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*# Let's Create Atmanirbhar Bharat Together*

## Announcement

A **Special Number of the University News** on the theme '**Digital Transformation in Higher Education**' is being brought out in the month of October, 2023 on the occasion of South Zone Vice Chancellors' Meet-2023-24 which is scheduled to be held on **October 26-27, 2023 at Visvesvaraya Technological University, Belagavi, Karnataka**. The **Special Issue** will cover articles by eminent educationists and policymakers. Readers of the University News are also invited to contribute to the Special Number by submitting papers/articles on the above theme by **October 10, 2023**. The papers will be published in the Issue subject to fulfillment of AIU Norms for publication as given on the AIU Website and on the approval of the Editorial Committee of the University News. The Subthemes for the Special Issue are:

- *The Future of Credentialling: Digital badges, Micro-Credentialing and Online Degree.*
- *AI and Analytics in Higher Education: Transforming Decision Making.*
- *Faculty Development & Digital Pedagogies: Empowering Educators.*

Interested Scholars may contribute articles by stipulated date keeping in view the following guidelines for contribution:

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Manuscripts including tables, figures, and references should be around 3000-4000 words for articles, 2000 – 5000 words for Convocation Addresses, 1000 words for Book Reviews, and 600 words for Communications. All the manuscripts should be typed in double-space with 12-point font and ample margin on all sides on A 4-size paper.

The cover page should contain the title of the paper, author's name, designation, official address, address for correspondence, contact numbers, and e-mail address.

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- Over, R. (1982). Does research productivity decline with age? *Higher Education* 11: 511-20.

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- Rendel, M. (1986). How many women academics 1912-1977? In R. Deem(ed.), *Schooling for Women's Work*. London: Routledge.

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The Editor is free to make editorial corrections in the content as well as the title of the article and change the title in accordance with the content of the article as well as the overall theme of the Issue.

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**Editor, University News**

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# Role of Technology in Promoting the Indian Knowledge Systems

Anjali Shokeen\*

The release of National Education Policy—2020 (NEP-2020) by the Government of India highlights the significance of integrating traditional Indian knowledge into education and the importance of preserving and promoting rich cultural heritage. By integrating traditional knowledge systems with modern education, the NEP 2020 aims to create a more holistic and comprehensive learning experience for learners. The Policy also acknowledges the transformative role of technology in society and recognizes its potential to improve teaching and learning. It also emphasizes the use of technology to enhance the reach and effectiveness of education and make learning accessible to all learners anytime and anywhere. The focus of the present paper is on how technology can be used to promote and integrate traditional Indian knowledge in education and provide learners with a more inclusive and effective learning experience. This paper highlights that the use of technology in education can create immersive, interactive, and engaging learning experiences for learners. The use of e-learning platforms, mobile apps, digital repositories, online communities, educational games, simulations, AR and VR technologies, and social media can be effectively employed to promote and disseminate traditional Indian knowledge.

The Indian Knowledge System (IKS) is deeply rooted in the rich traditions and knowledge domains of India. During the colonial period, there was a significant impact of British policies and actions on the Indian knowledge system. The introduction of the Western education system in India focused more on the English language, science, and technology. The shift marginalized Indian knowledge which led to the decline in its prominence in the country and faced a lot of neglect and suppression in the colonial era. Despite the negative impact, there were also indigenous efforts to preserve and revive these knowledge systems. In recent years, there is a growing recognition of the values of traditional Indian knowledge. Many efforts are being made to integrate these traditional values into modern education and promote their relevancy in contemporary society.

The NEP—2020 has provided various suggestions for restructuring the curriculum and enabling a pragmatic approach to revamp the education system such as Curriculum reforms by integrating Ayurveda, yoga, Sanskrit, and Indian philosophy; promoting Indian languages; promoting research and innovation in IKS and collaborating with practitioners and community members, etc. It is high time to focus on the role of technology and technological

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competence among students and teachers. Modern society depends heavily on technology, which has a significant impact on almost all fields such as communication, healthcare, education, business, transportation, and entertainment. The internet and cell phones, in particular, have revolutionized communication through email, social networking, video conferencing, and instant messaging, which has enabled real-time connections between people all over the world. Therefore, Technology can play a pivotal role in integrating the Indian knowledge system with modern teaching techniques. In today's world, technology has emerged as a powerful tool in education, which enables educators to create immersive, interactive, and engaging learning experiences for students.

Balasubramanian, (2004) suggested that new development projects and paradigms that take a balanced approach to established sciences, technologies, and knowledge systems are urgently needed. Hunter (2005) described the potential of ICT in archiving, administering, sharing, and preserving Indigenous Knowledge. Rao (2006) gives an overview of indigenous knowledge by defining it as local tacit knowledge that is specific to a particular culture or society and that underlies decision-making at the local level. Mazzocchi, (2006) suggested that despite being on distinct paths to knowledge, traditional knowledge, and Western science both have their roots in the same reality. It was also noted that the Western heritage of thought is evolving new ways to better understand the complex systems of nature whereas conventional theories and knowledge consist of the inherent qualities to deal with unpredictable situations. Thus, western theories can gain benefits from traditional knowledge. Chandran, (2011) has raised many questions to understand the role of ICT in promoting traditional knowledge systems and stated that the number of websites offering information on yoga, meditation, and astrology has increased recently which were traditionally kept for a select group of individuals. There are too many owners and organizations who claim to be legitimate and in control of this information. The widespread use of ICT in all facets of life is unquestionably responsible for this trend. Teacher education is an essential aspect of improving the quality of education in any country and in India, teacher education has undergone several reforms over the years, with the aim of improving the quality

of education. Tharakan, (2017) commented that the vast knowledge and technological resources provided by indigenous knowledge systems are often durable and concentrate on meeting demands in appropriate cultural settings. This acknowledgment has sparked ideas for the creation of institutes for indigenous science and technology as well as efforts to combine and integrate indigenous knowledge systems with modern scientific knowledge systems. Patwardhan & Lakhota, (2021) found that the scientific and medical communities in India have not yet taken Traditional Knowledge System seriously as a source of novel ideas and innovation. They also highlighted various barriers such as lack of funding, fewer resources, and limited facilities for advanced training are the major reasons to fully understand the AYUSH systems by the mainstream Indian scientists. Ministry of Science & Technology, (2021) in their report shared that Indian scientists have developed a hybrid technology namely "SWASTIK" by incorporating modern scientific technology and Indian Knowledge of Ayurveda. The technique is useful for eliminating harmful bacteria from the water and giving the benefits of natural oils to the human body. Sinha (2022) described the key elements of the Indian Knowledge System such as the growth of every aspect of human life by emphasizing living in harmony. He also highlighted the critical role of Artificial Intelligence in understanding, classifying, and disseminating the vast area of deeply rooted Indian traditional knowledge in areas of traditional medicines, Yoga, art forms, ayurveda, etc. Kumar & Nair (2022) identified the scope and challenges in designing a comprehensive cultural heritage information system, and the feasibility of designing a system in the context of India, with the support of technical tools. The literature highlights that the challenges like- limited recognition by researchers, lack of funding, lack of resources, and barriers to understanding traditional knowledge, limit the potential of the Indian knowledge system in the modern world. Efforts such as integrating traditional knowledge with modern technologies and developing hybrid techniques can promote the role of technology in preserving cultural heritage through virtual restoration.

### **Ways of Promoting Indian Knowledge System through Technology**

Technology offers various tools and techniques that can make this knowledge accessible and

available for students. Following are the different ways that can promote and preserve Indian Knowledge systems through technology:

- The digitization of ancient manuscripts initiated by the Ministry of Tourism and Culture, Government of India ensures the preservation of traditional Indian knowledge which aims to identify, document, and conserve the ancient manuscripts for dissemination.
- Various online courses and resources on education platforms like Swayam, Coursera, and Udemy offer several courses on Indian history, mythology, and culture which can help in gaining the interest of Indian graduates on different IKS topics.
- Multimedia tools such as videos and infographics can be used to create content on traditional Indian knowledge which can help in delivering the content in an interactive manner.
- Podcasts can prove to be a promising way to promote Indian knowledge and culture to a wider audience.
- Various educational videos, from channels such as Sangam Talks; Vega Mysteries etc. engage the audience in Indian knowledge through social media platforms like YouTube and Facebook. These platforms use different ways to engage the audience such as short clips, reels infographics, etc. to promote Indian culture and traditions.
- Artificial intelligence enables the development of various chatbots that can answer questions related to Indian knowledge and culture. The advent of Generative AI such as ChatGPT, and Microsoft Bing can be used for knowing Hindu mythology and culture.
- Online archives like the "National Digital Library of India" provide learners with access to a vast collection of resources related to Indian knowledge and culture. These platforms offer a collection of digitized books, manuscripts, and other resources related to Indian culture and history.
- Social media influencers including prominent figures like Sadhguru and Amish Tripathi, attract a large audience because of their innovative and modern outlook towards Indian knowledge and culture.

## **Role of E-Learning Platforms to Support the Dissemination of Indian Knowledge System**

E-learning platforms offer a range of resources that can help in making IKS more accessible, interactive, and engaging for learners worldwide. Following are the different ways by which e-learning platforms can disseminate IKS:

### ***Online Courses***

Various learning platforms such as Coursera; Udemy and SWAYAM provide certified online courses on understanding different aspects of IKS such as philosophy, religion, and culture. These courses are created by subject experts and taught in a distance mode of education. The students are required to register themselves in such courses and pursue these courses for their professional growth. These platforms consist of video lectures of the experts which cover a wide range of topics related to IKS and Indian Culture. For example, the Swayam platform offers a certified course on 'Indian Knowledge System (IKS): Concepts and Applications in Engineering' which mainly aims at finding the roots of ancient Vedic knowledge in the subjects of Mathematics.

### ***Video Storytelling***

This is a platform for small children in which the stories of great leaders and moral ethics can be depicted through YouTube stories, with or without cartoon characters. The storytelling and storyboarding skills of teachers can help in integrating such traditional knowledge with a modern curriculum of Indian Classrooms.

### ***Open Educational Resources***

Open educational resources on traditional Indian knowledge such as e-textbooks, reading material, videos, audio, and any other learning or research material can make this information accessible to learners all around the world. OER Platforms like ePathshala; ePGPathshala, Shodhganga, Vikaspedia, Swayam Online Courses, NDL, etc. are various government-led initiatives that can increase the reach of Indian knowledge and culture across the nation.

These e-learning platforms can enable learners to access IKS content anytime and anywhere. Moreover, the government of India has also launched the DIKSHA platform to make the learning material

available in different regions of India. These platforms have also increased the accessibility of educational content in multiple languages in distant regions of the country.

### **Role of Educational Apps and Games**

Educational apps and games can also help enhance the learning experience and promote the understanding of the Indian knowledge system in a more engaging and interactive way for learners, and help them retain information. Game-based Apps such as Indic Roots an educational apps that can introduce students to the Indian legacy of art, science, and values in an engaging game way. These apps facilitate the learning experience of the learner and easily expand their knowledge horizons. Another application such as Vedic Maths India is a Vedic maths learning platform where children can learn ancient techniques to solve maths-related problems. These apps connect learners with experts in various fields and make learning more enjoyable by offering gamified learning elements such as rewards, badges, points, etc. Educational apps and games can be designed to teach traditional Indian knowledge in a fun and engaging way. The applications provide various customization features that can help learners to learn at their own pace. By utilizing captivating visuals, interactive storytelling, and immersive experiences, these apps and games create a dynamic and enjoyable learning environment that captures the interest and curiosity of learners. For example, the Vedantu app offers live online classes for learners on various topics related to Indian knowledge and culture. It allows learners to ask questions and interact with teachers.

### **Use of Virtual and Augmented Reality**

Latest technological developments in the form of Virtual and Augmented reality can provide learners with immersive learning experiences that can simulate real-world environments. These simulations can provide an interesting virtual experience to students by which they can interact with objects and places that would otherwise be inaccessible. Learners can use these technologies to understand historical complex topics such as the town planning of the Mohenjo-Daro, the construction of cultural artifacts, historical battles, etc. This can help learners to understand these concepts in a more intuitive and engaging way. Role-playing and simulation-based learning can help learners to

apply their knowledge in a practical and experiential way. The establishment of virtual tours can help learners with an opportunity to explore and learn about cultural heritage sites, such as ancient temples and monument sites in an interactive way. It can be concluded that technology can create immersive experiences that bring traditional Indian knowledge to life e.g., AR & VR virtual technologies can create interactive museums to exhibit experience of Indian culture and history in a dynamic and captivating manner.

### **Technology Support in the Integration of IKS with Different Subjects**

Technology can facilitate cross-disciplinary digital learning such as integrating the IKS courses with Science, Technology, Arts, Engineering, and Mathematics (STEAM) subjects. These courses can help learners to explore the interconnectedness of traditional Indian knowledge with various disciplines. Creating multimedia resources while combining traditional Indian knowledge with other subject areas such as video lectures, animations, interactive simulations, etc. can be used to teach learners about the connections between traditional Indian knowledge and modern subjects. Collaborative learning can also be facilitated with the use of technology, such as using online platforms like Google Classroom and Microsoft Teams to allow learners to collaborate on various classroom projects.

### **Conclusion**

Technology offers an immense potential for promoting and integrating traditional Indian knowledge into education. It enables the use of AR, and VR technologies to create immersive, interactive, and engaging learning experiences for learners. E-learning platforms, mobile apps, digital repositories, online communities, educational games, simulations, social media, etc. technologies can be leveraged to promote and share traditional Indian knowledge. The use of technology can help in preserving and promoting traditional Indian knowledge and can ensure that this knowledge is passed from generation to generation. Thus, it is suggested that educators, organizations, and stakeholders should work together to create learning material that is culturally relevant and should work mutually to bridge the gap between traditional Indian knowledge and modern education.

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## HANDBOOK ON ENGINEERING EDUCATION (2016)

The 12<sup>th</sup> Edition of “**Handbook on Engineering Education**” is primarily meant for students seeking admission to Engineering/Technology/Architecture programmes at the undergraduate and postgraduate levels. It contains State-wise information on 1050 colleges/institutes/ university departments in the country. The information of Institutions in the Handbook includes: Year of establishment of Institute/ Department/ name of its Principal/ Director; probable date of Notification/last date of application; Number of seats available in each Engineering/ Technology branch; seats for NRIs/Foreign students; Eligibility; Application procedure; State-wise Common Entrance Test Rules for B.E/B.Tech/B.Arch courses; Fees; Hostel facilities, etc. Also given is ‘Faculty strength’, commencement of Academic Session, and System of Examination. Brief details of Post-graduate courses are also included.

