Rs. 30.00
ISSN-0566-2257

UNIVERSITY NEWS

A Weekly Journal of Higher Education

Association of Indian Universities

Vol. 61 • No. 37 • September 11-17, 2023

#Let's Create AtmanirbharBharat Together

Announcement

A **Special Number of the University News** on the theme **'Digital Transformation in Higher Education'** is being brought out in the month of October, 2023 on the occasion of South Zone Vice Chancellors' Meet–2023-24 which is scheduled to be held on **October 26-27, 2023 at Visvesvaraya Technological University, Belagavi, Karnataka**. The **Special Issue** will cover articles by eminent educationists and policymakers. Readers of the University News are also invited to contribute to the Special Number by submitting papers/articles on the above theme by **October 10, 2023**. The papers will be published in the Issue subject to fulfillment of AIU Norms for publication as given on the AIU Website and on the approval of the Editorial Committee of the University News. The Subthemes for the Special Issue are:

- *The Future of Credentialling: Digital badges, Micro-Credentialing and Online Degree.*
- *AI and Analytics in Higher Education: Transforming Decision Making.*
- *Faculty Development & Digital Pedagogies: Empowering Educators.*

Interested Scholars may contribute articles by stipulated date keeping in view the following guidelines for contribution:

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Manuscripts including tables, figures, and references should be around 3000-4000 words for articles, 2000 – 5000 words for Convocation Addresses, 1000 words for Book Reviews, and 600 words for Communications. All the manuscripts should be typed in double-space with 12-point font and ample margin on all sides on A 4-size paper.

The cover page should contain the title of the paper, author's name, designation, official address, address for correspondence, contact numbers, and e-mail address.

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Books

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

Articles

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

Chapter in a Book

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

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The maximum time taken for processing the article is six months. Contributors are free to send the material to any other publication after a period of six months from the date of their submitting the article to the University News if they do not receive any intimation from AIU.

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Editor, University News

UNIVERSITY NEWS
Vol. 61 September 11-17
No. 37 2023
Price Rs. 30.00

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

In This Issue

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(Effective April 01, 2020)

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#Let'sBeatCoronaTogether

Need for Pedagogical Training of Teachers in Higher Education Institutions: A Systematic Review

Sunil Kumar Singh* and Poonam Rai Vinod Kumar**

The mission and profession of teaching have been of utmost significance since ancient times in the world. All those who adapted to this teaching profession seemed to acquire an elevated and high status in the eyes of society. It was associated with the upliftment of people and social progress too. Only very selective and knowledgeable persons joined this profession so they were considered to be the most respectful members of society. They were considered to be the pillars of the education system and expected to pass on their qualitative thoughts, knowledge, skills, and ethics to the students. It was also important for the country's progress.

Amidst the variety of changes across the centuries and the nations, we find that during the 20th century a great amount of stress was focused on standardizing curricula and standards which ultimately resulted in the form of development and scripted lesson plans and instructional content. But it also sought a decrease in the level of autonomy of the teachers. In this context, the advent of the 21st century reflected the uprising of professionals coupled with reforming of state of education where a lot of emphasis was given to improving teacher quality which is considered to be the critical factor in enhancing the standard of student learning and achievement. The teaching profession met formal characteristics /criteria but at the same time, it also incorporates the emotions that lie at the heart of student learning. Thus, all this has led to the evolution of the teaching profession along with the role of the teacher with the passage of time.

The above change has been visualized at the school as well as the institutions of higher learning. Although earlier, the university faculty members were expected to have great potential in pedagogical skills, knowledge of lesson/content planning, and the art of delivering the context into the classroom, there was no formal preservice training programme for higher education teachers. For the last three or four decades the need has been felt to train, educate, and prepare graduate students to teach in higher education. The pedagogical training might result in a positive aspect, where the teachers are able to understand the student's point of view which helps them in better understanding of their students.

Pedagogy is a term that indicates the method of teaching the theory and practice. Thus, the pedagogy of a subject is constituted

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and formed by an educator's beliefs and concerns associated with culture and various other ways of learning as well. There should be a learning platform for the students to have meaningful learning and at the same time a very harmonious relationship must exist between teachers and students in the classroom. However, it is being very much imperative that a well-structured pedagogy can enhance both the teaching and learning process which can be reflected in students' better performance too as evidenced by their results. All the above introductory discourse is more or less theoretical in nature. Its academic exploration requires a research base for proper validation of certain beliefs. Therefore, a systematic review of some available research has been given in the forthcoming section.

Systematic Review of Some Research

The systematic review of some research and research papers from the year 1997 to 2022 has been given in this section to reflect the global status of pedagogical needs and status in higher education. Findings of the study by Kannan, VSS (1997) indicated that 59% of the teacher educators suggested that adequate funds and facilities should be provided for the effective application of educational technology in the classroom. While 52% of the respondents advocated the need for an in-service programme for college teachers for effective utilization of educational technology, only 39% of them recommended the need for restructuring the existing B.Ed curriculum giving adequate weightage to educational technology components in the curriculum.

Leitner, E. (1998) took note of the relative unpopularity of pedagogical and in-service training for university teachers, particularly in the German-speaking university world, and asked himself why this was the case. The reason, he suggested, has to do with the traditional view that what counts in universities is research, teaching being a secondary preoccupation of the teaching staff. Yet, public opinion as well as selected European higher education institutions and administrations have mounted efforts to make pedagogical training a standard part of the required qualifications of university teaching staff members. Following a survey of European efforts, particularly in the United Kingdom and in Germany, to interest university teachers in university-level pedagogy, the author presented what a poll of teachers and students in Germany consider to be good teaching practices. He urged all teaching staff members to adopt these practices.

Whitaker, S. D. (2003) surveyed 156 teachers in South Carolina after their first year of teaching special education. The beginning special education teachers reported that they needed the most assistance in (a) learning special education policies, procedures, and paperwork, (b) receiving emotional support, (c) learning system information related to the school, and (d) learning about available materials and resources. To a lesser extent, they needed assistance with curriculum and instruction, discipline, management issues, and interactions with others. Beginning special education teachers perceived that they received significantly less assistance than they would have needed in all areas, particularly in learning special education policies, procedures, paperwork; materials and resources; and curriculum and instruction. They reported receiving the most assistance from other special education teachers, then from their assigned mentor and from the building administrator, and lastly from general education teachers and special education administrators.

Gibbs, G., & Coffey, M. (2004) conducted a study on the effectiveness of university teachers' training involving 22 universities in 8 countries. A training group of teachers and their students were studied at the start of their training one year later. A control group of new teachers received no training and both of them and their students were studied in the same way. Evidence is reported of changes over time relating to three measures: (i) student ratings of their teachers using six scales from the Student Evaluation of Educational Quality questionnaire (SEEQ) and the 'Good Teaching' scale of the Module Experience Questionnaire (MEQ); (ii) the extent to which teachers described themselves as teacher-focused and student-focused in their approach to teaching, using two scales from the Approaches to Teaching Inventory (ATI); and (iii) the extent to which these teachers' students take a surface approach and a deep approach to learning, using two scales from the MEQ. The article reported evidence of a range of positive changes in teachers in the training group, and in their students, and a contrasting lack of change, or negative changes, in untrained teachers from the controlled group.

Liisa, P.; Sari, L.Y. & Anne, N. (2007) conducted a study on the impact of university teachers' pedagogical training on approaches to teaching and self-efficacy beliefs (measured by Approaches to Teaching Inventory and an additional part measuring motivational strategies). The participants were 200 teachers from the University of Helsinki, who were divided into four groups depending on the amount of pedagogical training they had. The results indicated that pedagogical training had an effect on scales measuring conceptual change/student-focused approach and self-efficacy beliefs. Even when the effect of teaching experience was held constant, in order to find out the unique effect of pedagogical training, the results remained the same. In addition, twenty-three interview transcripts were analyzed. The teachers mentioned only the positive effects of pedagogical training on teaching.

Golder, G., Jones, N., & Quinn, E. E. (2009) emphasized strengthening the special educational needs element of initial teacher training and education. In the academic year 2006–2007, the Training and Development Agency (TDA) set up a development programme to enable Initial Teacher Training and Education (ITTE) placements in specialist special education provision. The goal of the programme was to enhance the knowledge, skills, and understanding of inclusive practice for special educational needs and disabilities among those joining and those who are relatively new to the teaching workforce. The authors explored the outcomes of their work on a three-year B.Ed. (Honours) Secondary Physical Education course in the southwest against the TDA's objectives for both trainee teachers and the special schools to which they were attached. Results confirm the importance of preparing trainee teachers for a future career in more inclusive schools.

Costa, N. M. D. S. C. (2010) examined the pedagogical training process of medical professors at a Brazilian university, the meanings attributed to it, and the positive and negative aspects identified in it. This is a descriptive-exploratory study, using a qualitative approach with a questionnaire utilizing open-ended and closed questions and a semi-structured interview. The majority of queried individuals had no formal teacher training and learned to be teachers through a process of socialization that was in part intuitive or by modeling those considered to be good teachers; they received pedagogical training mainly in post-graduate courses. Positive aspects of this training were the possibility of refresher courses in pedagogical methods and increased knowledge in their educational area. Negative factors were a lack of practical activities and a dichotomy between theoretical content and practical teaching. The skills acquired through professional experience formed the basis for teaching competence and pointed to the need for continuing education projects at the institutional level, including these skills themselves as a source of professional knowledge.

Abd Aziz, N., Hong, K. S., Mohamad, F. S., Songan, P. & Noweg, G. T. (2010) were of the view that mastery of content knowledge and expertise in research were no longer the only requirements expected of university educators. Knowledge of a range of pedagogical skills was also elemental to ensure the effective delivery of instruction, enabling meaningful transfer of knowledge had taken place. Recognizing the need to develop and upgrade its academics' pedagogical knowledge and skills, Universities Malaysia Sarawak (UNIMAS), in 2002, initiated a Postgraduate Diploma in Teaching and Learning program (PGDip in TL) with the objectives of developing and enhancing its academics' knowledge, competence and performance in teaching. This paper presented the findings of a study that investigated the effects of pedagogical training, specifically the PGDip in TL program on UNIMAS' academic approaches to teaching. Implication of the findings on the design and development of pedagogical training modules for university educators was also addressed.

Anitha, M. (2013) framed an objective to know the perception of teacher educators toward the application of computers in teaching teaching-learning process. Data was collected by the survey method through the census method. The investigator adopted simple random sampling techniques to identify the colleges of education and teacher educators for colleges of education and teacher educator for collecting the data. The teacher educators had shown positive responses in the aspects of presentation facilities, computer awareness, computer operational skills, and internet application of computers in the teaching-learning process.

Zacharias, G. (2013) conducted a study to know the innovative practices of teacher education

institutions in the areas namely- administration and selection, curriculum, method of teaching and aids, in-service education, and practice teaching and evaluation. In this study, it was found that the researcher feels that innovative practice is the most important challenge of teacher education in the 21st century in the form of attitude that can change practices which will lead to the whole scenario change in teacher education. This seems to be the need of the hour in the state of Meghalaya. A descriptive survey method was employed to find out the innovative practices and the attitude of teacher educators towards them.

Kleickmann, T., Richter, D., Kunter, M., Elsner, J., Besser, M., Krauss, S., & Baumert, J.(2013) emphasized that pedagogical content knowledge (PCK) and content knowledge (CK) are key components of teacher competence that affect student progress. However, little is known about how teacher education affects the development of CK and PCK. To address this question, our research group constructed tests to directly assess mathematics teachers' CK and PCK. Based on these tests, we compared the PCK and CK of four groups of mathematics teachers at different points in their teaching careers in Germany. Confirmatory factor analyses showed that PCK and CK measurement was satisfactorily invariant across the teacher populations considered. As expected, the largest differences in CK and PCK were found between the beginning and the end of initial teacher education. Differences in the structures of teacher education were reasonably well reflected in participants' CK and PCK

Robinson, T.B. & Hope, Wareen, C. (2013) focused on the number of students graduating with master's and doctoral degrees from the State University System of Florida (SUSF) has increased over the past thirty years but no research has been conducted concerning the preparation of graduates to teach in higher education. It was postulated that college and university faculty members should possess pedagogical skills, have knowledge of lesson planning, and know how to deliver content. This research sought to ascertain professors' level of perceived need for graduate degree programs to include training in pedagogy that prepared students to teach in higher education. To what extent do university professors perceive a need for graduate degree programs to include training in pedagogy to prepare students to teach in higher education was the research question behind the inquiry? Two hundred full and part-time faculty members in the State University System of Florida responded to survey items, which rendered an overall means that addressed the research question.

Kivunja, C. (2014**)** focused on as today's graduates engaged with the demands of the current knowledge age, the skills that they need to succeed in their lives after college, or any other institution of higher learning, are 21st-century skills rather than 20th-century skills. Kivunja (2014) calls this "the new learning paradigm". Unfortunately, those skills were not yet included in many of the learning outcomes prescribed by most educational jurisdictions or required to be assessed in high-stakes state and national examinations. It was essential that policymakers, across all nations, and in particular higher education providers, had a firm understanding of the skills most in demand in the 21st century Digital World, how those skills were related to the orthodoxy academic standards, and how those skills could be effectively taught. They discussed the first of the domains Learning and Innovations Skills domain--so as to explain how the skills in this domain could be effectively taught to enable higher education students to graduate well equipped with the skills most in demand for success in today's knowledge-based, digital world.

