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R K Kamat

Design Thinking: An Innovative Approach for Addressing Contemporary Realities in Higher Education

M V Lakshmi Reddy

Cosmicism, Eternal, Supreme and Scientific Theism-cum-Philosophy

Vandana Punia Religious Studies: Breaking New Grounds as an Academic Discipline

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Design Thinking: An Innovative Approach for Addressing Contemporary Realities in Higher Education[#]

R K Kamat*

Higher Education (HE) in India has proliferated in the last few decades trying to fulfil gaps of access, equity and inclusiveness. However, in the quest of increasing the Gross Enrolment Ratio (GER), the HE paradigm faces a plethora of challenges in meeting the increased aspirations of the stakeholders. It has, hence, become more important to investigate the resulting paradox of quality versus quantity, the disparity in excellence and inclusion and many more impediments significantly reducing the efficacy of the overall system. It has been widely recognized now that the dynamics of the Indian HE system is accelerating at a rapid pace; despite the complexity of several diversified apex bodies trying to control, coordinate and align with the stakeholder's engagement, expectations and objectives in the backdrop of internationalism, faculty crunch, paltry allocation of grants and many such barriers (Kamat, Keleher, Patil and Pujar, 2013). Incidentally, the impetus of the Indian HE movement has an excellent foundation as initial commissions, the Indian Education Commission called Radhakrishnan Commission-1948 and Kothari Commission of 1964-66 had a vision that the classrooms will shape the destiny of our country. But there was no commensurate outcome despite well-thought purpose, considerable efforts and sound vision and it's a bitter reality that the higher education system in India still lags behind in many ways. It is not able to provide the much expected outcomes and standing in nurturing the students imbibed with virtues of creativity, innovation, disruption and abilities to cope up in the era characterized by the rapid rate of obsolescence of knowledge. Most importantly, it is not able to produce job-ready graduates.

Of particular interest to this article is an analysis of such aforementioned chronic problems the Indian HE system faces despite the introduction of a good number of reforms in terms of re-designed curricula, technology-mediated teaching-learning and many more now being stirred by the National Education Policy--- 2020. Consistent with the changing times, such remarkable transformations are now brought in by the regulatory bodies of the Indian HE system. The curricula now endow with the Learning Outcome-based Framework (LOCF) with Graduate Attributes (GAs), outcomes and methodology of evaluating their outcomes in place; however, still facing intricacy to bridge the gap between employers and employees. The flipped classroom concept complemented by the online learning platforms, MOOCs, SWAYAM, spoken tutorials, and digital libraries have furthered the anywhereanytime, 24 x 7 pedagogical practices. Those are essentially helping to save travelling time, accommodation costs on the part of learners and effectively address the environmental woes besides abridging of logistics on the part of administrators. Structured faculty development programs

*Reprinted from University News, Vol 59 (18) May 03-09, 2021

* Professor and Dean, Faculty of Science and Technology, Shivaji University, Kolhapur – 416 004. Email: rkk_eln@unishivaji.ac.in on instructive aspects through the Human Resource Development Centres (HRDCs) and recently through Teaching-Learning Centres under MoE PMMMNMTT (Shivaji University, 2021) is now part of the teacher's appraisal. Nevertheless, even though all these reforms are deployed to promote inclusive learning, learners' autonomy and professional development should be illustrious enough to hide a troubling truth. The prevailing scenario depicts that the Indian HE system is still struggling to realize the objectives envisaged by the stakeholders amongst others even to infuse the basic 21st Century life skills known as the 4C's of 21st century skills: Critical thinking, Creativity, Collaboration and Communication amidst the learner community (Saxena, 2015).

In light of the preceding scenario portrayed above, the goal of the present article is to discuss and deliberate on the adoption of the notion of 'Design Thinking' that is well established in the industrial, corporate and business world and analyze its aptness for solving the existing concerns as regards to the Higher Education state of affairs. We hope to gain more insight into how some of the despicable problems can be solved to an extent by promoting the principles of the Design Thinking realm and discussing its relevance, consistency, and practicability to the Indian HE system.

Design Thinking: A Stakeholder Centric Methodology

The pioneering effects in conceptualizing 'Design

Thinking as a discipline' are traced back to the year (Figure–1). The well-known firm Innovation Design Engineering Organization (IDEO) coined this term. It showcased the same for designing a computer mouse with the attributes such as learnable and teachable— empathy, optimism, iteration, creative confidence, experimentation, and an embrace of ambiguity and failure ("Design Thinking History", 2021). John E. Arnold was one of the first authors to use the term 'design thinking' in his book "Creative Engineering" way back in 1959. He distinguished four design thinking areas: novel functionality, higher performance levels of a solution, lower production costs, and increased scalability (Arnold, 2016).

The first few years witnessed a significant increase in design thinking as the phrase and the intended process become popularized in the business, industrial and corporate press. Literature about how to create a more design-focused workplace/products where innovation, creativity and human-centric themes can thrive are widely found in the literature by, amongst others, (Clarke, 2020), (Dekker, 2020), (Kelly and Gero, 2021), (Pande and Bharathi, 2020) and (Del Gobbo, 2020). Many academic and research groups are currently pursuing their research work on Design Thinking and their conception, as summarized in a presentation (Figure-2) by Ken Baldauf (2021). In this regards, the Hasso-Plattner Institute of Design at Stanford (d.school) proposed a widely agreed model comprising five stages. Empathize, Define (the problem), Ideate, Prototype, and Test.





Currently, leading universities worldwide, including D-schools such as Stanford, Harvard and MIT, edify Design Thinking as one of the major specializations. Leading industry brands such as Apple, Google, Facebook, Microsoft, Amazon, Apple Watch and many others also quickly adopted the theme. In the above context, the present article aims to provide grounds for the theory of design thinking for HE to emerge; in line with the same, the following section attempts to briefly get to the heart of why design thinking is so sought after in higher education.

Being Brave: Design Thinking in Action for Higher Education

HEIs desirous of building a culture that supports design thinking have to take a close note of the conceptual framework embodied in the idea of the growth mindset. A culture that facilitates learning promotes attitudes to growth and places a high value on ensuring that learners find important questions in design thinking. The same can be a process that consolidates the learning platform of the HEI. Starting with growth thinking, learners will see mistakes and failures as opportunities to learn from them. Design Thinking promotes brainstorming and prototyping, spotlights on users and their needs, and rewards out of box thinking, which takes wild ideas and turns them into real-world solutions. To support design thinking in higher education as a whole and not only restricted to teaching, we also need to think about what constitutes a healthy culture of growth thinking, not only in design but also in other areas of education, mainly the governance, outreach and maintaining standards and accreditation. The same belief will facilitate academicians and administrators to go beyond the standard approach to problems and open up new opportunities deeply rooted in the stakeholder centric model. This will further work as a powerful tool to overcome significant challenges and overcome nasty educational problems, also known as wicked problems (Peters & Tarpey, 2019) (some of them are discussed in the following section). Design

Thinking Educators comprehend that we cannot efficiently educate to use human-centred design to resolve troublesome issues and social problems without using accelerated pedagogical models such as Designas-a-Service (DaaS). While infusing Design Thinking methodology in teaching, learning, more focus is given on human-centred methodology and paying attention to the innate dignity of the human being, aptly called 'People First!' Approach. To attain this, the educators have to appreciate the practice and feedback of experts and solicit cooperation from the stakeholders. These implicate the phase of 'inclusion' envisaged in the Design Thinking process.

For example, through design thinking, teachers can find out how to integrate their students more deeply into the teaching material and how best to close gaps in their previous knowledge or prerequisites. Design Thinking encourages instructors to see themselves as "learning architects" who must understand and empathize with their student's learning needs, develop and test creative pedagogy, and continuously improve teaching activities and evaluations. They are encouraged to rethink teaching as a collaborative problem - solution envisioned in the project-based learning or, more precisely, in problem-based learning, which otherwise is dominated by tool dominated learning. For instance, instead of teaching with the syntax and semantics of the programming languages like 'C++' or 'Python', the focus should be on the problem to be tackled. The decision regarding the choice of tools may be left to the learners in this case.

In addition to the above design, thinking can turn students into innovators and creative problem solvers. The inherent questioning and acquisition of knowledge to redefine problems by identifying alternative strategies and solutions that are not immediately apparent at the first level of understanding gradually builds the competency of an innovator in the students. The much talked "lateral thinking" comes naturally in this process as the said approach try to develop new

Fig-2: Notion of Design Thinking by Different Research Groups (In 10 Minutes Design Thinking by Ken Baldauf, 2021)

Design Thinkers Group	: Empathize (Re)frame Ideate Prototype Test
Stanford d.school	: Empathize Define Ideate Prototype Test
Ideo	: Gather Generate Make Share
ldeo v2.0	: Inspiration Ideation Implementation
Luma Institute	: Looking Understanding Making
IBM	: Observe Reflect Make
FSU Innovation Hub	: Empathize Ideate Build

ways of thinking that adhere to a new way of solving problems. From prototyping and testing solutions, design thinking can be an iterative process of building and modifying solutions. The unique aspect of design thinking is that it can help academicians develop, teach, learn, and systematically apply human techniques to solve problems

In Summary: Solving Wicked Problems using Design Thinking

The inherent process of Design Thinking is typically overlapping, iterative, nonlinear, flexible and poses a relatively open model of problem-solving. Typically if the same is expressed in the form of a flow chart, then all the steps might lead to decision boxes, and therefore more proper representation would be in the form of a state-space diagram as shown in fig. 3. Reportedly, this process helps to come out with the optimum solution to the 'Wicked Problems' [12]. Wicked Problems are the ones with enduring issues such as difficulty in explaining the problem itself, seemingly impossible to solve ultimately. Moreover, a poor understanding of the actors involved and the difference of opinion of the parties involved and having multiple possible solutions; however, most of them in conflict with each other that might worsen the problem itself. These problems cannot be solved entirely; instead, it is productive to focus on improving the situation rather than attaining complete solutions. There is no definite formula that seems to work. They require a unique on -

the – fly methodology for attaining optimum solution, which is perhaps possible by involving the people most affected by the problem.

Higher Education Paradigm typically has many such wicked problems that can be addressed by incorporating the process of 'Design Thinking'. There is a prevailing misconception that such problems could be tackled with the upsurge of technology like Artificial Intelligence or Machine Learning or adopting a Data-Intensive/big data analytics Approach. Many scholars have quashed the said misconception; a representative notion of one of the reflection is as follows: 'Unfortunately, most scientists' beliefs about [higher] education are rarely based on objective evidence but rather on what they imagine to be true. While personal experience in the classroom can give valuable insights, it is not data' (Cooper and Stowe, 2018).

Given this, it is worth discussing few such typical problems and their potential partial or complete solution by adopting Design Thinking in the concluding part of the article.

Conclusion

Collaborative thinking, teamwork, innovationfocused user-centric solutions have all became civic competencies now and much required to be pursued by the academic domain. In this regard, the Higher education paradigm's wicked problems can be better tackled by adopting the Design Thinking approach.





Take the issue of capacity building of the students towards employability; there is ample evidence of the interventions that will reduce the HEI-employer gaps. However, modest real effort is in place to use this evidence and make headway with the gaps. The issue can be addressed by taking the employers on board in various decision-making bodies of the HEI. The same holds when the HEIs are striving hard to prepare the students for ever-changing workplace settings and diminishing redefining and newly emerging professions and job roles that require the Learn to Learn attitude. The much-talked shift from teacher-centric to learnercentric approach and the teaching-learning innovations such as peer learning could be possible with simple solutions such as flexible classroom arrangements, rethinking the timetable and putting in place a closeloop feedback for meeting the gaps in curriculum teaching methods, evaluation practices and attainments. The issue mentioned earlier can be tackled with the iterative, overlapping back and forth loop of the five-step design thinking cycle involving maximum possible stakeholders. The dramatic transformation in the higher education system has been expected with many visionaries (Mashelkar, 2011) by addressing the issues such as low capacity, poor governance and over-regulation, low quality and inadequate outputs, funding and skills deficits, and faculty shortages, which can best be accomplished by adopting Design Thinking involving the respective stakeholders for the appropriate expertise verticals. Some of the endless possibilities the Indian HE sector could gain by relying on Design Thinking methodology are studentfriendly examinations and evaluation frameworks, active and personalized learning, zero curriculum and linking employability to graduate attributes. The sustainable development agenda can also be ensured using this methodology. Creating inclusive stakeholder communities along with resolving the issues about student unions could be the other possibilities. Besides the spirit of entrepreneurship, 'intrapreneurship' and social enterprise, equality, equity and liberation of minds can be conferred using this unique methodology. This could be one of the most crucial approaches to reach out to Generation K, genuinely reflected in the following quote: 'Selfie-taking yet unselfish, connected yet lonely, anxious yet pragmatic, risk-averse yet entrepreneurial, Generation K is a distinct cadre, a generation very different from those that preceded them' (Hertz 2016).

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Cosmicism, Eternal, Supreme and Scientific Theism-cum-Philosophy

M V Lakshmi Reddy*

Man or the mankind has evolved phenomenally over few hundred thousands of years and conquerred the Earth. He is in space mission now. Having set his foot on Moon, his space mission - Lunar, Mars, Sun and so on -- continues as an irreversible process. It is estimated that the cosmos is about 13.8 billion old (http://www.space.com/23475-proximavears centauri-hubble-telescope-photo.html) with the cosmic sphere of about 92 billion light years of diameter today (https://www.space.com/24073-how-big-is-theuniverse.html). Our galaxy is of 13.6 billion years old (http://www.universetoday.com/21822/age-ofthe-milky-way/), our Sun is about 4.6 billion years old and will continue for about another 4.5 to 5.5 billion years (https://www.universetoday.com/18847/ life-of-the-sun/), our Earth is about 4.54 billion years old (https://www.universetoday.com/75805/how-oldis-the-earth/), and we, the modern form of human beings are about 200,000 years old only (https://www. universetoday.com/38125/how-long-have-humansbeen-on-earth/). And, the life on Earth has lasted at least 3.5 billion years while the life on Earth has a maximum life expectancy of 7.5 billion years (http://www.bbc. com/earth/story/20150323-how-long-will-life-onearth-last). His scientific vision of the cosmos has thus enabled him to understand the comprehensive cosmic reality in its eternality. The cosmos thus is infinite in its space, time and existence encompassing infinite basic cosmic objects including the Almighty objects (black holes - Supermassive, Monster and Colossal) and infinite set of living intellectual communities on infinite planets with life in the eternal cosmic eco-system.

The Noble Cosmic Milieu: Objective Supremacy of the Infinite Almighty Cosmic Objects and the Intellectual Supremacy of the Living Cosmic Communities

It is an undisputed fact now that the cosmos is an infinite sphere of space having in it infinite number of: (a) galaxies with powerful black holes (black matter objects), quasars, pulsars, stars, planets and satellites, among other basic objects; and (b) cosmic intellectual communities living on their respective cosmic homes (infinite number of planets with life) in various galaxies. In other words, the Earth, as the cosmic home of the humanity, has shrunk into an invisible dot like particle-size global village in the infinite cosmos while their counterpart intellectual communities do live on infinite number of similar dot like particles in the eternal cosmic space. The noble cosmic milieu, thus, is an infinite cosmic eco-system of its kind with a grand mix of infinite basic cosmic objects and the infinite set of living intellectual communities in it.

Multitude of Philosophical, Religious and Other 'isms' – Towards Objective and Eternal 'ism'

There exists large number of 'isms': (i) philosophical isms -- idealism, naturalism, realism, pragmatism and the like covering monism, dualism and pluralism; (ii) religious isms -- paganism Buddhism, Jainism, Zoroastrianism, Hinduism, Judaism, Confucianism, Islam, Christianity and the like; and (iii) epistemological isms -- materialism, empiricism, rationalism, liberalism, humanism and so on and so forth. The list is just to mention a few. These 'isms' set their specific concepts, goals of the humanity and interpretation of the ultimate truth, and accordingly, identified diverse means and methods of realizing the same. Of course, these 'isms' have their distinctions, inherent merits and limitations as well as similarities, agreements, disagreements and conflicts among them. Thus, there is no universal agreement on any one of these 'isms' and none of these 'isms' could harmoniously guide the entire humanity towards objective and perfect appreciation of the ultimate truth and the means of realizing the same. Albeit, the scope of this article is not to classify these isms any more, nor to discuss and debate them any further, nor to resolve their conflicts; as vast literacture does exist in this regard.

