



Rs. 30.00
ISSN-0566-2257

UNIVERSITY NEWS

A Weekly Journal of Higher Education

Association of Indian Universities

Vol. 60 • No. 17 • 25 April - May 01, 2022

Dhanya S and S Thanuskodi

Indian Knowledge in Higher Education: A Game Changer

L N Dahiya and Kusum

Sant Nischal Das: A Great Vedantic Philosopher

Dhiraj Ambade

ICT in Education and Blended Learning: Contemporary Practices in Indian Higher Education

Ismail Thamarasseri

Effective Student Mentoring in Higher Education

Banwarilal Purohit

Success through Persistence

- Convocation Address

#Let'sBeatCoronaTogether

UNIVERSITIES HANDBOOK – 34th EDITION (2018)

(Set of Two Volumes) : (ISBN 81-7520-147-9)

PRICE : Rs. 8000/- (+ Postage/Courier Charge Rs. 400/-)

The 34th Edition of Universities Handbook is a compendium that contains latest information on 402 Universities level institutions of AIU Members including 56 Technical, 41 Agriculture, 24 Health Sciences, 13 Law, 03 Journalism, 15 Open Universities and Five Associate Members : Kathmandu University, Nepal; University of Mauritius, Mauritius; Royal University of Bhutan; Middle East University, United Arab Emirates and Semey State Medical University, Semey have also been included in this Edition.

The Handbook gives information relating to : Courses of Studies; Minimum Requirements for admission to each course; Duration and the subjects of study for each course; Library and Research Facilities; Scholarship and Fellowships; Academic year – date for admission and the approximate dates of examinations; Names of Faculties; Deans of Faculties, Names of Professors and Readers/Associate Professors with their specialization (department-wise); Staff, Officers and Name of Affiliated Constituent Colleges together with the names of Principals and Heads of Postgraduate Departments in the Colleges.

The Handbook also includes an introductory chapter giving an overview of the University System in India.

The payable amount is required to be remitted **in advance** by any of the following modes of payments :

- A. **CASH DEPOSIT:** The required amount could be remitted directly to our Saving Account in any branches of Canara Bank from places other than Delhi & NCR Area.
- B. **DEMAND DRAFT ONLY :** Such instrument is required to be prepared be in the name of “ASSOCIATION OF INDIAN UNIVERSITIES” (payable at New Delhi), preferably from the Nationalised Banks ONLY.
- C. **CHEQUES OF ANY KIND ARE NOT ACCEPTABLE.**
- D. The requisite amount could also be transferred for its direct remittance to our Saving Account via **NEFT/RTGS** using the following details :

1	Bank Account No.	0158101000975 (Saving)
2	Beneficiary Name	Association of Indian Universities
3	Address	16, Comrade Indrajit Gupta Marg New Delhi – 110 002
4	Bank & Branch Name	CANARA BANK, DDU MARG
5	Bank's Address	“URDU GHAR” 212, Deen Dayal Upadhyaya Marg New Delhi – 110 002
6	MICR Code	110015005
7	Branch Code	0158
8	IFSC Code	CNRB 0000158
9	PAN NO.	AAATA0407F
10	Contact No. & E-mail ID	(011) 23230059 Extn. 208/213 (M) 09818621761 E-Mail ID : publicationsales@aiu.ac.in

NOTE : In case of **Cash Deposit** and **Transfer via NEFT/RTGS/ECS**, the proof of payment in the form **Counterfoil of the Cash Deposit Slip** and the **NEFT UTR Number** may be communicated IMMEDIATELY BY MAIL for linking and crediting of the same against the respective Order/ Bill, please.

- THE HANDBOOK WILL BE AVAILBLE ON CASH BASIS FROM THE SALES COUNTER OF THIS OFFICE.

Please send Pre-paid Order to :

The Under Secretary
Publication & Sales Division
ASSOCIATION OF INDIAN UNIVERSITIES
16, Comrade Indrajit Gupta Marg, New Delhi 110 002
Phones: 23230059 (Extn. 208/213), Fax 91-011-23232131

In This Issue		
ITEMS		PAGE
Articles		
Indian Knowledge in Higher Education: A Game Changer		3
Sant Nischal Das: A Great Vedantic Philosopher		7
ICT in Education and Blended Learning: Contemporary Practices in Indian Higher Education		13
Effective Student Mentoring in Higher Education		22
Convocation Address Guru Nanak Dev University, Amritsar		30
Campus News		32
Theses of the Month (Science & Technology)		36
Advertisement		41

New Subscription Tariff (Effective April 01, 2020)

	Inland		Foreign	
	Institutions	Academics/ Students (at residential address only)	Airmail	Surface Mail
	Rs.	Rs.	US\$	US\$
1 year	1250.00	500.00	210.00	170.00
2 years	2200.00	900.00	400.00	300.00

Subscription is payable in advance by Bank Draft/MO only in favour of Association of Indian Universities, New Delhi.

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

Patron:

Col. Dr. G. Thiruvagam

Editorial Committee Chairperson:

Dr (Ms) Pankaj Mittal

Editorial Committee:

Dr Baljit Singh Sekhon

Dr Amarendra Pani

Dr Youd Vir Singh

Editor:

Dr Sistla Rama Devi Pani

#Let'sBeatCoronaTogether

Indian Knowledge in Higher Education: A Game Changer

Dhanya S* and S Thanuskodi**

The revamped National Education Policy-2020 envisages an education system that can mentor meticulously the future prodigies of the country so that they evolve as thoughtful and socially responsible citizens apart from their professional excellence and achievements. The policy reiterates the importance of incorporating holistic approaches to the existing framework of education programmes. It not just emphasizes the all-round development of an individual but alleges that quality education would be determined based on its capacity to create vibrant, socially-engaged, and cooperative communities which are happier, productive, cultured, and progressive.

The policymakers have suggested introducing Indian Knowledge Systems or Knowledge of India as a component of the educational programmes offered in the country. The esteemed institutions of India like IIT Gandhinagar and IIT Kharagpur have initiated semester-long courses on the Indian Knowledge System and paved a path to emulate other higher education institutions across the nation. How this knowledge of our country helps to boost its development and progress? This needs to be understood by academia. This article attempts to discuss why it is essential to incorporate Indian Knowledge into the current academic and research landscape of India.

Knowing the Treasure Trove-India

Bharat (the land of Bharata) has been a fertile land for arts, science, and technology from ancient times. Later popularized as India in the western world, the philosophers and renowned scientists have always acknowledged the contributions of Indians to the world in the fields of philosophy, science, technology, medicine, agriculture, and metallurgy. Mark Twain once beautifully quoted:

“India is the cradle of human race, the birthplace of human speech, the mother of history, the grandmother of legends and the great grandmother of all world traditions.”

The British rule and Colonialism had created an undeniable impact on Indian knowledge and educational practices. To a fair extent, it won't be wrong to say even our present education sector is not free from the clutches of western education and schools of thought. For a country and its people to prosper, education and research knowing the soul and pulse of the soil are imperative. India- entitled

*Research Scholar, Department of Library and Information Science, Alagappa University, Karaikudi, Tamil Nadu- 630 003. E-mail: sdhanya28@gmail.com

** Professor and Head, Department of Library and Information Science, Alagappa University, Karaikudi, Tamil Nadu- 630 003. E-mail: thanuskodi_s@yahoo.com

the youngest country in the world, should direct her efforts to a holistic education system catering to personal, economic, and social development of the young citizen.

The ancient education system in India was based on the *Vedas* and was duly considered *Vidya*. Originating from the same root word *Vid*, i.e., *to know*, *Vidya* carried the concept of education, and *Vedas* meant wisdom. Establishing each individual's relationship with the universe formed the crux of ancient Indian education. Interestingly, striking similar chords with the concepts of social, economic, and environmental development envisaged in the UN Sustainable Development Goals, ancient Indian education laid much emphasis on man's development without harming the nature or universe in which he dwells. Such a knowledge system could still have answers for many of the queries peering the present generation of the nation and the world.

Defining Indian Knowledge System (IKS) and Indian Knowledge Tradition (IKT)

India is a land of diverse heritage and culture. The Indian Knowledge System (IKS) and the Indian Knowledge Tradition (IKT) don't echo the same meaning. Knowledge Tradition purports to age-old practices followed by the people and passed onto future generations uninterrupted, mostly transmitted orally, less documented. When the same traditions get documented or systematized, it becomes '*Shastra*' or Knowledge System in the context of Indian philosophy.

The Vedic civilization is the only ancient civilization across the globe that has managed to withstand the test of time. It was replete with wisdom embodied in *Vedas*, *shastras*, and other literary forms. The main impediment for us to unlocking the knowledge hidden in the ancient Indian texts or scriptures is the language-Sanskrit. To decipher the bulk of knowledge that our ancestors treasured for us, we need to get ourselves well versed with Sanskrit and other classical languages of India. Keeping this in mind, the New Education Policy- 2020 has paid much attention to means of reviving Sanskrit and other classical languages at all levels of education. To be more precise, the policy document advocates incorporating elements from the ancient Indian Knowledge System into the modern curriculum.

Indian Knowledge into the Modern Indian Education

The National Education Policy strictly etches out its goal to restore the image of India being the *Viswa Guru*. For the same, the policy document sheds light on the proud examples of Nalanda and Takshashila and, the diverse range of subjects that were taught there under the supervision of great mentors. The revised policy hints at establishing Multidisciplinary Education and Research Universities (MERU) for holistic education across the country. Banabhatta, in his epic work *Kadambari* identifies knowledge of 64 *Kalas/arts* as a good education. The 64 arts encompassed subjects like music, science, carpentry, medicine, engineering, communication, and debate. This 'knowledge of many arts' should be the focus of education as per NEP-2020. It naturally adds the element of quality to the education sector of the country. Let's discuss few areas where ancient Indian knowledge could be employed for a better India.

We have long neglected the contributions of our great ancestors like Aryabhata, Brahmagupta, Bhaskara, and many more in our formal educational materials, taking no care to discuss in detail what they have done in their respective realms of knowledge. They have been an inspiration to a contemporary mathematical genii like Fields Medalist Manjul Bhargava, who once opined that Aryabhata and such great scientists of ancient India must be taught and discussed in the modern Indian education. He strongly recommended the inclusion of the Indian Knowledge System in the learning syllabi of our country so that they may instill the hidden talents of many more budding math geniuses across the nation.

Similarly revered are the most appreciated architectural and engineering, medical, agricultural, economic and philosophical systems of ancient India. Seldom has the present education provided a venue to learn these systems in detail. Unless one pursues traditional subjects like Vastushastra, Ayurveda, and Vedanta, there are rare chances for an Indian to come across such valuable knowledge domains in which our ancestors pioneered and made breakthrough findings or inventions for the good of mankind. Ancient earth science in India is one such subject to be considered seriously by the Indian academia. A peep into the past or visit to heritage spots will leave us to wonder how our forefathers were capable enough to find amicable solutions for their troubles in demanding situations

with few available resources and financial aid. The well-known rainwater harvesting structures of ancient India like *Kunds*, *Beris*, *Tankas*, and *Khadins* in Rajasthan, *Ghuls* in the Himalayan region, and *Ahar-pynes* in Bihar, all stand testimony to the skills of our ancestors in their impeccable ability to lead an environmentally friendly lifestyle.

Organic farming is the new motto in agriculture. Vedic organic farming was in harmony with nature. Ancient texts like *Krishni Parashar and Brihat Samhita* discuss various organic techniques for the healthy cultivation of crops. Seed treatment, transplantation, irrigation, crop rotation and vermicomposting, etc. find mentioned in ancient Vedic texts. Also, the Vedic agricultural practices underpin the importance of cosmological agriculture, which takes the position and movement of planets into account while sowing and reaping crops. Knowledge of ancient Indian agriculture, incorporated into modern agriculture curriculum would finally lead to popularizing the practice of sustainable agriculture.

The boons of Ayurveda are now being admired and made use of by millions across the globe. Still, the divide between modern allopathic practitioners and ancient medical systems regarding which is best among the lot persists deeply in India. The ideological differences between the different medical systems were much evident during the COVID-19 times leading one branch to disrespect and causing disgrace to the indigenous medical practices. The hindrance to respecting other fields of medicine comes from their ignorance about the practical benefits of such time-tested medical practices. Many of the advocates of ancient Indian medical systems attribute the rigid laws and principles of modern health science to this disgrace of ancient medical sciences. They say it is never completely possible to evaluate ancient medical practices with the parameters of modern health science. Even then, our country can't stride ahead in the healthcare sector without acknowledging its rich and successful ancient medical practices. Therefore, future health education in India must also include learning from its prolific past detailing the contributions of *Charaka*, *Susruta*, and adopting lessons from Ayurveda or similar ancient indigenous medical systems like native medicines which are more concerned with our surroundings, climate, and individual physical build-up.

India is the first country in the world to enforce Corporate Social responsibility by law in 2014. The law demands companies of a certain profit and

turnover to utilize two per cent of their average net profit for the past three years on programmes targeting alleviation of poverty and hunger, catering to education amenities, empowerment of women, skill development training initiatives, upgrading and promoting local /rural sports and implementing environment-friendly projects. Lessons of ethics and values from *Arthashastra*, *Vedas*, and *Mahabharata* of ancient India are being re-visited and discussed by leading corporate firms in the country. Management professionals are pursuing research to extract ideas and solutions to solve present-day management questions or difficulties. Such management thoughts could be imbibed by the management students and effectively employed in their professional lives if they are exposed to ancient procedures of management in India during their academic years.

India, the largest democracy in the world has her age-long tradition of a distinct system of polity. The great lineage of Indian rulers and Mughal kings has been found mentioned in the history, literature, and folklore tradition of India. Texts like *Arthashastra* and *Manusmruthi* give a deeper understanding of the social construct that existed in ancient India. There were indeed flaws and shortcomings in the patriarchal social life of ancient India, apart from which there are glimpses of how well a ruler or governing body could efficiently utilize the few available resources and function appropriately to meet the needs of people. The Panchayati Raj system of governance is a result of local administration practices from ancient times that is still in vogue in rural India. Ancient Indians were adept at identifying their problems and arriving at viable solutions churned out after thoughtful discussions. This represents a civilized society run efficiently under local administration. The functioning of small provinces under a large kingdom, when studied in depth would continue to offer suggestions for efficient governance and sustainable development practices.

The ancient education system of India was never unidimensional. Giant institutions like Takshashila and Nalanda had a vast student community hailing from Persia, Babylonia, Egypt, and China under the seers. The university of Takshashila hosted 101 princes and 400 other scholars along with Prince Chandra Gupta Maurya, who was a disciple of the Great visionary teacher Vishnu Gupta Chanakya aka Kautilya. Diverse subjects were taught in the university and maintained an excellent library brimming with precious works by Brahmins and Buddhist scholars themed on philosophy,

medicine, and political science carrying the proud and enviable culture of the country at the peak of its glory. Historians also observe that the students were not only exposed to technical subjects of their interests but also their all-around holistic development as an individual was also taken care of in the *Gurukula* system of imparting knowledge. The universities were almost autonomous and a committee of teachers or great scholars was there to supervise their functioning. It should not be overlooked that the students' committee was also constituted and they had interactions with other governing committees giving valuable input to the decision-making process. Discussion, debate, and self-learning were pivotal in ancient Indian education. The very soul of our ancient education has now gone missing from our present teaching and learning culture. The New Education Policy -2020 is a promising document that helps to create a more balanced and sophisticated education system for the country where the students and the society would gain more out of formal education on par with the glorious history of the country's education scenario.

Conclusion

The critics question the need for devoting time and economic resources to delve deeper into the unknown and forgotten knowledge system of India, especially when it is uncertain whether it can account for our present-day lives and demanding situations. Still, we have to remember the fact that as Indians we must be at least familiar with our past knowledge system and the remarkable achievements of our great ancestors. There were universities in India offering only theoretical knowledge of Arabic, Sumerian/Babylonian, and Egyptian mathematics in the syllabus covering ancient mathematical systems, neglecting our legacy. James Grant Duff, British soldier and historian of India famously quoted, "*Many of the advances in the sciences that we consider today to have been made in Europe were made in India centuries ago. The place value system, the decimal system was developed in India in 100 BCE. Algebra, trigonometry, and calculus came from India.*"

India is much more than the most celebrated concept of unity in diversity, land of myths, traditions, and culture. We must be able to admire our country and our great ancestors for the immense knowledge system and traditions which they developed and preserved for the good of mankind and all other forms of life on earth. Only students with a strong awareness

of our land and its people, and its vast and deep knowledge tradition could pursue research activities imbibing valuable findings from our ancient system and modify them to suit the present-day necessities. Higher education institutes can never stay isolated from the immediate community they are supposed to serve or the society that they owe. When the society offers manpower to the institutions they must return to the society, the socially inclined and responsible professionals can work for the development of the society which is quintessential for its sustainable growth and existence.

Acknowledgement: This article has been written with the financial support of UGC STRIDE Component-I grant sanctioned vide Letter No. F. 2-5/2019(STRIDE-I), Dt. 03. 12.2019.

References

1. Behera, A.K. and Chandrashekhar C.P. (2020). Shall we go back to the ancient agriculture? : An overview. *Ancient Agriculture: Experiment findings*. Retrieved on 15 December, 2021 from https://www.researchgate.net/publication/343262131_Shall_we_go_back_to_the_ancient_agriculture_An_overview
2. Bhattacharya, Sayan (2015). Traditional water harvesting structures and sustainable water management in India: A socio-hydrological review. *International Letters of Natural Sciences*, Vol.37, pp. 30-38. Retrieved on November 23, 2021 from https://www.researchgate.net/publication/279742410_Traditional_Water_Harvesting_Structures_and_Sustainable_Water_Management_in_India_A_Socio-Hydrological_Review
3. Chinmaya Vishwavidyapeeth (2020). *Indian Knowledge Systems: An Overview by Prof. Gauri Mahulikar (OLA 01)*[Video], January 22). YouTube. Retrieved on 14 November, 2021 from <https://youtu.be/3H16y-XfMMc>
4. IIT Gandhinagar. (2016). *What we can learn from Indian Knowledge Systems, lecture by Michel Danino*[Video], April, 12. YouTube. Retrieved on 14 November, 2021 from <https://youtu.be/LZP1StpYEPM>
5. India, Ministry of Education. National Education Policy-2020. Retrieved on 3rd December, 2021 from https://niepid.nic.in/nep_2020.pdf
6. PTI (2021). India has tradition of holistic and multidisciplinary learning: Union Minister. *The Times of India*. Retrieved on December 2, 2021 from <https://timesofindia.indiatimes.com/india/india-has-tradition-of-holistic-and-multidisciplinary-learning-union-minister-subhas-sarkar/articleshow/85009953.cms>
7. Pudasainee, Aastha (2017). The story of great ancient vedic organic agriculture. *Indian Politics*, November 27. Retrieved on 19 December, 2021 from <https://www.indianpolitics.co.in/not-many-know-ancient-vedic-organic-agriculture/>
8. Trehan, G.L. (1975). *Learning and libraries in ancient India: a study*. Chandigarh: Library Literature House. □

Sant Nischal Das: A Great Vedantic Philosopher

L N Dahiya* and Kusum**

Haryana, India likewise, has been the land of saints and seers all through the ages. It has produced a galaxy of saints who gave the celestial message of universal love and brotherhood to the entire humanity. In the hoary past, the *Vedas* and *Upnishads* were recited by great rishis sitting on the banks of the *Saraswati* river that once flowed through the Haryana region.

Kurukshetra, a heritage and religious town in Haryana is also known as the cradle of ancient Indian culture and civilization. It was here that the great philosophy of the *Bhagavad Gita* was expounded by Lord Krishna, during the *Mahabharata* war, about 5,000 years ago. It was again on the soil of Haryana that *Vedavyasa* composed the timeless epic of the *Mahabharata*. Surdas, a great poet-saint of Vaishnava tradition, a devotee of Lord Krishna, and composer of *Sur Sagar* was born in village Sihi in Faridabad district of Haryana.