Ezati, B. A., Opolot-Okurut, C., & Ssentamu, P. N. (2014) conducted a research in Uganda. The university teachers were recruited on the strength of their class or degree rather than pedagogical content knowledge and skills. Given the frequent changes in technology with resultant paradigm shifts from teacher to learner-centered education and competence-based approaches, increasing demand for accountability from society, and demand for quality, among others, university teaching could no longer be left to subject expertise alone. Effective teaching and quality graduates require university teachers to possess a combination of content and pedagogical knowledge. Using data collected through an interview guide and end-of-workshop evaluation questionnaire for a four-year training period (2006 – 2010), in which article focused on the lessons learned from a series of pedagogical training workshops offered by Makerere University management to their teaching staff. Findings show that the main training

needs among the teaching staff include assessment and grading of students, managing large classes, and using ICT in teaching and learning. Overall, the staff appreciated the workshop methodology, the co-teaching approach, and the sharing of experiences. However, there were concerns about the timing of the training and the inability to implement what was learned due to institutional constraints. The study underpins the importance of undertaking a needs assessment before designing any staff training programme. Rather than claiming that addressing individual training needs will improve quality, staff pedagogical training should be combined with institutional changes so that institutional constraints that hinder the utilization of knowledge and skills acquired during training are concurrently addressed. In addition, training approaches should transcend the deficit model of continuous professional development commonly used to the use of a variety of models including the cascaded model. Through the cascade model, the capacity of academic staff could be built, which could continue to learn from each other, thereby developing a critical mass at the faculty or academic unit level.

A text written by Thackeray, B. (2014) puts forward the argument that higher education must develop better and more consistent practices with regard to the evaluation of training and development. Most evaluations are valueless unless they start by clarifying the purpose they were intended to serve, and this usually means clarifying whose purposes were being served. This text provides a guide to best practices and uses examples and case studies from both the UK and abroad to show the benefits that could be gained from using evaluation effectively.

Juntunen, M. L. (2014) examined the visions of teacher educators of instrumental pedagogy (n = 12) in higher music education regarding 'good' teaching and instrumental student-teacher preparation. The theoretical basis for the study was research on teachers' visions (Hammerness, 2006) about teachers' own conceptions of ideal teaching practices. The data were gathered through semi-structured interviews and analyzed by qualitative content analysis. The interviewed teachers' visions of good teaching of instrumental pedagogy were closely related to their visions of good teaching of instrumental or vocal music, which they attempted to communicate to their student teachers. Package of skills and knowledge that were partly instrument-specific, partly the process of teacher development was primarily understood as acquiring a package of skills and knowledge that were partly instrument-specific, partly generic, and strongly influenced by the labour market. Teaching practice was considered essential and was perceived as building connections between theory and practical application. The findings support prior research within Nordic teacher education (Hammerness, 2012), in that faculty members' visions related to teaching are individual and only partly negotiated with their colleagues but strongly influenced by the labour market. Teaching practice was considered essential and was perceived as building connections between theory and practical application. The findings supported prior research within Nordic teacher education (Hammerness, 2012), in that faculty members' visions related to teaching were individual and only partly negotiated with their colleagues.

Aškerc, K. & Kočar, S. (2015) examined teaching in higher education in Slovenia, with an emphasis on the pedagogical training and pedagogical qualification of university teaching staff. Various aspects of the latter were examined among 513 respondents. The results showed that university teachers attribute significant importance to pedagogical work (the term used in Slovenian higher education legislation), yet nearly half of them had never been involved in any kind of pedagogical courses. The other half of the respondents had participated in various kinds of pedagogical courses (i.e. 'adult education' or a pedagogical study programme for the primary and secondary level of education) and only 31.4% of all respondents had participated in *higher education pedagogical training*. At a higher education institution with well-defined criteria in the field of pedagogical work, the percentage of teaching staff without any pedagogical education was lower than in an institution with less defined conditions. In recent years, a growing number of various higher education pedagogical training programmes have been offered.

Yoo, J. H. (2016) examined the effect of an online professional development learning experience on teachers' self-efficacy through 148 (Male = 22; Female = 126) K-12 teachers and school educators. The Teachers' Self-Efficacy Scale (TSES) developed by Tschannen-Moran and Woolfolk Hoy

(2001) was administered twice with a five-week gap. Additionally, all participants' descriptive self-analysis of their own score change was examined to analyze teachers' attributions of their self-efficacy change. Both quantitative and qualitative methodologies were used to analyze the data. The findings indicated that teacher efficacy increased as a result of their online professional development experience. Participants' self-analysis of their efficacy change provided some possible explanations for mixed reports for the influence of experience on teacher efficacy.

Cargnin-Stieler, M., Teixeira, M. C., Lima, R. M., Mesquita, D., & Assunção, E. (2016) discussed the contribution of pedagogical training of engineering teachers based on a case study carried out in higher education institutions in Brazil, namely in Electrical Engineering. For this purpose, the authors had chosen to articulate two research methods: document analysis of the courses offered in the postgraduate programs (Master and Ph.D.) in Electrical Engineering and a survey conducted with students and teachers from 58 of these postgraduate electrical engineering programs. The data analysis indicated that most of the teachers agreed that pedagogical training should be offered to engineering students. Postgraduate students also showed interest in enrolling in courses with a pedagogic focus. With this analysis, we can state that there is a need to rethink engineering education, in order to create conditions for the development of competencies related to teaching and learning innovation.

Srinivasan, R. (2016) was of the view that developing a pedagogy of teacher education was an enduring concern for teacher educators. Drawing on data from a small study on teacher educators teaching in a secondary teacher education programme in India, this article examines their pedagogic practices. This is a qualitative study that sought to capture the narrations of 30 teacher educators teaching in diverse teacher education classrooms. The article frames the pedagogy of teacher education as four 'problems': as a curriculum problem; as a relational problem; as a professional knowledge base problem; and as a learning problem. Such a formulation highlights the challenges faced by teacher educators, including the need for teacher educators to scrutinize their own practices. Implications for developing a framework on 'what should teacher educators know and do in the context of India' were considered in order to guide teacher educator preparation and their continuous development

Shepherd, K. G., Fowler, S., McCormick, J., Wilson, C. L., & Morgan, D. (2016) stressed that over the years, a variety of political, social, and other contextual factors have contributed to the expansion of roles for PK-12 special educators, leading to a complex set of challenges and opportunities that must be addressed as the field of special education looks to the future. Today's special educators need to collaborate with general educators in tiered systems of support while providing specialized instruction for students with the most intensive needs, yet teacher education and professional development opportunities may not always adequately prepare them for these changing roles. The recent re-authorization of the Elementary and Secondary Education Act (ESEA) creates a new policy context with the potential to bring about additional changes in PK-12 settings and teacher preparations. In recognition of the need to more clearly articulate and aligned the demands of PK-12 schooling with the teacher education enterprise, the article concludes with a set of policy recommendations intended to promote clarification of special educators' roles and inform the future of university-based teacher preparation programs (TPPs) engaged in fostering their development at the pre-service and in-service levels

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deBettencourt, L. U., Hoover, J. J., Rude, H. A., & Taylor, S. S. (2016) suggested that there is a well-documented need for leadership personnel who are prepared at the doctoral level to fill special education faculty positions at institutions of higher education (IHEs) and train the next generation of teachers. The intersection of continued retirements of special education faculty, shortage of well-prepared special education faculty to fill those positions, and changing preK-12 student demographics provided unique challenges to special education doctoral leadership preparation programs. Although a variety of variables influence special educator preparation in 21st-century schools, five contemporary issues (i.e., changing roles, evolving diversity, need for funding support, situating doctoral trainees in teacher training, and training delivery models) rise to a level highly relevant to special educator preparation at the doctoral level.

Gómez Galán, José. (2016) stressed that teaching strategies are the culmination of the educational process, which allows us to achieve the objectives and makes the student acquire the skills and abilities needed. All other key elements in education (educational policy, collaboration and involvement of families, teacher training, etc.) could fail if the work in the classroom is not suitable. Even the most innovative teaching methods, and for example in the current processes of e-learning, in which the teacher becomes a coach rather than a transmitter of contents, didactic dynamics pursuing learning must always be adapted to the needs of the student, whose involvement must be fully active; nevertheless, the design, creation, and implementation of relevant teaching strategies must be the work of education professionals (regardless of the subsequent participation of students in teaching-learning, which is assuming much more importance nowadays than in traditional models with the new technological means). From the teaching perspective, the teacher should be the main driver, counselor, and manager.

Nagassa, Tolera & Engdasew, Ziyn (2017) stated that the teacher's admitted that they experienced not only the positive effects of pedagogical training on teaching standards but also informed about some difficulties like redundancy of Concepts, activities, examples, and modules were not up to the standard mark, very long schedule of training programs and the class size, lack of relevant material and facilities, lack of motivation, inability to full implement as to what they have acquired from the training which decided its effectiveness. Hence it is being very much imperative to have a timely evaluation of the stated achievements and also to identify the bottlenecks and barriers to its effective realizations in practices and to forward some feasible feedback for the further improvement of the programme (p. 19-38).

Gast, I., Schildkamp, K., & van der Veen, J. T. (2017) pinpointed that most professional development activities focused on individual teachers, such as mentoring or the use of portfolios. However, new developments in higher education require teachers to work together in teams more often. Due to these changes, there was a growing need for professional development activities focusing on teams. Therefore, this review study was conducted to provide an overview of what is known about professional development in teams in the context of higher education. A total of 18 articles were reviewed that described the effects of professional development in teams on teacher attitudes and teacher learning. Furthermore, several factors that can either hinder or support professional development in teams are identified at the individual teacher level, at the team level, and also at the organizational level.

Tsegay, S. M., Zegergish, M. Z., & Ashraf, M. A. (2018) used semi-structured interview and review of documents, this study analyzed the pedagogical practices and students' experiences in Eritrean Higher Education Institutions (HEIs). The study indicated that pedagogical practices are affected by instructors' pedagogical skills and perceptions, and the teaching-learning environment. Moreover, the pedagogical practices that instructors use determine the pedagogical experiences of students and shape their socio-economic and political perspectives. Despite its small scale, the study provides a more robust explanation of the connections between instructors' pedagogical practices and experiences of students. It can also be applied to other countries, especially

developing countries with similar circumstances. The study implies that skilled instructors employ interactive pedagogy connecting theory and practice, even in a large class size. Hence, instructors need to be trained, well-equipped, and motivated to improve their teaching skills and attitudes.

Grieser, D. R., & Hendricks, K. S. (2018) focused that in the past few decades, there has been an increase in the percentage of non-string specialists teaching string classes. In this article they reviewed literature about subject-specific pedagogical content knowledge (PCK) in general and music education settings, to better understand the challenges that teachers with limited knowledge of string-specific content may face when teaching strings students. Included in this review were discussions concerning trends in the string teacher workforce, PCK in education and music, acquisition of PCK in general settings and music teacher preparation programs, and relationships between teacher content knowledge and instructional effectiveness, both in general and string education settings. Based on this review, they recommended that pre-service and professional development curricula for music teachers include comprehensive preparation in both content-specific and pedagogical-specific knowledge for teaching strings.

Rivetta, M. S., Rodríguez-Conde, M. J., & Migueláñez, S. O. (2018) emphasized university teachers' training and their certification. This was mainly connected to the strong implication of professors' competencies and to the quality of the higher education which, in turn, have a direct relationship with the changes that the universities have experienced since the Bologna Plan. This Plan impacted the history of each institution of higher education. Indeed, in the current period, the worldwide educational systems are making efforts to change their structures and modify didactic and pedagogical approaches. It is therefore essential to consider the changes and the challenges of the teaching staff. The aim of this research was to compare and evaluate the pedagogical training of university professors as well as to investigate the different models that each university developed to implement its version of pedagogical training.

Ödalen, J., Brommesson, D., Erlingsson, G. Ó., Schaffer, J. K., & Fogelgren, M. (2019) examined that pedagogical training courses for university teachers have desirable effects on the participants. The research focused on answering this question by following a panel of 183 university teachers from Sweden's six largest universities, who participated in pedagogical training courses. This study revealed that the participants' self-reported confidence in their role as teachers increased slightly, and their self-assessed pedagogical skills increased notably after they had finished their courses. Even though the courses were rather short, the research could also observe some changes in fundamental approaches to teaching in some of the subgroups of respondents, both toward more student-centeredness and, perplexingly, towards more teacher-centeredness. Additionally, most respondents (7 out of 10) found the courses useful or very useful. Course satisfaction was most notable among participants with less than three years of teaching experience. Considering the fact that it was found the positive effects of pedagogical training courses were present mainly in the group of participants with less than three years of teaching experience, it can be said that whether a policy of making these courses mandatory for all university teachers implies an overestimation of their impact.

Moriña, A., Perera, V. H., & Carballo, R. (2020) aimed their article 'Training Needs of Academics on Inclusive Education and Disability' to analyze, from the academic staff's perspective, the training needs they require to provide an inclusive education to students with disability. Academics from a Spanish university participated in this research. Qualitative methodology was used. Information was collected through semi-structured interviews and open-ended written questionnaires. An inductive system of categories and codes was used to analyze the data. Three topics were addressed in the results: the profile of academics according to their previous training, the importance of such training for them and the reasons for training, and the contents considered essential for training. In the conclusions section, the need for universities to design and implement training policies was addressed. In addition, the participants stated that they would be more sensitive and better prepared if they received training on disability-related issues. A clear conclusion of this study was that inclusive universities require the involvement of everyone

Tang, K. N. (2020) aimed the research to explore the soft skills acquisition of lecturers and thus determine the importance of soft skills in the teaching profession. A mixed method was employed utilizing a questionnaire and interview protocol as research instruments. In total, eight lecturers and 163 students from four programs of an international college in Khon Kaen, Thailand were selected using a purposive sampling method. The quantitative endings indicated that teamwork and lifelong learning skills were the most important soft skills acquired by lecturers from all of four programs, except for tourism management. In addition, the qualitative endings revealed the important aspects of soft skills acquisition: (i) delivery of effective and quality teaching; (ii) career development and enrichment, and (iii) managing student skills. In summary, the endings contributed toward substitution for training and provided significant pronouncements towards the knowledgeable and dexterous development of the country as a total.

