects.
- *Loss of Opportunities:* Abusive mentors might refuse opportunities such as co-authorships, conference presentations, and funding, which are crucial for the mentees’ professional growth.
- *Damage to Reputation:* The academic community is often close-knit, and a mentor’s negative remarks can severely damage a mentee’s reputation, making it difficult to secure future positions or collaborations.

### Discussion

Abuse in academic settings has a serious impact on research scholars’ mental health, academic performance, and career paths. Many experience anxiety, depression, and burnout due to abusive mentors, often needing professional help to cope. This stress also reduces their productivity and focus, harming their academic progress. Career prospects are affected too; some scholars consider leaving academia, while others miss out on growth opportunities due to lack of recognition. Several factors contribute to this abuse. Universities often lack systems to monitor and address such behavior, and in some academic cultures, aggressive mentoring is seen as normal. Additionally, scholars depend heavily on their mentors for recommendations, funding, and career advancement, creating a power imbalance that can be exploited. To address these issues, universities need to implement better oversight, change cultural norms to discourage aggressive mentoring, and provide multiple support

resources, such as peer mentorship programs. By doing so, they can create a healthier, more supportive environment for research scholars, ensuring that mentorship helps rather than harms them.

### Conclusion

This study reveals the significant prevalence of abuse in mentor-mentee relationships within academic settings, profoundly affecting research scholars’ mental health, academic performance, and career trajectories. Psychological, emotional, and academic abuses are common, driven by power imbalances, lack of oversight, and cultural norms that accept aggressive mentoring practices. To mitigate these issues, universities must implement robust oversight mechanisms to monitor and address abusive behavior, shift cultural norms to discourage such practices, and provide multiple support resources, including peer mentorship programs. These steps are essential to foster a healthier, more supportive environment where mentorship can thrive, promoting scholars’ well-being and academic success without fear of exploitation or abuse. By addressing these systemic issues, academic institutions can ensure that mentorship fulfills its positive potential, guiding and nurturing future scholars effectively and ethically.

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# Empowering Young Minds

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**N Kalaiselvi, Director General, Council of Scientific and Industrial Research and Secretary, Department of Scientific and Industrial Research, Ministry of Science and Technology, Govt. of India, New Delhi delivered the Convocation Address at the 10<sup>th</sup> Convocation Ceremony of the Indian Institute of Technology, Patna on May 21, 2024. She said, "Success and failures are inevitable. Learn from all your failures and cherish all the successes. Fix your life goal and work towards it. Having a purpose in life is the key to lasting success which is not calibrated on the outside but will keep you ignited to scale new heights." Excerpts**

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Good afternoon everyone! It is a great pleasure and privilege to be speaking to you today. At the outset, I want to congratulate the graduating students of Indian Institute of Technology Patna! I am very happy to be able to join you all for your tenth Convocation.

Institutes of eminence like IITs are globally acknowledged for engendering an ecosystem of excellent academics and research rigor. Some of the most brilliant minds have emanated from these institutes who have positively impacted the world. IIT Patna is no exception. It is doubly blessed to be located in the land of enlightenment and knowledge. Therefore, needless to say you have been at the centre of knowledge hub and you have been nurtured to be the best. But, the need of the hour is not just to use our education for technological development but also to be able to bring peace to the immediate society. UNESCO has very rightly chosen the theme for this year as 'learning for lasting peace'. Peace not just at the outside but also at the inside. The essence of achieving lasting peace is defining your life goal clearly and disciplining yourself for the rightful duties towards your community.

As engineers, you have tremendous potential to carve new paths. The paths which balance science and humanity, technology and empathy and compassion and innovation. Be unconventional. You will never go wasted given your degree from this institution. You most definitely will hit dead ends.

However, you also are more likely to reach your vocation in life, the career that was made for you. And when you work with all the passion in your heart, you will find that not only does success come as a matter of course, but also it is incidental because work itself is its own fulfilment- the mantra for lasting peace.

That brings me to the next important thing: opportunities. There are tremendous opportunities for each one of you. But we do have certain limitations. Maximize your potential and minimize your limitations through constant learning and opening yourself to new opportunities. The National Education Policy 2020 also advocates integrated and holistic learning which is curated to identify our hidden vocations and talents. Never think that just because you're getting a degree in a certain major today, or taking on your first job in a particular field or at a particular company, that it defines you for life. You will evolve and adapt over time - so that first choice you make isn't the end-all. Your future prospect isn't limited. You should dare to defy limits, and you will do incredible things. Just imagine what you can do to change the world when you refuse to let limits hold you back. Explore and experiment with new opportunities.

Success and failures are inevitable. Learn from all your failures and cherish all the successes. Fix your life goal and work towards it. Having a purpose in life is the key to lasting success which is not calibrated at the outside but will keep you ignited to scale new heights. I would like to end with a shloka here:

विद्या ददाति विनयं विनयाद्याति पात्रताम् ।

पात्रत्वाद्धनमाप्नोति धनाद्धर्मं ततः सुखम् ॥

Knowledge imparts politeness which in turn gives worthiness. From that worthiness one earns a living. That wealth leads to the path of virtue which in turn gives happiness.

Once again, congratulations to all the graduating students, good luck, and may you fulfil your dreams!

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## CAMPUS NEWS

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### **Sunderlal Bahuguna Memorial Oration**

The Centre of Excellence in Sustainable Development (CESD) under the aegis of Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore virtually organized the Sunderlal Bahuguna Oration, recently. Padma Shri Himmat Ram Bhambhu, Nature Activist and Wildlife Conservationist, Nagaur, Rajasthan delivered the oration. Dr Upinder Dhar, Vice Chancellor, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore delivered the Welcome Address. Dr Dhar shared that in the year 1972, the United Nations General Assembly decided to celebrate June 05 as World Environment Day. He further threw light on the World Environment Day theme, *Land Restoration, Desertification and Drought Resilience*. He asserted that land restoration is a key pillar to protect and revive all ecosystems. There is a need to take collective action as human-induced environmental damage is escalating.

Padma Shri Himmat Ram Bhambhu began the session by paying tribute to the Late Shri Sunderlal Bahuguna. During the session, he shared his inspiring journey with the audience. He developed an integrated agro-forestry plantation and biodiversity conservation center that has become home to rare wild birds and animals. He emphasized the plantation of *Khejdi* or *Khejri* (*Prosopis cineraria*) which is also known as *Shami*. It is a drought-resistant tree and provides food and shelter to animals. The tress acts as a lifeline in preserving the ecosystem of arid areas. He raised concerns over water scarcity which has become a global issue. Deforestation, global warming, and population growth will aggravate the situation in the coming years. He encouraged the audience to conserve every drop of water and to increase plantation activities. He further advised to celebrate family member's birthday by planting trees.

