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In This Issue

Multiple Intelligences in Higher Education: Can Liberal Artscience Education be a Game-changer?

Ranjan C K* and Ravichandran M**

Intelligence is the ability to understand any matter and apply the knowledge to execute some action. The world has been measuring the intelligence of humanity through standard tests and designated them as low, normal, and high in their intellectual capacity. To date, the test has been based on linguistic and logical-mathematical ability and is termed as IQ (Intelligence Quotient) test. The question arises whether a person with a low IQ in mathematics could be branded as a low intelligence person even if he has good musical knowledge. Intelligence is not a generalized ability measured through mathematical and/or linguistic capability alone, there are multiple intelligences to be considered and each one has representation in different areas of the human brain.

Human intelligence is the fulcrum for all the developments that have been made possible across myriad sectors of a nation. Intelligence in common parlance refers to the ability to understand, think, and reason. Intelligence in a narrow perspective might confine only to literacy and numeracy, but it is much wider encompassing more constituents, according to Howard Gardner, an American Developmental Psychologist. Education is a universally accepted tool, which can harness human potential by leveraging individuals' intelligence. This is the crux of the matter in this paper. Educational curriculum, by and large, revolved around mostly linguistic, logical, and mathematical in the past. Contrary to the conventional wisdom of evaluating intelligence only through literacy and numeracy, H Gardner goes beyond and brought forth a new paradigm; as human intelligence manifests through *linguistic, logical and mathematical, spatial, musical, bodily-kinesthetic, interpersonal, Intrapersonal, and naturalistic,* as the holistic way in understanding human intelligence. Now the time has come, when there is a need to integrate Howard Gardner's philosophy of multiple intelligences in education at all levels, starting from, primary to tertiary level. Essentially the purpose of this paper is to take cognizance of Gardner's multiple intelligences in perspective and to transpire the same preferably at the higher education level. Introduction of Liberal Arts and Sciences Education in colleges and universities may be an option in this endeavor. Task cut out for the authors, who are trained at all Indian level in medicine, social sciences, and management, is formidable but difficult. Because centuries have gone by, where the human mind has been so conditioned that other types of intelligence, albeit

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prevalent for ages, but still not integrated fully into the curriculum at all levels.

Howard Gardner (1983) presented the theory of Multiple Intelligences in his book 'Frames of Mind'. It is a known fact that no natural entity on earth, living or non-living, looks or act the same, each one is unique, and even twins have some difference. An exact replica of objects could only be produced in a factory line where the appearance and working would be similar but not in the natural world. In line with this, intelligence also differs from person to person and would be difficult to measure on the same scale. Gardner propounds Multiple Intelligence theory with seven to eight types of intelligence. Each type is different and carries equal importance. People possess one or all types of intelligence but with varying degrees. Consequently, a person excelling in sports but with low mathematical knowledge could not be branded as with a low IQ or a person with good mathematical skills but poor in interpersonal intelligence as having a high IQ. As of now, there is no test to measure multiple intelligences and their degree, only by the potential a person exhibits in course of time, the type of intelligence he/she belongs to would become evident. Also, the need to measure the degree of each one of the intelligence is futile, as that also varies from person to person, a child may be born as a prodigy in music but another person with musical intelligence might achieve their glory after proper training. In short, every person has some type of intelligence in varying degrees and as each is unique, there is no necessity to designate or rank them with scores.

Multiple Intelligences (MI)

Howard Gardner listed eight types of intelligence in humanity.

1. Linguistic
2. Musical
3. Logical-mathematical
4. Spatial
5. Bodily-kinesthetic
6. Interpersonal
7. Intrapersonal
8. Naturalistic

Linguistic Intelligence

The capacity to use language one or many, both written or spoken with fluency forms the basis of linguistic intelligence. Good vocabulary, accuracy in definition, correct grammar, learning multiple languages, and writing poetry or prose are a few attributes of linguistic intelligent persons. Poets, writers, translators, and editors could be considered an example.

Musical Intelligence

Music composers, singers, instrumentalists, musical critics, and those who understand musical notations and rhythms are people with musical intelligence. Many musical composers have been child prodigies and very poor in other types of intelligence. Beethoven, Mozart, and M.S. Subbulakshmi are a few persons as examples of this category.

Logical-mathematical Intelligence

Good in numbers, analytical capacity, computation, solve puzzles, decision-makers, scientific temper, solving problems, and research are a few of the attributes of these persons. One may consider all scientists, mathematicians, managers, and troubleshooters to be the best in Logical intelligence.

Spatial Intelligence

Adept in spatial judgment, visualizing things, and geographical sense are some specialties of people with spatial intelligence. They can be artists, painters, sculptors, designers of articles or buildings, puzzle solvers, mappers, and maze finders.

Bodily-kinesthetic

Persons with physical dexterity, physical capability, learning with hands, and exploring by doing things are those with bodily-kinesthetic attributes. Examples of such persons are dancers, sportspersons, miming artists, actors, builders, sculptors, and bodybuilders.

Inter-personal

The capacity to empathize with others, work well with groups, communication skills, natural leadership, resolve conflicts, socializer, and creator of positive relationships are attributed to interpersonal

intelligent persons. Importantly, the capacity of an individual to take cognizance of others' intentions, motives and moods are essentially inter-personal. These persons could be psychiatrists, counselors, politicians, leaders, and peacekeepers.

Intra-personal

People with the capacity to introspect, be aware of oneself, good intuition, self-reflective, creativity, imagination, and personal resilience are said to have good intrapersonal intelligence. Understanding and managing one's own feelings and inner life are central to intra-personal intelligence. Scientists, philosophers, theorists, and writers are some examples of people with this attribute.

Naturalistic

Awareness of patterns of nature, identifying plants and animals, weather prediction, and interrelationships of nature are best understood by humans with naturalistic intelligence. Farmers, biologists, weathermen, conservationists, environmentalists, and gardeners are people who have this special intelligence.

There may be many other types of intelligence among people which are not mentioned in the list like emotional, spiritual, or digital intelligence. According to Gardner, this intelligence is governed by separate areas in the brain with slight overlapping. Through various observations and research, mapping of the segment pertaining to each type of intelligence has been possible.

Biological Perspectives of the Theory of MI

The last few decades have seen fast-paced research in genetics, biochemistry, and neurobiology. This has to some extent helped us to better understand the human intellect. An individual's intellectual makeup or profile from a genetic perspective depends on the genotype and phenotype. However, we still have not understood the genetic component of complex human abilities e.g. creating music or mastering languages.

Neurobiology gives us an insight into the development and expression of certain abilities. The nervous system follows a certain developmental pathway termed canalization, which was first postulated by C H Waddington. Another aspect of neurological development is its flexibility or its plasticity which is greater in early life. This helps in adapting to changing circumstances or external influences. It is possible that each intelligence has its own form of plasticity and its own critical periods of development.

Research in Neurology has revealed that there are areas in the brain that serve complex functions like linguistic or spatial processing which is an indication of the biological basis of specialized intelligence.

MI in School Education

The current educational system provides the same platform to all students, about 20 to 30 in a classroom, with the same method of teaching and assessment. Music, sports, or painting has been designated as an extra-curricular activity and not given due importance in the context of ranking of students. A student who scores just pass grade in mathematics but with excellent debating capacity would be placed as the last ranker. A standard teaching and scoring system would not suffice, should MI be inculcated into school education. The system ought to be modified to assess each person individually and find out the type of intelligence and nurture it to make the student realize his full potential.

Apprehensions as to whether the syllabus based on MI should give lenience to students to study what they are inclined to and exclude other subjects which are not their type. Basic knowledge about all subjects is necessary for the formative years of children and so students are offered all subjects pertaining to their age. After the formative stage, aspects of multiple intelligence assume importance. There is 'no one size fits all' in teaching methods leading to multiple modalities of teaching the same subject. A person inclined to music can grasp the nuances of science if it is taught with a song; a spatial intelligent person would understand the subject if provided with models of the subject. This individualization and pluralization are the basis for the MI model of education. Each person has their unique way of understanding the subject according to their perception and knowledge. A teacher has the duty to make them knowledgeable in every subject by spreading before them various methods of teaching the same topic. They would understand the subject and this would give them the confidence to move ahead and discover their potential. In due

course with the guidance of their mentors, they will realize their dominant intelligence and pursue it with diligence.

MI in Higher Education

In fact, one of the objectives of the paper is to examine the means of implementing the theory of Gardner's Multiple Intelligences in practice at tertiary level education. There is no gainsaying as the curriculum at the higher education institutions has gone beyond literacy and numeracy. However, the argument that the authors wish to put forth is that it has happened only in a few cases in a restricted manner. In the modern era of the 21ˢᵗ century under Education 4.0, there is a compelling need to sensitize the philosophy of multiple intelligence across all higher education institutions. No doubt, it is a prerequisite to discern the rationale of multiple intelligence in perspective, only then it will be possible to accomplish to incorporate this holistic pedagogy. There are two ways of looking at this whole exercise: firstly, one must come out of the fixed notion that mathematical and linguistic are the only means of education. It is a time-honored one because the preceding ones are easy to evaluate. But it cannot be an excuse for downplaying the other types of intelligence like spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic. A counter-argument could be to state that spatial, musical, and bodily-kinesthetic have been brought under the academic realm in recent decades. Here the crux of the matter is each individual is endowed with any one of the intelligence strongly, notwithstanding the fact that all human beings are endowed with all the eight types of intelligence with varying degrees. Therefore, there is a need to realize that all human beings can be taken on board, should the individuals' passion is identified initially. Unfortunately, the existing curriculum at the tertiary level suits individuals with better literacy and numeracy to excel. This has to change. Secondly, concerted efforts are mandatory to develop concepts, theories, tools, techniques, and policies in each and every type of intelligence stated in the preceding paragraphs and all of them are accepted at the global level as branches of sciences. The idea mooted is not rhetoric but feasible. The modalities and the *modus operandi* of doing the same are not within the purview of the paper; the purpose is modest in sensitizing the philosophy of multiple intelligence

and realization among the academia to take this mission through. Even the teaching modes at the tertiary level, congruent to individualization and pluralization as in schools, maybe modified with an infusion of professionalism to suit university/college students while integrating multiple intelligence. It is relevant to quote a research study by Ernie Barrington (2004), "That since universities are undergoing rapid change, both in clientele and demands by society, multiple intelligence could be a vehicle by which some of these demands are met." Ernie asserts that many a workshop on multiple intelligence as inclusive pedagogy has reportedly been conducted to familiarize this among the higher education institutions.

As stated already, there is a need for research with rigor to transpire multiple intelligence in higher education. However, the available literature suggests a possible way to integrate MI and higher education. Saikat Majumdar's book on 'College-Pathways of Possibility (2018) is immensely worth a mention here. Saikat made a strong case in favor of Liberal Artscience Education as a means of accomplishing this integration. He argues that disciplines are powerful modes of imparting a set of skills and a single discipline, however, could seldom produce robust results. But 'contra-disciplines' can. By contra-disciplines he means a combination of Computer Science and English, Philosophy and Physics, Literature and History, Chemistry and Anthropology, Literature and Mathematics, History and Biology, Music and Mathematics, and Statistics and History are a few examples. Saikat cites Gardner's views on '*epistemic form of learning*', by this he means '*a discipline is best understood in contrast with that of another*. Saikat is emphatic in saying that '*the understanding of epistemic forms is absolutely crucial to a Liberal Artscience Education*'. In India, it is not quite new, as a few universities have already gone in that direction, like Flame Institute, Symbiosis, and O P Jindal Global, notwithstanding the fact that it was started in the US. A momentum may gather in the coming years when the concept of Liberal Artscience Education is understood in perspective in the backdrop of multiple intelligences.

Conclusion

Evidence shows that in developed countries the pedagogy of integrating multiple intelligences

Relevance of *Shiksha-Valli* in the Present Scenario

P K Pancholi* and J K Joshi **

Aims of education are always influenced by the people's philosophy of life in that country. According to Indian philosophy, education liberates us. And that's why knowledge is being considered the third eye of the man. Even today through education, we preserve, prevent, and transfer our culture to our younger generations. The ultimate aim of education is to prepare our students to live their life satisfactorily. During ancient times, there were *Ashramas* that were taking care of education just like our recent schools. Ancient *Gurus* have become the teachers of today. We have vast ancient literature to be read, understood, and to be transferred to future generations. The ancient texts are very valuable in terms of their solution-based approach and to get guidance from them. Literature has a prominent effect on human life.

"Some books are to be tasted, others to be swallowed and some few to be chewed and digested" (Francis, 2021). The above quote is true for great classic literature. According to Bhatta, "Taittiriya Upanishad is one of earliest expositions of the education system in ancient Indian culture," (Taittiriya Upanishad, 2021). The present paper is an effort to have a glimpse of the ancient education system reflected in the first part of Taittiriya Upanishad i.e. Shiksha-Valli and its relevance.

Upanishads: An Introduction

In the Sanskrit language, the word 'Upanishad' is a combination of three words 'upa' (near), 'ni'(down), and 'shad' (to sit), which can be interpreted as 'to sit down near'. In broad terms, it means to consult a teacher and receive directions, commands, or guidance. Upanishads are collections of writings representing the oral transmission of knowledge.

