



# UNIVERSITY NEWS

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Avijit Gangopadhyay**

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90  
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# ANNOUNCEMENT

## Special Number of the University News

on

### 'Implementing National Education Policy-2020 to Transform Higher Education in India'

A Special Number of the University News on the theme 'Implementing National Education Policy -2020 to Transform Higher Education in India' is being brought on January, 2021. The Special Issue will cover articles of experienced and eminent educationists, higher education practitioners and policy makers. Readers of the University News are also invited to contribute to the Special Number by submitting papers/articles on below mentioned themes:

1. Innovative Implementation Strategies for Recommendations on Various Components of the Policy.
2. Implementation Strategies for Different Dimensions viz., Teaching, Research and Community Engagement.
3. Issues and Challenges in Implementation of the Policy.
4. Practicability, Suitability and Ease of Implementation of the Policy.
5. Roadmap for Holistic Implementation of the Policy.
6. Actionable Points on the Part of Government, HEIs and other Stakeholders.
7. Any Other Subtheme Relevant to the Topic.

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- Manuscripts including tables, figures and references should be around 3000-4000 words for articles and 600 words for Communications.
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#### **Chapter in a Book**

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

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## University Examinations: The Way Forward

Madhusudan Chakraborty\* and Avijit Gangopadhyay\*\*

COVID-19 has mercilessly battered the education ecosystem across the globe. The career of the student community is at stake and the universities have been taking a call on the same. The pandemic has created an extraordinary situation disrupting the regular teaching-learning process. The universities are pondering on how to deal with the unprecedented disruption and how to maintain the standard of education while protecting the students, staff and the faculty members from deadly infections.

A university confers degree on a student only after the latter fulfils all the academic requirements. The pandemic has, however, raised several roadblocks to the entire process of imparting education including the conduct of the examinations. With the lockdown all over the world the universities have been closed for over eight months. While the universities took upon the responsibility of continuing with the academic programmes offering education online, the situation has so far not been conducive to conduct the examination in a normal way as has been the practice so far. In order to complete the academic requirements many universities have conducted the final examinations online on the available digital platforms. Conduct of examinations online has perhaps come to stay in view of the uncertainties imposed by the pandemic. Yet the efficacy of the same in conducting subject wise university examinations needs further scrutiny. Necessary modifications may have to be incorporated in the software as we gain experience with time that hopefully will result in building a robust system that would keep the integrity of the process intact.

The existing pattern of university examinations has wide acceptability all over the world precisely because of its robustness. The smoothness of conducting the examination in large halls accommodating a fairly large number of students with invigilation in place and ease of controlling malpractices perhaps made the process continue till date. However, debates were on in different forums on the possibility of introducing better methods for measuring the outcome of learning. It has been felt that prevailing examination system primarily measures the level of conceptual understanding in addition to the ability of the students to retrieve information from memory. Rarely the ability to solve a problem based on the skills and knowledge acquired by a student is examined.

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While a reform in the existing examination system is called for, it may not be prudent to consider the same in isolation. In fact, the teachers play the pivotal roles in the process of assessing the performance of the students which is an integral part of the teaching learning process. Thus a reform in the examination system would require redefining the roles of the teachers and preparing them to face the challenges of the new ambience.

In fact an integrated approach in reviewing the entire teaching-learning process so as to put a robust system in place could be the best way forward. For quite some time deliberations were on in different forums on the alternative methods of measuring the performance of the students. In order to examine the ability of the students to solve problems based on what they have learnt, a couple of alternative methods like the open book examination, take home examination, collaborative testing, student portfolios, project based assignments and performance tests to name a few have been floated. But the desirability of replacing the existing examinations by such methods or any new method while dealing with the students in mass at regular intervals needs to be examined. Moreover such methods are heavily dependent on the ability of teachers to frame questions for open book examinations, design home assignments, assess the performance of the students and grade them with all fairness.

Any consideration of a change in the examination methodology has to be integrated with empowering the teachers in terms of their skills. The New Education Policy (NEP) of the Government of India makes it clear that the teachers should be at the heart of education. The importance of empowering them to harness their full potential has been made abundantly clear. The universities have no option but to organize faculty development programmes for all the teachers and allow them to dedicate fully to the teaching-learning process.

A teacher must be loaded with a sense of proportion keeping in view the fact that the teachers are required to be engaged with multiple tasks. Optimal loading of a teacher is going to be a tough task for many universities due to shortage of faculty members and financial considerations. Overloading not only burns out the teachers but also adversely impacts the quality of teaching and ultimately the students suffer. Thus teachers must be a central point for any discussion on reforms in the teaching-learning process, the examinations in particular.

The teaching should not be confined to passing on information only or even clearing the fundamental concepts. The teachers are expected to blend teaching of the subjects with a couple of other skill based issues that help turning out graduates with a certain level of maturity and having necessary skills to apply the knowledge acquired in their profession. In fact the teachers have to play the most significant roles in the teaching-learning process that transforms the young adults to mature global citizens. The teachers have to play role models and train the students to be disciplined, alert, receptive, analytical, critical, creative and innovative. The teachers must engage in research not only to raise their own academic potentials but also to imbibe a culture of the same amongst the students. The culture of research leads the students to discover their power of probing and creative thinking and also to develop an analytical bent of mind.

Thus a reform in the examination system has to be coupled with the vigorous training of the university teachers. The universities desirous of achieving excellence may establish a Faculty Development Academy not only to train the teachers but also to check their honesty and integrity on a regular basis. Even the students could be asked to take the honesty and integrity test at suitable intervals.

The training of the teachers must cover utilization of most advanced technologies in the teaching-learning process in addition to mastering the techniques of teaching online as well as in physical class rooms with emphasis on problem solving. A teacher must learn how to blend the teaching of a subject with uncovering the inherent powers every individual student has that would help the latter to acquire the skills of probing, creative thinking and problem solving. The academy may design programmes to test the honesty and integrity of the teachers and may issue certificates once a year through such a test.

Students enter a university at a very tender age. They pick up a host of skills through curricular, co-curricular and extracurricular activities and graduate as matured global citizens. However, there hardly is any provision to measure the outcome of learning through the co-curricular and extra-curricular activities that make significant contributions to the knowledge and skills acquired by the students.

There appears to be a race for scoring good grades in the examination. While good grades give the students and parents satisfaction and pride, the

same may not reflect on the ability to perform in their professions. It is often the case that a student's success in life is not directly correlated to his past success in his/her grades, JEE, SAT, GATE, GRE and other standardized tests. Perhaps a review of the grading system to indicate the competence of a graduate with regards to his or her curricular, co-curricular and extra-curricular achievements is the need of the hour. The possibility of redesigning grade cards incorporating an assessment of the attitude as well as aptitude of the graduates could be explored as the same impact the success in their respective professions. It is perhaps time to take a fresh look at the process of assessing the students taking the current as well as post pandemic situation into consideration.

Most of the universities compute the final grades of students taking into account the performances in examinations and the internal assessments based on several factors including attendance, class tests, term papers and home assignments. The weightage assigned to the different components of the final grade may be debated and reviewed to take into account the outcome of learning through participation in the various activities in the university. The proponents of computing grades through performances in curricular activities only may have to take a relook at the existing system as the past experience points to the glaring importance of the other activities and those of the attitude and aptitude as well. Perhaps a greater weightage could be considered for the internal assessments comprising all the above components of learning.

In the absence of any acceptable alternative method of evaluation of the performances of the students the final online examination is likely to continue with rigorous training of both the teachers and the students to preserve the integrity of the same. Those responsible for reviewing the teaching-learning process may consider whether attempts should be made to migrate from the existing system to open book examination or collaborative examination or any new method to test whether the students are able to solve practical problems based on their skills and knowledge base.

A close look at the alternative methods of examinations reveal that these are most effective in assessing the ability of the students in solving problems based on what they have been learning. It looks possible to ask the students to solve a given problem in a longer time frame and submit their findings in the format of a research paper. They would

be free to search the internet, look up books and journals, consult teachers and friends and would be working on a research mode to find a solution. Asking students to solve problems would force them to study on their own and their creative mind would be busy in finding solutions. The students would certainly gain confidence and take pride in solving problems. In fact evaluation of the students could begin from the start of a semester and continue till the end. Continuous evaluations should always be preferred over the evaluation at the end of a semester through an examination as has been the practice now.

Both the teachers and students should, however, be aware of and conversant with the process of evaluation. For example, assessment of the performance in an open book examination could be carried out by marking different components like the level of understanding of the question, the methods adopted for searching books and literatures for consultation, the approach and steps in solving the given problem and finally the solution arrived at. There need not be any unique solution for the problem. The students are not expected to follow any set model to solve the problem. Rather each and every one is expected to offer solution reflective of one's creative thinking. The teachers have to learn to award higher grades to those who appear to be more creative than those who follow existing models. In essence, the greater component of the grades earned by the students should comprise of their performance in various subjects through the continuous evaluation process as above, the outcome of their learning through co-curricular and extracurricular activities and the results of their aptitude and attitude tests. Their performances in the online examination at the end of the semester may form the smaller component for computation of the grades.

In closing, a being little philosophical as we all are in this time of the global pandemic, we would like to remind the readers and leaders of our education system the words of Swami Vivekananda, "Education is the manifestation of the perfection that is already in man." The art of teaching now should probably follow this idea to the best possible extent. It will serve the students and our country best, if the teachers look for building that 'manifestation of the perfection' that is already in every student. They can look for the completeness in the student while grading and not subject their evaluations to be biased by our (societal) own inability to provide a proper infrastructure in which the students could otherwise be evaluated. That will be one of the ways forward. □



# Environment and Lifestyle<sup>#</sup>

MS Kurhade\*

*“21<sup>st</sup> century illiterate is one who cannot unlearn the wrong things that he has learnt and relearn the right things.”*

A healthy mind is an insurance against diseases and is a tool in reversing disease processes. Our mind is at work in every disease situation from common cold to cancer. In the latter case the cancer cells, “aim less, jobless wandering cells” that have mutated to ‘survive’ a holistic environment in our bodies urgently need a conducive environment to remodel and survive.

Now one can understand the significance of the need for a healthy mind to keep us physically also healthy. For the lay person what should be the meaning of a healthy mind?

Healthy mind is a mind filled with “enthusiasm to work and enthusiasm to be compassionate”. This all-encompassing definition covers all parts of health. The words are chosen carefully. Enthusiasm is not just wanting to do a thing but a compulsive motivation to do that. Enthusiasm to work is the love for work-want to work and not have to work! Similarly, enthusiasm to be compassionate is a compulsive urge to be of some use to someone almost always, nay to be universally compassionate. If one follows these two mottos in life there is no room for any negative thoughts in mind like hatred, jealousy, superego, anger, pride and greed. The latter are the real risk factors for all major killer diseases!

*“Skepticism is the highest of duties; blind faith the one unpardonable sin.”*

(Thomas Huxley)

If one is healthy and well at a given point in time, it is just chance; if one, on the other hand is ill and suffering is also a chance! No science can predict either of those events with any degree of certainty! Doctors have been predicting the unpredictable future of patients for generations based on some phenotypic features called risk factors. A very large, prospective study followed up for 25 long years has

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shown that there are no “risk factors” as far as human diseases are concerned. The said MoFFIT study did further show that the so called risk factors could be controlled by drugs or surgery but the risk, if it is here, still works itself successfully!