Notably, Haryana people over the period have been following several religions and sects, each one of these having produced many prominent saints and *sadhus*. Nischal Das and Garib Das are two renowned *Jat* saints of Haryana, who were born in the 17th and 16th Centuries, respectively. This paper is devoted to discussing and analyzing the life, works, and Vedantic philosophy of Saint Nischal Das.

Early Life and Education

Nischal Das was born on Janmaasthami day in the Hindu *Jat* family at Kungar Village in the Bhiwani district of Haryana in 1791CE. There is some disagreement among scholars regarding Nischal Das's birthplace. Several hold the view that he was born at Kidholi village of Dahiya gotra in Sonapat district, Haryana, which became his *Karam Bhoomi* and *tapobhumi* for many years till his last breath in 1863 CE. Nischal's father Mukta Ram, a farmer by profession, was very poor and had also lost his wife early. Agdi (Nischal Das's original

childhood name) was sent to a village school under the tutelage of a native teacher who happened to be the grandfather of Madhva Das Mishra, a well-known Hindi litterateur. Later, Mukta Ram forced by abject poverty and frequent occurrences of famine in this arid region of South Haryana, left the village along with his son Agdi in search of livelihood. The duo finally settled in Dadu Ashram, *Khari Bawli*, Delhi in 1799 CE. The Ashram's head (*paramukh*) Alkhram spotting the extraordinary talent and spiritual inclination of the child, initiated him into Dadu Panth.

The child's name was also rechristened from Agdi to Nischal Das. Nischal Das stayed in this Ashram for about seven years in all learning various aspects of Daduvani and Hindu Vedantic philosophy. Meanwhile, to quench his growing thirst, guru Alkhram sent Nischal Das to Jullundur, Kapurthala, and Lahore for advanced knowledge. Finally, Nischal Das was sent to Kashi, a great seat of learning of Indian philosophy and Vedantic knowledge during those times, in 1806 CE. There, he learned Sanskrit language, grammar, and scriptures and became adept in the field of *Sankhya*, *Nyaya*, and *Advaita Vedanta* under learned *guru* Damodar Shastri and Kakaram of Uddasin Ashram. He also visited Nadia (Bengal) to learn subtle Naya Darshan. After having completed his studies, his *guru* proposed to Nischal Das to marry his daughter. Nischal Das showed his reluctance and finally revealed that he was a *Jat* by caste and not a Brahman. On hearing, the *guru* flew in red with anger and inflicted three curses on Nischal Das. The three curses were: that Nischal Das would suffer from incurable short fever forever; his Sanskrit Vidya would not flourish, and he would remain unmarried or if married would have two wives. It is learned that all the three curses were fructified and turned out to be true. It is worthwhile to mention here that during those days, non-brahmans were not allowed admission in Sanskrit Vidyalayas at Kashi. Nischal Das, therefore, had to disguise himself as a Brahman's son, at the time of his admission for learning Sanskrit and Vedanta philosophy at Kashi.

Nischal Das returned to his old Ashram in Delhi from Kashi in 1826 CE at the age of about 35 years. His *guru* once again sent Nischal Das to Punjab on

*Former Vice Chancellor, M.D. University, Rohtak and past National President, Indian Commerce Association, 1129, Sector-3 Rohtak-124001 (Haryana). E-mail: lndahiya@yahoo.co.in

** Associate Professor, Department of History, Vaish Arya Kanya Mahavidyalaya, Bahadurgarh- 124507 (Haryana)

the thanksgiving mission of his old gurus and also to propagate Vedantic philosophy in the region. While returning from Punjab he had to halt at kidholi village for a night's stay. The villagers insisted to prove his siddhi by invoking the rain god to win over their belief and also to ease out drought conditions in the surrounding areas. To their utter astonishment, all of a sudden, the clear blue sky was overcast with black thick clouds and the village experienced torrential rain in no time. On this, the villagers fell at his feet and were remorseful. The next day, Nischal Das left for Delhi Ashram. Nischal Das, however, for varied reasons, was not feeling comfortable in Delhi Dadu Panthi Ashram. Firstly, at Dadu Panthi though did not believe in the caste system, there was the dominance of Brahmans in the Ashram (*dera*), and Nischal Das being non-Brahman was feeling somewhat alienated. Secondly, he also wanted a peaceful and solitary place for concentration, writing, and yoga sadhana. Primarily for these two reasons, Nischal Das eventually returned to Kidholi, a place about 45 km from Delhi, the same village where he had stayed for a night and had developed an emotional chord with the villagers.

The villagers welcomed his arrival enthusiastically with the popular slogan,

“निश्चल आया, ज्ञान गुड्डी बांध के लाया।”

In no time, Nischal Das Ashram in the vicinity of this village become a popular pilgrimage center and a large number of people (followers and others) thronged it daily for knowledge, spiritual upliftment and also the treatment of all kinds of ailments. The Ashram provided free treatment and medicine, and also langer for the poor. He enjoyed a considerable following in the region. He stayed at Kidholi Ashram for about 36 years till his last in 1863 CE. He attained self-realization and completed all his 10 *granthas* here. It is said that one day on July 14, 1863 CE, Nischal Das expressed his desire to visit his old *dera* at Delhi. His disciples took him to Delhi in a palki, as he was not feeling well that day. On reaching Delhi the same evening, he breathed his last. The next day, he was cremated with full honor at Nibodh Bodh Ghat, Delhi. However, his samadhi was constructed at village Kidholi which was his *Karam Bhoomi* for long 36 years.

His Philosophy

From time immemorial, the concepts of God, soul, and the illusory world have been intriguing human mind.

Awe, affection, doubt, and devotion have worked human mind and conscience while confronting these issues. Nischal Das was also preoccupied with these ticklish questions and came out finally with his own philosophy of *Advaita*. Nischal Das was a *Dadu Panthi Sadhu* who followed Advaita Vedanta, which is one of the most influential schools of Indian Hindu philosophy. Nischal Das's philosophy was influenced by Adi Sankaracharya of eighth-century Vedic saint-scholar, who had demonstrated the non-duality or the oneness of the individual and universal spirit. *Advaita Vedanta* is a Hindu Sadhna for liberation (*Moks, Mukti*) where there is no difference between the soul (*Jiv, Atma*) and God (*Braham, Parmatma*). According to Nischal Das, *Jiv* is not distinct from Braham.

‘अहं ब्रह्मास्मि अथवा आत्मा सो परमात्मा’

And knowledge of this is liberation. The distinction between Braham and *Jiv* is created by the illusory world. Under the influence of the world by phantasmagoria, we regard the world in which we live, as something real (which is not so) and we forget the connection between the soul and God (*Braham*), and hanker after the acquisition of wealth and accumulation of riches with the false hope that it will bring bliss and comforts. This appearance of the world owing to ignorance (*avidya*) that has the power to project i.e. to superimpose the unreal on the real resulting in the delusion of the *Jiv*, who experiences objects created by his mind and sees the difference between the *Atma* (the individual self) and Braham (the supreme self). The delusion caused by ignorance is destroyed when ignorance itself is destroyed by knowledge. Nischal Das brings this vital point at home by linking it with an appropriate example of a snake and a rope. He added that when a person conceives the presence of the snake on a night, in a hit of straw, rope, etc; the so-called snake is discarded when a light is brought to show that the thing lying in front is rope and not a snake. The illusion is dispelled. In other words, when the rope is known, the snake is negated. Similarly, the illusion of the world is only removed by a thorough knowledge of self who is no other than Braham. The following verse from ‘*Vichar Sagar*’ sums up this bewilderment beautifully:

है जिहिं जाने बिन जगत, मनहु जेवरी सांप I
नशै भुजंग जग जिहिं लहै, सो डंह आपे आप II

According to Nischal Das, the individual self is not different from Braham as mentioned, plurality

(*Jiv* and *Braham* difference) is experienced because of error of judgment and ignorance, as a snake created in a rope. Knowledge of *Braham* which is formless, indivisible, immutable, infinite, and beyond the realms of *Maya* removes these errors and causes *Jiv*'s liberation from the cycle of transmigration and worldly bondage. *Braham* is the fundamental reality underlying all objects and experiences. *Jiv* is over powered by *avidya* and *Maya* is responsible for the creation of the world. The most distinguishing feature of the philosophy followed and professed by Nischal Das is that there is one ultimate reality of *Braham* which pervades the entire universe and *Jiv* is not different from it. *Jiv* is a manifestation of *Braham* and there is no duality between the two. This branch of Hindu philosophy is popularly known as Advaita Vedanta. 'Dvaita' is another branch of philosophy opposed to *Advait*, followed by *Anandatirtha* (1199-1278 CE), *Madhvacharya*, *Vallabha*, and *Chaitanya Mahaprabhu*, etc. believed in a dualism between *Jiv* and *Braham*.

His Literary Works

Nischal Das was a prolific writer of Sanskrit as well as Hindi. Nischal Das authored 10 *granthas* dealing with Vedantic philosophy and other aspects of spiritual life. For his monumental works, he is counted amongst fore ranking thinkers and philosophers. He authored these *granthas* after having attained self-realization. His Sanskrit works include; *Isopanisad*, *Kathopanisad*, *Mahabharata* (all commentaries), *Vritiavivaran*, *Vrtidipoka*, and *Ayurveda*. All these manuscripts, unfortunately, have not yet been traced. His distinctive contribution to Hindi literature lays in three philosophical treatises namely *Vichar Sagar*, *Virti Prabhakar*, and *Yukti Prakasa*. We proceed to discuss these, *Vichar Sagar* in more details, and the remaining two just in brief.

Vichar Sagar

Vichar Sagar is the most popular among all his *granthas*. He presented *Vichar Sagar* in Hindi language mixing Rajasthani and Haryanvi terms, having the common man in mind to understand Vedanta. Alternatively stated, this *grantha* is quiet helpful for understanding various *prakriyas* of Vedanta even without studying Vedas and Upnishads. *Vichar Sagar* is a very profound text just as the ocean (*Sagar*), vast horizontally and deep vertically, full of waters having multiple waves (*tarangs*). This monumental *granth* was compiled in 1848 CE. The *granth* spreading over seven chapters contains 554 pithy verses. Each chapter is

called a *tarang*. *Vichar Sagar* is the first commentary on *Advaita Vedanta* in Hindi since Adi Sankar did so in Sanskrit, more than 1200 years ago. Nischal Das in this *grantha* inquires into *Jiv*, *Braham*, *Maya* and their relationship culminating in the issue of liberation and salvation. He weaves the main threads of his argument with the help of the suitable example of snake and rope, as mentioned earlier, and a hypothetical story of a king and his spiritually inclined three sons. The first chapter (*tarang*) is devoted to invocation and denotation of supreme *Braham* and other powers like *Brahama*, *Vishnu*, *Shiv*, Sun, etc all emanating from *Braham*-the 'Ultimate Creator'. The following opening verse of this first wave (chapter) is *mangla acharanan* or benedictory prayer and is an invocation of an auspicious occasion:

जो सुख नित्य प्रकाश, विभु नाम रूप आधार I
मति न लखै जिहिं मति लखै, सौ मै शुद्ध अपार II

It says that supreme *Braham* (the Creator) is seated happily in me. He is ageless, endless and regular, lighted with his own light, omnipresent and the basis of all objects in the universe. While impure and filthy mind can't know and understand *Braham*, the pure mind knows his creator. I am that *Braham*, when I remember *Braham*, I have remembered all the gods. In the second chapter (*tarang*), Nischal Das has critically evaluated that salvation (*Moksh*) of self i.e. *Jiv* merging with 'Supreme' and free from the cycle of life and death, is the ultimate objective of *Jiv*. He has further delineated in this chapter the path to achieve *Moksh* and removing all doubts and ignorance of *Jiv*. *Vedanta* starts from chapter three. Here the traits of a noble guru and worthy pupil are also beautifully portrayed. Nischal Das says that a pupil must show immense love and reverence to his guru even more than God, for without him, he may be wise but can't seek deep knowledge of self. His following verse highlights this fact.

इश्वर तै मे गुरु में अधिक, धारे भ्रमि सुजान I
बिन गुरु भक्ति परवीरा I हूँ, लहै न आत्म ज्ञान II

The next fourth, fifth, and sixth chapters (*tarangs*) describe different paths of salvation to spiritually inclined persons possessing different levels of intellect. Nischal Das to explain different approaches or paths to salvation weaves his strands of arguments around a universal fictitious king, (*Shubhasantati*) and his three sons (*Tatvadrishiti/uttam adhikari*, *Adhrusti/madhy adhikari*, and *Tarakdrishiti/manda adhikari*). The story goes,

that one day the king called his sons to take charge of the vast kingdom as he was disgusted with worldly wealth and all pomp and splendor that go along with the position of a king, and wanted to lead a spiritual life in solitude. On hearing, all the three sons declined the offer realizing that if their father had found no solace in the vast kingdom, then how would the same be satisfying to them. Thereafter, all the three sons left for the forest in search of *guru* for enlightenment and their salvation. After a lot of wandering, they finally find a guru meditating on the banks of the river *Ganga*. They implored before him to guide them to the path of salvation (*Moksh*). The guru after evaluating their mental makeup, which greatly varied, adopted different techniques to show them the path to salvation. The following verse of *Vichar Sagar* placing three sons in three categories is reproduced here.

तत्त्व दृष्टि इक नाम अहि, दूजो कहत अदृष्ट I
तर्क दृष्टि पुनि तीसरो, उत्तम, मध्य, कनिष्ठ II

There is no one-size-fit approach to salvation as people possess different abilities. The *guru* in the process removes and resolves all their doubts and sets them on the path of *Gyan*, *Bhakti Upasna* and *Niskamkarm* Marg, respectively, for their salvation or *Moksh*. Nischal Das message of this story is clear and loud, that people with different abilities in this world can attain salvation and meet their creator by following different means. The last seventh chapter by way of winding up describes the difference between *Jivanmukta* and *Parammukta* person. A person purified by knowledge of *Braham*, and exonerated or liberated, while living, from future birth and all ritual ceremonies, is known as *Jivanmukta*. It is a state of selflessness, a transition from *aham* to *sarvam*. Nischal Das had become *Jivanmukta* in 1842 CE. For such a person, all activities go on as ordained and is emancipated while still alive and not yet dead. Such *Jivanmukta* person destroys all his remaining *karmas* and becomes *Parammukta* after his physical death. To be more explicit, the *Parammukta* is commonly used to refer to final liberation, which occurs upon the death of the body of someone who is already a *Jivanmukta*. Some examples of *Jivanmuktas* are: Buddha, Mahavira, Adi Sankracharya, Kabir Das and Ramkrishna. All of them realized *atman* i.e. God within their life time by treading the path of spirituality. After leaving the physical body, they attained the *Parammukti*.

Nischal Das then concludes the fictitious story of the king and his three sons. While the first two sons attained liberation and became *Parammuktas*, the third son *Tarakdrushti* returns to his father, reigned over the kingdom and finally merged with *Braham* while running and serving the kingdom without worldly attachment and temptation.

In sum, *Vichar Sagar* presents the essence of all *Vedas* and *Upnishads* in a simple way in the regional Hindi language for the understanding of the common man. Nischal Das used this text for teaching Vedanta to his pupils in place of *Vedas* and *Upnishads*. Many prominent saints including Swami Vivekanand, Bhagwan Raman of Tamil Nadu, Swami Ram Tirith, Sai of *Sirdi* (or *Sirdi Baba*), etc; praised *Vichar Sagar* and had been his followers. Swami Vivekanand, born in 1863 CE in the year in which Nischal Das breathed his last, was so impressed as to comment on *Vichar Sagar*. "It is the masterpiece on basic principles of Hindu philosophy and the ideas of Vedanta. Whatever has been written during the last centuries appears opaque before *Vichar Sagar*.it is the most influential work that has been written in many languages within the last three centuries." Vivekanand recommended *Vichar Sagar* for all the youths of India. He had asked the youths to become '*Brahamvid*' and spread his message 'Be and Make' throughout India. *Vichar Sagar* had been immensely popular in Northern India and was used for daily reading for a long time by the common man who had no access to Sanskrit scriptures.

Let us now take a synoptic view of his two other *granthas*.

Virti Prabhakar

This *granth* is one of the three published *granthas* of Nischal Das. This *granth* was written after *Vichar Sagar* at the request of Raja Ram Singh of Bundi, who became Nischal Das's follower. Raja Ram Singh not only visited Nischal Das Ashram at Kidholi village but also requested him to be at Bundi permanently as Raj Guru. Nischal Das politely declined the offer but agreed to visit Bundi intermittently for *Sasthrath*. *Virti Prabhakar* is also a deep *granth* that critically examines the issues discussed in *Vichar Sagar*. *Naya Sastra* is principally its subject matter. The entire *granth* is divided into well-knit eight chapters, full of learned discourses.

Yukti Prabhakar

Nischal Das composed this *granth* broadly with a view to educate and enlighten the common man with deep practical Vedantic knowledge.

It has illustrated a number of fascinating tales with meaningful morals on the pattern of *Panch Tantar* (200 BCE), and *Hitopdesh* (12th Century). There are 39 *Yuktis* (tactics or strategies) woven around kings, queens, animals, birds, fairies, and so on. These stories serve those who don't have access to and understanding Vedas and other scriptures.

His Teachings and their Relevance

- In sum, *Vichar Sagar* and his other *granthas* represent the assimilation of Vedantic philosophy into the field of spiritual wisdom. His belief was infallible in the authority of Vedas. His works can stimulate our young minds in the realm of metaphysics. It can appropriately be said that a nation without spirituality is but on the road to ruin and self-destruction. Nischal Das's works could push further the Indian philosophy when it was needed the most under British Raj.
- Our scriptures and knowledge of Sanskrit are not only the bastion or citadel of *Brahmans* only but rightfully belong to all irrespective of caste, creed, and religion. Nischal Das Ashram always remained thronged with all and sundry with no socio-economic discrimination. He wrote *Vichar Sagar* in local Hindi to benefit even the people in the street.
- Nischal Das believed that *Braham* is one confirming the philosophy of *Vedantic Advaita*. *Dvaitism* (dualism) according to him gives rise to confusion and doubts about the supremacy of the Creator. He carried forward the Hindu philosophy of God saying that I am God.
- Nischal Das neither advocated nor denounced idolatry and rituals. He could go to any temple and do *namaskar* to any idol. He suggested three paths of salvation namely: *Tattva* or *Gyan marg*, *Upasana bhakti marg*, and *Niskama Karma marg*, depending on the intellect level of people. Ethical practices, of course, are necessary for intrinsic human values for all the above-stated paths.
- Guru needs not to impose or thrust his ideas on the pupils. Rather a teacher must encourage his

students for questioning for resolving all their doubts and apprehensions. Nischal Das was in favor of his brilliant innovation in the teacher-pupil relationship. In the present day scenario, teacher-centric education is shifted to a student-centric education system to reap great benefits.

- Nischal Das's philosophy is the acceptance of grief on the loss of a beloved family member. It reminds us that there is no remedy beyond the knowledge that the dead one was nobody but a mere illusion that tied him in bonds of affection. This world is like *mela* in which one comes and another goes. All worldly events and relations are empirically real but ultimately unreal.
- One should never hanker after publicity for self-relation and self-aggrandizement as did Nischal Das, even after having produced his monumental works and having defeated repeatedly in Shastratha his opponents on the strength of his arguments and knowledge. He always remained without being loud about it. This is why he nowhere mentioned his parents, birthplace, and other important events of his life. In all his entire works, Kidholi thus is mentioned only once in a verse towards the feg end of *Vichar Sagar*. Kidholi is situated about 45 km away from Delhi in the west.

दिल्ली तै पश्चिम दिशा, कोस अठारह गाम I
तामै यह पूरो भयो, किहडोली तिहि नाम II

- He always stood for the socio-economic upliftment of the people. He also treated people suffering from varied mental and physical ailments free of cost through Ayurvedic method, as he was specialized in Ayur Vijnan. His Ashram also arranged free *Bhandara (Langar)* to feed the poor and those coming from far off places, even in the midst of famine like situation in the area.

Reasons for the Tardy Propagation of his Philosophy and Ideas

- The teachings of Nischal Das remained largely obscure among the masses mainly for caste consideration designed by the predominant Brahmanical patriarchy.
- Nischal Das also did not receive enough social and institutional support as he didn't involve himself in social reforms like that of Swami Dayanand and several others.