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# Future of Higher Education: A Global Perspective

Ajit M Mulajkar\*

“Higher education is facing one of its biggest periods of unknowns in recent memory. There’s not a single person or aspect of education that hasn’t been utterly shaken by the pandemic,” (Llopis, 2022). As a matter of fact, much has been changing after the pandemic. Education in general and higher education, in particular, is witnessing both a number of challenges and opportunities. The Pandemic hampered education but also provided an opportunity to look differently towards the mode of teaching and learning. Many adopted the new methods easily, but a number of teachers are still struggling to cope with the changes. For some the new normal is normal! Whatever may be the case, one thing is clear i.e., it added a dimension of uncertainty to education. “But that’s not the only source of uncertainty. Technology changes so fast, that the skills we master are constantly changing and becoming outdated in a matter of years. Some of the most exciting career opportunities might be for roles that don’t even exist yet in industries we can’t even imagine,” (Llopis, 2022).

Some also wonder how the skills can be taught for jobs or roles that even do not exist. Instead of entering the debate for and against it, “we must acknowledge the pace at which technology evolves, and the extent to which the traditional model limits access to education. Experts across higher education suggest that education should look less structured and make room for more variety: calling for new paths, multiple streams, a wider array of credentials — so people can reskill as needed and put those skills to work immediately” (Llopis, 2022).

Key findings of World Economic Forum’s Schools of the Future Report 2019 brought out eight critical characteristics in learning content and experiences have been identified to define high-quality learning in the Fourth Industrial Revolution— ‘Education 4.0’: 1. Global Citizenship Skills 2. Innovation and Creativity Skills 3. Technology Skills 4. Interpersonal Skills 5. Personalized and Self-Paced Learning 6. Accessible and Inclusive

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Learning 7. Problem-based and Collaborative Learning 8. Lifelong and Student-Driven Learning. The institutions must create an ecosystem to develop such skills among the learners (World Economic Forum, 2020).

UNESCO’s opinion regarding the future of education is worth noting, “Our world is at a unique juncture in history, characterised by increasingly uncertain and complex trajectories shifting at an unprecedented speed. These sociological, ecological, and technological trends are changing education systems, which need to adapt. Yet, no trend is destiny, and education has the most transformational potential to shape just and sustainable futures” (UNESCO, 2021).

Royal Melbourne Institute of Technology (RMIT) believes, “As the world we live in changes to embrace tech futures, how and what we teach in our education system today will also be reshaped to keep up-to-date with the growing demands of the 21st century,” (RMIT, 2023).

Going far further while discussing the future of ‘Education’ Yuval Noah Harari in his book *21 Lessons for the 21<sup>st</sup> Century* says, “Unfortunately, since nobody knows how the world will look in 2050—not to mention 2100—we don’t know the answer to these questions. Of course, humans could never predict the future with accuracy. But today it is more difficult than ever before because once technology enables us to engineer bodies, brains, and minds, we can no longer be certain about anything—including things that previously seemed fixed and eternal” (Harari, 2018).

It was believed that teachers must provide information to the students. But it is of no use in the age of information and technology where data has become a religion. Students have too much information, which creates confusion and needs clarity. Harari rightly points out, “People need the ability to make sense of information, to tell the difference between what is important and what is unimportant, and above all to combine many bits of information into a broad picture of the world,” (Harari, *21 Lessons for the 21st Century*, 2018 ).



“Dataism declares that the universe consists of data flows, and the value of any phenomenon or entity is determined by its contribution to data processing.” It is worth noting, “Data inverts the traditional pyramid of learning... Humans were supposed to distil data into information, information into knowledge, and knowledge into wisdom. However, Dataists believe that humans can no longer cope with the immense flow of data, hence they cannot distil data into information, let alone into knowledge or wisdom. The work of processing data should therefore be entrusted to electronic algorithms, whose capacity far exceeds that of the human brain. In practice, this means that Data Analysts are sceptical about human knowledge and wisdom, and prefer to put their trust in Big Data and computer algorithms, ” (Harari, 21 Lessons for the 21st Century, 2018 ).

Education should either provide employment or prepare the students for self-employment; and speaking ideal i.e. it is for preparing for living a good life, for life cannot be lived with empty pockets! We must provide that education which can make the learners skilled to meet the present-day demands of industry and make them future-ready. Recession and unemployment are global phenomena and jobs for smart people, are the reality of the present. In this regard John Chambers, the CEO of Cisco Systems rightly said, “The jobs are going to go where the best-educated workforce is with the most competitive infrastructure and environment for creativity and supportive government,” (Friedman, 2006 ).

An opportunity is provided by the National Education Policy-2020 and many new concepts like Multiple Entry and Exit, Credit System, cluster, autonomy and so on to look at higher education differently. Students can ‘reskill’ and up-skill as per the need. The speed with which technology is changing is really a great challenge for higher education. In such a case autonomy provided to institutions will be a boon, provided, the mindsets of the academic heads along with the entire team working in the institution must be autonomous.

In the world of the internet, data is a new religion, and the algorithm is a new philosophy to achieve desired goals or salvation. To achieve the intended goal of NEP-2020, the algorithm of a common citizen should match the algorithm of academic heads of every institution.

To explain classical education to its present stage in a nutshell, Glenn Llopis quotes the statement of Jeffrey R. Brown, Dean at the Gies College of Business at the University of Illinois, “If we go back to the classical, liberal education, the idea was to make us more rational, more thoughtful, more informed citizens,” he said. “And that has benefits not only to the individual receiving the education, but also to society at large – to teach us that there’s a bigger world out there, to think about the world’s problems.” Before some years “Higher education used to be a luxury for a small segment of society, but it’s become more of a necessity for people to be able to thrive, take care of their families, and solve the grand problems of the world.” Jeffrey R. Brown says, “There’s still a role for traditional education, but what we also need today is lifelong, skills-based training that is available to people at any point in their live” (Llopis, 2022).

So, the soul of education which was considered as ‘study’ is transformed into ‘learning’; and learning is a lifelong process for every learner. From this, the concepts of teachers and students change into learners and facilitators. In this connection, Bernard Marr says, “I believe the teachers of the future will become *facilitators* rather than content deliverers,” (Bernard Marr, 2022).

Therefore, the focus is shifted from teacher to learner in NEP-2020. The learner can learn at his or her own convince and pace. Taking education in some foreign university was once a great academic venture rarely possible for only a few, but now because of the revolution in technology, it has become like e-shopping. Fortunately, the University Grants Commission (UGC) is taking the initiative to invite the world’s best universities to open their campuses in India. Access is provided to every learner in every corner of the world in online mode. The Internet expanded the horizon of distance education and brought a number of lecture series, books and even degrees to the single click of a learner. In a sense, “The future of higher education is individualized,” (Llopis, 2022).

Earlier access to good educational institutions, lectures of professors and libraries was a dream for many. But the supersonic speed of technology turned the table and all of them are taking efforts to attract the learners. It is high time for them to cater the needs of the learners, for there is a great fear

of losing the learner and not converting the online traffic into stakeholders or active learners.

And artificial intelligence (AI) brought new challenges before education. Both vertical and lateral thinking are not enough to tackle the issues brought forth by AI; we need to develop quantum thinking to achieve super-positioning to convert this challenge into an opportunity. Academic leaders must understand that AI and data are personalizing education to a greater extent.

“Amid the rise of data collection and analysis, one of the augmented reality’s primary goals is to highlight specific features of the physical world, increase understanding of those features, and derive smart and accessible insight that can be applied to real-world applications,” (Hayes, 2023).

Such big data can help inform educational institutions’ decision making and gain better insight about future needs of both learners’ and the various industries. Augmented classrooms and lectures will replace traditional lecture halls. Well-equipped hi-tech labs will play a key role in the research and innovation ecosystem.

In this regard “Leaders in higher education, take note: change is coming whether you’re ready or not. As Brown put it: “You’ve basically got three choices. You can lead. You can be a very fast follower. Or you can become irrelevant,” (Llopis, 2022).

### Summing Up

It is the willpower and vision along with the abilities of the academic leaders that can make the institution either leader or follower or nowhere. As it is presumed that law is not for those who sleep. However, justice delayed is justice denied, similarly academic transformation is not for those who remain academically inactive and obsolete. And remaining cynical about change is like denying transformation. The institutions have to transform themselves by making a DNA change in their psyche and behaviour.

It is an alarming moment for both the academic leaders and their crew members to accept change if not to be a leader, but at least to be a fast follower.

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# Globalization, Internationalization and Afflicted Higher Education

Sujata Borthakur\*

Globalization along with the rapid growth of information and communication technology has stimulated the internationalization process. The long-cherished idea of education as a public good has been changed after globalization. The introduction of 'General Agreement on Trade in Services' (GATS) has legitimized the trade of higher education, consequently education has become a commodity. Trade liberalization through GATS has benefited mostly the advanced universities and rich companies of the developed nations but has not reciprocated the benefit for the universities situated in developing nations. It is an attempt to get an understanding, definition and effect of globalization and internationalization process in higher education.

In the last two decades, phenomenal changes have been observed in the forms, dimensions, and roles of higher education. Globalization and the introduction of international law on trade in services have brought changes to education policy and transformed higher education from a public good to a private good. It has legalized the sale and purchase of education as a tradable commodity in resultant has threatened the long-cherished, well-accepted objective that education is a public good (Tilak, 2009).

Economy and knowledge are inextricably intermingled in the globalized world. Knowledge has primarily become a part of the economic resource and the power of knowledge has gained unprecedented importance in the economy. New technology has also enabled the quick production and dissemination of knowledge. Demands to produce knowledge have grown manifold. Therefore, the paradigm shift of approach to higher education from cooperation to competition is taking place. Globalization affects the idea of education that has been built up throughout the centuries. It has been pushing the states to adopt a set of policies that enhance the process of privatization of education.

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The two agreements under the World Trade Organization (WTO), the General Agreement on Trade in Service (GATS) and Trade Related Intellectual Property Services (TRIPS) ensure smooth and free global trade in a legal framework. In September 1998, the WTO secretariat put the proposal to treat education as a commercial service and to include it within the ambit of WTO framework and after the proposal had been approved in January 2000, education was encompassed in the negotiations on new services. Thus, education has become a part of tradable commodities and the process of commoditization of education has been started. The implications of it are that students have become consumers and institutes; curriculum is considered as product and faculty as resource.

The issues addressed here will be how globalization and internationalization affect education across borders of the nation, who has benefitted most, and in what format.

## Corelation of Globalization and Internationalization

Globalization, along with the rapid growth of information and communication technology has stimulated the interconnection and interdependence amongst the countries and catalyzed the process of internationalization. Globalization is defined as the flow of technology, economy, knowledge, people, values, [and] ideas---across borders. The effects of globalization on each country are different due to the nation's individual history, traditions, culture, and priorities. (Knight, and Wit, 1997). Integration of different cultures and languages has ushered changes to aboriginal culture and also to the higher education system.

Globalization and internationalization of higher education are becoming complementary to each other and of late globalization is used as a synonym of internationalization. Teichler (2004) states that in recent years in the discourse on higher education in the public domain," globalization has been substituted for 'internationalization' and he states, "the term tends to be used for any supra-regional phenomenon

related to higher education and/or anything on a global scale related to higher education characterized by market and competition.” The largely accepted definition of internationalization of higher education is, “Internationalization at the national, sector, and institutional levels is the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of higher education,” (Knight, 2008). The most important consequences of internationalization are that the purpose, form, and method of delivery of higher education have been changed. The mobility of students, and faculty and the introduction of dual, joint degree programs, have become parts of the process of internationalization of higher education. (Hudzik, 2015) emphasized “comprehensive internationalization,” and that for “comprehensive internationalization,” he stated “is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units” (Hudzik, 2011). No university can today stay isolated from international influence. Internationalization is essential for the exchange of ideas, for the creation and dissemination of new knowledge and to build transparent governance in higher education institutions. But in the process of internationalization, cost escalating, global branding, international reputation, recruitment of international faculty and students, and internationally recognized research are some of the challenges posed towards resilience of an institution. It is pertinent to a country like India, where pervasive inequalities shape the higher education system.

Internationalization is a broad umbrella term that encompasses many dimensions, components, approaches, and activities. One of the important facets of internationalization of higher education is the cross-border delivery of education. Borderless education, education across borders, global education, offshore education, and international trade of educational services all are associated with cross-border delivery of education and correlated with globalization.

Cross-border education has been divided into three generations. First-generation students move to foreign countries for a full degree or short-term study or in some programs for an internship or in the form of a student exchange program, or fieldwork. In the second generation, programmes are delivered as twinning, franchised, joint, and doubled award degrees and here provider moves as a virtual

university, merger institution, and independent institution through branch campuses across nations. In third-generation education hubs, students’ hubs are established to attract foreign students in a third country. Here researchers, students, workers, and research and development companies, programme providers move to foreign countries (Knight, 2014).

In other words, the new form, dimension, and approach of borderless higher education can be categorized into four forms such as programme mobility, student mobility, institution mobility, and academic mobility. In programme mobility, supply services cross the border in the form of distance education, and franchising courses with the foreign institute, in student mobility consumer, moves to the service country, and in institute mobility service providers establish facilities to provide service in a foreign country through a joint venture with local universities, satellite campuses, branch campuses, in academic mobility teaching faculty, researchers move to another country temporarily to provide services (OECD, 2004).

The international mobility of students and faculty in search of knowledge has been observed since the 12<sup>th</sup> century when there was no pecuniary benefit but the new phenomena, the mass mobility of students along with the movement of the educational institutions by the establishment of branch campuses and offshore programs or virtual programs have symbiotic relationship with international trade. Moreover, the new perspective of higher education as a tradable commodity as a result of globalization has changed the treasured value of education from public good to private good.

### **Trade in Higher Education**

In the discourse of globalization and internationalization, one of the important issues is the trade related to the cross-border delivery of higher education services. Robinson, 2008, defined some aspects of international trade in higher education service as “the explosion in borderless commercial e-learning, the franchising of offshore schools and campuses, and the sale of course material overseas are all features of an emerging multibillion-dollar trade in education. To date, this trade has been much more difficult to regulate and codify than trade in widgets or wheat”. Generally, students move from developing countries to developed countries and institutes in the reverse direction. In each case

money outflows from developing to developed. Both knowledge and money are accumulated in the hands of developed countries (Tilak, 2009).