They are considered the backbone of Hinduism. The thoughts expressed inside the Upanishadic cluster form the core of Indian philosophy. One can find doctrines of Karma, Yoga, *punarjanma,*

moksha, '*atma*' and brahman, inside these scriptures upanishads also give valuable insight into the Hindu belief system behind the creation of the universe and the reasons behind its sustenance.

According to Historians, Upanishads were composed between the years 800-400 B.C. Experts differ on the total number of Upanishads, but most agree on 108. The height of human wisdom is depicted in the Upanishads. The Upanishad is one of the most ancient traditions of India.

Taittiriya: An Introduction

Some of the Upanishads are now destroyed. However, among the existing ones, eighteen Upanishads are classified as major Upanishads. The Taittiriya Upanishad stands the seventh one amongst these eighteen Upanishads. The language of Upanishad is very simple and lucid that contains the verses of prayers and blessings, instructions on phonetics, ethical guidance, and moralities given to a group of the graduating (Passing Out) students in the form of a convocation address. It further explains the path of penance and righteousness to realize that Absolute Reality. In totality, it contains only 77 descriptive but rhythmic verses. Thus, it is a small text containing a variety of verses in a highly lucid manner.

'Taittiriya' has its etymological root in the word '*Tittiri*' which means a kind of bird. There is a mythical story of the students who became 'partridges' i.e. a type of bird in order to gain knowledge. One more etymological inference suggests that its origin in the name of Sage Tittiri. He was said to be the propagator of the Taittriya school of Yajurveda. The first meaning seems to be appropriate. This literary work is divided into three parts *Shiksha-Valli, Ananda-Valli and Bhrigu-Valli*

Shiksha–Valli: An Introduction

The first chapter of *Siksha Valli* includes twelve *Anuvaka* i.e. lessons. It derives its name from Shiksha, which means 'education'. The various lessons of it are related to the education of students in the ancient Vedic era of India, their beginning in

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a school, and their responsibilities after graduation. It mentions a lifelong 'search of knowledge', and includes clues of 'Self-knowledge', but is largely independent of the second and third chapters of the Upanishad which discuss *Atman* and Self-knowledge.

Shiksha-Valli presents the most important address to the students who are moving to the next stage which is the *Gruhasthashram* of life. This address is equivalent to the convocation addresses of present universities, where the students are advised for their future life, about the qualities they should try to possess and nurture, the ideals of life, and other guidelines of conduct for the upbuilding of a noble character.

It states the rules of behavior beginning from the student life up to the last and fourth ashrama i.e., *Sannyasa Ashram* of life so that the student can achieve the final peak which is the Stage of Salvation. The Siksha Valli contains promises by students entering the Vedic school. Here is the basic outline of the course content, the nature of advanced courses and creative work from human relationships, ethical and social duties of the teacher and the students, the role of breathing and proper study of Vedic literature, the duties and ethical precepts that the graduate must live up to post-graduation are well explained.

First *Anuvaka*: A Student's Promise

The first chapter contains outstanding text entitled 'Shiksha Valli.' It rightly points out "Now comes the meditation with regard to knowledge. The teacher is the first letter; the student is the last letter. Knowledge is the meeting place for both the teacher and student and Instruction is the link for them" (Taittariya Upanishad, 2019). Along with the blessings of Vedic deities, the student prays that he will speak the right, and he will speak the truth. He further prays God Brahman to protect him, his teacher. Adi Shankara comments (Taittariya Upanishad, 2019) that 'the 'Peace' phrase is repeated thrice because there are three potential obstacles to the gain of Self-knowledge by a student: one's own actions, other people's actions, and the Gods; these sources are urged to peace.'

Fourth *Anuvaka:* A Teacher's Prayer

The prayer of a teacher is presented in the fourth anuvaka. Here a teacher prays that his students inquire. They may come to him for inquiry, they may venture forth on the way of research and inquiry. His students practice self-control and find peace and peace of mind (which will be reflected in the wellness of mind). At last, he uses the smiley of rushing waters from valleys and explains how time passed away.

Ninth *Anuvaka*: Ethical Duties as Human Beings

The ninth anuvaka emphasizes the significance of the study; of teaching and learning. It suggests that every action of a human being must be driven by teaching and learning. It is informed that such type of system is essentially required to create a knowledge-centered society.

"ऋतं च स्वाध्यायप्रवचने च। सत्यं च स्वाध्यायप्रवचने च। तपश्च स्वाध्यायप्रवचने च। दमश्च स्वाध्यायप्रवचने च। शमश्च स्वाध्यायप्रवचने च"

(Swami, 1924)

In this verse, Justice, Truth, Tapas, Dharma, Tranquility and forgiveness, Fire rituals, Oblations during fire rituals, Hospitality to guests to the best of one's ability, friendliness with all human beings, Pro-creation, Sexual intercourse, Nurturing of children to the best of one's ability with *svadhyaya* and *pra-vachana* must be practiced.

Eleventh *Anuvaka*: Convocation Address to Graduating Students

The eleventh *anuvaka* provides us a list of golden rules which the ancient teacher communicated to the graduating students as the ethical way of life. It contains the famous convocation address to the passing out batch that is the students. It is in the form of advice to his disciples regarding the practice of their acquired knowledge. The teacher directs his disciples as follows, "Let there be no looseness in practicing righteousness!" (Taittariya Upanishad, 2019). For example, the teacher advises not to err from Truth and Dharma, and not to neglect their well-being, health, and prosperity.

The eleventh chapter of *Shiksha–Valli* lists out the behavioral guidelines for the graduating students (passing out students) from a *gurukul*. We may compare this to the convocation address of any modern university.

"मातृदेवो भव। पितृदेवो भव। आचार्यदेवो भव।
अतिथिदेवो भव। यान्यनवद्यानि कर्माणि तानि सेवितव्यानि।"

(Swami, 1921)

Here a student is advised to be a person who treats his mother, father, *acharya* (teacher), and guest as a god. Further, the student is advised to do acts that are considered as good by him and none else.

It also provides a list of the ethical rules of charity and giving, with faith, sympathy, modesty, and cheerfulness for the students. There is a debate among the scholars whether the guidelines for morality in this chapter are consistent with the 'Know yourself' that is 'understanding the self' spirit of the *Upanishads* or not. "*Adi* Shankara states that there is a difference between theory and practice, learning the need for Self-knowledge and the ethics that results from such Self-knowledge is not the same as the living practice of the same. Ethical living accelerates Self-knowledge in the student" (Taittariya Upanishad, 2019).

नो इतराणि। ये के चास्मच्छ्रेयांसो ब्राह्मणाः।
तेषां त्वयासनेन प्रश्वसितव्यम्। श्रद्धया देयम्। अश्रद्धयाऽदेयम्।

(Swami, 1921)

The open-mindedness of the Vedic teacher is shown in the above verse. In this verse, the teacher confesses the limitations of his knowledge. The teacher then recommends his students to be sensible while following his paths as he too is not freed from the vitiating circle of biases. This statement is the height of humanity and open-mindedness of the Vedic teacher which is really very rare in today's academic world also. The Vedic teacher made his all attempt at character-building and admits that the only purpose of education is not just to earn money. Further, he says:

"ये तत्र ब्राह्मणाः संमर्शिनः। युक्ता आयुक्ताः। अलूक्षा धर्मकामाः स्युः।
यथा ते तेषु वर्तेरन्तथा तेषु वर्तेथाः। एष आदेशः। एष उपदेशः।"

(Swami, 1921)

In the above verse, the teacher further guides his students that if the students find a person better in knowledge and character than their teacher, the student not only approach that person but honor that person and acquire knowledge from that person. This proves the openhandedness of an ancient teacher.

Twelfth *Anuvaka*-Graduating Student's Acknowledgment

Just like the first chapter (*anuvaka)*, the last chapter *(anuvaka)* also starts with blessings, wherein Vedic deities are once again proclaimed to be manifestations of Brahman i.e. Cosmic Soul, Unchanging Reality. Along with the blessings, the last anuvaka includes an acknowledgment that mirrors the promise in the first chapter that he had spoken what was right, what was true.

Shiksha-Valli and its Relevance

After the glimpses of *Shiksha-Valli*, the following are the conclusions with reference to its relevance.

- Scholars should follow the guidelines to morality presented in *Shiksha-Valli's* first chapter is consistent with the 'Know Yourself' spirit of the Upanishads. 'Learning to Be' is thought of as one of the pillars of Education in recent times.

- There are, it seems, four important domains to which the educational system described in the Shiksha-Valli appear to refer prominently. First is the language; second is the universe including details of various worlds, and topics such as those of the principle of light and heat, the processes of knowledge, generation and continuation of the human species, and the self; the third is the subject relating to immortality, and the fourth is the aspiration and right conduct towards the ideals of the truth and righteousness. The goals of education are the attainment of self-realization, and inculcating the capacity for truth and righteousness which can lead to immortality. Today we also aim at teaching the same ideas of truth, and righteousness.

- Education system aims at "the knowledge of the physical world, the vital world, and the mental world" (Content of Knowledge, 2021). This aim is also relevant in the present scenario.

- Some of the practices that are still in practice. For example, a convocation address to our graduating students was presented in the eleventh *Anuvak.*

- Four pillars of education emphasized by Delor's commission are 'Learning to Do, Learning to Be, Learning to Learn, and Learning to live together. The same thought is reflected in Shiksha- Valli of Taittriya Upanishad.

- In the convocation address, the teacher advises his disciples to be conscious while following his

trails since he too is not freed from the vitiating circle of biases. This is the peak of humility and open-mindedness of a teacher. This type of open-mindedness should be found in today's academic world.

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from the primary school level began decades ago. Under Education 4.0, the era of automation and digitization may facilitate developing nations like India to catch up with them at a faster pace. A clear-cut understanding of the philosophy of the Theory of Multiple Intelligence is a prerequisite to incorporating it into the curriculum. Empirical research in this context would pave way for implementing the same in higher education. Liberal Artscience Education in India may be in a rudimentary stage, but it is going to be the future and a game-changer in the future. This paper is a primer with an earnest attempt to clarify the fundamentals of the theory and to underscore the relevance and the need for designing a curriculum incorporating Multiple Intelligence theory at the tertiary level.

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Is Provisional Accreditation for Colleges a Mini-version of Regular Accreditation?

Shrishti Gangalay*

Of late, National Assessment and Accreditation Council (NAAC) is making many efforts to assert quality as the defining element of higher education in India. Recently, introduced Provisional Accreditation for College (PAC) is one of them. In 2013, the Regulation on the implementation of mandatory Assessment and Accreditation for all Higher Education Institutions could also not motivate 80% (as per AISHE 2019-20 annual report data) of the colleges yet to be accredited, to apply for NAAC Assessment due to various reasons. In States like Rajasthan, Uttar Pradesh Telangana, and Andhra Pradesh almost 92%, 88%, and 87% of the total number of colleges are yet to come forward for NAAC accreditation. Being more comprehensive and directional with clear objectives and mini customized accreditation scheme for non-accredited colleges coming under the ambit of higher education institutions, PAC is an opportunity for the colleges to get prepared, and undergo Regular (Graded) accreditation of NAAC more confidently.

The seven criteria represent the core pillars for the Regular (Graded) accreditation process by NAAC which covers academic and administrative aspects, and new emerging issues. In these processes, Section-B: Self Study Report (SSR) provides the Quality Indicator Framework (QIF) with seven criteria. Each one contains Key Indicators, which are further divided into qualitative and quantitative matric numbers. Total Key indicators are 32 and 55 questions which were used to assess the quality parameters earlier, while Provisional Accreditation now, contains two direct parameters qualitative and quantitative-based on 25 total questions. To compare them, a study was conducted with the following objectives:

- to understand how the 32 key indicators in the Regular (Graded) accreditation system are reflected in 25 questions in PAC and how will those questions help PAC accredited institutions for the process of Regular (Graded) Accreditation by NAAC.

- to analyse the qualitative and quantitative questions in PAC that are based upon QIF in SSR, and see whether these will give any direction to the institute for the regular accreditation process after Provisional Accreditation.

- to explore the areas to consider while preparing quantitative and qualitative questions for PAC by the non-accredited institutions.

The study is purely descriptive in nature and tries to understand how to relate various qualitative and quantitative questions in PAC with QIF for Regular (Graded) accreditation. It is based on secondary data collected from various journals, newspapers, and websites. This study focuses on Affiliated UG college only.

Analysis of Quality Indicator Framework (QIF) in SSR

SSR Quality Indicator Framework given in Table 1 represents the Metrics under each Key Indicator (KI) for all the seven Criteria.

From Table-1, we can further analyze the criteria-wise QnM (Quantitative Metrics) and Q1M (Qualitative Metrics) number of questions for Affiliated/ Constituent colleges as depicted in Table-2.

Analysis of Qualitative and Quantitative Questions in PAC based upon QIF in SSR

In PAC Qualitative and Quantitative questions were evaluated on a three-point scale (0,1 and 2). Understanding how quantitative and qualitative questions in PAC can relate to the seven criteria (QIF) in SSR is shown in Table-3.

Interpretation of the Above PAC Questions Analysis Based upon QIF in SSR

Table-4 indicates the interpretation of the analysis of PAC questions based upon QIF in SSR of Table 3.

- In Criteria 1 (Curriculum Aspects) least number of questions were asked in the PAC, and there is only one quantitative question.