Silander, C., & Stigmar, M. (2021) investigated how professional development courses for university teachers were viewed by different stakeholders, specifically students, university teachers, central university management, and the government. The particular focus of the investigation is on the relationship between theory and practice, disciplinary content, and forms of pedagogical knowledge. The results, based on interviews and documents, show that university teachers tend to ask for more practical, hands-on knowledge, whereas the government focuses on the theoretical content of pedagogical courses. Stakeholders were vague in their views about the content of pedagogical courses, indicating that professional development fails to be regarded as a strategic matter.

Evans, C., Kandiko Howson, C., Forsythe, A., & Edwards, C. (2021) were of the view that over the last 20 years there has been significant growth in the volume of higher education pedagogical research across disciplines and national contexts, but inherent tensions in defining quality remain. In this paper we present a framework to support understanding of what constitutes internationally excellent research, drawing on a range of conceptual frameworks, international and national performance-based research funding systems, discipline/professional body frameworks, and research council guidance. While acknowledging the contested nature of excellence in pedagogical research, we provided criteria to guide discussion and to support individual and organizational learning. A key premise is that if learning and teaching in higher education were to be enhanced, considerable investment is required in supporting the development of integrated academics where the emphasis is on both research and practice to inform pedagogy. Research and evaluation are essential aspects of teaching and need to be embedded within it. The framework was designed to enable colleagues to develop the necessary tools and approaches to support understanding of educational research and adapt these within their disciplinary context.

Alhassan, A. (2021) emphasized that English medium instruction (EMI) has been increasingly used in higher education institutions (HEIs) in the Sultanate of Oman, and English –taught degree programs have been offered in different disciplines. The adaptation of EMI seems to have potential challenges for both teachers and students while previous EMI studies have attempted to identify and classify these challenges particularly those of EMI students, little research thus far seems to have focused on EMI subject teacher and training needs. The present study fills this gap by exploring the issue in the Omani EMI tertiary context with the view to better informing EMI teacher education and professional development. A quality methodology with both interview and classroom observations was adopted. The data was coded and analyzed thematically and inductively results showed that participants encountered both linguistic and pedagogical challenges. Participants also reported their need for training and professional development. Pedagogical implications and recommendations for EMI teacher education and professional development are presented and discussed.

Kuleshova, V., Aksakova, N., Malazoniia, S., & Kovalenko, S. (2022) focused that in modern times, new means and techniques for optimizing the educational process required because one of the purposes of professional training is to increase the effectiveness of the educational process. Good-quality professional training requires the introduction and implementation of modern educational technologies. The authors studied this, using the example of future engineers-teachers' training, and the implementation of modern educational

technologies into this process was the purpose of the study. Such methods as analysis, synthesis, empirical method, concretization, generalization, survey, and questionnaire were used. The aspects of readiness for the introduction of modern educational technologies were studied. The first condition was the readiness of university teachers to organize the process of training future engineers-teachers with the use of modern educational technologies and their active introduction into the educational process. Another aspect is the development of individual approaches for each student with the use of modern educational technologies. Also, a desire for professional self-improvement and self-education should be developed in students which will contribute to successful training. The results of the study concluded that the level of students' readiness for the introduction of modern educational technologies does not fully meet societal needs.

Some Findings Based on an Overview of the Reviews

Based on the systematic review of the above research and research papers following findings have been drawn:

1) Pedagogical training is beneficial to teach in higher education institutions. It includes professions like engineering, medical, teacher education too.
2) Pedagogical training has positive effect on scales measuring conceptual change/student-focused approach and self-efficacy beliefs.
3) At a higher education institution with well-defined criteria in the field of pedagogical work, the percentage of teaching staff without any pedagogical education was lower than in an institution with less defined conditions. In recent years, a growing number of various higher education pedagogical training programs have been offered.
4) Pedagogical training had an effect on scales measuring conceptual change/student-focused approach and self-efficacy beliefs. Even when the effect of teaching experience was held constant, in order to find out the unique effect of pedagogical training, the results remained the same.
5) Teamwork and lifelong learning skills were considered the most important soft skills. The important aspects of soft skills acquisition were as delivery of effective and quality teaching, career development and enrichment, and managing student skills.
6) It was found that a range of positive changes were there in teachers who were in the pedagogy training group and in their students too, as compared to the untrained teachers group where a lack of change, or negative changes were seen.
7) Policymakers across all nations had a firm understanding of the skills most in demand in the 21st-century digital world, how those skills were related to the orthodoxy academic standards, and how those skills could be effectively taught.
8) The training in technology integration and pedagogy needs economic inputs for better facilitation.
9) Workshop methodology can be effective for training, orientation, and attitude change/shaping. It should be followed by continued professional experience and practice.

Some Suggestions for Future Implementation in HEIs

Based on the above review some effective suggestions to counter future challenges have been identified as given below:

1) The module used for pedagogical training should be up to the mark to cater skill, method and evaluation needs. It should be enriched with some common ingredients and some discipline and profession specific skills and methods.
2) The motivation of the teachers should be at higher level.
3) The schedule of pedagogical training program should not be very long.
4) The pedagogical training in higher education should include modern technologies like ICT, gadgets etc. to make the teaching-learning process easy and effective in the 21st century.
5) The pedagogical training for teachers should be such that the teacher is also able to work in an inclusive education system. Special education skills should also be integrated.
6) Relevant materials and facilities should also be used in the pedagogical training of higher education teachers.

7) Workshop mode of training with follow-up of continued professional experience should be ensured for continuous professional development.

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Evaluating the Relevance, Employability, and Challenges of Pursuing Higher Education in History: In the Context of National Education Policy–2020

Lucky Sharma* and Kanwar Chanderdeep Singh**

'*The most effective way to destroy people is to deny and obliterate their own understanding of their history.'*

This famous but anonymous quote highlights how crucial history is for conserving cultural memory, establishing a sense of identity, and teaching important lessons for the present and the future. Learning history is important for preserving its relevance, but we must all recognise how profound an impact it has had on our lives. Promoting the value of history education and its potential career prospects becomes pivotal in addressing this complex landscape and fostering a more inclusive and enthusiastic approach to the subject. History serves as a repository of our collective experiences, allowing us to trace the journey of societies, cultures, and individuals through time. It provides context for understanding the present and guidance for shaping the future as an individual and as a society. The study of history engenders in a person a historical mindedness, which makes the discipline not a medium of inquiry in the past or an enterprise undertaken by professional historians but a creation of sensibility and attention towards the evolutionary processes of humankind. By possessing historical sense, we learn from historical failures and successes, which enables us to make informed decisions and progress as a civilization.

Today, India finds itself on the precipice of regaining long-due recognition for its significant civilizational accomplishments and intellectual strides. Simultaneously, the country is diligently striving to attain a Gross Enrolment Ratio of 50% in higher education by the year 2035. All-India Survey on Higher Education (AISHE) 2021 report unveils a pertinent statistic: there are 33 colleges for every one lakh eligible individuals aged between 18 and 23 years in India. This statistic becomes particularly significant when considering the country's ambitious aspiration of elevating the Gross Enrolment Ratio (GER) in higher education to a formidable 50% by the year 2035. In pursuit of this monumental objective, M. Jagadesh Kumar, the Chairman of the University Grants Commission (UGC), has aptly emphasized the imperative of augmenting the number of higher education institutions.

Presently, India boasts an impressive count of 15.55 lakh college teachers and approximately 2.36 lakh university professors. This figure is experiencing exponential growth; nevertheless, the demand for skilled and dedicated individuals committed to collaborative efforts and substantial contributions remains paramount. The journey towards achieving the 50% GER target involves confronting the disparity between the number of higher education institutions and the burgeoning young population. This necessitates a strategic expansion of educational institutions across the nation.

While the number of college and university teachers is on the rise, the emphasis should extend beyond mere quantity. The focus should be on nurturing a pool of educators who possess not only academic prowess but also a deep dedication to their craft. Their role extends beyond the dissemination of knowledge; they are catalysts for critical thinking, inspiration, and holistic development. Hence, the call is not just for more educators but for individuals who are driven by a commitment to foster intellectual growth, engage collaboratively, and contribute significantly to society. However, these endeavours are not without their share of challenges, encompassing vital areas such as infrastructure development, administrative enhancement, recruitment of skilled staff and faculty, and fostering the necessary determination to achieve these goals. To successfully realise this ambitious objective, it is imperative to strategically invest in the capacity-building of key stakeholders, namely students, and educators. This undertaking demands the implementation of tailored methodologies, instruments, tools, and techniques, each carefully aligned with specific academic disciplines. This imperative holds particularly true for the realm of social sciences and, more specifically, the study of history.

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Why Explore the Past? Unveiling the Significance and Salience of History

There has been a long and contentious debate regarding the salience of History as a subject of study at secondary school, college, and university level, much before the present, in US and European education scenarios in the late nineteenth and early twentieth centuries. The discipline had been primarily posed with two fundamental questions in a situation when more emphasis was being laid on giving science and newer language education. The first question was how the study of history led to mental development and intellectual power in student learning, and the second was whether the subject was based on an organized body of knowledge substantial enough to produce the desired habits of mind (Orill &Shapiro, 2005). The critics of history thus tried to relegate history to a tertiary and inferior position *vis-à-vis* other disciplines. Our country, which borrowed the colonial system of education, too faced such dilemmas, even until recent times, when this discipline began to lose its charm because of its purported inability to cater to the burgeoning market demands. Nevertheless, thanks to rising cultural consciousness, a renewed focus on history education in different avatars is being undertaken. Recent trends thus signify a positive opportunity to rekindle an appreciation for the discipline of history. While there have been indications of ignorance and deemphasizing, these trends are poised for transformation. Recognising the pivotal role history has played in driving reformations, sparking revivals, and contributing to human evolution, we can shift the narrative. Even in the midst of a perceptible focus on vocational and natural science courses, which often secure greater funding and employment prospects, the significance of history remains undeniable. The prime reasons that underscore the importance of history as a discipline are discussed here.

Understanding the Past and Relating to It

It is being argued that the past itself does not tell a story, but we impose one on it, and we can choose different types of stories to emplot our facts (White, 1978). The regulations governing historical writing are socially influenced and contingent in nature, signifying their lack of permanence and susceptibility to modification. This domain empowers us with the capacity to apprehend preceding occurrences, thereby affording us a deeper understanding of the intricacies underlying events, choices, and undertakings that have profoundly shaped our contemporary world. The past has no intrinsic history of its own, and the discipline offers a contextual framework through which we can grasp the temporal progression of societies, cultures, and civilizations.

Learning from Mistakes to Make a Better Future

Through the study of historical events, we glean wisdom from the triumphs and errors of those who came before us. This knowledge equips us to make well-informed choices, avoid revisiting past blunders, and amplify accomplishments. The teachings drawn from history extend beyond bygone eras; they offer precious perspectives adaptable to present-day trials, facilitating the creation of impactful solutions.

Cultural Identity and Heritage

History assumes a pivotal role in the preservation and exultation of cultural identity and heritage. It bestows upon us the capacity to deeply cherish the contributions, milestones, and tribulations of myriad societies, fostering a profound sense of unity while also nurturing an enriched appreciation for the tapestry of diversity.

Critical Thinking and Analysis

Delving into historical sources and narratives nurtures the growth of critical thinking abilities. For far too long, knowledge about Indian history has been heavily vetted through US-centric and Eurocentric notions and lacks indigenous perspectives. This often results in a lopsided understanding of a nation's history. Therefore, the emergent scenario prompts us to challenge assumptions, scrutinise evidence, and embrace a multitude of viewpoints, thereby enriching our capacity to formulate well-founded judgements.

Social and Political Awareness

Grasping historical events grants us a window into the social, political, and economic dynamics that have sculpted societies. This awareness proves indispensable for meaningfully participating in present-day social and political discourse.

Empathy and Perspective-takin

Exploring various historical epochs and cultures nurtures empathy by allowing us to perceive the world from the vantage point of individuals from myriad backgrounds. Professional historians show how different intellectual approaches to thinking about the past can be made to work together. This heightened empathy significantly contributes to the cultivation of a more compassionate and inclusive societal fabric.

Inspiration and Role Models

Figures and events from history can serve as wellsprings of inspiration and exemplars. Delving into the triumphs and trials of historical individuals can ignite our determination to surmount hurdles and dedicate ourselves to fostering constructive transformation.

Interconnectedness of Humanity

History unveils the intricate web that binds human societies throughout time and space. It illuminates the interplay of global events and trends, illustrating how they have mutually shaped each other and fostering a profound sense of our shared human journey.

Cognitive Development

History functions as a repository of collective memory, safeguarding the narratives and encounters of preceding generations from fading into oblivion. It pays tribute to the sacrifices and contributions of our forebears. The study of history stimulates cognitive growth by prompting the retention of memory and the analysis, interpretation, and synthesis of intricate information.

Inclusivity across Disciplines

History emerges as a multidisciplinary realm, weaving together diverse subjects and viewpoints to construct a holistic comprehension of bygone times. Moreover, it underscores that individuals hailing from various disciplines play a role in the exploration of history, transcending the confines of purely historical inquiry. This standpoint fosters an interdisciplinary approach to history studies, acknowledging the interwoven nature of different fields in sculpting our perception of history. It embodies the traits of inclusivity, collaboration, and comprehensive insight.

Breaking down Silos

Individuals from diverse disciplines can engage with history, transcending the limitations of their specialized fields. This practice dismantles the barriers that often segregate academic domains, fostering a culture of collaboration and facilitating the vibrant exchange of ideas.