- He was more or less solitary in his journey. Also for health issues, due to running of curses, he couldn't afford to visit faraway places so frequently. His followers also didn't seem to make concrete efforts to propagate his teachings and philosophy.
- Nischal Das did not enjoy much patronage except Raja Ram Singh of Bundi, while Swami Dayanand his contemporary had 14 Rajas to his side. Besides, AryaSamaj, founded by Swami Dayanand, governed by simple but more reformatory and appealing principles and tenets over shadowed Nischal Das teachings and deep Vedantic philosophy
- The agriculturist class, predominant in Northern rural India, found *Arya Samaj* principles more in tune with their profession and living style as compared to Nischal Das's subtle and abstract principles of *Advaita*. The agricultural class which excels in agricultural practices and the battlefield feels the necessity of ritualism only during the time of emergency.
- The British never liked people to be united on any issue. Instead of helping and appreciating, the government raided Nischal Das Ashram, which was running the free kitchen and arranging free medicine for the poor during the severe famine of 1899 CE popularly known as *Chhapna* as it was *Vikrami Samvat* 1956. Nothing objectionable was found in the Ashram and the raiding party had to eat humble pie.
- *Vicha Sagar*, written in local Hindi, for many years, after its publication in 1848 CE, couldn't be translated into other Indian languages for its wider reading in South and other non-Hindi areas in British India.
- The *Vichar Sagar granth*, as acknowledged by academicians and scholars of great significance, may be reintroduced in college and university curricula at least in several disciplines like Hindi, Sanskrit, Philosophy, History, and regional languages. For many years, *Vichar Sagar* was taught at Punjab University around the 1850s.
- A chair in the name of Nischal Das may be instituted at least in one of the State-run Universities in Haryana, Punjab, UP, Rajasthan, etc; to advance, promote and popularize his philosophy
- *Jat* organizations may also undertake all measures to revive and propagate Nischal Das Vedantic philosophy and ideology.
- Haryana government to perpetuate his memory, should raise a befitting memorial surrounding his Ashram and Samadhi, which now stand in dilapidated condition at Kidholi village, to attract followers from India and abroad.
- Sant Nischal Das left behind a legacy of intellectual achievements, erudition, and the quality which is born once in ages. He stood for Indic values that are unfortunately scoffed at these days. His life will remain a source of inspiration for those inclined towards spirituality and self-realization for centuries to come.

References

1. Dahiya, Bhoop Singh (2018). *Bhagwan Nischal Das – Pradesh and Sandesh*, Doaba House, Nai Sarak, Delhi.
2. Sreeram, Lala (1885), *The Metaphysics of the Upanishads; Vichar Sagar*, Heera Lal Dhole, Calcutta,
3. Pitambara (1917). *Sri Vichar Sagar of Sadhu Nischal Das with Hindi Tika*, Manjoram Publication, Bombay.
4. Misar, Shiv Sankar (Editor) (2021), *Vichar Sagar Vimarsh*, New Delhi, Manyata Publisher Mayapuri.
5. Swami Vivekananda (2015). *The Complete Works of Swami Vivekananda*, Manonmani Publishers. □

Suggestions

- The story of Nischal Das needs to be told to keep our youths enlightened in the age of modernity amid a stifled spiritual environment. To begin with, a chapter on Nischal Das may be incorporated into the school textbooks to raise spiritual consciousness among students.

ICT in Education and Blended Learning: Contemporary Practices in Indian Higher Education

Dhiraj Ambade*

Information and Communication Technology (ICT) has had a major impact on education in the twenty-first century (Núria Llevot-Calvet., 2018) (Schneckenberg, 2010) (Kumar, 2006). Globally, there is a growing consensus that Information and Communication Technologies, particularly the Internet, provide a new framework and huge prospects for economic, political, educational, and social development. Achieving social development goals requires access to new information technologies and new ways of accessing and using technology by those living in poverty. The World Summit for Social Development (United States 2004) recognised the need for educational institutions to provide such access. Ensuring equal access to education, information, technology, and knowledge is vital for increasing communication and student empowerment while safeguarding civil and political rights (2004).

The usage of ICT in higher education institutions, particularly in India, is more of an inevitability than an emerging trend, showing the institution's standard. Especially during the epidemic, when internet teaching, learning, and evaluation were required (Isaías, 2020). This is because ICT has long since superseded and may soon undermine traditional teaching-learning processes (Bach, 2006).

In recent years, the use of ICT has increased in India, notably with the Kothari Commission's recommendation to reinforce the use of technology in HEI academics. In the post-pandemic era, higher education has taken on a new meaning, focusing on skills acquisition, which corporations and professionals need. Unlike traditional teaching and learning techniques, ICT promises efficiency, accuracy, skill development, and transparency. It facilitates faster delivery and transaction of knowledge, keeping pace with the time and demand, more so with education seem to seek employment based on skills. Thus, adoption and integration of ICT is crucial in procuring access to information and new advances (Law, 2006).

ICT has emerged as one of India's most potent

* Faculty, Annasaheb Gundewar College, Nagpur- 441302 (Maharashtra). E-mail: abdees2017@gmail.com.

tools for addressing development and poverty issues (Venkatesh, 2020)(Bajpai). With ICTs in education, teachers, learners, and professionals may access and stake research resources from anywhere. Using ICT, we can improve and comprehend the learning process, collaborate across time and space, and address 'complex real-world challenges' (UNESCO., 2018). Increasingly, ICT tools are used in teaching. Many technologies, notably ICT, are now being accepted and integrated into our daily lives and educational institutions (Tomei, 2012). Globally, ICT has influenced teaching and learning practises (UNESCO, 2020).

Using ICT in our universities is increasingly crucial, especially after a pandemic. It's become a vital part of our instructional activities. Educators are increasingly employing ICT to teach students, a sign of progress in a highly competitive and 'globalised digital world'. Whether in the classroom, administration, or online, ICT has the potential to improve education. ICT can help teachers and students in the classroom. ICT improves individual, group, and societal learning. Teaching and learning may now take place "anytime, anywhere, especially with the rise of ICT" (Manichander, 2018, p. 34). Teachers and students can use ICT to improve classroom experience.

ICT has recently revolutionised education globally. ICT improves information and knowledge quality while increasing awareness. Educators increasingly see ICT as a tool to improve classroom quality, engagement, and flexibility. Lifelong learners can choose what, when, and where they wish to learn (UNESCO, 2020), Students can use ICT to collaborate with peers globally. Networking and communication equalisation are a key feature of ICT, according to a UNESCO report. Most countries priorities ICT adoption, integration, and implementation to improve teaching and learning (World development report 2018: Learning to realize education's promise., 2018).

Using ICT in the classroom teaches students how to work in the digital age. Traditional educational environments seem unsuitable for educating learners for level of employee. Without ICT, no educational

institution can prepare students for ‘the twenty-first century’ challenges in academics (Wright, 2008) (Erdem, 2019). Several researches have proven that ICT may considerably improve the educational process.

Wong, et al...(Looi C. W., 2019) state that technology can support face-to-face learning. Teachers can educate students with special needs by using computers, according to many experts (Gunter, 2014). Using ICT can help both professors and students improve their teaching. Lawrence (2012) claims that ICT can boost learned competence, motivation, and knowledge. ICT can help students learn and deliver information. Byrne (2013) says it depends on the curriculum, region, and class. ICT has shown benefits in various science education domains. For example, Reid states that employing ICT requires teachers to change and customise their own materials and practises (Manson, 2006).

Bosch, C., et al., (2021) stated that more the student learning centric pedagogy is, the more access to online resources is required to support students in managing their own learning. According to Amin, ICTs are supposed to supplement traditional teaching and learning (2018, p. 171). Integration of ICT with a new age curriculum is and will be the benchmark of progressive academic institutions which have long accepted hybrid learning (Gisbert, 2015). For Bolstad (2004), ICT is “any electronic or digital technology that allows people to obtain information, connect, or change the environment.” A type of education that uses ICT to improve, support, and optimise teaching and learning process (Looi C. Z., 2020). E-Learning incorporates the effective use of ICTs to learn. ICT tools thus provide impetus to e-learning.

However, earlier research (Kamei, 2016); (Koh, 2015), 2010; (Latwal, 2020) has highlighted some of the potential benefits of using ICT in education, notably in enhancing teaching and learning activities:

- allow learners to learn from experts across the world;
- provide opportunities for students to develop understanding and cultural sensitivity; through collaborating with students from different nations;
- facilitate the access to digital information efficiently;
- support student-centric and self-directed learning;
- produce a creative learning environment;

- enhance teaching and learning quality;
- provide problem solving and critical high-order thinking abilities development;
- encourage teacher-student communication;
- encourage student collaboration;
- instant feedback;
- allow things to be completed on time;
- communicate positive expectation;
- value different ways of learning and capacities;
- bridge social diversity;
- prepare students to develop the ‘21st century competencies; and
- support social development by sharing knowledge, enhancing democratic participation, access to government services, and social cohesiveness.

ICT is becoming more ingrained in teaching. Everyday interactions with Smart Phones, laptop, computer and programmable toys expose students to digital tools. Because research shows that early exposure to technology can benefit students, today’s youth live in an ICT-rich era.

In 2004, the Government of India launched the ICT@Schools scheme, combining two earlier schemes, Educational Technology 1972 and Computer Literacy and Studies in Secondary School (CLASS) 1984, to help secondary students develop ICT skills and learn through computer-aided learning, thus bridging the digital divide. (India, 2017). Online teacher training and professional development programmes are being employed by the Central and State Governments to ease some issues associated with in-person training such as time away from school, dilution of instructions and limited training scope and instructors covered. To make an online course useful for teachers, education institutes can integrate recorded expert sessions, practitioner perspectives, and classroom films.

As part of the new education policy 2020, ICT is emphasised for ‘community engagement’ and academic enrichment (NEP 21.6). It envisions technology enhancing educational endeavours. There will be apps, online courses/modules, satellite TV channels, online books, and ICT-equipped libraries and Adult Education Centres to make education more accessible through government and philanthropic initiatives (MHRD I., 2020)(21.10).

UNESCO assists its Member States in developing evidence-based ICT education policies and master plans. Ensure instructors have the abilities and competencies to use ICT to promote student outcomes and digital skills development. ICT can enhance and improve education. UNESCO, as the UN's chief educational body, leads international efforts to help countries understand how technology may help them achieve SDG (Sustainable Development Goals) (UNO, 2017).

The Ministry of Education (MoE), Government of India emphasises the use of ICT in its educational transaction, providing impetus in education, learning and teaching, and evaluation process both in school and higher education. The ICT in school education is facilitated through introducing the ICT based applications and portals, such as Shala Siddhi, Shala Darpan, e-path Shala, Swachh Vidyalaya, school GIS, Digital Gender Atlas (Table-1). Considering the growing mobile use in education, government also launched ICT

based Mobile applications such as Shala Darpan, Saaransh portal (MHRD D. o., 2020).

The National Assessment and Accreditation Council (NAAC) makes higher education procedures more robust, objective, transparent, scalable, and ICT enabled by ensuring that they are in step with local, regional, and worldwide trends. It emphasises the need for institutions to be well-prepared to employ ICT. It intends to increase ICT use in higher education institutions by implementing ICT-enabled administrative processes and resource sharing and networking. It urges the institution to develop technology deployment policies and plans (ICT use).

To facilitate E-learning in social sciences, the National Mission on Education through ICT (NMEICT) has established a curriculum-based interactive multimedia portal called e-PG Path Shala. While e-Shod Sindhu provides current and archival access to over 15,000 core and peer-reviewed

Table -1: ICT Based Application in Schools

ICT Based Application	Description	Website
Shala siddhi	In India, the National Programme on School Standards and Evaluation (NPSSE) is known as Shala Siddhi. The National University of Educational Planning and Administration (NUEPA) designed it to help schools evaluate their performance more strategically and make professional improvements.	http://shaalasiddhi.nuepa.org/
Shala Darpan	Shala Darpan, is an ICT programme operated by India's Ministry of Human Resource Development, mainly designed to evaluate students' progression. This data is only available to students in public schools. The Shala Darpan Portal is being implemented by the Rajasthan Education Department.	https://rajshaladarpan.nic.in/
saransh	The Central Board of Secondary Education (CBSE) of India launched the Saransh web portal to promote ICT in schools.	saransh.nic.in
e-pathshala	ePathshala is a CIET and NCERT portal/app. The Ministry of Human Resource Development, CIET, and NCERT. introduced it in November 2015. It includes instructional tools for instructors and students. The portal includes NCERT textbooks for grades 1-12, NCERT audio-visual resources, journals, supplements, teacher training modules, and other print and non-print materials.	https://epathshala.nic.in//
School GIS	School GIS is a government web platform for monitoring school coordinates, village, taluka, and district information, and grading.	https://schoolgis.nic.in
Digital Gender Atlas	The Digital Gender Atlas was created to discover low-performing geographic regions for girls, particularly from marginalised groups including scheduled castes, scheduled tribes, and Muslim minorities.	https://www.india.gov.in/spotlight/digital-gender-atlas-advancing-girls-education

Table -2: ICT in Higher Education

ICT Application	Description	Website
swayam	Swayam (Study Webs of Active-Learning for Young Aspiring Minds) is an Indian MOOC platform launched by the Ministry of Human Resource Development (MHRD),(now Ministry of Education),	https://swayam.gov.in/nc_details/AICTE
swayamprabha	The SWAYAM PRABHA is a group of 34 DTH channels devoted to telecasting of high-quality educational programmes on 24X7 basis using the GSAT-15 satellite	https://swayamprabha.gov.in/
National digital library	The National Digital Library of India (NDLI) is a virtual repository of learning resources that offers a variety of services to the learning community.	https://ndl.iitkgp.ac.in/
<u>e-PG Pathshala</u>	e-PG Pathshala is an initiative of the MHRD under its National Mission on Education through ICT (NME-ICT) being executed by the UGC.	http://epgp.inflibnet.ac.in/
shodhganga	The Shodhganga@INFLIBNET is powered by DSpace, an open source digital repository software developed by MIT in collaboration with Hewlett-Packard (HP).	https://shodhganga.inflibnet.ac.in/
e-shodhsindhu	INDIA'S SHODH SINDHU provides universities, colleges, and centrally funded technical institutions with access to e-resources.	https://ess.inflibnet.ac.in/index.php
e-yantra	e-Yantra is a Ministry of Education-funded robotics outreach programme based at IIT Bombay.	e-yantra.org
FOSSEE	The FOSSEE (Free/Libre and Open Source Software for Education) project encourages academics and researchers to use FLOSS tools.	https://fossee.in/
Spoken tutorial	Spoken tutorial is a MoE, GoI. project on ICT education to encourage Open Source Software literacy in India.	https://spoken-tutorial.org/
Virtual lab	The Virtual Labs project is an initiative of the Ministry of Human Resource Development (MHRD) of India (NMEICT).	https://www.vlab.co.in/
vidwan	A premier database of scientists, researchers, and other faculty members from top academic institutions and other R & D organisations in India.	https://vidwan.inflibnet.ac.in/
Shodh siddhi	e-National ShodhSindhu's Steering Committee (NSC) has established a programme "ShodhShuddhi" which provides access to Plagiarism Detection Software (PDS) to all universities/institutions in India.	https://pds.inflibnet.ac.in/

journals and several bibliographic, citation and factual databases in different disciplines from many publishers and aggregators to its member institutions, we can imagine the inclusion of ICT in higher and school education in India

ICT in School Education

GOI, in its endeavour to introduce ICT in education, started the applications such as shala siddhi, e-pathshala, and other, facilitating ICT enabled access to learning, teaching and evaluation.

Despite many claims by educational technology companies, agencies, and the government, the reality in India's 1.30 million schools, 611 universities, and 31,000 colleges is quite different. More so with the imbalance in income, poverty, access to food and education as being the challenges for the people, the buzzword of development become meaningless (Hemalatha, 2020).

As per the AISHE's report 2020, which enlists 1043 Universities, 42343 Colleges, and

11779 standalone Institutions, there are 396 private universities, and 420 universities are rural. There are 522 General, 177 Technical, 63 Agriculture & Allied, 66 Medical, 23 Law, 12 Sanskrit, 11 Language Universities, and 145 Other Universities. Uttar Pradesh, Maharashtra, Karnataka, Rajasthan, Andhra Pradesh, Tamil Nadu, Madhya Pradesh and Gujarat have the most colleges. The number of colleges per lakh eligible population (aged 18 to 23) varies from 7 in Bihar to 59 in Karnataka. Only 10 per cent of colleges are exclusively for women, yet 60 per cent of colleges are in rural areas. Only 2.7 per cent of colleges provide Ph.D. programmes, while 35.04 per cent offer graduate programmes. 32.6 per cent of institutions only provide one curriculum, with 84.1 per cent privately owned. 37.4 per cent of these private colleges exclusively provide B. Ed. (Ministry of Education, 2020)

In India, 78.6 per cent of colleges are privately operated, while 65.2 per cent are privately aided. Andhra Pradesh and Telangana have almost 80 per cent private unaided colleges, whereas Chandigarh has 8 per cent. 16.6 per cent of Colleges have fewer than 100 students and only 4 per cent have over 3000.

In India, the Gross Enrolment Ratio (GER) in higher education is 27.1, based on the 18-23 age group. The male population has a GER of 26.9, while the female population has a GER of 27.3. Compared to the national GER of 27.1, it is 23.4 for Scheduled Castes and 18.0 for Scheduled Tribes. Scheduled Casts students make up 14.7 per cent of the total enrolment, while Scheduled Tribes students make up 5.6 per cent. Other Backward Classes account for 37 per cent of students. Muslim minorities account for 5.5 per cent of students, while other minorities account for 2.3 per cent (2020).

Without a doubt, ICT as an essential necessity in education proves to be beneficial in information access and learning. However, given the socio-economic geography, lack of funds, and privatisation of institutions, ICT enabled teaching presents more challenges than solutions. In a country where most education is delivered in a regional language and English is taught only as a second language, implementing comprehensive ICT in education could be unproductive. Considering the aforementioned statistics, which show that most students (32%) choose to study in the Arts faculty, and the institutional infrastructure associated with ICT, blended learning

Table-3 Percentage of Institutions having ICT Related Infrastructure

Infrastructure	University	College	Standalone
Theatres	49	21	21
libraries	94	99	98
Laboratories	85	82	93
Conference Halls	94	79	81
Computer Centres	81	86	92
Connectivity NKN	55	23	23
Connectivity NMEICT	40	22	22
Skill Development Centre	66	53	54
ICT cell	NA	NA	NA

Source: AISHE19-20 page 33.

can aid in the acquisition of educational skills and competence.

Complete Adoption of ICT in Indian Education: Some Barriers

Although Information and Communication Technology (ICT) has the potential to alter Indian education, there are several problems and challenges that must be addressed before we can adopt ICT education in schools and educational institutions. Internal and external hurdles stand in the way of ICT adoption. The following are some of India's internal barriers to ICT integration:

- Lack of qualified teachers- Fewer dynamic instructors and technocrats are trained in ICT. This underlines the need for frequent quality ICT training for instructors participating in ICT education.
- Inadequate infrastructural support and resources- Inefficient training modules, computers, study materials, software, infrastructural availability, inadequate expertise regarding incorporating ICT in courses, technological issues, lack of administrative aid, and poor curriculum fit are obstacles in ICT adoption.
- Most instructional software produced globally is in English. Most web information is in English. English proficiency is low in underdeveloped countries, especially outside of urban areas, limiting the educational benefits of ICT.