Mind is our consciousness--the canvas on which our thoughts are projected. Consciousness is fundamental and all else will have to rise from consciousness wrote Max Planck! Matter and energy being the two faces of the same coin, the human body becomes an illusion of the human mind. In view of this new scientific awareness the real environment for our healthy living or even for recovery from any illness should be the human mind.

In the true sense of the word the real environment for the human wellness and illness is the human mind. Rest of the conventionally acclaimed risk factors are not the real environment although they contribute to the final outcome.

Like people who search for the God inside mud and stone structures, scientists have been searching for the real environment outside this real environment of the human mind in BP, sugar, cholesterol, tummy girth etc. Our future generation at least should have the benefit of this truth. We have to bring forth a generation of our youth with a healthy mind. In that direction real education takes the cake. Today education is aimed at making a wealthy career for the child. That is not education. The real education is to make a healthy mind out of every child and not just a wealthy career. If every Indian child develops a healthy mind with enthusiasm to work and enthusiasm to be compassionate, all our society ills like terrorism, laziness, crime, rape etc. will vanish without any effort on our part. Can we hope that the powers that be would change the base of education policy which would lay the foundation for a healthy mind in every child?

We have been depending too much on reductionist science to believe that health and diseases are basically controlled by our genes. This myth has now been blown apart and our genes, if anything has very little to do with our evolution and even our existence here. That apart, we now know that we can even change our genetic pattern if needed, by our environment. Our life style changes for the better can change even our genetic pattern.

This has been recently shown in the case of killer disease of old age.

With the onset of quantum wisdom, we have now been able to comprehend much more than what we could grasp with our five senses. Quantum world view opens up a new vista in human physiology where we can get a wider holographic view of human life at a given point in time. So called life style management also gets a new meaning in quantum world view. In the old Einstein- Newtonian world view lifestyle changes are simply work, sleep, food, exercise, stress reduction, the physical environments like air, water, earth, weather etc. in addition to the medical money spinners like hypertension, diabetes, obesity etc. Although this has made a dent in the morbidity pattern, they did not make a huge difference. In addition the powerful drugs used to control the risk factors have brought in their wake many adverse drug reactions, some of them being even fatal.

In the new world view human mind assumes special significance. Reductionist science does not take the mind into considerations seriously although some fringe studies did show some mental altered states like depression and frustration leading to serious illnesses. The main line medicine is yet to give importance to the mind as it is not sure where the mind is? The Canadian neurosurgeon Wilder Penfield in his elaborate reductionist studies put the mind inside the brain but realized his folly and in 1971 admitted that the mind cannot be confined to a small organ like the brain.

Human body is just the human mind itself. Infact, human body is an illusion of the human mind. So it is not what you eat that kills you but, it is what eats you (your negative thoughts) that kill you. Please avoid hatred, anger, jealousy, greed and frustration like poison. Universal compassion, an in built safety valve for man, is good food for cancer. Here we come closer to our ancient wisdom of *paropakaaraarthamidamshareeram*. You are born here for the benefit of society. That gives meaning to life. Finding a meaning to life is said to be the best insurance against many ills according to Dr. Victor Frenkle in his book; In Search of Meaning.

If the body is slightly alkaline as it usually is with a pH of 7.4 or so it is good for cell survival. Acid environment is fatal for the cells. Naturally vegetarian diet is the ideal to keep it that way-less cooking adds to the advantage. Vegetable juices are very good food at all times. Fruits are also good. Millets seem to help a lot instead of the usual cereal diet. Sugar is poison;

avoid it like a poisonous snake. Meat especially cooked meat, produces an acid environment inside for the cells to get suffocated to live forcing them to mutate for survival. Dairy is also not a good thing. Fresh salads of mixed vegetables could replace much of our usual cooked meal.

It is logical that we better change the environment to survive. Cells feel better in oxygen rich environment. *Pranaayama* of the right variety which makes the body get better oxygenation is the ideal thing to follow on a daily basis for healthy people and on extended time periods once or twice daily.

Work, they say is worship. Work rejuvenates the body cells and also makes one forget the fear of disease which is the killer many a time. As long as one can one has to work to keep oneself busy. Never get to bed as it is very difficult to get out of it.

Sufficient sleep, up to seven-eight hours, will be good for cells to recover. Natural sleep is better than drug induced one.

In my concept spirituality is just sharing and caring. However, it has been shown in many disease managements that to have faith in something superhuman that runs the destiny of this world would be better for recovery and to avoid precocious death. Materialism has an end when the going gets tough. Frustration sets in followed by depression. To believe in something that runs this world would make one humble. Humility gives a boost to our immune system. Prayers, even intercessory prayer, have been shown to be good for quick recovery.

Commonsense measures listed above would go a long way to mitigate suffering.

A pandemic like the novel corona virus does not merely change the way we view our health, it changes many more fundamental assumptions that we make about our lives and ask confounding questions about things that we haven't needed to think about for a long time.

Public health experts are unanimous not only on the need to take every possible precaution against corona virus- both as individuals and as communities but also on the need to avoid panic and irrational behavior.

Much of the fear that has grabbed the world stems from the fear of the unknown, and the fact that there is no cure yet for the corona virus. Still, even a

disease like TB, which spreads through the air but has a cure, continues to pose threat to the health system, killing close to 4.5 Lakh every year in India.

But to reiterate what we said at the outset; None of this should lull people or governments into complacency or a state of denial. Given how contagious the virus, it could spiral into a global catastrophe if its not fought on every front.

Environmental issues are one of the primary causes of death, health issues and long term livelihood impact for India.

Floods are a significant environmental issue for India. It causes soil erosion, destruction of wetlands and wide migration of solid wastes.

Major environmental issues are forests and agricultural degradation of land resource depletion (such as water, mineral, forest, sand and rocks), environmental degradation, public health, loss of biodiversity, loss of resilience in ecosystems, livelihood security for the poor.

The major sources of pollution in India include the rapid burning of fuel wood and biomass such as dried waste from livestock as the primary source of energy, lack of organized garbage and waste removal services, lack of sewage treatment operations, lack of flood control and monsoon water drainage system, diversion of consumes waste into rivers, cremation practices near major rivers, government mandated protection of highly polluting old public transport, and continued operation by Indian government of government owned, high emission plants built between 1950 and 1980.

Air pollution, poor management of waste, growing water scarcity, falling ground water tables, water pollution, preservation and quality of forests, biodiversity loss, and land / soil degradation are some of the major environmental issues India faces today.

India's population growth adds pressure to environmental issues and its resources. Rapid urbanization has caused a buildup of heavy metals in the soil and these metals are being ingested through contaminated vegetables. Heavy metals are hazardous to people's health and are known as carcinogens.

There is a long history of study and debate about the interaction between population growth and the environment. There is no question that

population growth may contribute to environmental degradation, its effects can be modified by economic growth and modern technology you can't change the population, but you can change what the population emits into the environment.

Noise pollution is the disturbing or excessive noise that may harm the activity or balance of human or animal life. Noise-wise India can be termed as the most polluted country in the world. The source of most outdoor noise worldwide is mainly caused by machines and transportation systems, motor vehicles, aircraft and trains. In India the outdoor noise is also caused by loud music during festival seasons. Poor urban planning may give rise to noise pollution, since side-by side industrial and residential buildings can result in noise pollution in the residential areas.

Indoor noise can be caused by machines, building activities, and music performances, especially in some workplaces.

High noise levels can contribute to cardiovascular effects in humans and an increased incidence of coronary artery disease.

Many of the issues we face all tie back into one central concern-public health, pollution, water scarcity and overpopulation all present a clear threat to public health. Nearly one out of every four deaths each year are directly caused by unhealthy environments, according to the WHO.

The health and wellness of human beings is an important issue to watch. What people eat, drink and breathe in play a significant role in their wellness. Polluted air and water are a mounting crisis we need to address.

Unfortunately, the climate change debate continues despite decades of research on the subject. Climate change is here and it is happening. Nine-seven percent scientists who study the climate agree that greenhouse gases both natural and those created by humans, are the main cause. Global temperatures 'are climbing, ice cap' are melting, and droughts wildfires, and super hurricanes are tearing their way across the landscape.

Greenhouse gases are a leading cause of climate change specifically those emitted from the human population. This has an impact on habitats, agriculture, the ocean and natural disasters.

The best way to reduce climate change is to build sustainably using renewable energy sources such



as solar and wind power will assist the fight against climate change. Limiting waste and pollution will help preserve the environment. The consequences of these environmental issues cannot be ignored. Give the planet a win by making sustainable choices and supporting the right causes.

What the current crises has done is to bring us face to face with our thinness of our knowledge and the fragility of our way of life. We have created such intricate structure that is poised precariously on a set of assumption that we have become blind to. It takes very little, just a tiny microbe to make us rethink everything all over again. This pandemic is an opportunity for us to set a new course for ourselves.

Most people are now well aware that environmental pollution is definitely detrimental to human health directly as well as indirectly owing to its adverse effects on animal, marine and vegetable life.

Atmospheric pollution, resulting from vehicular and industrial emissions, is a constant source of irritation to the eyes, and is primarily responsible for various eye ailments. In addition, the carbon monoxide present in such emissions when absorbed in large quantities inactivates the hemoglobin in the blood, which is very vital for human health, resulting in serious complications.

Excessive noise level generated by vehicles, industries, sound magnifying instruments and machinery give rise to noise pollution, which creates severe mental tension, causing headaches, irritation and other related complications.

Medical studies have revealed that due to carbon monoxide, nitrous oxide and Sulphur-dioxide emitted into the atmosphere an oily coating gradually develops in the lungs and this can play havoc with human health.

Pesticides, fungicides and other artificial chemical fertilizers, are liberally used in the production of grains, vegetable and other agricultural products. These are absorbed by the plants and are ultimately found in traces in the final edible products, which when ingested cause recurring stomach and digestive disorders.

Chemical substances which escape into the atmosphere due to inadequate safety standards cause skin dryness and burning sensation to people.

Thus, it is evident that environmental pollution is very harmful to physical health in many different

forms and ways. In addition to environmental pollution, mental pollution gives rise to acute mental tension, worry, anxiety and phobia. Medical studies have revealed that most of the diseases, such as blood pressure, hyperacidity and peptic ulcer are due to psychosomatic factors.

Hence, it is essential to safeguard ourselves from both environmental as well as mental pollution. Whereas environmental pollution creates only physical health problems, mental pollution is harmful to physical, mental, social and spiritual health of the individual, ultimately leading to degeneration of society.

The types of thoughts occupying the mind determine the mental state of individual. These mental thought vibrations are constantly being projected into the environment surrounding the individual. Any other individual coming in close proximity of such emanations is also influenced positively or negatively by them, since similar thought process tend to be stimulated in the latter's mind, particularly if the latter's has a weaker personality than the former.