Therefore, as an attempt to provide one universally acceptable 'ism' of its kind to the entire humanity, the author herein presents Cosmicism as the eternal, supreme and scientific theism-cumphilosophy that is based on undisputed facts centred round the infinite cosmic eco-system.

^{*} Associate Professor, School of Education, Indira Gandhi National Open University, Maidan Garhi, New Delhi – 110068. E-mail: lakshmireddymv@gmail.com

Cosmicism: Concept, Goals and Principles

The term 'Cosmisism' was first used in English in 2015 by an Indian, M. V. Lakshmi Reddy. Thus, the concept of Cosmicism is about five years old only. Through his pioneering work titled 'Cosmicism' the True Eternal Theism: Realising the Supreme Cosmic Reality through Basic Cosmic Education for Global Adults, Lakshmi Reddy (2015; Also see http://www. authorstream.com/Presentation/muddam294091-2682216-dr/) has not only introduced the term 'cosmicism' into the world of literature but also defined and explained the concept in precise manner. The term Cosmicism has, however, not found its entry into the hitherto popular dictionaries as yet. Nevertheless, acknowledging the term and the concept of cosmicism, WordSense.eu Dictionary (https://www.wordsense.eu/ cosmicism/) states as follows: "It is the true, supreme and eternal theism as championed by an Indian educationist M. V. Lakshmi Reddy. It espouses the objective and perfect appreciation by the global humanity of logically, empirically and hierarchically inter-linked basic cosmic objects with wide-ranging mass, size, gravity, rotation and revolution existing as the integral components of well-integrated comprehensive cosmic whole, with supremely mighty cosmic entities eternally interspersed as core components at invisible distances in the farther spaces of the infinite cosmos". It is, in fact, this realisation by the entire global humanity of the infinite cosmic eco-system that can simply be termed 'Cosmicism'.

Cosmicism is certainly not a literary philosophy. "Strictly speaking, the philosophy of literature is a branch of <u>aesthetics</u>, the branch of philosophy that deals with the question, 'what is art'? Much of aesthetic philosophy has traditionally focused on the plastic arts or music, however, at the expense of the verbal arts. In fact, much traditional discussion of aesthetic philosophy seeks to establish criteria of artistic quality that are indifferent to the subject matter being depicted. Since, all literary works, almost by definition, contain notional content, aesthetic theories that rely on purely formal qualities tend to overlook literature" (https://en.wikipedia.org/wiki/ Philosophy and literature). Hence, unlike literary philosophy, Cosmicism is the eternal, supreme and scientific theism-cum-philosophy centering round only the established facts about the true nature, size, gravity, rotation, revolution and hierarchy of the basic cosmic objects, which include those visible, invisible and never to be visible but eternally existing ones as well. "To put cosmicism in practical, experiential and

observable perspective, we, the humanity on Earth are inseparable part of the cosmos or the sky or space we see every day and night. By being on Earth, every fraction of second we are all in continuous motion in the space, i.e. rotating with it at 1,670 km/hr, revolving with it around the Sun at 108,000 km/hr and further revolving (being part of solar system) along with Sun around our galaxy (Milky Way galaxy) at 828,000 km/hr (i.e. at 230 km/sec). We also see Moon which is approximately at 384,400 km distance from us and moving at a speed of 3,700 km/hr. It means, we all are continuously rotating and revolving or endlessly journeying at enormous speeds in the cosmos seeing the infinite sky only to the extent that our vision allows. What a fantastic realization of the cosmic fact or reality! Once the entire humanity of one generation realizes this fact, then that is the day for declaration of attainment of the goal of 'cosmicism' all over the globe" (Lakshmi Reddy, 2015, p.27). It is thus the objective and perfect appreciation by the humanity of the eternal comprehensive cosmic reality - the infinite cosmic eco-system.

Integrated Bi-dimensionality of the Concept

Cosmicism is a bi-dimentional integrated concept. The concept of Cosmicism can thus be considered from two inseparably integrated dimensions, i.e. it has the intertwined double strands of eternal scientific theism of the basic cosmic objects and the inherent supreme philosophy although underlying their eternal organization. From eternal scientific theism dimension part of it is concerned, Cosmicism is all about perfect and objective appreciation of the eternally organised infinite, visible and invisible Almighty cosmic objects in the comprehensive scheme of the infinite cosmos. From its supreme philosophical dimention part, Cosmicism is about the perfect and objective appreciation of the cosmically valid and inherently ordained supreme cosmic philosophy of the hierarchy of all basic comsic objects including the Almighty cosmic objects, in the farther spaces of the infinite cosmos. Cosmicism, therefore, can be perfectly understood and objectively appreciated by all the rational, intellectual living beings existing across the cosmos. It is thus the realisation of eternal cosmic eco-system along with its eternal integral philosophy of its organization irrespective of whether the intellectual beings on any one or more of their cosmic homes (planets with life) continue to exist, or perish / degenerate and regenerate in the infinite time and whether they all would be able to appreciate it or not.

Cosmicsim should, therefore, not be confused with cosmology, astronomy, astrophysics and cosmism as they are different from it. Cosmology is the scientific study of the origin, properties, evolution and ultimate fate of the entire Universe. Cosmology, astronomy, astrophysics are rather research-oriented in their nature, and form part of the job of cosmologists, astronomers and astrophysicists respectively who keep on studying and exploring the cosmos to discover the facts or ultimate truth about cosmic objects and the universe as a whole. And, cosmism is philosophical in its orientation. Collins dictionary (https://www. collinsdictionary.com/dictionary/english/cosmism) defines Cosmism as: "(1) the philosophical theory that the cosmos is a self-existent whole and was not created by a god or gods; (2) a Russian cultural and philosophical movement of the early 20th century concerning itself with the origin and future of both the cosmos and humankind". Whereas, Cosmicism is purely based on cosmological findings and all other established facts about the space and its basic cosmic objects including the Almighty objects and the inherent philosophy ordaining their hierarchiy into a scientifically conceivable, eternally integrated scheme of organization of cosmos.

Duality of Goals of Cosmicism

Cosmicism has two goals set at two different levels: *One*, ultimate global goal that pertains to the entire humanity on Earth; *Two*, ultimate cosmic goal that pertains to the entire infinite set of intellectual living communities across the cosmos.

Ultimate realization by the entire global humanity of the supreme cosmic reality eternally integrated into the comprehensive cosmic whole is one goal of 'cosmicism' (Lakshmi Reddy, 2015, p.18). This goal thus is applicable to the intellectual living community (i.e. the humanity) on Earth. But, the other goal, i.e. ultimate cosmic goal of Cosmicism pertains to similar realisation by every unit of the entire set of infinite intellectual cosmic living communities of the cosmic eco-system happening at different times in the eternal scheme of comprehensive cosmic reality.

Basic Principles of Cosmicism

In view of the above, the *basic principles of Cosmicism* can be stated or formulated as follows.

1) Cosmicism is an absolutely objective and perfect appreciation by the global humanity of the comprehensive scheme of organization of the basic cosmic objects in their eternal rotation and revolution as ordained by the inherent integral philosophy underlying them in the infinite cosmos.

- 2) Cosmicism embraces absolute rationalism intrinsically underlying the inseparable, integral hierarchical interlinks between and among the basic cosmic objects in the eternally integrated comprehensive whole.
- 3) Cosmicism espouses an orderly articulation of facts about the infinite cosmic eco-system. It begins with the most proximate cosmic objects which are visible to the unaided human eye and extends towards those which are visible in the far cosmos and those which are invisible and never to be visible to the humanity.
- 4) The sole merit of the path to realization of the goal of Cosmicism lies in its absolute objectivity, eternal validity, cosmos-wide confirmability and uniform empiricism by the humanity on Earth and the entire infinite set of cosmic living intellectual communities in the infinite cosmos. Basic cosmic education (BCE) about the unchangeable eternal order of the cosmos is the one and the only path to realize the goal of cosmicism.
- 5) Cosmicism believes that through perfect and objective learning centering round the basic cosmic objects every human being is capable of understanding, reflecting upon and appreciating the supreme cosmic reality. Ultimate human learning leading to realization of the goal of Cosmicism is possible only through simultaneous learning of truth and unlearning of untruth resulting in decimation of all human myths about the basic cosmic objects and the ordained scheme of their organization in cosmos.
- 6) All the means and methods of cosmicism have universal features or characteristics that they must:
 (a) be inherently valid and universally reliable; (b) be cosmically ubiquitous with unhindered access to all in the eternal natural setting; (c) be freely and equally available for the entire global humanity at all times from any and every part of the globe or for all the cosmic intellectual communities from any part of the infinite cosmic space; (d) be amenable for use or practice either in the true natural settings or in sophisticated technology-aided set-ups; and (e) be eternally useful, fit and equally applicable to all generations of each unit of the infinite set of intellectual living communities in the cosmos.

- 7) The day and night sky serves as the most objective, eternal cosmic educational lab of all times for the entire global humanity and all living intellectual cosmic communities for all kinds of observations, research, and cosmic educational discourses although by all their generations.
- 8) If just one complete generation of humankind on Earth (its cosmic home) or of any other living intellectual community of its cosmic home becomes the 'cosmicists' (those who appreciate Cosmicism), then it will have its eternal cascading effect on all their successive generations easily sustaining the eternality of cosmicism on the globe and also across the cosmic homes in the infinite cosmic eco-system.

How to Realize the Ultimate Goal of Cosmicism?

The inevitable and the surest means to realize the goal of Cosmicism is the basic cosmic education (BCE) for the global humanity. BCE aims at presenting only the facts about the cosmic objects in lucid and systematically articulated manner to promote perfect appreciation by the entire humanity of the eternally integrated comprehensive cosmic scheme of organization – the eternal cosmic eco-system. Irrespective of the pace with which BCE starts, the ultimate global goal of Cosmicism is sure to be realized by it in the etenal scheme of cosmic organisation. It is simply nothing but realisation by the humanity of its own cosmic home environment in its true eternal ambit.

The Core Content of Cosmicism: Basic Cosmic Education

The core content of Cosmicism should include only the indisputably established facts about the hierarchy of the basic cosmic objects, including the inter-relationships existing between and among them. Therefore, the framework of BCE must provide for such content organized in logical and hierarchical order of integration starting from the most proximate objects which are closely visible to the unaided human eye and extending toward those in increasingly higher order in the far cosmos including those invisible and never to be visible but intelligible to humanity. Thus, the core content of Cosmicism or BCE per se must be absolutely objective. The content should be depicted in simple, systematic and easily intelligible manner to provide an exalted experience to the global humanity for their collective realization of the comprehensive cosmic reality as a whole. (Lakshmi Reddy, 2015, p.18). In

other words, *the core content of Cosmicism should be presented as a broad curricular framework of BCE for global humanity in the form of simple and interesting questions and answers*, touching upon the essential facts about the Earth, the Moon (the Earth's Satellite), the Sun and the Solar system, the stellar system as a unit of galaxy, and galaxy as a broad integral unit of cosmos, the dark matter objects, i.e. the black holes (including supermassive, monster and colossal ones) and the interrelationships among all these objects plus important units of distance in space and of time. It should also present facts about the age of the Universe, the Sun, the Earth, the humans and the existence of infinite set of living intellectual communities on the cosmic objects in the infinite cosmos.

To illustrate, some of the simple and interesting basic questions as put in proper order (Ibid, pp.18-24) as BCE for entire global humanity are worth mentioning here (and the answers he provided to these questions are excluded herein for brevity of the purpose):

About the Earth

Is the Earth a spinning sphere in the space? How can we convince everyone about this fact? What exactly is the shape of the Earth? What is the diameter of the Earth across the poles and across the equator? What is the mass of the Earth? Is the Earth rotating on its axis? Is the Earth also revolving around the Sun? What is the speed and direction of rotation and revolution of the Earth? What time does the Earth take to make one revolution around the Sun?

About the Moon (the Earth's Satellite)

What is the shape of Moon? What is the size and mass of Moon? How far is the Moon from the Earth? Does the Moon also rotate on its axis? Does it revolve around the Earth? What time does Moon take for its rotation and revolution? How much distance it travels in its revolution around the Earth? What is the speed of Moon's rotation and revolution?

About the Sun (the Solar System)

What is the size of the Sun? How big is it in comparison with the Earth? What is the distance between the Earth and the Sun? What is this distance between them called? What is a solar (star) system? What is the mass of the Sun and its proportion in comparison with the entire mass of the solar system? What is the Sun made of? What is its surface temperature? How many planets are there revolving around the Sun, and what are their sizes? Do all other planets also rotate on their axes as well as revolve

in their orbits around the Sun? At what distances do these planets revolve in their orbits around the Sun? What time does each of these planets take to make one revolution in their respective orbits around the Sun? What is the cause of Earth's and other planets' revolution around the Sun? Will their speed of rotation ever slow down, increase or remain constant forever? Is the Sun like any other star we see in the sky? Does the Sun also rotate and revolve? Around which body does the Sun revolve? Do all the planets of solar system rotate and revolve in the same direction? Is the direction of the Sun's revolution same as that of its planets? Whether the plane of rotation and revolution of the Sun and all its planets the same? Where is our (Sun) solar system located in the space? How small is the Sun in comparison with its (MW) galaxy and with the cosmos? What is the size of the Earth in comparison with that of the solar system, the MW galaxy and the Universe or cosmos as a whole?

Units of Distance in Space

What is an Astronomical Unit (AU)? What is the speed of light in space or vacuum? What is a light year? How big is it compared to AU? How is it useful? What is a parsec? How big is it compared to a light year?

Units of Time in Space

What is a lunar month? What is Earth year? What is a planetary year? What is a cosmic year?

Stars and the Galaxies

What is a galaxy in the space? How many stars are there in Milky Way (MW) galaxy? Which is the star nearest to the Sun? What is the distance between the Sun and this nearest star? Which is the largest known star? How bright is it? How far is it from the Earth? Which is the brightest known star? How far is it from the Earth? How big is MW galaxy? What is the mass of MW galaxy? What is the distance of the Sun from the centre of MW galaxy? How many solar systems have been discovered so far from MW galaxy? Whether every star has planet(s) revolving around it? How many planets are there in MW galaxy? Is there life on the planets of every star system? What is the average speed at which the Sun is revolving around MW galaxy's centre and how long does it take to complete one round? Whether all the stars also revolve around the centre of their respective galaxy? What is the shape of a galaxy? Can we see MW galaxy every night with our unaided (naked) eye? How does it look like? Which is the next big galaxy, nearest to our MW galaxy? How far

is it from MW galaxy? Can we see it also? How many stars and galaxies are there in the universe or the cosmos? What is the size of a smallest star and that of a largest star in the universe? How many galaxies and stars can we see at best in the night with our naked eye? What is the shape of the universe or cosmos? How are the galaxies arranged in the cosmos? Why can't we see the whole universe or cosmos? Does the Universe have an edge, beyond which there is nothing? Is the size of cosmos constant? What is the size or diameter of the cosmos?

Dark Matter Objects--Black Holes (Supermassive, Monster and Colossal)

What is a quasar? Does a star have lifespan or lifecycle? What happens to a star at the end of its lifecycle or lifespan? What are Black Holes in space? What is a Supermassive Black Hole? What is a Monster Black Hole (MBH)? How many SBHs are there in a galaxy and where are they located? What is a Colossal Black Hole?

Age of the Universe, the Sun, the Earth and the Humans

How old is the cosmos or the universe? How old is the MW galaxy? How old is the Sun? Will it remain the same forever? How old is the Earth? Will the life continue on the Earth forever? How old are the homo sapiens or the human beings?

These questions might be mind-blowing, yet give us the most interesting answers based on the well-established cosmological and other findings. Though many of us are aware that the Earth is very minute spinning and speeding particle in the infinite cosmos such a fact might spin a great surprise among most of the global adults or the populace. For them, many facts about the Earth, the Moon, the Sun, the stars, the galaxies and the cosmos as a whole might be quite surprising, since they lack knowledge and understanding of these basic cosmic objects. So, often they may get easily carried away by myths, blind-beliefs and misinformation about these objects from time to time including the rumours spread about the imminent mortality of the entire humanity and the life as a whole on Earth, and accordingly often visited by many very unpleasant evil consequences. In such global human context, BCE centred round the answers to the above questions (see Ibid) will be the true beginning of an irreversible march towards realization of the ultimate goal of Cosmicism by the enire humanity.

