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Special Number of the University News

on

'Implementing National Education Policy–2020 to Transform Higher Education in India'

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5. Roadmap for Holistic Implementation of the Policy.
6. Actionable Points on the Part of Government, HEIs and other Stakeholders.
7. Any Other Subtheme Relevant to the Topic.

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Swami Vivekananda: Reverence for Life

M S Kurhade*

Swami Vivekananda commands among practically all sane segments of Indian society that he is very much in the news and talked about. By any account he was a class by himself, blessed by none else than Sri Ramkrishna Paramahansa. He was born on 12th January, 1863, just seven years after the so called Sepoy Mutiny or India's first war of Independence. As he grew up, memories of the war must have remained fresh in every Indian patriot's memory. Sri Ramkrishna, his guru-to-be, was born in 1836 and how Narendra Dutta (for that was his given name) came to know him and both got attached to each other in some mysterious way is history. Narendra Dutta was a precocious boy. Romain Rolland, in his biography of this remarkable soul has noted that Vivekananda's 'pre-eminent characteristic was kingliness'. Wrote Romain Rolland, "Nothing escaped the magic of his glance, capable equally of embracing in its irresistible charm of sparkling wit, irony or kindness, of losing itself in ecstasy, or of plunging imperiously to the very depth of consciousness and of withering with its fury. He was born king and nobody ever came near him either in India or America without paying homage to his majesty". Indeed India needed such a man in the last quarter of the 19th century. India has lost its independence, it had lost its self-respect and Hinduism as such was at its nadir. What it desperately needed, it got. One remembers that line from the Bhagavat Gita quoting Lord Sri Krishna telling Arjuna, "Dharmasamstha-apanarthaaya sambhavaani yugey yugey." He wanted to establish dharma as much in the rest of the world as in India. He stood up to all critics of Hinduism as only he could in a majestic, unassailable way. He had chosen that as his life's broad message. And he captured the imagination of millions by his daring and exquisite scholarship. The Parliament of Religions held in Chicago (USA) in 1893 established his credentials beyond question or argument. When asked to speak on Hinduism by Prof. John Henry Wright his reply was "But I have no credentials!" Prof. Wright retorted, "To ask you, Swami, for your credentials is like asking the sun about its right to shine!" Prof. Wright wrote to a number of important people connected with the Parliament, especially to the Chairman of the Committee on Selection of Delegates who was one of his friends saying, "Here is a man more learned professors put together!" At that time Vivekananda was barely thirty years old, as old as Shankara was. But he proved Prof. Wright was right.

Many people still wonder why it was that an audience of about 4,000 largely Christian men and women, gave him a standing ovation of four minutes when he began his address by saying "Sisters and Brothers of America". The audience was surely taken aback by his

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sheer openness to life and his open determination to treat individuals as individuals and not, as a Bishop would, as sinners whose souls are to be saved. When he said in the course of his brief first address what the *Bhagavat Gita* said of religion, it must have touched the thousands to the core of their hearts. As he said, “Whosoever comes to Me, through whatsoever form, I reach him. All men are struggling through paths which, in the end, lead to Me.” Commenting on that speech, The New York Herald wrote: “He is undoubtedly the greatest figure in the Parliament of Religions. After hearing him, we feel how foolish it is to send Missionaries to this learned nation.” And Merwin- Marie Snell, President of the Scientific Section of Columbia Exposition which was being held simultaneously with the Parliament said, “No religious body made so profound an impression upon the Parliament and the American people at large, as did Hinduism.”

Re-reading some of the speeches Vivekananda made during his lengthy sojourn in America, one cannot but wonder at the sheer brilliance of the man and the conviction he carried. Our brainless secularists of today will probably call him a communalist for advocating and explaining what Hinduism is all about. The question one has now to ask is: Do we need another Vivekananda presently at a time when Hindus themselves are degrading their ancient way of life in the name of secularism? Mahatma Gandhi, who once confessed that he has gone through Vivekananda’s work thoroughly, was to say that reading Vivekananda only increased the love he had for India ‘a thousand fold’.

Will Durrant, the distinguished American historian and philosopher wrote “He (Vivekananda) preached to his countrymen a more virile creed than any Hindu had offered them since Vedic days. Limitless were Vivekananda’s admirers. Among them was no less a celebrity than Leo Tolstoy.

Rabindranath Tagore wrote, “If you want to know, India study Vivekananda. In him everything is positive. He had the courage to criticize God Himself. He had travelled throughout India and seen the pitiable living conditions of the masses and at times been moved to tears. Once he was to remark with his usual vigour that a God who could not in this life give a crust of bread was not to be trusted in the next for the kingdom of heaven. Let it be said here and now: Only a true Hindu would have dared to say that Sri Ramkrishna himself was to say, “Religion

is not for an empty stomach.” In a world rampant with corruption, in a world where fake secularism is the ruling ideology, in a world that is dying for upliftment, what is needed is another Vivekananda. The least that the government can do is to make it compulsory for all students from the primary to the post graduate level aware of what Vivekananda stood for and in consequence, what every Indian should stand for. Former President Sarvepalli Radhakrishnan said it all when he remarked, “If you really believe in the divine spark in man, do not for a moment hesitate to accept the great tradition which has come to us of which Swami Vivekananda was the greatest exponent.” But who, in the government, will have the courage to listen to Dr. Radhakrishnan and live up to his advice?

Arise! Awake! And stop not till the goal is reached!

Swami Vivekananda can be looked upon as a great organiser or a great orator, as one whose heart bled for the poor in this country and abroad or as one who successfully carried the message of Vedanta to foreign lands; he can also be looked upon as an intellectual giant who built a bridge between the East and the West, as also between reason and faith. But behind all those, there was that fundamental inspiration, his spiritual realization.

The edifice his character was built on the rock foundation of spirituality which found expression in a vigorous personality of scintillating intellect and measureless heart. To the nation at large, he shines as the emblem of purity, spirituality, love and energy through whose inspiration it hopes to build its body and mind anew. Swami Vivekananda wanted to make this civilization take a new shape and stand forth as a fresh, energetic and vigorous civilization before the modern world. He visualized a new India in which the spirit of equality, social awareness and practical efficiency of the modern west would get happily believed with the mature gentleness and tolerance of Indian tradition, with its deep spiritual awareness and passion which has made Indian history a saga of spiritual aspiration and realization. He wanted India to be young, vigorous and progressive, and yet he wanted all these to be achieved as the fulfillment of the spiritual ideal and purpose. Therefore, Pandit Jawaharlal Nehru, in his famous book ‘The Discovery of India’, said, “Rooted in the past and full of pride in India’s heritage, Vivekananda was yet modern in his approach to life’s problems and

was a kind of bridge between the past of India and her present.”

The greatest blessing to man or woman is the light of knowledge coming from education. When there is darkness, there is fear, and fear is the mother of superstition and little mindedness. The human mind, if enlightened, will experience no fear or superstition. Swamiji said to our women: Light the lamp of knowledge within yourself; gain the strength arising from knowledge; and become fearless, compassionate and large hearted; acquire practical efficiency. These were the four values proceeding from education, that Swamiji emphasized again and again: knowledge, strength and fearlessness, compassion and large – heartedness and practical efficiency.

Such an education cannot be secular, it has to be spiritual. Secular education ends up in bread-winning and money-making. Education is meant for the spiritual development and enrichment of man. Education so conceived cannot be confined to the period of formal schooling. It begins in early childhood and continues throughout life. Swami Vivekananda spoke of man-making education. Accepting knowledge as the base, and acknowledging the truth of every religion and a synthesis of yoga, he opened the gates of the future before the youths, filling them with a new spirit of inspiration, heroism and dynamic action.

So, he was not a mere philosopher just contemplating reality. He was a man who wanted to change our society, change the human situation in our country. That is the revolutionary approach Swamiji presented to us. We must know this when we speak of revolution today. He spoke of the same India of revolution more than seventy years ago, when he addressed our people in inspiring lectures now collected in the book: Lectures from Colombo to Almora. He said that, ‘I want root and branch reform’ in India. He did not want some titbits, a little patch-work here, a little patch-work there. A patch-work cannot do, because our society needs complete

reconstruction. That is his language, “Put the fire there (at the bottom), and let it burn upwards and make an Indian nation.”

Swami Vivekananda has left a rich legacy of thought and inspiration. If India assimilates them, she will become the hope of the nations. That is the historically acquired role of India, according to Swami Vivekananda. He preached nation-building with this world-objective in view, to prepare India to discharge her world responsibility. And nation-building in India, according to him, is the gathering up of the nation’s scattered spiritual forces.

Swami Vivekananda was a spiritual teacher of a rare type. Himself immersed in the bliss of God, he came down to the most ordinary levels of life to uplift and brighten men. To him these were not two different disciplines, but one. And he taught us this truth in the great equation: ‘Work is Worship’. He taught us a philosophy which combines external action for the spiritual enrichment of society with internal action for the spiritual enrichment of the individual. “Education is the manifestation of the perfection already in man’ he said. Identical is his definition of religion: ‘Religion is the manifestation of the Divinity already in man.’ Our education today arms us with only opinions, bundles of them, but does not fill us with convictions; hence the static character of the personality turned out by such education. ‘Great convictions are the mothers of great deeds’, said Swami Vivekananda. Hence, he advocated a man-making education, a training of mind and heart, and not a mere stuffing of the brain. It is conviction in the heart reinforcing knowledge in the head that makes for energy drive, and dynamism of character.

Religion may have its faults; it may have blundered into dogmatism and intolerance, but it has a spiritual core which mankind cannot ignore without making itself poorer, said he to himself. The main theme of his conversations was man growing spiritually through the manifestation of the Divine within. □

Promoting Qualitative Research Paradigm: Some Issues and Concerns

Asha Pandey*

Research in education in the past six decades or so has been pre-dominantly conducted under the positivist perspective. The usual approach reflected a hypothetico-deductive framework in which it is assumed that reality is basically external in nature and it is out there. Thus, educational researches consciously or unconsciously were attracted mostly to study of facts and their relationship with theory and hypothesis. The overall endeavor in such pursuits has focused on formulating a research question and testing it through firm and specific research designs. The researchers' role in this framework is mostly that of an onlooker and a detached observer of events. During the sixties the concern for understanding the problems subjectively and through participant perspectives got underscored especially through sociological and anthropological researches undertaken by Chicago group of Sociologists in America. In the Indian contexts a shift towards qualitative research paradigm could be witnessed only towards the last decade of 20th century. It will be not for nothing to mention here, that the terms qualitative and quantitative research have been used quite recently in order to distinguish the approaches which purportedly focused on depiction of reality rather than theory or hypothesis testing as emphasized earlier.

The term qualitative research represents a good many techniques and approaches wherein the purpose is to highlight personal perspectives, feelings and perceptions of people towards their conditions and state of affairs in and through which they are constrained to develop a life script, problem perspectives and their interpretations as related to the reality in phenomenological forms. Now qualitative researches are encouraged not only in the disciplines of sociology and anthropology but also in the domain of psychology, education and teacher education sector as well.

Kiddler and Fine (1987) have made a distinction between two meanings of qualitative research. One they called 'big Q methodology' and other as 'little q'. According to them 'big Q' implies open ended,

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inductive research methodologies that are concerned with theory generation and explorations of meanings whereas 'little q' refers to the incorporation of non-numerical data collection techniques into hypothetico-deductive research designs. The 'little q' does not work from the bottom-up. The methods of data collection and analysis do not attempt to engage with the data, to gain insights into the ways in which participants construct meaning and / experience their world; instead they start with the hypothesis and researcher defined categories against which the qualitative data are checked. It will be pertinent to point out that the qualitative research is an umbrella term to denote a number of approaches to discuss and describe subjective reality by employing a heterogeneous set of methods and approaches such as grounded theory, phenomenological methods, case studies, ethnography, symbolic interactions, participant observations, ecological and narrative studies and focus group discussions to mention some of the most commonly used ones.

In the present paper an attempt has been made to discuss a few most representative approaches of qualitative research paradigms with a view to promoting their understanding and use in education in general and teacher education in particular. The paper also focuses on issues and concerns which arise in undertaking and encouraging researches to make use of such approaches in the Indian contexts.

Characteristic Features of Qualitative Research

As pointed by Bogdan & Biklen (2007), 'learning to do qualitative research means unlearning the social construction of research' and exposing oneself to the possibility of putting in place a different vocabulary and way of structuring the research process. As defined by them qualitative research has five distinct features which may be described as follows:

Naturalistic

The word naturalistic is connected with ecological approaches in biology drawing from this source. Qualitative research focuses on actual settings as the direct source of data and the researcher is the principal instrument in doing this. Qualitative researchers visit particular setting under study as

they are concerned with context. They assume that action can best be understood when it is basically observed in the setting in which it occurs. It may be remembered that the settings have to be understood in a historic perspective. The researchers in the frame of reference, *prima facie*, are concerned in data produced by informants as in the case of official records and such researchers lay emphasis on knowing where, how and under what circumstances they came into being and they also probe into the historical circumstances and movements of which they are a part.