When any individual enters a tense atmosphere, he experiences tenseness whereas when the same individual enters a peaceful atmosphere, he begins to feel peaceful. Thus it can be said that the quality of our thoughts determine the environment to mind full of divine virtues, peace, happiness and love can be compared to a tree abounding with leaves, blossoming with flowers and blooming with fruits, providing shade, solace, and substance to everyone associated with it. The three major effects of environmental pollution are:

- Depletion in the ozone layers.
- Acid-rain.
- The green-house effect.

Scientific studies have revealed that the ozone layer which encompasses the earth and protects life on earth from harmful solar ultra-violet radiation, is gradually depleting. The depletion of the ozone layer is primarily due to leakage of freons used in air conditioners, refrigerators, aerosol can etc. When these freon escape into the atmosphere they interact with ozone and reduce it. Medical studies have shown that cases of skin cancer and other related diseases are on the increase. In addition to human and animal life, vegetable life is also adversely affected by this ultra-violet radiation.

With increase in industries, copious emission of industrial smoke is polluting the atmosphere at an ever-increasing rate. Nitrous oxide and Sulphur-di-oxide present in such emissions are formed into nitric acid and sulphuric acid after interacting with the moisture and water vapor in the atmosphere. When this precipitate, they cause acid-rain. Marine and vegetable life are seriously affected by acid-rain. About 40,000 lakes in different parts of the world have become devoid of marine life because of these phenomena. Similarly, thousands of square kilometers of forests have been adversely affected by acid-rain.

Green-house effect is the phenomena attributed to the rise in global temperature due to increase in carbon-di-oxide content in the earth's atmosphere. The increase in carbon-di-oxide is due to various reasons. The primary ones being the use of fossil fuel, widespread deforestation and an increase in world population. A long-term effect of this is gradual rise in sea-level due to melting of polar ice caps. Scientists are of the opinion that by the middle of next century or even earlier, sea level will rise to dangerous levels, thus rendering the habitations situated in the proximity of oceans uninhabitable.

Today, there is a growing concern in the world about ever increasing pollution of the environment. As people are slowly becoming aware of a definite threat to their very existence as a consequence of environmental pollution, world bodies are making concerted endeavors to check the growing menace.

There are various sources of environmental pollution such as vehicles, industries, pesticides, deforestation etc. These include air pollution by vehicles and industries, water pollution by industrial waste and residential sewage, soil pollution by dumping garbage, radiation pollution by leakage from nuclear plants, noise pollution by supersonic air jets and heavy engineering units. There are other modes of pollution also.

However the most significant pollution, which is the seed of all other types of pollution, is mental pollution. Every verbal directive and physical action is essentially preceded by thoughts originating in the mind. A polluted mind conceives polluted thoughts, which are then translated into polluted and contaminated words and actions.

Today's student is going to become an empowered citizen of India tomorrow. Therefore,

we should keep striving in orders to fuel the spark of environment awareness in our students. Even a single positive stride of ours has the potential to bring hope to our tomorrow. There is no doubt that climate change is a grave threat to all of us. That is why initiative taken on the part of each one of us is going to be all the more important. We can achieve a mammoth change even by adopting the simplest of measures such as saving water and electricity in our homes and taking to using cloth bags instead of polythene ones. We must develop a team spirit to conserve our nature and keep it rising even more. Let us come together and provide our Mother Earth, the protection she so deserves. The widening scope of public awareness through various programmes undertaken by the Maharashtra Pollution Control Board is certainly working towards guiding the cause of nature conservation in the right direction.

The march towards ever growing benefits of scientific revolution has brought with itself issues of environment and pollution which have now started to acquire grave proportions. Behind our blissful ignorance, the calamities such as climate change and global warming has ensnared the entire world. Annually changing cycle of seasons, uneven rainfall, severe summers, hail storms, deluges and cyclones have seriously hampered the economics of each country. Being an agro-based country, India suffered even more. However, even though the climate changes or global warming pose a colossal challenge before us, we can certainly take out its edge by adopting active and positive approach. The current hour is demanding that we adopt a national spirit and take an affirmative step towards environmental issues in order to bring about a faithful social change.

The rising temperatures are ruining the delicate balance of our environment. Each year is bringing us closer to this reality with increasing severity. For an agro-based economy such as India, this means facing myriad critical problems, if we wish to defeat the environment crisis, we need to keep in our mind that it is our home from where we must begin to build a solution from. That is why it has now become unavoidable to adopt an environment friendly lifestyle.

Aditya Thackeray, as Minister for Environment, Maharashtra State came with the idea of administering an oath to the students from all schools across the State to protect the environment under an initiative called welcome the Republic Day with an object of protecting the flourishing environment. The oath contained proclamations such as:

*'I shall be careful not to cause any degradation of environment due to my daily life style',*

*'I shall always use a cloth bag instead of a plastic one',*

*'I shall use each drop of water as it is a precious resource',*

*'I shall segregate wet and dry waste from my home and turn the wet waste into organic fertilizer.'*

*'I shall be careful not to pollute the natural water resources, around me such as wells, ponds and rivers',*

*'I shall reduce usages of electricity to the minimum possible degree',*

*'I shall utilize natural resources economically and keep my surroundings clean and beautiful',*

*'I shall protect the animals, birds, aquatic animals living in their natural habitat and their bio-diversity',*

*'I shall plant at least one tree on my each birthday for the protection of rich environment and nurture it regularly',*

*'I am resolving to live an environment friendly life from today.'*

The changing climate is manipulating the entire cycle of seasons. This is compelling the world to brave calamities such as uneven rains deluges and famines. The present hour is underlying the acute necessity of coming together as human race to protect our environment. The oath to conserve our flourishing environment which should be administered to our students shall definitely be a guiding light in the future. But we also need to keep endeavoring towards stoking the cinders of awareness in the minds of people so that they feel constantly inspired to give their best to the cause.

Our normal biological age can most definitely be impeded by such things as excessive stress, drug abuse, lack of exercise, wrong diet etc. One must try to live a full life-mentally, physically, socially and emotionally. Our aim should be to stay biologically and functionally young. Obviously, the genes we inherit play a part in our efforts to attain a long life and we cannot choose them. But we can choose the kind of lifestyle we lead, and a good time to make that choice is now.

The world is populated by those who measure success through bank balance, BMIs, waistlines or

their social media following. Have you questioned if these are enough to guarantee your well-being? As we are regularly and repeatedly discovering health is no longer a routine blood test, a clean chit from your GP or moderate body weight. The dangers of stress-induced anxiety and depression are as real for you as it is for any world-famous celebrity. This is a clear indication that money, status or fame is not assurances of a happily ever-after.

We do not consider mental health as a parameter of our health index. There is no sufficient attention given to the importance of mental/health as much it is to physical health. Our priority should shift towards gaining mental equilibrium to enable better living. To rectify this situation, we must begin to make changes in our day to day lives which after repeated practice become habits that can save us from the heartbreak of a defeated self. First and foremost, discipline is a trait that should be incorporated in every aspect of life.

Our sleeping, eating and, waking patterns should be scheduled to bring out optimum self. Mental health can be brought to balance through *Mann Dhyana* or meditation of the mind. In this technique, you are to nourish your thoughts, prepare positive affirmations for yourself and carry them into your meditative practice to reduce and remove negative thinking.

Another method would be to resort to counseling. Clear up your energies by spending time with a mentor or counselor who can open up space inside you by draining you of your cluttered state of emotions. Expand your mind and consciousness by getting more connected to positive people, positive activities and a healthier way of thinking.

Deep down, we all know that there is a link between what we think and our health. So, our body is deeply interconnected with our thoughts, emotions and our spiritual self. Illness is often caused when our body experiences the effect of unfulfilled expectations or desires. In life, we often go through unpleasant or traumatic experiences. The resultant feelings of anger, hatred, guilt, hopelessness or resentment manifest themselves in the form of one or other physical disorder.

When one ponders over the multitude of risk factors in and around us in this hostile world, one wonders as to how we are alive at all, Medical claptrap informs us day in and day out about the multitude of

potions – chemicals, drugs, surgeries, special foods, tonics etc. to keep us alive. The truth is that most, if not all of those heavily advertised items damage the system further than helping us. The truth is that life is a complicated system of individual cell function in the body in an interdependent manner to keep us alive and healthy. If the ten thousand odd proteins that are present inside each one of the trillions of cells in our bodies do not work well we have disease states. For recovery from any illness, body cells will have to function normally again.

Our approach in the “so called” evidence based modern medicine is to try and correct those changes (not knowing what they are) in disease states using chemicals or surgery. As a quick-fix, apparently, they help some people sometimes but all of them damage some part of the human system almost always sometimes as late as five years after the event.

What is the remedy? We must get to know the true physiology of cell function and try and see how we could restore that in the unlikely event of disease in a more natural way rather than inflicting chemical and surgical damage to the cells. Where ever possible

we need to arrange on urgent marriage between the beneficial remedies in modern medicine “like the excellent emergency care methods, brilliant surgical successes, time tested and harmless pharmaceuticals as also the newer life style changes with the best and scientifically authenticated multitude of methods in many other systems of medicine into a judicious integrated system of medical care that is inexpensive, safe and effective under all circumstances. We need a holistic approach to human, nay, all problems of this world.

*“And all the loveliest things there be come simply, so it seems to me.”*

(Edna St.Vincent Millay).

As we all mellow and mature and gather knowledge it can only humble us as one realizes what we know is only like a grain of sand on the banks of a huge ocean.

Life on earth has evolved over billions of years and modern science is like a curious indulgent infant constantly trying to unravel its myths and mysteries.

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# Commerce and Management Education in India

Mahima Rana\* and Kulwant Singh Pathania\*\*

As per Cheesman(1917),“Commerce education is that form of instruction which both directly and indirectly prepare the business man for his calling.” Long time ago in India, when *Munims* used to maintain book keeping and train generations of *munims* to do the same, nobody thought that this simple task would become one of the highest demanded occupations. Management education has been a part of Indian history since time immemorial. Ancient cities of Mohenjo-Daro and Harappa have also shown evidence of managerial skills unique to the era. Ramayana and Mahabharata, Vedas, Shrutis, Smrutis and Puranas also teach us the importance of Management. As time passed and commercial activities and businesses started becoming complex, Commerce and Management became specialised fields of education. Management, if performed with a sense of service to the community, is a noble job. It creates growth, wealth and development in society, provides jobs, fosters innovation and improves living conditions (Onzonol, 2010). Initially, Commerce education was limited to training in clerical activities and accounting knowledge.

