

Rs. 30.00

ISSN-0566-2257



# UNIVERSITY NEWS

*A Weekly Journal of Higher Education*

**Association of Indian Universities**

Vol. 59 • No. 48 • November 29-December 05, 2021

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A Weekly Journal of Higher Education  
Published by the Association of Indian  
Universities

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**#Let'sBeatCoronaTogether**

# Role of Education Commissions and Committees in the Development of Libraries in India

Youd Vir Singh\*

The roots of Education System in India dates back to Vedic Age. Oral communication by the word of the mouth was the only mode known to the Aryans to impart knowledge and instruction. The transmission of knowledge from the teacher to the learner relied upon the method of memorising by the utterances of his preceptor. There is no trace of the existence of Libraries in those times. The scholars at Taxila, the famous ancient seat of learning for nearly a thousand years between 700 B.C. and 300 A.D, were the only known moving reservoirs of knowledge.

Under the rise of British paramountcy, the College Libraries preceded the University Libraries. Jonathan Duncun emphasized the need to collect books of the most ancient and valuable general learning and tradition so that the officers could benefit from these during the course of their studies. In the year 1811, Viceroy Lord Minto proposed that a "Library be attached to each of Colleges under the charge of a native with a small establishment of servants for the care of manuscripts." This is the first statement on record made by a Viceroy about the desirability of having Libraries in academic institutions. Augmenting Lord Minto's efforts, Lord Auckland specified: "In order to make the greatest use of the advantages of the colleges, I would attentively watch the degree to which the students profit by their access to the considerable Libraries which are now attached to many of our institutions. Important deficiencies in these Libraries should be promptly supplied."

## Commissions and Committees to Improve Libraries

Attempts were made to start Universities at Madras and Calcutta in the year 1834 and 1845 respectively but the proposal did not get the approval of the East India Company. During the first half of the eighteenth century, there was a rapid spread of liberal education among the Indians. Due to the surging requirements of European and Anglo-Indian population for books and reading material, the Company had to revise its policy with regards to the setting up of modern Universities. Three affiliating Universities were established at Bombay, Calcutta and Madras on the model of the London University, which itself was an examining body at the time. It could give little guidance about the quality of teaching and even as an examining body, it offered no safeguards of achievement. The universities were established "for the purpose of ascertaining, by means of examinations, the person, who have acquired proficiency

\* Research Scholar, Tilak Maharashtra Vidyapeeth, Pune and Head, AIU Information Resource Centre in Higher Education, Association of Indian Universities 16, Indrajit Gupta Marg (Kotla Marg) New Delhi 110002. E-mail: youdvirsingh@gmail.com

in different branches of literature, science and arts, and of rewarding them by academic degrees as evidence of their respective attainments and marks of honour.”

This set the pace for colleges acquiring books to build Libraries. Reviewing the perpetual growth of college Libraries, the Hunter Commission Report (1882) recorded that the SPG College, Trichinapally, had 1120 books; the Presidency College, Madras, had 3,289 books; the Government College, Lahore, had 1,400 books, and the Government College, Jabalpur, had 1,000 books. The Hunter Commission also observed: “As regards the extent to which Libraries are used, the information obtained seems to show that among the students of some colleges, a perceptible taste for general reading has sprung up. Yet, the Bombay, the Bengal and North Western Provinces reports agree in saying that the general reading of students is confined to a very narrow range, being almost entirely limited to books which have some bearing on the subjects of examination; though an exception to a limited extent is made in Bombay in the case of the Elphinstone College.”

Since the three Universities were only examining bodies, no need as such was felt to make provisions for their Libraries simultaneously along with their commissioning. Bombay University Library came up in 1864; Calcutta University Library in 1873 and Madras University Library in 1907. Two more universities, the University of Panjab, Lahore, and University of Allahabad were established in 1882 and 1887 respectively. One common feature of all these five universities was the absence of a ‘Library’ in the initial plans of the Universities.

As a result, despite having sizeable book collection of its own, there was not one University which had a Library of national importance. The routine work in these University Libraries was usually looked after by a clerk or caretaker with no professional knowledge and hence, there was a lack of emphasis on collection development, shelf arrangement, infrastructure and reading ambience.

### ***Sadler’s Commission (1902)***

Sadler’s commission (1902) was first to recognise the need for Reference Libraries. With the establishment of Residential Universities and introduction of research programmes in almost all disciplines, a change in the perception toward Library

services was observed. For the first time, Libraries were granted due recognition in an academic setup.

### ***Education Commission (1948-49)***

After independence, Education Commission under the Chairmanship of Dr S Radhakrishnan highlighted that Library is the heart of a University as services provided by it directly complements the academic performance of any University. For research purposes, Libraries act as Laboratories and therefore, it is imperative to have a first-class Library in a University. The commission’s recommendations were put to practice to improve Library services.

### ***Library Development Committee (1965)***

After establishment of the UGC in 1956, its Chairman, Shri C D Deshmukh, on the recommendation of Dr. S. R. Ranganathan constituted a committee in 1957. The committee studied all possible facets and made recommendations for improving the services of College and University Libraries to remain abreast with the technological advancements.

The Commission (UGC) gave priority to the library advancement. The present status of University and College Libraries in terms of guidelines to develop infrastructure, collection, professional services etc. more or less are based on the frame provided by the Ranganathan Committee.

### ***Education Commission (1964-66)***

Development of University and College Libraries was sincerely viewed by the Education Commission (1964-66) to achieve the goal of quality in higher education. It outlined the need for College and University Libraries to be self-sufficient to fulfil the information needs of its research scholars. The College and University Library should also cater to special interest of its teachers in keeping them abreast with the developments in the field of their interest. These Libraries should suffice in imparting service necessary for the success of formal programs of instruction, open the door to widen the information horizon of its readers that lie beyond their field of specialisation and to loaning books to students and scholars under conditions which encourage reading for pleasure, self-discovery, personal growth and the sharpening of intellectual curiosity. It also recommended that the Heads of various Departments and Library staff should work in collaboration to

chalk out a futuristic integrated plan of Library development considering a number of factors such as anticipated increase in enrolment, faculty wise distribution of students, new subjects and fields of specialisation, special research projects and so on.

The commission was very stringent in recommendation that no new University, College or Department should be set up without taking into account its' Library needs in terms of staff, books, journals, space etc. Because by this time, it was realised that nothing could be more damaging to a growing department than to neglect its Library or to give low priority. On the contrary the library should be an important centre of attraction on the College, University and Department campus.

### ***National Policy on Library and Information Science (1986)***

National Policy on Library and Information Science (1986) has outlined the following main aims:

- (i) "To foster, promote and sustain, by all appropriate means, the organisation, availability and use of information, in all sectors of national activity.
- (ii) To take steps for mobilising and updating the existing Library and information systems and services and initiating new programmes relevant to our national needs, taking advantage of the latest advances in information technology.
- (iii) To encourage and initiate with all possible speed, programmes for the training of Library and information personnel, on a scale and of a calibre adequate to provide the library and information services and to recognise their work as an important component of the quality and level of such service.
- (iv) To set up adequate monitoring mechanism for ensuring rapid development of Library and information facilities and services for meeting the information needs of all sectors and labels of the national economy.
- (v) To encourage individual initiative for the acquisition and dissemination of knowledge and for the discovery of new knowledge in a atmosphere of intellectual freedom.
- (vi) In general, to secure for the people of the country all the benefits that can accrue from the acquisition and application of knowledge; and
- (vii) To preserve and make known the nations cultural heritage in its multiple forms."

The Government of India, Scientific Policy Resolution (1958) has accepted that 'the wealth and prosperity of a nation depends on the effective utilisation of its human and material resources through industrialisation. The use of human and material resources for industrialisation demands its education and training in technical skills. Industry opens up possibilities of greater fulfilment for the individual. India's enormous manpower can only become an asset in the modern world when trained and educated human resource is common in all the fields of work. To meet our requirements, the scientific policy have decided the following aims:

- (i) "To foster, promote and sustain by all appropriate means the cultivation of science and scientific research in all its aspects - pure, applied and education:
- (ii) To ensure an adequate supply, within the country of research scientists of the highest quality, and to recognise their work as an important component of the strength of the nation;
- (iii) To encourage and initiate, with all possible speed programmes for the training of scientific and technical personnel, on a scale adequate to fulfil the country's needs in science and education, agriculture and industry, and defence;
- (iv) To encourage that the creative talent of men and women is encouraged and finds full scope in scientific activity;
- (v) To encourage individual initiative for the acquisition and dissemination of knowledge, and for the discovery of new knowledge, in an atmosphere of academic freedom;
- (vi) And, in general, to secure for the people of the country all the benefits that can accrue from the acquisition and application of scientific knowledge."

### ***National Review Committee (1996)***

In its recent efforts, the UGC has constituted a National Review Committee (1996) for University and College Libraries in higher education to monitor and evaluate financial assistance provided to the Universities, deemed Universities and College Libraries during 8<sup>th</sup> plan period. The objective is also to find out the methods to create effective Library services in the light of modern technological advancements.

Libraries are always regarded essential to improve higher education. If we see the present

status of University Libraries in India most of them are under resources and are unable to fulfil the requirements of the process of teaching and learning. It outlines that the serious attention is missing in allocation of the essential resources required to maintain Library services. Where University or even College Libraries which are well resourced are heavily used and proving helpful in maintaining standards of teaching and research as information has a key role in overall educational advancement. Till now Libraries are the traditional repositories of information. Therefore, it has become essential to develop comprehensive Library and information service for co-ordinating and providing access to all forms of information. Under the present circumstances and in poor financial resources, it is a difficult task to co-ordinate institutions of higher education for pooled services.

Since, University and College Libraries are the places where mature young scholars come in contact with the knowledge managers. These are the centres where young men and women of character and ability committed to national development are produced. The entire process of learning and Library services is under drastic change.

The Ministry of Human Resource Development, Department of Education, Government of India, constituted a Sub Group of the “working group on Libraries and informatics on Academic Library System”. The group using expertise has recommended guidelines to be followed to create Higher Education Library and information services. The issues are analysed in detail and recommendations based on future innovations and requirements have been made. This also shows the deep concern of the Government and the professionals. As a serious first step, the University Education Commission (1948-49) recommended that the Library expenditure should be calculated in relation with the student enrolment and faculty strength. In recent past the cost of documents and entry of non-book materials has affected the budgets of the Libraries in a big way. The Library expenditure of various Universities cannot be compared as every institution has different objectives, programme, strength, location and services offered by it. Evaluation of Library excellence should be made on the efficient functions. At present funds are disproportionate to the Library services.

The regularity in growth has not been viewed seriously. Single formula which can be applied

to all Libraries does not seem justified. It will be appropriate to increase the use of the library services and create a greater sense of responsibility towards the valuable Library resources. The effort in turn will improve the potentialities of the students. Hence, the Libraries must have separate allocations based on some formula. Some percentage of total budget in consultation with Library staff and users should be utilised in the development of Libraries.

The NEP (1986) recommended that the ‘Computer Education, of course, is important because computerisation has become part and parcel of technologies contributing to development on every sphere. Computer learning should be made integral part of the time table.’ Keeping in view the modernisation and advancement of science and technology working group of planning commission (1986) paid serious attention. The subject was further analysed, in detail and deep concern was shown by the National Policy on Library and Information System (1986) document under the section Modernisation of Library and Information System’.

#### **Importance of Libraries: Recommended by UGC Pay Scales Committee (1986)**

The library performs a crucial role in the educational process. It widens the educational horizon and supplements curricular learning. What is more important, the Library even as it satisfies the quest for learning, spurs it to greater effort. While passing on to the youthful generation the distilled wisdom of the human mind as it has evolved over the ages, the Library sharpens the mind and clarifies the concepts. It is the most durable bridge across time. The easiest way to assess the climate, temper and academic achievements of an educational institution is to visit its Library and see how it is being maintained and utilised. The importance of the Library’s role in imparting and disseminating knowledge has, of late, been enhanced by developments in continuing education, distance education and the open university system. The introduction and expansion of a nationwide scheme of these systems is essential for a country which faces a huge backlog of illiteracy and which nevertheless is keen to embark on the 21st Century in the company of the educationally and scientifically most advanced nations of the world. The University/College Libraries assume an even greater importance in a country like India where the majority of students cannot purchase any, but the most essential books.

The vital significance of the Libraries in the educational system has been voiced by various Commissions, including the Education Commission (1964-66). Without a good Library, high quality instruction and research in Colleges and Universities would be entirely inconceivable. The Committee is, however, constrained to remark that despite the recognition of a Library's importance, the functioning of the Libraries has not undergone any radical improvement. In many of the Colleges, the Library is neither adequately housed; nor properly laid out. Some of these are not sufficiently lit; nor properly ventilated. There is no system of display of recent additions to the Library collection. There is no serious effort to facilitate location and retrieval of books & journals. Consequently, the seeker has to fend for himself. Some of these traits are applicable to the University Libraries as well. A Library should be so housed, laid out, equipped and manned as to attract the students and teachers and to generate in them an urge to delve into latest thinking on subjects in which they are interested. A good Library not only stores but radiates knowledge. It is in this context that the Education policy (1986) envisages provision of Library facilities in all educational institutions and improvement in the status of librarians.

### **Modernisation of Library Services Traced by Planning Commission Working Group**

The present Library community should be exposed to the concept of computers and its usage. For this awareness, specific Library-oriented programs should be conducted. A special Library training course should be enlarged to include computer application aspects. Emphasis should be more on information handling, organisation and usage.

During the seventh plan period the goal should be to computerise most of the major Libraries. This should be carried out in a systematic manner so that the information exchange is possible. Certain standards with respect to hardware and software have to be evolved. For this, a group has to be setup at the apex level to work out the plan for computerisation. The group should also workout standard specifications for hardware and software for implementation at various levels which should consist of computer specialists, Library scientists and educational expert. The group should be made responsible for monitoring and evaluating the computerisation in Libraries.

Also, software development activities have to be initiated for evolving a standard software for meeting the Library requirements. This should be implemented for standard indigenous systems. In developing the computer applications, developing a union catalogue and a national bibliography should be given due importance. Thereafter, a plan for interlinking the Library system should be worked out. It should give a detailed plan of action for developing the Library network. New technologies (telematics) like videotext, teletex, provide ample opportunities for disseminating information at the cheapest possible manner. Such system should be experimented with a view to study its impact on the society. It will enable to access a wide variety of data in the shortest time.

### ***National Education Policy-2020***

On the curricular side, it will be extremely vital to introduce an increased focus on foundational literacy and numeracy - and generally, on reading, writing, speaking, counting, arithmetic, and mathematical thinking - throughout the primary school curriculum. The dedication of specific hours daily and regular events over the year, to activities involving these subjects, will be implemented to encourage and excite students to pursue these areas. Teacher education and the early grade school curriculum will be redesigned to have a renewed emphasis on foundational literacy and numeracy. A national repository of high quality resources on foundational literacy and numeracy will be made available on the National Teacher's Portal. Technological interventions to serve as aids to teachers will be piloted and implemented, and public and school Libraries expanded to build a culture of reading and communication. Digital Libraries will also be encouraged to be set up in all public and school Libraries.

A very first requirement in this direction will be to ensure decent and pleasant service conditions at schools. Adequate and safe infrastructure, including working toilets, clean drinking water, clean and attractive spaces conducive to learning, electricity, computing devices, and internet, Library and sports and recreational resources will be important to provide to all schools in order to ensure that teachers and students including children of all genders and children with disabilities, receive a safe, non-violent, inclusive and effective learning environment and are comfortable and inspired to teach and learn in their schools.

These small school sizes have made it economically suboptimal and operationally complex to run good schools, in terms of deployment of teachers as well as the provision of critical physical resources. Teachers often must teach multiple grades at a time, and teach multiple subjects, including subjects in which they may have no prior background; key areas such as music, arts, and sports are too often simply not taught; and physical resources, such as lab and sports equipment and Library books, are simply not available across schools.