According to UNESCO sources (UIS, 2018), in 2017 more than 5.09 million students moved across borders to pursue higher education. Nearly 60 percent of students moved to 9 countries in North America and West Europe. The USA is the host of the largest number of international students. Next to the USA are the UK, Australia, France and Germany. According to data submitted by the Education Ministry in the Parliament, the rate of Indian Students going abroad increased to a year high from 4,54,009 in 2017 to 7,50,365 in 2022 (Hindustan Times, 7<sup>th</sup> February 2023). The number of students opting for higher institutions in Russia was 19,784. Some of the countries that Indian students moved for higher studies in 2022 were Singapore (17,085), Philippines (11,261), Kazakhstan (8,895), France (6,406), Italy (3,507), Uzbekistan (3,430), Malaysia (2,453), Netherlands (1,901), and New Zealand (1,605).

World's third largest higher education system, the Indian higher education system had 38.5 million student enrollment in 2019-20 with a gross enrollment ratio of 27.1 within the age group 18-23. The number of universities, colleges, and standalone institutions listed on all India survey on higher education are 1043, 42343, and 11779 respectively (AISHE 19-20). The total number of foreign students enrolled in Indian higher education institutions was 49348. The foreign students had come to India from 168 different countries across the world, out of which the major share is from Nepal 28.1 percent, Afghanistan 9.1 percent, Bangladesh 4.6 percent, Bhutan 3.8 percent, and Sudan 3.6 percent. In the financial year 2020 the estimated market size of which was 117 billion US dollars worth and is expected to reach 225 billion US dollars by the financial year 25. The country has become the second-largest market for e-learning after the U.S. This sector was expected to reach \$1.96 billion by 2021 with around 9.5 million users (Education Industry Report 2023). The growth rate of Indian students going abroad to foreign students enrolled in Indian higher education institutes does not increase proportionately.

## Conclusion

The process of internationalization has begun with co-operation. Scholarship programs like USAID, the Fulbright programme, the Colombo Plan, the

British Council and the commonwealth programme are an example of international cooperation. European countries promote intraregional cooperation through Erasmus and Bologna programme. And the movements of students across countries are stimulated by these. On the contrary, the setting up of world-class private universities and worldwide rankings of universities are examples of competition. Private universities are set up with well-equipped infrastructure, and laboratories. Multinational companies have invested crores of rupees in research and development to attain ownership of research outcomes, publications, patents, etc. Patents and copyrights have made knowledge the source of income for companies. This helps the multinational and advanced universities situated in developed countries to accumulate resources and knowledge. Thus, the world is divided into two parts. The advanced and dominant parts have shadowed the marginalized, developing, and poor world. Inequalities become more prominent. There is little scope for a weak academic system or individual universities to compete in the highly competitive global market dominated by the world-class universities of developed countries. Overseas private institutions may have swamped the educational market of developing countries. Thus, globalization has aggravated the inequalities among countries and affected the education system (Altbach, 2001). Curriculum and research in higher education institutes are being designed to produce human resources as per the requirements of the market. The impact of GATS has changed the very idea of education from a public good to a private good. Its benefits are not reciprocated by developing nations like developed ones. The Stieglitz raised the patent issues that had promised to bring untold benefits to multinational companies. He wrote, "Patents often privatization of a public resource, of ideas that are largely based on publicly funded research. They create monopoly power and interfere with short run efficiency." (Stieglitz, 2003).

It is the concern about how the developing nations ensured the pressure of globalization in higher education. These nations can forge a set of policies that will prevent the affliction of higher education.

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# Higher Education to Healthier Education: Qualitative Steps

G A Ghanshyam\*

*“Inclusive, good-quality education is a foundation for dynamic and equitable societies.”*

-Desmond Tutu

These days we find a lot more focus on ‘quality’ in the field of higher education than ever before. In fact, it is the concept of quality that makes higher education ‘higher’. Earlier, the pursuit of higher education was elitist. The focus used to be on ‘knowledge for the sake of knowledge’. However, with the massification of higher education in the wake of knowledge-based and technology-driven modern economies worldwide, we find the focus shifting to the employability of students in the rapidly changing world of work. Quality education implies not only equipping the students with the requisite knowledge and skills for their chosen career field but also preparing them for lifelong learning. It is expected to train the students to think and act critically beyond the university in the interest of society and humankind.

India is a country of role models in the field of education who have advocated for the betterment of education to bring the desired change in society. Swami Vivekananda, M.K. Gandhi, Ravindranath Tagore, Pandit Madan Mohan Malviya, Dr. S. Radhakrishnan, and Dr. A.P.J. Abdul Kalam have carried out the torch of quality education throughout their lives.

A timely intervention as higher education in India begins to pay equal importance to ‘Quality, alongside Access and Equity’. Indian higher education is the third largest in the world. It is undergoing unprecedented expansion and reforms. Yet, no Indian university figures among the ‘World’s Top 100!’ The problem lies primarily with the quality of higher education.

## Challenges in Higher Education

Higher education has now fixed several ambitious targets namely:

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1. To achieve the GER (Gross Enrolment Ratio) of 50% by 2035.
2. To develop intellectuals as degree holders and develop youth with environmental sensitivity, human values, and professional ethics.
3. To make the students digital smart by opting for the courses available on MOOC and SWAYAM.
4. To prepare the youths for global competitiveness and employability.
5. To attract faculties and retain qualified and competent ones.
6. To establish world-class institutions of higher learning and research.
7. To enhance the quality of academic and sponsored research.
8. To promote applied research, innovation, incubation, and entrepreneurship.
9. To motivate HEIs to participate in accreditation, NIRF and Global ranking
10. To strengthen the industry-institute interaction.

## Quality in Higher Education

Quality in higher education is not achieved accidentally; it always results from good intentions, sincere efforts, intelligent direction, and meticulous execution. Quality in higher education is a key priority and this must be achieved keeping in mind the issues of relevance, costs, equity, and international standards. The major challenge for quality assurance in the years ahead is capacity building at all levels. Quality should be the bottom-up approach rather than the top-down.

Quality is the watchword. Quality is required to face the competition of the global world, satisfy the stakeholders, maintain high standards, make the people accountable, improve employee morale and motivation, maintain credibility, prestige, and status, and improve image and visibility. All the HEIs must form the IQAC (Internal Quality Assurance Cell) as per the guidelines of NAAC/UGC to monitor and assure quality in higher education institutions. Quality assurance and sustainability is the biggest challenge that HEIs are facing in the highly

technological world. The seven steps to Quality as per NAAC are:

- Q--Quest for Excellence
- U--Understanding the concept
- A--Action-oriented
- L---Learner-centric approach
- I---Innovation for change
- T--Training to build competencies
- Y---Year-round activity

To monitor and sustain quality the HEIs must have qualified staff, internationally benchmarked programmes, clearly articulated purpose, learning and teaching resources, an effective student support system, adequate financial resources, optimum physical resources, dedicated governance and management, and institutional integrity. The quality of the HEIs is assessed based on contribution to national development, fostering global competencies among the students, inculcating value systems in the students, promoting the use of technology, and quest for excellence.

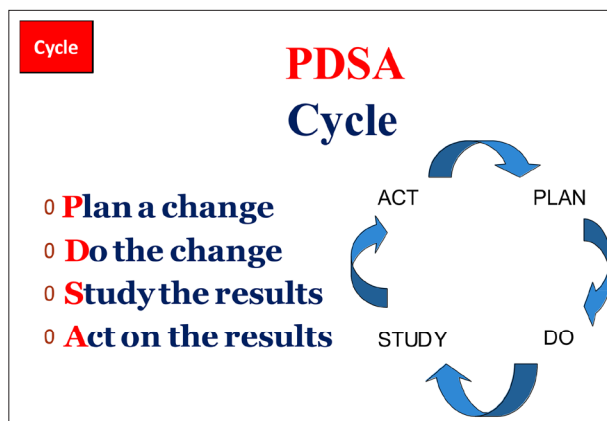
Quality assurance is a part of quality management focused on providing confidence that quality requirements will be fulfilled as quality control is a part of quality management focused on fulfilling quality requirements. Quality assurance is a complete system to assure the quality of products or services, but quality control just measures and determines the quality level of products or services. It is a process itself.

The model for improvement in quality begins with three fundamental questions:

1. The Aim:  
What are we trying to accomplish? (How good do we want to get and by when?)
2. The Measures:  
How will we know a change is an improvement?
3. The Changes:  
What change can we make that will result in improvement?

To improve the quality of the HEIs a clear-cut understanding of the system is a must, which exposes the shortcomings of fixing the corrective steps and implementing a change in the system. The PDSA cycle (Figure 1) is the best way to bring qualitative change to the existing system.

Fig-1: PDSA Cycle

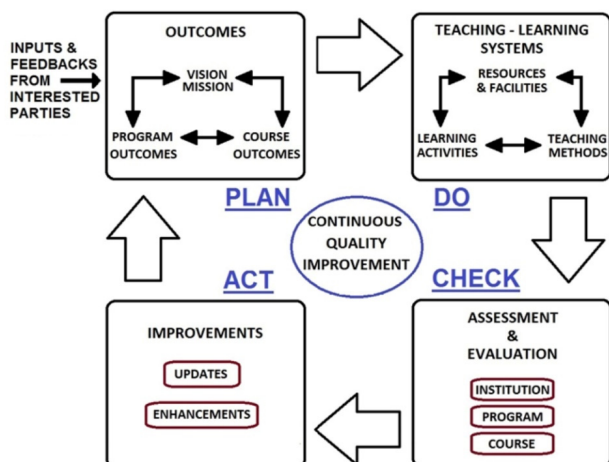


### Quality Targets

1. The students are to be made employable as in our country the problem lies not with unemployment but with unemployability. So, the target is to make at least 50% of the students secure employment/self-employment and at least 2/3 of the students engage in socially productive activities during their period of study.
2. 75% of students must be trained in soft skills, innovations/entrepreneurship, and critical thinking.
3. Every HEI must be accredited by NAAC.
4. The syllabus is to be made as per LOCF (Learning Outcome Curricular Framework) and must incorporate the needs and demands of society. Upgrading academic resources and learning environments is a must to raise the quality of teaching and research across all institutions of higher learning.
5. A paradigm shift from LOTS (Low Order Thinking Skills) to HOTS (High Order Thinking Skills) is to be carried out in the HEIs to inculcate high-order thinking skills like analyzing, evaluating, and creating.
6. For an effective teaching-learning process ICT based learning tools are to be adopted viz. e-PG Pathashala, NDL (National Digital Library), SWAYAM, MOOC, etc.
7. Graduates must be trained for futuristic professional scenarios.
8. For the holistic development of the students, Life Skills must be incorporated in the syllabus or should be started as Value Added Courses in the HEIs.
9. Every HEI must adopt a village other than NSS for community development.



Figure-2: Learning Outcome Curricular Framework



10. The Industry-Institute Interface is a must for the HEIs for curriculum development, field exposure, internship, summer training, applied research, etc.
11. Reforms in the evaluation process are a must where problem-based assignments must be incorporated in the form of written, oral, practical, and integrated modes. Rubrics could be implemented which have performance, criteria, rating scales, and indicators.
12. Alumni Connect enhances the scope of the HEIs by bringing the alumnus back to their alma mater for the enhancement of the quality.
13. Regular Faculty Enrichment Programme/Faculty Development Programme (FIP/FDP) must be conducted in the HEIs for the teaching and non-teaching staff. This must include emerging developments in teaching skills, soft skills, personality development, life skills, adversity skills, digital skills, technology integration, e-learning resources, self-empowerment, motivation, teamwork, time management, leadership skills, human values, professional ethics, etc.
14. The HEIs should promote quality trans-disciplinary research pertinent to national development by the faculty and students. Inculcating innovative thinking for the creation of ground-breaking knowledge and thereby inspiring academic faculty to evolve as eminent academicians is the need of the hour.
15. The accredited HEIs must guide, support, and mentor the non-accredited HEIs by sharing knowledge, information, and resources.

According to the National Poet of India Rabindranath Tagore: “The primary task of a society is to find a real teacher, one who performs his duty with perfection and dedication and is a perfect moral example for the society”.

Quality of Nation  
↓  
Quality of Citizens  
↓  
Quality of Education  
↓  
Quality of Teachers

However, in view of the environment of global competition, undergraduates, post-graduates, or research scholars need not be assessed merely in terms of their ‘scholastic attainments’ but also in terms of ‘the value system and richness of their personalities’. Today we need to realise that unless and until the quality and standards of HEIs are rigorously enhanced through innovation, creativity, and regular monitoring, these institutions cannot capture world attention. It demands the very re-examination and redefinition of the aims of higher education as a social institution. In the context of India, we should also realise that the notions of ‘equity and access’ cannot be separated from those of ‘quality and success’ as an overemphasis on one set of notions can be achieved only at the expense of the other.

The very essence of ‘*Gurukulum*’ practice must be incorporated into the ‘Curriculum’ of Higher Education to make it Healthier Education.

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# Transparency Breeds Trust

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**N R Narayana Murthy, Founder, Infosys delivered the Convocation Address at the 58<sup>th</sup> Convocation Ceremony of the Indian Institute of Management, Ahmedabad on April 02, 2023. He said, “You are now all set to shoulder the aspirational task of transforming our country and the world with the competence and the values that you possess. The knowledge, wisdom, writing, modeling, analytical thinking, Socratic questioning, group discussion, teamwork, and decision-making skills that you have acquired here will assist you in this task.” Excerpts**

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Congratulations to the graduating students on completing this worthy *penance*. You are now all set to shoulder the aspirational task of transforming our country and the world with the competence and the values that you possess. The knowledge, wisdom, writing, modelling, analytical thinking, Socratic questioning, group discussion, teamwork, and decision-making skills that you have acquired here will assist you in this task.

I am happy to come back to a place where I started my career in 1969. I learnt much being the chairman of this venerable institution from 2002 to 2007. Today, my talk will be very similar to the one I gave recently on the 40th year celebrations of Infosys, the company I founded. The context is different but the lessons for both the graduating class here and the Infoscions are the same.