Whether qualitative research data are collected on classroom interaction by use of video tape recorder (VTR) or on experiences of principals, teachers and students through interviews, or depiction of life among the disadvantaged and poor classes by participant observation, qualitative researchers make an assumption about the human behavior. This reflects the assumption that human behavior is significantly influenced by the setting in which it occurs and whenever possible such researches go to such locations.

Descriptive Data

Another feature of this inquiry is that the research data take the form of words or pictures rather than numbers. These data consist of interview transcripts, field notes, video tapes, personal documents, photographs, memos and other official records. The data so obtained are analyzed with all of their richness as closely as possible with the form in which they were recorded and transcribed.

Another important consideration in respect of qualitative data is that in natural settings from which data are collected nothing is assumed to be trivial, that everything has the potential of being a clue that might unlock a more comprehensive understanding of what is being studied. While collecting data the researcher, therefore, usually asks questions such as 'why are these desks in the classroom arranged this way, how the more privileged ones view their facilities, how do students undertake the various activities and programs which are ongoing etc.' An important point in this regard is that nothing is taken for granted and no statement escapes scrutiny. Thus, description succeeds as a method of data gathering when every relevant detail is considered.

Emphasis on Process

In qualitative research the concern of the researcher is more with process rather than simply

with outcomes or products. Rosenthal and Jacobson (1968), the pioneer experts in qualitative research laid stress on processes beneficial in educational research, in clarifying the self-fulfilling prophecy the idea that students' cognitive performance in school is affected by teacher's expectation of them. In this frame of perspective qualitative research strategies have indicated as to how the expectation are translated into daily activities, interactions and procedures.

It may be pointed out that the participant observation techniques have been used to find out the students' perception with regard to classroom problems. Rist (1970) demonstrated that when children were divided into groups based on social and economic criteria within the first few days of school, the teacher interacted more with her top group, allowed them more privileges and even permitted them to discipline members of the lower group. This kind of studies has focused on how definitions (teacher's definition of students, student's definition of each other and themselves) are formed. It is apparent, therefore, that in qualitative research data assume the form of rich description and the ongoing realities in a natural setting.

Inductive

Another important feature often associated with qualitative research is that emphasis is laid on analyzing data inductively. In such researches the attempt is made not to search out data or evidence to prove or disapprove hypothesis formed before entering the study. Instead, the focus is on the abstractions which are built as the particulars that have been gathered or grouped together. The process of theory building in this way arises from the bottom-up rather than from the top-down, from many disparate pieces of collected evidences that are interconnected.

Thus, the theory is grounded in the data and it is derived from and is made dependent on the data that the researcher procures- giving a name often referred to grounded theory of research. This approach to data gathering was developed by Glaser and Strauss (1967) and since then it has undergone a number of revisions. The focus is on progressive identification and integration of categories of meaning from data and coding which implies attaching descriptive levels and so on.

Meaning Giving As A Primary Target

It is pertinent to stress that in qualitative researches the researchers consider meaning as an

essential concern. The focus of qualitative researcher is on finding out 'participant perspective'. To arrive at such meaning giving framework, questions asked are- what assumptions do people make about their lives, what do they take for granted. In one of the lead researches using qualitative research paradigm, a researcher focused part of his work on parent perspective of their children's education. He wanted to know what parents thought about, why their children were not doing well in school. He found that the parent he studied felt that the teachers did not value their insights about their own children because of their poverty and their lack of education (Ogbu, 1974)

The concern of the researches in this regard is mainly on making sure that they capture perspectives accurately. In adopting qualitatively research procedures in education the questions usually asked are how people are experiencing, how they interpret their experiences and how they themselves structure the social world in which they live (Psathas, 1973). It is evident, therefore, that process of doing qualitative research is described basically as a dialogue or interplay between researcher and their subjects.

Some Selected Approaches to Qualitative Research as Applicable to Educational Research Context

As mentioned earlier, educational research in the Indian context has been pre-dominantly controlled and over powered by hypothetico-deductive research paradigm wherein hypothesis making and hypothesis testing are the twin important operations conducted under the overall framework of an explicitly drawn and developed research design. In this section of the paper, therefore, the most commonly used qualitative research methodologies have been briefly described so as to enable the professionals and potential researchers in education before considering them for use. Viewing the essential characteristics of qualitative research as explained in the previous section, the following eight qualitative research designs have been identified and the same are being discussed briefly.

Semi Structured Interviewing

The semi-structured Interviewing is the most widely used approach of data collection in qualitative research. It requires careful preparation and planning.

The researcher has to think about who to interview (why), how to recruit participants, how to record and transcribe interview, what style of interviewing to use and what to ask from participant. Such an interviewing follows a specific guideline as developed by Spradley (1979) with four different types of questions indicated here under:

- Descriptive questions which prompt the interviewer to provide a general account of 'what happened' or 'what is the case';
- Structural questions aimed at identifying the categories and framework of meaning such as 'what does it mean, how did you decide' etc.;
- Contrast questions which allow the interviewee to make comparisons between events and experience; and
- Evaluative questions which are about the interviewer and feelings towards someone or something.

For the recording and transcription of the data, the researcher uses either audio or video tape recorders and transcribes the interview for further analysis.

Participant Observation

It may be noted that observation is a part of wide range of research activities. Flick (1998) has identified five features which characterize various types of observations such as:

- The extent to which the observation is covert.
- The extent to which it is systematic (standardized).
- Whether or not it takes place in natural settings such as school or classroom
- Whether or not the observer takes part in the activity that is being observed and
- How much of it involves at least self-observation.

Participant observation requires the researcher to engage in the variety of activities including participation, documentation (informal), interviewing and reflection. The researcher has to maintain a balance between participant and observation to ensure his/her involvement so as to understand what is going on, yet remaining detached enough, to be able to reflect on the phenomenon under investigation. The participant observer needs to keep detailed notes of the observation made. Such notes consist of description of settings, events and

people, as well as quotations or summaries of what people said. Such notes reflect on the researcher's role in the research, his/her relationship with the other participants and problems encountered in the field such as any difficulties associated with the performance of roles. These have also been called as methodological research. The participant observer is advised to record emerging things, connections and patterns and so on. These are the beginnings of the data analysis and theory building and are called analytical notes.

Grounded Theory

Grounded theory as a method of qualitative research was developed mainly by two sociologists- Barney Glaser and Anselm Strauss (1967). Since then a number of revisions of this theory has been made. Basic principles of 'grounded theory' can be indicated briefly as follows:

- Grounded theory involves the progressive identification and integration of categories and their meaning from data. It involves both the process of the category identification and integration (as method) and its product (as theory).
- The grounded theory researchers use a number of key strategies including constant comparative analysis, theoretical sampling and theoretical coding.
- Having identified a category or linkages between categories, grounded theory researchers are also required to look for negative cases which means those instances which do not fit.
- The process of data collection and data analysis continues until theoretical saturation which means up to the point until new instances of variation do not emerge.
- Memo- writing is an important segment of grounded theory method as the researcher maintains a written record of theory development- definitions of categories, justifying levels chosen for them, training their emergent relationships with one another and keeping a record of progressive integration of higher and lower level categories. As a consequence, memos provide information about the research process itself as well as about the substantive feelings. These can be long or short, abstract or concrete, integrative or original, using words or diagrams. They have to be dated, contain a heading and state which sections of the data they are related to.

- Grounded theory research begins with an initial research question to focus their attention on particular phenomenon they wish to investigate.
- Grounded theory as opposed to other methods, integrates the process of data collection and analysis and the researcher moves back and forth between the two in an attempt to 'ground the analysis into data'.
- The research report in grounded theory is written in a variety of ways containing information about the rationale of the study, about how it was carried about, what was found and what these findings may mean including their implications for theory and practice.

In sum, it may be added that Grounded Theory is concerned about what is and not. what should, could or ought to be. It has a realist orientation and produces knowledge of processes that reside in the data and which can emerge from the data. As a research approach it assumes that social events and processes have an objective reality in the sense that they take place irrespective of the researcher. The researcher acts as a witness and he/she observes carefully what is going on, takes detailed notes of proceedings, questions and participants in order to better understand what they are doing and why. In this process the researcher has to be careful enough not to import his/her own assumptions and expectations into the analysis; the aim is to develop theories that do not move or go beyond the data.

Phenomenological Method

In phenomenological research an attempt is made to understand the meanings of events and interaction of ordinary people in particular situations. Edmond Husserl and Alfred Schutz who were the main proponents of this approach advocated that the world as it is experienced by human beings within particular context and at particular time rather than in abstract statements about the nature of the world in general, forms the basis of knowledge which would be free from the common-sense notions, scientific explanations and other interpretations.

The phenomenological method of acquiring understanding consists of three distinct phases of contemplation. These are epoch, phenomenological method of reduction and imaginative variation. Epoch requires the suspension of pre-suppositions and assumptions, judgments and interpretation to permit ourselves to become fully aware of what is

actually before us. In phenomenological reductions the constituents of our experience of the phenomenon are identified and we become aware of what makes the experience what it is. In the third phase which is imaginative variation an attempt is made to access the structural components of the phenomenon and to identify the conditions associated with it. In other words, while phenomenological reduction is concerned with 'what is experienced' i.e. its texture, the imaginative variation asks 'how this experience is made possible'. Finally, textural and structural descriptions are integrated to arrive at the understanding of the essence of phenomenon. The following features of phenomenological approach, therefore, need special attention.

- The Phenomenological approach may be descriptive or interpretative or both.
- It lays stress on gaining a better understanding of how the world appears to participants, of how participants perceive and experience the world from their own perspectives.
- Phenomenological research describes and documents the lived experience of the participants but it does not attempt to explain it.
- Smith (1996) argues that phenomenological analysis is concerned with cognition because it is concerned with understanding 'what the particular respondent thinks or believes about the topic under the discussion'.
- Phenomenological analysis is concerned with the ways the individual perceives the world. It is interested in participant's subjective experience of the world rather than its objective nature.
- As asserted by Psathas (1973) phenomenological enquiry begins with silence which means making an attempt to grasp what it is they are studying by bracketing an idea the informants take for granted. In other words researchers act as if they do not know what it means and study it to find out what is taken for granted, the emphasis being on subjective aspects of people's behaviour of the conceptual world of their informants.

Case Studies

Case study itself is a research method and represents the main exemplar of qualitative inquiry. It constitutes an approach to the study of singular entities involving the use of wide range of diverse methods of data collection and analysis. Thus a case

can be an organization, a city, a group of people, a community, a school, a particular student or even an intervention, even a nation state or an empire.

According to Bromley (1986) case study involves an in-depth, intensive and sharply focused explanations of natural occurrences with definable boundaries. Needless to mention that case studies have been used in many different disciplines including sociology, political theory, history, social anthropology, education and psycho-analysis.

Carla Willig (2010) has identified the following five defining features of the case study research which entail the quintessential aspects of qualitative approach.

- *An idiographic perspective* --- which means the researcher is concerned with the particular rather than the general.
- *Attention to contextual data*--- It means that the researcher pays attention to the ways in which the various dimensions of the case relate to or interact with its environment.
- *Triangulation*---which implies an attempt to integrate information from diverse sources in order to obtain an in-depth understanding of the phenomena under study. This may involve the use of a number of data collection and data analysis techniques within the framework of one case study. This is called triangulation which helps the researcher to approach the case from a number of different perspectives.
- *A temporal element*--- Case studies involve the occurrences over the period of time. They are concerned with the processes that take place over the time. This means that a focus on change and development is an important feature of case study.
- *A concern with theory*---The detailed exploration of a particular case can generate insights into social or psychological process which in turn give rise to theoretical formulations and hypotheses. Freud's psycho-analytical case studies constitute a clear example of the relationship between case studies and theory development.

Some other important features of case study research may be mentioned as follows:

- Case studies can be intrinsic or instrumental in nature, they may be single vs multiple case studies and descriptive vs explanatory case studies.

Intrinsic case studies may be undertaken because they are interesting in their own rights while instrumental case studies provide an opportunity to the researcher to study the phenomena of interest.

- In single case studies the case may constitute a critical test for a well formulated theory whereas in multiple case studies the researcher gets an opportunity to generate new theories.
- Descriptive case studies are concerned to provide a detailed description of the phenomena within its context while explanatory case study aims to generate explanation for the occurrences in which they are interested. Thus, an explanatory case study goes beyond mere narrative or descriptions.
- All case studies researches provide an example of being a detailed examination of one setting or a single subject, a single depository of documents or one particular event. They vary in their complexity but they are easier to accomplish.
- The general designs of case studies are best represented by a funnel which means that the start of the study is the wide end and gets narrower as the study proceeds.
- An important point in case study research is also concerned with the details of the individual participant's life events and hence the researcher needs to be particularly sensitive to issues concerning confidentiality and anonymity.
- The epistemological difficulties in respect of case study research relate to three important concerns such as triangulation, general ability and ethical difficulties as pointed out earlier. It is important therefore, that the researcher should pay heed to the fact that methods of data collection and analysis used in triangulation are appropriate to the research questions asked. The extent to which the case study research lends itself to generalization is a matter of debate in terms of the various research designs- intrinsic versus instrumental or multiple case studies as may be the case. The researchers have to be very careful about the way in which they generalize from their studies. Basically case studies are concerned with establishing the how and why of a complex human situation. This implies use of a variety of methods of data collection and analysis and producing an accurate and comprehensive description of the characteristics of the case as defined in the concerned research.