Dr. Santosh Dhar, Chairperson, CESD, SVVV, Indore shared the activities of the Centre including the plantation drives undertaken by the University. The activities undertaken showcases the commitment of the Centre to conserve and preserve the Earth. Dr. Namrata Jain, Member Secretary, Centre of Excellence in Sustainable Development proposed the vote of thanks. She asserted that trees are revered as goddesses in the Indian context and it is a crucial time

to protect and restore trees as they are fundamental to sustain life. The Convener of the event was Dr Uttam Sharma, Senior Member, CESD. Dr Sudhanshu Dubey, Member, CESD was the Master of the Ceremony. The event ended with the national anthem.

### **International Conference on Electronics, Communication and Signal Processing**

A three-day International Conference on 'Electronics, Communication and Signal Processing' is being organized by the Department of Electronics and Communication, National Institute of Technology Delhi from August 08-10, 2024 through hybrid mode. The event provides a platform for researchers, academics, scholars, and industry experts from India and the world to present and discuss their research findings in various areas of Electronics and Communication Engineering. The Tracks of the event are:

#### ***Microelectronic Circuits and Systems***

- Electronic Device Physics.
- Photonic / Opto-electronic Devices.
- Circuits and Systems.
- Nano-electronics.
- System Level Design.
- Electronics for Green Technology.
- Nanoscale Device Modeling.
- Device Processing Techniques.

#### ***Communication Systems and Networks***

- Optical Fibre Communication and Systems.
- Computer and Intelligent Communication.
- Wireless and Broadband Communication and Sensor Networks.
- Network Security.
- RF Antenna Design and Modeling.
- Cognitive Communications.
- Analog/Digital Communication Systems.
- LTE, 5G and 6G Design.

### ***Signal Processing and Applications***

- Signal Processing Systems and Algorithms.
- Radar Signal Processing.
- Speech and Audio Signal Processing and Coding.
- Image Signal Processing.
- Biomedical Signal Processing and Bioinformatics.
- Remote Sensing Applications.
- Signal Processing Applications.
- Computer and Artificial Intelligence.

### ***VLSI Technology and Embedded Systems***

- VLSI Design.
- High Speed/Low Power Circuits.
- Digital Circuits and FPGA Based Designs.
- Analog/Mixed Signal System Design.
- Deep Submicron Design and Modeling Issues.
- Testing and Verification.
- Emerging Semiconductor Technologies.
- Real-Time Embedded Systems and Applications.
- Distributed Embedded Computing.
- Internet-of-Things.

For further details, contact Organising Secretary, Department of Electronic and Communication Engineering, National Institute of Technology, Zone P1, GT Karnal Road, Delhi-110036. Mobile No: 09873853870/ 09990344355/ 09899320887. E-mail: [manojtaleja@nitdelhi.ac.in](mailto:manojtaleja@nitdelhi.ac.in) / [manishabharti@nitdelhi.ac.in](mailto:manishabharti@nitdelhi.ac.in) / [Rikmantrabasu@nitdelhi.ac.in](mailto:Rikmantrabasu@nitdelhi.ac.in). For updates, log on to: [www.nitdelhi.ac.in](http://www.nitdelhi.ac.in)

### **International Conference on Nonlinear Applied Analysis and Optimisation at NIT Hamirpur**

A three-day International Conference on ‘Nonlinear Applied Analysis and Optimisation’ is being organized by the Department of Mathematics

and Scientific Computing, National Institute of Technology Hamirpur, Himachal Pradesh from October 17-19, 2024. The objective of the event is to motivate and equip the participants with the recent state-of-art nonlinear analysis, fixed point theory, dynamical systems, optimization, fractals, applications to differential/integral equations and signal & image processing, soft computing as well as to expose the young talents with the newer dimensions in these areas with their practical approaches to tackle the real-life problems in engineering, medical and social sciences and the Ramanujan’s Conjectures so that the participants can take up various challenges in future. The Themes of the event are:

- Linear and Nonlinear Optimization.
- Combinatorial Optimization.
- Optimization Algorithms and Applications.
- Heuristics and Metaheuristics.
- Multi-objective Optimization.
- Optimization for Machine Learning.
- Optimization for Sustainability.
- Optimization and Learning under Uncertainty.
- Fixed Point Theory.
- Nonlinear Analysis.
- Fractals.
- Dynamical Systems/Mathematical Modelling.
- Soft Computing/Decision Making.
- Variational Inequalities.
- Topological Fixed-Point Theory.

For further details, contact Organising Secretary, Department of Mathematics and Scientific Computing, National Institute of Technology, Hamirpur – 177005, Himachal Pradesh, Phone No: 01972-254108, E-mail: [icnaao2024@gmail.com](mailto:icnaao2024@gmail.com). For updates, log on to: <https://nith.ac.in/workshops-conferences/>

### **Faculty Development Programme on Paradigms for Augmenting Quality in Teaching, Learning and Assessment**

A six-day Faculty Development Programme on ‘Paradigms for Augmenting Quality in Teaching, Learning, and Assessment in Technical Education as per NEP- 2020’ was organized by the Association of Indian Universities (AIU)–Academic and Administrative Development Centre (AADC) in association with Teaching and Learning Centre (TLC), Presidency University, Bengaluru during May 08-13, 2023 virtually. The participants registered from various parts of the country for the event. The event was coordinated by Dr. Usha Rai Negi, Consultant (Research), AIU. The National Education Policy- 2020 (NEP -2020) introduces several key highlights and transformative changes that aim to revolutionize the Indian education system. These changes encompass various aspects of education, including school education, higher education, teacher training, assessment, and the integration of technology.

The Chief Guest, Dr. Amarendra Pani, Joint Director and Head, Research Division, Association of Indian Universities, New Delhi, Coordinator, Dr Usha Rai Negi, Nodal Officer, Mr. Asif Mohamed, Head, Teaching and Learning Centre and Dr. Nagabhushan P, Vice Chancellor, Vignan University, Andhra Pradesh along with the participants witnessed the proceedings of the inauguration. The welcome address was delivered by Mr. Asif Mohamed, wherein he focused on the importance of teacher training and professional development to enhance the quality of education. The NEP-2020 proposes the establishment of a robust framework for continuous professional development, ensuring that teachers are equipped with the necessary skills and knowledge to deliver effective and learner-centric education. He also expressed that experts in the field of education have been invited to add value to the sessions and the participants are going to have productive learning.

The inaugural session concluded with a vote of thanks by Ms. Tintu Vijayan, who shared that it was quite a thought-provoking and enriching session as they could listen to the first-hand experiences of the leading educators in India.

Prof. P Nagabhushan, Vice Chancellor, Vignan University, Andhra Pradesh started the first session on the topic ‘Examination Reforms’. He emphasized the students’ learning outcomes with the help of Continuous Assessment and explored the various aspects of NEP-2020.

