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International Conference on Hybrid, Blended and E-Learning

3-4-5 December 2021

Association of Indian Universities (AIU) and Educational Technology and Management Academy (ETMA) are jointly organizing an Online International Conference on 'Technology Integrated Learning Focusing on Hybrid, Blended and E-Learning' during December 03-05, 2021.

The primary objective of the Conference is to create a forum for practitioners to meet the global leaders in technology-integrated education. To meet this objective, the Conference will be bringing together some of the finest experts on technology integrated education from all over the world and India at a common platform. The Conference will have four keynote sessions, two panel discussions, ten paper presentation sessions and eight workshops.

Patrons of the Conference are: Col. Dr G. Thiruvassagam, President AIU and Vice Chancellor, AMET University, Chennai; Prof Marmar Mukhopadhyay, Former Professor, NIEPA and President, ETMA; and Dr Pankaj Mittal, Secretary General, Association of Indian Universities, New Delhi.

Invited Keynote Speakers of the Conference are *Prof. Stephen Petrina*, Professor, Department of Curriculum and Pedagogy, University of British Columbia, Vancouver; *Prof. V. Chinapah*, Emeritus, Department of Education, Stockholm University, Stockholm; formerly at UNESCO Headquarters in Paris-France for 16 years; *Dr N. M. Ostaszewski*, Associate Professor, Athabasca University Distance Education Program, Alberta, Canada; *Dr Libing Wang*, Chief of Educational Innovations and Skills Development and Senior Programme Specialist in Higher Education at UNESCO, Bangkok.

The Sessions will be chaired by *Dr. Pankaj Mittal*, Secretary General, Association of Indian Universities, Former Vice Chancellor, BPS Women University, Government of Haryana; *Prof Tony Bates*, Distinguished Visiting Professor, Chang School of Continuing Education, Ryerson University; *Prof Matiul Alam*, Professor of the Education, University of British Columbia, and CEO of World Education, Vancouver, Canada; *Dr Sanjaya Mishra*, Education Specialist, e-Learning, Commonwealth of Learning, Vancouver.

There will be two panel discussions – one each on **Technology-enabled Learning Assessment and Examination Management; and Innovations and Research on Technology Enabled Learning** on 5th December, 2021.

Expert panelists invited for the Session on 'Technology-Enabled Learning Assessment and Examination Management' are *Dr Vineet Joshi*, Additional Secretary, Ministry of Education, Government of India and Chairman, National Testing Agency, India; *Mr Anshul Sonak*, India Global Director, Digital Readiness Programs and Senior Director for Global AI Readiness at Intel Corporation, Singapore; *Dr Manish Gupta*, Director of Google Research India & Infosys Foundation, Chair Professor at IIIT.

Expert panelists invited for the session on 'Innovation and Research on Technology-Integrated Education' include *Dr Som Naidu*, Principal Fellow of the Higher Education Academy (PFHEA); Executive Editor, Distance Education Journal (Australia's ODLA), Former Pro-Vice Chancellor, The University of South Pacific, Fiji; *Dr Indira Koneru*, Associate Dean and Head, e-Learning Department, ICFAI Business School and Founding Director, Koneru Bhaskara Rao and Hemalata Human Development Foundation; *Prof Amarendra Behera*, Joint Director, Central Institute of Educational Technology (CIET), National Council of Educational Research and Training, New Delhi.

There will be 8 parallel workshops on the themes: Learning 321 Going forward to Normal: Education in a Different World Design Thinking Repurposing OER for Blended Learning; Virtual Reality in Education; Open Education Resources; Advanced Educational Research Methods; AI and Machine Learning. Workshops are free for all the participants. Workshops will be run parallel, participants can choose one theme, and must register in advance.

Call for Paper Presentation and Participation: The Conference invites participation and presentation of case studies, thematic and research papers on **Technology-integrated Education, Hybrid Learning, Blended Learning, Online Education and e-Learning**. The last date for submission of abstracts is 15th October, 2021 to etma.india@gmail.com, with cc to chandansetma@gmail.com.

A nominal Registration Fee of Rs.1000/- need to be paid for registration through the link https://docs.google.com/forms/d/e/1FAIpQLSffPXr10iGh_T83pSh0JivJmC0kBTUixPw7ZqChTCSUM9Q/viewform.

For updated information, please visit: www.aiu.ac.in or www.etma-india.in.

For further information contact, Principal, Amitava Ghosh, Conference Secretary at amitavaghosh2k1@gmail.com or Sri Chandan Sarkhel at etma.india@gmail.com.

or

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#Let'sBeatCoronaTogether

Speaking in the Favour of Margin: Gandhi, Society and Dis/Ability Communication

Punita Harne*

Gandhi Ji's structure of communication on the issue of Dis/ability was discursive one as it included all stakeholders of the society. It was not only limited to the 'message' and the 'medium', but to 'participation' of the society to come forward to give proper place to Dis/able in the society by imparting them education and giving them skills of economic activities. Gandhi Ji emphasised that social elites have a special responsibility in this regard and they must take this responsibility.

The present paper is based on analysis of Gandhi Ji's speech given on 7 September, 1928 on the occasion of laying the foundation stone of *Behra Munga Ni Shala* (School for Mute and Children with Hearing Dis/ability), Ahmedabad (Annexure-1). This analysis will serve as a theoretical perspective to trace out the communication model that Gandhi Ji developed for the mute and children with Hearing Dis/ability. It is quite satisfying to see that this school is still working at the same place in Ahmedabad, since 1928. Considering the aforementioned school as a case, the paper will uncover the relevancy and urgency of Gandhi Ji's model of communication on the issue of Dis/ability. This may also add some new insight into the existing literature on communication studies.

The paper is divided into three parts. The first part deals with the case of Ahmedabad-based school *Behra Munga Ni Shala* (School for Mute and Children with Hearing Dis/ability), its origin, history, and development. The second part presents the general theory of Gandhi Ji's communication model. The third part analyzes how Gandhi Ji's model of communication looks at the question of dis/ability in a broader framework and how does it contribute to communication studies. This is demonstrated here through a close reading of Gandhi Ji's speech given on 7 September, 1928 on the occasion of laying the foundation stone of *Behra Munga Ni Shala* (School for Mute and Children with Hearing Dis/ability), Ahmedabad.

Part-I

The hearing, speech and visually impaired children are equally capable of doing all the wonderful things and are genius enough to serve the nation if treated equally, taken a little bit extra care of and educated in the area of their interest. In other words, they should be given more priority and special care of. In this sense, education plays the most significant role. Here, education does not mean only to make such children literate but also to make them earn their livelihood and

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dignified life. In the case of deaf, mute and blind students, tools and techniques to teach them are entirely different to the normal students. Thus, the establishment of special schools for deaf, mute and visually impaired is one of the ways to help deaf, mute and blind students to realize their goals.

In this situation, in the first decade of the 19th century, a sensitive citizen of Ahmedabad, Sh. Pranshankar Lallubhai Desai had an intuition and later on he took an initiative to start one school for listening and speech impaired in Ahmedabad, Gujarat. This school was named 'KalpanaBal-Mandir and Shishu Gruha'.

The most important aspect of this initiative was his own son Indu Rao. He was deaf and mute by birth. As a father, Pranshakar could understand the problems and sorrows of his child who had the same sort of special abilities. Initially, he started the school for deaf and mute in his own house on the 1st of March, 1908 with two students. He himself was founder member and teacher for those students. On the same day, he called a meeting of prominent persons of the city in the Premabhai Hall of Ahmedabad. He dedicated this school to the city of Ahmedabad under the chairmanship of Sheth Shree Chinubahi Baronet. Managing trustees and committees of the school were decided on the very first day. Pranshankarbhai started, established and then donated the school to the city of Ahmedabad and remained as a member secretary and principal of the school.

In those days some privileged and elite people of Ahmedabad understood the importance of such kind of school and decided to devote time and resources to develop it. The present state of the institute is thankful for the keen interest shown by the eminent citizens of Ahmedabad.

It is to be pointed out that in those years, there was not a single school for the deaf and mute to get the education in Gujarat. One such special school for hearing and speech imparted children was in then Calcutta. It is inspiring to note that Pranshankarbhai went to Kolkata and took a training to teach the students with hearing and speech imparity. The training was available only in Bengali. His dedication was such that he learned the Bengali language for this and became a trained teacher. He was the first Principal with dedication and commitment who worked for the hearing and speech imparted children in those days of minimum resources and facilities.

Sir Chinubhai Baronet died in 1914. He and his successors realized that school should have enough fund for work and development. There was a flow of donation and inked funds for this noble cause. After the demise of Sir Chinubhai Baronet, there were mighty and intelligent industrialist successors to look after the school for deaf and mute. At present, executive president Rohitbhai Shah and secretary Yogeshbhai Desai are looking after all the activities of the institute. As quoted in their souvenir, Mahatma Gandhi came first in this school in 1916 and blessed them. He advised trustees and managing committee members to have the school not in the city but outside of the city where they can have big and safe open places and big grounds to play.

As history informs us, Lord Irvin came to India in 1925 as a viceroy. Before coming to India, he was actively engaged in the social responsibility to work for the children with special abilities. With his compassionate initiatives and help from then Municipal Corporation President Sardar.

Vallabhbbhai Patel, this institute got a land where it is presently situated. Mahatma Gandhi ji's desire to have a separate and peaceful place for deaf and mute children fulfilled and on 25th July 1928 a foundation stone was laid by Mahatma Gandhi Ji. Later on, after one and a half year, on 25th January 1930, opening ceremony of the new building of the school was also made by Mahatma Gandhi Ji.

In due course of time, on 14th February 1945, a school for blind students started in the same premises with only two students. The school was inaugurated by the then chief minister of the Mumbai state Shri Morarjibhai Desai. It was realized by the organizers that, if sympathetic training and formal education are given to the students with special abilities in their early age, it may give good results and for that, a nursery and pre-primary school were also started in the same premises.

Thus, then President of the society for deaf and mute school, Madan Mohan Mangaldas took a keen interest in this project and renowned architect Shri Balkrishna Doshi was assigned to make a plan for the school building and children hostel keeping the needs of the children with special abilities. This school was named as '*Kalpana Balmandir*' and '*Shishu Gruh*'. It was inaugurated by then President of India Dr. Sarvepalli Radhakrishnan in 1960 and presided by then Governor of Gujarat Mahendi Nawaz Jung. This school is equipped with children

friendly furniture, rooms, toilets and is designed with all sort of educational material for deaf, mute and blind students.

However, there was a big problem, there was no training college for deaf and mute students in Gujarat in those days. Thus, *Training College for the Deaf and Mute* was started in the premises of the school in 1962, followed by training college for blind in 1963. College was inaugurated by then Prime Minister Shree Jawaharlal Nehru. Both the colleges got accreditation from rehabilitation council of India since 1996-97. Almost all the teachers working in different schools for deaf and mute in Gujarat are trained from this institute. The institute realized that besides the education, vocational training should be imparted to the students to live a dignified life. Therefore now, some trainings programmes are being offered in the institute.

Printing Press and Training

A training center for printing and publishing was started in 1964. This printing press was established to train the students and later on train them to start their own venture or to get the job in the industry. Along with tailoring and dress making, printing and binding training were given to adult deaf and mute persons. Advancement of the printing technology is made time to time to meet the need of the time.

Awareness is the way to progress and walk along with society. Therefore, a one-year certificate course on embroidery and needlework has been developed for the students of the school. This ITI certified course has been designed in such a way that after the training, students can start their own business. This course is highly established and has a reputation that students from all over Gujarat come for enrollment.

K-10 Programme

Because of the technological advancement school is forced to adopt latest courses that help the students to opt for the technical education that enables them for the employment in the society at the early age.

Thus, Computer aided education started in the school. K-10 program is being implemented since 2001 and most of the teaching-learning tools used in the labs are connected with computers. In this program, hearing aids are connected with computers

so that language, speech, and knowledge of the related field of students developed gradually. The purpose of this curricula is to make the students self-reliant and join in the mainstream of the society.

Brail Press

On 15th august 2000, computerized Brail press was established. Machines with a speed of 240 pages per hours in Brail printing were imported from Sweden. Magazines, books, material related to children English literature and textbooks are converted into Brail and sent to the schools.

Computer Center for the Deaf

This center was established on 1st August 2005 by the society for Deaf and Mute school. Students with 10th pass certification are given admission in this course. This one-year course has turned to be a very useful to the students to get job work and employment from the renowned private sector companies.

Computer Center for Blind

Established on 1st August 2005 by the society for Deaf and Mute school, this center gives admission to the students with 12th pass certification. They are taught CD writing, producing multiple copies, printing, and scanning. This one-year course has turned to be a very useful to the students to get job work and employment from the renowned private sector companies.

Physiotherapy Center for Blind

Keeping a motto to educate and rehabilitate the blind students in the society, this center was established on 1st august 2005. Course run by this center is unique since its inception. There are many beneficiaries of this course as a students and as a patients. Baba Saheb Ambedkar Open University has also affiliated this three years course of physiotherapy.

Play Group for Children and Parents

As a result of the early detection of the kids with hearing and speech imparity, it was a need of that day to have a nursery, play group and K.G. sections in the school.

Part-II

How do these efforts serve in communication studies? This question is tackled here from Gandhi ji's structure of Communication. Gandhi Ji, himself has said that "My life is My Message". By saying

so, Gandhi Ji dares to put himself to the test. Gandhi Ji believed in learning by doing and messaging after practicing and putting thyself into the same condition or in the pain of the other person and later on suggesting remedy or solution to it. There are several examples for this and 'Collected Works of Mahatma Gandhi' Ji demonstrates those.

As history informs, Gandhi Ji returned to India in 1915. He was not an only freedom fighter and Satyagrahi, generally understood, but he also took a deep interest in social causes. In fact, his idea of freedom was freedom from all form of dis (ability) imposed by society or politics. He reached to the masses through their communication strategy and for people he was live hope. He took part in many such events where he was invited to share his views on the particular problem and among one of them was Gandhi Ji's visit to Deaf and Dumb School, Ahmedabad for laying a foundation stone for a new building. Before we deal with his views on communication strategy in the case of special people, it seems reasonable to have a glance his communication strategy in general.

Some Observation on Gandhi Ji's Communication

'Gandhi' Ji, the man of the millennium, an Indian Gujarati Baniya community person, left India for study, later on, become a barrister and fought for minorities in South Africa. A social thinker and reformer, a voracious reader, impressive orator, prolific writer, a visionary social scientist, a journalist of courage, commitment and conviction, a saint politician, a leading light in the quest of India's struggle for freedom and above all a constant struggling soul to thyself for the quest of truth and his lifetime experiment of truth, indeed the ultimate person in the 20th century who is epitome of communication.

Gandhi Ji's communication is seen through different glasses and frame of references by academicians, social scientists, management thinkers and philosophers. Gandhi Ji's ways and means of communication has always been subject to discussion and debate. Mostly it is believed as whatever Gandhi Ji has communicated, he was very much clear about his 'target audience', his 'message' and the way he is communicating and the language, tools and methods he is adopting to reach them. Here is the clear pattern of Gandhi Ji's way and methods of reaching his people and communicate with them

and make them understand what exactly he wanted to convey.

Know Thy People

One after another, Gandhi Ji was forced to be a part of combating the social discrimination activities in his stay during 20 years of South Africa. When he returned India in 1915, on the advice of his political guru Gopal Krishna Gokhale, instead of entering active politics, he put himself to understand the public and their social and economic background in India with his eyes and ear open and mouth shut.

Gandhi Ji traveled across India at length and breadth and with the purpose to understand India. Gandhi Ji also started to mingle with people to understand their issues. He tried to understand the hurdles that kept them away to take part in the freedom struggle or the national cause. During this travel, Gandhi Ji recognized that, in a country like India where the language, food, culture, religion, cast, race, economic and political condition are highly diverse, it is important to have a clear understanding of the people whom he has to address. He also recognized that how they should be addressed. At the end of his yearlong Bharat Darshan, Gandhi decided to settle in Ahmedabad. He was invited by many dignitaries of Ahmedabad for the different social and noble causes on which they were working. Once such visit was made by Gandhi Ji to the school for deaf and mutes, when he visited Ahmedabad in 1916. In his own word, *"I was thinking to visit this school few months and I am happy that it has become successful. This institute is an example of what can be done with the effort of the single handed efforts of a one person. If possible such schools should be kept away from the city in an open area where agriculture and other activities can be taught to this students.....I wish all the best to this institute and a great success."*

Identification with the Masses

Gandhi Ji strongly believed that in order to understand his people and learn from them, he has to mold himself as a common man of his country. He covered only his half body because millions of Indians in those days could afford that much only. Traveling in third class in the train and learning from the people made him close to general people. This was his direct communication with the people. As we know, this connectivity was highly charismatic. In 1942, Gandhi Ji reported having said that, *"I have traveled all over the India as perhaps as nobody*

in the present age has. The voiceless millions in the land saw in me their friend and representative and identified myself with them to the extent it was possible for the human being.²"

This identification and representative aura of Gandhi Ji make others feel that 'Gandhi Ji' is their own person. This may be one of the reasons that everyone wanted to have Gandhi Ji's visit to their institute and get instructions, blessings, and encouragement. Like many institutes in Ahmedabad, the school for deaf and mute was one of them for whom Gandhi Ji spoke in their favor. His visit to the school was not mere an event or function which he attended, but it also symbolized what can be termed as Speaking in the favor of the margin.

