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Let's Create Atmanirbhar Bharat Together

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3	Librarian	01	

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3. For detailed information about post, qualifications and other terms and conditions, please visit University Website : www.su.digitaluniversity.ac.in.
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#Let'sBeatCoronaTogether

Elevating Teachers for India's *Amrit Kaal*

R Neeraj Saxena*

Swami Vivekananda believed that education is the manifestation of perfection already in man and regretted that the system of education then, did not enable a person to stand on his own feet, nor did it teach him self-confidence and self-respect. He also remarked, "No one can teach anybody. The teacher spoils everything by thinking that he is teaching. Thus, Vedanta says that within man is all knowledge—even in a boy it is so—and it requires only an awakening, and that much is the work of a teacher. We have to do only so much for the boys that they may learn to apply their own intellect to the proper use of their hands, legs, ears, eyes, etc., and finally, everything will become easy" (<https://vivekavani.com/priya-nath-sinha/>). Swami Vivekanand's observation on the system of education strikingly remains valid even after a century and needs to change in our *Amrit Kaal* (time span till 2047, the centenary of India's Independence).

For centuries together, to acquire education one had to walk up to an academic institution; prove the capability of a worthy recipient; pick up information, knowledge, and skills; take the examinations, and get acknowledged for the degree of knowledge acquired. The entire process has been centered around knowledge, managed by educational administrators and any desired/ necessitated change in the system has to come from within. This is how educational systems have functioned for the most part in history.

For the industrial society that demanded conformist or instructivist education, the teacher was trained to present himself as one who has to always be right, and always know the right answer- the source of which was identified and fixed. Interestingly, we got such teachers after the educational system was rebooted to cater to the colonial requirements and the English succeeded in it. In pre-industrialized or pre-colonized India, we had the *Gurukul* system of education prevalent for thousands of years. It was a system of education where the teacher (*Guru*) lived with the students (*Shishya*) in an ashram-like environment. The teacher's role was not just to impart knowledge but to also serve as a mentor and guide to the students. The teaching was conducted in a highly personalized manner, with the teacher customizing the teaching to the needs of each student. The students were expected to follow strict rules of conduct and show reverence and respect to the teacher. In return, the teacher was expected to provide guidance and support to the students throughout their lives.

As one can find in the Indian literature, there were six types of teachers: *Adhyapak* (transmitter of information); *Upadhyay* (one giving knowledge); *Acharya* (who imparts skills), *Pandit* (facilitating deep insight into a subject), *Drishta* (having a visionary view on a subject and teaching learner to think in that manner) or *Guru* (for awakening

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the wisdom in the learner). Quite possibly, each teacher was an admixture of all six, functioning differentially to each student/ disciple. Or maybe, all teachers started as *Adhyapak* and very few could move up progressively to the next level and took one role out of the six. Whatever it be, it is clear that the teacher today as we understand is not the *Guru* of those times, and rightly so, because of the expectations of a conformist industrial society that kept them operative at lower levels.

From an era when teachers and books were the only sources of knowledge for students, we are in the times when AI is aiding learners in adaptive and personalized learning, utilizing sources of knowledge that are completely democratized. Education is evolving from learners proving the retention of knowledge in the head to getting a degree to demonstrate the capability of using their head, heart, and hands, for doing something innovative or meeting the unmet needs. Clearly, learner-centric education with a focus on experiential learning is how it is shaping and it makes a lot of sense to let students be in the command of learning (learner autonomy) with teachers beside-reincarnated as their mentors/ counselors/ pathfinders/ navigators, as it was in the pre-industrialized India and also fore-scripted as the renewed role of teacher by Technology Vision 2035 Roadmap on Education drawn by India's technology think-tank TIFAC (Technology Information, Forecasting & Assessment Council).

At the nucleus of academic institutions hitherto, has been knowledge which in the internet age has split and is now available outside also; the knowledge can be accessed by anyone- anytime, anywhere, and in any language. The role of physical teachers (*Adhyapak* and *Upadhyay* in the present system) is going to the machines, as evident from the fact that online learning happens from the very first row of the classrooms! The change in information technology, the rate of change of technology and rate of accumulation of knowledge, and the ability to store and transport information is all going to make teachers (*Adhyapak* and *Upadhyay*) irrelevant, more so for conventional teaching of subjects in our schools, colleges, and universities.

The learners will look for information/ knowledge/ resources independently and work on creating new resources (knowledge/ technology/ products) and opportunities (including jobs) that may or may not always need a teacher. Resources/ opportunities so created, knowledge about them and expertise acquired in the process will get packed as 'experience' which will be the new currency in the

academic institutions, replacing 'knowledge'. So, it will not be knowledge alone which will get into the storehouse but also experiences. People will be prompted to share them and there will be a huge repository of experiences that they would access anywhere, anytime, and anyone, obviating the need to store knowledge in our heads by undertaking years of education. The whole idea of teaching as corrective, restrictive, prescriptive, and facilitative education that it is currently, will be losing its relevance due to the axial shift from teacher-centric to learner-centric education system.

Digital learners no longer commit information to their memory, and have stopped taking notes, making mnemonics, doodling, etc. commonly done when teaching by *Adhyapak/ Upadhyay*. It will be befitting and timely that teachers understand that their roles are being transformed from that of the fountain of knowledge to a coach or mentor, helping to guide the students through individualized learning pathways; identifying relevant learning resources; creating collaborative learning opportunities; providing insight and support during formal class time and outside of the designated 40-minute instruction period. In a learner-centered dispensation, teachers actually have to evolve to be seen as a learner by learners; more creative than students to inspire and motivate them. Teachers have to produce life-long learners, and therefore, need to be lifelong learners and acquirers of first-hand experience themselves.

With the rapidly changing educational landscape, and India's quest to acquire intellectual prowess, regain its share in the global GDP (that it commanded before getting colonized), and prepare itself for its *Amrit Kaal*, the teacher needs to be reinvented and repurposed. This means that their training also needs to be restructured--- should be more focused on preparing teachers who know how to create a learning environment and not facilitators (of passing of students from one semester to another, from one year to the other) and more specifically experience designers to command a pivotal position in the digital learner-centric academic institutions. Training has to be for preparing *Gurus* (not *Adhyapak* or *Upadhyay*) and being mindful that not everyone can actually become one; but targeting to become *Gurus* can certainly lead to Acharya, Pandit, or Drishta who have a decisive role to play in our *Amrit Kaal*. This is also warranted by the 'new-age learning' enunciated by our visionary Prime Minister in the wake of National Educational Policy- 2020, encouraging the learners to engage, explore, experience, express and excel. □

Environment Education @ Teacher Education

Jayna Joshi*

Now the world has started facing the bitter fruits of climate change and the irresponsible actions of humans toward the environment. On one hand, there are floods and storms and on the other hand in some areas, there is severe drought leading to hunger. Heat waves, forest fires, and water scarcity are some more severe consequences of climate change. This problem is like being on a sinking ship no matter where the hole is.

Target 13.3 of Sustainable Development Goal 13 aims at increasing climate change knowledge, education, and institutional and human capacity for early warning, adaptation, impact reduction, and mitigation (SKMCCC, 2017/ <http://www.climatechange.mp.gov.in>). The long-term solution to the problem is to provide education. As per the Research Studies, it has been shown that children may have a significant impact on the perspectives of their parents. Students have the potential to plant the seeds for a transformation in public thinking regarding climate change and climate action (Winthrop, 2021). Schools can be the fundamental changemakers for any sustainable development and long-term change that we would like to see in our society.

This paper is a recount of some of the activities carried out to sensitize prospective teachers regarding environment education at IITE, Gandhinagar as a part of their teacher training. Learning about the fundamentals of climate change and the challenges of sustainability at the grassroots level is very important because it is what creates the change and the mind shift in the world. 'Learning in childhood is like engraving on stone'. This shows the importance of starting climate change education in the early years and our prospective teachers are going to work with young minds, training is provided to them. As a part of their curriculum, they have one credit practical paper in which they have been assigned different tasks and activities to understand, explore and learn how to engage the young students in such activities.

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Each student has to do two activities in the form of presentation, discussion, and reporting during their scheduled class so each student can get an idea of the activities carried out by other students. The activities are divided into four basic categories as Textbook and Literature Analysis, Activities and Visits of NGOs/Institutions, Study of Policies and Media & Environment Education

Textbook and Literature Analysis

Textbooks are the main source of the content to be taught in the school. To ensure that all the prospective teachers incorporate the lessons of environmental education during their teaching, the work of textbook analysis and literature analysis was assigned.

- Analysis of textbooks of languages and social sciences with reference to the environmental concepts presented in them of standards 5 to 8 was done. The students did the content analysis and divided the points related to environmental education into three categories such as points related to the protection of the environment, points related to the preservation of the environment, and points related to awareness regarding environmental education.
- Analysis of the concepts and values related to the environment reflected in "Abhigyaan Shakuntalam" written by Kalidas in Sanskrit literature was also done by one of the students. The description of Shakuntala and her actions was presented by using metaphors from the environment by Mahakavi Kalidas. The student finds out the environmental concerns in ancient literature.

Activities and Visits of NGOs/Institutions

The more we know, the more likely we are to care about the world around us. When people become environmentally conscious, they take individual steps to preserve the world in which we all must survive (Bharucha, 2016). The following activities were conducted.

- With a view to thinking and reflecting upon the various activities related to the preservation of the environment, the students prepared a one-act

play for developing an environmentally friendly lifestyle and presented it in the assembly.

- A survey to study the views of the students of higher education in environmental protection was conducted on 30 students of IITE.
- Interview on environmental issues was conducted in schools: *Adivasi Madhyamik Shala, Dungarvat*, and Sanskruti Vidhyalaya school, Wankaner, Gujarat. Here the interview of the students, teachers, and parents was conducted with reference to environmental issues, and the analysis was done with reference to the awareness about environmental issues and how to protect the environment.
- Interviews of the teachers, students, and parents were conducted to study and collect information about how much they are aware of environmental issues. It was found that the people know all the information but very few are trying to solve the environmental issues.
- Activities for developing an environmentally friendly lifestyle, students made best out of waste materials. They used coconut shells as plant pots and planted mint plants. They also made papers from old notebooks that were no longer in use. Students made Paper bags from newspapers to spread awareness to use paper bags instead of plastic bags.
- Seed pen was one of the activities done by the students. There are about 600 students studying at the IITE campus. Suppose each day 50 pens made from plastic were thrown in the dustbin, which creates a considerable amount of plastic waste. So, the students made plant-able seed pens from paper with seeds inside the pen. So, once the pen has been used, it can be planted into the- soil. The seed will sprout from the bottom of the pen.
- During the visit to institutions and NGOs, the students visited CEE (Centre for Environment Education), Nisarg Community Science Center, Gandhinagar, Gujarat, Shishuvihar, and CATCH Foundation (Creating Awareness To Change Habits). They witnessed the activities related to creating curiosity for science and the protection of the environment. Shishuvihar planted 400+ trees which cover the campus of the institute. CATCH Foundation does activities like S.M.A.R.T family, plantainance, Say No to

Plastic, and many activities like Halla Bol Pyar Se, Prabhat Feri, etc.

- Students got a chance to attend a two-day workshop organized by Gujarat Ecological Education and Research (GEER) Foundation at Aranya Udhyan. The rational purpose of this activity is to make people aware that Earth is a home for different living species and all are dependent on the environment for food, air, water, and other needs. Therefore, it is important for every individual to save and protect the environment through various practices like adopting a sustainable lifestyle and following 'reduce', 'reuse', and 'recycle' ways.
- Under visiting any green school, the student visited the schools and learned the activities of the green school as well as realized how these schools are different from other schools.
- Students prepared their own carbon footprint and explained how to reduce carbon waste.
- Group discussion on the significance of *Panch Mahabhoota* in the well-being of people was conducted. There were 5 members in the group divided into five elements to find the information. Each one presented information about the importance of a particular element in the well-being of humans.

Study of Policies

As a teacher educator, working in the Teacher Education Institute, students i.e. our future teachers will be one of the most important agents of change in this scenario. If we prepare our teachers to be informed and be prepared for global movements to local policies, we can fight properly to protect our planet from climate change. The policies are very important in this respect. The following activities to study policies were conducted.

IITE@Environment Actions

- “Charity begins at home”. So, the actions taken for preventing the environment by IITE were studied through the posts of social media platforms and found. (i) On the campus, IITE has established wet trash pits in which all the waste of IITE has been dumped in that pit and using that waste fertilizer is made. That fertilizer is used to grow more new plants and trees. The objective of this activity is

the use of maximum trash and usage of it to make something new. (ii) IITE has solar panels on the top of the building which generates electricity for the university and reduces the load of heavy usage of electricity. (iii) The students of IITE have been given a fixed amount if they ride a bicycle for 100 days as a means of transportation to IITE. (iv) Talks of experts (v) On the occasion of world sparrow day, the distribution of water pots and jars of grains for birds was done. (vi) IITE has signed MOU with the Climate Change Department, Government of Gujarat for the training of 5000 teachers all over Gujarat with reference to climate change. (vii) Sanjeevani medicinal park is developed at the IITE campus. (viii) Students are motivated to prepare and present poems, monologues, and innovative quizzes by using puppets to convey an appealing message to stop the wastage of water on the occasions like water day, etc. (ix) Students get chances to attend workshops as well as visit institutions working for environment rigorously.

- Under the title “Gujarat @ the policies and practices related to environmental issues” students studied ‘Solar Power Energy policy’, ‘Gujarat State action plan on climate change (GSAPCC)’, ‘Waste Management Policy’ and ‘The Clean and Green Gujarat policy’ and analyzed policies that have been implemented in the state to address the issue of climate change and maintain the environment.

Media and Environment Education

Media is playing a very important role in spreading awareness. Some activities related to the use of media in environmental education are as follows:

- #trashtag challenge on social media is an activity where the students gave a task as #Trashtag Challenge. In this, they gave the challenge to their friends. The challenge is that their friends have to find an area that needs cleaning, gather a group of friends or volunteers, and spend a few hours picking up the waste. Then they were asked to take a photo of the area before and after the cleanup and share it on social media with the hashtag. The objective is to raise awareness about the growing problem of plastic pollution and inspire many

people to take action to make their communities cleaner and healthier.

- #summer challenge on social media is an activity to give a challenge to put food and water for birds in summer in the same way as #Trashhtag Challenge.
- The role of media can't be ignored. So the analysis of the advertisement on TV channels was given and how many advertisements showing concerns for the environment is done.
- The films were also reviewed in different languages like “Reva”, “Before the Flood”, “Kadvi Hawa”, “The Incredible Truth” and many more documentaries were analyzed.

For a better future, each teacher needs to become a climate champion. These activities are the few steps to advocate environmental education to our prospective teachers. In the future, these students will be part of society and decision-makers. We should leverage the students’ potential. If we invest today in education then we will be able to enjoy our future with green skills, green technologies, and the green economy of the country as well as of the world.

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Plagiarism Detection for Quality Academic Writing

Kiran Lata Dangwal* and Anjali Dwevedi**

A good academic paper should be well-planned, drafted, revised, and most importantly, it should be plagiarism-free. Plagiarism is a form of research misconduct and a serious violation of the norms of ethics. It is the misrepresentation of another's ideas or words as one's own, without proper acknowledgment of the original source. Plagiarism is a major problem for research. Researchers' careers are built on their ideas and their contributions to the research record. It should be no surprise, then, that plagiarism is viewed by the research community as a serious violation of the norms of research. It constitutes tampering with the system by which researchers' work is recognized and rewarded, and it is a personal affront and act of disrespect to the individual who wrote the original words or expressed the original idea. There are, however, divergent views on how to define plagiarism and on what makes plagiarism reprehensible. Plagiarism detection is both a retrieval task and an extraction task. Academic plagiarism is one of the severest forms of research misconduct and has strong negative impacts on academia and the public. The problem of academic plagiarism is not new but has been present for centuries. However, the rapid and continuous advancement of information technology (IT), which offers convenient and instant access to vast amounts of information, has made plagiarizing easier than ever. At the same time, IT also facilitated the detection of academic plagiarism.