It may be observed that the 'real business of the case study is particularization not generalization..... emphasis being on uniqueness and on the understanding of the case itself' (Stake, 1995).

To cap it all, it may be averred that case study is an extremely versatile method of research, in fact it is not a research method at all but an approach to the study of singular entities that make use of wide range of methods of data collection and analysis with an idiographic rather than nomothetic perspective.

Discourse Analysis

Another technique prevalent especially in the field of psychology for conducting qualitative research is called discourse analysis. This technique emerged as a challenge to cognitivism and as a critique of main stream psychology. In discourse analysis is involved a theoretical way of understanding the nature of discourse and the psychological phenomena. It may be pointed out that the discursive psychology was inspired by Ethnomethodology and conversation analysis and their interest in the negotiation of meaning in local interaction in everyday context. It studies what people do with language and emphasizes the performative qualities of discourse. Michael Foucault developed a special method of discourse analysis which has been named after him. Discourse Analysis focuses inter alia on two things – what kind of object and subjects are constructed through discourses and what kinds of ways-of-being these objects and subject make available to people. The following features of discourse analysis merit attention.

- The focus of analysis in discourse analysis is on how participants use discursive resources and with what effects and the attention is laid on the action orientation of task.
- The devices used in discourse analysis consist of metaphors and analysis, direct quotation, extreme case formulations, graphic descriptions, consensus formulations, and many more.
- The data collection in discourse analysis is centered on naturally occurring text and talk with semi-structural interviews.
- Discourse analysis requires a high level of reflexivity on the part of the researcher.
- Discourse analysis is more than a methodology. It involves conceptualization of language as constructive and as functional. It requires the

researcher to look at language in a different way and to ask different questions.

- Discourse analysis seeks to understand the true notion of psychological phenomenon such as memory, social identity or prejudice.
- The emphasis in discourse analysis is on social constructivism in as much as the knowledge produced through it makes use of interpretative and discursive devices.
- The approach adopted in discourse analysis does not make any a priori assumption about the nature of the world.

Finally, it may be observed that as a qualitative research tool 'discourse analysis can never tell the truth about the phenomena'. According to a discursive perspective, such a thing as 'the truth' itself is not recovered from but rather constructed through language.

Ethno-Methodology

In qualitative research ethno-methodology refers to the subject matter to be investigated rather than the methods the researcher employs to collect the data. It refers to the study of how people create the data. It refers to the study of how people create and understand their daily lives- their method of accomplishing everyday life. Garfinker (1968) while giving a short hand definition of ethno-methodology observed: "I would say we are doing studies of how persons, as parties to their ordinary arrangement, used the features of the arrangement to make for members the visibly organized characteristics happen." In other words, ethno-methodologists try to understand how people go seeing, explaining, describing order in the world in which they live. A number of educational researchers have been influenced by this research. The researchers in this mode use phrases such as "common sense understanding and everyday life", "practical accomplishment", "routine ground for understanding" and "accounts".

One issue to which ethno-methodologists have sensitized researchers is that research is itself not a uniquely scientific enterprise; rather it can be studied as a practical accomplishment. They have suggested that we look carefully at the common sense understandings under which data collectors operate. They impress upon researchers working in the qualitative mode to be more sensitive to the need to 'bracket' or suspend their own commonsense

assumptions, their own world view instead of taking it for granted.

Thus, in ethno-methodology we witness now different frameworks such as cultural studies, feminism, critical theory and institutional ethnography. These researchers reject the ideas that the world is directly knowable. This is so because all social relations are influenced by power that must be accounted for in analyzing informants' interpretations of their own situations. They also maintain that all research is informed by some theoretical understanding of human and social behavior. In sum, these views suggest that when qualitative researchers undertake research, they engage in a kind of dialogue with their informants. Their own theoretical and ideological views are powerful but these perspectives are also shaped by what they learn from their informants.

Instructional ethnography is a contemporary form of research. It was developed by Dorothy Smith (2005). This approach tends to connect ordinary people's everyday lives with what she calls 'ruling relations'. The focus here is on finding out as to how these ruling relations organize 'people's everyday lives'. It connects macro and micro levels of society and tries to show how issues that many might consider personal problems are actually shaped by the institution within which one works or that have control over the resources people have available to them. Such researches claim that their approach enables researchers to map social relations.

Action Research

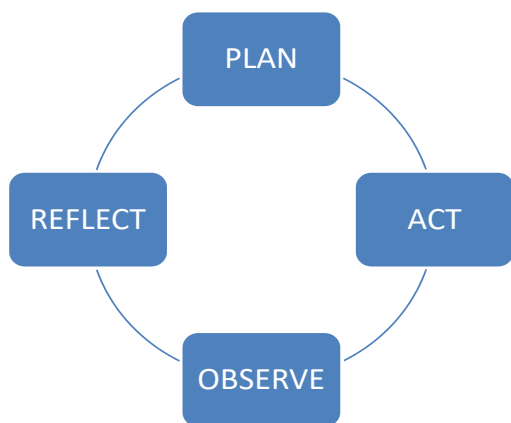
Action research is credited to have been developed for the purposes of educational improvement by Stephen M. Corey (1953) deriving from the work of Kurt Lewin in the 1940s. The modern usage of action research owes much to the work of Stenhouse (1975) who suggested that the work of the teachers be researched, and by teachers themselves. He however felt that this study or research should be supported and guided by the use of professional researchers who would also choose the focus for the research. In the late 1970's Elliott suggested that the research was an effort to understand the social situation in which the participant finds himself and was thus located in the teacher's intrinsic rather than the researcher's external concerns. It focused on the reciprocal relationship between theory and practice claiming that theories are not validated independently

and then applied to practice rather they are validated through practice.

Thus, the perspective which developed was that the researcher has to be both theoretical as well as practical in approach and each aspect of the research depends on and supports the development of the other providing an almost conversational relationship between them. The following features of Action research may be specially heeded.

- Action research is a research by the practitioner, of the practitioner and of the practitioner.
- The purpose of action research is basically ameliorative and it aims at making both the educational situations and the practitioners better from the point of time a situation is identified.
- Action research draws upon strategies and concepts such as authenticity and truth, individual voice, reliability and so on.
- Action research transforms both the nature and the possibilities of both action and research.
- Action research uses democratic principles and a move away from the theory dominant hierarchy of many other approaches to research.
- The conversational relationship between theory and practice as indicated in action research is suggestive of provisionality in our understanding of what counts as knowledge than more positivistic approaches would imply.
- Since Action research implies the improvement of practice the action research can move from a problem solving responsive strategy to one which is problem posing or problematizing continually subjecting practice to critical enquiry, challenging

Fig-1: Four Step Approach of Observe and Reflect



that taken for granted and consciously seeking alternative perspectives as means to generate the understanding that will become practical improvements. (Mary MacAteer, 2013)

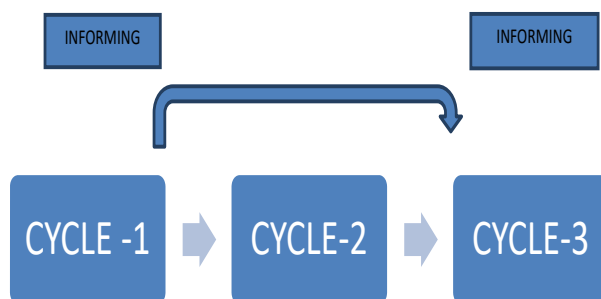
- Action research involves a reflective perspective with four sets of action words- Plan, Act, Observe and Reflect. Kemmis, (1981) & McTaggart, (1981) encourage a four step approach introducing the element of ‘observe’ in a similar way as shown in figure -1.

This is basically indicative of a cyclic nature of action research in which the outcomes of each cycle contribute towards informing the development of next series of cycle as shown in Figure 2.

- There is an inherent claim for values in action research. Since it involves an element of responsibility in relation to the consequence of one’s action, it requires that one knows what they are. One has to be satisfied that they satisfy the educational principles and values, which are one’s own measure of worth of the educational practice. Elliott (2000) and Kar (1987) clearly articulate the presence of and more importantly the need of exploration of value in action research.
- Action research is a dynamic and situation specific intervention which is carefully thought about, planned and implemented to improve the problem related contexts. Hence, through use of these interventions the situations as well as the practitioners involved in it both improve.

In the Indian context action research can be put to use in school related situation by and large as an application device and not as specific interventions contemplated to bring about intended changes. In some of the situations, innovative practices and action research interventions have been considered interchangeable terms but the same is not justified.

Fig-2 Cyclic Nature of Action Research



Quality in Qualitative Research

It has been pointed out in this presentation that overall concern of qualitative research is with meaning in context and it involves the interpretation of data. Thus, as averred by Carla willig (2010), the ‘role of qualitative researcher requires an active engagement with data which presupposes a stand point or point out departure.’ This implies that qualitative research acknowledges a subjective element in the research process. Several authors have tried to identify the criteria for judging the quality of qualitative research. For example Henwood and Pidgen (1992) indicated seven characteristics of good qualitative research such as the importance of fit, integration of theory, reflexivity, documentation, theoretical sampling and negative case analysis, sensitivity to negotiated realities and transferability which means applicability beyond the specific context within which the data were generated.

More recently Elliott et al (1999) have developed some specific guidelines for qualitative research reports. Some of these are: Owning one’s perspectives, situating the sample, grounding in examples, provides credibility checks, coherence, accomplishing general versus specific research tasks and resonating with readers. To conclude, it may be pertinent to quote Madill et al (2000) that, “qualitative researchers have a responsibility to make their epistemological position clear, conduct their research in a manner consistent with that position and present their findings in a way that allows them to be evaluated approximately.”

In the Indian context research focus is called for to impart an epistemological perspective to qualitative research particularly being undertaken in the field of education and psychology. It will be worthwhile to mention that training in qualitative research methodology and the potential for its intelligent and appropriate use need a special concern by the universities and funding organizations which

the recently introduced NPE 2020 aptly reinforces. Sooner this is done better it will be. In a bid to shift our emphasis from hypothetico-deductive paradigm to empirico-inductive paradigms in educational research it will be better to recall the words of Benjamin Franklin, “We must indeed all hang together, or, most assuredly, we shall all hang separately”. Further, to quote Howard Gardner, 2005, the world of the future-with its ubiquitous search engines, robots and other computational devices-will demand capacities that until now have been mere options. To meet this new world on its own terms, we should begin to cultivate these capacities now.

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Facilitating Trainee Teachers through Online Mode: IGNOU's Way

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Open and Distance Learning (ODL) system has emerged as a system to cater to the needs to diverse learners with flexibility, openness and quality. It is a system, which 'focuses on opening access to education and training provision, freeing learners from the constraints of time and place, and offering flexible learning opportunities to individuals and groups of learners' (UNESCO, 2002). As a key feature of ODL system, Information and Communication Technologies (ICTs) are an integrated part of the system and with emerging technologies, the degree of technology integration is increasing day by day. Recent Pandemic due to COVID-19, has given an opportunity to ODL institutions to showcase their potential as well as adaptability for existing technologies. The time has gone, when ODL and online systems were visualised as separate or parallel systems. Now, these two are inseparable and have emerged as one. At Many places, now ODL is either being referred as Open and Digital Learning or as Online and Digital Learning system. Highlighting the importance of ODL institutions, National Education Policy (NEP), 2020 has also envisaged, "ODL will be encouraged and supported to develop high-quality online courses. Such quality online courses will be suitably integrated into curricula of HEIs" (p. 36). Further the policy has acknowledged that "ODL and online education provide a natural path to increase access to quality higher education." (p.40).

In India, Indira Gandhi National Open University (IGNOU) has remained a pioneer in the field of Open and Distance Learning (ODL) since its establishment. In past 35 years, IGNOU has emerged as a national university catering to the needs of various sections of society. IGNOU's self-learning print material, its technological interventions through radio and television, multimedia and internet, have always shown the path to various institutions and universities to introduce and maintain quality in delivery of courses and programmes. Not only in formal disciplinary fields, but also in interdisciplinary, multidisciplinary and professional fields, IGNOU has proved it's excellence through its various programmes and teacher education is one of them.

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In order to provide training opportunities to untrained teachers, IGNOU has offered various programmes as per needs and demands of the situation. Bachelor of Education (B.Ed.) programme of IGNOU is one of its most popular programmes across the nation. At present the programme is being offered to nearly 2500 learners every year as per the approval given by the National Council for Teacher Education (NCTE). Along with that, IGNOU also offers its programmes to states/UTs as per their demands in project mode on the request of the state and the approval of the government/NCTE. As per a MoC signed between Sarv Shiksha Abhiyan (SSA, now Samagra Shiksha) Government of Jammu and Kashmir (J&K) and IGNOU, its two-year bachelor of Education (a teacher training programme) in being offered to nearly 20000 in-service government school untrained teachers in project mode since January, 2018. The programme was being offered in traditional ODL mode supported by ICTs, when and where required.