ITM Theory of Communication and Gandhi Ji

It should be mentioned that Gandhi Ji's methods for reaching public and communicating with them have the origin in Indian culture. They are absolutely tuned with Indian environment that has evolved since 5000 years. In fact, Gandhian methods or model of communication consist of all the elements of the Indian way of understanding the people and communicating with them. This can be simply put in the form of ITM theory.

Here I stands for Interpersonal communication. It is the way of reaching the people with the help of interpersonal media and identification with the people. For example, prayer meetings, public meetings, wayside meetings, interviews, Gandhi's Ji way of living and his dress and accessories.

T stands for traditional folk art media. Gandhi Ji used these media to connect with the people and create an environment before speaking on any issue of national importance. Bhajans, kirtans, devotional songs, Ram dhun were sung along with traditional musical instruments. 'Vaishnav jan to tene re kahie' was Gandhi Ji's favorite bhajan which is now internationally known. This method was very much useful for connecting the people with one other and resolved the basic issues. Gandhi Ji used this platform for asking help for the people, giving pravachan on Geeta and much more.

M stands for mass media. To reach the people in any corner of the world, Gandhi Ji used the respective media for his purpose. Gandhi Ji used Gujarati newspapers when he wanted to communicate with Gujarati knowing people and many of his writings were translated into Hindi and even in English if it has to reach to national or international audience.

Navjeevan, Harijanbandhu, and Young India were his tools to reach the people.

Outcome of Gandhi Ji's media usages and plan suggests that Gandhi Ji not only created tremendous public opinion for freedom struggle but along with that Gandhi Ji weaved many affluent class people in aligned activities like *Swachchhata*, *Gram Swaraj*, serving the leprosy patients, asking for endowment for the noble cause and social work and bringing royal families, and lords and merchants in creating an 'India of his Dreams'.

Part-III

To extend Gandhi Ji's theory of communication in relation to dis/ability, this section analyzes Gandhi Ji's speech given on 7 September 1928 on the occasion of laying the foundation stone of *Behra Munga Ni Shala* (School for Mute and Children with Hearing Dis/ability), Ahmedabad.

Gandhi Ji's speech at the school for deaf and mutes can be seen in these eight contexts: i. Fact finding ii. Objective iii. Target Audience iv. Message Formulation v. Action plan vi. Media Strategy vii. Timing viii. Evaluation

Fact Finding

In his speech at foundation stone laying ceremony for the school for deaf and mute, Ahmedabad, Gandhi Ji said, *'My association with this school dates back to the year 1915. Despite numerous engagements, I have come here at the request of Sheth Mangaldas and Pranshankar. This is a small school for deaf and dumb*, but I have undertaken the task of running a school for thousands of deaf and dumb and of removing the privation caused by ignorance.'*³

In the very first line of his speech, we note, Gandhi Ji unfolds the cruel reality of whole nation and connect the deaf and dumb in actual and social-political context. At the same time, Gandhi Ji reveals that he was too much engaged in many important tasks but he gives equal importance, rather more importance to come for such event as through this event he is connecting the whole nation (then) and mankind to the very important and unavoidable responsibilities of the society.

Objective

Later on in his speech, Gandhi Ji is aiming at Sheth Mangaldas and other rich people for they cannot be satisfied by funding one such school. *'A person like Seth Mangaldas cannot get away with it*

by merely donating a small sum. One business man of Ahmedabad alone can run such a school. Ahmedabad has the capacity to run many such schools.⁴

In his objective of running such school for marginalized and have responsiveness for them, Gandhi reminds everyone about the gift of God. In his words, *'We can show our gratitude to God for the gift of speech and sight by rendering some services to such deaf and dumb* persons.'* Bringing the main motto of the school in the light Gandhi Ji says, *'... Shri Pranshankar gave you a report of the school but he did not tell you how it came into existence. one of his own sons was deaf and dumb, and because he was convinced that he should receive an education, he began teaching him; later on because he combine the welfare of others with self-interest, this school came into existence.'⁵*

The clear objective of Gandhi Ji's communication for disables is not confined to rich and merchant families of Ahmedabad but he weaved all those around the world who so ever is born with no disability or blessed with all the physical and mental ability.

Target Audience

Gandhi Ji found that national movement was confined to few elites and educated. Women, people in the villages, disables, youth, farmers, workers in the various fields were not connected, as they had their issues on priority ahead of the nation. Gandhi Ji took all the issue one by one and reached to his target audience. Speaking at School for deaf and mute, Gandhi Ji said, *'....it is difficult to persuade people in Ahmedabad where everyone has started accumulating wealth, to do welfare while pursuing their own interest'⁶.*

Thus, Gandhi Ji is straight in his communication to whom he wants to say what. And at the same time Gandhi Ji suggest that, *'Ahmedabad should not look elsewhere for help for such schools but on the contrary it should give generous donations+ to deserving outsiders.'⁷*

Message Formulation

Gandhi Ji's communication is the realm of clarity and compassing message formulation. While addressing the audience Gandhi Ji formulated his text in such a way that he opens the message with, how much he is occupied in national movement and even though he has given priority to this work because he is convinced that such a large section of the society

is not blessed with all abilities and it is his duty that compels him to be with them. Along with that Gandhi Ji don't let go the chance to address the nation when he stated that, he has taken a task of running a school for thousands of such deaf and dumb and removing the privation caused by ignorance. Every line of Gandhi Ji's lecture is crafted and grafted in such a way that, it does not only reaches the audience but also make them think over it and follow him. While creating an effective message, Gandhi Ji is using the latest data given by Pranshankar and unfolding the vast gap between children being neglected and others who are taken care off. He says, *'Shri Pranshankar has given figures to show there are only three schools for the 70,000 deaf and dumb in the province and out of two lakhs 2,00,000 of deaf mutes in India only 500 are looked after.*

From this we see that their education has been neglected.'⁸

Gandhi Ji is speaking to the audience who is there in a school premises, but he is at the same time communicating to the whole nation and even worldwide. His deliberations used to translate in many languages, he is using information with a specific data as a message formulator, a master communicator to be effective and to his motto to touch the nerve of the society achieved.

Action Plan

Gandhi Ji's communication has been always comprising of an action plan. He makes it sure that as and when he delivers in public, he is expected to give the solution, action plan, initiative action or remedy to the problem. While addressing at the school for deaf and dumb, Gandhi Ji strongly recommended helping the marginalized section of the society. He says, *'... Shri Pranshankar gave you a report of the school, but he did no tell you how it came into existence. It should be the common thing to combine social service with self-interest. But it is difficult to persuade people in Ahmedabad where everyone has started accumulating wealth, to do welfare work while pursuing their interest. Shri Pranshankar has given figures to show there are only three schools for 70,000 deaf and dumb in the province and out of 2 lakhs deaf mutes in India only 500 are looked after. For this, we see that their education is neglected. We enable them to fill their stomach by giving them alms but neglect the important task of educating them. There is a saying that an idle man rides on the shoulders of two. We*

should not make these deaf mutes mere idlers but should train them to make a living.⁹

As we note, in his message Gandhi Ji suggests action plan very clearly and with the conviction of people power as they can run many such schools and they even give the donation to many for the said purpose. He drew the attention of the people of Ahmedabad about highest death rate in Ahmedabad and dirty lanes of Ahmedabad. Gandhi Ji says and suggests,

'...of all the Indian cities Ahmedabad has the highest death rate. Since among the countries India has the highest death rate, it follows that death rate in Ahmedabad is the highest in the world. I receive visitors from America, England and different parts of the world and I have to bow down in shame when they talk of the dirty lanes and streets of Ahmedabad. We should improve this state of affairs. We can make Ahmedabad a beautiful city if we use our intelligence and strength.¹⁰

Gandhi Ji didn't leave any questions unanswered in his speech and as it is expected from Gandhi Ji. He gave an action plan to every cause or task. Even while thanking the organizers, Gandhi Ji addresses to the whole educated, elites, and no rich class of the society for giving the donation and join hands for this noble cause. Gandhi Ji says that 'all his prayers are heard'. And when he brings GOD as a witness to the event, which creates divine and spiritual atmosphere. At the end of the speech, Gandhi Ji prays and says,, *Finally, I thank you for giving me the opportunity to lay the foundation stone of this school and hope that the school will prosper day by day. Let the educated class make money, but instead of amassing wealth for themselves, they should give its benefit generously to others- this is my humble prayer¹¹.*

Media Strategy

Through this reading we may observe, Gandhi Ji used three types of media in his media planning to reach the masses like, interpersonal media, traditional media, and mass media. It is equally known as ITM theory of communication by Mahatma Gandhi Ji which is derived from his ways of communication.

Timing

Gandhi Ji is known to the world for his timing and best use of time. A person who has always obeyed the rules of time is using his punch in the

very first few lines of his lecture at the school for deaf and mute. When he says,

'I have taken a task of running a school for thousands of deaf and dumb ¹²,he is counting every citizen of India, educated or uneducated for whom he is working. There are enough references to all his mass movements are need base and appropriately timed both in terms of actual and social-political.

Evaluation

From his writings to speeches, his clothes to his food, his lectures to his silence, his marches, and through his prayers, Gandhi Ji achieved whatever he had planned. With his basic tenets of truth, nonviolence, putting the nation first, and ITM theory of mass communication, Gandhi Ji brought independence to Indians.

'It should be a common thing to combine social service with self-interest.¹³' Gandhi Ji is laying a foundation stone in the area of public funded social responsibility and is being ahead of his time while creating a path, From CSR (Corporate Social Responsibility) to ISR (Individual social Responsibility).

Conclusion

Gandhi Ji attempted to answers to almost all the questions he was asked for. But he equally contributed in the field of raising the voice for voiceless and speaking in the favor of Dis/abled as this study suggests.

Gandhi Ji had communicated for able and disabled both. Although, Disability communication is an upcoming area, however, as we noted Gandhi Ji also contributes significantly in this field. It was not only symbolic that he visited a dis/ability school in Ahmadabad and put a foundation stone of the school for deaf and mute. This study examined Gandhi's Ji speech on the foundation laying ceremony at school for deaf and mute, Ahmedabad, published in *Praja Bandhu* Gujarati daily on 9-9-28 and found that Gandhi Ji took initiative and raise the voice in favor of speech and hearing impaired. We also noted that he also used the platform to sensitize common citizen towards the dis/ability. He attempted to develop a new model of disability communication that was direct, dignified, sustainable and holistic. Gandhi Ji's communication structure attempted to create an environment in society in which disability was not seen as a disability but 'responsibility' of social elites to make the disable

ANNEXURE -1

SPEECH AT DEAF AND DUMB SCHOOL, AHMEDABAD

September 7, 1928

My association with this school dates back to the year 1915. Despite numerous engagements, I have come here at the request of Seth Mangaldas and Pranshankar. This is a small school for the deaf and dumb, but I have undertaken the task of running a school for thousands of the deaf and dumb and of removing the privation caused by ignorance. A person like Seth Mangaldas cannot get away with it by merely donating a small sum. One business man of Ahmedabad alone can run such a school. Ahmedabad has the capacity to run many such schools. We can show our gratitude to God for gifts of speech and sight by rendering some service to such deaf and dumb persons. Shri Pranshankar gave you a report of the school but did not tell you how it came into existence. One of his own sons was deaf and dumb and because he was convinced that he should receive an education, he began teaching him; later on because he combined the welfare of others with self-interest, this school came into existence. It should be a common thing to combine social service with self-interest. But it is difficult to persuade people in Ahmedabad where everyone has started accumulating wealth, to do welfare work while pursuing their own interest. Shri Pranshankar has given figures to show there are only three schools for the 70,000 deaf and dumb in the province and out of two lakhs of deaf mutes in India only 500 are looked after.

From this we see that their education has been neglected. We enable them to fill their stomachs by giving them alms but neglect the important task of educating them. There is a saying that an idle man rides on the shoulders of two. We should not make these deaf mutes mere idlers but should train them to make a living. Ahmedabad should not look elsewhere for help for such schools but on the contrary it should give generous donations to deserving outsiders. Talking of Ahmedabad, I will draw your attention to one more matter. I have just come across a book written by Dr. Hariprasad for the Gujarat Vernacular Society.

He says in it that of all Indian cities Ahmedabad has the highest death rate. Since among countries India has the highest death rate, it follows that death rate in Ahmedabad is the highest in the world. I receive visitors from America, England and different parts of the world and I have to bow down in shame when they talk of the dirty lanes and streets of Ahmedabad. We should improve this state of affairs. We can make Ahmedabad a beautiful city if we use our intelligence and physical strength. Finally, I thank you for giving me the opportunity to lay the foundation-stone of this school and hope that the school would prosper from day to day. Let the educated class make money, but instead of amassing wealth for themselves they should give its benefit generously to others—this is my humble prayer.

[From Gujarati]
Prajabandhu,
9-9-1928

Source: *From the Collected Work of Mahatma Gandhi, Vol. 42, pp. 445-6.*
(www.gandhiserve.org/e/cwmg/cwmg.htm)

able in all walks of life. Finally, the communication structure of Gandhi Ji with regard to dis/ability was not linear but it was a paradigm shift.

Notes and References

- i. 'Dumb' word is used in the English translation of Gandhi Ji's speech. The speech was originally delivered in Gujarati

language and was published in Praja Bandhu Newspaper on 9-9-1928, Ahmedabad, Gujarat, India, and retrieved from Collected Works of Mahatma Gandhi Ji, vol. no. 37 pg. no. 242-243.

A note on disability communication is derived from 'Content Analysis of "Disability Communication" The Daily Newspaper DNA (Daily News Analysis) A Short-

term Study Report by P. J. Mathew Martin' published in LANGUAGE IN INDIA, Strength for Today and Bright Hope for Tomorrow, Volume 8 November 2008, ISSN 1930-2940.

- ii. "Disability Communication," unlike "Health Communication," is a continuous process, not a temporary process. Through this we send information about persons with disabilities, their relatives, professionals and media, for participation of persons with disabilities in the social-economic development of society. It also deals with the identification, intervention and rehabilitation processes, thus providing the communicants including the readers, continuous opportunity to keep them informed of the developments.
- iii. The public should be the bank for all institutions, which should not last a day longer than the people wish. An institution run with the interest of accumulated capital ceases to be amenable to public opinion and become autocratic and self-righteous. (Bose Niramalkumar, Selections from *Gandhi Ji*, page no. 300 Navajeevan Trust, Ahmedabad, 380014, 1948.)

1. Gandhi Ji visited the school for deaf and mute, Ahmedabad in 1916. He blessed them and suggested few things. His suggestions were published in the souvenir on the centenary celebration of the school in 2008.
2. Narasimha Reddy C V (1997). *Gandhiji Father of Indian PR* in public relation voice, published by C.R. Reddy, Hyderabad vol.1 no.1 Oct-Dec 1997.
3. The Collected Work of Mahatma Gandhi, Vol. 42, pp. 445-6.
4. Ibid.
5. Ibid.
6. Ibid.
7. Ibid.
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10. Ibid. page no.446
11. Ibid. page no.446
12. Ibid. page no.445
13. Ibid. page no.445



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Defining a Holistic and Value-based Education

Pawan K Dhar*

In the field of education, the term holistic indicates a sum total of ‘outer knowledge’ and ‘inner knowledge’. Given the infinity of components and infinity of processes, delivering a statistically complete holistic education is very unlikely— a ‘contextually holistic’ education is perhaps a more realistic goal. One needs to find principal components of knowledge variables and match them with the requirements (personal and professional) of students, to give a ‘holistic’ flavor. Likewise, the term value is usually a personal projection and based on the geographical identity. Generally, value is considered as a quality held in high regard. It is significantly different from cost and price. Value is consistent while cost and price frequently change.

Let us first delve into the idea of holistic education and look at the anatomical sub-structures that make the pursuit holistic.

In the traditional setting, education was mainly delivered to increase the memory. Due to this reason, intelligence also got defined as a function of memory i.e., students with highest grades were considered most intelligent, while students with lower grades were generally considered dull. This conceptual anomaly continued for many generations after Indian independence perhaps due to a predominant British overhang.

With the arrival of National Education Policy—2020 (NEP—2020), the memory-based shell has been broken and a fresh definition of intelligence has been recognized i.e., intelligence as a combination of memory and imagination. Perhaps in future, one may give more weightage to ‘Perception’.

Using technological offshoots based on memory and imagination, a pursuit of outer knowledge led to the discovery of fields such as physics, chemistry, electronics, history, mathematics, geography, engineering, ecology, social sciences and so on. In comparison, the pursuit of inner knowledge led to the emergence of anatomy, histology, cell biology, molecular biology, biochemistry at the physical level. At a finer level, the inner pursuit led to the emergence of psychology, philosophy, fine arts, music, painting, poetry, literature and religion (Figure-1).

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Interestingly, religion itself is made of three components: Story, Rituals and Philosophy. While story and rituals differ from religion to religion, the philosophical component broadly remains the same.