- A lack of awareness of the role of ICT in improving education is a common occurrence in developing countries. Teacher attitudes and views are also obsolete. They are oblivious, dogmatic, and unwilling to evolve. Incorrectly believing that ICT is primarily made for children, they doubt its effectiveness and utility in the classroom.
- Time constraint: Instructors frequently get extra duties. They also teach other subjects. They lack time to create and apply educational technology.
- Education institutions have limited financial resources to maintain and upgrade ICT equipment. Budgetary constraints severely limit government endeavours. Rural school ICT projects are not self-sustaining. When government or private sector initiatives expire, students must maintain equipment. Students from low-income families are unable to afford maintenance and computer costs.
- Lack of ICT service centres and trained technicians in schools. Technical support workers, whether school-employed or contracted, are essential to a school's ICT use. Without on-site technical help, technical failures cost time and money. Lack of timely technical help severely impeded the use of ICT in the classroom.
- Internet and resource issues Rural schools typically lack ICT resources such as supporting infrastructure, uninterrupted electricity, multimedia, projectors, scanners, smart boards, and so on. Despite its importance in ICT, internet is absent in most classrooms. High internet provider fees and slow or inconsistent access weaken the meaning and impact of ICT.
- Lack of interest among the stakeholders: Lack of interest among stakeholders, local management, teachers, and parents, is a key hurdle to ICT programs in education. With most institutions privatised, stakeholders are unwilling to fund ICT and other technological projects.

Blended Learning as a Contemporary Practice in HEI in India

Blended learning is the 'buzzword in emerging training world' (Thorne, 2003). Blended learning in higher education shows how blended learning embraces traditional ideals of face-to-face teaching while incorporating online learning best practises,

helping learners and teachers improve teaching-learning across disciplines (Garrison, 2008). Blended learning, particularly in education, allows trainers and staff developers to combine online and conventional learning methods. It is a blend of classic and innovative learning strategies that could improve classroom experience for both students and teachers.

Academics and educators must evaluate whether digital platforms are credible alternatives or, at best, complementary. Higher education must ensure valuable and liveable experience of learning to ensure efficient yet human face of learning. In the era of higher education industry 4.1, an over-reliance on ICT-based machine learning can weaken the creative spirit that institutions value. Blended learning allows for incremental digital transition without removing the live learning experience.

In a world of rapidly developing technology, people's communication, learning, and thinking styles are evolving. Blended learning is a rapidly growing trend in worldwide education (00). It is a blended method of teaching in which teachers must combine traditional classroom skills with new skills generated by ICT learning demands.

In the early 2000s, it became a popular instructional concept. Blended learning appears enticing since it preserves old learning methods while incorporating modern technologies. En route, it provides for a compromise in integrating modern technologies into instruction, following the trend of the twenty-first century.

Blended learning is founded on the idea that learning is a continuous process, where the teacher employs tools to support and facilitate learning activities. Combining several ways of delivery can optimise programme, time, and cost (Garrison and Kanuka 2004; Nazarenko 2015). ICTs support blended learning. Also, students and teachers can use cognitive explanatory tools to create a dynamic learning environment with many options (Tseles, et. al., 2011).

To conform with the NEP's new teaching-learning educational process, the UGC stressed blended learning in its document (page 8). blended learning offers additional flexibility and can be used in programmes that combine traditional learning with technology. It is preferred by all stakeholders: teachers, students, parents, and policymakers. Blended

learning helps smooth the transition from classroom to computer. Thus, research reveals that is the “best of both worlds” learning method. Globally, many learning platforms have adopted blending learning as a popular learning modality (9).

As digital technologies emerge and become increasingly important in teaching and learning at all levels, from K-12 to higher education, the NEP–2020 proposes the usage of blended learning approaches. The NEP-2020 acknowledges the importance of face-to-face learning while boosting digital learning and education.

Multiple national studies have proven that implementing blended learning enhances student achievement and satisfaction because it promotes good relationships and self-directed learning. This approach preserves traditional learning methods while enhancing them with ICT. Blended learning increases student engagement, teacher-student interaction, and student ownership of learning. It is adoptive with its flexible time management. It helps all pupils, rich or poor, study better. It provides a more flexible teaching and learning environment that promotes experiential learning (21).

ICT implementation requires a staged approach (Faber, 2017, p. 189). Wang (2005) used ICT Implementation Process model to enable ICT in HEIs. However, the approach does not consider concerns like socio-economic inequality or finance. The model outlines five contextual elements that affect processes and products in each implementation stage: user community, organisation, technology being adopted, task, and organisational environment. Yildiz (2020) claims that ICT alone does not boost organisational output. They should incorporate human abilities, talents, direction, and a proactive attitude. Increasing output requires these attributes plus ICT.

According to the definition, HRM is a strategic, comprehensive, and unified approach to employment, growth, and well-being of people working in organisations. Employee relations, well-being, and safety are all addressed. Adopting this technique with right strategy backed by finances in ICT, HRM, particularly in India, seems faraway.

Today, there are few skill frameworks that specify the aptitudes, dispositions, and attitudes required

to succeed in diverse communities and professions. Despite the GoI’s reduced role in higher education management and its expectations from corporate sectors to infuse blood into demoralised Indian education, ICT, in its want of complete implementation, can prove inefficient. Bourne (2018) stresses the importance of global competences, intercultural interaction, and understanding (p. 248). These skills are envisioned to characterise the modern workforce, but because of inefficient structural development and absence of fundamental support system in India, these skills are challenging to develop.

According to the National Institute of Educational Planning and Administration, one out of every five Indian schools lacks computers (NIEPA). Public schools (only 18.7%, or 243,000) have mostly escaped the ICT revolution. Through the National Mission on ICT in Education (NMEICT), 390 universities and 14,578 colleges in India now have internet access (ICT: Magical opportunity to leapfrog Indian education, 2019).

ICT-enabled teaching ignores conventional learning’s role in shaping personality and character. In a culturally diverse environment like Indian schools, comprehensive ICT adoption may appear useless. Ilana Snyder advises about enforcing corporate agendas into education. She says:

I am not a ‘technology booster’ ... dedicated to pushing technologies into the education sector. That job is being done effectively by governments and administrators, often in direct collaboration with corporate interests. Such powerful forces do not need any help. In contrast, I believe teachers need to approach the technologizing of education with caution, understanding and scepticism. Effective education should always be the priority, and technologies must remain in the service of that priority (p. 43).

The gradual privatisation of schools in the UK and the USA has allowed Microsoft, Apple and other firms to become more involved in education. Companies like these have promoted computers as symbols of social distinction, signifying modernity, intellectual superiority, and other traits. However, despite the government schools and colleges’ lukewarm response to the high-potential ICT revolution, ICT education companies are flooding the market with teaching-learning technology like interactive. Experts predict that the Indian ICT in

the education market will reach Rs.570,000 crore (\$100 billion) by 2014(ICT: Magical opportunity to leapfrog Indian education, 2019).

The education discourse employed to support the representation of corporate interests in education made it look like school communities' interests were the same as corporate interests. This is because their educational ICT solutions “empower teachers, thrill students, and allow everyone to attain their full potential (Snyder, 1996).”Marketing assertions that items will meet the needs of key stages and SATs are used to sell products. In this “public-private collaboration,” the absence of critical conversation ensures that the private is far stronger than the public. Teachers, parents, and students are all exposed to these post-event pressures and practises.

The pedagogy of learning can only be the transformation of learning in a more holistic way, which the blended learning mode does. Learning is not only a technique adoption exercise, as the pure ICT votaries propose. Over-reliance on charts, maps, and graphics can lead to educational hyper-reality due to the likelihood of “The function of visual and hypermedia representations of information visibly overlaying reality.” In the classroom, there is a scarcity of high-quality critical literature on ICT (Ellis, 2001).

Conclusion

In higher education, ICT is undeniably an effective alternative to traditional face-to-face teaching and learning methods. However, given the current socio-economic and other variables, India has a long way to go before fully adopting ICT in education. Blended learning complements Indian education better than comprehensive ICT adoption. The research shows that because of India's geographical and sociological variety, and an unwilling workforce to adopt new technology, a completely globalised and digitised online learning paradigm is incompatible.

References

1. Amin, S. N. (2018). *ICT integration in education: A smart concept of teaching and learning*. Delhi: Educreation Publishing.
2. Bach, S. H. (2006). *Online learning and teaching in higher education*. London: McGraw-Hill Education (UK).
3. Bolstad, R. (2004). *The role and potential of ICT in*

- early childhood education: A review of New Zealand and international literature*. Auckland: international literature.
4. Bosch, C. L.-B. (2021). *Re-envisioning and restructuring blended learning for underprivileged communities*. IGI Global.
5. Bourne, D. (2018). *Understanding Global skills for 21st Century Profession*. Oxford: Palgrave MacMillan.
6. Byrne, E. (2013). *Cross Curricular Teaching and Learning in the Secondary School*. London: Routledge.
7. Ellis, A. L. (Ed.). (2001). *ICT, Pedagogy and the Curriculum: Subject to Change*. London: Routledge Falmer.
8. Erdem, C. B. (2019). *21st century skills and education*. Cambridge Scholars Publishing.
9. Faber, E. V. (2017). *Secure ICT service provisioning for cloud, mobile and beyond: ESARIS: The answer to the demands of industrialized IT production balancing between buyers and providers*. New York: Springer.
10. Garrison, D. R. (2008). *Blended learning in higher education: Framework, principles, and guidelines*. London: John Wiley & Sons.
11. Gisbert, M. (2015). *Teaching and learning in digital world: Strategies and issues in higher education*. . Virgili: PUBLICACIONS UNIVERSITAT ROVIRA I VIRGILI.
12. Group., W. B. (2018). *World development report 2018: Learning to realize education's promise*. World Bank Group.
13. Gunter, G. A. (2014). *Teachers discovering computers: Integrating technology in a changing world*. Cengage Learning. Cengage Learning.
14. Hemalatha, R. S. (2020). *ICT: Magical opportunity to leapfrog Indian education*. Education World Special Report. Retrieved from <https://www.educationworld.in/ict-magical-opportunity-to-leapfrog-indian-education/>
15. *ICT: Magical opportunity to leapfrog Indian education*. (2019, July 22). Retrieved from <https://www.educationworld.in: https://www.educationworld.in/ict-magical-opportunity-to-leapfrog-indian-education/>
16. India, M. o. (2017). *Digital report*. Delhi: MoE.
17. Isaias, P. S. (2020). *Online teaching and learning in higher education*. Springer Nature.
18. Kamei, M. (2016). *Translation of ICT for education towards a knowledge society*. . Anchor Academic Publishing.
19. Koh, J. H. (2015). *Design thinking for education: Conceptions and applications in teaching and learning*. Springer.
20. Kumar, D. (Ed.). (2006). *Education for the 21st Century -*

- Impact of ICT and Digital Resources. Santiago: Springer US.
21. Latwal, G. S. (2020). *Role of ICT in higher education: Trends, problems, and prospects*. CRC Press.
 22. Law, N. P. (2006). *Law, N., Pelgrum, W. J., & Plomp, T. (2008). Pedagogy and ICT use in schools around the world: Findings from the IEA SITES 2006 study*. . NewYork: Springer Science & Business Media.
 23. Looi, C. W. (2019). *Seamless learning: Perspectives, challenges and opportunities*. . NewYork: Springer.
 24. Looi, C. Z. (2020). *ICT in education and implications for the Belt and Road initiative*. . Springer Nature.
 25. Manichander, T. and (2018). *ICT in Education*. Delhi: Lulu.com.
 26. Manson, G. and (2006). *A2 level GCE applied ICT for OCR*. Heinemann Educational Books.
 27. MHRD, D. o. (2020). *INDIA REPORT: Digital Education*. New Delhi: Digital Education Division.
 28. MHRD, I. (2020). *National Education Policy 2020*. Delhi: MHRD, GoI.
 29. Ministry of Education, G. (2020). *AISHE 2019-20 Report*. New Delhi: MoE, India.
 30. Núria Llevot-Calvet., O. B.-C. (2018). *New Pedagogical Challenges in the 21st Century: Contributions of Research in Education*. Intech Open.
 31. (2004). *Report on the Follow-Up of the World Summit on Social Development: State and Globalization, Challenges for Human Development*. United States.
 32. Schneckenberg, D.-D. E. (2010). *Changing Cultures in Higher Education :Moving Ahead to Future Learning*. Berlin: Springer Berlin Heidelberg.
 33. Snyder, I. (1996). *Hypertext: The electronic labyrinth*. Mebourne: Melbourne University.
 34. Thorne, K. (2003). *Blended learning: How to integrate online and traditional learning*. London: Kagan Page.
 35. Tomei, L. (2012). *Learning tools and teaching approaches through ICT advancements*. IGI Global.
 36. UNESCO. (2020). *education monitoring report 2020: Inclusion and education - All means all*. . United Nations.: UNESCO,United Nations.
 37. UNESCO. (2018). *UNESCO ICT competency framework for teachers*. . UNESCO Publishing.
 38. UNO. (2017, 2 17). *Quality Education*. Retrieved from <https://www.un.org/>:<https://www.un.org/sustainable-development/education/>
 39. Venkatesh, V. T. (2020). ICT for development in rural India: A longitudinal study of women's health outcomes. *MIS Quarterly: Management Information Systems*, 2-7. doi:10.25300/MISQ/2020/12342
 40. Wang, Z. (2005). *Technology innovation and Hrm*. Emerald Group Publishing.
 41. Wright, J. (2008). *The primary ICT & E-learning Co-ordinator's manual: Book two, a guide for experienced leaders and managers*. SAGE.
 42. Yildiz, O. (2020). *Recent developments in individual and organizational adoption of ICTs*. NewYokr: IGI Global. □

HANDBOOK ON ENGINEERING EDUCATION (2016)

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

PP : 574+xlvi

Paper Back

(Rs. 600/- + Postage Rs. 50/- each)

Send Pre-paid Order to :

Publication & Sales Division Association of Indian Universities

16, Comrade Indrajit Gupta Marg
New Delhi – 110 002

EPABX : 011-23230059 Extn. 208/213, Fax : 011-23232131

E-mail : publicationsales@aiu.ac.in, Website : <http://www.aiu.ac.in>

Effective Student Mentoring in Higher Education

Ismail Thamarasseri*

Mentoring is a relationship between two individuals (here, the teacher and the student) based on a mutual desire for development towards career goals and objectives. The relationship is non-reporting one and replaces none of the organizational structures in place. It is additional to other forms of assistance, such as assignments, classroom instruction, on-the-job training, and coaching. In a mentoring relationship, the two individuals are referred to as the 'mentor' and the 'mentee' (the individual being mentored). Mentoring provides development opportunities for both participants. In other words, it follows a 'win-win' principle. Mentoring in higher education is nearer to Guidance and Counselling and focuses on issues that are:

- Educational- Choice of Streams / Subjects
- Vocational- Choice of Vocation / Career
- Personal - Personal Problems of the mentee

Since the students are from diverse geo-socio-economic background this mentoring will be one of the effective tools for all-round development of the learners. It is well said, "Class room is a miniature of society." Generally, teachers address the 'average students' in classes. So, mentoring ensures an individualised attention to the learner's issues and concerns.

What is the Difference between Mentor and Teacher?

Most of us know what teachers do. We have teachers throughout elementary school, high school, and college/HEI. Effective mentorship can unlock a person's potential in deep and meaningful ways. Teachers are important. But teachers and mentors fulfill different roles when it comes to personal growth. A teacher typically has more knowledge of the topic we are studying than us. A mentor has a larger vision of what we are trying to achieve. We probably already know what a teacher is. A teacher provides knowledge and information from a structured testing framework, such as exams and presentations. On the other hand, a mentor is more like a friend to guide us through our vision.

*Assistant Professor, School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam, Kerala- 686560. E-mail: ismailktkl@gmail.com

Think Steve Jobs mentored Mark Zuckerberg during the early days of *Facebook*. These mentors have provided their mentees with crucial wisdom that led them to success. A teacher is an individual engaged in imparting knowledge to the students. A mentor is an experienced person who acts as an advisor to another individual. A comparison between teacher and mentor is given in table-1.

Teachers can be mentors, and mentors can be teachers. Both have an important and necessary place in education. Teaching and mentoring are fluidic in nature; it is not in watertight compartments. A teacher's first priority may be instruction—but they can be creative and interactive in their approach. They recognize and foster individuality, creativity and become mentors in their own right. And while a mentor's priority is on personal development, the mentee must possess the 'know-how' skills. And so mentoring will always have an instructional component. From a student side, s/he needs a teacher or a mentor? The answer is both.

Mentoring versus Counselling

Type of Relationship

Mentoring is an informal relationship. Counseling is a formal relationship. We meet with a mentor in a variety of settings. Sometimes, there is the agenda (i.e., goal to set or problem to solve), while other times we meet just as friends. We meet with a counselor through appointment in the office to discuss the next phase of accomplishing a particular goal(s).

Duration of Relationship

Mentoring intended to be a long-term relationship. Counseling intended to be a short-term relationship. We select a mentor because we value their character and want their perspective on various life challenges (both small and large). We choose a counselor because they have a background in a particular area of life struggle. This difference accounts for the varying duration of the two relationships.

Focus of Relationship

Mentoring tends to be more holistic. Counseling tends to be more problem-focused. Due to the

duration of the relationship, mentoring tends to focus on character formation represented in the challenges and choices discussed.

Basis of Advice

We value the advice of a mentor because of their character. We know them personally and therefore, admire how they care for their family or manage their professional-personal life balance. We value the advice of a counselor because of their training and the number of individuals in similar situations with whom they have worked.

Cost

Counseling, in most settings, requires some form of compensation because it is the vocation of the counselor. That means a counselor may ask consultation fee. But, mentoring, as an informal relationship, is free.

Ease of Access

We can get a referral to a counselor. It is harder to find a mentor. It may be the biggest reason why people elect to pursue counseling over a mentor. If we wait until a crisis hits, it will feel impractical to identify a good mentor. Finding a mentor tends to be either preventative care (before a crisis) or after-care (solidifying progress and preventing new crises).

Five Phases of a Mentoring

Focus on Growth

(a) Analysis of personal capabilities, career options,

aligning with institutional programmes and finding possibilities within and outside the institution, (b) Looking for a successful role model, and (c) Conditions for success of this phase are Trust, Maturity, and Experience of the Mentor, Communication Skills, and Diversity of Mentee.

Building Rapport

(a) Beginning to get to know each other by sharing, (b) Information about family background, (c) Achievement and Failures, (d) Picture of Success, (e) Values and Life Goals.

Setting Direction

(a) Setting goals for mentoring, (b) Defining Scope in terms of areas that do not require attention, (c) Checking the direction of Mentoring as right or wrong, and (d) Creating logistic support.

Progression

(a) Continuously monitoring the rate of progress, (b) Re-visiting the process in the light of feedback, and (c) Re-cycling of the process by setting goals and objectives.

Moving on

(a) Closure of the process by calculating the net impact of the process of mentoring towards the completion of 1 year / 2-year duration programmes, and (b) Ensuring that mentee is now comfortable in moving on independently, may no longer require any support further.

Table 1: Comparison between Teacher and Mentor

	Teacher	Mentor
Definitions	A teacher is an individual who is engaged in imparting knowledge to the students.	A mentor is an experienced person who acts as an advisor to another individual
Focus	Before you can design a bridge, you have to understand how to calculate equations and engineer the right angles. That requires teaching.	Mentoring, on the other hand, focuses more on applying knowledge in practice. Not just how to do something, but why it is useful. Mentors impart their wisdom, practical insight, and creativity to encourage learners to express and develop their own skills.
Main Role	The main role of a teacher is to impart knowledge through instruction.	However, the main role of a mentor is guidance/ advice.
Setting	Teachers can be seen in formal educational settings such as schools	Mentors can be seen in industrial settings. In some instances, mentors can be seen even within the family environment
Influence	A teacher develops the academic knowledge of the student	A mentor develops the professional capacities of the mentee.
Method of Teaching	A teacher instructs	A mentor advises and allows the mentee to find his path
Knowledge and Experience	A teacher has a profound academic knowledge.	A mentor has years of experience in the field, which he uses to guide the individual.

The Profile of a Successful Mentor

- Be accessible.
- Value the mentoring partner as a person.
- Develop mutual trust and respect.
- Maintain confidentiality.
- Listen actively both to what is being said and how it is being said.
- Ask open, supportive questions and provide constructive feedback.
- Help the mentoring partner solve his or her own problem, rather than giving direction.
- Focus on the mentoring partner's development, and resist the urge to produce a replica.

