

Zone:	II
Name of the College and Address:	Govt Degree College, Avinivadda
Name of the Lecturer:	Gowri Jyothimma
Name of the Subject:	Physics
Date of Joining in Degree College/Date:	01-09-2008

S.No	Key Indicator	List of files/ documents to be kept ready as a proof of Key Indicator	Information in support of the key Indicator	Key Aspect Scores	Predefined Weightage (W) for Key Indicator	Key Indicator Grade Points (KIGP) =3; B=2; C=1; D=0	Key Indicator Weighted Grade Points (KIWGP) = KIGP X W	KIWWGP as per Academic Advisor's grading	Guidelines
------	---------------	---	---	-------------------	--	---	--	--	------------

**I-CURRICULAR ASPECTS**

1	Curricular Planning and Implementation for Autonomous Colleges - Efforts for Curriculum Design and Development to be considered)	Preparation and Implementation of 1. Annual Academic Curriculum Plan 2. Course Objectives & Outcomes 3. Teaching Diary 4. Lesson Plans 5. Active Participation in BOS	Course wise/Sem wise Records for the Academic Year	2x5= 10	30	B	60		1) All five key indicators =3 Grade points/A 2) Any four key indicators =2 Grade points/B 3) Any two key indicators =1 Grade points/C 4) No Indicator=0/D
			Course wise/Sem wise Records for the Academic Year	2x5= 10					
			Course wise/Sem wise Reports for the Academic Year	10					
			Invitation Letter & Attendance	10					
			Course wise/Sem wise additional input Reports	10					
2	Curriculum Flexibility/Enrichment	2. Value added courses offered & completed a) Certificate b) Diploma c) Any Online courses like MOOCs	Course wise/Sem wise Reports on Certificate/ Diploma	2x5=10	20	B	40		1) All three key indicators =3 Grade points/A 2) Any two key indicators =2 Grade points/B 3) Any one key indicator =1 Grade point/C 4) No Indicator=0/D
			Course wise/Sem wise Reports on Certificate/ Diploma	10					
3	Feedback system	Feedback on Curriculum by Students a) Collected b) Analyzed c) Action taken	Course wise/Sem wise Reports of Feedback	10	10	A	30		1) All three key indicators =3 Grade points/A 2) Any two key indicators =2 Grade points/B 3) Any one key indicator =1 Grade point/C 4) No Indicator=0/D
			Analysis Reports						
			Action taken Report						

**II-TEACHING, LEARNING & EVALUATION**

4	Catering to Student Diversity	1. Report on grouping of students into Slow, Moderate and Advanced learners 2. Course wise activities designed for Slow, Moderate and Advanced learners	1. Course wise/Sem wise Reports with lists of students (Slow, Moderate and Advanced learners)	10	20	A	60		1) All three key indicators =3 Grade points/A 2) Any two key indicators =2 Grade points/B 3) Any one key indicator =1 Grade point/C 4) No Indicator=0/D
			2. Course wise/Sem wise Activities designed for Slow, Moderate and Advanced learners						