Reductionism is a process of finding components of a system in order to understand how it functions. Using the tools of reductionism enormous data has been collected right from the gross physical systems down to the level of an atom. Going further down leads to 99.99% space i.e., one gets a vivid picture of nothingness that is beyond matter. When we reduce mind to its fundamental components, we first observe the layer of thoughts, next the layer of emotions and finally the infinite nothingness.

Thus, whether we consider ‘experimental data’ or ‘experiential data’, in both the cases, the fundamental building block is ‘Space’ i.e., no-thing is the basis of some-thing (Figure-2).

Interestingly we don’t have any courses to teach nothingness. We teach brain, not mind. We remove life from organisms and call it Life Sciences! This must change.

Our current education system generally makes ‘Cogs’ for the employment machine with bigger cogs getting bigger salary and smaller cogs getting a bare bone package.

The NEP—2020 has been absolutely amazing in terms of identifying the viscosity of the system and provided the much-needed roadmap for the future generation of students. However, it’s time that we identify the key components of outer and inner sciences to deliver holistic education.

Figure-1: Components of the Holistic Education

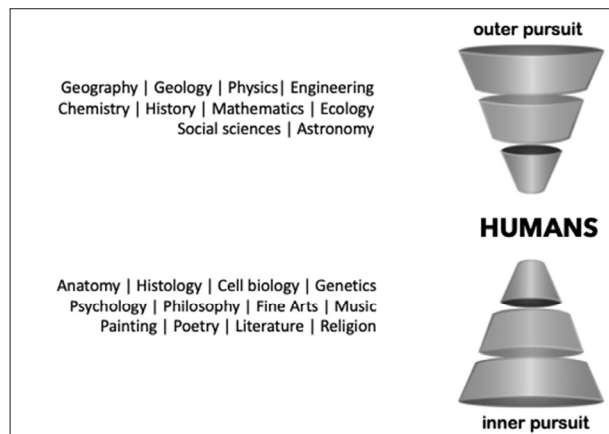
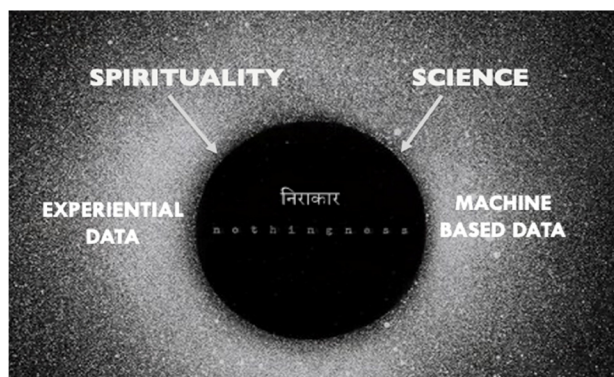


Figure-2: Fundamental Building Block of Intelligence and Knowledge



Education must be experiential otherwise we will continue to generate treadmills of memory!

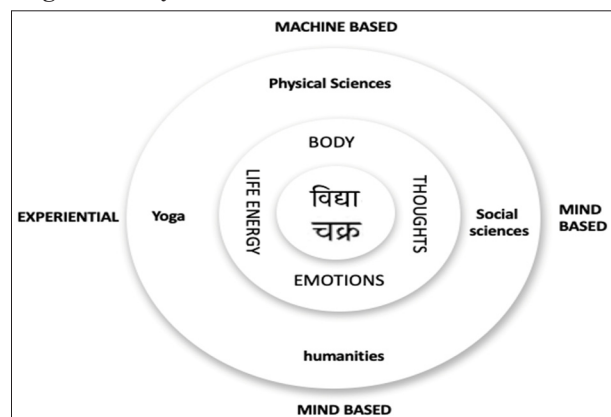
From the holistic perspective, one may consider generating knowledge using *Vidya Chakra* (Figure-3) that lays a broad framework integrating outer sciences and inner pursuits.

For consciously implementing *Vidya Chakra*, it is important to identify relevant topics at each of the four levels i.e., body, thoughts, emotions and life energy. For example, every science student must have an experiential involvement at the level of thoughts (say, social sciences), emotions (say humanities) and life energy (say yogic practices) to make the basic training complete.

A persistent connectivity with the layer of highest intelligence will be extremely important for the evolution of the future generation of students.

It is important to implement courses like creative thinking, innovation, communication, social outreach and yogic practices. To ensure that holistic education generates positive outcome, we must instill a strong value system in the students. It is good to know rights but it is reasonable to know responsibilities too.

Figure-3: Vidya Chakra - a Holistic Wheel of Education



Irrespective of the streams they belong to, every student must be taught Indian Constitution. The need of the time is to make people aware of enormous intelligence and efforts that have gone into making the constitution. They need to know the vision and revision of human mind that makes the nation.

We must develop courses that formally train students in gratitude, humility, respect, integrity, compassion and so on. End of the day, a perfect education would be one where students master movement (outer world) and also master stillness (inner world). Based on their orientation, they will do the best in whatever fields they get into. A holistic and value-based education will be an ideal template for the physical, mental and spiritual growth of a student.

Action Items for Teachers

- Identify inborn talent in students. Train them in the area of their natural skills and likings. By doing so, they will show least resistance to knowledge and get self-motivated to learn.
- Design courses to sensitive students towards gratitude, humility, respect, integrity, compassion, sustainability and so on.
- A concise study of the "Indian constitution" must be made mandatory for all the students, irrespective of their stream.
- Design courses on the 'sustainable development of human beings' with a focus on inner sciences (moving beyond the current consumerism model).
- The University curriculum needs to be revised with role models and those who receive national awards every year (e.g., on Republic Day/Independence Day).
- Install in students a deep sense of pride about accomplishments of our people in all the fields (through story telling).
- Globalize Indian values and best cultural practices.
- Allocate special official hours for student counselling to help them correct their focus and identify their optimum career path.
- Catch students at an Impressionable age. Curiosity and "asking question" must be encouraged.
- Pursue mental and physical development of students in harmony with the nature. Make outreach activities essential part of their training process.
- Knowledge must be experiential in nature else it turns into a memory competition. Add modules on "inner sciences" and "personality development." □

Accelerated Technology Disruption in Education Sector

Ranjana Mary Varghese*

Disruption was everywhere when COVID 19 hit the country. It has affected all walks of life and very specifically have changed the face of education. A sellers' market was created in EdTech space and institutions hastily adopted to various commercially available digital learning solutions. The COVID-19 pandemic has therefore also created a sellers' market in ed-tech. Even before COVID-19, Ed-Tech has been redefining and reducing the various teaching and learning concepts. CT was considered as a magic wand which could improve teaching, learning, skill development etc from 1980s. Users are getting distressed when the education website keeps on asking personal details each time they login to various online learning platforms. The data capturing keeps repeating in all the websites.

This gains further importance and a matter of concern with the new "The Information Technology (Intermediary Guidelines and Digital Media Ethics Code) Rules, 2021" taking effect a few days back. With the second wave of pandemic and various other epidemics identified in various states of India, the education domain and institutions would continue to function on an online mode for the academic year 2021.

The conventional classroom learning and teaching methods are augmented and replaced by technology powered online education, which has made the various EdTech apps very popular. The high demand and the diversity in educational systems also saw the entry of many novel EdTech (Education Technology firms and startups) companies, with plenty of learning programs and applications. This disruption created a lot of bewilderment amongst the parents, students and teachers. The EdTech companies are capitalizing the present chances and making money with customized products from self-learning resources, collaborative scholastic contents, virtual classes, customized tuitions, student activities, trial tests and many more. Datafication of education keeps

focusing on goals like improving the engagement of student or personalized learning. On the other hand they also harness online platforms as profit generating engines working based on the collection and usage of mass data of users.

India's EdTech industry is growing at an exponential pace, and has become the second biggest in the world. EdTech business in India is expected to touch \$3.2 billion by 2022, the least affected due to the Pandemic. Private equity and Venture Capital funding in EdTech industry in India have been on a significant rise with an approximate of \$1.5 billion as on September 2020, which is a 4x surge than in 2019. These companies have leveraged the exponential technologies, intelligent applications and future systems such as Virtual reality, augmented reality, Artificial Intelligence, Computer Vision and many more. They bring in a personalized learning system and make learning more fun, and help learners to understand the complex concepts with ease.

Educational Technology enables scale and reach at lower cost and in a faster way, which was not possible earlier with the traditional methodologies. . Education has become affordable and reachable using a direct to device model. EdTech partnerships help in being innovative and offer speedy solutions for staying afloat in the post-COVID environment. Flexibility and self-paced learning offered by the Ed Tech providers are accelerating up skilling and reskilling in various technologies, skills and capabilities. The level playing field has given an opportunity for every student an equal opportunity to obtain knowledge, skill and expertise. Geographical barriers have been broken down and allow students to have access to high value learning from top institutions faster, better and cheaper.

Roles of teachers have changed significantly in the new paradigm. Teachers have to transform themselves to be facilitators and curators, where the teachers were not trained and skilled on the new ways of technology powered learning and teaching.

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This was a difficult proposition to educators, as they have to up skill not only on technology, but also on the technology enabled teaching with no direct one to many interactions cited in a real classroom. Remotely managing the attention and discipline of the students, with no or minimal visibility, added more challenges and pressure to the teachers.

Adaptive Learning

Much as the same, how Amazon or Flipkart brings out AI generated recommendations based on the consumer buying behavior, Adaptive learning is a technology-based or online educational system for delivering personalized learning to address the individual needs of a student with customized contents. These new age technologies help analyzing a student's performance in real time and contextualize the teaching/ learning methods based on those derived insights. The question here is to understand the value and the benefits delivered to the students. There are enormous benefits associated with Adaptive learning. The algorithm devises a personalized learning plan. This requires regular and consistent on-screen engagement with the respective academic programs, course contents, educational materials and continuous assessments. Adaptive learning helps teachers personalize the content and programs, so concepts can be introduced in modules based on the individual needs of each of the students.

But the impacts of this new revolution and transformation in education domain are much more than that. The current Kindergarten, Middle and Senior School system in India is one of the biggest one in the world with about 1.4 million and more schools and 250+ million pupils registered. As per August 2020 Indian Education Sector Industry Report of IBEF, India has already grown into the second main market for e-learning in the world, after the United States of America. In spite of many directives from various State governments regarding prescribed number of screen time or online engagement for the school students, it is found that, the parents who can afford the new age learning solutions are enabling learning for their kids using technology, and are beneficiaries of Adaptive learning. Adversely, India stands at the 115th position in education in the Legatum Prosperity Index 2020, compared to Singapore which is in first position, followed by the United

States of America in Second position; India was at 104 in 2018.

The schools and colleges are also providing many online learning programs, digital conferences and webinars related to various knowledge and skill development aspects to engage with the students during lockdown, in collaboration with this new generation. EdTech companies. It is imperative to raise the concerns on "who will be regulating these EdTech companies and who will be reviewing, moderating and approving the content of these Adaptive learning solution providers?"

The fact is that, the major anxieties go further than content and outlines.

There are a number of significant challenges in the current online only teaching and learning activities, and are not limited to physical, ethical, psychological, behavioral, and financial, employment, infrastructure and technology. Some of the key aspects such as Data Security, Data Privacy, Social and Ethical challenges are to be addressed swiftly in this online education system. The confidentiality policies of many of the EdTech businesses are hesitant and ambiguous. Many times, the privacy policies assume that the consent lies with the user, and so is the responsibility. Most of the customers and end users of these new age EdTech players are neither informed, made aware, educated nor having the legal knowledge enough, before giving consent to these privacy policies.

The increasing cost of education, concerns about the financial stability in these unprecedented times, results and accountability of the educational institutions, new age skill requirements of the educators etc. have made the parents to approach the services provided by online software and educational technology. Though the virtual education and the Ed Tech firms are making education and education more exciting, a major area of anxiety is on, how the user's data is obtained, kept, treated, used and possibly monetized. Hateful use of this delicate data by the unauthorized folks and groups, could effect in social engineering, monetary crimes & deceptions, cyber bullying, user tracking, individuality theft, or other ways for targeting kids.

These lead to the common citizens to raise a (natural) question on the ethical concern on the courses offered by EdTech, especially at K-12 level.

In May 2020, Unacademy, one of the major EdTech companies of India, was penetrated by cyber risk actors and danger groups. Most of the individually identifiable facts of the users of Unacademy, was put up for sale on the dark web. While the proactive steps from the Government towards technological and social advancements are welcomed, it is vital to take measures to guard, regulate and rule the overwhelming pile of individual data of the pupils, parents and other users. As the user base of the EdTech companies are increasing exponentially, the need of a strong power and directive from the administration is inevitable to depose the apprehension about the confidentiality concerns, absence of transparency and answerability on the scholastic contents distributed through these channels.

This disturbance in education area is also raising ethical and social worries.

The potential threat of privacy and data security issues is a significant concern for everyone. But there are enormous obscured challenges and imperceptible concerns on the social aspects of the students. The role of an ethical approach in the education industry is vital to develop responsible citizens. Some of the key parts of concerns in the societal and moral aspects are:

- Biased content transfer
- Hidden influence on job decisions
- Minimal or no historic data availability for well-organized data modeling and machine learning, which caused incorrect profiling of the students
- High unemployment of regular and orthodox educators
- Lack of sufficient up skilling and reskilling of the educators
- Standardization and moderation of learning material without supervisory approvals

The “off the shelf” content, delivered through the new generation EdTech platforms, rarely reviewed and approved by a central governing body, nominated by the state and central governments. It is paramount for parents and students to clearly understand the milieu of the various EdTech organizations, their respective platforms, the content offered etc. One of the key perspectives may be looked at is whether the Educational Technology organization is created on “a vision of learning

and use the power of technology to achieve their goal” or “one with Technology first approach and use education as a means to test their innovations, and then to monetization”. Hence though there are plenty of these Edtech providers of which some deliver online course libraries, some with training labs, choosing one which matches your requirement is a hurdle.

The providers and the learners should also be taught to become responsible digital citizens. Digital Citizenship is defined as the harmless, ethical, accountable, and conversant use of technology.

India PDP Bill – The Role in the Education Sector

The Section 16(2) the PDP Bill, 2019, says that the data fiduciary shall, before handling any personal data of a student, confirm their oldness and get the agreement of their parent, in a manner which is stated by rules by the Power under the Act. Moreover, as per Section 11(5), the liability of proof that permission has been given by the data principal for handling of the personal data under this section shall be on the data fiduciary.

In order to honor the fundamental *Right to Privacy*, it is important for the respective platforms to provide clearness and disclosure about its policies and terms. It is the respective EdTech organizations responsibility and accountability to ensure that classy systems, contexts and programs are implemented to proactively guard against instances of cyber-attacks, data cracks and data violations. It is also vital to frame a structure on the PDP Bill that is well prepared to manage policy changes while safeguarding a constant guard of data security and data privacy rights. In case of non-compliance with this provision, there is monetary penalty as proposed by the impending PDP Bill 2019. More the students use technology to aid their learning, educational institutions need to ensure that students privacy is protected continuously even while allowing the usage of appropriate data for personalized learning. This has to be extended to the family and teachers as well.

Unfortunately, due to the technical and legal intricacies, lack of awareness and indispensability, a majority of the Indian population will stay unaware of this issue and not do much about it other than accept the terms being forced upon them.

Additional laws and clauses may be considered to be incorporated to protect the interest and rights of the end users of these digital platforms and educational systems, in case of a data breach and privacy violation incident.

The mode forward and the necessity for quantifiable controls for addressing the challenges.

Privacy Check

Parents, students and the end users should be aware of these challenges in the new age educational systems. They should be educated, informed and made aware on the various dangers and challenges related to the app based education and learning. Educational institutes and government sections should enable awareness drives, conduct periodic checking and initiate performance appraisals of these next generation academic programs.

Government should establish grievance redressal units to address the concerns and challenges faced by the parents, students and end users, with proper communication channels, guidelines and resolution frameworks.

Parents, students and end users should be provided with the coordinates of the Data Confidentiality and Legal Agencies of the EdTech organizations and also well recognized procedures and policies on how the facts is being collected, kept, administered, investigated and used.

The EdTech companies should be required to follow additional due diligence, including the appointment of an officer, who can act as a nodal officer and also as a grievance officer. The EdTech companies also should ensure that a proper content review and moderation before choosing a publisher and the course materials.

Regulatory System

There are no or minimal number of boards or certification authorities or controlling bodies in India today for governing the fore said challenges and growing anxieties in the ever changing educational sector. A definite regulatory outline has to be in place to cope the ethical feature of forced education, behavioral and psychographic files drainage, content ruling, standards, agreements etc.

With the lengthy procedure of passing the Data Protection rules in India, honorable judiciary systems may supervise and provide essential rules

to safeguard that the EdTech businesses and the next generation educational service providers implement schemes and procedure to address many of the fears and encounters briefed above. Many liberal steps are already taken by many nations on the Data Privacy and Data Protection of their clients. GDPR (General Data Protection Regulation) by European Union is a prominent example of a strong supervisory outline taking care of the data confidentiality management of its citizens.