Prof. Krishna Pratap Singh, Associate Professor, IIIT Allahabad spoke on ‘Technical Education as per NEP 2020’. He shared the key features of NEP- 2020 and how it is going to impact the learning outcomes in the days to come.

Prof. Vrijendra Singh, Professor, IIIT Allahabad, Dr. Neetesh Purohit, Professor, IIIT Allahabad and Dr. Mohammed Javed, Assistant Professor, IIT Guwahati shared their vast knowledge and the salient features of NRP 2020 for the benefit of the Teaching Fraternity.

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

### **Faculty Development Programme on the Use of Artificial Intelligence and Emerging Technologies**

The ten-day Online Faculty Development Programme on the ‘Use of Artificial Intelligence and Emerging Technologies in Higher Educational Institutions’ was organised by the Association of Indian Universities(AIU), New Delhi – Academic and Administrative Development Centre (AADC), Sri Sri University, Cuttack, Odisha from April 03-12, 2024.

The event commenced with an inaugural ceremony, graced by esteemed dignitaries and experts in the field. Prof. Vijaya Lakshmi Mohanty, Director, HRDC, Director, and Nodal Officer delivered the

welcome address, highlighting the significance of integrating AI and emerging technologies in higher education. The programme Coordinator, Mr. Satyajeet Arya, Assistant Professor, Faculty of Science, Sri Sri University, provided an insightful overview of 'Artificial Intelligence for Education'. The Chief Guest, Prof. Deepa Vinay, Executive Registrar, Sri Sri University, Cuttack addressed the gathering, emphasizing the university's commitment to fostering innovation and embracing technological advancements in education. The ceremony concluded with a vote of thanks by Mr. Satyajeet Arya.

The inaugural day focused on 'Artificial Intelligence for Education: Policy Perspectives'. Eminent guests, organizing team members, and participants engaged in thought-provoking discussions on the current policies, regulations, and guidelines governing the implementation of AI in educational institutions. Mr. Jayakar Sodagiri, Assistant Professor, University of Delhi conducted an informative session on 'Use of AI Tools in Chat GPT in Reporting'. Participants gained hands-on experience in utilizing AI-powered chatbots for various reporting tasks, enhancing their efficiency and productivity.

Dr. K S Sowmiya Rani, Renowned Professional Editor shared her expertise on 'AI Tools in Academic Institutions'. The session explored the potential applications of AI in academic settings, such as grading, personalized learning, and administrative tasks, while also addressing the associated challenges and best practices.

Mr. Arvind Singh Chandel, Accomplished AI Expert from Accenture with a rich background in academia and industry conducted a session on 'Problem-solving with AI'. Participants learned about various AI-based problem-solving techniques, including machine learning algorithms, deep learning models, and their practical applications in addressing complex challenges in education and research.

Mr. Satyajeet Arya, Assistant Professor, Sri Sri University delivered the session on 'Basics of Artificial Intelligence in Daily Use'. The session focused on the integration of AI into everyday life, highlighting its implications and impact on various aspects, including education, healthcare, transportation, and communication.

Mr. Satyajeet Arya conducted an assignment session, allowing participants to apply their learnings

from the previous sessions. Participants were tasked with developing practical solutions or case studies involving the integration of AI in educational settings, fostering critical thinking and problem-solving skills.

Dr. Narayan Jena, Assistant Professor at FACIS, Sri Sri University, Cuttack conducted an insightful session on 'Ethical communication and Information Integrity in the Age of Artificial Intelligence'. The session explored the ethical considerations and challenges associated with AI-driven communication and information dissemination, emphasizing the importance of maintaining transparency, accountability, and responsible use of AI technologies.

Subsequently, Dr. Nirmalaya Kumar Mohanty, Data Scientist and Researcher with a Ph.D. in Numerical Optimization and Mathematics from IIIT, Bhubaneswar delivered a thought-provoking session on 'How Secure We are in This World of Information'. The session delved into the security and privacy implications of AI-driven technologies in the digital age, highlighting the potential risks and mitigation strategies to ensure data protection and cyber security.

The programme culminated with a Valedictory Programme, where guests, organizing team members, and participants reflected on the learnings and experiences gained throughout the programme. Participants shared their insights, and feedback, and proposed future directions for integrating AI and emerging technologies in higher education institutions. During the event, participants had the opportunity to interact with renowned experts, gain valuable insights into AI and emerging technologies, and explore their applications in enhancing teaching, learning, and research processes. The programme facilitated discussions on the challenges, opportunities, and best practices associated with the integration of AI in academic institutions, equipping faculty members with the necessary knowledge and skills to embrace digital transformation in higher education effectively. The participants expressed their overwhelming appreciation for the informative and insightful sessions, which provided them with valuable knowledge and practical applications of AI tools in the field of education. The feedback highlighted the following key points:

- **Enlightening and Informative Sessions:** Participants consistently praised the sessions as being "enlightening," "informative," and

“knowledgeable.” They appreciated the in-depth analysis and comprehensive coverage of AI tools, automation, and research applications presented by the resource persons.

- **Practical and Hands-on Learning:** Several participants commended the inclusion of hands-on exercises and practical training during the sessions. This approach allowed them to gain firsthand experience in utilizing various AI tools and platforms, enhancing their understanding and enabling them to apply the learnings effectively in their academic and research endeavours.
- **Relevant and Innovative Content:** The content of the FDP was deemed “innovative,” “creative,” and “relevant” by the participants. They appreciated the focus on cutting-edge technologies and their potential applications in higher education, equipping them with the necessary skills to embrace the digital transformation in the field.
- **Excellent Organization and Delivery:** Participants praised the organizers for their “dedicated efforts” in arranging and conducting

the FDP in a “professional manner.” The resource persons were lauded for their expertise and resourcefulness, contributing to an enriching learning experience.

- **Desire for More Such Programmes:** Many participants expressed their enthusiasm for attending more FDPs on specialized topics, research methodologies, software tools, and advanced techniques related to AI and emerging technologies. This reflects their eagerness to continue learning and expanding their knowledge in this rapidly evolving field.

Overall, the feedback from the participants highlights the positive impact and valuable insights gained from the FDP. Their expressions of gratitude, appreciation, and enthusiasm are truly motivating and serve as a testament to the success of the programme. The FDP empowered the participants to embrace AI and emerging technologies in their respective roles, fostering innovation and excellence in higher education.