I have often been asked why I started Infosys. Let me answer that. I grew up in a family of 8 children, a mother, a father, and a grandmother. My father was a schoolteacher in a small town. It was drilled into my young mind that my fate would be limited by the circumstances I was born into. The India that I experienced in my youth was a lower- middle class India with small hopes and even smaller dreams. I had simply accepted that there would be a glass ceiling to most professional ladders in corporate India. Corruption and connections in government were common for success in most businesses then.

That retrogressive mindset of mine changed gradually when I started working in a French software company in Paris more than fifty years ago. I learnt three important ideas - *The power of entrepreneurship in a free market in creating jobs and prosperity for the nation; the beauty of an enlightened corporate democracy; and the role of compassionate capitalism in building a prosperous and happy country.* I was also influenced by the writings of Mahatma Gandhi, Max Weber, Frantz

Fanon, and Karl Polanyi. After learning these lessons, I decided to return to my country by hitchhiking from Paris to my hometown, Mysore, traversing Western and Eastern Europe, Israel and West Asia spending four to five US dollars a day. That journey irrevocably transformed me from a confused leftist to a determined compassionate capitalist.

After I returned to India, I decided to conduct an experiment based on these three important ideas. My first attempt – *Softronics* – failed since there was no domestic market for software development in India at that time. I learnt my lesson and started my second attempt, *Infosys*, after my stint as a General Manager at Patni Computer Systems Private Limited (PCS). I collected a set of bright and value-based youngsters there to assist me in building Infosys. Fortune conspired with us in the form of the 1991 economic reforms of India ushered in by Late Narasimha Rao and Dr. Manmohan Singh. The rest is history.

While I did not expect to address every challenge of our society in my Infosys journey, I hoped to create a microcosm that did not suffer from the injustice, inequity, discrimination, and unfairness of the society that I had seen or experienced around me when growing up. I wanted to create a company of the professional, by the professional, and for the professional as Abraham Lincoln defined a democracy. I wanted this corporate child of mine to be an expression of the best that the corporate world and the society could offer. I wanted it to be a place where a person from any race, religion, caste, region, nationality, and economic stratum could succeed based on competence and values. A place where people from the forgotten fringes could compete with confidence, perform, earn respect, occupy the centre space, and, with luck, run the company. A place where fairness and justice would be the norm. A place where imagination, speed and excellence in execution would be the watch phrase. A place

where there was no apartheid between management and employees. A place where the dignity of the individual was sacrosanct. A place where merit was revered in every transaction. A place where the CEO and the janitors shared the canteen and the toilet. A place where graft would be taboo. A place where people would celebrate deferred gratification, would not pilfer from the corporate kitty, and do what is right for the entire company. A place where the asymmetry of information between the management and the shareholders dissolved like dew on a sunny morning. A place where you could disagree but could not be disagreeable. A place where the seniors wholeheartedly and enthusiastically shared wealth with everyone who participated in generating it. And ultimately, a place where the inner voice exhorted every Infosys employee to demonstrate the best of entrepreneurship, compassionate capitalism, enlightened corporate democracy, and time-invariant and context invariant values.

This, to me, has been the Infosys I dreamt from the day I first discussed it with my then friend and, today, my wife in 1977. Even today, my undying passion burns bright for these ideals that have made Infosys special. My dream for Infosys has never been just that of a mere profit-making machine. But rather, an experiment and a demonstration of social change for the betterment of my country. Infosys has been a perfect manifestation of my belief that one's fate need not be determined solely by one's birth. Infosys has been an umbrella offering shelter to many who shared the same belief.

I wish to share with you what I have learnt in this extraordinary journey and what has made Infosys unique. Each one of these precepts has been a foundational pillar for building Infosys over the past four decades. My hope is that every one of you assembled here would live by these ideals and demonstrate them throughout your careers.

1. A culture of meritocracy and values should determine the mindset of a company. Culture is the strong foundation on which the superstructure of aspirations, dreams, hopes, and their conversion to reality rest. Remember that Peter Ducker once said, "*Culture eats strategy for lunch*".
2. Competence, commitment, and character are the essential ingredients for a company to earn the respect of the stakeholders and to achieve

enduring success.

3. The best management guru is market competition.
4. The most powerful instrument of a leader is leadership by example in demonstrating courage, sacrifice, hope, confidence, innovation, hard work, truth, fairness, transparency, accountability, austerity, discipline, a good value system, and open-mindedness.
5. How you behave when you are on top and have power and wealth is your true character. In such moments, grace, courtesy, and humility shown to others reveal the real you.
6. A confident leader hires people smarter than himself or herself. Such a leader gets the best out of his or her people by creating an environment of openness to new ideas, values, meritocracy, fairness, transparency, speed, justice, imagination, discussion, excellence in execution, and questioning. Remember that questioning is the primeval soup of imagination. Without questioning there is no progress.
7. Putting the interest of the company ahead of one's personal interest in the short and medium terms results in the betterment of one's personal interest in the long term.
8. Performance leads to recognition. Recognition leads to respect. Respect leads to power.
9. Respect enhances trust in the company among stakeholders leading to repeat business from customers, attracting quality employees, and long-term investors. Respect also enhances cooperation from vendor-partners, the government of the land, and the society.
10. Market access and talent access determine the success of a company.
11. Sales and finance are the lifeblood functions of a company.
12. Price is what you pay, and value is what you expect from what you buy. Every customer looks for the best value for money in every purchase. Therefore, a company that enhances differentiated value to the customers using continuous innovation will obtain premium pricing. Competing merely on price will restrict the company to a commodity market. Such a

- company will eventually atrophy.
13. Free cashflow is the best index of the success of a company.
  14. Transparency in everything you do is, counter-intuitively, a competitive advantage.
  15. Respected leaders avoid any asymmetry of benefits in their own favor vis-à-vis other stakeholders. Good governance is enhanced by adhering to honesty, fairness, transparency, and accountability in every transaction. It requires values, suppression of greed, and fearless governance.
  16. Success is half due to performance and half due to luck. So, we must be humble.  
  
As Louis Pasteur once said, "*Chance favors the prepared mind*". So, we must do everything possible for success before we invoke God.
  17. Fairness is the most important attribute for any decision. Practise the Latin proverb, "Audi alteram partem" or "listening to the other side". Fairness is maximized by listening to the other side and using data and facts.
  18. Across the world, and particularly in a country like India where the majority of the people are poor, the best way to make capitalism attractive is for the corporate leaders to exercise self-restraint in their perks, their profligacy, their compensation, and their lifestyle. After all, remember the words of Socrates who said, "The secret of happiness lies not in seeking more but

in developing the capacity to enjoy less".

19. The softest pillow is a clear conscience. Therefore, when in doubt, disclose.

These ideals I have expressed are not rhetorical. We, at Infosys, have lived them. We have fought for them. We have sacrificed for them. We have suffered for them. And, we have celebrated them. In the future, at a time when there is fog on your windshield, I hope these time-invariant ideals will serve you in gaining clarity. Living these ideals has reinforced the eternal idea that the purpose of life is to leave our context a little better before we leave this world.

These ideals define the finish line. Until these ideals become your second nature, my young friends, your journey and mission will not be over. This is my charge to all of you gathered here today. You will have to live these ideals and bequeath them to the future generations.

My hope for India of the future is that you, the future corporate leaders, will ensure that for all ages, for all seasons, for all regions, for all businesses, and for all people, our country will be led by the ideals I have laid out today.

*Be original. Be daring. Be unreasonable. Be anything that will assert the integrity of your purpose.*

Thank you

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## CAMPUS NEWS

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### **National Conference on Biotechnology for Sustainable Development and Human Welfare**

A two-day National Conference on 'Biotechnology for Sustainable Development and Human Welfare' was organized by the Department of Biotechnology, Jamia Hamdard, New Delhi in collaboration with the Department of Biotechnology and the Department of Science and Technology, Ministry of Science and Technology, Government of India, recently. The event was sponsored by DBT and DST (SERB), Government of India. The Chief Guest, Prof. Asim Ali Khan, Director General of Central Council for Research in Unani Medicine (CCRUM), Ministry of AYUSH, Government of India graced the event with his presence and enlightened the participants about the need for interdisciplinary research and collaboration between industry and academia as well as research institutions. The presidential speech was delivered by Prof. M Afshar Alam, Vice Chancellor, Jamia Hamdard, New Delhi in which he said that hunger, poverty, and climatic changes are big challenges that the world is facing, for which a coordinated and dedicated research-based approach and implementation is required. Prof. M Z Abdin, Organizing Secretary of the conference informed that the Department of Biotechnology, Jamia Hamdard is engaged in various biotechnological research projects and has been granted patents.

More than 250 scientists, delegates, and researchers working in the field of biotechnology, agriculture, and sustainable development presented their research papers and views on cutting-edge technologies and ongoing research in the field of biotechnology to achieve the United Nation's Sustainable Development Goals. There were eleven Plenary talks and twenty-five invited talks on a variety of important topics related to sustainable development which contributed to addressing the global challenges we are facing and what measures we can take to solve the hurdles.

The oral presentations by seventeen researchers and poster presentations by more than sixty Ph.D. students illuminated their important and advanced research works carried out in their labs from different

backgrounds throughout India and communicated/published in peer-reviewed journals.

Prof. Deepak Pental, in his keynote lecture, talked about the past and future of agriculture. He mentioned that the major developments in the 20<sup>th</sup> century have helped to beat the scarcity of food but as the global population is continuously increasing and under-nutrition is still rampant in many parts of the world. His focus was on the positive role of genetically modified crops to fulfill global food needs. Dr. Sudhanshu Vрати shared his work on the development of the Indian rotavirus vaccine. As part of the Indo-US vaccine action programme, his team established the safety and efficacy of the 116E rotavirus vaccine 'Rotavac' and launched it for commercial use. The vaccine has since been prequalified by the WHO.

Prof. S P S Khanuja described the importance of organic farming in order to cultivate health and nutrition in farmers' fields. He concentrated on strategic agriculture which opens the possibilities for farmers to enter into ventures of novel nutraceutical products that today the world is crazy about, for preventive healthcare. This approach of enabling farmers with the scope of nutraceuticals farming offers high-value agriculture and better incomes.

Dr. Ajit Kumar Shasany and Dr. Viswanathan Chinnusamy highlighted the importance of genetic modifications in crops to get the desired traits for sustainable crop production. They were inclined to develop crops by genome editing technique (CRISPR/Cas9) falling under SDN1 and SDN2 because of exemption from stringent GM rules. Such crops can be released for commercial cultivation for the benefit of farmers and consumers. Dr. A K Panda introduced the concept of cellular engineering for the frontline of medical biotechnology. He discussed the applications of tissue engineering, gene therapy, and cell therapy particularly immunotherapy of cancer. Dr. Vibha Ahuja elaborated on the series of guidelines that have been issued from time to time by regulatory authorities to provide scientific guidance for R & D and biosafety evaluation of products of modern biotechnology.

Dr. Sanjay Kumar talked about the development of a Bio-based economy using Himalayan bioresources. He mentioned that there is enough opportunity to utilize Himalayan bioresources for socio and economic development through biological interventions and at the same time, conservation and propagation of these resources is also essential. Dr. Aseem Bhatnagar marked out the relevance of incubation centres to high-end research labs and highlighted the uniqueness of Jamia Hamdard incubation centre.

Dr. MK Reddy discussed the improved agronomic performance in rice crops. His team successfully improved the architecture of rice plants by increasing the tiller number, grain length, panicle branching, and spikelet number to enhance the rice yield using the Cas9 system. Dr. Niranjan Chakraborty described the mechanism of action of stress-responsive genes in chickpeas.

All invited talks from different themes like sustainable agriculture, environment sustainability, pharmaceuticals and nutraceuticals, IPRs, entrepreneurship, infectious diseases, molecular medicine, and nano-diagnostics were very lively.

The valedictory session was conducted after the prize distribution to winners of oral and poster presentations. The vote of thanks was proposed by Dr. Javaid Ahmad Sheikh, Convener of the event. The event ended with the 'National Anthem'.

### **A Tribute to Prof. K P Pandey**

An online Lecture entitled 'NEP-2020 and Teacher' and *Anusmritiyan* programme in remembrance of eminent Teacher Educator and Educationist Prof. K P Pandey was organized on his 85<sup>th</sup> Birth Anniversary on 5<sup>th</sup> September, 2023 by the Society for Higher Education and Practical Application (SHEPA,) Varanasi. The programme was graced by Prof. Mohommad Miyan, Former Vice Chancellor, MANU, Hyderabad, Prof. U C Vashishtha Former Dean, Lucknow University, SHEPA Secretary Sh. Praveen Rungta along with the august gathering of academia, intellectuals, teachers and students of colleges and universities across the country associated with Prof. Pandey through online platforms Google Meet and YouTube. The programme commenced with the *Mangalacharan* and life sketch of Prof. K P Pandey presented by Dr. Anupam Shukla, Principal, ICST, SHEPA and a smriti-based video on Prof. Pandey. It was followed by the welcome

speech delivered by Prof. Amita Pandey Bhardwaj, Director, Malviya Mission Teacher Training Centre, SLBSNSU, Central University, New Delhi and the backdrop of the lecture by J P Srivastava, Principal, Institute of Education, SHEPA.

The Key Speaker, Prof. S P Malhotra, Former Dean, Faculty of Education, Kurukshetra University in his lecture said that all educational policies are future-oriented and teacher is the central point of all of them. He further highlighted the points related to capacity building of teachers in line with the guiding principles stated in NEP-2020. The Special Guest of the programme, Prof. Kalplata Pandey, Former Vice Chancellor, Jannayak Chandrashekhar University, Ballia in her address illustrated the incidents of Prof. Pandey as being a good teacher, mentor and leader. She further discussed the importance of the 5C's viz. clarity, confidence, communication, consistency and commitment for any teacher as always been mentioned by Prof. Pandey. In his Chief Guest address, Prof. D N Sansanwal, Former Dean, Department of Education, Devi Ahilya Vishwavidyalya, Indore highlighted his long academic association with Prof. Pandey especially centred on the concerns for quality education. He further added that the best tribute to Prof Pandey is to inherit his qualities and follow his teachings in our daily lives.

The *Anusmritiyan* shared by Prof. Anita Rastogi, Department of Educational Studies, Jamia Millia Islamia, New Delhi reflected on her long association with Prof. Pandey as a great Mentor and mentioned several incidents related to it. Prof. B P Bhardwaj, Head, Division of Educational Research, NCERT, New Delhi expressed his gratitude to Prof. Pandey and recalled his four decades of association as a guide not only for him but for various projects of NCERT also.