Benefits of being a Mentor

- Improve communication and personal skills.
- Develop leadership and management qualities.
- Reinforce your own study skills and knowledge of your domain.
- Increase your confidence and motivation (share and excite).
- Increase your circle of friends.
- Gain recognition for your skills and experience.
- Benefit from a sense of fulfilment and personal growth.

Benefits of being a Mentee

- Gain practical advice, encouragement and support.
- Learn from the experiences of others.
- Increase your social and academic confidence.
- Become more empowered to make decisions.
- Develop your communication, study and personal skills.
- Develop strategies for dealing with both personal and academic issues.
- Identify goals and establish a sense of direction.
- Gain valuable insight into the next stage of your career.

Rationale for Implementation of Mentoring at Educational Institutions

Since the students of an Educational Institution are from diverse geo-socio-economic background, this mentoring will be one of the best tools for all-round development of the learners. All Internal Quality Assurance Cell (IQAC) nodal officers shall work as coordinator of mentoring in their respective

departments/schools. At the beginning of the 1st semester the students require to fill-up a form for mentoring. Mentoring is concerned with long-term development and focuses on implicit, intuitive subjects and behaviours. The Mentee fix the direction and the agenda for interactions with their mentors. Both mentors and mentees participate in mutual sharing and reflection.

Mode of Implementation at Higher Education Institution

The students shall be distributed evenly among the faculty members of the departments. The time allotted for tutorials shall also accommodate Supervised Library Studies (SLS) and mentoring (MTRG).

- The time slot in the timetable shall be repeated after every 3 weeks.
- Thus 5 hours per semester shall be allotted to mentoring & for 4 semesters it will be 20 hours per programme.
- Towards the closure of the programme the student shall have to fill-up the feedback form for mentoring.
- All the records pertaining to mentoring shall be maintained by the concerned coordinator.

Parameters (Framework) of Mentoring

- Building a social network.
- Ethics and professional issues.
- Work / Family reunion.
- Personal work habits.
- Possible career paths.
- Harmonious work relations.
- Learning environment improvement.

Mentoring Involves

- Offering advice on both academic and non-academic careers and whether present behaviour is consistent with long term goals;
- Providing information about the university's/ school's culture and ways of working;
- Showing respect for the mentee, and maintaining a confidential relationship;
- Acting as a sounding board and being open to new ideas;
- Providing honest feedback and the chance for the mentee to reflect and be challenged;
- Being a facilitator and providing practical help, such as teaching observation; and

- Being available for regular meetings.

What are Possible Mentoring Activities When Your Colleague as Mentee?

- Exchange Curriculum Vitae with the mentee to stimulate discussion about career paths and possibilities.
- Initiate a discussion about steps in preparing for tenure and promotion and career advancement. What are the formal and informal criteria for promotion and tenure? How does one build a tenure file?
- Share experiences of setting priorities, managing time, handling stress, and balancing workload effectively.
- Discuss student issues, such as advising, working with and supervising grad students, academic dishonesty, etc.
- Help the mentee to set up a plan of short- and long-term goals.
- Offer information on how to find and get nominated for fellowships, grants, and awards.
- Discuss how to handle concerns, issues, or problems in the department. What are appropriate ways to bring them up?
- Encourage the mentee to attend any meetings or retreats provided by the college or Leader's office aimed at explaining tenure realities and processes.

What are Mentoring Goals?

Mentoring goals are the long-term and short-term goals the mentee sets for himself or herself. The long-term goal tends to be a larger goal (e.g. become a stronger leader) and the short-term goals are the 'mini' goals that need to happen along the way in order to achieve the big goal (e.g. take part in a webinar series on developing leadership skills). The mentee gets final say on the goals, but one should seek input from the mentor. The first couple of meetings should involve this goal-setting discussion. The Few examples of mentoring goals include but not limited to: (a) Leadership skills, (b) Confidence skills, (c) Public speaking/presentation skills, (d) Life/work balance, (e) Becoming a better manager/working with teams, and (f) Career paths/next steps/5-year plans.

How to Influence Mentees?

Be an Active Listener

- (a) Focus on what the mentee is saying to

summarize what said in a way that they would agree with, (b) Provide uninterrupted time to meet with your mentee, (c) Allow mentee the time to explain the situation completely before offering advice, and (d) Give alert to nonverbal clues.

Be a Cheerleader

(a) Provide vocal and enthusiastic support for your mentee's efforts, (b) Offer comments to reinforce the belief in positive potential for the mentee to grow beyond the current situation, and (c) Celebrate the successes of your mentee.

Be a Compassionate Supporter

(a) Recognize your mentee as an individual with a private life and value them as a person, (b) Listen to the mentee's career concerns and respond appropriately, (c) Act as an empathetic sounding board for ideas and concerns expressed by the mentee, (d) Establish an environment for open interaction and reflection, (e) Offer non-judgmental and sensitive responses to assist in clarification of emotional states, (f) Be sensitive to issues of sexual harassment or discrimination of any type, and (g) Pay attention to the mentee's need for direction, refocus, change and respite.

Be a Good Role Model

(a) Demonstrate successful professional behaviour (lead by example), (b) Teach the value of integrity, (c) Be secure in your own professional status and do not be threatened by the mentee's successes, (d) Do not betray confidences, (e) Show respect for all views, even for those with which we disagree, (f) Provide example of how to treat others, (g) Do not be afraid to admit the ignorance, (h) Follow through on commitments, and (i) Do not use the mentee to further for the goals (i.e. using the mentee as an uncredited research assistant / teaching assistant).

Be a Work/Life Integration Coach

(a) Help the mentee plan strategies to achieve mutually agreed upon personal goals, (b) Help the mentee evaluate appropriateness of career options in relation to personal values, (c) Connect the mentee with other faculty with similar work/life situations, and (d) Identify resources to help the mentee with issues outside of work.

Be a Career Advisor

(a) Communicate the informal and formal realities of progression in the institution, (b) Define expectations about the different career paths (research, education or administrative), (c) Recommend

appropriate strategies for career direction, (d) Review the mentee's development plan on a regular basis, (e) Help the mentee to identify obstacles to career progression and to take appropriate action, (f) Work with the mentee to identify and understand career-related skills, interests and values, (g) Help the mentee plan strategies to achieve mutually agreed upon professional goals, (h) Help the mentee identify source of performance issue problems and map out next steps to overcome issues, (i) Maintain a steady presence in the mentee's career with meetings, phone calls, emails, etc.

Be an Advocate

Intervene on the mentee's behalf if necessary, representing their concerns to higher authority for redress on specific issues.

Be a Broker/Sponsor

(a) Expand the mentee's network of professional contacts, within and outside the immediate institutional circle, (b) Help to bring together different mentees who might mutually benefit by helping each other - peer mentoring, (c) Help link the mentee with appropriate educational or employment opportunities, (d) Help the mentee identify resources required for career progression, and (e) Nominate the mentee and encourage them to self-nominate for local/national committee, review panels, and advisory boards; for manuscript reviews, participation in workshops and conferences, and for awards.

Be a Coach/Teacher

(a) Help clarify performance goals (long- and short-term) and developmental needs, (b) Encourage independent behaviour but invests sufficient time in working with the mentee, (c) Teach managerial and technical skills, (d) Reinforce effective job performance, (e) Recommend specific behaviours in which your mentee needs improvement, (f) Clarify and communicate institutional goals, objectives policies and procedures, (g) Offer learning challenges and opportunities, and (h) Encourage change when and where needed.

Be a Constructive Feedback Provider

(a) Use careful probing to assess readiness of your mentee to accept and benefit from different points of view, (b) Provide descriptive feedback based on observations rather than inferences, (c) Focus on the most likely strategies and behaviours for meaningful change, (d) Avoid owning and solving the mentee's

problems, (e) Accept reciprocal feedback from the mentee, (f) Confront and clarify assumptions, perceptions and issues, and (g) Do not condemn mistakes, take credit for successes, threaten or lose critical oversight.

Be a Networking Agent

(a) Illustrate the importance and 'know-how' of networking, (b) Identify resources to help your mentee with specific problems, (c) Follow up to ensure that the referred resources were helpful, and (d) Provide letters of recommendation.

The Four Phases of Mentorship

These resources are designed for current peer mentors or staff, faculty, or students who are running or developing mentoring programs. Mentorship is a learning relationship between two or more people, and it typically follows four phases:

Preparing: The discovery phase, when we find out if mentorship is right for us.

Negotiating: The business phase, when we help the mentee set learning goals.

Enabling Growth: The work phase, when we support and provide feedback to the mentee.

Coming to Closure: The assessment stage, where we assess the value of our mentoring relationship and move forward.

Mentor-mentee Relationship

A mentor-mentee relationship is a professional and interpersonal relationship between a mentor and a mentee aiming to offer advice, guidance, and new skills. It reduces the learning curve a mentee has to undergo while holding them accountable for their progress. A mentor is more of a guide than a coach, which helps the mentee achieve personal and professional goals by realizing their potential. Mentors offer advice from experience or knowledge, working as a support structure to bring out the best in people and work their way to success. Every mentor-mentee relationship is different as each individual has their perspectives and unique circumstances. The role of a mentor is to actively listen to the mentee's needs and give them the time and space to explore their solutions. No mentor and mentee relationship is the same. They come in different shapes and sizes. However, there are key qualities that each mentor-mentee relationship should have to possess:

- Willingness to help each other succeed.
- Disseminate information as needed.
- Give and receive feedback both ways.
- Improve interpersonal skills.
- Actively listen and communicate.
- Empathize for one another.
- Respect each person's time.

Confidence Building

Ensure They Know Your Love is Unconditional

The way we see our kids has a profound impact how they see themselves. Make it clear to the students about the love and care for them even when they make mistakes or poor decisions, and avoid harshly criticizing or shaming them.

Practice Positive Self-talk with Them

Model and teach children positive affirmations.

Address Them by Their Name

Addressing children by name is a powerful and simple way to send the message that they are important, especially when paired with friendly eye contact.

Give Them Age-appropriate ‘Special Tasks’ to Help You Out

In addition to chores and classroom jobs, give learners the special tasks to help them feel useful, responsible, and competent. Using the word ‘special’ feels students an even high confidence boost. In the classroom, kids can help make classroom decorations, water plants, erase the board, etc.

Focus on the Child’s Strengths and Not on Their Flaws

Encourage them to use their talents. At the same time, help them identify things that are challenging for them and find ways to work on them. Encouragement is good, but excessive nonspecific praise can do more harm than good. Overusing phrases such as ‘good job’ or ‘awesome’ to praise the child may backfire. Simply noticing your student’s activities and naming them specifically can do more to boost self-esteem than nonspecific praise. Your interest and attention are more valuable than general praise, which in excess can feel meaningless.

Class-room Activity: ‘List your wins in life’

We will need: A sheet of paper and a pen

How to:

- Give the students a pen and paper or notebook.
- Start by writing down the list of successes in life on the front page, leaving space at the bottom to add more later.
- To remind the learners of her potential, we can also ask her to list down her wins every day, before she goes to bed.

Monitoring and Documentation

We and our mentee are at liberty to conduct the mentoring relationship as we see fit. However, to ensure the effectiveness of the process as a whole, we will expect all mentors and mentees to review and complete the following documentation as a minimum:

Mentoring Contract

The Mentoring Contract will issue following successful matching and prior to the start of we mentoring relationship. This document will signed by we, our mentee.

Mentoring Agreement

The Mentoring Agreement is a not a legal document but demonstrates a commitment between you and your mentee to your mentoring relationship. It should signed at your first mentoring session.

Code of Conduct

The Code of Conduct sets out the professional standards required by us as a condition of mentor status. Before you begin your mentor relationship please review this document and make sure you understand and agree to adhere to its contents. Any reported breach of the code of conduct will be investigated.

Mentor Sessions Log

The Mentor Sessions Log is used to track the relationship between the mentor and the mentee for each session. After a session is completed, this should be signed and a copy sent to the Mentoring Coordinator, so the mentoring session can be logged.

Mentoring Session Sheet/ Dairy

The Mentoring Session Sheet is a vital part of the process for the following reasons. (a) It is the only written record of what the mentee has learned and achieved over the specified period. It will have been validated as a true record by being counter-signed by you as the mentor. (b) It forms a basis of discussion

APPENDIX 1: Student Mentorship Programme (SMP) Application Form

Dear Student,

The <Name of the HEI/University> Student Mentorship programme enables constructive interaction, guidance and mentorship for 1st semester students by their teachers (mentor). Mentoring is a particular form of relationship designed to provide personal and professional support to you. The mentor is generally more experienced than the mentee and makes use of that experience in a facilitative way to support and promote the development of the mentee. The mentoring relationship provides a developmental opportunity for both mentor & mentee and can thus be of mutual benefit. In a nutshell, a mentor's role may be perceived to be facilitative, supportive and developmental for you. Kindly fill this form to enter to the SMP.

1	Full Name	
2	Programme	
3	School / Department	
4	Home Address	
5	Phone No	
6	Email id	
7	Name of the Father	
8	Name of the Mother	
9	Education & Occupation of the parents	
10	Type of Family (Joint / Nuclear / Other)	
11	Languages you know:	Read: Write: Speak:
12	What are the Skills you would like to develop as a mentee?	
13	What are your Hobbies?	
14	Briefly describe your personality	
15	What are your career aspirations?	
16	What are you looking for in a mentor and what are you hoping to gain from the mentoring programme?	
17	What lessons you have learnt from your life so far?	
18	What you want to learn hence forth?	
19	Any Other Comment	
<i>Signature of the Student (Mentee)</i>		

APPENDIX 2: Student Mentorship Programme (SMP) Application Form

<i>Sl. No.</i>	<i>Name of the Mentor</i>	<i>Name of the Mentees (Students of 1st Semester)</i>
<i>Signature of the Nodal Officer</i>		<i>Signature of the Head of the Department / Coordinator</i>

APPENDIX 3: Student Mentorship Programme (SMP) Departmental Consolidated Performa

<i>Sl. No.</i>	<i>Name of the Mentor</i>	<i>Name of the Mentees (Students of 1st Semester)</i>
1.	<i>Faculty 1</i>	
2.	<i>Faculty 2</i>	
3.	<i>Faculty 3</i>	
4.	<i>Faculty 4</i>	
5.	<i>Faculty 5</i>	
6.	<i>Faculty 6</i>	
7.	<i>Faculty 7</i>	
8.	<i>Faculty 8</i>	
<i>Signature of the Nodal Officer</i>		<i>Signature of the Head of the Department /Coordinator</i>

and comments during your meetings with the mentee. (3) It will act as a reference point for later use in the mentee’s journey. Once each session completed, the *session sheet* should be kept on file by the mentor and may be required by us for review at any stage.

Mentoring Relationship Outcome Form

The Mentoring Relationship Evaluation Form will be issued to your mentee following the successful conclusion of the mentoring relationship. It is used to review the success of the relationship.

Early Exit Form

The Early Exit Form is issued if a mentoring relationship ends before the conclusion of the recommended sessions.

What Can I do to be a Successful Mentor?

Before ever meeting your mentee, you should clarify yourself what you are comfortable with in your mentoring relationship and how you see your role as a mentor. Do you prefer a formal relationship that remains 100% ‘professional’? Or would you like to get to know your mentee better, including his or her personal interests? Where are you comfortable meeting? What are your expectations of a mentee? These are important things to know about yourself so that you do not slip into situations that make you uncomfortable and damage your mentoring relationship. They are also something for discussion with the mentee, and open for negotiation or change as you develop your relationship. The Roles of a Mentor

includes (a) Manage the relationship, (b) Encourage, (c) Nurture, (d) Teach, (e) Offer mutual respect, and (f) Respond to the learner’s needs.

References

1. Chiavarone, K. (2018). Activities for kids to help build confidence, retrieved on 26th February, 2022 from <https://www.naturespath.com/en-us/blog/10-activities-kids-help-build-confidence/>
2. <https://www.differencebetween.com>
3. Dixita (2021). Mentor and mentee relationship, retrieved on 26th February, 2022 from <https://matterapp.com/blog/mentor-and-mentee-roles-responsibilities-and-relationships>
4. Flashpoint Chicago (2022). What is the difference between a teacher and a mentor? retrieved on 26th February, 2022 from <https://flashpoint.columbiacollege.edu/2019/01/17/what-is-the-difference-between-teacher-and-mentor/>
5. Gongala, S. and Gold, C.M. (2022). Activities and tips to build self-esteem in children, retrieved on 26th February, 2022 from https://www.momjunction.com/articles/increase-self-esteem-in-your-child_00357511/
6. Hambrick, B. (2018). Mentoring vs. Counselling: What’s the Difference? Retrieved on 26th February, 2022 from <http://bradhambrick.com/mentoring-vs-counseling-whats-the-difference/>
7. <https://mentorcruise.com/blog/how-do-you-build-successful-mentor-mentee-relation/>
8. <https://mentorcruise.com/blog/whats-difference-between-teacher-vs-mentor/> □

Success through Persistence

Banwarilal Purohit, Hon'ble Governor, Punjab and Chancellor, Guru Nanak Dev University, Amritsar delivered the Convocation Address online at the 47th Convocation Ceremony of the Guru Nanak Dev University, Amritsar on November 22, 2021. He said, "Universities, as the storehouses of knowledge and incubation centres for the envoys of wisdom and philanthropy, play a noticeable role in streamlining different systems and schools of thought, whether it is in philosophy or sociology, ethics or economics. In addition, the universities also kindle and inculcate in their learners tolerance and persistence, conviction and self-reliance. The students learn to have faith in themselves and in others, and confidence in their essential capabilities to shoulder the responsibilities of life and challenges of living." Excerpts

I am honored to join this august assembly today as the Chancellor of Guru Nanak Dev University, Amritsar, to deliver my Convocation Address. GNDU is one of the top-ranking universities of North India. It is a privilege and a pleasure to address the graduates of the year and wish them all a bright and prosperous future.

I am sure, stalwarts in several walks of life, intellectuals of knowledge and experience; administrators of exceptional capabilities, being a part of your guiding force, must have left a special and indelible mark in your life.

The path to progress is illuminated by the lamp of education. Prosperity knocks the door when people in the society acquire the asset of education. Shri Ramakrishna Paramahansa used to say, "As long as I live, so long do I learn".

Universities, as the storehouses of knowledge and incubation centres for the envoys of wisdom and philanthropy, play a noticeable role in streamlining different systems and schools of thought, whether it is in philosophy or sociology, ethics or economics.

In addition, the universities also kindle and inculcate in their learners tolerance and persistence, conviction and self-reliance. The students learn to have faith in themselves and in others, and confidence in their essential capabilities to shoulder the responsibilities of life and challenges of living.

I am sure that in this esteemed institution you have learnt that the concern of every individual is not only to acquire the means for a decent living but also something higher and nobler than mere individual material advancement.

It is expected that an alliance of elementary education and higher along with technical education

would help in attaining the aims of expansion, progression, advancement and distinction in education. It will not only improve the literacy ratio but will also become a means to add values of compliance, invention and modernisation in the society.

Higher Education, in fact, has the premier potential to produce resourceful people capable of standing up by themselves. The most important yield of higher education is the creation of graduates, post-graduates and doctorates who would contribute towards the growth of society.

But, a university can grow successfully only when research and teaching merge together seamlessly. GNDU has ensured the development and progression of a collaborative environment conducive to learning, exposure to the best international practices and promotion of innovation and creativity. The university has emerged as a significant hub to impart education, training and entrepreneurial development skills to the youth, women and marginalized sections of society.

It is indeed commendable that due to the efforts of the Vice-Chancellor and the whole fraternity today this institution has become an organisation leading towards grander zeniths in academics as well as in sports. For its persistent efforts it has been conferred with the status of ? University with Potential for Excellence? by UGC and accredited with ?A++? Grade by NAAC. It has also been granted ? Category One? status, and GNDU is the only university to earn this elite status in the regions of Punjab and Chandigarh.

The achievements of GNDU in the field of cultural activities and sports are also noteworthy. Winning the Maulana Abul Kalam Azad Trophy, the

highest Sports Award for a University in the country for a record number of 23 times speaks volumes about the achievements of university in the field of Sports.

When we talk about education, we are reminded of Swami Vivekananda who had repeatedly stressed that mere accumulation of information is not education but the transformation of character through enlightened wisdom engendered through education.