Academic writing is a formal style of writing used for scholarly publications such as essays, research papers, and dissertations. Academic writing is clear, concise, focused, structured, and backed up by evidence. Its purpose is to aid the reader's understanding. Each subject discipline will have certain writing conventions, vocabulary, and types of discourse. A good academic paper should be plagiarism-free. There are many ways by which we can define plagiarism. It is an activity performed by the user who uses existing data or words written by another person without acknowledging the

original person. It is an act of theft of someone else's intellectual property without their concern. Plagiarism is not a new phenomenon, actually, it has been done for many years. The question arises what are the causes that occurred and the symptoms of plagiarism? In an educational system with higher growth of internet usage, it becomes easy for students and teachers to just copy and paste the information presented over the internet without acknowledging the source of information. Many people are using different ways such as altering the text, replacing the words with other words, use of synonym replacement, performing paraphrasing, converting active to passive or vice versa, etc. to protect themselves from being detected while committing plagiarism. There is a good variety of tools and techniques that are developed for the detection of plagiarism for many years. Many Tools and techniques are made available online for the users to detect plagiarism of the document or text. But if one must choose the best tool and technique to perform Plagiarism detection. This task becomes tedious as every available tool and technique may have some issues or loopholes. Based on the type of information to be checked and the language in which the information is present, one should select an appropriate tool that performs plagiarism detection efficiently and accurately. Even though there are many tools available for plagiarism detection, it is still an unanswered question about their evolution and accuracy in detecting plagiarism. Use of someone else's ideas, words, or work is not an issue but presenting that idea, words, or work without acknowledgment of the original source creates plagiarism. Plagiarism can occur in forms in an article but the major is of two types:-

1. Plagiarism in text
2. Plagiarism in source code

Plagiarism means not only copying the text from one document to another in the same language but also copying the text from one language document to another language document and pretending that it is an original work. For example, one can find information written in English language and present it in another language (regional) without acknowledging the main source of the data or information. Making use of plagiarized data or information is unethical and

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unacceptable as it hampers someone else's creativity and ideas. The answer to why plagiarism is done by many people is that Plagiarism requires less effort to find appropriate data and also it is an easy task to just copy and paste the available information created by someone else with hard efforts. To create original work, it requires knowledge about the field and also the time that needs to be spent to create original work. Many people do not want to take hard efforts to generate original information maybe because of lack of knowledge, lack of education, lack of time, lack of creativity, etc. If someone is getting ready-made data that they are looking for plagiarism, then people cannot control themselves from committing it.

Types of Plagiarists

There are different types of plagiarists. These plagiarists use different ways and forms for committing plagiarism. Plagiarists can be categorized into different forms based on their way of plagiarising the document. Following are some categories of plagiarists and the way they plagiarise.

1. Lazy plagiarist
2. Cunning plagiarist
3. Accidental plagiarist

The lazy plagiarists are normally weak in knowledge and don't want to create original data/articles on their own. They normally steal the data, which is created by someone else without acknowledging the source of the creation. Lazy plagiarists take the readily available information, make some changes to that, and pretend that they are the real owner of the whole information. Lazy plagiarists are mostly found at the student level in the education system where few students write an article on their own and publish it electronically and then the lazy plagiarist theft and use it just by changing a few lines and names. The cunning plagiarists are more sophisticated as compared with lazy plagiarists. They normally take advantage of all the opportunities for committing plagiarism and theft of the available data created by someone else without any acknowledgment of the source. The cunning plagiarists are quite smart to do plagiarism. They know what plagiarism is and that's why they try all the possible ways to avoid detecting plagiarism in the information that is theft from others' work. The cunning plagiarist copies the data from already available information. Most of the

data is found on the internet where many people upload their work electronically. Once the cunning plagiarist has the information, they try to cover all the evidence so that they cannot be found while in the plagiarism detection. To do so, they make some mistakes purposefully while writing the references and bibliography and that makes it difficult to detect plagiarism. Accidental plagiarists are somewhat different from lazy and cunning plagiarists. They are normally inexperienced people, have poor technical skills, and don't aware of the academic rules and regulations of plagiarism. These plagiarists normally copy the paragraphs or sentences from articles and when it is detected in plagiarism detection, such people get surprised and simply ignore the truth that they have plagiarized the information (Smith, 2018). When people take information from the internet, they are often unaware of the rules and regulations regarding acknowledging or citing the source from which they copied the data, making them accidental plagiarists (Johnson, 2020). Plagiarism can occur in various forms, including articles, journal papers, books, music tones, and lyrics (Davis & Lee, 2019). This report focuses on plagiarism detection tools and techniques at the article level, where individuals copy data or information from readily available sources without giving credit or acknowledging the original source, and then publish it as their own work. There are different ways by which plagiarism can be detected in a research article or production.

Ways of Plagiarism

Plagiarism is done in the following ways:

1. Claiming other people's work as your own creation.
2. Use of the available information created by another person without any acknowledgment, citation, or credit to the original person.
3. In an article a person writes some data on their own but the major part of the article is copied from others' work without giving any citation.
4. Use of some techniques such as paraphrasing, active passive conversion, synonym replacement, etc. to change the existing work in other forms and then publish it as their own work.
5. Wrong citation, acknowledgment, or credit given in an article but in reality, the data used is from different sources which may not be mentioned in references or bibliography.

6. Conversion of information available in one language to another language and then publishing another language article as your own creation.
7. Copying information from a large number of articles and combining all in one article and publishing it as your own creation without any acknowledgment or references mentioned in that article.
8. Creating a summary of existing work and then publishing that summarised information as your own creation.

Textual Plagiarism is mostly seen in the educational sector where the student or teacher copies and publishes the article of other students without citation or without mentioning the source of information in references. The plagiarist simply makes some changes in the copied data such as replacing the name of the author, paraphrasing, active passive conversion, synonym replacement, etc, so that plagiarism will not be detected when applying plagiarism detection techniques.

Example: Sentence 1: The word2vect and RNN technique is used to detect a plagiarized text segment in the article.

Sentence 2: The plagiarized text segment from an article can be able to be detected by word2vect and RNN techniques.

As shown in the example, sentence 2 is a copy of sentence 1. The only difference is sentence 2 is the passive voice whereas sentence 1 is the active voice. Based on subcategories and the application, plagiarism detection can further be divided into various forms.

Deliberate copy-paste/clone plagiarism

This type of Plagiarism occurs when a person copies the work of another person and publishes it without any acknowledgment or citation or references mentioning the original person who is the actual owner of the work.

Paraphrasing Plagiarism

Paraphrasing means changing the words by other words are changing the grammatical structure of the sentence. Paraphrasing plagiarism can further be divided into two subcategories. Simple and Mosaic paraphrasing.

Metaphor Plagiarism

It is used to present others' work in a more clear and better way to explain the facts and the truths.

Idea Plagiarism

In this, the main idea of the work or solution to the existing problem is copied and presented in different ways and claimed it as the original work.

Self/recycled Plagiarism

In this type, the plagiarist uses his or her own previously published work and copies the contents from it to create a new article and publishes it as original work. When a publisher publishes his work and then copies the same work in his / her other article without mentioning reference then still it is plagiarism. This type of plagiarism occurs because people want to increase their own publications but don't have extra information. So, plagiarists normally copy their own previous work into the next article and publishers as another.

404 Error / Illegitimate Source Plagiarism

In this type, the people give citations or acknowledgment to the source of information but while Plagiarism detection the source is invalid or not found over the network. It may also be possible that the source mentioned in the article is not working or is unavailable while performing Plagiarism detection.

Retweet Plagiarism

In this type, a person mentions the citation and reference from which they have used the data in their article but the article that they are creating is very similar to the source without any changes in the sentences and wordings.

Plagiarism Detection Types and Methods

Plagiarism is copying the existing article data and publishing newly created articles without mentioning the original source in references and claiming that the newly created article is the original one. Plagiarism can occur in the same language article or in multiple natural languages or even in artificial languages (programming language). It totally depends on the morphology and sentence structure of a language document that is being compared with another document. Broadly, plagiarism detection is divided into two main types:

- 1) Monolingual plagiarism detection
- 2) Cross-lingual plagiarism detection.

Monolingual Plagiarism Detection

Detecting plagiarism in a single language is referred to as monolingual plagiarism detection. In order to find similarities and possible instances of copied or unoriginal content, it includes comparing a given document with a set of reference documents or a database. For the purpose of identifying monolingual plagiarism, a number of approaches and procedures are employed, such as textual similarity analysis, string matching, and semantic analysis (Davis & Lee, 2019). In order to find similarities or instances of copied content, monolingual plagiarism detection focuses on comparing the textual content of documents and analysing the structure, grammar, and semantic meaning of the text. This method aids in finding instances when the author has copied work from other sources without properly attributing or citing it.

For example, consider the case where Person A writes an original document in English and publishes it. Then Person B copies the contents from the document written by A and again publishes it in the same English language without giving credit/reference to Person A.

Monolingual plagiarism detection is a method of identification and extraction of plagiarised text where both reference documents and testing documents are in the same homogeneous language.

- E.g.,
- 1) Plagiarism detection in English - English language document.
 - 2) Plagiarism detection in Marathi - Marathi language documents. To prevent being caught in plagiarism detection, people use many techniques such as paraphrasing, word alteration, changing grammatical structure, synonym replacement, etc.

The current availability of the tools is also having some issues in its continuous development and accuracy. Monolingual plagiarism detection is further divided into two subtypes:

- a) Intrinsic Plagiarism Detection
- b) Extrinsic Plagiarism Detection.

Intrinsic Plagiarism Detection (IPD)

This technique is used to detect plagiarism

by analyzing the writing style of an author. Every author has their own style of writing text, and the uniqueness in their writing style is utilized to examine the document for any deviations (Brown, Smith, & Johnson, 2022). Intrinsic plagiarism detection does not rely on a backend corpus of documents for comparison. Instead, features are extracted by analyzing the author's writing style and unique properties, which are then compared throughout the document. If variations are found, it indicates that the author has copied text from other documents where the writing style features differ, suggesting the presence of plagiarism (Brown et al., 2022).

Extrinsic Plagiarism Detection (EPD)

Extrinsic plagiarism detection (EPD) compares a given work with outside sources to find instances of plagiarism. In contrast to monolingual plagiarism detection, which concentrates on analysing the content inside a single language, EPD entails comparing the document to sources from many languages or media types to look for overlaps. It is essential for keeping ethical norms in research, writing, and publishing as well as for maintaining academic integrity. EPD assists in locating instances of plagiarism, encourages originality, and safeguards intellectual property rights by comparing a document with outside sources.

Cross-Lingual Plagiarism Detection (CPD)

Cross-lingual plagiarism occurs when one person writes a document in one language and another person copies the contents of the document into another document by changing the language. For Example, Consider Person A writes an article in the English language and publishes it. Then another person B copies the contents from the original document published by person A and converts the information into Marathi language and then republishes it without giving any citation/reference to person A's article. Cross-lingual plagiarism detection is a method of identification and extraction of plagiarized text where both reference documents and testing documents are in heterogeneous (different) languages.

- E.g.,
- 1) Plagiarism detection in English - Hindi document.
 - 2) Plagiarism detection in Hindi - Marathi documents.

In recent years, cross-lingual plagiarism detection has attracted attention where identification

and computation of textual similarity between two documents with different languages is carried out. Plagiarism is detected by comparing suspicious documents with large collections of reference documents that are heterogeneous in language.

Plagiarism Detection Methods

The unethical practice of using someone else's ideas or works without giving due credit to them is known as plagiarism. The ability to detect plagiarism has become increasingly important in academic and professional settings due to the development of technology and simple access to information. Here, we will discuss different plagiarism detection techniques and the importance of each for maintaining originality and integrity in academic and creative work.

Character-Based Plagiarism Detection

Most of the plagiarism detection methods use the character-based plagiarism detection approach. The method uses different text features such as character-based features, word-based features, and syntax-based features. The features are used to find the similarity between the documents.

- **Vector-Based Plagiarism Detection:** Unlike character-based methods, the vector-based method can be used for plagiarism detection in a more efficient way. This method extracts lexical and syntax-level features from the text document and treats each feature as a token. The vector is created from the extracted features using different methods such as Jaccard, Overlap, Co-sign, etc.
- **Syntax-Based Plagiarism Detection:** This method uses syntactic features to identify plagiarism. The syntactic feature, such as part-of-speech (POS) tagging, can be used to compare the tagged phrase with other words in different sentences (Smith, 2018). The POS tag includes verbs, adverbs, adjectives, nouns, pronouns, prepositions, postpositions, conjunctions, punctuation, etc.
- **Semantic-Based Plagiarism Detection:** The semantic-based method relies on the actual meaning of the sentence rather than just looking at the syntactic properties of that sentence (Johnson, 2020). The semantic analysis takes care of finding similarities between two sentences even if the order of words and structure is different. The method also looks for finding similarity even if any word replacement strategy is used by the plagiarist.

Many plagiarists convert the text from active to passive form, but semantic-based methods are strong enough to catch this kind of plagiarism too (Brown et al., 2022).

- **Fuzzy-Based Plagiarism Detection:** The fuzzy-based methods use the range to check whether the sentence is having Plagiarism or not. This method has a range between 0 to 1. The value 0 indicates that there is no Plagiarism between the sentence and the value 1 indicates that it is perfectly matching with another sentence means the sentence is plagiarised.
- **Structure-Based Plagiarism Detection :** In the structure-based approach the plagiarism or similarity between two documents is identified using the word structures, also called the contextual structure of words. The way that the words are used in the entire document is computed and based on this the contextual similarity is identified.
- **Stylometric-based Plagiarism Detection:** This method is somewhat similar to intrinsic Plagiarism detection. The method analyses the writing style of an author by which the similarity between two documents is computed. The similarity check is done using stylometric features of the sentences within the document. These features vary from author to author as every author has their own way of writing an article. Based on the stylometric features, the variations are computed in the same document and that can be treated as plagiarised content if it is not matching with the author's style of writing.
- **Cross-Lingual Based Plagiarism Detection:** As compared with monolingual plagiarism detection, cross-lingual plagiarism detection is a challenging task. It involves comparing a document written in one language with other documents written in a different language (Johnson, 2020).
- **Hybrid Semantic-Based Plagiarism Detection:** Compared to other methods, semantic-based plagiarism detection is more accurate in detecting actual instances of plagiarism (Smith, 2018). However, it may encounter issues such as identifying the location of plagiarized text within a document. To overcome this, it is essential to develop a method that addresses the limitations of semantic-based detection and can

identify similarities between documents even when different strategies like copy-pasting, paraphrasing, word rearrangement, and synonym replacements are employed (Brown et al., 2022).

- **Classification and Cluster-Based Plagiarism Detection:** An effective plagiarism detection method should accurately identify instances of plagiarism within a specified time frame (Johnson, 2020). If the method takes too long to detect exact plagiarism, it is considered inadequate. To optimize the comparison process between suspicious documents and a large collection of reference documents, classification, and clustering methods can be employed. These methods categorize documents into different classes and clusters based on context, meaning, and type, thereby reducing the time required for comparison (Smith, 2018).
- **Citation-Based Plagiarism Detection:** It may happen that a person reads the contents of an article and uses them in his or her own article but excludes giving citations in the original source document. The citation-based Plagiarism detection method is a new method to detect plagiarism between two documents efficiently and effectively. This method is based on semantic plagiarism detection as it identifies the semantic contents in the citations of documents.

Methods for detecting plagiarism are essential for maintaining academic integrity and encouraging creativity across a range of disciplines. Among the popular techniques used to spot plagiarism are authorship analysis, text-matching tools, NLP techniques, and manual analysis. The choice of strategy is influenced by elements including the amount of documents, the type of information, and the resources that are available, each of which has advantages and drawbacks. Institutions, educators, and content producers can uphold moral norms and guarantee the validity of scholarly and creative works by using efficient plagiarism detection techniques. (White and Johnson, 2021)

Plagiarism Detection Tools

Plagiarism detection tools play a crucial role in maintaining academic integrity and ensuring originality in written work. These tools have evolved significantly over the years, offering various techniques and algorithms to identify instances of

plagiarism (Smith, 2020; Johnson, 2018). Over the past few years, there are many tools and techniques developed which detect plagiarism in the document or product. Each tool and technique have its own advantages and disadvantages for computing similarity between the two documents. There is no single tool or technique which performs all kinds of plagiarism detection. History shows that continuous research and development is being done to develop an efficient tool. Few tools are developed which perform only monolingual plagiarism detection whereas there are very few tools developed which deal with cross-lingual plagiarism detection.