Dr. Sistla Rama Devi Pani, Editor, University News, Association of Indian Universities, New Delhi paid tribute to Prof. Pandey and shared her beautiful memories with him. She remembered him as a knowledgeable, affectionate, and good human being.

Prof. Manish Singh, Faculty of Agriculture, U P College, Varanasi also paid tribute to Prof. Pandey and cherished his long association since his childhood. He narrated many incidents about the humane aspect of Prof. Pandey and regretted not being a student of Education.

Prof. Prithvish Nag, Director, SHEPA, Varanasi in his Presidential Address summarised the thoughts and feelings presented by all the speakers with Teachers' Day wishes. He called Prof. Pandey a visionary, extraordinary and a grand teacher. The programme was compered by Dr. Brijesh Kumar Shukla and ended with a Vote of Thanks by Sh. Arun Kumar Pandey.

### **International Workshop on Sustainable Energy, Power and Propulsion**

A three-day International Workshop on 'Sustainable Energy, Power and Propulsion' is being jointly organised by the University of Maryland, College Park, University of Illinois at Chicago, ACRI CFD, Indian Institute of Technology Kanpur and Indian Institute of Technology Delhi from January 19-21, 2023 at Indian Institute of Technology Delhi. The event is supported by NSF, IITK, IITD, Begell House and Springer. The Researchers and Engineers from academia, R&D organizations and industries working in the areas of fuels, energy, combustion, power, propulsion, hypersonics, air pollution, sensors and diagnostics, modelling, fossil- and bio-fuels, alternative energy, energy-water nexus, droplets and atomization, novel combustion concepts, engine combustion, gas turbine combustion, swirl flows and other related areas may participate in the event.

Clean and sustainable energy is of paramount importance for all applications in propulsion, power, energy, and mobility. The workshop will bring together renowned experts from around the globe to share the latest fundamental and applied research innovations for cleaner energy utilization in a wide range of devices extending from hypersonic propulsion to micro-scale devices using fossil and renewable fuels. A round-table discussion will also be held with the aim of identifying key areas of common interest that will help develop strategies to promote collaborative research. The Topics of the event are:

- Multiphase Flows and Applications.
- Hypersonic and Supersonic Propulsion.
- High-speed Combustion for Propulsion.
- Computational Approaches and Advances.
- Advanced Diagnostics.
- Biofuels, Renewable Fuels.
- Fuel Reforming and Value-added Products.
- Fuel Flexible Propulsion and Power Generation.

- Novel Energy Conversion Technologies/New Engine Combustion Concepts.
- Thermal Management.
- Energy, Environment and Emissions Control.
- Combustion Modeling and Simulation.
- Solid Fuel Combustion, Pyrolysis and Gasification.
- Gas Turbines in Ship and Air Propulsion.
- Hybrid Power Concepts for Engines.
- Hydrogen and Ammonia as Fuel for Engines.
- Renewable Energy Including Solar, Wind and Biomass.

For further details, contact, Dr. Ashoke De, Indian Institute of Technology Kanpur - 208016 Phone: 0512-2597863, E-mail: [ashoke@iitk.ac.in](mailto:ashoke@iitk.ac.in). For updates, log on to: [www.iitk.ac.in](http://www.iitk.ac.in).

### **Workshop on Research Methodology**

A five-day Workshop on 'Research Methodology' is being organized by the School of Research Methodology, Tata Institute of Social Sciences, Deonar, Mumbai from October 30-November 03, 2023 at Rural Campus Tuljapur, Maharashtra. The aim of the event is to enable the participants in social sciences research approaches— qualitative and quantitative. The Researchers, M. Phil/Ph.D. Research Scholars, Teachers and NGO working in social sciences subjects in any sector may participate in the event. The Content of the Course are:

- Different Approaches to Social Science Research.
- Fundamental of Social Science Research.
- Tools and Methods of Data Collection for Qualitative and Quantitative Research.
- Research based on Secondary Data.
- Data Analysis Using Statistical Software.
- Reporting and Presentation.
- Citation, Reference Management Tool and Plagiarism.

For further details, Contact Course Coordinators, Prof. D P Singh and/or Prof Ramesh Jare, School of Research Methodology, Tata Institute of Social Sciences, V.N. Purav Marg, Deonar, Mumbai-400088, Mobile No:09819177709/09850355291, E-mail: [dpsingh1212@gmail.com](mailto:dpsingh1212@gmail.com), [dpsingh@tiss.edu](mailto:dpsingh@tiss.edu). For updates, log on to: <https://tiss.edu/events>.

### **Faculty Development Programme on Preparation of Research Proposals**

The Faculty Development Programme on 'Preparation of Research Proposals for Government and Non-Government Agencies' was organized by the Association of Indian Universities (AIU), New Delhi—Academic and Administrative Development Centre (AADC), Academy of Maritime Education and Training (Deemed to be University), Chennai, Tamil Nadu from May 29-June 09, 2023 through Online Mode. About 86 participants successfully completed the programme and received the certificate out of 100 participants.

There were ten sessions including proposal preparation and end assessment for the programme. Eight experts from various Universities in India shared their experiences and educated the faculty members about the importance of research and guidance for the preparation of research proposals for funding from Government and Non-Government Agencies in India and Abroad. All the sessions were conducted as interactive sessions to interact the participants with the experts to clarify their doubts on the guidelines for the preparation of proposals for different funding agencies and the selection process/criteria for the same.

During the inaugural session, the welcome address was delivered by Dr. A Shameem, Dean, Faculty Welfare, AMET. Col. Dr. G Thiruvassagam, Pro Chancellor Academics delivered the inaugural address and highlighted the initiatives of the Association of Indian Universities and the importance of research funding for the sustainability of the society and nation as a whole. He pointed out that continuous research will help the faculty members to update their skills and abilities in their domain.

Following the Inaugural Session, Dr. V Balasubramanian, Director, Centre of Materials Joining (CEMAJOR), Annamalai University, Tamil Nadu delivered the session on 'Guidelines to Write Successful R&D Project Proposals and Funding Opportunities'. He delivered the ways and procedures of obtaining research grants for Projects from the Department of Science and Technology and essential

documents to be attached to the research proposal to attract the reviewers. He pointed out the thrust areas of the Department of Science and Technology (DST) and focused areas for funding.

Dr. Felix Bast, Professor and Head, Department of Botany, School of Basic Sciences, Central University of Punjab shared his experience on the topic 'Tips for Writing Your Research Proposal'. He delivered his talk about the different funding agencies and their trust areas to be covered in the proposal. He pointed out how to enhance the eligibility to apply for grants and documents to be used for both the pre-sanction and reimbursement stages.

Dr. A Gnanamani, Chief Scientist, Head and Professor, AcSIR, Microbiology Lab, CSIR-Central Leather Research Institute, Adyar, Chennai delivered the session on 'How to Write Consultancy Proposal'. He discussed the government and non-government funding agencies such as the Council of Scientific and Industrial Research (CSIR), Defense Research and Development Organization (DRDO), Department of Atomic Energy, Department of Biotechnology, Department of Chemicals and Petrochemicals, Ministry of Chemical and Fertilizers, Indian Council of Agricultural Research (ICAR), Indian Council of Medical Research along with their procedure of sanction of projects.

Dr. K Kadirvelu, Scientist, Defence Research and Development Organization, DIA-CoE Bharathiar University, Coimbatore discussed how to strengthen the research proposal. He highlighted that India's 2023 INR5. 94 trillion (USD73. 8 billion) defence budget makes it the third largest globally after the United States and China. However, over half of this, some 53%, is spent on personnel and pensions, limiting the scope for defence procurement and modernization.

Dr. A S Aneeshkumar, Director, IRDP Group of Journals, Chennai explained the 'Structure of a Scientific Proposal'. He revealed the ways and procedures to prepare an impactful research proposal and the format of an effective proposal along with the impact of citation score in the profile and budget availabilities. He narrated the importance of profile



building and conducting action research to contribute the society.

Dr. G.Kulanthaivel, Professor, National Institute of Technical Teachers Training and Research, Chennai discussed the Ethical considerations in research. He highlighted the various funding agencies and category and discipline-wise schemes for the faculty members to obtain funding for their projects. He delivered the key elements of the DST funding mechanism.

Dr K S Giridharan, Professor, National Institute of Technical Teachers Training and Research Chennai discussed the 'Research Proposal: Identifying the Problem, Objectives and Hypothesis' (tree of problems). He highlighted the DST project proposal preparation along with a live demo of the website pages of DST, ICSSR, UGC and other government and non-government agencies.

Dr. M A Sudhir Emeritus Professor, Centre for Applied Research and Dean Faculty of Rural Development, Gandhigram Rural Institute - Deemed to be University delivered the session on 'Literature Research and Management for Writing Attractive Proposal'. He shared his experience about the way he obtained the research projects. He pointed out that researchers must be good content writers to attract the review board members and attain the funding for their proposals. Proper training is to be offered to the research scholars to enhance their research qualities for a sustainable future.

During the Valedictory Session, Dr. A Shameem, Dean, Faculty Welfare, AMET delivered the welcome address and introduced the guests of the session. Dr. Deepa Rajesh, Vice President Academics and Nodal Officer, AADC, AMET delivered the Presidential Address and pointed out the importance of research in life especially among the faculty members and towards the transformation of the society. Dr. Rajesh pointed out that researchers should work without a time limit to attain the betterment of their society. She listed the major funding agencies and key areas of the funding possibilities to attain the success of the faculty member career. She highlighted the major initiatives taken by the Association of Indian Universities towards the various avenues of faculty

enrichment and the scope for the faculty members for their academic enrichment.

Dr. V Rajendran, Vice Chancellor, AMET delivered the Valedictory Address to appreciate the faculty members for their interest towards attending the faculty development programme after working hours. He pointed out the quality of the research proposals to knock on the door of funding agencies. He highlighted that there is an increasing demand for interdisciplinary research at the global level. He suggested that researchers must start collaborative interdisciplinary research to attain societal goals. Participants provided their feedback and appreciated the organizers for identifying suitable resource persons as Chief Guests for all the sessions and providing detailed insights and the AIU for sponsoring these kinds of initiatives. Dr. R Srinivasan, Associate Professor, AMET Business School proposed the Vote of Thanks to all the guests, speakers, participants, session chairs and organizing committee for making the event more successful. □

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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 July-August, 2023)

#### Commerce

1. Agarwall, Himanshu. **Exploring the content elements of integrated reporting and its influence on financial performance and value creation: An empirical analysis of selected Indian companies.** (Dr. Sasmitarani Samanta), Department of Commerce, Kalinga Institute of Industrial Technology, Bhubaneswar.

2. Bagwan, Samreen Nizam. **A study of job satisfaction of teachers working in Arts, Commerce and Science senior colleges affiliated to SRTMU Nanded with special reference to Latur District.** (Dr. P S Trimukhe (Kawale)), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

3. Baloch, Meheubkhan Anvarkhan. **A study on impact of GST on selected sectors of Indian economy.** (Dr. Arvind M Gajera), Faculty of Commerce and Management, Bhakta Kavi Narsinh Mehta University, Junagadh.

4. Bapodara, Lakha Raja. **A comparative study of financial performance of selected companies in India through 'Z' Score Model.** (Dr. Jigar R. Raval), Faculty of Commerce and Management, Bhakta Kavi Narsinh Mehta University, Junagadh.

5. Galhotra, Paridhi. **A study of mobile banking and its impact on customer's banking transactions: A comparative analysis of public and private sector banks in India (With special reference to Rajasthan State).** (Dr. Yogesh Kumar Swami), Faculty of Commerce and Management, Tanta University, Sri Ganganagar.

6. Gohil, Digvijaysinh Ranjitsinh. **A comparative study of financial performance of selected private sector banks in India.** (Dr. Chandresh L Usadadiya), Faculty of Commerce and Management, Bhakta Kavi Narsinh Mehta University, Junagadh.

7. Kadubal, Narayan Vinod. **The marketing strategy of the Cotton Corporation of India Ltd Central Zone: With reference to Aurangabad Branch.** (Dr. N H Awade), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

8. Karia, Charmi Kamleshbhai. **A study on impact of GST on automobile sector in India.** (Dr. Suresh J Bhoje), Faculty of Commerce and Management, Bhakta Kavi Narsinh Mehta University, Junagadh.

9. Kotecha, Janki Mahesh. **An analytical study on financial performance of selected private banks in India with special reference to economic value added.** (Dr. Rajkumar Topandasani), Faculty of Commerce & Management Studies, Bhakta Kavi Narsinh Mehta University, Junagadh.

10. Lohiya, Radhika Rajkumar. **A Study of consumers attitude towards online shopping with special reference to Nanded District.** (Dr. Reshma D Doiphode), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

11. Manek, Ajaysinh Bhimabha. **A study of financial performance of selected petroleum companies of India.** (Dr. Rajesh A Mulchandani), Faculty of Commerce and Management, Bhakta Kavi Narsinh Mehta University, Junagadh.

12. Mehta, Vaibhavi Jitendrakumar. **An empirical study on the role of microfinance for women empowerment with reference to Saurashtra Region.** (Dr. Hajabhai D Barad), Faculty of Commerce and Management, Bhakta Kavi Narsinh Mehta University, Junagadh.

13. Mehta, Vrunda Jayendrabhai. **An empirical study on financial literacy, financial management and financial well-being among middle class families of Gujarat.** (Dr. Bhavsinh M Dodia), Faculty of Commerce and Management, Bhakta Kavi Narsinh Mehta University, Junagadh.

14. Mohanty, Bijay Kumar. **Impact of rural electrification policies and practices on socio-economic development of Odisha: An empirical analysis.** (Dr. Sasmitarani Samanta), Department of Commerce, Kalinga Institute of Industrial Technology, Bhubaneswar.

15. Nayakam, Ramakrushna. **Impact of Pradhan Mantri Jan Dhan Yojana (PMJDY) on socio-economic development of Paroja Tribe in Odisha.** (Dr. Sasmitarani Samanta and Dr. Dr. Snigdharani)

Panda), Department of Commerce, Kalinga Institute of Industrial Technology, Bhubaneswar.

16. Pandia, Dhanraj. **An evaluation of the financial and administrative efficiency of the Rajasthan State Cooperative Bank Ltd., Jaipur and the Bikaner Central Cooperative Bank Ltd., Bikaner: A comparative study.** (Dr. Archana Tanwar), Faculty of Commerce and Management, Tanta University, Sri Ganganagar.