Pandemic shaped a watershed instant which changed learning. It is important to carefully evaluate the Edtech strategies across all courses. As much as it altered education, technology in learning opened up a doorway to the confidentiality of learners. It is therefore important to scrutinize the way in which Education technology is cutting and regulating the new trail of learning.

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Sustaining and Enriching Academic Excellence through STP Model: A Case

Aloysius Edward J* and Ramya B**

The outbreak of Corona Virus Disease 2019 (COVID-19) has affected all processes including the working of educational institutions worldwide, leading to the widespread closure of schools, colleges, and universities. The COVID-19 pandemic has a dramatic impact on societies and economies around the world and the effects of the same may reverberate in the upcoming decades too. John F Kennedy once expressed, the crisis represents two sides – Danger and Opportunity; it is right as every crisis presents a choice. In a recent survey of McKinsey and Company, conducted with 200 organizations across industries, more than 90 percent of executives remarked that fallout from COVID-19 will fundamentally change the way business is carried out across organisations and 2/3 felt that changes brought by COVID-19 shall be the biggest opportunity of growth.

The COVID-19 pandemic has forced educators to make a conscious choice to tap into the potential of technology. By necessity education innovations and new approaches have emerged out of the turmoil and are presenting real opportunities to transform education worldwide. The momentum of change offers the potential to create a more equitable and relevant learning ecosystem for all young people in 2021 and beyond.

During the past, the potential of education technology was not applied to its full expectations but now it is gratifying to note the valiant efforts of educators, many in poor rural communities with limited educational tech resources are trying to reach students to facilitate student learning. There are many inspiring examples of individual educators and organisation developing creative, context-driven distance learning solutions using offline technology using basic cell phones or radio for reaching their students.

This paper attempts to provide the initiatives of the Kristu Jayanti College, (Autonomous), Bengaluru

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to enhance the learning experiences of the learners during the pandemic period through the STP – Student Engagement, Technology Upgradation, and Professional Development Model (Figure-1).

Evolution of the College

The institution was established in 1999 in a semi-urban locality to provide access to quality education to all aspirants and strives to mould enlightened individuals through its mission to provide educational opportunities to all aspiring youth to excel in life by nurturing academic excellence, fostering values, creating civic responsibility, inculcating environmental concern and building global competencies in a dynamic environment. The four pillars of the institution's educational philosophy-knowledge, skills, values and attitude are ensured by curricula that meet the challenges of local, national, regional and global competencies. The institution had 9 students and 1 programme in 1999 which has remarkably grown with 9000 students and 49 programmes at present. The college is affiliated with Bengaluru North University and is recognized by UGC under the categories 2(f) & 12(B). The college functions as an autonomous institution since 2013, sanctioned by the University Grants Commission, the Government of Karnataka & Bangalore University.

Context

At the beginning of the new millennium number of researchers anticipated that the use of digital technology in teaching and learning would disrupt higher education. The last two years have made it clearer that higher education institutions have to adapt to exist, to perform even their basic functions. The class lectures and the delivery methods are transformed from spoken lectures to showing various forms of multimedia information with the need for enhanced interactions between students and teachers and peer-to-peer interactions using ICT techniques. A report by UNICEF states that more than 70% of children from the marginalised background were unable to join in online learning during this pandemic period due to the digital divide and want of resources. The private institutions which have been largely responsible for the expansion of higher

education cater to about 80 per cent of learners in professional programmes. The study of teaching-learning technologies adopted in such institutions may provide alternative techniques of student engagement in learning. In this context, it is vital to present and deliberate the teaching-learning method STP model of Kristu Jayanti College. The institution witnessed nearly a seamless transition into online learning by adopting exclusive ICT infrastructure for conducting interactive live classes and video-conferencing. Kristu Jayanti Learning Management System and J-RISE digital platforms offered blended learning techniques. Examinations and continuous internal assessments were conducted as per schedule using the Kristu Jayanti Examination Learning Management System.

Student Engagement

The institution implemented outcome based education which is dependent on the successful application of learner centric teaching pedagogies. Student centric teaching methods focus on measuring

students' performance, the attainment of outcomes. Outcome Based Education is not a teaching method but a principle for designing curriculum and teaching learning methods that facilitate students to achieve the programme educational outcomes. Kristu Jayanti College adopted outcome based education to create employable and skilled graduates and lifelong learners who can cope with the 21st century pace of rapid changes in the industry, business and elsewhere. Students are the centre of learning, they are actively engaged and are not mere passive listeners, the learning atmosphere is collaborative and supportive.

The institution adopts a strategy for designing the curriculum of the course where faculty members decide what a student is going to do or perform after learning a course ie an outcome first and then decide learning centric teaching learning method. The learning level and ability of a student is found for every course through the Academic Aptitude Assessment. Finding the learning level of the students helps to strategize and adopt one or more student-centric teaching methods, such

as participatory methods, experiential methods and problem solving methods, which are based on the theory of constructivism that emphasises the students interests, abilities and learning styles to enhance their attainment Teaching-learning ambience will provide opportunities for students to construct their knowledge and understanding by reflecting on their own experience. Students will learn to apply theoretical knowledge to practical endeavours in a multitude of settings. Types and Number of Student Engagement Programmes organised by Kristu Jayanti College is presented in Table-1. The Percentage of Programmes showing various Learning Approaches Towards Student Engagement in 2020-21 is presented in Figure-2.

Figure 1: STP Model



Table 1: Student Engagement Programmes Organised in 2020-21

| Type of Programme | Number of Programmes |
|--|----------------------|
| Participative Learning Programme | 301 |
| Experiential Learning Programme | 60 |
| Problem Solving Constructivist Programme | 56 |
| Community Engagement Programme | 49 |

Participatory Approach

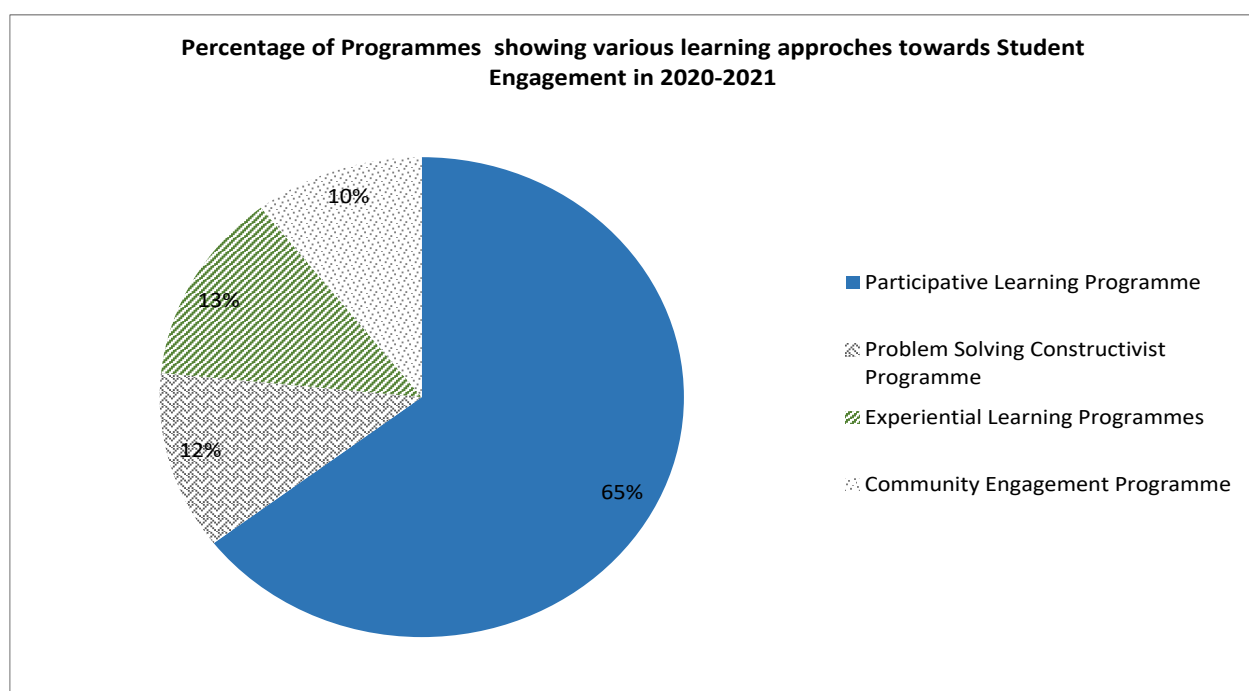
The institution provides the opportunity to students to participate in activities, academic programmes, presentation and demonstration that provides an avenue for collaborative learning. This reflective method of learning believes that learners can construct knowledge through the active process of participation and involvement. Students are encouraged to involve in international and national conferences, seminars, workshops, debates, panel discussions and webinars that provide the latest perspectives in academic domains. 652 participatory learning programmes were conducted at the department and institutional level and all faculty

members adopted constructivist teaching methods in the classroom.

Experiential Learning Approach

In experiential learning, a student learns by doing and reflecting on experiences. The institution is particular in providing diverse learning experiences along with the practical and skill development components embedded in all the courses. The experiential learning activities help to improve student learning, memory retention and course completion, ultimately contributing towards the achievement of higher-level graduate attributes. All enrolled students are provided with experiential learning activities such as online visits to companies, historical sites and tourism destinations. Collaborative programmes in association with institutes such as IISC, NIAS, Salesforce, Oracle Academy, AWS Educator, CISCO Net academy, ICT Academy, SODA Foundation, Societies for Data science, ACM –W and IBM P-Tech to complement classroom learning with real-time experience. Departments organised debates and panel discussions with field experts along with industry meet up, live projects and simulation exercises to provide experiential learning opportunities. Technical acumen and analytical skills were developed through projects, internships, app development and social surveys. Real-life knowledge and appreciation of

Figure 2: Percentage of Programmes showing various Learning Approaches Towards Student Engagement in 2020-21



art were enriched through the conduct of online film festivals, reviews and role-plays. Managerial concepts were learnt using ‘management through theatre’ activity and hands-on knowledge of trading was learnt through mock stock during the pandemic period.

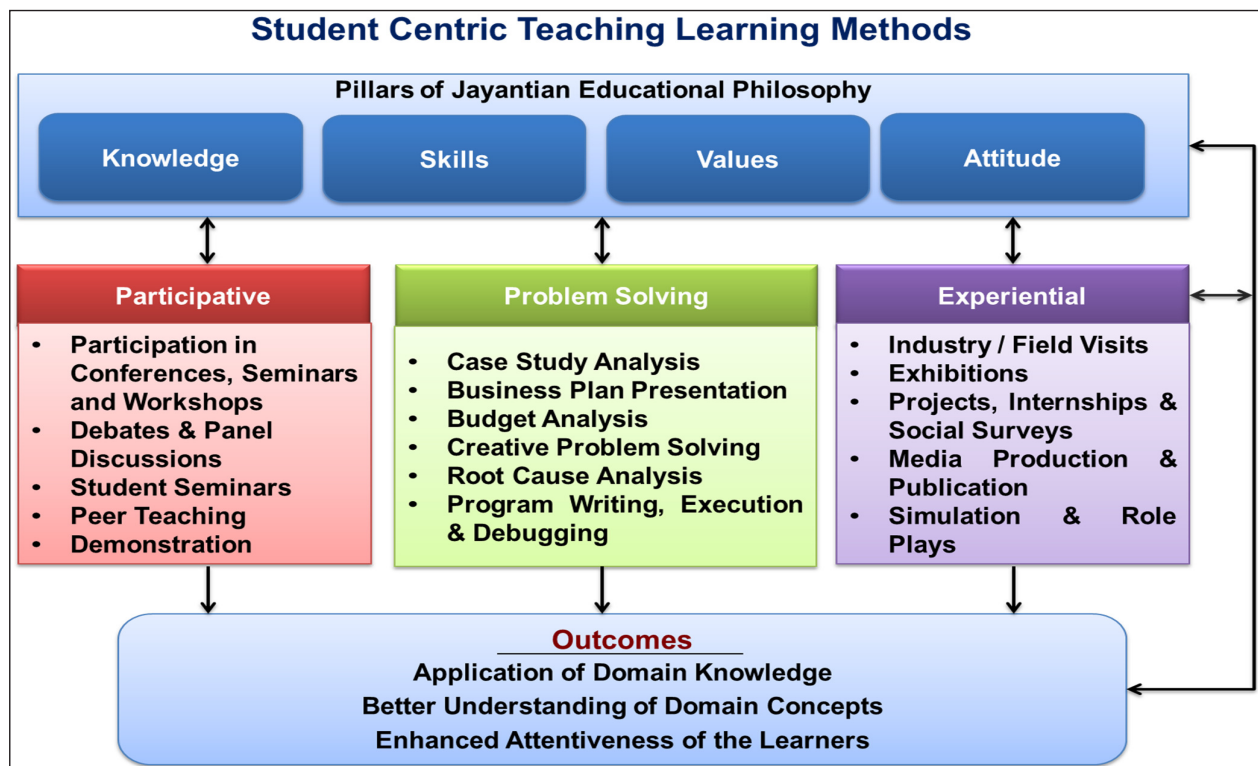
Problem Solving Approach

In the student-centric teaching pedagogy, a student learns to define and understand a problem before analysing and arriving at a solution. Several skills are involved in this problem-solving approach such as active listening, research, communication, team building and decision making. Multiple opportunities are provided to students to practice and assess their problem-solving skills. This approach enhances the learning outcomes of the student through enhancing attentiveness, concept clarity and its application to resolve real-life problems. The most often used domain-specific problem-solving approach in the classroom were brainstorming, case study method, content & creative problem analysis, root cause and scenario analysis, and research paper presentations. Classroom experiences were substantiated with online activities such as Business plan preparation, Budget analysis, circuit design, code writing, app development and execution.

Community Engagement

The educational philosophy and mission statement emphasise social concern and good citizenship. The college is recognised as the United Nations Academic Impact Hub for Sustainable Development Goal 1-No poverty from 2018 onwards. The institution has adopted five villages Vaddarahalli, Ambalagere, Gullapura, Yelachagere and Badrapura for the implementation of Unnat Bharat Abhiyan programme. Students were actively involved in extension services organised by the department and Jayantian Extension services such as NSS and Centre for Social Activities (CSA). Rural camps were organised at Kannamangala village created sensitisation about socioeconomic issues of rural India. The students conducted awareness programmes on government schemes, poverty alleviation initiatives, literacy campaigns, life skills education, career guidance amidst villagers and rural school children. *Bhavishyajyothi*, Education support programme for the underprivileged children, Vikas Kendra, free tuition programme for underprivileged children, health/dengue awareness campaigns, *Swachh Bharat*, waste management campaigns, first aid training, blood donation camp are some of the regular community engagement programmes of the

Figure 3: Student Centric Teaching Learning Methods



institution. Untiringly even during the pandemic period, the institution motivated students to engage safely in health campaigns, corona awareness programmes, mask distribution, green initiatives, sustainability campaigns in their neighbourhood and volunteering with BBMP and rural health centres during vaccination camps. Laptops were distributed free of cost to the economically backward students to attend online classes. Exclusive mentoring and counselling were provided to help students with emotional issues during the pandemic.

Technology Upgradation

With the introduction of the National Education Policy in 2020, the hesitancy of Indian universities and colleges in encouraging and recognising online courses and programmes has reduced to widen access to higher education and achieve international recognition. In the pandemic, several Ed-tech companies have surfaced offering learning management resources, automation based experiential and interactive learning, blended learning experiences.

Kristu Jayanti LMS

The institution developed its web application, Kristu Jayanti Learning Management System (KJLMS) that enabled the teachers to create dynamic courses to extend learning to the students, anytime, anywhere. Course management, lesson and content creation, and academic interaction are facilitated through KJLMS. It provides an extremely customizable environment for the conduct of teaching, learning and evaluation. KJLMS have been customized with various user-defined Plugins. Plugins enable systems additional features and functionality, such as adding new activities, quiz type questions, new reports, integrations with other external tools and many more. Plugins can be easily downloaded from the plugin repository and customised by the course teacher for the implementation of student-centric teaching methods. Blended learning techniques are adopted by the teachers wherein each course they provide online learning materials, videos, assessment questions, blogs and discussion forums and is combined with classroom teaching either offline or online. This ensured continuous learning ambience during this unstable academic environment of the pandemic period. Forums created in the KJLMS facilitated learning interactions among students and teachers. KJLMS also enabled the submission and grading of student assignments, activities, quizzes, records, and feedback. Concurrent evaluation, mid-

term examination, ESE/ETE were conducted through KJLMS.

Online Examination

The institution and the office of controller of examination took efforts to improve Examination Management System (EMS) with the latest technology integration to organise and conduct all examination procedures pertaining to Continuous Internal Assessment (CIA) and End Semester Examination (ESE) / End Trimester Examination (ETE). Online examination procedures integrated the use a) ERP managed by TCS iON and b) KJLMS – Kristu Jayanti Learning Management System (Moodle Platform).

The KJLMS facilitated the conduct of examinations and valuation through online mode and the marks were updated in the ERP solution. Mock online examination training was provided to all the students. Proctoring for online examinations was done through the KJCLMS and Zoom platform. The examinations were recorded for further reference and online grievance redressal facilities were provided for faster redressal of grievances. This enabled the institution to fulfil all mandatory requirements for the conduct of online examination and publication of results on time.