The National Education Policy 2020 has taken special care to incorporate the vision of Swami Vivekananda, places great emphasis on technical and vocational education, professional and skill oriented education, in order to educate youth to become self-reliant with dignity.

National Education Policy 2020 has also taken a huge step by liberating education from the shackles of compartmentalisation into science versus arts/ humanities, making learning flexible, humanistic and oriented towards making educated youth noble citizens, good human beings.

In line with this, Guru Nanak Dev University has been empowering the students with excellent technical knowledge, skill, ability and is inculcating in them the right attitude and holistic values.

Needless to say, this is a moment of immense happiness and contentment in your life as this day scripts the accomplishment of one stage in your life and another is about to begin.

I am sure that the technical knowledge and expertise; the theoretical and practical skills and the values that your prestigious institution has imbibed in you will enable you to face the world with confidence and address the challenges.

I am pleased to note that during the Pandemic, Guru Nanak Dev University also efficiently undertook opportunity to build upon its resources and make well organised online learning for both teacher and taught. Since, you could acclimatize to the transformations swiftly, it shows that you are spirited, resolute and persevering.

What India needs today is incorruptible young men and women who will dedicate themselves to the service of the larger society through individual pursuits.

It is possible to rise above corrupt temptations when one develops frugal needs and sets self within the framework of dharma, which means way of good, cultured, sensible life in which respect for others & elders and also for the country's history and tradition, are primary attributes.

I am sure; the young minds will ponder over this and mould their personalities in accordance with what Sri Guru Nanak Dev Ji preached.

I am confident that you are stepping out of the precincts of Guru Nanak Dev University with the mission that you shall achieve success and touch the heights as you are sufficiently equipped to handle stupendous tasks. As you undertake a new phase in your life and career, I wish you all luck.

I, also wish Guru Nanak Dev University all the very best in the years ahead. I am sure that the University will set higher standards of distinction in the future and will impart education to the coming generations.

Thank you,

Jai Hind ☐

CAMPUS NEWS

International Conference on Economic Advocacy for Micro, Small and Medium Enterprises: Post COVID-19

One-day International Conference on 'Economic Advocacy for Micro, Small and Medium Enterprises: Post COVID-19' organized by the Sambhram Academy of Management Studies, School of Management, Bengaluru, Karnataka, recently. More than twenty-five research papers presented by authors from various countries. Speakers from different countries addressed the audience and deliberated on the topic. During Inaugural Function, Prof K.C. Mishra, Principal of the Institute gave an introductory note on MSMEs and its contribution to the economy during COVID-19 and also expressed that this burning situation gave a thought to organizing the event. He welcomed the audience on behalf of Sambhram Academy of Management Studies, School of Management.

Ms. Rema Narayanswamy introduced Prof Zuraidah Sanusi, Director, Institute of Leadership Development, University Technology, Malaysia, and welcomed her to deliver the Theme Address. Prof Zuraidah Sanusi thanked the School of Management for giving her the opportunity and started her presentation on 'Business and Economic Challenges Post COVID-19: Promoting Greater Resilience in SMEs'. She gave an outlook on the world of business due to COVID-19 and said that COVID-19 affected all the developed and developing economies. It not only affected the industry but also changed the culture. MSMEs are the backbone of Malaysia which covers 98.5% of business establishments. They rely a lot on SMEs and have contributed 38.9% share of GDP, 17.9% share to exports, and 48.4% share to employment in Malaysia. MSMEs in the agriculture industry faced many challenges during COVID -19.

Mr. Niraj K Verma, Chief General Manager, NABARD, Karnataka Regional Office, Bangalore who was the Chief Guest deliberated on the 'Importance of MSMEs to Indian Economy' and also highlighted its shortcomings in the context of the Indian Economy. MSMEs account for 95% share of the Indian Economy and employ 110 million people. Many enterprises had to down their shutters permanently or temporarily reduced the labor force while coping with closure.

The Government of India should focus on the development of MSME clusters for resource optimization and policy framework regarding food processing, textiles, electronic, and farm products. The Uttar Pradesh Government has come out with 'One District One Product' for the MSME sector and now all attempts are being made to replicate the same in other States too and States are also giving importance to the cluster development approach. It has also come out with distinct schemes like Guaranteed Trust Fund on Micro and Small Firms, Credit-Link Capital Subsidies for Technology Up-Gradation; Micro and Small cluster development scheme for fund generation of traditional industries, and scheme for promotion of innovation, rural industries, and entrepreneurship. The government also has recently launched the PLI scheme (Production Linked Incentive) which will help the country to become Manufacturing Hub in the World. The Government and all the stakeholders are trying to strengthen the accessibility of institutional charters for the MSME sector.

Recently, the Indian Government announced the inclusion of retail and wholesale trade with MSMEs to strengthen the sector. *Khadi* and Village Industries Commission have secured trademark registration in three countries namely: Mexico, UAE, and Bhutan so that its brands can be recognized globally and the Government of India allocates funds to boost this sector expecting rapid growth in the future. NABARD which is an apex organization for ensuring credit flow to rural areas is trying to encourage the rural people to set up hall for producer companies. It has also launched various skill development programs to bridge the rural and urban gaps.

The Guest of Honor, Mr. G R Akadas, Director, IEDS, MSME Development Institute, Ministry of MSMEs, Government of India, Bangalore briefed about the delayed payments act in MSMEs. There is a shortfall of skilled labor in the market and the Government is focusing to train labors through various NGOs and institutions. Government is selecting some clusters and turning them into apprenticeship training centers which are already happening in Karnataka with the help of Ministry of Skill Development.

The Chairperson, Prof. Kaklali Mukhopadhyay, Professor, Gokhale Institute of Politics and Economics, Pune and Adjunct Professor and Senior Fellow, Department of Agricultural Sciences, McGill University, Montreal, Canada observed the growth of MSMEs over the years while there is stability in the employment generated and sustained growth. Its contribution to GDP and manufacturing output has continued to decline over the past ten years leading to a decline in productivity levels primarily in the micro-enterprises because of a lack of options having access to finance, leading to lower efficiency and global competitiveness. She presented her work on the 'Impact of COVID-19 on MSMEs'.

Professor Arup Mitra, the next panelist, shared his findings on the informal sector and began by reflecting on concerns in the context of large-scale manufacturing that will help us in contextualizing the role of MSMEs appropriately. He presented the relationship between productivity and employment and how capital-intensive technology grows very fast.

Prof B K Sahoo, the last panelist, shared data on firm size and employment distribution in small firms. He said that probably we are romanticizing that small is beautiful in terms of MSMEs. He shared a database that female firm owners are more prevalent in agriculture and manufacturing as compared to retail, services, and infrastructure.

Dr. Smitha N S proposed a Vote of Thanks to all the dignitaries and participants on behalf of Sambhram Academy of Management Studies. Prof Mishra in his closing remark remained grateful to all the speakers of the day and desired the same kind of cooperation in the future.

Conference on Excellence in Research and Education

A three-day Conference on Excellence in Research and Education is being organized by the Indian Institute of Management (IIM) Indore, Madhya Pradesh during June 03-05, 2022 through hybrid mode. The theme of the event is 'Digital Decade: E-Learning, E-Business, and E-Working'.

This decade has transformed how work, education, and business are being executed. Managers have digitized their companies (E-working), educators have transformed physical institutions/ classrooms into digital platforms of learning

(E-learning), and banks and financial institutions launched digital outreach to clients (E-business). The digital transformation is not limited to businesses but spread out through individuals and brands. CERÉ 2022 explores the research opportunities in the digital decade and the current transition to e-learning, e-business, and e-working to understand the transformation from physical to digital presence. The conference aims to discover the current issues, trends, challenges, and opportunities in management and education. Another purpose of CERÉ is to gather researchers, academicians, and industrialists to discuss different aspects of management and education. The Tracks of the event are:

- Digital Business Operations (Conference theme track).
- Business Economics and Finance.
- Business Policy and Strategic Management.
- Communication in Business and Research.
- Entrepreneurship.
- Information Systems in Management.
- Marketing Management.
- Operations Management and Quantitative Techniques.
- Organizational Behavior and Human Resource Management.
- Liberal Studies and Management.

For further details, contact Organising Secretary, Indian Institute of Management (IIM) Indore- 453556 (Madhya Pradesh), Phone No: +91-731-2439666, E-mail: cere@iimindr.ac.in. For updates, log on to: www.iimindr.ac.in

National Conference on Atmanirbhar Bharat

A two-day National Conference on 'Atmanirbhar Bharat: Building a Self-Reliant India' is being organised by the Department of Humanities and Management, Dr. B R Ambedkar National Institute of Technology, Jalandhar, Punjab during May 25-26, 2022. The event is sponsored by the Indian Council of Social Science Research (ICSSR), New Delhi. The Ph.D. Scholars/Students from various Engineering and Management Disciplines, Academic Researchers in Management, the Members of Government Bodies and Organizations related to Management, R&D Experts and Managers, and Industry Members may participate in the event.

For the last two years, India is witnessing a health and economic crisis in the form of the COVID-19 pandemic. It has a catastrophic impact

on almost all sectors of the economy. Hence to make India resilient and the self-reliant Honorable Prime Minister Narendra Modi emphasized the concept of *Atmanirbhar Bharat*. Aligning with the goal of *Atmanirbhar Bharat Abhiyan*, the present National conference aims at exploring the prospects and challenges of different sectors of the Indian economy. The essential themes of the conference include Entrepreneurship, Education, Management, Science and Technology, Healthcare, Hospitality, and Tourism. The themes of the event are:

- Entrepreneurship.
- Economics.
- Education.
- Science, Technology and Innovation.
- Healthcare, Hospitality and Tourism.
- Management.
- Any other allied topic; including all interdisciplinary tracks and Case studies.

For further details, contact Dr Gyan Prakash, Assistant Professor, Humanities and Management, Dr B R Ambedkar National Institute of Technology, G.T. Road, Amritsar Bypass, Jalandhar- 144027 (Punjab), Phone No: +91 8674804027, E-mail: bsri2022@nitj.ac.in. For updates, log on to: www.nitj.ac.in/events.

Workshop on Research Methodology

An eleven-day Online Workshop on ‘Research Methodology’ is being organized by the National Law University, Odisha during May 23-June 02, 2022. The event is sponsored by the Indian Council of Social Science Research (ICSSR), New Delhi. The applicants enrolled for M.Phil./Ph.D./PDF in UGC recognized University/Deemed University/Colleges/Institutes of National Importance or ICSSR Research Institutes with specialisation in Law, Social Sciences and/or interdisciplinary areas may only apply for the workshop.

Indian higher education system is encircled by several heterogeneous conditions such as infrastructural, social, locational, regional, economic, and aspirational issues to name a few. Due to these issues, maintaining the quality of research has always been a challenge. Many nations are trying to reinforce the quality of research and the time has come when India too needs to prioritize it.

The National Education Policy (NEP) 2020 intends to revamp the whole education system including NEP-2020 envisions the establishment of the National Research Foundation (NRF) to allow a culture of research to permeate our universities.

However, quality research is possible only when the researchers undergo systematic training in research methodology. Research methodology is a structured framework for conducting research to address various issues and solve problems scientifically. Therefore, the researchers must understand the research methodology and applications of contemporary statistical techniques for conducting research. The Topics of the event are:

- Fundamentals of Research.
- Research Design; Research Problem; Objectives and Hypothesis Formulation.
- Basics of Quantitative Research.
- Structuring Literature Review through Mendeley and Latex.
- Data Management Using Excel.
- Types of Data, Methods and Tools of Data Collection.
- Sampling Design.
- Basics and Techniques of Qualitative Research Analysis (through Atlas Ti).
- Field Survey, Action Research and Case Study Analysis.
- Questionnaire Designing, Data Editing, Coding and Processing.
- Scaling Techniques.
- Citation and Referencing Styles (Technicalities of Citation Metrics and H Index).
- E-resource Efficacy for Research.
- Research Integrity, Ethics and Anti Plagiarism Rules.\
- Report/ Thesis Writing.
- Writing and Publishing Research Papers in High Impact Factor and Scopus Journals.
- Funding Avenues in Social Sciences Research.

For further details, contact Organising Secretary, National Law University, Kuttack-753008 (Odisha), Mobile No: 9439912624, E-mail: icssr2022@nluo.ac.in. For updates, log on to: www.nluo.ac.in/event

□

Association of Indian Universities to Accord Equivalence to School Boards: The Gazette Notification

Association of Indian Universities (AIU) was established in 1925 with the mandate to accord equivalence to degrees offered by foreign universities. AIU is the only body in India which is recognized to grant Equivalence of Degrees awarded by the Foreign Universities. Acknowledging its role and work, the Ministry of Human Resource Development (MHRD), Government of India (GOI) vide their letter No. F.15-17/94-TS IV dated 13th March, 1995 issued a Notification that “those foreign qualifications which are recognized/equated by the AIU, are treated as recognized for the purpose of employment to post and services under the Central Government and study in Indian Higher Education Institutions”.

Further, on 15th November 2021, AIU has been mandated by the Department of School Education, Ministry of Education, Government of India to accord equivalence to the Indian Boards for the Secondary/Senior Secondary Examination vide Gazette Notification No. CG-DL-W-20112021-231254 dated 15th November, 2021 and Letter No. F.11-3-/2016-Sch.3 dated 15th November, 2021 from Ministry of Education, Government of India. The Gazette Notification is being reproduced verbatim for the information of the Readers.

Subject: *Equivalence of Qualification/Course/ Examination conducted by School Education Boards of India to grade 10 and 12 Board examination qualifications, for the purpose of admission in higher education institutions and employment under Central/ State Government-reg.*

No. F.11-3/2016-Sch.3—It has come to the notice of Government that difficulties are being faced by students in respect of equivalence of certificates issues by School Education Boards in India for the purposes of admissions in higher education institutions and employment in Central/State Government.

2. To address the above issue, Department of School Education & Literacy in consultation with Department of Higher Education, Ministry of Education, hereby entrusts the responsibility of granting equivalence to Secondary/Senior Secondary certificate awarded by Secondary/Senior Secondary School Examination Boards in India, with grade 10 and 12 Board examination qualifications (as may be applicable), for the purpose of admission of its students to higher education institutions and for the purpose of Central/ State Government employment in India, to Association of Indian Universities (AIU). This provision will be applicable to both Government and private Indian School Boards, that are set up by an Act of Parliament or state legislature or by an Executive order of the central/state government or set up by central/state government bodies/institutions that have the mandate to do so subject to the following conditions:

- a. AIU will appropriately enhance its capacity to undertake this task.
- b. AIU shall not seek any funds/grants from the Ministry of Education for this task.
- c. A Standard Operating Procedure (SOP) will be prepared for this purpose for all school boards in

India in consultation with Department of School Education & Literacy and Department of Higher Education, Ministry of Education.

- d. The SOP shall ensure inter alia that the applicant School Education Board is following the Right to Education (RTE) Act, extant National Curriculum Framework (NCF) and is National Education Policy (NEP–2020) compliant and that the teachers in schools affiliated to the Board possess qualifications as laid down by National Council for Teacher Education (NCTE).
- e. The SOP shall also ensure that the due diligence process is rigorous and is based on the extant NCF, a clear-cut scheme/bye-laws of examinations and affiliation and follows all other extant laws/rules/regulations/processes applicable to School Boards while granting such equivalence.
- f. As one time measure, AIU shall constitute an expert committee comprising representatives from UGC, AICTE, NCERT, CBSE, NIOS and other members as deemed fit by AIU for drafting the SOP that shall be examined by the Department of School Education & Literacy and Department of Higher Education, Ministry of Education of prior to implementation.

3. Equivalence granted by AIU will be automatically considered as inter-se parity between the Boards in India, permitting smooth Inter-School Education Board migrations. The equivalence given by AIU to a School Education Boards shall be valid at all India level for the purpose of higher education and employment.

4. This issues with the approval of Competent Authority.

Sd/-
Vibhuti N Shukla
Deputy Secretary

THESES OF THE MONTH

SCIENCE & TECHNOLOGY

A List of doctoral theses accepted by Indian Universities (Notifications received in AIU during the month of February-March, 2022)

AGRICULTURAL & VETERINARY SCIENCES

Agronomy

1. Dholariya, Hirenkumar Pravinbhai. **Effect of organics on soil properties, yield and quality of finger millet [*Eleusine coracana* (L) Gaertn]**. (Dr. Sonal Tripathi), Department of Agronomy, Navsari Agricultural University, Navsari.

Extension Education

1. Nigade, Dhanshri Dattatray. **Impact of Kisan Credit Card Scheme among the beneficiary farmers in Marathwada Region**. (Dr. P R Deshmukh), Department of Extension Education, Vasantao Naik Marathwada Agricultural University, Parbhani.

Horticulture

1. Pal, Harvindra. **Effect of NPK on growth, yield and vase life of gladiolus (*Gladiolus grandiflorus* L) cv big time supreme**. (Dr. Ravi Shankar Verma), Department of Applied Plant Science, Babasaheb Bhim Rao Ambedkar University, Lucknow.

2. Palekar, Abhishek Rajendra. **Effect of induced mutation on different varieties of Chrysanthemum (*Chrysanthemum indicum* L)**. (Dr. T B Tambe), Department of Horticulture, Vasantao Naik Marathwada Agricultural University, Parbhani.

BIOLOGICAL SCIENCES

Biotechnology

1. Petkar, Medha Bharat. **Isolation, characterization and purification of SOD from facultative anaerobic micro-organisms, immobilization and study of its scavenging effect on stressed lymphocytes**. (Dr. M M Pillai), Department of Biotechnology, Acharya Nagarjuna University, Nagarjuna Nagar.

Botany

1. Patale, Varshabhen Vijaybhai. **Morphological, anatomical and physiochemical assessment of mangroves at Diu the Union Territory of India**. (Dr. Jigna G Tank), Department of Botany, Saurashtra University, Rajkot.

Life Science

1. Bardhan, Pritam. **A Study on oleaginous microorganisms from fermented foods and soil samples of North East India for biodiesel production using renewable feedstock**. (Prof. Manabendra Mandal), Department of Molecular Biology and Biotechnology, Tezpur University, Tezpur.

Microbiology

1. Kalasava, Ashish Bhursingbhai. **Characterization and structural & functional analysis of amylases from haloalkaliphilic actinomycetes isolated from saline habitats of Coastal Gujarat**. (Dr. Gira P Mankad), Department of Microbiology, Saurashtra University, Rajkot.

Molecular Biology

1. Chanda, Abhishek. **Proteomic Characterization of Indian Cobra (*Naja naja* and *Naja Kaouthia*) Venoms and their Immuno-Profiling against Commercial Polyvalent Antivenoms**. (Prof. A.K Mukherjee), Department of Molecular Biology, Tezpur University, Tezpur.

2. Patra, Aparup. **Proteomic Analysis and Immuno-Profiling of *Echis carinatus* Venom from India, and Sri Lanka and *Bungarus caeruleus* Venom from India as well as quality assessment of Indian commercial polyvalent anti venoms**. (Prof. A.K Mukherjee), Department of Molecular Biology, Tezpur University, Tezpur.

Zoology

1. Mahar, Neeraj. **Status, habitat use and factors affecting breeding waterbirds of Changthang Wildlife Sanctuary, Ladakh (India)**. (Dr. S A Hussian), Department of Wild Life Science, Saurashtra University, Rajkot.

2. Mahata, Anirban. **Diversity and ecology of butterfly in Koraput District, Southern Odisha, India**. (Prof. Sharat Kumar Palita), Department of Biodiversity and Conservation of Natural Resources, Central University of Odisha, Koraput.

EARTH SYSTEM SCIENCES

Environmental Science

1. Bora, Jayantra. **A study of the characteristics of surface and columnar aerosols over Mid Brahmaputra Region of Eastern Himalayas.** (Prof. R R Hoque), Department of Environmental Science, Tezpur University, Tezpur.

2. Singh, Yuvraj. **Surface water quality assessment and management of the Jalmahal (Mansagar) Lake of Jaipur, Rajasthan, India affected by various activities.** (Prof. Manish Kumar Jain), Department of Environmental Science & Engineering, Indian Institute of Technology, Dhanbad.