Means and Methods of Cosmicism

While the path to realization of the goal of Cosmicism is BCE only, all the means and methods aim at gradually enhancing the entire humanity's basic level of knowledge, understanding, common consciousness and critical reflection to the level of perfect and objective appreciation of the infinite cosmic eco-system.

The sole merit of all the means and methods of the path to realization of the goal of Cosmicism lies in its absolute objectivity, acceptability, practicability and universality. For example, the day and night sky serves as the most objective, eternal cosmic education lab of all times for all kinds of observations, research, and discourses - formal, non-formal and informal -- by the entire humanity of all the generations. It suits everyone from every part of the globe. Sophisticated settings such as the planetariums, and access to equipments such as telescopes, among others, can always provide the enriched environment for observation and explanation of some special phenomena including those such as lunar and solar eclipses, among others. It means, like 'global village' in its eternal motion with human beings on it, all other 'planetary villages' with their respective intellectual communities on them too are continuously rotating and revolving endlessly and journeying at enormous speeds in their respective star systems of their respective galaxies in the infinite space. Realisation of such reality of cosmic eco-system by all the living intellectual communities through their meta-cognition is the true attainment of the ultimate cosmic goal of 'Cosmicism'. Selfassessment and evaluation of cosmicist learning is inherently integrated in the very learning process itself that gradually prompts the humanity towards meta-cognitivist realisation of the ultimate global goal of Cosmicism.

Conclusion

Cosmicism is thus the human march towards realizing the eternal, supreme and scientific theismcum-philosophy of the cosmos. Such a march in the long run is sure to sound death-knell to all the mundane, biased, ill-conceived and blind-beliefs-driven human notions of the Almighty, gods and religions by way of subsuming and harmonizing them all into Cosmicism. To conclude, India with current population of 1,375,974,153 as of Tuesday, March 15, 2020, which is equivalent to 17.7% of the total world population. (https://www.worldometers.info/world-population/ india-population/) and being the largest democracy plus secular country of the world can play its gigantic leadership role by way of constitutionally adopting Cosmicism as the state theism-cum-philosophy of the eternal cosmic eco-system. And, BCE can be incorporated as the essential component of the ensuing New Education Policy 2020. These two steps by India, if done so, will simply have the irreversible and impeccable impact on the eternal march of Cosmicism on the globe.

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Religious Studies: Breaking New Grounds as an Academic Discipline

Vandana Punia*

Religion has always been a popular topic of debate throughout world. Many Scholars like Akram (2016) revealed that Religion can be understood through many dimensions such as Science of Religion, Religious Education, History of Religion, etc. Also, there are different philosophical propositions like Epistemology, Metaphysics, and Axiology. The reality of religious studies is in decline as evidenced by the fact that most religious research findings are based on a specific ideology. These specific ideologies in the form of blind beliefs and trust lead to creating illusions to select the path of right and wrong, good and bad, knowledge and myth. Krauss (2010) opined that it is dangerous for the life of living creatures of earth to keep Religion free from criticism. As intellectual members of society, we all must be always ready to expose Religious Irrationality to discourage the concealment of ridiculous.

Emergence of Religious Studies as an Academic Discipline

About a different approach to Religion, it is pertinent that from the 19th century onwards Religion is emerging as an energetic and dynamic academic discipline of Religious Studies. The Association of Scholars of Religious Studies had established the American Academy of Religion in North America in 1964. They believed that Religious Studies is different from Theology. Internet sources revealed that this Association consists of 11,000 members consisting of teachers, students, and scholars. These are from colleges, universities Divinity Schools from all over North America, Asia, Africa, and Europe. Beyers (2016), endorsed in his research that Religious Studies has become a technical term at the international level and gained wider scope. Many universities like Indiana University Bloomington, Brown University, Harvard University, Vanderbilt University, University Heidelberg Zukunft, Weinberg College of Arts and Science, Duke University, South Carolina are some popular names that have explored the Department of Religious Studies with new horizons and building new grounds for Religious Studies as an Academic

Study of Religion. Of course, this is an exciting field that provides a unique opportunity to raise and inquire interrogations about religious tendencies and religious practices in the utmost professional manner. Cape Breton University (CBU) has also introduced Religious Studies as an academic Programme and envisioned this by the inclusion of comparative ideas of scepticism, science and the secular so that through this dynamic and vibrant interaction of diverse ideas and traditions, researchers will be eager to search, explore the different thoughtful ideas, version, and interpretation about human life and culture about Lived Experiences.

Comparing Theology and Religious Studies

In America, Theology and Religious Studies as two main branches in the Department of Religion allow to explore religious beliefs, trends, and practices with which we humans are lived with. Kim Knott (2017) supported that both disciplines perceived differently concerning inside of their objectives, trends, methodological propositions along with missions and purpose. Theology is concerned with trends, beliefs, and illustrations of Religion from the perspective of particular believers of a specific community. Religious Studies focus on religious behavior and are conducted from external or outside from specific Religious Illustrations. Theology is concerned with matters of faith and Religious studies with anything related to religion with an objective approach. Theology is the systematic study of the divine training in a seminary, monastery, or another divinity school that tends to emphasize personal faith and one's relationship to the divine within a specific context. Saunders (2009) revealed that Religion as an Academic Study is discipline and serves as teaching about religion in contrast with theology which is concerned with the teaching of Religion. Taves (2009) suggested in her convocation address that "we think about negotiating the boundaries between religious studies and theological studies by replacing a metaphor of place (where are we standing?) With a metaphor of performance (what role are we playing?)." Saunders (2009) found that Theology is a custom and practice of spiritual instruction that belongs within an

^{*} Director, Human Resource Development Centre, Dean Faculty of Education, Guru Jambheshwar University of Science & Technology, Hisar-125001. E-mail: vbpunia@gmail.com

ecclesiastical or religious community concerned with personal formation. Cafs (1995) stated that Religious Studies are not concerned with the matter of faith and belief, therefore it is non-doctrine or non-confessional. Prothero (2004) revealed that boundaries between Religious Studies and Theological Studies can be marked and identified with the suspensions of judgment by bracketing or detachment and associated with neutrality. Wood (2021) attempted to explain analytic theology when compared with other theologians and further argued analytic theologians have much more to learn from a diverse form of inquiries as analytic theology is a legitimate perspective of theology vis-à-vis academic inquiry.

The Concept Nature of Interdisciplinary Researches

Protection from outside disciplines for conducting interdisciplinary researches used to be a phenomenon in historical perspectives. Davies and Devlin (2010) dwelled upon Perspectives and Practicalities of Interdisciplinary higher education. The authors viewed that in higher education, the term 'interdisciplinarity' comprises the design of subjects that offer the avenues to experience the 'different ways of knowing from the students' core or preferred academic disciplines. In the wake of the global knowledge economy, it ought to gain extra importance for developing a multifaceted academic personality of the student and in its wake, many universities already have begun to introduce interdisciplinary studies or subjects to meet this perceived need. In addition to an exploration of the inherent move towards interdisciplinary higher education, the study also dealt with definitional issues associated with the term 'academic discipline', as well as other terms, including 'multidisciplinary', 'cross-disciplinary, 'pluridisciplinary', 'transdisciand 'interdisciplinary'. Though plinary' the study also outlined some of the pedagogical and epistemological considerations involved in any move from a conventional form of educational delivery to interdisciplinary higher education, yet cautioned for careful implementation of an interdisciplinary curriculum.

Primarily the interdisciplinary research attempts to combine two or more academic disciplines where the problem of two academic fields is defined or described by using multiple models or intersecting models depending upon the nature of the problem. Thereafter, the researcher(s) lead to an analysis of data or information of diverse streams and contribute in the form of shared publications from the results with language intelligible to associated fields. To clarify and testify it further Aboelela et al. (2007) conducted a critical review of the literature on the concept. The authors designed their study across a systematic review of literature, one-on-one interviews, and a field survey. The study led to three main definitional characteristics i.e. the qualitative mode, existence of a continuum of synthesis among disciplines, and the desired outcome of interdisciplinary research. Their analysis led to the suggested description, which is designed to help decision-makers and researchers to identify and take advantage of the interdisciplinary approach to serve as a basis for competency-based formalized training in providing researchers with interdisciplinary skills.

Interdisciplinary Approach of Religious Studies Research

The Academic Study of Religion as Religious Studies is a somewhat innovative discipline that focuses on considering all religious traditions, tendencies, and practices even-handed or unbiased and impartial in judgment. According to Wikipedia, "Religious Studies, also known as the study of religion, is an academic field devoted to research into religious beliefs, behaviors, and institutions. It describes, compares, interprets, and explains religion, emphasizing systematic, historically based, and cross-cultural perspectives". If we look at the Meaning and Nature of Academic Study of Religion, Religious Studies denotes philosophizing and generating context-based knowledge about human existence in the universe about belief, faith, history, and scriptures. This particular term throws a light on religion from an academic angle. Religious Studies deal with distinctive prospects to raise inquiry and suspended judgments about religious terminology with an unbiased approach. In a true sense, Religious Studies permits us to test, verify, experiment with diverse types of inquiry from the angle and perspective of other disciplines. Chryssides and Geaves (2007) stated that Religious Study as an academic study is not concerned with a spiritual quest. In broader perspective the religious Studies can be understood as an expression of human culture and existence. Morreall and Sonn (2012) list out some titles, topics within the main discipline as a scope of Religious Studies in the American Academy of Religion. Fitzgerald (2003) argued that all scholars who work in the religious departments are not hard believers of the world of faith, one divine and uniqueness of religion, these scholars with a variety of contingent reason and evidence-based researches are not committed to view the religion as such genesis. Meyer (2018) focused on the frontier zone of the concept as a central critical term. The frontier zone is a productive, insightgenerating notion and its usefulness affect not only to the study of colonial settings in Africa wherein scholarly knowledge about religion took shape through the introduction of religious Birgit Meyer 58 plurality in contemporary European cities. In the study, the researcher has proposed to approach as new postcolonial frontier zones in the field.

If at a glance, we look into the nature and scope of Religious Studies as an Academic Study, it consists of diverse subjects and a variety of disciplines with issues, interest, and topic of multidisciplinary approach together with a wide variety of approaches and methods. Religious Studies is considered as a Science of Religion but it is equally related with the Social Sciences and Humanities. Its basic concept is surrounded by asking fundamental queries about religious practices and exploring and investigating truths with the premises of others subjects. It is also stated that Religious Studies may expose a window to concepts and ideas of intellectual curiosity in contrast with the normative analysis of religious experience.

In Religious Researches, we utilize diverse tools, techniques, and approaches from many other academic fields to quench the broad curiosity about Religious trends from different perspectives. Students of religious studies use tools similar to those in other fields including history, sociology, psychology, philosophy, etc. In Religious Researches, Scholars compare various religious practices and identities, consider their historical significance, and aim to understand beliefs about each other with an unbiased approach. Saunders (2009) stated that Religious Studies are not restricted to only Social Sciences, but also have extraordinary assistance with literature, drama, art, language, philosophy, history, and theology.

Religious Studies is an inherently interdisciplinary field. It incorporates diverse disciplines like Holy and Sacred texts, Language and Literature, History, Philosophy, Anthropology, Political Science, Cultural studies to better understand, compare, interpret, and analyze those beliefs, practices, traditions, illustrations, artifacts, and other religious trends. Scholars and students under the flagship of their discipline or subjects make every effort to examine and evaluate all facets of religions with a value-free and unbiased orientation given that aims towards objectivity or judgmental beliefs. It is necessary and utmost binding in this Religious Studies subject that the basis of the inquiry is to examine the facts without showing preference to one's particular belief system. At the starting point of the journey, there may be a subjective influence in the background, but outcomes are more analytical and objective.

Promoting Interdisciplinary Research in Religious Studies Vis-a-Vis Role of Higher Education Institutions (HEIS)

The New Education Policy (NEP) 2020 has very aptly proposed to encourage the researchers and the institutions for interdisciplinary researches for exploration and innovation. While going in tune with the UGC committee on Promoting and Improving the Quality of Research in Indian Universities/ Colleges "it is imperative that disciplinary boundaries break down to pave the way to Interdisciplinary, multidisciplinary and even trans-disciplinary research." 'In this direction, it is imperative to learn that the Languages, Humanities and Social Sciences deal with human subjects; and their disciplinary boundaries often converge without losing their real identities rather resulting into a deeper understanding of human subject/reality'.

While keeping this in view though every academic discipline/ subject fall in areas of conducting and promoting interdisciplinary researches, Religious Studies is one of the academic disciplines which definitely offers opportunities for multifarious interdisciplinary researches. These opportunities get multiplied when we witness that the influence of Religion in the society has increased phenomenally in the 21st century due to the transformational character of religion. India being a culturally dominant country with religiously driven sentiments of the people have more to offer in the area of religious studies.

Kartabayeva, Soltyeva, Beisegulova (2015) suggested that Religious Studies are a part of learning about religion, because it is a neutral, objective and critical academic field. In fact, for further exploration and understanding, Religious Studies ought to be a part of the curriculum of the university since the role of the universities is visualized as

repositories and generators of knowledge. Religious Studies as an academic discipline offers students a special kind of knowledge and skills in the form of analytical skills, critical thinking skills, and crosscultural understanding that is necessary for being a responsible citizen of a global society. Teaching and research departments of universities are playing a vital role in generating new knowledge and past / current evidence-based practices. Religious Studies as Research Centres in universities can add a lot of knowledge and information about religious practices unbiased and neutral. Educational Institutions can help Religious Studies to strengthen richly by contributing bias-free diktats on Religious, Non-Religious, or Anti-Religious belief systems. The task of scholars in Religious Studies should be to correlate the Religion/Religious Philosophy with the subjects of Master Degree in language, humanities, and social sciences under the aegis of interdisciplinary research without dropping the identity of their Postgraduate level. Since the work cannot be completed and enriched without touching the boundaries of religion and religious ideologies with the specific subject(s), it is acclaimed that the implications and practices of both subjects i.e. the religion and the specific subject at Masters Level will go simultaneously to produce a research of Interdisciplinary nature as per the mandate of UGC. These researches will not only serve the different boundaries of subjects as a newly emerging area concerning religious context and subject-specific but will also pave the way for the culture of interdisciplinary, multidisciplinary, and even trans-disciplinary research as per the directions.

Therefore, its high time that the universities should promote interdisciplinary researches in religious studies while connecting others directly or indirectly contributing academic disciplines like anthropology, history, philosophy, comparative religion, education, languages, media, political science, and the like. Since these subjects have their unique character influencing the masses, they can become core contributing disciplines. For example, religious rituals (one type of practice) unite believers in religion and separate nonbelievers who believed that religious and cultural beliefs develop from one another. From this perspective, religion and culture are inseparable, as beliefs and practices are uniquely cultural and religion is a particular system of faith and worship. Since major thrust here remains to explore the religious form of social organization built on beliefs or supernatural ideas which may change

the indoctrination of ethics and mission to change the society and the world with new research. When culture and religion are combined, they become social constructs. Culture focuses on physical and rational aspect but religion focuses on spiritual and abstract aspects. Similarly, religion and education make a distinctive contribution to the school curriculum by developing peoples' knowledge and understanding of religion and religious beliefs, sacred text, norms, ethics, and values. In an inter-disciplinary approach, education, and religion provide definitions and practical steps for educational research to enhance cultural and religious awareness, through an expanded understanding of the deep level of research. The interdisciplinary approach in Religious Studies should be designed for practicing teachers, educators, scholars, and others with a personal and professional interest in the field of education to provide opportunities for engagement with the key theories, concepts, and ideas in Education. Language always remains at the service of religion. The interface between language and religion is so palpable throughout the world that we cannot ignore it. Language is the medium and means of communication. Language and religion have a significant relationship to explore theological text religious beliefs and their impact on the transmission of religious ideologies, as only through the language(s) we can inspire religious fallings in society. Examining religious traditions critically provide insights into historical events, past culture, and traditions. Contemporary issues like; freedom of religion, biography of many philosophers and thinkers and historical movements are emerging issues in the field of History and Religion thus making Religion and History complementary to each other. Media which is considered as the fourth pillar of democracy has been playing a prominent role in social and cultural and religious life. Media evolved as a result of technological and social developments from movable type printing to the modern internet world. Through film, broadcasting, television, and digital media the secret text, religious thinking and philosophies, and religious norms and values are spreading with crosscultural communication contexts hence becomes a dominant construct of interdisciplinary research. This is a fact that political affiliation also influences religious beliefs and practices. Religion effects politics, faith is seen as a powerful personal force that could be rocked by-elections or political campaign. The subjects need not be confined to the above, disciplines which find a direct or indirect connection

with religious studies should be encouraged for interdisciplinary researches.