Online Admission

The institution adheres to the admission policy of the government ensuring transparency, inclusivity and equity. The admission policy reiterates the need to create an inclusive student community. The institution has student admissions from all the states and seventeen countries. The E-governance process is implemented in administration, finance, accounts, student admission, student support and examination through customised ERP solutions. It includes from the Pre-Admission to Post Admission procedures like provision and issue of online application forms, preparation of merit list, sending notifications to eligible candidates, issue of call letters, selection letters, document collection/maintenance of records, batch allocation, admission fee collection and finally Class allotment and Register Number assignments. Online application forms are made available on the college website based on the various batches for which admissions for a year is open. Based on the programme for which admissions are sought, the applicants will be provided with appropriate details and shortlisted based on the criteria input from the admission office.

J-RISE (Jayantian Repository of Information and Sustainable Education)

Kristu Jayanti Learning Management System (KJLMS) and Jayantian Repository of Information and Sustainable Education (J-RISE) are the digital interfaces created for blended learning. The Jayantian Repository of Information and Sustainable Education (J-RISE) Open Learning Resources is an open repository of learning resources developed by the expert teaching fraternity of the college which helps learners across the globe to get benefit out of it. The teachers are encouraged to create lecture content in the form of Video lectures, Mobile Apps, EBooks, Course Materials and upload them in J-RISE. The teachers can approach the J-RISE content development team for converting the course materials into e-Content. The technical infrastructure is available for recording lectures and editing the video content. The teachers can submit the course materials and select the type of e-Content. The content development team converts it into e-Content and sends it to the teacher for verification. The e-Content is then uploaded into the J-RISE after receiving the acknowledgement from the respective teacher. Classroom learning is supplemented with web and online resources. Video lessons for various courses are provided in J-RISE. The portal has links to websites, blogs, and YouTube channels created by faculty members.

Professional Development

Reskilling and upskilling of one's professional qualification is essential for both new and expert teachers. The institution provided in house professional development programmes in key domain areas of teaching, learning, evaluation, research, ethics, preparation and application of ICT tools. Training in the effective use of Moodle plugins in Kristu Jayanti LMS and creating content for J-Rise was provided to all faculty members (Table-2).

Table 2: Knowledge Enrichment and Faculty Development Programmes

| Academic Year | Number of programmes attended | Number of faculty beneficiaries |
|---------------|-------------------------------|---------------------------------|
| 2020-2021 | 789 | 238 |
| 2019-2020 | 461 | 184 |
| 2018-2019 | 293 | 184 |
| 2017-2018 | 176 | 139 |
| 2016-2017 | 140 | 120 |

The Centre for Research and the departments organised several research promotion programmes, seminars and workshops for enhancing the research knowledge and output in emerging areas. All the faculty members and PG students were benefited from these initiatives. During the pandemic period, faculty members have completed 16 minor projects and 24 community collaborative projects and published 24 patents, revealing the impact of these initiatives. 34 faculty members have received awards and recognitions for their exemplary contribution to teaching and research development.

Conclusion

COVID-19 is a pandemic of this century that affected all the sectors and everyone in this world. All the nations are taking all possible efforts to fight against it. Education is the strongest backbone of any country's economy, so this one needs to strengthen by practising all innovations which can take our country to the next level. By strengthening the resilience of education systems one can respond to the immediate challenge of the pandemic and safe reopening of institutions and position them to better cope with future crises Kristu Jayanti College Autonomous Bengaluru has taken many innovative efforts to engage the students effectively and enhance the learning outcome of the students. The college continues to be innovative through its uniqueness of creating culture, establishing new academic processes and optimizing the resources.

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Serve Humanity without Discrimination

Ram Nath Kovind, Hon'ble President of India delivered the Convocation Address at the 26th Convocation Ceremony of Sanjay Gandhi Postgraduate Institute of Medical Sciences, Lucknow on August 27th, 2021. He said, "Even more important than method and technology is the human element, that is, the healer. That is where you, who have received degrees today, come in. You have acquired great skills and knowledge; now is the time to put them to use in serving others. For the patient, hoping for relief and recovery, you are nothing less than an angel. Their faith in you is a great responsibility for you. Today, you add to the strength of the larger community of medical practitioners across India, bound by the sacred oath which reminds you of your duty towards humanity without discrimination. May you all be the torchbearers of the high ethical standards of this noble profession!" Excerpts

I am delighted to be here at the 26th Convocation of the Sanjay Gandhi Postgraduate Institute of Medical Sciences (SGPGI). My heartiest congratulations to all who have been awarded degrees today especially the lady doctors. My special appreciation for the medal winners.

The foundation stone of SGPGI was laid by my illustrious predecessor, Shri Neelam Sanjiva Reddy, in 1980, though not in this place but in a park of the prestigious King George's Medical College located in the heart of Lucknow city.

The aim of this project was to create a medical science institute of international standards. Its site, chosen after three years of deliberation was far from the city limits of Lucknow back then. Its benefit was the large space for the campus. I very well recall that with excellent landscaping and state-of-the-art facilities for patients, this institute in its initial stage attracted attention. In subsequent decades as the city expanded, the distance that seemed long in the eighties is now next door within the municipal limits of the city.

As you all know, buildings and facilities alone do not make a world-class institute. The reality is that your predecessors who included many eminent personalities in the field of medical science toiled day and night to make it a premier institute, not only in India but in the world. They fought hard against many odds to bring glory to this institute, which has emerged as a pioneer in super-speciality healthcare and medical research. Thanks to them, the institute established several benchmarks right in 1988, when it started patient care and academic work. It had some of the best experts in nephrology, urology,

neurology and psychiatry in its faculty. People of not only Uttar Pradesh but also from neighbouring areas no longer had to go to New Delhi or Mumbai for specialized care. This institute offered dialysis facilities and kidney transplants when such services were rare outside the two metro cities.

Above all, it made top-class facilities available and affordable for the less privileged.

In less than four decades, your institute has lived up to its motto. It says, "Research enhances vitality of teaching, teaching lifts the standards of service and service opens new avenues of investigation."

You have excelled, raised the teaching standards, explored new avenues in research and carried out breakthrough research in medical science. I am told that this institute holds fifth spot in the medical category in the country in the recent NIRF ranking. I congratulate all members of the Institute family, both past and present, whose commitment and hard work is behind this phenomenal success.

I also find it especially noteworthy that the institute has shown immense commitment towards the National and State Organ Transplant Programme. You have contributed greatly in raising awareness for a cause that has been saving numerous lives.

Ladies and Gentlemen, The world continues to grapple with the pandemic. In our fight against the coronavirus, medical institutions like yours have worked relentlessly. The Government of Uttar Pradesh too has supported and created facilities like the Rajdhani Corona Hospital for dedicated care of COVID-19 patients. I am told that the laboratory in your institute tested samples from more than 30

districts of Uttar Pradesh, and it has carried out about 20 lakh RT-PCR tests by now.

I appreciate the untiring efforts of all doctors, nurses, medical students, healthcare and sanitation workers and administrators. You have risen to the challenge and selflessly served fellow citizens. You risked your own life; some of your fellow corona warriors also sacrificed their lives. The entire nation is grateful to you for your dedication.

The battle against Covid-19 is far from over. We must remain on guard against any laxity. Masks and social distance are our first line of defence. And the vaccine is the best possible protection offered by science. True to the vision of '*Atmanirbhar Bharat*', our scientists have produced 'Made-in-India' vaccines. With the collective efforts of our doctors, healthcare workers and administrators, the nation has been conducting the world's largest vaccination drive. We have made incredible progress with more than 61 crore citizens successfully vaccinated across the country. In Uttar Pradesh, the most populous state of the country, nearly 6 crore 70 lakh people have been vaccinated so far. I appreciate the efforts of all those who are contributing to this great mission.

We are making progress on vaccination but our work is far from over.

We have a long way to go and we cannot rest till every eligible individual is vaccinated. I urge you to keep contributing to raise awareness about vaccination.

Ladies and Gentlemen, The pandemic has underlined the importance of healthcare in the most unprecedented way. How can we fulfil the healthcare requirements of all citizens, including the less privileged and those living in interior areas? The use of the latest technologies and especially telemedicine will go a long way in addressing the health challenges before us. I understand your institute was a pioneer in telemedicine and continues to lead the field.

Ladies and Gentlemen, Your institute has earned respect for pursuing excellence not only in medical research but also for giving top class tertiary healthcare to patients. I think now the time has come

for all of you to expand your influence all over the state and handhold medical colleges and hospitals which lag behind in specialised medical care. I am told that the chief minister has announced setting up of medical college and associated hospital in every district. It is incumbent upon you to extend your expertise to all these upcoming institutes so that they can be developed as centres of excellence in their own way. This will help people get best treatment within the state which will eventually emerge as preferred destination for healthcare.

Technological solutions will have to be complemented by various forms of therapy too. India has a rich knowledge base in healthcare in the form of Ayurveda. Along with other traditional forms of medicine as well as yoga, it can help treat lifestyle diseases. Yoga is, of course, about much more than physical fitness and healthcare; it is a holistic way of life. During the pandemic, a mix of such traditional methods has helped countless people in India and abroad in boosting their immunity. I am really happy to see yoga becoming a popular movement around the world.

Even more important than method and technology is the human element, that is, the healer. That is where you, who have received degrees today, come in. You have acquired great skills and knowledge; now is the time to put them to use in serving others. For the patient, hoping for relief and recovery, you are nothing less than an angel. Their faith in you is a great responsibility for you. Today, you add to the strength of the larger community of medical practitioners across India, bound by the sacred oath which reminds you of your duty towards humanity without discrimination. May you all be the torchbearers of high ethical standards of this noble profession!

I congratulate the students – the young doctors, nurses, medical technologists and hospital administrators. I also congratulate the Director, the faculty and the staff. I wish you all success in your endeavours. May all of you continue to serve the cause of medicine and humanity!

Thank you.
Jai Hind!

Celebration of Teachers' Day—2021

The School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam, Kerala virtually celebrated the Teachers' Day, 2021 on the theme 'Teachers: Leading in Crisis, Re-imagining the Future'. The Day was dedicated to the great Academic Philosopher and one of the most well known Diplomats, Scholar, President of India and above all a Teacher, Dr. Sarvepalli Radhakrishnan as a tribute to him. Around 85 participants attended the celebration. The programme was started by welcoming all the teachers. It was followed by a prayer song in the mesmerizing voice. Thereafter, welcome address was delivered. The programme was hosted by Prof. Minikutty A, Head of the Department, School of Pedagogical Sciences. She delivered the message of teacher's day celebration and shared a few words about her experiences as a teacher. The programme was inaugurated by Prof. Bindu R L, Head of the Department, Department of Education, University of Kerala who was an alumnus in this department. She shared her experiences as a teacher and also delivered some valuable memories about the School of Pedagogical Sciences, which helped her to achieve her goal as a good teacher by getting great support from the teachers.

Dr. Ashok A D'cruz, Department of Creative Writing, Thunchath Ezhuthachan Malayalam University, Tirur, Kerala who was an alumnus of School of Pedagogical Sciences delivered the keynote Address. He spoke on inherent qualities to be a successful teacher. Also, in his address he stated that events which give a platform for the teachers to display their innate talents need to be encouraged. He has appreciated the efforts put in by the teachers but at the same time exhorted the teachers to gear up to face the changing demands of the audio-visual learners. The felicitation is given by Prof. Asha J V, Dr. Sajna Jaleel, Dr. Ismail Thamarasseri, Dr. Muhammed K V, and Dr. Sibin Netto. Thereafter, *gurvandnam* and a tribute presentation was presented by the students. The cultural programme was organised by the students. The programme was ended with a vote of thanks proposed by student representative, Mr. Libin C Mathew.

International Multidisciplinary Conference on Research Methodology

One Day Online International Multidisciplinary Conference on 'Research Methodology in Social sciences, Library Science, Pure Sciences, Commerce, Sport Science, and Home Science in Higher Education System in India' is being organized by the Departments of Marathi, Hindi, English and Internal Quality Assurance Cell of Phondaghat Education Society's Arts and Commerce College Phondaghat, Sindhudurg, Maharashtra on October, 24, 2021. The Conference aims to bring together the faculties, researchers, scientists, stakeholders and practitioners of the industry, community and university professionals and students to exchange and share their experiences, new ideas and research results related to all aspects of Economics, Library Science, Humanities, Commerce, Management, Social Sciences, Pure Sciences, Business Economics and Environmental Sciences. The Subthemes of the event are:

- Trends in Economics.
- Library Science.
- GST.
- Open Source Software.
- Role of Teachers in Lockdown Period.
- Transportation System in India.
- Library Science Education in India.
- Local Need based Rural Development.
- Role of NAAC in India.
- Impact of COVID-19 on Exams of Universities and Colleges.
- E-commerce and International Trade.
- Business Ethics in COVID-19 Pandemic.
- Banking System in COVID-19 Pandemic Impact.
- Gender Sensitization.
- Corona 19 Pandemic Situation in India.
- Indian Feminism.
- Online Education System in India.
- Indian Philosophers pure Sciences & Applied Sciences
- Support System in Pandemic.
- Woman Empowerment and Sensitization.
- Digital Library of India.

- Role of Political Parties in COVID-19 Pandemic.
- Financial Market in COVID-19.
- Indian Govt. Ethics in COVID-19 Pandemic.
- Indian History.
- Lord Buddha.
- UGC-INFILBNET.
- N – LIST : Golden opportunity to research Scholars in Lockdown Period
- Challenges in Agriculture Development.
- Indian Accountancy System.
- Insurance Policy in India.
- Indian Agriculture Marketing.
- Indian Economy.
- Trends of Social Sciences in COVID-19
- Pandemic. Public Debt and Social Welfare in COVID-19
- Pandemic. Climate Change in the world in COVID-19
- Pandemic. Konkan History.
- Role of Media in Pandemic Situation.
- Indian Commerce System.
- Impact of Lockdown Period on Social Life.
- Innovative Ideas in the Social Sciences.
- Impact of COVID-19 on Library Science in India.
- New Indian Education Policy.
- Food Security in COVID-19 Lockdown.
- Role of Google Classroom in Pandemic Situation.
- Impact on Recruitment in India during COVID-19
- Pandemic. Pharmacy Medical Business in COVID-19
- Pandemic. Impact on Private Job Sectors in India during COVID-19 Pandemic
- Other Related Subjects.

For further details contact Principal Dr. Satish Kamat, Phondaghat Arts and Commerce College, Phondaghat, Sindhudurg-416 601 (Maharashtra), Mobile No: 7276894561, E-mail: kmwmbp@gmail.com. For updates, log on to: www.phondaghatcollege.com

Online Workshop on Statistical Computing Using R

A six-day Online Workshop on ‘Statistical Computing Using R’ is being organised by Banaras Hindu University, Varanasi during October 25-30, 2021. The Ph.D. students and young faculty members who use statistical analysis in their routine research may

participate in the event. The objective of this Workshop is to equip researchers with R and to provide hands-on training to researchers who use mathematical/statistical tools in their routine research.

In the last three decades statistical computing has become an integral part of statistics and obviously it is a rapidly growing field nowadays. R is a statistical computing environment derived from the S language. R is not only free software under the GNU general public license but also contains more than five thousand packages developed by researchers from all over the world. This is perhaps the reason that R is famous among researchers of statistics and other applied sciences for data analysis as well as statistical computing. It gives the flexibility to write own programmes and also to use inbuilt functions for various statistical computations. For further details, contact the following

- Dr. Rakesh Ranjan, DST-Center for Interdisciplinary Mathematical Sciences, Institute of Science, Banaras Hindu University, Varanasi-221005, Uttar Pradesh. Mobile No: 0945322776.
- Dr. M S Panwar, Department of Statistics, Banaras Hindu University, Varanasi-221005, Uttar Pradesh. Mobile No: 09457775631.
- Dr. Akanksha Gupta, Department of Statistics, Banaras Hindu University, Varanasi-221005, Uttar Pradesh. Mobile No: 08601814605.

Workshop E-mail Address: cims.event@bhu.ac.in. For updates, log on to: www.bhu.ac.in/events.

International Conference on Business Analytics and Intelligence

A three-day International Conference on ‘Business Analytics and Intelligence’ is being jointly organised by the Operational Research Society of India, Bangalore Chapter (ORSI-BC), Department of Management Studies, Indian Institute of Science, Bangalore and Analytics Society of India (ASI), Indian Institute of Management, Bangalore during December 20-22, 2021. The aim of the event is to create a platform and facilitate knowledge sharing on advanced data analysis, business analytics, big data and business intelligence for distinguished academicians, practitioners and researchers from academia and industry. The event will also become a venue to review insights and novel business applications of tools and techniques of advanced data analysis, business analytics and business intelligence among academicians and practitioners. The topics of the event are:

- Analytics in Banking and Finance.
- Analytics in Human Resource Management.
- Analytics in Marketing Analytics in Operations and Supply Chain Management.
- Analytics in Public Policy Bayesian Data Analysis Big Data.
- Analytics Big Data Technologies.
- Business Scorecards and Dashboards.
- Classification Problems.
- Clustering Techniques.
- Data Processing.
- Data Visualization.
- Descriptive Analytics.
- Fraud Analytics.
- Health Care Analytics.
- In-Health Analytics.
- Insurance Analytics.
- Patent Analytics.
- Predictive Analytics.
- Prescriptive Analytics.
- Retail Analytics.
- Sentiment Analysis.
- Social Media Analytics.
- Sports Analytics.
- Text Analytics.
- Web Analytics.