## UNIVERSITY NEWS

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# THESES OF THE MONTH

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## SOCIAL SCIENCES

A List of doctoral theses accepted by Indian Universities  
(Notifications received in AIU during the month of May-June, 2024)

### Anthropology

1. Ahirwar, Mohini. The study of Indigenous health service providers in Sagar District, Madhya Pradesh, India. (Prof. A N Sharma), Department of Anthropology, Dr Harisingh Gour Vishwavidyalaya, Sagar.
2. Bagang, Apo. **Barter across the border: A study on Barter trade of the Nyishis of Arunachal Pradesh with Tibet.** (Prof. H. Vokendro Singh), Faculty of Social Sciences, Rajiv Gandhi University, Itanagar.
3. Sentijungla. **Bio-cultural study of hearing loss among the War Khasi of Pynursla Block, Meghalaya.** (Prof. B T Langstieh), Department of Anthropology, North Eastern Hill University, Shillong.

### Commerce

1. Ajith Kumar, T. **E-commerce-The need for a comprehensive legal framework: A critical study.** (Dr. Ritika Moolchandani and Dr. N Binu), Department of Commerce, Bhagwant University, Ajmer.
2. Barkha. **Behavioral biases and trading activity: A study of Indian Stock Market.** (Dr. Mahender Yadav), Faculty of Management Science & Commerce, Maharshi Dayanand University, Rohtak.
3. Madhavan, V. **Critical analysis of accounting for deferred taxes: A study of the dynamics of effective tax rate among top listed companies in India.** (Dr. Bhupendra Bahadur Tiwari), Department of Commerce, CMR University, Bangalore.
4. Nayaab, Mohammed Tariq. **Customer preference as competitive strategy towards electric- two wheeler industry.** (Dr. R Satish Kumar), Department of Commerce, Jain University, Bangalore.
5. Nehra, Savita. **A study of critical factors affecting the sustainability of Micro, Small and Medium Enterprises.** (Dr. Rakesh Arya), School of Commerce, Manav Rachna International Institute of Research and Studies, Faridabad.
6. Pratik, Pravin. **Investors' attitude and perception towards investment in stock market: Special reference to Saurashtra Region.** (Dr. Shailesh J Parmar), Department of Commerce, Saurashtra University, Rajkot.

7. Rathod, Anjali Ketanbhai. **A study on social performance evaluation of selected IT services and consulting companies through value added statements.** (Dr. Ashish C Makwana), Department of Commerce, Saurashtra University, Rajkot.
8. Rekha Kumari. **An empirical study of dividend practices in Indian Corporate Sector.** (Prof. D P Warne), Department of Commerce and Management, Chaudhary Devi Lal University, Sirsa.
9. Sangwan, Ambika. **India, BRICS and the world economy: Emerging trade patterns.** (Dr. Sanjiv Kumar), Faculty of Management Science & Commerce, Maharshi Dayanand University, Rohtak.
10. Sardhara, Kalpesh Dineshbhai. **An impact of ROA and ROE on share holder value creation of selected paper companies in India with reference to Du-Pont Model.** (Dr. Ashish C Makwana), Department of Commerce, Saurashtra University, Rajkot.
11. Shallu. **Impact of corporate governance on firm risk in Indian Stock Market.** (Dr. Mahender Yadav), Faculty of Management Science & Commerce, Maharshi Dayanand University, Rohtak.
12. Shanaliya, Hetalben Jayantilal. **An analytical study on financial health of selected companies by using Springate's Model and Sherrod's Model.** (Dr. Dhara Jethwa), Department of Commerce, Saurashtra University, Rajkot.
13. Zolianzuali. **Marketing and markets beyond Mizoram: A study on select spices produced in the state.** (Dr. Rama Ramswamy), Department of Commerce, Mizoram University, Aizawl.

### Defence Studies

1. Dahiya, Rakesh Kumar. **Emerging geopolitical order in the South China Sea and its implications on world peace and security.** (Dr. S P Vats), Faculty of Social Sciences, Maharshi Dayanand University, Rohtak.

### Economics

1. Alsameer, Hussain Hammoud. **The impact of the microfinance institutions in the growth of Micro, Small, and Medium Enterprises: A study with respect to Bangalore and Ramanagara District of Karnataka, India.** (Dr. Salma Begum), Department of Economics, Jain University, Bangalore.

2. Chakraborty, Abhijit. **Food security and poverty: A case study of tea gardens in North Bengal.** (Prof. Sanchari Roy Mukherjee), Department of Economics, University of North Bengal, Darjeeling.
3. Damodara, Rita Gunvantray. **Analytical study of welfare schemes of Gujarat Government: In the context of Saurashtra Region.** (Dr. B D Varu), Faculty of Economics, Saurashtra University, Rajkot.
4. Reddy, Ramachandra Nagi. **Medium Irrigation projects in Karnataka: A public finance perspective.** (Dr. Rekha Jagannath), Department of Economics, Jain University, Bangalore.
5. Tripathi, Bhaskar. **Pricing behavior and liquidity in the cryptocurrency market: An empirical analysis with reference to Bitcoin and Altcoins.** (Dr. Rakesh Kumar Sharma), Department of Humanities & Social Sciences, Thapar Institute of Engineering and Technology, Patiala.
6. Zapadiya, Hardip Ashwinbhai. **An economic analysis of Brass part industry: In context of Jamnagar District.** (Dr. Suresh G Paradv), Department of Economics, Saurashtra University, Rajkot.
7. Livia, P.V. **Development of metacognitive strategic program for secondary school students.** (Dr. Neha Deo), Faculty of Interdisciplinary Studies, S.N.D.T. Women's University, Mumbai.
8. Prasad, Lalith. **Effectiveness of Open Educational Resources (OERs) on VII standard students mathematics achievement.** (Dr. Balaji B R), Department of Education, CMR University, Bangalore.
9. Reddy, J Srikanth. **Investigation of antecedents of accreditation adoption and its status in management education.** (Dr. Ritu Sharma and Dr. Narain Gupta), School of Education & Humanities, Manav Rachna University, Faridabad.
10. Sangma, John Dalton K. **Professional awareness in relation to job satisfaction and socio-economic status of secondary school teachers in Meghalaya.** (Prof. S C Subudhi), Department of Education, North Eastern Hill University, Shillong.
11. Seema. **Effect of yoga intervention programme on metacognition, emotional maturity and academic achievement of secondary school students.** (Dr. Suman Dalal), Department of Education, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