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Table 1: NAAC Quality Indicator Framework

Criteria	Key Indicators (KIs)	Metric Questions
1. Curricular Aspects (100)	1.1 Curricular Planning and Implementation (20)	1.1.1 Q_1M. *The Institution ensures effective curriculum planning and delivery a well-planned and documented process including Academic calendar through and conduct of continuous internal Assessment*
	1.2 Academic Flexibility (30)	*1.2.1 QnM. Number of Add on /Certificate/Value added programs offered during the last five years* *1.2.2 QnM Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years*
	1.3 Curriculum Enrichment (30)	*1.3.1 Q1M Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum* *1.3.2 QnM Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)*
	1.4 Feedback System (20)	*1.4.1 QnM Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)*
Criteria 2- Teaching-Learning and Evaluation (350)	2.1. Student Enrolment and Profile (40)	*2.1.1 QnM Enrolment percentage* *2.1.2 QnM Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the last five years*
	2.2. Student Teacher Ratio (40)	*2.2.1 QnM Student – Full time Teacher Ratio*
	2.3. Teaching- Learning Process (40)	*2.3.1 Q1M Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences using ICT tools*
	2.4 Teacher Profile and Quality (40)	*2.4.1 QnM Percentage of full-time teachers against sanctioned posts during the last five years* *2.4.2 QnM Percentage of full time teachers with NET/ SET/SLET/Ph. D./D.M./M.Ch./D.N.B Superspeciality / D.Sc./ D.Litt. during the last five years (consider only highest degree for count)*
	2.5. Evaluation Process and Reforms (40)	*2.5.1 Q1M Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient*

Criteria	Key Indicators (KIs)	Metric Questions
	2.6 Student Performance and Learning Outcome (90)	*2.6.1* Q1M *Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated* *2.6.2* QnM *Pass percentage of Students during last five years*
	2.7 Student Satisfaction Survey (60)	*2.7.1* QnM *Online student satisfaction survey regarding to teaching learning process.*
Criteria 3- Research, Innovations and Extension (110)	3.1- Resource Mobilization for Research (10)	*3.1.1* QnM *Grants received from Government and non-governmental agencies for research projects/ endowments in the institution during the last five years (INR in Lakhs)*
	3.2- Innovation Ecosystem (15)	*3.2.1* Q1M *Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge (patents filed, published, incubation center facilities in the HEI to be considered)* *3.2.2* QnM *Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years*
	3.3- Research Publication and Awards (25)	*3.3.1* QnM *Number of research papers published per teacher in the Journals notified on UGC care list during the last five years* *3.3.1* QnM *Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years*
	3.4- Extension Activities (40)	*3.4.1* Q1M *Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.* *3.4.2* Q1M *Awards and recognitions received for extension activities from government / government recognised bodies* *3.4.3* QnM *Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years*

Criteria	Key Indicators (KIs)	Metric Questions
	3.5 – Collaboration (20)	*3.5.1 QnM The number of MoUs, collaborations/ linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research and other academic activities during the last five years*
Criterion 4 - Infrastructure and Learning Resources (100)	4.1 Physical Facilities (30)	*4.1.1 Q1M Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution* *4.1.2 QnM Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)*
	4.2 Library as a Learning Resource (20)	*4.2.1 Q1M Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library*
	4.3 IT Infrastructure (30)	*4.3.1 Q1M Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection* *4.3.2 QnM Student – Computer ratio (Data for the latest completed academic year)*
	4.4 Maintenance of Campus Infrastructure (20)	*4.4.1 QnM Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)*
Criterion 5- Student Support and Progression (140)	5.1 Student Support (50)	*5.1.1 QnM Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years* *5.1.2 QnM Capacity building and skills enhancement initiatives taken by the institution include the following* *1. Soft skills* *2. Language and communication skills* *3. Life skills (Yoga, physical fitness, health and hygiene)* *4. ICT/computing skills* *5.1.3 QnM Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years* *5.1.4 QnM The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases*

Criteria	Key Indicators (KIs)	Metric Questions
		1. Implementation of guidelines of statutory/ regulatory bodies *2. Organisation wide awareness and undertakings on policies with zero tolerance* *3. Mechanisms for submission of online/offline students' grievances* *4. Timely redressal of the grievances through appropriate committees*
	5.2 Student Progression (30)	*5.2.1 QnM Percentage of placement of outgoing students and students progressing to higher education during the last five years* *5.2.2 QnM Percentage of students qualifying in state/ national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)*
	5.3 Student Participation and Activities (50)	*5.3.1 QnM Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years* *5.3.2 QnM Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)*
	5.4 Alumni Engagement (10)	*5.4.1 Q1M There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services*
Criterion 6- Governance, Leadership and Management (100)	6.1 Institutional Vision and Leadership (10)	*6.1.1 Q1M The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance*
	6.2 Strategy Development and Deployment (10)	*6.2.1 Q1M The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc* *6.2.2 QnM Implementation of e-governance in areas of operation* *1. Administration* *2. Finance and Accounts* *3. Student Admission and Support* *4. Examination*

Criteria	Key Indicators (KIs)	Metric Questions
	6.3 Faculty Empowerment Strategies (35)	*6.3.1 Q1M The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff* *6.3.2 QnM Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years* *6.3.3 QnM Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years*
	6.4 Financial Management and Resource Mobilization (15)	*6.4.1 Q1M Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ non-government organizations) and it conducts financial audits regularly (internal and external)*
	6.5 Internal Quality Assurance System (30)	*6.5.1 Q1M Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities* *6.5.2 QnM Quality assurance initiatives of the institution include:* *1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements* *2. Collaborative quality initiatives with other institution(s)/ membership of international networks* *3. Participation in NIRF* *4. any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc.*
Criterion 7-Institutional Values and Best Practices (100)	7.1 Institutional Values and Social Responsibilities (50)	*7.1.1 Q1M Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years.* *7.1.2 QnM The Institution has facilities and initiatives for* *1. Alternate sources of energy and energy conservation measures*

Criteria	Key Indicators (KIs)	Metric Questions
		2. *Management of the various types of degradable and non-degradable waste*
		3. *Water conservation*
		4. *Green campus initiatives*
		5. *Disabled-friendly, barrier free environment*
		7.1.3 QnM Quality audits on environment and energy regularly undertaken by the Institution.
		The institutional environment and energy initiatives are confirmed through the following
		1. *Green audit/Environment audit*
		2. *Energy audit*
		3. *Clean and green campus initiatives*
		4. *Beyond the campus environmental promotion activities*
		7.1.4 Q1M Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens.
	7.2 Best Practices (30)	*7.2.1 Q1M Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual*
	7.3 Institutional Distinctiveness (20)	*7.3.1 Q1M Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words*

Source: (http://www.naac.gov.in/images/docs/Manuals/revised_2022/affiliated_College_Manual_11022022-modifiedn.pdf)

Table 2: Quantitative Metrics and Qualitative Metrics

Criteria No.	KI's No.	QnM No.	Q1M No.	Total (QnM+Q1M)
1 (100)	4	4	2	6
2 (350)	7	7	3	10
3 (110)	5	6	3	9
4 (100)	4	3	3	6
5 (140)	4	8	1	9
6 (100)	5	4	5	9
7 (100)	3	2	4	6
Total	**32**	**34**	**21**	**55**

Table 3: PAC Quantitative

Questions	Criteria No. in SSR	Metric no in KI
Q 1. Percentage of teachers against sanctioned posts for full time teachers	II (Teaching Learning and Evaluation)	2.4.1
Q 2. Student - Teacher Ratio	II (Teaching Learning and Evaluation)	2.2.1
Q 3. Percentage of students undertaking project work/ field work / internship / dissertation / skill-based learning	I (Curriculum Aspects)	1.3.1
Q 4. Pass percentage of students	II (Teaching Learning and Evaluation)	2.6.2
Q 5. Number of research papers/books / book chapters/conference proceedings/ patents published	III (Research Innovations and Extension)	3.3.1 3.3.2
Q 6. Student - Computer Ratio	IV (Infrastructure and Learning Resources)	4.3.2
Q 7. Percentage of classrooms and seminar halls with ICT facility	IV (Infrastructure and Learning Resources)	4.1.1
Q 8. Internet connection and / or Wi-Fi facility available in the Institution	IV (Infrastructure and Learning Resources)	4.3.1
Q 9. Number of curricular / co-curricular / extra-curricular/ cultural / sports programs organised by the institution	II (Teaching Learning and Evaluation) III (Research Innovations and Extension) V (Student Support and Progression)	2.3.1 3.4.1 5.3.2
Q 10. Number of Faculty Development Programs/Professional Development Programs, administrative training, orientation, capacity building programs organised by the institution	VI (Governance, Leadership and Management)	6.3.3
PAC Quantitative Questions *(http://naac.gov.in/images/docs/Manuals/Provisional_Accreditational_for_Colleges_PAC_Final_02_03_2022. pdf)*		
Q 1. How does the College assess the learning levels of the students after admission and what are the special measures taken to cater to the differential needs of students?	NIL	
Q 2. Describe the student centric methods, such as experiential learning, participative learning, problem-solving methodologies etc., adopted for enhancing learning experiences?	II (Teaching Learning and Evaluation)	2.3.1
Q 3. Specify the ICT- enabled tools, including online resources for effective teaching and learning processes used by the teachers?	II (Teaching Learning and Evaluation)	2.3.1
Q 4. Mention the extension activities conducted in the neighbouring community in terms of impact and sensitizing the students to social issues and holistic development?	III (Research Innovations and Extension)	3.4.1

Q 5. Describe the facilities available for teaching - learning viz., classrooms, laboratories, computing equipment and other facilities for cultural activities, yoga, games and sports etc.,?	IV (Infrastructure and Learning Resources)	4.1.1
Q 6. Provide details regarding the library facilities available in the college?	IV (Infrastructure and Learning Resources)	4.2.1
Q 7. How does the college reflect academic and administrative pursuits in line with its vision and mission?	VI (Governance, Leadership and Management)	6.1.1
Q 8. How does the college effectively reflect leadership in various practices like decentralization and participative management?	VI (Governance, Leadership and Management)	6.1.1
Q 9. Explain the Institutional Developmental Plan (IDP) and strategies for achieving long and short-term goals fixed by the college?	VI (Governance, Leadership and Management)	6.2.1
Q 10. Describe the quality initiatives, sustenance and enhancement measures taken by the Internal Quality Assurance System (IQAS) of the College?	VI (Governance, Leadership and Management)	6.5.1
Q 11. Explain the capacity building and skills enhancement initiatives taken by the institution such as soft skills, language and communication skills, Life skills, yoga, physical fitness, health and hygiene, ICT/computing skills.	V (Student Support and Progression)	5.1.2
Q 12. Does the institution have a transparent mechanism for timely redressal of student's grievances including sexual harassment and ragging cases?	II (Teaching Learning and Evaluation)	2.5.1
Q 13. Describe the sensitization initiatives taken up by the institution, for students and employees regarding constitutional obligations: values, rights, duties and responsibilities of citizens	VII (Institutional Values and Best Practices)	7.1.4
Q 14. Describe the performance of the Institution in one area, distinctive to its priority and thrust	VII (Institutional Values and Best Practices)	7.3.1
Q 15. Describe the unique strength, weakness, challenges, opportunities and achievements of the College and why the College needs Provisional Accreditation?	SWOC Analysis	

Table 4: Interpretation of the PAC Questions Analysis Based upon QIF in SSR

Criteria No. (weightage in SSR)	QnM No. (No. of KI)	Q1M No. (No. of KI)	Total (QnM+Q1M)
1 (100)	1	0	1
2 (350)	4	3	7
3 (110)	3	1	4
4 (100)	3	2	5
5 (140)	1	1	2
6 (100)	1	4	5
7 (100)	0	2	2

- Maximum weightage given in Criteria No. 2 (Teaching Learning and evaluation) in SSR and in PAC also the number of total questions is more than any other criteria asked.

- Three Quantitative questions were asked in Criteria 3 (Research, Innovation, and Extension) for PAC though it carries the third-highest weightage in SSR.

- Criteria 4 (Infrastructure and Learning Resources) consists of a number of quantitative questions similar to criteria 3 but one question more qualitative question.

- Second least number of questions asked in PAC in Criteria 5 (Student support and progression), however, SSR carries the second-highest weightage.

- Number of Qualitative questions is more in Criteria 6 (Governance, Leadership, and Management) in total questions.

- In criteria 7 (Institutional Values and Best Practices) the total number of questions is the same as criteria no. 5 but here only qualitative questions are asked.

Areas to Consider while Preparing Quantitative and Qualitative Questions for PAC by the Institution

- Number of questions asked in PAC is about 50 % in comparison to SSR, which will give time to accumulate documents for the institutions.

- At the very initial stage the list of documents to be prepared in PAC questions is less in number but required more analysis for quantitative questions

- Questions are not following any Criteria-wise sequence and are not cohesive as they are randomly given which may require thorough analysis while going for a Regular (graded) Accreditation process at a later stage.

- In Quantitative questions, Scores and Benchmarks (0,1and 2) are given with greater than and less than the number for each question while for qualitative questions there is no such parameter and evaluation will be based upon Scores and Benchmarks (0,1and 2), here institution can give more attention.