Recently, IGNOU has done an experiment using online mode to train the teachers in one of its components i.e. Workshop, which was originally planned in face-to-face mode. Workshop is a 12 days compulsory practical component for hands-on training and facilitation for trainee teachers to develop various skills required for effective teaching-learning. Present pandemic due to COVID-19 has forced IGNOU to relook on its strategy and redesign its practical components so that learners can be facilitated and they should not be deprived of their degree due to uncertainty in session.

Situation

When Lockdown was enforced in March, 2020, face-to-face workshops for B.Ed. second year were in progress in Jammu and Kashmir as well as at other regular study centers of IGNOU across the country, which had to be abruptly discontinued. As the lockdown prolonged and it was not possible to organize the workshop in face-to-face mode, IGNOU redesigned its strategy to organize the workshop after getting guidelines from NCTE in April, 2020, in which institutions/universities were asked to explore innovative modalities to carry out practical activities

and internships in online/blended mode. The data collected from the Government of Jammu and Kashmir and other study centers of IGNOU showed that there were around 8000 learners whose second-year workshop was pending. An alternate workshop plan to be offered in on-line mode was designed and discussed with all concerned.

The Design

The workshop was of twelve (12) days duration with four (04) sessions every day. Sessions were a blend of theoretical inputs and guidance for conducting the activities, and performing the hands-on work in groups as well as individual activities. Sessions were planned to be organized from IGNOU headquarters as well as from regional centers/study centers in online mode. Total fifty (50) sessions were organized in 12 days, out of which seventeen (17) sessions were delivered from the headquarters by the core faculty of School of Education and remaining sessions were organized by programme study centers/ regional centers in small groups.

The sessions delivered from IGNOU focused on core concepts to be discussed, associated with activities, nature of activity to be conducted, role of resource persons and trainee teachers while conducting the activities. The sessions organized by study centers/ regional centers mainly focused on conduction of the activity with facilitation from resource persons arranged by the study center/regional center, discussion, presentation of the activity and feedback from resource person as other fellow learners.

ICT Tools Used

For organizing the workshop for learners in huge number, all possible technologies were explored and following ICTs were used for conduction of the workshop.

Facebook Live

Facebook being one of the most common social networking sites in India, was preferred to deliver online live lectures from the headquarters. A dedicated Facebook page was created for School of Education and link was shared with all learner to like and follow the page. Facebook live was preferred due to its wide reach and adaptivity with low bandwidth. As in Jammu and Kashmir, internet at most of the places is in 2G, any other high-end technology, which require higher bandwidth was not possible to use. All 17 live sessions were delivered on the platform and

have reached to maximum learners. Another benefit of using Facebook live was its archival nature. Every live video gets automatically got recorded and remain available for watching after the live. So many learners used this facility also.

ZOOM

The study centers at District Institute of Education and Training (DIETs) in Jammu and Kashmir, Government of J&K, have already purchased ZOOM licenses to accommodate up-to 500 learners in one meeting. Many PSCs have used ZOOM meeting options to organize afternoon sessions for conduction of group and individual activities and presentations.

Google Meet

The study centers, which were not having ZOOM option available with them, have used GOOGLE MEET conferencing option to organize sessions in small groups for conduction of group and individual activities and presentations.

YouTube

For some sessions, in order to facilitate local resource persons, some videos were uploaded on YouTube from the headquarters and resource persons used these video resources for conduction of the sessions.

Statistical Data

The reach, interaction and comments from the learners are key determinants of the success of the sessions. Overall, the reach of the sessions was very encouraging and sessions were viewed by not only IGNOU's B.Ed. learners but also by other learners.

- **Duration:** 12 days in online mode from October 31 to November 11, 2020.
- The workshop was organized in online mode to facilitate more than 8000 B.Ed. learners including 7000+ from Jammu Kashmir, 600 from Odisha and from other RCs.
- **Regional Centers Participated:** The workshop was organized at various PSC under RC Jammu, RC Srinagar, RC Delhi-1, RC Delhi-3, RC Jaipur, RC Bhubaneshwar, RC Koraput, RC Bijapur, RC Karnal and RC Pune. Learners from various other RCs like RC Chandigarh, RC Lucknow, RC Noida, RC Jodhpur, RC Chennai, RC Raipur, RC Bhopal, RC Mumbai, etc. were also facilitated by giving them opportunity to attend the workshop at nearby

RC. The Modalities were coordinated by RSD and concerned RCs.

- **Study Centers Involved:** 42 PSCs under RC Jammu and Srinagar, 10 under RC Bhubaneswar, 02 under RC Koraput, 02 under RC Pune, 01 each under RC Bijapur, RC Delhi-1, RC Delhi-3, RC Jaipur, RC Karnal (total 59 PSCs) have organized the workshop and learners from nearly 80 PSCs were facilitated through the workshop.
- **Facebook Live Sessions from HQ:** Total 17 (Seventeen) content specific sessions from HQ were organized using Facebook Page of School of Education (<https://www.facebook.com/Soeignou-108652794375044>). In these sessions, most of the faculty members of SOE have contributed their lectures.
- **Learners' Reach:** Table-1 reflects the reach of sessions to various cities.

Table-1 Reach of Sessions to Various Cities

City	No. of Learners
Srinagar, Jammu and Kashmir	1,904
Jammu, Jammu and Kashmir	1,722
Rajauri, Jammu and Kashmir	633
Kathua, Jammu and Kashmir	505
Anantnag, Jammu and Kashmir	501
Poonch, Jammu and Kashmir	498
Kupwara, Jammu and Kashmir	238
Mendhar, Jammu and Kashmir	218
Delhi, India	141
Samba, Jammu and Kashmir	132
Akhnoor, Jammu and Kashmir	120
Gushi, Jammu and Kashmir	115
Handwara, Jammu and Kashmir	90
Udhampur, Jammu and Kashmir	86
Verinag, Jammu and Kashmir	76
Kulgam, Jammu and Kashmir	66
Mattan, Jammu and Kashmir	66
Berhampur, Odisha, India	58
Bhubaneswar, Odisha, India	57
Ramnagar, Jammu and Kashmir	54
Qazigund, Jammu and Kashmir	51
Pahalgam, Jammu and Kashmir	50
Baramula, Jammu and Kashmir	42
Doru, Jammu and Kashmir	41
Sopore, Jammu and Kashmir	35

City	No. of Learners
Janipura, Jammu and Kashmir	34
Bari Brahmana, Jammu and Kashmir	32
Sundal Bani, Jammu and Kashmir	31
Nagrota, Jammu and Kashmir	29
Khanabal, Jammu and Kashmir	29
Reasi, Jammu and Kashmir	28
Kishtwar, Jammu and Kashmir	28
Damana, Jammu and Kashmir	28
Cuttack, Odisha, India	27
Mumbai, Maharashtra, India	27
Badgam, Jammu and Kashmir	26
Tral, Jammu and Kashmir	26
Thanna Mandi, Jammu and Kashmir	24
Punch, Jammu and Kashmir	23
Martand, Jammu and Kashmir, India	22
Sambalpur, Odisha, India	22
Ranbirsinghpura, Jammu and Kashmir	22
Bhadrak, Odisha, India	21
Banpur, Odisha, India	21
Jagatsinghpur, Odisha, India	20

Source: <https://www.facebook.com/Soeignou-108652794375044>

Benefits of the Experiment

Successful organization of the workshop has proved that technology is a great tool in our hands, which can be used to train a large number of people, if designed properly and implemented effectively, though there are many benefits of such workshops, few important one can be summarized as follows:

Reach to Masses

Organizing teaching-learning using popular platform like Facebook, YouTube helps in reaching to masses. In the present pandemic situation, when the education world is struggling to reach to learners, experiment done by IGNOU has shown that by using low-cost/no-cost technologies already available with use, millions of the learners can be benefited.

Delivery of Quality Content

Sometimes, critiques of ODL system appreciates the quality of its self-learning material and audio-

video content but criticize the delivery of content at study centers. This model has ensured that same quality content is reaching to all learners from the faculty members, who have originally designed and developed the content. The online sessions were highly appreciated by almost all the learners and also have placed a standard in front of local resource persons to match the quality and deliver it with matching standards.

Direct Interaction between Teacher-learner

The live sessions have created an opportunity of direct synchronous as well as asynchronous interaction between teacher and learner. Learners were asking their questions, sharing their feelings and responding to the faculty members at the same time. The sessions through ZOOM and GOOGLE MEET have given the opportunity for experience sharing, feedback and learning from peers as well. This has helped to overcome the missing elements of interaction in traditional ODL, though it was not at par with face-to-face situation.

Cost-effective

Organizing workshop in online mode was also very cost effective and it has reduced the expenditure upto a large extent. A lot of money is being used in paying remuneration at every study center, their TA, logistics and managing physical resources at study centers for 12 days, all this has been reduced up to a large extent as the sessions were delivered by IGNOU's faculty centrally in online mode.

Monitoring

Monitoring the workshops in face-to-face mode was difficult for IGNOU faculty and regional center staff as it requires a lot of planning, travel and other arrangements. In online mode, each PSC/RC has shared their daily meeting links with IGNOU faculty members and Regional center staff. Faculty members have joined the afternoon sessions and interacted with local resource persons, trainee teachers, programme in-charges and also facilitated in smooth conduction of activities. They monitored the presentations going on there. This has ensured the quality delivery of content and smooth conduction of activities at study center level.

Shared Responsibilities and Synergy

This workshop was a perfect blend of sharing the responsibilities between school of study at the headquarters, regional centers and study centers (the

three tiers of the ODL system). The workshop design and core sessions were delt by school of education team at headquarters, organizing the activity sessions, scheduling, identification of resource persons, presentations and assessment was done by Regional centers and study centers. Monitoring was done by faculty of school of education and regional center functionaries.

An Effective Tool for Teacher-training

The success of the workshop and over whelming response of the participants have helped to break the myth that hand-on training or teacher education programme cannot be delivered through online mode. IGNOU has used technologies in past as well to train the teachers and marching ahead with new technologies of present as well as future generation.

Conclusion

In summary, it can be concluded that experiment done by school of education has shown the way to use technology for the training of masses and can be used and experimented further. If we plan properly and blend technology as per the requirement, technology mediated teacher training will be future in the country and no doubt, IGNOU will be the leader and torch bearer in that. IGNOU has the capacity, potential and right attitude to identify, blend and deliver the programmes using cutting age new technologies without much investment at the learners' end. National Education Policy-2020 has already entrusted the responsibility to experiment and develop new models of technology integration to IGNOU. In point 24.4, IGNOU has been identified as one of the agencies to conduct pilot studies, to evaluate the benefits of integrating education with online education and to communicate the results publicly and to use for further improvements. Thus, it can be said that IGNOU is marching on the right path.

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Scientific Methods in Research and Sir Francis Bacon: Contemporary Relevance (Part -II#)

K Paddayya*

Indian Epistemological Traditions

Turning briefly to the ancient Indian traditions of knowledge acquisition, we first note the famous Upanishadic statement that minerals exist, plants feel, animals know but it is only man who knows that he exists, that he feels and that he knows. This statement clearly recognizes that consciousness is man's unique attribute. In Hindu thought *jnanais* cognition and *pramanais* valid cognition. Valid cognition is free from doubt, indefiniteness and error. Its sources are varied—perception, inference, authority, intuition, etc. The art of reasoning goes back to the Upanishads. It is however in the *Nyaya Sutra* of Gautama we get the first formal statement about knowledge acquisition as a distinct process. Anticipating Dewey's statement about scientific inquiry as originating in a problematic situation and terminating in warranted assertions, Gautama already recognized that inquiry arises from doubt or problem (*samshaya*) and concludes with a theory (*vada*). He describes the intervening process in these words: "One must consider carefully the pros and cons (*paksha-pratipaksha*) and ascertain the nature of things. For this purpose one is advised to take the help of all valid sources of knowledge... employ the five-step method of discovery and proof (*pancavayavyanyaya*)... take care to avoid five kinds of material fallacies (*hetvabhasa*), three kinds of quibbles (*chala*), twenty-four kinds of false analogies (*jati*), and twenty-two kinds of self-stultifying steps, which would cause defeat in debates" (Datta, 1967: 132).

The Buddhist theory of knowledge developed its own notions of concepts such as space, time and causality. Of particular interest is its theory of causation called *paticcasamuppada*, where an happening or event is seen not as the result of one cause but as the concatenation of diverse causative

factors that enter into a unique relationship with one another. The Jain thought too has its own epistemological traditions, of which *anekantavada* (multiple alternate explanations for an event or phenomenon) is well known.