There used to be a time when the academic disciplines were compartmentalised from outside disciplines for conducting interdisciplinary researches. Still barring few top-class academic institutions, many universities have the same policy of air-tight compartmentalization thus discouraging researchers from interdisciplinary researches. Any scholar who conducts and completes Ph.D. normally has a dream and aspiration of undertaking teaching assignments in their respective subject as well which sometimes are denied due to his/her Ph.D. research of being interdisciplinary subject not from the subject at post-graduation level which acts as a deterring factor. Hence, there should be a clear nomenclature for the subject and course and put under the disciplines of humanities or social sciences which will add to the quality of research as well as employability of the students.

Conclusion

Religious studies surely give the evidencebased practice of religious concerns in a mode of logical, factual, and fair-minded way and eludes any judgmental views about any religious, non-religious, or anti-religious belief system. It is also the vision and scope of the Religious Studies to contribute to the rich and exciting world of different philosophies, mythologies, morals, values practices related with a profound understanding of all cultures across the world as an inspiring research area of intellectual interest. The objective of education in the 21st century is to equip wisdom and intellect with life skills. Religious Studies can play a vital role in this process. Overall, Religious Studies as an Academic discipline is emerging into a new arena that is relentlessly crossing boundaries of traditional religious trends and breaking new grounds of researches to challenge the whole concept of Religion with a novel objective approach.

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Promoting Research, Innovation and Excellence: An Unrelenting Endeavor of University of Jammu

Renu Nanda*, Raspreet Kour** and Dyutima Kesar***

We have travelled much through deeply prescient report, written in 1949 under the leadership of the man whose name is celebrated today as "Sarvepalli Radhakrishnan". Written in the first flush of Independence, when world-class institutions such as the IITs and IIMs were not even a twinkling in the nation's eye, the report on Radhakrishnan Commission was a hard-nosed look at the existing university system, its promises, its failures and its possibilities. Our finest tribute to Radhakrishnan would be to remind ourselves of the breadth of that vision. In it, universities were described as the "sanctuaries of the inner life of the nation", as the "organs of civilization" where "Everything is being brought to the test of reason — venerable theologies, ancient political institutions, time-honored social arrangements, a thousand things that a generation ago looked as fixed as the hills". The commission was conscious of the precipitous preoccupations of a new nation: "We must give up," said the report, "the fatal obsession with the perfection of the past, that greatness is not to be attained in the present, that everything is already worked out and that all that remains for the future ages of the world is pedantic imitation of the past. Indeed, "Universities are the homes of intellectual adventure." Recognizing, with an appropriate quote from T S Eliot, that information had imperiled knowledge, as much as knowledge had forestalled wisdom, the report reminded us that "we are building a civilization, not a factory or a workshop. 'As India moves towards becoming a "true knowledge society" and with the onset of the fourth industrial revolution, more and younger Indians are aspiring for higher education. With regard to the requirements of the 21st century, the aim of a "quality university" or college education must be to develop good, wellrounded and creative individuals. It must enable an individual to specialize in one or more specific

areas of interest at a deeper level, while at the same time help build character, ethical and Constitutional values, intellectual curiosity, spirit of service and 21st century capabilities across a range of disciplines, including social sciences, arts, humanities as well as professional, technical and vocational crafts. To attain these goals, higher education must provide the students with broad-based multi-disciplinary education, while also developing specialized knowledge with true disciplinary rigor. Instead of mechanistic rote learning - a scourge for students - colleges and universities must encourage active learners to develop abilities of independent, logical and scientific thinking, creativity and problem solving, and decisionmaking. There is an urgent need to recognize that not all universities need to be engaged in the manner on different aspects of institution building. They need to be treated differently depending on the kind of contribution they are making. Indian universities should not be differentiated based on whether they are public or private; the differentiation instead should be based on quality, performance and contribution with more resources being made available for universities that are performing exceedingly well. We also need to recognize that not all universities in India need to be research focused, but they need to excel in other areas and should be measured for their quality and excellence on those focal areas of university development. In India, there is tremendous growth in terms of number of universities from the last 5 years. During 2017-18, there were 903 universities which included 45 central universities, 1 central open university, 101 institutions of national importance or eminence, 351 state public universities, 5 institutions under state legislature Act, 14 state open universities, 262 state private universities, 1 state private open university, 33 deemed university (government), 10 deemed universities (government aided) and 80 deemed universities (private). The Table-1 shows the number of major Indian universities in the last 5 years.

There has to be a new imagination for Indian universities — one which draws inspiration from the past, but will also have to look to the future.

^{*} Dean, Faculty of Education, University of Jammu, Jammu -180006 (Jammu & Kashmir). E-mail: listenrenu@yahoo.com ** Research Scholar, Department of Education, University of

Jammu, Jammu - 180006 (Jammu & Kashmir)

^{***}Research Scholar, Department of Education, University of Jammu, Jammu - 180006 (Jammu & Kashmir)

Transformational change needs to take place at every level of policymaking, regulation and governance in higher education if Indian universities are serious about seeking global excellence and achieving higher rankings. Research is one such domain that is getting pegged by the observation that number of publications and their citations are relatively less in India, in comparison with various developed countries. Indian universities often see rankings and citations as a true reflection of their standing and gravitas in a particular field. Our focus should be on bridging the distance between an idea and its realization and to establish premium quality centers that emphasizes more on developing intellect rather than merely producing mechanized robots and translating academic credentials into a job.

Withstanding all this, University of Jammu has up kept the parameters of quality and preeminence. The University of Jammu came into existence in March 1948 but its affiliation was with Punjab University. For nearly ten years, the University remained to be an examining body only. It was later converted into a teaching university. In 1964, on the recommendations of Ganguli Committee Report, the university was bifurcated into two divisions and was given a federal structure. The two divisions were Jammu division and Kashmir division. In 1969, in pursuance of the recommendations of Gajendra Gadkar Report, both the divisions of the university were raised into full fledged independent universities by an ordinance which was later replaced by an Act of State Legislature called 'Jammu and Kashmir Universities Act 1969'. (Rasool & Chopra). The University of Jammu came into existence in 1969 vide Kashmir and Jammu Universities Act 1969 following the bifurcation of the erstwhile University of Jammu and Kashmir by an Ordinance promulgated by the Governor on September 5, 1969

and was subsequently adopted as an Act of the State Legislature. His Excellency, the Governor of the J&K State, is the Chancellor and the Hon'ble Chief Minister is the Pro-Chancellor of the University. However, it is pertinent to mention here that on historic day of August 5, 2019 the state of Jammu and Kashmir was revamped into a Union Territory. And yet another milestone was added by introducing J&K Re- Organization Bill that was later changed to J&K Re- organization Act On October 31, 2019.

Apart from its main campus in Jammu, the University expanded its jurisdiction geographically to take higher education to the doorsteps of people living in remote and far flung areas of Jammu region. The University has eleven other campuses, out of which seven campuses are located at Kathua, Bhaderwah. Poonch. Udhampur. Ramnagar. Kishtwar and Reasi have been made functional. Teaching-learning and research are being carried out by thirty seven departments, twelve centers, two hundred and fifty one colleges and the Directorate of Distance Education awarding nineteen undergraduate programmes, fourty nine post graduate programmes, ten diplomas, PhDs in thirty seven disciplines and M.Phils in twenty six disciplines. The main new campus at Bahu Wali Rakh with an area of 118.78 acres houses the Teaching Departments, Centers, Administration Block, Examination Wing, College Development Council, Department of Students Welfare, Directorate of Distance Education, Central Library, Computer Centre, Health Centre, Guest House, Post Office, J&K Bank, Book shop, Transit accommodation, Gymnasium, Hostels, Cafeteria and Canteens, Residential quarters and many other facilities. The second campus of the University (the old campus), located at a distance of 4 km from the main campus, is spread over 118,78 acres and currently houses a hostel for boys and residential quarters for

Major University Type	2013-14	2014-15	2015-16	2016 -17	2017-18
State Public Universities	309	316	329	345	351
State Private Universities	153	181	233	233	262
Deemed Universities-Private	80	79	79	79	80
Deemed Universities- Government	36	32	33	33	33
Central Universities	42	43	44	44	45
Institution of National Importance	68	75	100	100	101

 Table -1: Major Indian Universities in the last 5 years

Source (AISHE, 2017-18)

teaching and non-teaching employees. The University of Jammu offers around 70 postgraduate courses and various undergraduate courses in different faculties. The University of Jammu is an affiliating University with 126 affiliated colleges. The enrolment of the students in the University of Jammu with the passage of time has considerably increased which is depicted in the Table-2.

Table-2: The Enrolment of the Students in the Main Campus of the University of Jammu from 2008-2019

Year	Total enrolment of the students
2008-09	3329
2009-10	3221
2010-11	3383
2011-12	3296
2012-13	3249
2013-14	3247
2014-15	3187
2015-16	3320
2016-17	3437
2017-18	3580
2018-19	3503

Source (University of Jammu Annual Report, 2008-19)

Assessed and accredited by NAAC in 2016 with "A+" grade and CGPA 3.51, the University has taken many path breaking initiatives that demonstrate our commitment to achieve the highest standards of quality. In 2010-11, University introduced entrance examinations for admissions to its post graduate programmes being offered in the main campus, offsite campuses and its affiliated colleges. Further, in sync with the guidelines received from University Grants Commission and NAAC recommendations, the University introduced the Choice Based Credit System for the postgraduate programmes. The University has also introduced the semester system at the undergraduate level. The introduction of these two academic reforms has placed thrust on learning rather than teaching and has led to continuous evaluation instead of end term evaluation. Examination Reforms process has been initiated by computerizing the pre-conduct processes of undergraduate semester examinations and making it online. A data base has been created by the Computer Centre of the University for Bulk /customized SMS service and online downloading

of examination forms. Marks cards are being issued with photographs. Seminars and conferences offer a common platform and a unique opportunity for educators, researchers and scholars to interact and share knowledge and experience in diverse and specialized fields. The 101st session of the Indian Science Congress was organized in the University of Jammu in February 2014, with the focal theme, 'Innovations in Science and Technology for Inclusive Development'. This was the first time that a programme of this magnitude and attendance was organized in the State of J&K. The event attracted around 6500 participants from all across the country as well as from abroad including countries like USA, UK, Canada, Japan, Germany, France, Spain, Mexico, Sri Lanka, Czech Republic etc. Nobel laureates Prof. Y. T. Lee, President, International Council for Science and Prof. Ferid Maurad, University of Washington also participated in the Congress. The Congress had participation from eminent scientists, academicians, industry leaders, prestigious R&D organizations, students and scholars. The five-day event comprised of around 122 plenary lectures, 200 invited lectures, 480 oral presentations and 718 poster presentations. The University has strengthened its existing network of collaborations with several institutions of repute across the country and abroad, by entering into partnerships with universities, research institutions and industry. The School of Biotechnology has established several collaborations with International and National Laboratories/Universities namely IPK Germany, Penn State University, USA; Centre for Cellular and Molecular Biology, Hyderabad; Jawaharlal Nehru University, New Delhi, North Eastern Hill University, Shillong etc. The School has initiated major research programmes in Apple and Saffron Genomics and is actively involved in research on Diabetes and Esophageal Cancer. Recently, the University entered into collaboration with FERMILAB, USA, recognizing it as a Centre for research. This will facilitate exchange of students and faculty for taking up joint research projects and joint guidance for PhD programme. The University through its Department of Computer Science & IT has collaborated with Powai Lab Technology Pvt. Ltd, IIT, and Mumbai for establishment of Image Very Large Scale Integration (VLSI) and embedded Laboratory. The University has also entered into a Memorandum of Understanding with the Central Institute of Fishery Education (CIFE) in Mumbaian institution of ICAR and Deemed University for

exchange of research expertise, facilities in the field of Limnology/Fisheries. Apart from these, a number of collaborations like MOU with Oil and Natural Gas Corporation Ltd. in the area of Petroleum Education, with Jawaharlal Lal Nehru University, Sikkim University and University of Kashmir on Glaciology, with Tribhuvan University, Nepal for research and sharing of knowledge, with Baba Ghulam Shah Badshah University, Rajouri for Research, Education, Training and Dissemination of Knowledge has been done, during the period under report. Besides, the University has signed various new MOUs i.e. Department of Zoology, University of Jammu has signed MOU with Zoological Survey of India (ZSI) in June 2018, MOU between University of Jammu and Phreah Sihanouk Raja Buddhist University (PSRB), Cambodia European Organization for Nuclear Research (CERN), Geneva as Host laboratory and the Funding Agency (DAE)/ Collaborating Institute (Department of Physics, University of Jammu) for maintenance and operation (M&O) of the ALICE Detector, MOU between VECC, Kolkata; IOP, Bhubaneswar, IIT, Mumbai, Punjab University, Chandigarh, University of Rajasthan, Jaipur; University of Jammu, Jammu (collectively referred to as Indian Team) and STAR experiment at Brookhaven National Lab, USA, MOU between the FAIR, GmBH, Germany as Host Laboratory and the University of Jammu for (CBM) Experiment at FAIR, MOU between the (US Universities & FERMILAB) & Indian Universities & Accelerator Laboratories concerning on R&D for various Accelerator Physics and High Energy Physics Projects, for maintenance and operation of the Nova Detector, MOU with Centre for Environmental Education, Research and Advocacy (CEERA), National Law School of India, Bengaluru University, University of Jammu signed MoU with Lincoln University College, Malaysia, April 6, 2019, Department of Education with CECED, Ambedkar University for conducting the project 'Standardization of Assessment Tools', September 2017.RashtriyaUchchatarShikshaAbhiyan (RUSA), a Flagship Scheme of the MHRD, was envisaged

under XII Plan to address the issue of Expansion, Equity and Excellence. Under RUSA-I, Rs.20 crores were sanctioned under the Infrastructure Grants for Universities in 2015. The University of Jammu has thus joined the elite institutions in the country which have attained A+ grade in its 3rd cycle. The University has also been consistently ranked in the top 100 Universities of the country by National Institutional Ranking Framework (NIRF), MHRD since 2016 annually (Figure-1).

- 2016: 54th
- 2017: 52th
- 2018: 74th
- 2019: 74th
- 2020: 52nd

The University provides instructions in such branches of learning as it deems fit and makes provision for research and the advancement and dissemination of knowledge. The University stands for spiritual and material elements in life thirst for knowledge and virtue under the backdrop of holy peaks of Trikuta Hills. University of Jammu holds examinations, grants degrees, generates knowledge and confers diverse academic distinctions on persons who pursue approved courses of study in the University or in constituent colleges/institutions approved for the purpose also for those who appear as external/private candidates. It also confers

Figure-1 : NIRF Ranking of University of Jammu



Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1st Cycle	А		2001	7 years
2	2nd Cycle	А	3.13	2009	5 years
3	3rd Cycle	A+	3.51	2016	5 years
4	4th Cycle	-	-	-	-

Table-3: NAAC Details of the University of Jammu

honorary degrees or other distinctions on the persons of exceptional caliber. The University also admits, maintains, recognizes, and affiliates colleges and other institutions. It is primarily a research, teaching, affiliating, and examining body involved in promotion of arts, science and other branches of learning. The University is open to all classes and creeds with the sole objective to carry people from darkness to light.(www.jammuuniversity.nic.in).

However, in the recently conducted World University Rankings (2020-2021), The University of Jammu has managed to clinch 1718th position (national rank stands at 46th). The overall score stood at 66.8 and research performance rank at 1634 in the list of 2000 Universities amidst the global Sars-COV-19 pandemic. And for the year 2021-2022, The University of Jammu has taken a massive stride and leap by attaining 1682nd position among 2000 universities in the world in the World University Rankings. The national rank stood at 47, research performance work at 1610 and the overall score stood at 66.9. The University of Jammu has constantly strived for promoting and levelling up the research performance of the institution. (www.cwur. org).