Whereas, Management as a field of education is not much old, history of Commerce education in India can be traced back to 1880s and 1890s during which the Government of Madras pioneered to set up a commerce college. In 1903, Presidency College, Calcutta started teaching Commerce. In 1913, Sydenham College of Commerce and Economics in Bombay started graduate level teaching in Commerce. Rise in need to provide specialized professional knowledge in commerce led to the establishing of the Indian Institute of Bankers in 1926, followed by the Institute of Chartered Accountants of India in 1934, Institute of Works and Cost Accountants of India in 1944 and in 1955, the Federation of Insurance Institutes was established. Earlier, Commerce education was being imparted informally to pursue the vocation locally and not as a formal form of education. Undergraduate and postgraduate courses in Commerce which were started in universities imparted commerce education in broader

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perspective. Department of Management was founded in Indian Institute of Science in the year 1948 which started India’s first Management program. After this came XLRI in 1949 and then IIM Calcutta. This was followed by setting up of other IIMs and departments in Universities. Various apex and regulatory bodies in India dealing with management education are:

1. Department of Higher Education, MHRD
2. All India Council for Technical Education (AICTE)
3. National Board of Accreditation (NBA)
4. University Grants Commission (UGC)

In addition to these, there is Education Promotion Society of India (EPSI), Association of Indian Management Schools (AIMA), Directorates of Technical Education etc which differ in their form and structure but are related to one or the other aspect of management education in the country (Ritika Mahajan, 2011)

## Requirements of A Good Education

A good, well rounded education system should have the following characteristics as per various researches and observations:

**Adaptability:** Every learner should be able to mould his/her learning as per the required demands of the times one is living in. This helps in keeping abreast of what is and how things are working and remaining educated in changing times

**Flexibility:** Students need to have options regarding courses, subjects, job opportunities, study methods, etc. in order to make education a truly learning experience as per individual capabilities.

**Internationalisation:** Teachings in India should be competitive and of the same level and content as international teachings to give students an international exposure and keep them updated with the world happenings. Nothing is now limited to national borders and therefore one has to embrace cross border and online teaching methods along with traditional classroom teaching methods.

**Standardisation:** Standardization is inevitable for internationalization so education needs to be

standardized with uniform learning outcomes not just for pan India, but across borders.

**Inclusivity:** No one can be barred from getting an education of choice on the basis of economic status, geographical boundaries, caste, creed, gender etc. Also, job opportunities should not be limited to certain so-called creamy layer of top institutions and colleges. Education needs to be all-inclusive in order to make a nation “developed” in true sense.

**Quality:** Education has to be rich in content and quality oriented. It should be as per present demands and standards. Syllabi should be updated and renewed from time to time in order to include current research and findings. Focus should be on ‘what is being learnt’ rather than ‘how much is being learnt’.

**Practicality:** Pedagogy has to have a practical approach to train students for the future and not just for examinations. Teaching should be on the basis of actual environment that one will face and not confined to books. Education should mould future professionals who come ready with innovative ideas and experience. Employability should be one of the major motives of education.

**Innovation:** Research and innovation in teaching should be encouraged to modernize learning. Innovative ideas could lead to better economical solutions and new findings. Students as well as faculties need to be given the impetus to the initiative for research.

Education in any field should incorporate these essentials. But it can be seen that Commerce and Management education in India lacks in these qualities and is facing certain issues.

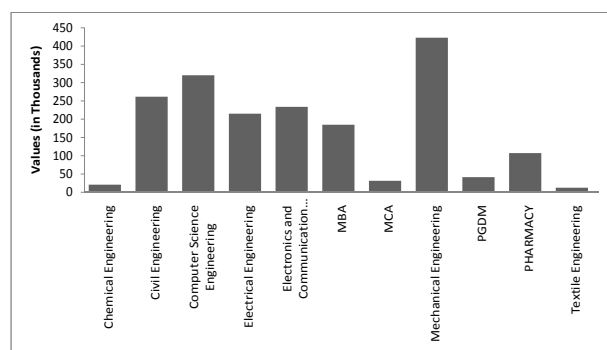
### Major Issues Related to Commerce Education

The following are the major issues related to commerce education. This point need to be discussed and pondered seriously:

- The growth in Commerce and Management education is quite impressive. Still there exists a gap in the industry’s demand and output of trained professionals. Lack of trained professionals leads to lack of teachers, which creates a vicious circle.
- Initially with liberal norms and regulations and the charm of well cushioned jobs after a professional Management degree, India saw a spurt in number of MBA institutes which were set up in every nook and corner of the country. This led to oversupply of graduates with low quality training.

- There is low maintenance of standards in many Indian higher education institutions. This is mainly due to highly detailed, time-consuming and non-transparent regulations which are not updated as per requirements.
- Education imparted in colleges and institutes is more theoretical than practical. Students continue to learn ‘what happened’ instead of trying to find ‘what could happen’.
- The dearth of much necessary research and development initiatives in Commerce and Management practices is pulling down the Indian institutions in the world ranking of B-schools. As per Financial Times, London’s Global MBA Ranking 2018 indicate that while IIM-Bangalore and IIM-Calcutta have improved their rankings respectively from 49<sup>th</sup> to 35<sup>th</sup> and 95<sup>th</sup> to 78<sup>th</sup> globally as compared to 2017, the much coveted Indian School of Business, Hyderabad dropped down to 28<sup>th</sup> from the previous 27<sup>th</sup> spot along with IIM-Ahmadabad dropping to 31<sup>st</sup> spot from 29<sup>th</sup> last year.
- MBA colleges that sprung up suddenly due to lenient AICTE norms have lost their value and therefore the number of students opting for masters in those institutions reduced. High tuition fee, burden of student loan along with low paying jobs have made postgraduate courses lose their charm. Students find other fields like engineering, MCA, pharmacy courses more cost and time effective. Enrollment in various programmes for the year 2016-17 have been shown in figure-1.

**Figure 1: Enrollment in Engineering /MBA/MCA/ Pharmacy-course for the Academic Year 2016-17**



Source: <https://www.facilities.aicte-india.org/dashboard/pages/angulardashboard.php#!/graphs>

Students prefer various branches of engineering like civil, computer science, electrical, electronics

and communication, mechanical to MBA and PGDM.

- Talking about Commerce education, lack of quality in teaching at both graduate and post graduate level remains the major problem. Further, most of the colleges now have Commerce courses without relevant resources.
- The quality of B.com graduates is low which renders them unqualified for good job opportunities. With admission to M.Com course becoming easier every year, a lot of students with a postgraduate degree in Commerce find themselves lost in the actual world, a world which is very different from the theoretical learning they possess.
- M.Com pass-outs are not treated equivalent to MBA graduates as they lack the practical approach. Because of very few opportunities in corporate sector, they turn to teaching jobs. Here again they find themselves left behind as temporary faculty as postgraduate degree is not sufficient to get a permanent job. More time, efforts and money have to be invested to obtain higher education in order to become qualified to get a permanent job in universities or institutions as faculties, which cannot be afforded by everybody.
- Most of the colleges remain oblivion of new happenings in the business arena. Teachers lack the initiative to change course work to include relevant contemporary business and commercial matters.
- Major problem remains the extreme lack of research in Commerce and Management. Mostly it can be seen that students who aim to teach pursue research. Research initiatives among students have to be encouraged by concerned authorities in order to bring about global competitiveness in the Commerce and Management education system in India.

### **The Brighter Side**

Alvin Toffler in his famous book *Future Shock* wrote, "To help avert future shock, we must create a super industrial educational system and to do this, we must search for our objectives, and methods in the future rather than past. Education must shift into future tense." The government and other regulatory authorities have taken steps in the past to improve the Commerce and Management education scenario in India. A number

of committees have looked into the issues relating to education in these fields. These issues still remain as not much has been done to improve matters. Major committees and their recommendations for improving Management education are listed in Table-1.

It can be seen that the various recommendations of the committees still haven't been effectively implemented. All stakeholders ---- authorities, institutes and colleges, corporate and business houses, students, families ---- are lacking in fulfilling their responsibilities. The responsibilities of the stakeholders is discussed here.

**Authorities:** Regulating and maintaining high standard and competitive working of institutes with education and research opportunities

**Institutes and Colleges:** Providing quality education with a practical approach and modern infrastructure

**Corporate and Business Houses:** Ensuring fair and productive job and training opportunities. Providing industry demand insights to institutes in order to enable a match between demand and supply characteristics of human resource

**Students:** Understanding the need to look beyond examinations and degree and focus on attaining knowledge

**Families:** Supporting children to become trained as professionals.

### **Suggestions to Overcome Limitations**

The gap between efforts and outcomes still remain due to non fulfillment of responsibilities by each of these stakeholders:

- AICTE needs to take vigorous steps as a regulatory body.
- Regulatory authorities and government bodies have to make sure that recommendations do not remain on paper but are made effective immediately for ensuring that Commerce and Management education in the country remains up to date and competitive as per global standards.
- Care should be taken to see that there is no shortage of trained faculty in Commerce and Management and student-teacher ratio remains in balance.
- Syllabi and course work need to be modernized as per the changing needs. Teaching faculty members

**Table -1: Recommendations of Various Committees for Improving Management Education**

COMMITTEE	RECOMENDATIONS
<b>Nanda Committee</b>	<ul style="list-style-type: none"> <li>• Funding for research.</li> <li>• IIMs to encourage growth of Management institutes.</li> <li>• Developing expertise in International Management</li> <li>• Reduction of government control on institutions</li> <li>• Management training and education to become more practical and utility based</li> </ul>
<b>Kurien Committee</b>	<ul style="list-style-type: none"> <li>• IIMs must be committed to public service and public Management</li> <li>• Teaching, research and consultancy must be inter-related for greater synergy</li> <li>• Teaching material and research initiatives should be suitably encouraged and rewarded</li> <li>• IIMs to be encouraged to pursue revenue generation, cost cutting and fund raising efforts</li> <li>• Institutes should become self reliant by creating a corpus fund and government grants should be limited to high priority and socially relevant programmes</li> </ul>
<b>Ishwar Dayal Committee</b>	<ul style="list-style-type: none"> <li>• Faculty development remains unsatisfactory and outdated</li> <li>• Teaching methodology lacks practical approach to managerial problems</li> <li>• AICTE should develop a mechanism to regulate the rapid increase in number of institutions</li> </ul>
<b>Management Education Review Committee</b>	<ul style="list-style-type: none"> <li>• Admissions to be done only on the basis of tests held at national level to be used as a short listing criteria for group discussions and personal interviews</li> <li>• Accreditation to be maintained and reviewed by AICTE to ensure quality</li> <li>• Research to be encouraged</li> <li>• Focus on global Management issues and practices</li> <li>• Opening ways of exchanging knowledge and resources with foreign business schools and universities</li> <li>• Dealing with shortage of faculty</li> </ul>

should continuously enhance their subject knowledge and methodologies and keep themselves abreast with international trends. Learning should not be limited for examination purpose but to prepare students as future managers.

- Institutes should provide the required impetus to develop research mind set among student community. Actual knowledge will be gained only when institutes encourage research and development initiatives. Adequate grant needs to be provided for research activities.
- Accreditation should be made more rigorous in order to improve and maintain quality of teaching.
- AICTE has to ensure that the proliferation of management institutes and colleges in every nook and corner of the country is regulated to stop the increasing supply of below quality outputs.
- Those wanting to pursue teaching after postgraduation should not be limited to securing a score enough for getting a job. Actual in-depth knowledge of Commerce and Management should be built up. Teachers should not be bound by the strain of limiting themselves to the prescribed curricula and examination schedules. Research aptitude needs to be developed among faculty members.
- Indian students should be encouraged to gain required work experience which is crucial to understand Management philosophies and practices. Students should not focus only on completing the degree but on completing a meaningful education.
- Big industry players should guide the educational institutions regarding their requirements and deter from setting their own colleges and institutes as a business opportunity playing on the weaknesses of the present institutes and colleges.