For further details, contact Conference Secretary, Dr. M. Mathirajan, Operational Research Society of India Bangalore Chapter, Department of Management Studies, Indian Institute of Science, Bangalore – 560 012, Mobile No: 09945668905 and 9840776331 ; E-mail : icbai2021@gmail.com / orsibc2021@gmail.com. For updates, log on to: www.iis.ac.in/events

International Conference on Integrated Vehicle Health Management

A three-day International Conference on ‘Integrated Vehicle Health Management’ is being organised by the Department of Mechanical Engineering and Department of Aerospace Engineering BMS College of Engineering Bengaluru,

Karnataka in association with the Vibration Institute of India, Indian Institute of Technology, Guwahati and Indian Institute of Technology, Patna on the occasion of 75th Year of the BMS college during December 16-18, 2021. The event aims to promote vital exchange of knowledge, ideas and information on the state of the art developments and applied technologies of concurrent machinery dynamics related problems in mechanical, automotive and aerospace domains. It will bring together researchers and practitioners from academia, research institutions and industry to exchange experiences, disseminate information, and explore new opportunities in this domain. The Topics of the event are:

- Composites and Nano-structures.
- Vibration and Acoustic Control.
- Signal Processing and parameter estimation.
- Rotor Dynamics.
- MEMS, Smart Structures and Systems.
- Compliant Mechanisms and Topology Optimization.
- Mini Power Trains and Unmanned Vehicles.
- Micro Turbines and Plasma Jet Engines.
- Vibration and Waves.
- Multi-Physics and Flexible Multi Body Dynamics.
- Wave Propagation.
- Non-Linear Vibrations.
- Guidance, Navigation and Control Technologies.
- Vehicle Dynamics.
- Probabilistic Models.
- Fluid Structure Interactions.
- Condition Monitoring and Machinery Diagnostics.
- Fracture, Fatigue and Damage Mechanics.
- Flutter and Aero Elasticity.
- Prognostic Health Management.

For further details, contact Organising Secretary, Dr Rudra Naik, Department of Mechanical Engineering BMS College of Engineering, Bengaluru-560019, Mobile No:+91 9449611692 E-mail:vetomac2021@bmsce.ac.in. For updates, log on to: <https://vetomac.com/> □

Report Review

Worthy of Being Emulated

P S Jayaramu*

Saidapur, S K (2021). Revamping Science Education in Karnataka(2021). Report of the Committee on Science Education in Karnataka, The Karnataka Science and Technology Academy, Bengaluru.

The Karnataka Science and Technology Academy appointed, sometime ago, a Committee headed by the former Vice Chancellor of Karnatak University, Prof. S.K. Saidapur and consisting of former vice chancellors like Dr. H. A. Ranganathan and Dr. Mulimani, to examine the status of science education in the State. The Committee came up, recently, with a Policy Paper entitled ‘Revamping Science Education in Karnataka’. A look at it’s major recommendations is in order.

The Policy Paper has emerged in the background of the New Education Policy (NEP—2020) with the objective of expanding opportunities for, as the Committee Chairman says, repurposing science education. Such an exercise is worthy of being replicated in other states too. Similar exercises should be conducted for Social Sciences and Humanities education too, which is also craving for a thorough revamp.

The Committee report has compact chapters dealing with a brief perspective on the growth of science, emerging trends in science and technology education against the background of the impact of the industrial revolution and the need for a globally competitive science education. It examines, in brief, NEP and comes up with it’s recommendations with focus on (a) creating state of the art infrastructure, (b) empowering faculty to take on new roles, (c) curriculum development, (d)teaching-learning processes and assessment, (e) promoting research and innovation and (f) science communication and practice of ethics. In deed, most relevant issues in science education have been dealt with.

First, the report focusses on the need for creating ‘state of the art’ infrastructure emphasising that

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good infrastructure, academic ambience and proper educational eco-system (cooperative and competitive) against the background of 21st century requirements for online and on demand education. It cautions that hands-on training in labs cannot be replaced by virtual labs as that will destroy attempts to establish a ‘mind to hand’ connection and experiential learning and calls for a cadre of ‘Lab Managers’ for supervising the use of laboratory equipments etc. Committee’s call for higher budgetary allocation by the Government may, sadly, be not forthcoming in view of the severe economic strains faced by the State, reeling under the impact of the Covid-19 pandemic. Physical infrastructure in State run universities and colleges are poor to sub-optimal.

The report underlines the need for commitment and passion on the part of teachers as cardinal requirements for promoting science education, both of which seem to be on the decline. State run HEIs, faced with an acute shortage of teachers, are relying on guest faculty to manage the work load. Faculty are over-burdened with the examination-related work, leaving little time for quality research. A lot of them, teaching in vernacular language, are unable to prepare teaching material for delivery in the online mode. They require training, as the report says, ‘to shift from memory-based education and assessment to enable students to develop critical thinking and analytical capabilities’. Blended teaching, combing in right proportions online and off-line teaching, with vibrant interactive sessions, is the only meaningful way forward.

Another pertinent issue dealt by the Committee is curriculum development. The same acquires additional significance if viewed in the context of implementing the innovative aspects of NEP—2020. The Karnataka Government has formally passed

orders for implementation of the NEP from the academic year 2021-22, claiming to be the first State in the country to be doing so. However, doubts are being raised in several quarters about the quality of curriculum being finalised for teaching the new programmes under the NEP. Exhaustive preparatory work in the form of workshops for the senior faculty in charge of curriculum preparation should have preceded curriculum designing. Government's decision seems to be a case of putting the cart before the horse!

Committee's recommendation for starting of 'Centres for Human Sciences' where disciplines like Anthropology/Sociology, Psychology, Economics and History are integrated with hard sciences for purposes of holistic teaching need to be taken seriously.

Finally, the Committee's suggestion for appointment of experienced faculty as Research Directors in universities, across the board, its call for collaborative research and the setting up of an office of Academic Integrity with branches in universities/ colleges is novel. However, to overcome the possibilities of governmental interference in such tasks, an Ombusman for universities and colleges headed by a former judge of the High Court can be contemplated.

All stakeholders, including the government, should take the committee's report seriously not only for meaningfully implementing the NEP—2020, but for the larger purpose of revamping science education in the State, with Benaluru being the hub of science research in India. □

AIU Publication

on

REIMAGINING INDIAN UNIVERSITIES

'Reimagining Indian Universities' edited by Dr. (Mrs) Pankaj Mittal and Dr S Rama Devi Pani is a collection of essays by some of the greatest thinkers in the field of Indian higher education. Each essay in the book examines one or more of the critical topics and provides solutions and methods to overcome the issues involved in them. It provides new solutions and methods in the form of reforms and innovations to elevate Indian universities to world-class top-ranking levels. The book aims at providing a roadmap to government as well as the universities to gear themselves towards becoming more responsive to the present and future demands of higher education. Generating a corpus of new ideas that are significant for reimagining, reforming and rejuvenating Indian higher education system, Book is 'must read' for all those who are interested in reforming Indian Higher Education System.

The release of the book in the Annual Meet of Vice Chancellors 2020, coincides with the launch of New Education Policy. The Foreword for the Book was written by the then Minister of Education Shri Ramesh Pokhriyal 'Nishank'.

PP: 372, Unpriced. Available at AIU Website: www.aiu.ac.in

THESES OF THE MONTH

SOCIAL SCIENCES

A List of doctoral theses accepted by Indian Universities (Notifications received in AIU during the month of July-August, 2021)

Accountancy

1. Koshti, Jayashreeben Ramanlal. **Evaluation of financial statements for prospective fraudulent behaviour: A study of selected Indian companies.** (Dr. C R Marvadi), S D School of Commerce, Gujarat University, Ahmedabad.

Business Administration

1. Nishant. **Micro entrepreneurship through microfinance: A study of Haryana.** (Dr. S S Mor), Department of Business Administration, Chaudhary Devi Lal University, Sirsa.

Commerce

1. Bhadani, Sheelaben Meghajibhai. **A comparative study of liquidity indicators of selected pharmaceutical companies in India.** (Dr. P L Chauhan), Department of Commerce, Saurashtra University, Rajkot.

2. Choudhary, Manish. **Devas Jila ke audhyogik pragati se rojgar ke avsaroon ke uplabdhta ka adhyayan.** (Dr. Neha Chourasia), Faculty of Commerce, Dr. A.P.J Abdul Kalam University, Indore.

3. Kaushal, Tapan. **A paradigm shift of physical market to digital market: A case study of Chhindwara City in Madhya Pradesh.** (Prof. J K Jain), Department of Commerce, Dr Harisingh Gour Vishwavidyalaya, Sagar.

4. Kulkarni, Vivekanand Vyankatrao. **Impact of corruption on below poverty line peoples in Marathwada Region.** (Dr. R V Ghadge), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

5. Paranjape, Mandar Vasant. **A comparative study of public and private life insurance companies in Thane District.** (Dr. P B Ashturkar), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

6. Pawar, Sunetra Chandrakant. **A study of Yuva Raksha Group Insurance Scheme among the students of colleges in Thane District.** (Dr. H S Patange), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

7. Raghavendra, K S. **Working of actuaries in Indian insurance sector: An empirical study.** (Dr. Bheemanagouda), Department of Studies in Commerce, Kuvempu University, Shankaraghatta.

8. Shah, Khyati Suresh. **A critical analysis of income tax provisions in the context of personal tax planning.** (Dr. H C Sardar), S D School of Commerce, Gujarat University, Ahmedabad.

9. Sharma, Pawan. **Financial inclusion in Bharat: An exploratory study of banking sector.** (Prof. D P Warne),

Department of Commerce, Chaudhary Devi Lal University, Sirsa.

10. Shukla, Romasa. **A study on opportunities, challenges and remedies for resources and traditional trade practices in selected areas of Jammu and Kashmir.** (Dr. H C Sardar), S D School of Commerce, Gujarat University, Ahmedabad.

11. Soni, Vijaykumar Rambilas. **Agricultural marketing in Marathwada: A case study with reference to foodgrains marketing in Latur and Jalna Districts.** (Dr. P N Sagar), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

12. Vyas, Krutika Nayanbhai. **A study of environmental accounting and reporting practices of selected Indian companies.** (Dr. M M Patel), Department of Commerce, Saurashtra University, Rajkot.

Economics

1. Deshmukh, Mohan Uttamrao. **Nanded va Parbhani Jilhyateel peek rachneteel badalanacha tulanatmak abhyas.** (Dr. D D Mane and Dr. Vijay Bhople), Department of Economics, Swami Ramanand Teerth Marathwada University, Nanded.

2. Karman Kaur. **Evaluating sustainability of agricultural practices in India: A case study of Western Uttar Pradesh.** (Prof. Narayan Prasad), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

3. Nagabhushanamma, K H. **Performance of public distribution system and food security: A case study in Bellary District.** (Prof. S N Yogish), Department of Economics, Kuvempu University, Shankaraghatta.

4. Nagabhushanamma, K H. **Performance of public distribution system and food security: A case study in Bellary District.** (Prof. S N Yogish), Department of Economics, Kuvempu University, Shankaraghatta.

5. Ravindar, M. **Socio-economic status of schedule tribes in Telangana State: A case study of Lambadas in Nizamabad.** (Dr. B Venkateshwarlu), Department of Applied Economics, Telangana University, Nizamabad.

6. Solanki, Jalpa Rajeshbhai. **A study of development of Bandhani industry and its challenges: With reference of Jamnagar City.** (Dr. Himanshu Raninga), Department of Economics, Saurashtra University, Rajkot.

Education

1. Bohra, Sampat. **Rajasthan, Shekhawati kshetra ke mahilaoan ke shaikshik istar ke vikas mein mahila**

sashaktikaran kee nitiyaon ke prabhavoantpadakta ka adhyayan. (Dr. Pramod Kumar Pandia), Department of Education, IASE Deemed University, Sardarshahr.

2. Kawni, Laltlanzauvi. **Perceptions of stakeholders on quality of higher education in Mizoram in the context of RUSA.** (Prof. Lokanath Mishra), Department of Education, Mizoram University, Aizawl.

3. Parekh Himanshu Sureshchandra. **Educational institutions managed by Parsi Community in Gujarat: An in-depth study.** (Dr. Niradhar Dey), School of Education, Indira Gandhi National Open University, New Delhi.

4. Patel, Hetalben H. **A study of personality and scholastic achievement of the students of secondary schools in the context of phobia.** (Dr. Rupam Upadhyaya), Department of Education, Children's University, Gandhinagar.

5. Rathore, Sanyugita. **Kishore vidharthiyaon mein sanskritik va sahitiyak gatividhiyoan dwara vyaktitav par padne wale prabhav ka adhyayan.** (Dr. Saroj Rai), Department of Education, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

6. Tandel, Rajeshri L. **Effectiveness of a programme for enhancing social intelligence in students of class XI.** (Dr. Jignesh B Patel), Department of Education, Children's University, Gandhinagar.

7. Vaghela, Dharmesh Arvindbhai. **A study of the mental stress and job satisfaction of primary school teachers in Gujarat State.** (Dr. N V Bose), Department of Education, Saurashtra University, Rajkot.

Home Science

1. Amruta Suhas, Misal. **A study on depression in adolescents from urban slum and rural area and it's influencing factors.** (Dr. Jyoti D Solunke), Department of Home Science, Swami Ramanand Teerth Marathwada University, Nanded.

Journalism & Mass Communication

1. Bilal, Mohammed. **Hindi samachar patroan mein Kargil youdh kee coverage ka antervastu vishleshan.** (Dr. Arun Kumar Bhagat), Department of Mass Communication, Makhanlal Chaturvedi National University of Journalism and Communication, Bhopal.

2. Borugadda, Ananda Babu. **Role of media in spreading awareness of viral hepatitis among the youth: A study with special reference to Lucknow City, Uttar Pradesh.** (Dr. M K Padhy), Department of Mass Communication and Journalism, Babasaheb Bhim Rao Ambedkar University, Lucknow.

3. Chawla, Arkin. **Indianization of Shakespeare in Hindi cinema.** (Dr. Sewa Singh Bajwa), Department of Journalism & Mass Communication, Chaudhary Devi Lal University, Sirsa.

4. Dixit, Ankit. **Vishv mein American film Nair ke udbhav, vistar, cinemai pravidhi, evam Bhartiye Hindi cinema par prabhav ka ek adhyayan.** (Prof. Govind Ji Pandey), Department of Mass Communication and Journalism, Babasaheb Bhim Rao Ambedkar University, Lucknow.

5. Srivastav, Sonali. **Video on demand in digital space: A study of narratology and market dynamics in India.** (Dr. Shikha Rai), School of Journalism & New Media Studies, Indira Gandhi National Open University, New Delhi.

6. Suresh Kumar. **Haryana mein cartoon dharawahik dekhane wale bacchoan kee abhiruchiyan: Ek adhyayan.** (Dr. Ravinder), Department of Journalism & Mass Communication, Chaudhary Devi Lal University, Sirsa.

Law

1. Balakrishnan, Sandhya. **E-waste management: Concerns and challenges on the fundamental right to life.** (Dr. Kiran Sharma), Department of Law, S.N.D.T. Women's University, Mumbai.

2. Joshi, Chaitanya Sudhakar. **A study on the integration of conceptualism in the strict regime of copyright protection in India with special reference to Dilution of idea expression dichotomy.** (Dr. S P Rathor), Faculty of Law, Gujarat University, Ahmedabad.

3. Madhu Bala. **Resolution matrimonial disputes through family court: Emerging issues in India.** (Prof. Rajesh Malik), Department of Law, Chaudhary Devi Lal University, Sirsa.

4. Modi, Seema. **Dishonour of cheques: A critical study.** (Prof. Ashok Makkar), Department of Law, Chaudhary Devi Lal University, Sirsa.

5. Sindhu, Yashpal Singh. **Effect of corporate social responsibility on human rights of stakeholders and sustainability of corporates in India.** (Prof. Ajay Kumar Bhatt Dr. S K Singh), Amity Law School, Amity University, Gurgaon.

6. Yadav, Ankita. **Right to privacy in India: A critical reflection.** (Dr. A P Singh), Department of Law, Dr. Ram Manohar Lohiya National Law University, Lucknow.

Library & Information Science

1. Amin, Jigneshkumar Ishvarlal. **Scientometric study of research output of biology subject in universities of Gujarat.** (Dr. Yogesh Parekh), Department of Library and Information Science, Gujarat University, Ahmedabad.

2. Bhande, Ankush Prabhu. **Bibliometric study of Doctoral Dissertations in the subject of psychology submitted to Dr Babsaheb Ambedkar Marathwada University Aurangabad and Savitribai Phule University.** (Dr. Dhakne B N), Department of Library and Information Science, Swami Ramanand Teerth Marathwada University, Nanded.