3. Yadav, Krishna. **Development of novel biochar composite for efficient removal of fluoride from groundwater.** (Prof. Sheeja Jagadevan), Department of Environmental Science & Engineering, Indian Institute of Technology, Dhanbad.

4. Yadav, Nisha. **Study on various physico-chemical and physiological factors regulating carbon sequestration, biomass and lipid production in microalgae.** (Prof. Naveen Kumar Arora), Department of Environmental Science, Babasaheb Bhim Rao Ambedkar University, Lucknow.

Geology

1. Das, Satyabrata. **Geochemical and isotopic studies of water and sediments of Teesta River Basin, Lower Brahmaputra system: Implication for chemical and physical erosion.** (Prof. S Sarangi and Dr. Satosh K Rai), Department of Applied Geology, Indian Institute of Technology, Dhanbad.

ENGINEERING SCIENCES

Chemical Engineering

1. Agarwal, Aditi. **Separation of oil from oil - in water emulsion by microfiltration using ceramic membranes.** (Prof. Arunkumar Samanta, Prof. Ajay Mandal and Prof. Barun Kumar Nandi), Department of Chemical Engineering, Indian Institute of Technology, Dhanbad.

Civil Engineering

1. Anand, Abhijit. **Bearing capacity of shallow foundations on variably saturated geomaterials with emphasis on pond ash.** (Prof. Rajib Sarkar), Department of Civil Engineering, Indian Institute of Technology, Dhanbad.

Computer Science & Engineering

1. Ansar, Syed Anas. **Managing security risk of helathcare web application: A design perspective.**

(Prof. R A Khan and Dr. Amitabha Yadav), Department of Information Technology, Babasaheb Bhim Rao Ambedkar University, Lucknow.

2. Devare, Avinash Sitaram. **Development and analysis of urgent data using enhanced path assured transfer system for wireless sensor network.** (Dr. G Krishna Mohan), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

3. Huda, Ramesh Kumar. **Soft computing in machine learning and high dimensional data analysis.** (Prof. Haider Banka), Department of Computer Science & Engineering, Indian Institute of Technology, Dhanbad.

4. Jain, Meenal. **Application of concept drift and distributed machine learning for detection of anomalies in network traffic.** (Prof. Vikas Saxena), Department of Computer Science & Engineering, Jaypee Institute of Information Technology, Noida.

5. Kadiyala, Archana. **Energy management in cloud data centers using evolutionary computing techniques.** (Dr. P Sai Kiran), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

6. Mandal, Koyel. **Cluster analysis of transcriptomics data to identify potential cancer biomarkers.** (Dr. Rosy Sarmah), Department of Computer Science & Engineering, Tezpur University, Tezpur.

7. Patel, Hemlata. **An efficient system for feature extraction and classification of web data.** (Dr. Dhanraj Verma), Department of Computer Science & Engineering, Dr. A.P.J Abdul Kalam University, Indore.

8. Prasad, Yakkala A Siva. **Improving the classification accuracy of datasets using mod-decision tree and hybrid ensemble model.** (Dr. G Rama Krishna), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

9. Rahman, Nazreena. **Query-based extractive text summarization using sense-oriented semantic relatedness measure.** (Prof. Bhogeswar Borah), Department of Computer Science & Engineering, Tezpur University, Tezpur.

10. Rizvi, Naela. **Study and provisioning resource management modalities in cloud environment.** (Prof. Dharavath Ramesh), Department of Computer Science & Engineering, Indian Institute of Technology, Dhanbad.

11. Saxena, Deepika. **Security analysis of linux containers over cloud computing infrastructure.** (Dr. Navneet Sharma), Department of Computer Science & Information Technology, IIS University, Jaipur.

12. Srilakshmi, V. **Text categorization using probabilistic and optimized deep learning based techniques.** (Dr. K Anuradha and Dr. C Shoba Bindu), Department of Computer Science & Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

Electrical & Electronics Engineering

1. Challagolla, Sridhar. **Fault diagnosis schemes for three-phase wound-field synchronous motor.** (Dr. Neerukonda Rama Devi), Department of Electrical & Electronics Engineering, Acharya Nagarjuna University, Nagarjuna Nagar.

2. Chilakala, Ramireddy. **Islanding detection of Integrated DG through regulator voltage over reactive power, positive sequence components and hybrid ROCOF.** (Dr. K Harinadha Reddy), Department of Electrical & Electronics Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

3. Ghosh, Biswajit. **Modeling and performance analysis of bragg grating based optical filters in Z-Domain.** (Prof. Sanjoy Mondal), Department of Electrical Engineering, Indian Institute of Technology, Dhanbad.

4. Hans, Sikander. **Development and application of H-infinity control.** (Dr. Smarajit Ghosh), Department of Electrical and Instrumentation Engineering, Thapar Institute of Engineering and Technology, Patiala.

5. Khan, Faizan Arif. **Unit sizing and cost analysis for standalone wind and photovoltaic hybrid energy system.** (Prof. Nitai Pal), Department of Electrical Engineering, Indian Institute of Technology, Dhanbad.

Electronics & Communication Engineering

1. Amit Kumar. **Improved forensic and anti-forensic techniques for JPEG compressed images.** (Dr. Kulbir Singh and Dr. Ankush Kansal), Department of Electronics & Communication Engineering, Thapar Institute of Engineering and Technology, Patiala.

2. Bhinder, Preeti. **Image-adaptive watermarking under geometrical attacks.** (Dr. Kulbir Singh and Dr. Neeru Jindal), Department of Electronics & Communication Engineering, Thapar Institute of Engineering and Technology, Patiala.

3. Hatibaruah, Rakcinpha. **Local pattern based texture descriptors for retrieval of texture face and biomedical images.** (Prof. Vijay Kumar Nath), Department of Electronics & Communication Engineering, Tezpur University, Tezpur.

4. Mohammad, Ali Baig. **Image cryptography in binary plane spectral coding.** (Dr. T Ranga Babu),

Department of Electronics & Communication Engineering, Acharya Nagarjuna University, Nagarjuna Nagar.

5. Reddy, Poli Lokeshwara. **Color and multispectral image denoising using kriging interpolation based Wiener filter.** (Dr. Santosh Pawar), Department of Electronics and Communication Engineering, Dr. A.P.J Abdul Kalam University, Indore.

6. Rekha, V Sarvani Duti. **Analytical study on compact NOTCH band reconfigurable MIMO antenna for WIMAX, DSRC, RADAR and KU band communication applications.** (Dr. P Pardha Saradhi), Department of Electronics & Communication Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

7. Senapati, Mukut. **Design and Development of Au patch electrode Ag-doped SnO₂/SiO₂/ Si MIS capacitive gas sensor for fish and chicken meat spoilage assessment.** (Prof. P. P. Sahu), Department of Electronics & Communication Engineering, Tezpur University, Tezpur.

8. Syed, Shameem. **A microfluidic based biosensors to detect the colorectal cell: A simulation based approach.** (Dr. P S Srinivasa Babu), Department of Electronics & Communication Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

9. Talukdar, Champak. **Design, development and analysis of a nerve conduction study system: An auto-controlled biofeedback approach.** (Prof. M. Bhuyan), Department of Electronics & Communication Engineering, Tezpur University, Tezpur.

Energy Studies

1. Borah, Manash Jyoti. **Nanocatalyst based biodiesel production from non-edible oil.** (Prof. Dhanapati Deka), Department of Energy, Tezpur University, Tezpur.

2. Chutia, Swagat. **Design and development of a robotic algae harvesting system for efficient algae collection in biofuel production route.** (Prof. Dhanapati Deka and Dr. Nayan Moni Kakoty), Department of Energy, Tezpur University, Tezpur.

3. Das, Velentina. **Biodiesel production from different oleaginous microalgae of North East India using renewable heterogeneous catalyst.** (Prof. Dhanapati Deka), Department of Energy, Tezpur University, Tezpur.

Food Engineering & Technology

1. Sarma, Lopamudra. **Anti-inflammatory efficacy of bioactive molecules extracted from herbal plants available in North-Eastern region of India.** (Dr.

Raj Kumar Duary), Department of Food Engineering and Technology, Tezpur University, Tezpur.

Mechanical Engineering

1. Amrit Kumar. **Impact of emulsion and compound droplets on solid surfaces.** (Prof. Deepak Kumar Mandal), Department of Mechanical Engineering, Indian Institute of Technology, Dhanbad.

2. Paswan, Kamlesh. **Performance assessment of graphene nanopowder mixed dielectric in electrical discharge machining of super alloy.** (Prof. Somnath Chattopadhyaya), Department of Mechanical Engineering, Indian Institute of Technology, Dhanbad.

3. Prakash, Ved. **Electrical discharge processing of exotic materials for novel applications.** (Prof. Alok Kumar Das and Prof. Somnath Chattopadhyaya), Department of Mechanical Engineering, Indian Institute of Technology, Dhanbad.

4. Rout, Haladhar. **A numerical study on magnetohydrodynamic flow and heat transfer of Newtonian/non Newtonian nanofluids.** (Dr. Manoj Kumar Nayak and Dr. Siba Shankar Mohapatra), Department of Mechanical Engineering, Siksha O Anusandhan University, Bhubaneswar.

5. Vijaya Prakash, R. **Characterization of hybrid metal matrix composite (AL7075/B₄C/ZrO₂) and optimization of EDM machining parameters using RSM method.** (Prof. V Chittaranjan Das), Department of Mechanical Engineering, Acharya Nagarjuna University, Nagarjuna Nagar.

MATHEMATICAL SCIENCES

Mathematics

1. Chutia, Duranta. **Weighted estimates for certain maximal functions and integral operators.** (Prof. Rajib Haloi), Department of Mathematics, Tezpur University, Tezpur.

2. Gottipati, Seetharamulu. **Mathematical methods for spectrum optimization in wireless networks.** (Dr. PLN Varma), Department of Mathematics, Acharya Nagarjuna University, Nagarjuna Nagar.

3. Rohit Kumar. **Modelling of solute dispersion through porous media: An analytical study.** (Prof. M. K. Singh), Department of Mathematics and Computing, Indian Institute of Technology, Dhanbad.

Statistics

1. Tolani, Jayshree Narendrakumar. **Some statistical modelling techniques in medical sciences.** (Dr. N D Shah), Department of Statistics, Gujarat University, Ahmedabad.

MEDICAL SCIENCES

Ayurveda

1. Ayare, Kalpana Bajrang. **Study of the efficacy of Lasuna-Taila Anuwasana-Basti in Alpapushpa evam Artavakshaya (Rajakshaya).** (Dr. Manoj Vitthal Gaikwad), Department of Ayurved, Maharashtra University of Health Sciences, Nashik.

2. Diwan, Pramod Prabhakar. **The role of balya ghruta nasya for the treatment of atrophic rhinitis (Nasa Shosh).** (Dr. Dilip Prabhakar Puranik), Department of Ayurved, Maharashtra University of Health Sciences, Nashik.

3. Mansukhabhai, Buha Mitalben. **Effect of Shodhana on Kampillaka (Mallotus philippensis (Lam) Muell Arg): A phyto-pharmacological evaluation.** (Prof. R N Acharya), Department of Ayurved, Gujarat Ayurved University, Jamnagar.

Biotechnology

1. Manchikalapudi, Srihari. **Developing rapid, sensitive, inexpensive and Point-of-Care (POC) diagnostic kits for canine health care.** (Dr. Rathnagiri Polavarapu), Department of Biotechnology, Acharya Nagarjuna University, Nagarjuna Nagar.

Neurology

1. Singh, Utkarsha A. **Role of delta opioid receptors in singing and song learning in zebra finches (Taenopygia guttata).** (Prof. Soumya Iyengar), NBRC, National Brain Research Centre, Manesar.

Pharmaceutical Science

1. Dubey, Gurudutt. **Design, synthesis and quantum chemical evaluation of novel divalent N^I compounds.** (Dr. P V Bharatam), Department of Medicinal Chemistry, National Institute of Pharmaceutical Education and Research, Mohali.

2. Gulshan Kumar. **Synthesis of N-fused heterocyclic analogs of flavonoids and bioevaluation studies towards discovery of anticancer agents.** (Dr. Sankar K Guchhait), Department of Medicinal Chemistry, National Institute of Pharmaceutical Education and Research, Mohali.

3. Ksheerasagar, Vinay Kumar. **Effectiveness of OHA therapy in newly diagnosed type-2 diabetes mellitus patients and its association with TCF7L2 gene polymorphism at Kanpur.** (Dr. Nilam Nigam), Department of Medical Pharmacology, Rama University, Kanpur.

4. Thakore, Samarth Dharmeshbhai. **Solvent and small molecule excipient-assisted crystallization of**

celecoxib: Mechanisms and applications. (Dr. Arvind K Bansal), Department of Pharmaceutics, National Institute of Pharmaceutical Education and Research, Mohali.

PHYSICAL SCIENCES

Chemistry

1. Dutta, Geeti Kaberi. **Bio-based environmentally benign polyester nanocomposites and their potential applications.** (Prof. Niranjana Karak), Department of Chemical Sciences, Tezpur University, Tezpur.

2. Gohain, Shivane Borpatra. **Studies towards the construction of some important organic scaffolds via nanocatalysis.** (Prof. Ashim Jyoti Thakur), Department of Chemical Sciences, Tezpur University, Tezpur.

3. Goswami, Chiranjita. **Design of platinum-free nano-electrocatalysts for fuel cell reaction.** (Dr. Pankaj Bharali), Department of Chemical Science, Tezpur University, Tezpur.

4. Karmakar, Puja Das. **Synthesis of amphiphilic graft and graft - block copolymers and their potential applications.** (Prof. Sagar Pal), Department of Chemistry and Chemical Biology, Indian Institute of Technology, Dhanbad.

5. Khatun, Bably. **Bioactivity study of modified curcumin loaded polymeric nanoparticles.** (Prof. Tarun K. Maji), Department of Chemical Sciences, Tezpur University, Tezpur.

6. Pathak, Sandhya. **Development and characterization of drug (s) loaded nanoparticles for osteoporosis and evaluation for drug release kinetics.** (Prof. Archana Pandey), Department of Chemistry, Dr Harisingh Gour Vishwavidyalaya, Sagar.

7. Paul, Priya Kumari. **Gravimetric,**

thermodynamic, electrochemical and quantum studies on corrosion inhibition of mild steel in HCl solution. (Prof. Mahendra Yadav), Department of Chemistry and Chemical Biology, Indian Institute of Technology, Dhanbad.

8. Ravindra, M K. **Design and synthesis of novel organic compounds for OLED applications.** (Dr. K M Mahadevan), Department of Chemistry, Kuvempu University, Shankaraghatta.

9. Walki, Shashikant. **Development of some novel dyes for dyesensitized solar cells applications.** (Dr. K M Mahadevan), Department of Chemistry, Kuvempu University, Shankaraghatta.

Physics

1. Chaudhary, Priyanka. **Investigations on nanometallopolymer and quantum dots with their humidity and gas sensing applications.** (Prof. B C Yadav), Department of Applied Physics, Babasaheb Bhim Rao Ambedkar University, Lucknow.

2. Chaudhary, Shivani. **Electro-optical properties of liquid crystal molecules by quantum mechanical methods.** (Prof. Devesh Kumar), Department of Applied Physics, Babasaheb Bhim Rao Ambedkar University, Lucknow.

3. Damandeep Kaur. **Biobased silica from rice husk and straw for the synthesis of biocompatible glasses.** (Dr. O P Pandey and Dr. M S Reddy), School of Physical and Material Sciences, Thapar Institute of Engineering and Technology, Patiala.

4. Khanikar, Tulika. **Design and characterization of optical fiber sensors with simplified configurations.** (Prof. Vinod Kumar Singh), Department of Physics, Indian Institute of Technology, Dhanbad. □

**Shri Balasaheb Mane Shikshan Prasarak Mandal Ambap
Ashokrao Mane College of Pharmacy
Peth Vadgaon, Tal. Hatkanangale,
Dist. Kolhapur – 416 112 (Maharashtra)
(Affiliated to Shivaji University, Kolhapur)
(Permanently Non-Grant)**

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 posts, qualifications and other terms and conditions, please visit University Website : www.unishivaji.ac.in

Place :

Date :

**President
Shri Balasaheb Mane Shikshan Prasarak Mandal
Ambap, Tal. Hatkanangale, Dist. Kolhapur**

**Shikshan Mandal, Karad
Mahila Mahavidyalaya, Karad
222, Mangalwar Peth, Karad,
Tal. Karad, Dist. Satara – 415110 (Maharashtra)
(Affiliated to Shivaji University, Kolhapur)
(Permanently Granted)**

REQUIRED

Applications are invited from eligible candidates for the following post:

Sr. No.	Name of Post	Vacant Post	Unreserved (Open) Post
A	Principal	1	1

Conditions:

1. Educational qualifications, pay scales and service conditions are as prescribed by the Apex Body, Govt. of Maharashtra and Shivaji University, Kolhapur from time to time.
2. Appointment to the post of Principal will be for a period of 5 years from the date of appointment or upto the attainment of the age of superannuation of the candidate, whichever is earlier.
3. For the post of Principal, candidate should submit their API report at the time of Interview.
4. All the terms & conditions are applicable as mentioned in the letter No. JDHE Kolhapur/NOC /2019/23 dtd. 07.04.2022 from Hon. Joint Director (Higher Education), Kolhapur Region, Kolhapur.
5. Please note that the recruitment procedure initiated by this advertisement subject to decision by Hon. Bombay High-Court, Aurangabad Bench on Writ Petition No. 12051/2015.
6. Applicants who are already in service should apply through proper channel.
7. Incomplete application will not be entertained.
8. Apply giving full particulars **within 15 days** from the date of publication of this advertisement to the undersigned.

Place: Karad
Date:

**Secretary,
Shikshan Mandal, Karad**

ATTENTION : SUBSCRIBERS UNIVERSITY NEWS

The NEW RATES of Subscriptions effective April 01, 2020 shall be as per following:

	Institutions Rs.	Teachers/Students/Individuals* Rs.	*AT RESIDENTIAL ADDRESS ONLY
1 year	1,250.00	500.00	
2 years	2,200.00	900.00	

The payable amount is required to be remitted **in advance** by any of the following modes of payments:

- a) AIU WEB Portal (b) Cash Deposit (c) Demand Draft/At Par Cheque and (d) NEFT/RTGS/Net Banking/G-Pay/BHIM APP, etc.

1	Bank Account No.	0158101000975 (Saving)
2	Beneficiary Name and Address	ASSOCIATION OF INDIAN UNIVERSITIES 16, Comrade Indrajit Gupta Marg, New Delhi – 110 002
3	Bank & Branch Name	CANARA BANK, DDU MARG
4	Bank's Address	“URDU GHAR”, 212, Deen Dayal Upadhyaya Marg, New Delhi – 110 002
5	Branch Code	0158
6	IFSC Code	CNRB 0000158
7	Contact No. & E-mail ID	(011) 23230059 Extn. 208/213 (M) 09818621761

THE NEFT/RTGS/ONLINE PAYMENT TRANSACTION/UTR NUMBER MUST BE SENT BY MAIL IMMEDIATELY WITH COMPLETE MAILING ADDRESS & PIN CODE FOR LINKING AND ITS SETTLEMENT AT OUR END.

*For further information/enquiries, send Mail at : subsun@aiu.ac.in / publicationsales@aiu.ac.in
Website : <https://www.aiu.ac.in>*



The United States – India Educational Foundation (USIEF)

invites applications for the post of
Regional Officer, Hyderabad

The Regional Officer oversees USIEF programs and activities in the Hyderabad region and helps in developing a robust network of contacts at educational institutions and other stakeholders.

This is a full-time position based in Hyderabad.

Last date of receipt of applications is by **23:59 hrs on May 10, 2022.**

For details login to
<https://www.usief.org.in/careerhyderabad.aspx>



Tribal Land, Forest and Identity Issues

A Study of Jharkhand and Odisha

K. Gopal Iyer

2020 | 978-93-86682-58-1 | XXVIII+508 | ₹ 1750

Recent Advances in Indian Medical Anthropology

Edited by

P.C. Joshi | Chakraverti Mahajan

2021 | 978-93-5439-064-7 | XVIII+390 | ₹ 1600

CONCEPT PUBLISHING COMPANY (P) LTD.