		1. Report on Course wise Bridge Courses conducted 2. Report on Course wise Remedial coaching conducted	1. Course wise/Sem wise Reports on Bridge Courses conducted 2. Course wise/Sem wise Report on Remedial coaching conducted	2x5=10					1. All five key indicators =3 Grade points A 2)Any three key indicators =2 Grade points B 3)Any two key indicators =1 Grade point C 4) Below two=0/D
5	Teaching-Learning Process	1. Report on student centered methods implemented (Course wise) 2. Report on implementation of ICT in teaching and learning (Course wise) or Report on implementation of Computer/Internet assisted learning (Course wise) 3. Report on the Use of LMS tools (Course wise) 4. Contribution for the development of LMS in the concerned subject 5. Report on innovative pedagogical Tools used	Course wise Sem wise Reports	50	50	A	150		1. All five key indicators =3 Grade points A 2)Any three key indicators =2 Grade points B 3)Any two key indicators =1 Grade point C 4) Below two=0/D
6	Teacher Profile and Quality	1. Report on Seminars/Conferences/ Workshops/ Guest Lectures organized 2. Report on Participation in Seminars/Conferences/Workshops/ Guest Lectures/ Invited talks 3. Awards and recognition 4. Participation in Short term/ Orientation /Refresher courses/FDPs 5. E-Content Development /MOOCs (Massive Open Courses) 6. Additional Qualifications acquired during the last two years	Reports and Certificates	30	30	B	60		1)Any five key indicators =3 Grade points A 2)Any three key indicators =2 Grade points B 3)Any two key indicators =1 Grade point C 4) Below two=0/D
7	Evaluation Process and Reforms	1. Report on Formative Evaluation (CIE) 2. Assignments-Critical, Innovative, text book and Internet based 3. Involvement in Summative evaluation 4. Maintaining Marks Register & Result Analysis register.	Department wise reports regarding 1. Mid exams, Seminar Reports, Assignment books, Projects and any other tools of Internal Assessment 2. Departmental Internal Marks Register for CIA verified by the Principal	10 10 5 5	30	A	90		1)All four key indicator Metrics =3 Grade points A 2)Metrics 1, 2, 4 =2 Grade points B 3)Metrics 1, 2,3 =1 Grade point C 4) Below two=0/D
8	Student Performance and Learning Outcomes	1. Announcement and Attainment of Course Outcomes (Course wise) 2. Report on Student seminars/ Student demonstrations 3. Report on activities like Quiz/ Group discussion/ Poster presentation (Course wise) 4. Report on Field trips (Course wise) 5. Report on Student Study projects (Course wise)	Course wise Reports	5x6=30	30	A	150		1)All five key indicators =3 Grade points A 2)First KI Metric and any three other =2 Grade points B 3)First KI Metric and any two other =1 Grade point C 4) Below two=0/D
<b>III-RESEARCH, INNOVATIONS AND EXTENSION</b>									
9	Funding obtained for Research (Govt./Non-Governmental Bodies)	1. Minor Research Projects	Letter of intimation and award letters (For Current Year only Either Ongoing OR Completed)	5	20	D	0		1)All three key indicators =3 Grade points A 2)Any two key indicators =2 Grade points B 3)Any one key indicator =1 Grade point C 4)No indicator=0/D
		2. Major Research Projects		10					
		3. Consultancy Projects		5					

10	Research Publications and Awards	1. Papers Published in Journals / Chapters published in edited volumes 2. Books published as single author 3. Books published as Co-Author 4. Papers/Chapters published as Co-Author (Note: A maximum of 3 publications in Scopus/Web of Science/ICI or UGC -CARE Listed Journals/Any book with ISBN shall be considered)	5. Research Guideship	6. Awards in recognition of research work	10	15	10	5	60	B	120	1) Any three key indicators =3 Grade points/A 2) Any two key indicators =2 Grade points/B 3) Any one key indicator =1 Grade point/C 4) No Indicator=0/D
			10	10								
11	Extension Activities	Academic Extension activities through DRC/ Faculty Outreach (Curriculum/ Skill/Domain related) Involvement in activities related to community service a. Sensitising the students about the value of Community Service b. Organising the activity (A maximum of 5 Programmes resulting in Community Service like ODF/Swachh Bharat/UBA etc)	Reports in the NAAC format		10				20	C	20	1) All three key indicators =3 Grade points/A 2) Any two key indicators =2 Grade points/B 3) Any one key indicator =1 Grade point/C 4) No Indicator=0/D
			Reports in the NAAC format MoUs - 5 points Consultancy offered -10 Amount generated through Consultancy - 5 points		5+5							
12	Functional MoUs /Collaborations with Govt and Non Governmental Organisations	1. Collaboration with University/ Industry/NGO/ Any other Agency 2. Consultancy offered 3. Amount generated through Consultancy.	IV - USE OF INFRASTRUCTURE & LEARNING RESOURCES									
			Infrastructural facilities in the Department/Colleges a. Use of Digital Classrooms b. Use of Virtual Classroom c. Use of Labs d. Use of Library e. Nlist usage. f. Maintenance of Departmental Library									
13	Physical facilities		V - ROLE IN STUDENT SUPPORT AND PROGRESSION									
			Log books related to usage		20				20	A	60	1) Any four key indicators =3 Grade points/A 2) Any three key indicators =2 Grade points/B 3) Any two key indicators =1 Grade point/C 4) Below two Indicators=0/D
14	Student Support	1. Counseling of students as Mentor/ Class teacher and maintenance. 2. Any other Study Material/Guidance a) Academic guidance for the advanced learner (offering suggestions/reference books) b) Handholding the slow learners (offering study material/ question banks) 3. Guiding/Monitoring Students for CSP/Internship 4. Organizing/Participation in Parent Teacher Meetings	Reports in the NAAC format		20	10	10	10	50	A	150	1) All Four key indicators =3 Grade points/A 2) Any Three key indicators =2 Grade points/B 3) Any Two key indicator =1 Grade point/C 4) Below two=0/D

