

Rs. 30.00
ISSN 0566-2257



UNIVERSITY NEWS

A Weekly Journal of Higher Education

Association of Indian Universities

Vol. 58 • No. 50 • December 14-20, 2020

Saket Kushwaha and Anamika Yadav

An Evaluation of Usefulness of Ranking System in Relation to Different Ranking Systems of the World

Subahsh Chandra Parija and Balachandra V Adkoli

A Sustainable Model of Faculty Development Programs for Health Sciences Universities in India

M K Sridhar, L B Muralidhar and Latha Nagesh

Management Education and Practices: A Literature Review

Ram Nath Kovind

Ethical Standards and Professionalism
— **Convocation Address**

*Celebrating
90
Years of
University News*

#Let'sBeatCoronaTogether



DAYALBAGH EDUCATIONAL INSTITUTE

(Deemed to be a University)

DAYALBAGH, AGRA-282005

Advt. No. DEI - 6 & 6(A) Teaching and Non-Teaching Posts - July/November - 2020

The Dayalbagh Educational Institute is a Deemed to be University under Section 3 of the University Grants Commission Act, 1956 as per Notification No. F.9-3/78-U-3 dated 16.5.81 issued by the then Ministry of Education & Culture, Government of India. Applications are invited from well qualified Indian nationals (including Persons of Indian Origins (PIOs) and Overseas Citizens of India (OCIs) for faculty positions at the level of **Professor/Associate Professor/Assistant Professor/Contractual Posts/Guest Faculty/Adjunct Faculty** in its various Departments. The need of faculty positions shall be assessed from time to time basis and applications shall be processed based on the availability of funds and approval of the Board of Management (Governing Body) of the Institute.

DEPARTMENTS/PROGRAMMES : Drawing & Painting, English, Hindi, Home Science, Music, Sanskrit, Accountancy & Law, Applied Business Economics, Foundation of Education, Pedagogical Sciences, Agricultural Engineering, Electrical Engineering, Mechanical Engineering, Civil Engineering, Footwear Technology, Botany, Chemistry, Physics & Computer Science, Mathematics, Zoology, Economics, Management, Psychology, Sociology & Political Science, School of Architecture.

B.Voc Programmes - Dairy Technology, Renewable Energy, Automobile, Textile Design, Commercial Arts, Pottery & Ceramic Design, Telematics, Digital Manufacturing, Robotics & Artificial Intelligence, Green House Technology, Tourism & Hospitality Management, Banking & Finance, Internet of Things, Telecommunications, Food Processing & Preservation, Water Sanitation & Waste Management, Agriculture Technology, Accounting & Taxation, Apparel Design/Manufacturing, Bamboo & Wood Technology and Recycling & Wood Craft Design.

RESERVATION : Reservation is applicable as per the norms of the State or Central Government of India. Candidates are requested to produce relevant certificates in latest format at the time of seminar-cum-presentation.

QUALIFICATIONS : Minimum Qualification for appointment of Professor, Associate Professor and Assistant Professor OR equivalent posts shall be governed by UGC Regulations on minimum qualification for appointment of teachers and other academic staff or NCTE norms (For Education Faculty) in universities and colleges and measures for the maintenance of standards in Higher Education 2018..

EMOLUMENTS - Posts/Rationalised Entry Pay /Academic Level : (1) **Professor** - Rs. 144200/- per month plus allowances as per rules, (L-14), (2) **Associate Professor** - Rs. 131400/- per month plus allowances as per rules, (L-13A), (3) **Assistant Professor** - Rs. 57700/- per month plus allowances as per rules, (L-10), (4) **Guest Faculty** - Rs. 1500/- per lecture, maximum upto Rs. 50000/- per month. (5) **Contractual Posts** - Entry level pay of the respective posts in teaching hierarchy (6) **Adjunct Faculty** - Maximum upto Rs. 80000/- per month

Note: This is a **Rolling Advertisement** applicable to Professor/Associate Professor /Assistant Professor/Contractual Posts/Guest Faculty/Adjunct Faculty and all Teaching & Non-Teaching Posts which will remain valid upto 31.12.2021. As and when sufficient number of applications are received, the interview shall be held. The notification for the same shall be available on the Institute's website www.dei.ac.in The Institute shall update the vacancy positions periodically.

The Institute has also invited application forms on prescribed format (online) for various Teaching and Non-Teaching posts in Technical College, REI Intermediate College and D.E.I Prem Vidyalaya Girls' Intermediate College as well as in the Institute. Last date for submission of application form for these posts is 31.12.2021. The details of minimum qualification, experience, reservation, emoluments, etc. are available on the Institute's website www.dei.ac.in as well as in Employment News dated 19th December, 2020.

GENERAL INSTRUCTIONS FOR TEACHING AND NON-TEACHING POSTS

HOW TO APPLY : (1) (a). **Professor/Associate Professor/Assistant Professor/Contractual Posts/Guest Faculty/Adjunct Faculty Posts and Technical College, REI Inter College, D.E.I. Prem Vidyalaya Girls' Intermediate College and Non-Teaching Posts**: Interested candidates may visit the Institute's website www.dei.ac.in and submit online application by direct remittance of fee at any State Bank of India branch or through online payment using SBI internet banking or through Credit/Debit Card (Master or Visa approved). (2) The National Eligibility Test (NET) or an accredited test (State Level Eligibility Test SLET/SET) shall remain the minimum eligibility for appointment of Assistant Professor and equivalent positions wherever provided in UGC Regulations 2018. Further, SLET/SET shall be valid as the minimum eligibility for direct recruitment to Universities/Colleges/Institutions in the respective State only: Provided that candidates have been awarded a Ph.D. degree in accordance with the "University Grants Commission (minimum standards and procedure for award of Ph.D. Degree), Regulation 2009, or the University Grants Commission (minimum standards and Procedure for award of M.Phil./Ph.D. Degree) Regulation, 2016, and their subsequent amendments from time to time, as the case may be, shall be exempted from the requirement of the minimum eligibility condition of NET/SLET/SET for recruitment and appointment of Assistant Professor or any equivalent positions. Provided further, the award of degree to candidates registered for the M.Phil. / Ph.D. programme prior to July 11, 2009, shall be governed by the provisions of the then existing Ordinances/By-laws/Regulations of the Institutions awarding the degree. All such Ph.D. candidates shall be exempted from the requirement of NET/SLET/SET for recruitment and appointment of Assistant Professor or equivalent positions subject to the fulfilment of the following conditions :- (a) Ph.D. degree of the candidate awarded in regular mode only; (b) Evaluation of the Ph.D. thesis by at least two external examiners; (c) Open Ph.D. viva-voce of the candidate had been conducted; (d) Candidate has published two research papers from his/her Ph.D. work out of which at least one must be in a refereed journal; (e) The candidate has presented at least two papers, based on his/her Ph.D. work in conference/seminars sponsored/funded/supported by the UGC/ICSSR/CSIR or any similar agency.

Note 1: The fulfilment of these conditions should be certified by the Registrar or the Dean (Academic Affair) of the University concerned.

Note 2: The clearing of NET/SLET/SET shall also not be required for candidates in such disciplines for which NET/SLET/SET is not conducted.

(3) A relaxation of 5% shall be allowed at the Bachelor's as well as at the Master's level for the candidates belonging to Scheduled Caste/ Scheduled Tribe/ Other Backward Classes (OBC) (Non-creamy Layer)/ Differently-abled (a) Blindness and low vision; (b) Deaf and Hard of Hearing; (c) Locomotor disability including cerebral palsy, leprosy cured, dwarfism, acid-attack victims and muscular dystrophy; (d) Autism, intellectual disability, specific learning disability and mental illness; (e) Multiple disabilities from amongst persons under (a) to (d) including deaf blindness for the purpose of eligibility and assessing good academic record for direct recruitment. The eligibility marks of 55% marks (or an equivalent grade in a point scale wherever the grading system is followed) and the relaxation of 5% to the categories mentioned above are permissible, based only on the qualifying marks without including any grace mark procedure. (4) A relaxation of 5% shall be provided, (from 55% to 50% of the marks) to the Ph.D. Degree holders who have obtained their Master's Degree prior to 19 September, 1991. (5) A relevant grade which is regarded as equivalent of 55%, wherever the grading system is followed by a recognized University, at the Master's level shall also be considered valid. (6) The Ph.D. Degree shall be a mandatory qualification for appointment to the post of Professor/ Associate Professor. (7) The time taken by candidates to acquire M.Phil. and/or Ph.D. Degree shall not be considered as teaching/ research experience to be claimed for appointment to the teaching positions. Further the period of active service spent on pursuing Research Degree simultaneously with teaching assignment without taking any kind of leave, shall be counted as teaching experience for the purpose of direct recruitment. (8) On successful submission, the applicant will come across a link for paying application fee and after the payment of fees the candidate may download a 'PDF of the application, which he/she will have to print and original documents with one set of self-attested copies will have to be submitted at the time of seminar-cum-presentation for verification failing which the candidate would not be allowed to appear in the seminar-cum-presentation. (9) Relaxations and concessions for SCs/STs/OBCs/PwDs will be applicable in accordance with reservation policy of the GoI/MHRD/UGC and subsequent clarification/directives issued from time to time to this effect. (10) The eligibility of an applicant shall be determined in accordance with the UGC Regulations, 2018 and its subsequent amendments and/or in accordance with the relevant regulations of concerned Regulatory bodies. (11) Candidates are called for Seminar-cum-Presentation and Interview (For teaching posts) and Aptitude/Trade or Typing test (For Non-teaching posts) on the recommendations of the Screening Committee of the Institute and as such all applicants may not be called for interview. **No TA and DA shall be admissible for attending the Seminar-cum-Presentation/Interview etc.** (12) The University shall verify the antecedents or documents submitted by a candidate at the time of appointment or during the tenure of the service. In case, it is detected that the documents submitted by the candidates are fake or the candidates has a clandestine antecedent/ background and has suppressed the information, then his/her services shall be terminated. (13) A candidate belonging to any reserved category who desires to be considered for any unreserved post also besides the posts under reserved category, will have to select YES option under "**Consider in General Category row**" in the application form. (14) In case of any inadvertent mistake in the process of selection which may be detected at any stage even after the issue of appointment letter, the University reserves right to modify/withdraw/cancel without any communication made to the candidate. (15) Applicants who are in employment should route their application through proper channel or should submit a "No Objection Certificate" from the employer prior to the interview, failing which their candidature may not be considered. (16) Canvassing in any form will be a disqualification. (17) No interim correspondence shall be entertained. (18) Candidates belonging to SC/ST/OBC/PwDs/EWS, category must submit latest certificate issued by the competent authority. Those who fail to submit the required certificate(s) will be treated under General Category, subject to fulfilment of other terms & conditions. (19) In course of selection process if the post of Professor/Associate Professor is filled up by promoting internal candidates and their resultant vacancy occurs, Institute reserves rights to fill up these resultant vacancies. (20) The Institute reserves the right to fill, to fill on temporary basis, or not to fill any of the posts, without giving any reason whatsoever. (21) The Institute may also appoint on Contractual basis or as Guest / Part-time teachers as per UGC Guidelines. The number of posts may vary depending on exigencies. (22) The Institute reserves the right to alter/modify any condition at any stage. (23) Schedule of interview for the above posts shall be notified at the University's website www.dei.ac.in. (24) No Separate call letters shall be issued to the candidates for the above posts.

23rd July & 11th November, 2020

Ph : (0562) 2570372

REGISTRAR

In This Issue		PAGE
ITEMS		
Articles		
An Evaluation of Usefulness of Ranking System in Relation to Different Ranking Systems of the World		3
A Sustainable Model of Faculty Development Programs for Health Sciences Universities in India#		7
Management Education and Practices: A Literature Review		12
Convocation		
All India Institute of Medical Sciences, Jodhpur		25
Campus News		
Theses of The Month		
(Humanities)		31
Advertisement		34

**New Subscription Tariff
 (Effective April 01, 2020)**

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

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

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

Editorial Committee Chairperson:
 Dr (Ms) Pankaj Mittal

Editorial Committee:
 Dr Baljit Singh Sekhon
 Dr Amarendra Pani
 Dr Youd Vir Singh

Editor:
 Dr Sistla Rama Devi Pani

#Let'sBeatCoronaTogether

An Evaluation of Usefulness of Ranking System in Relation to Different Ranking Systems of the World

Saket Kushwaha* and Anamika Yadav**

Ranking is an important part of the higher education institutions at national as well as international level. This rise of ranking has made it so commercialized that different companies and organizations have entered in it and have started ranking colleges and universities. Due to this commercialization, everyone i.e. students, parents, employers and government shape their opinions about the quality of higher education. This ranking has become a legitimate source for promotional purposes as well as for driving policy decisions of government and higher education institutions. We can see it by the concerns shown by governments for ranking instead of its relevancy for higher education institutions. Sometimes, this concern of government for ranking diverts the significant part of resources to some high ranked institutions while limiting support for others. But if we are going to use ranking as end rather than as means for higher education then it is a matter of concern. Different institutions and governments are giving too much importance to ranking which must be paid attention (World Economy Forum, 2015).

Many universities which try to get fund from government use ranking as indicator of improvement in academic and research environment of universities (Aguillo et al, 2010) while other universities use it as a proof for getting additional funds. Students also use this ranking to choose any higher education institution for better future opportunities.

All over the world, the ranking system is published by a variety of agencies, organizations and media. As education has become globalised so ranking has been focused on international level. Nowadays, Shanghai ranking system is thought to be a leader in ranking system, sometimes called as ARWU (Academic Ranking of World Universities). Besides it, we have Leiden, THE (Times Higher Education), QS (Quacquarelli Symonds) and U-Multirank as major ranking systems. All these ranking systems use different indicators or metrics to rank the higher education institutions. But due to the lack of appropriate data to compare the teaching-learning and other service activities, these ranking systems are mostly dependent on research data and peer-review (IMHE, 2007).

Various researches have been done by the researchers to know the pros and cons of different ranking systems of the world. Dill and Soo in 2005 have reviewed five ranking systems of the world with the objective to know the suitability of rankings as representative of academic quality. They concluded that the

*Vice Chancellor, Rajiv Gandhi University, Rono Hills, Doimukh-791112 (Arunachal Pradesh). E-mail: saket.kushwaha@rgu.ac.in

**Assistant Professor, Department of Education, Rajiv Gandhi University, Rono Hills, Doimukh-791112 (Arunachal Pradesh). E-mail: anamika.yadav@rgu.ac.in

emphasis paid by ranking systems on institutional resources and reputation may not truly represent university quality. They found that the indicators used for ranking are neither sufficient to promote policy decisions nor for consumer choice. Usher and Savino (2006) in their study has reviewed 19 league tables and different university ranking systems used around the world and concluded that different ranking systems have different purposes and notions for university quality.

Johns (1988) said that ranking is quantitative because it indicates the position of a scholar, university or country relative to others. On the other hand, quality can be considered the essence of scientific research.

Altbach (2006) states in his research that the weakness of education system to measure the quality of teaching and its effect on students should be taken care and must be included in ranking the institutions. This finding is in line with the findings of Brook (2005) who says that- Raters did not know about 33.33% of the programmes which they rate.

Moed (2017) in his paper had tried to compare and evaluate five world ranking systems: ARWU, Leiden, THE, QS and U-Multirank. He had presented the institutional overlap between each pair of ranking systems which is soon in Table-1.

Table 1: Institutional Overlap between Five Ranking Systems

Ranking System	ARWU	Leiden	THE	QS	U-Multirank
ARWU	500	468	444	416	465
Leiden		840	585	589	748
THE			917	635	638
QS				800	627
U-Multi-rank					1293

Source: Moed, H. F. (2017). A critical comparative analysis of five world university rankings. *Scientometrics* 110: 972.

He found that one-dimensional evaluation of ranking systems produces obstacles in a more comprehensive university evaluation.