Coming straightaway to the modern period, credit must go to Deccan College in Pune for taking the first firm steps both in introducing the scientific method and employing it in academic studies. Here we must remember Sir Ramakrishna Gopal Bhandarkar who served on its faculty as Professor of Oriental Studies from 1883 to 1893 (Paddayya 2018a). As a student of the Elphinstone Institute in Mumbai he had already familiarized himself with major developments in European learning. At Deccan College he widened these interests in liberal education with the inclusion of subjects like logic and philosophy; works like J.S. Mill's *System of Logic* became a part of his reading list. It was but inevitable that Bhandarkar came under the spell of the method of inquiry. He was so inspired by its positive contributions to the growth of knowledge in Europe that he selected this theme as the subject of his lecture delivered at the Free Church College Literary Society of Bombay in March 1888, later published as "Critical, Comparative and Historical Method of Inquiry, as applied to Sanskrit Scholarship and Philology and Indian Archaeology" (Bhandarkar, 1933a). He pursued this theme further in several of his later writings (Bhandarkar, 1933b).

Referring to the benefits which European learning received from the adoption of the method of inquiry, Bhandarkar writes: "The inductive method (observation and experimentation) began to be used in Europe about the end of the sixteenth century, and since that time very great progress has been made in the discovery of the laws of the physical world. The critical, comparative and historical method began to be well understood and employed about the end of eighteenth century and within a hundred years since that time, an equally amazing progress has been made in other departments of knowledge; and geology, palaeontology, comparative philology or the science of language, comparative mythology, evolution and

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the origin of species, scientific history, comparative jurisprudence, archaeology, sound scholarship and even comparative religion are the grand results” (Bhandarkar, 1933a: 363). This is one of the finest statements about the origins and development of the scientific method and, what is most important from our point of view, it is the first explicit call in the academic history of modern India to partake of the advantages of the method of inquiry.

What is more remarkable is the fact that Bhandarkar not merely advocated the employment of the method of inquiry but adopted it in his own research work covering various branches of Indology. One has only to glance through the pages of his works *Early History of the Deccan* (1884), *Vaishnavism, Saivism and Minor Religious Systems* (1913) and other writings to appreciate the critical and comparative approaches he employed in handling literary, archaeological and art historical sources. It is little surprise then that, irrespective of some new facts here and there that have been added later on, these works still stand out as masterpieces of writing in the world of Indology. This scientific spirit also permeated the writings of other workers associated with Deccan College. Lokamanya Tilak’s book *Arctic Home in the Vedas* is another remarkable example (Tilak, 1958). It was the final outcome of several years of hard work involving collection of source materials and their careful analysis. As advised by Max Mueller, Tilak had to seek clear empirical evidence to support his views about the Arctic home of the Aryans. Readers will note that the first three chapters of the book are devoted entirely to the newly emerged disciplines of geography, Pleistocene geology and prehistory. They will also recognize that Tilak not only employed the phrase hypothesis testing but even admitted that in scientific research new evidence calls for displacement of old theories by fresh ones (Paddayya, 2018b). It was this spirit of inquiry which V K Rajwade (1898) too adopted in his prolonged work of collection, documentation and interpretation of source materials of Maratha history.

These efforts in the use of the method of inquiry by the nineteenth-century pioneers in western India were followed by their twentieth-century successors. The critical editions of Mahabharata and Ramayana undertaken, respectively, by Bhandarkar Oriental Research Institute in Pune and The Oriental Institute

in Vadodara are two well-known examples. At Deccan College itself, S M Katre published his book *Introduction to Indian Textual Criticism* (1941) which represents the first attempt of its kind in India dealing with principles and methodological guidelines for reading ancient texts. Sankalia (1973 and 1982) took up a critical study of the Ramayana story in the light of historical and archaeological evidence. Notable too is Irawati Karve’s (1969) book *Yuganta* which gives a critical analysis of the personality traits of characters from Mahabharata.

Contemporary Relevance

We have said enough above about the nature of the scientific method, Bacon’s seminal contributions towards its elaboration, and its use in India in the early part of modern period. The crucial issue is: What is the relevance of it all to us now? There are three considerations which render this topic very important.

Concern is frequently expressed in both academic and public circles about downward slide in the quality of research and teaching in the universities since the 1970s. This decline is bemoaned particularly on occasions like annual announcements of world rankings of universities in which Indian institutions are placed in unpraiseworthy positions. In the world listing of science cities announced by the periodical *Nature* for 2020, Beijing topped the list while Bengaluru and Kolkata stood at 97 and 99. Quality improvement is the theme of many convocation addresses delivered across the country annually. For instance, in his July, 2015 address to the graduating students of the Indian Institute of Science in Bengaluru N R Narayana Murthy lamented that Indian science entered a dull period after the 1960s. Seminars too are held at high levels to identify the ills and suggest remedies. Still the outcome of all these efforts is not clear.

Then there is the issue of competing theoretical perspectives which sometimes go to the extent of treating one another as untouchable. For instance, scholarship in historical sciences, particularly in Upper India, is a divided house. There are leftist approaches and rightist schools, each with its own aims and approaches. Ashis Nandy (2002) called Indian historians ‘a garrulous lot’ with varying versions of historical facts. Actually speaking, different theoretical perspectives are to be welcomed

in any discipline and these are needed for an objective assessment of evidence and its interpretations. Difficulties arise only when these schools become doctrinaire in their outlook, thereby preventing true dialogue. Consider, for instance, the statement which Professor Y. Sudershen Rao made in 2014 after taking charge as Chairman of Indian Council of Historical Research: “We will undo the Marxist twists imparted to historical scholarship in India. We will Indianize history writing and establish the historicity of events described in the *Mahabharata* and *Ramayana*”. Not unexpectedly, there were quick retorts. Romila Thapar said: “It would seem that the ICHR may now turn the clock back in focusing on simple stories being accurate history... For them, a Marxist is simply someone who opposes the Hindutva ideology...”

Thirdly, there is the unwelcome resurgence of the trend of political leaders, religious heads and even some of the academics entertaining exaggerated notions of our past and also making statements which tend to create clashes of ethnic, cultural and religious identity. Let me cite a few of these:

- The human-animal body of Lord Ganesha and Karna’s birth bear testimony to knowledge of plastic surgery and genetic science in India. Prime Minister Narendra Modi while inaugurating a super-speciality hospital in Mumbai in 2014.
- Indians knew the Pythagoras theorem before the Greeks and *beejganit* before the Arabs. Dr. Harsh Vardhan, Minister of Science and Technology, New Delhi, at the inaugural function of the 102nd Annual Session of Indian Science Congress, Mumbai, 2015.
- Aeroplanes and airports were known in the Ramayana period. Prof. V. Nageswara Rao (Professor of Chemistry and Vice Chancellor of Andhra University, Visakhapatnam) at the Annual Session of Indian Science Congress held in Chandigarh in 2017.
- Arjuna’s arrows had nuclear power. Jagdeep Dhankar, Hon’ble Governor of West Bengal, while inaugurating a science and engineering fair in Kolkata in January 2020.
- At a point of time, the entire world was Hindu. Praveen Togadia, Vishwa Hindu Parishad leader, in Mumbai 2014.
- Every child is born a Muslim but his parents convert him to other faiths. Asaduddin Owaisi, leader of Majlis-e-Ittehadul Mustimeen, in

Hyderabad in 2015.

- All the people of the subcontinent are, in one way or another, the inheritors of the Indus civilization. Dilip Chakrabarti in a lecture delivered at the India International Centre, New Delhi, in 2009.
- The ancestors of lower classes of rural society and tribal groups were the original inhabitants of India. Jitan Ram Manjhi, member of Musahar community and former chief minister of Bihar, in 2016.

Another factor causing disquiet relates to blind beliefs and superstitions which continue to prevail in the society. Pandit Nehru and other national leaders repeatedly drew attention to this negative aspect of our society. While it is true that practices like child marriage and *Sati* have been put an end to, some of the superstitious practices still continue, e.g. milk-drinking images of gods and ban on entry of women and Dalits into temples, to cite a few. Add to these the rise of populist religious sects which give and in fact execute death-calls to reformist thinkers and writers, as it happened in the case of Dr. Narendra Dabholkar, Comrade Pansare, Professor Kalburgi and editor Gauri Lankesh. Genuine fears are being expressed that in the din of these bazaar-based beliefs and practices the core aspects of our ancient religious and philosophical thought are being sidelined.

Could our understanding of the scientific method help us to free ourselves from this tangle of disputations, uncertainties and unreasonable beliefs prevailing in the academic and social domains. Taking a cue from the oft-cited remark in research methodology that a problem well identified is half solved, let us first look at the downward trend in the quality of higher education. The recently approved National Education Policy (NEP) has made some useful suggestions for broadening course selection at degree and postgraduate levels by providing for multiple entry and exit points. But it is practically silent about the research component. In my view this is an issue which can be dealt with meaningfully at the level of individual disciplines. While keeping in mind interdisciplinary borrowings, each discipline, as according to its subject matter and stage of development, needs to do some amount of stock-taking of its immediate and larger goals; topics already researched into and methods employed and results arrived; identification of gaps in knowledge and formulation of fresh research

schemes; revision, if necessary, of theoretical and methodological approaches for this purpose. In this respect Bhandarkar's emphasis on the "acquisition of clear ideas" assumes much importance.

Then the issue of competing schools of historical research. Surely, this blow-hot relationship between various schools does prevail in other countries too, e.g. "you frog" and "you slimy frog" exchanges of phrases that took place in North American archaeology in the 1960s and 1970s between the traditional and processual approaches. The simple message coming from our understanding of the scientific method is that reality is infinite and so no views about it are infallible. Also we must accept that true knowledge is the product of churning together of ideas of various kinds. One must look at ideas coming from various sources without any affiliational biases of political, religious or other kinds (Bacon's idols of the theatre) and judge them as dispassionately. Here we are reminded of the sage advice given by the Buddha to the Kalamakas of Nalagrama in North India who were baffled by the divergent preachings of teachers who had visited them earlier. True to the spirit of a teacher, the Buddha calmed them down and told them to use their own powers of observation and reason and make their choices.

Next comes the case of exaggerated notions about heritage and statements tending to create identity conflicts, as reflected in the pronouncements of various kinds reproduced by me earlier. These are good instances of the distortion of human mind due to operation of Bacon's idols of the tribe and idols of the cave. Taking legitimate pride in one's own recent or remote past is natural and in fact enriches the human mind and beckons it to future attainments. Difficulties arise when these claims are stretched beyond facts, particularly when they clash with the claims of other groups. Bhandarkar's writings have some wise counsel to offer in this regard too. He already noticed and even sounded a note of warning about these overenthusiastic trends in the last quarter of the 19th century. In his famous essay of 1888, he boldly stated: "... And here I feel myself in duty bound, even at the risk of displeasing some of you, to make a passing allusion to the most uncritical spirit that has come over us of praising ourselves and our ancestors indiscriminately seeing nothing but good in our institutions and in our literature, asserting that the ancient Hindus had made very great progress in

all sciences, physical, moral and social, and the arts – greater even by far than Europe had made hitherto – and denying even the most obvious deficiencies in our literature, such as the absence of historical records, and our most obvious defects..." (1933: 392). Bhandarkar winds up his essay by remarking that we can take "an honest and discerning pride in the achievements of our ancestors" only by way of equalling or surpassing the European scholarship in the application of the critical, comparative and historical method in the investigation of political, social and religious history of India. He further clarifies that the application of this method is a matter of mental adventure and required no science laboratories. One can only say that Bhandarkar's diagnosis of the problem and his remedial measures are as true and valid in the 21st century as they were in the 19th century.

Finally, the operation of blind beliefs and superstitions and rise of populist religious sects which tend to create fanaticism and mistrust among people. Their existence can be explained by invoking Bacon's idols of the cave which refer to perceptions and prejudices of individual persons arising from their upbringing, educational background and associational contexts. Bhandarkar once again comes to our aid. With rare foresight, in his essay he already envisaged the use of his critical, comparative and historical method in the public domain too. As he says emphatically, this "method is necessary not only for increasing our knowledge of the world and of historical man, but also for arriving at correct views of things in ordinary practical life. I must use criticism and comparison if I wish to have a true knowledge of the character of any man, public or private, or to understand any individual action of his correctly. Criticism and comparison are necessary for the politician, the legislator, the lawyer, the merchant, and, last but not least, the newspaper writer if he is to rise above the level of scurrilous journalism" (1933a: 364). It is impossible to be more elaborate about the wide scope and relevance of the scientific method.

In Post-independence India several general books have appeared which give in outline the basic principles of the scientific method and also stress its relevance in both scientific research and social life. A B Shah's *Scientific Method* (1974) and Jayant Narlikar's book *The Scientific Edge* (2003) are two lucid accounts of this important topic. One person that immediately comes to one's mind in connection

with the topic of science and society is Pandit Jawaharlal Nehru. As described by him at length in 'The Discovery of India', during his tours across the country as part of freedom struggle he was struck by the knowledge which even the unread masses have of *Sanatana Dharma* or Great Indian Tradition and how its ideals shape their conduct in daily life. Nehru was equally struck by the fact that people were tied up in knots because their minds were guided by blind beliefs, superstitions and prejudices of various kinds. While he laid emphasis on the role of science and technology in the nation's development along modern lines, he developed the *Mantra* of scientific temper of mind for freeing them from 'displaced minds'.