Promotion of Research in University of Jammu

India's higher education administrators notably the main higher education regulator i.e., UGC actually faces a curious challenge. They must find a way to promote research. India's research output has improved drastically over the years but remains low in global terms. The causes for this are many, but perhaps the most important one is absence of research culture. Careers were not determined by whether or not one is published, but things have started to change since world university rankings became increasingly popular and India's best universities failed in them. Research culture should be of utmost priority for every higher education institution. Research culture refers to a pattern of basic assumptions about research. In India, we seem to suffer from a tendency to treat research and publications as the same thing which they are not. In India, publications happen due to individual initiatives often driven by survival or promotional needs rather than being drawn out of purposeful collective effort. The difference then is 'WANT TO" V/S 'HAVE TO' propeller being 'individual need rather than common zeal. Why this situation doespersist despite repeated efforts for betterment? This happens because dealing with paradox of scope blurs the vision of our education. Our common requirement of developing a research culture is to move from a few isolated individual research projects to an environment where research is so pervasive that it appears to be the activity of a large number of interconnected colleagues. Leadership may change policies, but it takes acceptance and enforcement of changed policies over time to change the research culture overall. To implement this research cultural change, administrators must be prepared to tailor solution to faculty members' current motivation and abilities.

The achievements of the University of Jammu in the area of research, especially in High-Energy Physics, Glaciology and Bio-Technology are highly commendable. The University is involved in world class research through 'A Large Ion Collider Experiment' (ALICE) collaboration and is a part of the Indian team involved at the Large Hadron Collider (LHC) Experiment at the World Laboratory 'European Council for Nuclear Research' (CERN), Geneva. Further, it has also set up the National Apple Germplasm Repository at the Bhaderwah Campus. The University has been listed as one of the twenty-nine Universities in the country and the only University from the state under the "Promotion of University Research and Scientific Excellence" (PURSE) programme of the Department of Science and Technology, Government of India, based on attaining an h-index of 34 for the publications (from 1998-2008), and was granted Rs. 9 crores in 2010. In the second phase of the PURSE Programme, in 2016, out of 29 Universities of the first phase, only 23 Universities were retained and six new Universities were added. The University of Jammu has been awarded Rs. 16.75 Crores, in the second phase, on account of improved research performance, based on qualifying the minimum h-index of 45 for the publications from 2002-2012. It is also noteworthy that the University has been identified as a "Level 1" point-of-reference on the National Knowledge Network. The University has strengthened its existing network of collaborations with several institutions of repute across the country and abroad, by entering into partnerships with Universities, research institutions and industry. The School of Biotechnology has established several collaborations with International and National Laboratories/Universities namely IPK Germany, Penn State University, USA; Centre for Cellular and Molecular Biology, Hyderabad; Jawaharlal Nehru University, New Delhi, North

Eastern Hill University, Shillong etc. The School has initiated major research programmes in Apple and Saffron Genomics and is actively involved in research on Diabetes and Esophageal Cancer. Recently, the University entered into collaboration with FERMILAB, USA, recognizing it as a centre for research. This will facilitate exchange of students and faculty for taking up joint research projects and joint guidance for Ph.D programme. The University through its Department of Computer Science & IT has collaborated with Powai Lab Technology Pvt. Ltd, IIT, Mumbai for establishment of Image Very Large Scale Integration (VLSI) and embedded Laboratory. The University has also entered into a Memorandum of Understanding with the Central Institute of Fishery Education (CIFE) in Mumbaian institution of ICAR and Deemed University for exchange of research expertise, facilities in the field of Limnology/Fisheries. Apart from these, a number of collaborations like MOU with Oil and Natural Gas Corporation Ltd. in the area of Petroleum Education, with Jawaharlal Lal Nehru University, Sikkim University and University of Kashmir on Glaciology, with Tribhuvan University, Nepal for research and sharing of knowledge, with Baba Ghulam Shah Badshah University, Rajouri for Research, Education, Training and Dissemination of Knowledge has been done, during the period under report.

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University of Jammu has been the only Un based on attaining an h-index of 34 for the publications (from 1998-2008), and was granted Rs. 9 Crores in 2010. In the second phase of the iversity from J&K in the 29 Universities selected for the PURSE Programme (Promotion of Research and Scientific Excellence) of the DST, GOI PURSE programme, in 2016, out of 29 Universities, only 23 universities have been retained from the 1stphase and six new Universities have been added.

University of Jammu is one of the Universities retained and has been awarded Rs. 16.75 Crores on account of improved research performance, based on qualifying the minimum h-index of 45 for the publications from 2002-2012. University of Jammu has been awarded Annual Refresher Programme in Teaching (ARPIT) by Ministry of Human Resource Department, New Delhi. For implementing ARPIT, Department of Home Science has been identified as one of the National Resource Centres (NRCs) in the discipline of Home Science. Under this initiative, the Department of Home Science shall prepare a Refresher Module comprising of online training material with focus on latest developments in the discipline, new and emerging trends and pedagogical improvements for transaction of curriculum. Also, Centre for Information Technology, University of Jammu has been awarded with Best Wi-Fi Security Solution Award at "My India Wi-Fi India Summit & Awards 2018" at New Delhi organized by "Digi Analysis", a premier Online News Portal Covering Digital Transformation of service providers.

Innovation and Entrepreneurship in University of Jammu

The University is in the process of establishing Entrepreneurship and Skill development Centre to promote Entrepreneurship among the students and enhancing their skilling in order to make them market ready.Ever since the joining of new Vice-Chancellor, University of Jammu, one of the biggest academic initiatives which Prof. Dhar has been envisaging is to create a vibrant local innovation ecosystem, startup supporting mechanism in University, establish functional ecosystem for scouting ideas and preincubation of ideas and develop better cognitive ability for students/scholars.

It is pertinent to mention here that the University for sometime has been pursuing with MHRD and recognizing University of Jammu's pursuit in creation of Business Incubation & Innovation Centre, Entrepreneurship and Skill Development Cell and Industry Academia interface, University of Jammu has been selected for establishing Institution Innovation Council (ICC). As per the norms and directions of Innovation Cell, Ministry of HRD, Government of India, and official communication received by MHRD's Innovation Cell, New Delhi invited University of Jammu for the inaugural function on November 21 at New Delhi. The launch of the IIC will be done by Sh. Prakash Javadakar, Hon'ble Union Minister, Ministry of Human Resource Development, Government of India, thereafter the University of Jammu will be awarded the certificate of Institution Innovation Council (IIC) Ministry of Human Resource Development (MHRD), Govt. of India has established 'MHRD's Innovation Cell (MIC)' to systematically foster the culture of Innovation amongst all Higher Education Institutions (HEIs). The primary mandate of MIC is to encourage, inspire and nurture young students by supporting them to work with new ideas and transform them into prototypes while they are informative years. MIC has envisioned encouraging creation of 'Institution's Innovation Council (IICs)' across selected HEIs. A network of these IICs will be established to promote innovation in the Institution through multitudinous modes leading to an innovation promotion eco-system in the campuses. The major focus of IIC is to create a vibrant local innovation ecosystem. Start-up supporting Mechanism in HEIs.

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Prepare institute for Atal Ranking of Institutions on Innovation Achievements Framework. Establish Function Ecosystem for Scouting Ideas and Preincubation of Ideas. Develop better Cognitive Ability for Technology Students. A Business Incubation & Innovation Centre has been established for providing a platform for speedy commercialization of research and technologies and nurturing and supporting entrepreneurs to develop ideas into businesses for the benefit of the society. Industry Academia Partnership Centre has been established in the University to develop linkages and strengthen ties between University and Industry.

A Stride Towards Excellence and Quality with Research, Innovation and Entrepreneurship

University of Jammu provides a promising platform for young and dynamic students with an innovative and entrepreneurial bent who wish to solve some of the most pressing problems of Jammu and Kashmir with innovative business solutions. It provides an opportunity to all participants to go through innovative deliberations with some of the leading entrepreneurs and industry experts who will facilitate them in giving shape to their ideas and enable in opening their mindsets to a wide array of real time aspects and concerns that shall help in concretizing the ideas and thoughts of the participants. Thus, it can be concluded at the end that quality is a buzz word in today's world of education. It has become an important ideology of education which helps make education more relevant to the needs of the individual and society. Every educational institution must strive to achieve excellence through adopting the highest measures of quality as ongoing basis as fostering quality in higher education is a continuous journey. We all know that education is the key to success as well as a very powerful tool for change. Higher education is the peak time of education of individuals which must be qualitatively strong so that it can guarantee to high employability at good and reputed positions. Improvement in quality of higher education will eventually draw more and more students and problem of low enrolment will get solved. For this higher education curriculum must be relevant so that students can directly link with their routine lives and find it useful to study. Teachers must also change their traditional role and be ready for their role as learners first because teachers have a pivotal role to play in the transformation process and the need of the hour is to get things moving and put them in place.

What is needed is a vision of quality that goes far beyond mere conformance to standard; we need a passion for quality and continuous improvement, a quest for improvement that is never ending so that our higher education will always be qualitative and as per the needs.

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IN MEMORIAM

The news of departure of Prof Aditya Shastri, Vice Chancellor, Banasthali Vidyapith and Member, Governing Council, Association of Indian Universities (AIU) was received by the whole academic community with great desolation. He passed away due to COVID-19 related complications on May 24, 2021. He is a man of immense vision and acuity. Throughout his accomplished career, and especially as Vice Chancellor of Banasthali Vidyapith, Prof Shastri acted as a visionary leader who was wholeheartedly committed to the cause of furthering women's education. He was deeply associated with the activities of AIU since he took over as the Vice Chancellor of Banasthali Vidyapeeth and functioned as an active member of the AIU Governing Council since July 01, 2020.

Prof Aditya Shastri was the grandson of freedom fighter Pt Hiralal Shastri, (founder of Banasthali Vidyapith along with his wife Padma Bhushan Smt. Ratan Shastri) who went on to become the first Chief Minister of Rajasthan. He was reared in the environment of education, service and rural reconstruction, to which he also remained devoted all his life. As a student he was exceptionally bright, meritorious and completed his higher education in Mathematics and Computer Science from BITS, Pilani and PhD from Massachusetts Institute of Technology (MIT), USA. Spurning the lucrative career options overseas, he returned to India, joined a reputed organization but found his calling in the service of Banasthali Vidyapith where he was appointed as a Professor in Computer Science in 1996 and where he served dedicatedly till his last breath. He was instrumental in promoting computer science education among women students and attracting more and more girls towards STEM education. With his unmatched leadership qualities he soon rose to the rank of Vice Chancellor; he was the youngest among the fraternity then, and senior most at present.

His passion for pursuing excellence in research and intellectual enquiry had led to many pioneering initiatives. He strengthened the unique educational ideology of five-fold education of Banasthali Vidyapith, played key role in exponential rise in research publication and infrastructural development and this visionary planning led Banasthali Vidyapith to bring higher education for women in India, international recognition in world university rankings and ratings. His farfetched policies led to Banasthali Vidyapith being reaccredited by NAAC with A++ grade (3.63).

An erudite academician, Prof Shastri was also a great crusader for women's education and an indomitable advocate of women's universities and autonomy of deemed to be universities. Prof Shastri will always be remembered as a fine and kind gentleman who was always full of energy and down to earth in attitude. His ideas and strategies exemplified innovative thinking and excellence across many issues taken up in the field of higher education. He has touched us all in deep and important ways.

Prof. Aditya Shastri will be terribly missed but his legacy will live on for many years.

Let the Spirit of Inquiry Burn Bright in Our Campuses

C Rangarajan, Chancellor, The ICFAI Foundation for Higher Education, Hyderabad delivered the Convocation Address at the 10th Convocation Ceremony of The ICFAI Foundation for Higher Education, Hyderabad on 10th March, 2021. He said, "We are at the threshold of sweeping changes in Higher Education in India. The three dimensions of the reform of higher education have to be access, equity and quality. Broadening the access is extremely important when we see the gross enrolment ratio well below that of the developed countries. Equity is vital in order to ensure that under-privileged communities share the benefits of education. Equally important is the promotion of quality." Excerpts

It gives me great pleasure to be in your midst this morning not only to preside but also to deliver the Tenth Convocation Address of this University. It is indeed very heartening to listen to the Report of the Vice Chancellor. I congratulate the University on the progress it has made and the initiatives it has taken to make the programmes at the University both relevant and meaningful. The students who graduate from the University must not only have adequate knowledge in the disciplines they have chosen to study but also be creative enough to apply that knowledge to solve the problems that confront the nation. To be bold and innovative is the need of the hour.

Let me congratulate all of you who are graduating today. Let me add a word of special appreciation to those who are receiving medals and awards. This is an occasion for celebration for all of you, as your academic efforts have come to a successful fruition. As you enter a new stage in your life, your future is intertwined with the future of this country. But, at the same time, you have the opportunity to shape it. Youth is full of idealism and ambition. Idealism without ambition may not achieve much. On the other hand, ambition without idealism may be dangerous. May you combine the two in the right proportion!

We are at the threshold of sweeping changes in Higher Education in India. The three dimensions of the reform of higher education have to be access, equity and quality. Broadening the access is extremely important when we see the gross enrolment ratio well below that of the developed countries. Equity is vital in order to ensure that under-privileged communities share the benefits of education. Equally important is the promotion of quality. I do hope that the new arrangements that are put in place give enough freedom and space to individual universities to experiment and innovate on their own.

Thirty Years of Reform

With the arrival of 2021, the liberalization regime launched in 1991 completes thirty years. 1991 is an important landmark in the post Independence economic history of our country. The country then faced an acute economic crisis triggered by a severe balance of payments problem. The crisis, however, was converted into an opportunity to bring about some fundamental changes in India's economic policy. It was marked by three important breaks with the past. One was to dismantle the vast network of controls and permits that dominated the economic system; second was to redefine the role of the state and the third was to move away from a regime of import substitution and to integrate fully with the global trading system. The new regime gave us a much faster rate of growth, even though there is concern with the recent decline in growth rate.

Current Crisis

We have another crisis today. In recent memory, this is the first economic crisis that has been driven by a non-economic factor – a pandemic. The various measures taken to prevent the spread of the virus and most importantly the lockdown have brought to a grinding halt the wheels of economic activity. It is only with the relaxation of constraints that the economy has started moving. In the first half of 2020-21, the economy shrank by 15.7 per cent. There will be some pick up in the second half. Most analysts now think that the economy will shrink by 8 percent for the year as a whole. The latest estimate of CSO is (-) 7.7 per cent. If only the Indian economy grows at 8.7 per cent in 2021-22, will we be compensating for the decline in 2020-21. We will then be where we were at the end of 2019-20. As the sayings goes 'we need to run fast to stay where we are'. The recent Budget has projected the growth rate for 2021-22 at 10.5 per cent. It sounds a little optimistic. Even then we have to note that the two years taken together the growth rate will be 2.8 per cent, an annual average of 1.4 per cent. We as a nation really needs to organize ourselves to get back to the high growth path as early as possible.

Expenditure Trends

In a situation where the economy is stuck because of the weakening of demand, the standard advice is to raise government expenditures which will not only push up the economy directly but also act as a stimulant to the private sector. The earlier analysts did not make a distinction between one type of government expenditure and another. That is how the term 'digging holes and filling them' became popular. Analysts now however believe that capital expenditures, i.e. those which create assets, are preferable as the fiscal multiplier is larger.

In this context the emphasis in the recent Budget on capital expenditure is welcome. Relative to GDP, capital expenditure is expected to increase from 1.6 per cent in 2019-20 to 2.3 per cent in 2021 and 2.5 per cent in 2021-22, signaling a change in priority.

The budgeted increase in capital outlay would provide central government's share to the National Infrastructure Pipeline. However, success of the infrastructure expansion plan would depend on other stakeholders of the Pipeline playing their due role. These include state governments and their public sector enterprises and the private sector.

Revenue Augmentation

Government's ability to spend according to the budget depends on the ability to raise the necessary revenue. For 2021-22, the budgeted increase in centre's gross tax revenues is dependent on nominal GDP growth of 14.4% with a buoyancy of 1.6 for direct taxes and 0.8 for indirect taxes. The assumed high buoyancy of direct taxes appears optimistic although there would be a positive base effect. The nominal income growth projected may also be optimistic.

Significant increases are planned in nontax revenues and non-debt capital receipts. From a contraction of (-) 35.6% in 2020-21 (RE), non- tax revenues are budgeted to grow by 15.4% in 2021-22. This increase is mainly predicated on higher dividends from non-departmental undertakings and spectrum sales. In the case of non-debt capital receipts, mainly covering disinvestment, a budgeted growth of 304.3% in 2021-22 stands in contrast with the contraction of (-) 32.2% in 2020-21 (RE). Disinvestment initiatives have so far yielded minimal results.