		Report on Programme/Course wise students' progression to a) Higher Education b) Employment c) Entrepreneurship		Reports in the NAAC format		10 10 10		30		B		60		1) All three key indicators = 3 Grade points/A 2) Any two key indicators = 2 Grade points/B 3) Any one key indicator = 1 Grade point/C 4) No Indicator = 0/D	
15		Student Progression		VI - ROLE IN INSTITUTIONAL GOVERNANCE											
		a) Contribution to Departmental Vision & Mission and Departmental Action Plan b) Participation in different institutional committees and preparation of committee reports c) Participation in different institutional activities that focus on value based education d) Contribution to IQAC/quality initiatives		Reports in the NAAC format		4x10		40		A		120		1) All Four key indicators = 3 Grade points/A 2) Any Three key indicators = 2 Grade points/B 3) Any Two key indicator = 1 Grade point/C 4) Below two = 0/D	
17		Best Practices		VII - BEST PRACTICES		Reports in the NAAC format		20		20		A		60	
		Identification and Contribution to a) The Departmental Best practices b) Institutional Best practices		Total Grade points		500		1230							

Name & Signature of the Principal

PRINCIPAL

GOVT. DEGREE COLLEGE  
AVANIGADDA, Krishna Dist.

*G. Devi*  
28/11/2025

Name & Signatures of the Academic advisors

- 1)
- 2)
- 3)

dications  
A 2)Any  
one

2023-24



# Journal of Engineering and Technology Management

ISSN-1879-1719

Article Id:JETM/8035

*Certificate of publication for the article titled:*


Acoustic Studies in the Binary Mixtures of Dimethyl Carbonate with  
Salicylates at Different Temperature

*Authored by:*

G. Jyothirmai

*Published in:*

2024, Volume 72

  
Editor-In-Chief  
Samuel Westwood

## Acoustic Studies in the Binary Mixtures of Dimethyl Carbonate with Salicylates at Different Temperatures

G.Jyothirmai<sup>1</sup>, P.B.Sandhya Sri<sup>2</sup>, S.V.G.V.A.Prasad<sup>3</sup>, Ch.Anjaneyulu<sup>4\*</sup>

<sup>1,2</sup>Department of Physics, Govt. Degree College, Avanigadda - 521121, Andhra Pradesh, India

<sup>3</sup>Department of Physics and Electronics, Pithapur Rajah's Government College (A), Kakinada-533001, A.P., India

<sup>4\*</sup>Department of Physics, Bapatla Engineering College, Bapatla - 522101, Andhra Pradesh, India

### Abstract

For the binary mixtures of Di Methyl Carbonate (DMC)+Methyl Salicylate (MS), + Ethyl Salicylate (ES) and +Benzyl Salicylate (BS), ultrasonic velocity(U), density( $\rho$ ) and viscosity ( $\eta$ ) were measured over the entire composition range at four different temperatures 303.15, 308.15, 313.15 and 318.15K. From the experimental data, excess values of molar volume and inter molecular free length and deviation in adiabatic compressibility and viscosity were computed. The values of  $V^E$ ,  $\Delta\beta_{ad}$  and  $L_f^E$  have been fitted to Redlich – Kister polynomial equation to estimate binary coefficients and standard deviation between the experimental and computed values.

**Keywords:** Di methyl carbonate, densities, speed of sound, viscosity, adiabatic compressibilities, molar volumes, inter molecular free lengths.

### 1.Introduction

The molecular interactions and physico-chemical behavior of mixtures of binary liquids are best understood through an appreciation of their acoustic properties. The study of molecular structure requires knowledge of how molecules interact in solutions. The form and internal structure of molecules can be altered by their interactions with one another. A variety of size-dependent connections, molecule packing, mobility, physicochemical behavior, and the types and intensities of intermolecular interactions can be gleaned from measurements of acoustical parameters<sup>1-5</sup>.