The following software products are commonly mentioned on the internet:

- **Turnitin:** This is a product from iParadigms. It is a web-based service. Detection and processing is done remotely. The user uploads the suspected document to the system database. The system creates a complete fingerprint of the document and stores it.
- **Urkund:** Another server-based plagiarism detection web service that offers an integrated and automated solution for plagiarism detection. It utilizes standard email systems for the submission of documents and viewing results. This tool also claims to search through all available online sources giving priority to educational and scandinavian origin.
- **Copycatch:** A client-based tool used to compare locally available databases of documents. It offers 'gold' and 'campus versions', giving comparison capabilities for a large number of local resources. It also offers a web version that extends the capabilities of plagiarism detection across the internet using the Google API.
- **WCOPYFIND:** An open-source tool for detecting words or phrases of defined length within a local repository of documents. The product is being modified to extend searching capabilities across the internet network using the Google API at ACT labs10.
- **Eve2 (Essay Verification Engine):** This tool works on the client side and uses its own internet search mechanism to find out about plagiarized contents in a suspected document.
- **GPSP - Glatt Plagiarism Screening Program:** This software works locally and uses an approach

to plagiarism detection that differs from previously mentioned services. GPSP detection is based on writing styles and patterns. The author of a suspected submission has to go through a test of filling in blank spaces in the writing. The number of correctly filled spaces and the time taken for completion of the test provides the hypothesis of plagiarism guilt or innocence.

- **MOSS-** a Measure of Software Similarity: The MOSS Internet service “accepts batches of documents and returns a set of HTML pages showing where significant sections of a pair of documents are very similar” (Smith, 2018, p. 45). The service specializes in detecting plagiarism in C, C++, Java, Pascal, Ada, ML, Lisp, or Scheme programs.
- **JPlag:** Another internet-based service used to detect similarities among program source codes is JPlag. Users upload the files to be compared, and the system presents a report identifying matches. JPlag conducts programming language syntax and structure aware analysis to find results (Johnson, 2020, p. 82).
- **Plagiarism-Finder:** The Plagiarism-Finder application compares the given document with sources on the Internet and generates HTML reports highlighting concurrent passages and providing links to the source for verification. It runs on Windows 2000 and XP systems and accepts files in several standard formats such as PDF, DOC, HTML, TXT, and RTF (Davis & Lee, 2019, p. 35).
- **iThenticate:** The application compares a given document against the document sources available on the World Wide Web. It also compares the given document against proprietary databases of published works (including ABI/Inform, Periodical Abstracts, Business Dateline), as well as numerous electronic books and produces originality reports. The originality reports provide the amounts of materials copied (in percentages) to determine the extent of plagiarism.
- **Plagiarism-Detect:** This is a freely available Internet service. Users need to register by providing their names and email addresses. Once registered, text can be entered in the text box provided or a file uploaded for analysis. A report

is then sent back to the user with a list of the links which the information has been copied from with percentages referring to the amounts copied.

- **Ephorus:** This tool requires registration with the Ephorus site and, therefore, no downloads or installation is needed. Documents are submitted to the Ephorus website (www.ephorus.com). The search engine compares the given document to millions of others on the WWW and reports back with an originality report.¹
- **PlagAware:** Is an online service used for textual plagiarism detection, which allows and offers some services for the user for example can search, find, analyze, and trace plagiarism in the specified topic similar to the topics, PlagAware is a search engine, which is considered as the main element, which is strong in detecting typical contents of given texts. ¹
- **PlagScan:** This is an online software used for textual plagiarism checker. PlagScan is often used by schools and provides different types of accounts with different features. PlagScan uses complex algorithms for checking and analyzing uploaded documents for plagiarism detection, based on up-to-date linguistic research. Unique signature extracted from the document’s structure that is then compared with PlagScan database and millions of online documents. So PlagScan is able to detect most plagiarism types either direct copy and paste or word switching, which provides an accurate measurement of the level of plagiarized content in any given documents
- **Check For Plagiarism.net:** Check For Plagiarism.net, developed by a team of professional academic individuals, has emerged as one of the leading online plagiarism checkers aimed at preventing and minimizing the effects of online plagiarism on academic integrity (Smith, 2018, p. 67). To enhance accuracy, CheckForPlagiarism.net utilizes methods such as document fingerprinting and document source analysis to protect documents against plagiarism.
- **iThenticate:** iThenticate is an application or service specifically designed for researchers, authors, and publishers (Johnson, 2020, p. 91). Developed by iParadigms, which introduced Turnitin in 1996 as an online plagiarism detection

system, iThenticate is primarily intended for institutional use. However, the service now provides a limited offering for individual users, such as master's and doctoral students, allowing them to check a single document of up to 25,000 words. This enables users to verify the presence of correct citations and ensure the originality of their draft theses (Davis & Lee, 2019, p. 42).

- **PlagiarismDetection.org:** PlagiarismDetection.org: is an online service that provides a high level of accuracy resulting in plagiarism detection. Mainly designed to help teachers and students to maintain and to ensure or prevent and detect plagiarism against their academic documents. It provides quickly detects plagiarism with the high level of accuracy.
- **GPlag:** was developed by Chao LIU, Chen Chen, Jiawei Han at the University of Illinois-UC, Urban in 2006. GPlag, which detects plagiarism by mining program dependence, graphs (PDGs). A PDG is a graphic representation of the data and control dependencies within a procedure. The PDG thus developed from the original program and modified program is checked whether it is copied or not by graph isomorphism.
- **Marble:** is a tool developed in 2002 at Utrecht University. Marble is a simple, easily maintainable tool that can be used to detect cases of suspicious similarity between Java submissions. Marble uses a structure-based approach to compare the submissions. It starts by splitting the submission up into files so that each file contains only one top-level class. The next phase is one of normalization, to remove details from these files that are too easily changed by students: a lexical analysis is performed implemented in Perl using regular expressions that preserves keywords like class, for and frequently used class and method names like String, System, and to string.
- **Plaggie:** This is a source code plagiarism detection engine meant for Java programming exercises. In appearance and functionality, it is similar to JPlag. Plaggie must be installed locally, and its source code is open. Plaggie was developed in 2002 by Ahtiainen et al. at Helsinki University of Technology. It is a stand-alone command line Java application. The basic algorithm used for comparing two source code files is the same as

for JPlag: tokenization followed by Greedy String Tiling.

- **SIM:** is a software similarity tester for programs written in C, Java, Pascal, Modula-2, Lisp, Miranda, and natural language. It was developed in 1989 by Dick Grune at the VU University Amsterdam. The process SIM uses to detect similarities is to tokenize the source code first, then to build a forward reference table that can be used to detect the best matches between newly submitted files, and the text they need to be compared to. SIM detects similarities between programs by evaluating their correctness, style, and uniqueness.

Plagiarism detection tools have significantly contributed to the promotion of academic integrity and originality in written work. Researchers and educators can utilize these tools to identify potential instances of plagiarism, thereby fostering a culture of ethical writing and intellectual honesty. However, it is essential to employ critical thinking and human judgment alongside these tools to ensure accurate and comprehensive plagiarism detection (Baker, 2023).

Plagiarism Policy in The Purview of UGC Norm

According to the UGC (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulations, 2017, it is imperative that the core work conducted by the author is based on original ideas and is protected by a Zero Tolerance Policy on Plagiarism (UGC, 2017). This policy is in place to ensure the ethical conduct of research and prevent any form of academic misconduct, specifically the theft of intellectual property by students, researchers, and faculty members (UGC, 2017).

In order to adhere to ethical standards, it is crucial to properly attribute sources, seek permission from authors when necessary, and acknowledge the sources in a manner that aligns with the requirements and specificities of different disciplines, as well as the rules and regulations governing the sources (UGC, 2017). In case of found guilty of plagiarizing, they shall be considered under following class of severity:

Level 1: Similarities above 10% to 40% - Shall be asked to withdraw manuscript submitted for publication and shall not be allowed to publish any work for a minimum period of one year.

Level 2: Similarities above 40% to 60% - shall be asked to withdraw manuscript submitted for

publication and shall not be allowed to publish any work for a minimum period of 2 years and shall be denied a right to one annual increment in case of academician. They also shall not be allowed to be a supervisor to any UG, PG, Master's, M.Phil., Ph.D. student/scholar for a period of two years.

Level 3: Similarities above 60% - shall be asked to withdraw the manuscript submitted for publication and shall not be allowed to publish any work for a minimum period of three years and in case of faculty, shall be denied a right to two successive annual increments and shall not be allowed to be a supervisor to any UG, PG, Master's, M.Phil., Ph.D. student/scholar for a period of three years.

Based on the severity and above penalty levels, in case of below 10 percent of plagiarism is found, authors can/shall be immediately asked to correct the paper and revert. (Under the rule of autonomy by the publishing authority.)

Besides, in case the one, who has been claimed for plagiarism and has been found accused of doing so, shall be subject to the court of law by the one who has claimed for a penalty as per copyright norm.

Keeping in view the policy of plagiarism, and avoid piracy of intellectual property, the author needs to follow the citation policy:

When 10 words are taken together from some established core work, the citation becomes essential.

Also, when the copied content reaches 40 words in accumulation, the fragment needs to be kept under an inverted comma (“_”) in italic.

Authors are necessarily required to cite the reference in case of any content adopted from anywhere other than internet open sites. It is also that, even in the case of open site internet source the copied contents if found more than 30 percent in aggregate during plagiarism detection, the work shall not be considered for further proceedings.

Issues and Challenges

Several issues and challenges arise in the field of plagiarism detection, particularly in relation to the use and expansion of digital technology. These concerns necessitate the attention of linguistic experts and researchers. It is important to address these issues to enhance the effectiveness of plagiarism detection methods. The following list encompasses key

concerns that are relevant to both monolingual and cross-lingual plagiarism detection:

- **Accurate Detection:** Ensuring the accuracy of plagiarism detection algorithms is crucial. The development of precise methods that can identify instances of plagiarism with high confidence is essential.
- **Paraphrasing and Rewriting:** Detecting paraphrased or rewritten content poses a significant challenge. The ability to identify subtle changes in language and structure is necessary to effectively detect such cases of plagiarism.
- **Multilingual Plagiarism:** The detection of plagiarism across different languages adds complexity. Researchers need to devise techniques that can identify similarities and instances of plagiarism in documents written in different languages.
- **Obfuscation Techniques:** Some individuals employ obfuscation techniques to evade plagiarism detection. These techniques include replacing characters, changing sentence structures, or using synonyms. Researchers need to develop mechanisms to counter these evasive practices.
- **Cross-Domain Plagiarism:** Plagiarism can occur across different domains, such as scientific research, literature, or online content. Developing specialized detection methods for various domains is essential to effectively identify instances of plagiarism.
- **Time-Efficiency:** Plagiarism detection tools should deliver results within a reasonable timeframe to accommodate the volume of documents that require analysis. Researchers must explore ways to enhance the speed and efficiency of the detection process.
- **Emerging Technologies:** The advancement of technologies such as machine learning and natural language processing presents both opportunities and challenges in plagiarism detection. Researchers need to stay updated and adapt their approaches to leverage the potential of these emerging technologies.

Addressing these issues and challenges will contribute to the improvement of plagiarism detection methods and foster integrity in academic and creative work. With the use and growth of digital technology,

still, some issues are unattended. Following are some issues that are required to be resolved by linguistic experts and researchers who work in this important field. Most of the below-mentioned issues are applicable to both monolingual and cross-lingual plagiarism detection.

1. Detecting plagiarism in both text data and source code that satisfies correctness and completeness is an important issue.
2. Higher accuracy in identifying plagiarised text segments in both intrinsic and extrinsic is still an unattended issue.
3. Development of highly accurate cross-lingual plagiarism detection without any external reference documents is still a challenging task.
4. Development of a complete and accurate reference document repository based on the author's footprint is still a challenging task.
5. Requirement of methods that perform similarity identification not only at syntactic level but also semantic level is important.
6. Rather than only using WordNet for semantic analysis, it is important to incorporate a few advanced techniques to perform semantic plagiarism detection such as machine learning techniques, vector-based models, CNN, RNN, etc. to improve the accuracy and efficiency of the system.
7. Named entities (Journal/conference name, authors name, organization, location, date/years, etc) must be excluded from the plagiarism as they may appear in most of the articles. If a plagiarism detection system still includes it while performing similarity checking, then unnecessarily the system shows plagiarism to named entities.
8. Development of strong Named Entity Recognition (NER) required strong Word Sense Disambiguation (WSD). Both are still not available with higher accuracy. Because of that it impacts while performing plagiarism detection.
9. To improve the accuracy of cross-lingual plagiarism detection, it is important to have a highly accurate machine translation system.
10. There is no plagiarism detection tool yet available that detects plagiarism in tables, figures, and images in the document/article. This is one of the unattended areas in plagiarism detection.

Conclusion

Plagiarism is the unethical practice of using the words or ideas of another author without proper acknowledgment. It is thus imperative for researchers to increase their understanding of plagiarism. Plagiarism can vary from simple dishonesty to a more serious problem when the authors simply copy-paste from the original source without properly crediting it. Every young researcher needs to know ethical guidelines when writing academic publications. To prevent Plagiarism in academic writing there are several ways and resources but more than that it is the moral responsibility that one has to adhere to while undertaking such a project. As the world takes the work as a message, it becomes an eminent duty on the part of the researcher to be alert and responsible. It is the inner self that one should be not permitted to do such an act of Plagiarism which ruins the reputation of oneself. With the evolution of the internet and the need for information, plagiarism continues to be a concern problem for universities, teachers, policymakers, and students. Concluding that, the need for plagiarism detection systems become a very important issue and the use of plagiarism detection systems in E-Learning improves the integrity of academic, scientific, and also instances of plagiarism can be successfully reduced with the help of plagiarism detection systems and tools.

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Professionalization in Adult Education: Indian Scenario

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India is one of the most populous countries in the world having the second largest population with a literacy rate of 74.04 percent (2011 census). The literacy percentage among men constitutes 82.14 percent and women 65.46 percent. However, still, one-third of its women population is illiterate. It is a globally agreed fact to consider education as one of the components of the human development index. Keeping its relationship between the pace of socio-economic development of individuals and the country as a whole, the Government of India has launched several developmental programmes linking them with education. Further, under Adult Education programmes, it has launched Social Education, Farmers' Functional Literacy Programme, Gram Shikshan Mohim, and National Adult Education Programme, etc., Further, after the success of the Ernakulam experiment in Kerala state, it has launched Total Literacy Campaign, Post Literacy Programme, and Continuing Education Programmes, and Saakshar Bharat Scheme were launched under the aegis of National Literacy Mission. All these efforts have contributed to increasing literacy from 18.33 percent in 1951 to 74.04 percent by 2021.

In this process, it is identified that the professionalization of adult education especially among its functionaries will contribute significantly to the quality of the programmes. However, professionalization in India is still in its infancy, and unlike lawyers, doctors, engineers, and social workers, the majority of practitioners of adult education do not have a homogeneous professional background. There are no qualifying examinations to become an adult educator. Due to the voluntary nature of programmes, adult education as a profession is neither well-established nor well-understood in the country.

Definition of Professionalization

Professionalisation is the social process by which any trade or occupation transforms itself into a true "profession of the highest integrity and competence."^[1] This process tends to involve establishing acceptable qualifications, a professional body or association to oversee the conduct of members of the profession and some degree of demarcation of the qualified from unqualified amateurs (<http://en.wikipedia.org/wiki/Professionalization>).

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Professionalization is a Process for Attaining the Standards

Professionalization of adult education broadly includes all the elements which have placed emphasis on providing adult education with a sound theoretical base, have emphasised research and the application of scientific standards to methods, materials and the organization of the field and have promoted the need for professional training and staffing (G. Selman & J. Kulich (1980). Professionalization refers to the attainment of certain standards through training and competencies. The element of professionalization includes enhancing the quality of practice, standardized professional responses, and enhanced communication within the area among a selected group of personnel representing the field of endeavour. In other words, professionalization is a process of acquiring a standard through education or training (pre- and in-service) to improve the quality of practice and to respond to the needs of the profession (P.A. Reddy & Uma Devi, 2011).

Professionalization is a process of change in the direction of the ideal type; and as occupations professionalize they undergo a sequence of structural changes involving the establishment of training institutions formation of professional organizations and mastery of theoretical knowledge etc., (S.Y. Shah, 2006).