An important initiative pertains to the launching of a National Monetization Pipeline. This would be the first practical step towards asset monetization. The Pipeline may eventually start yielding revenues, but the time lags involved remain unpredictable because of various potential disputes and claims associated particularly with government-owned land. A transparent auction process requires to be set up to facilitate suitable price discovery. Slippage in revenue estimates may not be ruled out on account of realization of lower than anticipated increases in nominal GDP growth, direct tax buoyancy, and disinvestment targets.

Role of Reforms

In accelerating growth, the reform agenda is important. The reform agenda released post 1991 had an enormous impact. It released the energies of entrepreneurs to build a strong economy. But that reform agenda constituted a paradigm shift. Today we don't need a paradigm shift. We need to look at individual sectors and see which one of these needs reforms in terms of creating a competitive environment and improving efficiency. That should be the approach of the reform agenda.

Reforms do attract criticism. The 1991 reforms were dubbed by some as dictated by the IMF and World Bank. Some criticized some of the reforms such as the repeal of the MRTP Act as a sellout to capitalists. Under the shadow of a crisis, some of the reforms in 1991 could be pushed. But today this is no longer possible. Power sector, the financial system, governance and even agricultural marketing need reforms. The reform measures mentioned in the recent Budget such as those relating to the financial sector and strategy of disinvestment in select sectors are in the right direction. But we need a lot more discussions and consensus building before action is taken. Timing and sequencing are also critically important. Looking at the recent discussions on agricultural marketing reforms, the best course of action for the central government now may be to leave to each state to decide whether they want these measures or not. That will set the stage for experimental economics and farmers themselves will be able to see the best possible course of action with respect to agricultural marketing reforms.

Fiscal Prudence

The Union Budget for 2021-22 has provided for a sharp relaxation of central government's fiscal deficit to 9.5 percent in 2020-21 and 6.8 percent of GDP in 2021-22. The combined fiscal deficit and debt of the centre and states may be much higher in 2020-21 at about 14 and 90 percent of GDP. These levels, exceed the current FRBM norms of 6 and 60 percent by wide margins and these have been justified as a countercyclical response to the COVID crisis. Now, the issue is how to guide these back to levels consistent with debt sustainability.

Countercyclical Departure

The Economic Survey 2021 has argued the case for raising the fiscal deficit on the basis of a positive growth-interest rate differential. The Survey has contended that the line of causation runs from higher growth to debt sustainability rather than vice versa and that the higher the excess of growth rate over interest rate, the higher could be the primary deficit to GDP ratio consistent with debt sustainability. The Survey, however, did not indicate a steady state or long-term combination of the levels combined debt and fiscal deficit relative to GDP, if the present FRBMA is to be amended.

Average and Marginal Interest Rates

For deriving a steady state, the focus should be on potential growth rate and the long-term interest rate. The relevant interest rate in the derivation of debt sustainability condition is the average interest rate on government debt. This is also indicated in the Economic Survey where the applicable nominal interest rate is derived by dividing interest payment in a given year by the outstanding debt at the end of previous period (Volume 1, Chapter 2). This is a weighted sum of the contracted interest rates on past debts. This should be distinguished from the interest rate at which current borrowing can be done which may be referred to as the marginal interest rate. If the marginal interest rate falls, the average interest rate would also fall but at a lower pace. This is reflected in the movement of the effective interest rate obtained by dividing combined interest payments by combined debt. During FY16 to FY20, this interest rate has fallen only from 7.4 percent to around to 7.0 percent. By pumping in additional liquidity, the current nominal interest rate can be driven down. But this may raise the inflation rate above the policy target rate and may well reduce the real interest rate, having an adverse impact on the overall savings rate. Such a

policy can only lead to financial repression with all the attendant problems. Asset mispricing will also be a consequence which can have serious implications. Thus, the maintainable longer term nominal interest rate for government debt may have to be close to 7 percent, derived by combining a CPI inflation rate of about 4 percent and real interest rate of 3 percent.

India's Potential Growth Rate

For assessing India's potential growth rate, we may juxtapose India's falling investment rate since 2011-12 with India's rising capital-output ratio in recent years. The real investment (gross fixed capital formation) rate, at 2011-12 prices, has fallen from 34.3 percent in 2011-12 to 32.5 percent in 2019-20. The incremental capital output ratio (ICOR) estimated on trend basis has been in the range of 5.4-5.9 during 2015-16 to 2019-20. Taking an ICOR value of 5.5, the potential real GDP growth may be estimated at 6.0 percent. Earlier, Rangarajan and Srivastava (2017) had estimated India's potential GDP growth rate, based on a sector-wise decomposition of the ICORs, at 8 percent plus. It has now come down due to a fall in the investment rate and increase in the ICOR. In order to derive the corresponding nominal growth rate, we need to add an Implicit Price Deflator based inflation rate of 3 percent. Combining 6 percent and 3 percent, we get a nominal GDP growth of 9 percent. Thus, in the medium term, the growth rate-interest rate differential may be about 2 percentage points. Clearly, a high primary deficit relative to GDP can only be created temporarily by raising the fiscal deficit well above its steady state path but it cannot be sustained. The average primary deficit over the last five years has been 0.7 percent of GDP for the centre and 1.8 percent for the central and state governments together. A study by us shows that between 1955-56 and 2000-01 the rise of debt to GDP ratio was due only to primary deficit. Of course, its impact was substantially reduced by growth rate - interest differential. The growth rate - interest rate comparison has the implicit assumption that the current level of debt-GDP ratio is appropriate and keeping it at that level is the desired criterion of sustainability. If in fact it is felt that this ratio needs to be brought down as the N K Singh committee proposed, there has to be primary account surplus.

Arguments are also being advanced that many developed and emerging market economies have a relatively high debt-GDP ratio (See Table 1). But it should be noted that in these and many other developed countries, the average and marginal interest rates have been close to zero for some years and their ratio of interest payment to revenue receipts is also very low. In contrast, in India, the average interest rate is still above 7 percent. More importantly revenue receipts to GDP ratio is quite high in the countries with high debt to GDP ratio. Consequently, interest payments to revenue receipts ratio is low in these countries and high in India. Therefore lowering this ratio is an important consideration.

Countries	Revenue receipts/GDP	Interest payments / Revenue receipts	Debt/GDP
India	18.1	25.8	72.4
US	29.5	13.8	108.7
UK	36.6	5.6	85.4
Japan	35.0	4.7	238.0

Table 1: Fiscal Parameters for General Government (Percent)

Data pertains to 2019-20 for India. For UK, USA, and Japan data for revenue receipts pertain to 2018 and for interest payments and debt to 2019.

The broad conclusion is that the leeway provided by excess of potential growth rate over average interest rate is limited. The ratio of interest payments to revenue receipts is high. It needs to be brought down to enable larger percentage of revenue receipts is available to government for other expenditures. There is need to lower the debt-GDP ratio. All this will happen if the current norm of 3 per cent of GDP as fiscal deficit is pursued. It is a good guide over the medium term. This current year and the coming year are exceptionally difficult good years. A departure from the norm is justified. But that cannot be a rule.

A few years ago, there was the hope that India would become a \$5 trillion strong economy by 2025. But that has become impossible. India's economy was \$2.7 trillion strong in 2018. To go from \$2.7 trillion to \$5 trillion, it requires the economy to grow at 9 per cent for 5 consecutive years. We must also note that India's per capita income after reaching \$5 trillion will be only \$3,500. We will still be classified as a middle income country. Growth is the answer to many of our socioeconomic problems. Growth should become the undivided concern of the govt. This can be best achieved by focusing on the economy, creating better and fairer conditions for doing business, building a consensus on economic policies, and avoiding socially divisive actions.

Let me end on one note. Universities are not only centres of learning but are incubators of new ideas. That is why our Universities must always remain as arenas for discussion and debate. It is this that will lead to creativity. The right to express oneself freely must not be compromised under any circumstances. Let the spirit of enquiry burn bright in our campuses. That is the essence of true education.

Once again let me wish you all the very best.

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Online Academic Conclave on Alternatives to Board and University Examination

One-day Online Academic Conclave on 'In Search of Alternatives to Board and University Examination' was organized by the Educational Technology and Management Academy, Gurgaon, Haryana on June 26, 2021. About sixty four scholars from various parts of India, Canada, Sweden, and Bangladesh participated in the Conclave.

After a formal exchange of greetings, Chairperson of the Session, Prof Madhu Parhar, Head, Educational Survey Division, The National Council of Educational Research and Training (NCERT), New Delhi briefly introduced the invited speakers of the panel namely Shri Pramod Tripathi, Director (Academics), Global India International Schools, Singapore, Prof M M Pant also a Member of ETMA Council was introduced as a distinguished information scientist, former Pro Vice Chancellor of IGNOU, and an unconventional thinker. Prof. Parhar also mentioned one of the tweets posted on 17th June, 2021 by Prof M M Pant (https:// mmpant.com/2021/06/17/educating-oneself-for-anunknown-and-uncertain-world/).

Prof Indrani Bhaduri mentioned that the total focus should have been on the learning loss during the pandemic lockdown. Should educational scientists find out alternates to learning?, Prof Bhaduri questioned. Learning algorithms will lead to strategies for assessment. Learning and assessment go together. NCERT has been talking throughout about these school-based assessments. We need to explore more evidence-centred and teacherrelying assessment procedures. Prof Bhaduri said that there should not be any trust deficit between educational planners and the soldiers on the ground, teachers. In the assessment system, objectivity is ideal, but subjectivity is equally important. The assessors also need to understand that assessment has not only to be limited to the curriculum alone. Other inherent competencies have also to be taken into consideration. The same stands true for nonacademic subjects such as foods or any others. So, holistic assessment should of the students needs to

be carried out. We have the national achievement survey as well as international achievement surveys. We have the TIMSS, the PISA and so on. We need to understand the basic difference between the two; when I'm talking about the assessment of the mechanism, we are trying to understand the system. The methodologies that are used for large-scale studies cannot be used for a single student. As there are many ways of learning, so there are many ways of assessment. That is why the paper-pencil test is not the only source of assessment. Assessment is putting the child in different challenging situations. I'm using this platform to promote foundational learning and foundational assessment as well. All in all, the tests and assessment procedures should help the child to learn, Prof. Bhaduri concluded.

Prof Pant started his presentation with the story of Einstein. According to him, in the changed circumstances, the questions which boggle the mind are---What do we teach? How do we teach? How do we assess? Where do we assess? Einstein mentioned in 1905 or 1906 while he wrote four papers. One of the papers was on the Brownian movement; another paper was on the theory of special relativity, the photoelectric effect. He got the novel prize, and still, another was on the famous equation of mass and energy that is $E = MC^2$. The question is--why did he write these papers: other great scholars- researchers like Max Bond, Max Planck who interpreted physics in a rigid situation. Einstein changed the laws of physics. A pretty similar situation is about the present assessment system.

All said and done, the Board exam results should come with a statutory warning that the given scores do not correlate with the skills and abilities of the candidate. Reasons being that research says that the answer to a question may vary from person to person and time to time. Marks of the same answer may vary enormously depending on the examiner, even in moralistic subjects like Mathematics and Science. Prof Pant elaborated that every judgment is written based on the available facts and circumstances of the case. Prof Pant quoted a book, 'The fourth education Revolution' by Anthony Seldon. He also talked about Seldon's career, Buckingham

University and Wellington College. He also shared his rich experience as a member of the board of management of IIT Delhi. He said that a student could answer all the questions (5 or 6 questions) wonderfully well. But there is no guarantee that student knows anything. That is why we need to have a comprehensive examination. In this age of artificial intelligence, one can say what is written in the book without looking at the book because they can ask Alexa, Google, etc. So higher level of effects is important. We should go for higher-level analysis, synthesis and creativity. Prof. Pant gave an example of the language learning free App 'Duolingo'. The App started at Carnegie Mellon University (CMU) in Pittsburgh, Pennsylvania, USA. He also talked about Reliance affordable smart phones, which will have all the features like augmented reality, artificial intelligence, camera, text to speech, speech to text, translation, etc. Can't we have a similar assessment to reach Bloom's Mastery learning. He said that pandemic had allowed us to do something new, think anew, change, and move forward. So, let's not think of going back to normal. Let's think of going to the future where we can address the challenge of numbers, the challenge of assessing the quality, the challenge of relevance. Against a question on school education, Prof Pant said that the school education is not preparing students for the University; it prepares the person to lead a life as an adult, without entering the university.

A threadbare discussion by the participants followed Prof Indrani Bhaduri and Prof Madan Mohan Pant's presentations. Ms Nirmala Thakur appreciated the thought of Prof. Indrani regarding the Trust factor between the Planners and Soldiers (Teachers) on the ground. Prof. Sudesh Mukhopadhyay, while appreciating the ideas of the presenters, said that the time has come when we should discard the Normal Probability Bell-shaped curve of normal distribution of abilities in the students. She also advised thinking about recording what all a person can do and potential areas of growth and development. Some schools have such records even 15 years back, but there are now too many centralised orders and regulations. Ms Nirmala Thakur brought home the point that a comprehensive document of a student's learning journey needs to be prepared. Dr Shivananda emphasised Prof Pant's contention that the disclaimer in the report card needs serious consideration. Mr Salil Adak asked how much does an exam help

the students in learning? While highlighting the involvement of parents, he pointed out that the teachers and the parents must be exposed to lessons in child psychology, developmental psychology, etc. to change their mindset on evaluation, especially scorebased assessment. He added that the parents are not empathetic to their children in most cases, keeping in mind unidirectional development. Ms Sushma Sardana said that as teachers, we should prepare students for the Board examination and the whole life with relevant skills and values. We, as members of society will have to bring the change slowly and surely by talking about it to all around us. Dr Som Krishan and Dr Mrinal Mukherjee emphasised that the learners and parents must be taken into confidence. He further asked, "What should be the nature of the format of the entrance test?" That is how such selection criteria may be reframed and realigned with transversal competencies. Sushma Sardana pointed out that the entrance exams and public/board exams nowadays have some common components others who actively participated in the discussion were Ms Shalini Agarwal, Dr Sanjay Kumar Yada, Prof. Debasri Banerjee, Dr Tripti Bej, and Dr M N Baidya. Prof. Madhu Parhar concluded with remarks that COVID-19 has made the education scientist to realise that the conventional system of assessment and evaluation is no more relevant than the true evaluation of learning and skills. The alternate to the existing system of evaluation and assessment is most desired. It should be done at the earliest to save the blooming skills and abilities from the stranglehold percentage scores.

International Conference on Public Policy and Management

A three-day International Conference on 'Public Policy and Management' is being hosted by Indian Institute of Management (IIM) Bangalore during August 23-25, 2021 through virtual mode. The event draws scholars representing a diversity of perspectives on public policy issues and provides a forum for showcasing the latest developments in policy research and practice. The academicians, students, research scholars, policy regulators, auditing and rating agencies, lawyers, NGOs and anyone with an interest in public policy may participate in the event. The themes of the event are:

• Policies of Economic, Political, Social and Financial Inclusion.

- Identities and Development-Especially Focusing on Policies Pertaining to LGBTQ, Dalits, Women and Marginalized Communities.
- Institutional Architecture and Challenges in Democratic Structure - Especially Looking at the Independent Authorities-Central Bank, Judiciary, CAG, Election Commission, CVC and Other Autonomous and Independent Institutions.
- Policy Approach towards State Owned/ Controlled Organizations including Banks, PSUs, Universities, Institutions of Higher Learning.
- of Non-Governmental • Management Organizations and the Changing Policy Ecosystems.
- Management of Co-operatives and Farmers' • Producer Organizations and the Changing Policy, Legal and Regulatory Ecosystem.

For further details, contact Organising Secretary, Indian Institute of Management (IIM) Bangalore, Bannerghatta Road, Bangalore-560 076 (Karnataka), Mobile No: +91 80 26993323/3051, E-mail: cppconference@iimb.ac.in. For updates, log on to: www.iimb.ac.in.

International Conference on Law and **Economics**

A four-day International Conference on 'Law and Economics' is being virtually organized by the Tamil Nadu National Law University, Tiruchirappalli, Tamil Nadu in association with Indian Association of Law and Economics during November 25-28, 2021. The event invites contributions in all areas of Law and Economics in the form of:

- full length scholarly papers documenting original and substantial research work and
- the original conceptual ideas of exceptional • academic quality in form of Essay.