Nehru gave expression to this theme on numerous occasions – letters to Chief Ministers, public speeches and addresses at the Annual Sessions of Indian Science Congress (Singh, 1986). He defined scientific temper as "the critical faculty in considering problems, that evenness of temper, that objective way of looking at things which if enough of us cultivated would undoubtedly help tremendously in lessening tensions, national and international, and in some way towards the solution of those problems" (Singh, 1986: 38). It was given a statutory provision when it was added to the Directive Principles of State Policy as part of the 42nd Amendment to the Constitution and this addition enjoins upon the citizens of India to 'develop the scientific temper, humanism and the spirit of inquiry and reform'. Science and scientific temper thus go hand in hand, one promoting needs of the body and the other honing and guiding the mind. These are twin keys to the development of society, as Bacon argued 400 years ago.

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There is No Substitute for Good Health

Ram Nath Kovind, Hon'ble President of India delivered the Convocation Address at the 7th Convocation of Ceremony of Institute of Liver and Biliary Sciences (ILBS) on New Delhi January 15, 2020. He said, "Health remains a key development challenge for India. Our Government remains committed to tackle these through the flagship Ayushman Bharat programme and other health missions. To me, the most crucial element in addressing our health challenges is our medical fraternity. Doctors and other medical professionals are the backbone of a robust health infrastructure and you have the onerous task of updating your own knowledge and skills all the time." Excerpts

I am delighted to be present amongst all of you today on the occasion of the Tenth Foundation Day of the Institute of Liver and Biliary Sciences (ILBS) and the Seventh Convocation Ceremony of the Institute. The day becomes even more special as it coincides with all of us celebrating Makar Sankranti today. My best wishes to all of you on this day. It appears that ILBS has a divine association with Makar Sankranti. I am told that ten years ago too, it was on Makar Sankranti, that this institute was born and since then it has grown from strength to strength.

I am pleased to know that in a short span of ten years, ILBS has made a stellar contribution in the field of liver and biliary diseases and has earned immense appreciation for its academic excellence. It has served people in need with state-of-the-art patient care services at an affordable cost. I congratulate all member of the ILBS family, both past and present, whose dedication and commitment lies behind the Institute's success.

Ten years in the life of an institute is an apt occasion to reflect upon its successes as well as its present and future challenges. There is no doubt that ILBS has lived upto its vision to be a centre of excellence for diagnosis, cure and prevention of liver and biliary diseases. Since inception, ILBS has served over seven lakh patients and set benchmarks for evidence and protocol based treatments. As we just heard from the Director, ILBS has laudable and Biliary Sciences.

Ladies and Gentlemen,

There are still numerous health challenges before us all, including those related to Liver diseases. In India, we need about two lakh liver transplants a year, while only a few thousand are done every year. There is need to establish liver transplant programs in more public hospitals and ILBS can provide necessary expertise in this regard. But perhaps most crucial is to encourage

organ donation and spread awareness about it. There is a huge gap between the requirement and availability of organs needed for saving lives. Organ donors give a new lease of life to fellow human beings and in a way they continue to live even after their death.

The dearth of donors results mainly from lack of awareness about organ donation. I urge ILBS to prepare a roadmap suggesting ways and means to encourage Liver donation, to improve the related procedures and protocols, and to strengthen the infrastructure needed to support a higher number of Liver transplants than is currently possible. Once prepared, the roadmap can be shared with different stakeholders.

The growing incidence of Liver diseases is also linked to our unhealthy lifestyles. I am told that, at present, nearly one out of four Indians have fatty liver and may be ten per cent of them have liver diseases due to excessive body fat. This condition is known to be a precursor to development of diabetes and heart disease. And diabetics have greater incidence of liver disease than others. It is for institutes like ILBS to take up research that can clarify the linkages between our lifestyle and liver diseases. That would help in developing a preventive care system based in lifestyle changes.

There is no substitute for each of us taking more responsibility for our health and that of our children. We should try to make yoga, physical exercises, sports and meditation an integral part of our daily routine. I often hear people complaining that children nowadays remain glued to their TV screens, tablets and mobile devices rather than playing outdoor sports. It is for us to counsel them on the adverse effects of long exposure to digital screens and motivate them to take the playing fields.

Ladies and Gentlemen,

Health remains a key development challenge for India. Our Government remains committed to

tackle these through the flagship Ayushman Bharat programme and other health missions. To me, the most crucial element in addressing our health challenges is our medical fraternity. Doctors and other medical professionals are the backbone of a robust health infrastructure and you have the onerous task of updating your own knowledge and skills all the time.

In this context, on the occasion of the Institute's Seventh Convocation, let me congratulate all the specialists, who have completed their courses here at ILBS in the niche area of liver disease. Your success is a result of your hard work, as well as the efforts of your professors and the sacrifices of your families. With your specialized knowledge, you now have an even greater power to help those in need. And for you, there cannot be a better example of service than the late Dr. A P J Abdul Kalam, former President of India, who was the first Chancellor of this institute where you have been trained.

Through your education at ILBS, you have enhanced your capabilities to serve fellow human beings. It is true that you need to be legitimately rewarded for your academic excellence, your available both to those who can afford your fees and also to those who are less fortunate and cannot afford. I am sure each one of you will find your own ways to make this possible.

I compliment the Director, Dr. S. K. Sarin, his entire team, students and all others who have been associated with ILBS in past, for the Institute's glorious journey of ten years. I am sure the Institute shall continue its excellent work in delivering quality public health services. I wish the Institute and all of you the very best for your future endeavours.

Thank you,
Jai Hind!

University News

Wishes its Readers

A Very Healthy and Happy

New Year 2021

National Webinar Series on Higher Education

A six-day National Webinar Series on ‘Higher Education as Envisaged in National Education Policy-2020’ was organised by the School of Education, Ravenshaw University, Cuttack recently. The Webinar Series was inaugurated by Prof. K Kasturirangan, Chairman, Committee for Draft NEP-2019 and former Chairman, Indian Space Research Organisation (ISRO). Prof. Smrutiprava Das, Chairman, Council of Deans, Ravenshaw University, Cuttack and Convenor of the webinar highlighted the objectives of the event. Prof. Ishan K Patro, Vice Chancellor, Ravenshaw University delivered the welcome address and briefed the participants and dignitaries on different themes of the webinar. He stated that implementing the policy is a great call for him and his team. He portrayed the policy as a big challenge and with full of opportunities for transformation of Higher education.

Prof. Kasturirangan, Chief Architect of NEP-2020 explained the mission and vision behind the policy and emphasised on the concepts like universal access to quality education, economic growth, social justice, scientific advancement, holistic development of each individual, multidisciplinary education and integration of knowledge as the broad goals of the policy. He pointed out that the new structure of education envisaged in the policy i.e. 5+3+3+4 seeks to ensure inter connectedness and integration for which the roadmap has been given with inbuilt flexibility. The concept of holistic multidisciplinary education and introduction of 4 year degree course are indicative of comprehensive liberal education with multiple entry and multiple exit followed by appropriate certification. The students would have more choices to pursue their interests in a multidisciplinary environment, an arts student can learn science and an engineering student can learn humanities. Vocational education, teacher education and professional education have been brought under the umbrella of Higher education. The policy advocates for coherent ecosystem of higher education as against the current fragmented higher education. An integrated B.Ed. degree from a multidisciplinary institution can empower prospective teachers to be equipped with adequate content, appropriate pedagogy, updated technology and a lot of experiential

learning. The institutional framework needs to be continuously reviewed for the implementation of the policy and CUBE would have a higher mandate to reset the vision of education from time to time. He insisted on accreditation and standard setting for higher education, leadership for effective governance and more and more self-governing institutions coming up with effective mentoring.

Prof. Anil D Sahasrabudhe, Chairman, All India Council for Technical Education (AICTE) while corroborating the two pillars of higher education like equity and quality as spelt out by Prof. Kasturirangan, added the pillars like affordability and accountability envisaged in the policy document. He wanted higher education system to produce all-rounder grounded in practice and ready to learn throughout life. He wanted to use technology to convert information into knowledge and knowledge into wisdom. According to him, the journey of education has been very slow in India, particularly in aspirational districts and therefore, there is a need to adapt and implement the policy and mobilize resources along with necessary course correction. He clarified that full autonomy would take time and therefore, degree granting autonomous institutions need hand holding support to come under one umbrella. He assured that the funds would be available for research through National Research Foundation. He wanted to see the campus of foreign universities in India and campus of 100 best Indian universities abroad. He tried to reconcile the Indian value system citing the example of *Nalanda* and *Takshashila* and Technologization of education through online mode to ensure quality of education through continuous teacher empowerment programmes. He clarified the concept of light but tight regulation by saying, “light means transparency and self-disclosure and tight means being accountable.” He reported that AICTE has started implementing 21st Century skills by updating curriculum. He wanted higher education to produce innovation and a system of flexible examination assessing the ability of understanding of students.

Dr. (Mrs) Pankaj Mittal, Secretary General, Association of Indian Universities (AIU), New Delhi stressed on restructuring the university by doing a SWOT analysis of the institution. She wanted every

Higher Education Institution to create its own profile and vision and prepare an institutional development plan accordingly. She advocated, (i) to start de-affiliation exercise gradually with capacity building and handholding of the institution, (ii) to improve the accreditation status of the university, (iii) to initiate concerted effort, to increase the GER to 50 per cent by 2030, (iv) to plan curriculum for multidisciplinary education, (v) to ensure completion rate at the school stage which stands at 42 per cent, (vi) to introduce communication, culture, and sports for holistic development, (vii) to plan for introducing research from UG level keeping in view the multiple entry and exit point and to introduce one year capsule curriculum complete in itself, (viii) to make amendment of statutes and ordinance, (ix) to give a fresh look to teacher education programme with incorporation of project, problem solving, online teaching, blended learning and flipped classroom, provision of video, audio before lecture, (x) to create internship bank for every subject for experiential learning, (xi) to identify frontline areas of research with focus on application, (xii) to give a look to assessment strategies with tools and techniques like assignments and projects, and (xiii) to identify people for fast track promotion.

Prof. Ishan K Patro, Vice Chancellor, Ravenshaw University, Cuttack, Odisha Chaired the session. Prof. R V Rajakumar, Director, IIT, Bhubaneswar delivered his discourse on 'Creating a Symbiosis between Technical Education and Higher Education in the Perspective of NEP-2020'. Prof. Rajakumar reiterated the broad features of NEP-2020 and advocated for Academic Bank of Credit with scope for multiple entry and exit. He wanted higher education institutions to follow credit based system with scope for students to earn credits from different institutions. He further stressed on making students sensitive to ethical, human and constitutional values with respect for pluralism, social justice and democracy. While speaking for diversity, he wanted local context to be reflected in policy and educational practice. At the tertiary level, higher education has to equip students with various life skills like communication, cooperation, teamwork, resilience, creativity and critical thinking. He justified the necessity of multilingual education and Open and Distance Learning. He was in favour of the idea of setting up of start up incubation centres for facilitating entrepreneurship in an integrated system of higher education where learning and earning go together. Higher education, according to him needs to be properly integrated with professional and vocational education for creating symbiosis. He

reiterated the importance of Choice Based Credit System (CBCS) and advocated for cluster formation in offering academics.

Prof. Deepak Kumar Behera, Vice Chancellor, Sambalpur University, Sambalpur, Odisha while speaking on 'Structure and Curriculum of Higher Education as Envisaged in NEP-2020' highlighted the major problems in Higher Education system and justified the need for launching the NEP-2020 keeping in view the needs of the Knowledge society and knowledge economy. He pointed out the key principles of document such as diversity and local context, equity and inclusion, common pattern, use of technology, emphasis on conceptual learning, unique capability, critical thinking, multiple entry and exit, Academic Bank of Credit, gender inclusion fund, National Education Technology Forum, special education zones and National Institute of Translation. He clarified the concept of University as a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes, with high quality teaching, research, and community engagement. He endorsed the Higher Education Commission of India (HECI) at the apex would be duly supported by four verticals namely National Higher Education Regulatory Council (NHERC), National Assessment and Accreditation Council (NAAC), Higher Education Grants Council (HEGC) and General Education Council (GEC) for achieving global standard of quality. He mentioned about National Testing Agency (NTA) for Common Entrance Test (CET) and further assessment initiatives, National Mission for Mentoring with the support of outstanding retired persons and National Educational Technology Forum (NETF) to extend support a vibrant higher education system. At the micro level, Institutional development plan would be prepared for introducing degree courses in Indian languages, bridge courses and counselling and mentoring.

Prof. Tankeswar, Vice Chancellor, Guru Jambheshwar University of Science and Technology, Haryana while speaking on 'NEP-2020: Opportunities and Challenges' wanted National Testing Agency to conduct national aptitude test for admission of students. Although he appreciated the idea of flexibility in higher education, he perceived the need of an environment to accommodate students who are to be educated as entrepreneurs in the world of work. He suggested for development of the system of higher education for credit transfer. He expected that

only quality conscious degree granting autonomous colleges would survive and substandard institutions would be phased out automatically in course of time.