#### Education

1. Chawngthu, Lalmawipuii. **Teaching and learning of English language at secondary level of education in Mizoram: Status and problems.** (Prof. Lalhmasai Chuaungo), Department of Education, Mizoram University, Aizawl.
2. Dhimmar, Shefaliben Jashvantbhai. **A study of B.Ed. school internship programme in Gujarat.** (Prof. R C Patel), Faculty of Education and Psychology, M S University of Baroda, Vadodara.
3. Gogoi, Minaram. **A study of academic stress and happiness in relation to academic achievement motivation of secondary school students.** (Prof. Jayadeba Sahoo), Faculty of Education, Rajiv Gandhi University, Itanagar.
4. Kargathra, Hina Prabhudas. **Construction and standardisation of vocational interest inventory for English medium students of Class 9th.** (Dr. Hitesh M. Solanki), Department of Education, Saurashtra University, Rajkot.
5. Kumar, Saroj. **Vartman shaikshik sandarbh mein madhyamik istar par samayojan, mulyoan evam shaikshik uplabdhi ke sabandh mein abhibhavakchatre sambandhoan ke ek adhyayan.** (Dr. Neeru Verma and Dr. Sanjay Kumar), Department of Education, Bhagwant University, Ajmer.
6. Lata Kumari. **Madhyamik vidhyalyoan ke chatroan kee shaikshik uplabdhi, aatmsaman, samajik aarthik isthithi aur chatraoan kee chinta ke parikshan ke beech sambandhoan ka tunnatamak adhyayan.** (Dr. R K S Arora), Department of Education, Bhagwant University, Ajmer.
7. Livia, P.V. **Development of metacognitive strategic program for secondary school students.** (Dr. Neha Deo), Faculty of Interdisciplinary Studies, S.N.D.T. Women's University, Mumbai.
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12. Shekar, P N. **Leadership styles and school performance: A study of secondary school headmasters.** (Dr. Balaji B R), Department of Education, CMR University, Bangalore.
13. Siddiqua, Asma Rasheeda. **Impact of school administration on the achievement of students at secondary level.** (Dr. R K S Arora), Department of Education, Bhagwant University, Ajmer.
14. Surani, Shobhana Bhagwanjibhai. **Development and effectiveness of multimedia package in educational psychology for B.Ed. trainees.** (Dr. Dipti B Kundal), Department of Education, Saurashtra University, Rajkot.

#### Home Science

1. Anjana. **The role of Education in women empowerment in rural areas of Itawah District.** (Dr. Sandhya Srivastava), Department of Home Science, Bhagwant University, Ajmer.
2. Samani, Namrata Jagdishchandra. **A study on awareness of cashless transaction in college students of Rajkot region.** (Dr. Daxaben N Mehta), Faculty of Home Science, Saurashtra University, Rajkot.

3. Srivastava, Reena. **Kishoravastha ke Angreji madhyam tatha Hindi madhyam ke chatroan ke samvegatamak manodasha, tanav ka drishtikon (Pratibal ka pratyakshikaran) tatha jeevan istar kee gunvatta ka tulnatamak adhyayan.** (Dr. Sandhya Srivastava), Department of Home Science, Bhagwant University, Ajmer.
4. Yadav, Sheelu. **Garbhvati maa kee umar, prasavkaram shiksha evam pristhbhumi ka unke swasthey par padne wale prabhav ka adhyayan: Kanpur Jile ke vishesh sandarbh mein.** (Dr. Sandhya Srivastava), Department of Home Science, Bhagwant University, Ajmer.

#### **Journalism & Mass Communication**

1. Raman, P Anantha. **Politics of caste identities on Facebook and Twitter with special reference to Tamil Nadu: A critical analysis.** (Prof. V Ratnamala), Department of Mass Communication, Mizoram University, Aizawl.

#### **Law**

1. Ahluwalia, Shaheena. **Legal frame work of Liberal Nationalism under contested citizenship in India: A critical study with reference to Citizenship Amendment Act (CAA) and National Register of Citizens (NRC).** (Prof. Subhash C Roy and Dr. Priya Darshini), Department of Law, Chanakya National Law University, Patna.
2. Anil Kumar. **Constitutional validity of Narco Analysis, Polygraph and Brain Mapping Tests: A study with special reference to confession.** (Dr. Satya Pal Singh), Faculty of Law, Maharshi Dayanand University, Rohtak.
3. Binu, P M. **Children in conflict with Law causes and preventive measures with special reference to Kerala.** (Dr. Binu N and Dr. Sanjaya Choudhury), Department of Law, Bhagwant University, Ajmer.
4. Boruah, Jayanta. **Sustainable Management of forests as common property resources with special reference to the State of Assam: A socio-legal analysis.** (Prof. C Rout), Department of Law, North Eastern Hill University, Shillong.
5. Dey, Shashank Kumar. **Radioactive waste management: A critical analysis of the National and International Legal Framework.** (Dr. Manoj Kumar), Department of Law, Dr. Ram Manohar Lohiya National Law University, Lucknow.
6. Kirar, Deepak. **Cruelty as a ground of divorce in India: A study of legislative provisions and judicial trends.** (Dr. Satya Pal Singh), Faculty of Law, Maharshi Dayanand University, Rohtak.
7. Kumaran, Thiru P. **Schematic evaluation techniques and assessment of traditional innovation in the**

**protection of geographical indications in India: A focused study in Tamil Nadu.** (Prof. M S Soundara Pandian), Department of Law, The Tamil Nadu Dr Ambedkar Law University, Chennai.

8. Manjunath, MS. **Critical analysis of doctor-patient relationship in India with special reference to the legal issues, regulatory framework and the ethical challenges.** (Prof. Seema Surendran), Department of Law, CMR University, Bangalore.
9. Mustafa, Chitragada. **Juvenile justice and human rights contemporary issues, challenges and opportunities: A critical study.** (Prof. Ajay Kumar and Dr. G P Pandey), Department of Law, Chanakya National Law University, Patna.
10. Pillai, T Sankara Narayana. **Motor accidents claims: A critical study: With special reference to Tamil Nadu.** (Dr. P Sakthivel), Department of Law, The Tamil Nadu Dr Ambedkar Law University, Chennai.
11. Santhakumari, P. **A study on the level of understanding of the protection of women from Domestic Violence Act, 2005 among the adult male population: With special reference to Tirunelveli District, Tamil Nadu.** (Prof. R Srinivasan), Department of Law, The Tamil Nadu Dr Ambedkar Law University, Chennai.
12. Sathyanarayanan, S. **Input tax credit under GST law: A critical study.** (Dr. S K Asok Kumar), Department of Law, The Tamil Nadu Dr Ambedkar Law University, Chennai.
13. Sharma, Abhinav Vardhan. **Forensic genetics: It's application in criminal law.** (Prof. Kanu Priya), Department of Law, Manav Rachna University, Faridabad.
14. Tiwari, Sneha. **Protection of colour trade mark under Trade Mark Law with special reference to concept of distinctiveness: An analysis.** (Dr. V Visalakshi), Department of Law, Dr. Ram Manohar Lohiya National Law University, Lucknow.
15. Vijay Pal. **Law relating to rape in India: Recent judicial trends.** (Dr. Satya Pal Singh), Faculty of Law, Maharshi Dayanand University, Rohtak.