Van Dyke (2005) had compared 10 ranking systems and concluded that although the rankings share broad principles and approaches, they considerably differ in detail related to aims, systems, cultures and availability and reliability of the data. Its probable reason given by him was that most ranking systems purport to evaluate universities as a whole.

Rocki (2005) had mentioned in his paper on reflecting upon the Polish experience that different ranking systems use a variety of methodologies and criteria due to which any single objective ranking process cannot exist.

Features of Different Ranking Systems

Shanghai Jiao Tong University publish the ARWU Ranking System since 2003. It is thought to be the leading ranking system. The universities included in its sample are those which have Nobel laureates and have highly cited research papers in journals like Science and Nature.

The Times Higher Education (THE) Ranking System is published since 2004. Firstly, it has used top 500 universities of the world in terms of impact of research but later on opinion of scientists and international employers started to play a crucial role in ranking (Saisana et al. 2001).

The CWTS Leiden ranking system at presently focuses on around 1000 universities all over the world. It takes bibliographic data from the Web of Science database of Clarivate Analytics, Philadelphia, PA, USA. The Leiden ranking system offers three perspectives-List view, Chart view and the Map view. List view is supposed to be the best. It is based on selected indicators. Chart view shows scatter plot of universities while in map view, universities are shown in a world map which provides their geographical perspective and performance. (leiden ranking.com).

The QS system provides subject as well as global ranking. It also provides five independent region-wise tables i.e. Asia, Latin America, Europe and Central Asia, Arab region and BRICS. The QS system is the only ranking system of the world which has received the approval of International Ranking Expert Group (IREG). However, it is criticized for its over dependence on subjective indicators and reputation surveys.

U-Multirank is a multidimensional ranking system which uses five dimensions i.e. teaching-learning, research, knowledge transfer, international orientation and regional engagement (umultirank.org).

In these different criteria of ranking, one of the most well-known ranking is to evaluate the quality of institutes on the basis of research products in the form of number and impact of publications in peer-reviewed journals or the procedure of admission in the institutes. But such type of criteria downgrades the quality of those institutions who give more

emphasis on teaching-learning process. Probably the main reason of having such a tough competition to get a better ranking is the funds provided to them; internal as well as external to favour their academic programmes or research units so that they get more and more involved in the dynamics of research and publishing. But it reduces the role of other important factors like teaching and public services in ranking the higher education institutions (Ioannidis et al, 2007).

‘Reputation’ is another dimension used for ranking the institutes and generally for this, the opinion of employees, field experts and/or alumni are taken. As quite obvious, in making opinions people generally use the recognition of institutions that precedes them instead of quality of their education system. The side effect of this dimension is that the institutions which are contributing pre-eminently to society by producing the students who are useful for their local and regional needs but are not very much famous get neglected (Marginson & Wende, 2006).

Taylor & Braddock (2007) also say the same thing that it is very harmful for those higher education institutions who work in a different manner i.e. the institutions who work in the welfare of the society and give chance to the students of poor background mostly get neglected during the ranking process and the institutions who are more recognised and have better capacity to attract the good students, get more importance in ranking.

Reedijk (1998) had rightly said in his paper that it should not so much matter how many publications have been produced and how many citations have been accumulated, but rather what new insights have been produced and how valuable these are for society.

According to Nederhof and van Raan (1993), the present academic world has gradually become obsessed with impact factors. Authors, librarians and journal publishers consider Citation records as a proxy for the ability to do quality research. Not only these people think so but also science policy makers too think so. According to this view, the citations show that the work done is very much relevant to current research area and for those who attempt to extend this area (Diamond, 1986).

Simkin and Roychowdhury (2005) revealed in their paper that in the field of science, 70 to 90 percent of the cited papers are not read by the authors and are merely copy of the references of other papers.

Liu & Cheng (2005) have argued that both citations and publications measure scientific focus on quantity whereas editorial boards focus more on scientific quality. The empirically analysed data indicate that the results of quantity rankings do not match the results of quality rankings based on membership on editorial boards. One of the major conclusion they give on the basis of their analysis was that if scholars use bibliometric rankings for deciding their careers then they must do it with too much care. Moreover, experts are able to take into consideration how trustworthy a particular scholar is – an aspect totally absent from bibliometric rankings. This conclusion is in line with the findings of Nederhof and van Raan (1993) which compared the results of a bibliometric analysis of the research performance of six economics research groups with those of a simultaneous peer review study.

Conclusion

By the above mentioned discussion, this can be concluded that although the academic institutions have a responsibility that resources must be managed efficiently through research and their outcomes, it is also true that currently there does not exist any standardised evaluation mechanism for research performance of institutions so that they can be compared. Hence, there is an urgent requirement of such indicators.

If we conclude that ranking will lose its importance in the future then that would be an immature assumption about the ranking. However, if we want that ranking must stay then we must be aware of their shortcomings, intended or unintended biases and convenience-based usage by institutions.

In the last, it can be said that any effort made at creating an academic quality ranking system must grapple with the difficulty of trying to quantify the intangibles of a set of complex teaching, learning, resource and research phenomena. It is evident that the choice of indicators is a non-arbitrary process that should be guided by, among other things, knowledge of the strengths and weaknesses or limitations of the indicators being considered as well as their validity, reliability and comparability for the higher education institutions to be ranked. The choice of a method for presenting this information in ranked format must be guided by, among other things, an understanding of the nature of quality in higher education institutions being ranked as well as the relationships among the quality indicators that are to be used (Clarke, 2002).

References

- Aguillo, I., Bar-Ilan, J., Levene, M. & Ortega, J. (2010). Comparing University Rankings. *Scientometrics* 85: 243–256.
- Altbach, P. (2006). The Dilemmas of Ranking. *International Higher Education*, 42, 2-3.
- Brooks, R. (2005). Measuring University Quality. *Review of Higher Education*, 29(1), 1-21.
- Clarke, M. (2002). Some Guidelines for Academic Quality Ranking. *Higher Education in Europe*, 27(4), 443-459.
- Diamond, A. M., (1986). What is a Citation Worth? *Journal of Human Resources* 21(2), 200-215.
- Dill, D. D. and Soo, M. (2005). Academic Quality, League Tables, and Public Policy: A Cross-national Analysis of University Ranking Systems. *Higher Education* 49: 495–533.
- Ioannidis et. al. (2007). International Ranking Systems for Universities and Institutions: A Critical Appraisal. *BMC Medicine*, Vol. 5(30), 1-9.
- IMHE (2007). How Do Ranking Impact on Higher Education? OECD Report.
- Johnes, G. (1988). Determinants of Research Output in Economics Departments in British Universities. *Research Policy*, 17(3), 171-178.
- Liu, N. & Cheng, Y. (2005). The Academic Ranking of World Universities. *Higher Education in Europe*, 30(2), 127-136.
- Marginson, S. and Wende, M. (2007). To Rank or To Be Ranked: The Impact of Global Rankings in Higher Education. *Journal of Studies in International Education*, Vol. 11(3), 306-329.
- Moed, H. F. (2017). A critical comparative analysis of five world university rankings. *Scientometrics* 110: 967–990.
- Nederhof, A. J., and Van Raan, A. F. J., (1993). A Bibliometric Analysis of Six Economics Research Groups: A Comparison With Peer Review. *Research Policy* 22(4), 353-368.
- Reedijk, J., (1998). Sense and nonsense of science citation analyses: comments on the monopoly position of ISI and citation inaccuracies. Risks of possible misuse and biased citation and impact data. *New Journal of Chemistry* 22(8), 767-770.
- Rocki, M. (2005). Statistical and mathematical Aspects of Ranking: Lessons from Poland. *Higher Education in Europe*, 30(2), 173-181.
- Simkin, M. V., and Roychowdhury, V. P., (2005). Stochastic modeling of citation slips. *Scientometrics* 62(3), 367-384.
- Taylor, P. and Braddock, R. (2007). International University Ranking Systems and the Idea of University Excellence. *Journal of Higher Education Policy and Management*, 29(3), 245-260,
- Usher, A. and Savino, M. (2006). A World of Difference: A Global Survey of University League Tables. *Higher Education in Europe*, 32(1), 5-15.
- Van Dyke, N. (2005). Twenty Years of University Reports Cards. *Higher Education in Europe*, 30(2), 103-124.
- World Economy Forum (2015). Why are University Ranking so Important? Retrieved from: <https://www.weforum.org/agenda/2015/12/why-are-university-ranking-so-importnat/> on 2nd February, 2019.
- Homepage of Leiden Ranking System retrieved from <https://www.leidenranking.com>
- Homepage of QS Ranking System retrieved from <https://www.qs.com>
- Homepage of U-Multiranking System retrieved from <https://umultirank.org>

A Sustainable Model of Faculty Development Programs for Health Sciences Universities in India[#]

Subahsh Chandra Parija* and Balachandra V Adkoli**

The Health Sciences universities in India are expected to advance knowledge in health sciences through research, and develop health professionals who can provide effective health care delivery to the people of India and beyond in a migrating world. Imparting health education, promoting research and innovations in the field of health, besides providing quality health care constitute a 'trinity of mission' of most health sciences universities. Out of these, health education, encompassing medical, dental, nursing and allied health sciences education assumes great significance because the training of health workforce is instrumental for effective health care delivery to be in place.

Functioning in a global, competitive environment, the health sciences universities in India today, are facing the challenges of achieving the accreditation and rankings by the regulatory authorities. The accreditation is a hallmark of quality of an institute in terms of its credibility and employability of the products in a global market. The National Assessment and Accreditation Council (NAAC) Manual of Health Sciences Universities has fixed seven criteria for the assessment: curricular aspects; teaching-learning & evaluation; research, innovation and extension; infrastructure and learning resources; student support and progression; governance, leadership and management; institutional values and best practices (NAAC, 2019). All these seven criteria are directly or indirectly impacted by the quality and performance of the faculty. Capacity building, skilling, and competency development are the buzz words. Faculty Development is the instrument for achieving these laudable goals.

In a broad sense, FDP includes all programs such as workshops, seminars, short courses or fellowship programs that are designed to enhance the competence and performance outcome of the faculty.

It is a major input in the 'health sciences university system' that aims to bring desirable outputs, viz., competent and willing health workforce that support effective & efficient health care delivery (Adkoli & Parija 2019). Ideally it should cater to the needs of the faculty in playing their diverse roles such as teachers, clinicians, researchers, administrators and leaders (Harden & Crosby, 2000). On one hand, FDPs are instrumental in promoting career enhancement of the faculty, thus preventing them from stagnation or burnout. On the other hand, they also serve as the vehicles for supporting the successful delivery of the curriculum. It is well known fact that curricular reforms are met with resistance to change. Only a well thought out FDP can facilitate 'buy in' from the faculty who are the impalements of curriculum. The Lancet Commission on Education which deliberated on the 'Health professionals for a new century' emphasizes the need for shifting from informative learning to formative learning, and further to transformative learning (Frenk et al, 2010). The commission recognizes faculty development as a major vehicle for achieving this laudable goal.

Faculty development has received a lot of impetus in medical education globally as evidenced by number of publications in this field during the last decade (Steinert et al, 2006; McLean et al, 2008; Steinert, 2010; Adkoli et al, 2010; Steinert, 2010). It has also been discussed in Indian medical education system with reference to the need, status, and recommendations for further improvement (Bhuiyan et al, 2001; Bansal & Supe, 2007; Adkoli & Sood, 2009; Adkoli et al, 2009; Srinivas & Adkoli, 2009; Sood R, 2015). A reality check across the health profession reveals that FDPs are concentrated on the medical faculty with some exceptions of its utility for other category of staff (Deepak et al 2014). The Medical Council of India has come out with a national faculty development program for medical faculty. This program involves establishment of Medical Education Unit in each college to facilitate organization of Basic Course Workshops and Advanced Courses in Medical Education through a network of regional and nodal centres respectively (MCI, 2017). The initiative taken by the MCI to

[#]Reprinted from *University News*, Vol 58 (25) June 22-28, 2020

* Vice Chancellor, Sri Balaji Vidyapeeth, Pondicherry- 607402.

E-mail: subhashparija@gmail.com

**Director, Centre for Health Professions Education, Sri Balaji Vidyapeeth, Pondicherry-607402. E-mail: bvadkoli@gmail.com

introduce Competency Based Medical Education, emphasis on Attitude, Ethics and Communication in the form of AETCOM modules, introduction of foundation course, early clinical exposure are notable developments which will have far reaching implications on faculty development (MCI, 2018). While medical education has made a beginning in organizing FDPs in a systematic manner, the dental colleges have no mechanisms to organize FDPs in a systematic manner. The nursing colleges have a strong component of pedagogy in their postgraduate training program, though there are not many avenues open for the nursing faculty for regular exposure to FDPs. The colleges of allied health sciences have even lesser opportunities for professional development, except attending conferences or Continuing Medical Education (CME) activities in a sporadic manner.

Deficiencies in the Existing System of FDPs

Though FDPs have made their entry in health sciences universities, there are problems with their quality and outcome. Firstly, the FDPs organized are too few and floating. There is a lack of concerted effort by the various departments, resulting in limited impact at high cost. Secondly, the existing approaches to FDPs are not need based. They focus more on quantity rather than quality. This is partly because of lack of expertise available locally, and the high cost of outsourcing the experts from far-away places. Thirdly, the existing programs are not financially sustainable on a long term basis, as there is no proper mechanism of funding. The funding available from external agencies is done on ad-hoc basis. The continuation of funding is uncertain and often inadequate. The faculty cannot afford or willing to pay and the organizations consider such expenses as luxury and not necessity. Last but not the least, the existing FDPs do not support 'inter-professional approach' to the capacity building which is vital for the successful delivery of health care amidst growing specialization and silos existing among health profession. In this background, we narrate the experience of a health sciences university, in providing a sustainable model of FDP which can show a pathway for future development.

Initiative by Sri Balaji Vidyapeeth, Pondicherry

Sri Balaji Vidyapeeth (SBV) is a Health Sciences Deemed to be University privileged to have medical, dental, nursing and allied health sciences colleges under single campus located in the suburbs of Pondicherry

(SBV, 2020). Its mission is to create an innovative ecosystem that facilitates capacity building in broader perspective by integrating education, patient care and research. For achieving this mission, SBV established a Centre for Health Professions Education (CHPE) in 2015. This Centre has introduced innovative programs in health professions programs such as Post Graduate Diploma in Health Professions Education (PGDHPE) and M Phil programs leading to Ph D in health professions education, open to the working faculty across medicine, dentistry, and nursing profession. The idea is to train a new cadre of health professions educators who can bring inter-professional education which is the dire need of the country to deliver a holistic health care. The second major function of CHPE is to organize faculty development across the university and at a national level. Realizing its potentiality and strength, it was identified as the nodal agency for launching a national faculty development program, under the supervision of a steering committee chaired by the Vice Chancellor. A collaborative approach was used by identifying knowledge partners, such as Academy of Health Professions Educators (AHPE), India, a national organization consisting of leaders in health professions education (AHPE, 2020).