These challenges will, by 2025, be addressed by State/UT governments by adopting innovative mechanisms to group or rationalise schools. The objective behind this intervention would be to ensure that: every school has an adequate number of counsellors and teachers (shared or otherwise) for teaching all subjects including art, music science, sports, languages, vocational subjects, etc; ensuring that every school has adequate resources (shared or otherwise), such as a Library, science labs, computer labs, skill labs, playgrounds, sports equipment and facilities, etc.; building a sense of community is built to overcome the isolation of teachers and schools, through joint professional development programmes, sharing of teaching-learning content and joint content development, holding joint activities, such as art and science exhibitions, sports meets, quizzes and debates, fairs; and there is cooperation and support across schools for the education of children with disabilities, etc.

The aim of the school complex/cluster will be to:

- a) build vibrant communities of teachers, school leaders, and other supporting staff;
- b) better integrate education across all school levels, from early childhood education through Grade 12, as well as vocational and adult education;
- c) share key material resources, such as Libraries, science laboratories and equipment, computer labs, sports facilities and equipment, as well as human resources, such as social workers, counsellors, and specialised subject teachers - including teachers for music, art, languages, and physical education - across schools in the complex; and
- d) develop a critical mass of teachers, students, supporting staff, as well as equipment, infrastructure, etc. - resulting in greater resource

efficiency and more effective functioning, coordination, leadership, governance, and management of schools in the schooling system.

A suitable infrastructure will be ensured so that all interested adults will have access to adult education. A key initiative in this direction will be to use schools (after school hours and on weekends) and public Library spaces for adult education courses, which will be ICT-equipped when possible. The sharing of infrastructure for school, adult, and vocational education will be critical for ensuring efficient use of both physical and human resources as well as for creating synergy among these three types of education. For these reasons, adult education centres could also be included as an integral part of school complexes, or in other public institutions such as public Libraries, vocational training centres, etc.

### **Library and NEP-2020**

Library is an imperative part of Higher Education Institutions. The National Education Policy has emphasised on developing and strengthening of vibrant and digital Libraries in all the HEIs. It has recommended that Libraries at HEIs will be modernized to cater to the needs and interest of the millennials. This is a welcome move of the Policy and it requires the transformation of traditional Libraries into Digital Libraries. Many institutions have already shifted into the digital mode of functioning while some are still in the transitional phase. NEP also talks about the collaboration between institutions and this has a far-reaching impact on the future functioning of the Libraries. A considerable percent of budget needs to be disbursed to various small and big Libraries to cater to its infrastructural and resource related requirements on continuous basis. The Libraries must also strengthen its core services by prioritising its needs of continuous collection development in both print and digital means, deployment of full staff strength together with their career progression scheme. This mandates all HEIs to take necessary measures to ensure the availability of a vibrant Digital Library.

### **Conclusion**

After considering several initiatives taken for the advancement of University and College Libraries, the network of Libraries is not up to the satisfaction as per the requirements despite the fact that the initiative list is large in due course of time.

Realising the fact that Libraries are backbone of the educational setup of a country and information use improves the quality of the studies to make it more meaningful. In many of the UGC schemes, travel grant provision is made to enable a researcher to make use of Library services available elsewhere in the country other than his/her working place. While emphasizing about accreditation, certain criteria for qualifications assessment of institutional effectiveness have been suggested. Library and learning resources have been taken to as an important variable to make assessment. The Accreditation and Assessment Council Committee Report (1987) recommends that 'Books non-print materials and Library Services, study space and staff should be adequate to the educational programme and there should be systematic planning for future needs.

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# Narratives from Captivity: Gendered Experiences and Encounters

Gouri Srivastava\*

## Testimony

*The refuge for a cause  
dear to my heart  
contributed my might  
Oh! this physical sufferings  
will not dissuade me, my determination  
the purpose of my existence  
in all weather conditions.  
This is my prayer to you Almighty  
Give me the courage to endure  
the patience to move on  
In this mortal journey of life.*

The history of the freedom struggle of India is multifaceted. It is woven with the rich tapestry of valour, courage and sacrifices of our freedom fighters, men, women and children who have immortalised their names in the pages of history. Many of our historic movements that laid pillars for swaraj, saw the selfless participation of people. The prominent ones were the *swadeshi agitation* of 1905, that kindled the spirit of selfhood, the non-co-operation, went on to strengthen the courage of assertion, the salt *satyagraha* of 1930, kindled the flame of defiance and commitment towards the basics of life, and the *August kranti* of 1942, reaffirmed the resolve for *swaraj* and only *swaraj*. The participation of people from all walks of life, in each of these movements, led to severe repressions, humiliation and unthinkable torture. Many of the participants faced individual wrath from the administration that was very difficult to imagine or conceptualise. They bore the physical as well as mental torture courageously for a cause that they dearly cherished i.e., independence from the colonial yoke. In the present paper one of the tyrannical measures adopted by the colonial government is highlighted. This was related to the imprisonment of the freedom fighter, and respectable persons, in many contexts without trial. During the colonial times there were two classes of political prisoners. The first categories were called the civil disobedient or the satyagrahi prisoners. This category included those

\*Professor and Head, Department of Education in Social Sciences National Council of Educational Research and Training, New-Delhi-110016. E-mail : headdress@gmail.com

who court arrested themselves and were by and large non-violent. They were not detained against their wishes. In many contexts they were left free after giving an undertaking of good conduct. The other included the security prisoners. These were persons of diverse origins and were detained without trials. This class of detainees included the revolutionary socialist and the radicals. In January, 1941 the total number detained under this category were about one thousand to more than one thousand and twenty-five. Many of the official records also make an in-depth survey of the total number of persons undergoing imprisonment at different points of time. One such example of those imprisoned and detained in different districts, of the then Bihar, cited in the official records, was about an event that took place in February 1942. The details are given in Table-1:

**Table-1: Records of the Imprisoned and Detained in Different Districts, of the then Bihar**

Sl. No	Name of the District	Imprisonment	Detention
1	Patna	224	9
2	Shahabad	529	2
3	Gaya	212	22
4	Muzaffarpur	-	
5	Champan	402	12
6	Saran	-	
7	Darbhanga	378	19
8	Bhagalpur		
9	Monghyer		1
10	Purnea	62	22
11	Santhal Parganas	183	12
12	Ranchi	149	24
13	Hazaribagh	97	11
14	Manbhum	41	25
15	Palamau		-
16	Singhbhum	74	41
17	Dhanbad	33	13

The figures in the Table-1 are of persons who were convicted for offences committed with regard to B and C. (B.) Persons convicted in connection with the civil disobedience now under the ordinary law of defence of India Rules (c.) Persons detained or otherwise dealt with under the defence of India Rule 26 & 129 in connection with civil disobedience. ( Source : Fortnightly Report Received from the Provincial Governments for the first half of December 1942, home Political File, the National Archives)

As stated earlier, the reason for imprisonment was not clearly recorded, except for their engagement in the movement that was perhaps not conducive to the effective working of the colonial administration.

The present narrative is about inmates languishing in different jails and the source for the information is largely based on the Legislative Assembly Debates of 1942 and 1943. These discussions were with regards to the condition of prisoners across the country, the treatment meted and the pressing and urgent need for redressing them, particularly in connection with the freedom fighters. In these debates there arose a significant point i.e. “there is no definition of a political prisoner in the Indian Penal Code”. Despite, this point of view, the measure to imprison freedom fighters at the slightest pretext continued. Some case studies extracted from these papers, are briefly stated. They highlight that person who were kept behind bars were from different socio-economic origins. Few, were respectable members of the society, others were freedom fighters and their relatives, business men, suspected academicians and criminals. In most of the cases they were lodged in places with very harsh and unliveable conditions. Climatic conditions in different locations also took a toll on the physical health of those who were detained. Many persons lodged and detained were without trials and only few were undergoing trials. Both men and women faced the brunt of imprisonment. In many cases the confinement meant complete isolation from the family and the rest of the world. Meeting relatives and near and dear was rarely allowed. These measures were consciously taken to upset the mental equilibrium of the captive and become a lesson for others, that they too would meet the similar fate if they dare protested for the cause. Many freedom fighters bore the painful experience with courage and endurance, while others succumbed. Their names of inmates have been documented in the prison records of several of our prisons, located in different parts of the country. It is significant to know, who these heroic persons were; a brief account of some of them are mentioned in the subsequent paragraphs.

### **Brief Cases of Captivity**

Penning down the saga of detainees in a limited manner is not doing complete justice to a story that cannot be circumscribed too few persons, they were many known and unknown voices quelled with time, and who were part of several events and movements. However, due to constraints of words and space

the narrative focuses on only those referred in the legislative debates. One of the referred person was Shree Lala Shankar Lal . He was taken into custody and lodged in a solitary cell in the Delhi Red Fort jail. He was a Managing Director of a well –known Insurance Company i.e. the Tropical Insurance Company. A Report highlighting about his confinement appeared in the Hindustan Times dated 25<sup>th</sup> March 1942. The write-up mentioned about his meeting with his nephew. The nephew reported that he was appalled to see his uncle confined in a dark dingy room without any light. According to him it was unliveable even for a criminal. The cellar smelt badly and was unhygienic regarding the upkeep. None of his family members knew why he was taken as a prisoner. After remaining captive for quiet sometime he suffered serious losses in the business that he had nurtured with passion. His physical and mental health was in a very pathetic state.

The second case focuses on Sardar Sardul Singh Cavasher. He were a leader and a business magnate. At the time of his detention he was the Managing Director of a Bank and Insurance Company. He was also kept at a solitary confinement at the Lahore jail. The treatment meted to him was pathetic. No attention was paid to his repeated complaints and physical disabilities that he faced during his detentions. During his period of captivity the company he headed suffered from serious losses.

The third case discussed was that of Mr. Mukandlal Sarkar and Srijut Satyacharan Bakhsi. The latter had already suffered a long term imprisonment. He was once again served another term of imprisonment. The case against him was not known. The status of his health condition was reported to be very delicate and serious.

The detention of Jagadamba , a female captive of Cocanada was also brought to the notice of the esteemed members. During the discussion it was mentioned that she was detained in the Vellore jail for over one year. She had committed no offence and no charge was levied against her. She was physically ailing and no one from her family was allowed to meet her. Those who wished to meet her had to undertake a very arduous’ journey from Cocanada to Vellore covering a distance of about 350 miles. The treatment meted to her was very cruel. She was ill treated by a woman, who was in charge of the prison. The reason for her detention

was not known. Mrs Subbaroyan, who was a member of the legislative house, during her imprisonment was treated inhumanly, her experiences were heart rendering. There was nothing objectionable that she had indulged in. Her only fault perhaps was that her father Dr. Veeraier was already a political prisoner. It was argued that her detention was not correct and that she should not be punished for being the daughter of a freedom fighter.

In addition, some women academicians detained also formed part of the debate. Miss Sarala Jagumal a Cambridge University Graduate and another Miss Jethi Sipahimalani condition were discussed. These women were suffering from physical ailments that were not attended to by the jail authorities. Further, two ladies housed in the Jubbulpur Central jail, once again were confined without any trial. One of them was the daughter of Jamnalal Bajaj. Her only crime was that she was the daughter –in-law of the famous industrialist at that time. The conditions of captivity led to a telling impact on her health. The other cited name appearing in the jail confinement was of Prabhavati Jakatdar. Her charges were like the others, not known to her and her family members. The wish list, also included Mr. Vishindas J. Shivdasani and H.D. Morriwala who suffered from fever. Professor H.H. Malkani and Professor Gunsham, were housed in the Sukkur jail. Both of them had given several representations to the government for their release, nothing much was done.

Respectable person, like Shree Chandra Bhal Johari who was the member of the Legislature was also arrested in Benares while he was on his sick bed. He was kept in Benares jail for a very long time. Despite, his protest on health grounds, he was not released. He was later transferred to Lucknow jail. His pathetic condition made the jail authorities refer him to the Balrampur hospital. There he lay unconscious for many days. Only when his condition became very critical, his wife and family members were informed... "Now you can come and see your husband", the message was sent a bit too late, he expired in a week's time. Similarly was the case of Mr. Bhalchandra Johari. He became physically weak in the jail and was let out only when it became known that he was about to die. Shree Kailash Bihari lall was kept in the Bhagalpur Central Jail. Despite, giving an undertaking that he would not join any subservient movement, he was not released.

Master Abenash Chandar, a boy of 11, made an appeal to the public that his brother was detained. He was apparently the only earning member of the family. His earning was Rs 21/- per month, which was used to support his mother and he. His detention adversely affected his education. His brother was also suffering from tuberculosis during his stay as a captive. Further, his mother was very ill. He appealed to the public for the release of his brother.

Only one isolated case cited was of Swami Sahajananda, a great peasant leader who was released after a long spell of imprisonment, he did not give up his passion for the cause. He appealed to his countrymen to intensify war efforts and to rally the forces of the country against the aggressors.

These cases cited by the members of the assembly were to draw attention of the colonial government to institute an inquiry into the condition of the freedom fighters and those detained without trial. It was also, to put forth the demand, of better treatment of those detained in different jails across the country and to bring about an improvement in the living conditions in the jails. However, the concern raised had a limited impact. It almost fell on deaf ears of the administration. The release on parole was very slow. The provincial government were not very generous; they did not give the prisoners what they reasonably required.

During the Quit India movement, popularly known as the August *kranti*, made the life of inmates more difficult and stringent. The prisoners were treated more cruelly. Total isolation was practiced. Those who were detained were miserably treated. Many of them had no contact with the print media and no one was allowed to meet them. Giving interviews was totally forbidden. Meeting family persons was nearly forbidden. Further, there were several instances of all sorts of atrocities and ill-treatment that was committed towards prominent men, members of legislature, who were often confined in cells that were reserved for patient suffering from tuberculosis. Women were often beaten and were in many contexts inhumanly ill-treated. In addition before the 9<sup>th</sup> August, every detenu, irrespective of his social position and status, was given 12 annas in the jail; he was given Rs 17/8 as clothing allowance; he was allowed to supplement his food up to Rs 10 per mensem and allowed interview... All these abruptly stopped. (Legislative Assembly debates, official Report, Vol 111, 1943 pg 88)

## Conditions of the Captives

The status of living in confinement was extremely pathetic. Many freedom fighters during the 1942, *kranti* were thrown in the Shahpur jail. In this jail, several cells had no basic furniture's. Sometime the spaces were very limited, just enough for spreading legs. The condition of the floor was wanting. Many times it was not plastered and wet. During this time, there was total absence of medical facilities and people suffered from malaria and flu. Many jails across the country had become bastions of diseases and epidemics. In the Belgaum people suffered on account of epidemics disease like cholera. Many reasons were cited for its spread among the inmates. The few quoted ones were hygiene and sanitation related issues, along with the bajree supplied which was of a very poor quality.

“Not only were conditions bad in Belgaum when people suffered but the curious thing is that it was found afterwards that the epidemic was due to bad bajree supplied in the jail. Some of the detenus wanted food to be ordered from outside but they were told not to do so although the real disease was due to bad food supplied in the jail itself.”(Fifth Legislative Assembly Debates, Official Report: Volume111, 1943, 26th July to 25<sup>th</sup> August, 1943, p90) In another context, the reason cited was bad health conditions at Amraoti jail. Persons in this jail were not keeping good health both on account of climatic conditions and due to lack of proper ventilation. The cells were dingy and sanitation was very poor.

In the Fatehgarh jail, of the United Provinces, those who were taken as captive were devoid of contact from the outer world. Letters, telegrams and interview were totally banned. In limited cases when interviews were allowed, the jail authorities made their presence felt, leaving no opportunity either for the detenu or their relatives to share secret communications with each other. There was a separate cell for the anti-social elements called the *goondas*.

The conditions as stated above were deplorable for those suffering long and short term confinement. In one example cited from Cawnpore (presently Kanpur) one of the prisoners weighed only 91 lbs. This particular person, name was not mentioned and was given gruelling work in the mill inside the jail. He was asked to work on the mill the whole day. When he fainted he was produced before the jailor. He was awarded the punishment of being beaten up

for not being able to continue performing. He was mercilessly beaten and when he vomited blood he was taken to the nearby hospital. When he returned he was once again assigned the trying task. On refusing he was beaten again and his conditions worsened. He finally died. This type of treatment was meted to others as well. The uses of abusive language, kicking and mixing grinded glass with rice were some of the torturous ways of shaking the morale of the fighters who were fighting for gaining *swaraj*.