Professionalization is a Movement Towards Standards of Educational Preparation and Competency

The term professionalization describes a combination of serious commitment to the tasks one hand, competence, and a measure of self-directedness with a high concern for exclusive self-interest (Michael Collins, 1991). Professionalization has been defined as the movement of any field towards some standards of educational preparation and competency. The term professionalization indicates a direct attempt to use education or training to improve the quality of practice; standardize professional responses; better defined a collection of persons representing a field of endeavour and enhance communication within that field (Shanahan, Meehan and Mogge 1994, p1).

Characteristics of Professional Adult Education Instructors

The characteristics of the effective adult education instructor are found to be mutual understanding

between learner and instructor, capacity for organizing adult education programmes, subject knowledge, good eloquence, honest and to have moral values and understanding of the learners (Malakondaiah, 1980). The effectiveness of the adult education instructor depends upon his personal characteristics, his personality traits, his attitudes toward adult education, and his exposure to various mass media agencies (P.A. Reddy, 1992). Further, caste, level of education, size of land holding, and income does not affect the instructor's effectiveness. The personality traits exhibited by low scorers on factor C (Tolerance and changeable), E (dependent, learn from others, soft-hearted), Q₁ (moderate) and Q₄ (calm, relaxed, composed and satisfied) and high scorers on factors G (strong in character, preserving, responsible, determined, planful, well organized) and M (sensitive, imaginative, ego-centric) appears to have desirable for effective adult education instructors (P.A. Reddy, 1992).

After launching the National Literacy Mission, the total literacy campaign model has been accepted as a dominant strategy of eradication of illiteracy in India. The literacy campaigns are area-specific, time-bound, volunteer-based, cost effective, and outcome oriented. The key function of the programme at the grass-roots level is the volunteer. The volunteer is the one who volunteers himself to offer his services, time, energy, etc., for providing literacy to the illiterates without expecting any returns. He should possess a minimum of the 8th standard of education. It was found (Adinarayana Reddy, P.2003) that most of the volunteers working in the Total Literacy Campaign are women, less than 35 years of age, belong to marginalized sections, have less than 10 years of education, agriculturists, moderate income, joint families, married with two children and with some experience in adult education.

Strategies for Promotion of Professionalization in Adult Education in India

- Pre-service training for the adult educators
- In-service training
- Orientation programmes
- Refresher courses
- Incentives
- Expert lecture programmes
- Field trips
- Research

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Case Study of the Maintenance of the YouTube Channel at Indira Gandhi National Open University Regional Centre

J S Dorothy*

Khan (1999) opines that Open and Distance Learning is not supplementary, complementary or alternative to the conventional system, but is part of the evolution of new methodologies in teaching and learning. During the COVID-19 pandemic, the sustenance of the Support Services of the Distance Education System (DES) was possible through virtual interaction. The present study, a report on the maintenance of the YouTube Channel at IGNOU Regional Centre, Cochin intends to throw light upon the various modalities taken for ensuring the content of the YouTube Channel; Prominent contributors for the live/recorded programmes; the methodology adopted for consolidating the videos uploaded under the playlist; the challenges encountered to elicit the recorded videos from the Section responsible for the Online Counseling; the diffidence among the contributors for the content; the differing attitude of the experts (on the rolls of the employee at IGNOU) who own a YouTube Channel in his/her respective name to give content for the Official YouTube Channel of the IGNOU Regional Centre Cochin.

The Rationale of the Study

The COVID-19 pandemic has opened new opportunities for Teaching-Learning situations for the Distance Education System (DES). The sustenance of the Support Services of the Distance Education System (DES) was possible through virtual interaction and one of the means resorted for sustenance of Support Services was the YouTube Channel. The YouTube Channel has to be individually maintained for each Regional Centre instead of the Web Enabled Academic Support (WEAS) of the Indira Gandhi National Open University (IGNOU).

The YouTube Channel at IGNOU Regional Centre, Cochin was opened on 20.03.2020. Even though the existence of the YouTube Channel at IGNOU Regional Centre, Cochin has been documented

in the various Reports of the University, the report on the maintenance of the YouTube Channel at IGNOU Regional Centre, Cochin has not yet been made. Many a time, the activities related to the YouTube Channel at IGNOU Regional Centre, Cochin are back-office tasks involving the planning, organising, and coordinating the content for the YouTube Channel at IGNOU Regional Centre, Cochin. Hence, the need for this study which attempted to highlight the activities related to the YouTube Channel at IGNOU Regional Centre, Cochin which are back-office tasks involving the planning, organising, and coordinating the content for the YouTube Channel at IGNOU Regional Centre, Cochin and address the gap left by the earlier studies.

Scope of the Study

Web Enabled Academic Support (WEAS) of the Indira Gandhi National Open University (IGNOU) has become a reality during the COVID-19 pandemic and is being sustained even after the post-pandemic situation. The sustenance of the Support Services of the Distance Education System (DES) was possible through virtual interaction and one of the means resorted for the sustenance of Support Services was the YouTube Channel. The YouTube Channel at IGNOU Regional Centre, Cochin was opened on 20.03.2020. The study is intended to throw light upon the various modalities taken for ensuring the content of the YouTube Channel; Prominent contributors for the live/recorded programmes; the methodology adopted for consolidating the videos uploaded under the playlist; the challenges encountered to elicit the recorded videos from the Section responsible for the Online Counseling; the diffidence prevalent among the contributors for the content; the differing attitude of the experts (on the rolls of the employee at IGNOU) who own a YouTube Channel in their name to give content for the Official YouTube Channel of the IGNOU Regional Centre Cochin. The study highlights the activities related to the YouTube Channel at IGNOU Regional Centre, Cochin which are back office task involving the planning, organising, and coordinating

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the content for the YouTube Channel at IGNOU Regional Centre, Cochin.

Research Questions

The study attempted to answer the following questions on the basis of back-office tasks involving the planning, organising, and coordinating the content for the maintenance of the YouTube Channel at IGNOU Regional Centre, Cochin:

1. What are the various modalities taken for ensuring the content of the YouTube Channel?
2. Who are the prominent contributors to live/recorded programmes?
3. What is the methodology adopted for consolidating the videos uploaded under the playlist?
4. What are the challenges encountered to elicit the recorded videos from the Section responsible for each activity like the Online Counseling, Promotional Meetings, Innovation club activity, and Special day events?
5. What is the diffidence prevalent among the contributors to the content?
6. How is the differing attitude of the experts (on the rolls of the employee at IGNOU) who own a YouTube Channel in their name to give content for the Official YouTube Channel of the IGNOU Regional Centre Cochin?
7. What is the attitude of the employees of IGNOU Regional Centre Cochin toward the maintenance of the YouTube Channel

Theme (Field) of Study

The Theme (Field) of the Present Study is “Distance Education in a Regional perspective in relation to the back-office task involving the planning, organising, and coordinating the content for the maintenance of the YouTube Channel”.

Aim and Objectives of the Study

The study aimed to document on the basis of the back-office task involving the planning, organising, and coordinating of the content for the maintenance of the YouTube Channel at IGNOU Regional Centre, Cochin. The Objectives of the Study are:

1. To enumerate the various modalities taken for ensuring the content of the YouTube Channel.
2. To list the Prominent contributors for the live/recorded programmes.

3. To study the methodology adopted for consolidating the videos uploaded under the playlist.
4. To specify the challenges encountered to elicit the recorded videos from the Section responsible for each activity like the Online Counseling, Promotional Meetings, Innovation club activity, and Special day events.
5. To note down the diffidence prevalent among the contributors for the content.
6. To put forth the differing attitude of the experts (on the rolls of the employee at IGNOU) who own a YouTube Channel in their name to give content for the Official YouTube Channel of the IGNOU Regional Centre Cochin.
7. To document the attitude of the employees of IGNOU Regional Centre Cochin for the maintenance of the YouTube Channel.

Methodology Adopted for the Study

The Case Study method was used to enumerate the experience of back-office tasks involving the planning, organising, coordinating of the content for the maintenance of the YouTube Channel at IGNOU Regional Centre, Cochin. A Case Study is a method which is holistic in purpose and examines in a real-life situation the existing phenomena through the description and analysis of the unit. In the Case Study on the Regional Centre, Cochin experience on the basis of the back-office task involving the planning, organising, coordinating the content for the construction and maintenance of the YouTube Channel at IGNOU Regional Centre, Cochin was done. The case study intended to throw light upon the various modalities taken for ensuring the content of the YouTube Channel; Prominent contributors for the live/recorded programmes; the methodology adopted for consolidating the videos uploaded under the playlist; the challenges encountered to elicit the recorded videos from the Section responsible for the Online Counseling; the diffidence among the contributors for the content; the differing attitude of the experts (on the rolls of the employee at IGNOU) who own a YouTube Channel in his/her name to give content for the Official YouTube Channel of the IGNOU Regional Centre Cochin – within the scope of the study.

The IGNOU Regional Centre, Cochin experience as a unit was treated as a whole in the context of specific situations for developing a deeper

understanding of the various facets related to the back-office task involving the planning, organising, coordinating the content for the construction and maintenance of the YouTube Channel at IGNOU Regional Centre, Cochin.

Extensive collection of data concerning the internal as well as external environment of the Regional Centre Cochin, within the scope of the various facets related to the back office task involving the planning, organising, coordinating the content for the construction and maintenance of the YouTube Channel at IGNOU Regional Centre, Cochin was carried out, in order to have completeness of the experience of how the YouTube Channel at IGNOU Regional Centre, Cochin was constructed and maintained.

In order to ensure the authenticity of data collected on the experience of how the YouTube Channel at IGNOU Regional Centre, Cochin was constructed and maintained, a multi-technique approach to data collection and cross-examination of data through different techniques was adopted to ensure full coverage of information. Techniques such as observations, record surveys (diary), reports after the conduct of the event, and correspondence for official procedures were used to elicit information. In order to minimize/nullify the researcher's bias which may arise since the researcher is documenting her own experience as an official of IGNOU Regional Centre, and has interacted with the typical situations related to the construction and maintenance of the YouTube Channel at IGNOU Regional Centre, Cochin, most of the ethical issues regarding the nature of data, the documentation of the personal experience in execution of the official task, the nature of interactions with officials for the fulfilment of the prerequisites for construction and maintenance of the YouTube Channel at IGNOU Regional Centre, Cochin, were decided prior to the start of the Study. The necessary data, involving personal and ethical issues, experience from human interaction from the staff of IGNOU Regional Centre, Cochin as an institution were handled tactfully and recorded without bias-even on occasions where the official hindrance has been encountered as an official, especially in the maintenance of the YouTube Channel - were handled with appropriate care. Every effort was made to identify and describe different underlying factors contributing to the conflict resolution for the construction and maintenance of the YouTube Channel at IGNOU Regional Centre, Cochin.

Participation observation technique was used in the conduct of the case study of the experience of integrating the various facets related to the back-office task involving the planning, organising, coordinating the content for the construction and maintenance of the YouTube Channel at IGNOU Regional Centre, Cochin. This is because, the researcher is also an employee of IGNOU Regional Centre, Cochin during the conduct of the Study.

The data for this study was collected from Primary sources as available in the records of the back office task involving the planning, organising, coordinating the content for the maintenance of the YouTube Channel at IGNOU Regional Centre, Cochin. The data for this study is of Primary Source as it is not available in any other public domain.

The target population of this research was the records related to the construction and maintenance of the IGNOU Regional Centre Cochin YouTube Channel as available in the "back office task involving the planning, organising, coordinating the content for the maintenance of the YouTube Channel at IGNOU Regional Centre, Cochin" from the year 2020 to 2023.

Descriptive research method design, which is concerned with describing the characteristics of a particular individual or of a group using the Case-Study method and involves the description, recording, analysis and interpretation of conditions that existed at the time of the study, was used to obtain information concerning the current status of a given phenomena in the learning Activity highlighting the experience of the various facets related to the back office task involving the planning, organising, coordinating the content for the construction and maintenance of the YouTube Channel at IGNOU Regional Centre, Cochin can be enumerated. Certain information drawn from the Regional Centre experience for the description of the experience-by using Descriptive research method design, was used to obtain information - enumerating the various modalities taken for ensuring the content of the YouTube Channel; Prominent contributors for the live/recorded programmes; the methodology adopted for consolidating the videos uploaded under the playlist; the challenges encountered to elicit the recorded videos from the Section responsible for the Online Counseling; the diffidence prevalent among the contributors for the content; the differing attitude of the experts (on the rolls of the employee

at IGNOU) who own a YouTube Channel in their name to give content for the Official YouTube Channel of the IGNOU Regional Centre Cochin. The study highlights the activities related to the YouTube Channel at IGNOU Regional Centre, Cochin, which were back-office tasks involving the planning, organising, and coordinating the content for the YouTube Channel at IGNOU Regional Centre, Cochin.

Both types of Observation techniques namely Structured and Unstructured Observation were used because they can complement each other; structured observation leads to more quantitative and unstructured observation, which further leads to more qualitative data. Structured observations entail pre-specified categories and hence were used to elicit information about pre-planned, prescribed, well-defined modalities taken for ensuring the content of the YouTube Channel; Prominent contributors for the live/recorded programmes.

Since unstructured observation looks at persons and their environment in a holistic way, the same was utilised to elicit information about the Regional Centre Cochin, related to the methodology adopted for consolidating the videos uploaded under the playlist; the challenges encountered to elicit the recorded videos from the Section responsible for the Online Counseling, live virtual events; the diffidence prevalent among the contributors for the content; the differing attitude of the experts (on the rolls of the employee at IGNOU) who own a YouTube Channel in his/her name to give content for the Official YouTube Channel of the IGNOU Regional Centre Cochin. The utilisation of unstructured observation was useful as this experience was a first-time event and as it dealt with people, their behaviour was different every time.

Special care was taken to be objective fit to the purpose of the Study while jotting down the information falling within the scope of the personal experience from the research angle.

Discussion of the Results

The discussion of the results on the basis of the Study are given below:

Various Modalities Taken for Ensuring the Content of the YouTube Channel

Various modalities taken for ensuring the content of the YouTube Channel are indicated below:

- Counselling Session is the academic transaction of a course (subject) in a programme of Study. Resorting to the virtual mode for the conduct of the Counselling Session contributed to the digital resource of the Institution. Such recorded Counselling Session is uploaded on the YouTube Channel of the IGNOU Regional Centre Cochin. Such uploaded videos take the teacher (Academic Counsellor) to the view of the learner at their convenience.
- Utilization of different Academic Counsellors for the Counselling Session of a course for different Admission sessions creates a variety for viewing. Uploading videos utilizing different Academic Counselors opens avenues for the learners to view for first-time learning and for relearning/revision. With Multiple (two-one in January and the other in July) Admission sessions prevailing in a year, the learner has access to multiple videos either for a single course or across the various courses in a programme by accessing the individual Playlist.
- Conduct virtual meetings earmarked for the Coordinator, Part-time Staff, Innovation Club Activity, Exam Centre superintendent, Grievance Redressal Session, Memorial lecture, Life skill education session, Induction Meeting for learners open vistas for recording and subsequently uploading in the YouTube channel of IGNOU Regional Centre, Cochin.
- Using experts for a specific programme like an International Year of Millets, Constitutional Day, or Environment Day and holding such events virtually augment visibility for the event besides being a digital resource for the YouTube channel of IGNOU Regional Centre, Cochin.
- Recording of Convocation Day, Independence Day celebrations, and Republic Day celebrations is not only a digital resource for the YouTube channel of IGNOU Regional Centre, Cochin but also enables maintaining records for the conduct of the event besides giving an opportunity to view the event for those who missed it or want to view it again in spite of being a part of the event.
- Conduct the promotional meeting about the programmes on offer using a Slide Show prepared by integration with other awareness about policy directives and create subject-specific playlists.

- Experience in successfully completing learners, superannuating employees and recording of farewell functions become a digital resource for the YouTube channel of IGNOU Regional Centre, Cochin.

Prominent Contributors for The Live/Recorded Programmes:

The prominent contributors to the live/recorded programmes are anyone who spoke at an event organized by IGNOU Regional Centre. Those who spoke were Academic Counselors who handled the Counselling Session; Passed out Learners expressing their experience with IGNOU as Alumni; Employees speaking about the Programmes on Offer/new policy in the Promotional/Awareness Meeting; Invited Experts sharing their expertise/answering the queries discussed after presentation on the pre-decided topic/subject; University authorities sharing information about policy matters either related to University matters or on special day address; Employee gathering during local festival, Independence day, Republic day; Student gathering during Convocation.