- As per the PAC manual, it is mandatory to secure a Minimum Score of 20 out of 50 but how it's distributed in quantitative and qualitative questions is not clear. The total number of questions in Quantitative is 10 and the highest score is 20 (2*10) and in Qualitative questions is 15 in number with the highest score of 30 (2* 15). For example, if any institute scores 20 out of 30 in qualitative questions irrespective of quantitative questions score and vice versa will that institute will get provisional accreditation?

- In qualitative questions each question carries equal marks, which is not stated anywhere in the PAC manual as the maximum questions asked here are qualitative i.e., policy and strategy based. So, the institution needs to focus on the implementation of Policy and Strategy.

- In PAC internal or external Audit system is very much silent as it is considering the ASHIE report as the base of the data.

- Qualitative question analysis of the Strengths, Weaknesses, and Achievements of the colleges in PAC will give a road map toward a Strategic Plan for the institute but it may create challenges in preparing SSR for Regular (graded) Accreditation.

- In PAC word limit for qualitative questions is limited to 300 maximum while in SSR it is 500 words, so the answers require more precision and to the point for PAC.

- Only one academic year of data and documents is required for PAC which is a real relief than

accumulating five years of data for the Regular Accreditation Process.

Conclusion

However, PAC is the journey that will end after the institution will go through the Regular (Graded) Accreditation process, which is a great initiative by the NAAC to help all those institutes to overcome the dismay of accreditation and it will increase the level of quality towards education.

The new affiliated /constituent UG college manual, June 2022 is very much short which will be an advantage for PAC accreditation. PAC is the tip of the iceberg but its plays an important role in the improvement of quality in a higher educational institution, it may be not the whole NAAC but it is a part of it to start and build confidence towards quality improvement in the educational institution.

Each coin has two sides, so PAC is full of opportunities for that 80% of the colleges that are yet to get accredited. The regular (Graded) Accreditation process has its own significance as it is based on CGPA seven-point scale.

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Necessity of Value-based Education for Positive Attitude

Banwarilal Purohit, Governor, Punjab and Administrator, UT Chandigarh delivered the Convocation Address at the 116th Convocation Ceremony of Khalsa College, Amritsar on March, 05, 2022. He said, "The future is always full of immense possibilities, potential -- in addition to the countless challenges some of which may be beyond our anticipation. The society in which we are living is changing much too fast to expect a smooth-sailing life. So, the knowledge that you have obtained should not remain static but should generate the power of dynamic thinking. So, think out of the box, have a vision, and through research and inquiry, translate it into reality! I can assure you from my lifetime experience that the process is beautiful, wonderful and delightful. Go for it. You will remain grateful to yourselves for taking that leap of faith." Excerpts

It is a privilege and a pleasure to be at the Convocation of one of the most iconic institutions of the State of Punjab---an institution that has a history of over 12 decades.

My first duty on this occasion, it is a most agreeable one, is to offer my warm felicitations to all those of you who are receiving degrees today, on the successful completion of an important phase in your lives.

Congratulations on coming out successful and deserving of this joyous occasion in your life. I can see a palpable sense of delight in you.

Fortunate are you to have an opportunity to graduate from an institution which I have been told is spreading the light of knowledge since 1892.

It is the first autonomous college of Guru Nanak Dev University and has been bestowed with the status of "College with Potential for Excellence" and has been conferred with status of Heritage Institution by the University Grants Commission.

It would be worthy for us to understand the metaphor of the concept of excellence. The word derives itself from another word 'excel' -- which means a continued improvement in quality of effort, quality of commitment, quality of vision, quality of lofty visualization of good ideas, good thought, good action. When an institution gets accredited as a "College with potential for Excellence", it simply means that it stands for all these attributes of excelling.

At this point, it is important to understand that when we speak of excellence, we are shunning the talk about perfection. 'Perfection' suggests the end of the journey, the final destination. For ages, human thought has always pursued excellence which suggests continuous rising to higher points of achievement, betterment, refinement.

I am happy to note that your institution follows the concept of excellence to the hilt -- by not keeping itself confined only to plain academics. This can be proved by one wonderful fact about your institution: The Khalsa College Amritsar is the only educational institution to have within its campus a Sikh History and Research Department with a museum. I have been told that rare handwritten manuscripts, historical documents, journals and magazines have been carefully preserved here. This treasure-house of knowledge and history and tradition has made and will keep making signal contribution to the studies of an important facet of the nation's cultural heritage.

There are two things which I like in particular about this institution (other than its beautiful heritage building, of course!)

First, the education is being given here to the youth of Punjab in the field of agriculture. I am extremely happy to note that the Department of Agriculture of the college has been accredited and approved by Punjab Council of Agricultural Education.

We are an Agrarian State. Agriculture is important not because of some historical, geographical or economic reasons for us; it is important also because it is our way of life, it is our identity. Our crops and our fields are an integral part of our dreams! We all grow up steeped in that thought. Lush green fields that demonstrate our effort and love for Mother Earth surround us and keep us eternally energetic.

So, it is pertinent that we promote modern scientific ways and methods to promote agriculture

and allied activities. Be it Soil Conservation, water conservation or agro forestry or revolutionizing irrigation techniques ....our youth needs to be engaged actively in all the facets of agriculture -- from farming to allied artisanal activity that forms the basis of rural industry.

We need to impart knowledge to the youth of the State at various levels, show them the nth possibilities in this sector, run some special courses, extend hand-holding to those coming up with novel ideas in the field and help them to adopt farming and allied activities as a career.

Second thing about this institution that I sincerely appreciate is that it means to work towards eradication of pernicious social evils deviling the Indian society -- which is achieved through enlightened, progressive and value-oriented education.

Nelson Mandela rightly said: "Education is the most powerful weapon through which you can change the world". Here, he talked about both academic education as well as moral value education.

Value-based education includes character development, personality development, citizenship development, and spiritual development. It trains the students to face the outer world with the right attitude and right set of values. It promotes tolerance and understanding above and beyond our political, cultural and religious differences, putting special emphasis on the defense of human rights, the protection of ethnic minorities and the most vulnerable groups.

Our National Education Policy—2020 also seeks to provide pathways for the future in a globalised world while preserving time honoured Indian values like compassion, morality, truth and good conduct. A student coming out of such a system will have a higher degree of self confidence and will also be better equipped to meet the challenges of the future.

Dwelling more on values, I would like to share with you an article published by Gandhi Ji in 1925 in his weekly newspaper Young India. In which he has highlighted Seven Social Sins.

Mahatma Gandhi Ji said,

- Politics without principles.
- Wealth without work.
- Pleasure without conscience.
- Knowledge without character.
- Commerce without morality.
- Science without humanity.
- Worship without sacrifice are Social Sins.

Every single one of these sins is an example of selfishness winning out over the common good. They refer to behaviors that go against this ethical code and thereby weaken society.

Actually, all of these concepts -- wealth, pleasure, science, knowledge and worship are Abstract; they don't inherently come with rules. But Gandhi Ji brings us to the baseline, reminding us that nothing is without its proper balance: wealth should be earned through work; pleasure is enjoyed responsibly; science must regard the feelings & fate of individuals, and politics must be conducted with principle.

When values are not strongly held, people respond weakly to crises which in turn threatens the social fabric. So, my young friends, adherence to values should be part and parcel of your lives.

Further, extending a word of caution, I wish to share another concern with you.

The future is always full of immense possibilities, potential -- in addition to the countless challenges some of which may be beyond our anticipation. The society in which we are living is changing much too fast to expect a smooth-sailing life. So, the knowledge that you have obtained should not remain static but should generate the power of dynamic thinking.

By the process of thinking and applying your knowledge to practical problems of life, you will not only extend the bounds of knowledge but also will be able to tackle successfully some of the current economic and social challenges.

So, think out of the box, have a vision, and through research and inquiry, translate it into reality! I can assure you from my lifetime experience that the process is beautiful, wonderful and delightful. Go for it. You will remain grateful to yourselves for taking that leap of faith.

Once again I congratulate you on the completion of your degrees. The degree which you have acquired is a reward of several years of your hard work and

dedication earned with the support and guidance from your teachers and your family members.

I know, your journey was not easy. But if the mountains were not steep, and the climb did not test your resolve, the view from the top would not be such a revelation, or such an inspiration. Now you stand at the peak, and opportunity stretches out before you.

Thus, in a way, the next stage of your onward journey begins now. So far, you have climbed well through effort. Now, the onward journey will have different challenges, different problems. But it will also be full of different and more rewarding opportunities. So, accept those challenges, face those, and rise above the mundane. Have a great and meaningful life.

This convocation marks the completion of one stage in your life and another is about to begin. The time has come for you to leave this safe and comfortable place. Now you have to face the transition from Preparation to Action. The process of transition may pose some challenges but I am sure that the values you have acquired will help you tackle them head-on.

Convocation is a day when we celebrate your success and look forward to the impact you will have on society and the country. I have no doubt that you will positively impact thousands of lives over the course of your careers. I have confidence in your talent and determination.

I wish that you grow up to provide an effective and able leadership to the country by combining idealism with ambition.

Wish you all the success in your life.

I also wish the management and faculty of Khalsa College the very best for the future.

Thank you,

Jai Hind.

❑

STUDENT COLUMN

Value Components in National Education Policy—2020

Achyut Kant Jain*

Today, there is a decline in moral, social, cultural, and spiritual values all around society. In today's crowded world, in the storm of materialism, in the flood of communal narrow-mindedness, in the race of competition, in the storm of selfishness, our moral, spiritual, social, and religious values are being swept away. Because of this decline, there is also a decline in education. In today's society, there is a general decline in moral values which is apparent in many ways including indiscipline in education, apathy towards labour, indifference towards self-duty, unresponsiveness, etc. As a result, the path of social upliftment is getting deviated. It is common knowledge that education without values will lead to destruction and not to development. Therefore, it becomes the responsibility of every member of society to make efforts toward the inculcation of values in self as well as others.

Man is a social animal and culture plays an important role in making him social. Culture is the best heritage of man, with the help of which he/she gets the direction towards development from generation to generation. If a man is stripped of his culture, he will remain only a creature like other animals. At the time of birth, man is ignorant of anything, but she/he gradually learns the culture of the society through the environment and process of socialisation.

Society influences the personality development of a child The child will imbibe from the environment in the society and will develop accordingly. Society and the governance system determine the goals of education. The goals of education change according to the time and situation of the country. With the entry of the new millennium, society is changing at a fast pace in almost all dimensions and it is a great

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challenge for everyone to adapt to the fast-changing intellectual, cultural, and social dynamics. Many people are finding it difficult to cope with the situation and are succumbing to mental adjustment issues. The foremost aim of education is the overall development of mind body and spirit. Thus, there is a great challenge in front of education to take care of the emotional needs of the students and make them balanced adults. It also has to provide solutions to mental problems if they arise in the student's day-to-day life. Education that does not solve our mental problems does not become a boon for us. It is not enough just to get the material, to satisfy the basic needs, to develop the intellectual ability through education (Priyadarshini and Murthy,1998). Intellectual development and Emotional Development are two different things. In the modern Education System which has been given to us by the Britishers, there was no provision to deal with emotional problems.

In India, from the 18th century onwards there is a trend of decline in traditional intellectual activities and freedom, a lack of enthusiasm for moral and spiritual life, and excessive ritualism are visible (Das, 2010). This whole process originated for two reasons, namely, Macaulay, and Materialism.

As is well known from the Macaulay's Minutes, the objective of imparting education by the British is to create 'Indians in blood and colour, but with interest, thoughts, morality, and intellect as Britishers', which should act as an interpreter between the English-government and crores of people. Unfortunately, the education system that started at that time still exists in the same form today, with some superficial modifications. If we examine this system neutrally and from the perspective of the fundamental foundations of Indian culture, we find that it has damaged four main elements, along with disastrous consequences. First, it has put an end to the study of poetry, music, and art, the soul of a complete education. Second,

this system of education stopped the study of the three elements of the Indian tradition, namely philosophy, religion, and spiritual knowledge. Third, it started the study of world history, some elements of world geography, and modern science, but it presented an effective Anglo approach and disturb the Indian vision in science, which is part of the overall study of scientific inquiry. In which there was a strong system of the interrelationship between science, philosophy, and yoga. Fourthly, it abandoned physical education and skill in arts and crafts and other disciplines related to the arts of life, which had been kept alive for ages in India. We have compensated for the damage we have suffered in the areas of education and the wealth of knowledge and skills under this NEP–2020.

Dimensions of Education

In Sanskrit, the word 'education (*śikṣa*)' means 'learning, study, acquisition of knowledge. When we say 'teaching', it actually means not only teaching but also 'learning'. That is why the word 'teaching' is used in both the sense of learning and teaching. The word 'education (*śikṣā*)' in Hindi has come from the Sanskrit word '*śikṣā*'. Another popular word in Hindi is V*idyā*. *Vidyā* is a Sanskrit word derived from the root '*Vida*'. The word "Vida" has many meanings, like knowledge, wellbeing, the meaning of profit, meaning of thinking and of consciousness, feeling, narrative, statement, abode, etc. (Aapte). Thus, vidya has at least five meanings: knowledge, reality, achievement, idea, and elevated feelings. In ancient times, the word *Vidyā* was used in these five senses and all five have great importance in our life. In English, the word 'education' comes from the Latin word 'Educare', which means to nurture or develop.