3. Lalnunpuia, S. **Job satisfaction among library professionals in higher educational institutions of Mizoram: An evaluative study.** (Prof. R K Ngurtinkhuma), Department of Library and Information Science, Mizoram University, Aizawl.

4. Malviya, Deepak. **Information literacy among SC, ST and OBC of Sehore District of Madhya Pradesh.** (Prof. Kishore John), Department of Library and Information Science, Dr B R Ambedkar University of Social Sciences, Indore.

5. Parmar, Jitendrakumar Bhikhabhai. **A study of the Shodhganga project in Universities of Gujarat State.** (Dr. Yogesh Parekh), Department of Library and Information Science, Gujarat University, Ahmedabad.

Management

1. Balaji, R. **A study on influence of quality factors towards xMOOC continuance intention among working professionals.** (Dr. A R Krishnan), Department of Management Studies, SRM University, Kattankulathur, Chennai.
2. Bhardwaj, Shobha. **Impact of modern HR practices on productivity of small and medium-sized enterprises: Case of electrical goods industry.** (Dr. Ajay Jain), Department of Management Studies, SRM University, Kattankulathur, Chennai.
3. Desai, Rajesh Raghunathbhai. **Impact of capital structure on financial performance of listed companies in India.** (Dr. Jay Desai), B K School of Business Management, Gujarat University, Ahmedabad.
4. Gupta, Anita. **Skill Indian Mission: An assessment of initiatives, scope and challenges in Sikkim.** (Dr. Neeta D Sharma), Department of Management Studies, Sikkim Manipal University, Gangtok.
5. Jain, Sunidhi. **Macro stress testing of the Indian banking sector: A study of selected banks.** (Dr. Sanket Vij), Department of Management, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.
6. Jamir, I Moakala. **Economics and environmental consequences of climate change on agricultural production (Jhum Paddy): A case study on farmers of Mokokchung District.** (Dr. Tabassum Khan), Department of Management Studies, ICFAI University, Nagaland.
7. Jena, Arpita. **Corporate social responsibility and environment sustainability in Indian companies with legal implications and its effect on society.** (Dr. Duryodhan Jena and Dr. Sitikantha Mishra), Department of Management, Siksha O Anusandhan University, Bhubaneswar.
8. Madhavan, D. **A study on the influence of personal values on investment biases.** (Dr. T Vijayakumar), Department of Management Studies, SRM University, Kattankulathur, Chennai.
9. Mangla, Chouhan. **Grievance redressal mechanism adopted by Gujarat government in rural area.** (Dr. Margie Parikh), Department of Management, Gujarat University, Ahmedabad.
10. Mishra, Pratiksha. **The role of gender diversity on firm's financial and social performance: An exploratory study in Indian context.** (Dr. Taruna), Department of Rural Management, Babasaheb Bhim Rao Ambedkar University, Lucknow.
11. Ruba, P Niranjani. **A comparative study on the impact of cultural diversity on an international team performance.** (Dr. C. Praseeda), Department of Management Studies, SRM University, Kattankulathur, Chennai.
12. Patel, Vikaschandra Jayantibhai. **Evaluation of production process and its influencing factors in transformational stage of operation management.** (Dr. Prateek Kanchan), B K School of Business Management, Gujarat University, Ahmedabad.
13. Pushkar, Sudhakar. **A study on price discovery in**

Indian commodity market: An empirical investigation. (Prof. Kushendra Mishra), Department of Rural Management, Babasaheb Bhim Rao Ambedkar University, Lucknow.

14. Radhakrishnan, N. **Employee engagement practices and its impact on self efficacy and effectiveness of higher educational institutions.** (Dr. S Sujatha), Department of Management Studies, SRM University, Kattankulathur, Chennai.

15. Rizve, Syed Khushbu Mehdi. **Emotional intelligence as a precursor to competitive advantage and organizational performance: A study of select Indian organization.** (Prof. Kushendra Mishra), Department of Rural Management, Babasaheb Bhim Rao Ambedkar University, Lucknow.

16. Sebastian, Francis. **The impact of mirror-neuron-based cause-related marketing communication on customer attitude towards corporate image in India.** (Dr. Sam Thomas), Department of Management, Assam Don Bosco University, Guwahati, Assam.

17. Singh, Om Prakash. **A study on role of MFIs in socio-economic development of rural population: In context of Eastern U P.** (Dr. Ramesh Kumar Chaturvedi), Department of Rural Management, Babasaheb Bhim Rao Ambedkar University, Lucknow.

18. Singh, Tanuja. **Internationalization of Indian recruitment firms with specific reference to human capital in Delhi NCR.** (Prof. M S Khan), Department of Rural Management, Babasaheb Bhim Rao Ambedkar University, Lucknow.

19. Verma, Seema. **A comparative study on work life balance of working women in government and private hospitals of Lucknow District.** (Dr. Taruna), Department of Rural Management, Babasaheb Bhim Rao Ambedkar University, Lucknow.

20. Yathiraju, K. **Value creation through cross-border mergers and acquisitions: An empirical study on Indian acquirers of foreign targets.** (Dr. B N Shubha), Faculty of Management, Visvesvaraya Technological University, Belagavi.

Physical Education & Sports

1. Chethan Ram, P. **Effect of different playing areas on playing ability, psychological and socio-economic variables of hockey players.** (Dr. S M Prakash), Department of Physical Education, Kuvempu University, Shankaraghatta.

2. Datar, Amol Shamrao. **Psychological factors as predictors of injuries prevalence in varsity kabaddi and kho-kho players.** (Dr. Sinku Kumar Singh), Department of Physical Education, Swami Ramanand Teerth Marathwada University, Nanded.

3. Epifanio, Fernandes Savio. **Standardisation of norms for the practical tests conducted for boys and girls in the age group of 14 to 19 in the State of Goa.** (Dr. Gopal L Moghe), Department of Physical Education, Swami Ramanand Teerth Marathwada University, Nanded.

4. Kannan, P Ramesh. **Effect of weight training and plyometric training on selected strength power parameters**

and basketball skill related variables among college men students. (Dr. Jesus Rajkumar N C), Department of Physical Education, SRM University, Kattankulathur, Chennai.

5. Trivedi, Rahul. **A comparative study of mental toughness between team game and individual game players.** (Dr. A S Bhatt), Department of Physical Education, Swami Ramanand Teerth Marathwada University, Nanded.

Political Science

1. Chakraborty, Somita. **Indian diplomatic initiatives for the safety of the sea lines of communication: A study of South China Sea.** (Prof. S Vijayasekhara), Department of Political Science, Indira Gandhi National Open University, New Delhi.

2. Chovan, Jethi Kanwari. **Ataankvaad: Karaan evam nivaran: Punjab ke vishesh sandarbh mein.** (Prof. Anil Dhar), Department of Non Violence and Peace, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

3. Dinesh Kumar. **Land Acquisition policy under neo liberal regime: A case study of Lucknow, U P.** (Prof. Sartik Bagh), Department of Political Science, Babasaheb Bhim Rao Ambedkar University, Lucknow.

4. Guite, Lalmuana. **India-Sri Lanka relations: A study of ethics conflict and cooperation.** (Prof. J K Patnaik), Department of Political Science, Mizoram University, Aizawl.

5. Sailo, Lalhrualtuangi. **Governance and development in Mizoram (1987-2014).** (Prof. K V Reddy), Department of Political Science, Mizoram University, Aizawl.

6. Santosh Kumar. **Political discourse in social media and its impact on the participation of youth in Uttar Pradesh.** (Prof. Shashi Kant Pandey), Department of Political Science, Babasaheb Bhim Rao Ambedkar University, Lucknow.

7. Shinde, Ganesh Sheshrao. **Rajarammohan Roy probodhan karyachi vartmankaleen prastutta: Ek chikitsak abhyas.** (Dr. Kadam Kalpana), Department of Political Science, Swami Ramanand Teerth Marathwada University, Nanded.

8. Shubham Kumar. **Vikas prashasan kee samasyaye evam sambhavnaye: Munger Jile ke sandarbh mein.** (Dr. Satyaditya Singh), Department of Political Science, T M Bhagalpur University, Bhagalpur.

Psychology

1. Jena, Debasmita. **Learning disability, academic stress and suicidal tendency among the students.** (Dr. J N Bhalala), Department of Psychology, Saurashtra University, Rajkot.

2. Vyas, Ranjan Kirtikumar. **A study of anxiety among professional woman of government and non-government institutes.** (Dr. R C Parmar), Department of Psychology, Saurashtra University, Rajkot.

Public Administration

1. Debnath, Biswajeet. **Towards an effective Chemical Biological, Radiological, and Nuclear (CBRN) disaster management: A case study of Delhi.** (Prof. Pardeep Sahni), Department of Public Administration, Indira Gandhi National Open University, New Delhi.

Social Work

1. Jessy, M J. **Effectiveness of life skill training program to enhance mental wealth of young people: An intervention study of Kerala.** (Dr. Riju Sharma), Department of Social Work, Assam Don Bosco University, Guwahati, Assam.

2. Mani, Joby. **Role of rural tribal women in household decision making: A comparative study of self help group and non-self help group tribal women involved in micro credit and micro enterprise activities of Goalpara District of Assam.** (Dr. Riju Sharma), Department of Social Work, Assam Don Bosco University, Guwahati, Assam.

3. Poonia, Indra Ram. **Gram istariye niyojan mein jan-sehbhagita: Rajasthan Pradesh ke Nagaur Jile ke sandarbh mein.** (Prof. R B C Verma), Department of Social Work, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

4. Sangpui, Lily. **Indo-Myanmar border trade and development of border villages in Mizoram.** (Prof. Kanagaraj Easwaran), Department of Social Work, Mizoram University, Aizawl.

5. Sharma, Dinesh Kumar. **Yuvaon mein madhyapan ke karan evam prabhav: Jaipur Jile ke sehri evam gramin kshetroan mein adhyayan.** (Prof. A N Singh), Department of Social Work, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

6. Toliya, Vijay Dineshbhai. **A study of change of life style of rural people by Jyotigram Scheme.** (Dr. R D Waghani), Department of Social Work, Saurashtra University, Rajkot.

7. Varghese, Poly. **Improved health security through Rashtriya Swasthya Bima Yojna: A study on the Munda Tribe in the State of Jharkhand.** (Dr. Melvil Pereira and Dr. Joseph Xavier), Department of Social Work, Assam Don Bosco University, Guwahati, Assam.

Sociology

1. Bhandari, Ishdeep Kaur. **Globalization, social inequality and third gender: A study Lucknow City.** (Prof. B N Dubey), Department of Sociology, Babasaheb Bhim Rao Ambedkar University, Lucknow.


2. Chatterjee (Sen), Aparna. **Theravadi Buddhists of Siliguri: A study of socio-cultural distinctiveness and exchange.** (Prof. S Biswas), Department of Sociology, University of North Bengal, Darjeeling.

Tourism & Hospitality Services

1. Chatterjee, Sandeep. **Role of cuisine as a tourist attraction: A comparative study between Delhi and New York.** (Dr. Paramita Suklabaidya), School of Tourism and Hospitality Services Management, Indira Gandhi National Open University, New Delhi.

Womens Studies

1. Divya, K. **Domestic violence experience of married women in Puducherry: A feminist social work study.** (Prof. Nilima Srivastava), School of Gender and Development Studies, Indira Gandhi National Open University, New Delhi. □



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हरियाणा केंद्रीय विश्वविद्यालय
CENTRAL UNIVERSITY OF HARYANA
(NAAC Accredited 'A' Grade University)
MAHENDERGARH (HARYANA)-123031

Adv.No.: 4/NT/R/2021 Date: 22.09.2021

EMPLOYMENT NOTICE

Online applications are invited from the eligible candidates for appointment to various **non-teaching posts**. Online Application Form and other related details are available on the University's Website **www.cuh.ac.in**. Any further information in this regard shall be uploaded on the University's website only. The last date for submission of online application is **22.10.2021, 05:00 PM.**

REGISTRAR



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हरियाणा केंद्रीय विश्वविद्यालय
CENTRAL UNIVERSITY OF HARYANA
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Advt.No.: 5/NT/R/2021

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REGISTRAR



Punjab Engineering College
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Applications are invited for the post of **Registrar**, Punjab Engineering College (Deemed to be University) on contract basis for a period of 05 years. Last date of submission of application in the office of Dean Faculty Affairs is **14.10.2021 (Thursday) upto 05:00 P.M.**

For details please visit the institute website : **www.pec.ac.in**

Note: The candidates who have applied earlier against previous advertisements are required to apply afresh.

Dean Faculty Affairs



Mahatma Gandhi University

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116629/AD A7-2/2021/AD A 7

13.09.2021

NOTIFICATION

Nominations/Applications are invited for the post of Director, Inter University Centre for Biomedical Research and Super Speciality Hospital, Thalappady, Kottayam District, Kerala, India.

The Inter University Centre for Biomedical Research is a six years old autonomous center of excellence for the advancement of biomedical research and development. The Centre is seeking the services of a person with experience and vision to lead the institution to better heights as its director.

Nominations/Applications are invited for the post of Director, Inter University Centre for Biomedical Research and Super Speciality Hospital. The applicant should be below 65 years of age and should have either a PhD in any life science discipline or MD in an allopathic medical specialty with minimum 15 years research experience in biomedical research. Applicants/Nominees must have an excellent track record in biomedical research and development evidenced by high impact peer reviewed publications, patents, awards and elected fellowship to science and medical academies. It is desirable that the applicant/nominee has had experience in successfully running large scientific programmes/research centers/R&D institutions and documented success in leading such research activities in the areas relevant to biomedicine. The post of Director will carry a basic pay of Rs. 75,000/- per month (pre-revised scale) and other eligible allowances for Central and State Govt Class 1 officers of similar cadre. The period of appointment is for 5 years or till attainment of 65 years of age. Mode of application will be by Nominations / Applications / Deputations.

Nominations/Applications may be sent along with detailed curriculum vitae explaining in detail all the points referred to above and a brief note on the applicant's vision for the Inter University Centre for Biomedical Research and Super Speciality Hospital (maximum 1000 words) to Registrar, Mahatma Gandhi University, P D Hills PO, Kottayam, Kerala, India PIN: 686 560, Phone: +91 481 2731007, e-mail: registrar@mgu.ac.in with the cover/subject labelled "Nominations/Applications for the post of Director, Inter University Centre for Bio Medical Research" latest by 13/10/2021, 4.00 PM.

Late and defective applications will summarily be rejected.

Sd/-

Dr. Prakashkumar B.
Registrar

PRO/2/Advt/10/2021-22

www.mgu.ac.in



HARMAL PANCHAKROSHI
SHIKSHAN MANDAL'S
GANPAT PARSEKAR COLLEGE OF EDUCATION
Harmal – Goa 403524
website: www.ganpatparsekarcollegeofeducation.com
email: ganpatparsekareducation@hotmail.com

Corrigendum

The last date to receive applications with respect to posts at Serial Nos. 2, 3 and 4 in the advertisement published in University News Volume 59 Issue No. 35 dated August 30-September 05, 2021 are hereby extended **upto 07th October 2021**.

Candidates applied earlier need not re-apply.

Candidates are allowed to submit additional documents, if any, within the prescribed time.

Sd/-

Chairman

Harmal Panchakroshi Shikshan Mandal



INSTITUTE FOR SOCIAL AND ECONOMIC CHANGE (ISEC)

Dr V.K.R.V. Rao Road, Nagarabhavi PO:
BENGALURU-560 072 (Karnataka), India
Tel: 91-080-23215468/5592/5519
Fax: 080-23217008 Web: www.isec.ac.in

AN ALL INDIA INSTITUTE FOR INTER-DISCIPLINARY
RESEARCH & TRAINING IN THE SOCIAL SCIENCES

DOCTORAL RESEARCH PROGRAMME 2021-22

Applications are invited from the eligible candidates for the Doctoral Research Programme 2021-22. The prescribed application form and information brochure can be downloaded from the ISEC Website: www.isec.ac.in.

Completed applications with requisite attachments should reach the following address **on or before 22.10.2021**.

Hard copy of the Application is preferred.

The Registrar
Institute for Social and Economic Change
Dr. V K R V Rao Road
Nagarabhavi P.O.
Bengaluru-560 072 (Karnataka)

For detailed information visit our website: www.isec.ac.in

Registrar I/c

Maji Aamdar Shri Babasaheb Patil Sarudkar
Shikshan Sanstha, Sarud
Shri Shiv-Shahu Mahavidyalaya
Sarud,

Tal. Shahuwadi, Dist. Kolhapur 416214
(Maharashtra)

(Affiliated to Shivaji University, Kolhapur)

(Permanently Granted)

WANTED

Applications are invited from eligible candidates for the following post:

| Sr. No. | Name of Post | Vacant Post | Unreserved (Open) Post |
|---------|--------------|-------------|------------------------|
| 1 | Principal | 01 | 01 |

Note: For detailed information about post, qualifications and other terms and conditions, please visit University website: www.unishivaji.ac.in

Place: President
Date: Maji Aamdar Shri Babasaheb Patil Sarudkar
Shikshan Sanstha, Sarud

ATTENTION ADVERTISERS

Advertisers are requested to send their text matter at following Email IDs:

1. advtn@aiu.ac.in

2. publicationsales@aiu.ac.in

Text matter may be sent in MS-Word document file OR in PDF file in original (as per Mechanical Data/Size of the Advertisement).