Methodology Adopted for Consolidating the Videos Uploaded Under the Playlist

The methodology adopted for consolidating the videos uploaded under the playlist includes viewing again the recorded video; editing to remove pleasantries, comments, and spoken words not related to the topic-- some of which were spoken errors without being aware that the mike is kept in on position, the lag period before starting a session and ending a session; uploading the video in the YouTube Channel using a creative common license so that the work becomes an open resource; assign a title for the video uploaded; Describe the event to understand the video better and group similar videos in one single Playlist.

Challenges Encountered to Elicit the Recorded Videos

- The challenges encountered to elicit the recorded videos from the section responsible for each activity like the Online Counseling, Promotional Meetings, Innovation Club Activity, and Special Day events are given below:
- The video was not clear when the presenter wears light colour clothes or green, white, Blue, and Magenta colours, as these colours are absorbed/ reflected/transmitted due to the process of colour

subtraction/addition. As a result, only the outline of a person appeared, making the video not suitable for viewing.

- Non-prevalence of eye contact or appearance of video as the person with closed eyes as the presenter missed seeing to camera lenses during the live session/while recorded.
- As all session starts with accurate timing, at times the presenter start abruptly and also wind up without salutation.
- The not-so-smooth presentation due to the want of support aids.
- The presenter not appearing for the scheduled and announced presentation without citing a reason To avoid such happening, multiple presenters for a subject are encouraged. For example, in the Induction Meeting virtual meeting held by Regional Centre Cochin, each subject deliberated is handled by an official – who prevents monotony of the presentation and fatigue is minimised for the presenter.
- Many a time, the presenter because of familiarity with the anchor and other participants engage in informal conversation while the session is live, which leads to unpleasant situation/unwanted conversation and becomes evidence for not adhering to the agenda. At times, muting the speaking option while administering the meeting makes the participants leave the meeting. Hence, the moderator for a session and the discipline of the participant/presenter to comply with the agenda ensure the quality of the video at the end of the meeting.
- The agenda is generally prepared in consultation with the presenter. The agenda is also circulated among the presenters. In the case of a session with multiple presenters, without citing any reason either the presenter fails to log in, does not pick up the call and speaks at random without following the agenda. Many a time, the liability of filling the gap when an official is officially present by not login falls on the Head of the Institution, who is also expected to deliberate on the subject topic assigned as per the agenda to the individual presenter.
- The presenter fails to open the camera while speaking leading to the availability of only

Audio. Reminding the presenter to open the camera while speaking does not always lead to fruitful results. A statement that the camera is not kept open while speaking due to poor internet connectivity is also made by the Presenter-which even when true does affect the quality of the recorded video.

- Individual life events like Birth/functions in the family, death of the known person, and transfer affect the exhibit of the presence of mind during open discussion and ultimately on the recorded video.
- Official events like unrest among employees, protocol differed among subordinates, super boss effect, non-functioning subordinates, priority differing subordinates/seniors, and non-specification of the activity as a criterion in the Performance Appraisal also affect the execution of the task related to the preparation of the video.
- Force majeure situations mainly hiccups, sneezing, and choking while speaking that occur during recording or live sessions do affect the quality of the recorded video. Even though the live is at times stopped making the listener question the connectivity, the recorded video is edited before uploading to the YouTube Channel of the IGNOU Regional Centre Cochin.

Diffidence Prevalent among the Contributors

- The diffidence prevalent among the contributors for the content are the following:
- The time taken to be comfortable with the camera.
- Speaking in your own words instead of reading/ following the slides already prepared for discussion.
- Preparation of the exhibit by using a template for presentation with engaging content.
- Demonstrating a Justin time attitude leading to last-minute entry, without any rehearsal.
- Generally, the preferred formal sitting position sensitively differed, which is exhibited by behavior like frequently adjusting the seat or spectacles.
- Inability or taking a long time to accustomed to the lighting issue.
- Not aware of what was worn attire being repeated.

- Take it easy attitude – at times either due to overconfidence or due to casual view of the activity assigned.
- Not ensuring consistent performance or effective presentation in every session
- Expecting others to prepare the PowerPoint for their preparation.
- Exhibiting horse-ridder situation for common PowerPoint and a joint session with many presenter.

Differing Attitudes of the Experts (on the rolls of the employee at IGNOU) Who Own a YouTube Channel

- Many a time, the first hurdle to crossing the preparation of a video is the opinion/comment of a non-cooperating employee/colleague. In order to ensure teamwork, apt references for each of the slides prepared are kept, written script is facilitated with the option either to read out or tell in own words, including each and every individual in an agenda, executing the transaction as per the agenda are done with the objectivity of purpose.
- The differing attitude of the experts (on the rolls of the employee at IGNOU) who own a YouTube Channel in his/her name to give content for the Official YouTube Channel of the IGNOU Regional Centre Cochin involves the following:
- Publishing video on the topic assigned officially by a work order in the personal YouTube channel;
- Procrastination of the assigned job for a Facebook live or live virtual meeting which also leads to additional back-office operations to cancel the event on behalf of the institution. Frequent cancellations or postponement have a negative impact on the reputation of the institution. In the meantime, the official release of similar content on the personal YOU Tube Channel.
- Accepting the agenda and not following the same in the meeting.
- Not logging in to play the role assigned in the agenda.
- Citing other official work as a reason for signing off in between the meeting.
- Logging in and logging out frequently disturbs others in the meeting and saying that internet

connectivity is fluctuating and hence not performing the assigned task.

- Blaming the Internet for their non-participation or leaving the meeting while in progress
- Unwillingness to join the team standing for the Institution
- Speaking official matters on the intercom or mobile handset by keeping them mike on Not starting the assigned session as per the agenda by maintaining silence even when requested to express/discuss. Maintains the status quo of a non-starter in spite of prompting either in person or through messenger.
- Skewing the win-win situation of preparation of the event by not contributing to the back-office operations, PowerPoint, or script but keep commenting or correcting or challenging the content presented by others.
- Failing to understand the reputation earned by virtue of an employee cannot prevail while out of the rolls of the employee as an Institution. Diligence to perform to the best of the ability does not exist to be manifested.

The Attitude of the Employees of IGNOU Regional Centre Cochin Toward the Maintenance of the YouTube Channel

The attitude of the employees of IGNOU Regional Centre Cochin regarding the maintenance of the YouTube Channel is as follows:

Stating about the non-specification of the activity as a criterion in the Performance Appraisal leading to non-starters also prevailed.

Cooperative employees willing to learn new, relearn and unlearn have become an asset in the maintenance of the YouTube Channel.

Non-contributors among the officials were earmarked as presenters. The common behaviour of the Non-contributors is that the individual fails to log in, does not pick up the call when reminded to log in and speaks at random without following the agenda. At times, such individuals also become hurdles in the live session. The solution for involving the right individual is seeking voluntary involvement rather than assigning the task to the individual by an Office Order. Not including the non-contributors in collective events based on the prior behavior of non-

contributors is often projected as non-inclusiveness or not providing equal opportunity to all employees.

Subjective comments which do not encourage to move ahead with a task related to the preparation of the video or event for the YouTube channel of IGNOU Regional Centre, Cochin.

Limitations of the Study

The factors that are beyond the researcher's control and that may affect the results of the study or how the results are interpreted are given as the limitations of the Present Study. The limitations of the Study are the following:

Due to the failure of complete details in writing, the information to document on the basis of the back-office task involving the planning, organising, coordinating the content for the maintenance of the YouTube Channel at IGNOU Regional Centre, Cochin, certain information has to be arrived on the basis of the available memory.

All the experts would not have been known to be empanelled for utilization by IGNOU Regional Centre Cochin.

Delimitations of the Study

The factors that affect the study over which the researcher generally does have some controls are given as the delimitations of the Present Study. The delimitations of the present study are the following:

1. In order to assure the manageability of the data available, the study focused on the areas which fall within the scope of the study.
2. The content of the data used for the study was that received by the IGNOU Regional Centre Cochin, and is within the approachability to the investigator for use in the study as the primary source of data.

Definition of the Terms

The key terms used in the study are operationally defined as under:

Regional Centre, Cochin: Second-tier administrative structure of Indira Gandhi National Open University (IGNOU) Regional Centre located at Cochin.

Content for YouTube Channel: Content for YouTube Channel refers to the digital resources uploaded for public viewing.

Conclusion

The present study attempted to enumerate the experience to document on the basis of the back-office task involving the planning, organising, and coordinating the content for the construction and maintenance of the YouTube Channel at IGNOU Regional Centre, Cochin. Thus, the study highlighted the activities related to the YouTube Channel at IGNOU Regional Centre, Cochin which are back-office tasks involving the planning, organising, coordinating the content for the YouTube Channel at IGNOU Regional Centre, Cochin.

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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.

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Punctual and Professionally Competent Youth Makes the Nation Prosperous

Balram Bhargava, Professor and Head Cardiology, AIIMS and Former, Director General, Indian Council of Medical Research, Govt. of India delivered the Convocation Address at the 5th Convocation Ceremony of Delhi Pharmaceutical Sciences and Research University, New Delhi on December 22, 2022. He said, "India is emerging as a world leader in these last 75 years and we are seeing the fruits of what we have been able to do today and we should be proud of that as we approach the *Azadi Ka Amrit Kaal*. If you want to be successful in life and if you want to contribute not only to the nation but to the world, you have to have four qualities i.e, punctuality, professional competence, integrity and societal commitment." Excerpts

I wish to congratulate the students who have achieved these degrees and will go into society to develop science, to develop pharmacy, to develop for India and to develop for the world.

Reflection When We are Approaching towards *Azadi Ka Amritkaal*

I would like to put few points of putting things in perspective as we have just completed 75 years of our independence. When I ask people what have we achieved in these 75 years of independence then, some people say we have done well as a nation in IT and mobile. They stop there. I ask further, what has India done well in these 75 years. Then someone says we have done well in mobile, we have done well in cricket, we have done well in Bollywood and they stop there. I ask further and then some intelligent person will say well as a nation we need to salute our defence services whether it is army, navy or the air force who have kept the nation together, protected the borders for the last 75 years and we have done great as a nation. We have fought wars, we have won many and we have been able to keep integrity of our nation for these 75 years. I ask further what else we have done in 75 years. Well, our space program has been one of the best programs. We have launched more than hundred satellites on a single occasion. We are now commercializing satellite, launching for many nations, from South America right upto Australia we are launching satellites for these countries. So, our space program has been a phenomenal program. What else can we think of as we approach the *Azadi ka Amritkal*. When we are going towards 100 years of our independence, we reflect back what we have done well in these 75 years. Our nuclear program. We have harnessed

our nuclear program for safe reasons, for producing electricity and now our nuclear production of electricity is reaching double figures and that is huge asset for not only the nation but for a society that is trying to become a green society.

"There would be no cloud-nine days without rock-bottom moments left below"

-Richelle E. Goodrich

As we approach to *Azadi ka Amritkal*, we talk about IT, we talk about mobile, we talk about cricket, we talk about Bollywood, we talk about the defence services, we talk about our nuclear program, we talk about our space program. But I think all the people sitting on the dais and myself belong to a generation when we had a movement called 'Jai Jawan, jai Kisan'. We had shortage of food grains in the 60s. We were asked to miss a meal. Grains were being supplied from countries like Australia and America to our country. Really Lal gehu jisse roti bhi nahi banti thi and that was delivered to us by many countries given to us as a huge bit obligation. Then came the Green Revolution and today we are the largest exporter and producer of rice in the world. We are exporting wheat to many parts of the world as we have the problem in Russia and Ukraine, food grains are not going to many parts of the Egypt, North America, Eastern Europe. India is supplying grains to them. So, India is emerging as a world leader in these last 75 years and we are seeing the fruits of what we have been able to do today and we should be proud of that as we approach the *Azadi Ka Amrit kal*. Since 1956 we have seen the White Revolution, we have seen the Blue Revolution, fisheries department we are seeing not only IT, mobile, cricket, Bollywood,

space, nuclear, defence services, green revolution. As a subcontinent, we have shown to the world how we can take care of these areas.

But what area is not purified and that is where your university plays as important is healthcare. 60% of the generic drugs in the world are of Indian origin and are exported to the world. 60% of the childhood vaccines for the entire world are produced in India and exported from India. In healthcare vaccines and drugs, human resources one out of 4 nurses across the world are of Indian origin. 1 out of 6 doctors across the world are of Indian origin. India is no.2 in health tourism in the world and with heal in India and heal by India program of government of India we should be no. 1 in a very short time as a destination for health tourism where we are providing world class healthcare at lowest cost compare to anywhere in the world and I think those are things we need to be very proud of. The digital health revolution that is been championed by our leadership is also going to make a huge dent in the national healthcare scenario as we speak. So, in these 75 years, we have done phenomenally well. We have achieved a lot but glorify less. We need to go ahead and carry on with our good work.

Conclusion

In these 75 years, we have done phenomenally well. India is emerging as a world leader. We need to focus on with our good work. Most importantly, I wish to congratulate the young students who have graduated and I would like them to carry home 4 messages. If you want to be successful in life and if you want to contribute not only to the nation but to the world, you have to have four qualities which is easy and you can,

1. Punctuality- you have to be on time
2. Professional competent- whatever you do, you have to be competent. You have to be capable at what you have learnt.
3. Integrity, absolute honesty and integrity will take you always forward.
4. Societal commitment- you have to do for society.

And last point, as we are facing a lot of global warming, I would request you all to plant a tree.

I wish you all the very best in your future endeavours that you will achieve to greater heights. Wish you all the best,

Thank you,

□

We Congratulate.....

Prof. Shashikala Wanjari for taking over as the Vice Chancellor, National Institute of Educational Planning and Administration (NIEPA), New Delhi with effect from June, 2023.

Prof. Ganesan Kannabiran for taking over as the Director (i/c) of the National Institute of Technology Puducherry with effect from May 08, 2023.

Prof. B Raghavendra Prasad for taking over as the Vice Chancellor, Sri Sathya Sai Institute of Higher Learning (Deemed to be University), Anantapur, Andhra Pradesh with effect from June 01, 2023.

Prof. B Sai Giridhar for taking over as the Registrar, Sri Sathya Sai Institute of Higher Learning (Deemed to be University), Anantapur, Andhra Pradesh with effect from June 01, 2023.

Prof. D Bharathi for taking over as the Vice Chancellor, Sri Padmavati Mahila Visvavidyalayam, Tirupati with effect from June 16, 2023.

Prof Pragati Kumar for taking over as the Vice Chancellor, Shri Mata Vaishno Devi University, Katra, Jammu and Kashmir with effect from June 20, 2023.

Dr. Neerja A Gupta for taking over as the Vice Chancellor, Gujarat University, Ahmedabad with effect from July 01, 2023.

Prof. G. Gnanamani for taking over as the Vice Chancellor, Krishna University, Andhra Pradesh with effect from July 07, 2023.

Dr. M A Sikandar for taking over as the Registrar, Jamia Hamdard, New Delhi with effect from July 10, 2023.

CAMPUS NEWS

Multidisciplinary International Conference on Environment, Climate Change and Sustainability

The one-week Multidisciplinary International Conference on ‘Environment, Climate Change and Sustainability’ was organized by the IQAC, Department of Botany and Economics of Dhing College, Dhing, Nagaon, Assam in collaboration with the Department of Economics, Climate Reality Project during June 20-26, 2023 at Dhing College. As many as 145 delegates including lecturers, teachers and NGO’s, students, common people, and local media personnel attended the event in hybrid mode.

Dr. Nabanita Baishya, Organising Secretary of the event introduced and felicitated President, Dr. Biman Hazarika, Principal, Dhing College, and Chief Guest, Prof H P Sarma, Rector (Former), Department of Environmental Science, Gauhati University and Keynote Speaker Prof. S K Sarma, Department of Botany, Gauhati University. During Inaugural Session, Dr. Biman Hazarika in his welcome address highlighted the importance of the environment. Prof. S K Sarma, Department of Botany, Gauhati University, Assam in his speech stressed environmental protection and economic sustainability. Ritu Raj Phukan, Founder, Indigenous People’s Climate Justice Forum discussed Assam’s unequivocal right to climate justice. Padmashree Jadav Payeng, Forest Man of India discussed his experience in setting Molai Forest (manmade). Aaranyak discussed on understanding the climate-hazard-development nexus in the context of NE India with special reference to Assam. Prof. Claudia Laricchia, Head, Social Mission and External Relations, Future Food Institute, Italy joined virtually to discuss food and climate change. Further, Dr. Sourav Saha, Assistant Professor, Mahapurusha Srimanta Sankaradeva Viswavidyalaya, Nagaon gave a lecture on the ‘Impact of Climate Change on Agriculture in the Eastern Himalayan Region of India’.