Ubangara Mary and P. Neeraja<sup>6</sup> examined and studied the ultrasonic speed (U), density ( $\rho$ ), and viscosity ( $\eta$ ) of binary liquid solutions of isobutyl methyl ketone, cyclohexanone, and methyl salicylate.

They were able to extrapolate some acoustical properties from these readings. The full concentration range, including the extremes, is considered in the analysis of these parameters. data. Over the whole concentration range, with the excess values of these parameters are also examined.

The acoustic characteristics of a binary liquid mixture of methyl salicylate and benzene were determined by Chandra Bhan Singh et al.<sup>7</sup> at three distinct temperatures. The obtained ultrasonic velocity, density, and viscosity measurements are used to derive the acoustic parameters.

Volumetric and viscometric data have been employed in various cresol binary combination studies<sup>8-10</sup>. These researchers discovered not only hydrogen bonding, but also robust intermolecular interactions. The combination of dimethyl carbonate and salicylates is a binary system that has not been studied extensively.

## 2. Experimental Techniques

### a) Velocity Measurements

The formula  $U=f\lambda$  can be used to calculate the ultrasonic velocity. The research makes use of a generator with a frequency of 2 MHz. Adjusting the high frequency generator's anode current meter to its highest reading was a painstaking process that required a micrometer screw.

While adjusting the micrometer screw for  $n$  peaks, we should keep track of how many times the anode current was at its maximum.

$$d = n\lambda/2$$

The speed in meters per second can be easily determined by multiplying the distance the reflector is moved by 20 peaks by 100. Since the distance 'd' may be measured to an accuracy of 0.01 mm or better using a micrometer, the precision of the velocity is mostly dependent on the precision of the distance measurement. The precision of the acceleration measurement was +0.02%.

### b) Density Measurements

In the current study, a specific gravity bottle of 5ml volume is utilised to determine of pure liquids' density ( $\rho$ ) and all mixtures of the liquids at various temperatures from 303.15K, to 318.15K with an interval of 5K. One of the standards for the liquids' purity was their density. For achieving thermal equilibrium, the specific gravity bottle was kept for 15



**Teaching Learning Centre**  
**Ramanujan College, University of Delhi**  
**(Accredited Grade 'A++' by NAAC)**  
under the aegis of  
**Malaviya Mission Teacher Training Programme**

This is to certify that

**Gowri Jyothirmai**

of

Lecturer in physics, Department of Physics, Government Degree College, Avanigadda -

521121, Krishna Dist, Andhra Pradesh.

has successfully completed online two -week REFRESHER COURSE in

**"PHYSICS"**

from 30th March – 12th April, 2024 and obtained

Grade A+.



Blockchain Hash: [0xa1fe59747315eb1459cd21f4cd1ced7b477b73cbe1b03ec054ee12622b89883b](https://www.blockchain.com/tx/0xa1fe59747315eb1459cd21f4cd1ced7b477b73cbe1b03ec054ee12622b89883b)

Prof. S. P. Aggarwal  
(Principal & Director)  
TLC, Ramanujan College



Dr. Nikhil Kr. Rajput  
(Deputy Director)  
TLC, Ramanujan College



# **Pathways to Discovery and Innovation, Nurturing Researchers' for Tomorrow PDINR -2024**

**Editor: Dr B.V.Tirupanyam**

**Vol. 1 April 2024**

**ISBN: 978-81-967563-1-4**

**Published By:**

**Copyright ©International Institute of Organized Research (I2OR), India – 2021**  
Number 3179, Sector 52, Chandigarh (160036) - India

The responsibility of the contents and the opinions expressed in this book is exclusively of the author(s) concerned. The publisher/editor of the book is not responsible for errors in the contents or any consequences arising from the use of information contained in it. The opinions expressed in the book chapters/articles/research papers in book do not necessarily represent the views of the publisher/editor.