Enriching Historical Interpretation and Convergence of Perspectives

The intersection of different viewpoints has the potential to illuminate previously familiar historical narratives in novel ways. For instance, scrutinizing historical events through both political and economic lenses can reveal a more intricate understanding of the underlying forces propelling those events. The language for writing historical narratives does not only reflect the meaning, which is explicit, but also, due to the figurative nature of the discipline, leads to the creation of new meanings (White, 1978; Ankersmit, 2005).

Innovation and Progress

Applying knowledge from different subjects to the study of history can lead to innovative research methodologies and fresh insights. This can ultimately contribute to advancing historical scholarship.

Interrogating Employability Nodes and Global Trends

Historically, the popularity of history as a major has experienced fluctuations. While interest in history has remained steady in some regions, others have witnessed declining enrollment due to changing preferences for more practical and technical fields offering greater employability. In the recent past, though, it has been seen that the distinction between professional academic history writing and history for all is increasingly blurred. The trend has a lot to do with the enhanced interest of not only the student community but of all people in the discipline of history. Some universities have introduced interdisciplinary programmes that blend history with other subjects like cultural studies, international relations, liberal arts, or digital humanities. These programmes attract students who want to study history in a broader context. The trend towards global history and transnational studies has gained traction. Students are interested in exploring how historical events and phenomena transcend national boundaries and influence international dynamics. The integration of technology and digital tools into historical research has attracted students interested in using new methodologies for analysing historical data and sources. There has been a growing interest in studying histories that were previously marginalised or ignored, such as women's history, indigenous history, LGBTQ+ history, and the histories of minority communities. Programmes focusing on public history, museum studies, and heritage management have gained popularity as students seek careers in cultural institutions, preservation, and education.

Students who study history divide themselves into two groups. The first group pays attention, shows curiosity, and perseveres for higher studies. The

second group that is most interesting and significant, however, consists of those who select history as a means to an end in order to land a career with the possible opportunities to put the concepts learned from this subject into practice. This second type of demography is predominantly found in tier-3 cities' colleges and universities, with women and underrepresented groups forming a significant part of this cohort. For many in this group, choosing history is often a consequence of practical constraints, whether academic or financial. As a result, a substantial portion of enrolment in this course comes from individuals who belong to the more insecure segments of society. Delving deeper into the category of underperforming students, efforts to elevate their academic performance are hampered by several challenges like inadequate infrastructure, a palpable dearth of human or material resources, etc. Additionally, admiration for the English language is a noteworthy factor contributing to the problem. This reverence for English sometimes overlooks the untapped talents of those who possess limited English language proficiency.

In essence, the study of history is marked by a dichotomy in student motivations and commitments. Overcoming these challenges requires addressing issues of resources, linguistic proficiency, and perceptions of employability. Absolutely, the field of history offers a wide range of specialised and conventional employment opportunities for students in India. Beyond the conventional teaching and research roles, there are various sister subjects and emerging fields that provide employment avenues for history graduates. Let us dive into some of these fields.

Museology and Preservation of Artefacts

Museums assume a pivotal role in safeguarding and presenting historical artefacts and narratives. Graduates possessing a history background discover avenues as museum curators, exhibit designers, and education coordinators, capitalising on the wealth of knowledge they have acquired.

Archival Preservation

Archivists manage and preserve historical documents, manuscripts, photographs, and other records. They ensure the accessibility and integrity of these materials for future generations. The National Archives of India offers a PG Diploma course in Archives and Records specifically for students who have completed postgraduate studies in History with good scores.

Archaeological Knowledge

Graduates who possess a solid foundation in history, coupled with a keen interest in science, hold the potential to engage with archaeological teams. This collaboration allows them to uncover and meticulously analyse artefacts and ancient sites, thus making invaluable contributions to enriching our collective understanding of the past.

Manuscript Reading

A proficiency in deciphering and comprehending ancient scripts and languages opens doors to roles involving the translation and interpretation of historical texts, edicts, relics, and more. These responsibilities are pivotal for advancing academic research and preserving cultural heritage."

Architectural Renovation

Beyond texts and languages, historical sites and architectural landmarks necessitate dedicated restoration and conservation endeavours. Graduates in history who possess a nuanced grasp of architectural history are well-equipped to engage in vital preservation projects. Their involvement ensures the maintenance of authenticity in these structures, safeguarding our tangible links to the past and contributing to the continuity of cultural heritage for future generations.

Perspective Building

A robust foundation in history empowers individuals to cultivate a nuanced comprehension of diverse cultures, societies, and eras. This invaluable understanding finds applications in roles such as cultural sensitivity training, diplomatic services, and even media consultancy as historical experts. By harnessing their historical expertise, individuals contribute to fostering cross-cultural harmony, effective international relations, and authentic storytelling that resonates with the depths of time.

Media and Communication

Graduates in history possess the potential to make impactful contributions to media outlets as writers, researchers, or consultants. By providing historical context for current events, documentaries, and other media productions, they infuse a profound layer of understanding that enriches narratives and empowers audiences to connect the past with the present.

Research

Opportunities for research extend beyond academia to encompass think tanks, historical

organisations, and research institutes dedicated to specific historical periods, themes, or regions. Research in history is a cornerstone of field progression and societal development. It unearths fresh perspectives, questions established narratives, and bolsters a more precise comprehension of the past. Moreover, historical research intersects with diverse disciplines, fostering collaborative cross-disciplinary initiatives that enhance our shared pool of knowledge.

Tourism and Heritage Management

Historical sites and heritage tourism constitute substantial contributors to the economy. Graduates in history possess the capacity to engage in roles that involve crafting, promoting, and overseeing cultural tourism projects. Through their expertise, they play a pivotal role in fostering the growth and sustainability of initiatives that celebrate and share our rich historical heritage.

Cultural Resource Management

A vital domain encompassing the assessment of development projects' impact on cultural heritage and the formulation of strategies to safeguard it from potential harm

Educational Content Creation

With a wealth of historical knowledge, graduates are well equipped to create diverse educational materials, from textbooks to online courses, meeting the growing demand for historical understanding.

Public Administration

A deep-rooted understanding of historical precedents proves its worth in policy analysis, advisory roles to government, and active engagement in the civil services, all contributing to inform and provide effective governance.

Charting the Trajectory: Interlinking NEP–2020 and History

It is incumbent upon us to contextualise History in light of contemporary learning outcomes and to grasp how the drafts of the National Education Policy (NEP) of 2020 and the White Paper formulated by the National Assessment and Accreditation Council (NAAC) position history as a subject. When examining the Higher Education section within the draft of the NEP, we discern that the NEP provides an important framework for reconsidering the role and relevance of history as a subject of study. The NEP 2020 concerns itself with the conceptualization of subjects in the context of higher education, research, and the enhancement of pedagogical capabilities. With the greater emphasis on disseminating education in mother tongues right from the school level on, it makes it easier for disciplines like history to redeem themselves. As the endeavours towards the vernacularization of knowledge are gaining acceptability and respectability, historical knowledge and its composition in local tongues in the form of folk narratives, lore, metaphors, memories, symbols, *etc.* have opened newer vistas of research that cater to the requirements of the indigenization of knowledge. It is also an intended aim to teach the students the correct version of Indian history by culling the western ideological biases that have prejudiced our own understanding of ourselves, as the union education minister expressed in a programme organized by the *Indian Council for Historical Research* (*Times of India, Dec. 28, 2022)*. The policy advocates for a holistic approach to the study of history, culture, and heritage, encouraging students to explore diverse facets that contribute to a well-rounded understanding of the nation and the world. This inclusive perspective extends to different disciplines of social sciences and humanities, recognizing its potential to foster critical thinking, civilizational awareness, and an informed citizenry.

By highlighting the importance of history within the broader educational framework, the NEP offers a platform to reevaluate the significance of the subject in the modern context. A noteworthy emphasis emerges on imbuing history with a research-driven orientation. This is prominently evident through the inclusion of the Indian Knowledge System (IKS). This mandated integration within higher education necessitates not only interpretation and contextualization but also meticulous compilation. According to the NEP, the rich legacies of India to world heritage must be nurtured and preserved for posterity and researched, enhanced, and put to new uses through the education system (NEP 2020, p. 4). The successful execution of these crucial tasks, indispensable for cultivating a deep-rooted understanding of IKS, hinges upon the active participation of dedicated researchers trained in doing research in history. In other words, the path to realize the goals of incorporating Indian knowledge within the broader framework of education has to go through the understanding of nation's history. Achieving this ambitious milestone warrants a judicious allocation of resources aimed at enhancing the capabilities of students and educators alike in the discipline. This is a pivotal point that resonates strongly with history

as a subject. The history of India is replete with rich narratives, cultural nuances, and diverse perspectives that are invaluable in comprehending the country's identity, it is therefore imperative that basic as well as advanced understanding of history becomes a policy prescription.

It should be understood that the implementation of NEP was long overdue, as was the incorporation of IKS in the curriculum. The importance of history in achieving some of the fundamental goals set under the NEP, especially in terms of indigenization of the education framework, revival and promotion of Indian knowledge traditions, and holistic integration of the Indian academic order with the world, cannot thus be underestimated. NEP 2020's focus on traditional knowledge systems indeed highlights the importance of preserving and studying indigenous knowledge through its new enterprise. It is the study of traditional and conventional knowledge of India to reclaim its intellectual richness from time immemorial. It covers plenty of fields that were earlier covered under the subject, mainly history, partially in Sanskrit, and literature. This course has been introduced in undergraduate/post-graduate programs and prospectively for advanced research in the field. So, more research, content writing, and employability are being created through this initiative, but it needs a multidisciplinary and pluralistic approach. The Ministry of Education has established an IKS Centre under the headship of AICTE and substantially works on the identification (through external and internal criticism), contextualization, and interpretations of the early texts through its *Kendrams (Centres)*. It is diving into the past and dealing with *Lok Vidya, Ayurveda*, *Genealogy*, Astronomy, Linguistics, and several such disciplines. It also emphasises the need for holistic and multidisciplinary education, which aligns well with the interconnected nature of historical studies.

Conclusion

The aspiration to enhance the GER in higher educational institutions demands a multi-tiered approach involving substantial improvements and comprehensive overhauls. First and foremost, a meticulous and lucid assessment is required to ascertain the relevance of History as a higher education subject. This assessment should delve into the subject's contributions to human well-being, societal advancement, the employability of its graduates and researchers, and above all, making the Indians grounded in the civilizational heritage of the land. Such discernment is essential to understanding the prevailing landscape and its nuances while simultaneously decolonizing academic mindsets. The subject of History emerges as a pivotal facet, serving as both a bridge to the past and a compass for the future, necessitating careful recalibration to align with contemporary imperatives.

By incorporating elements of the Indian knowledge system into the study of history, students can gain a more comprehensive understanding of the nation's heritage, both ancient and contemporary. The inclusion of the Indian knowledge system not only enriches the study of history but also resonates with the NEP's goal of promoting a deeper connection between education and cultural roots. This integration empowers students to engage with their history on a more personal and meaningful level, fostering a sense of pride and identity. By recognising history's role in cultivating critical thinking, cultural awareness, and an informed citizenry and by weaving the country's unique narratives into its study, we can rekindle the significance of history as a subject that not only enriches academic discourse but also nurtures a deeper understanding of our nation's identity.

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Inclusive Learning Environment: Vistas and Trends in Educational Technology

Papiya Upadhyay*, Santanu Patra and Subrata Naskar*****

Quality education for every citizen has a crucial role in a sustainable future. The International Commission on the Futures of Education emphasized the power of education for drastic transformation in society. Non-discrimination and social justice are the core principles of inclusive and equitable quality education. Technology played an accelerative function in empowering learners to get learning opportunities by customizing their learning paths according to their needs and styles. Differently-abled children are the most vulnerable part of society and are excluded from the opportunity to get accessible and quality learning. On the other hand, a section of adult citizens lost the opportunity for formal education. It is high time to rethink the strategies to include them within the sphere of learning. Educational technology and information and communication technology play an important role in creating an effective and adaptable learning environment, especially when teaching pupils with special educational needs in inclusive classrooms (Starcic, 2010). ICT for special educational needs assists different types of disabilities with assistive technology (Turner-Smith & Devlin, 2005). Learning a language other than one's mother tongue is one of the barriers to inclusive education. Parental role is the most influential part of promoting inclusive philosophy through encouraging their wards to attain the right to education, as the parents know best their child's interests (Arun et al. 2018). Teachers can provide customized learning opportunities for diverse learners by developing a child's individualised education plan (Gagare, 2018). Capacity-building programmes are needed to sensitise the stakeholders by integrating appropriate digital tools that will enhance guiding strategies, teaching proficiency, and administrative efficiency. Assessment is an important part of measuring the effectiveness of the learning environment and outcomes. However, technology provides an easy, accessible, and customizable assessment environment for diverse learners. The present study emphasised the trends of technological interventions to create an inclusive learning environment.

As educational institutions have made strides in advancing inclusion, students with identified difficulties and differences are spending more time in general education classrooms. In order to effectively support all students, it is critically important to consider accessibility and inclusivity as essential components whenever technology is conceived and used in classrooms, institutions, or any learning milieu. The present paper will focus on and unleash the possibilities of technology-enabled, enhanced, and mediated learning in creating accessibility and a sustainable inclusive learning environment through:

1. Exploring technology-based interventions for creating an accessible learning environment;
2. Empowering differently-abled (Divyang) learners with technological support;
3. Application of innovative technological tools and interventions to address learning for all;
4. Harmonising the role of technology in other areas of the learning ecosystem for reshaping and transforming education;
5. Reinforcing the role of technology in capacity building for teachers and administrators.