In Bareilly central jail, the inmates were taken out in batches and beaten by the ex-convicts. Some of them vomited blood during this process of physical torture. Those who were subject to this form of inhuman torture were mostly respectable persons in the society. The worsening conditions of the inmates were rarely reported to senior authorities. Further, non-officials as well as officials rarely visited the jail. The matter was left to the over-zealous jail authorities who were becoming more and more notorious because they were looking for favours and out of turn promotions from the authorities.

In Bhagalpur jail and others in Bihar the quantity and quality of food was of a poor quality. The upper class got clothing from home, but the third division prisoners were in difficulty and for all practical purposes lived in semi-naked or naked conditions. They were frequently beaten up, sometimes without any provocations. When the prisoners cried “Bande Mataram”, they were *lathi* charged and many faced fatal injuries without being treated and wounds becoming serious with times. The information's and atrocities was closely guarded, for preventing any form of public outcry. The allowances per person were also very frugal.... Many of the reported deaths in the prison were due to typhoid and from cholera. Poor hygiene and sanitary conditions added to the woes of those who were staying for a very long time. Mentally and emotionally the men and women prisoners acutely suffered. Distance from home, near and dear led to mental and emotional stress. It led to increased tardiness and loss of talent. Anxiety and depression was reported by the few fortunate relatives who had access to some of the inmates.

During the Quit India Movement many persons who were arrested were based on the reports of the police. Many arrested and imprisoned had never taken part in the movement and they could least expect that

they were going to be arrested. Such persons were emotionally affected and were beyond consolation.

### **Impact**

The detention of many persons without trial affected their families in a very significant manner. Many families lost their bread winners and few their spouses, whom they met only towards their last breath. The women captives met with social ostracism and exclusion from the families. In many cases as reported by families, they were seen as bad omen. It is important to note that in all context people were not mute spectators to the conditions meted out to them. There were protest by the captives but were limitedly stated. The Fifth Legislative report of 1943 makes a reference to the Deoli hunger strike but the consequence was not reported.

The cases as well as the conditions of the jails were important examples cited by the members to form the basis of recommendation cited to the Government, that there should be drastic changes in the policy with regard to the treatment of political prisoners and detenu. Further, it was suggested that the members of the Central Legislatures should be allowed to visit jails in which detenu were imprisoned, so that they get first hand information of the various sought of in conveniences that those serving imprisonment were suffering from.

Summing up is an interesting observation made by the members “If the government want to place the country in the hands of the people than why do they keep the political prisoners clapped up in jails? After all, what for are the political prisoners languishing in jails? Of, course there is different in method with regard to different people. Some people want to take charge of the administration of the country in particular way, while others, like those in jails want to take charge of the administration of the country in different ways. There is absolutely no difference so far as the ultimate aim is concerned. All persons of all views and of all shades of opinion is unanimous that the government of the country should be handed over to the people. But the government of the country do not see eye to eye with the people in resolving those differences.....” (Fifth legislative Assembly Debates ,Vol 11,1942, p1642). If the Britishers are really sincere in their appeal of forgive and forget, if they are really anxious to hand over the administration

of the country to the people, then they must release these political prisoners. (Fifth legislative Assembly Debates, Vol 11, 1942, p1642). Reiterating once again, the members of the legislative appealed to the government to release the freedom fighters “ I shall request the Honourable the Home Member to give a general amnesty at the present moment to all political prisoners ,so that they may come out and join together in the defence of this country. Sir, really speaking, the agriculturist and the industrialist are co-operating. The agriculturist are producing foodstuff and are supplying the government all that is necessary. The Industrialist are working hard to supply war materials. But there is a lurking pain in every heart as they know that British Government have not changed their policy and heart... the children, their relative and their countrymen have been kept in jail without being tried especially when they are eagerly awaiting orders of release with a view to co-operate with the government against outside aggression...”( legislative Assembly Debates , official Report, Volume 11,1942,p1646).

Thus, the legislative debates have highlighted that indeed the struggle for swaraj was marked by the sacrifices and contributions of the known and the lesser know in winning our freedom. On the seventy fifth year of our independence, the present paper highlights the moving accounts of the persons who sacrificed their lives languishing in the prison, to see the dawn of our freedom.

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# Faculty Recruitment in Higher Education Institutions Across India: Challenges and A Possible Solution

Ramesh Pandita\*, Meenakshi Koul\*\* and Shivendra Singh\*\*\*

India is the world's second-largest populous country after China having over 1.3 billion population and has the world's third-largest higher education sector after the US and China. This largest education sector has numerous integrated components which complement each other and work as a system, while at the same time this huge education system has its own set of problems and challenges which act as an impediment in imparting quality education.

The vastness of India's Higher Education System can be gauged from the fact that as of date there are 1043 Universities, 42343 Colleges, and 11779 stand-alone institutions, spread across the length and breadth of the country (AISHE, 2020). Managing this vast higher education system in itself is a very big challenge for a country like India, which is struggling on different fronts. Coping with political, economic, social, regional, and other issues further cripples the pace of developmental activities and so does the higher education system of the country suffer in its own way. Higher Education Institutions across India have their own range of issues, some of the key concerns which HEIs in India face include, disproportionate distribution of funds to HEIs by the government, shortage of funds faced by newly established universities and colleges, controversies, and allegations of nepotism and corruption against administrative heads of these institutions, poor research quality, declining research output, falling academic standards and more. Among all these, the shortage of teaching faculty and the failure to timely recruit advertised vacant faculty positions has further marred the functioning of these higher education institutions across the country.

Teaching faculty is a backbone of the educational institute. Institutions running short of faculty are

*\*Assistant Librarian, Central Library, Baba Ghulam Shah Badshah University Rajouri, Jammu & Kashmir - 185131. E-mail: rameshpandita90@gmail.com*

*\*\*Independent Researcher, Jammu, and Kashmir. E-mail: koulminakshi07@gmail.com*

*\*\*\*Assistant Librarian, Baba Farid University of Health Sciences, Faridkot-151203, Punjab. E-mail: shiv.mail@gmail.com*

bound to suffer on different counts, teaching gets hampered, research gets bogged down, administrative work suffers, existing staff gets overburdened, and more. Among all these things those who get badly hit by deficient teaching faculty in the universities and other higher education institutes is the student community. The shortage of teaching faculty in universities and other higher education institutions across India has become somewhat endemic.

Facing a shortage of teaching faculty in higher education institutions is not limited to a few institutions, regions or countries, but can be seen all across the world. Even the world's leading universities are facing a dearth of teaching faculty and so is the case with HEIs in India. The failure to fill the vacant faculty positions in a time-bound manner can be for different reasons like, not finding the suitable candidate, lack of desired qualifications, lack of research experience, financial constraints of an institution to meet the salaries, and other recurring and non-recurring expenditures. Apart from these, there are some allied and associated problems which especially can be seen in context with Indian higher education system, which includes lack of administrative will to recruit, nepotism in recruitment, favoritism, controversies around corruption, litigations, and more have somewhat become endemic to Indian higher education system. Some key problems associated with the recruitment of vacant faculty positions in HEIs across India and its possible solution has been discussed hereunder.

## Vacant Faculty Positions In HEIs Across India

In a statement of former Minister of Education, Govt., of India Shri. Ramesh Pokhriyal, while replying to question no 202 in the Lok Sabha appraised the house that as of 01/09/2020 there are 6210 faculty positions and 12437 non-teaching positions vacant in 42 Central Universities across India (Ministry of Education, 2020). This is the state of Central Universities and what to talk about state universities. As per ASHIE's report 2019-20, there are 1043 universities across India (AISHE, 2020),

while UGC as of June 18, 2021, maintains a list of 988 universities on its website, which include, 429 state universities, 125 Deemed to be Universities, Central Universities 54, Private Universities 380 (UGC, 2021). The state of category-wise sanctioned faculty positions and the vacant positions is equally pathetic. Nearly 50% of faculty positions are lying vacant under each caste category in central universities across India (Ministry of Human Resource Development, 2019).

As per the recent report carried out by the Hindustan Times, nearly 28% of faculty positions are lying vacant in state universities and colleges across India. The report further reads that there are nearly 246509 sanctioned faculty positions across the state universities and colleges and only 179950 faculty positions have been filled so far (Hindustan Times, 2019). This indicates that nearly 66,500 faculty positions are lying vacant in Central Universities, State Universities, and Colleges across the country. The figures about vacant faculty positions are bound to go up if all the stand-alone institutions, deemed to be universities, other autonomous bodies, private universities, and private colleges include. Similar is the case with India's premier Institutions like IITs, NITs, IIMs, IISERs where more than 38% of faculty positions are lying vacant for the want of timely recruitment (The Times of India, 2021).

To address the issue of faculty recruitment in Higher Education Institutions on priority and to improve the quality of teaching and research, the UGC formulated guidelines for timely recruitment of vacant faculty positions advertised in Universities, Colleges, Institutions Deemed to be Universities, and other HEIs in a time-bound manner. The guidelines were circulated to HEIs across the country vide D.O.No F.1-14/2019 (CPP-II) dated 4<sup>th</sup> June 2019 (UGC, 2019), but nothing significant could be observed in the recruitment of faculty and other staff positions in the universities and other higher education institutions in India. It seems that governing bodies like UGC overlooked some of the allied problems associated with the recruitment of vacant faculty positions in universities and other higher education institutions while formulating regulations.

### **Problem Statement**

The higher education sector of India in general

and universities, in particular, are running short of their true faculty strength. The shortage of teaching faculty in HEIs means imparting quality education in HEIs in India is being compromised with and so is there an ever-widening gap between the demand and supply of teaching faculty in HEIs across India. Universities and other higher education institutions across India, having vacant faculty positions, float advertisements to fill the same from time to time, but unfortunately, most of the universities fail to fill their vacant positions in a time-bound manner for different reasons, including those pointed out in introductory part. As a result, students suffer on different counts, the existing faculty gets overburdened with additional assignments. Still more, the missing subject expertise required for a particular vacant teaching position results in, students suffering on the academic front and so do suffer research activities resulting in falling academic and research standards.

### **Objective of Discussion**

The discussion attempts to evaluate the possible reasons resulting in so many faculty positions lying vacant in universities across India and to find out the possible way-out whereby these vacant faculty positions can be filled in a more systematic, transparent, and time-bound manner without any fear or favour.

### **Challenges**

Delay in timely recruitment of vacant faculty positions advertised by Higher Education Institutions across India faces numerous challenges. Most of the Higher Education Institutions in India face a dearth of teaching faculty since their establishment. Still more, filing litigations in anticipation is a very common practice among Indian masses and those belonging to different caste groups with the result recruitment process not only gets derailed and deferred. Institutional administration fearing possible public outcry around nepotism and corruption in faculty recruitment due to political pressure adopt dilly-dally tactics, with the result recruitment process gets delayed for years together. Some common reasons which hinder the faculty recruitment process in the universities include.

### ***Institutional Autonomy***

The autonomous nature of HEIs like

universities, deemed to be universities and other standalone institutions if on one hand acts as its strength to operate independently, thereby enjoying complete operational autonomy without any interference from any quarter, at the same time the same autonomy at times acts as an impediment in its growth, development and smooth functioning. Given the autonomy, the HEIs in India enjoy, the shortage of teaching faculty in such institutions should have been a distant dream. Contrary, the misuse and abuse of autonomy over the years by these institutions in almost all spheres has led to the situation whereby most of these institutions are running sort of their true faculty strength. Administrative heads are hesitant to recruit new faculty members, thereby avoiding possible controversies associated with the faculty recruitment process. Needless to mention, how the shortage of teaching faculty affects the functioning of an HEI and despite floating advertisements from time to time to fill up the vacant faculty positions, same remain unfilled for years together in most of the universities and other HEIs across the country.

### ***Tenure of Vice Chancellors***

The administrative heads in the Indian universities work generally in the capacity of Vice Chancellors, Directors, Chairman's, etc. who are appointed for a very brief period, normally ranging from 3 to 5 years and people generally get appointed to such coveted positions at the fag-end of their career. Thereon, keeping in view the controversies, allegations of corruption, practices of nepotism, litigation, and more associated with the appointments made in universities and other HEIs institutions at all levels in general and teaching faculty in particular, most of the institutional heads adopt dilly-dally tactics to delay the recruitment process with the sole aim to not to make any recruitment during his/her tenure to ensure an honorable and dignified exit, hence least bother towards filling up the vacant positions. And those who come under pressure from different quarters, generally invite applications for such vacant positions when they have less than a year or so left in their tenure post, knowing very well that by the time applications are invited and submitted by the aspirants, his/her tenure will be over, as such pass on the burden of making appointments to the next incumbent. This process continues in the same fashion, with the result vacant positions remain vacant for years together.

### ***Mal-Adjustments In HEIS***

One ghastly example of maladjustment of employees in universities is associated with the library and physical education profession. It is a well-known fact that most of the universities across India are running without an appointed full-time librarian for decades despite having advertised vacant positions for librarians from time to time. The post and position of librarian remain generally unfilled for the want of conduct of timely interview, lack of administrative will to fill such vacant positions and above all institutional administration generally deem such positions as least important. Given the fact, most of the universities give charge of Library to some senior non-professional faculty member as an additional charge, which by all means is heinous, maladjustment and above all an attempt to derail the functioning of an institutional Library. Giving the charge of a profession to a non-professional, of which s/he has not even an iota of knowledge is more an act of stultification. On the contrary, how unusual it may sound, if a librarian is asked to lead a team of doctors to perform surgery on a patient, to which we all will unequivocally oppose and criticize, but won't question if the situation is other way round.

### ***Corruption and Nepotism***

Corruption and Nepotism is the biggest challenge in filling-up the vacant faculty positions in universities and HEIs across India. Although universities are known for their autonomous nature, but it is a very well-known fact that how state administration rules the roost in state universities. From the appointment of Vice Chancellor's to other recruitment processes, state administration directly or indirectly influences all kinds of university recruitments, be it in the appointment of a blue-eyed candidate to key posts and positions to which one is not even eligible or pushing those candidates who use state administration as a channel to seek entry in the university system through corrupt means. Nepotism in the recruitment process in universities at all levels has reached a new high. One may hardly find an employee in a university system that may not be having someone from his/her relations working in the same setup. This nepotism gets influenced mostly in the appointment of super-ordinate positions. Give the fact, an institutional head knowing very well the type and kind of practices involved in the university

recruitment process tend to avoid washing hands in such murky waters.

### ***Reservation System***

Reservation in teaching and non-teaching positions in universities can be equally seen as a hurdle and a challenge that hampers the recruitment process in the universities in India. Hardly an advertisement is made to fill up the vacant positions both in teaching and non-teaching careers, litigations are filed by the aspirants belonging to different caste groups to ensure that their posts and positions are properly protected. This delays the entire recruitment process and the purpose for which litigation is filed gets defeated over time. Most of the positions advertised for people belonging to different caste groups remain unfilled for the want of highly qualified candidates. Although there is a provision whereby continuously unfilled reserved positions can be converted to open category, but it is not as easy as people belong to such caste groups are always up to resist any such move.

### ***Time Limitations***

Advertising and re-advertising the vacant faculty positions over the years is a very common practice among higher education institutions in India, especially when a new incumbent is appointed or takes the charge of a key post or position in a university system. It is quite common that a candidate applies three to four times for the same post and position for being re-advertised as many times till the interview for same is conducted. This re-advertisement happens for the fact that an advertised post position is not being filled up within the desired time limit, as such is re-advertised, applications are re-submitted, lists are re-compiled, interview letters are re-issued, selection panels are re-framed, and more. There are no set guidelines or regulations which may speak as to why and when a post should be re-advertised and why can't recruitment process be continued from the same position where an outgoing competent authority may have left it.