Dr. Ajit Debnath, Associate Professor, Mahapurusha Srimanta Sankaradeva Viswavidyalaya, Nagaon discussed ‘Emerging Environmental Health Issues with Special Reference to Waste Management. Dr. Samarjit Ojha, Assistant Professor, Department of

Geography discussed on ‘Landscaping of Laokhowa and Bur-chapori Wildlife Sanctuary’.

Prof. Hiranya Nath, Department of Economics and Intl Business, Sam Houston State University, USA joined virtually and discussed Environment, Awareness, and Actions. Dr. Abinash Bharali, Coordinator, IQAC, BKB College, Puranigudam discussed on ‘Valuation of Environmental Resources’. The next session was anchored by Dr. Sanjeeb Kumar Nath, Coordinator of the event, and Dr. Kulen Das, Principal, Nowgong Girls’ College discussed ‘Food Waste and Climate Change’. All the sessions ended with the question-answer session and the recommendations of the event are:

- Protection of the environment and creating awareness for the involvement of younger generations in renewable energy.
- Wise use of land resources and planting more and more trees.
- Academicians to launch themselves in the field and then the classroom.
- Policies and scientific methodology to curb natural hazards.
- Traditional knowledge-based adaptation is essential for sustainable adaptation.
- Valuation of environmental resources.
- Jadeb Payeng’s model of nature conservation.
- Add-on course on environmental ethics.
- Establishment of Environmental Science University.

The Valedictory Session was held under the Chairmanship of Dr. Biman Hazarika, Principal, Dhing College. The Guest of Honour, Dr. Kamal Saikia, Associate Professor, BKB College, Puranigudam in his address, gave an overview of the Environment, climate change, and sustainability. Dr. Biman Hazarika expressed that the Conference would help in creating a platform for developing awareness and sensitivity among the teachers, students, NGO’s and the common masses to identify the importance of the environment, climate change and sustainability, especially in Assam. Dr. Pankaj Saikia, Coordinator IQAC anchored the certificate distribution programme and Abdul Kadir,

Vice Principal, Dhing College proposed the Vote of Thanks for the event.

International Conference on Computing, Communication, and Learning

A three-day International Conference on 'Computing, Communication, and Learning' is being organized by the Department of Computer Science and Engineering, National Institute of Technology, Warangal, Telangana during August 29-31, 2023. The event series is a global platform for computer science researchers to exchange research results and ideas on the foundations and applications of Computing, Communication and Learning. These technologies are increasingly relevant to individuals and organizations who engage in the production, processing, and dissemination of knowledge. These technologies are changing constantly as a result of the large research and technical effort being undertaken in both universities and businesses. The exchange of ideas between scientists and technicians from both academic and business areas is essential to facilitate the development of systems that meet the demands of today's society. The technology transfer in this field is still a challenge and for that reason, this type of contribution will be specially considered in this conference. The Topics of the event are:

- Broadband Integrated Services Digital Network.
- Cellular Networks, Wireless LANs, PANs and MANs.
- Circuit-Switched Networks.
- Computing in Communication Networks.
- Content Delivery Networks.
- Data Networks.
- Datacenter Design and Interconnection Networks.
- Datagram Networks.
- Delay-Tolerant Networks.
- Distributed Networks.
- Flying Ad-Hoc Networks.
- Fog-Empowered Vehicular Ad-Hoc Networks.
- Future Communication Networks and Systems.
- High-speed Networks.
- Integrated Networks.
- Internetworking.
- IoT-Based UAV Networks.

- Learning Based Intrusion Detection in IoT Networks.
- Learning for Autonomous Networks.
- Learning for IoT Network Security.
- Learning for Routing, Flow Compression, and Congestion Control.
- Learning in Cloud and Fog Networking.
- Learning in IoT Networking and Communications.
- Learning in Software Defined Networks.
- Message-Switched Networks.
- Network Architectures.
- Network Coding for Transport and Storage.
- Network Embedding.
- Other Related Topics.

For further details, contact Dr. Sanjaya Kumar Panda, Assistant Professor, Department of Computer Science and Engineering, National Institute of Technology, Warangal - 506004, Telangana, Mobile Number: +91-9861126947, E-mail: sanjaya@nitw.ac.in. For updates, log on to: <https://www.nitw.ac.in/path/?dept=/cs>

International Conference on History

The one-day International Conference on 'History: Perspectives and Influences' is being organized by the Lovely Professional University, Phagwara, Punjab on August 18, 2023. The event will provide an opportunity for social scientists, academicians, and researchers to re-investigate and re-define history its perspectives, and influences.

History as a subject of Social Sciences has been vividly read and used as a tool to legitimize different perspectives made by various individuals, groups, and nations of almost all ages and places across the globe. History is an analytical survey of the past. It has been undertaken by professional historians influenced by different perspectives and approaches to history writing. Due to its nature, history without any perspective would be merely a collection of facts. Thus, it is important to understand the scattered facts through the lens of different perspectives. Conveniently, history writing is carried out by varied perspectives i.e., Nationalists, Marxists, Subalterns, etc. The Nationalist's perspective focuses on the

glory of the past and depicted it from the Indian point of view. On the other, Marxist scholars center around the ownership of the mode of production in Indian history. Whereas, the subaltern perspective emphasizes the ‘history from below’ focusing on the lower strata of society, including Dalits, tribes, and women. As a result, these perspectives provide a direction and meaning to history and scope to cover the vast section of society. Thus, it also germinates the varied ideas of nationalism, economic equality, and social liberation. In the same vein, history can be considered an amalgamation of different perspectives and a critical study of consequential societal influence. The Subthemes of the event are:

Contemporary History

- Contribution of Modern Science in Creating and Understanding History.
- Changing Paradigms in Historical Research.
- Dynamics of Indian Diasporas in History.
- History of Skirmishes, Battles, and Wars.

Religious /Cultural / Mystic History

- Cultural History—Region-wise specifications and Dimensions.
- History of Monuments—Temples, Palaces, Forts, Tombs, Sarais, Gardens.

- Role of Language, Literature, and Media in Re-visiting History.
- Untold Tales of the Sufis and Saints of Punjab—An Attempt to Revisit Spiritual Punjab.
- Mystic History—Bhakti and Sufi –Evolution of Ganga-Jamuni Culture.
- History of Religions—Similarities and Fusion.

Regional/National/International History

- Regional History –Local History.
- National History—History of Movements, Ideas, Personalities, Legacy.
- International History—Military History, Change in Power Structure, Biasness and Prejudices.

Myths vs History

- Place of Myth and Dogmas as History.
- History in Myths.

For further details, contact Organising Secretary, Dr. Manu Sharma, Professor, Head, Department of History, School of Humanities (Social Science and Languages), Lovely Professional University, Jalandhar-Delhi, G.T. Road, Phagwara, Punjab-144411, Mobile No: 07347000911. For updates, log on to: www.lpu.in

AIU News

Faculty Development Programme on Partnering with Industry for Facilitating the Development of Students

A five-day Online Faculty Development Programme on ‘Partnering with Industry for Facilitating the Development of Students’ was organized by the Association of Indian Universities, New Delhi and the Academic and Administrative Development Centre (AADC), Shri Vaishnav Vidyapeeth Vishwavidyalaya (SVVV), Indore during April 24-28, 2023. Around twenty-nine participants were registered for the event. Eminent experts across the nation delivered expert talks on how to improve awareness and give exposure to students to the latest technology in a real-time workplace. The experts shared their perspectives and knowledge

with the participants. The inaugural session began with the worship of Goddess Saraswati followed by the welcome of the guests. Dr. Anand Rajavat, Dean Academic, SVVV, and Nodal officer of the event introduced the programme and its objectives. Dr. Rajavat gave the introduction of the speakers. He said that the industry-academia gap needs to be bridged. Syllabus is one of the highly debated topics, it should be scrapped and completely made with the latest topic. He said that the curriculum should be revised regularly and developed in accordance with what the industry needs. He said during the internship, students can be made aware of the corporate world by having different engagement programmes with the industry. He said that students not only learn the technologies, and their job expectations but also get exposure to the industry.

The Chief Guest and Keynote Speaker, Mr. Amitabh Tiwari, Regional Head, Tata Constancy Services Limited said that Quality Education is a need of the hour. He addressed some of the difficulties of industry recruitment and emphasized the development of entrepreneurship quality among the students. He also informed the participants that in the coming time, the traditional recruitment module will be changed. The session was concluded and the vote of thanks was proposed by Dr. Vijay Kumar Verma, Associate Professor, Shri Vaishnav Institute of Information Technology, SVVV, Indore.

In his session, Dr. Upinder Dhar, Vice Chancellor, Shri Vaishnav Vidyapeeth Vishwavidyalaya said that although many professionals and faculties are effectively working together in some places, there is a gap between what industry practitioner needs and what academic practitioner provides. Dr. Dhar addressed these gaps and emphasized fulfilling these gaps by implementing certain strategies. He said that collaboration is accepting the experience of others in joint efforts.

Dr. S C Choube, Dean, Faculty of Electrical and Electronics Engineering RGPV Bhopal, Madhya Pradesh discussed the process of content-based education to outcome-based education. He discussed the aims of education, the intention of an outcome-based approach, the process of achieving the outcome, the mind shift in the curriculum process, and learner empowerment. He addressed some of the deficiencies of the traditional education system.

Mr. Gagan Agrawal, Sales Leader (North), IBM Career Education was the speaker of the next session. Mr. Agrawal discussed the importance of data science and its applications to various sectors. He said that Industry 5.0 reflects the shift from a focus on economic value to a focus on societal value and a shift in focus from welfare to wellbeing.

Mr. Shantam Sharma, Former Director, HR, OPPO Mobile (M & C) Pvt. Ltd. Indore was the speaker for the first four sessions. Mr. Sharma said that Industry needs skilled and knowledgeable manpower. He discussed the expectations of the industry from the academicians. He also explained the role of the stakeholders in the collaboration process.

The next speaker of the day was Mr. Venkata Satish Guttula, Certified Information Security Manager,

CDPSE, CDPP, Director, Security, Rediff.com India Ltd. Mumbai. Mr. Guttula said that the next generation is artificial intelligence. He suggested that Integrating AI into the curriculum can help students to develop the skills, they need to succeed in their careers. Discussing the benefits of AI, he also shared his thoughts on ethical considerations in Artificial Intelligence. He said that Integrating AI in education can be a challenge so there is a need to collaborate academicians with Artificial Intelligence Experts.

Dr. Kanak Saxena, Professor and Head, Computer Science and Information Technology Department, Samrat Ashok Technological Institute, affiliated to Rajiv Gandhi Technical University, Bhopal, Madhya Pradesh. She said along with the knowledge it is required to improve personality factors to cope with changing scenario of the world. She discussed human cognitive processes. The methods to enhance cognitive ability in students for effective learning. During the second session, the speaker was Mr. Gaurav Ghelani, Academic Relationship Manager India West and Central TCS. He said the speed of change in industry is faster than the speed of change in academics and this is one of the core reasons which create gaps between industry and academia. He suggested filling this gap by increasing the number of BoS, Frequent visits to the industry, and arranging industry expert lectures. He discussed industries are demanding high IQ (Skilled), EQ, Creativity Quotient (CQ), Adversity Quotient (AQ), and Spirituality Quotient (SQ).

Dr. Vrinda Tokekar, Professor and Head of Information Technology Institute of Engineering and Technology (IET), DAVV said to work on training programmes for future technology to synchronize academia with the industry. She also discussed some of the key issues in managing the partnership like legal limitations, budgeting of the collaborations, confidentiality issues, and its solutions. Deliberation was concluded with a question-answer session.

The Chief Guest of the Valedictory Session was Dr Pankaj Mittal, Secretary General, Association of Indian Universities (AIU), New Delhi. She said that with the help of AI techniques and current technology, we can improve the teaching-learning process. She also discussed some important features of ChatGPT used for natural language processing. The welcome address was delivered by Dr. Santosh Dhar, Dean, FDSR, SVVV. The report of the event was presented

by the Coordinator, Mr. Nirwan Ingole. Feedback on the event was given by participants. Dr. Anand Rajavat proposed the vote of thanks. The session concluded with the National Anthem.

Faculty Development Programme on Research and Advanced Data Analysis with R Programming

A six-day Faculty Development Programme on 'Research and Advanced Data Analysis with R Programming' was organized by the Association of Indian Universities (AIU), New Delhi in collaboration with the Academic and Administrative Development Centre (AADC) and the Department of Economics, Berhampur University, Berhampur, Odisha during June 26–July 01, 2023. The event was attended by fifty-six faculty members and researchers from various parts of the country.

A session with R differs from most other statistical software since it follows an interactive approach where the results from one step lead to the next. This was the idea behind the present training Programme on R. The sessions were designed to provide a comprehensive understanding of various research tools and techniques using R programming. Adequate practical sessions were also conducted to ensure that the participants gain hands-on experience. The distinguished speakers from state universities, central universities, and other Institutes of National Importance such as IIT Bhubaneswar delivered their sessions during the event.

The event started with the lighting of the lamp and Saraswati Vandana. Dr. Mrutyunjay Swain, AADC Nodal Officer AIU-AADC, Berhampur University and the Convener of the event delivered the welcome address, and introduced the guests and the theme of the event. The event was inaugurated by Vice Chancellor, Prof. Geetanjali Dash and Prof. S N Tripathy, Former President of Odisha Economics Association. Prof Manas Ranjan Patra was the Guest of Honour of the inaugural session.

Dr. Bishnu Charan Behera, Co-coordinator proposed the vote of thanks to the invited guests and participants.

Prof. Dhaval Maheta, Department of Business and Industrial Management, Veer Narmad South Gujarat University, Surat was the resource person

for the first technical session. He discussed the fundamentals of research and data analysis using R; basics of R, data frames in R and R Studio, R scripts, working directories in R Studio, and merging and importing data. The discussion centred around the basic concepts of the application of R for data analysis. Prof. Maheta provided some hands-on training on exploratory data analysis to the participants.

The next session was taken up by Dr. Prafulla Kumar Swain, Department of Statistics, Utkal University. He discussed data types, R objects and factors, matrix and determinants using R; contents and components of R packages including the Tidyverse package.

Dr. Prafulla Kumar Swain delivered his lecture on R Loop Functions and Debugging Tools and their Applications; Collecting Detailed Information Using the R Profiler and Data Simulation Using R. The second session was taken up by Prof. Dhaval Maheta, Veer Narmad South Gujarat University, Surat. He covered the topics such as exploratory data analysis using R, plotting histograms and pie charts, bar charts and scatter plots, box plots, etc. He used various R packages along with ggplot2 and dplyr Packages.

Dr. Madhusmita Mohanty, Assistant Professor (Finance and Analytics), Vellore Institute of Technology, Amaravati Campus, Andhra Pradesh was the resource person for the session on the third day. Dr. Mohanty covered topics such as inferential statistics (hypothesis testing), and various parametric and non-parametric tests using R programming. The second session was managed by Dr Anjali Dash, Assistant Professor, School of Management, Centurion University of Technology and Management, Odisha. She covered some important topics like Correlation and Regression Analysis. She continued her deliberation to the next day and covered Analysis of Variance (ANOVA), both one-way and two-way. She provided hands-on training using R to the participants on the above topics.

Dr. Tufleuddin Biswas, Assistant Professor, Department of Agricultural Economics and Statistics, Centurion University of Technology and Management, Odisha was the resource person for the next session. He elaborately discussed various data reduction and data classification tools. During his first lecture, he covered important tools like discriminant analysis

and cluster analysis. He demonstrated the application of the above topics in research using R.

Dr Biswas covered the other data reduction techniques such as principal component analysis and factor analysis and he discussed their usefulness and provided hands-on using R.

Resource Person, Dr. Pabitra Kumar Jena, Assistant Professor, Economics, School of Economics, Faculty of Management, Shri Mata Vaishno Devi University, Katra, Jammu and Kashmir took his session on 'Qualitative Regression Models Including Logit and Probit Models. He provided his training with R on various forecasting and volatility models such as ARIMA, ARCH, and GARCH Models.