The broad themes of the event are:

Theories and Evidence of Law and Economics

Micro Economics, Macro Economics. Institutional Economics, Public Policy, Behavioural Law and Economics, Experimental Economics, Welfare Economics.

Law and Economics of Private Laws

Law and Product Liability, Forensic Law, Criminal Law, Civil Law, Common Law.

Law and Economics of Public Laws

Constitutional Law, Rigid VS Flexible, ConstitutionalErosion,EconomicsofConstitutionalism, Administrative Law, Election Law.

Law and Finance

Financial Reforms in India, Financial Inclusion, Reserve Bank of India and Monetary Policy, Stock Exchange Regulations and Trading, Bankruptcy including Sovereign Bankruptcy, Tax Laws- Tax Reforms, Tax Evasion, etc., Black Money, Basel and Financial Stability Board norms, WTO and the Financial Services.

Regulation and Business Law

Competition Law and Policy, Consumer Law and Policy, Corporate Law and Corporate Governance, Securities Laws, Regulated Industries, Real Estate, Infrastructure, Energy Sector, etc.,

Economics of Legal Procedure

Legal Systems, Legislative Process-Government Budgeting and Policy Making, Litigation Processes, Civil and Criminal Remedies, Alternative Dispute Resolution, Sectoral Regulators and Conflict, Judicial Decision Making.

Big Data, Technology and AI

Cyber Crimes, Business and Cyber, Machine Learning, Data and Privacy.

Gender Dimensions of Law and Economics

Legal Frameworks and Women's Empowerment in Organised and Unorganised Sectors, Gender Dimensions of Globalisation and Sustainable Development, Socio-economic Costs of Gender Inequality, Domestic Violence, Sexual Harassment, etc.

The Cultural Dimensions of Law and Economics

The Cultural Dimensions of Development, Impact of Cultural Roots on Economic Performance, The Culture of Capital, The Culture of Sustenance, Law and Economics of Caste and Religion.

Law and Economics of Justice and Equality

Efficiency vs Equality, Socio-economic Rules and Contracts and Standard form of Contracts, Tort Norms, beyond Welfarism, Economics of Ageing.

Law and Economics: History, Institutions, Public Policies

Legal Origins and Economic Consequences, Legal Sources Education and Methodology, Legal Traditions Transplantations and Mutations, The Historical Process of Institutional Dynamics, History of National/International Institutions and Unification/ Pluralism of Law.

Other Substantive Areas of Law and Economics

Labour-migration and Labour Codes, etc., Energy, Environment, Health and Safety, International Trade, Family and Personal, Refugees and Immigration, Human Rights, Agriculture and Allied sectors, Education.

For further details, contact Convener, Dr. K Thomas Felix, Assistant Professor, Department of Economics, Tamil Nadu National Law University, Tiruchirappalli-620027 (Tamil Nadu), E-mail: thomasfelix@tnnlu.ac.in. For updates, log on to: www. tnnlu.ac.in

NAAC Sponsored National Workshop on A Paradigm Shift from Content Based to Outcome Based Education

A two-day National Online Workshop on 'A Paradigm Shift from Content Based to Outcome Based Education' is being organized by the Thapar Institute of Engineering and Technology (Deemedto-be University), Patiala (Punjab) during August 26-27, 2021. The workshop for Higher Educational Institutions is sponsored by National Assessment and Accreditation Council (NAAC). The event is open to all faculty members of AICTE/UGC recognized Institute/Universities.

The purpose of education is to bring certain desirable changes in the learners with respect to his knowledge, skill, attitude, ethics etc. Similarly, the purpose of assessment is to measure the desired outcomes acquired by the learners during the teachinglearning process. During 20th century in India, content based education was largely followed and it was found that most of the learners have acquired desired outcomes based on certain competencies apparently but hugely lacking the practical or application oriented skill required by the industry. Therefore, it is highly essential to redesign the curriculum, improving the methodology, quality of teaching and assessment at higher education institutions with reference to their graduate outcomes. This necessitates a paradigm shift from content based to Outcome Based Education (OBE) in 21st century.

Course Learning Outcomes

- A Walk through the Process for Successful NAAC Accreditation.
- Introduction to Various NAAC Criteria.
- Exercises on Outcome based Assessment.
- Applications of Various Pedagogical Tools.

For further details, contact Organizing Secretary, Dr. Dwarikanath Ratha, Thapar Institute of Engineering and Technology (Deemed-to-be University), P O Box 32, Bhadson Road, Patiala-147004 (Punjab), Phone No: +91 175-2393521/+91 8360270224, E-mail: *coc@thapar.edu* For updates, log on to: *www.thapar.edu*

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, 2021)

AGRICULTURAL & VETERINARY SCIENCES

Agronomy

1. Rupareliya, Vimalkumar Vrajalal. Efficacy of some post-emergence herbicides and their mixtures for weed control in soybean (*Glycine max* L) and their residual effect on wheat (*Triticum aestivum* L). (Dr. R K Mathukia), Department of Agronomy, Junagadh Agricultural University, Junagadh.

Forestry

1. Chandrakant, Arade Sushant. Studies on upscaling for rapid in vitro propagation evaluation of genetic fidelity and establishment of field demonstration trial of sandalwood (*Santalum album* L). (Dr. T S Rathore and Dr. Syam Viswanath), Department of Silviculture, Forest Research Institute, Dehradun.

2. Jagannath, Gunjal Jayashri. Weathering moisture resistance and fungal resistance of wood polymer composites. (Dr. S S Chauhan), Department of Wood Science and Technology, Forest Research Institute, Dehradun.

3. Phular, Karuna. Studies on factors responsible for the change in reproductive behaviour of *Cedrus deodara* (Roxb) G Don. (Dr. Rajesh Sharma and Dr. H S Ginwal), Department of Forest Genetics, Forest Research Institute, Dehradun.

4. Subbanna, Sruthi. Socio-economic and ecological feasibility of bamboo based farm forestry in Western and Peninsular India: A case study of *Bambusa balcooa* **Roxb**. (Dr. Syam Viswanath), Department of Forest Ecology and Environment, Forest Research Institute, Dehradun.

Genetics & Plant Breeding

1. Bineetkaur Singh. Generation mean analysis in upland rice (*Oryza sativa L*). (Dr. V P Patel), Department of Genetics & Plant Breeding, Navsari Agricultural University, Navsari.

2. Rathod, Kajalben Chaturbhai. Genetic analysis for seed yield and its attributing traits in castor (*Ricinus communis* L). (Dr. D A Chauhan), Department of Genetics & Plant Breeding, Navsari Agricultural University, Navsari.

BIOLOGICAL SCIENCES

Bio Science

1. Joseph, Sneha. Molecular phylogeny of few intertidal macrofaunal groups in relation to specification and evolution with special emphasis on the closely related species. (Dr. R S Kundu), Department of Bio Science, Saurashtra University, Rajkot.

Biotechnology

1. Mishra, Saswati. **Multifunctional biopolymer based ceramic microsphere for bone regeneration**. (Dr. Tapash Ranjan Routray), Department of Biotechnology, Siksha O Anusandhan University, Bhubaneswar.

2. Patel, Jayendrakumar Maheshchandra. Development of a novel in vitro immunodiagnostic assay for detection of hepatitis C virus (HCV) infection. (Dr. Preeti Sharma), Department of Biotechnology, Veer Narmad South Gujarat University, Surat.

Botany

1. Gaikwad, Ujwala Anantrao. Incidence of aeromycoflora over the groundnut field from Latur District (M S). (Dr. D B Chate), Department of Botany, Swami Ramanand Teerth Marathwada University, Nanded.

2. Ghosh, Sandhyaben Subodchandra. Nutritional, phytochemical and nutraceutical evaluation of some lesser known leafy vegetables. (Dr. M N Reddy), Department of Botany, Veer Narmad South Gujarat University, Surat.

Marine Science

1. Patel, Monali Subhashbhai. Appraisal of drinking water quality of OLPAD Taluka Surat, Gujarat. (Dr. Kapila Manoj), Department of Aquatic Biology, Veer Narmad South Gujarat University, Surat.

Microbiology

1. Jyoyhi, V. Isolation and evaluation of phosphate solubilising fungi from rhizosphere soil of medicinal plants of Shivamogga District. (Dr. B Thippeswamy), Department of Microbiology, Kuvempu University, Shankaraghatta. 2. Lokesh, S T. Isolation, characterization and evaluation of antimicrobial and anticancerous property of *claviceps* purpurea. (Dr. B Thippeswamy), Department of Microbiology, Kuvempu University, Shankaraghatta.

3. Patel, Margiben Hemangkumar. **Biomedical** potential of metal nanoparticles synthesized from herbal plants. (Dr. Faridaben P Minocheherhomji), Department of Microbiology, Veer Narmad South Gujarat University, Surat.

Zoology

1. Darak, Omprakash Satyanarayan. Studies on bacterial infection of farmed carps with relation to pathogen sensitivity to selected antibiotics. (Dr. Ravi D Barde), Department of Zoology, Swami Ramanand Teerth Marathwada University, Nanded.

2. Gaikwad, Kanchan Gulabrao. **Studies on faunistic diversity of helminth parasites of freshwater fishes**. (Dr. Sanjay Shamrao Nanware), Department of Zoology, Swami Ramanand Teerth Marathwada University, Nanded.

3. Pandurang, Saptal Lalita. **Bio-diversity and** seasonal impact on avian fauna of Aundha Forest, Dis, Hingoli (M S). (Dr. V S Kanwate), Department of Zoology, Swami Ramanand Teerth Marathwada University, Nanded.

4. Roy, Manjari. Evaluating methods to monitor tiger abundance and its prey in Indian Sunderbans. (Dr. K Sankar), Department of Wildlife Science, Saurashtra University, Rajkot.

5. Shivaraju. Ecology and icthyofaunal diversity of Durgadahalli and Mydala Lakes of Tumkur. (Prof. M Venkateshwarlu), Department of Applied Zoology, Siksha O Anusandhan University, Bhubaneswar.

6. Suryawanshi, Vijaykumar Digambarrao. Metabolic changes linked to fluorosis in cyprinus carpio. (Dr. S S Nanware), Department of Zoology, Swami Ramanand Teerth Marathwada University, Nanded.

EARTH SYSTEM SCIENCES

Environmental Science

1. Patil, Sachin Ramrao. Groundwater quality status using spatial analysis of Degloor Tahsil, Maharashtra. (Dr. Jayprakash Manoharrao Patwari), Department of Environmental Science, Swami Ramanand Teerth Marathwada University, Nanded.

Geology

1. Tiwari, Balram. An insight into organopetrographical, geochemical and microstructural characteristics to quench the quest of shale gas and coal bed methane in Jharia Basin, India. (Prof. Atul Kumar Varma and Dr. Vinod Atmaram Mendhe), Department of Applied Geology, Indian Institute of Technology, Dhanbad.

ENGINEERING SCIENCES

Chemical Engineering

1. Koshy, Williams Joy. Industrial effluent treatment by multisolute adsorption using low cost adsorbents. (Dr. S. A. Puranik), Department of Chemical Engineering, Gujarat Technological University, Ahmedabad.

Computer Science & Engineering

1. Hambarde, Kailash Anandrao. Novel scheme for marketing by study of customer behavior patterns using data mining techniques. (Dr. S N Lokhande), Department of Computer Science & Engineering, Swami Ramanand Teerth Marathwada University, Nanded.

2. Kukreja, Sonal. Development of copyright protection and authentification schemes with extended visual cryptography. (Dr. Singara Singh Kasana and Dr. Geeta Kasana Singara), Department of Computer Science & Engineering, Thapar Institute of Engineering and Technology, Patiala.

3. Mundhe, Rajshri Nathrao. Saptial analysis for change detection of geographical entities using object based modeling approach. (Dr. Nilesh K Deshmukh), Department of Computer Science & Engineering, Swami Ramanand Teerth Marathwada University, Nanded.

4. Patel, Jaginbhai Maganbhai. Segmentation and recognition of printed Gujarati text from images. (Dr. Apurva A Desai), Department of Computer Science, Veer Narmad South Gujarat University, Surat.

5. Thakur, Santosh. Study on knowledge capturing and analysis of big data. (Prof. Dharavath Ramesh), Department of Computer Science & Engineering, Indian Institute of Technology, Dhanbad.

Electrical & Electronics Engineering

1. Birajdar, Sangameshwar Sanjivan. Structural behavior and dielectric relaxation of binary liquids using microcontroller based TDR technique. (Dr. D B Suryawanshi), Department of Electronics, Swami Ramanand Teerth Marathwada University, Nanded.

2. Mahesh, M Rangapariya. **Development of VHDL and embedded based application**. (Dr. H N Pandya), Department of Electronic Engineering, Saurashtra University, Rajkot.

3. Patel, Pravinkumar Dhanjibhai. Energy recovery and torque ripple analysis of direct torque control based induction motor drive. (Dr. Saurabh N. Pandya), Department of Electrical Engineering, Gujarat Technological University, Ahmedabad.

4. Raichura, Maulik Bhupatrai. **Design and** development of digital protection for power transformer. (Dr. Nilesh G. Chothani), Department of Electrical Engineering, Gujarat Technological University, Ahmedabad.

Electrical Instrumentation Engineering

1. Roy, Amit Kumar. Modeling and control of a hybrid sustainable energy system. (Dr. Prasenjit Basak and Dr. Gyan Ranjan Biswal), Department of Electrical and Instrumentation Engineering, Thapar Institute of Engineering and Technology, Patiala.

Electronics & Communication Engineering

1. Judal, Hareshkumar Laxmanbhai. Approaches towards improvement in the performance of mimoofdm based next generation wireless systems. (Dr. Kishorkumar G. Maradia), Department of Electronics & Communication Engineering, Gujarat Technological University, Ahmedabad.

2. Kapoor, Divneet Singh. **Performance analysis of spatially coded OFDM wireless systems using channel state information**. (Dr. Amit Kumar Kohli), Department of Electronics and Communication Engineering, Thapar Institute of Engineering and Technology, Patiala.

3. Paul, Robinson Pravinchandra. **Stochastic hybrid system: Estimation and control technique**. (Dr. Vishvjit Thakar), Department of Electronics & Communication Engineering, Gujarat Technological University, Ahmedabad.

4. Vithalani, Avani Arvind. **Optimization of spectrum sensing technique in cognitive radio**. (Dr. C. H. Vithalani), Department of Electronics and Communication Engineering, Gujarat Technological University, Ahmedabad.

Instrumentation Engineering

1. Majumder, Kakoli Bimal. Some studies on design of sliding mode controller for an underactuated mechanical systems. (Dr. B M Patre), Department of Instrumentation Engineering, Swami Ramanand Teerth Marathwada University, Nanded.

2. Patel, Prashant Bansilal. Investigations and analyses of mach-zehnder interferometery based fiber optics biosensors. (Dr. S T Hamde), Department of Instrumentation Engineering, Swami Ramanand Teerth Marathwada University, Nanded.

Mining Engineering

1. Bhagade, Nachiket V. **Predicting backbreak** and fragmentation using near-field ground vibrations in dragline bench blasting. (Prof. V M S R Murthy and Prof. G Budi), Department of Mining Engineering, Indian Institute of Technology, Dhanbad.

2. Rai, Sheo Shankar. Investigations on improving operational efficiency of dragline mining system with integrated cast blasting, and its impact on environmental and cost efficiency. (Prof. V M S R Murthy and Prof. A K Singh), Department of Mining Engineering, Indian Institute of Technology, Dhanbad.

Mathematics

1. Kondekar, Sachin Nagnathrao. Some studies on quadratic functional integral and differential equations of fractional order. (Dr. Bhalchandra D Karande), Department of Mathematics, Swami Ramanand Teerth Marathwada University, Nanded.

2. Kulakarni, Prakash Vithalrao. Advanced study in behaviour of solutions of nonlinear random differential equations. (Dr. D S Palimkar), Department of Mathematics, Swami Ramanand Teerth Marathwada University, Nanded.

3. Pedge, Balaji Kishanrao. Some remarkable work in random differential inclusion and its application. (Dr. D S Palimkar), Department of Mathematics, Swami Ramanand Teerth Marathwada University, Nanded.