### ***Public Outcry***

It is a well-known fact that the process of recruitment is undertaken to identify the most suitable candidates for a particular post or a position, who are meritorious and deserving, having additional qualifications and abilities which may benefit an

institution by all possible means. Contrary, nepotism, corruption, and political pressure have made huge inroads in the recruitment process, whereby the selection of a candidate for a particular post or position is not just influenced but incompetent and undeserved ones are preferred over deserving and meritorious ones. As a result, this selection process across universities has turned into an elimination process of meritorious and deserving candidates. Fearing public outcry, especially in the modern-day world where social media is ruling the roost and has strengthened the hands of a common man in many ways including raising voice loud and wide against the faulty and corrupt system. So in a way it has become a daunting task for the selectors to appease their political bosses by selecting undeserving candidates over meritorious and deserving ones fearing public outcry, hence delays the overall recruitment process in HEIs in India.

### ***Finances***

Funds or finances are equally an issue associated with the recruitment of new faculty positions. Recurring expenditure in the shape of salaries and other routine miscellaneous expenses at times puts extra pressure on the university chest having limited funding or meager sources of revenue generation. Institutions that lack sufficient funding tend to avoid or delay the recruitment process, despite inviting applications for vacant positions at regular intervals of time. It is a well-known fact that Higher Education Institutions across India are being disbursed disproportionate funds by the government agencies, some institutions receive funds to the extent that they get lapsed for the want of timely utilization and others get grant worth mere pea-nuts, who don't know how to manage salaries during the subsequent month.

### ***Honorable and Dignified Exit***

No self-respecting man, having an unblemished career would ever like to indulge in any such activity which his/her conscience may not allow him/her to do. Still more, such professionals never succumb to political or any other pressure for the fact that they scale to the highest step of their career with sheer dedication and commitment. Normally, individuals belonging to such a class are not appointed to such administrative positions what are known as political posts, where politicians may not be comfortable

with the incumbent. Given the fact, the recruitment process gets delayed and derailed.

### **Possible Way-Out**

Putting in place a central recruitment agency for appointment of teachers or vacant faculty positions in Higher Education Institutions (HEIs) all across the country, be they State Universities, Central Universities, Deemed to be Universities, Stand-alone institutions, other autonomous institutions and the affiliated colleges of these universities will serve the purpose of one and all alike and there can't be a better institution than establishing a Higher Education Services Commission (HESC). Still more, since all the HEIs serve as subsidiaries to one or the other university, as such it would be more ideal and appropriate to name such a commission as the University Services Commission (USC) which shall take care of the appointment of vacant faculty positions in all the Higher Education Institutions across the country. The commission will function on similar lines to that of UPSC, whereby faculty positions lying vacant in HEIs all across the country shall be referred to the University Services Commission (USC) by the respective institute for recruitment. The commission will follow the recruitment guidelines as already laid down by the UGC or as shall be notified or updated from time to time by the UGC regarding, qualifications, age, reservations or scheme of recruitment, and more. The commission shall be headed by a Chairman, having members from all the five zones and states of the country having different nominated selection committees to make appointments for any institution who may have referred vacant positions to USC. USC may propose or recommend a random selection committee from the pool of national selectors and subject experts on the pattern of NAAC, which shall be handy and readily available with the commission for viva and other personality tests etc. This is for sure that an agency like USC will not just invigorate the recruitment process, but will also bring transparency in the recruitment of vacant faculty positions in the HEIs across the country in a time-bound manner without any fear or favour. The University Services Commission (USC) is bound to appoint, meritorious and deserving candidates for the post and positions advertised, whereby there will be no room for incompetent and undeserving candidates who otherwise till date abused the system, using

their political connections and so shall die down the practice of nepotism, corruption in filling-up vacant faculty positions in HEIs across the country.

Over the years with the coming fore of increased and widespread cases of corruption and nepotism in the appointment of teaching faculty in universities across India, whereby the acumen of Vice Chancellors and other administrative heads of these institutions is being questioned for being puppets in the hand of their political masters, who appoint them to these key positions to fulfill and extend their political ambitions. Most of these administrative heads end up their glorified careers in controversies. People appointed to political posts or positions (Whereby a ruling political party appoints a person of their choice to a key post or position) remain always on the radar of different government agencies monitoring their actions in general and those related with the appointments, nepotism, and corrupt practices in particular. The University Services Commission (USC) is the agency that should be pressed into service for the appointment of Vice-Chancellors, Chairmen, Directors and other key positions in government and autonomous institutions, thereby ending up all sorts of political and non-political controversies associated with the appointment of people to such key posts and positions.

### **Conclusion**

Change is the law of nature and so should we welcome every such change which is desirable. If time warrants to set up an agency or a commission that shall ensure to appoint most deserving and meritorious faculty members in the universities and other higher education institutions across the country without any fear or favor should be welcomed. Needless to mention that the shortage of teaching faculty in HEIs in general and universities, in particular, is affecting the quality of education, leading to falling academic and research standards. The shortage of teaching faculty in a good number of subject disciplines maybe for the want of highly qualified candidates, but the biggest challenge still faced by the institutions is the timely recruitment of teaching faculty. The range of problems discussed, which act as an impediment in the appointment of the most promising and deserving faculty members in the universities across India can be overcome by putting in place a central agency that will wholly-solely deal with the appointment of faculty members of all kinds of higher education institutions in India

(Academic, Technical and Non-technical, Medical, Research, etc.) Setting-up of the University Services Commission will help in bringing a much-needed change in the faculty recruitment process, whereby controversies like, nepotism, corruption, or political pressure in appointments will no more be an issue, and the system will function more efficiently and transparently, whereby HEIs won't suffer any more for the want of delays in recruitment of teaching and research faculty.

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# Digital Disruption in Indian Higher Education: The New Face of Education to Deal with COVID-19

Surbhi Sethi\* and Manju Singh\*\*

The COVID-19 pandemic and the lockdown as a fallout of that has created an unprecedented situation for the entire world. In India, the lockdown has affected the economy in general and also created myriad challenges for the higher education institutions. For those working in an educational setting, the immediate impact of COVID-19 has been the imposed shutting down of schools, colleges and universities. In this situation of corona virus outbreak, several institutions have observed a huge disruptive shift towards online education in a matter of days. This unprecedented transition from conventional in-person education to online education has established a significant capacity for flexibility in higher education (Piedra, N., *et al.*, 2017). However, at the same, much online education is currently delivered in its most basic forms, replicating more traditional forms of learning on-campus. The teaching has altered with great speed and rush into online spaces in many instances. For many educators, this has been an unaccustomed, disorienting, and even an uncalled experience (Watermeyer, R., *et al.*, 2020), as the following discussion illuminates. There has been no time to rethink the pedagogy, develop quality teaching material for online delivery, and train educators to deliver online. This shift has not been smooth due to the constraints around the availability of digital content, technology, lack of experience, and delivery capabilities. Even then, this forced experience is good in India as this model use complete tech mediated teaching-learning and is extremely scalable for greater accessibility to quality education. Though, implications of this forced radical shift are essential to identify.

This experience of rapid online migration of teaching and learning has exposed much of the deficiencies of the higher education sector and

perhaps also made us realized what critical changes required in the system. The pandemic has thus not only forced change but revealed quite how much such transformation in the higher education sector is overdue. With the sudden shift in the education landscape towards different learning needs, there is a growing demand for multimedia content such as videos and images. For such reasons, given the advances in education technology over recent years, Massive Online Open Courses (MOOCs) allow for self-paced learning, peer learning, remote collaboration, virtual labs, spaced repetition and mastery learning. These courses can play a significant role as an education enabler by providing a “dynamic digital scaffold”—a model for blended learning that combines in-person learning and online approaches to help teachers improve delivery mechanism at scale by customizing the students’ learning experiences (Willcox, K.E., *et al.*, 2016). Concurrently, various technological, pedagogical, economic, and social issues need to be considered thoroughly before opting for a major shift in the education system in India. Nevertheless, now in the face of COVID-19 and remote teaching and learning, new task demands the cognitive rewiring for Indian educators to redesign strategies to build a better learning environment that enhances knowledge rather than enslave knowledge of learners.

With a mission of adapting, adjusting, and adopting, the focus of this paper is on the challenges and opportunities related to the shift to online teaching and learning, the immediate and perhaps long-term future of higher education and, finally, discusses the implications of it on higher education in India.

## Literature Review

The emergent situation of COVID-19 has forced most countries to adopt different flexible learning methods to educate their students, and online education has appeared as an ideal route for disruptive classroom and undisruptive learning (Huang, R.H., *et al.*, 2020). Online education, a division of distance education, is far more flexible in time and location and address the challenges of in-

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\* Research Scholar, Department of Humanities and Social Science, Malaviya National Institute of Technology Jaipur, Malviya Nagar, Jaipur, Rajasthan- 302017. E-mail: sethisurbhi.sethi3@gmail.com.

\*\* Professor, Department of Humanities and Social Science, Malaviya National Institute of Technology Jaipur, Malviya Nagar, Jaipur, Rajasthan- 302017. E-mail: manjus.hum@mnit.ac.in

class campus-based education experience by using different technologies (Huang, R.H., *et al.*, 2020). Such emergency shifts from traditional classrooms to online teaching practice reveal attitudes of teachers, students to the role of technology for teaching and learning (Lall, S. and Singh, N., 2020). Academicians surely have shown adaptability, alertness to change their teaching pedagogy in this pandemic to create an interactive environment using online digital tools (Saxena, K., 2020). However, due to the forced “migration” to online education, multiple challenges are being faced by educators and students, such as lack of online teaching experience, insufficient preparation, inadequate technology support, proper learning material, inapt policies and processes and a good learning atmosphere (Bao, W., 2020). Thus, the institutions must develop to develop policies and procedures by paying attention to the technology, capacity, content, and credentials for embracing the online paradigm (Prabhakar, T. *et al.*, 2018).

According to Barber and colleagues, transformations are required in various facets of higher education. For example, many institutions are focusing on developing cost-effective ways in order to draw, retain, and serve students who may be not looking for higher education in a conventional setup. In response to such challenges, the approach of blended learning can be helpful in several ways if implemented and supported aptly. Blended learning includes the right mix of environment that offers self-paced, learner-centered, and a flexible approach to the teaching and learning process to enhance the learning experience of student (Garrison, D.R. and Vaughan, N.D., 2008). This approach can play a significant role in enhancing learning experiences of a variety of students outside the formal, traditional setup associated with in-person teaching (Poon, J., 2013.; Vaughan, N., 2007). Also, along with the changes in educational practices enabled by e-learning, this pandemic is an opportunity to transform the whole concept of education system with opting MOOCs for effective and quality learning. As these courses play a crucial role in transforming HEIs into a more accessible, flexible, and affordable entity (Prabhakar, T.V., *et al.*, 2018), they can act as a tool for enhancing student learning experience. The main features of MOOCs, like fewer constraints related to location, schedule, and technical barriers, can help learners with stress-free learning experiences (Rizvi, S., *et al.*, 2020). This mode has a strong ability for greater engagement

with high scalability among learners, academia, and institutions (De Freitas, *et al.*, 2015). It has sufficient capacity to redefine educational policies for impact pathways towards a more inclusive knowledge world (Vuorikari, R. and Castaño Muñoz, J., 2018). The “structured- informality is a unique feature of MOOC that is different from on-campus education and open to greater accessibility for inclusive learning (Rizvi, S. *et al.*, 2020). MOOC providers will become a clearinghouse for various institutions in a push for providing advanced alternative content (Kelly, A.P., *et al.*, 2013). Class Central states that MOOCs that were initiated for the democratization of higher education is now being used as a sustainable alternative to deal with an unprecedented global crisis. They can help advance both open education and online education (Shah, V., *et al.*, 2018). Hence, they can become a viable solution for facilitating access to quality education (Kulkarni, A.M., *et al.*, 2018). MOOCs can also help the university faculty to offer student-centered learning, which can develop the ability to use digital technologies by inculcating twenty-first-century skills such as collaboration, communication, creativity, and information literacy (Zurita, G., *et al.*, 2015). It can also work wonders for building knowledge through inquiry, reflection, and discourse (Cleveland-Innes, *et al.*, 2013). Today’s students expect a fruitful and more engaging learning experience where they can educate themselves through exploration, interaction, and collaboration that is fun rather than attending the didactic in-person lectures (Adekola, J., *et al.*, 2017). This apprehension has led many institutes around the world to explore blended learning (Stacey, E. and Gerbic, P., 2006). Furthermore, the adoption of blended learning has the potential to allow higher education institutions to become more flexible and adaptive in their capacity to respond quickly to changes in a cost-effective way (Poon, J., 2013).

Thus, the response to COVID-19 is an opportunity to revisit the present education system and transform for enhanced lifelong learning.

### **Challenges related to the shift to online teaching and learning**

Announcement of nationwide lockdown in India in March of 2020, due to the sudden corona virus outbreak, higher education institutions in India have been forced to shift to online teaching. The urgency was to engage and associate students when social distancing measures are in place.

Teachers, faced with unprecedented insistency, are continuously making efforts to restore teaching and learning practices using online platforms. Since this “Migration” from in-person teaching to online teaching implemented quickly, most teachers and students are facing the challenges which can broadly be decomposed into the following dimensions-

**a. Digital Infrastructure and Accessibility**

Digital Infrastructure and online access to the resources are crucial for migrating to online teaching and learning. Since most of the courses were transferred to the online domain, challenges concerning IT support services, internet penetration, the choice of platform, tools and online licenses, and the preservation of data of learners in a secure system are being faced by the educators and learners’.

**b. Online Learning Competencies and Pedagogies**

An online course is a media and meeting event and this sudden transfer from face-to-face to online teaching, faculties are witnessing the challenges concerning to lacking online teaching experience, designing lesson plans, mentoring learners, and lacking training to focus on pedagogy for the online delivery of video lecture.

**c. The field of Study**

Another critical challenge relates to the absence of laboratories and technical instruments to equip students to attain practical knowledge. Currently, teaching is limited to the theoretical dimension only, and faculties have questioned how discussion-based courses, which require deliberate and more intimate settings, would be coordinated. In India, with the lucrative Virtual Lab initiative of MHRD, students can now take part in the laboratory sessions without the need of physical laboratory setup.

Thus, the quality of online teaching in response to emergencies depends on the technical infrastructure in place, the faculty and staff’s various capacities to adapt to online delivery, and the field of study. Expectedly, HEIs operating in areas with inadequate technical infrastructure and unreliable delivery modes are experiencing more hardships during this crisis. The forced shift of all lectures, assessments, and laboratories to a virtual mode has definitely led to the teacher’s unsatisfying experience. Similarly, students who do not have the necessary access to online communication tools and digital infrastructure are facing the problem

in the current context. Thus, there is a need to understand intensely the various challenges faced during the sudden shifts to find solutions at hand and opportunity for the future when the crisis finally recedes.

**Opportunities Related to the Shift to Online Teaching and Learning**

As Albert Einstein said, “in the midst of every crisis, lies great opportunity.” Perhaps, in this case, it is that of revising the pedagogical provisions and restructuring the higher education system. COVID-19 is becoming an eye-opener to many institutions, including policy thinkers, government organizations, to move to online teaching and learning. The current experience has offered a lucrative opportunity to shift focus more on flexible learning platforms, explore blended learning, and to mix synchronous learning with asynchronous learning. Thus, this will offer a push forward in exploring the potential of flexible learning platforms and greater acceptance for online teaching and learning to become a more integral part of study layout and content design.