Indian Philosopher Shankaracharya said that education is that which leads to salvation (Sharma, 2000). Even the more recent educationists have stressed the importance of the spiritual aspect. According to him, the meaning of education is freedom from sorrow, grief, misery, agony, and regret. Vivekananda said Religion is the innermost core of education (Vivekananda, 2019). Sri Aurobindo clearly said that "The child's education ought to be an outbringing of all that is best, most powerful, most intimate and living in his nature; the

mould into which the man's action and development ought to run is that of his innate quality and power. He must acquire new things, but he will acquire them best, most vitally on the basis of his own developed type and inborn force. (Aurobindo,1995). M.K. Gandhi said, "By education, I mean an all-round drawing out of the best in a child and man, body, mind, and spirit. Literacy is not the end of education, not even the beginning. It is one means by which men and women can be educated. Literacy in itself is no education."

If we analyze the above definitions of education, then three meanings are in front of us– vocational skills, behavioral skills, and conduct skills. These three encompass the whole crux of education. Education enhances vocational skills. If one acquires vocational skills and fails in behavioral skills, then education is not of much use. Vocational skill is to run a livelihood. Behavioral skills are needed for happy living. Blissful life can be lived only when the ethics are followed. Holistic Development can only be possible when a learner learns to develop his/ her physical, mental, and spiritual abilities (Pandey, n.d.).

Identifying Human Values

Human Values preached by ancient Indian Seers and Philosophers are prevalent since time immemorial. They talk about the happiness, health, and welfare of every human being. One of the ancient Sanskrit verses says, - "*Sarve Bhavantu Sukhinaḥ Sarve Santu Nirāmayāḥ Sarve Bhadrāṇi Paścantut Mhā Kaścit Duḥkha Bhāgbhavet*" which simply means "May everyone be happy, may everyone be healthy, may everyone see what is favorable, and may no one suffer." The spirit of human values is clear from this verse. Gautam Buddha also said in this context that man has to get rid of troubles (*dukhs*). Even in the modern era, we see that Mahatma Gandhi, Tagore, Jawaharlal Nehru, Swami Dayanand, etc. unanimously said that the imparting of human values is our ultimate goal. Indian thinkers have considered serving the poor, empathizing with the misery of the poor, and paying attention to their oppressed condition as their best religion (*dhammo dayāviśuddho*). The NEP—2020 added the components of human values like Truth, Righteous conduct, Peace, Love,

Non-violence, etc. to carry forward the essence of our Indian tradition.

Truth (*Satya*): The word *satya* is derived from the root 'Sat', which means existence (Aapte). Whatever exists is *satya*. Truth is an important life value. It is the cornerstone of life and the basis of human belief. Lord Mahavira has given the name of Truth to God. Truth means not to use lies under any circumstances. Manu also said, *Satyaṃ Brūyāt Priyaṃ Brūyātra Brūyāt Satyamapriyam*. In this, three adjectives of truth have been given, which means to speak truthful and dear and not to speak unpleasant truth and dear untruth. Revealing the broad nature of truth, it was said that truth is not related only to speaking, but to every effort made to express one's intention.

To speak the truth, one requires moral courage. Only those who have conquered greed, fear, anger, jealousy, ego, vulgarity, frivolity, etc. can speak the truth when required. Not 'mine is the truth' but the truth is mine should be one's motto.

Righteous conduct (*Dharma*): The nature of Dharma is *saṃsāradu: khata: sattvān yo dharatyuttame sukhe* (Samantabhadra Acharya) which means religion is something that give the happiness. Each and everyone on this planet is seeking true happiness, so the aim of education should also lead towards happiness.

Information is received through the five senses i.e., smell, taste, sight, touch and hearing. When this information is referred to as the sense of right and wrong, the resulting action will be positive. Thought precedes every action. If the thought is consciously seen and noted, aims to help, and is unselfish, the action will be good for oneself and others. If our mind is busy, or we are negligent, the action may be useless, clumsy, or harmful to ourselves or others. A pair of cherries can symbolize Right Conduct because they look like a pair of arms and legs (Nirmalajyothi, 2013).

Peace (*Śāṃti):* Man is egoistic. He has a vested interest and wants to rule over others. These are the root causes of the disturbance of the peace. We have not paid proper attention to their removal. We are concentrating only on weapons, army, and war. The main problem is being neglected, as we are giving too much importance to what is subsidiary. Peace and non-violence are two sides of the same coin. We can not think of one without the other.

Lack of peace is not the problem of any one region. This is the problem of every country, every society, every person. Unless we think of the individual, social peace. A partial approach cannot solve the problem of world peace. That's why we should first think about mental peace before taking care of world peace. If there is no atmosphere of peace in society, then how will it contribute to world peace? We also have to take care of personal peace while thinking about harmony in society. If those who control the social order do not have peace of mind, then they cannot do much for social harmony.

Every social animal likes non-violence. Because he likes peace. There is no happiness without peace. Therefore, peace is necessary for happiness and non-violence is necessary for peace.

Love (*Prema*): Love has many forms like Compassion, kindness, companionship etc. Compassion is a moral value, which literally means kindness, a feeling of companionship towards mere beings. In the country and society in which this value develops, morality develops automatically in that country and society. The lack of compassion is a big reason for all the scams, dishonesty, immorality, and inauthenticity that is spreading in the economic world today. In the absence of compassion, a person is becoming limited only to himself, his family, and his children. Its limitedness has given rise to immorality and corruption.

It is expected that feelings of compassion should be developed in every member of society. In the practical world, giving bread to the hungry, helping the poor or any helpless, and serving the sick is love, but from the spiritual point of view, it has been explained in more detail not to hurt anyone by one's own bad nature. In the Gita, Shri Krishna said, "*Ātmanaḥ Pratikūlāni Pareṣāṃ Na Samācaret*". Love is not to do the conduct which is unfavorable to oneself, to others as well.

Non-violence (*Ahiṃsā*): '*Ahiṃsā paramo dharmaḥ*' Non-violence is the lifeblood of Indian culture. Non-violence is not to kill any living being with mind, word, and spirit. A non-violent person considers all beings to be *ātmavat* (like his/her own soul).

The practical purpose of practicing non-violence is that all living beings want to live, everyone loves their life. Nobody wants to die. Killing them hurts. It is not proper to hurt anyone, so non-violence should be followed. This is the practical reason for practicing non-violence, not the main reason. Self-welfare is the main reason for following non-violence. A person who commits violence harms himself before harming others. By bringing the spirit of violence in the mind, he affects his soul, because by the mere feeling of violence in the mind, the bondage of sin-karma pollutes the soul.

The person who commits violence makes them his enemy by increasing enmity with others. On the contrary, the follower of non-violence sees all beings with equal eyes, and does not bring any hatred towards anyone in the mind. When the mind is not polluted, its soul also remains pure. Because of self-purification, he proceeds on the path of salvation. By following non-violence, he gets rid of the bondage of birth and death and attains salvation. Thus, there are two reasons for practicing non-violence. The practical reason is benevolence to other beings and the decisive reason is self-welfare or salvation.

Relevance of Human Values

Human Values keep man away from evils and preach universal citizenship. Those values lift human beings from narrow feelings toward universal brotherhood (*vasudhaiva-kuṭumbakam*). In the absence of morality, I cannot even imagine the qualities of an ideal citizen. Moral qualities play a major role in making a citizen an ideal. In the present time, the biggest burning problem in front of the society is the moral degradation of citizens, selfishness, ego, corruption, misconduct, materialistic nature, our civic direction is getting confused in the sense of earning money. The aim of NEP—2020 is to develop the qualities of service,

honesty, benevolence, sacrifice, truthfulness, selfless sense of justice, etc. so that we can build a healthy and beautiful society.

People living in different regions of the world may be of any colour, form, religion, or caste, but first of all, they are human. Being human, human values like truth, nonviolence, peace, kindness, compassion, love, sympathy, and generosity are not the benediction of any one nation, but it is the responsibility of every nation to develop and transmit all these qualities to its children properly. International harmony develops only from these human values. Today's era is the age of science and technology. But we should use this technology for the development of public welfare. It is unfortunate that human beings are using these means for destruction. Destruction occurs in any corner of the world and affects the entire human race.

History is witness that the human species has seen the scene of destruction after two world wars with its own eyes. Stopping this destruction in the future is essential to preserve civilization and culture. If the child of today is the future citizen of tomorrow, then he should be taught the lesson of peace through education, the seeds of virtues and the feeling of peace should be planted in his/her heart. So that by becoming an ideal citizen and giving the message of internationalism as a true messenger, only then it is possible to preserve human civilization and culture. Development without destruction is the basic *mantra*.

The nations of the entire world can be divided into different categories. Some nations come under the category of developed nations, some come into the category of developing nations, which are still moving towards sustainable development. Many nations come under the category of backward nations. With the development of international goodwill, human qualities will develop and good ideas will arise to contribute as human beings to the progress of backward nations.

No country is perfect today. If the production of any one commodity is more here, but for other goods, he has to depend on other countries. Interdependence refers to the fulfilment of the need by each other. If a country has reserves of grain,

then the other country has vast reserves of oil. In such a situation, both the nations are mutually dependent to meet the needs of their citizens. Therefore, instead of developing egoistic or narrow ideology in the children, we should develop a broad outlook for international goodwill.

The feeling of a world family can be developed in the children through international goodwill. Instead of 'I' and 'mine', the concept of 'we' and 'our' should be developed. Because of this feeling, the people of the entire world will live with mutual love, goodwill, and brotherhood, due to which the feeling of hatred, vengeance, jealousy, and malice automatically ends and the feeling of unity develops.

In short, the need for value education among the parents, children, teachers, etc, is constantly increasing as we continue to witness increasing violent activities, behavioral disorders, and lack of unity in the society, etc. Value education enables us to understand our needs and visualize our goals correctly and also show the direction for their fulfilment. It also helps remove our confusion and contradictions and enables us to rightly use technological innovations.

Human Values in NEP—2020

The NEP—2020 Mentions the importance of Human Values in many paragraphs, like:

- Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values of truth *(satya),* righteous conduct *(dharma)*, peace *(shanti),* love (prem), nonviolence *(ahimsa)*, scientific temper, citizenship values, and also life-skills; lessons in *seva*/service and participation in community service programmes will be considered an integral part of holistic education (National Education Policy—2020).

- The school curriculum will include, early on, the material on human values such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity. It would also include more detailed knowledge of various cultures, religions, languages, gender identities, etc. to sensitize and develop respect for diversity. Any biases and stereotypes in the school curriculum will be removed, and more material will be included that is relevant and relatable to all communities (National Education Policy—2020).

Conclusion

Human Values are the basis of character and no type of education system can be valueless. The initial formation of a characterful citizen depends a lot on the educational and economic status of the family. But there is no dearth of such examples, that even uneducated or semi-educated, or economically inferior families believe in value-based conduct and even the biggest temptations cannot deter them from the right path. Therefore, value is related to our soul. If we have a firm belief in something, there is no doubt in its veracity, then for that thing, we are ready to make the biggest sacrifice. Morality is the value of our conduct, which motivates us to walk on the path of justice and truth. Our moral conduct inspires society to walk on the path and also gives us self-satisfaction to ourselves. On the contrary, our corrupt practices keep us tormented by fear and anxiety. The mind remains restless because there is a fear of being exposed to conduct beyond the truth. In short, we can say that a person who is ethical, / will be in favor of truth and justice and his moral values will motivate and be development-oriented for the society. The test of moral values is inherent in society itself. The moral values of an individual isolated from society are meaningless to society in the absence of interaction.

It is clear from the above discussion that human value-based education is indispensable for providing the best quality education for the future leaders of the country. The initiative of NEP2020 to add human values to education will be a milestone for going back to our own roots. If we succeed in passing the human values in education to the future generation, then we can hope that the future of India will be safe in the hands of those who believe in values.

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CAMPUS NEWS

International Conference on Knowledge Organisation in Academic Libraries

The International Conference on Knowledge Organisation in Academic Libraries (I-KOAL 2022) was jointly organized by the Department of Studies in Library and Information Science, Tumkur University, Tumukuru, Karnataka and the Library Professionals Association (LPA), New Delhi, recently. The theme of the event was 'Digital Transformation: Moving towards Developing Smart Libraries'. About 150 papers were received from the participants and only 84 papers were included in the conference proceedings.

The inaugural ceremony of the conference began with an invocation rendered by Ms Sumana Dasaraju. The auspicious beginning of the event was started with the lighting of the ceremonial lamp as a symbol of knowledge by the Chief Guest and dignitaries on the dais. Dr. B T Sampath Kumar, Professor, Department Studies and Research in Library and Information Science, Tumkur University, Tumkur and Co-organizing Secretary extended a warm welcome to the dignitaries on the dais as well as to the invitees and the delegates of the conference.

Dr. R N Malviya, President, Library Professionals Association, New Delhi not only briefed about LPA and also explained the activities and functions of LPA for the cause of LIS professional and librarianship.

Prof. Muttayya M Kognurmath, Director, Basava International Information Centre, Bengaluru released the Conference Volumes and delivered the Inaugural Address. Prof. Kognurmath narrated the growth and development of society from Stone Age society to knowledge society. The emergence of knowledge witnessed the sea change due to technological transmission from palm leaf to palmtop. Especially, the digital transmission posed lots of challenges as well as great opportunities for LIS professionals to showcase all the information products and services to satisfy tech-savvy generation by creating smart libraries.