#### **Library & Information Science**

1. Hemesha, H N. **ICT companies and attitude in use of e-resources among the faculty members of science and technology in universities of Karnataka.** (Dr. Santhosh Kumar K T), Department of Library and Information Science, Kuvempu University, Shankaraghatta.
2. Lalhlengliana, Oliver. **Information and Communication Technology (ICT) skills and competencies among faculty members of**

**Mizoram University and North-Eastern Hill University in using E-resources: A study.** (Prof. R K Ngurtinkhuma), Department of Library and Information Science, Mizoram University, Aizawl.

### Management

1. Anju Devi. **Impact of social infrastructure on economic growth of Haryana.** (Dr. Sunita Bishnoi), Faculty of Management Science & Commerce, Maharshi Dayanand University, Rohtak.
2. Bhushan, A Vinay. **Scale development to measure the digital financial inclusion: A study on rural Karnataka.** (Dr. Ranjith Kumar), Department of Management, CMR University, Bangalore.
3. Dave, Nirali Parth. **An empirical study of behaviour pattern of mutual fund investors in selected districts of Gujarat.** (Dr. Tejal Shah and Dr. Bala Bhaskaran), Faculty of Management, Indus University, Ahmedabad.
4. Rajni Bala. **Human resources management practices in floriculture industry: A comparative study of public and private sector nurseries in Himachal Pradesh.** (Dr. Shilpa Rana), Faculty of Management Studies, Sri Sai University, Palampur.
5. Raju, Megha. **Impact of work life on work life balance of women conductors in the Central Zone of Kerala State Road Transport Corporation.** (Dr. Daisy C Kappen), Faculty of Management, Humanities and Social Sciences, Kerala University of Fisheries and Ocean Studies, Kerala.
6. Sapna Rani. **Impact of workplace spirituality on organizational effectiveness: A study of MSMEs.** (Dr. Neetu Rani), Faculty of Management Science & Commerce, Maharshi Dayanand University, Rohtak.
7. Sharma, Indu. **Investigating the role of techno-stress and work-life balance on employees' turnover intention.** (Dr. Vivek Tiwari), Department of Management Studies, National Institute of Technology, Hamirpur.
8. Sharma, Varuni. **Value chain analysis of organic food sector in India.** (Dr. Krishan Kumar and Dr. Bhupinder Singh), Department of Management Studies, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.
9. Sinha, Pankaj Kumar. **Digital marketing's influence on consumer purchasing decisions: A study of consumers' and marketers' perceptions.** (Dr. Manmeet Bali Nag and Dr. Bindu Agarwal), School of Management & Commerce, Manav Rachna University, Faridabad.

### Political Science

1. Binny, K. **Political empowerment of women: A study with special reference to local self government institutions in State of Kerala.** (Dr. Dinesh Mandot), Department of Political Science, Bhagwant University, Ajmer.
2. Lanong, Baiadalynti Christine. **Insurgency in Meghalaya: A study of Hynniewtrep National Liberation Council (HNLC) and A'Chik National Volunteers Council (ANVC).** (Prof. T T Haokip), Department of Political Science, North Eastern Hill University, Shillong.
3. Sheetal. **Jammu-Kashmir mein aatankvaad: 1989-2012 ek vishleshnatmak adhyayan.** (Dr. Usha Kiran), Faculty of Social Sciences, Maharshi Dayanand University, Rohtak.

### Psychology

1. Hussain, Nausheen. **Effectiveness of brief group intervention for mothers of children with Autism Spectrum Disorder.** (Dr. Madhurini Vallikkad), Department of Psychology, Jain University, Bangalore.
2. Sangwan, Arun. **Development and evaluation of psychological intervention program to modify performance in sportspersons.** (Dr. Anjali Malik), Faculty of Social Sciences, Maharshi Dayanand University, Rohtak.
3. Shivani, P S. **The efficacy of the multisensory approach or VAKT for children with Dyslexia.** (Dr. Vijayabanu U), Department of Psychology, Jain University, Bangalore.

### Public Administration

1. Bose, Shukla. **Taking the slum out of the child exploring the role of socio-economic status and neighbourhood on the academic performance and decision making of urban poor children in Bengaluru.** (Dr. Priyanca Mathur), Department of Public Policy & Governance, Jain University, Bangalore.

### Tourism & Hospitality Services

1. Deeskha. **Housekeeping services and guest satisfaction: A study of the five star hotels in India.** (Dr. Jyoti), Faculty of Management Science & Commerce, Maharshi Dayanand University, Rohtak.
2. Lyngdoh, Zepphora. **Tourist and resident perception of Meghalaya as a tourism destination.** (Dr. B F Lyngdoh), Department of Tourism and Hotel Management, North Eastern Hill University, Shillong. □



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(১২০৬-১৫২৬ সাল)

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## Dr.Rafiq Zakaria Campus II

### Dr.Rafiq Zakaria College for Women

Navkhanda Palace, Jubilee Park, Chhatrapati Sambhaji Nagar,  
(Aurangabad), Maharashtra

NAAC Reaccredited B++

Minority Institution

### A P P O I N T M E N T

The Applications are invited for the following teaching post in CHB (Clock Hour Basis) Grant in Aid Section, for one academic year 2024-2025 only. Eligible Candidates shall submit their application with the Principal during office hours **within 15 days** of publication of this advertisement.

Sr.No	Particulars	Vacant Post
<b>Assistant Professor on Clock Hour Basis</b>		
1	English	2
2	Urdu	4
3	Hindi	1
4	History	3
5	Political Science	1
6	Economics	3
7	Chemistry	4
8	Analytical Chemistry	1
9	Mathematics	1
10	Botany	5
11	Zoology	1
12	Computer Science	5

**Eligibility:** As per the UGC, Government of Maharashtra & University Norms and Rules of Appointments.**Note:** In service candidates should apply through proper channel. No TA/DA will be paid to the candidates for attending the Interview.Dr.Maqqdoom Farooqui  
Principal

## MAR ATHANASIUS COLLEGE ASSOCIATION



KOTHAMANGALAM, KERALA-686 666

Phone : 0485-2822326

Web : www.macollegeassociation.org

### WANTED

#### MAR ATHANASIUS COLLEGE (AUTONOMOUS)

Applications are invited for the following notified existing vacancy in the college under the management of Mar Athanasius College Association.

#### Assistant Professor - Sociology-1 PWD (Visually Impaired)

Age, Qualifications and Scale of Pay will be as per the norms prescribed by the UGC/M.G University/State Government. Appointment will be subject to the instructions as per G.O(Ms) No. 242/2022/HEDN dated 18.05.2022 regarding reservation for PWD.

Application form and other details can be had from the **Secretary, Mar Athanasius College Association, Kothamangalam - 686 666** or can be downloaded from [www.macollegeassociation.org](http://www.macollegeassociation.org) and forwarded to the Secretary. Filled up application should reach the office of the Secretary within 30 days from the date of publication of this notification.