For the first time, higher education has become an internet commodity because of the sudden shift to online teaching and learning during the pandemic. What is notable in this tumultuous time is the speed at which the academics, students, parents have accepted MOOCs as part of the higher education landscape. Many institutions of higher education have barely had time to understand the system of MOOCs and its various models, and to apply and plan their response, before this pandemic and now a whole range of MOOC services and its various models are being discussed. In order to improve access to high-quality learning and help academic institutions to innovate pedagogical models, the ongoing pandemic has paved the way for MOOC providers. It is essential for universities to design their own MOOCs according to their syllabi, pedagogy, and assessment to promote holistic learning and improve students’ learning outcomes. Multiple researchers emphasize that this technology platform may help achieve inclusive education, one of the most desired quality education parameters. The opportunity that these granular courses offer for cost-effective massification of learning has received great attention from governments, higher education institutions (HEIs), media, educational professionals, and technologically literate sections of the public. In India, the Department of Higher Education, Ministry of Human Resource Development, has undertaken

many steps under ‘National Mission on Education through Information and Communication Technology’ for exploiting the digital landscape to improve the quality and accessibility in Higher Education. SWAYAM (Study Webs of Active Learning for Young Aspiring Mind) being the India Chapter on MOOC is developed to bring transformative changes in educational outcomes by extending reach and access to quality education at minimal costs (SWAYAM| Government of India, all India council for technical education,2016). SWAYAM has floated 600 courses and aims to increase the same to 2000 courses. For this, the University Grants Commission (UGC) has been advising universities and institutions to allow 20% of total courses being offered in a semester through online system. These online platforms are also planning to provide content in various Indian languages to avoid the impediment of the medium of instructions and lecture delivery. This would be of enormous help to facilitate undisruptive learning during educational disruptions and build up long term resilient education system for democratization of quality higher education in India.

Students in higher education may benefit from access to these quality enriched educational resources to fulfill their continuing academic, personal, and professional goals in the prevailing pandemic scenario (Technology Enabled Learning | Government of India, Ministry of Human Resource Development, 2020). As institutes develop own method to tackle digital competencies, what started as a challenge and short-term response to an emergency could become a new normal with fascinating digital transformation of higher education. Now, it is high time to reassess and incorporate the latest technologies into our teaching-learning practices. Therefore, it is quintessential for educational institutions to start working on designing and developing their own MOOCs to suit their students’ learning needs and environment.

### **Retrofitting Universities for the Digital Age**

The impact of COVID-19 and the forced online migration of university education is unquestionably enormous. Yet, we are only at the initial stages of recognizing and understanding these impacts on the role of academics and the future of global higher education. It is essential to approach post-pandemic planning with great flexibility to teaching and learning. The critical question is whether the experience gained during this pandemic can be capitalized on for a redesign of these processes,

maximizing the advantages of face-to-face lectures while taking more significant advantage of technology and blended learning. According to the 2020 Report on The State of Online Vs. Campus-Based Higher education demand, the shift toward the online program interest and enrollment is likely to flourish significantly. Consequently, there has never been a more critical time for HEIs to evaluate the services and technologies they can provide to learners.

The following opportunities from the technological (the rise of online learning) to the entrepreneurial (the policymakers and traditional institutions alone are unable to solve our education challenges) to the cultural (the growing willingness to participate in alternative education pathways) are transforming the landscape of higher education. The changing digital landscape is impacting teaching and learning within higher education system (Gardiner 2015). The sector is anticipating huge scalability of blended learning, in response to the pandemic and technological advancements. Blended Massive Open Online Courses have arisen as a blended learning strategy that involves the use of in-person learning in classrooms and combines it with MOOC platform-supported activities in the Higher education context. Blended learning draws the opportunities of in-person learning and online learning to enhance traditional ‘classroom’ teaching and support innovative, constructive, and interactive appropriate designed learning anytime and anywhere (Thai, N.T.T., *et al.*, 2017). Using blended learning teachers can embrace instant feedback, discussion forums, peer learning, post-lecture reviews, and other features in dynamic and diversified learning spaces. In preparation for the next step, a systematic approach to blended learning must be formulated to inculcate blended learning practices in higher education institutions successfully. The key factors include in the approach are-

- a) A comprehensible strategy, vision and educational policy on behalf of institute heads in developing technological and digital content at the campus;
- b) An appropriate strategic planning and action plans and policies that support the blended learning practices by the administrative board;
- c) curriculum development from reputed and experienced personnel that implement blended learning; and
- d) Top practices for blended learning approaches

made available for all faculty and staff (Lim, C.P. and Wang, L., 2016).

Thus, Faculty members and administrative staff should embrace technology and plan online and face-to-face platform to make the student learning rich and effective.

### **Implications for Higher Education**

The COVID-19 crisis has compelled most of the institutions of higher education to shift to an online learning environment and remote access classroom setup suddenly. Realizing the importance of technology in today's world and putting it to better use, educators are hoping and are trying to create a homeostasis in attempting to limit the damaging impact and paying more focus on the dynamic learning experience. With the day to day forced experimental experiences in the education system with the help of technology, India is capable of moving ahead with the world. Currently, in the incredibly uncertain world, some of the challenges in the Indian higher education system is to build digital literacy, infrastructure support (hard as well as soft), and policies and processes, to enable a relevant and new-age transfer of learning. A successful online learning approach requires an ecological approach and should not rely solely on an individual faculty. Instructional Strategies implemented now can be built upon and hold the potential to increase institutional resilience in the future. To cope with future calls, organizations have to be empowered with sufficient capacity along with policy support and processes to deliver quality education in the redesigned classroom concept. Prime focus is on flexible education and a multi-disciplinary approach to move away from traditional teaching that encourages only teaching confined within stifling boundaries. This situation attracts blended and flexible online engaged modes such as MOOCs included for teaching, learning, and assessment purposes and helps create an ecosystem that enhances knowledge rather than enslave knowledge of learners.

Realizing the new normal of higher education system, during and post-pandemic, it is quintessential to transform higher education sector fundamentally. It is high time to reassess and incorporate the online technologies into our teaching-learning practices. To this end, institutes of higher education may need to consider how professional designers can extend their support in

the development of online and blended courses, and what kinds of remote support services might be needed by faculty and students. In other words, while institutional support is important, there is a need for systematic professional development to launch and sustain new forms of teaching and learning. Institutes of Higher Education need to focus on making short-term and long-term plans in order to conduct various institutional processes like teaching, learning smoothly, and assessments to attain the perfect equilibrium of online and offline educational methods (“VCs’ Round Table on higher education: Blended learning is the future, teachers to become mentors,” 2020). The educationists and policy planners have already engaged in cognitive rewiring for new learning techniques and pedagogies. New task demands to learn and relearn to build a robust, well developed institutional culture to meet the demand and expectations in India and beyond soon.

### **Conclusion**

Before the coronavirus outbreak, most Indian universities never truly embraced the online education paradigm, at least not strategically. The pandemic provides the institutions to re-imagine higher education around the pillars of access and affordability with the myriad online tools and techniques they haven't used before. This forced fundamental transformation of our education system requires an in-depth discovery of influencing factors. Now, online learning has moved from a choice to a necessity. Realizing the new normal of higher education system, during and post-pandemic, it is quintessential to transform higher education sector fundamentally. It's a forced but a good experience with exploring opportunities to redefine higher education system. The new education model with ample possibility to scale up in India encourages full preparation for transformation for the world ahead. New task demands learning and relearning to build a robust, well developed institutional culture to meet the demand and expectations in India. Institutions must unfold instructional strategies that are not only dependent on a single technology but combine several to ensure that all students are reached or, just as importantly, that technological solutions do not harm those who are disadvantaged. Each institution must strike the most appropriate balance of technologies and resources to enhance pedagogical impact without sacrificing equity and inclusion.

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# Research and Its Metrics: Impact Factor of Journals<sup>#</sup>

H Surya Prakash Rao\*

In 2020, the University Grants Commission (UGC), New Delhi, India, has released a landmark policy document entitled *Good Academic Research Practices*. When implemented fully, the document will immensely benefit faculty, research scholars, and post-graduate and undergraduate project students enrolled in Universities, colleges, and other higher educational institutions<sup>1</sup>. Definitely, there will be quality enhancement in research if all the guidelines are meticulously followed. Indeed, the policy is a part of the new initiatives to overhaul the educational system<sup>2</sup>. Generally, society perceives that the research conducted in universities and colleges in India is of little or no relevance. The public thinks that the government funding to promote research by faculty in universities and colleges is a non-merit subsidy. Evaluating the papers published in leading journals across disciplines shows that this scenario is largely true. Linking research output with schemes for promotion lead to indulgence in malpractices wherever possible or allowed. Over the years, faculty's research has become highly repetitive, cosmetic, and sadly plagiarized. In recent years, unchecked blatant plagiarism of research work done elsewhere without proper crediting lead to deterioration of standards of research output and quality of Ph.D. Strangely, till recently, research scholars were not even taught the practices to be adopted for conducting good research. The course correction is thus required at the very beginning of research career. To stem the rut set over decades, particularly in post-independence times, the UGC, in 2019, has approved a compulsory pre-registration two-credit course known as "Research and Publication Ethics (RPE)<sup>3</sup>". The course is compulsory for all research scholars and is of two-credits. Successful completion of this course is mandatory for the Ph.D. registration. Indeed, this course is a part of the total number of at least 14 credits that a student needs to earn before Ph.D. registration. Apart from the RPE course, the student needs to take and clear another compulsory four-credit course entitled "Research Methodology".

The RPE course of 30 hours duration has six units focusing on research philosophy, basics of research ethics, and publication of results. One of the objectives here is to create awareness among research scholars on

<sup>#</sup> Reprinted from *University News*, Vol 59 (48) March 29-April 04, 2021

\* Former Professor, Department of Chemistry, Pondicherry University, Pondicherry, Res: PRANIKA, # 8&9, 4th Street, Bright School Road, Vasan Nagar, Lawspet, Pondicherry-605 008. E-mail: profhspr@gmail.com

the ethics one should follow while publishing research output. The research scholar must exhibit integrity while identifying the research problem, its execution, interpretation of results, and publication of results. Pedagogy of the course includes classroom teaching, group discussions, and hands-on practical sessions. The course has a hands-on-experience component. Indexing, citation, databases, open-access journals, and avoiding predatory journals are a part of the practical training.

The course includes modules on Philosophy and Ethics (4 h), Scientific Conduct (4 h), Publication Ethics (7 h), Open Access 4 Publishing (4 h), Publication Misconduct (4 h), Databases & Research Metrics (7 h). The module on Databases & Research Metrics has two sub-units; one on Databases (4 h) and the other on Research Metrics (3 h). The sub-unit Research Metrics includes three hours of teaching and hands-on training on several topics. Topics include "Impact Factor of Journals as per journal citation report, Source Normalized Impact per Paper (SNIP), SCImago Journal Rank (SJR), Impact per Publication (IPP), and Cite Score". Furthermore, the course includes topics on metrics like "h-index, g-index, i10 index, and almetrics to evaluate the impact of the journals and individuals".

Every researcher should ask the question, "Why to publish and where to publish?". Researchers in higher educational institutions generally publish articles/papers in the public domain. Such articles facilitate the peers to understand the new knowledge generated from the researcher's research work. The articles delineate the advancement of knowledge in the selected areas/fields. The publication also places the work in right perspective so that peers may take up further research on the topic. Professor White of Harvard University states that publication is a natural consequence of research. If the work is not published, then why do it in the first place, he asks<sup>4</sup>. He states that writing a research article should be an integral part of the work itself, not a different activity. The focus of research should be on gathering the information required for the publication of the work. Researchers publish articles in journals devoted to research field, meant for enlightened readers, and not intended for the public. On the other hand, the public gets to know of knowledge advancements through popular media like magazines,

radio, T.V., and newspapers, most often written in the journalistic language. Before publication, editors of the journals send the manuscript for peer review. Peers, in turn, bring their perspective on the research work done and suggest improvements and corrections be made so that the readers will get appropriate and accurate information.

Traditionally, journals were printed and circulated among researchers for reading and utilization of the knowledge. There were no publication charges. Readers, on the other hand, pay to sustain the journal and the publishing house. However, in recent years, due to massive advancement of information and communication technology (ICT), online journals have proliferated. Consequently, print versions of journals have almost disappeared. Number of journals and papers that appear in the journals in each field of research nowadays is enormous. It has become impossible for researchers to go through all the journals in their field of study to perform a literature survey.

To facilitate researchers, leading publishing houses pull out indicative contents of the journal papers and place them in their databases for ready reference. The databases have information on the paper indicators like title, year of publication, volume, page numbers, abstract, keywords, etc. Science Citation Index (SCI) of Web of Science (WOS), and Scopus of Elsevier's Abstract and Citation Service are the most comprehensive and reliable databases. Researchers, however, have to pay to access them. Besides these two giant publishing houses, Google Scholar and Microsoft Academic provide vital and information on the title, abstract, year of publication, the journal's volume, page numbers, and links. The information however, is cluttered. Although above free-to-use resources are beneficial, no filtration occurs at the source, and hence the reader has to navigate to get useful information. In India, abstracting service like J-Gate is popular, but the database is not exhaustive. In addition to the above, UGC in collaboration with the University of Pune, maintains a list of standard and non-predatory journals called CARE Journals (Care is an acronym for Consortium for Academic and Research Ethics). The CARE list includes all the journals abstracted in Scopus and SCI databases. Besides some standard journals, Care list includes the journals related to Indian culture and milieu. Generally, Scopus and SCI databases do not abstract papers from India specific journals.

The question that confronts any researcher is "how good is the journal and how to assess?"<sup>5</sup> The

earliest answer to this question on Research Metrics was Journal Impact Factor (JIF). In the recent past, many modifications of the JIF made it more accurate and correct.

### **Journal Impact Factor (JIF)**

To put it simply, the JIF of a journal is the impact it makes on its readers. E. E. Garfield (1925-2017), the famous bibliographer, is originator of the JIF. He introduced JIF while working at the Institute for Scientific Information (ISI), the Science Division of the Thomson Reuters, a leading publishing house. He introduced the metrics like Citation Index for the authors and JIF for the journal. Even today, despite many deficiencies, JIF is a barometer for the reputation of a journal. Most researchers accept JIF as a fair indicator for how good a journal was in a given year. In a way, JIF is quantification of the importance of the journal.

The JIF in a year is calculated based on the citation of the papers published in the journal in any WoS indexed journals of the previous two consecutive years. For example, the JIF for a given journal in 2019 is worked out as follows. Let **A** be the number of times the articles published in 2017 and 2018 have been cited by WoS indexed journals during 2019, and **B** be the total number of papers/articles published in 2017 and 2018 in the journal. Then IF for 2019 for the journal =  $A/B$ .

Although JIF is famous and used extensively by researchers all over the world, it has many limitations. P. O. Seglen, working at Institute for Studies in Higher Education, Oslo, Norway, pointed out several deficiencies in JIF<sup>6</sup>. The JIF reflects the importance or lack of it for all the articles taken together. That is, JIF does not reflect the relevance of individual articles. Moreover, journals that publish review articles garner more citations. Self-citations of the articles are not corrected while calculating IF. Generally, authors look to publish in journals that specialize in their chosen fields but not generic journals. Consequently, generic journals may lose in citations. Lengthy articles have more citations and thus tend to increase citations of the journal which specialize publication of such articles. The JIF released by Thomson Reuters has English language bias. Hence, articles written in English and published in journals published in the English language get more citations. In corollary, journals that publish articles written in non-English languages get lower IF. Since the USA and U.K. use only English as a medium of communication, journals published from

these countries tend to have higher IF. The number of citations in some fields such as Mathematics is low. Consequently, IF of the journals that specialize in Mathematics have lower JIF. Since most of the papers in Mathematics are individually written, number of papers is also low. On the other hand, citations in some fields like Life Sciences tend to be large, and hence IF of journals that publish papers in Life Science tend to be higher. Finally, citations given in books and monographs are not taken into account while calculating JIF. Hence, such authors lose in citation count. Ankur V. Desai, from the Department of Conservative Dentistry, Vaidik Dental College and Research Centre, Daman, India, also came out with similar observations<sup>7</sup>. Although useful, the IF does not address many issues about the journal's reach out to its intended readers.

To address several issues with IF as listed above, the Web of Science (WoS), now managed by Clarivate Incorporation, USA, and its competitor, SCOPUS by Elsevier came out Journal Citation Reports (JCR) and Cite Score, respectively.