Further, Prof. Ishan Kumar Patro was the Chair of the next session. Prof. Soumendra Mohan Patnaik, Vice Chancellor, Utkal University, Odisha delivered his discourse on 'Governance related Issues with reference to NEP-2020'. Prof. Patnaik described NEP as a reflection of collective aspiration and visualised university to be a vibrant multiple disciplinary community in the pattern of *Nalanda* and *Takshashila*. He observed that both faculty and institutional autonomy are the key for the quest of knowledge. He acknowledged that each student is unique and different students are to be provided with different strategies and reiterated the role of Higher Education Commission in regulation, grants, accreditation and general education. He stated the important role of Board of Governors at the institutional levels which has to be conscience keeper for higher education institutions and which being free from external influence would be accountable to public. The Board of Governors constituted on the principle of Sui generis would be a self generating system selected through Expert Committee from among the outgoing members of the Board of Governors. He interpreted autonomy from the point of view of administration, academics and finance. He cited the example of Machiavelli in selection of Vice Chancellor 'titles do not honour men rather men honour the title'. He advocated for combining excellence and autonomy, equity and quality, meritocracy and democracy for effective governance of higher education.

The second speaker, Prof. Srikrishna Deva Rao, Vice Chancellor, National Law University, New Delhi deliberated on his experience on Integrated LLB Honours programmes for BBA, BSc. and BA students which seeks to facilitate the intellectual pursuit and cater to the curiosity of the students through multidisciplinary exposure. He mentioned that for integrated social science courses they have exclusive textbooks and they ensure experiential learning through seminar, internship, publication of project and clinical law experience.

The Vice Chancellor, Ravenshaw University chaired the session. Prof. Atanu Kumar Pati, Vice Chancellor, Gangadhar Meher University, Sambalpur highlighted on 'Research and Evaluation in Higher Education and optimization of Learning Environments in the context of NEP-2020'. He started with some

observations based on data like India (5.31 per cent) is far behind China (20.67 per cent) and USA (16.54 per cent) in scientific publications. India does not have the record of good number of foreign students which is 47,427 only. India is far behind China and USA in material science and social science. The country has not a great record in philosophy too. Notwithstanding the fact that the country has 993 universities, 13, 931 colleges and 10,725 stand alone institutions (AISHE-2018-19). There are only 2.5 per cent colleges running Ph.D. programmes and there are 16.3 per cent colleges with less than 100 students, there are 85 per cent graduates who are unemployable and there are 90 per cent Indian universities who do not have updated curriculum which gives a very dismal picture of higher education in India. The major problems and issues pointed out by him are: fragmented higher education eco-system, limited access to higher education, ineffective regulatory system, and large number of affiliating universities which may be treated as the starting point of the Policy-2020. While talking on evaluation, he advocated for continuous and comprehensive evaluation and reaffirmation of the integrity of faculty position. He described some short term and medium term goals with a time frame for implementation of NEP-2020. His short term goals include strengthening of school education, multidisciplinary undergraduate education, revamping of curriculum, pedagogy, assessment and student support services, higher education in Indian languages and extending autonomy to faculty and institution both academic and administrative sphere. His medium-term goals include strengthening and consolidating school education, establishing at least one multidisciplinary higher education institution in a district, notifying research and teaching intensive university and phasing out current structural arrangement.

Prof. Govind Chakrapani, Vice Chancellor, Berhampur University, Brahmapur, Odisha while speaking on 'New Paradigms in Higher Education and Research under NEP-2020' described the policy as a landmark document and new paradigm in higher education and research which has been appreciated worldwide. He stated that multidisciplinary education is the key to achieve excellence and suggested to introduce vocational studies, short-term skill based courses and resort to open and distance learning to increase the Gross Enrolment Ratio in Higher Education. He cited the example of USA where a science student can sit in a literature class to hone his creative writing skill and a history student can

sit in a physics class to study physics without any mathematics background. The higher education has to be inquiry driven followed by a new model of evaluation. He proposed that Men and Machine have to be employed simultaneously for human resource development. He further proposed to have higher education institutions in uncovered areas through open and distance learning mode. He wanted the higher education institutions to collaborate with different laboratories across the country and concluded with a statement, "Learning should be a fun for students and teaching should be a fun for teachers."

Prof. Srikant Mohapatra, Vice Chancellor, Odisha State Open University highlighted on 'Distance and Online Learning: A Gateway to Knowledge Society'. He observed that knowledge determines the economy of the country and scope has to be created to produce and consume knowledge by the higher education institutions so that India can become a knowledge super power. He advocated for Indianization of higher education and internationalisation of higher education. A learning style relevant for 21st Century learners may contribute to ensure access, innovation, inclusion, equity, excellence, flexibility, Indianization and internationalisation of higher education. He stated that formal education would not be adequate to increase GER for Higher Education. Therefore, ODL mode is the way out to cater to the needs of the SEDG for ensuring equitable inclusion. He wanted research to be all pervasive irrespective of institution. He was optimistic that Sustainable Development Goal-4 can be achieved through ODL mode if the mindset of stakeholders change and the institutions work in collaboration without any compartmentalisation.

The next day began with Prof. G C Nanda, former CCD, Ravenshaw University in Chair. Prof. Padmaja Mishra, Vice Chancellor, R.D. Women's University, Bhubaneswar delivered her discourse on 'Equity and inclusion in NEP-2020'. Prof. Mishra linked the issue with SDG-4 agenda and emphasised on equity in access and attainment. She analysed the existing gaps in admission, attendance, attainment and learning outcomes based on NSS survey and pointed out the need for making higher education affordable and acceptable. She suggested some action points like providing scholarship and financial support, inclusive admission procedure and curriculum, introduction of degree course in Indian language, extending facility for disabled students, sensitizing the teachers about

policy, counselling of students, using technology and digitalized platform, etc. She wanted changes in the institutional mechanisms, coordination between centre and State, regulatory reforms and financial and legal provisions in place so as to implement the action plans. She concluded with an observation of the Hon'ble Prime Minister "Build intellectual and social capital for developing collective consciousness for implementation of NEP."

Prof. Hrushikesh Senapati, Director, National Council of Educational Research and Training (NCERT) while speaking on 'Overhauling of Teacher Education both Pre-service and In-service' highlighted the changes envisaged in the policy like reform in curriculum, pedagogy and assessment, freedom and flexibility in education, experiential learning, integration of knowledge with ICT and Art, holistic assessment following strength model instead of deficit model and attainment of learning outcomes by all students for which qualified and effective teachers are required. He, thus, justified the need for overhauling of teacher education. Then, he advocated for introduction of 4 year integrated teacher education programme in multidisciplinary institutions which is a replication of RIE programmes tested and tried out since 1960s by NCERT. The programme also integrates content, pedagogy and technology. While speaking on the in-service aspects of teacher education he pointed out the limitations of existing cascade model. He cited the example of in-service programme which NCERT has designed i.e. National Initiative for School Heads and Teachers' Holistic Advancement (NISHTHA). They have found the model exciting in both the modes: face to face and online.

Prof. Madhumita Das, Vice Chancellor, Fakir Mohan University, Balasore, Odisha highlighted on 'Implications of Teacher Education for Odisha'. She called the policy document as a dream document but was apprehensive about its implementation particularly in the context of teacher education in Odisha. Her assumption was 'teachers are made rather than born. She cited the example of the problems she faced in running 3 year integrated B.Ed.-M. Ed. programme in FM University. She pointed out the shortage of teachers and instructional facilities in training institutions for which the recognition of those institutions have been withdrawn by NCTE. The frequent change of NCTE norms and standards has put the system in shambles. She wanted the prospective teachers to be grounded in Indian values, and experiential learning. She had great expectations

from teacher education sector to orient all Ph.D. students to have knowledge of pedagogy. She asserted that technology cannot replace teachers but teachers have to adapt to technology for dissemination of knowledge and pointed out that blended learning is the way out for teaching the teachers. She cited the example of Pushpagiri in Odisha, the Oldest University of the Country and its legacy needs to be carrying forward.

The next day began with Prof. Patro, Vice Chancellor, Ravenshaw University, in Chair. Prof. Patro reiterated the key features of policy document and analysed each feature in terms of its implementation at the State level. Prof. Ashok Das, Vice Chairman, Council of Higher Education, Govt. of Odisha delivered his discourse on 'State Perspective: Changes required and Challenges to be Addressed'. Prof. Das was concerned with the financial implication for the implementation of policy because the county has never spent 6 per cent of GDP although committed in 1968 NPE. He appreciated the idea of Academic Bank of Credit and pointed out the problem of pupil-teacher ratio in higher education and shortage of teachers. He apprehended the formation of Board of Governors would be a great challenge in the State. He advocated for strengthening of culture University of Odisha and introduction of vocational education in every institution. He suggested for identifying 4/5 multidisciplinary education and research university. He focused on strengthening digitalization and strengthening teacher training. He also endorsed the view of expanding Open and Distance Learning Programmes to increase the GER. He observed that NRF is a gift for pursuing research work provided Institutions are ready to submit good project proposals. He wanted internationalization of higher education to start at Ph.D. and Post Ph.D. level. Rapporteur, Prof. Gouranga Charan Nanda, former Professor of Education presented the event report.

Dr. Arun Kumar Sahoo, Hon'ble Minister, Higher Education, Govt. of Odisha delivered the Valedictory Address and asked the politicians and academicians to look at the policy from the point of view of implementation at the State level. Dr. Sahoo was much focused on the social category gap in respect of diverse groups of Odisha like SC, ST, women and OBC. He wanted to reduce the gap between haves and have-nots in terms of access and conditions of success. He informed that a Task force has been constituted by the Govt. of Odisha to examine the possibility of implementing the policy

for which six sub-committees have been formed. He was very concerned with the financial implications for implementing the policy because of the prevalent CORONA pandemic situation. He expressed his concern with deterioration of quality of education in Govt. institutions and apprehended that Privatization leading to competition may not help the cause of socially and economically disadvantaged group. The Vote of Thanks was proposed by the Convenor, Prof. Smrutiprabha Das.

UGC-STRIDE Workshop on Molecular Phylogeny and Molecular Docking

A nine-day UGC-STRIDE Workshop on 'Molecular Phylogeny and Molecular Docking' is being organized by Mizoram University, Aizawl, Mizoram during January 19-27, 2021. The postgraduate students, research scholars, and scientists may participate in the event.

Molecular phylogeny is a relatively new scientific discipline that involves the comparative analysis of the nucleotide sequences of genes and the amino acid sequences and structural features of proteins from which evolutionary histories and relationships, and in some cases also functions, can be inferred. The basic classification of organisms furnished by molecular phylogeny is based upon the comparison of 16S/18S (small subunit) ribosomal RNA (rRNA) sequences. Thus, all living cells are divided into three main evolutionary branches or phylogenetic lines of descent termed domains: bacteria (eubacteria), archaea (archaeobacteria), and eucarya (eukaryotes). Molecular docking is the study of how two or more molecular structures (e.g., drug and enzyme or protein) fit together [50]. In a simple definition, docking is a molecular modeling technique that is used to predict how a protein (enzyme) interacts with small molecules (ligands). The ability of a protein (enzyme) and nucleic acid to interact with small molecules to form a supramolecular complex plays a major role in the dynamics of the protein, which may enhance or inhibit its biological function. The behavior of small molecules in the binding pockets of target proteins can be described by molecular docking. The method aims to identify correct poses of ligands in the binding pocket of a protein and to predict the affinity between the ligand and the protein. The event will provide hands-on training to the participants on molecular phylogeny and analysis using MEGA X and protein-ligand interaction, visualization and data interpretation using Autodock tool.

For further details, contact, UGC STRIDE Coordinator, Prof. G Gurusubramanian, Department of Zoology, Mizoram University, Aizawl-796004 (Mizoram), Mobile: 09862399411, E-mail: mzut036@mzu.edu.in

Self-Financed Course-cum Workshop on Supply Chain and Logistics

A two-day Self-Financed Course-cum Workshop on 'Supply Chain and Logistics: Modeling and Analysis' is being organised by the Department of Management Studies, Indian Institute of Information Technology, Allahabad (Uttar Pradesh) during January 22-23, 2021 through Online Mode. The event is being organized with the intent to provide recent developments and research practices in the field of Logistics and Supply Chain for the students, researchers and practitioners. It is aimed to provide an understanding about the principles and practices, knowledge required in the increasingly complex global business environment and rising difficulties in competitive positioning of firms. The event also aims to include the various aspects of businesses that are changing due to new innovations across the domains. The business dynamics swiftly transforming the very design of businesses and business models amid international collaborations and global competitions. The scale and speed is becoming competitive upside for businesses. The increasing use of IT infrastructure and services and advance data analytics are becoming core of business sustenance and keeping the firms ahead of times. The Major Topics of the event are:

- Change in Business Dynamics and its Operations.
- Introduction to Supply Chain and Logistics Management.
- Applications of Emerging Technologies in SCM.
- Managing the Supply Chains under Disruptions.
- Role of Supply Chain Contracts.
- Big Data Analytics in SCM.
- Mathematical Modelling in Solving Transportation Problems.
- Warehouse Space Calculation and Product Space Allocation.
- Application of Industry 4.0 in Supply Chain Management.