17. Ramani, Harsha Laljibhai. **An analytical study on financial health of selected pharmaceutical companies of India by using data envelopment analysis model.** (Dr. Arvind M Gajera), Department of Commerce, Bhakta Kavi Narsinh Mehta University, Junagadh.

18. Sahu, Lalita. **An analysis on role of tourism in the local economy of Rajasthan: With special reference to Jaipur, Jodhpur, Jaisalmer, Ajmer, Udaipur cities.** (Dr. Ritika Moolchandani), Department of Commerce, Bhagwant University, Ajmer.

19. Tanna, Rajeshkumar Jawaharbhair. **A study on attitude of consumer towards e-commerce environment: With reference to Saurashtra Region.** (Dr. Sureshbhai J Bhoje), Faculty of Commerce and Management, Bhakta Kavi Narsinh Mehta University, Junagadh.

20. Tita, Ajaykumar Champaklal. **A study of perception of small investors towards mutual funds with special reference to Saurashtra Region.** (Dr. Suresh J Bhoje), Faculty of Commerce and Management, Bhakta Kavi Narsinh Mehta University, Junagadh.

21. Upadhyay, Darshanaben Girishbhair. **Impact of e-commerce on women entrepreneurship: An empirical study of Gujarat State.** (Dr. Hajabhai D Barad), Faculty of Commerce & Management Studies, Bhakta Kavi Narsinh Mehta University, Junagadh.

22. Vyas, Nikhil Rameshchandraji. **An analytical study of job satisfaction of co operative banks employees with special reference to Latur District.** (Dr. P S Trimukhe (Kawale)), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

#### **Defence Studies**

1. Choure, Maheshkumar Bhagwanrao. **Marathekalin Yashwantrao holkaranche lashkari karya: Ek chikitsak abhyas.** (Dr. Bhange C B), Department of Military Science, Swami Ramanand Teerth Marathwada University, Nanded.

#### **Economics**

1. Ingale, Sambhaji Nilkantrao. **Maharashtrateel payabhut suvidhanche aarthik vikasateel yogdan vishesh sandarbh Latur Jilha 2005 te 2015.** (Dr. Balaji G Kamble), Department of Economics, Swami Ramanand Teerth Marathwada University, Nanded.

2. Maan, Mansiha. **An economic analysis of kinnow and guava farming: A comparative study in Sirsa District of Haryana.** (Dr. Randheer Singh), Faculty of Arts, Crafts & Social Sciences, Tanta University, Sri Ganganagar.

3. Nishu. **Comparative study of public sector banks and private sector banks with respect to customer satisfaction in Sri Ganganagar.** (Dr. Randheer Singh), Faculty of Arts, Crafts & Social Sciences, Tanta University, Sri Ganganagar.

4. Sahu, Amarjeet. **Gramin khetre ke samaveshi vikas mein Mahatma Gandhi Rashtriya Gramin Rozgar Guarantee Yojana ka yogdan: Sagar Jile ke vishesh sandarbh mein.** (Prof. Utsav), Department of Economics, Dr Harisingh Gour Vishwavidyalaya, Sagar.

5. Sahu, Neha. **Madhya Pradesh mein fasal beema yojnaon ka krishkoan par prabhav: Ek arthik vishleshan (Sagar Jile ke vishesh sandarbh mein).** (Dr. Keshav Takem), Department of Economics, Dr Harisingh Gour Vishwavidyalaya, Sagar.

6. Verma, Vishnu Kant. **Role of agricultural produce market committees in agricultural marketing system of Madhya Pradesh: An economic analysis: With special reference to Sagar District.** (Dr. Keshav Takem), Department of Economics, Dr Harisingh Gour Vishwavidyalaya, Sagar.

#### **Education**

1. Akella, Suryakanakadurga. **A study of the performance of secondary school children in relation to their interest and attitude towards Mathematics.** (Dr. J Shakila), Department of Education, Acharya Nagarjuna University, Nagarjuna Nagar.

2. Bhatt, Ramesh Chandra. **A study of motivation, personal values and mental health among college students.** (Dr. Preeti Grover), Faculty of Education, Tanta University, Sri Ganganagar.

3. Chatre, Sunita Govindrao. **Eaytaa 5vi chya Ganit vishayachya adhyapanat paramparik adhyayan-Adhyapan padhti va kritiyukt adhyayan-Adhyapan padhateencha tulnatmak abhyas.** (Dr. Sulbha B Mule), Department of Education, Swami Ramanand Teerth Marathwada University, Nanded.

4. Dhaka, Anuradha. **A study of environmental attitude, religious attitude and self confidence among students of higher secondary standard of Bikaner District.** (Dr. Preeti Grover), Faculty of Education, Tanta University, Sri Ganganagar.

5. Goyal, Renu. **A study of the relation between the students of upper secondary level in anxiety and intelligence with special reference to Sri Ganganagar District.** (Dr. Nekram), Department of Education, Tanta University, Sri Ganganagar.

6. Kadari, Praveenkumar. **Impact of emotional intelligence, self-efficacy and student stress on academic achievement of secondary school students.** (Dr. M E S Elizabeth), Department of Education, Acharya Nagarjuna University, Nagarjuna Nagar.

7. Katta, Ravi. **A study of the relationship between academic achievement self esteem and test anxiety among secondary school students of the Prakasam District of Andhra Pradesh.** (Dr. D Hassan), Department of Education, Acharya Nagarjuna University, Nagarjuna Nagar.

8. Kaushik, Sheetal. **A study of mental health and emotional maturity of secondary schools students in relation to parenting style.** (Dr. Ritu Bala), Faculty of Education, Tanta University, Sri Ganganagar.

9. Majhi, Bhurishraba. **Role of Right to Education in social inclusion of tribals: A study of Balangir District of Odisha.** (Dr. Sujata Acharya), Department of Education, Kalinga Institute of Industrial Technology, Bhubaneswar.

10. Shaina. **Effect of parental involvement on academic procrastination, academic anxiety and career aspiration of senior secondary school students of District Fazilka.** (Dr. Preeti Grover), Department of Education, Tanta University, Sri Ganganagar.

11. Sharma, Sunita. **Study of the effect of locus control on achievement motivation and self-concept of secondary school students.** (Dr. Rajesh Sharma), Faculty of Education, Tanta University, Sri Ganganagar.

12. Sharma, Vidhya. **Study of educational values depicted in Valmiki Ramayana.** (Dr. Rajesh Sharma), Faculty of Education, Tanta University, Sri Ganganagar.

13. Shreelakshmi, S. **A study on the curriculum management of International Baccalaureate Primary Years Programme in India.** (Prof. K. Pushpanadham), Department of Education, M S University of Baroda, Vadodara.

14. Vasagiri, Kanaka Durga. **A comparative study on achievement of adult independent living skills in women with intellectual disability living in group homes, hostels and day scholars.** (Dr. J R Priyadarsini), Department of Education, Acharya Nagarjuna University, Nagarjuna Nagar.

15. Wadhwa, Seema. **A study of creativity across gender among teacher trainees in relation to their thinking and learning style and problem solving ability.** (Dr. Suman Rani), Faculty of Education, Tanta University, Sri Ganganagar.

#### Law

1. Bhardwaj, Sumit. **Judicial review of administrative action through writs.** (Dr. Narender Kumar Dhaka), Department of Law, Tanta University, Sri Ganganagar.

2. Godara, Ved Pal. **Trademarks in India: Critical analysis of assignment of trademark rights and awareness amongst the market players.** (Dr. Narender Kumar Dhaka), Department of Law, Tanta University, Sri Ganganagar.

3. Parbodh Kumar. **A study of the development of Indian constitution through judicial decisions.** (Dr. Narender Kumar Dhaka), Department of Law, Tanta University, Sri Ganganagar.

4. Sharma, Rekha. **Right to proper nutrition with relation to right to parenthood: An analytical study in the context of Indian legal system.** (Dr. Rajender Kuamr Mittal), Department of Law, Tanta University, Sri Ganganagar.

#### Library & Information Science

1. Shaikh, Sajeed Shaikh Bashir. **Content analysis of DESIDOC Journal of Library and Information Technology 2010 2019.** (Dr. Pawar R S), Department of Library and Information Science, Swami Ramanand Teerth Marathwada University, Nanded.

#### Management

1. Aman Preet Kaur. **Efficacy of traditional management concepts in modern times: A systemic review.** (Dr. Pankaj Kukkar), Faculty of Commerce and Management, Tanta University, Sri Ganganagar.

2. Archana, M S. **A study of factors influencing the entrepreneurial intent and entrepreneurial readiness of women students in technical education in India.** (Dr. M S Shyamasundar), Department of Management, Jain University, Bangalore.

3. Bhoganadam, Syamala Devi. **A study on socio-cultural factors influencing entrepreneurship with**

**reference to SMEs in Andhra Pradesh.** (Dr. Siman), Department of Management, Koneru Lakshmaiah Education Foundation, Guntur.

4. Chatterjee, Deboshree. **Impact of relationship marketing dimensions on customer satisfaction: A study on select banks in Hyderabad, Telangana.** (Dr. Savanam Chandra Sekhar), Department of Management, Koneru Lakshmaiah Education Foundation, Guntur.

5. Choudhury, Soumya Ranjan Ray. **Empirical assessment of overhead cost management of private health care service providers in Odisha.** (Dr. B C M Patnaik), Department of Management, Kalinga Institute of Industrial Technology, Bhubaneswar.

6. Das, Sneha Lata. **Management of working capital in private healthcare service providers in Odisha.** (Dr. B C M Patnaik), Department of Management, Kalinga Institute of Industrial Technology, Bhubaneswar.

7. Jupudi, Sai Sudha. **Technology impact on banking sector performance with reference to select public and private banks.** (Dr. K V Siva Prasad), Department of Management, Koneru Lakshmaiah Education Foundation, Guntur.

8. Mishra, Srutiva. **Mutual fund investments: The dynamics of investor's perception.** (Dr. B C M Patnaik), Department of Management, Kalinga Institute of Industrial Technology, Bhubaneswar.

9. Mustafa, Vadla Mohammed. **Financial inclusion: A study of bankers and beneficiaries in the State of Andhra Pradesh.** (Dr. V. Mallikarjuna and Dr. T Narayana Reddy), Department of Management, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

10. Pradhan, Suchisweta. **Community-based enterprises: A bottom up approach towards community development.** (Dr. Sasmitarani Samanta), Department of Management, Kalinga Institute of Industrial Technology, Bhubaneswar.

11. Prajapati, Khushbu. **Banking service quality of strategic positioning in selected banks in Rajasthan.** (Prof. P R Dadhich and Dr. Anil Kumar Singhal), Department of Management, Bhagwant University, Ajmer.

12. Shukla, Gopal. **An analysis of distribution channel strategy adopted by Britannia biscuits in Odisha.** (Dr. Abhishek Kumar), Department of Management, Kalinga Institute of Industrial Technology, Bhubaneswar.

13. Singla, Anshul Kumar. **Relationship between human resource accounting and firm value: Empirical study of some companies.** (Dr. Kamal Vijayvergia), Faculty of Commerce and Management, Tanta University, Sri Ganganagar.

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15. Veeragandham, Anusha. **Economic empowerment of rural women through training by DWCRA in APCRDA (Andhra Pradesh Capital Region Development Authority).** (Dr. N Bindu Madhavi and Dr. AVS Kamesh), Department of Management, Koneru Lakshmaiah Education Foundation, Guntur.

### **Physical Education & Sports**

1. Rokad, Bhavin Mansukhlal. **A comparative study of sports anxiety, mental health, physical fitness of students studying in GSEB and other board schools of Junagadh District.** (Dr. M P Trada), Faculty of Physical Education, Bhakta Kavi Narsinh Mehta University, Junagadh.

### **Political Science**

1. Chak, Hemalata. **Participation and inclusion of tribal's in panchayat raj institutions of Odisha: Insights from Local Self Government of Bargarh District of Odisha.** (Dr. Tusarkanta Pattnaik), Department of Political Science, Kalinga Institute of Industrial Technology, Bhubaneswar.

2. Datal, Dnyaneshwar Vasantao. **Maharashtrateel Maratha jatsamuhachya rajkaranacha chikitsak abhyas vishesh sandarbh 1960 te 1990.** (Dr. Ajay Gavane), Department of Political Science, Swami Ramanand Teerth Marathwada University, Nanded.

3. Hemant Kumar. **Jammu aur Kashmir ke isthithi Anuched 370---35 A ke aadhin tatha uske hatne ke baad ka adhyayan.** (Dr. Sunita Sinha), Department of Political Science, Bhagwant University, Ajmer.

4. Majhi, Snehalata. **Participation of women in panchayati raj institutions: A study of Keonjhar District of Odisha.** (Dr. Birendra Suna and Dr. Tusarkanta Pattnaik), Department of Political Science, Kalinga Institute of Industrial Technology, Bhubaneswar.

### **Psychology**

1. Bela, Puri Sidabhai. **A psychological study of job satisfaction, social support and mental health**

among permanent teachers of college and university. (Dr. A M Chocha), Faculty of Psychology, Bhakta Kavi Narsinh Mehta University, Junagadh.

2. Joshi, Mittal Bharatbhai. **A psychological study of social competence, quality of life, spiritual intelligence of normal child parent's and intellectual disable child parents.** (Dr. Mahesh Mehta), Department of Psychology, Bhakta Kavi Narsinh Mehta University, Junagadh.

3. Parthasarathy, Pavithra. **Internet based intervention for Type II diabetes mellitus.** (Dr. Pooja Varma), Department of Psychology, Jain University, Bangalore.

### Public Administration

1. Bangar, Nitinkumar Babasaheb. **Adivasi vikas adivasi vikas prashasan vibhagachi bhumika: Thane Jilha ek abhyas.** (Dr. U L Ingle and Dr. Pandurang Mundhe), Department of Public Administration, Swami Ramanand Teerth Marathwada University, Nanded.

### Sociology

1. Behera, Rojalini. **State and the marginals: Schoolrationalization and educational justice for tribe (With special reference to Odisha).** (Dr. Shibsankar Jena), Department of Sociology, Dr Harisingh Gour Vishwavidyalaya, Sagar.

2. Pattamajhi, Trisingh. **A study on the Health Status of Tribal Women in Gajapati District of Odisha.** (Dr. Babita Das), Department of Sociology, Kalinga Institute of Industrial Technology, Bhubaneswar.