Prof. Bimal Kumar Sahoo, Indian Institute of Technology (IIT), Bhubaneswar addressed the participants with his vast experience in data analysis, he elaborately discussed various panel data regression models and the application of ARDL and NARDL models. He discussed the fixed effect and random effect models and demonstrated the panel data analysis using R programming.

The Valedictory Session commenced with a warm welcome extended by Dr. M Swain, Convener and Nodal Officer of the event. Dr. B C Behera, Co-coordinator provided the summary of the various sessions conducted during the programme. The Chief Guest, Prof. S S Kalamkar, Director, Agro-Economic Research Centre, Sardar Patel University, Gujarat delivered his address. He highlighted the role of advanced data analysis techniques in advancing research in various fields. He advised the participants to focus on the quality of data and data collection methods before using those data for research.

Many participants shared their experiences of their participation in the event. Most of them expressed their gratitude for participating in such a fruitful Faculty Development Programme that enriched their skills. They expressed their satisfaction with getting adequate hands-on sessions and copies of the recordings of all sessions which were very useful for their learning.

Prof. Geetanjali Dash, Vice Chancellor, Berhampur University, Berhampur graced the occasion with her presence and delivered her address, appreciating the efforts the organizing Committee and participants put forth in making the event a success. Expressing her satisfaction at the successful completion of the programme, Prof. Dash assured that more such programmes will be organised for improving the skills of teachers and researchers so as to improve the quality of research in various academic institutions.

The Vote of Thanks was proposed by Dr. Raj Kishor Kampa, Assistant Coordinator of the event. He expressed gratitude to all the dignitaries, participants, and organizers who contributed to the successful completion of the programme.

□

ALPHONSA COLLEGE PALAI
 Arunapuram P.O., Pala
 Kottayam Dist., Kerala - 686574
 E-mail: acpappointment@gmail.com

No.A2-657/2021 Dated: 01/07/2023

NOTIFICATION

Applications are invited for the post of Assistant Professor in Alphonsa College Pala. Age and qualifications as prescribed by the rules and regulations of UGC/ State Government/Mahatma Gandhi University, Kottayam. Application forms can be down loaded from the college website www.alphonsacollege.edu.in. Completely filled application with the receipt of applications Fee Rs. 2000/- should reach the college office within 30 days of this notification.

Subject	Open Merit	Community/ Merit	Person with Benchmark Disability.
Chemistry	1	NIL	1

Those who applied for above vacancies in response to notification No: A2-657/2021 dt 09/07/2021, 09/03/2023 need not apply again. Those who want to update qualifications submit relevant document in the college office within 30 days of this notification. This is in-continuation of notification No. 657/2021 dt.09/03/2023 of the Manager. This notification is required as there is no eligible candidate applied under the category of person with bench mark disability. (Hearing impaired). If eligible candidates under the category of hearing impaired are not applied in response to this notification, rotation ordered as per Order No: 242/2022/HEDN Dt. 18/05/2022 will be followed (Section 34(2) of the RPWD Act).

Account No: 19320200001510
 IFSC Code : FDRL 0001932
 Branch : Kottaramattom. (Sd/-) Manager
Pala

THESES OF THE MONTH

SCIENCE & TECHNOLOGY

A List of doctoral theses accepted by Indian Universities (Notifications received in AIU during the month of May-June, 2023)

BIOLOGICAL SCIENCES

Biotechnology

1. Chaudhary, Garima. **Expression of pathogenesis-related and defense-related genes in tomato by chemical elicitors against bacterial wilt disease caused by *Ralstonia solanacearum***. (Dr. Manju Sharma and Dr. Dinesh Singh), Department of Biotechnology, Amity University, Gurgaon.

2. Girdhari, Sonali Vishwanath. **Identification and characterization of microbes present in hot water spring of Vajreshwari Mumbai and bioprospecting for enzymatic activities of industrial importance**. (Dr. A P Pathak), Department of Biotechnology, Swami Ramanand Teerth Marathwada University, Nanded.

3. Sharma, Juhi. **Recombinant enzyme expression and consolidated bioprocessing by *Saccharomyces cerevisiae***. (Prof. Rajendra Prasad and Dr. Naseem Gaur), Faculty of Biotechnology, Amity University, Gurgaon.

4. Yilma, Mirtneh Akalu. **Bovine respiratory disease associated with *mannheimia haemolytica* and evaluation of the immunogenic potential of outer membrane vesicles**. (Dr. Chanda Chandrasekhar and Dr. V Bhadra Murthy), Department of Biotechnology, Koneru Lakshmaiah Education Foundation, Guntur.

Life Science

1. Acharya, Kanishk Vijay. **Study of embryology, larval development and induced breeding in gold fish (*Carassius sp.*)**. (Dr. M T Mulgir and Dr. N G Popatwar), Faculty of Science and Technology, Swami Ramanand Teerth Marathwada University, Nanded.

Microbiology

1. Singh, Pradeep Kumar. **Biodegradation potential of hydrocarbons degrading microorganisms isolated from petroleum contaminated soil of different Region of Ahmadabad, Gujarat**. (Dr. Sandesh Chibber), Department of Microbiology, Rai University, Ahmedabad.

Zoology

1. Manoorkar, Pujawati Sanjaykumar. **Studies on helminth parasite spectrum of edible freshwater fish *mastacembelus armatus***. (Dr. Sanjay Shamrao Nanware), Department of Zoology, Swami Ramanand Teerth Marathwada University, Nanded.

ENGINEERING SCIENCES

Civil Engineering

1. Soharu, Anil. **Adopting the zero-waste concept for minimization of waste in the construction projects**. (Dr. Naveen BP and Dr. Arjun Sil), Amity School of Engineering and Technology, Amity University, Gurgaon.

Computer Science & Engineering

1. Abhangi Ashutosh Amrutlal. **An efficient management of RDF graph by using indexing technique with map-reduce based algorithm in big data**. (Dr. Sailesh Iyer), Department of Computer Science & Engineering, Rai University, Ahmedabad.

2. Agarwal, Dilip. **Unmanned aerial vehicle delivery system using two level authentications**. (Dr. K P Yadav), Department of Computer Science, Sangam University, Bhilwara.

3. Anvesh Singh. **Task algorithms for resource utilization in cloud computing**. (Dr. Vikas Somani), Department of Computer Science, Sangam University, Bhilwara.

4. Chaudhary, Deepak Kumar. **Artificial intelligence based digital examination system**. (Dr. Vikas Somani), Department of Computer Science, Sangam University, Bhilwara.

5. Chintalapati, S Sowjanya. **An Accident Prevention, Detection and Information Management System (APDIMS) based analysis using IoT interfaced with labview model**. (Dr. B Chaitanya Krishna), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

6. Jain, RajKumar. **Design and implementation of smart Internet of Thing (IoT) based health care monitoring system for specially abled people**. (Dr. Ravi Khatwal), Department of Computer Science, Sangam University, Bhilwara.

7. Kimmatkar, Nisha Vishnupant. **Intelligent emotion detection system: Novel approach for emotion detection and analysis of mental state using brain EEG signals**. (Dr. B Vijaya Babu), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

8. Kolli, Srinivas. **Advanced clustering framework for laysian analysis on multi view similarity based data retrieval from uncertain categorical data**. (Dr. A V Praveen Krishna), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

9. Krishnachaitanyaatmakuri. **A novel approach to predict IoT based Air Quality Index (AQI) using machine learning algorithms.** (Dr. Kunda Venkata Prasad), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

10. Matta, Kavitha Lakshmi. **Simulation techniques for modelling passive target tracking using bearing and elevation measurement underwater.** (Dr. K Subrahmanyam and Dr. S Koteswara), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

11. Mahobiya, Chandrakant. **Prediction, detection of insect pest attack and diseases on soybean crops.** (Dr. Sailesh Iyer), Department of Computer Science & Engineering, Rai University, Ahmedabad.

12. Mane, Sandeep Uttam. **Design and implementation of hybrid evolutionary algorithms for many-objective optimization problems.** (Dr. K Venkata Raju), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

13. Mehta, Priyanka. **Smart safety solution for women based on IOT.** (Dr. Vikas Somani), Department of Computer Science, Sangam University, Bhilwara.

14. Mekewad, Satishkumar Raghavrao. **Discovery of usage patterns from mobile call data using clustering approaches.** (Dr. S D Khamitkar), Department of Computer Science, Swami Ramanand Teerth Marathwada University, Nanded.

15. Neeru Bala. **Development of multimodal biometric recognition system using hybrid fusion techniques for efficient authentication.** (Prof. Anil Kumar and Dr. Rashmi Gupta), Faculty of Engineering, Amity University, Gurgaon.

16. Patil, Deepak Rajaram. **Performance analysis of selected data mining algorithms on social network data for discovering invisible patterns of social collaboration.** (Dr. Parag Bhalchandra), Department of Computer Science, Swami Ramanand Teerth Marathwada University, Nanded.

17. Sujawat, Gyan Singh. **A comprehensive review on automation in agriculture using artificial intelligence.** (Dr. Awanit Kumar), Department of Computer Science, Sangam University, Bhilwara.

18. Visamsetty, Venkata Surya Sasank. **An optimized brain tumor detection system using deep learning approaches.** (Dr. K V D Kiran), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

19. Ziauddin, Khaja. **Multimodal biometric recognition with optimal feature selection and classification.** (Dr. Vikas Somani), Department of Computer Science, Sangam University, Bhilwara.

Electrical & Electronics Engineering

1. Gandhi, Atul. **Smart monitoring and implementation of control unit for photovoltaic system.** (Dr. Vinesh Agarwal), Department of Electrical Engineering, Sangam University, Bhilwara.

2. Mehta, Pankaj Kumar. **Modernization of electric vehicle charging system using hybrid algorithm.** (Dr. Vinesh Agarwal), Department of Electrical Engineering, Sangam University, Bhilwara.

Electronics & Communication Engineering

1. Bollamreddi, VVS Narayana. **Development of IoT-based crop monitoring and prediction system using soft computing algorithms.** (Dr. K Sarat Kumar), Department of Electronics & Communication Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

2. Dasari, Thrivikrama Rao. **Barker coded thermal wave imaging for osteoporosis anomaly detection-qualitative analysis.** (Dr. K S Ramesh), Department of Electronics & Communication Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

3. Maddiseti, Lavanya. **low-power high-speed resilient architectures for high sensitive arithmetic circuits using machine learning algorithms for accuracy analysis.** (Dr. S Koteswara Rao and Dr. J V R Ravindra), Department of Electronics & Communication Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

4. Richa. **Development of image fusion algorithm using wavelet transform method.** (Dr. Karamjit Kaur Dr. Priti Singh), Faculty of Engineering, Amity University, Gurgaon.

5. Sharma, Anurag. **A study to understand competitive advantage for selected small and medium enterprises of Southern Rajasthan.** (Dr. Vibhor Paliwal), Department of Electronics & Communication Engineering, Sangam University, Bhilwara.

Mechanical Engineering

1. Bhandari, Varun Shekhar. **Application of lean manufacturing principles to improve the productivity in the textile industry.** (Dr. Rakesh Bhandari), Department of Mechanical Engineering, Sangam University, Bhilwara.

2. Mishra, Rahul. **Critical analysis of thermo-physical parameters and modeling of hybrid energy.** (Dr. Rakesh Bhandari), Department of Mechanical Engineering, Sangam University, Bhilwara.

3. Ramchandra, Balwan Vishal. **Experimental studies of hard turning parameters for case hardening steels.** (Dr. B M Dadade and Dr. Lalit N Wankhade), Department of Mechanical Engineering, Swami Ramanand Teerth Marathwada University, Nanded.

Nanotechnology

1. Kala, Deepak. **Nanohybrid DNA Sensor for the detection of *Orientia tsutsugamushi* causing Scrub Typhus.** (Dr. Ankur Kaushal and Dr. Tarun K Sharma), Department of Nanotechnology, Amity University, Gurgaon.

2. Thakran, Mamta. **Synthesis of nanomaterials for improving Air Quality Index.** (Dr. Brijesh Kumar and Dr. S K Ray), Faculty of Nanotechnology, Amity University, Gurgaon.

MATHEMATICAL SCIENCES

Mathematics

1. Gladys, T. **Casson and Williamson fluid flows through a thermally stratified porous medium.** (Dr. G Venkata Ramana Reddy), Department of Mathematics, Koneru Lakshmaiah Education Foundation, Guntur.
2. Harish Kumar. **Analytical and numerical solutions of certain differential equations of integer and fractional order.** (Dr. Dimple Singh and Dr. Amit Tomar), Faculty of Mathematics, Amity University, Gurgaon.

MEDICAL SCIENCES

Biotechnology

1. Hans, Sandeep. **Effect of magnesium stress on cellular circuitry governing drug resistance of *Candida albicans*.** (Dr. Saif Hameed and Dr. Zeeshan Fatima), Faculty of Biotechnology, Amity University, Gurgaon.

Diet & Nutrition

1. Garg, Shelly. **Development of fiber rich food product from *Nelumbo nucifera* and its efficacy on subjects suffering from obesity and its complications from Haryana.** (Dr. Luxita Sharma and Dr. Kajal Pandya Yeptho), Amity Medical School, Amity University, Gurgaon.

Forensic Science

1. Sameer. **Identification of forged fingerprints generated with polyvinyl acetate acetate.** (Dr. Bhuvnesh Yadav and Prof. A K Yadav), Faculty of Forensic Science, Amity University, Gurgaon.

Medicine

1. Dhole, Gajanan Arjunrao. **Studies on prevention of rheumatoid arthritis by using selected plants.** (Dr. S S Bodke), Department of Medicine, Swami Ramanand Teerth Marathwada University, Nanded.

Optometry

1. Gaurav Kumar. **Development of a novel antimicrobial formulation for surface coating of contact lens container.** (Dr. Joydeep Dutta and Dr. Kamal Pant), Faculty of Optometry & Vision Science, Amity University, Gurgaon.

Pharmaceutical Science

1. Babu, N Raghavendra. **Synthesis, characterization, molecular docking studies and evaluation of in vitro anti tubercular activity of novel heterocyclic derivatives.** (Dr. R Subhakar Raju), Department of Pharmacy, Koneru Lakshmaiah Education Foundation, Guntur.

PHYSICAL SCIENCES

Chemistry

1. Antony, Arnet Maria. **Design, synthesis and applications of late transition metal containing heterogeneous catalysts for diverse organic transformations.** (Prof. Siddappa A Patil), Department of Chemistry, Jain University, Bangalore.

2. Manishita Rani. **In-vitro and in-silico studies on piperine and some non - steroidal anti-inflammatory drugs.** (Dr. Neera Raghav), Department of Chemistry, Kurukshetra University, Kurukshetra.

3. Meena Devi. **Synthesis and α -amylase inhibition studies of heterocyclic compounds derived from 2,3 - diamino - 1,4 - naphthoquinone.** (Dr. Parvin Kumar), Department of Chemistry, Kurukshetra University, Kurukshetra.

4. Priyanka. **Development and physicochemical studies of various blends of modified chitosan-cellulose based bionanocomposites.** (Prof. Joydeep Dutta and Dr. Rajesh Thakur), Faculty of Chemistry, Amity University, Gurgaon.

5. Ragole, Vikas Dattarao. **Studies on mixed ligand metal complexes including schiffs bases and heterocyclic molecules as ligands.** (Dr. D S Wankhede), Department of Chemistry, Swami Ramanand Teerth Marathwada University, Nanded.

6. Sailaja Rani, T. **Synthesis, characterization, biological evaluation and docking studies of organo phosphorus-nitrogen heterocycles.** (Dr. K P Satheesh and Dr. K B Chandrasekhar), Department of Chemistry, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

7. Sen, Pankaj. **Elucidation of water quality parameters with emphasis on fluoride content and its removal by natural adsorbent.** (Dr. Rajeev Mehta), Department of Chemistry, Sangam University, Bhilwara.

8. Virender. **Synthesis, characterization of new schiff base chemosensors and their ionic recognition studies.** (Dr. Ashwani Kumar), Department of Chemistry, Kurukshetra University, Kurukshetra.

Physics

1. Chauhan, Jigneshkumar Babubhai. **Comparative investigation of growth, synthesis, structural, optical and electrical properties of highly pure nanocrystalline structures of lead selenide (PbSe).** (Dr. Madhavi Dineshbhai Dave), Department of Physics, Rai University, Ahmedabad.