SBV Model of Faculty Development

The three guiding principles behind the SBV model are:

- Relevance and scope of programs; inclusive approach
- Attention to quality
- Sustainability and cost effectiveness

Relevance was achieved by identifying the topics of FDP from the job responsibility and needs of the faculty, rather than what can be offered by the organisers. This was aided by making a grid of the four domains, viz., teaching, clinical/patient care, research and administration. This exercise resulted in identifying 21 programs which were phased out through out the year. (Table 1)

Quality was addressed by collaborating with knowledge partners, especially national associations and experts, for example, Academy of Health Professions Education (AHPE), a national organization with expertise in health professions education and faculty development. Another major step taken by SBV was to introduce credit system for FDPs based on a rational criteria. The credit system advocated by the UGC is a radical reform

Table 1 Faculty Development Programs Identified Under Four Major Domains

Domain - Teaching	Domain – Clinical/Patient Care	Domain – Research	Domain – Administration
E-learning: Storyboarding and Instructional designing Assessment tools in Competency Based Curriculum MCQs & Item Analysis Feedback and Mentoring	Good Clinical Practice Good Clinical Laboratory Practice Update on Osteoporosis Effective teaching in clinical setting	Skills in Scientific Writing Effective presentation of Research Findings Intellectual Property Rights (Copyrights and patents) Planning and conducting Research Plagiarism and Bibliographic management Guidance for applying for Extramural Research (EMR) funds	Industry – Academic Collaboration Leadership, Team building, Conflict Management Safety and Wellness of Hospital staffs Bio hazards, Lab safety and Bio medical waste management Stress management with salutogenic focus Communication Skills

for building flexibility and accountability in enhancing and measuring learning outcomes (UGC, 2020). This step not only brought transparency and credibility to various programs, but also paved way for credit accumulation and credit transfer across the universities in the future. The credits awarded are shown in the certificates awarded to the participants for each FDP. Other steps taken to enhance quality were to sensitize the local faculty through a series of workshops, and their empowerment by developing standard operating procedures, checklists and templates for supporting all programs. The sensitization of coordinators was highly useful to secure a 'buy in' and overcoming resistance to change which is inherent in any organization.

The unique features of the SBV model are highlighted in Box 1.

BOX 1. Unique Features of SBV Model of Faculty Development

- The scope of FDPs extended to medical, dental, nursing and allied health science education
- FDPs are need based and addresses all four major domains of functioning of a health professional – Teaching, Clinical, Research and Administration.
- Targeting all levels of faculty from Postgraduate Residents to junior, mid and senior faculty
- Award of credit points, to each program, to be shown in the certificates
- Collaborative arrangements with Knowledge partners within the health profession and beyond.

Methodology and Logistics of FDP Sessions

The FDPs were all grounded on the principles of adult learning with emphasis on interactive sessions, and group work by participants besides Skype sessions by experienced national and international speakers. The plethora of activities included: presentations by the speakers (virtual and physical), individual assignments, group work, hands on, case studies, buzz sessions, Think -Pair - Share, brainstorming, affinity mapping, panel discussions, symposia, quiz, SWOT Analysis and Appreciative Inquiry.

Evaluation of FDPs

Evaluation is the most important component of an FDP. While several models of evaluation are available, the SBV Model of faculty development follows the evaluation pattern based on Kirkpatrick Model, which is one of the most popular models used in program evaluation (Kirkpatrick, 1994). According to this model, an educational program should be evaluated at following four levels:

Evaluation of Reaction

This is done immediately after each program by administering a program evaluation questionnaire administered to the participants. It can be done efficiently by using either a Google Form or tool such as survey monkey which enables the organizers to analyse the perception of participants regarding the usefulness of the program.

Evaluation of Learning

This is done by pre-test and post-test method, by direct or online administration. It is also possible

to conduct pre-test and post-test online to save a lot of time and energy.

Evaluation of Behaviour

This is done by observing the behaviour or practice of the participants when they go back to their workplaces.

Evaluation of Impact

The impact of the program can be judged by collecting evidences such as how the participants of the program are able to bring about discernible changes in the system. We need to identify certain key indicators for this purpose and capture the changes that have occurred which have positively contributed to improvement in health care delivery of the people. Impact evaluation can be carried out only after 4-5 years of running the program.

Lessons Learnt and Reflection

So far, we have completed many programs. We are in the process of analysing the outcomes of each of these workshops following the model mentioned earlier. We have completed evaluation of participant's reaction and learning. We have a plan in place to monitor the outcome of these workshops in changing their behaviour and practices in their workplaces through appropriate tools, which will provide a vital evidence to demonstrate our success or failure. Nevertheless, we can share our initial impressions culled out from our interactions with the participants, faculty and the organizing team.

From the interactions with the participants we get a feeling that the topics addressed by us are highly relevant and useful for their day today practices. However, they expressed further need for handholding them to transfer their skills learnt to their workplaces.

As regards the quality of proceedings, both the participants and the speakers (who interacted virtually) were highly impressed. The participants expressed that they would recommend such workshops to their colleagues. The Skype sessions were all running smoothly and the participants found them useful and motivating.

The local faculty found the programs as a great opportunity for their academic growth. For them it opened a new door of collaborative activity, networking and teamwork. We believe, this interaction would trigger further networking and professional growth of both the faculty and the participants.

We noticed some variation in the motivation and preparedness of the individual coordinators. No doubt, we tried to handhold and support the needy teams, who were somewhat hesitant in seeking help. To what extent we can entrust and empower the groups without enforcing too much of centralization is an enigma for us to contemplate further. \

Conclusions

Subject to collection of additional evaluative data, we can conclude that the FDP model which we tried out in SBV, Pondicherry, helped us in deriving multiple benefits. It emerged as a sustainable model of faculty development based on the principles of relevance, quality, and sustainability. For the first time in the history of our institute, there is a conviction that it is possible to organize FDP a sustainable activity, provided we engage in a team work, and collaboration with people of different skill sets and experience.

It has also helped SBV in local capacity building by empowering coordinators to pursue FDP in a synergic manner. The way forward appears to be working towards the effective implementation of the skills in the participants practice. Considering the large volume of faculty those need to be trained, our model should be supplemented with MOOC kind of programs with blended learning opportunities. We plan to work further to upscale the model which can be implemented at a national level by appropriate networking with all health sciences universities and riding on the technologies developed by the technology partners. Nevertheless, ours is now a small beginning to start a chain reaction to promote faculty development in a holistic manner.

Acknowledgments

The Authors thank SBV Management, all the Coordinators of National FDP, the Knowledge Partners, Heads of Constituent Colleges and Centres, for their support extended in this program.

Conflict of Interest

The views expressed in this article are that of the Authors and do not necessarily reflect the official policies and views of the SBV and its statutory committees.

References

1. NAAC (2019) National Assessment and Accreditation Council (NAAC), Bengaluru, *Manual of Health Sciences*

- for Universities Available at www.naac.gov.in/images/docs/Manuals/HSM-University-25Mar19.docx
2. Adkoli BV and Parija SC (2019). Applying systems approach for bridging education, research, and patient care in a health sciences university *Tropical Parasitology*; 9(2):77-82.
 3. Harden RM and Cros by J. (2000).The good teacher is more than a lecturer, AMEE Guide No. 20. *Medical Teacher*, 22: 334-347
 4. Frenk J., Chen L, Bhutta Z.A., et al.(2010). *Health professionals for a new century: transforming education to strengthen health systems in an interdependent world*, The Lancet Commission, 2010.
 5. Steinert, Y., et al. (2006). A systematic review of faculty development initiatives designed to improve teaching effectiveness in medical education: BEME Guide No. 8. *Medical Teacher*, 2006, 28 (6): 497–526.
 6. McLean M, Cilliers F and Van Wyk JM. (2008). Faculty development: Yesterday, today and Tomorrow AMEE Guide No. 36 *Med Teach*. 30: 555–584
 7. Steinert Y. (2010). *Developing medical educators: a journey, not a destination*. In: Swanwick T (ed) *Understanding Medical Education: Evidence, Theory and Practice*. ASME, pp, 403-418
 8. Adkoli BV, et al. (2010). Innovative method of needs assessment for Faculty development programs in a Gulf medical school. *Education for Health*, 23:1-6 (<http://www.educationforhealth.net>).
 9. Steinert Y. (2012). Perspectives on faculty development: aiming for 6/6 by 2020 *Perspect Med Educ*, (1):31–42 DOI 10.1007/s40037-012-0006-3
 10. Bhuiyan PS., Rege NN, and Supe AN. (2001). Evolution of medical education technology unit in India. *J Postgrad Med*, 47: 42-44
 11. Bansal P. and Supe A. (2007). Training Medical Teachers in India: Need for change. *Indian J Med Sci.*, 61 (8):478-484
 12. Adkoli BV and Sood R. (2009). Faculty development and medical education units in India: A survey *The Natl Med J of India*, 22:28-32
 13. Adkoli BV, et al. (2009). From reorientation of medical education to development of medical educator. *Indian J. Public Health*, 53:218-222.
 14. Srinivas DK and Adkoli BV. (2009). Faculty Development in Medical Education in India: The Need of the day. *Al Ameen J Med Sci*, 2 (1):6 -13
 15. Sood R. (2015). *Faculty Development: The Need of Tomorrow*. In: Bhuiyan PS, RegeNN, Supe A. (Eds). *The Art of Teaching Medical Students*. (3rd Ed.). New Delhi, Elsevier pp 25-37.
 16. Deepak KK, Kumar Y and Adkoli BV. (2014). Extending professional education to health workers at grass root level: an experience from All India Institute of Medical Sciences, New Delhi *Indian J Community Med.*, 39(1):38-42.
 17. MCI (2017). Medical Council of India. *National Faculty Development Program*. Available at <http://www.mciindia.org/InformationDesk/ForColleges/NationalFacultyDevelopmentProgramme.aspx> (Accessed on 12/05/2017)
 18. MCI (2017). *Medical Council of India Competency Based Undergraduate Curriculum for The Indian Medical Graduate 2018* Available at <https://www.mciindia.org/CMS/wp-content/uploads/2019/01/UG-Curriculum-Vol-II.pdf>
 19. SBV (2020). *Sri Balaji Vidyapeeth (Deemed to be University) Vision and Mission*. Available at www.sbv.ac.in
 20. AHPE (2020). *Academy of Health Professions Educators (AHPE), India*. Available at www.ahpe.in
 21. UGC (2020). *UGC Guidelines on Adoption Of Choice Based Credit System* University Grants Commission Bahadurshah Zafar Marg New Delhi—110 002 Available at <https://www.suniv.ac.in/upload/UGCpercent20Guidelines.pdf>
 22. Kirkpatrick D (1994). *Evaluating Training Programs: the four levels*. Berrett-Koehler Publishers, San Francisco, CA. □

Management Education and Practices: A Literature Review

M K Sridhar* , L B Muralidhar** and Latha Nagesh***

The kind of Management education imparted is generally related to the type of practices pursued by Individuals and Institutions in a society. Whether education influence practices or practices influence education is a kind of ‘chicken and egg’ issue. But, all said and done, Management education and Management practices are very much related to each other. The students who join various management courses would be taught a certain kind of management education which they will start practicing once they enter various organizations for employment purposes. Even those who take recourse to entrepreneurship also apply management education they have learnt in their management institutions. Hence, the kind of education imparted would influence the type of practices pursued in a society.

On the other hand, management practices pursued by people in society would become the basis for developing the content of management education. This is more so in case of management education because of case study-based pedagogy implemented in various B schools of the country. These practices also set the needs, requirements and the expectations of management graduates. This results in an unending cycle of education to practice and practice to education indefinitely.

The Management practices of people in the society may not necessarily be pursued by large organizations alone. But, they can also be practiced by small enterprises in a non-formal way, social institutions and individuals for carrying out various economic and non-economic activities in their day to day living. In this regard, the practices are also influenced by the culture, tradition, heritage and values cherished in the community. In case of

*Formerly Professor of Management, Bangalore University, ICSSR Senior Fellow, Institute for Social and Economic Change, Bengaluru.

** Assistant Professor, School of Commerce, Jain (Deemed to be University), # 44/4, District Fund Road, Jayanagar 9th Block, Bangalore- 560069 (Karnataka) E-mail: muraliganesh2001@gmail.com

***Research Associate, Institute for Social and Economic Change, Dr. V.K.R.V. Rao Road, Nagarabhavi, Bengaluru – 560072.

management education also, many non-formal aspects carried out by small institutions matter. Hence, the relationship between management education and management practices is not necessarily restricted to the present context but reflected in the past traditions and culture.

Methodology

105 articles have been sourced from JSTOR, EBSCO, SSRN and other databases. The authors have used the key terms like ‘Management Education’, ‘Business Education’, ‘Management Practices’ and ‘Business Practices’ to source the articles (Table-1).

Table-1 : Themes of Management Education

SI No	Focus of the Management Education	No of articles	%
1	Suggestive of Changes	24	30%
2	Trends	23	29%
3	Gaps	22	28%
4	India-Specific Knowledge	04	4.5%
5	Eastern vs Western Comparison	03	4%
6	Program/Syllabus/ Curriculum/Pedagogy	04	4.5%
Total		80	100%

Management Education

24 articles have suggested some kind of changes in the management education. While 23 articles have focused on trends in management education, 22 articles have captured gaps in the management education. 4 articles have focused on the India-specific knowledge. 3 articles have focused on eastern vs western comparison. 4 articles have focused on programs/pedagogy/syllabus of management education.

Gaps in Current Management Education

The business students do not present a comprehensive knowledge of societal principles, in the field of research (Jordan et. al., 2000). The management programmes offered in India do not give the participants sufficient practical exposure and lack

industry focus, which might threaten their credibility (Kumar et. al., 2013) and (Chaudhury, 2011). There is an imbalance between theory and practice in both management research and management teaching. The management research in Business schools is of limited relevance to management practice (Thomas, 2010). The examination procedure, followed in Business Schools, where most of the questions are theory-based questions and by answering this question the candidate can get a satisfactory mark but may not have any practical knowledge at all. The teaching-learning and examination procedure should be strictly tied up with the related practical sector which may be industry or agro or service sectors (Debanath, 2015). The management education has not become driver of entrepreneurial attitudes (Gupta, 1992).

Most of the MBA students have perception that, MBA is to get better job and high pay. But, they are not focused on their development of skills required or expected by the industries. Most of students are lacking in communication skills, computer proficiency, and skilled faculties at their institutes. There is a gap among students between their knowledge and communication which leads to their dip in confidence level and this gap has to be filled by all faculties and professors of institutes (Asifulla, 2013). It becomes difficult for industry professionals to recruit them for a live project. As the focus on research is missing in Indian Business Schools, the students are not groomed to do research, which gives them a leverage of working on Secondary Data and not on the Primary Data (Srivastava, 2015). Possessing an MBA degree and grades earned in courses does not correlate with career success. There is little evidence that business school research is influential on management practice, calling into question the professional relevance of management scholarship (Pfeffer et al, 2002). The young management students have an irreversible fall in values and are therefore not reachable. Usually this fall in values is ascribed to the overwhelming influences of “market systems”. This is more common in countries which are emerging from more traditional economies to global ones. There was a growing feeling, which is overtaking the society, that all values should be legislated or converted to rules and “compliance”, and this will be the basic way to ensure values and ethics (Shekhar, 1992).

The most important qualities of a business leader are problem solving skills, innovation and willingness to shed past dogmas and respond willingly to change. The case method does a splendid forecasting of all three. There has been a mismatch between the skills business professionals perceived as necessary for their organizations to function and the MBA skills with which students are being prepared was apparent (Ramaswamy, 2005).

The current curriculum in management education does not prepare students to face the challenges in business environment. Managing uncertainty and complexity are not taught in Business Schools. Business Schools merely teach the concepts with case studies and does not focus on the challenges arising out of rapid growing technology and the challenges involved in running an enterprise (Elahi, 2013). The dominant MBA’s focus is on acquisition of analytical and cognitive skills, stylized treatment of real business problems, self-centred careerism, and the limited recognition that management is as much a clinical art as a science (Bennis and O’ Toole, 2005). The idea that management could be learned like engineering, science or computer programming is a great disservice of management education (Trivedi and Sudarshan, 2003). The existing “medicine” archetype of management education might usefully be replaced with that of “politics” (Ramanathan, 1992).