**All Rights Reserved.**

**Printed by**  
**Green ThinkerZ**

#530, B-4, Western Towers, Sector 126, Greater Mohali, Punjab (140301) – India

# Chapter-33

## Challenges Faced by a Researcher in India

D. Devanandam<sup>1</sup>, S.V.G.V.A. Prasad<sup>2</sup>, Gowri Jyothirmai<sup>3</sup>, Biswa Dharma Teja Dola<sup>4</sup>  
<sup>1</sup> Govt. Degree College, Cintalapudi - 534460, Eluru Dist., Andhra Pradesh, India  
<sup>2</sup>PR Govt. Degree College, Kakinada - 533001, Kakinada Dist., Andhra Pradesh, India  
<sup>3</sup>Govt. Degree College, Avanigadda - 521121, Andhra Pradesh, India  
<sup>4</sup>Vignana Degree College, Vissannapeta - 521215, NTR Dist., Andhra Pradesh, India

### Abstract

Research process involves finding existing information and reframing it for the current situation. However, lack of supervisor and subject knowledge can hinder research direction, leading to confusion and frustration. In India, challenges like resource allocation, scheduling, and financial issues can limit research initiatives. To succeed, strong investigative skills, procurement guidelines, communication, and critical thinking are essential. Choosing a contact person depends on background, reachability, and communication style.

### I. INTRODUCTION

Finding an answer to a question that already has one might be considered research. Reading an article to learn the reason behind the blue sky is one example [1]. Because the researcher could not be knowledgeable about statistical techniques and how to utilize them with the data, some studies may be unpredictable. If neither of the two approaches is required, techniques such as case studies and observations can be employed. The difficulties in doing research emphasize how crucial it is to look into the problems that Indian analysts encounter in depth. These difficulties include a wide range of topics, including budgetary, infrastructure, legal, and sociocultural issues.

It is common for researchers to work with restricted resources, including money and technological platforms, in order to carry out meaningful research. India provides support in the areas of complexity, impact requirements, cooperative design, and interpretation of empirical results in the sociocultural fabric. Furthermore, India has a variety of difficulties due to its wide range of study topics, which include the social sciences, humanities, and sciences. These difficulties include unequal access to survey platforms, resources, and consultancy opportunities, all of which have the potential to negatively impact analysts in particular domains. Furthermore, shifting geopolitical and global health circumstances might impact the design of investigations, necessitating a prompt and adaptable response to problems like health emergencies and climate change. The purpose of this study is to investigate the intricacy of problems encountered by Indian analysts and to offer a thorough comprehension of every facet. By drawing attention to these issues, we hope to further the conversation on how to strengthen the investigative atmosphere and encourage initiatives that assist analysts in overcoming barriers and advancing their careers [2,3]. Setting national and regional challenges and problems in order of importance is crucial. Social scientists must identify the issues that local residents confront and offer viable solutions for their research to be valuable and significant.

### II. THE COMMON PROBLEMS FACED BY A RESEARCHER

#### 1. Lack of Familiarity with the Research Supervisor

Many people find it difficult to apply to Ph.D. programs because they are unaware of the rules and requirements. Doing extensive study about the policies and procedures of the organization is crucial before enrolling in a research program that will be supervised by someone. This includes evaluating the subject's suitability for the study, learning about their past, and figuring out whether the research was finished on schedule.

Researchers will find that everyone puts on a pleasant front for the application and joining procedure after joining. But when they come out as themselves, they could become nervous and forget why they joined in the first place. For some, more than for others, this worry may result in a discontent with their research environment.

Before going to research, might be aware about institutional norms and regulations, joining process specifically guidelines and also about the research field of the supervisor. Getting the required permissions and approvals for research initiatives through the bureaucratic procedure can be difficult and time-consuming.

#### 2. Publication Issues

When it comes to publishing their work, researchers have two basic challenges. The first issue is the misunderstanding of what an article and a review are. A written composition known as an article is published in a variety of publications, including newspapers, magazines, and journals. A journal, on the other hand, is a venue where articles pertaining to a certain academic or professional topic are routinely published. The choice of the right publishing platform presents the second issue. Some researchers

ask agents for help without taking the length of time needed for publication into account. The procedures that follow offer a thorough description of publishing problems and their fixes in order to address these concerns.

These issues may be faced at different phases.

**Phase I** - The procedure for publishing an article or journal in the right format and on the right platform must be understood by the researcher. There are moments when publishing agents and paid platforms overwhelm researchers. Confusion over clone platforms and the appropriate release platform could also exist. In order to avoid duplication or expiration, it is crucial to submit the dissertation or journal abstract on time and to make sure the piece is always on the same platform.