- Business and corporate houses should not focus only on graduates and postgraduates of top ranking institutes for recruitment, thus limiting job opportunities for Commerce and Management graduates.
- Families have to be supportive and understanding about prospects after a Commerce degree. Letting children gain exposure through work experience has become a must now. They shouldn't push students to focus only on finishing up with the course.
- Students have to participate as education is not a one way transaction. They have to keep themselves abreast of latest ideas in the field. Students need to understand that theoretical learning and marks alone will not prepare them for the actual world of work.

With growing globalization it has become imperative to maintain competency and quality of Commerce and Management education. Efforts have been made and steps have been taken from time to time, but these have been unsatisfactory because the problem seems to be increasing and Commerce graduates are piling up without adequate employment opportunities. Those who can afford a foreign education are readily employed in the country. This should alert the universities and authorities to introspect what we are doing wrong and where we are going wrong.

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# Transformations through Innovative Technological Interventions

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**M Venkaiah Naidu, Hon'ble Vice President of India delivered the Convocation Address at the First Convocation of National Institute of Technology, Tadepalligudem, Andhra Pradesh on December 24, 2019. He said, “The challenge I place before all of you as young technocrats today, as you embark on the next phase of your life, is to find technological solutions to combat the pressing problems. Incremental improvements and frugal innovations can be carried out constantly to bring about advancements. By solving these problems, you will create a virtuous cycle which will help pull millions out of poverty and improve the quality of their lives. Please remember that that the ultimate aim of science and technology is to make lives of the people comfortable and happy.” Excerpts**

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I am delighted to be with all of you today at the first convocation ceremony of NIT Andhra Pradesh, a young and promising institution nestled in the pristine land of Tadepalligudem. A visit to Andhra Pradesh is like a homecoming to me. I was born here and was nurtured and nourished by this great land.

National Institutes of Technology (NITs) that have evolved from Regional Engineering Colleges (RECs) have been at the forefront of technical education in the nation. NIT AP had the privilege of being mentored by NIT Warangal, the first REC in the country. I am happy to know that NIT Andhra Pradesh is the 31st NIT in the nation. I am told that it started functioning with the support of its mentor institute, NIT Warangal, in Sri Vasavi Engineering College Campus, Tadepalligudem. I fondly remember the foundation laying ceremony of NIT Andhra Pradesh which was held on 20 August 2015 when I was the Union Minister for Urban Development and Parliamentary Affairs. It is truly noteworthy that the construction work of the campus which started in October 2018, was completed in thirteen months. The transformation of an erstwhile runway to an awe-inspiring campus of an institution of national importance is indeed remarkable. It is clear from the report presented by the Director that the youngest NIT of the country has made great strides in all areas.

My Dear Young Students, let me take this opportunity to congratulate each and every one of you for this tremendous accomplishment. You have the proud privilege of being the first batch of students to graduate from NIT, Andhra Pradesh. NIT Andhra Pradesh was born with you and will grow with you and prosper with you. As you leave the portals of

this Institution today, please remember that you are amongst the brightest young minds of our country. You live in a very exciting era of scientific and technological disruptions.

Technological breakthroughs in the form of Automation, Artificial Intelligence, Internet of Things, Big Data and analytics have truly transformed the way we live and work. The existing frontiers of science are being constantly challenged through interaction between various disciplines ranging from arts to humanities to engineering to Biotechnology. Young engineers like yourself have the never-before opportunity to further revolutionize these technologies and find new ways to use them for the benefit of humanity. Let me stress that the ultimate aim of all these technological advances must be the betterment of the life of the common man. They must lead to the discovery of solutions to the most pressing problems of our time.

There is no doubt in my mind that innovation is the watchword for the 21st Century. Institutions such as the IITs and the NITs must become hubs of innovation. They must recognize potential and nurture it to bring out the best in each student. The curricula and teaching methods in these institutions must never be set in stone. They must constantly evolve to suit the times. Institutes that render technical education must never hesitate to teach and experiment with the latest of technologies. They must allow the free flow of ideas and must never stifle innovative thinking through rigid protocols. Let me focus on a few areas that I think can be transformed through innovative technological interventions.

The first is agriculture. There is a vast scope

to introduce new and innovative technologies to spur agriculture growth and improve the lot of the farmers. This is the time for young engineers to come up with out-of-box solutions to the problems faced by agriculturists from climate change to increasing crop productivity. I urge young technocrats to understand the real problems faced by Indian agriculture, including fragmented land holdings and insufficient market access.

I want you to think:

- Can we understand soil better?
- Can we carry out more efficient irrigation by overcoming shortages and avoiding surpluses?
- Indian agriculture is greatly dependent on weather. Keeping the changing climate and precipitation change in mind, can we create better weather prediction systems and make agriculture become more resilient?
- Can we facilitate better price discovery and market access to farmers?

It is of paramount importance that we boost our food production to overcome hunger and feed a billion people. I have always maintained that imported food security is never a solution. The second is the arena of clean and renewable energy. Our climate patterns and weather systems are changing. Global Warming is a reality and it is happening now. We cannot be in denial anymore.

India is one of the most carbon-efficient economies in the world today. The government of India under the leadership of our visionary Prime Minister is all set to surpass the target we had set for ourselves of 175 GW of renewable energy by 2022. Our Solar capacity has increased by eight times between FY14-18 and we have spearheaded the International Solar Alliance (ISA), a testimony to India's commitment to the development of 'zero emission sources'. I want engineers and technocrats like you to champion the cause of clean energy.

I strongly believe that a balance between environment and development can be achieved through good technology. It is essential that we strike that balance. Our development has to be sustainable. Let conservation be the cornerstone of every single one of your innovations.

The third is urban development. India's urban population is expected to rise to 517 million by 2020 and will cross the 700 million mark by 2050. Our urban spaces are our engines of growth. Unfortunately, our towns and cities have exceeded their carrying capacity and are choking. Our most prosperous cities are also home to large slums. Our cities must grow inclusively and sustainably. We must find solutions for sustainable housing, drinking water, mass mobility and provide economic opportunities to bridge the huge income gaps in cities. We must address concerns of pollution and congestion and create sustainable waste management solutions and waste-to-wealth initiatives. We must make our urban spaces safe for women and children and accessible to the differently-abled.

We must check distress migration by providing quality healthcare, education, other amenities, and economic opportunities in rural areas as well. Urban development is possible only if we achieve rural development, a cause that is very close to my heart.

Mahatma Gandhi also believed that self-sufficient villages are necessary if we are to build a prosperous nation. Our rural areas too need technological interventions that are tailor-made to suit their unique requirements. I also urge you to find solutions to challenges of water management. Many parts of India are facing an acute water crisis. This crisis will only worsen in the time to come.

According to the Composite Water Management Index (CWMI) report released by the Niti Aayog in 2018, 21 major cities might reach zero groundwater levels by 2020. The Union government recently formed a new Jal Shakti (water) ministry, which aims at tackling water issues with a holistic and integrated perspective. The ministry has announced an ambitious plan to provide piped water connections to every household in India by 2024. The government alone will not be able to solve the entire problem. We must augment the efforts of the government.

We must use technology for better rainwater harvesting and to improve water use efficiency. We must urgently transit from this 'supply-and-supply-more water' provision to measures which

lead towards improving water use efficiency. The challenge I place before all of you as young technocrats today, as you embark on the next phase of your life, is to find technological solutions to combat these pressing problems. I am hopeful that you will come up with solutions to these challenges through hard work and creative thinking. You do not have to wait for big-ticket innovations. Incremental improvements and frugal innovations can be carried out constantly to bring about advancements. By solving these problems, you will create a virtuous cycle which will help pull millions out of poverty and improve the quality of their lives. Please remember that the ultimate aim of science and technology is to make lives of the people comfortable and happy.

My Dear Youngsters, In spite of temporary global slowdown, the Indian economy has the potential to become a \$ 5 economy in the coming years as the macroeconomic fundamentals are strong and resilient. Government is also taking various reforms from time to time to improve GDP growth, cut down red tape and attract more investments.

A bright future awaits all of you. All the stakeholders in the country, particularly youngsters like you, must strive to transform the nation and the lives of the people in tune with the three-word mantra of the Prime Minister, Shri Narendra Bhai Modi to '*Reform. Perform and Transform*'.

Even as our technical education institutions such as NITs equip young technocrats with such skills,

also take care to nurture life skills and moral values in them. Always remember the words of Mahatma Gandhi. He said that education without character is a sin. Every graduate passing out of the portals of this institution must not only be academically proficient, they must also be ethical, compassionate and honest individuals.

Before I conclude, I must raise one more issue. I read with mounting concern reports about young students resorting to extreme measures because of the inability to handle stress and cope with challenges. Our campuses must be the safest spaces in our nation, for in our campuses, our future is cast. I urge our higher educational institutions to take extra care to teach our youngsters to manage stress. I understand that the curriculum is heavy. But students must be taught to take time out. We must make sure that our students are physically fit and mentally happy.

My Dear Young Friends, never hesitate to reach out to your friends, teachers or loved ones when you are in need of help or support. Be optimistic and embrace the challenges that await you in your life and career with a balanced mind. The practice of Yoga and meditation will greatly help you to deal with stressful situations with poise and equanimity. I am confident that you will make the impossible possible with your grit and determination.

Let me congratulate all of you once again. Go forth and create a bright, beautiful future for you, our nation and the world. □

### **Weekly E- Essay Series of Scholarly Articles on Reimagining Indian Universities**

A 'Weekly E-Essay Series of Scholarly Articles on 'Reimagining Indian Universities' was launched on AIU Website on 15<sup>th</sup> May, 2020 as a part of the change which AIU seeks to bring about in the academics in this day and age of COVID-19. The essays scheduled for release in this series are in a broad range of fields covering a variety of topics pertinent to 'Reimagining Indian Universities' received from distinguished experts and authorities in the area of Indian higher education included in the Book 'Reimagining Indian Universities' edited by Dr. Ms.Pankaj Mittal and Dr Sistla Rama Devi Pani. In the series, every week one scholarly article written by an erudite scholar of Indian academia is being released on the AIU Website. The series was initiated with the essay of Prof Bhushan Patwardhan, Vice Chairman, University Grants Commission, India on 15<sup>th</sup> May, 2020.