The integration of technology into the educational process has busted into the advantage of premier facilities that are sustainable and inclusive in nature. The description in the subsequent section heralds access, enrichment, interventions, mobility, various blending, open and distance learning, individualised instruction, personalised learning, support and empowerment, removing barriers, opportunities for adult learning, collaboration, customization, learning resources, open educational resources, management of learning platforms, assistive technologies, software and hardware, overall teaching-learning-assessment system, and tackling or addressing disruptive technologies. Technology-based interventions to connect the dots and redeem the present learning

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milieu into to inclusive environment are elucidated (Sengupta, 2023):

Exploring Technology-Based Interventions for Creating Accessible Learning Environment

There are abundant online learning platforms that are accessible and possess interactive lessons in a variety of languages including digital textbooks in multiple languages with audio-video content and lectures. There are Virtual Classrooms engaging both synchronous and asynchronous modes of teaching-learning guided by teachers (e.g. MOOCs, online courses on LMSs) or facilitated through common community learning centres having internet accessibility. Mobile Learning, which allows access to educational resources with low-cost infrastructure through smartphones or tablets and app-based tutorials or easily available learning applications. The popularity of Blended Learning Models has created much to the feasibility in judicious mix braided with online/offline, onsite/offsite, flipped classrooms, station/rotation of learning groups, etc. Open and Distance Learning (ODL) is a contemporary generative option that provides self-paced learning modules, and quality accredited courses that can be completed remotely with low cost and locational convenience.

Empowering with Technological Support to Differently-Abled or Divyang Learners

Technological support can effectively empower Divyang learners to meet their educational opportunities and aspirations that may not have been possible/ accessible due to difficulties/barriers. Technology-driven tools and resources that cater to the unique needs of Divyang learners not only allow a much-needed personalized learning environment at the individual level but also provide an enhanced inclusive atmosphere at the institutional level (Sengupta, 2023). Additionally, Personalized Learning opportunities backed by technology allow instructional material and activities to be adapted to the individual needs of the Divyang students. Different learning styles and abilities may be accommodated or modified through customized need-based instructional designs.

Application of Innovative Technological Tools and Interventions to Address Learning for All

An Array of tools that enhances accessible and inclusive learning environment are summarized below (Upadhyay, 2022):

Reading Tools

***Text-to-speech*-**Software that incorporates text-to-speech enables students to access content and information by having text read aloud, often in a high-quality, realistic synthesized voice. This software may highlight words, sentences, or paragraphs in selected colours to draw the reader's attention to the text as it is being spoken.

***Optical Character Recognition* -** Optical Character Recognition (OCR) is a method of converting text from a paper format to an electronic version. This is usually carried out by using a scanner. Software that incorporates OCR may also provide the option of scanning text into a range of formats (such as Word, PDF, or other documents). This means that books, printed worksheets, and even photographs with graphics and text can be converted to electronic format and read aloud using text-to-speech.

Talking Books - Talking books are essentially books that are in electronic format, often looking very similar to the paper version. They may read text aloud, and include a range of multimedia elements such as real photos, animations, videos, and recorded sounds that make the reading experience motivating and fun. The advantage of talking books is that they allow students of any age and ability to be independent readers and take advantage of support when they choose.

Software that converts text files to audio - Being able to convert text to an audio file has the advantage of providing yet another format for accessing information and is an ideal way for students to engage in independent revision and study. Students can listen to audio files via their computer or their iPod anytime, anyplace. Software that has this feature may also include high-quality synthesized speech and the ability to save files in a range of formats including WAV, Mp3, and WMA.

Writing Tools

Organisational Software - Organisational software helps students brainstorm and display their ideas using a concept map of words and/or pictures that can then be transferred to a document outline with the click of a button. Templates to assist students in developing their ideas for different writing tasks may also be included as an added feature.

Onscreen word banks - Learners need support to spell words or construct meaningful sentences and can quickly and easily carry out written tasks using on-

screen word banks. This software provides additional support for text-to-speech and pictures for those whose visual recognition of words is poor.

Word prediction - Word prediction is a strategy that assists with spelling and word completion by making suggestions as per type. These suggestions are displayed in a window. Word prediction can help students expand their vocabulary, as they are less likely to avoid words for which they are unsure of spelling. In some cases, the word prediction program may accommodate for phonetic spelling errors. Such programs also learn words that are used frequently. Research studies have reported up to a 70% reduction in spelling errors when using word prediction programs.

Voice recognition - Voice recognition software allows students to create large amounts of text or control their computer entirely by voice. Documents and e-mails can be dictated without spelling mistakes and the need to extensively use the keyboard and mouse is significantly reduced.

Portable word processors or note-takers - For students whose handwriting is untidy or illegible, and who find writing with pen and paper frustrating, these devices help to overcome these barriers and encourage students to independently take notes rather than rely on a scribe or peers. They are low cost, portable alternatives to laptops. Infrared capabilities mean that no cords are needed when transferring text to a computer for further editing. These devices are lightweight, sturdy and have the advantage of a long battery life. They are easy to use and can be used in conjunction with word prediction programs if the student struggles with spelling.

Other assistive technologies include- modified keyboards, switch devices activated by pressure or sound, touch screens, voice-to-text software, voice recognition devices, reading assistants, digital magnifiers, reading pens, digital recorders, print enhancers, screen readers etc.

Harmonizing the Role of Technology in Other Areas of the Learning Ecosystem for Reshaping and Transforming Education.

Each day, students, educators, and families leverage technology to deliver content, track progress, and communicate with each other. Language is the mother of communication. The technology has percolated to aid in grasping this arena too. Technological tools, resources, and immersive technologies are potential inputs that increase the accessibility and effectiveness of language learning. It also helps in removing language barriers. For this, advanced ICT-enabled language laboratories need to be established in educational institutions. There is translation software like mobile apps and web-based language tools that allow real-time translation and interpretation of written text, speech, and even images. Language Learning Applications, like Duolingo, Babbel, Rosetta Stone, Busuu, Lingvist, etc. provide interactive lessons with vocabulary exercises, pronunciation guides, gamification elements, and tutorials that are a redeemer for those who are struggling with reading/learning difficulties.

Immersive language learning experiences reinforced by AI technologies espouse context-rich virtual reality and augmented reality technologies that allow learners to interact and practice language skills with simulated native speakers.

Reinforcing the Role of Technology in Capacity Building of The Stakeholders

The NEP 2020 has a special focus on online education. Online tools and platforms like DIKSHA and SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) will be upgraded which will allow seamless interaction. It also focuses on the creation of public digital and interoperable infrastructure that can be utilized by multiple platforms. In light of this, robust professional development and capacity building of the stakeholders, namely teachers, caregivers, and administrators become imperative. As a precedence to ensure and bring into practice Continuous Professional Development (CPD) in the realm of implications of inclusive technologies is very significant. Only then the accrued benefits will usher in a silver lining. The following sequence of support reflects the role of technology trending these practices briefed below (Sengupta, 2023).

Support to teachers of Divyang students:

Technology allows teachers to detect and effectively address the educational needs of the Divyang students. Online courses, webinars, and virtual networks provide essential training and understanding of the student's specific needs. CPD initiatives communicating global advancements and best practices provide much-needed support to teachers working with Divyang students.

Support to Parents and Caregivers

Technology-enabled communication and collaboration among Divyang students, their parents,

and teachers help build a strong foundation of support. Video conferencing, communication apps, or real-time interactions between stakeholders allow parents and caregivers to stay informed and participate in their ward's educational progress. This further helps to build a much-desired inclusive environment both in the educational institutions and the community at large.

Support to Staff and Officials

Technology has empowered adult learners to access adult learning opportunities extensively. From offering varied learning options to creating supportive communities of learning, technology has improved the flexibility and effectiveness of adult learning. Technology plays a major role in creating these opportunities for advancing knowledge and skills and gaining the concept of digital capacity building. Vocational and entrepreneurial education with practical training is necessary for skill development through virtual mentors and interactive simulations. Access to unlimited information and resources through online databases, digital libraries, and educational websites has empowered teachers and administrators with global best practices and innovations. Through incentive-based CPD opportunities, they should be continually motivated to acquire digital skills that allow them to upgrade their instructional content and build a culture of continuous learning them.

Final Thoughts

Technology has emerged as a powerful catalyst for educational transformation in India. While there are challenges to be addressed, such as infrastructure limitations and teacher training, the potential benefits are immense. In harnessing an inclusive, equitable, and sustainable learning environment, the potent and all-pervasive technology redeemer has the following loci of concern:-

- Functionality
- Adaptability
- Accessibility
- Feasibility
- Dedicated Resources
- Adequate Funds
- Implementation Considerations
- Expertise (Skills and Competence)
- Clear Requirements
- Training Educators
- Continuous Improvement

Significant progress and development in closing the opportunity gaps remain in ensuring the needs of learners and considering the universal design for learning at the behest of an educational institution or creating a learning platform. Leveraging these and other contextual bases can ensure more thoughtful consideration and sustainability of efforts for all learners. The line between success and failure in such efforts is grounded in proactiveness and intentionality [Smith, B., & McCulloch, P. (n.d.)]. Advances in science, technology, pedagogy, and instructional designs can usher in a new era of enabling education for all.

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Hallmarks of Governance: Transparency and Accountability

Jagdeep Dhankhar, Hon'ble Vice President of India delivered the Convocation Address at the 25th Annual Convocation Ceremony of New Delhi Institute of Management, New Delhi on August 25, 2023. He said, "I firmly believe that education is the only most effective, impactful transformational mechanism to bring about societal changes. Getting a good education is a privilege, which you all have availed. Time for you to reflect, think, and give back to society. And I'm sure you will do that." Excerpts

Three decades and the institution has traversed so much, so very impactful. And now when we are in Amrit Kaal, this institute is cut out for a quantum jump. I'm extremely delighted to be here on the occasion of 25th convocation. Congratulations to all the recipients, your parents, your friends. This is a moment to be ever cherished. It's a moment of pride for you, and your family members and an occasion for you to contribute to the institutes where you will be going in the larger world.

This well-deserved recognition comes with some kind of obligation. The obligations are twofold, one, for heaven's sake don't believe it is the end of learning. It is the beginning of learning but of a different nature. So never stop learning. Never stop getting knowledge. And secondly, from here your walk not as the students of this prestigious Institute but as its alumni.

I have been focusing on alumni status for a long time. This is indeed a befitting occasion for me to reflect. Alumni of our institutions are the world's most impactful, powerful reservoir of talent, we in this country need to structure it at a federation level.

All institutions have their alumni, your institute, IITs, IIMs, and other universities, but if they have a national confederation of alumni, then in the task of policy formulation, contributions can be highly qualitative, providing cutting-edge inputs and can help in the transformation of the nation.

Friends, I firmly believe that education is the only most effective, impactful transformational mechanism to bring about societal changes. Getting a good education is a privilege, which you all have availed. Time for you to reflect, think, and give back to society. And I'm sure you will do that.

Let me share the joy of every Indian and your Chairman was reflecting on that. Literally, he was on the moon and rightly so. Chandrayan-3's success has to be seen in a different perspective. One, the soft landing was so meticulous, it was for the first time that any country could get the honor of a soft landing on the south pole of the moon. We are in the Big Four, and in a matter of time, we will be number one.

But I go back to the memory lane. I was Governor, West Bengal in 2019 at the time of Chandrayaan-2's landing, it was after midnight. I was there in Science City, in the company of young boys and girls.

We held our breath. It was 96% Success; 4% was not there. It was pin-dropped to silence. Boys and girls of impressionable age. I was there. We were in live connect on the screen with ISRO. Just then the Prime Minister of the country patted the Director, ISRO, and congratulated him for 96% success. He stood like a rock behind the Director and that is the situation we want in this country. That laid the foundation for this success.

Another instance, our women's hockey team performed excellently in Tokyo. The girls could not make it. All of them were sad. The Prime Minister talks to each one of them. Then and there. Tears in their eyes but the urge to succeed was there in their mind. अब समय आ गया है हमें भारतीय होने पर गर्व होना चाहिए। हम क्यों हर बार देखें हमारा गिलास आधा खाली है, अरे आधा भरा हुआ है, ऊपर तक भरेगा।

We will have to give up negativity. Our achievements are stupendous, and phenomenal. Bear that in mind. But the most important impact of the scenario- there was the emergence of India in soft power diplomacy, all channels of the world, whether in the Middle East, Europe or the USA were focusing on that soft landing. Everyone was congratulating the Indian Prime Minister. It was a moment of joy, a moment of glory for us.

5000 साल की सभ्यता है, दुनिया में कोई मुकाबला नहीं कर सकता, हममें से कुछ लोग पता नहीं अपने रास्ते

से क्यों हट जाते हैं। यह यंग माइंड्स को देखने की बात है। भारत 2047 में क्या होगा जब यह अपनी आजादी के 100 साल सेलिब्रेट करेगा उसके फुट सोल्जर आप लोग हो। Most of us on the dais and senior people here may not be around but we will be meeting our maker with supreme confidence that our rich human resource, our boys and girls are the best in the world and they will take India to the top in 2047.

हमने देखा है कुछ साल पहले भारत के पासपोर्ट का क्या स्तर था, भारतीय होने का क्या मतलब था, हालात बदल गए हैं, जो सोचा नहीं था वह जमीनी हकीकत है।

There is hardly a global reputable corporation that does not have the presence of an Indian mind. You will find an Indian genius contributing to the upsurge of that outfit.

हमने जो सॉफ्ट डिप्लोमेसी के पांच महत्वपूर्ण तत्व है उनको इस हद तक ले गए हैं कि आज भारत किसी का मोहताज नहीं है, दुनिया में भारत बात करता है विश्व शांति की, विश्व हित की and world is one family. One Earth One family is it also the Moto of G20.