East Vs West

There are two fundamentally different streams of human temperament in the world: the western (especially since the renaissance) masculine, logical, rational aggressiveness and the Eastern feminine, intuitive, receptive realization (Chakraborty, 1991). There is no single model that is applied everywhere in different countries. The principal difference between the Eastern institutions and those in the West is that, Western institutions are tuned to organizational structure and formal systems to cope with those challenges. In contrast, Eastern institutions, while until recently advancing more slowly in thinking about organizational forms and formal systems paid more attention to social and spiritual means (Sharma, 2001). Indian management education is almost a replica of US Business education particularly in the area of pedagogy, curricula, industry interface and

academic research models (Maheshwari, 2013). But, institutions in India are struggling to introduce several adaptations because of the differences in the work culture system. There has been a shift from a commerce-focus to management-focus in the popular business education in India. (Gupta, 2003). The IIMs are showing preference towards the recruitment of US educated faculty and the trend is catching with other reputed B-Schools. Continued recruitment of faculty in the IIMs, and other similar institutions, from universities in the west, particularly the US, has ensured that most of the prominent postgraduate programs in management in India have followed the norms that emerged in the US environment, although with a lag. As the emphasis remains more on the western theories and approaches, the candidates are not exposed to the realities of the functioning Indian systems (Ojah, 2005).

Program/Syllabus/Specialization/Pedagogy

MBA programs have become big business driven by a market orientation to education in the absence of a unifying professional ethos (Pfeffer and Fong, 2004). The traditional management education curriculum, as presently constituted, may not be adequately preparing individuals for the challenges they experience as professional managers (Mohammed, 2009). The unmet needs of current MBA programmes are global perspective, leadership skills, integration skills, recognition of organizational realities and implementing effectively, creativity, innovation, critical thinking, clear communication, ability to understand the role, responsibilities and purpose of business, limits of models and markets (Datar, et al. 2010).

The three major issues have been identified as the causes for achievement gap in management education. They are the faculty issues, pedagogic issues and the industry-academia interface. Innovative programs needed to be pursued to inculcate research mindset in the youth and the participation of faculty in product design and development in small and micro enterprises increases the interaction with industry on a large scale than ever before. Imitative research has to be avoided. In this regard, India can learn from the Chinese experience where the Chinese conduct research in a distinctive Chinese way (Prashanth, 2013).

There has been rise of customized and flexible curriculum for management education. This offers the student a higher degree of ownership and collaboration which is more effective than a more generalized curriculum. Some of the student satisfaction surveys, conducted at the time of graduation, indicated that a benchmarked designed customized MBA program did provide deeper insights and more job-related capabilities than does a traditional generalized MBA program (Owen & Terry, 2007). In some surveys, students consider ethics in marketing as a very important point for discussion and its coverage inadequate. The existing teaching in business school does not cover ethics in marketing the way it should. Barely adequate job is being done in discussing ethics in basic marketing and sales in business schools (Pillai and Garg, 2011).

Enhancing mass customization of management education will boost creation of customized learning environment and individualized instruction methodologies, which, in turn, will affect the use of information, content delivery and service technologies to enable students to develop skill set based on their strengths and as demand by the industry (Dugar et al, 2016).

New courses like Service Sector Management Course, Travel and Tourism Management, Hospital Management, Consultancy Management, NGO Management, Advertising Management, Banking and Insurance Services Management, Farm Management could be introduced. Needless to say, courses should be need based and syllabi should be changed periodically. Lack of specialization specific to industry, is one of the problems of MBA program. The world of business education is facing its biggest opportunities and challenges in history (Naidu, 2015). New specializations have to be introduced in the area of entrepreneurship development (Gangaiah 2013).

Trends in Management Education

Management Education across the globe is facing a unique crisis of relevance in the contemporary scenario. The Indian B-schools are facing multiple issues such as proliferation of B-Schools, quality of education, faculty shortage, poor regulatory mechanism and governance and accountability (Kumar, 2011 and

Vrat, 2009). Management education has become “Mass Education” rather than “Class Education”. The higher management education industry in India is encountering the problems related to quality standards of education, inadequate infrastructure, industry interaction, reliability issues, course curriculum, degradation in studies and low levels of student satisfaction (Razi-ur-Rehim, 2012). Indian B-Schools are struggling hard to introduce several adaptations because of differences in the work culture system. That made Indian Business education to face several issues in the area of academics, development of infrastructure and financial support (Saha, 2012).

Management education has become elitist as it attracts young men and women who are usually motivated by the positive consequences associated with management education (Balaji, 2013). Currently business management education is perhaps the most commercialized of all the higher education programmes in India (Gowda, 2013). Management Education has acquired the characteristics of a commodity, to be bought and sold in markets like other commodities. It should be more meaningfully viewed as a process, rather than a programme (Irala, 2006).

Business Schools business schools have strayed from their lofty aim of educating far-sighted, moral business leaders to producing myopic, career technocrats (Khurana, 2007). Business schools have become morally bankrupt by pushing growth for its own sake through satellite programs and executive education, while instilling business values—such as winning at all costs and personal enrichment—that helped fuel the greed and corporate scandals of the 1990s (with Enron as its poster child) (Starkey et al, 2004). Management thought and management education have been largely rooted in market values approach to life. This led to creation of professionals with a narrow vision of the world based on “consumeristic” world view. While it emphasizes “core competence” (Prahlad, 1992), it does not care much about the “Character competence of the corporation”. Sharma, 2002).

The management education is the limelight in the recent past and has drawn attention of the industry as well as entrepreneurs. There is mushroomed growth of B-Schools which has created an imbalance and resulted in lopsided development on the supply side. The job opportunities have not

grown with the growth in MBA seats (Bharathirajan and Senthil, 2015). The unplanned and unchecked growth of B-Schools has backfired as several of them have shut shop and many more are expected to do so for want of students (MRDA, 2014). For some people, objectives of running business schools is for business; for some others, the objective is to get themselves branded and to earn a good name and fame through a selfless service being provided for the development of the community. Therefore, two types of management institutions could be identified: Institutions with Business Model where money is a master, Institutions with Service Model where money is a servant (Raju, 2015).

Globalized world demands business leaders who possess both leadership and management abilities. Traditionally functional areas have changed its course of efficient methods for developing and enhancing soft skills, innovative self-learning, and understanding of organizational environment both internal and external (Patel, 2012). The management education in India is going through changes. The changing scenario offers students more openings, greater self-confidence and out of the box ways to better hone their skills. The current trends include increased focus on international partnerships, internships, student exchange programs, joint degrees etc. Also, the use of new technologies in management teaching is a trend that is catching up fast. Greater use of the social media to establish connection with students is on the rise (Ranjitha, 2016). There has been a shift away from traditional educational offerings towards diverse programmes and changing enrolment patterns. Management education in the top-ranked schools in India is no different from the education offered in the Western contexts insofar as it is subjected to the same pressures to reinvent, redefine, redesign and re-establish its value addition (Rao, 2014).

Students are increasingly preferring Web-based Information System over traditional school of thought and blended learning (Mukherjee, 2014). Online Learning (OLL) has become a greater option for post-secondary business education (Lee, 2013).

Suggested Changes in Management Education

The Management education, started in the early 1950s, was initially a part of commerce education designed for clerical occupations. There is a need

to micro-manage to a much higher degree in the social sector. The culture and environment of the social sector, however, requires a more democratic management style as compared to the corporate sector (Agarwal 1992). The management education should be experience-based, problem oriented, active and should produce employable, ethical, creative and life-long independent thinkers to lead the economy (Namara et al, 1990) and (Anita, 2016). The management education should result in love for brand, positive word-of-mouth, and students' intention to support their university as alumni (Rauschnabel, 2016).

The management education needs to be contextualized and need to incorporate the psycho-cognitive and moral aspects in terms of humanitarian and environmental impacts (Pandey, 1992). The reality in the developing countries is replete with the necessity to take risks, the nature of family business, the heritage of colonialism and the route to development India has chosen to pursue. Reconstruction, is thus, a painful business. Such a process cannot be gratified, imported or imposed. In such a case, the result will be an artificial limb. It will necessarily have to come from within, as part of a larger learning within society, from understanding the past and the manner in which it impinges the present. It has been in greater or lesser measure influenced by mainstream literature as the latter has evolved in the west. It has yet to convincingly demonstrate a level of reasonable comfort with engaging Indian realities and positing the latter within an indubitably Indian frame of philosophic references and finally. It has failed to draw upon the creative diverse arsenal of Indian cultural traditions to formulate, design and implement specifically Indian solutions. It is important to teach students how to understand management as an activity. This involves an application of management as a social, political and moral practice, rather than as a set of techniques and skills to be learned and subsequently applied (Grey and Mitev, 1995) and (Ramanathan Narayanaswamy, 1992).

There is a need for incorporation of theories of multiple intelligences in the management education which broadened concept of intelligence beyond intellectual, emotional and social perspectives to include existential and spiritual intelligence (Anand, 2017). There is a need to include integrated and concurrent learning, thoughtful reflection, utilization

of life experience, organizational development and that education should be interactive and lifelong. The managers must learn from action by engaging in concrete activities based on solving problems and then reflecting upon these through challenging their own beliefs and feelings about the experience (Segon et.al, 2010).

The Business Schools are facing the decline in standards. They are lack of appropriate infrastructure, shortage of adequately qualified faculty, compromise in research activities and converting education institutions into factories (Weight, 2005). The quality of management institutes could be improved by implementation of ISO, accreditation and use of innovation in programs (Chopra, 2016) and Bailey and Dangerfield, 2000). There is a need for the institutes to have strategic market orientation and maintain academic reputation while continuing to provide a rigorous curriculum (Bailey and Dangerfield, 2000).

The business schools need to adopt consumer-based brand equity measures for improving the positioning (Sharma, 2013). There is a need for identifying the strategies of brand positioning which can be utilized by management institutes for distinguishing and promoting their reputation in order to attract talented students and academic staff (Sinha, 2015). Positioning is a key concept in marketing, branding and strategy. However, the theoretical and practical usefulness of positioning strategies is in peril due to its many meanings, usefulness and overall vagueness (Urde, 2014).

The Higher Educational Institutions (HEI) have to incorporate a better alignment with the business strategy, the system of performance evaluation and management control systems (Beuren, 2014). The business schools should act as bridges between academia and the real business world. By becoming knowledge hubs instead of reservoirs, business schools may better contribute to the advance of Management theory and practice (Ozonol, 2010).

There is a need for creating systems and processes which ensure sustainability for the business schools. The principles which develop and ensure sustainability in the business schools are values of responsibility, method of creating pedagogies and education approaches, research that advances understanding about the impacts of companies in creating sustainable social, environmental, and

economic value, partnership that fosters interactions between managers and academics and dialogue that facilitates debate among representatives of the multiple sectors (Waddock et al, 2010).

There are gaps between the stakeholder's expectations as reflected in vision and mission of institution with regard to students' aspirations and the available competency of the institutions in terms of knowledge, skills and aptitude of the teaching faculty (Sarnikar, 2011). There is a need to meet the expectations of all the key stakeholders such as students, faculty, society, industry, government and the global community at large by reorienting mission, vision, holistic faculty development, pedagogical innovations and increased industry-institute interface (Shwetha and Kumar, 2011) and (Kumar, 2012). In this process, there is an inherent danger that business schools could turn out be elitist and pursuing education here might turn out to be costlier. The students from the disadvantaged background might find it difficult to pursue education in these business schools. The equalized opportunities for students from disadvantaged background could be ensured by charging differential fee and marking policies (Banwari, 2014).

The B Schools across the globe are facing the unique crisis of relevance. The main building blocks are unclear vision, mission and the management philosophy, unclear idea about the aspirants, governance and accountability, unsuitable pedagogy, and gap between the management education and the industry expectation. There is a need for bringing the desired changes in the management institutes to sustain in the globalised world and add meaning to the education industry (Phukan, 2015). The focus of management schools has been only on organized sector enterprises and creating linkages between organized and unorganized sector markets has remained the challenge (Chandra, 1992). The current management education has been conceived as training in the efficient management of the economy (Hendry, 1992).

India-Specific Knowledge

Management education has to give emphasis on making management education relevant to the Indian context, the themes to be covered, and the way the topics have to be dealt with. Detailed coverage has to be developed for

each subject. Since management is a practice oriented domain, management education has to incorporate an element of on-the job training. This will need a mix of concepts, cases, exercises as well as simulations for themes such as business strategy, market planning, business negotiations, leadership, business ethics and team work (Gupta, 2012). As management education is becoming interdisciplinary, it should have a holistic coverage of topics from all the other subjects. Today to the management education is largely suffering due to the gap between industry and academics (Ravi, 2015). It is important to explore how the management education could be delivered using ancient Indian scriptures. The management education can be designed in a Vedic Learning style for revitalizing practical wisdom for facing the challenges of modern society, both in India and other parts of the world (Nandram, 2014).

Management Practices

Management is always about people; it's essence is dealing with human nature. A company or organization is conceived solely as an economy; the fact that it is also a community, has been forgotten (Patnaik, 2008). Management is an essential part of the day-to-day life of everyone and not merely the preserve of professional managers, entrepreneurs, bureaucrats and politicians. Good management is all about solving problems, not mere the "art of managing contradictions" (Venkateswaran, 1992). Themes categories for studying management practices is give in Table-2.

Table-2: Themes of Management Practices

SI No	Dimensions	No of Articles	%
1	Influence of Culture	11	44%
2	Convergence of organizational culture with local culture	6	24%
3	India-specific practices	3	12%
4	Comparison Between Eastern and Western practices	5	20%
Total		25	100%

Influence of Culture

Management is predominantly culture specific (Parthasarathy, 2006). National and organizational

culture can have a pervasive and powerful influence in organizations and in various aspects of global workforce management. Culture is not something that is easily acquired; it is a slow process of growing into a society. It includes learning values, partaking of rituals, modelling on heroes, and understanding symbols. Though there is no common definition of culture, some common components of culture include 'subjective perception' (Trinadis, 1972), 'subconscious mechanism' (Hall, 1990), 'acquired behaviour' (Kluckhohn, 1961). Culture has a significant impact on ethical behaviour, advertising, organizational commitment, entry mode choice and international strategic options (Reis et al., 2011)

Management has been hindered as well as facilitated by multiple models of organizational culture (Nardon, 2006). Where the management practices have been adapted as per the local context, it increases the external legitimacy of the organization and leads to increased commitment from the employees. It has become increasingly important to understand the cross-cultural differences and similarities for international partnerships (Rowley & Bension, 2000), and (Bjorkman & Budhwar, 2007). The work units where management practices fit better with national culture have higher financial performance and hence it is necessary to adapt management practices as per host country culture. The ways universal practices have been interpreted and implemented varies between countries, organizations and individuals (Yamamura & Stedham, 2004).

Organizations are growing more similar, while the behaviour of people within them is maintaining its cultural uniqueness. In order to understand the aspects of management in India that are universal and those that are affected by culture, one has to understand the management practices adopted by the organizations in India. According to researchers, there is a need for modern practices to prevail and Indian management should move towards institutionalization of practices over time and across organizations and build a new structure somewhat unrelated to the past. A study of management practices and values adopted by organizations in India will provide an enriched understanding of the differences in these practices according to pattern of ownership. It will also suggest ways for adaptation of management practices in Indian organizations in order to be successful in the present business scenario. The impact of national culture on business has been

researched widely and empirical studies have been conducted to understand the role of national cultures on individual as well as organizational outcomes (Adler & Gundersen, 2007).

A growing trend among MNCs is to leverage their organizational practices across their international subsidiaries in order to gain competitive advantage. But due to the cultural context, these have to be adapted according to the local requirements (Sauers et al, 2009). A study was made to understand the impact of national culture on management practices during economic crises and focused on manager employee relationship, work environment and managers priority in times of crisis. Significant differences were found in the ways these issues were addressed and these were attributed to the differences in their national cultures (Cotic and Bavec, 2013). In a comparative study of management in emerging versus developed countries, it was found that management culture and practices of a particular country cannot be generalized into other countries (Nigam & Su, 2011). A comparative review of culture on management development revealed that, with the increase in industrialization, the influence of economic and technical factors could be stronger than the impact of culture (Al-Yahya, 2009).