3. Rajak, Deepak Kumar. **Impact of rural development programmes on the life-style of Sahariya Ttribal women: A study (With special reference to Shivpuri District, Madhya Pradesh.** (Dr. Kali Nath Jha), Department of Sociology, Dr Harisingh Gour Vishwavidyalaya, Sagar.

4. Soren, Phulamani. **The Forest Rights Act and rights of tribal: A study of Mayurbhanj District of Odisha.** (Dr. Iswar Chandra Naik), Department of Sociology, Kalinga Institute of Industrial Technology, Bhubaneswar. □

**Tukai Pratishthan**

**GODAVARI COLLEGE OF COMMERCE, SCIENCE & TECHNOLOGY, NANDED**

**WANTED**

Applications are invited for the following posts to be filled in Godavari College of Commerce, Science & Technology, Nanded (Permanently Non-grant) run by Tukai Pratishthan, Raviraj Nagar, Nanded. Eligible candidates should submit their application along with all necessary documents **within 15 days** from the date of publication of the advertisement by Registered post only.

Sr No.	Name of Post (subject)	No. of post	Reservation
1	Principal-01, English-01, Marathi-01, Assistant Professor-01 Director of Physical Education-01 Librarian-01	6	Open - 04 SC- 01 VJ (A) - 01

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**Note** - A] The fulfillment of these conditions is to be certified by the Registrar or the Dean (Academic Affairs) of the University concerned. NET/SET shall also not be required for such Masters Programmers in disciplines for which NET/SET is not conducted. However, Ph.D degree shall remain the minimum eligibility for appointment of Assistant Professor in such disciplines. B] The Ph.D degree has been obtained from foreign university/Institution with ranking among top 500 in the world University Ranking (at any time) by any one of the following: Quacquarelli Symonds (QS); The Times Higher Education (THE) or The Academic Ranking of World Universities (ARWU) of the Shanghai Jiao Tong University (Shanghai) **Note:** The Academic Score as specified in Appendix - II (Table 3A) for Universities and Appendix II (Table 3B) for colleges, shall be considered for short listing of the candidates for interviews only, and the selections shall be based only on the performance in the interview.

**Address for Correspondence:** Godavari College of Commerce, Science & Technology, Nanded. Tq. Nanded, Di. Nanded- 431605. Godavari Urban Bank 'Sahakarsurya' in front of MSEB office, Purna Road, Taroda Naka, Nanded. **Contact details: 8432254999.**

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Applications are invited for the following full time aided posts of **Asst. Professor** from eligible candidates. Applications duly completed in all respect should reach to the Principal, Yeshwantrao Chavan College, Sillod **within 15 days** from the date of publication of this advertisement.

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1	English	01	08	Open - 04, ST - 01, OBC - 02, EWS - 01
2	Marathi	01		
3	Economics	01		
4	Chemistry	03		
5	Mathematics	01		
6	Computer Science	01		

1. Reserved category candidates should send one copy of their application to Deputy Registrar, Special Cell, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. 2. PWD & Women reservation will be strictly followed as per govt. resolution. 3. Relaxation of 5% will be provided from 55% to 50% of the marks at the Master's degree level for SC/ST Category. 4. Reservation for VJ/NT Categories is internally transferable. 5. Relaxation of 5% will be provided from 55% to 50% of the marks at the Master's degree level for PWD applicants. 6. Reserved category candidates can apply for unreserved posts. Unreserved posts will be filled on Merit basis. 7. According to the Govt. Resolution dated 2<sup>nd</sup> April 2018 and 4<sup>th</sup> December 2018, there will be 1% reservation for Orphans. 8. 10% reservation will be given to EWS, after completion of the process of reservation for EWS in open category posts, 10% of the posts may be reserved for them and converted into reserved category posts. 9. As per Govt. decision dated 18.10.1997, 28.09.2016, 18.02.2019, Gazette dated 25.01.2022, 1.04.2022 and 8.04.2022 Govt. decision dated 25.02.2022, 11.04.2022 dated 06.07.2021, total approval seats are as per 100 points scale reservation. 10. The approval given in the said advertisement will be valid for six month only. 11. The recruitment procedure initiated by this advertisement is subject to the decision by Hon. Bombay High Court, Aurangabad Bench on Writ Petition No12051/2015. 12. Vacant post & all the terms and conditions are applicable as mentioned in NOC 13. Permission as per NOC No. JDHE Aurangabad/NOC/2019/24 Dated: 14/08/2023 from Hon. Deputy Secretary (Higher Education), Mantralaya, Govt. of Maharashtra, Mumbai. 14. Educational qualifications, pay scales and service conditions are as prescribed by the UGC, Govt. of Maharashtra & Dr. B.A.M.U. Aurangabad from time to time. 15. The complete application should be sent to **Principal, Yeshwantrao Chavan College of Arts, Commerce & Science, Sillod, Tq. Sillod, Dist. Aurangabad (MS) Pin – 431112**. 16. Candidates who are already in service should apply through proper channel. 17. For more details visit <https://yccsillod.in>.

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Principal

Dr. Rahul Palodkar  
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### WANTED

Applications are invited for the post of Perspectives in Education, Pedagogy Subjects, Health & Physical Education and Performing Arts to be filled in **NEW MAULANA AZAD EDUCATION SOCIETY COLLEGE OF EDUCATION, (B.ED), PINGLI ROAD, PARBHANI, Tq. & Dist. PARBHANI** (Permanent Non Granted). Eligible candidates should submit their applications along with all necessary documents **within 15 Days** from the date of publication of this Advertisement by Registered Post only.

Sr. No.	Position	No. of Posts	Nature	Reservation
B.Ed.				
1	Perspective in Education	12	Regular	Open 05, SC 01, ST 01, VJA 01, OBC 03, EWS 01
2	Pedagogy Subjects (Math, Science, Social Science, Language)			
3	Health & Physical Education			
4	Performing Arts (Music/Dance/Theatre) Fine Art			

#### Qualifications:- As per UGC & NCTE (2014 Rule)

The faculty shall possess the following qualification:

#### A) Perspectives in Education or Foundation Courses

- Post Graduate degree in Social Science with minimum 55% marks.
- M.Ed. Degree from recognized university with minimum 55% marks.
- SET/NET/ Ph.D.in Education.

OR

- Postgraduate (M.A.) degree in Education with minimum 55%marks.
- B.Ed. / B.El.Ed. degree with minimum 55% marks.
- SET/NET/ Ph.D.in Education.

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- Post graduate degree in Sciences / Mathematics / Social Sciences/Languages with minimum 55% marks.
- M.Ed. degree with minimum 55% marks.
- SET/NET/ Ph.D.in Education.

#### C) Health & Physical Education

- Master of Physical Education (M.P.Ed.) with minimum 55% marks.
- SET/NET/Ph.D.in Physical Education.

#### D) Performing Arts (Music/Dance/Theatre) Fine Arts.

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OR

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#### NOTE:

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- 3% Reservation for handicapped and 30% for women candidates.
- All attested Xerox Copies of certificates and other relevant document should be attached to the application form.

#### Address of Correspondence

Secretary,  
NEW MAULANA AZAD EDUCATION SOCIETY  
COLLEGE OF EDUCATION (B.ED), PINGLI ROAD, PARBHANI TQ. &  
DIST. PARBHANI PIN CODE-431401



**WANTED**

Applications are invited for the post of **Principal** to be filled in **NEW MAULANA AZAD EDUCATION SOCIETY COLLEGE OF EDUCATION (B.ED), PINGLI ROAD, PARBHANI, Tq. & Dist. PARBHANI (Permanent Non-Granted) Run By NEW MAULANA AZAD EDUCATION SOCIETY, PARBHANI Tq. & Dist. PARBHANI (Maharashtra)**. Eligible candidates should submit their applications along with all necessary documents **within Fifteen Days** from the date of the Advertisement by Registered Post only.

Sr. No.	Name of Post	Number of Post	Reservation
01	Principal	01	Unreserved

**Education Qualification:-**

01. Postgraduate Degree in Arts /Sciences / Social Sciences / humanities /Commerce with Minimum 55% Marks.
02. M.Ed. with minimum 55% Marks.
03. Ph.D. in education or in any Pedagogic subject offered in the Institution and
04. Ten Years of Teaching experience in a secondary Teacher Education institution

**Desirable:-** Diploma/Degree in Educational Administration or Educational Leadership.

**Salary and Allowances:-**

Pay Scales as per the U.G.C., State Government & Swami Ramanand Teerth Marathwada University's rules from time to time.

**Note:-**

01. Prescribed Application form is available on University **Website (www.srtmun.ac.in)**.
02. No T.A./D.A. will be paid to attend the interview.
03. Eligible Candidates those who are already in services should submit their application through Proper Channel.
04. All attested Xerox copies of certificates and other relevant documents should be attached with the application form.

**Address of Correspondence:-**

**Secretary,  
New Maulana Azad Education Society  
College of Education (B.Ed), Pingli Road,  
Parbhani Tq. & Dist. Parbhani Pin-431401**

**Secretary**

**WANTED**

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad Affiliated **Sangharsh Shahari va Gramin Vikas Sanstha's Devaki Mahavidyalaya, Pimpalgaon, Jalna-Rajur Road, Near Ghanewadi, Tq.Dist. Jalna- 431 213**. The following full-time post of Principal / Librarian / Physical Education Director/Assistant Professors are to be filled. However, eligible candidates should send their application by post or in person along with attested Xerox copy of educational qualification to the above college address **within 15 days** from the date of publication of advertisement. (Advertisement Approval no., Special Cell / 2023/ 699637)

**Under Graduation Section (B.Sc. Non-Conventional & Conventional Energy)**

Sr. No.	Subject	Sanctioned Post
1	Principal	1
2	Physical Education Director	1
3	Librarian	1
4	English	1
5	Marathi	1
6	Physics	1
7	Chemistry	1
8	Mathematics	1

**Category wise Reservation:** - SC-1, VJ-A-1, OBC- 1, EWS-1, Open- 3, Principal-Open-1

**Educational Qualification:** NET/ SET/ PhD will be mandatory for all the above under graduate post, **Principal:** NET/ SET/ PhD 15 Years experience required.

1) A copy of the application submitted by the backward class applicants to the President/Secretary of the Institute to be sent to the Deputy Registrar, Special Cell, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad 2) Government Decision No. Miscellaneous 1096/ case no. 30/ ko-2 as on August 1, 1997, there will be 30 % reservation for women 3) Government circular no. — disabilities 2018 / case no. / 14/16-B, Mantralay Mumbai as on May 29, 2019, there will be 4 % reservation for person with disabilities 4) Government Decision No. N.G.C. 1298/ (4619) / uni-4 as on 11 December 1999, the requirement of 55% marks for Post Graduation degree for Schedule Cast and Schedule Tribal has been relaxed to 50% 5) VJ A, NT-B, NT-C, NT-D is variable 6) Government Decision No. UGC 2003 /(21) vishi-4 department of higher and technical education, Ministry of Extension Building, Mumbai-32 dated as on 14th November, 2003, the requirement of 55 % marks for Post Graduate Degree has been relaxed to 55 % for disabled candidates 7) Backward category candidates can apply for unreserved post. Unreserved posts will be filled on merit basis 8) Government decision as on 02 April 2018 and 04 December 2018, there will be 1 % reservation for orphans. 9) Government decision 18 October 1997, 21 September 1998, 23 September 2016, 18 February 2019 Gazette 25 February 2022, 01 April 2022, 08 April 2022, Government decision 25 February 2022, 11 April 2022, 06 July 2021 as per 100 Bindu Namavali as per total sanctioned post reservation is fixed. 10) Note: As 10 % reservation is given to economically weaker sections, after completion of the process of reservation for economically weaker section, 10 % of the posts may be reserved for the open category and may be changed to unreserved category posts.

Email: - [devakimahavidyalaya@gmail.com](mailto:devakimahavidyalaya@gmail.com),  
Mo.9637871892, 9975118861

Sd/-  
Secretary

**SHRI DHANESHWARI MANAV VIKAS MANDAL'S  
R.B.M. COLLEGE OF EDUCATION (B.ED & M.ED) HATTA  
TQ. BASMATH DIST. HINGOLI PIN-431705**

**WANTED**

Applications are invited for the post of Professor, Associate Professor and Assistant Professor (M.Ed.), & Perspectives in Education, Pedagogy Subjects, Health & Physical Education and Performing Arts (B.Ed.) to be filled in **SHRI DHANESHWARI MANAV VIKAS MANDAL'S R.B.M. COLLEGE OF EDUCATION (B.ED & M.ED), HATTA, TQ. BASMATH, DIST. HINGOLI, MAHARASHTRA** (Permanent Non Granted). Eligible candidates should submit their applications along with all necessary documents **within 15 days** from the date of publication of this Advertisement by Registered Post only.

Sr. No.	Position	No. of Posts	Nature	Reservation
<b>M. Ed.</b>				
01	Professor	01	Regular	Unreserved
02	Associate Professor	01	Regular	Unreserved
<b>B. Ed.</b>				
	Assistant Professor			
01	Perspective in Education	12	Regular	OPEN-04, ST-01, VJ(A)- 01,NTB-01, NTC-01, OBC-03, EWS-01,
02	Pedagogy Subjects (Math., Science, Social Science, Language)			
03	Health & Physical Education			
04	Performing Arts (Music/Dance/Theatre) Fine Art			

**Qualifications :- As per UGC & NCTE (2014 Rule)**

**A) Professor and Associate Professor** shall possess the following Qualification:

- i) Post graduate degree with minimum 55% Marks in the discipline relevant to the area of specialization.
- ii) Post graduate degree in Education (M.Ed. /M.A. Education) with minimum 55% marks.
- iii) Ph.D. degree in Education or in the discipline relevant to the area of specialization.
- iv) Any other qualifications prescribed by UGC like NET qualification or length of professional teaching experience as per UGC or state government norms for the positions of Professor and Associate Professor.

**B) Assistant Professor** shall possess the following Qualification:

**A) Perspectives in Education or Foundation Courses**

- i) Post Graduate degree in Social Sciences with minimum 55% marks.
- ii) M.Ed. degree from a recognized university with minimum 55% marks.
- iii) SET/NET/Ph.D. in Education.

OR

- i) Postgraduate (M.A.) degree in Education with minimum 55 % marks.
- ii) B.Ed./B.El.Ed. Degree with minimum 55% Marks.
- iii) SET/NET/Ph.D. in Education.