I was elected to Parliament in 1989. I was a Minister. I knew the situation then. To sustain our financial credibility, we had to send in physical form our gold by a plane outside. Now the International Monetary Fund says that India is the bright spot in the world for investment and opportunity.

We have improved our dignity, a facet of soft power diplomacy, we have improved our dialogue level, and we are focusing on shared prosperity and why you want shared prosperity I'll tell you. More than 1.3 billion people were facing the COVID pandemic and still, our Bharat was helping 100 countries with Covaxin. That is our culture. We take the world as one family.

We were taking care of our problems and giving a healing touch by hand-holding others. We care for global security and improving our cultural connection.

My young friends, what we did not have, you are having. You have an ecosystem now as a consequence of several governmental initiatives and affirmative policies, where you get an opportunity to fully expand and unleash your talent and energy. You can achieve your dreams and secure reality for your aspirations. And that is why India is home to unicorns and startups that have stunned the world at large.

The big change that has come, youngsters may not be fully aware of, but senior people here will be fully aware, that our power corridors were infested by power brokers. Those power corridors have been sanitized. The institution of power brokers is dead. It can never be revived. Transparency and accountability are the hallmarks of governance.

All this for one good reason. There is zero accommodation for corruption. I call upon young boys and girls, to think, if someone is being booked for transgression of laws, corruption, or crime, do you want that person to take to the streets or do you want him to go to a court of law?

You are thinking minds, you are the future of this Bharat. You have to mentor it, and take it to the highest level. This culture must die down. You have to create an environment for it. Social media is one such opportunity.

I would reflect our justice system is very robust and performs at the highest level. The entire world is proud of the Indian system they are delivering. Our executive headed by the Prime Minister is delivering. We have roads, railways, penetration of technology, we have world-class structures. But when it comes to the legislature, your representatives, the scene is dismal. As Chairman, Rajya Sabha, I don't see debate, dialogue, or discussion. I see disruption.

You have to create a system that will appreciate those who deliver, those who vindicate their oath, and those who live up to constitutional expectations. You would want your representative to exemplify conduct that can be emulated, and that can inspire others. The Constituent Assembly, made for three years, gave us the constitution, not even once there was disruption. Not once there was a disturbance and they dealt with very difficult issues, divisive issues, and contentious issues. Now why I'm telling you, I'm telling you because your thought process, your contribution, your speaking out your mind, you're getting out of the neutral gear, your giving up your silence, would matter, that what they do in the house if they do not exemplify their conduct, the youth of the country is not happy and that will matter hugely. You know the status of the Supreme Court, and you're happy that whatever the difficulty, our Supreme Court delivers in the interest of the nation. The executive led by the Prime Minister is in overdrive to achieve achievements for you. Why should the legislature fail? Take a note of it.

फ्रेंड्स हम तो उस जमाने के हैं गांव में बिजली, सड़क नहीं थी, नल में पानी आने का मतलब ही नहीं था, टॉयलेट के लिए तो पूरा जोर था, पैदल जाते थे। गांव के अंदर कभी कोई गाड़ी आ गई गलती से तो मोर बहुत बोलते थे, बताते थे कि गांव में कोई गाड़ी आई है। वकालत में आए तो इंटरनेट नहीं था, सोशल मीडिया नहीं था, इस प्रकार के कंप्यूटर नहीं थे और मैनुअल टाइपराइटर था। हम कहां आ गए हैं! Technological penetration in the country has gone down to the village. A moment of great pride for us.

11 करोड़ किसान इस देश के साल में तीन बार और अब तक 240000 करोड़ रुपए सीधे अपने बैंक अकाउंट में प्राप्त कर चुके हैं। I'm not on delivery, वह तो आपने इंप्रूव कर दी, रिसीव करने वाले की ताकत भी देखो यह कितना बड़ा चेंज आया है। When I take you to global statistics, in 2022, 46% of global digital transactions were in India. Our transactions, boys and girls please note, are four times the transactions of USA, UK, France and Germany taken together.

हम भारतीयों का दिमाग कुछ अजीब है, हमें कोई ना सिखाएं तो भी हम सीख जाते हैं, हम सब में एकलव्य का अंश है, बिना पढ़ाई तो भी हम सीख जाएंगे, इसी का नतीजा है per capita data consumption on internet हमारा USA or China दोनों को मिला ले तो भी उससे ज्यादा है। अब ऐसे हालत में सिर ऊँचा होना चाहिये। We have to be proud Indians, take pride in our historic phenomenon, unprecedented achievements. We have to always keep the nation first. This is not optional. This is the only way. And we should do this.

Friends, सितंबर 2022 का वह दिन में कभी नहीं भूल पाऊंगा, when Indian economy then took a quantum jump and we came at number five. So, India became the world's fifth-largest global economy. That was a big achievement. A milestone achievement. पर कहते है न सोने पे सुहागा हमने पछाड़ा किनको, जिन्होंने सेकडों साल तक हम पर राज किया था। Have it from me, and no economist in the world disagrees with it that by the turn of the decade, our nation will be the third largest global economy in the world ... by turn of the decade our Bharat will be the 3rd largest global economy in the world.

Friends, since you are with a particular discipline of management, it matters to you how the system hears, it matters to you how it makes decisions. Are the decisions transparent? Are they accountable? Is their ease of governance? When I was governor of the state of West Bengal, I was heading a group of 10 Governors and our job was to give a report on ease of governance. तो कानून की पढाई करने के साथ साथ मुझे मैनेजमेंट की पढाई उसमें करनी पड़ी, ये सब तो आप लोगो का काम है। You deal with your day in and day out- Those who are in business] trade Industry management, ये उनका काम है, दिक्कत आती है तो उन्हें पता लगता है की हमारा foreign joint venture क्यों नहीं हो पाया।

Friends, if I describe our Indian economic scenario at the moment, it has strong fundamentals and a resilient framework, increased competitiveness, enhanced transparency, expanding digitization, and the promotion of innovation. These have enabled India's upsurge and helped prepare its incremental trajectory. And these are not words, they are on the ground.

आप में से जो लोग गांव से है, आजकल गांव के अंदर किसी की भी टिकट हो राम सिंह का बेटा कर देगा। पासपोर्ट के लिए अप्लाई करना है श्याम सिंह का पोता कर देगा। आपको कोई फॉर्म भरना है तो तुरंत कर देगा। Our villages have really become smart villages.

Look at the government, it got concept of aspirational districts and smart cities. कई लोग कहते हैं कि गवर्नमेंट का कांसेप्ट aspirational districts and smart cities का क्या है, आप समझोगे स्मार्ट सिटी का क्या मतलब है, आप किसी tier 3 city में जाएंगे और आपका इंटरनेट इफेक्टिवली काम करेगा, आप वर्क फ्रॉम होम कर पाओगे, तो आप कहोगे कि स्मार्ट सिटी है, कुछ लोग हैं जो स्मार्ट सिटी का कांसेप्ट, फिजिकल स्मार्टनेस से देखते हो, ऐसा नहीं है यही हाल aspirational districts का है। Big changes are taking place in this country.

My appeal to everyone is we must all subscribe to the concept of economic nationalism. अच्छा नहीं लगता जो चीज देश में बन सकती है, देश में बन रही है कुछ फायदे के लिए हम बाहर से मंगाते हैं, दीपावली के दीए मंगाते हैं, कैंडल मंगाते हैं, पतंग मंगाते हैं, फर्नीचर मंगाते हैं, यह सोच को बदलना होगा। For fiscal gain, we cannot compromise economic interests of the nation. The industry where you will be going, business and trade, will have to ensure we add value to our raw materials. We don't allow our raw materials to leave our source for someone else to monetize them, to capitalize on them.

Young boys and girls, एक नई प्रवृत्ति चालू हो गई है कि मैं चार गाड़ी रखूंगा क्योंकि मैं afford कर सकता हूँ. I will use as much as water I want. I will use energy as much as I want. Now, we are trustees of natural resources. The use of natural resources cannot depend

on my pocket power. We all have to optimally use our natural resources. Reckless use of natural resources is not an activity of national interest but a culture that has been developed by us. एक बार डेवलप कर लेंगे, समझ आ जाएगा और यह इतना बड़ा काम आप लोगों के अलावा कोई नहीं कर सकता। Each of you present here is a nerve center, epicenter of positive change.

आपको आंकना है जो भारत की राइज् हो रही है, इसमें न्यूटन का थर्ड प्रिंसिपल आ गया है। Every action has a reaction. जो भी भारत विरोधी ताकतें हैं, देश में और देश के बाहर उनकी एपेटाइट भारत की ग्रोथ के लिए बहुत कमजोर है, उनका हाजमा बिगड़ गया है, वह दिन–रात यह सोचते हैं कि भारत की ग्रोथ को कालिख कैसे लगाई जाए। बेवजह के मुद्दे उठाना अनर्गल बातें करना हमारी संस्थाओं पर टिप्पणी करना, अरे खिड़की खोलो... let the winds of change blow. और देखो हम कहां हैं, हमारे आस पड़ोस का क्या हाल है, पूरी दुनिया नतमस्तक है और फिर भी हम में से कुछ लोग परेशान हैं। राजनीति को भारत के विकास से कभी नहीं जोड़ना चाहिए। जो लोग राजनीति की फील्ड में हैं, उनको राजनीति करने का पूरा अधिकार है। उन्हें अपनी राजनीति करने दीजिए... but when it comes to national development, national issues we must rise above politics.

नेशनल एजुकेशन पॉलिसी... तीन दशक के बाद व्यापक मंथन चिंतन के पश्चात नेशनल एजुकेशन पॉलिसी बनी, कुछ लोग कहते हैं हम लागू नहीं करेंगे, यह किसी राजनीतिक दल की पॉलिसी नहीं है, यह भारत की पॉलिसी है, सोच समझ कर बनाई गई है, क्यों बनाई गई है, हमें याद आता है कि नालंदा थी, तक्षशिला थी, उच्च स्तर पर पहुंचना है इसलिए बनाई गई है। डिग्री तो बहुत लोगों को मैनेजमेंट स्कूल में मिलती है पर आपके यहां जिसको मैंने डिग्री दी, मेडल दिया कोई डिलॉइट में जा रहा है कोई अर्नेस्ट एंड यंग में जा रहा है, आप लोगों का जो लगाव है फिक्की के साथ एसोचौम के साथ I was very delighted because a boy and girl walking out of this institute first and foremost must has his or her hands full.

I conclude by quoting a timeless mantra given by Swami Vivekananda:

"Arise, awake, and stop not until the goal is reached."

Bharat at 2047 - the destiny is in your hands. It is in safe hands. It is in the hands of people who believe in *Bharat* and will ever make our *Bharat* proud.

Thank you so much!

❑

Celebration of National Public Relations Day on G 20 and Indian Values

A two-day National Public Relations Day was organized on nationally declared theme of the Public Relations Society of India, **'**G 20 and Indian Values: Public Relations Perspectives' by the Amity School of Communication under the aegis of Amity University Rajasthan, Jaipur during May 03-04, 2023. The field of Public Relations has always been evolving and the department has served as the strongest backbone of an organization for decades handling all kinds of communication and relationship-building activities. The professionals have contributed immensely in the area of image building of an organization through their varied indispensable roles and functions.

The event was an apt platform for the students of various programmes to showcase their talent and skills related to the various spectrums of roles and responsibilities of PR Professionals in today's scenario. The event commenced with an introduction of the meaning of the theme of the event and its relevance in the present times when India has assumed the presidency of the forum.

Prof. Amit Jain, Vice Chancellor, Amity University Rajasthan, Jaipur always emphasized organizing fruitful events which are innovative as well as engaging for the students/participants and have significant takeaways in the direction of knowledge enhancement. Following the tradition, the celebration staged innovative competitive events which was an excellent celebration of the PR Day and provided a golden opportunity for the students to showcase their innovative skills.

The first day of the celebration was marked by an opening address by Dr. Jayati Sharma, Director, Amity School of Communication stressing on the need for attaining sustainability just not in thought but in action in every aspect of organizational operations to our individual lives, which would make the world a happier place to live. The celebrations began with the screening and judging of Corporate Films made by the students which showcased their field-based practical learning and exposure. The judges appreciated the efforts of the students and provided their valuable feedback related to the technicalities of film making. The event was followed by Public Speaking Competition where the student participants exhibited their in-depth knowledge acumen by speaking on the various subthemes under the gamut of G 20 and their contribution in the direction of achievement of the goal of *'Vasudhaiva Kutumbakam-One Earth, One Family, One Future'***.**

The corporate Film competition had the screening and judging of 10 Corporate Films made of organizations that had a distinguished image in the minds of people on account of their outstanding Corporate Identity elements. The students showed their hard work and commitment by facing all the challenges of film making commencing from securing permissions from the organizations to shoot a film, to securing the bytes of the leading officials of the organization, to delivering an engaging narration coupled with background music and above all exhibiting their editing skills. The films were judged on the parameters of Selection of the Organization, Cinematography, Background Score, Narration and Byte and Editing and Output.

The next event of the day was the Public Speaking Competition where the participants covered the various themes of G 20, 2023 like Digital Transformation, Technology Revolution, Protection of Cultural Heritage and Diversity and Climate Change. The participants were judged on the parameters of Selection of Topic, Content, Style of Presentation and Body Language, Confidence and Overall Impression.