4. Pulkit Kumar. Mathematical study on behaviour of elastic wave propagation and moving disturbances in layered structures with distinct interfacial conditions. (Prof. Abhishek Kumar and Prof. Amares Chattopadhyay), Department of Mathematics and Computing, Indian Institute of Technology, Dhanbad.

5. Rahul, Amit Kumar. **Pressure generation** mechanism in lubrication of bearing surfaces. (Prof. Pentyala Srinavasa Rao), Department of Mathematics and Computing, Indian Institute of Technology, Dhanbad.

Mechanical Engineering

1. Santosh Kumar. Pulsed electro-deposition of nickel-graphene oxide-silicon carbide based lubricating coating on steel surfaces and their performance evaluation. (Prof. Alok Kumar Das and Dr. Rashmi Ranjan Sahoo), Department of Mechanical Engineering, Indian Institute of Technology, Dhanbad.

Petroleum Engineering

1. Mithilesh Kumar. Multi-objective optimization of selected chemical and petroleum processes using the adaptations of genetic algorithm. (Prof. Chandan Guria), Department of Petroleum Engineering, Indian Institute of Technology, Dhanbad.

MEDICAL SCIENCES

Dentistry

1. Satpathy, Anurag. **Preparation of biomimetic textured membranes for periodontal regeneration**. (Dr. Tapash Ranjan Rautray), Department of Dental Sciences, Siksha O Anusandhan University, Bhubaneswar.

Medicine

1. Anupriya. Radiolabelled nanotamoxifen as a theranostic tool for estrogen receptor positive breast cancers. Department of Nuclear Medicine, Postgraduate Institute of Medical Education and Research, Chandigarh.

Nanotechnology

1. Barot, Tejas Dipakkumar. Fabrication and screening of novel dental composite for its biomedical application. (Dr. Deepak Rawtani), Department of Nanotechnology, National Forensic Sciences University, Gandhinagar.

2. Kulkarni, Pratik Prabhakar. Niosomes as a selfassembly based nanocarrier for drug delivery applications. (Dr. Deepak Rawtani), Department of Nano Technology, National Forensic Sciences University, Gandhinagar.

Pharmaceutical Science

1. Bagada, Hina L. Design and development of novel drug delivery system of poorly water soluble drugs. (Dr. Mihir K Raval), Department of Pharmacy, Saurashtra University, Rajkot.

2. Patel, Priya Vinu Bhai. Formulation and evaluation of nanoparticulate drug delivery system containing anti cancer agents. (Dr. Mihir K Raval), Department of Pharmacy, Saurashtra University, Rajkot.

3. Patel, Rajeshri Dineshbhai. Improvement of pharmacokinetic properties physicochemical and of active pharmaceutical ingredients using crystal engineering approaches. (Dr. Mihir K Raval), Department of Pharmaceutical Science, Saurashtra University, Rajkot.

4. Pawar, Dnyaneshwar Ramdas. Formulation development of food components and nutrients for cancer prevention. (Dr. Santosh Ramrao Butle), Department of Pharmaceutical Science, Swami Ramanand Teerth Marathwada University, Nanded.

5. Shah, Ashish Prasenjitkumar. Design and synthesis of new potential anticancer agents. (Dr. C. N. Patel), Department of Pharmacy, Gujarat Technological University, Ahmedabad.

PHYSICAL SCIENCES

Chemistry

1. Kaminwar, Nitishkumar Suryakantrao. Synthesis of some bioactive heterocyclic compounds using heterogeneous catalysts. (Dr. R P Pawar and Dr. S B Patwari), Department of Chemistry, Swami Ramanand Teerth Marathwada University, Nanded.

2. Mondal, Biswajit. Novel Pd-catalyzed carboncarbon and carbon heteroatom cross coupling reactions towards the synthesis of diverse functional molecules. (Dr. Sajal Das and Dr. Mrinalkanti Kundu), Department of Chemistry, University of North Bengal, Darjeeling.

3. Parmar, Parnas Sureshchandra. The synthesis and pharmacological studies of newer heterocyclic scaffolds based on fused and non-fused pyrazoles. (Dr. Saurabh K Patel), Department of Chemistry, Veer Narmad South Gujarat University, Surat.

4. Pawandeep Kaur. Development and characterization different insulin of based nanoformulations for wound healing activity. (Dr. Diptiman Choudhury), School of Chemistry and Bio-Chemistry, Thapar Institute of Engineering and Technology, Patiala.

Physics

1. Jariwala, Hiteshkumar Pinank. Computations of structural, electronic and transport properties of Si, Ge, and Au nanowires: A density functional approach. (Dr. P B Thakor), Department of Physics, Veer Narmad South Gujarat University, Surat.

2. Pradhani, Neeha. Synthesis and characterization of manganese modified bismuth alkali titanate ceramics. (Prof. P K Mahapatra), Department of Physics, Siksha O Anusandhan University, Bhubaneswar.

3. Rahman, Kazi Hasibur. Development of composite and doped Tio2 nanomaterials for the UV and visible light driven photocatalysis for waste water detoxification. (Prof. A K Kar), Department of Physics, Indian Institute of Technology, Dhanbad.

4. Soni, Krishna Govindbhai. Study the influence of Ferro electric ceramic Na_{0.2} Bi_{0.3} Zr_{0.5} TiO₂. (Dr. V G Joshi), Department of Physics, Veer Narmad South Gujarat University, Surat.



Abhay Shikshan Kendra's

APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS FROM THE ACADEMIC YEAR 2020-2021.

<u>UN-AIDED</u>						
Sr. No.	Cadre	Subject	Total No.	Category		
1.	Principal		01	01-OPEN		
2.	Assistant Professor	Accountancy	01	01-OPEN		
3.	Assistant Professor	Economics	01	01-OPEN		

01-OPEN 4. Librarian ____ The above posts are open to all, however candidates from any category can apply for the post.

01

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

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

Applicants who are already employed must send their application through proper channel. Applicants are required to account for breaks, if any in their academic career. Application with full details should reach the SECRETARY, RAJARSHI SHAHU SR. COLLEGE OF ARTS, COMMERCE & SCIENCE, Municipal School Bidg., 3" Fir, Joglekar Wadi, Sion (E), Mumbai- 400 022 within 15 days from the date of publication of this advertisement. This is University approved advertisement.

> Sd/-SECRETARY





Ph.D. Admission

Online applications are invited for the admission of Ph.D. Programme from 19/07/2021 to 07/08/2021.

For filling online application form and details regarding eligibility criteria, admission procedure, availability of seats, dates for entrance exam etc. please visit www.gujaratvidyapith.org

Fees for application process is Rs. 500/- should be paid by SBI Collect only.

Reservation EWS - 10%, SC - 15%, ST - 7.5%, OBC - 27% (Non-Creamy layer), PH -5% and 2 Seat for Candidate of Jammu and Kashmir. Dr. Nikhil Bhatt 17/07/2021 i/c Registrar

Payyanur Co-Operative Educational Society Ltd.

Co-Operative Arts and Science College, Madai P.O. Payangadi, Kannur District, Kerala

APPOINTMENTS

Applications in the prescribed form are invited from qualified candidates for the following posts.

Assistant Professor

Pavvanur

18-02-2021

Sl. No.	Subject	Open Merit Vacancy
1.	Commerce	02
2.	Business Administration	03

Age and qualification as per UGC, Kerala Government and Kannur University norms. Applications along with copies of certificates should reach the undersigned **within 30 days** from the date of notification. Application form is available from the Office on payment of Rs. 500/- in person or by DD in favour of the **President** with addressed envelope by post.

Sd/-President Paayanur Co-operative Educational Society Ltd, No. C-853, Payyanur-670307, Kannur District (Kerala)

Dempo Charities Trust's DHEMPE COLLEGE OF ARTS & SCIENCE Miramar, Panaji-Goa

Applications are invited from Indian Nationals for the post of **Assistant Professor** on Full-Time Regular Basis in the following subjects. These posts are from the academic year 2021-22.

Sr. No.	Subject	No. of posts	Category
1	Physics	1	OBC
2	Inorganic Chemistry	1	EWS
3	Physical Chemistry	1	UR
4	Zoology	1	ST
5	Mathematics	1	OBC
6	Computer Science	1	OBC
7	Marathi	1	UR
8	Philosophy	2	1 OBC, 1 SC
9	History	1	P.D.
10 Psychology		1	OBC

Mandatory Requirement: 15 years Residence Certificate issued by Government of Goa.

Essential: Knowledge of Konkani.

For further information visit Website : www.dhempecollege. edu.in

Interview dates and list of candidates eligible for interview will be notified on the College Website.

Sd/-Dr. Vrinda Borker Professor & Principal

Kasegaon Education Society's, Kasegaon Rajarambapu Institute of Technology, Rajaramnagar (An Autonomous Institute, Affiliated to Shivaji University, Kolhapur)

At/Post. Sakharale, Pin Code 415414 Tal. Walwa, Dist. Sangli (Maharashtra)

(Non-Grant Basis)

WANTED

Applications are invited from eligible candidates for the following posts.

Sr. No.	Name of post	Vacant Posts	Unreserved (Open) Posts	
А.	Professor:			
1	Mechanical Engineering (Thermal Engineering)	01	01	
2	Civil Construction Management	01	01	
3	Power System and Power Electronics	01	01	
4	Computer Science and Engineering	01	01	
B.	Associate Professor :	· · · ·		
1	Mechanical Engineering Automobile	01	01	
2	Mechanical Manufacturing Engineering	01	01	
3	Civil Construction Management	01	01	
4	Civil Structural	01	01	
5	Electronics Engineering	01	01	
6	Power System and Power Electronics	01	01	
7	Computer Science and Engineering	01	01	
С.	Assistant Professor :			
1	Electronics Engineering	01	01	
2	Power System and Power Electronics	01	01	

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

Place: Rajaramnagar Date : 26/07/2021 Director Kasegaon Education Society's Rajarambapu Institute of Technology Rajaramnagar, Sakharale, Tal. Walwa, Dist. Sangli

Phondaghat Education Society's

ARTS AND COMMERCE COLLEGE PHONDAGHAT Tal. Kankavali, Dist. Sindhudurg, Pin- 416601

Tai. Kaikavaii, Dist. Sindhuduig, Tiii- 410001

APPLICATIONS ARE INVITED FOR THE POST OF

PRINCIPAL

FROM THE ACADEMIC YEAR 2021-2022

AIDED

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

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

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

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

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

Applicants with full details should reach **The Chairman**, **Phondaghat Education Society's ARTS AND COMMERCE COLLEGE**, **PHONDAGHAT**, **Tal. Kankavali**, **Dist. Sindhudurg**, **Pin-416601 within 15 days** from the date of publication of this advertisement. **This is University approved advertisement**.

> Sd/-CHAIRMAN

Phule Samaj Sudhark Samiti's SHAHIR ANNA BHAU SATHE MAHAVIDYALAYA, MUKHED TQ. MUKHED, DIST. NANDED

WANTED

Application are invited for the post of **Principal** to be filled in **Shahir Annabhau Sathe Mahavidyalaya**, **Mukhed**, **Tq. Mukhed**, **Dist. Nanded** (Grant in aid) Run by Phule Samaj Sudharak Samiti, Mukhed, Dist. Nanded (Maharashtra). Eligible Candidates should submit their applications along with all necessary documents within Fifteen Days from the date of the Advertisement by Registered post only.

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

Educational Qualification:-

The Candidate shall possess the following qualification

- 1. A Master Degree with at least 55% marks (or an equivalent grade a point scale wherever grading system is followed) by a recognized University.
- 2. A Ph.D. Degree in concerned/allied/ relevant discipline (s) in the institution concerned with evidence of published work and research guidance.
- 3. Professor / Associate Professor with a total service/ Experience of at least Fifteen years of Teaching/ Research in Universities/ Colleges and other institution of Higher Education.
- 4. A minimum of 10 Research publications in peer-reviewed or UGC-listed journals.
- 5. A minimum of 110 Research Score as per Appendix II, Table 2 UGC Regulation 2018.
- 6. Academic Eligibility and other Rules, Regulations as per UGC Resolution 18 July 2018 and Govt. Resolution No. Misc-2018/C.R.56/UNI-1 Dt. 08 March 2019.

B. Tenure:

A College Principal shall be appointed for a period of Five years, extendable for another term of five years on the basis of performance assessment by a Committee appointed by the University constituted as per these Rules.

Salary & Allowance Pay : Scales as par UGC state Government & Swami Ramanand Teerth Marathwada University rules from time to time.

Note:-

- 1. Prescribe Application form is available on University Website (www.srtmun.ac)
- 2. No T.A./D.A. will be paid to attend the interview.
- 3. Eligible Candidates those who are already in services should submit their application though proper channel.
- 4. All attested Xerox copies of certificates and other relevant document should be attached with the application form.
- 5. The vacant posts are being filled under the decision of Hon. High Court, Aurangabad Bench Petition No. 12051/2015.

Address of Correspondence:-President, Phule Samaj Sudharak Samiti, Mukhed, Tq. Mukhed, Dist. Nanded, Pin-431715 (Maharashtra)

Sd/-Avinash Madhukarrao Ghate President PSS Samit's, Mukhed, Dist. Nanded



Dnyanprassarak Mandal's College and Research Centre

Assagao, Bardez - Goa 403 507

Inspiring, Igniting and Transforming to Excel (Affiliated to Goa University and recognized by U.G.C. under sections 2f and 12B of the UGC Act of 1956) Accredited by NAAC with 'A' Grade (3rd cycle)

Applications stating full name, address, age with date of birth, educational qualifications (from S.S.C. onwards) with marks and percentages secured and experience are invited from Indian Nationals for the following teaching posts for the academic year 2021-2022:

SELF-FINANCED COURSES

A)	M. Com.		
	1. ASSOCIATE PROFESSOR	-	1 (Contract basis)
	2. ASSISTANT PROFESSOR	-	1 (Contract basis)
	3. ASSISTANT PROFESSOR	-	1 (Lecture basis)
B)	M.Sc. (Pharmaceutical Chemistry) and M.Sc. (Organic Chemistry)		
	1. ASSISTANT PROFESSOR (Organic Chemistry)	-	3 (Contract basis)
	2. ASSISTANT PROFESSOR (Physical Chemistry)	-	1 (Contract basis)
	3. ASSISTANT PROFESSOR (Physical Chemistry)	-	1 (Lecture basis)
	4. ASSISTANT PROFESSOR (Inorganic Chemistry)	-	1 (Lecture Basis)
C)	M.Sc. (Environmental Science)		
	1. ASSISTANT PROFESSOR	-	1 (Contract Basis)
D)	B.B.A.		
	1. ASSISTANT PROFESSOR (Human Resource Management)	-	1 (Contract basis)
	2. ASSISTANT PROFESSOR (Finance)	-	1 (Contract basis)
E)	B.C.A.		
	1. ASSISTANT PROFESSOR (COMPUTER APPLICATIONS)	-	4 (Full-time Contract basis)
	2. ASSISTANT PROFESSOR (ENGLISH)	-	1 (Lecture basis)
	3. ASSISTANT PROFESSOR (MATHEMATICS & STATISTICS)	-	1 (Lecture basis)
	4. ASSISTANT PROFESSOR (COMMERCE)	-	1 (Lecture basis)
	5. ASSISTANT PROFESSOR (ECONOMICS)	-	1 (Lecture basis)
NO	TE: (1) IF THERE ARE NO APPLICANTS FOR THE POST OF A INSTEAD FULL TIME ASSISTANT PROFESSOR WILL	SS BI	OCIATE PROFESSOR THEN E APPOINTED.

(2) RETIRED PROFESSORS/ASSOCIATE PROFESSORS/READERS MAY ALSO APPLY AND WILL BE SUITABLY COMPENSATED.

For details pertaining to posts, qualifications, pay scale and other service conditions, please visit the college website : www.dmscollege.ac.in.

	Sd/-
Date: 26/07/2021	PRINCIPAL



Date: 26/07/2021

Licenced to post without prepayment under WPP No. U(C)-109/2021-23

Postal Regd. No. DL (C)-05/1241/2021-23

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B.	DEMA "ASSO Nation	AND DRAFT ONLY : Suc DCIATION OF INDIAN UN nalised Banks ONLY.	h instrument is required to be prepared be in the name of <b>IVERSITIES</b> " (payable at New Delhi), preferably from the	
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	10	GST Regn. No.	07AAATA0407F1ZG	
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