The essays are unique, enlightening and inspirational. Those who are interested in reading these essays may browse AIU Website: [www.aiu.ac.in](http://www.aiu.ac.in). □



### **Conclave on New Placement Avenues in Agriculture**

A two-day Industry Conclave on 'New Placement Avenues in Agriculture' was organized under National Agricultural Higher Education Project (NAHEP)-Institutional Development Plan (IDP) at Chaudhary Charan Singh Haryana Agricultural University, Hisar, recently. The event was inaugurated by Prof. K P Singh, Vice Chancellor of the University. During the conclave Scientists, Officers and Students of the University were present. Dr S K Sehrawat, Director Research and Principal Investigator, IDP project delivered the welcome address and briefed about the NAHEP-IDP objectives, functioning and its new initiatives. He further said that the IDP project aims to strengthen and streamline Higher Agricultural Educational System so that the quality of human resources to Agri-supply Chain may meet future challenges in agriculture. The main aim of IDP is to augment institutional capacity to provide world-class agri-leaders for market driven sustainable agriculture in global context. Prof. K P Singh, in his keynote address highlighted the importance of linkage between industry-educational institutions. He said that all major universities abroad have progressed through industrial links. However, such relations are not much established in India as there is a lack of trust between the two sides. We need to move beyond those doubts and be helpful to each other. He invited industries to come forward and work on partnership opportunities with HAU. He further said that we are an agricultural university and we have faculties and facilities not only for agriculture but also for all other related fields. He said that no industry can survive without innovation. Research is an integral part of progress in every field. Industries should invest in our students in the early stage of the degree so that the students became proficient and experts before joining for internships. Industries can sponsor research directly through the fund department or ABIC or come forward for joint projects. He urged the faculty of HAU to be open to industrial contacts. He said that we are ready to change our practical curriculum and want to make our students conform to the industry. He stressed that we should prepare a short duration intensive workshop where industrial representatives can come to the concerned departments on weekly/ monthly period without waiting for such annual events. He stressed on the need for skill development training for both students and teachers at national and international levels. He said that HAU has set up a cell specifically for corporate and industrial relations and is looking forward to better

relations with the industry. Dr. Soren K Rasmusesen, University of Copnhagen, Denmark and Prof. Eugster Werner from ETH Zurich, Switzerland also addressed the participants. During the programme, Dr. Rattan Yadav, Aberystwyth University, United Kingdom (UK), Dr. Soren K Rasmusesen, University of Copnhagen, Denmark and Leading Entrepreneur, Industry and Alumni presented their working and future plans in visual form. Mr. Parmjit Singh, Principal Director, RCED, Chandigarh also addressed the participants. To achieve main goal of the conclave, Interactive Sessions among Industries, Students and Delegates were organised. Dr. R K Jhorar Dean, COAE & T and Associate Coordinator IDP proposed Vote of Thanks.

### **National Seminar on Enhancing Quality in Teacher Education**

A One-day National Seminar on 'Enhancing Quality in Teachers Education' was organized by PSNL College of Education Sattur, Tamil Nadu, recently. Dr. V Thanodharan, Former Principal, VO Chidambaram College of Education, Tuticorin, Tamil Nadu and Dr. C Praveen, Principal, Institute of Advanced in Education, Thirur Kerala were the Guests of Honour. About three hundred and fifty teachers, research scholars and student were participated in the Seminar. The Seminar was chaired by Thiru K Raju, Chairman of College and inaugurated by Dr. V Thamodharan. Mr. B Kannan, Assistant Professor of Physical Science delivered the welcome address. Dr. G Gopalakrishnamoorthy, Academic Advisor in his address stressed the importance of such events. He expressed his happiness for getting university first rank in Tamil continuously for the second year. Dr. V Thamodharan, in his Inaugural Address lamented on the diminishing status of education in Tamil Nadu. He pointed out that Tamil Nadu is at 23<sup>rd</sup> place among the states in India and is nowhere in the world ranking. He said that the youngsters are the backbone of our country and the teachers are the backbone of the youngsters. During the technical session, Dr. V Thamodharan spoke on 'Revamping the Professional Enrichment of Teachers'. He pointed out that a good teacher touches the heart of the students where as a teacher simply touches his ears. A teacher should behave ethically as well as morally. He should update his knowledge regularly keeping in mind the fast changes in the world. A teacher should have the qualities of a mother and father and he should tries to know the strength and weakness of a student. He should impose only positive thinking in students mind. Nowadays many students have the feeling of insecurity

and a teacher should uproot such feelings from the students. Welcoming questions from the students and allowing them to interact with the teachers are the good qualities of a teacher. He opined that a teacher teaches but a good teacher makes students learn more. He explained few strategies to impart excellence and efficiency in teacher education. Dr. C Praveen spoke on 'Integrating ICT for Quality Enhancement in Teacher Education'. He rightly pointed that ICT benefits both the students as well as the teachers. He said that ICT enables greater imaginative understanding, provides clear logical thinking, enhances learner capacity and provides new forms and structure for representing knowledge. He said that in the era of technology, ICT supports plenty of resources to enhance the quality of teacher education. He is of the opinion that the quality of knowledge in a society depends upon the quality of education it provides. He stressed the need of creating positive learning environment. He said that in a positive learning environment all students feel comfortable and secured in an environment where they can interact with the teachers. Teachers can also help to create a positive environment by simply caring for the students and telling each of them that they are special. He opined that a teacher should enter the classroom with an energetic and positive attitude. In the paper presentation session, seventy three research articles were presented. Dr. R J Rathies, Principal of the College acted as the moderator. Mr. K Raju, Chairman of the College distributed participation certificates to the participants. Professor S Karthika, Assistant Professor of English delivered the Vote of Thanks.

#### **Online Faculty Development Programme on Machine Learning Applications**

A five-day Online Faculty Development Programme on 'Machine Learning Applications in Image Processing' is being organised by the Indira Gandhi Delhi Technical University for Women, Kashmere Gate, Delhi during November 23-27, 2020. The Faculty Development Programme is devoted to addressing the need to enhance the knowledge about the latest technologies pertaining to Machine Learning and its applications in Image Processing. Image processing is a growing research field where many revolutionary ideas and efficient algorithms have been developed over the past few decades. The Topics of the programme are:

- Introduction to Machine Learning.
- Introduction to Image Processing.
- Machine Learning in Medical Imaging.
- Supervised Machine Learning Applications.
- Reinforcement Learning applications in Image Processing.

- Unsupervised Machine Learning Applications.

For further details, contact Dr. Ravinder. M, Assistant Professor, Computer Science and Engineering, Indira Gandhi Technical University for Women, Kashmere Gate, Delhi- 110006, E-mail: [fdp.cseigdtuw@gmail.com](mailto:fdp.cseigdtuw@gmail.com). For updates, log on to: [www.igdtuw.ac.in/](http://www.igdtuw.ac.in/)

#### **National e-Workshop on Use of Statistical Software 'R' in Research and Development**

A One-week National e-Workshop on 'Use of Statistical Software 'R' in Research and Development' is being organized by A.K. Dasgupta Centre for Planning and Development Visva-Bharati, Santiniketan, West Bengal during November 27-December 03, 2020. The research scholars, faculty member of colleges and universities, management executives, etc. may participate in the event. The event is designed to familiarize academicians, practitioner and researchers with the statistical research tools and techniques, with special focus on the Software 'R'. This will augment the skill of the participants to use 'R' and enhance the horizon of their research work. The knowledge of modern techniques applied to research are imperative for quality work and this workshop aims to give a comprehensive insight on those and enable researchers and academicians to apply those techniques rightly. The Modules of the event are:

**Module 1:** R Programming Language: Introduction to R and R Studio.

**Module 2:** Factor in R: Categorical and Continuous Variables, Import Data into R: Read CSV, Excel, SPSS, STATA, Text File, Correlation in R: Pearson and Spearman with Matrix E.

**Module 3:** R Data Frame: Create, Append, Select, Subset, List in R: Select elements.

**Module 4:** R Dplyr: Data Manipulation [Join] & Cleaning [Spread], Factor in R: Categorical and Continuous Variables.

**Module 5:** Multiple Regression, ANOVA, R Dplyr: Data Manipulation [Join] and Cleaning [Spread]

**Module 6:** Classification and Cluster Analysis, Factor Analysis, Discriminate Analysis, Parametric and Non-Parametric Tests.

For further details, contact Prof. Deabasis Bhattacharya, Chair Professor, A.K. Dasgupta Centre for Planning and Development, Visva-Bharati, Santiniketan, West Bengal-731235, Mobile No: 09474644413/ 09475983934, E-mail: [vbplanning46@gmail.com](mailto:vbplanning46@gmail.com). For updates, log on to: [www.akdcentrevvisvabharati.org](http://www.akdcentrevvisvabharati.org). □

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# THESES OF THE MONTH

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## SOCIAL SCIENCES

### A List of doctoral theses accepted by Indian Universities (Notifications received in AIU during the month of September - October, 2020)

#### Business Administration

1. Tiwari, Mona. **Hospital management: A comparative study of government and private hospitals in Madhya Pradesh.** (Dr. Sanjay Shankar Mishra), Department of Business Administration, Awadhesh Pratap Singh University, Rewa.

#### Commerce

1. Eluri, Venumadhavi. **A study on organizational culture in Singareni Collieries Company Limited: With special reference to Kothagudem Mines, Khammam District, Telangana State.** (Dr. B K Surya Prakasha Rao), Department of Commerce and Business Administration, Acharya Nagarjuna University, Nagarjuna Nagar.

2. Gautam, Kirti. **Rewa Jile mein koshal vikas karyekaram ke prabhavpurnta ka mulyankan.** (Dr. R P Gupta), Department of Commerce, Awadhesh Pratap Singh University, Rewa.

3. Krishnaiah, B. **Magnitude and management of non-performing assets of Indian banks: An analytical study.** (Prof. T Umamaheshwara Rao), Department of Commerce and Business Administration, Acharya Nagarjuna University, Nagarjuna Nagar.

4. Mandal, Nabanita Datta. **Asset quality management in Indian commercial banks.** (Dr. Srinivas K T), School of Economics & Commerce, CMR University, Bangalore.

5. Muzeer, Shaik. **Impact of quality work life on employees job satisfaction: A comparative study on domestic and foreign multinational IT companies.** (Dr. B Radha), Department of Commerce and Business Administration, Acharya Nagarjuna University, Nagarjuna Nagar.

6. Maha Lakshmi, M Seetha. **A study on supply chain management practices in retail outlets in Guntur District with reference to BPCL, HPCL and IOCL.** (Dr. I Nageswara Rao), Department of Commerce and Business Administration, Acharya Nagarjuna University, Nagarjuna Nagar.

7. Siddam, Venkatanarayana Rao. **Corporate social sustainability relationship management practices: An empirical analysis (A study with reference to select industries in Andhra Pradesh.** (Prof. G V Chalam),

Department of Commerce and Business Administration, Acharya Nagarjuna University, Nagarjuna Nagar.

8. Sreedhara, Ramesh Chandra. **Design and proposed new IPPA tools for decision-making on optimum results of a firm: A case study of TGV SRAAC Limited, Kurnool, in Andhra Pradesh.** (Dr. Krishna Banana), Department of Commerce and Business Administration, Acharya Nagarjuna University, Nagarjuna Nagar.

#### Defence Studies

1. Bupender Singh. **Evolution of nuclear capability of India and India's security: An analytical study.** (Dr. S P Vats), Department of Defence and Strategic Studies, Maharshi Dayanand University, Rohtak.

2. Pardeep. **Evolution of Indian Air Force and India's security: An analytical study.** (Dr. S P Vats), Department of Defence Studies, Maharshi Dayanand University, Rohtak.

#### Economics

1. Amra, Rasnika. **Building resiliency among children against bullying through participatory approach.** (Dr. Shalini Agarwal), Department of Human Development and Family Studies, Babasaheb Bhim Rao Ambedkar University, Lucknow.

2. Banka, Arjuna. **Impact of Mahatma Gandhi National Employment Guarantee Scheme on rural households: A case study in Guntur District of Andhra Pradesh.** (Prof. M Koteswara Rao), Department of Economics, Acharya Nagarjuna University, Nagarjuna Nagar.