Convergence of Organizational Culture with Local Culture

Management within a society is very much constrained by its cultural context as it is not possible to coordinate the actions of the people without a deep understanding of their values, beliefs and expressions. There must be culture conscious transfer of skills which must be combined with local adaptation in the receiving country (Hofstede, 1983). Convergence theory supports the view that as a result of industrialization and globalization, the differences between cultures will disappear and it will result in cultural homogeneity. The rationale behind this belief is that management methods are universal and can be transferred and applied in different contexts. Cultures will become entangled and diffused and the stronger culture's influence will prevail. Management principles are marked by their culture of origin and will be resisted if applied in other contexts. Hence, adjustments and compromises need to be made (Barmeyer et al, 2008).

Industrialization and use of advanced technology will move all countries to similar systems like US

and will overwhelm national difference. This will also lead to identification of best practices which are universal around which organizations would converge. In a study of convergence or divergence in the area of human resource management in Asian region, it has been concluded that while several common patterns were emerging across advanced industrial states, cross-national variations also existed in various aspects of employment relations (Rowley & Benson, 2002). Industrialized nations have always been equated to western countries and hence convergence means adopting the values of western capitalistic economies (Ralston et al, 1997). There has been convergence of traditional and new values and there has been increased emphasis on training and learning after economic reforms (Chatterjee, 2000).

The leadership style and management practices are influenced by the state of development of a MNC subsidiary. In the initial stages, the home country's influence is higher as the company is managed by an expatriate manager. As the local managers become more involved, the implementation of the management practices is influenced by the local traditions. There has been a trend of convergence of traditional Indian management and foreign management approaches in the Indian companies located in India and abroad as well. Indian managers tend to give importance to relevant educational background and experience for employment decisions. A participative management style has been adopted by managers and giving importance to personal relationships between management and employees has been reduced (Chung et al, 2004). A misfit between national culture and management practice would reduce effectiveness. Cultural values shape managerial choices across cultures and in turn explain differences in HRM practices (Gerhart, 2008).

India-Specific Practice Studies

India would be able to achieve greatness only by following the management systems based on the cultural traditions and native spirit. The author noted that the irrefutable commandment is that the secular and the material must be informed and invested with the sacred and spiritual. India's obligation to herself and to the world is to relive this sacro-secular symbiosis for effective transformation in every epoch

(Chakraborty, 1999). Some models and constructs, such as those pertaining to job and organizational climate, can be successfully transferred to the Indian context (Thomas, 1994). The Indian approach of management appears to be superior as the Indian leadership approach arose from the unique circumstances of the Indian economy and society (Peter et al, 2010). Indians appear to be moderate on uncertainty avoidance (Kumar & Sankaran, 2007).

An "India Way" philosophy which characterizes four major traits of Indian Management could be proposed. According to this philosophy, Indian companies work towards serving a social mission rather than maximization of shareholder value. Secondly, Indian companies tend to focus more on employee empowerment, and provide training and education facilities, along with advocating promotion of existing employees rather than hiring of new ones. Indian organizations also adopt a distinctively Indian approach to problem solving described as '*jugaad*' that creates a competitive advantage leading to success. Finally, they combine these practices to form a new business strategy that is based on innovation, creativity and risk-taking. The Indian leadership approach arose from the unique circumstances of the Indian economy and society (Cappelli, et al, 2010).

Comparison between Indian and Western Management Practices

Management system is based upon centuries of rules and regulations from various dominating empires; different religions; a very influential caste system that, knowingly or unknowingly, intentionally or unintentionally, influences the organizational system of Indian enterprises; the British Raj which ruled India for about 200 years; and more recently, the globalization of world economies and its influence on the Indian management system. also stated that as the socio-cultural environment or the national culture of a country directly influences the organizational culture of a firm, it plays a significant role (Hofstede, 1980) and (Laurent, 1983) in shaping the management system of a multinational. Tensions between Indian and Western managerial values have been emphasized by the normative Indian literature that has developed distinctive managerial values and ethics from roots deep in Indian culture". Due to the hierarchical nature of the Indian culture and mindset,

authority is more centralized and decisions tend to be more top-down. Indians are said to be high on uncertainty avoidance (Nigam et al, 2011).

Differences have been found in perceived values, status, organizational design and individualism between India and US. Apart from these areas, management styles in India are considered to be closer to US management styles than Chinese styles. An exploration of managerial values post liberalization reveal a shift from old values to contemporary values like quality, learning and teamwork. Though liberalization has brought about a significant change in this area, there still exists a great difference in the practices due to cultural characteristics. Reforms introduced after liberalization have made India an attractive destination for business and Indian business groups have transformed themselves to gain a competitive advantage (Riendea et al, 2011).

Management culture in India is in the direction towards professionalization thereby reducing the gap between its own and management culture of other countries resulting in convergence. He also highlighted that the direction in large Indian companies is towards professionalization thereby reducing the gap between its own management culture and that of other countries leading to convergence, based on the study of foreign multinationals adapting to the Indian work values and management practices (Arora, 2005). Though the different types of organizations in India adopted different management practices, in the process of implementation, many modern concepts generated on the basis of western centric cultures as unacceptable and seek compromises and evolve some locally workable system of management (Virmani, 2007).

The variation in management practices within India was greater than in other countries, with relatively large proportions of very good and very bad firms. In addition to the family-owned firms run by eldest sons, government firms also have very poor management practices. It was also found that, the top 10 per cent of Indian firms in the sample were better managed than 75 per cent of US firms surveyed. This suggests that something in the business environment in India permits more heterogeneity in practices and outcomes. It was also found that Indian firms are stronger in people management practices (Bloom and Reenen, 2007).

Western norms are not congruent with the Indian values, Indian managers acquire both sets of values and use these differently in different contexts i.e. managers are context sensitive (Simha, 1999). The Indian firms are more personalized and ad-hoc in implementation of the practices while the practices of the western firms are more institutionalized (Rao et al, 2000) .

A study of Dutch and Indian employees in four IT companies found that there has been a hybridization of cultural practices, where new cultural practices emerged from interactions between culturally diverse backgrounds and bridged the cultural differences. Dichotomies of western and local management have been replaced by new hybrid work practices with sources of both local and western culture. Hybridization occurs when selective parts of a management system found effective in one culture are grafted on to the management system of a different culture. There has been a shift in research from the narrow dimensions of cultural management and focusing is on new directions of cross-cultural studies. The emphasis now has moved from establishing whether management is culture free or culture specific to identifying factors – cultural or otherwise which moderate or mediate relationships (Marrewijk, 2011).

Conclusion

The dominant view which has emerged from the survey of literature is that the current management education is not attuned to the management practices. There is no exposure to practical aspects in the management education. It is tending towards commercialization and mass learning and has little relevance to the society. Management is predominantly culture, value and context specific. Management practices gain legitimacy when relevant with the local culture and native spirit. The unique situation arising out of the interface of economy and culture tend to have an influence on the management practices.

References

1. Adler, N. J. and Gundersen. A. (2007). International Organizational Behaviour. South-Western Cengage Learning, New Delhi, India, pp 60-61.
2. Aggi Anand, A. A. (2017). Spiritual Intelligence and Employability Skills – An Empirical Study among Business School Students in Kerala. *IJEMR*, 7 (1).

3. Aguilera, Ruth and John, Denker (2004). The Role of Human Resources Management in Cross-Border Mergers and Acquisitions. *International Journal of Human Resource Management*, Vol.15, pp.8.
4. Al-Yahya et. Al. (2009). The Impact of Culture on Management and Development : A Comparative Review. Handbook of Bureaucracy, ed. Ali Farazmand. New York: Marcel Dekker.
5. Anita, R., (2016). Quality of Management Education in India – Concerns & Challenges. *International Journal of Research in Economics and Social Sciences*, 6 (5), 54-60.
6. Amba-Rao S. C. et. al. (2000). Comparative Performance Appraisal Practices and Management Values Among Foreign and Domestic Firms in India. *International Journal of Human Resource Management*, 11(1), 60-89.
7. Arora, D., (2005). Foreign Multinationals in India : Adapting to India's Work Culture and Management Practices, in Schmeisser W., Hummel T.R., Hannenmann G. Sc Ciupka D.(Eds.), *Internationale Geschäftstätigkeiten in Asien*, Munchen and Mering, Germany : Rainer Hampp
8. Ashita Sharma Aggarwal, R. V. (2013). Measuring consumer-based brand equity for Indian business schools. *Journal of Marketing for Higher Education*, 23 (2), 175-203.
9. Asifulla, A. (2013). Why MBA Students Are Not Employable? *International Journal of Research in Commerce, It & Management*, 3 (8), 120-123.
10. AycanZ.(2000).Cross-CulturalIndustrialandOrganizational Psychology: Contributions, Past Developments, and Future Directions, *Journal of Cross-Cultural Psychology*, Vol :31: Issue No.(1), 110-128.
11. Bailey, A. R. et. al. (1999). Continuous Improvements in Business Education: Insights from the for-profit sector and business school deans. *Journal of Education for Business*, 74 (3), 165-180
12. Bailey, J.J. and. Dangerfield, B. (2000). Applying The Distinction between Market Oriented and Customer led strategic Perspectives to Business School strategy. *Journal of Education for Business*, 75 (3), 183-187.
13. Balanagarajan, M. K., and Senthil, D. M. (2015). Management Education: Current Scenario and strategies for quality enhancement. *Zenith International Journal of Business Economics & Management Research* , 5(1), 192-202.
14. Balaji, R. (2013). Trends, Issues and Challenges in Management Education. *International Journal of Innovative research in Science, Engineering and Technology*, 2 (4), 12571262.
15. Banwari, V. (2014). Socio-Economic Background of Management Students of Public and Private Institutions In Delhi. *International Journal of Research In Commerce, It & Management*, (4), 37-42.
16. Barua, Samir K (2009). Create Indian Management Theories. Interview. Business India, November 1.
17. Barmeyer, Christopher, et al (2008). The Contribution of Intercultural Management to the Success of International Mergers and Acquisitions: An Analysis of the EADS group. Vol.17, Issue 1, 28-38
18. B. Gangaiiah, J. V. (2013). Impact of Indian Management Education in Developing Entrepreneurial Aspirations and Attitudes among Management Students. *Asia Pacific Journal of Research*, 1 (12), 1-10.
19. Bjorkman I & Budhwar P (2007). When in Rome...? Human Resource Management and the Performance of Foreign Firms Operating in India. *Employee Relations* 29(6): 595-610
20. Bloom Nicholas et al (2017). Healthy Business? Managerial Education and Management in Healthcare, Working Papers 18-025, Harvard Business School 2017.
21. Bloom N, Reenen J. V (2007). Measuring and Explaining Management Practices Across Firms and Practices , *The Quarterly Journal of Economics*. CXXII(4), 1351-1408.
22. Cappelli, Peter. et al. (2010), Leadership Lessons From India, *Harvard Business Review*, March.
23. Chacha, J. Z. (2015). The Demand Increase for Management Education: Challenges and Implications for Teaching and Learning in Tanzania's Universities. *General Education Journal*, 4 (1), 1-15.
24. Chakraborty, S K.(1991). Management by Values-Towards Cultural Congruence. Oxford University Press: New Delhi
25. Chakraborty, S K. (1999). Ethics in Management: Vedantic Perspectives. Oxford University Press: New Delhi.
26. Chaudhury, Sarita, et al., (2011) Emerging Issues in Management Education in India. *VSRD International Journal of Business and Management Research*.
27. Chopra, Komal and D. P. (2016). Role of ISO in Improving Quality of Management Education in India. *International Journal of Research in Commerce, IT & Management*, 6 (5), 34-37.
28. Cotic, Aprilia and Bavec, Cene (2013). Some Empirical Insights Into Cultural Differences And Management Practices: The Case Of Denmark And Slovenia. *Dynamic Relationships Management Journal*.
29. Chung, et. al. (2000). The influence of subsidiary context and head office strategic management style on control of MNC : The experience in Australia. *Accounting, Auditing and Accountability Journal*.
30. Datar, M.et.al. (2010). Rethinking the MBA : Business Education a Cross Roads. Boston: Harvard Business Press.
31. Debnath, Arabinda, P. R. (2015). A Critical Study on The Present Position of Management Education in Assam.

- International Journal of Research in Commerce, IT & Management*, 5 (11), 27-30.
32. Elahi Yasir Arafat, A. R. (2013). A detailed Study on Issues and Challenges of Management Education in Digital Age with Special Reference to Lucknow District. *Romanian Journal for Multidimensional Education*, 5 (1), 215-233.
 33. Erez, E (2000). Immigration, Culture Conflict and Domestic Violence/Woman Battering. Crime Prevention and Community Safety. 2, 27-36.
 34. Gerhart, B. (2009), Does national culture constrain organization culture and human resource strategy? The role of individual level mechanisms and implications for employee selection, Martocchio, J.J. and Liao, H. (Ed.) *Research in Personnel and Human Resources Management (Research in Personnel and Human Resources Management*, Vol. 28), Emerald Group Publishing Limited, Bingley, pp. 1-48.
 35. Gopalan S., and Stahl A.,(1998). Application of American Management Theories and Practices to the Indian Business Environment: Understanding the Impact of National Culture. *American Business Review*. 16 (2). 30-41
 36. Gupta, A. (1992). The informal education of the Indian Entrepreneur, *Journal of Small Business and Entrepreneurship*, 9(4), 63-70.
 37. Gupta, K. G. Vipin. (2003). Quality in Business Education: Study of the Indian Context. Trends and Prospects Conference. Technology Square, Atlanta, Georgia, USA.
 38. Gupta, U. C. Shalini. (2012). Problem & Prospects of Management Education in India. *International Journal of Research Review in Engineering Science and Technology*, 1 (1), 65-68.
 39. Hofstede, G. (1983). National Cultures Revisited. *Behavior Science Research*, 18(4), 285–305. <https://doi.org/10.1177/106939718301800403>.
 40. Ilse Maria Beuren, S. A. (2014). Evaluation Of Management Control Systems In A Higher Education Institution With The Performance Management And Control. *Journal of Information Systems and Technology Management*, 11 (1), 169-192.
 41. Irala, L. R. et al (2006). Performance Evaluation , Economic Value Added and Managerial Behavior, *PES Business Review*.
 42. Jorden, Jr Louis F et. al. (2000). Higher Evaluation (Evaluation); A quality is not customer driven. *Journal of Business Education*, 298-300.
 43. Ken Starkey, Armand Hatchuel, and Sue Tempest (2004). Rethinking the Business School, *Journal of Management Studies*, 41/8 (December): 1521-1531.
 44. Ken Starkey, Armand Hatchuel, and Sue Tempest (2004), Rethinking the Business School, *Journal of Management Studies*, 41/8 (December): 1521-1531.
 45. Khurana, Rakesh, (2007). From Higher Aims to Hired Hands: The Social Transformation of American Business Schools and the Unfulfilled Promise of Management as a Profession (Princeton, NJ: Princeton University Press)
 46. Kumar, S. &. (2011). Management Education in India: Issues & Challenges. *Journal of Management & Public Policy*, 3 (1), 5-14.
 47. Kumar and Sankaran (2007). Indian Culture and the Culture for TQM : A Comparison, *The TQM Magazine*, Vol.19, p, 176-188
 48. Kumar K. Ashok, Rao, Bala Nageswara and Mohan J. Madan., (2013), Management Education in India, Roles of the Institutes of Management , Past Present and Future Trends. *Journal of Educational Research* 1(1), 1-16.2.
 49. Kumar, Shweta, Manoj, (2011). Management Education in India: Issues and Challenges, *Journal of Management and Public Policy*. 3(1):1-11.
 50. Lee Weyant, and Kutztown University, Designing Online Management Education Courses Using the Community of Inquiry Framework, *Journal of Instructional Pedagogies*. 2013; 3(5):1-14.
 51. MRDA. (2014, October 26). India's B-School Market is Maturing. *Business Today*, 23 (21), pp.1-1
 52. MacNamara, Margaret., Meyler, M. and Arnold, A (1990). Management Education and the Challenge of Action Learning, *Higher Education*, 19(4), 419-433.
 53. Maheshwari, D. S. (2013). Management Education: Current Scenario in India. *IOSR Journal of Business and Management (IOSR-JBM)*, 66-70.
 54. Mats Urde, C. K. (2014). Market and brand-oriented schools of positioning. *Journal of Product & Brand Management*, 23 (7), 478-490.
 55. Michael, Segon, et. al. (2010). Addressing MBA Shortcomings: Developing Management Competencies through Reflective practice. *Journal of Business and Policy Research*, 5 (2), 180-196.
 56. Miranda, R. A. (2015). Management Report for Marketing in Higher Education Based On Data Warehouse and Data Mining. *International Journal of Multimedia and Ubiquitous Engineering*, 10 (4), 291-302.
 57. Mohammed, Abdullah, Mamun, (2009). Management Education for Contemporary Challenges: The Role of Business School, *European Journal of Scientific Research*. 30(4):649-661.
 58. Morden T (1999). Models of National Culture- Management Review, *Cross Cultural Management : An International Journal*, Vol. 6, No.1, pp, 19-44
 59. Mukherjee, D. (2014). Factors of Management Education in India as Perceived by Learners and Providers: An Empirical