A/15&16, Commercial Block, Mohan Garden, New Delhi-110 059
Ph. : +91-11-41101460 Email: publishing@conceptpub.com Website : www.conceptpub.com
Showroom: Building No. 4788-90, Street No. 23, Ansari Road, Darya Ganj, New Delhi-110 002 Ph. 23272187

ST. XAVIER'S COLLEGE VAIKOM

(Affiliated to Mahatma Gandhi University Kottayam)

NAAC Accredited with B+Grade

Kothavara PO, Vaikom, Kottayam-686 607

Ph: 9544958526

No. Estb./TS/2022

Date: 03.03.2022

ASSISTANT PROFESSOR

Applications are invited from eligible candidates for appointment as **ASSISTANT PROFESSOR** under Merit Quota in Hindi (One Vacancy). Age and Qualifications are as per UGC/University/Govt. norms. Apply **within thirty days** from the date of publication of this notification. Forms can be had from the College office on payment of Rs 1000/-.

(Sd/-)
Manager

Sai Education Society

Sai Special B.Ed. (HI) College

A/P. Gijavane, Tal. Gadhinglaj, Dist. Kolhapur - 416 502

(Maharashtra)

(Affiliated to Shivaji University, Kolhapur)

(Permanently Non-Grant Basis)

WANTED

Applications are invited from eligible candidates for the following posts:

Sr. No.	Name of post	Vacant Post	Unreserved (Open) Post
1	Assistant Professor (Hearing Impair Special Education)	01	01

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

Place:

Date :

Principal

Sai Education Society
Sai Special B.Ed. (HI) College
A/P. Gijavane, Tal. Gadhinglaj,
Dist. Kolhapur - 416502

President

Sai Education Society
Sai Special B.Ed. (HI) College
A/P. Gijavane, Tal. Gadhinglaj,
Dist. Kolhapur - 416502

Shri Balasaheb Mane Shikshan Prasarak Mandal Ambap
Ashokrao Mane College of Pharmacy

Peth Vadgaon,
Tal. Hatkanangale, Dist. Kolhapur – 416 112 (Maharashtra)
(Affiliated to Shivaji University, Kolhapur)

(Non-Grant)

WANTED

Applications are invited from eligible candidates for the following posts:

Sr. No.	Name of Posts	Vacant Posts	Unreserved (Open) Posts
B. Pharmacy			
A	Associate Professor		
1	Pharmaceutical Chemistry	01	01
2	Pharmaceutical Analysis	01	01
3	Pharmacology	01	01
4	Pharmacognosy	01	01
M. Pharmacy			
A	Professor		
1	Pharmaceutics	01	01
2	Quality Assurance	01	01
B	Associate Professor		
1	Pharmaceutics	01	01
2	Quality Assurance	01	01

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

Place :
Date :

President
Shri Balasaheb Mane Shikshan Prasarak Mandal,
Ambap, Tal. Hatkanangale Dist. Kolhapur



Nominations are invited for
G N Ramachandran Gold Medal for Excellence
in Biological Sciences and Technology 2022

The Council of Scientific and Industrial Research (CSIR) invites nominations for the G N Ramachandran Gold Medal for Excellence in Biological Sciences and Technology for the year 2022. The award is presented annually to an outstanding Indian scientist, who has made conspicuously important contributions, applied or fundamental, in the inter-disciplinary subject/field of Biological Sciences and Technology. The award is given for the work done primarily in India during ten years preceding the year of the award.

Nominations addressed to Scientist Incharge – SSB YSA Unit, CSIR HRDG New Delhi must be submitted in the prescribed format along with reprints of five most significant publications of the last ten year's period via e-mail to ssb@csirhrdg.res.in on or **before 31st May, 2022**. No hardcopy to follow. Please visit www.csirhrdg.res.in for further details and nomination format.

**Navkonkan Education Society's
Dr. Datar Arts, Dr. Behere Science and Shri Pilukaka Joshi Commerce College
Chiplun, Tal. Chiplun,
Dist. Ratnagiri – 451 605**

APPLICATIONS ARE INVITED FOR THE POST OF
PRINCIPAL
FROM THE ACADEMIC YEAR 2021-22
AIDED

The Advertisement approved subject to the final decision in the Writ Petition No.12051/2015.

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

Reservation for women will be as per **University Circular No. BCC/16/74/1998 dt. 10th March, 1998** and **4% Reservation shall be for the persons with the 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-Scales and other requirement are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No. Misc. 2018/C.R.56/18/UNI-I dt. 08th March, 2019 and University of Mumbai Circular No. TAAS (CT)/ICD/2018-19/1241 dt. 26th March, 2019 and revised from time to time. The Government Resolution & Circular are available on the university website: mu.ac.in.

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

Applications with full details should reach to the **SECRETARY, NAVKONKAN EDUCATION SOCIETY'S DR. DATAR ARTS, DR. BEHERE SCIENCE, AND SHRI PILUKAKA JOSHI COMMERECE COLLEGE, CHIPLUN, TAL. CHIPLUN, DIST. RATNAGIRI 415 605 within 15 days** from the date of publication of this advisement. **This is university approved advertisement.**

Sd/-
SECRETARY

**Vidyalankar Dyanpeeth Trust's
Vidyalankar School of Information Technology
Vidyalankar College Marg, Wadala E, Mumbai- 400 037
www.vsit.edu.in**

Applications are invited for the following posts from the academic year 2021-22:-

UN-AIDED

Sr. No.	Cadre	Subject	Total No. of Posts	Posts Reserved for						
				Open	SC	ST	DT/NT (ABCD)	OBC	SBC	EWS
1.	Assistant Professor	Information Technology (B.Sc. [IT])	31	11	04	02	DT(A)-01 NT(B)-01 NT(C)-01 NT(D)-01	06	01	03
2.	Assistant Professor	Management (BMS)	12	03	02	01	DT(A)-01 NT(C)-01	03	-	01

- The posts for the reserved category candidates will be filled in by the same category candidates (Domicile of State of Maharashtra) belonging to that particular category only.
- Reservation for women will be as per University Circular No. BCC/16/74/1998 dated 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.
- “Qualifications, pay-scales and other requirement are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/18/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”.
- The Government Resolution and Circular are available on the **website : mu.ac.in.**
- Applicants who are already employed must send their application through proper channel. Applicants are required to account for breaks, if any, in their academic Career.
- Applications with full details should reach the Secretary, Vidyalankar Dyanpeeth Trust's VIDYALANKAR SCHOOL OF INFORMATION TECHNOLOGY, Vidyalankar College Marg, Wadala (E), Mumbai – 400037 **within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
Secretary

**ASSOCIATION OF INDIAN UNIVERSITIES
ADVERTISEMENT TARIFF
UNIVERSITY NEWS JOURNAL**

**GST AT PRESENT RATE OF 5% IS PAYABLE FOR PUBLICATION OF ALL TYPES OF
ADVERTISEMENTS IN UNIVERSITY NEWS W.E.F. APRIL 01, 2020 IN ADDITION
TO THE PAYABLE CHARGE FOR EACH CATEGORY AS GIVEN BELOW)**

**A. FOR EDUCATIONAL INSTITUTIONS, GOVT. ORGANIZATIONS, PUBLISHERS, BOOK
SELLERS & DISTRIBUTORS DISPLAY**

(Amount in Rupees)

Categories of Advertisement	1 Insertion	4 Insertions	8 Insertions	12 Insertions
Full Page	15000	45000	85000	120000
Half Page	8000	28000	50000	68000
Quarter Page	5000	16000	28000	40000
Cover (Inside)	16000	55000	100000	144000
Cover (Back)	20000	65000	120000	165000

B. TARIFF FOR SPECIAL NATURE OF MATTERS/ITEMS (DOUBLE THE RATES)

TARIFF FOR SUPPLIERS OF COMPUTERS, COMPUTER STATIONERY & PERIPHERALS, SCIENTIFIC & SURGICAL INSTRUMENTS, SPORTS GOODS AND OTHERS (*NOT COVERED IN ANY FORM OF THE TARIFF*) WILL BE AT DOUBLE THE RATES AND TARIFF CAN BE HAD ON REQUEST.

C. CONCESSIONAL TARIFF (For Publishers/Book Distributors- Exclusively for Books)

Per Square Cm (Display)	1 Insertion	4 Insertions	8 Insertions	12 Insertions
	30.00	28.00	26.00	24.00

MECHANICAL DATA OF JOURNAL

Size of Page 21 cms x 27 cms

PRINT AREA

Full Page 23 cms (Height) x 16.5 cms (Width)

Half Page 12 cms (Height) x 16.5 cms (Width)

Quarter Page 11 cms (Height) x 8 cms (Width)

The Art Work/CRC IN PDF as per above Print Area (in BLACK & WHITE ONLY) or the OPEN FILE IN MS WORD may be sent accordingly. The text is required to be sent positively on E-Mail IDs as shown below. *MATTER FOR ADVERTISEMENT MUST REACH SEVEN (07) DAYS IN ADVANCE FROM THE DATE PUBLICATION OF EACH ISSUE OF UNIVERSITY NEWS, WHICH IS EVERY MONDAY.*

ADVERTISEMENT AGENCIES (INS ACCREDITED) ARE ALLOWED 15% DISCOUNT.

Full advance payment could be sent by Demand Draft/At Par Cheque favouring "ASSOCIATION OF INDIAN UNIVERSITIES", payable at New Delhi. The details for payment via NEFT/RTGS are available in AIU Website. Also, the required data could be provided on request.

For further information write to :-

**Publication & Sales Division
Association of Indian Universities
AIU House, 16, Comrade Indrajit Gupta Marg, New Delhi - 110 002
EPABX : 011-23230059 (Extn. 208/213), FAX : 011-23232131
E-mail IDs : advtun@aiu.ac.in /publicationsales@aiu.ac.in
Website : <http://www.aiu.ac.in>**

ASSOCIATION OF INDIAN UNIVERSITIES

AIU HOUSE, 16, COMRADE INDRAJIT GUPTA MARG,
NEW DELHI – 110 002

No. AIU/Admn/US(Audit)Advt.2022

Dated: 20/04/2022

VACANCY NOTIFICATION

The Association of Indian Universities (AIU), an apex Inter-University Organisation, invites applications from the eligible candidates for appointment on direct recruitment/deputation basis for the post of **Under Secretary (Audit)** and for the position of **Consultant (Admn. & Finance)** on contractual basis for a period of 6 months as mentioned below. Duly completed application should reach AIU **within 21 days** from the date of publication of advertisement in the Employment News.

Sl. No.	Name of the posts	Pay Level of the posts as per 7 th CPC	No. of posts
1.	Under Secretary (Audit)	Level 11	1
2.	Consultant (Admn. & Finance)	Consolidated remuneration of Rs. 50,000/-p.m. for retired US level Rs. 60,000/- p.m. for retired DS level	1

The details of educational qualifications and other requirements for the post are as under:

I. Under Secretary (Audit) One post, Pay Level 11.

Essential:

1. Educational:

Chartered Accountant

or

Master's degree with Commerce/Business Administration (Finance) or comparable equivalent degree in relevant area with atleast 55% of the marks or its equivalent.

2. Experience:

a) CA with 3 years of practice/corporate experience

or

Officers holding analogous posts on regular basis or with 6 years regular service in the field of audit/finance in Central/State Government, Universities and other autonomous organizations at the level PB-2 (Rs.9300-34800 with GP 4600/4800 (Pay Level 7/8).

b) Knowledge of Government financial rules and regulations, PFMS model, pre and post audit of payment sanction, etc.

Desirable:

a) A pass in the SAS or equivalent examination conducted by any one of the Organized Accounts Departments of the Central Government.

b) Knowledge of service matters including superannuation benefits, audit policies of Government, review of audit paras and concordance compliance/course correction.

c) Proficiency in working on computer applications.

3. **Age Limit for direct recruitment:** 40 years (relaxable by 5 years for employees of Government Departments/Autonomous Bodies/Higher Education Institutions of the Government of India)

4. Job Description:

Audit of payments, receipts, grant-in-aid, statutory compliances of TDS, Professional Tax, Contractor Tax, GST, GST TDS and salary disbursement as per Central Government rules and regulations.

II. Consultant (Admn. & Finance) purely on contractual basis for a period of 6 months on a consolidated salary of Rs.60,000/Rs.50,000 per month for retired DS/US level respectively – one post.

Essential:

Candidates retired from Govt. sector at the level of Deputy Secretary/Under Secretary of equivalent level having

Contd. on page.47

relevant work experience in the field of Administration/Finance in Government Departments/Autonomous Bodies/Universities.

Age Limit: Between 61 to 65 years.

General instructions and guidelines:

1. Employment of the Association shall be governed by the Rules and Regulations, Bye-Laws and service conditions, as may be notified by the Association from time to time;
2. Applicants, who have applied for the post of Under Secretary (Audit) in response to our advertisement in the Employment News dated 6-12th November, 2021 need not apply again;
3. The crucial date for determining the age limit shall be the closing date for receipt of applications;
4. Mere fulfillment of eligibility criteria shall not necessarily entitle an applicant to be called for interview. The Association reserves the right to relax any of conditions and shortlist the applicants in a manner as it may specify;
5. No person shall be appointed to the post unless he/she produces documentary evidence to substantiate his/her qualifications and antecedents as prescribed for the post;
6. Appointment through direct recruitment shall initially be on a probation for a period of two years from the date of appointment, which may be extended by another one year by the competent authority for reasons to be recorded in writing; provided that in the case of a person, who prior to his/her appointment had served in a Central/State Government/University/Other Institutions of Higher Education for more than five years in a similar capacity satisfactorily, the appointing authority may reduce the period of probation by not more than one year;
7. Where a person during his period of probation is found unsuitable for holding the post or does not complete the period of probation satisfactorily, the appointing authority may:
In case of a person appointed by direct recruitment, terminate his/her services without notice; or extend his/her period of probation by not more than one year beyond which no extension of probation shall be permissible;
8. Applicants who are already employed in Government Departments/Autonomous Bodies/Institutions of Higher Education shall apply through proper channel and submit No Objection Certificate and Vigilance Clearance from their employer at the time of interview;
9. Cases which are not covered in the above guidelines would be determined by the Governing Council;
10. Applications received shall be screened for shortlisting by a Committee constituted by the Appointing Authority;
11. The maximum number of candidates to be called for interview for a post shall not ordinarily exceed five for one post;
12. No TA/DA shall be payable to applicant for any journey performed for attending the test/interview;
13. The post shall carry allowances as per the AIU Rule;
14. The Association reserves the right of not filling any advertised post(s) without assigning any reason;
15. Canvassing in any form or on behalf of a candidate shall lead to disqualification of the candidate.
16. Prescribed application form can be downloaded from the AIU website: <http://www.aiu.ac.in>;
17. Applications on prescribed form complete in all respect along with application fees through Demand Draft of Rs.1000/- for General Category and Rs.500/- for SC/ST/OBC/PwD candidates favouring "Association of Indian Universities, payable at New Delhi" should reach to the Secretary General, Association of Indian Universities, AIU House, 16, Comrade Indrajit Gupta Marg, New Delhi 110002 **by 5 p.m. within 21 days** from the date of publication of advertisement in the Employment News by hand at the Reception Counter or send by post ensuring receipt of the application at AIU Office within the stipulated date and time;
18. The envelope containing application should be super-scribed as "Application for the post of **Under Secretary (Audit)/Consultant (Admn. & Finance)**";
19. Disputes, if any, shall be subject to jurisdiction of Delhi Courts only.

SECRETARY GENERAL



UNITED STATES-INDIA EDUCATIONAL FOUNDATION (USIEF) 2023-2024 Fulbright Fellowships for Indian Citizens

Fulbright-Nehru Master's Fellowships: These fellowships are for outstanding Indians who demonstrate leadership qualities, have completed the equivalent of a U.S. bachelor's degree, and have at least three years' full time (paid) professional work experience, to pursue a master's degree program at select U.S. colleges and universities in the areas of Arts and Culture Management including Heritage Conservation and Museum Studies; Economics; Environmental Science/Studies; Higher Education Administration; International Affairs; Journalism and Mass Communication; International Legal Studies; Public Administration; Public Health; Urban and Regional Planning; and Women's Studies/Gender Studies. *Application Deadline: May 16, 2022.*

Fulbright-Nehru Doctoral Research Fellowships*: These pre-doctoral level research fellowships, for six to nine months, are designed for Indian scholars who are registered for a Ph.D. at an Indian institution. *Application Deadline: July 15, 2022.*

Fulbright-Nehru Academic and Professional Excellence Fellowships*: These fellowships, for four to nine months, aim to provide Indian faculty, researchers, and professionals the opportunity to teach, conduct research, or carry out a combination of teaching and research at a U.S. institution. Applicants can opt for four to six-month Flex Awards in two segments. *Application Deadline: July 15, 2022.*

Fulbright-Nehru Postdoctoral Research Fellowships*: These fellowships, for eight to 24 months, are designed for Indian faculty and researchers, who have a Ph.D. or a D.M. degree within the past four years. *Application Deadline: August 17, 2022.*

***Eligible fields of study:** Agricultural Sciences; Anthropology; Bioengineering; Chemistry; Computer Science (including, but not limited to, cyber security, digital economy, quantum computing, artificial intelligence, machine learning and big data analytics); Economics; Education Policy and Planning; Energy Studies; Geography (including GIS and Geology); History; Language and Literature; Materials Science (with emphasis on environmental applications); Mathematical Sciences; Neurosciences; Performing Arts; Physics; Political Science (including, but not limited to, International Security and Strategic Studies); Public Health (including, but not limited to, pandemic preparedness and comprehensive surveillance (genomic surveillance, sewage surveillance, sero-surveillance)); Public Policy; Sociology; Urban and Regional Planning (with emphasis on smart cities and waste management); Visual Arts; and Women's and Gender Studies.

Fulbright-Nehru Visiting Chair Program at Emory University: The Visiting Chair Program is designed for Indian scholars who are employed in India for the purpose of teaching, lecturing, and/or conducting research at Emory University's main campus in Atlanta. *Application Deadline: August 16, 2022.*

Fulbright-Nehru Visiting Chair Program at University of Massachusetts: The Visiting Chair Program is designed for Indian scholars who are employed in India for the purpose of teaching, lecturing, and/or conducting research at the University of Massachusetts Amherst. *Application Deadline: August 16, 2022.*

Fulbright-Kalam Climate Fellowships: These fellowships are offered to build long-term capacity to address climate change related issues in India and the U.S. These grants are offered at three levels: (1) Doctoral Research; (3) Postdoctoral Research; and (2) Academic and Professional Excellence. *Application Deadline: September 15, 2022.*

Hubert H. Humphrey Fellowships: For young and mid-career professionals, policy makers, planners, administrators, and managers in the government, public and private sectors, and NGOs for professional development in the fields of Agricultural and Rural Development; Communications/Journalism; Contagious and Infectious Diseases; Economic Development; Educational Administration, Planning and Policy; Finance and Banking; Higher Education Administration; HIV/AIDS Policy and Prevention; Human Resource Management; International Religious Freedom; Law and Human Rights; Natural Resources, Environmental Policy, and Climate Change; Public Health Policy and Management; Public Policy Analysis and Public Administration; Substance Abuse Education, Treatment and Prevention; Teaching of English as a Foreign Language (Teacher Training or Curriculum Development); Technology Policy and Management; Trafficking in Persons, Policy and Prevention; Urban and Regional Planning. *Application Deadline: June 15, 2022.*

Fulbright Foreign Language Teaching Assistant (FLTA) Program: This is a nine-month, non-degree program which invites applications from early career English teachers teaching at college level or training to become a teacher of English, or a young professional in related fields (e.g., American Studies, American/English Literature, etc.). Selected FLTAs from India will teach Bangla, Hindi or Urdu at select U.S. campuses. *Application Deadline : August 5, 2022.*

For complete details visit USIEF website www.usief.org.in or e-mail: ip@usief.org.in