For further details, contact Assistant Professors, Dr. Vineet Tiwari **and/or** Dr. Sudipta Das, Department of Management Studies, Indian Institute of Information Technology, Allahabad (Uttar Pradesh), Phone: 8109228418, 7800298298, and 8900640870,

E-mails: vineet.tiwari@iiita.ac.in and sudipta.das@iiita.ac.in. For updates, log on to: www.iiita.ac.in/

International Seminar on Dynamics of Emerging Business Innovation and Trends

A two-day International Seminar on 'Dynamics of Emerging Business Innovation and Trends: Academia Industry Role' is being organised by the Department of Commerce and Financial Studies School of Business Studies, Bharathidasan University Tiruchirappalli, Tamil Nadu during January 29-30, 2021. The event aims to bring together leading industrialists, academicians, researchers, and students to exchange and share their experiences on all aspects of Business Innovation.

Innovation plays a vital role in development. Successful business innovations place companies in a better competitive position. Collaborations between universities and industry pave way for the successful innovations. Academia-industry Interface would promote interactive and collaborative arrangement between them for achieving mutually inclusive goals and objectives. The creative idea generated by Academic world need to be commercialized with the help of industry. An effective collaboration between academics and companies is essential for nexus in management science in general and in all functional areas of management in particulars. The various Tracks of event are:

Track-1

- Business Law.
- Business Ethics.
- Entrepreneurship.
- International Business.
- Creativity in Business Process.
- Case-Study.
- Others.

Track-2

- Marketing B2B Marketing.
- Consumer Behaviour.
- Online/Internet Marketing.
- Social Media Marketing.
- Services Marketing.
- Green Marketing.
- Brand Management.
- Retail Management.
- Distribution Channels.

- Customer Relationship Management.
- Ethical Issues in Marketing.
- Advertising and Communication.
- Content Marketing.
- Case-Study.
- Others.

Track-3

- Human Resource Recruitment and Selection.
- Training and Development.
- Performance Management.
- Industrial Relations.
- HR Analytics.
- Organisational Culture.
- Organisational Communication.
- Emotional Intelligence.
- Employee Engagement.
- Leadership and Management.
- Conflict Management and Negotiations.
- Team Building and Leadership.
- Case-Study.
- Others.

Track-4

- Business Data Analytics.
- Data Mining.
- Big Data Analysis.
- Modelling.
- Case-Study.
- Others.

Track-5

- Economics Economic Development.
- Economic Policy.
- Economic Systems.
- Finance and Investment.
- Financial Economics.
- Household Behaviour and Family Economics.
- Labour Economics.
- Labour Relations.
- Law and Economics.
- Agronomics.
- Foreign Trade.
- Case-Study.
- Others.

Track-6

- Corporate Social Responsibility Impact of CSR on Social Development.

- Branding through CSR.
- Implementation of CSR.
- Case-Study.
- Others.

Track-7

- Operations and Supply Chain Management Operations.
- Quality Control.
- Six Sigma.
- Supply Chain Management.
- Humanitarian Logistics and Disaster.
- Relief Inventory Management.
- Scheduling and Logistics.
- Retail Operations Management.
- Case-Study.
- Others.

Track-8

- Environment Oil.
- Natural Gas.
- City Gas Distribution.
- Health and Safety Environment.
- Policy and Regulatory.
- Investment and Trade LNG.
- Refining.
- Pipeline.
- Case-Study.
- Others.

Track-9

- Accounting and Finance Financial Accounting.
- Managerial Accounting.
- Auditing, IFRS.
- Corporate Finance.
- Forensic Accounting and Fraud.
- Financial and Commodity Derivatives.
- Behavioural Finance.
- Risk Management.
- Project Financing.
- Financial Engineering.
- Corporate Governance.
- Corporate Social Responsibility.
- Environmental Accounting.
- Digital Innovations in Finance.
- Financial Inclusion.
- Direct Taxation and GST.
- Banking.
- Case-study.
- Others.

Track-10

- Digital Communication and Online Communities.
- IT Etiquettes.
- Web Technologies.
- Artificial Intelligence.
- Gamification in Business.
- ICT Tools for Business.
- Simulations.
- Cyber Crimes and Cyber Laws.
- Case-study.
- Others.

Track-11

- Entrepreneurship Development Corporate Entrepreneurship.

- Entrepreneurial Marketing.
- Entrepreneurship Education.
- Entrepreneurship in the MSME Sector.
- Entrepreneurship: Perspectives and Practices Family Enterprises.
- University-enterprise Cooperation.
- Start-up Management.
- Other.

For further details, contact Coordinator, Dr. J Gayathri, Assistant Professor, Department of Commerce and Financial Studies, Bharathidasan University, Tiruchirappalli-620 024 (Tamil Nadu), Mobile: 09962008661, E-mail : smartjournalevent@gmail.com. For updates, log on to: www.bdu.ac.in/



We Congratulate !

Prof. Saroj Sharma, Professor of Education, Guru Gobind Singh Indraprastha University, New Delhi took over as the Chairman, National Institute of Open Schooling on 22 December, 2020. A Doctorate in Education, Prof Sharma holds Master's degree in four different disciplines --Science (Botany), Social Science (Sociology), Management and Education.

She has rich and varied academic experience as seasoned faculty member and sound administrative experience of heading different Institutions offering the Graduate and Postgraduate degrees of Education (B.Ed. M.Ed.). She has been the first Dean of the University School of Education, Guru Gobind Singh Indraprastha University, New Delhi in the respective stream of Education. She is member of many educational associations and actively involved in various projects of UNICEF, UNESCO, ICSSR and other social and cultural forums. Presently, she is member in the Governing Bodies, Board of Studies and Academic Councils of many Universities of India. She is also a member of various Curriculum-Development and Framework formation teams at the National and International levels in the field of different strata of school curriculum as well as of Teacher Education. She has been a member of the consultation committee constituted by National Council for Teacher Education (NCTE) for the formulation of National Education Policy under the umbrella of Ministry of Education (MoE), the then Ministry of Human Resource Development (MHRD) and had been member in a few other educational Programme Implementation Committees (PICs) of Government of India. She has also been in the Standing Committee of NCTE and also Chair of the Open Education Resources (OERs) Development Committee of NCTE.

She is in the Advisory and Editorial Boards of many Journals of Education and has to her credit a number of Books, Modules; and research papers and articles in National and International Journals of repute. She is empanelled as Evaluator in different leading National Universities and Apex Educational bodies in India and other countries.

AIU congratulates Prof Saroj Sharma for her new appointment and wishes her a great success in her new office!

THESES OF THE MONTH

HUMANITIES

A List of doctoral theses accepted by Indian Universities (Notifications received in AIU during the month of October-November, 2020)

Geography

1. Bhojar, Devidas Nilkanth. **Vashim Jilhyateel manavi azar va Vaidhkiye sevakendrancha bhogolik abhyas.** (Dr. Khakre R D), Department of Geography, Swami Ramanand Teerth Marathwada University, Nanded.
2. Garje, Sachin Harishchandra. **Assessment of water conservation schemes in Maharashtra and its simplification in Latur District.** (Dr. M P Mankari), Department of Geography, Swami Ramanand Teerth Marathwada University, Nanded.
3. Patil, Ranjeet Raosaheb. **Impact of sugar industry on regional development in lower Bhima Basin: A geographical analysis.** (Dr. Suresh J Phule), Department of Geography, Swami Ramanand Teerth Marathwada University, Nanded.

History

1. Bansode, Satyapal Pandurang. **Maratha Sardar holthkaranche prashasan: Ek chikitsak abhyas.** (Dr. R R Pimpalpal), Department of History, Swami Ramanand Teerth Marathwada University, Nanded.
2. Diamai, Sengchi . **Mission and gender: The American Baptist Mission in Garo Hills (1867-1950)** (Prof. Tejimala Gurung), (Nag), Department of History, North Eastern Hill University, Shillong.
3. Gunjan Kumari. **Bihar mein 1857 ke vidroah.** (Dr. S K Mishra), Department of History, T M Bhagalpur University, Bhagalpur.
4. Harvansh. **The building and monuments of Mewat: A study of changing facts of architecture during medieval period.** (Dr. Nirmal Kashyap), Department of History, Maharshi Dayanand University, Rohtak.
5. Karki, Bikash. **Dynamics of the political parties in Sikkim (1940-2000): A study in historical perspective.** (Prof. Karubaki Datta), Department of History, University of North Bengal, Darjeeling
6. Naresh Kumar. **Atharahvi shatabdi mein Hadauti Shetra mein samajik arthik parivartan evam nirantartayein.** (Dr. Niramal Kashyap), Department of History, Maharshi Dayanand University, Rohtak.
7. Narzary, Sushanta. **The village of the Bodos: A study on socio-economic cultural tradition and change with special reference to the Bodos of undivided Kokrajhar District.** (Dr. Oinam Ranjit Singh), Department of History, Bodoland University, Kokrajhar.

8. Phad, Sudam Pandharinath. **Parbhani Jilhyateel Amedkari vritatpantracha aitihasik abhyas (Isvi 1980-2010).** (Dr. Ghule V V), Department of History, Swami Ramanand Teerth Marathwada University, Nanded.

9. Pushpa Kumari. **Aligarh aandolan aur musalmanoan mein jagran: Ek samikshatamak aitihasik adhyayan.** (Dr. Vibhanshu Mandal), Department of History, T M Bhagalpur University, Bhagalpur.

10. Saha, Sudip. **Tropical medicine in Assam Valley tea plantation: Discourses on medical research, labour habitation and power relations (1870-1950).** (Prof. Tejimala Gurung Nag), Department of History, North Eastern Hill University, Shillong.

11. Shaheen, Nakhat. **Impact of Islam: A discourse on socio-cultural assimilations in medieval Orissa.** (Dr. Biswajit Pradhan), Department of History, Sambalpur University, Sambalpur.

12. Vijayrao, Amol. **Karnewar Sheekh dharmgranth Gurugrantsahibateel marathi santachey yogdan: Ek abhyas.** (Dr. R R Pimpalpal), Department of History, Swami Ramanand Teerth Marathwada University, Nanded.

13. Wadje, Jairaj Pandurang. **Mukhed va parisrateel math sansthan va mandir sthaptyacha abhyas.** (Dr. Anil Kathare), Department of History, Swami Ramanand Teerth Marathwada University, Nanded.

Languages & Literature

Bodo

1. Brahma, Manaj Kr. **A study of the traditional dresses and ornaments of the Bodos and their changes: A socio cultural perspective.** (Prof. Indira Boro), Department of Bodo, Bodoland University, Kokrajhar.
2. Brahma, Ranjita. **The short stories of Janil Kumar Brahma: A critical study.** (Dr. Dinanath Basumatary), Department of Bodo, Bodoland University, Kokrajhar.
3. Basumatary, Priti. **A study on socio-cultural aspects of the short stories of Haribhushan Brahma.** (Prof. Indira Boro), Department of Bodo, Bodoland University, Kokrajhar.

English

1. Dhillon, Surender Singh. **A postcolonial study of Nayantara Sahgal's fiction.** (Dr. Poonam Dutta), Department of English, Maharshi Dayanand University, Rohtak.

2. Doke, Nitin Narayanrao. **Conversational implicature in the select plays of Vijay Tendulkar a pragmatic study.** (Dr. M M Nivargi), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

3. Gaikwad, Vijaykumar Vishwambharao. **Social and political realism in the select novels of Doris Lessing and Mo Yan: A comparative study.** (Dr. Shivshankar G Bhanegaonkar), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

4. Ingle, Sandip Arun. **Social movements and portrayal of caste, race and gender in dalit and black women's selected autobiographies: A comparative study.** (Dr. D R Mane), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

5. Kuchekar, Shailaja Baburao. **Narrative techniques in the novels of Shashi Tharoor, Vikas Swarup and Chetan Bhagat.** (Dr. Atmaram Gangane), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

6. Sanjay Kumar. **Social criticism in the novels of Anita Nair Chetan Bhagat and Aravind Adiga.** (Dr. J N Sharma), Department of English, Maharshi Dayanand University, Rohtak.

7. Sinha, Mandika. **Literature of crisis: Reading recent scandinavian crime fiction.** (Prof. Soumyajit Samanta), Department of English, University of North Bengal, Darjeeling.

8. Syngkli, Balakytiew. **Alice Munro's short fiction: A critical study.** (Dr. Ramona M Sangma), Department of English, North Eastern Hill University, Shillong.

9. Waghmare, Geeta Vishvanath. **Treatment of women in Manju Kanpur's fictional world: A critical study of her selected novels.** (Dr. Mantha P P), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

Hindi

1. Deepak Kumar. **Adivasi Hindi upanyasoan ka samvednatamak anusheelan.** (Dr. Dashrath Ibatwar), Department of Hindi, Swami Ramanand Teerth Marathwada University, Nanded.

2. Madhavrao, Tare Vishranti. **Hindi tatha Marathi kee istrivaadi lekhikaoan kee atamkathaoan ka tulnatamak anusheelan.** (Dr. Jogendrasingh Bisen), Department of Hindi, Swami Ramanand Teerth Marathwada University, Nanded.

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