17.07.2024

SECRETARY

SHRI HARIHAR PRATISHTHAN'S  
(LINGUISTIC MINORITY TRUST)

### GOVINDLAL KANHAIYALAL JOSHI (NIGHT) COMMERCE COLLEGE, LATUR

#### WANTED YEAR 2024-25

Applications are invited for the post of Principal to be filled in **Govindlal Kanhaiyalal Joshi (Night) Commerce College, Latur (Permanent Non Grant)** run by **Shri Harihar Pratishthan Latur** Eligible candidates should submit their application along with all necessary documents **within Fifteen days** from the date of publication of this advertisement by Registered post only.

Sr. No.	Name of post (Designation)	No. of posts	Full Time	Reservation
1.	Principal	01	Full Time	Unreserved

For Educational qualifications, Salary, Allowance & other details see the university website (<https://gkjoshinightcollegelatur.org>)

#### Address for correspondence :

The President/Secretary, Shri. HariharPratishthan, C/O Govindlal Kanhaiyalal Joshi (Night) Commerce College, Shri Marwadi Rajasthan School Campus, Latur-413512 Mob. No. 9422072245

Sd/-  
SecretarySd/-  
President





**St. George's College Aruvithura**  
**Aruvithura P O, Kottayam (Dist.), Kerala. Pin 686122**  
(Affiliated to Mahatma Gandhi University)

Applications are invited from eligible candidates for the post of **Assistant Professors** in the following permanent vacancies

No	Subject	General	Community	PWD	Total
1	Hindi	-	-	1 (Deaf)	1
2	Mathematics	1	-	-	1
3	Politics	-	1	-	1
4	Chemistry	1	1	1 (Blind)	3

Age and Qualifications as per Govt./UGC/University norms including the latest order. The Applicants belonging to PWD Category should submit the copy of the Medical Certificate in the prescribed format along with their application.

Application form can be downloaded from the College website [www.sgearuvithura.ac.in](http://www.sgearuvithura.ac.in) or from the college office by remitting Rs.2000/- (DD for Rs.2050/-drawn in favour of The Principal, St.George's College Aruvithura). Duly filled in Application along with self-attested copies of all the supporting documents should be sent to The Principal, St.George's College Aruvithura, Aruvithura P O, Kottayam (Dist.) **within 30 days** from the date of publication of this notification. Incomplete application will be rejected. SC/ST and PWD category applicants need not pay the application fees.

12/07/2024  
Aruvithura

S/d  
Manager

**SINDHU EDUCATION SOCIETY'S**  
**(S.E.S.) SWAMI HANSMUNI MAHARAJ DEGREE COLLEGE OF COMMERCE**  
Netaji Chowk, Opp. Dena Bank, Ulhasnagar, Distt. – Thane 421 004.

**MINORITY**

**APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS FROM THE ACADEMIC YEAR 2024-2025.**

**UNAIDED**

Sr. No.	Cadre	Subject	Total No. of Posts	Posts Reserved For
1	Principal	--	01	01- OPEN
2	Assistant Professor	Commerce	01	01- OPEN
3	Assistant Professor	Law	01	01- OPEN

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

Reservation for women will be as per University Circular No. BCC/16/74/1998 dated 10<sup>th</sup> March, 1998. 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 05<sup>th</sup> July, 2019.

“Qualification, Pay-scales and other requirement are as prescribed by the UGC Notification dated 18<sup>th</sup> July, 2018, Government of Maharashtra Resolution No. Misc-018/C.R.56/18/UNI-1, dated 08<sup>th</sup> March, 2019 and University circular No. AAS/(CT)/ICD/2018-19/1241, dated 26<sup>th</sup> March, 2019 and revised from time to time.” The Government Resolution & Circular are available on the website [mu.ac.in](http://mu.ac.in)

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

Application with full details should reach the **PRESIDENT, (S.E.S.) Swami Hansmuni Maharaj Degree College of Commerce, Netaji Chowk, Opp. Dena Bank, Dist. – Thane Ulhasnagar-421004, within 15 days** of publication of this advertisement. This is University approved advertisement.

Sd/-  
PRESIDENT



# G.B. Pant University of Agriculture & Technology

Pantnagar-263145 (U.S. Nagar), Uttarakhand

## **EMPLOYMENT NOTICE NO. A- 27/2024**

Applications are invited from all over the country for the posts of Dean, College of Veterinary & Animal Sciences/ Dean, College of Fisheries/ Dean, College of Agribusiness Management. Last date for the receipt of the complete application is 10.08.2024 (Saturday) and through proper channel is 27.08.2024 (Tuesday). Full details regarding Application Form, Fees, Academic Qualification and Score Card will be available at University website [www.gbpuat.ac.in](http://www.gbpuat.ac.in) on 10.07.2024.

**CHIEF PERSONNEL OFFICER**

Nana Vanjare Vidyanagari  
New Education Society, Lanja's  
**ARTS, COMMERCE & SCIENCE COLLEGE, LANJA**

Dist. Ratnagiri 416701

APPLICATIONS ARE INVITED FOR THE FOLLOWING CLOCK HOUR BASIS POSTS FOR THE ACADEMIC YEAR 2024-25

**AIDED**

Sr. No.	Cadre	Subject	Total No. of C.H.B. Posts	Category
1.	Assistant Professor	Marathi	02	2 -OPEN
2.	Assistant Professor	Chemistry	04	4- OPEN
3.	Assistant Professor	Botany	02	2- OPEN
4.	Assistant Professor	Zoology	02	2- OPEN
5.	Assistant Professor	Commerce	01	1- OPEN
6.	Assistant Professor	Mathematics	02	2- OPEN
7.	Assistant Professor	Political Science	02	2- OPEN
	Total		15	

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 10<sup>th</sup> March,1998. 4% reservation shall be for the persons with disability as per University circular No. Special Cell/ICC/2019-20/05 dated 05<sup>th</sup> July,2019.

Candidates having knowledge of Marathi will be preferred.

“Qualification, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18<sup>th</sup> July 2018, Government of Maharashtra Resolution No.Misc-2018/C.R.56/18/UNI-1,dated 8<sup>th</sup> March,2019 and University circular No. TAAS(CT)/ICD/2018-19/1241, dated 26<sup>th</sup> March ,2019 and revised from time to time” Remuneration of the above post will be as per University Circular No. TAAS (CT) /01/2019-20,dated 02<sup>nd</sup> April 2019 and University circular No.CTAU/23/2021-2022, dated 25<sup>th</sup> January,2022.

The Government Resolution & Circular are available on the website [mu.ac.in](http://mu.ac.in)

Application with full details should reach the PRINCIPAL, Nana Vanjare Vidyanagari, New Education Society, Lanja's, ARTS, COMMERCE & SCIENCE COLLEGE, LANJA, Dist.Ratnagiri, 416701 Maharashtra within 15 days from the date of publication of this advertisement. This is University approved advertisement.