**Phase II** - Seeking the appropriate publication platform requires many visits to the official websites. For example, you can go straight to UGC-CARE's official website if you want to publish a journal or article from them. They offer a directory of platforms arranged according to disciplines and organizations. You may quickly get a list of platforms exclusive to a given discipline by selecting Group I or Group II and then the discipline. You can also find out if the platform welcomes general subjects or requests for publication. If not, they might turn them down.

**Phase III** - We must decide whether the platform is appropriate for our publishing, when it is best to publish, and whether it is free or requires money before we post. It's also important to confirm whether the magazine is online or offline, quarterly or annual. When an article is published online, it can be accessed online and a soft copy can be obtained via email or official websites. Only a select few platforms, though, might send our post via email and offer email notifications while the publication process is ongoing. When we publish an item offline, it implies we can email it and have a hard copy delivered to the address we provide. We shall be able to determine whether we will receive our article or journal in hard copy or soft copy in this method.

**Phase IV** - For better publication outcomes, choose a multidisciplinary platform if you haven't specified the discipline of your article or are unsure of it.

### III. THE WAY TO IMPROVE RESEARCHER SCHOLARS

Depending on their requirements and degree of expertise, researchers need specialized training. When choosing a mentor, take into account these attributes since a reliable mentor can greatly enhance research project outcomes.

#### a) Identification of Guide

Asking faculty members or research advisors at your university for recommendations can be helpful when selecting a guide for your research project. Consider the guide's background, accessibility, ability to communicate, and mentoring style as well.

#### b) Practicing Research Proposal

By getting comments and making changes, rewriting a research proposal can help it become better and more impressive. This entails distributing the idea to reviewers, mentors, or peers and getting their feedback on its advantages and disadvantages. The researcher modifies the proposal in light of this input in order to improve its quality and raise the possibility of success.

#### c. Strong Subject Knowledge

To support ongoing learning and development, researchers need to be well-versed in their field, persistent in their efforts to advance, and patient.

#### d. Strong Knowledge in Research methodology

A proficient comprehension of research technique enables a researcher to produce comprehensive and dependable investigations. They are also proficient in successfully interpreting and communicating their findings. They can also identify any biases or limits in their research and take steps to reduce them.

#### e. Attending Data analysis workshops

Workshops on data analysis provide scholars with practical experience with a range of statistical software applications and methodologies, fostering networking among researchers. Choosing a workshop is influenced by factors such as certification, cost, duration, specialized software, and competence level. Look for workshops on the internet, contact associations for professionals, or ask mentors or coworkers for recommendations.

#### f. Ethics in training

Depending on the needs of the institution or the funding agency, ethics training delivered through workshops or online courses guarantees that researchers respect participant rights and maintain research integrity.

#### g. Publication knowledge

Researchers should know publishing guidelines, including clear writing, selecting a journal that aligns with their research, adhering to journal guidelines for formatting, references, and citation, undergoing peer review to evaluate the quality and relevance of their work, and adhering to ethical principles like avoiding plagiarism.

### IV. CONCLUSIONS

According to the article's conclusion, the issues include the investigator's lack of knowledge, their limited understanding of the study field, their interactions with other investigators and colleagues, their inability to manage their time, their lack of resources, their financial troubles, and their difficult circumstances. It is imperative that these issues be resolved in order to develop a robust research community and advance scientific understanding. We can get through these obstacles and promote an innovative and

discovery-oriented culture by giving researchers the tools and assistance they need. An effective research leader should be well-versed in the field of study, able to offer guidance and assistance when needed, possess excellent communication skills, and be able to offer insightful and concise feedback on the direction of the project. This should also be consistent with the research objectives and perspective of the researcher, and be able to help with any obstacles or challenges that may arise during the research. When choosing a mentor, it may be helpful to seek recommendations from faculty or research advisors at your university and consider their previous experience, availability, communication skills, and type of instruction.

#### REFERENCES

- [1]. Deepali, Prof, and Kadam Pisal, (2022). "Problems Faced by Researcher While Doing The Res." IJFANS International Journal of Food and Nutritional Sciences (IJFANS) 11(1):983-86.
- [2]. Ramesh, B. (2018). "Social Science Research in India: Issues and Challenges." International Journal of Research Culture Society 2(5):178-81.
- [3]. Harish Gupta (2021), Current challenges for researchers in India, Journal of Primary Care Specialties 2(3):97