To highlight a major priority area of G 20 centered on Green Development, the next day witnessed the staging of *Nukkad Natak* Performance by the students in the Kant Village, Jaipur. The event was organized in association with *Unnat Bharat Abhiyaan,* Amity University Rajasthan. The theme of the performance was 'Environmental Protection and Sustainability', and the story beautifully highlighted the dangerous side-effects of deforestation and its disastrous impact on Climate Change and Global Warming in the background of the famous *Chipko Andolan*. The event was joined by the Vice Principal, Govt. Senior Secondary School, Kant as the Chief Guest and a good number

of villagers. The performances of the students were highly appreciated by the villagers who said that such activities employing traditional PR Tools play a very constructive role in educating the masses about such serious societal issues and motivate them to work in the direction of addressing them. On the occasion, a pledge was also taken by all the students, faculty coordinators, dignitaries and villagers including small children to promote the theme of Environment Protection and Tree Plantation.

The events witnessed the awarding of deserving students by felicitating them with mementos and certificates. The event was conceptualized and coordinated by Dr. Tanushri Mukherjee, Dy Director Outcome and Associate Professor, Amity School of Communication and Mr. Rajesh Sharma, Assistant Professor, Amity School of Communication, Amity University Rajasthan. Dr. Tanushri Mukherjee complimented every student coordinator and student participant for their hard work and successfully organizing two days of fruitful events.

National Webinar on Revised Assessment and Accreditation

An eight-day National Webinar on 'Revised Assessment and Accreditation of NAAC: Changes and Challenges' was organised by the SSMRV College, Bengaluru, Karnataka in association with The National Assessment and Accreditation Council, recently. The Chief Guest of the event was Dr. Leena Govind Gahane, Deputy Advisor, NAAC. About 445 participants participated in the event.

The Welcome Address was delivered by Dr Nagaraj M S, Coordinator, IQAC and Head, Department of Commerce. He welcomed the Chief Guests, Resource Person, Organising Team, and all the participants from the academic fraternity and thanked them for their partyicipation in the event. He also emphasised the importance of NAAC and the preparedness that each of us needs to have to take our respective HEIs to greater heights.

Dr. S Anil Kumar, Principal, SSMRV College in his opening remarks expressed his gratitude to NAAC for associating with the College for the webinar. He mentioned how NAAC is the need of the hour and how institutions need to be aware of the changes and challenges towards NAAC Accreditation.

Dr. Geetha R, Director of the College in her address emphasised the concept of quality sustenance for which NAAC strives. She mentioned the various courses like MOOCs, Corporate Open Online Courses, and SPOCs which pose new challenges to conventional education, especially in light of NEP-2020. She also mentioned how we need to gear up to face the new challenges in the new educational ecosystem.

Dr Leena Gahane set the tone for the seminar and gave an overview of the NAAC process and the whole objective of why NAAC accreditation is required in the first place. The importance of SSR was stressed. She basically stressed the fact that the vision and mission of each educational institution need to align with that of NAAC, the common factor being quality education. She appreciated the efforts of the College in embarking on such a wonderful journey.

The session by Dr Madhukar, Former Advisor, NAAC and External Member, IQAC, SSMRV College on 'Institutional Approach towards NAAC Accreditation' emphasised how a College Management needs to prioritise the accreditation process. With the exception of NAAC which is a mandatory accreditation, the College would need to exercise discretion on what type of accreditation they would need to go for and the impact of the same in the long run, Accreditation should always be a reflective process and not an overloading process. He gave an overview of both types of metrics – Qualitative and Quantitative and discussed the same criteria. He set the tone for the next six days where a threadbare analysis of each criterion would be done. The question-answer session had questions on how to create new clubs and associations. What documents would be required for certain criteria among others? The session met with extremely positive feedback from all participants.

The session on 'Criteria 1- Curricular Aspects' was presented by Dr. Deepak Jaroliya, Professor and IQAC Coordinator, Prestige Institute of Management and Research, Indore, Madhya Pradesh. It was focused on the curricular aspects of the college and pedagogical aspects and topics such as Value-added Programmes or Certification Courses, Feedback System, Teacher's Diary, Time Table, Bridge Courses, Remedial Classes, Learning Outcomes as well as how to present the data for the same. Further, the question-answer session also had quite a few deliberations on the curricular aspects, especially from HEIs which are affiliated to any University.

The webinar on 'NAAC Criterion 2- Teaching-learning and Evaluation' was addressed by Dr. T Siddaiah, Former Registrar, Sri Venkateshwara University, Tirupathi, Andhra Pradesh through Google Meet Platform. Dr. Siddaiah elaborated on the efficiency of the techniques used to continuously evaluate the performance of teachers and students which was the major concern of this criterion. This criterion deals with the efforts of an institution to serve students of different backgrounds and abilities, through effective teaching-learning experiences. Dr. Siddaiah emphasized that the assessment by NAAC takes a holistic view of all the inputs, processes and outcomes of an institution and thus the HEIs are expected to demonstrate how they achieve the objectives of the core values through the data and information detailed in the Self Study Reports (SSR). He stressed that the Assessment and Accreditation outcome includes a qualitative and quantitative component. The speakers' presentations were very informative. The session was followed by an interactive question-answer session with the participants. We received good response from the delegates and the feedback from the sessions reflected satisfaction by the participants.

The next session was on 'Criteria 3– Research, Extensions and Innovations' and the Resource Person was Dr Shyam Singh Inda, Assistant Adviser, NAAC. The session focused on the Research Activities that need to be undertaken by HEIs and how to provide adequate support for conducting research. It also mentioned the various research collaborations that a HEI could undertake to get the best out of research. The Resource Person also discussed the funding aspects for research projects. Further, the question-answer session was quite elaborate and had queries about the bandwidth of research and also the time factor with regard to research projects. The session was well received by the participants.

The session on Criteria 4- Infrastructure and Learning Resources and Criteria 5: Student Support and Progression was presented by Dr. S Sreenivasa, Deputy Advisor, NAAC. It was an extremely informative session that dealt with the issues and procedures related to Infrastructure and Learning Resources. He explained the footfall analysis in the Library in light of both offline and digital libraries. He also discussed student support in terms of training and placement of outgoing students, Students benefitted from Government Scholarships and free ships. The question-answer session had a great interaction with many faculty members posing their questions about criteria 4 & 5. It was indeed a very informative session.

The next session was on 'Criteria 6-Governance, Leadership and Management and Criteria 7 - Institutional Values and Best Practices'. The Resource Person was Dr B S Madhukar, Former Adviser, NAAC, External Member, IQAC, SSMRV College. Each question was analyzed in detail and a probable answer was suggested for each of the same. The resource person with his vast experience was able to bring in some key aspects with regard to best practices and the next step forward. The question-answer session had questions centered around best practices and what management could do to bring in a conducive work atmosphere. The resource person also emphasised the need to go through the NAAC website and some of the important SOPs.

The session on 'Real-life Case Studies' NAAC including all the criteria was presented by Dr. D Raja Jebasingh, Vice Principal, St Joseph's College of Commerce, Bengaluru. He gave case studies as to how certain HEIs are able to score higher grades than their contemporaries. The Best Practices and the new innovations are a differentiating factor that sets these institutions apart from others. The question-answer session was also very lively where quite a few questions on real-life scenarios were discussed and deliberated.

The last day session was conducted to self-introspect the readiness of the participating HEI's towards NAAC Accreditation. Each resource persons, who were experts in the field of NAAC enlightened the virtual gathering about NAAC criteria based on their years of experience and expertise. The Vote of Thanks was proposed and E-certificates were issued to all participants in the end.

International Conference on Computing, Communication and Cyber-physical Systems

A two-day International Conference on 'Computing, Communication and Cyber-physical Systems' is being jointly organised by the School of Computing and Information Technology, REVA University, Kattigenahalli, Yelahanka, Bengaluru in association with the University of Malaya, Kuala Lumpur, Malaysia from October 20-21, 2023. The focus of the event is to provide a unique platform for

the exchange of ideas and synergy among researchers, academicians, industrial experts, and entrepreneurs across the globe in a gamut of divergent engineering and technology disciplines. The Tracks of the event are:

Track 1

- Computing Technologies.
- Cloud and Grid Computing.
- Machine and Deep Learning, Neural Networking.
- High-Performance Computing.
- Data Mining and the Internet of Things.
- Bioinformatics and Bio-inspired Computing.
- Artificial Intelligence and Computer Vision.
- Information Retrieval and Embedded Technology.
- Software Engineering and Process Management.

Track 2

- Communication.
- Network Security and Communication System.
- Storage Area Network (SAN) and Optimizations.
- Mobile Computing and Optical Networks.
- Computer Networks and Data Communication.
- Distributed Network Systems.
- Wireless Sensor and Communication Networks.

Track 3

- Cyber-physical Systems.
- Cyber-physical Systems Data Mining and Analytics.
- Machine Learning for Cyber-physical Systems.
- Deep Learning for Cyber-physical Systems.
- Computer Vision Systems in Cyber-physical Systems.
- Decision Systems in Cyber-physical Systems.
- Multimedia Systems in Cyber-physical Systems.
- Natural Language Processing for Cyber-physical Systems.

For further details, contact Dr. N Thillaiarasu, Associate Professor, SCIT, REVA University, Rukmini Knowledge Park, Kattigenahalli, Yelahanka, Bengaluru-560064, Mobile No: +91 9677582756 and +91-80-4696 6966. For updates, log on to: *www.reva.edu.in*

AIU News

Capacity Building Programme on Emotional Well-being at Technology-enabled Workplace

A ten-day Short-term Capacity Building Programme on 'Emotional Well-being at Technology-enabled Workplace' was organised by the Association of Indian Universities (AIU), New Delhi −Academic and Administrative Development Centre (AADC), Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, Tamil Nadu from April 24-May 03, 2023.

The programme was aimed at enhancing the emotional well-being of participants in the technology-driven work environment. It catered to Deans, Deputy Deans, Directors, College Principals, Heads of Departments, Administrative and Academic Officials, Counsellors, Academicians, and Tech-based Employees. A total of thirty-one participants from various Higher Education Institutions across the country attended the programme.

During the Inaugural Ceremony, Dr. S Gayatri Devi delivered the Welcome Address. Chancellor, Professor S P Thyagarajan delivered the address on 'Technology's Role in Workplace Well-being'. The event discussed education reforms aligned with National Education Policy 2020. Dr. N V Amudha Devi concluded with gratitude.

Dr. Ramya, Nodal Officer highlighted how depression and anxiety cause a trillion-dollar loss at workplaces. Harvard's studies showed a 42% decline in employee's mental health. Dr. S Kowsalya, Registrar thanked Prof. Dr. V Bharathi Harishankar for the event focusing on technology usage, emphasizing COVID-19's impact on emotional well-being.

Dr. Caven Mc Loughlin, Emeritus Professor, Kent University, USA inaugurated the session 'Emotional Well-being of Employees in a Technology Enabled Workplace'. He introduced eight wellness dimensions, emphasized their impact on institutional productivity, discussed emotional well-being's centrality, addressed gender equality, explored physical health's connection to emotional well-being, and encouraged raising awareness, reducing stigma, and boosting productivity.

Chancellor, Professor S P Thyagarajan discussed 'Technology's Workplace Impact: Telework, Automation, and Algorithmic Management'. He highlighted tech's educational benefits, improving critical thinking, collaboration, and personalized learning. Challenges in e-education like commitment and change were addressed. Technically competent teacher qualities included software use, smart boards, and facilitating learning.

The subsequent session featured Ms Sathya M., Assistant Professor, Psychology who conducted a pre-assessment of participants' emotional well-being. This assessment covered key dimensions such as self-awareness, self-regulation, motivation, empathy, and relationship skills, contributing to holistic personal and professional development.

Dr. Ann M Bauer oriented the participants about the importance of families in regulating the social media usage of children. The session revolved around the concept 'Family Media Plan' that served as a factor of encouragement to the participants to make a plan to prioritize their chores, provide clarity and plan to work. The Professor emphasized the contribution of parents and other family members to a child's digital well-being. Dr. Bauer suggested the participants encourage the children toward channelizing their digital time constructively by being involved in productive and career-oriented screen time like Game and Application Development.

Dr. Surendran, Professor, Adyar Cancer Institute conducted the session on 'Psychotherapeutic Interventions for Emotional Well-being'. The session covered significant theories including Maslow's Hierarchy of Needs and Carl Rogers' approach, along with fundamental elements of cognitive behavior therapy. Attendees gained insights into addressing cognitive distortions and employing effective countering techniques.

Prof. Azizuddin Khan, Indian Institute Bombay handled the session on 'Emotional and Psychological Well-being in a Technology-saturated World'. He explained psychological well-being's core features and evolving health concepts. Various types of well-being were discussed, along with strategies to combat technology's negative impact on mental health.

Dr. M V Sudhakaran, Professor and Director, School of Social Sciences, Open University, Tamil Nadu served as the resource person for the session 'Promoting Optimism at Workplace'. The lecture covered optimism's significance, differentiating it from unrealistic positivity. The role of optimism in enhancing productivity, well-being, collaboration, innovation, and retention was discussed. Strategies for fostering optimism and measuring its impact were highlighted and concluded with effective approaches like trust-building and celebrating strengths.

Dr. Fr. Sundar Wilson, Director, Anugraha, Capuchin Institute of Psychotherapy presented the session 'Building Resilience: Physical and Mental'. Discussion encompassed resilience types - physical, mental, emotional, and spiritual. Albert Ellis', 'Disturbance of Irrational Thoughts', Elizabeth Hurlock's child appreciation concept, and the link between physical and mental resilience for emotional well-being were highlighted, emphasizing student growth.

Dr. Venkatachalam. J, Professor, Periyar University, Salem delved into 'Constructive Teams for Effective Work Culture'. The session differentiated 'team' and 'group', highlighting team building's significance for enhanced spirit, motivation, appreciation, and leadership potential. Key team-building actions, work culture factors, and the value of a positive work culture in recruitment, motivation, and productivity were addressed, concluding with an inspiring quote on unity and success.