### **Journal Citation Reports (JCR)**

Web of Science (WoS) introduced Journal Citation Reports (JCR) in 2010<sup>8</sup>. It is an annual free-publication; released each mid-year. It gives a ranking for journals in the areas of science, technology, and social sciences. The WoS collates information on twenty-eight evaluation criteria from its database. Citation and Article Count, Impact factor, Immediacy Index, Cited half-life, Citing Half-life, Source data listing, Citing journal listing, Subject categories, and Publisher Information are among them. The data is analyzed and published as JCR. Within JCR, one can search by journal title or by subject. The output is downloadable and storable. The information, however, is limited to the citation data of the journals indexed in WoS. Though WoS indexes over 12,170 journals and conference proceedings in arts, humanities, sciences, and social sciences published from 83 countries, it does not cover many more. Indeed, the database is highly selective and does not include many reputed journals, particularly new ones and those that fall in the interdisciplinary areas. For example, journals on spirituality or those from vernacular languages do not find a place in WoS. The WoS database currently covers 9,370 Science, 3,486 Social Science, 7,487 hybrid, and 1,658 Open Access journals. The WoS is known for rigorous quality control. For example, it suppressed information from 33 journals in 2020 due to evidence of excessive self-citation or citation stacking. However, WoS is attempting to increase its reach every year while

keeping up quality. For example, it added 351 journals in 2020. Over 9000 institutions worldwide subscribe the database. The academic community generally perceives that the WoS covers only the standard journals. Conversely, non-WoS journals are of lower quality.

Although very famous and respected, the JCR has some issues. For example, JCR does not normalize citations; hence, it does not truly reflect importance of a journal. Indeed, it is best to compare one journal with another in the same category. To determine the IF of a particular journal, one should select a JCR edition (Science/Social Science), year, and categories, seen on the left of the screen in Clarivate Incorporation's website. One can scroll the list to find the required journal.

The Output of JCR includes (i) the average number of article citations in the year of publication, (ii) impact of the journal without self-citations in the same journal, (iii) half-Life of the citations in the journal, (iv) the half-life of the articles published in the journal, and (v) Eigenfactor Score.

Eigenfactor scores for the journal measures journal's prestige (its usage). The concept of Eigenfactor was introduced in 2007 by Professors Carl Bergstrom and Jevin West from the University of Washington<sup>9</sup>. The value reflects how frequently an average researcher would access content from that journal. Eigenfactor scores, which are free, can be accessed in the JCR or at [eigenfactor.org](http://eigenfactor.org). Presently Eigenfactor is restricted to Science-based WoS journals. It endeavours to map journals' influence per published article over the previous five years. In a way, Eigenfactor is an extended version of JIF. The Eigenfactor score is scaled such that the sum of all journals covered is 100. The journal is given its share in the score as a percentage contribution amongst all the indexed journals. For example, "Nature" has a score of about 2.0, which incidentally is the highest among all the scientific journals. In a way, the score shows that 2% of all citations (excluding self-citations) are from Nature, and this journal has the most significant influence, prestige, and quality.

The web site [eigenfactor.org](http://eigenfactor.org) also provides data on Article Influence Score (AIS). This information is a measure of the influence, per article, of the papers published in a journal. Division of the Eigenfactor by the number of articles published in the journal gives the score. The mean Article Influence Score is 1.00. An Article Influence Score greater than 1.00 indicates that the articles in the journal have an above-average influence.

Disadvantages of Eigenfactor/Article Influence Score include (i) restricted to science subjects, (ii) each journal is assigned to a single category, even though the journal may have published articles from several interdisciplinary areas. Comparison of articles in different fields of research is challenging.

### Scimago Journal Rank (SJR) and Source Normalized Impact per Paper (SNIP)

As an alternative to the JIF of WoS, in 2010, Elsevier introduced a new journal ranking system by utilizing vast data accrued from inception<sup>10</sup>. Elsevier endorsed the journal ranking system called ‘Scimago Journal Rank’ (SJR) developed by SCImago Research Group headed by Professor Felix de Moya in Spain, and ‘Source Normalized Impact per Paper’ (SNIP) developed by Professor Anthony van Raan and Professor Henk F. Moedand in the Netherlands<sup>11</sup>. Both the groups were working in partnership with Elsevier, a journal-publishing house with a global reach. The SJR and SNIP metrics are calculated by using the Elsevier database and are displayed in SCOPUS. Unlike JIF of WoS, which considers two years for calculating the impact of a journal, SJR and SNIP consider three years, thereby increasing the impact evaluation’s accuracy.

While the IF introduced by WoS treated all journals and papers as equal, which they are not, SJR considers the journal rank (prestige) in calculating the impact that an article makes. A journal, which may have lower citations but belongs to a higher rank is also

considered. Thus, SJR makes a distinction between popularity and prestige.

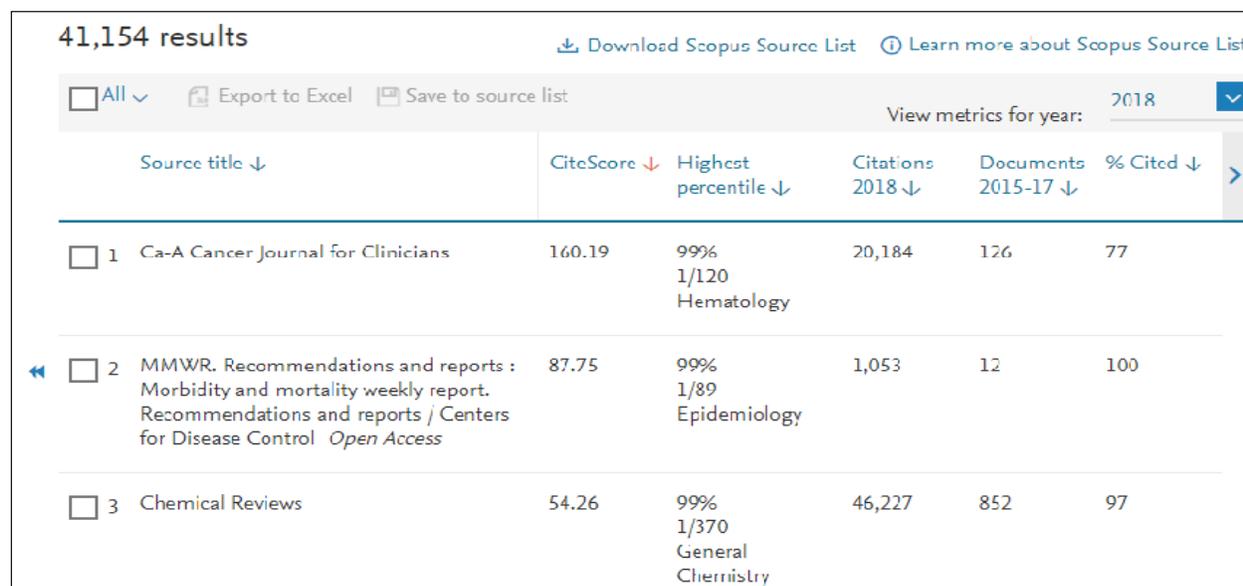
Source Normalized Impact per Paper (SNIP) is a method developed for topicality corrections: citation potential between journals catering to different subjects. It measures contextual citation impact by weighting citations based on the total number of citations in a subject field<sup>12</sup>. It is a ratio of the journal citation impact to that of the topicality of the subject field. The impact of a citation is given higher value in subject areas where citations are less likely. For example, citations in the journals that cater to the individual-oriented research field like Mathematics are low; however, importance could be high, in contrast to life-science-oriented journals. Citations in life-science-oriented journals are high, and the research is mostly a collaborative effort. SNIP corrects such differences in citation patterns through normalization at the source. Unlike the well-known JIF, SNIP corrects differences in citation practices between scientific fields. Thus it allows a more accurate comparison of citation impact between different fields.

The SCImago Journal and Country Rank portal is a free online resource. In addition to journal and article impact, the portal provides journal rankings by country of origin. Furthermore, the site also provides visual representations of the data.

### Comparison between JCR and SNIP

The significant differences between the indicators

Figure 1: CiteScore 2018 Results Downloaded from SCOPUS



Source title ↓	CiteScore ↓	Highest percentile ↓	Citations 2018 ↓	Documents 2015-17 ↓	% Cited ↓
1 Ca-A Cancer Journal for Clinicians	160.19	99% 1/120 Hematology	20,184	126	77
2 MMWR. Recommendations and reports : Morbidity and mortality weekly report. Recommendations and reports / Centers for Disease Control <i>Open Access</i>	87.75	99% 1/89 Epidemiology	1,053	12	100
3 Chemical Reviews	54.26	99% 1/370 General Chemistry	46,227	852	97

Source Maintained by Elsevier (<https://www.scopus.com/sources>)

provided by the IPP and SNIP and the JIF are summarized below:

- Scopus gives IPP and SNIP, whereas WoS gives JIF.
- SNIP does corrections in different fields, and JIF does not.
- IPP and SNIP are for three years, and JIF is for two years.

### CiteScore

CiteScore is a recent addition to Elsevier's journal metrics and available for free on the Scopus site. It includes data on SNIP, SJR, citation count, percentage of citation, and document count<sup>13</sup>. The score provides insight into the citation impact of over 22,220 journals indexed in Scopus. The method offers the most accurate indication of a journal's impact.

The method for calculating Citescore is by calculating the citations' ratio from all documents in the year to all documents published in the prior three years. For example, to calculate the 2015 CiteScore, consider the citations in 2015 for the documents published in 2012, 2013, and 2014—(A). Divide this number by the number of documents published in 2012, 2013, and 2014—(B). Then CiteScore = A/B.

The calculation of CiteScore is straightforward with no secret algorithms or hidden details. Advantages of CiteScore include (i) three-year citation window, (ii) CiteScore's numerator and denominator include all document types, (iii) CiteScore is essentially the average citations per document that a journal received over three years. (iv) Done annually, with built-in monthly impact.

The page downloaded from the CiteScore site[14] for 2018 is given in Figure 1. The figure shows that *Cancer Journal for Clinicians* has a cite score of 160 and is the most popular journal in its field. More papers in the sub-field Hematology have been cited more than in any other sub-field during the previous three years, between 2015-2017. The total number of citations for the journal in 2018 was 20,184, and the journal published 126 papers during 2015-2017. Out of those 126 papers, 97 papers (77%) attracted citations.

### Conclusion

Both Journal Citation Reports and CiteScore provide scientific analysis of the impact, importance, and relevance of the journals and the individual papers. There are many more issues yet to be addressed for

the quality enhancement of these analyses and metrics. For example, taking two/three of publishing for calculation is arbitrary. The citation itself is more or less a prerogative of the researcher. Some researchers deliberately do not cite relevant articles and get away when their article passes through referees. Malpractices like targeted citation, group citation, and non-citation are prevalent. Researchers also should be aware of dubious impact factors declared by the predatory journals. Such issues, one hopes, will be addressed to make impact analysis more accurate.

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# Investing in Yourself is the Only Way to Succeed

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**Kumar Mangalam Birla, Chairperson, Board of Governors, IIMA delivered the Convocation Address virtually at the 56<sup>th</sup> Annual Convocation of Indian Institute of Management Ahmedabad, Gujarat on 8<sup>th</sup> May, 2021. He said, "You must ask yourself just one question. Did I make a difference? It doesn't matter whether you are a marketer or a consultant, an entrepreneur or a techie. Have you advanced progress in your field and added to the cumulative repository of knowledge and wisdom? If the answer is yes. Then you have done justice to the education you have received and lived up to the rich legacy of this iconic institution. You have enhanced your life with education; now enrich it with meaning, purpose, and the thrill of being part of a shared endeavour. The quest for which commences today." Excerpts**

**The Convocation Address collected from the Website of IIMA is being published for wider dissemination in academia.**

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When Bob Dylan penned the iconic song 'Times they are a change in', which became an anthem for change across generations, I don't think he would have remotely imagined the world that we are living in today. In the last 12 months, we have witnessed and embraced change of an unprecedented magnitude. While we have all been robbed off the energy and intimacy of doing this convocation ceremony at the Louis Kahn Plaza, like every year, I am sure all of your digital avatars aren't complaining. As political scientist Ivan Krastev put it, "It might be only for this weird moment in history, but we cannot deny that we are currently experiencing what it feels like to live in one world."

Hidden behind the stories of loss and valour; agony and awe; ruin and revival; is the power of the human spirit. A collective spirit that has enabled us to wrestle with this pandemic for over a year now. A spirit that has been tested, again and again. But a spirit that will triumph, no matter what.

The class of 2021 will be like no other before it. The young people of the World War 2 generation were witness to the massive increases in industrial productivity that came with ramping up automobile, aerospace, and other production to meet the needs of the war years and the demand boom that came post that. Classes graduating in the dotcom bubble years of 2000-01 took away lessons about the husbanding of capital and the need to build more sustainable businesses that transformed what it meant to be an internet company. This pandemic has again stimulated innovation as a broad swathe of companies and consumers have embraced 'digitization'. In the 4 months of 2021, the startup ecosystem in India added over 10 new unicorns whose mix represents everything from interest in financial services to business enablers and our need for human connectivity.

This class is in a unique position. Having had the ability to take a student's dispassionate look at a world

in turmoil, you are now stepping into it, to leave your mark as a young leader whose intellectual appreciation of business problems is balanced by a compassionate understanding of the people involved.

The convocation ceremony today marks the culmination of a glorious chapter in your life. This glorious chapter has been defined by three hallmark traits, that I assume are common to all of you - strong academic record, all-round skills that go beyond the classroom, and of course the great hunger to succeed. I call this the trinity of records, skills, and attitude.

Congratulations on successfully completing Chapter 1 of what is going to be the book of your career. Getting to IIMA, completing your course, and finding a marquee job, which is a springboard to new horizons and new opportunities.

Today also marks the beginning of an entirely different chapter in your life. Chapter 2. Success in this leg of your career is entirely predicated on the investments you make, the risks you take, and the learnings you garner over the next 10 years.

Today is perhaps a good day to pause and consider what could be that X factor which will make the difference between just 'coasting along' and 'taking off exponentially' in your life and career. Let me share my thoughts on what could make that difference.

First and foremost, define your North Star: The pandemic and the last 12 months have again shone a spotlight on not just the role of governments but of societies, companies, and individuals in creating better outcomes for all of us. This is a period of short forecast horizons and amplified ups and downs. And therefore, a more important time than ever to define your principles and set your heading. Where do you fit in, and what do you want to be known for? Now is a good time to mull over and define the answer. Second, Experiment in your 20s: While your North Star is clearly in your sights, in

the short term, the 20s should be the discovery phase of your next chapter. As a wise businessman once said, "Risk taking is inherently failure-prone, otherwise it would be called sure-thing-taking." I feel that too many management graduates enter the corporate world with a 'this is what I want to do' attitude. When I say experiment, I don't necessarily mean start your own business or company. Rather, Work in a factory, work in a different country, work in diverse sectors, work across unfamiliar functions. The opportunity cost of experimenting rises sharply as you grow in your career. So, start early and experiment. Be impulsive. But temper your impulsiveness with creativity and positivity. Be thoughtful of what you want to focus on and what is the common thread that strings together your experiments and experiences. Which brings me to my next connected point.

Third, Build your personal flywheel: It was legendary artist Vincent Van Gogh who had remarked that "Great things do not just happen by impulse but are a succession of small things linked together."

Your personal flywheel is nothing but your own set of cumulating personal experiences. Think about experiences as units of learning. The more units you can accumulate in a year the more valuable you become. The sooner you start accumulating, the more you accumulate as you go along, as the power of compounding kicks in. Remember, your ability to learn is elastic by nature.

Units of learning should guide your career choices. If you are ever wrestling with a career choice, the defining factor should be the units of learning. Always, make a choice that accelerates your own learning curve and improves your understanding of the world. Let me illustrate this point on building a flywheel and experimenting, using the example of an unconventional entrepreneur. At the age of 20, he opened the first record shop and turned a millionaire in 3 years. He went from running a small record shop to starting up a record label to launching music megastores. In his early 30s, when a flight he was set to board got cancelled, he hired a plane, sold tickets, and filled it up with fellow stranded passengers. This experience set in motion the idea for his successful airline business. Aviation was the fount on which his current conglomerate is built, spanning diverse sectors from travel, transport, entertainment, media, and telecoms. His name is Richard Branson. He was always restlessly entrepreneurial, something that you too can be, even within the boundaries of an organization. Remember, you don't have to be a start-up entrepreneur to turbo charge your flywheel.