3. Das, Mayuree. **Migration, employment and working condition of the workers in brick industry of Assam: A study of Barpeta and Kamrup (Rural) District.** (Dr. Mridula Devi), Department of Economics, Bodoland University, Kokrajhar.

4. Jhansi, G. **Impact of mechanization on agriculture production: A case study of Guntur District of Andhra Pradesh.** (Dr. M Raja Sekhar Babu), Department of Economics, Acharya Nagarjuna University, Nagarjuna Nagar.

5. Joshi, Dhanashree Nishikant. **Constraints and opportunities of women in IT sector: A case study of**

**Mumbai.** (Dr. S C Patra), Department of Economics, S.N.D.T. Women's University, Mumbai.

6. Kasare, Karishma. **A study of State sponsored economics development schemes related to education in tribal area of Peth (PEINT) Taluka in Nashik District.** (Dr. Ruby Ojha), Department of Economics, S.N.D.T. Women's University, Mumbai.

7. Mangalagiri, Rajeswari. **Socio-economic condition of rural Madiga women with special reference to Andhra Pradesh.** (Prof. C Narasimha Rao), Department of Rural Development, Acharya Nagarjuna University, Nagarjuna Nagar.

8. Narzary, Birphung. **Primary health care service utilization in Bodoland Territorial Area District with special reference to Kokrajhar District, Assam.** (Dr. Keshab Basumatary), Department of Economics, Bodoland University, Kokrajhar.

9. Sharma, Pragya. **Groundwater sustainability: A common pool resource approach towards its management.** (Prof. Sanatan Nayak), Department of Economics, Babasaheb Bhim Rao Ambedkar University, Lucknow.

10. Shyam Sunder. **India-Africa economic engagement: An analytical study.** (Prof. Narayan Prasad and Dr. Atul Sharma), Department of Economics, Indira Gandhi National Open University, New Delhi.

11. Verma, Parul. **The pertinence of Dr B R Ambedkar's views on agricultural development in India with special reference to Uttar Pradesh.** (Dr. L C Mallaiah), Department of Economics, Babasaheb Bhim Rao Ambedkar University, Lucknow.

## Education

1. Asmita. **Academic stress, adjustment and achievement motivation of the prospective teachers.** (Dr. Madhu Singh), School of Educational Training & Research, Aryabhatta Knowledge University, Patna.

2. Gao, Yalo. **Determinants of achievement in science at higher secondary level of Arunachal Pradesh: A study on tribal population.** (Prof. Elizabeth Hangsing), Faculty of Education, Rajiv Gandhi University, Itanagar.

3. Jatinder Jit Kour. **Impact of Information and Communication Technologies (ICTs) on students learning in IGNOU.** (Prof. Madhu Parhar), Staff Training and Research Institute of Distance Education, Indira Gandhi National Open University, New Delhi.

4. Kaushal, Amita. **A comparative study of wisdom, memory, habits and their academic achievement between general and schedule caste students.** (Dr. Shashi Prabha Tripathi and Dr. P P Goswami), Department of Education, Bhagwant University, Ajmer.

5. Kishori, Kalpeshkumar Kevalsinh. **A study of emotional maturity of hostelized students in relation to their adjustment.** (Dr. Manoj C Shastri), Department of Education, Gujarat University, Ahmedabad.

6. Kusumlata Kumari. **Personality development moral values and environmental awareness of secondary school students.** (Prof. Thomas Perumalil), The School of Educational Training and Research, Aryabhatta Knowledge University, Patna.

7. Sharma, Mahesh Kumar. **Uchh evam anusuchit jati ke chatroan kee buddhi, simriti adhyayan adat evam shaikshik uplabdhhi ka tulnatamak vistrit adhyayan.** (Dr. Shashi Prabha Tripathi and Dr. P P Goswami), Department of Education, Bhagwant University, Ajmer.

8. Singh, Jai Shanker. **Balmiki smudaye ke vikas mein shiksha kee bhumika: Sagar Nagar Jila Sagar, Madhya Pradesh ke vishesh sandarbh mein.** (Dr. Sanjay Sharma), Department of Adult Education, Dr Harisingh Gour Vishwavidyalaya, Sagar.

9. Vakhala, Veljibhai Gavjibhai. **Effectiveness of concept attainment model in the teaching of some units of social science of standard-IX.** (Dr. Manoj C Shastri), Department of Education, Gujarat University, Ahmedabad.

## Journalism & Mass Communication

1. Agrawal, Kritika. **Social media and suicidal ideation among students pursuing higher education: A study based in Lucknow (U P).** (Prof. Gopal Singh), Department of Mass Communication and Journalism, Babasaheb Bhim Rao Ambedkar University, Lucknow.

2. Baig, Aftab Alam. **Effectiveness of educational television programmes (Urdu Medium) for distance learners: A case study of Maulana Azad National Urdu University, Hyderabad.** (Dr. John Babu Koyye), Department of Journalism & Mass Communication, Acharya Nagarjuna University, Nagarjuna Nagar.

3. Jingala, Neha. **Emerging issues of women empowerment in print media: A study on national capital region.** (Dr. Sarojini Nandal), Department of Journalism & Mass Communication, Maharshi Dayanand University, Rohtak.

4. Manjunath, Jampula. **Professional roles characteristics and working conditions of reporters: A survey analysis of Telugu Newspapers.** (Dr. Madhu Babu), Department of Journalism & Mass Communication, Acharya Nagarjuna University, Nagarjuna Nagar.

5. Shailesh. **New media mein Hindi sahitya ke ubharti pravartiyani: Ek alochnatamak adhyayan.** (Dr. Harish Kumar), Department of Journalism & Mass Communication, Maharshi Dayanand University, Rohtak.



## Law

1. Basiya, Pannaba Surigbhai. **Law of determination of immovable property ownership.** (Dr. N K Indrayan), Department of Law, Saurashtra University, Rajkot.
2. Bhardwaj, Harveen. **Child victims and deliverance of justice special reference to Protection of Children from Sexual Offence Act, 2012 (Amended w e f (03.02.2013)).** (Prof. Vijay Kumar Kapoor), School of Law, Raffles University, Neemrana.
3. Bhasa, Vijaykumar Lakhabhai. **Critical study of various government schemes for women's empowerment in Gujarat State with reference to prevalent laws in force.** (Dr. B G Maniar), Department of Law, Saurashtra University, Rajkot.
4. Singh, Kaushlendra. **Regulation of initial public offers: An analytical study of regulatory framework with special reference to India.** (Dr. Vegesna Visalakshi), Department of Law, Dr Ram Manohar Lohiya National Law University, Lucknow.
5. Singh, Birendra Prasad. **Compulsory licensing and human right through IP lenses.** (Dr. Anandkumar Tripathi), School of Security Law, Raksha Shakti University, Ahmedabad.
6. Sharma, Sushila. **Narco-terrorism in India: Law and practice.** (Dr. Ashok Kumar), Department of Law, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.
7. Singh, Pritanjali. **Bharat mein mahila utpidan evam isse sambandhit vidhiyoan ka vishleshnatamak adhyayan Madhya Pradesh ke vishesh sandarbh mein.** (Dr. S P Singh), Department of Law, Awadhesh Pratap Singh University, Rewa.
8. Stanislaus, S. **Administration of justice: Special reference to death penalty.** (Dr. K Srigouri), Department of Law, Acharya Nagarjuna University, Nagarjuna Nagar.

## Library & Information Science

1. Jagtap, Urmila L. **Study of legal information management in high court libraries in India.** (Dr. Sarika Sawant), Department of Library and Information Science, S.N.D.T. Women's University, Mumbai.
2. Sharma, Mallika. **Efficacy of cognitive behaviour therapy in depression and generalized anxiety disorder.** (Dr. Nov Rattan Sharma), Department of Library and Information Science, Maharshi Dayanand University, Rohtak.
3. Sunder Singh. **E-journal usages pattern in social sciences in the universities of Haryana and Delhi.** (Dr. Satish Kumar Malik), Department of Library and Information Science, Maharshi Dayanand University, Rohtak.

## Management

1. Bhattacharjee, Bishwajeet. **A study on the impact of stock market volatility on economic stability in the Indian perspective.** (Dr. Sumita Dave), Department of Management, Chhattisgarh Swami Vivekanand Technical University, Bhilai.
2. Borah, Nandini. **A study on employee engagement in the service sector: A critical analysis of antecedent and outcome variables.** (Dr. Mukulesh Barua), Faculty of Management, Assam Science and Technology University, Guwahati.
3. Chakraborty, Abhishek. **Strategies for development of sustainable tourism in Chhattisgarh.** (Dr. Souren Sarkar), Department of Management, Chhattisgarh Swami Vivekanand Technical University, Bhilai.
4. Chodisetty, R S CH Murthy. **Role of Foreign Direct Investment (FDI) on Indian economic growth with reference to select sectors: An empirical study.** (Dr. P Raja Babu), Department of Management, Koneru Lakshmaiah Education Foundation, Guntur.
5. Dave, Pranoti Ashokkumar. **A study of customer satisfaction in banking industry: With special reference to public sector banks and private sector bank's.** (Dr. P K Trivedi), Department of Management, Saurashtra University, Rajkot.
6. Hitu. **Impact of subjective talent management practices on employee retention in private sector banks.** (Dr. Satyawar Baroda), Department of Management, Maharshi Dayanand University, Rohtak.
7. Kapadia, Sunil Bhagwanji. **Impact analysis of 1991 economic reforms on inclusive growth and all-round development in India.** (Dr. V Venu Madhav), Department of Management, Koneru Lakshmaiah Education Foundation, Guntur.
8. Khimsuriya, Jagdish Valjibhai. **A study on effectiveness of performance appraisal in flexible packaging industry.** (Dr. H M Shah), Department of Management, Saurashtra University, Rajkot.
9. Marhatta, Shakti. **Emerging engagement models for employees in IT & ITES companies.** (Dr. Snehal Maheshkar), Department of Human Resource Management, Dr D Y Patil Vidyapeeth, Pune.
10. Mittal, Deepika. **A study on consumer buying behavior of luxury apparels with special reference to selected cities of Gujarat.** (Dr. Rachna Gandhi), Department of Management, Gujarat University, Ahmedabad.
11. Mohanty, Paresh Chandra. **A study of key success factors in training delivery.** (Dr. Madhusmita Dash), Department of Humanities and Social Sciences, Siksha O Anusandhan University, Bhubaneswar.

12. Pallvi. **International financial reporting standards in IT sector: An empirical study.** (Dr. Neelam Jain), Department of Management, Maharshi Dayanand University, Rohtak.

13. Raperia, Mahipal. **Impact of personality traits on organizational citizenship behaviour in administrative services.** (Dr. Jagdeep Singla), Department of Management, Maharshi Dayanand University, Rohtak.

14. Ruparelia, Harish Prabhudas. **Talent management for overall success of organizations.** (Dr. H M Shah), Department of Management, Saurashtra University, Rajkot.

15. Shreevamshi. **Impact of performance evaluation process on employee engagement: A study of SME's in information technology sector.** (Dr. Subhasree Kar), School of Management, CMR University, Bangalore.