- Study. *EBSCO*, 2 (18), 73-80.
60. Naidu, B.V.R, O. S. (2015). Management Education in India: Issue and Concerns. *International Journal of Academic Research*, 2 (2(8)), 79-83.
 61. Nandram, S. (2014). Vedic learning and management education. *Journal of Management Development* 33 (8/9), 860-870.
 62. Nardon, L. et al (2006). Navigating the Culture Theory Jungle: Divergence and Convergence in Models of National Culture. Vlerick Leuven Gent Working Paper Series.
 63. Nigam and Su (2011). Management in Emerging versus Developed Countries: A Comparative Study from the Indian Perspective. *Journal of Centrum Cathedra*. Vol.4, Issue 1, pp 121-133
 64. Noronha, M. (2011). Management Education at Cross Roads in India. *Asia Pacific Journal of Research in Business Management*, 87-101.
 65. Ojah, Abhoy K (2005). 'Management Education in India: Protecting it from the ranking onslaught'. *Decision*. Vol 32, No.2
 66. Ozonol, Santiago Iniguez. (2010). Management Education: The best is yet to come. In "From Challenge to Change: Business Schools in the wake of financial crisis" (A Compendium of Essays put together by Global Foundation for Management Education) accessed from www.gfme.org/pdf/complete_web.pdf.
 67. Owen Hall, Terry, Young (2007). Management Education Benchmarking Designing Customized and Flexible MBA Programmes, *Journal of College Teaching & Learning*; 4(3):33-39.
 68. Patel, Bhavin, Arvindbhai (2012). Business Management Education in India: Evaluation Challenges and Future Actions. *Journal of Advances in Developmental Research*. 3(1):50-54.
 69. Patnaik, Bhaswati (2008). Social Sciences in Management Education: *ASBM Journal of Management*, Vol .1, No.1.
 70. Parthasarathy, Swami. (2006). Human Value Management -20 Key Principles for Modern Management. Ane Books India: New Delhi.
 71. Phukan, M. P. (2015). B-Schools in India: Re-Engineering is the Need of the Hour an Analysis Based On. *International Journal of Management and Social Science Research Review*, 1 (14), 119-126.
 72. Prashanth, D. (2013). Students' Expectations from Management Education. *International Journal of Research in Management*, 2, 208-220.
 73. Pfeffer, J. et. al. (2002). The End of Business Schools? Let Success Than Meets the Eye. *Academy of Management Learning and Education*, 1 (1), 78-95.
 74. Pfeffer, J and Christina T. Fong (2004). The Business School 'Business': Some Lessons from the U.S. Experience, *Journal of Management Studies*, 41/8 (December): 1501-1520;
 75. Pillai and Garg (2011). Attitudes and Perceptions of Students of Business Schools in Punjab towards Treatment of Ethics in Marketing. *The FedUni Journal of Higher Education* 6(3), 60-81
 76. Ralston, A David et al.(1997). The Impact of National Culture and Economic Ideology on Managerial Work Values : A Study of the United States, Russia, Japan, and China, *Journal of International Business Studies* 28,177 -207
 77. Ramaswamy. N. (2005). Strategic Change in U.S. Business Schools: A strategic Group Analysis. *Journal of Education for Business*, 72 (1), 343-347.
 78. Ranjitha, D. S. (2016). Trends, Issues and Challenges In Management Education In India. *International Journal of Current Research and Modern Education*, 1 (1), 269-272.
 79. Raju, T.V. S. (2015). Managing Management Education: A Current Scenario. *AIMA Journal of Management & Research*, 9 (2/4).
 80. Rao, T V, S. S. (2014). Responding to Industry Needs: Reorienting Management Education. *Vikalpa*, 39 (4), 1-10.
 81. Rauschnabel, A. P. (2016). Brand management in higher education: The University Brand Personality Scale. *Journal of Business Research*, 69 (8), 3077-3086.
 82. Razi-ur-Rahim, D. M. (2012). Measuring Service Quality and Student Satisfaction In NAAC Accredited B-Schools. *Asia Pacific Journal of Research in Business Management*, 3 (1).
 83. Rienda L., Claver E., and Quer D., (2011). Doing business in India: A Review of Research in Leading International Journals. *Journal of Indian Business Research*, 3 (3), 192-216
 84. Roli, Nigam, et. al. (2011). Management in Emerging Versus Developed Countries: A Comparative Study from an Indian Perspective. *Journal of CENTRUM Cathedra* .4(1).
 85. Rowley, Chris, and Benson, John. Convergence and Divergence in Asian Human Resource Management, *California Management Review*, 44(2), DOI : 10.2307/41166124
 86. Chatterjee, S. R. (2000). Indian Managers in Transition : Orientation, Work Goals, Values and Ethics, *Management International Review*, 40(1) : 81-95
 87. Saha G Gautam, (2012), Management Education in India: Issues and Concerns. *Journal of Information Knowledge and Research in Business Management and Administration*, 2(1), 35-40

88. Salamon, Greame. (2002). India Need Not Follow Western Biz Model, Interview. The Hindu-Business Line. Oct 1.
89. Sharma, G.D. (2001). Management and the Indian Ethos, Rupa and Co: New Delhi.
90. Sharma, Kang, et. al. (2012) . Globalization : Its impact on Management Education in India . *Pacific Business Review International*, 5(2) , 73-79.
91. Sharma, Subhash (2002). Corporate Rishi Leadership Model: An Indian Model for Corporate Development & Ethical Ledership. Published in the book” Human Resource Development in Asia : Trends and Challenges”, Oxford & IBH, New Delhi, 2002/
92. Sinha, S. (2015, June-Dec 1). Brand Positioning of Management Institutes - A Study of National Capital Region. *Amity Business Review*, 16 (2), pp. 74-90.
93. Srinivasagowda, M. D. (2013). Review of Business Education in India - A perspective. *JMSD*, 167-176.
94. Srivastava, Preshni, P. K. (2015). Recent Trends in Management Education. *International Journal of Science, Technology & Management*, 04 (01), 1037-1044.
95. Thomas, A.S., and Philip, A.(1994). India: Management in an Ancient and Modern Civilization. *International Studies of Management and Organization*, 24 (1-2), 91-115
96. Thomas , H . (2010) . Impactful Management Research: The importance of finding the voice of practice in management research . In “ From Challenge to Change: Business Schools in the wake of financial crisis’ (A Compendium of Essays put together by Global Foundation for Management Education) accessed from www.gfme.org/pdf/complete_web.pdf
97. Trivedi, P.R. and Sudarshan , K.N. (2003). Management Education. Indus International Palo & Padhi. (2005). How HR Professional drive TQM. *The TQM Magazine* , 17 (5), 467-485.]
98. Van, Marrewijk, A. H. (2011). Aesthetic experiences of designed organizational space. *International Journal of Work Organisation and Emotion*, 4(1), 61-77. <https://doi.org/10.1504/ijwoe.2011.041531>
99. Vrat P. (2009) Role of Technical Education in Emerging Indian Society : Opportunities and Challenges. *RITES Journal* 11(2) , 9.1-9.10
100. Vigna Oza, S. P. (2011). Quality Management Education in India in the 21st Century. 2011 International Conference on Advancements in Information Technology With workshop of ICBMG 2011. 20, pp. 239-242. Singapore: IACSIT Press, Singapore.
101. Virmani B. R.(2007). The Challenge of Indian Management. Sage Publications, India
102. Waddock Sandra et al (2010). The Principles of for Responsible Management Education -Where do we go from here?, Towards Assessing Business Ethics Education, Information Age Publishing.
103. Warren G. Bennis and James O’Toole (2005). How Business Schools Lost Their Way, *Harvard Business Review*, 83/5 (May): 96-104, Henry Mintzberg, Managers Not MBAs (San Francisco, CA: Berret-Koehler Publishers, 2004)
104. Weight, B. (2005). The MBA is dead- part 1: GOD Save MBA. *On The Horizon*, 13 (4), 229-240.
105. Wilson, S. R. (2002). Changing the way MBA programs do business-lead or languish. *Journal of Education for Business*, 77 (5), 296-305.
106. Yamamura and Stedham (2004). Measuring National Culture: Does Gender Matter? *Women in Management Review* .19(5): 233-243.
107. Yelena, Istileulova and Darja, Peljhan. (2013). How Accreditation Stimulates Business School Change: Evidence from Commonwealth of Independent States. *Dynamic Relationship Management Journal*, 15-30.

□

Ethical Standards and Professionalism

Ram Nath Kovind, Hon'ble President of India delivered the Convocation Address at the 2nd Convocation of All India Institute of Medical Sciences (AIIMS), Jodhpur on December 7, 2019. He said, "No matter which path you take, I urge you to remain full of empathy, and never let an opportunity pass to save or improve lives using your skills and knowledge. Always try to maintain highest level of ethical standards and professionalism for the entire career. All doctors and nursing graduates will do well to remember that the community around them looks up to them, and they will have to maintain the nobility of the profession." Excerpts

I am pleased to be among you in this land of valour that is Rajasthan. Today's occasion, the Convocation Ceremony, marks the completion of one stage of life for students, and the beginning of another. I congratulate all graduates and post-graduates on their achievement. It is certainly a proud moment not only for you but also for your parents who have helped you reach this stage. I am sure you are as much grateful to your parents as towards the teachers and society at large that made it possible for you to learn here.

At a place like this, two most important areas of development come together: health and education. Our nation has made great strides in many spheres including healthcare. But we need to do more to ensure that quality healthcare and education is accessible to all citizens specially those living in the rural areas and remote parts of the country. The AIIMS in Delhi, as you all know, has been the preferred destination for people from faraway places for expert care. To make reliable healthcare available in more regions, the Ministry of Health and Family Welfare, Government of India, established new AIIMS under the *Pradhan Mantri Swasthya Suraksha Yojana* (PMSSY). This institute here at Jodhpur is one of them.

AIIMS Jodhpur was set up with the mission to provide to people of this region healthcare facilities and medical education at par with the best of the nation. I am pleased to know that in a short span of seven years, it has excelled in the field of medical education and become a top choice of the students, after AIIMS Delhi. This shows the hard work being done by the faculty and students. I am sure you will continue to strive to take this institution to greater heights.

I learn that AIIMS Jodhpur is also fulfilling its role as a state-of-art research centre. It is heartening to know that the institute not only supports research through its intramural grants but also has funding from both international and national agencies.

The establishment of various specialised centres and labs shows the commitment of the institution towards strengthening research. At the same time, the institute is also working on the local healthcare matters of this region.

There is also a need to develop low-cost diagnostic, treatment and rehabilitative services. I am told that this institute is setting up an Innovation Centre for Medical Technology along with IIT Jodhpur. The two are also collaborating for an AIIMS-IIT Knowledge Innovation Cluster. This is a welcome step as this will boost the medical technology sector in the country. It is important that India starts making its own equipment that not only serves to provide affordable healthcare but also sets up India as a medical technology hub as part of the Make in India initiative. Only a few cities in the country are blessed with an AIIMS as well as an IIT, and this great city of Jodhpur is among them. I urge these institutes here to continue working together for betterment of people in this area and the country.

The AIIMS Jodhpur also strives to improve the health of tribal people in this part of Rajasthan with the help of the Ministry of Tribal Affairs. This endeavour is also a part of the Unnat Bharat Abhiyan. Such worthy initiatives are expected from institutions like AIIMS. They not only have to provide therapeutic services but also need to give preventive care for betterment of society. As an Institute of National Importance, AIIMS Jodhpur has a critical role in implementing the health programmes of the government and train manpower in this region.

The institutions like AIIMS are being developed to provide tertiary care to the poorest of the poor. It is heartening to know that AIIMS Jodhpur has provided consultation to over 24 lakh patients till date. Its database will help address the health concerns of the region and also in formulating health policies. The institute has also started robotic surgery to provide ultra-modern surgical care at affordable cost.

Ladies and Gentlemen,

India is known as the land of *Charak* and *Shushrut*. The research community around the world is taking note of India's traditional systems of medicine. The government has also focused on extending the reach of Ayurveda, Yoga and Naturopathy, Unani, Siddha, as well as Homeopathy; known together as 'AYUSH'. I am pleased to learn that AIIMS Jodhpur has started providing AYUSH services too. It can now complement this move by taking up research in these systems. That will bring together both traditional and modern care under one roof.

At this point I would like to share some thoughts with the students who are graduating today. You are now doctors or nurses. In any community in the world, a doctor or a nurse gets extra respect. In our country, they are considered next only to gods. This is because you have now gathered the knowledge and skills that can save lives. You provide care, you heal wounds. In today's world full of distress, you embody an extraordinary virtue: '*karuna*', that is, compassion.

Now, some of you will start private practice, or serve in a hospital. Some will pursue higher studies and some will teach in medical institutions. No matter which path you take, I urge you to remain full of empathy, and never let an opportunity pass to save or improve lives using your skills and knowledge. Always try to maintain highest level of ethical standards and professionalism for the entire career. All doctors and nursing graduates will do well to remember that the community around them looks up to them, and they will have to maintain the nobility of the profession.

Ladies and Gentlemen,

I once again congratulate the students and their parents on this momentous day and wish them all the success in their lives. I appreciate the contribution of the faculty of AIIMS Jodhpur. You have been doing a great service to the nation and I am sure will continue to do so. My best wishes to AIIMS Jodhpur in all its endeavours ahead.

Thank you,
Jai Hind!

CAMPUS NEWS

Current Events at Noida International University, Noida

The following are the latest events which were organized by the School of Liberal Arts, Noida International University, Noida.

Webinar on Possibility of Realising Your Dreams

The Webinar on 'Possibility of Realising Your Dreams' was organized by School of Liberal Arts, Noida International University, Noida on May 15, 2020 from 05.00-06.00 PM via Google Meet. Dr. Aparna Srivastava delivered her welcome Address and introduced the vision, mission and workings of the School of Liberal Arts, Noida International University. The event was further moderated by Ms. Ruchika Sinha. Prof. Kiran Devendra, Head, Department of History, Amity University Haryana and Former Head, Department of Elementary Education, National Council for Elementary Education and Research (NCERT) spoke about the great men and their efforts in making their dreams come true. She spoke about Marie Curie and her journey towards the Nobel Prize. She further spoke about the famous professional cyclist, Lance Armstrong who despite having a life-threatening disease never stopped believing in his dream. She also mentioned the journeys and achievements of Anne Frank, Stephen Hawking and Dr. S Radhakrishnan. She further motivated the participants by quoting her own life experiences where she kept on working towards new goals and achieved them. During Valedictory Session, Prof. Kiran Devendra congratulated the participants for have chosen a course in Liberal Arts as the multidisciplinary aspects of Liberal Arts Courses makes a student creative, capable of realizing their dreams and ready for life. The webinar was attended by around 40 participants including the students, Research Scholars, alumni and faculty members of the School of Liberal Arts, Noida International University and Amity University Gurugram, Delhi Institute of Heritage Research and Management, etc. The session was concluded with a feedback session and a vote of thanks proposed by Ms. Ruchika Sinha.