And finally, add emotion to IQ: I know all of you have burnt the midnight oil over the last 2 years solving complicated business problems. The reality is that you can't build businesses with spreadsheets. The most detailed business plans this year unraveled in the face of factory workers falling sick. Supply chains came unstuck as the migrant labour silently powering them retreated to their communities. Therefore, don't get unidimensional in the way you think. You need to add other dimensions to your thinking, most importantly, of empathy and humility. I don't see IQ and EQ as binary qualities, but rather as complementary traits that make a personality wholesome.

The irony, perhaps, is that even AI is now starting to hold up a mirror to ourselves. Microsoft's Socio chatbot- Xiaoice boasts of having both IQ and EQ. It has social skills and understanding of human emotions. It writes music, sings, paints, and has a fine arts degree. Xiaoice has had a 29-hour conversation with a human being! In total it has had over 30 billion conversations with 100 million friends. Just pause and think about it, a chatbot is learning social and cognitive skills to build EQ.

The times they are a changin!

To summarize, what I have said is – have clarity on your North Star, but then be adventurous and experiment, use these experiences to build your flywheel and compliment your IQ with EQ.

A decade down the line, you will be confronted with a question: How do you measure this journey that kicked off through this virtual convocation ceremony? The Chapter 2 that I referred to. What benchmarks should you hold yourself accountable to? Is it the pace of promotions? The salary you draw? The designation you hold? The companies you float?

I think it's a simple answer.

You must ask yourself just one question. Did I make a difference? It doesn't matter whether you are a marketer or a consultant, an entrepreneur or a techie. Have you advanced progress in your field and added to the cumulative repository of knowledge and wisdom? If the answer is yes. Then you have done justice to the education you have received and lived up to the rich legacy of this iconic institution.

IIM-A isn't just a B-school. It's more than just an institution or a badge of honour. It is now a permanent part of you. You have enhanced your life with education; now enrich it with meaning, purpose, and the thrill of being part of a shared endeavour. The quest for which commences today. □

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## CAMPUS NEWS

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### **International Workshop on Bridging Industry and Academia in Language Studies**

One-week Virtual International Workshop on ‘Bridging Industry and Academia in Language Studies’ was organized by the Amity School of Languages under the aegis of Amity University, Jaipur, Rajasthan, recently. The event was conceptualized with the vision to make students of languages industry ready and aware of diverse avenues of career building in the field of languages. The experts from industry and from various organizations were invited that hire students of languages. The workshop was attended by faculty members, students and research scholars. The speakers spoke on various themes related to the event.

Professor Jonathan Lockhart, Distinguished Poet, Critic and Historian from Canada discussed on ‘Creative Writing versus Content Writing’. Prof. Lockhart referred to the classist like Socrates, Plato, Aristotle, Sydney, Shakespeare, etc. and emphasized on the Socratic concept of Know Thyself to be the pivot idea of significant writing.

Dr. Ajit Pathak, President, Public Relation Society of India, Cartoonist, Corporate Image Strategist, Former General Manager, Communication, Administration and Welfare CSR, in his special address talked about the ‘Values of Journalistic Writing’. Dr. Pathak via historical account of Prithviraj Chouhan described the extreme importance of language and expressed that a language is an exact reflection of an individual’s character, personality, values, and growth.

Prof. G K Aseri, Provost, Dean Academics and Director, IQAC informed about IQAC and its role in placement. He exemplified that how good knowledge of foreign language is an important rubric for earning best industry jobs and the same is also the Unique Selling Proposition (USP) for many higher education organizations.

The role of University Placement cell was discussed by Mr. Vinod Tejvani who expressed the various indispensable important factors regarding for placements. Mr. Tejvani casted light on the role

of Internships, Language Command Skill Evaluation and Talent Source Identification. He concluded that every student must focus on a career rather than a Job.

Corporate Careers and French was the core theme discussed by Ms. Maryline Laidin and Mr. Jatinder Singh Attaché for Cooperation in French Language, French Institute in India. The talk showcased the significance of learning new languages in the contemporary era as being bilingual is a very common eligibility.

The Second Session was presided over by Ms. Saudamini Deo, Manager Campus France, Jaipur, and Mr. Rachit Dhawan, Manager, Campus France, Delhi, Haryana and Uttar Pradesh. The session dealt with many aspects of France including education, work, and job. The best practices adopted by French Govt. include mutual recognition of academic degrees in India and France, subsidized tuition fees, scholarships, internships, and jobs for Indian students in France.

Professor Sushant Mishra, Chairperson, Centre for French and Francophone Studies, Jawaharlal Nehru University, New Delhi speaking on ‘French Studies and French Govt Policies’ emphasized on the need of foreign languages by citing the examples of market orientation where MNCs look for the employees well verse in many languages.

The next session was handled by Professor Sanjay Arora, Central University of Rajasthan, Kishangarh spoke on ‘English Graduates and Advertising Sector: New Avenues in New Normal’ and discussed in minute details the eligibility criteria, financial gains scope in advertising sector.

Mr. Csaba Toth, Founder IQC Global, Entrepreneur, United Kingdom who put forth his ideas on ‘Cultural Competency in 21<sup>st</sup> Century with Reference to Growth Mindset’. Mr. Toth expressed several key concepts on culture and mindsets of different people.

Ms. Dolon Gupta, Co-founder BCFAI and Former Global Head, Language Initiatives, TCS, in her session on ‘Business Story Telling’ highlighted the

art and significance of storytelling in advertisements and industries.

In her Session, Dr. Rubby Chawla, Director Allen House, Kanpur spoke on 'Written and Verbal Communication in English in the Digital Era' described the core concepts of communication, behaviour skills and personality development. Summarizing the session in various acronyms like Softener, Picture, and Goal, she encapsulated the role of soft skills and languages.

Ms. Mridula Ganguly Khanna, Former Jt. General Manager, RITES Ltd., in her discussion on 'Emerging Opportunities in Foreign Languages in View of New Normal' discussed the independence and interdependence of academia, industry and government which not only ameliorates each other but also provides new job avenues.

Prof V Ganeshan, Former Vice Chancellor, Central Institute of English and Foreign Languages, Hyderabad and Emeritus Professor of German, Atlanta, in his extensive talk on 'Multilingual Challenges in MNCs in the Globalized World Importance and Role of Foreign Language Skills' informed about various career opportunities for scholars well versed in languages.

Ms. Puneet Kaur, Project Director, Goethe Institute/Max Mueller Bhavan, New Delhi presented various aspects of Translation studies and careers in the translation field and specifically emphasized on the career prospects, both India and abroad for German language scholars.

Prof. Hemendra Chandalia, Janardan Rai Nagar Rajasthan Vidyapeeth (Deemed to be a University), Udaipur, Rajasthan, in his delivery on 'English Studies and Avenues in Indian Scenario' highlighted the existing and upcoming careers for English graduands and scholars with English proficiency. Dr Yuktेशwar Kumar, FHEA and Course Director, MAIT/Chinese Stream, University of Bath, UK discussed the traditional and non-traditional career prospects in translation studies.

### **International Conference on Intelligent Sustainable Systems**

A two-day International Conference on 'Intelligent Sustainable Systems' is being organized by the SCAD College of Engineering and Technology, Tirunelveli, Tamil Nadu during February 17-18, 2022.

In today's world, Sustainable Development is becoming a crucial part to meet the increasing demand of future generations. The event is one of the initiatives toward attaining sustainable development and facilitating collaborative forums in international level. It aims to create an interdisciplinary platform to share their research ideas on developing new models and algorithms for sustainable development and provide intelligent paradigm shifts to deal with uncertainties and imprecise problems in real-world. It is an annual event that aims to enhance the intersection of intelligent systems and sustainability. The Conference mainly aims to explore and share cutting-edge research knowledge for future sustainable collaboration. The Tracks of the event are:

#### ***Track-1***

- Intelligent Systems.
- Artificial Intelligence and Intelligent Systems.
- Agent and Multi Agent Systems.
- Intelligent Business Systems.
- Machine Intelligence.
- Computer Vision.
- Pattern Recognition.
- Web Intelligence.
- Intelligent Software Engineering Models.
- Fuzzy Systems.
- Brain-Computer Interface.
- Computational Intelligence.
- Intelligent Search and Optimization Techniques.
- Mobile Computing and Intelligence.
- Virtual Environments.
- Human-Machine Interaction.
- Wearable Computing Systems.
- Intelligent Communication Systems.
- Intelligent Information and Network Systems.

#### ***Track-2***

- Sustainable Systems.
- Sustainable Design and Environment.
- Intelligent Energy Efficient Architectures.
- Green Data Centers.
- Sustainable Software Systems.
- Smart Resource Scheduling and Allocation.

- Algorithms for Reduced Power and Energy Utilization.
- Real Time Systems.
- Sustainable Circuit Design.
- Low Power Electronics.
- Sustainable Technologies and Human Factors.
- Green Decision Making and Development.
- Next-generation Sustainability Solutions.
- Sustainability for Industries.
- Sustainable Systems and Smart Cities.
- Security, Trust and Privacy.
- IoT and Big Data based Sustainable Computing Architectures.
- Data Intelligence.

### **Track-3**

- Applications.
- Smart Cities.
- Smart Cyber Physical Systems.
- Sustainable High Performance Systems.
- Sustainable Industries.
- Sustainable Supply Chain and Manufacturing Systems.
- Robotics.
- Power Electronics.
- Healthcare.
- Business Intelligence.
- Transportation and Logistics.
- E-waste Analysis and Solutions.
- Power Aware Networking Applications.

For further details, Contact Dr. R Karthik Ganesh, Associate Professor, Department of Computer Science and Engineering, SCAD College of Engineering and Technology, Tirunelveli, Tamil Nadu-627 414, Mobile No: +91 9600368297, E-mail: [iciss2k20@gmail.com](mailto:iciss2k20@gmail.com). For updates, log on to: <http://icoiss.com/2022/>

### **Faculty Development Programme on FEM and Modal Analysis in Engineering**

A five-day Online Faculty Development Programme (FDP) / Short Term Course on 'FEM and Modal Analysis in Engineering' is being organized by the Department of Mechanical Engineering, Dr.

B. R. Ambedkar National Institute of Technology, Jalandhar, Punjab during December 24-28, 2021. The faculty members, students from Engineering Institutes/ Colleges/ Polytechnics and Practicing Engineers and Researchers from Industries and R&D institutions may participate in the event.

Finite Element Method (FEM) is the most powerful method for the analysis of engineering problems. It is capable of handling geometry complicated domains, a variety of boundary conditions, non-linearity and coupled phenomenon those are common in real life problems. The physical knowledge of method enhances the analysis skill and provides a greater understanding of the problems being solves. Commercial software packages based on the finite element method are often used in industrial, research and academic institutions for the solution of engineering and scientific problems related to solid mechanics, fluid mechanics, heat transfer, and structural dynamics. The intelligent use of these software packages and correct interpretation of the output is often predicted on knowledge of the basic concept of FEM.

Modal analysis is the study to predict and measure the dynamic characteristics of a structure. The spatial model, modal-model and a response model can be measured by using the experimental mod-al analysis technique. Finite element method is one of the important tools to predict the above models. Experimental modal analysis is carried out by using the transducers and the FFT analyzers. FEM and experimental modal analysis results are compared and the discrepancies between the results may be reduced by using the finite element model updating techniques. Nowadays the application of the finite element model updating technique is widely used in the aerospace industry, automobile industry, electronics, etc. The Topics of the event are:

- Fundamental of FEM and FEM for Solid Mechanics Problems.
- FEM for Solid Mechanics Problems (1D and 2D) and Non Linear Solid Mechanics Problem Using ABAQUS/ANSYS.
- FEM for Impact and Contact Mechanics Problems.
- FEM for Composite Material and MICRO FEM of Composite and its Application Using ABAQUS/ ANSYS.

- Introduction to Non Linear FEM (Elasto-plasto non-linear FEM).
- Fundamental of Modal Analysis and its Applications.
- State Space Methods for Modal Analysis.
- Introduction to Modal Testing and Applications Using FEM.

For further details, contact Coordinator, Dr. Manoj Kumar, Assistant Professor, Department of Mechanical Engineering, Dr. B. R. Ambedkar NIT Jalandhar-144011 (Punjab), Mobile No:09793557548, E-mail: [kumarm@nitj.ac.in](mailto:kumarm@nitj.ac.in). For updates, log on to: [www.nitj.ac.in](http://www.nitj.ac.in)

### Short Term Course on Disaster Risk and Management Strategies

A three-day Online Short Term Course on ‘Disaster Risk and Management Strategies’ is being organized by the Department of Architecture and Regional Planning, Indian Institute of Technology, Kharagpur (West Bengal) during March 25-27, 2022. The Faculty of Architecture, Civil Engineering, Urban Planning, Environmental Planning, Geography and Poly-techniques. Personnel from Government Institutions, Industry, and Research Organizations, Practicing Architects, Urban Planners, Undergraduate, Postgraduate Students and

Research Scholars from Architecture and Planning, Civil Engineering, Environmental Planning and Geography may participate in the course. The main objective of the course is to impart knowledge about disaster mitigation strategies from an individual building design to urban planning level. The course will emphasize on comprehensive understanding of Hazard, Vulnerability, Risk and Resilience at both building level and city scale. The mitigation techniques will address both natural and manmade disasters. The Special Lectures/ Demonstration will be on:

- Overview on Disaster and its Types.
- Landslides and Hilly Area Planning.
- Flood and Cyclone Related Capacity Building.
- Earthquake Responsive Design Techniques.
- Disaster Risk Due to Climate Change.
- Manmade Disasters.

For further details, contact Principal Coordinators:

- Dr. Priyanka Dey on 08697022072, E-mail: [priyanka@arp.iitkgp.ac.in](mailto:priyanka@arp.iitkgp.ac.in)
- Dr. Arup Das on 09932574079, E-mail: [arup.das@arp.iitkgp.ac.in](mailto:arup.das@arp.iitkgp.ac.in)
- Dr. Shankha Pratim Bhattacharya on 09474602101/8670682049, E-mail: [spb@arp.iitkgp.ac.in](mailto:spb@arp.iitkgp.ac.in)

For updates, log on to: [www.iitkgp.ac.in](http://www.iitkgp.ac.in) □

### Correction

In the article ‘*Universalization of Excellence: The Varied Dimnsions*’ authored by Prof. Bharat R Sant, published in the University News --Vol 59, No. 44, dated November 1—7, 2021, ‘excellence’ was denoted as ‘adjective’ in the second sentence. The Sentence reads as follows:

Today, it is gradually getting replaced by the adjective ‘*excellence*’.

Editor, University News apologizes for this inadvertent error in the article and requests the Readers to read the first two sentences of the article as:

A few years back, the terms such as *good*, *better* and *best* were mostly used for denoting quality. Today, it is gradually getting replaced by the term ‘*excellence*’.

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# THESES OF THE MONTH

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## HUMANITIES

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

#### Geography

1. Akhtar, Nazneen. **Globlisation and livelihood system: A case study of women weavers in Sualkuchi Assam.** (Prof. B S Mipun), Department of Geography, North Eastern Hill University, Shillong.
2. Chakor, Balasaheb Raghunath. **Nashik Jilhyateel seva kendrachya bhogolik abhyas.** (Dr. S H Gone), Department of Geography, Swami Ramanand Teerth Marathwada University, Nanded.
3. Dinesh Kumar. **Causes and consequences of floods in Markanda River Basin: A hydro-geomorphic analysis.** (Dr. Omvir Singh), Department of Geography, Kurukshetra University, Kurukshetra.
4. Sarkar, Rintu. **Shifts in the course of the Lower Teesta River: A geomorphic study.** (Prof. Sunil Kumar De), Department of Geography, North Eastern Hill University, Shillong.
5. Tochwang, Vanlalduhawma. **Gendered structure of employment: An analysis of the social space in the City of Aizawl, Mizoram.** (Prof. D K Nayak), Department of Geography, North Eastern Hill University, Shillong.