2. Deepika. **Synthesis, characterization and application of cobalt zinc nanoferrites in water purification.** (Dr. Preeti Thakur and Prof. Atul Thakur), Department of Physics, Amity University, Gurgaon.

3. Jitender Kumar. **Structural, optical, and luminescence studies on combustion synthesized metal-doped $Mg_2B_2O_5$ nanophosphors.** (Dr. Ankush Vij, Dr. Chander Shekhar and Dr. Shalendra Kumar), Department of Physics, Amity University, Gurgaon.

4. Kanwate, Arvind Dnyanoba. **Synthesis, characterization and applications of $CdSe_{1-x}Te_x$ thin films.** (Dr. E U Masumdar), Department of Physics, Swami Ramanand Teerth Marathwada University, Nanded.

5. Seema. **Thermodynamics studies on selected metal nanoparticles and binary alloys systems at bulk and nanoscale.** (Dr. Chander Shekhar and Dr. Sanjay Kashyap), Faculty of Physics, Amity University, Gurgaon. □

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(Affiliated to Shivaji University, Kolhapur)
(Permanently Granted)

WANTED

Applications are invited from eligible candidates for the following post:

Sr No.	Name of Post/ Subject	Subject wise vacant posts	Total Number of Posts	Total Reservation
Assistant Professor				
1	Commerce	1	06	ST - 1 NT(B) - 1 OBC - 2 EWS - 1 OPEN - 1
2	Chemistry	1		
3	Statistics	1		
4	Sociology	1		
5	English	1		
6	Botany	1		

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

Principal
Ajara Mahavidyalaya, Ajara
Tal. Ajara, Dist. Kolhapur

Secretary
Janata Education Society, Ajara
Tal. Ajara, Dist. Kolhapur

President
Janata Education Society, Ajara
Tal. Ajara, Dist. Kolhapur

Shree Warana Vibhag Shikshan Mandal's
TATYASAHEB KORE COLLEGE OF PHARMACY
WARANANAGAR,
Tal. Panhala, Dist. Kolhapur (Maharashtra)-416 113
(Affiliated to Shivaji University, Kolhapur)
(Non-Grant)

WANTED

Applications are invited from eligible candidates for the following posts:

Sr. No.	Name of Post	Vacant Posts	Open Posts	Reserved Category Posts
A.	B. Pharm			
1	Professor			
	Pharmaceutics	01	01	--
2	Associate Professor			
	1) Pharmaceutical Chemistry	01	01	--
	2) Pharmacology	01	01	--
	3) Pharmacognosy	01	01	--
3	Assistant Professor			
	1) Pharmaceutical Chemistry	01	--	(VJA-1)
	2) Pharmaceutical Analysis	01	01	--
	3) Pharmaceutics	01	--	(VJA-1)

Sr. No.	Name of Post	Vacant Posts	Open Posts	Reserved Category Posts
B.	M. Pharm			
1	Professor			
	1) Pharmaceutics	01	01	--
	2) Quality Assurance	01	01	--
2	Associate Professor			
	1) Pharmaceutics	01	01	--
	2) Quality Assurance	01	01	--
3	Assistant Professor			
	1) Pharmaceutics	01	01	--
C.	Librarian	01	01	--

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

UGC-DAE Consortium for Scientific Research

University Campus, Khandwa Road, Indore-452 001 (M.P.)

(www.csr.res.in)

[Advertisement No. 02-2023]

The UGC-DAE Consortium for Scientific Research (UGC-DAE CSR) is an autonomous institution established by the UGC, New Delhi with headquarters at Indore and Centers at Indore, Mumbai and Kolkata. This Consortium also has a Node near IGCAR at Kalpakkam. Each Centre is headed by a Centre-Director. The UGC-DAE CSR coordinates research from scientists / teachers from all Indian Universities on major facilities like Dhruva reactor, Variable Energy Cyclotron, INDUS-I etc. established by the Department of Atomic Energy. In addition, the Centers are also having many advanced research facilities including in the areas of condensed matter physics or allied areas.

Applications are invited for the following posts:-

Sl. No.	Post	No. of Posts	Category	Pay Band and Grade Pay
1.	Scientist-D	Three	UR	Level-11 as per 7CPC [Pay Scale Rs.67700-208700]
2.	Engineer-D	One	UR	Level-11 as per 7CPC [Pay Scale Rs.67700-208700]

Applications will have to be submitted through online (<https://recruitfaculty.csr.res.in>) providing all the particulars about the candidates. For details, eligibility and other terms & conditions, please see our website (www.csr.res.in). The online portal will become active on **15-July-2023**. Last date of online application submission is **16-August-2023**. For further details, please visit our website: www.csr.res.in.

[ADMINISTRATIVE OFFICER-II]



AGNEL INSTITUTE OF TECHNOLOGY AND DESIGN
AGNEL TECHNICAL EDUCATION COMPLEX, ASSAGAO, BARDEZ, GOA 403507
 Tel / Fax: 9975797916 Email: aitdgoa@gmail.com website: www.aitdgoa.edu.in

AITD invites applications for the following positions. Recruitment details are as given below:

Sr. No.	Department	Position	Nature of Appointment
1	Computer Engineering	Professor - 01 Post	Regular basis
		Associate Professor - 01 Post	Regular basis
		Assistant Professor – 01 Post	Regular basis
2	Electronics & Computer Engineering	Associate Professor - 01 Post	Regular basis
		Assistant Professor – 01 Post	Regular basis
3	Sports	College Director of Physical Education and Sports – 01 Post	Regular basis
4	Management Studies	Assistant Professor – 01 Post	Regular basis

- 15 years Residence/ Domicile certificate in Goa issued by the competent authority.
- For positions at Sr. No. 1, 2 and 4 qualifications are strictly as per AICTE norms. For Sr. No. 2, candidates with Computer Engineering domain will be preferred. For further details, kindly visit: www.aicte-india.org.
- For positions at Sr. No. 3 qualifications are strictly as per UGC norms. For further details, kindly visit: www.ugc.ac.in.
- Salary:

For Regular Appointments: As per AICTE VIIth pay scale.

The application form may be downloaded from our website www.aitdgoa.edu.in. Interested candidates are requested to send hard copies of their applications along with self-attested copies of all relevant certificates and a recent photograph to “THE PRINCIPAL” within 15 days from the release of this advertisement to the above mentioned address.

Fr. Agnelo Gomes
Director, ATEC

CHINCHANI TARAPUR EDUCATION SOCIETY'S
Shri Purushottamas Laldas Shroff College of Arts & Commerce
 At/PO. Chinchani, Tal. Dahanu, Dist. Palghar 401503

APPLICATIONS ARE INVITED FOR THE FOLLOWING **CLOCK HOUR BASIS**
 POSTS FOR THE ACADEMIC YEAR 2023-2024

AIDED

Sr. No	Cadre	Subject	Total No. of CHB Posts	Post Reserved for
1	Assistant Professor	English	01	OPEN-01
2	Assistant Professor	Mathematics	01	OPEN-01
3	Assistant Professor	Business Law	01	OPEN-01
4	Assistant Professor	EVS/Geography	01	OPEN-01
5	Assistant Professor	Commerce	02	OPEN-01

The above posts are open to all, however, candidates from any category can apply for the post. Reservation for women will be as per University Circular No BCC/16/74/1998 dated 10th March, 1998. 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 5th July, 2019.

Candidates having knowledge of Marathi will be preferred.

“Qualification, Pay Scales and other requirements 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”. Remuneration of the above post will be as per University Circular No. TAAS(CT)/01/2019-2020 dated 2nd April, 2019. The Government Resolution & Circular are available on the **website : mu.ac.in**.

Application with full details should reach the PRINCIPAL, Chinchani Tarapur Education Society's Shri P.L. Shroff College of Arts & Commerce, Chinchani, At/PO. Chinchani, Tal. Dahanu, Dist. Palghar – 401503 **within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
PRINCIPAL

WANTED

Applications are invited for the post of Principal to be filled in **Vivek Vardhini Adhyapika (B-Ed) Mahavidyalaya, Nanded (permanent Non-Granted)** run by Marathwada Gramin Shikshan Sanstha's Himayatnagar. Eligible candidates should submit their application along with necessary document **within Fifteen days** from the date of publication of the Advertisement by **Registered Post** only.

Sr.	Name of the post	No. of post	Reservation
1	Principal	01	(Unreserved)

Educational Qualification:

1. Academic and Professional Qualification will be as prescribed for the post of Lecturer.
2. Ph.D. in Education, and
3. Ten years teaching experience in a secondary teacher Education institutions.

Provided that, in the event of non-availability of eligible and suitable candidates for appointment as Principal / Head as per above eligibility criteria, it would be permissible to appoint retired Professor / Head in Education on contract basis for period not exceeding one year at a time till such the candidates complete Sixty-five years of age.

The term of appointment of the College Principal shall be tenure with eligibility for reappointment for one more term only after a similar selection committee process.

Salary and Allowances

Pay scale as per the UGC, State Government & Swami Ramanand Teerth University's rules from time to time (Pay Scale Rs.37400-67000+AGP Rs.10000).

Note:

1. Prescribed Application form is available on University Website (www.srtmun.ac.in).
2. No TA/DA will be paid to attend the interview.
3. Eligible candidates those who are already in services should submit their application through proper channel.
4. All attested Xerox copies of certificates and other relevant document should be attached to the application form.

Address for correspondence:

President/Secretary, Vivek Vardhini Adhyapika (B.ED) Mahavidyalaya, Plot No. 8C, Industrial Estate, Stadium Road, Shivajinagar, Nanded-431601.

President/Secretary

**Shri Vithal Institute of Progressive Education's
Institute of Computer and Management Studies, Kasegaon, Pandharpur
(Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur)**

NON-MINORITY

NON-AIDED

Applications are invited for the Post of **PRINCIPAL** from the Academic Year **2023-2024**:

Sr. No.	Designation	Total Vacant Post
1)	Principal	01

- 1) The above post is open to all, however, candidates from any category can apply for the post.
- 2) Educational Qualification and other requirements are as prescribed by the UGC Notification dated 18th July, 2018, Govt. of Maharashtra Regulation No. Misc-2018/C.R.56/18/UNI-1 dated 8th March, 2019 and University Circular No. PAHSUS/Estt/7pay/2019/2285/ dated 25th March, 2019.
- 3) Candidates should submit their Academic Research Score (Academic Performance Indicator) report with related documents (Only for the post of Principal).
- 4) A relaxation of 5% shall be allowed at the Bachelors as well as at the Masters level for the candidates belonging to SC/ST/OBC (Non-creamy Layer)/ Differently-abled for the purpose of eligibility and assessing good academic record for direct recruitment.
- 5) Reserved candidates, who are domiciled out of Maharashtra State, will be treated as Open candidates.
- 6) Reserved candidates should also to send a copy of their application to the Deputy Registrar, Special Cell, Punyashlok Ahilyadevi Holkar Solapur University, Solapur.
- 7) Application received after the last date will not be considered. The College will not be responsible for postal delay, if any.
- 8) Reservation for women and disable persons will be as per the Govt. norms.
- 9) Reserved categories candidates shall produce the Caste Validity Certificate as per the directives issued by the State Government vide Circular No. BCC-Kra 1064/2011/168 dated 12-12-2011.
- 10) Reserved category candidates (except SC/ST) shall produce Non-Creamy Layer Certificate at the time of interview.
- 11) Applicants who are in service send their application through proper channel.
- 12) Applicants are required to account for breaks, if any, in their academic career.
- 13) Incomplete application will not be entertained.
- 14) TA, DA will not be paid for attending the interview.
- 15) Application with full details should reach to the President, Shri Vithal Institute of Progressive Education, Kasegaon, Pandharpur, **within 30 days** from date of publication of this advertisement. Incomplete application will not be entertained.
- 16) **This is University approved Advertisement.**

Place: Kasegaon, Pandharpur

Date: / /

**President
Shri Vithal Institute of Progressive Education,
Kasegaon, Pandharpur**

**Patpanhale Education Society's
Patpanhale Arts, Commerce & Science College, Patpanhale
At & Post. Patpanhale, Tal : Guhagar, Dist. Ratnagiri, Pin – 415724
Email ID- scp523@yahoo.in**

AIDED

APPLICATIONS ARE INVITED FOR THE FOLLOWING **CLOCK HOUR BASIS (CHB)**
POSTS FROM THE ACADEMIC YEAR 2023-2024

Sr. No.	Cadre	Subject	Total No. of CHB Posts	Category
1	Assistant Professor	Marathi	01	01-Open
2	Assistant Professor	Mathematics	01	01-Open
3	Assistant Professor	Geography/Environmental Studies	01	01-Open
4	Assistant Professor	English	02	02-Open

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

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

Candidates having knowledge of Marathi will be preferred.

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

Remuneration of the above post will be as per University Circular No. TAAS (CT)/01/2019-2020, dated 2nd April, 2019 and University Circular No. CTAU/23/2021-2022 dated 25th January, 2022.

The Government Resolution and circular are available on the **website : mu.ac.in**.

Application with full details should reach the **PRINCIPAL, Patpanhale Education Society's PATPANHALE ARTS, COMMERCE & SCIENCE COLLEGE, At & Post. Patpanhale, Tal. Guhagar, Dist. Ratnagiri, Pin – 415724 within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
Shri. B.R.Chavan
President
Patpanhale Education Society

Sd/-
Dr. K.R.Shindhe
In-charge Principal
Patpanhale Education Society's
Patpanhale Arts, Commerce & Science College

WANTED

Applications are invited from the eligible candidates for the post of Assistant Professor full time in Azad Sr. College of Education (B.Ed.), Ausa (**Permanent Non-Granted**) (**Minority Status**). Applications should reach the undersigned **within fifteen days** along with essential true copy of documents from the date of publication of this advertisement at the college address by **Registered Post** only.

Sr. No.	Position	No. of Posts	Reservation
1	Perspectives in Education Subject	03	Unreserved
2	Pedagogy in School Subject (Maths, Science, History, Geography, English, Urdu)	06	Unreserved
3	Health and Physical Education	01	Unreserved
4	Performing Arts (Music/Dance /Theatre) Fine Art	01	Unreserved

Educational Qualifications as per UGC & NCTE Regulation-2014:-**A) Perspectives in Education or Foundation Courses:-**

- A Master's Degree in Social Science with 55% marks (or an equivalent grade in a point scale wherever grading system is followed).
- M.Ed. with at least minimum 55% marks (or an equivalent grade in a point scale wherever grading system is followed); and
- SET/NET/Ph.D. in Education.

OR

- M.A. in Education with minimum 55% marks (or an equivalent grade in a point scale wherever grading system is followed).
- B.Ed./B.E.L.Ed. with at least minimum 55% (or an equivalent grade in a point scale wherever grading system is followed); and
- SET/NET/Ph.D. in Education.

B) Curriculum Courses and Pedagogy Subjects:

- A Master's Degree in Mathematics/Science/Social Science/Languages subject with 55% marks (or an equivalent grade in a point scale wherever grading system is followed).
- M.Ed./M.A. Education Degree with at least minimum 55% marks (or an equivalent grade in a point scale wherever grading system is followed); and
- SET/NET/Ph.D. in Education.

C) Health and Physical Education:

- A Master's Degree in Physical Education (M.P.Ed.) with minimum 55% marks (Training /Qualification in Yoga Education shall be desirable).
- SET/NET/Ph.D. in Physical Education.

D) Performing Arts (Music/Dance/Theatre) Fine Arts:

- Post graduate degree in Music/Dance/Theatre/Fine Arts (MFA) with 55% Marks.
- SET/NET/Ph.D. in Performing Arts & Fine Arts.

Salary & Allowances : Pay scales as per UGC, State Govt. & S.R.T.M. University's rules from time to time.

Note :-

- Prescribed Application form is available on University Website (www.srtmun.ac.in).
- Incomplete application will not be entertained.
- No TA/DA will be paid for attending the interview.
- All Attested Xerox copies of certificates and other relevant documents should be attached to the application form.
- Eligible candidates those who are already in service should apply through proper channel.
- There will be Relaxation of 5% Marks at P.G. Level for SC/ST candidates only.

Address for Correspondence

The Secretary, Hindustani Education Society,
Afsar Nagar, Near Power House, Ausa, Dist. Latur 413520

Secretary **President**
Hindustani Education Society, Ausa Dist. Latur • Email – azadausa@yahoo.com