Webinar on Dialectics on Dharma and Karma within the Bhagwad Gita

The University organized its webinar on 'Dialectics on Dharma and Karma within the *Bhagwad*

Gita' on May 19, 2020 from 04.00-05:30 PM via Google Meet. The webinar was attended by around 42 participants including the students, Research Scholars, Heritage Professionals and Faculty Members. Dr. Smita Sahgal, Associate Professor, Department of History, Lady Shriram College, University of Delhi was the speaker of the event. The event started with a welcome speech by Co-convenor, Ms. Ruchika Sinha, and she also shared a brief biography of the speaker. The session was taken ahead by the Coordinator, Dr. Aparna Srivastava who spoke about the vision, mission and significance of the School of Liberal Arts, Noida International University.

Dr. Smita Sahgal enlightened the participants about the basic philosophies of *Bhagwad Gita* and its relevance in contemporary times. She asserted that the teachings of *Gita* is not religious or philosophical but is full of life strategies which can be practiced by all including students. There were various themes like '*Purushartha Karma Kanda*', '*Nishkaam Karma*', '*Sthit Pragya*' which were discussed in very simple and significant way. Dr. Sahgal motivated the participants to practice the '*Bhagwad Gita*' philosophies of *Karma* and *Dharma* in being dutiful to everything they are doing and lead their life based on the same concepts. The webinar concluded with a Question-answer Session where the queries from participants were answered by the speaker followed by a feedback session from participants by Dr. Aparna Srivastava. The Vote of Thanks was proposed by Ms Ruchika Sinha.

Webinar on Benefits of Meditation for Self-Awareness and Increased Efficiency towards Striving Our Goals in Life

The webinar on 'Benefits of Meditation for Self-Awareness and Increased Efficiency towards Striving Our Goals in Life', was organised on May 21, 2020 from 01.00-02:15 PM via Google Meet. The webinar was attended by around 63 participants including the students, research scholars, heritage professionals and faculty members.

Mr. Karann Chowdhary, Director, Qzia Consulting Pvt. Ltd and Expert on developing emotional wellbeing via meditation was the distinguished guest for the event. The event started

with a welcome speech by Co-convenor, Ms. Ruchika Sinha and she shared a brief biography of the speaker. The session was taken ahead by Dr. Samana Ashaghar, Assistant Professor, Department of English who spoke about the vision, mission and significance of the School of Liberal Arts in the academia. Mr. Karann Chowdhary enlightened the participants about developing emotional well-being via meditation. He discussed about the ways in which students can enhance their energetic level while dredging out blockages and impurities that might compromise health and well-being. He said that meditation helps in increased amounts of energy and reduced fatigue; better health; good concentration, greater resistance to disease; better sleep; emotional balance; a sense of calm; a positive outlook; improved relationships; greater self-awareness; a deeper sense of meaning and spiritual growth. After Question-answer Session, the Vote of Thanks was proposed by the Coordinator of the event.

Webinar on Cyber Crime amidst Lockdown

A One-day Webinar on 'Cyber Crime amidst Lockdown' was organized by the university in association with Techilaw on May 29, 2020 from 12.00 Noon-01.00 PM via Google Meet. The webinar was attended by around 36 participants including the Students, Research Scholars, Heritage Professionals and Faculty Members. Mr. Yogesh Pandit, Director, Techlaw & an Expert Trainer in Cyber Security was the speaker. The welcome address was delivered by Ms. Ruchika Sinha and she also briefed the biography of the speaker. Mr. Pandit explained about the various cybercrimes happening in the world right now and how one can combat with the issue. He also enlightened the participants about various tools and website which can be used for cyber security and filing a complaint about cyber crime. The E-Certificates was issued by Techilaw through Google Forms Registration within 5 minutes of the completion of the webinar. The Vote of Thanks was proposed by the Coordinator of the event.

Webinar on A Holistic and Scientific Perspective in Combating Pandemic

A One-day Webinar on 'A Holistic and Scientific Perspective in Combating Pandemic' was organized on June 01, 2020 from 11:30 AM-01: 45 PM via Google Meet. The webinar was attended by around 41 participants including the students, Research Scholars, Heritage Professionals and Faculty Members

from various institutes. One of the professionals also joined from Vancouver, Canada deeply appreciated the speakers. The Co-convenor, delivered the welcome address and shared a brief biography of the speaker. The session was taken ahead by Dr. Shivani Tomar, Assistant Professor, Department of Psychology, who spoke about the vision, mission and significance of the School of Liberal Arts, Noida International University in the academia. Each technical session was followed by Question-answer Session. Ms. Amrita Shrivastava, Senior Graduate Instructor in Physiology, Maharishi International University, Iowa, USA and a Certified Teacher and Trainer of Transcendental Meditation spoke on the Topic 'Ayurveda and Physiology'. She discussed the origin and basics of Ayurveda and the significance of three *doshas* in body that is *Vatha*, *Pitha* and *Kaptha*. She elaborated on the right ways of having food, using home remedies and adopting measures to build immunity to combat ongoing pandemic.

Dr. Yogyata Gandhi, Women and Pregnancy Yoga Expert on Iyengar Yoga Philosophy spoke on 'Resilience is the New Power'. She discussed the origin and basics of Yoga and power of Resilience in combating the pandemic. The Speaker stressed on the need to develop inner strength in fighting stress levels and the need to find right opportunities to keep the levels of motivation high in these challenging times.

Mr. Aalok Shrivastava and Mr. Ankit Thapliyal, Internationally Trained Certified Teacher of Transcendental Meditation and Engineering Graduates spoke on 'Meditation and Yoga-Unification of Mind and Body'. The Speakers made a detailed presentation on the philosophy and science behind Transcendental Meditation TM, origin of Maharishi Mahesh Yogi's Technique of TM and the various surveys that were done in the 70s showing remarkable positive influence on human beings and their spaces while practicing TM. They also elaborated the significant characteristics of TM and why was it considered to be a better meditation practice in comparison to the existing practices in the contemporary times. The Valedictory Address was delivered by the Coordinator of the event.

Joint Webinar with National Human Rights Commission

A One-day joint Webinar was organized by the university in collaboration with the National Human

Rights Commission on June 08, 2020, between 10.30 AM to 2.00 PM via Google Meet. Prof Vikram Singh, Chancellor of the university inaugurated the webinar by giving a perspective on human rights. He pointed out that human rights are like oxygen for the society. He further said that rights of the police personnel must be protected as well. Their health conditions must be investigated. He was particularly referring to post epidemic stress disorders. He added that police must act in auto pilot mode and see that aberrations are controlled and reduced to minimal. Dr. Samana Asaghar, Assistant Professor, English, SLA gave a brief preview on various dimensions of the working of the School of Liberal Arts of the university.

Dr. Aparna Srivastava gave a presentation on 'NHRIs and Their Response to COVID-19'. She covered Paris Principles which are the very foundation of NHRIs, their mandate, role and functions. She then spoke about the response of the NHRIs in Asia Pacific to COVID-19 including the response to the pandemic by NHRC India.

Ms Manzil Saini (IPS), Deputy Inspector General of Police, NHRC first speaker from NHRC discussed about the analysis of the Role of Police in the protection of human rights during pandemic, particularly in the context of role and functions of Investigation Division and the scenario the police found itself by the sudden thrust of COVID-19. The role varied from managing rations to addressing various complaints and taking care of migrant workers to manage the last rites for the unidentified dead bodies. There were several challenges before the police department itself and police tried to do its best regarding each of these issues.

Mr. C S Mawri, Assistant Registrar, Law Division, NHRC gave a presentation on 'Impact of COVID-19 on the Rule of Law'. He explained the various dimensions of the rights and that rule of law prevailed in most of the cases that came up during the Pandemic. He suggested that how the people must support the police force and Government and act with responsibility when the unlock starts. Mr. I R Kurillose, Deputy Superintendent of Police, NHRC talked about the Special Rights of the Police during the Lockdown. Mr. Bimal Jit Uppal, Deputy Superintendent of Police, NHRC spoke on 'Protection of Child Rights during and after Pandemic'. He elaborated on the clauses from the Indian Constitution and various laws from where the protection comes from, impact of pandemic

on children and the efforts taken to address the same. All the presentations were followed by Question-answer Session. The Vote of Thanks was proposed by the Coordinator of the event.

Annual e-Conference on Management, Economics and Development-2020

A two-day Annual e-Conference on 'Management, Economics and Development-2020' is being organised by the School of Management, National Institute of Technology, Rourkela, Odisha during December 29-30, 2020. The Students and Research Scholars, Faculty Members, Scientist, Industry Personnel, etc. may participate in the event. The event may bring together leading academic scientists, researchers and research scholars to exchange and share their experiences and research results on all aspects of Management, Economics and Economic Development. It also provides a premier interdisciplinary platform for researchers, practitioners and educators to present and discuss the most recent innovations, trends, and concerns as well as practical challenges encountered and solutions adopted in the fields of Management, Economics and Economic Development. The Themes of the event are:

Management

- Knowledge Management.
- Information Systems and Management.
- Software Development and Management Human Resource Management.
- Tourism and Hotel Management.
- Finance, Insurance and Banking Management.
- Climate and Sustainability Management.
- Operations Management.
- B2B Marketing, B2C and Rural Marketing, G2C and Social Marketing, etc.

Economics

- International Economics.
- Taxation and Fiscal Policy.
- Welfare Economics.
- Public Finance, Trade and Development.
- Public Sector Disinvestment.

Development

- Labour economics and Inequality Growth and Industrialization.
- Monetary and Economic Integration.

- Climate and Low-carbon Economics.
- Energy Economics, etc.

For further details, contact Convenor, Dr. D BAG, School of Management NIT, Rourkela-769008 (Odisha), Phone: 0661-2462803, Mobile: 09437490180, E-mail: nitrsom@gmail.com. For updates, log on to: www.nitrkl.ac.in/~bagd.

International Conference on Empowering Learners in a Digital World

A three-day International Conference on 'Empowering Learners in a Digital World' is being organized by The International Institute of Knowledge Management, Sri Lanka during April 06-08, 2021. The hosting partners are the Department of Foundations of Education, Faculty of Educational Studies, University Putra, Malaysia and South South Triangular, Education Consortium (SSTEC). One of the main objectives of the event is to continue to work toward improving the standard of the international community of educational researchers, scholars, and practitioners by introducing them to the latest trends, developments, and challenges in the education field while addressing the theme. The

Topics of interest for submission include, but are not limited to:

- Effective Technology in the Classroom.
- Pandemic-based Educational Research.
- Working with Diverse Populations.
- Innovative Educational Practices.
- Curriculum that Works.
- Learning Science.
- Assessment Reliability and Validity.

Dates of Importance

Early Bird Payment Deadline: January 20, 2021
 Regular Payment Deadline: February 18, 2021
 PP Presentation Due on Or before: March 25, 2021
 Full Paper Submission Deadline: May 03, 2021

For further details, contact Conference Secretariat, Ms Asha Ratnayake, The International Institute of Knowledge Management, #531/18, Kotte road, Pitakotte, Sri Lanka, Phone No: +94 117992022, Fax: +94 112873371, Hotline: +94 765733737, E-mail: secretariat@educationconference.co. □

HANDBOOK ON ENGINEERING EDUCATION (2016)

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

PP : 574+xlvi

Paper Back

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

Send Pre-paid Order to :

Publication & Sales Division Association of Indian Universities

16, Comrade Indrajit Gupta Marg

New Delhi – 110 002

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

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

THESES OF THE MONTH

HUMANITIES

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

Geography

1. Bhojar, Devidas Nilkanth. **Vashim Jilhyateel manavi azar va Vaidhkiye sevakendrancha bhogolik abhyas.** (Dr. Khakre R D), Department of Geography, Swami Ramanand Teerth Marathwada University, Nanded.
2. Garje, Sachin Harishchandra. **Assessment of water conservation schemes in Maharashtra and its simplification in Latur District.** (Dr. M P Mankari), Department of Geography, Swami Ramanand Teerth Marathwada University, Nanded.
3. Patil, Ranjeet Raosaheb. **Impact of sugar industry on regional development in lower Bhima Basin: A geographical analysis.** (Dr. Suresh J Phule), Department of Geography, Swami Ramanand Teerth Marathwada University, Nanded.

History

1. Bansode, Satyapal Pandurang. **Maratha Sardar holthkaranche prashasan: Ek chikitsak abhyas.** (Dr. R R Pimpalpalle), Department of History, Swami Ramanand Teerth Marathwada University, Nanded.
2. Diamai, Sengchi . **Mission and gender: The American Baptist Mission in Garo Hills (1867-1950)** (Prof. Tejmala Gurung), Nag), Department of History, North Eastern Hill University, Shillong.
3. Gunjan Kumari. **Bihar mein 1857 ke vidroah.** (Dr. S K Mishra), Department of History, T M Bhagalpur University, Bhagalpur.
4. Harvansh. **The building and monuments of Mewat: A study of changing facts of architecture during medieval period.** (Dr. Nirmal Kashyap), Department of History, Maharshi Dayanand University, Rohtak.
5. Karki, Bikash. **Dynamics of the political parties in Sikkim (1940-2000): A study in historical perspective.** (Prof. Karubaki Datta), Department of History, University of North Bengal, Darjeeling
6. Naresh Kumar. **Atharahvi shatabdi mein Hadauti Shetra mein samajik arthik parivartan evam niranartayein.** (Dr. Niramal Kashyap), Department of History, Maharshi Dayanand University, Rohtak.
7. Narzary, Sushanta. **The village of the Bodos: A study on socio-economic cultural tradition and change with special reference to the Bodos of undivided Kokrajhar District.** (Dr. Oinam Ranjit Singh), Department of History, Bodoland University, Kokrajhar.

8. Phad, Sudam Pandharinath. **Parbhani Jilhyateel Amedkari vritatpantracha aithasik abhyas (Isvi 1980-2010).** (Dr. Ghule V V), Department of History, Swami Ramanand Teerth Marathwada University, Nanded.
9. Pushpa Kumari. **Aligarh aandolan aur musulmanoan mein jagran: Ek samikshatamak aithasik adhyayan.** (Dr. Vibhanshu Mandal), Department of History, T M Bhagalpur University, Bhagalpur.
10. Saha, Sudip. **Tropical medicine in Assam Valley tea plantation: Discourses on medical research, labour habitation and power relations (1870-1950).** (Prof. Tejmala Gurung Nag), Department of History, North Eastern Hill University, Shillong.
11. Shaheen, Nakhat. **Impact of Islam: A discourse on socio-cultural assimilations in medieval Orissa.** (Dr. Biswajit Pradhan), Department of History, Sambalpur University, Sambalpur.
12. Vijayrao, Amol. **Karnewar Sheekh dharmgranth Gurugrantsahibateel marathi santachey yogdan: Ek abhyas.** (Dr. R R Pimpalpalle), Department of History, Swami Ramanand Teerth Marathwada University, Nanded.
13. Wadje, Jairaj Pandurang. **Mukhed va parisrateel math sansthan va mandir sthapyacha abhyas.** (Dr. Anil Kathare), Department of History, Swami Ramanand Teerth Marathwada University, Nanded.

Languages & Literature

Bodo

1. Brahma, Manaj Kr. **A study of the traditional dresses and ornaments of the Bodos and their changes: A socio cultural perspective.** (Prof. Indira Boro), Department of Bodo, Bodoland University, Kokrajhar.
2. Brahma, Ranjita. **The short stories of Janil Kumar Brahma: A critical study.** (Dr. Dinanath Basumatary), Department of Bodo, Bodoland University, Kokrajhar.
3. Basumatary, Priti. **A study on socio-cultural aspects of the short stories of Haribhushan Brahma.** (Prof. Indira Boro), Department of Bodo, Bodoland University, Kokrajhar.