16. Tiwari, Satya Vardhan. **Developing marketing strategies for food processing enterprises in Chhattisgarh.** (Dr. Saket Ranjan Praveer Dr. Ashok Kumar Chandra), Faculty of Humanities and Management, Chhattisgarh Swami Vivekanand Technical University, Bhilai.

17. Trivedi, Pooja Rajendrakumar. **Comparative analysis of Foreign Direct Investment (FDI) in retail sector of India and China during 2007 to 2012.** (Dr. P K Trivedi), Department of Management, Saurashtra University, Rajkot.

#### Physical Education & Sports

1. Avtar Singh. **A comparative study of physical fitness and psychological variables of sportsman.** (Dr. Ashok Kumar Malik), Department of Physical Education, Chaudhary Devi Lal University, Sirsa.

2. Desai, Vishnukumar Ramjibhai. **A study on the various activities of physical education and effects on the interest intelligence quotient and mental health of higher primary school students.** (Dr. N J Chaniyara), Department of Physical Education, Gujarat University, Ahmedabad.

3. Dharmavarapu, Rambabu. **Effect of Plyometric training and resistance training on selected physical, physiological and psychological variables among female.** (Dr. P Johnson), Department of Physical Education and Sports, Acharya Nagarjuna University, Nagarjuna Nagar.

4. Geeta Devi. **Analytical study of sociological and administrative factors of sports person and non sports person of Haryana women police.** (Prof. Monika Verma), Department of Physical Education, Chaudhary Devi Lal University, Sirsa.

5. Nagabothu, Veerendra. **Effect of proprioceptive exercises with agility training on selected motor abilities, physiological and skill related performance variables among hockey men players.** (Dr. P Johnson), Department of Physical Education and Sports, Acharya Nagarjuna University, Nagarjuna Nagar.

#### Political Science

1. Anju Lata. **Snatak istar par adhyayanrat chatroan mein mahila adhikaroan ke prati jagrukta ke bhav ka adhyayan.** (Dr. Manoj Awasti and Dr. Sunita Sinha), Department of Political Science, Bhagwant University, Ajmer.

2. Darlong, Vanlalmuana. **Tribal development and administration with special reference to health sector in Tripura.** (Prof. Alak Bhattacharya), Department of Political Science, Tripura University, Suryamaninagar.

3. Lalan Kumar. **Bharat ke rajnitik navjagaran mein Arya Samaj kee bhumika: Ek samiksha.** (Dr. Satyendra Kumar), Department of Political Science, T M Bhagalpur University, Bhagalpur.

4. Roy, Lipika. **Women in ethnic conflict situation: A study of the Bodo women in Kokrajhar District of Assam.** (Dr. Gautam Chakma), Department of Political Science, Tripura University, Suryamaninagar.

5. Singh, Aruna. **Dalit udyamiyoan ka udey evam rajniti: Delhi ka ek adhyayan.** (Prof. Jagpal Singh), Department of Political Science, Indira Gandhi National Open University, New Delhi.

6. Sudhir Kumar. **Lok Sabha Election 2014: A critical study of election management in India: With special reference to Jammu Region.** (Dr. Mangleshwari Joshi and Dr. Nisha Vashishth), Department of Political Science, Vikram University, Ujjain.

#### Psychology

1. Baby Rani. **Socio-economic status and health: Mediating role of negative affectivity.** (Dr. Radhey Shyam), Department of Psychology, Maharshi Dayanand University, Rohtak.

2. Borah, Nitasha Singh. **Emotion focused interventions for alexithymia in alcohol and substance dependence.** (Prof. Swati Patra and Prof. Vimala Veeraraghavan), Department of Psychology, Indira Gandhi National Open University, New Delhi.

3. Dkhar, Zebalda Restia. **Family functioning and parental attachment in relation to behavioural and emotional problems of adolescents in Meghalaya.** (Prof. Zokaitluangi), Department of Psychology, Mizoram University, Aizawl.

4. Gautam, Bindia. **Role of family relationship and attributional style in self efficacy, happiness and health among adolescents.** (Dr. Shalini Singh), Department of Psychology, Maharshi Dayanand University, Rohtak.

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12. Tyagi, Pooja. **Personality, stress, coping and psychopathological correlates of affluenza among adults.** (Dr. Radhey Shyam), Department of Psychology, Maharshi Dayanand University, Rohtak.

#### **Public Administration**

1. Jamra, Priyanka. **Anusuchit janjati ke liye Madhya Pradesh shasan dwara sanchalit yojnaon ka kriyanvan Aliraazpur Jile ke vishesh sandarbh mein.** (Dr. Girija Nigam), Department of Public Administration, Vikram University, Ujjain.

#### **Sociology**

1. Athota, Kamal Kumar. **Empowerment of scheduled tribe women through self help groups: A study in Guntur**

**District.** (Dr. M Trimurthi Rao), Department of Sociology, Acharya Nagarjuna University, Nagarjuna Nagar.

2. Godla, Swarupa. **A study on socio-economic conditions of cervical cancer patients in Andhra Pradesh.** (Dr. K Dhanalakshmi), Department of Sociology, Acharya Nagarjuna University, Nagarjuna Nagar.

3. Jankat, Vanitaben Balubhai. **Change in rural community due to Altratech Cement industry: A sociological study.** (Dr. H D Zankat), Department of Sociology, Saurashtra University, Rajkot.

4. Malik, Naveen. **Watta-Satta marriage practice among Bishnoi and Ror Communities in Haryana: A sociological study.** (Dr. Sunil Kumar), Department of Sociology, Kurukshetra University, Kurukshetra.

5. Narra, Madhuri. **Study on the impact of education on health of adolescent girls in Guntur District of Andhra Pradesh.** (Prof. Saraswati Raju Iyer), Department of Sociology, Acharya Nagarjuna University, Nagarjuna Nagar.

6. Shukla, Akanksha. **Implementation status of Integrated Child Development Scheme in Uttar Lucknow District.** (Prof. B B Malik), Department of Sociology, Babasaheb Bhim Rao Ambedkar University, Lucknow.

7. Shukla, Geeta. **Bal apradhi evam sansthatag balsudhar: Indore Shehar ke vishesh sandarbh mein ek samajshastriye adhyayan.** (Dr. B L Joshi), Department of Sociology, Vikram University, Ujjain.

8. Yadav, Kuldeep. **Self-help group and women empowerment: A sociological study of self help groups in Haryana.** (Dr. Jitender Prasad), Department of Sociology, Maharshi Dayanand University, Rohtak.

#### **Tourism & Hospitality Services**

1. Karush, Dinesh Kumar. **Developing culinary tourism: The role of food as cultural heritage in Uttarakhand.** (Dr. Sonia Sharma), School of Tourism and Hospitality Service Management, Indira Gandhi National Open University, New Delhi.

□



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Email: [ganpatparsekareducation@hotmail.com](mailto:ganpatparsekareducation@hotmail.com)

Applications in the prescribed format complete in all respects with relevant documents such as educational qualifications, experience etc are invited from eligible Indian Citizens for the following posts to be filled in for B.A.B.Ed / B.Sc.B.Ed Integrated programmes in Ganpat Parsekar College of Education, Harmal Goa 403524.

Sr. No	Designation of the posts	No. of posts	Nature of post
1.	Principal	01	Regular
2.	Assistant Professor in Physics	01	Regular
3.	Assistant Professor in History	01	Regular
4.	Assistant Professor in Marathi	01	Regular
5.	Assistant Professor in Geography	01	Regular

Applications should reach above address **within 30 days for the post at sr. no. 1 and 21 days for the posts at sr. no. 2 to 5**, from date of publication of this advertisement. Persons already in service should send their applications through proper channel. Persons belonging to reserved category should submit the relevant certificates from the competent authority. If there are no candidates belonging to reserved category, candidates from unreserved category will be selected on purely temporary basis.

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2. 15 years residence in Goa.

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ENGLISH MEDIUM

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PERMANENT NON-GRANTED

Applications are invited for the **Post of Assistant Professor** to be filled in J.A.T. ARTS, SCIENCE & COMMERCE COLLEGE (FOR WOMEN), MALEGAON, DIST. NASHIK, for the Academic Year 2020-2021.

Eligible candidates should submit their applications along with the attested copies of necessary certificates to **The Secretary, Jadeed Anjuman-e-Taleem, Sr. No. 10, Islampura, Malegaon, (Dist. Nashik), within 15 days** from the date of publication of this advertisement.

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1.	English	01 Full Time
2.	Mathematics (U.G.)	01 Full Time
3.	Geography	02 Full Time
4.	Botany	02 Full Time
5.	Computer Science (U.G.)	05 Full Time
6.	Electronics (U.G.)	01 Full Time

Sr. No.	Permanent Non-Granted	Vacancy
7.	Statistics (U.G.)	01 Full Time
8.	Physics (U.G.)	02 Full Time
9.	Chemistry (U.G./P.G)	07 Full Time
10.	Zoology (U.G.)	03 Full Time
	<b>Total Permanent Non-Granted</b>	<b>25 Full Time</b>

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3. No TA/DA will be paid to the candidates for attending the interview.

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2.	Assistant Professor	BMS	01	01 – OPEN
3.	Assistant Professor	MATHEMATICS	01	01 – OPEN

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

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

Candidates having knowledge of Marathi will be preferred.

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

The Government Resolution & Circular are available on the website [mu.ac.in](http://mu.ac.in)

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

Application with full details should reach the **SECRETARY, Thakur Educational Trust's (Regd.) THAKUR RAMNARAYAN COLLEGE OF ARTS & COMMERCE, Thakur Ramnarayan Educational Campus, S.V. Road, Dahisar (East), Mumbai-400068. within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

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03	College Librarian	01	General
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- For post at Sr. No. 4, as per Goa University statutes clause 16.4.8.

**Mandatory Requirements**

- Certificate of 15 years Residence in Goa.
- Knowledge of Konkani is essential & knowledge of Marathi is desirable.
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- Persons already in service should send application through proper channel.
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Date: 26/10/2020

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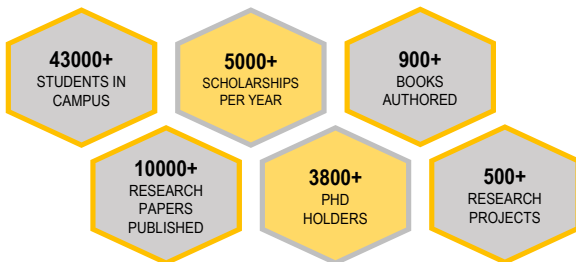
2016	801+
2017	1001+
2018	1001+
2019	1001+
2020	1001+



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2020	401-450
Indian University Rank	
2019	69
2020	78

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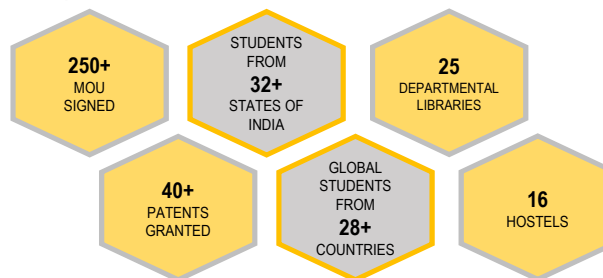
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