Library Professionals Association, Delhi one of the premier professional associations of LIS in India has instituted several awards for the human and professional service rendered by the LIS professional in the cause and promotion of different types of Librarianship in India. Mr. Salek Chand, General Secretary, Library Professionals Association, New Delhi said that LPA conferred the following awards to universities/institutions.

- Best Academic LIS Professional Award was conferred upon Prof. Mallinath Kumbar, Department of Library and Information Science, University of Mysore, Mysuru.

- Best University Librarian Award was conferred upon Dr Vijaykumar M, University Librarian, Pondicherry University.

- Best College Librarian Award was conferred upon Dr. Kuldip Chand, Deputy Librarian, Rajastan University, Bikaner, Rajastan.

- Best School Librarian Award was conferred upon Dr. Amita, B. Pormar, Librarian, Kendriya Vidhyala, Anand, Gujarat

- Best Librarian– Public Library Award was conferred upon Ms. Manjula Kattimani

- Best Librarian – Domain of Health Librarianship was conferred upon Ms. Lalita Dheer, Librarian, PGIMER, Chandigarh

- Best LPA Co-coordinator Award was conferred upon Mr. Nitin Joshi, Librarian, MIT, Pune

- Sh. Sukhdev Singh Award was conferred upon Mr. Nagaraja, H. Librarian, Govt. First Grade College, Pavagada, Tumkur District.

Prof. K Shivachithappa, Registrar, Tumkur University, Tumakuru congratulated the faculty members of the Department of Studies and Research in Library and Information Science for selecting a very suitable topic for the discussion and deliberations. Prof. Shivachithappa rightly pointed out that the digital transformation created a lot of challenges as well as greater opportunities for LIS professionals, therefore they need to adopt the change and cope with changes. One of the happiest movements of the inauguration ceremony is the office bearers of LPA felicitated Prof. Keshava, Acting Vice Chancellor of Tumkur University, Tumakuru.

Keshava, in his presidential remarks, appreciated and congratulated the activities and professional commitments of LPA and its dedicated team members. He advised to LIS fraternity that the professionals need to be innovative and capacity building in adopting suitable ICT-enabled technologies in the age of digital transmission. The digital and online resources are coming into an environmental ecosystem. Prof. Keshava concluded his address by saying that the talk is not enough but act upon is the agenda of the conference. Dr. Anand Jha, Treasurer, LPA, New Delhi proposed the vote of thanks.

The Technical Session was chaired by Prof. Mallinath Kumbar, Department of Library and Information Science, University of Mysore, Mysuru and Co-chaired by Ms Vandana Chandere, Library in-charge, NIV, Pune. Dr. Mohan T A, Chief Librarian, Siddaganga Institute of Technology, Tumakuru was the Rapporteur.

Prof. Jean-Charles Lamirel, Faculty, University of Strasbourg, France and University of Dalian, China delivered the Keynote Address on 'Central Role of Artificial Intelligence in New Generation of Libraries'. Based on his professional research experience, AI and Machine Learning have a strategic role to play in information management and diffusion. AI process will help text mining as well as indexing of more relevant and appropriate information and data from the document. Only one out of seven papers was presented in the first technical session by the participants. The paper mainly focused on the marketing of library products and services as a case study of the college library.

The next session chaired by Dr. Shishir Mandalia, University Librarian SPU, Anand, Gujarat and the Co-chair was Prof. M Doraswamy Dravidian University, Kuppam. Ms. Gunjan Jain, ILI, New Delhi was the Rapporteur. The information and knowledge-based product presentation made by Rapid Radio Solutions, Ahmedabad on 'Effective Use of RFID Technology in Libraries. Only six papers were presented in the session. The papers were focused mainly on 'Use of Open Access and Open Education Resources, Impact of ICT on Libraries, Need for Digital Literacy Skills, Information Searching Skills, Digital Library Initiatives and the Importance of MOOCs.

The Chairperson of the next session was Prof. Krishnamurthy C, Professor, Department of Library

and Information Science, Karnataka University, Dharwad and Dr. Sathish Kumar, Technical Office, DRDO, Co-chair and Ms. Mamta Amarpuri Librarian, Darshan Academy, Delhi was Rapporteur. Only eight papers were presented in the session.

Lalita Dheer, Librarian, PGIMER, Chandigarh chaired the session which was co-chair by Dr. Sathish Kumar H T, Technical Officer, DRDO, Gwalior. Mr. H P Pandey, Librarian, LHMC, New Delhi was the Rapporteur. Six papers were presented during the session. The papers mainly constituted on Artificial Intelligence, Virtual Reality, Open Access Resources, User Studies, Knowledge Management, Emerging Trends And Technologies, Library Services Through Phonic Applications, and Prevention of Plagiarism.

Further, the session was chaired by Dr. M Vijayakumar, University Librarian, Pondicherry University, Puducherry which was co-chaired by Dr. D D Lal, Head, Library, NBRC, Gurugam and Dr. Seema B Gokhle, Librarian, BACL, Mumbai was the Rapporteur for the session. During the session, eight papers were presented by the learned authors. The papers were mainly concentrated on Plagiarism Software, IPR and Copyright Literacy, Altmetric Analysis, ISB, Publishing Ethics, BlockChain Technology, Use of E-resources, etc.

Dr. Atul Bhatt, Associate Professor, Gujarat University, Ahmedabad was the Chairperson of the next session and Dr. Nagappa Bakkannanavar, Head, IRC, Tata Consultancy Services, Bengaluru and Dr. Shantashree Sengupta, Librarian, MCASC, Pune served as Rapporteurs. During the session, there were only seven papers. The papers mainly were on Tourism Information Services, ISB, Metric Analysis, ICT Infrastructure, Best Practices in Libraries, Web Impact Factor Analysis, Evaluation of Institutional Repositories, Library Associations and Networks, and Print Media since Pre-independence.

The concluding session of the event was on 'Social Networking and Web 2.0 Technologies'. Dr. Vinitha K, Librarian, St. Mary's College, Thoothukudi and Mr Kuldip Chand, Deputy Librarian, Raj. University, Bikaner Chair and Co-chaired the session and Ms Ekta Jain, NIV, ICMR, Pune acted as Rapporteur. Only three papers were presented during the session. The authors made presentations on 'Transformation in Services, Collections, Space and Operational Activities in Libraries, New Bibliometric Indicators, Scientometric and

Bibliometrics Studies, Institutional Repositories in Karnataka, Indian Open Access Repositories, Rural Public Libraries in Karnataka, Swayam Courses, Preservation and Conservations of Manuscripts, Open Books Exam, Use of e-resources by Paddy Farmers, LIS Open Access Journals, Promoting Agricultural Information to Farmers.

The Valedictory Function of the event was concluded by the Rapporteur General, Dr. Ramesha, Professor and Project Director, ICSSR-MRP Department of Library and Information Science, Bangalore University, Bengaluru.

International Conference on Sustainable Goals

A two-day International Conference on the theme 'Managing Economic Development and Financial Stability: In the Era of SDGs and ESGs' is being organized by the Indian Institute of Management, Bodh Gaya, Gaya, Bihar during September 16-17, 2022. The Conference aims to bring together leading academic scientists, researchers, faculty and research scholars to exchange and share their experiences and research results on all aspects of sustainable development.

Sustainable Development is a paradigm that is adopted by the United Nations to promote economic development, which is inclusive and makes the life of future generations secure. The adoption of this paradigm has become an urgent need due to threats of global warming and scarcity of natural resources (fossil fuels). At the same time, if the fruit of economic development is not reaching the bottom of the pyramid, then social and political instability will hamper the economic growth in the country. Hence, to make the benefits of the economic development to become long-lasting, there is a consensus around the world to strive for Sustainable Development Goals (SDGs). To promote SDGs, regulators are promoting the process of taking due account of Environmental, Social and Governance (ESG) considerations while making financial and investment decisions among the corporate globally. The Themes of the event are:

- COP 26 Target and COP27 Projections.
- Sustainable Investment Trends in 2022.
- Sustainable Asset Valuation.
- Socially Responsible Investing (SRI).
- Environmental, Social and Governance (ESG) Analysis.
- Climate Financing.
- Carbon Accounting and Trading.
- Financial Innovation for Sustainability.
- Carbon Tax and Energy Financing.
- Sustainability Accounting, Accountability and Reporting.
- Integrated Thinking and Integrated Reporting.
- Governance of Sustainable Finance and Investing.
- Big Data Analytics and Block Chain in Sustainable Finance.
- Sustainable Green Finance.
- Financial Performance and Accounting Practices for Sustainability.
- Innovative Sustainable Financing Instruments.
- Role of Regulators and Financial Institutions on Sustainable Finance.
- ESG investing.
- Sustainability Financial Risk Management.
- Corporate Governance and Ethics in Sustainability.
- Sustainable Financing Practices through Green Bonds.
- ESG ratings and Assessment in Finance.
- Financing a Net-Zero Future.
- ESG and Financial Performance.
- Sustainability Reporting and Accounting.
- Natural Resource Extraction and Sustainable Economic Development.
- International Economic Integration and Environmental Sustainability.
- Resource Curse Hypothesis and Inclusive Development.
- Green Economy and Sustainable Development.
- Energy Economics and Macroeconomic Stability.
- Role of Corporate Innovation and Political Institutions in achieving SDGs.
- The Role of Human Capital to Attain Sustainable Economic Growth.
- Environmental Macroeconomics.
- Role of Political Institutions in Achieving SDGs.
- Digitization and Sustainable Economic Development.
- Commodity Markets and Macroeconomic Stability.
- Geopolitics and Environmental Sustainability.

For further details, contact Organising Secretary, Prof. Archana Patro, Indian Institute of Management, Bodh Gaya Uruvela, Prabandh Vihar, Bodh Gaya–824234, Gaya, (Bihar), Mobile No: +91-9996814983, E-mail: *icsg@iimbg.ac.in*. For updates, log on to: *https://iimbg.ac.in/icsg-2022/*

International Conference on Heritage in the Post COVID-19 World

A three-day International Conference on 'Heritage in the Post COVID-19 World' is being organized by the Centre of Heritage Management, Ahmedabad University, Gujarat during December 02-04, 2022.

We have lived through a historic moment in the past two years, which has made us pause, protect, ponder, and plan forward for the future. This applies to all walks of life, knowledge and practices. Heritage sector has much to reflect-both in terms of how heritage could or could not offer to be a source of resilience in these difficult times, as well as in terms of how we should think of, and act on the idea of heritage in the coming years and decades. We are consciously saying 'decades' and not 'centuries' because it seems we have a cycle of such pandemic moments almost every century. The Themes of the event are:

- Heritage as a source of resilience during the COVID-19 pandemic;
- Heritage of Pandemic (recent as well as historical ones with sub-themes like Mapping the memories of pandemic experience, Innovations in response to the pandemic, etc.);
- Digital heritage (with emphasis on the positive impact of COVID-19);
- Digital and virtual perspectives and processes on heritage;
- Health, Hygiene and Heritage Management;
- Heritage education during the pandemic: lessons learned;
- Preparedness for sustaining heritage during distress (both pandemic, economic crisis and wars, among others); and
- Socio-ecological systems and pandemics.

For further details, contact, Conference Secretary, Ms Bharvi Chheda, Ahmedabad University, Commerce Six Roads, Navrangpura, Ahmedabad–380009 (Gujarat), Phone: 079-61911200/ 079-61911201, E-mail: *heritage.conference@ahduni.edu.in*. For updates, log on to: *www.ahduni.edu.in/events*

National Seminar on Recent Advances in Science and Technology

A two-day National Seminar on 'Recent Advances in Science and Technology for Agriculture Sustainability' is being organized by the Department of Botany, School of Life Sciences, Science Campus Nuner, Central University of Kashmir, Ganderbal, Jammu and Kashmir during July 05-06, 2022. The event will provide platform for Young Researchers under one roof to discuss the Recent Advances in Science and Technology for Agriculture Sustainability.

Agriculture has changed dramatically since the end of World War II. Food and fiber productivity has soared due to new technologies, mechanization, increased chemical use, specialization, and government policies that favored maximizing production and reducing food prices. These changes have allowed fewer farmers to produce more food and fiber at lower prices. Nowadays, the real prospects of emerging and future technologies impacting Agricultural sustainability are the topics of discussion. Another important background feature here is the contribution of Science and Technology in promoting the creation and real application of new technologies in sustainable agriculture. The Main Themes of the event are:

- Biotechnological Intervention for Sustainable Agriculture.
- Safeguard Agriculture from Biotic and Abiotic Stresses.
- Combat the effects of Climate Change.
- Help meet Global Food Demand.
- Sustainable Agriculture and Society.
- Management of Natural Resources, Biodiversity and Medicinal Plant Resources.
- Sustainable Agriculture and Society.
- Allied Fields.

For further details, contact Organizing Secretary, Dr. Rafiq Ahmad Lone, Department of Botany, Science Campus, Nuner, Central University of Kashmir, Ganderbal, Jammu and Kashmir-191201), Mobile No: +91-7006839902, 9797110451, 8791091899, and 9906914718, E-mail: *rafiqlone@cukashmir.ac.in*. For updates, log on to: *https://www.cukashmir.ac.in/displaydepartment.aspx?sid=5101&did=37*

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THESES OF THE MONTH

SCIENCE & TECHNOLOGY
A List of doctoral theses accepted by Indian Universities
(Notifications received in AIU during the month of March-April, 2022)

AGRICULTURAL & VETERINARY SCIENCES

Agricultural Economics

1. Chavda, Haresh. **Consumption pattern of fruits and vegetables in rural and urban households of Junagadh District**. (Dr. R L Shiyani), Department of Agricultural Economic, Junagadh Agricultural University, Junagadh.