**B) Curriculum and Pedagogic Courses**

- i) Postgraduate degree in Sciences/Mathematics/ Social Sciences/Languages with minimum 55% marks.
- ii) M.Ed. degree with minimum 55% marks.
- iii) SET/NET/Ph.D. in Education.

(contd. on pg. 35)

(contd. from pg. 34)

- C) Health & Physical Education  
iv) Master of Physical Education (M.P.Ed.) with minimum 55 % marks.  
v) SET/NET/Ph.D. in Physical Education.
- D) Performing Arts (Music/Dance/Theatre) Fine Arts  
i) Post graduate degree in fine Arts (MFA) with minimum 55 % marks.  
OR  
i) Post graduate degree in Music/Dance /Theatre Arts with minimum 55 % marks.  
ii) SET/NET/Ph.D. in Fine Arts.

**Salary and Allowances :** Pay Scale as per UGC, State Government & Swami Ramanand Teerth Marathwada University, Nanded rules from time to time.

**NOTE :**

- 1) Prescribed application form is available on the University **Website : (srtmun.ac.in)**.
- 2) No. T.A./D.A. will be paid to attend the interview.
- 3) Eligible candidates those who are already in services should submit their application through Proper Channel.
- 4) 3 % Reservation for handicapped and 30 % for women candidates.
- 5) All attested Xerox Copies of certificates and other relevant documents should be attached to the application form.

**Address of Correspondence**

Secretary,

**SHRI DHANESHWARI MANAV VIKAS MANDAL'S  
R.B.M. COLLEGE OF EDUCATION (B.ED & M.ED) HATTA  
TQ. BASMATH DIST. HINGOLI PIN-431705**

**Shri Sevadas Shikshan Presarak Mandal, Nanded  
Savitribai Phule Women's B.Ed College**

**WANTED**

Applications are invited of the post of Perspective in Education. Pedagogy subjects. Health & Physical Education and performing Arts to be filled in **Shri Sevadas Shikshan Presarak Mandal's Savitribai Phule Women's B.Ed College Vasarni, Nanded, Dist. Nanded** (B.Ed) Permanent Non Granted). Eligible Candidates Should submit their application along with all necessary documents **within 15 days** from the date of publication of this Advertisement by Registered Post only.

Sr. No	Position	Nature	No of post	Reservation
	<b>B.Ed</b>			
1	Perspective in Education	Regular		
2	Pedagogy Subjects (Math, Science, Social Science, Language)	Regular		
3	Health & Physical Education	01 Part time	8	OPEN-3, SC-1, ST-1 VJA-1, OBC-1 EWS - 1
4	Performing Arts (Music/Dance/Theatre) Fine Art	01 Part time		

**Note :** Prescribed Application Form is available on University **Website : (www.srtmun.ac.in)**.

**Address of correspondence :**

Resident / Secretary

Shri Sevadas Shikshan Presarak Mandal

Nanded (Through)

Savitribai Phule Women's B.Ed College

Vasarni, New Nanded Dist. Nanded (Maharashtra), Pin Code - 431603

**Secretary**



Vishweshwar Education Society's  
**WESTERN COLLEGE OF COMMERCE  
& BUSINESS MANAGEMENT**



Plot No. 2, Sector - 9, Sanpada, Navi Mumbai - 400 705. Tel.: +91-22-2775 0237 / 2775 3226 / 7 / 8  
Website : www.wccbm.ac.in • E-mail : info@wccbm.ac.in

**APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS FOR  
THE ACADEMIC YEAR 2023 – 2024**

**UNAIDED**

Sr. No.	Cadre	Subject	No. of Posts	Total No. of Posts	Post Reserved for
1.	Assistant Professor	Commerce	06	24	SC – 03, ST – 02, DT(A) – 01, NT(B) – 01, NT(C) – 01, NT(D) – 01, OBC – 04, EWS – 02, OPEN – 09.
2.	Assistant Professor	Accountancy	06		
3.	Assistant Professor	Information Technology	06		
4.	Assistant Professor	Economics	02		
5.	Assistant Professor	Mathematics	02		
6.	Sports Director	Physical Education	01		
7.	Librarian	-----	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.

“Qualification, Pay Scales & 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” The Government Resolution & Circular are available on the website mu.ac.in.

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

Application with full details should reach the **SECRETARY, Vishweshwar Education Society's, Western College of Commerce and Business Management, Plot No-2, Sector -9, Sanpada, Navi Mumbai 400705.** Within 15 days from the date of publication of this advertisement

Sd/-SECRETARY



विद्याविनियोगादिकामः



**INDIAN INSTITUTE OF MANAGEMENT AHMEDABAD**

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Last date of submitting online application

January 17, 2024

# GATE 2024

## GRADUATE APTITUDE TEST IN ENGINEERING

**Organising Institute: Indian Institute of Science, Bengaluru, Karnataka – 560012**  
**Contact No.: 0802293 2644/3333. Website: <https://gate2024.iisc.ac.in>**

**Graduate Aptitude Test in Engineering (GATE)** is a computer-based test (CBT) and an all-India examination conducted nation-wide jointly by IISc and seven IITs, on behalf of the National Coordinating Board (GATE), Ministry of Education (MoE), Government of India. Admission to Post-Graduate Programs with MoE and other Govt. Scholarship/Assistantship at engineering colleges/Institutes in the country are open to those candidates who qualify GATE, subject to fulfilling the admission criteria of the admitting Institute. The GATE score may also be used by some Public Sector Undertakings (PSUs)/Govt. organisations for their recruitment. GATE 2024 score will be valid for THREE YEARS from the date of announcement of results. GATE 2024 shall be conducted in selected cities and towns distributed across eight zones in India. GATE 2024 will not be conducted in international centres. Foreign nationals/Indian nationals residing abroad must travel to India to appear for the test.

**Eligibility for GATE 2024:** A candidate who is currently studying in the 3<sup>rd</sup> or higher year of any undergraduate degree program OR has already completed any government approved degree program in Engineering/Technology/Architecture/Science/Commerce/Arts.

**GATE 2024 will be conducted for the following papers:** Aerospace Engineering (AE), Agricultural Engineering (AG), Architecture and Planning (AR), Biomedical Engineering (BM), Biotechnology (BT), Civil Engineering (CE), Chemical Engineering (CH), Computer Science and Information Technology (CS), Chemistry (CY), Data Science and Artificial Intelligence (DA), Electronics and Communication Engineering (EC), Electrical Engineering (EE), Environmental Science and Engineering (ES), Ecology and Evolution (EY), Geomatics Engineering (GE), Geology and Geophysics (GG), Instrumentation Engineering (IN), Mathematics (MA), Mechanical Engineering (ME), Mining Engineering (MN), Metallurgical Engineering (MT), Naval Architecture and Marine Engineering (NM), Petroleum Engineering (PE), Physics (PH), Production and Industrial Engineering (PI), Statistics (ST), Textile Engineering and Fibre Science (TF), Engineering Sciences (XE), Humanities and Social Sciences (XH), Life Sciences (XL).

**Two-paper combinations in GATE 2024:** A candidate may appear for either ONE or TWO test papers from the approved list of combinations given on the website. The scheduling of two papers is subject to availability of infrastructure and feasibility constraints. Even if a candidate chooses to appear for TWO test papers, the candidate should fill ONLY ONE application form. Duplicate applications will be rejected, and the fee paid will not be refunded.

**Disclaimer:** Qualifying GATE does NOT guarantee admission or scholarship. Admission to any Institute is fully dependent on the admitting institute's criteria for educational qualification. GATE qualification does not assure a job, as it depends on the recruitment procedure of the employer. GATE committee is NOT liable for any legal obligations related to admission, scholarship, or a job.

<b>Important Dates for Application Submission:</b>	<b>Opening Date of online registration / application portal</b>	<b>August 31, 2023</b>
	<b>Closing Date of REGULAR online registration / application</b>	<b>September 29, 2023</b>
	<b>End of EXTENDED period for online registration/ application (with late fee)</b>	<b>October 13, 2023</b>

**Dates of Examination:** **February 3, 4, 10 and 11, 2024.** Forenoon and afternoon sessions on each exam day.

**Application Fee: (per test paper)** The application fee is ₹ 900 for female candidates, SC/ST candidates and PwD candidates with benchmark disability (greater than or equal to 40%) and ₹1800 for all other candidates. Additional fee during the extended period is ₹ 500. The application fee must be paid ONLINE. The application fee once paid SHALL NOT BE REFUNDED.

<b>Application Portal:</b>	All Candidates must apply and pay the fee ONLINE. GATE 2024 Website: <a href="https://gate2024.iisc.ac.in/">https://gate2024.iisc.ac.in/</a> GATE 2024 Online Application Processing System (GOAPS): <a href="https://goaps.iisc.ac.in/">https://goaps.iisc.ac.in/</a>	
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### Contact details of the zonal GATE offices

GATE Office IISc, Bengaluru Bengaluru - 560012 <a href="https://gate2024.iisc.ac.in">https://gate2024.iisc.ac.in</a>	GATE Office IIT Bombay Powai, Mumbai - 400076 <a href="https://gate.iitb.ac.in">https://gate.iitb.ac.in</a>	GATE Office IIT Delhi Hauz Khas, New Delhi -110016 <a href="http://gate.iitd.ac.in">http://gate.iitd.ac.in</a>	GATE Office IIT Guwahati Guwahati - 781039 <a href="https://iitg.ac.in/gate-jam">https://iitg.ac.in/gate-jam</a>
GATE Office IIT Kanpur Kanpur- 208016 <a href="https://gate.iitk.ac.in">https://gate.iitk.ac.in</a>	GATE Office IIT Kharagpur Kharagpur -721302 <a href="https://gate.iitkgp.ac.in">https://gate.iitkgp.ac.in</a>	GATE Office IIT Madras Chennai -600036 <a href="http://gate.iitm.ac.in">http://gate.iitm.ac.in</a>	GATE Office IIT Roorkee Roorkee-247667 <a href="https://gate.iitr.ac.in">https://gate.iitr.ac.in</a>



जम्मू केंद्रीय विश्वविद्यालय  
Central University of Jammu

राया-सूचानी (बागला), जिला सांबा-181143, जम्मू (जम्मू एवं कश्मीर)  
Rahya-Suchani (Bagla), District: Samba – 181143, Jammu (J&K)

EMPLOYMENT NOTIFICATION NO.: 21  
(FOR TEACHING POSTS)

Central University of Jammu invites online application for various teaching positions under direct recruitment from the eligible Indian Citizens and Overseas Citizen of India (OCI) in the prescribed format. Minimum qualification, Experience, Reservation, Service Conditions, Emoluments, Age of Superannuation, etc. are as prescribed by the University/UGC/ Government of India/AICTE as per details available at [www.cujammu.ac.in](http://www.cujammu.ac.in).

1	Comparative Religion and Civilization	01-UR	01-UR 01 SC (BL)	01-OBC*
2	Botany	-	01-OBC(BL)	-
3	Educational Studies ** (Geography)	-	-	01- EWS*
	Educational Studies ** (Economics)	-	-	01- OBC*
	Educational Studies ** (History)	-	-	01-SC*
	Educational Studies ** (Political Science)	-	-	01-ST (BL)
4	English	01-OBC (BL)	-	-
5	Human Resource Management	01-UR	01-OBC (BL)	01-ST*
6	Marketing Supply Chain Management	-	01-ST(BL)	01-OBC*
7	Tourism and Travel Management	01-UR	-	01-OBC*
8	Mass Communication and New Media	01-EWS	-	01 -OBC*
9	Mathematics	01-SC(BL)	01-ST(BL)	01-UR*
10	Nano Science and Materials	-	01-ST (BL)	-
11	National Security Studies	01-OBC (BL)	01- OBC (BL) , 01-SC (BL)	01-OBC*
12	Physics and Astronomical Sciences	-	-	01-UR*
13	Social Work	01- OBC (BL)	01-OBC (BL)	-
14	Zoology	01-ST (BL)	-	-
15	Public Policy and Public Administration	-	01-OBC (BL)	01- UR*
16	Economics	-	01- OBC (BL)	-
17	Hindi & other Indian Languages	-	1- EWS	-
18	Environmental Sciences	-	-	01-UR*
19	Computer Science and IT*	01- UR	-	01-OBC(BL), 01-UR*
20	Electronics and Communication Engineering <sup>#</sup>	01-UR	02-UR	01-UR, 01-OBC (BL)
21	Computer Science and Engineering <sup>#</sup>	01-UR	-	01-OBC(BL)
22	Chemistry and Chemical Sciences	01-SC (BL)	-	-
23	Centre for Molecular Biology	-	-	01-EWS*

#As per AICTE norms \* Vacancies against Lien

\*\* Qualifications will be as per NCTE norms & Candidates should have second PG degree in the mentioned subjects.

BL-Backlog Vacancy, SC-Scheduled Caste, ST-Scheduled Tribe, EWS-Economically Weaker Section

Note: Persons with Benchmark Disability (PwBD) shall be considered subject to availability and suitability of positions for OH, HH & VH as per reservation norms. The PwBD candidates shall be provided horizontal reservation as per the Government Guidelines wherever PwBD candidates are available.

**Important Information**

1. The candidates appointed against the lien\* posts will be on temporary basis till lien\* exists. If lien\* employee does not join back, the candidates appointed against the said posts are liable to be confirmed substantially subject to fulfillment of terms and conditions of the probation.
2. The detailed eligibility conditions and other relevant details are available on the University website [www.cujammu.ac.in](http://www.cujammu.ac.in). Online application form, complete in all respects must be submitted along with online payment of Rs 1,000/- (fee exempted for candidates belonging to SC, ST & PwBD) on or before **28-09-2023, 2023 (11:59 PM)**.
3. Online portal will be available on University website and remain open from **12.09.2023 to 28.09.2023**.
4. The candidates are requested to regularly visit the University Website [www.cujammu.ac.in](http://www.cujammu.ac.in) for further updates. Hereafter, issuance of notifications in the newspapers, for any information in this regard, is not obligatory on the part of the University.
5. For any queries please email at [teaching.recruitment@cujammu.ac.in](mailto:teaching.recruitment@cujammu.ac.in). Queries on any other email will not be entertained.

कुलसचिव/Registrar  
फोन : 01923-249658  
ईमेल : [registrar@cujammu.ac.in](mailto:registrar@cujammu.ac.in)

No. CUJ/Estab/ENT21/1428  
Date: 06.09.2023

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