#### History

1. Amit Kumari. **Bharat ka vibhajan evam sampradayik hinsa: Hindi, Urdu evam Punjabi sahyakaroan kee rachnaon ka ek etihasic adhyayan.** (Dr. Amarjit Singh), Department of History, Kurukshetra University, Kurukshetra.
2. Jayewar, Jagdish Lachamma. **Swami Vivekananda yancha shaikshanik drishtikon: Ek aithasik abhyas (Isvi 1863-1902).** (Dr. Deshmukh Kiran and Dr. Kondekar R S), Department of History, Swami Ramanand Teerth Marathwada University, Nanded.
3. Magare, Ushatai Laxman. **Dr Babasaheb Ambedkaranchey dharamvisheyak vichar: Ekaitihasic abhyas.** (Dr. U S Sawant), Department of History, Swami Ramanand Teerth Marathwada University, Nanded.
4. More, Rahul Vasantrao. **The role of Chhatrapatis in the Peshwa administration: A study (1713 AD to 1818 AD).** (Dr. Dande S B), Department of History, Swami Ramanand Teerth Marathwada University, Nanded.
5. Rakesh Kumar. **Social history of Barua Buddhist Community in Uttar Pradesh: With specific**

**reference to Lucknow (1947-2000).** (Prof. Shura Darapuri), Department of History, Babasaheb Bhimrao Ambedkar Bihar University, Muzaffarpur.

6. Tompe, Vaishali Gangadharrao. **Marathwadyateel sur-sundari pratima: Ek aithasik abhyas.** (Dr. Pise G S), Department of History, Swami Ramanand Teerth Marathwada University, Nanded.

#### Languages & Literature

##### English

1. Aaklod, Gangadhar Potanna. **Trauma of partition reflected in the select Indian English novels: A comparative study.** (Dr. U D Padamwar), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.
2. Abood, Mugdad A. **Discourse of womanism in the select novels of Alice Walker: A study.** (Dr. B Karuna), Department of English, Acharya Nagarjuna University, Nagarjuna Nagar.
3. Al-Asbahy, Mohammed Abdulwasea Abdulrahman. **Syntactic errors in English writing of the undergraduate students at three Yemeni Universities.** (Dr. Syed Aleemuddin), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.
4. Ari Nagesh. **A syncretic vision a select study of Salman Rushdie's fiction.** (Prof. Rajasekhar Patteti), Department of English, Acharya Nagarjuna University, Nagarjuna Nagar.
5. Bellubbi, Pradeep. **Dalit aesthetics, an ideological formation.** (Prof. Rajendra Chenni), Department of English, Kuvempu University, Shankaraghatta.
6. Bhosale, Gajanan Vishwanathrao. **Canadian Rustic life in the short stories of Alice Munro.** (Dr. B S Bhosle), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.
7. Gangane, Vaibhav Atmaram. **George Orwell, Starhawk and Ruskin Bond: A study in ecocriticism.** (Dr. Ramesh Dhage), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.
8. Gunjate, Sheetal Vinayakrao. **The fictional craftsmanship of Shashi Deshpande: A study in narration, themes and the arts of characterization.** (Dr. Smita Nagori), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

9. Harwinder Kaur. **Negotiating the dualities: A Study of Tennessee Williams selected plays.** (Dr. Dinesh Kumar), Department of English, Kurukshetra University, Kurukshetra.

10. Moghekar, Nandkishore Madhavrao. **Cyclical structure of existence in the novels of R K Narayan: A study.** (Dr. U D Padamwar), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

11. Shaik, Jamuruddin. **The voices of women in the select novels of Indian women novelists.** (Prof. K Ratna Shiela Mani), Department of English, Acharya Nagarjuna University, Nagarjuna Nagar.

12. Sonwane, Jyotiram Udhavrao. **Delineation of female characters in the select novels of Chetan Bhagat.** (Dr. B T Lahane), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

13. Swami, Prabhakar Shivraj. **A cross-national comparison between Indian and Canadian select woman writers in second wave of feminism.** (Dr. Sayed Aleemuddin), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

14. Telgote, Mahendra Randhir. **An exploration of African American experience: A study of the select poetry of Gwendolyn Brooks, Maya Angelou, Lucille Clifton Nikki Giovanni.** (Dr. Ramesh Dhage), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

15. Waleed, Abdulmalik Abdulraheman Al-Galissy. **The representation of terrorism in the select novels: A comparative study.** (Dr. Shailaja Wadikar), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

#### Hindi

1. Geena, K G Mary. **Hindi aur Malayalam navajagarankaleen upanyasoan ka tulnatamak adhyayan.** (Dr. N Mohanan), Department of Hindi, Cochin University of Science & Technology, Kochi.

2. Gunjal, Balasaheb Pandharinath. **Dr. Vilas Gupte ke sahitye mein chitrit vibhin samasyoan ka chitran.** (Dr. Ranjit Jadhav), Department of Hindi, Swami Ramanand Teerth Marathwada University, Nanded.

3. Jathar, Anita Ramesh. **Hindi kee mahila katha lekhikaoan kee aatamkathaoan mein dampatey jeevan.** (Dr. Chandrakant Misal), Department of Hindi, S.N.D.T. Women's University, Mumbai.

4. Mahajan, Rajendrakaur Shermeet Singh. **Shree Guru Granth Sahib Ji mein abhivyakat manvata.** (Dr. R M Jadhav), Department of Hindi, Swami Ramanand Teerth Marathwada University, Nanded.

5. Philip, Rinu Elizabeth. **Samakaleen Hindi kahaniyoan mein gaav.** (Dr. K N Aneesh), Department

of Hindi, Cochin University of Science & Technology, Kochi.

#### Kannada

1. Roopa, S. **Social design in post modern short stories.** (Dr. H Hanumantharayappa), Department of Kannada Literature Studies, Kannada University, Hampi, District Bellary.

2. Rudrappa, Nisty. **Conceptualization of Theatre in Kannada autobiographies.** (Dr. Y Chandrababu), Department of Kannada Literature Studies, Kannada University, Hampi, District Bellary.

#### Khasi

1. Lyngdoh, Baiahunlang. **U Khnam ha ka Deiti U Khasi: Ka Bishar Bniah halor kee jingthoh ba la jied.** (Prof. B War), Department of Khasi, North Eastern Hill University, Shillong.

#### Marathi

1. Shinde, Balaji Narayan. **Gouri Deshpande (Marathi) anni Usha Priyamvada (Hindi) yanchya kadambnyateel istri pratima: Ek tolnik abhyas.** (Dr. Mandakini Kulkarni Dr. Jaydevi Pawar), Department of Marathi, Swami Ramanand Teerth Marathwada University, Nanded.

#### Pali

1. Yashkashypayan, Bhikshu Kaluji Chatur. **Pali sahityateel Budh tatvgyan maanwala atyaavashyak: Ek chikitsak abhyas.** (Dr. S M Sonone), Department of Pali, Swami Ramanand Teerth Marathwada University, Nanded.

#### Punjabi

1. Gurpreet Kaur. **Samkali Nari Kav: Chetna mulak pasar.** (Dr. Parmjeet Kaur Sindhu), Department of Punjabi, Kurukshetra University, Kurukshetra.

#### Sanskrit

1. Bhat, Ishwar P. **Vedanta darshane Bhakteh vishleshanatamaka adhyayanam.** (Dr. Shruthi Kirthi M A), Department of Sanskrit, Kuvempu University, Shankaraghatta.

2. Modi, Khushbu Anilkumar. **Bhavbhutivirchiteshu rupkeshu mithkiyetatvanam samalochnatamkam adhyayanam.** (Dr. Yogini H Vyas), Department of Sanskrit, Gujarat University, Ahmedabad.

3. Rajender. **Virendra Bhattacaryakrta Siddarthcharitam nataka: Eka adhyayana.** (Dr. Lalit Kumar Gaur), Department of Sanskrit, Kurukshetra University, Kurukshetra.

4. Sharma, Ravidutt. **Bhaskararāyapranīte varivasyārahasye śrīvidyāsāadhanāyāh tattvālocanam.** (Dr. S M Mishra), Department of Sanskrit, Kurukshetra University, Kurukshetra.

## Telugu

1. Banavath, Venu Nayak. **Palnadu Seemaloni Janapada Geyalu- Pariseelana.** (Dr. Chintapalli Satyanarayana), Department of Telugu, Acharya Nagarjuna University, Nagarjuna Nagar.

2. Binji, Mary Kumari. **Paruchuri Venkateswara Rao Natakalu, Nattikalu-pariseelana.** (Prof. N V Krishna Rao), Department of Telugu and Oriental Languages, Acharya Nagarjuna University, Nagarjuna Nagar.

3. Reddy, K Yeswantha Kumar. **Srimadramayane dutasthanam.** (Prof. P Varaprasada Murthy), Department of Telugu and Oriental Languages, Acharya Nagarjuna University, Nagarjuna Nagar.

## Linguistics

1. Sangma, Triksimeda B.A **comparative phonological study of A•we, Am•beng and Atong dialects of Garo.** (Dr. Barika Khyriem), Department of Linguistics, North Eastern Hill University, Shillong.

## Performing Arts

### Drama

1. Halde, Rahul Ram. **Natakkar Bhasanchi rangtatvey va tatyanchi samsamyik mulye: Ek shodh.** (Dr. Sanjay S Patil), Department of Drama, Swami Ramanand Teerth Marathwada University, Nanded.

## Fine Arts

1. Amresh Kumar. **Bhartiya samkalin kala ke vividh madhayamoan mein triayam kee bhumika (1990 Se 2010 Tak).** (Dr. Parmjeet Kaur), Department of Fine Arts, Kurukshetra University, Kurukshetra.

## Music

1. Kamble, Atul Raosaheb. **U. Allarakha: Ek ashthpailu vyaktimatav: Swatantra tabla vada, sath sangatkaar, rachnakaar, Guru ani sangeetkaar ya sarv bhumikantun keleya karyacha vishleshnatamak abhyas.** (Dr. Anaya Thatte), Department of Music, Swami Ramanand Teerth Marathwada University, Nanded.

2. Shinde, Shivdas Vitthalrao. **Sangeet Maharishi Dr Annasaheb Gunjkar yanche vyaktitv ani kritatav.** (Dr. Snehal D Shembekar), Department of Music, Swami Ramanand Teerth Marathwada University, Nanded.

## Philosophy

1. Laldusaka, John C. **Conception of justice: A comparative study of Amartya Sen and John Rawls.** (Prof. Vanlalnglak), Department of Philosophy, North Eastern Hill University, Shillong.

2. Lekharu, Trishna Pallabi. **The postmodern perspective of Ethics: A critical study of its conflict with the Christian view.** (Dr. E R Tongper), Department of Philosophy, North Eastern Hill University, Shillong. □

## SHRI SIDDHESHWAR SHIKSHAN MANDAL'S COLLEGE OF ARCHITECTURE, SOLAPUR

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Sr. No	Position	Requirement
1	Principal	<p><b>Qualification:</b> Ph.D. in Yoga / Sanskrit or in the allied sciences with relevant qualification in Yoga.</p> <p><b>Experience:</b> 8 years' experience in teaching/research/administration.</p> <p><b>Essential:</b> Background of yoga is essential.</p> <p><b>Salary:</b> Rs. PB-3 (Rs. 15,600-39,100). Salary will be commensurate with the experience and competence.</p> <p><b>Job Responsibilities:</b></p> <ol style="list-style-type: none"> <li>1. Planning of courses in stepwise. Ensure the implementation of planning in each course.</li> <li>2. Ability for academic administration of the course runs by the institute.</li> <li>3. Hold the responsibility for policy and procedure related to the students.</li> <li>4. Good leadership and liaison skills.</li> </ol>

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A1/Advt/TS/201(2)/21

25-11-2021

### WANTED

Applications are invited for the post of **Assistant Professor in History (Community Reserved)**.

**Age and Qualifications: As per Government of Kerala, UGC and Kannur University Rules.** Copies of qualifying Certificates and Mark lists should be attached to the application. Application forms can be had from the office of Muslim Education Foundation at NAM College Kallikkandy on payment of Rs. 1,000/- in person or by submitting DD of Rs.1,050/- in favour of Manager, payable at Panoor. Those who have applied earlier must update their application. Filled up application should reach the office of the undersigned **within 30 days** from the date of publication of this notification.

Kallikkandy  
25-11-2021

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**Note:** In service candidates should apply through proper channel. No TA/DA will be paid to the candidates for attending the Interview.

Dr. Maqdoom Farooqui  
Principal

## AGNEL INSTITUTE OF TECHNOLOGY & DESIGN

ASSAGAO, BARDEZ, GOA

Tel: 9975797916

e-mail: careers.agnel@gmail.com

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Pay Scale	Qualifications	Experience and other requirements
Rs. 37400 - 67000 + AGP 10000  Higher start can be considered for deserving candidates.	BE/BTech and ME/MTech in relevant branch with First Class or equivalent either in BE/BTech or ME/MTech.  PhD or equivalent, in appropriate discipline.  Post PhD publications and guiding PhD students are highly desirable.	Minimum of 10 years experience in teaching / Research / Industry out of which at least 3 years shall be at the level of Professor.  OR Minimum of 13 years experience in teaching and/ or Research and/or Industry. In case of research experience, good academic record and books/research paper publications/IPR/patents record shall be required as deemed fit by expert members of Selection committee.  If experience in industry is considered, the same shall be at managerial level equivalent to Professor level with active participation record in devising/ designing, developing, planning, executing, analyzing, quality control, innovating, training, technical books/research paper publications/IPR/patents, etc. as deemed fit by expert members of Selection committee.  Flair for Management and Leadership is essential.

### ESSENTIAL REQUIREMENTS

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- Knowledge of Konkani.

Application form must be accompanied by duly-filled PBAS proforma for calculating API scores for Category III-Research and Academic Contributions (refer to [www.aicte-india.org](http://www.aicte-india.org)).

Interested candidates are required to apply on the "APPLICATION FOR POSITION OF PRINCIPAL" link on [www.aitdgoa.edu.in](http://www.aitdgoa.edu.in) within fourteen days from the date of publication of this advertisement.

**Fr. Agnelo Gomes**  
Director



Maulana Azad Education Society's  
**Marathwada College of Education,**  
Dr. Rafiq Zakaria Campus, Rauza Bagh, Aurangabad.  
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MINORITY INSTITUTION  
 APPOINTMENT

Reference-1) Govt. Circular No. – संकीर्ण-2017/ प्र. क्रमांक 170/मशी-5 dated 23-03-2021  
Applications are invited in the prescribed format for the post of **Principal** (Grant-in-Aid) **Open Category** in Marathwada College of Education (B.Ed.) Aurangabad. (M.S.).

<b>1. Qualification</b>	(i) Post Graduate Degree with 55% marks in the concerned subject. (ii) Post Graduate Degree in Education with minimum 55% Marks. (iii) Ph.D. Degree in Education or in any Pedagogic subjects offered in the institution. (iv) Professor/Associate Professor with a total service/experience of at least 15 years of Teaching/Research in Universities, Colleges and other Institutions of Higher Education. (v) Eligible Candidates with knowledge of Urdu will be preferred. (vi) Minimum of 10 Research Publications in Peer-reviewed or UGC Listed Journals, and (vii) A minimum 110 research score as per Appendix-II, table 2 of direction No. 8/2019 in G.R. No.Misc.2018/C.R-56/18/UNI 1 dated: 8 <sup>th</sup> March, 2019.
<b>2. Pay Scale</b>	As per U.G.C. and State Govt. Rules.

**Notes:**

1. The application, Bio-data, along with relevant self-attested documents should reach the office of the President, Maulana Azad Education Society, Dr. Rafiq Zakaria Campus, Rauza Bagh, Aurangabad-431 001, Maharashtra **within 15 days** from the date of publication of this advertisement.
2. The applications received after the due date will not be entertained.
3. Interested in-service candidates are required to submit their applications through proper channel.
4. No TA/DA will be paid to the candidates appearing for the interview.
5. Appointment is subject to the decision of Hon'ble High Court Bench at Aurangabad in W.P. No. 12051/2015.

**President**  
**Maulana Azad Education Society**

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