Agronomy

1. Pareek, Bheem. **Modeling crop water requirement using weather model and spatial data of wheat under limited irrigation in North Western Himalayas**. (Dr. R S Rana), Department of Agronomy, CSK Himachal Pradesh Krishi Vishvavidyalaya, Palampur.

2. Sharma, Abha. **Weed management in high density peach (*Prunus persica* batsch orchard under mid hill conditions of Himachal Pradesh**. (Dr. M C Rana), Department of Agronomy, CSK Himachal Pradesh Krishi Vishvavidyalaya, Palampur.

Biotechnology

1. Solanki, Mitalben Vajubhai. **Biochemical and molecular evaluation of nutritional and anti-nutritional compounds in groundnut kernels at various POD developing stages during moisture deficit condition**. (Dr. M K Mahatma), Department of Biotechnology, Junagadh Agricultural University, Junagadh.

Genetics & Plant Breeding

1. Krishna, Stuti. **Molecular dissection of photoperiod responsive flowering with reference to GmPhyA3 homologue in Indian bean [*Lablab purpureus* (L) sweet]**. (Dr. R K Patel), Department of Genetics and Plant Breeding, Navsari Agricultural University, Navsari.

Horticulture

1. Lalhriatpuia. **Organic nutrient management and crop regulation in grapes in Mizoram**. (Prof. T

K Hazarika), Department of Horticulture, Aromatics & Medicinal Plants, Mizoram University, Aizawl.

1. Undhad, Sanjaykumar Vallabhbhai. **Powdery mildew (*Erysiphe cichoracearum* DC) of sesame and its management**. (Dr. L F Akbari), Department of Plant Pathology, Junagadh Agricultural University, Junagadh.

Soil Science

1. Jaswal, Richa. **Effect of irrigation and tillage on water productivity and soil health in maize-wheat sequence under zero budget natural farming systems**. (Dr. Sanjeev K Sandal), Department of Soil Science, CSK Himachal Pradesh Krishi Vishvavidyalaya, Palampur.

BIOLOGICAL SCIENCES

Biotechnology

1. Shylla, Lily. **Characterization of bacteria from rat-hole coal mines of Meghalaya**. (Dr. S R Joshi), Department of Biotechnology & Bioinformatics, North Eastern Hill University, Shillong.

Botany

1. Moyong, Sanjay. **An ethnobotanical study on the *Mishmi* Tribes of Arunachal Pradesh**. (Prof.Hui Tag), Department of Botany, Rajiv Gandhi University, Itanagar.

Marine Science

1. Sileesh, M S. **Diversity, biology and resource characteristics of deep-sea demersal finfishes off South-West Coast of India and Andaman and Nicobar Islands of the Indian Exclusive Economic Zone**. (Prof. B Madhusoodana Kurup), Faculty of Ocean Science and Technology, Kerala University of Fisheries and Ocean Studies, Kerala.

Zoology

1. Borah, Gaurab. **Synergistic effect of green tea catechin with topoisomarse-I inhibitor irinotecan

colon cancer model. (Dr. Manuj Kumar Bharali), Department of Zoology, Rajiv Gandhi University, Itanagar.

2. Hage, Assung. **Experimental validation of anti-diabetic activity of selected medicinal plants of Arunachal Pradesh, India**. (Dr. Manuj Kumar Bharali), Department of Zoology, Rajiv Gandhi University, Itanagar.

3. Paul, Subhashis. **Exploration of anti-inflammatory and anti-arthritic properties of** *aloe vera* **(L) Burm. f from the sub-Himalayan West Bengal, India**. (Prof. S Bhattacharjee and Prof.T K Chaudhuri), Department of Zoology, University of North Bengal, Darjeeling.

4. Sangma, Grimchi T. **Assessment of toxicological and mutagenic effects of selected smokeless tobaccos in mice**. (Prof. S B Prasad), Department of Zoology, North Eastern Hill University, Shillong.

EARTH SYSTEM SCIENCES

Environmental Science

1. Adarsh Kumar. **Study the role of bacterial laccase enzyme for detoxification of residual organic pollutants in pulp and paper mill wastewater after secondary treatment**. (Prof Ram Chandra), Department of Environment Microbiology, Babasaheb Bhim Rao Ambedkar University, Lucknow.

2. Rastogi, Swati. **Assessment of agro-industrial and bacterial surfactant based bio-adsorbent columns for heavy metal removal from industrial wastewater**. (Prof. Rajesh Kumar), Department of Environment Microbiology, Babasaheb Bhim Rao Ambedkar University, Lucknow.

3. Tripathi, Sonam. **Study the degradation mechanism of distillery waste by potential bacterial consortium for its safe disposal and re-cycling environment**. (Prof. Ram Chandra), Department of Environment Microbiology, Babasaheb Bhim Rao Ambedkar University, Lucknow.

Geology

1. Lalhlimpuia, H. **Geotechnical studies of selected rockfall sites in and around Aizawl, Mizoram**. (Prof.Shiva Kumar, Prof. T N Singh and Dr. Laldinpuia), Department of Geology, Mizoram University, Aizawl.

ENGINEERING SCIENCES

Computer Science & Engineering

1. Bania, Rubul Kumar. **Detection and classification of breast lesions from Mammogram images**. (Dr. Anindya Halder), Department of Computer Application, North Eastern Hill University, Shillong.

2. Dolly, Bably. **A study of content based image retrieval system**. (Dr. Deepa Raj), Department of Computer Science, Babasaheb Bhim Rao Ambedkar University, Lucknow.

3. Faizan, Mohd. **Identification and classification of illegal content on Toar Dark Web**. (Prof. R A Khan), Department of Information Technology, Babasaheb Bhim Rao Ambedkar University, Lucknow.

4. Goyal, Monika. **Energy prediction for smart buildings pertaining to the heating ventilation and air conditioning plants using machine learning techniques**. (Dr. Mrinal Pandey), Department of Computer Science & Engineering, Manav Rachna International Institute of Research and Studies, Faridabad.

5. Gupta, Shailja. **Automated hate speech detection for user comments on online platforms**. (Dr. Sachin Lakra), Department of Computer Science & Engineering, Manav Rachna International Institute of Research and Studies, Faridabad.

6. Jain, Somya. **Influential nods identification for online social networks**. (Dr. Adwitiya Sinha), Department of Computer Science & Engineering, Jaypee Institute of Information Technology, Noida.

7. Sathya Durga, V. **Academic performance prediction model for deaf students using an enhanced PSO algorithm and pattern discovery approaches**. Department of Computer Science & Engineering, Hindustan Institute of Technology & Science, Chennai.

8. Snehlata. **A study and analysis of fake Indian currency identification system**. (Prof. Vipin Saxena), Department of Computer Science & Engineering, Babasaheb Bhim Rao Ambedkar University, Lucknow.

9. Tham, Medari Janai. **Shallow parsing for Khasi**. (Dr. Pushpak Bhattacharyya), Department of Computer Science & Engineering, Assam Don Bosco University, Guwahati, Assam.

Electrical & Electronics Engineering

1. Sengupta, Debaparna. **Effective allocation of electric vehicle charging stations and power management in a distribution network**. (Prof.Asim Datta), Department of Electrical Engineering, Mizoram University, Aizawl.

Electronics & Communication Engineering

1. Balbinder Kaur. **Modelling and designing of space division multiplexing based multicore erbium doped fibre amplifier**. (Dr. Subhash C Arya), Department of Electronics & Communication Engineering, North Eastern Hill University, Shillong.

2. Chakrabarti, Himeli. **Modeling and performance analysis of dual material double gate metal oxide semiconductor field effect transistor**. (Dr. Niladri Pratap Maity), Department of Electronics & Communication Engineering, Mizoram University, Aizawl.

3. Syiem, Bronson. **Speech representation of Khasi and its application**. (Prof. L Joyprakash Singh), Department of Electronics & Communication Engineering, North Eastern Hill University, Shillong.

Energy Studies

1. Bhardwaj, Prashant. **Mathematical modelling and optimization of a hybrid semi transparent indirect solar dryer integrated with kitchen chimney**. (Dr. Sujata Nayak and Dr. Arvind Tiwari), School of Engineering, Manav Rachna International University, Faridabad.

Mechanical Engineering

1. Bhardawaj, Sono. **Dynamics of modern Indian railway vehicle on straight and curved track**. (Dr. Rakesh Chandmal Sharma), Department of Mechanical Engineering, Maharishi Markandeshwar University, Ambala.

2. Marathe, Suraj. **Application of six sigma methodologies to increase the overall performance of hydraulic pressure die casting machinery and the process**. (Dr. Carmo Quadros), Department of Mechanical Engineering, Assam Don Bosco University, Guwahati.

3. Ramchandra, Rane Prashant. **Analysis of forces and stability in submerged land vehicle during deep fording operations**. Department of Mechanical Engineering, Hindustan Institute of Technology & Science, Chennai.

Textile & Apparel Design

1. Verma, Veena. **Studies on flame retardant finishing of Tasar silk fabrics**. (Dr. Shilpa Charankar and Dr. G S Nadiger), Faculty of Science and Technology, S.N.D.T. Women's University, Mumbai.

MATHEMATICAL SCIENCES

Mathematics

1. Aruna Kumara, H. **Some contribution to Riemannian and pseudo-Riemannian manifolds**. (Dr. Venkatesha), Department of Mathematics, Kuvempu University, Shankaraghatta.

MEDICAL SCIENCES

Ayurveda

1. Gavane, Sanjay Gulabrao. **To study the efficacy of Panchajiraka Paka in sutikavastha**. (Dr. Sujata Kadam), Department of Ayurved, Maharashtra University of Health Sciences, Nashik.

Medicine

1. Tom, Dinit K. **Organogenesis and histogenesis of human fetal kidneys**. (Dr. P R Manvikar), Department of Medicine, Dr D Y Patil Vidyapeeth, Pune.

Nursing

1. Barkha Devi. **Video based demonstration as a complement or replacement for the conventional method on antenatal examination**. (Dr. Bidita Khandelwal and Prof. Mridula Das), Department of Nursing, Sikkim Manipal University, Gangtok.

PHYSICAL SCIENCES

Biotechnology

1. Samanta, Loknath. **Studies on physiological and biochemical responses of Nostoc punctiforme ATCC 29133 and anabaena sp strain PCC 7120 to oxidative stress induced by peroxides**. (Dr. Jyotirmoy Bhattacharya), Department of Biotechnology, Mizoram University, Aizawl.

Chemistry

1. Chaturvedi, Jagriti. **Iridium-catalyzed C-H

bond activation and borylation of small organic molecules. (Prof Gajanan Pandey and Dr Buddhadeb Chattopadhyay), Department of Applied Chemistry, Babasaheb Bhimrao Ambedkar University, Lucknow.

2. Dhar, Anjana. **Tailor-made poly (Methyl methacrylate): Synthesis, characterization and study the microstructures**. (Dr. Dhrubajyoti Haloi), Department of Chemistry, Bodoland University, Kokrajhar.

3. Fernandes, Patrick Francis. **Synthesis and characterization of supramolecules for its versatile applications**. (Dr. Divya Mishra), Department of Chemistry, Gujarat University, Ahmedabad.

4. Lalrammawia, K. **Physico-chemical characterization and the evaluation of oxidative potential of *Zozial,* the indigenous hand-rolled cigarette of Mizoram**. (Prof. Muthukumarran R), Department of Chemistry, Mizoram University, Aizawl.

5. Yadav, Ajay Kumar. ***N*-H/N-me aziridination using *O*(Sulfonyl) hydroxylamines as aminating agents and their computational studies**. (Dr Jawahar Lal Jat), Department of Applied Chemistry, Babasaheb Bhim Rao Ambedkar University, Lucknow.

Nanotechnology

1. Prasad, Amresh Ishwar. **Preparation, characterization and luminescence studies of mesoporous oxide loaded with A_2O_3:Ln^{3+}(A=Y,La, Gd) nanoparticles**. (Dr. L Robindro Singh), Department of Nanotechnology, North Eastern Hill University, Shillong.

Physics

1. Chettri, Pronita. **Effect of electron beam and plasma irradiation on the structural, properties and thermoelectrical power of mixed valence manganites with perovskite structure**. (Dr. Utpal Deka and Ashok Rao), Department of Physics, Sikkim Manipal University, Gangtok.

2. Kur, Batngen Rap. **Analytical study of mechanical properties of carbon nanotubes**. (Prof. P K Patra), Department of Physics, North Eastern Hill University, Shillong.