English

1. Dhillon, Surender Singh. **A postcolonial study of Nayantara Sahgal's fiction.** (Dr. Poonam Dutta), Department of English, Maharshi Dayanand University, Rohtak.

2. Doke, Nitin Narayanrao. **Conversational implicature in the select plays of Vijay Tendulkar a pragmatic study.** (Dr. M M Nivargi), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

3. Gaikwad, Vijaykumar Vishwambharrao. **Social and political realism in the select novels of Doris Lessing and Mo Yan: A comparative study.** (Dr. Shivshankar G Bhanegaonkar), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

4. Ingle, Sandip Arun. **Social movements and portrayal of caste, race and gender in dalit and black women's selected autobiographies: A comparative study.** (Dr. D R Mane), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

5. Kuchekar, Shailaja Baburao. **Narrative techniques in the novels of Shashi Tharoor, Vikas Swarup and Chetan Bhagat.** (Dr. Atmaram Gangane), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

6. Sanjay Kumar. **Social criticism in the novels of Anita Nair Chetan Bhagat and Aravind Adiga.** (Dr. J N Sharma), Department of English, Maharshi Dayanand University, Rohtak.

7. Sinha, Mandika. **Literature of crisis: Reading recent scandinavian crime fiction.** (Prof. Soumyajit Samanta), Department of English, University of North Bengal, Darjeeling.

8. Syngkli, Balakynthiew. **Alice Munro's short fiction: A critical study.** (Dr. Ramona M Sangma), Department of English, North Eastern Hill University, Shillong.

9. Waghmare, Geeta Vishvanath. **Treatment of women in Manju Kanpur's fictional world: A critical study of her selected novels.** (Dr. Mantha P P), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

Hindi

1. Deepak Kumar. **Adivasi Hindi upanyasoan ka samvednatamak anusheelan.** (Dr. Dashrath Ibatwar), Department of Hindi, Swami Ramanand Teerth Marathwada University, Nanded.

2. Madhavrao, Tare Vishranti. **Hindi तथा Marathi kee istrivaadi lekhikaoan kee atamkathaoan ka tulnatamak anusheelan.** (Dr. Jogendrasingh Bisen), Department of Hindi, Swami Ramanand Teerth Marathwada University, Nanded.

3. Poonam. **Swatantryottar Hindi ke pramukh natakon mein yugbodh.** (Prof. Hitendra Kumar Mishra), Department of Hindi, North Eastern Hill University, Shillong.

4. Rathod, Balu Bhopu. **Madhu-Dhawn ke upanyasoan ka anusheelan.** (Dr. R M Jadhav), Department of Hindi, Swami Ramanand Teerth Marathwada University, Nanded.

5. Vaghela, Nikunj Kumar Dhirajlal. **Ramayan aur Ramcharitmanas ka samajik evam dharmik vishleshan.** (Dr. A V Nandaniya), Department of Hindi, Saurashtra University, Rajkot.

6. Variya, Shruti Mahendra. **Rajini Panicker ke upanyasoan ka anusheelan: Nari jagaran ke pariprekshey.** (Dr. J R Jadav), Department of Hindi, Saurashtra University, Rajkot.

7. Zala, Shaileshkumar Bharatsinh. **Samkaleen pariprekshey mein Alka Saraogi ka sahitye.** (Dr. J R Dangar), Department of Hindi, Saurashtra University, Rajkot.

Kannada

1. Hareesha, R. **Nature of humiliation and resistance in the auto biographies of Kannada.** (Dr. Rahamat Tarikere), Department of Kannada Literature Studies, Kannada University, Hampi, District Bellary.

2. Janagouda, Basavaraj. **Neo oral literacy dimensions of North Karnataka.** (Dr. Mallikajuna Vanenooru), Department of Kannada Literature Studies, Kannada University, Hampi, District Bellary.

3. Kirankumar, H G. **Changing society in the Kannada short stories of globlization concept.** (Dr. M Mallikarjuna Gowda), Department of Kannada Literature Studies, Kannada University, Hampi, District Bellary.

4. Mamatha, R. **Female representation in Kannada Travelogues by women writers.** (Dr. A Subbanna Rai), Department of Dravidian Culture Studies, Kannada University, Hampi, District Bellary.

5. Raghunandan, B R. **Kannada theater and cinema: Philosophical thinking's person's perspective.** (Dr. B M Puttaiah), Department of Kannada, Kannada University, Hampi, District Bellary.

6. Sanganagouda, Shivanagi. **Freedom movement in Kannada dramas.** (Dr. Sucheta Navaratna), Department of Studies in Dravidian Culture, Kannada University, Hampi, District Bellary.

Khasi

1. Kharshiing, Ronald Peel. **Ka Bishar Bniah halor ka snget-jingmut bad kee jingleh jingkam kee Tyngshop kee puron ha kee nobal u H W Sten, W Tiewsoh, bad u K K Kharlukhi** (Prof. D R L Nonglait), Department of Khasi, North Eastern Hill University, Shillong.

Marathi

1. Bamanpalley, Suvarna Mahajan. **Bhatkya-vimuk-tanchya swakthanateel istri sambandhichya samasya: Ek chikitsak abhyas.** (Dr. S L Kamble), Department of Marathi, Swami Ramanand Teerth Marathwada University, Nanded.

2. Shinde, Panjab Prabhakarrao. **Shankar vadevale va Keshav Sakharam Deshmukh yanchya kavitecha**

toulrik abhyas. (Dr. Shridhar Khamkar), Department of Marathi, Swami Ramanand Teerth Marathwada University, Nanded.

3. Walukkar, Shobha Raghunath. **1980 nantrachey istrivadi sahitye ani Priya Tendulkar yanchey lekhan: Ek abhyas.** (Dr. P Vitthal), Department of Marathi, Swami Ramanand Teerth Marathwada University, Nanded.

Odia

1. Lohar, Easter. **Sampratika Odia natyasaili O natyakar manoranjan.** (Dr. Sachidananda), Department of Odia, Sambalpur. University, Sambalpur.

Persian

2. Izhar Alam. Ashrafi. **Idarah-e Tahqiqat-e Arabi wa Farsi Patna kee Farsi Khidmat.** (Dr. S S Haseen Ahmad), Department of Persian, Veer Kunwar Singh University, Ara.

Urdu

1. Khan, Shaista Tabassum Asadulla. **Urdu Nazam kee badalti hayyaten ek tanqueedi jaiza.** (Dr. Siddiqui Rayeesunnisa and Dr. Md Nasirullah Ansari), Department of Urdu, Swami Ramanand Teerth Marathwada University, Nanded.

Linguistics

1. Modi, Jagruti Jasvantlal. **Case suffixes ‘-ne/’ and ‘-na-/’ of Gujarati.** (Dr. Nilotpala Gandhi), Department of Linguistics, Gujarat University, Ahmedabad.

Performing Arts

Music

1. Meenakshi Rani. **Adhunik kaal ke sandarbh mein Hindustani sangeet ke manch pradarshan ka badlta swarup.** (Dr. Jitender Malik), Department of Music, Maharshi Dayanand University, Rohtak.

2. Sakshi. **Ghazal gayaki ke prachar prasar mein Punjab ke prasidh kalakaroan ke yogdan ka sangeetik vishleshan.** (Dr. Hukum Chand), Department of Music, Maharshi Dayanand University, Rohtak.

Philosophy

1. Tenkale, Suvarna Umakant. **Vidhi vyavsaye: Ek tatitvak vishleshan.** (Dr. Patil V S and Dr. Khalil N Sayyed), Department of Philosophy, Swami Ramanand Teerth Marathwada University, Nanded..



HANDBOOK ON MANAGEMENT EDUCATION 2012

The 10th edition of “**Handbook on Management Education**” contains State-wise information on 509 institutions in 178 universities conducting management programmes. The information of Institutions in the Handbook includes: Year of establishment of Department/Institute; Name of its Head/Director; probable date of Notification/last date for application; Number of seats available; Seats for NRIs/Foreign students; Eligibility; Application procedure; details of Common Entrance Test; Fees; Hostel Facilities, etc. Also given are ‘Faculty Strength’, commencement of academic session and System of Examination. Information on 34 non-university institutions, the programmes of which have been recognized by AIU and list of institutions conducting PGDM recognized by AIU as equivalent to MBA.

PP 348+xxvi

**Paper Back
(Rs 300/- + Postal charges
Rs 25/- each)**

Rush pre-paid orders to:-

**Publication & Sales Division
Association of Indian Universities
AIU House, 16 Comrade Indrajit Gupta Marg (Kotla Marg)
New Delhi 110002
EPABX 23230059 (six lines)
FAX 011-23232131
E-Mail: publicationsales@aiu.ac.in
Website: <http://www.aiu.ac.in>**



ST. ALOYSIUS COLLEGE

Edathua, Alappuzha Dist.

KERALA - 689 573

Phone : 0477-2212264,2215064

Email : sacedathua@gmail.com

Applications are invited from eligible candidate for the post of **Assistant Professor**:

English-1 (Community Merit)

Physics-1 (Community Merit)

Commerce-3 (Community Merit)

Age and qualifications are as per UGC, Government and University rules. Applications forms can be had from the College Office which costs Rs. 1000/-. Duly filled in application alongwith all required documents should reach the Manager **within one month** from the date of this notification. Those who have applied earlier need not apply.

Sd/-
Manager

ATTENTION ADVERTISERS

Advertisers are requested to send their text matter at following Email IDs:

1. advtn@aiu.ac.in

2. publicationsales@aiu.ac.in

Text matter may be sent in MS-Word document file OR in PDF file in original (as per Mechanical Data/Size of the Advertisement).

All the correspondence may be addressed to the **Under Secretary (Publication & Sales)**, Association of Indian Universities, AIU House, 16 Comrade Indrajeet Gupta Marg, New Delhi-110002.

Mob: 09818621761

Phone Office: 91-11-23230059, Extn. 208/213.



GOVERNMENT OF INDIA

Ministry of Education Department of Higher Education Technical Section - I

Invitation of Applications for the post of Director, IIT Delhi

Applications are invited for appointment to the post of Director of Indian Institute of Technology (IIT) Delhi. The Director of an IIT is the academic and administrative head of the Institution. He/she is expected to have a minimum of 5 years' administrative experience and leadership qualities to head an Institute of National importance. The candidate/person should be a Ph.D. with first class or equivalent at the preceding degree, preferably in a branch of Engineering. In exceptional cases, candidates with Science, Mathematics or Management degrees may be considered. He/she should have an outstanding academic record throughout and a minimum of 10 years teaching experience as a Professor in a reputed Engineering or Technology Institute or University and should have guided Ph.D. students. The applicant should preferably be less than 60 years of age on the last date of receipt of the applications. The post carries a fixed pay of Rs. 2,25,000/- (Revised) per month, with allowances as per rules.

2. Interested individuals may apply giving their detailed resume in the prescribed format clearly bringing out research, teaching, industry-academia collaborations and administrative achievements, alongwith a two-page justification in support of their candidature, a two-page vision statement for the institution and contact details of at least two distinguished individuals well acquainted with their work. The application typed in the prescribed format along with enclosures may be sent by Registered/Speed Post to **The Under Secretary (TS.1), Department of Higher Education, Ministry of Education, Room No. 428 "C" Wing, Shastri Bhawan, New Delhi -110 001** so as to reach the Ministry **on or before 20.01.2021**. The detailed advertisement and the format of application is available on the website (www.education.gov.in).

JAWAHARLAL NEHRU UNIVERSITY

NEW DELHI – 110067

Advt. No. 11/RC (NT)/2020

Online applications are invited in the prescribed Application Form from eligible candidates for appointment to the post of **Controller of Examinations**. The post of Controller of Examinations carries Scale of Pay Level-14 (Rs.144200-218200) with rationalized Entry Pay of Rs. 1,44,200 as per 7th CPC Pay Matrix.

Essential Qualification & Experience:

- (a) Master's degree with at least 55% of the marks or an equivalent grade in a point scale wherever grading system is followed.
- (b) At least 15 years of experience as Assistant Professor in the Academic Level-11 and above or with 8 years of service in the Academic Level-12 and above including as Associate Professor along with experience in educational administration,
OR
- (c) Comparable experience in research establishment and/ or other institutions of higher education,
OR
- (d) 15 years of administrative experience, of which 8 years shall be as Deputy Registrar or an equivalent post.

Note : 5% relaxation in percentage of marks at Master's level from 55% to 50% will be extended to SC/ST/PwD categories and to the existing *incumbents* who are already in the University system as provided under UGC guidelines issued from time to time.

Desirable: Adequate experience in the pre-conduct and post-conduct of university examinations or other comparable examinations. Working knowledge of examination software and results automation. The preference will be given to those having working experience of Govt. University administration/central educational institution administration.

Note: The appointment shall be made for a tenure of 5 years which can be renewed for similar term by the Executive Council of the University. For candidates applying on deputation basis from Govt. or any other organization/institution, the terms and conditions of his/her service shall be governed by the Deputation Rules of the Government of India. However, the age of retirement would be 62 years and the post does not carry the facility for re-employment.

Job Description : Subject to the provisions of the Act, Statutes and Ordinances, the Controller of Examinations shall perform the duties in regard to the arrangements for the conduct of examinations and such duties and functions as may be assigned to him from time to time by the Executive Council/Vice-Chancellor.

Age Criteria: Not exceeding 58 years on the closing date of receipt of applications (Ref: DoPT O.M. No. AB-14017/11/2017-Estt. (RR) dated 05.02.2018).

The eligible and interested persons may apply online through the University website www.jnu.ac.in. **Applications through any other mode, except online, will not be accepted.** The applicants shall upload photograph, signature, copies of essential qualifications, experience, date of birth, caste/PwD certificate, NOC from the present employer etc. **within one month of the publication** of this advertisement in the Employment News.

Any addendum/corrigendum shall be posted only on the University website.

REGISTRAR

JNU

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 out in the month of March, 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.

Following are the essential guidelines to be followed:

- Articles submitted for the Journal should be original contributions and should not be under consideration for any other publication at the same time. A declaration is to be made by the author in the covering letter that the paper is original and has not been published or submitted for publication elsewhere.
- Manuscripts including tables, figures and references should be around 3000-4000 words for articles and 600 words for Communications.
- The manuscripts should be typed in MS Word double-space with 12 point font and ample margin on all sides on A 4 size paper.
- The cover page should contain the title of the paper, author's name, designation, official address, address for correspondence, contact phone/fax numbers and e-mail address.
- The main text should not contain footnotes. References should be given at the end of the manuscript and should contain only those cited in the text of the manuscript. The full reference should be listed at the end in alphabetical order running the following style:

Books

Miles, M., and Huberman, M.,(1994). *Qualitative Data Analysis*. London : Sage.

Articles

Over, R.(1982). Does research productivity decline with age? *Higher Education*, 11, 511-20.

Chapter in a Book

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

Article Retrieved from Website

Mazumdar, T (Year, Month, Date Published). *Article Title*. Retrieved from URL.

- No fees is payable to submit or publish in this Journal.
- Authors are responsible for any copyright clearance, factual inaccuracies and opinions expressed in their paper.

For full Guidelines for Contributors browse AIU Website: www.aiu.ac.in.

The papers will be published in the Issue subject to the approval of the Editorial Committee of the University News. Manuscripts may be emailed to the Editor, University News, Association of Indian Universities, AIU House, 16 Comrade Indrajit Gupta Marg (Kotla Marg), New Delhi-110 002. E-mail: unaiu89@gmail.com /universitynews@aiu.ac.in/rama.pani2013@gmail.com, Fax: 011- 23232131 on or before **December 31, 2020**. For Further details contact **Dr. S Rama Devi Pani**, Editor, University News, Association of Indian Universities, AIU House, 16 Comrade Indrajit Gupta Marg (Kotla Marg) New Delhi-110 002, Ph No 011- 23233553, 23230059 Ext.240 Mobile: 9582573719