Sd/-  
PRINCIPAL

Shree. Rishikesh Shikshan Prasarak Mandal, Navi Mumbai's  
**Shri. D. D. Vispute College of Pharmacy & Research Center,**  
 Devad – Vichumbe, New Panvel, Dist. – Raigad, Pin.- 410 206.

APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS FROM THE ACADEMIC YEAR 2024 – 25.

**UN-AIDED**

Sr. No.	Cadre	Subject	Total No. of Posts	Post Reserved for
1.	<b>Professor</b>	Pharmaceutics	01	01 – OPEN
		Pharmacognosy	01	01 – OPEN
		Pharmaceutical Chemistry	01	01 – OPEN
		Pharmacology	01	01 – OPEN
2.	<b>Associate Professor</b>	Pharmaceutics	01	01 – SC
		Pharmaceutical Chemistry	02	01 – SC 01 – OPEN
		Pharmacology	01	01 – OPEN
3.	<b>Assistant Professor</b>	Pharmaceutics	04	01 – ST 01 – DT (A) 01 – SEBC 01 – EWS
		Pharmaceutical Chemistry	06	01 – SC 01 – ST 01 – DT (A) 01 – OBC 01 – SEBC/EWS 01 – OPEN
		Pharmacology	03	01 – SC/ST 01 – DT (A) 01 – OPEN
		Pharmacognosy	02	01 – SC/ST 01 – DT (A)

**For Assistant Professor (Horizontal Reservation)**

**Persons with Disability Total Posts - 01 (A Group - B/LV.-01 Post), Sportsmen – 01**

The posts for the reserved category candidates will be filled in by the same category candidates (Domicile of State of Maharashtra) belonging to that particular category only.

Reservation for women will be as per **University Circular No. BCC/16/74/1998 dated 10<sup>th</sup> March, 1998. 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 05<sup>th</sup> July, 2019.**

Candidates having knowledge of Marathi will be preferred.

**The Educational Qualification, Experience & pay-scale for the post of Professor, Associate Professor & Assistant Professor are as prescribed by the University of Mumbai, AICTE from time to time.**

**Please refer University Circular No. मशिमाक / विशिमाक / तंत्रशिक्षण / 11 / 2020–2021 दिनांक 11 जनवरी, 2021 for qualifications and experience at the time of interview.**

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.

Applications with full details should reach to the **CHAIRMAN, Shree. Rishikesh Shikshan Prasarak Mandal, Navi Mumbai's, Shri. D.D. Vispute College of Pharmacy & Research Center, Gut No. 104, Devad-Vichumbe, New Panvel, Navi Mumbai, Dist - Raigad 410 206. within 15 days** from the date of publication of this advertisement. This is University approved advertisement.

Sd/-  
**CHAIRMAN**



SAS NAGAR

राष्ट्रीय औषधीय शिक्षा एवं अनुसंधान संस्थान (नाईपर)

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**RECRUITMENT NOTICE FOR FACULTY AND NON-FACULTY POSITIONS**

**(Advt. No. 05/2024 Dated 20.07.2024)**

The National Institute of Pharmaceutical Education & Research (NIPER), SAS Nagar (Mohali) is an autonomous Institute of National importance set up by the Government of India, Ministry of Chemicals & Fertilizers by an Act of Parliament, to impart higher education and undertake advanced research in the field of Pharmaceutical sciences, technology and management. Applications are invited from the eligible candidates for the following posts on direct recruitment basis as under:

Name of the post	Pay Level	Group	Nos. of Posts	Category	Maximum age
Associate Professor (Medical Devices)	Pay Level- 13A2 (Academic Pay Level) (Rs. 1,39,600-2,11,300/-)	A	1	EWS	50 years
Assistant Professor (Pharmaceutical Management)	Level-12 (Academic Pay Level) Pay range – Rs.1,01,500-1,67,400	A	1	UR	45 years
Store Keeper	Level-6 Pay range – Rs. 35,400-1,12,400	B	1	UR	35 years

Applicants are requested to read the instructions carefully before applying. For detailed description of educational qualification, experience, other eligibility criteria and general information, please visit Institute website [www.niper.gov.in/jobs.html](http://www.niper.gov.in/jobs.html).

Last date for submission of application form is **19.08.2024 (Monday)** i.e. 30 days from the date of publication in Employment News. Duly filled in application form is required to be submitted through speed post/ registered post/ courier/ by hand on or before the last date of submission of application.

कुलसचिव



## Swarnim Gujarat Sports University, Desar

(Established by Government of Gujarat)

Opp. Taluka Seva Sadan, Desar, Near Valavav Cross Road,  
At. Post. Desar, Ta-Desar, Di-Vadodara-391774

**Applications are invited from eligible candidates for the following posts.**

### **Employment Notification No. 01/2024**

Teaching Post					
Sr. No.	Posts	Department	No. of Posts	Category	Pay Scale
1	Associate Professor	Department of Physical Education	01	General	As per 7th pay commission Pay matrix Level-13-A
2	Associate Professor	Department of Advance Training & Coaching	01	ST (Second Attempt)	As per 7th pay commission Pay matrix Level-13-A
3	Assistant Professor (Against Lien))	Department of Physical Education	01	General	As per 7th pay commission Pay matrix Level-10
			01	SEBC	
4	Assistant Professor (Against Lien))	Department of Advance Training & Coaching	01	General	As per 7th pay commission Pay matrix Level-10
5	Assistant Professor (Against Lien))	Department of Sports Science	01	General	As per 7th pay commission Pay matrix Level-10
<b>Total</b>			<b>06</b>		

Non-Teaching Post					
Sr. No.	Posts	Particulars	No. of Posts	Category	Pay Scale
1.	Finance Officer	Non-Teaching Post	01	General	As per 7th pay commission Pay matrix Level-11
2.	Planning and Development Officer (Against Lien)	Non-Teaching Post	01	General	As per 7th pay commission Pay matrix Level-11
3.	Assistant Registrar Cum Legal Officer	Non-Teaching Post	01	General	As per 7th pay commission Pay matrix Level-10
<b>Total</b>			<b>03</b>		

Application Form, Prescribed Qualifications, Experience and other details are available on the website: <https://sgsu.gujarat.gov.in/> The applications should reach to **The Registrar, Swarnim Gujarat Sports University**, at the above-mentioned address, on or before **Dt.06/08/2024** Applications received after the prescribed date will not be accepted. Applications will be accepted only through speed-post / registered post (RPAD). The envelope containing the application should be super-scribed for the post applied. Incomplete applications in any form will be summarily rejected.

**Advt : 01/2024**

**Registrar**  
**Swarnim Gujarat Sports University**  
**Desar.**