3. Paramvir Kaur. **Study of transition metals doped strontium zirconate/manganite for solid oxide fuel cell applications**. (Dr. Kulvir Singh), School of Physical and Material Sciences, Thapar Institute of Engineering and Technology, Patiala. ❑

Malad Kandivli Education Society's

NAGINDAS KHANDWALA COLLEGE OF COMMERCE, ARTS & MANAGEMENT
STUDIES AND SHANTABEN NAGINDAS KHANDWALA COLLEGE OF SCIENCE

Bhavishya Bharat Campus, S.V. Road, Malad (W), Mumbai–400 064

[Linguistic Minority Institution]

APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS FROM THE ACADEMIC YEAR 2022-2023

UNAIDED

Sr. No.	Cadre	Subjects	Total No. of Posts	Category
1.	**Assistant Professor**	Management & Commerce	05	05-OPEN
2.	**Assistant Professor**	Finance & Accountancy	10	10-OPEN
3.	**Assistant Professor**	Information Technology / Computer Science	03	03-OPEN
4.	**Assistant Professor**	Economics	02	02-OPEN
5.	**Assistant Professor**	Psychology	02	02-OPEN
6.	**Assistant Professor**	Geography	01	01-OPEN

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

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

Candidates having knowledge of Marathi will be preferred.

"Qualification, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/18/UNI-1 dated 8th March, 2019 and University Circular No. TAAS/(CT)/ICD/2018-19/1241 dated 26th March, 2019 and revised from time to time." The Government Resolution & Circular are available on the website: mu.ac.in.

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

Application with full details should reach the **PRINCIPAL, NAGINDAS KHANDWALA COLLEGE OF COMMERCE, ARTS & MANAGEMENT STUDIES AND SHANTABEN NAGINDAS KHANDWALA COLLEGE OF SCIENCE**, Bhavishya Bharat Campus, S.V. Road, Malad (W), Mumbai - 400 064 **within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
PRINCIPAL

ATMIYA UNIVERSITY

(Established under the Gujarat Private University Act 11, 2018)

"Yogidham Gurukul", Kalawad Road, Rajkot - 360005. (Gujarat)

INVITES APPLICATIONS FOR APPOINTMENTS OF

Dean | Professor | Associate Professor | Assistant Professor

Faculty	Department / Domain Areas
Engineering & Technology	• Civil • Computer • Electrical • Mechanical • Automobile • Info. Technology
Business & Commerce	• Commerce • Management • Logistics
Science	• Biotechnology • Microbiology • Chemistry • Industrial Chemistry • Physics • Mathematics • Information Technology • Computer Science • Computer Applications • Environmental Science
Paramedical Sciences	• Pharmaceutics • Pharmacology • Pharmaceutical Chemistry • Pharmacognosy
Humanities & Social Sciences	• English • Education Technology

- ✓ **Qualification** as per **UGC / AICTE / PCI** Norms.   ✓ **Salary** will be commensurate with qualifications, experience & performance.
- ✓ The details of essential qualification and experience etc., are available on the University website.
- ✓ The online application form for specified posts as under are available on the university website
    - • Dean & Professor - Application form A • Asso. Prof. & Assi. Prof. - Application Form B   ✓ Interested candidates are requested to forward the filled up application form (Hard copy) along with the necessary documents to Deputy Registrar at University address.
- ✓ The last date of application submission is 20 days after the publication of the advertisement.

More details: www.atmiyauni.ac.in

Advt. No. AU/HR/RE/001/2022   **- Registrar**

CORPORATE MANAGEMENT OF MALANKARA ORTHODOX CHURCH COLLEGES

DEVALOKAM, KOTTAYAM - 686 004

No. R(T)/1890/2022

Phone: 0481-2573533
www.moccolleges.org

NOTIFICATION

Applications are invited in the prescribed form for appointment to the post of **Assistant professors in colleges** under the Corporate Management of Malankara Orthodox Church Colleges in the following existing vacancies in both community and persons with Disabilities.

Subject	Community Merit	Persons with Disabilities
Zoology	3	2
BBA	2	Nil
Commerce	Nil	3

Age, qualification and scale of pay - As prescribed by the Govt/UGC/M.G University rules. Applicants should be fully qualified at the time of submission of application. Those who are qualified from Universities other than Mahatma Gandhi University, Kottayam should submit Equivalency Certificates and Eligibility Certificate from the Mahatma Gandhi University along with the applications.

Application can be had from the Secretary, MOC Colleges Corporate Management Office Devalokam, Kottayam on payment of Rs.700/- in person (Rs.750/- by post) or can be downloaded from the above website. Along with the downloaded application form a DD of Rs.700/- in favor of Manager, MOC Colleges payable at State Bank of India Devalokam Branch, Kottayam - 686 004 should be enclosed.

Filled in applications should reach the Secretary M.O.C Colleges, Devalokam, Kottayam-686 004 within 30 days from the date of publication of this notification in the dailies. Incomplete applications will be rejected.

DEVALOKAM
Date : 11.05.2022

Dr. M.E. Kuriakose
SECRETARY

Royal Higher Education Society's
ROYAL COLLEGE OF ARTS, SCIENCE & COMMERCE
Penkar Pada, Mira Road (E), Dist. Thane – 401 107
MINORITY INSTITUTE

Applications are Invited for the following **Clock Hour Basis** Posts, for the Academic Year 2022-2023.

AIDED

Sr. No	Cadre	Subject	Total No. of CHB Posts	Category
1	Assistant Professor	Economics	02	02 – OPEN
2	Assistant Professor	Political Science	01	01 – OPEN

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

Reservation for women will be as per **University Circular No. BCC/16/74/1998 dated 10th March, 1998. 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 5th July, 2019**.

Candidates having knowledge of Marathi will be preferred.

"Qualification, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/18/UNI-1 dated 8th March, 2019 and University Circular No. TAAS/(CT)/ICD/2018-19/1241 dated 26th March, 2019 and revised from time to time." Remuneration of the above post will be as per University Circular No.TAAS(CT)/01/2019-2020 dated 02nd April, 2019 & University Circular No. CTAU/23/2021-2022 dated 25th January, 2022.

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

Application with full details should reach the **PRINCIPAL, Royal Higher Education Society's, ROYAL COLLEGE OF ARTS, SCIENCE & COMMERCE, Penkar Pada, Mira Road (E), Dist. Thane-401 107 within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

PRINCIPAL

Dnyanvardhini Trust's
SONUBHAU BASWANT COLLEGE OF ARTS & COMMERCE
N. P. Vasa Marg, Savroli Road, Shahapur, Dist. Thane – 421 601

APPLICATIONS ARE INVITED FOR THE FOLLOWING **CLOCK HOUR BASIS** POSTS
FOR **THE ACADEMIC YEAR 2022-2023**

AIDED

Sr. No.	Cadre	Subject	No. of Posts	Total No. of CHB Posts	Posts Reserved for
1	**Assistant Professor**	History	04		SC – 02
2	**Assistant Professor**	Economics	02		ST – 01
3	**Assistant Professor**	Commerce	04	14	DT/NT – 02
					OBC – 03
4	**Assistant Professor**	Marathi	02		EWS – 01
5	**Assistant Professor**	English	02		OPEN – 05

The posts for the reserved category candidates will be filled-in by the same category candidates (Domicile of State of Maharashtra) belonging to that particular category only.

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

Candidates having knowledge of Marathi will be preferred.

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

Remuneration of the above post will be as per University Circular No. TAAS(CT)/01/2019-2020 dated 02nd April, 2019 & University Circular No. CTAU/23/2021-22 dated 25th January, 2022.

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

Application with full details should reach the **PRINCIPAL, DNYANVARDHINI TRUST'S SONUBHAU BASWANT COLLEGE OF ARTS & COMMERCE, N. P. Vasa Marg, Near Govt. Godown, Savroli Road, Shahapur, Dist. Thane – 421 601 within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-	Sd/-
Shri. B. B. Patil	**Dr. A. K. Singh**
Secretary	I/C Principal
Executive Committee	S. B. College, Shahapur

THE BYRAMJEE JEEJEEBHOY COLLEGE OF COMMERCE
33, M. Karve Marg, Opp. Charni Road Railway Station, Mumbai – 400 004

MINORITY

APPLICATIONS ARE INVITED FOR THE POST OF

PRINCIPAL

FROM THE ACADEMIC YEAR 2022-2023

UN-AIDED

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

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

Candidates having knowledge of Marathi will be preferred.

"Qualification, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/18/UNI-1 dated 8th March, 2019 and University Circular No. TAAS/(CT)/ICD/2018-19/1241 dated 26th March, 2019 and revised from time to time." The Government Resolution & Circular are available on the website: mu.ac.in.

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

Application with full details should reach the **TRUSTEE, THE BYRAMJEE JEEJEEBHOY COLLEGE OF COMMERCE,** 33, M. Karve Marg, Opp. Charni Road Railway Station, Mumbai - 400004 **within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
TRUSTEE

MALAD KANDIVLI EDUCATION SOCIETY's
M.K.E.S. COLLEGE OF LAW
Bhavishya Bharat Campus, S.V. Road, Malad (W), Mumbai – 400 064
Tel. 022 28010607

MINORITY

APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS FROM THE ACADEMIC YEAR 2022-2023
UN-AIDED
LL.B (3 Years) & B.L.S. (5 Years)

Sr. No.	Cadre	Subject	Total No. of Posts	Category
1	Principal	-	01	01- OPEN
2	Assistant Professor	Law	04	04- OPEN
3	Librarian	-	01	01- OPEN

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

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

Candidates having knowledge of Marathi will be preferred.

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

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

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

Application with full details should reach the **TRUSTEE / SECRETARY**, **M.K.E.S. COLLEGE OF LAW, Bhavishya Bharat Campus, S.V. Road, Malad (W), Mumbai-400064 within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
TRUSTEE/ SECREATARY

Hindustani Education Society, Ausa
Azad Sr. College of Education (B.Ed.), Ausa
Tq. Ausa, Dist. Latur – 413520
(Minority Status)

Applications are invited from eligible candidates for the following post in Azad Sr. College of Education (B.Ed.), Ausa (**Permanent Non-Granted**). Eligible candidates should submit their application with all necessary documents **within 15 days** from the date of publication of this advertisement to the Secretary, Hindustani Education Society, Afsar Nagar, Near Power House, Ausa, Dist. Latur (M.S.), Pin – 413520.

Sr.No.	Designation	No. of Posts	Reservation
01	Principal	01	Unreserved

Note :-

1. Educational qualification and service conditions as per National Council for Teacher Education (NCTE) Regulation 2014. The Candidate shall possess the following qualification :-

   i) Postgraduate Degree in Arts/Sciences/Social Sciences/Humanities/Commerce with minimum 55% Marks.
   ii) M.Ed. with minimum 55 %.
   iii) Ph.D. in Education or in any Pedagogic subject offered in the institution.
   iv) Ten years of Teaching experience in a Secondary Teacher Education Institution.

Desirable : Diploma/Degree in Educational Administration or Educational Leadership.

Salary & Allowance :-

Pay Scale and service conditions as per the existing rules of U.G.C., Govt. of Maharashtra and Swami Ramanand Teerth Marathwada University, Nanded.

Note :-

1. Prescribe Application form is available on University **Website (www.srtmun.ac.in)**.
2. No TA/DA will be paid for attending interview.
3. Eligible candidates those who are already in service should apply through proper channel.
4. Incomplete application will not be entertained.
5. All Attested Xerox copies of certificates, other relevant documents should be attached with the application form.

Address of Correspondence-
Secretary
Hindustani Education Society
Near Power House, Ausa, Dist. Latur
Pin- 413520, Maharashtra

Secretary	**President**
Hindustani Education Society, Ausa, Dist. Latur	Hindustani Education Society, Ausa, Dist. Latur

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Maharana Pratapsinh Shikshan Sanstha's
ANANDIBAI RAORANE ARTS, COMMERCE & SCIENCE COLLEGE
At./Post./Tal. Vaibhavwadi, Dist. Sindhudurg, Pin-416810
APPLICATIONS ARE INVITED FOR THE FOLLOWING CLOCK HOUR BASIS POSTS FOR THE ACADEMIC YEAR 2022-2023

AIDED

Sr. No.	Cadre	Subjects	Total No. of posts	Posts Reserved for
1	**Assistant Professor**	Mathematics		02 – SC
2	**Assistant Professor**	Physics		01- ST
3	**Assistant Professor**	Statistics	16	02- DT/ NT
4	**Assistant Professor**	Zoology		03- OBC
5	**Assistant Professor**	Botany		02- EWS
6.	**Assistant Professor**	Hindi		06 - OPEN

The posts reserved for the Backward Class candidates will be filled-in by backward category candidates (Domicile of State of Maharashtra) belonging to that particular category only. Reservation for women will be as per **University Circular No. BCC/16/74/1998 dated 10th March, 1998. 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 05th July, 2019.**

Candidates having knowledge of Marathi will be preferred.

"Qualification, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No. Misc- 2018/C.R.56/18/UNI-1 dated 8th March, 2019 and University Circular No. TAAS/ (CT)/ICD/2018-19/1241 dated 26th March, 2019 and revised from time to time." Remuneration of the above post will be as per University Circular No. TAAS (CT)/01/2019-20 dated 02nd April, 2019 & University Circular No. CTAU/23/2021-22 dated 25th January, 2022.

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

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

Application with full details should reach the **Principal, Maharana Pratapsinh Shikshan Sanstha's Anandibai Raorane Arts, Commerce & Science College, At./Post./Tal. Vaibhavwadi, Dist. Sindhudurg, Pin-416 810 within 15 days** from the date of publication of this advertisement. **This is University approved advertisement**.

Sd/-
PRINCIPAL