All the correspondence may be addressed to the **Under Secretary (Publication & Sales)**, Association of Indian Universities, AIU House, 16 Comrade Indrajeet Gupta Marg, New Delhi-110002.

Mob: 09818621761

Phone Office: 91-11-23230059, Extn. 208/213.

MAR THOMA COLLEGE, TIRUVALLA
(Re-Accredited with 'A' Grade by NAAC)
KUTTAPUZHA, KERALA 689 103

Ph: 0469 – 2630342

E-mail: mtcofficevla@gmail.com

Wanted Assistant Professors

Hindi -1 (Open), Mathematics -1 (Community), Physics -1 (Community), Economics - 2 (Open)

Age and Qualifications as per UGC/University/ Govt. rules. Vacancies and appointments are subject to approval from University / Government. (Those who have applied to the above posts in response to our advertisement in March 2020 need not apply again.)

Apply to Principal **within 30 days** in the prescribed form which can be had from the College office on payment of Rs. 1000/- (Rs. 1100/- by post).

(Sd/-)
Principal

Adivasi Pragati Mandal Sanchalit
Comrade Godavari Shamrao Parulekar College of Arts, Commerce and Science

Talasari, Tal. Talasari, Dist. Palghar-401606

APPLICATIONS ARE INVITED FOR THE FOLLOWING

CLOCK HOUR BASIS POSTS FOR THE ACADEMIC YEAR 2021-2022

AIDED

| Sr. No. | Cadre | Subject | Total No. of CHB Post | Post reserve for |
|---------|---------------------|-------------------|-----------------------|------------------|
| 1 | Assistant Professor | Mathematics | 7 | 01-SC |
| 2 | Assistant Professor | Foundation Course | | 01-ST |
| 3 | Assistant Professor | Business Law | | 01-DT/NT |
| 4 | Assistant Professor | Political Science | | 01-EWS |
| 5 | Assistant Professor | Marathi | | 03-OPEN |

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

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

Candidates having Knowledge of Marathi will be preferred.

“Qualification, Pay Scale and other requirement are as per prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No. Misc-2018 /C.R.56/18/UNI-1 dated 8th March 2019 and University Circular No. TAAS/(CT) / ICD / 2018-19/1241 dated 26th March, 2019 and revised from time to time.”

Remuneration of the above post will be as per University Circular No. TAAS (CT)/01/2019-2020 dated 2nd April, 2019.

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

Application with full details should reach the **PRINCIPAL, Adivasi Pragati Mandal Sanchalit, Comrade Godavari Shamrao Parulekar College of Arts, Commerce and Science, Talasari (Patilpada), Tal.Talasari, Dist. Palghar 401606 within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
Principal
Com. GSP College of A, C & S, Talasari

Sd/-
Secretary
Adivasi Pragati Mandal, Talasari

MAEER's
MIT College of Railway Engineering and Research, Barshi

Near Doodh Pandhari, Industrial Estate No.3, A/P. Jamgaon, Tal. Barshi, Dist. Solapur

Website:www.mitcorer.edu.in

(Approved by AICTE, New Delhi, Govt. of Maharashtra & Affiliated to PAHSU, Solapur)

APPOINTMENT

(Non-Grantable)

Applications are invited from eligible candidates for Principal position.

| Sr. No. | Description | Total Vacant Post | Open Post |
|---------|-------------|-------------------|------------------|
| 1 | Principal | 01 | 01 (Open to all) |

Conditions:

- 1) Eligibility, Educational Qualifications, Experience & Pay Scale as per AICTE, UGC, Govt. of Maharashtra & Punyashlok Ahilyadevi Holkar Solapur University, Solapur norms & modified from time to time.
- 2) Those who are in service should apply through proper channel.
- 3) Reserved category candidates who are domiciled outside of Maharashtra will be treated as open category candidates.
- 4) Reserve candidates are advised to send a copy of their application to **the Deputy Registrar, Special Cell, Punyashlok Ahilyadevi Holkar Solapur University, Solapur.**
- 5) Application received after the last date will not be considered. The college will not be responsible for postal delay, if any.
- 6) Incomplete applications will not be entertained.
- 7) No allowances will be paid for attending interview.
- 8) Interested candidates should send their application along with CV, certificates, Experience letter to **hrhead@mitvgschools.edu.in within 30 days.**

Place: Barshi
Date : / /2021

Secretary General



DR. BABASAHEB AMBEDKAR TECHNOLOGICAL UNIVERSITY, LONERE (RAIGAD)

SEARCH COMMITTEE INVITES APPLICATIONS FOR THE POST OF VICE-CHANCELLOR

Dr. Babasaheb Ambedkar Technological University was established by Government of Maharashtra vide Dr. Babasaheb Ambedkar Technological University Act. No. XXII of 1989 as a Unitary University. The Government of Maharashtra converted the University to the Affiliating Technological University (ATU) vide Maharashtra Act No. XXIX of 2014 (Dr. Babasaheb Ambedkar Technological University Act, 2014). The University offers 34 UG, 63 PG and PhD programmes. The University is empowered to affiliate institutions that offer Degree, Post-Graduate and Ph.D. level programmes in the disciplines of Engineering, Pharmacy, Architecture and Hotel Management and Catering Technology. At present, the University's student strength is 82000 which is expected to rise to 3 lakh within next 5 years. Currently, 207 institutes are affiliated to the University and for the AY 2021-22, 50 new institutions have applied for the affiliation.

The Chancellor, the Hon'ble Governor of the state of Maharashtra has formed a three member Search Committee for recommending suitable names for the post of Vice-Chancellor of this University. The Search Committee invites applications/nominations from eligible candidates for the post of Vice-Chancellor. The Vice-Chancellor shall be a Distinguished Technologist, who is an eminent academician or an administrator of high calibre. He/She should be able to provide leadership by his/her own example, provide vision and have the ability to translate the same into reality in the interest of the students and the society. Essential qualifications & experience, desirable experience, expected skills & competencies etc. shall be as specified in Section 13(4) of the Dr. Babasaheb Ambedkar Technological University Act 2014 and Gazette of Government of Maharashtra, dated 11th June, 2009 (please see university website: www.dbatu.ac.in).

Interested individuals may submit a detailed resume in the format available on the University website along with a two page justification for his/her candidature, two page vision statements for the University and the names & contact details of three distinguished individuals well acquainted with his/her work. Institutions may also nominate suitable candidates.

The Search Committee has appointed **Shri R K Jain, Scientist 'F'** as the Nodal Officer. Nominations/Applications may be sent in the prescribed format in hard (**2 copies**) as well as soft copy to the Nodal Officer at the under noted addresses so as to reach **on or before 21/10/2021**. Applications received thereafter shall not be entertained.

Email ID : nodalofficerbatu@gmail.com
Address : Additional Director, Directorate of HRD
Room No. 248, DRDO Bhawan, New Delhi – 110011
Mobile No. : 09717700664
Tel. : 011-23007248

If needed, short-listed candidates would be invited for personal interaction with the Search Committee.

This is an excellent opportunity for educational administrators to take this prestigious centre of higher learning to greater heights through innovation, research and overall development of the student community.

Date: 16/09/2021

**Chairman
Search Committee**



NATIONAL SANSKRIT UNIVERSITY :: TIRUPATI

(A Central University established by an Act of Parliament)

NOTIFICATION

Dated: 15.09.2021

National Sanskrit University, Tirupati invites online applications from eligible candidates for the following Teaching and Non-Teaching positions to be filled by direct recruitment / deputation.

| Teaching Posts (Direct Recruitment) | | | | | | | | | |
|-------------------------------------|---|---------------------|------------------------------------|----|-----|-----|-----|----|---|
| S. No. | Name of the Post | No. of Posts Vacant | No. of Posts & Reserved categories | | | | | | Academic Pay Level (7 th CPC) |
| | | | SC | ST | OBC | PwD | EWS | UR | |
| 1 | Associate Professor in Yoga | 01 | - | - | - | - | - | 01 | 13A |
| 2 | Associate Professor in Advaita Vedanta | 01 | - | - | - | - | - | 01 | 13A |
| 3 | Associate Professor in Nyaya | 01 | - | - | - | - | - | 01 | 13A |
| 4 | Assistant Professor in Visistadvaita Vedanta | 01 | - | - | 01 | - | - | - | 10 |
| Non-Teaching Posts | | | | | | | | | |
| S. No. | Name of the Post | No. of Posts Vacant | No. of Posts & Reserved categories | | | | | | Level in Pay Matrix (7 th CPC) |
| | | | SC | ST | OBC | PwD | EWS | UR | |
| 1 | Assistant Registrar * (Direct Recruitment) | 01 | - | - | 01 | - | - | - | 10 |
| 2 | Laboratory Assistant (Education) (Deputation) | 01 | | - | - | - | - | 01 | 04 |
| 3 | Group 'C' MTS # (Direct Recruitment) | 01 | | | | | | 01 | 01 |

* Subject to outcome of Writ Petitions, if any.

#Vacancy is provisional and it is dependent on the outcome of the Departmental Examination for promotion of MTS to the post of LDC.

Candidates are required to submit the application online only in the link, <http://nskturec.samarth.edu.in> for teaching posts and <http://nsktunt.samarth.edu.in> for non-teaching posts by going through the prospectus thoroughly available at www.nsktu.ac.in or the above respective links. The candidates must pay an amount of Rs.800/- (Rupees Eight Hundred only) towards registration/processing fee at the time of submission of application through online in the case of UR/OBC/EWS male candidates. Candidates belonging to SC/ST/PwD categories and Women candidates are not required to pay any fee while submitting online application. Candidates should submit online application for each post separately along with the prescribed fee.

The Last date and time for submission of online application form is **08-10-2021 up to 23:59 Hours**. Besides online submission of application, the applicants are required to send the printout of the online application along with all enclosures to the Registrar, **National Sanskrit University, Tirupati** - 517 507, Chittoor (Dist.), Andhra Pradesh on or before **14-10-2021 up to 17.30 Hours**, failing which the application would not be considered. The University is not responsible for any delay due to post or other way of communication.

Advt.No.NSKTU/Estt./T&NT/Recruitment 2021/02 dated 15.09.2021*

*Also see "The Hindu" dt. 15-9-2021 All India Edition and Eenadu dt.15-9-2021 AP & Telangana Editions.

REGISTRAR

Announcement

The **Special Number of the University News** on ‘**Realising Sustainable Development Goals through Higher Education Institutions**’ is being brought out on various themes. The **Special Issue** will cover articles of eminent educationists and policy makers. Readers of the University News are also invited to contribute to the Special Number by submitting papers/articles on above theme by **October 25, 2021**. The papers will be published in the Issue subject to the approval of the Editorial Committee of the University News. The Issue shall contain papers on Sustainable Development Goals on the following Subthemes:

- A. Implementation of SDGs in India: Status, Scope and Future Action.*
- B. Strategies and Approaches in Teaching-Learning to Realize SDGs.*
- C. Realising SDGs through Research and Innovation: Strategies and Approaches.*
- D. Engagement of Universities with Society to Realise SDGs.*
- E. Creating Policies and Roadmap for Realizing SDGS through Indian Higher Education.*
- F. Individual Article on each of the 17 SDGs.*

Guidelines for Contributors

Articles submitted for the Journal should be original contributions and should not be under consideration for any other publication at the same time. A declaration is to be made by the author in the covering letter that the paper is original and has not been published or submitted for publication elsewhere.

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

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

The main text should not contain footnotes. References should be given at the end of the manuscript and should contain only those cited in the text of the manuscript. The full reference should be listed at the end in alphabetical order running the following style:

Books

- Miles, M., and Huberman, M., (1994). *Qualitative Data Analysis*. London: Sage.

Articles

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

Chapter in a Book

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

Authors may send their articles addressing to the Editor through e-mail: **ramapani.universitynews@gmail.com/rama.pani2013@gmail.com with a copy to universitynews@aiu.ac.in.**

Authors are responsible for any copyright clearance, factual inaccuracies and opinion expressed in their paper.

The final decision on the acceptance or otherwise of the article rests with the Editorial Committee and it depends entirely on its standard and relevance. The article accepted may be modified to meet the journal's standards of contents, presentation and style. Authors may also be requested to revise their manuscripts before they can be accepted for publication. Correspondence in this regard will be done with the first named author unless otherwise indicated.

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

Maximum time taken for processing the article is six months. Contributors are free to send the material to any other publication after a period of six months from the date of their submitting the article to the University News, if they do not receive any intimation from AIU.

Author will receive two complementary copies of the Journal immediately after its publication.

AIU may re-use the articles published in the University News for its various other publications including University News.

AIU may extend courtesy to other journals or websites to use the articles published in the University News if due credit is given to the author(s) of the article(s) and the University News.

Manuscripts be sent to: The Editor, University News, Association of Indian Universities, AIU House, 16 Comrade Indrajit Gupta Marg (Kotla Marg), New Delhi- 110 002. E-mail: **ramapani.universitynews@gmail.com / universitynews@aiu.ac.in** on or before **October 25, 2021.**

Editor, University News

Announcement

Edited Volume
on
'75 Years of Higher Education in Independent India'

An Edited Volume is being brought out on the theme **'75 Years of Higher Education in Independent India'** to commemorate **75 years of Indian Independent, Azadi Ka Amrit Mahotsav**. The Volume will cover articles of eminent educationists and policy makers. Readers of the University News are also invited to contribute to the Edited Volume by scholarly papers on the above theme, and below sub theme by December 15, 2021. The Volume shall contain papers on the following Subthemes:

- i. *Significant Landmarks in Higher Education in Independent India.*
- ii. *Higher Education Policies and their Impact.*
- iii. *Democracy, Plurality, Equality and Universality of Indian Higher Education.*
- iv. *Rise of Research, Innovation and Entrepreneurship in Independent India.*
- v. *Student dynamics in Indian Higher Education.*
- vi. *Impact of Indian Higher Education on Community.*
- vii. *Functional Dimensions of Indian Higher Education: Governance, Leadership, Financing.*
- viii. *Professional Education in India.*
- ix. *Islands of Excellence in Indian Higher Education.*
- x. *Higher Education in India: Roadmap for 75 years Ahead.*

The papers will be published in the volume subject to fulfillment of AIU Norms for publication as given in AIU Website and on the approval of the Editorial Committee. Manuscripts may be emailed to the Editor, University News, Association of Indian Universities, AIU House, 16 Comrade Indrajit Gupta Marg (Kotla Marg), New Delhi-110 002. E-mail: ramapani.universitynews@gmail.com, universitynews@aiu.ac.in, rama.pani2013@gmail.com, Phone: 011-23235009 (6 lines), Fax: 011-23232131 on or before **December 15, 2021**.



The Maharaja Sayajirao University of Baroda

MULTIDISCIPLINARY EDUCATION & RESEARCH UNIVERSITY (MERU)

NAAC Accredited 'A' Grade with CGPA 3.16 in the year 2016

MSUB Ranking

| | |
|--|---------|
| Times Higher Education World University Ranking 2021 | 1000+ |
| QS Asia Ranking 2021 | 551-600 |
| QS Indian Universities 2020 | 78 |
| NIRF 2020 | 100-150 |



Research Profile of MSUB

| | |
|--------------------------------|-------|
| Ph.D Scholars | 1000+ |
| Ph.Ds Awarded | 3900+ |
| Research Projects | 500+ |
| Center of Excellence | 07 |
| Research Publications (SCOPUS) | 8000+ |
| H-index (SCOPUS) | 95 |
| MoUs | 140+ |
| Patents and Copyrights | 60+ |

Faculties of MSUB:

- Arts • Commerce • Science • Education and Psychology • Social Work • Medicine * • Family and Community Science • Fine Arts • Law • Journalism and Communication • Management Studies* • Performing Arts • Pharmacy* • Technology and Engineering*

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*Centralized admissions by Government of Gujarat through ACPC



Amenities and Facilities of MSUB

- 16 Hostels (Boys and Girls)
- Hansa Mehta Library and 12 Faculty Libraries – Well Equipped labs.
- Sports Union Pavilion – Cricket Ground – Multipurpose Indoor Sports Complex – Gymnasium – Olympic sized Swimming Pool – Basketball Court – Badminton Court – Handball Court – Table Tennis Court – Hockey Turf – Football pitch – Rifle Shooting Range
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- Centre for Skill Development and Capacity Building
- Centre for Corporate Training
- Human Resource Development Cell

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- The Maharaja Ranjitsinh Gaekwad Institute of Design (MRID)
- Institute of Fashion Technology
- Water Resource Engineering Management Institute
- Institute of Interdisciplinary Studies

Institute of Leadership and Governance

- Centre for Theological Studies
- Centre for Indic Studies

Office of Career Advancement for Students (OCAS)

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- Career Counselling & Training & Placement Cell
- Students' Internship & Mentorship; Students' Apprenticeship
- Centre for Start-up & Innovation

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- Computer Center
- University Health Center
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- Research and Consultancy Cell
- All India Civil Services Training Center
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