Continuing the programme, Dr. Vidhu Bala, Director, Fenivi Research Solutions delivered the session on 'Happiness Index and Emotional Well-being'. Commencing with a comprehensive exploration of the Human Development Index and its key indicators, India's placement at 132 out of 191 countries underscored the context. Discussion of India's consistent ranking beyond 100 in the Happiness Index and Afghanistan's standing in the World Happiness Index 2023 ensued. Addressing the profound subject of Sustainable Development Goals, the discourse delved into methodologies for measuring happiness, notably emphasizing critical parameters such as GDP per capita, social support, and the assessment of positive emotions.

The session on 'Emotional Well-being and Indian Psychology in the Workplace' was delivered by Dr. Mala Kapadia, Director, Transdisciplinary Research Initiatives at Anaadi Foundations. The discourse thoughtfully examined the dynamic interrelationship between technology-driven workplaces and emotional well-being. It underscored the significance of both inner and outer technologies,

advocating the integration of scientific and artistic elements. Ayurvedic and psychological perspectives were skillfully woven together, highlighting their impact on human immunity rooted in consciousness and creative vitality. Yogic principles, notably *Triguna* and *Panchamahaputra*, were elucidated, connecting emotions to these profound tenets.

Dr. Babu Rangarajan, Clinical Psychologist led the session on 'Emotional Well-being'. He spotlighted six core emotions' influence on various life aspects. Introducing a cognitive model technique encompassing thinking, feeling, and behavior, he illustrated it through multiple examples. This technique aids in mitigating unfavorable emotions, with its interpretation and benefits elucidated. Dr. Rangarajan discussed its applications, particularly in managing social scenarios and potentially mitigating negative emotions. The session holistically explored emotional well-being and the practical application of this technique throughout individuals' lifespans.

The activity session was focused on 'Managing Worries' and stressors were discussed, along with techniques to break the worry cycle. Real vs. hypothetical worry differentiation was emphasized. Participants listed their worries, distinguishing between the two. Strategies to overcome hypothetical worries were taught. The session also included identifying strengths, distinguishing between fear and daring, and fostering positivity and celebration of life.

Mr. Kishore Kumar Kengeri Venkatesh initiated the session on 'Mental Health Policy and the Indian Mental Health Scenario'. He outlined mental health policies' advantages and their role in addressing individual well-being and India's current mental health landscape. He highlighted the post-COVID-19 surge in mental health issues and discussed policy implementation challenges. Emphasizing affordable care and a decentralized community approach, he spotlighted reducing stigma and the treatment gap. The session concluded with the significance of the Mental Health Care Act's implementation across states and union territories.

Commencing the session on 'Life Skills for Emotional Well-being', Dr. Surrendra Kumar Sia, Pondicherry University, Puducherry emphasized the paramount importance of emotional well-being. Dr. Sia expounded on life skills, outlining them as adaptive behaviors encompassing knowledge, attitude, and skills. Core domains including self-awareness, communication, critical thinking, problem-solving, and stress coping were illuminated. The session further delved into adult learning theory, emphasizing emotional well-being's foundation rooted in self-awareness, resilience, motivation, empathy, and social proficiency.

Delivering the session on 'Support Mechanisms for Internal Flexibility and Technology-enabled Campus' Dr. Sam Manikkam, Clinical Psychology Professor and founder of IPN delved into societal advancement, justice accessibility, and inclusive institutional frameworks, underscoring the repercussions of disregarding challenges. Addressing technology's influence on role dynamics and work systems, he introduced the concept of Dramaturgical Analysis. Additionally, Dr. Manikkam expounded on comprehensive self-care dimensions and engaging activities that collectively contribute to holistic well-being.

Dr. Natarajan Elangovan, Psychiatrist from the United States conducted an insightful session on 'Stereotype and Peer Pressure in the Workplace'. He explored universal gender stereotypes, accentuating their relevance in varied contexts, including pandemic-induced employment shifts. Dr. Elangovan initiated contemplation on the term 'stereotype', spurred by discussions on Anti-Semitism's profound impact. Comparative analysis of stereotypes in the US and India, focusing on Scheduled Tribes and Castes, highlighted entrenched gender biases. Historical gender roles and pioneering feats, like the first female pilot, were cited as illustrations. The session culminated in a compelling reflection on human progress.

Dr. Aarthi Rajarathinam, TED Expert addressed the pivotal role of emotional intelligence in the workplace, highlighting the need to regulate, rather than suppress, genuine emotions. She underscored the impact of controlled emotions on fostering healthy relationships, contrasting them with unregulated emotions that lead to toxicity. The built-in cycle for emotion regulation, lasting around one to one and a half minutes, was discussed. The session emphasized teaching the next generation emotional management and establishing healthy boundaries for personal growth.

Mr. Thamilselvan, Assistant Professor of Psychology led the subsequent session on 'Behavior Addiction and its Management'. Commencing with Kensley's quote underscoring empathy through

experience, the session delved into addiction's four Cs: compulsion, control, craving, and consequences. Media use, especially via apps like Whatsapp and Instagram, fosters detrimental elements, fueling FOMO (fear of missing out) and behavioral addiction. Problematic online behavior patterns were discussed, followed by Cognitive Behavioral Therapy techniques such as role-playing and cognitive restructuring. Recognizing cognitive fallacies aids addiction reduction, while consistent behavior modification supports coping and lifestyle changes.

Dr. Neena Kohli's presentation on 'Emotional Intelligence in the Workplace' explored various intelligences, including emotional intelligence's role in decision-making and effective leadership. The seven fundamental emotions were highlighted, and Daniel Goleman's five components of emotional intelligence were discussed. These elements aid negotiation for win-win situations, customer satisfaction, and conflict resolution, promoting emotional wisdom at work.

Dr. Pooja Purang, IIT Bombay discussed 'Managing Stress by Developing Rational Emotions'. Rational-emotive therapy, cognitive assessment, and coping strategies were highlighted. Adapting to change and open-mindedness were advised for stress management. Chronic stress's impact on physical health was mentioned. Irrational beliefs triggering emotional turmoil were addressed, emphasizing rational appraisal and altering thought patterns for emotional well-being.

Dr. Sudha Ramalingam's session on 'Ethics and Respecting Boundaries' highlighted the importance of establishing boundaries for a productive workplace. She emphasized how boundaries enhance work-life separation, create a safe environment, and promote harmonious interactions. The session emphasized professional ethics, personal boundaries, and the significance of workplace policies. Real-life examples were used to underscore the concepts, including power dynamics, vulnerability, and confidentiality maintenance.

Dr. Shubhra discussed teamwork, motivation, and the impact of technology on individuals. Motivational traits—achievement, power, affiliation, security, and adventure—were briefly explained. Personal challenges and technology's dual influence were highlighted. The distinction between public and private personas, blind spots, and dark spots were addressed. Self-management elements encompassed self-disclosure, feedback openness, and perceptiveness. The 3C and 3A framework for effective social media usage was introduced, focusing on authenticity, consistency, and awareness.

Dr. Payal Chandel, Associate Professor, Central University of Haryana led the session on 'Emotional Agility'. It enhances resilience, empathy, communication, and work-life balance. It is fostered through self-compassion, mindfulness, self-reflection, and seeking support, leading to better emotional regulation and empowerment.

Dr. Manas K Mandal (Ph.D. and FNAPSY) initiated a presentation on 'Workplace Empathy'. He explored self-transcendence, empathy, sympathy, apathy, loneliness, and melancholy. Dr. Mandal differentiated sympathy, empathy, and compassion. Mirror neurons, driving empathy, were discussed, emphasizing their role in fostering innovation, collaboration, and subtle connections at work. Practical tips and a recommended book on empathetic leadership concluded the session.

Dr. T Santhanam commenced the session on 'Workplace Emotional Wellness by Sharing an Illustrative Empathy Anecdote Involving Ratan Tata'. He proceeded to explore the emotional and rational segments of the brain, delving into various lobes and the role of the amygdala in emotional hijacking. The discussion extended to neurotransmitters, emotional traits, and the utilization of the 'Rain Technique' for recognition, acceptance, investigation, and non-identity. The conclusion emphasized the significance of resilience, awareness, and meditation as tools for achieving success.

Mr. Rajesh Kumar Kallimuthu, Vice President, Accenture Philippines inaugurated a session on 'Human Connect' with a discussion on remote workplace challenges and the fundamental elements of human connectedness. Stressing the significance of belonging and interpersonal bonds, he referenced Maslow's hierarchy of needs. Mr. Kallimuthu underscored the advantages of interconnected teams and offered a range of strategies to nurture connection, placing emphasis on equity, diversity, and inclusion as vital factors for fostering a profound sense of belonging.

Prof. Shikha's session explored 'Coping with Burnout with Reference to Gender'. She examined gender differences in burnout experiences, delving into factors like gender schemas, scripts, and

stereotypes that influence women's and men's behaviors in organizational settings. She highlighted challenges women face, discussed gender consciousness and self-silencing, and advocated for gender equity through initiatives, sociocultural changes, safety, and acceptance in workplaces.

Dr. V Bharathi Harishankar, Vice Chancellor, Avinashilingam Institute led a session on 'Managing Multiple Intelligence and Multiple Roles in the Technology-enabled Workplace'. Delving into the amalgamation of emotions, traits, and behavior with reference to Piaget's approach, she expounded on the concept of various 'hats', including thinking hats for diverse perspectives and intelligence types. The speaker underscored their significance in the context of a technology-enabled workplace and enhanced comprehension with a shared video clip.

In the subsequent session, Dr. Alex Joseph delved into the Compassionate Mind Theory, highlighting the shift from old to new brain and mind for holistic well-being. He underscored the significance of self-awareness and the positive impact of Indian greetings. Additionally, he elucidated concepts such as *Vimorchana, Shakti* (self-empowerment), *Dhaivim* (positive emotions), *Anukambha* (compassion), *Dhaakshyam* (resourcefulness), *Prerana* (self-motivation), *Sankalpam* (determination), and *Anumodana* (acceptance and appreciation) as pivotal factors contributing to success in the workplace and fostering healthy relationships.

Dr. K Ramya, Nodal Officer delivered the Welcome Address. Dr. V Bharathi Harishankar, Vice Chancellor, Avinashilingam Institute for Home Science and Higher Education for Women, delivered the Presidential Address. The report summary was eloquently presented by Dr. S Gayatridevi, Professor and Head, Department of Psychology. Dr. V D Swaminathan, Former Professor, University of Madras delivered Valedictory Address, shedding light on the practical application of basic psychology, successful living principles, and the integration of technology with psychology. The session concluded with engaging questions that stimulated contemplation. Ms M Sathya, Assistant Professor in the Department of Psychology extended gratitude through the Vote of Thanks. ❑

Sadguru Swami Vidyanand Bahuuddeshiya & Shikshan Prasarak Mandal Chale
BALIRAMDADA BANSODE SHIKSHANSHASTRA MAHAVIDYALAYA, CHALE
TAL. PANDHARPUR, DIST-SOLAPUR

UNAIDED

(Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur)

Applications are invited for the following FULL TIME Posts for the

Academic Year 2023-2024

Sr. No.	Course	Subject / Designation	Total Vacant Post	Total No of Post
Assistant Professor				
1.	B.Ed.	Perspectives in Education	02	SC-01, OBC-01, VJNT-01, ST-01, OPEN-01
2.	B.Ed.	Pedagogy Subject	02	
3.	B.Ed.	Librarian	01	
		Total	**05**	

1) The above posts are open to all, however candidates from category can apply for the post. 2) Educational Qualification and other requirements are as prescribed by the UGC Notification dated 18th July 2018, Govt of Maharashtra Regulation No. Misc 2018/C.R.56/18UNl-1 dt. 8th March 2019 and University Circular No. PAHSUS/Est/7thpay/2019/2285/ date 25th March 2019. 3) Candidates should submit their Academic Research Score (Academic Performance Indicator) report with related documents. (Only for the post of Principal) 4) A relaxation of 5% shall be allowed at the Bachelors as well as at the Masters level for the candidates belonging to SC/ST/OBC (Non-creamy Layer)/ Differently-abled for the purpose of eligibility and assessing good academic record for Direct Recruitment. 5)Reserved category candidates, who are domiciled out of Maharashtra State, will be treated as Open Category candidates.6) Reserved category candidates should also to send a copy of their application to the Deputy Registrar, Special Cell, Punyashlok Ahilyadevi Holkar Solapur University, Solapur.7) Applications received after the last date will not be considered. The College will not be responsible for postal delay, if any.8) Reservation for women and disabled persons will be as per the Govt. norms.9) Reserved category candidates shall produce the Caste Validity Certificate as per the directives issued by the State Government vide Circular No. BCC201/Pra.Kra.1064/2011/16B dated 12-12-2011.10)Reserved category candidates (except SC/ST) shall produce Non-Creamy Layer Certificate 11) Applicants who are in service must send their applications through Proper Channel or produce NOC at the time of interview.12) Applicants are required to account for breaks, if any, in their academic career.13) Incomplete applications will not be entertained. 14) T.A., D.A. will not be paid for attending the interview.15) Applications with full details should reach to the President, Sadguru Vidyanand Bahuuddeshiya & Shikshan Prasarak Mandal, Chale **within 30 days** from the date of publication of this advertisement. Incomplete applications will not be entertained 16)This is University approved advertisement.

Contact Details :- 9822109472, 7972101781, 9975419231

Place :- Chale
Date :- 11.09.2023

President
Sadguru Swami Vidyanand Bahuuddeshiya &
Shikshan Prasarak Mandal, Chale

COMMUNICATION

Draft University Grants Commission Guidelines for Institutional Development Plan: A Critique

H V Deshpande*

The UGC published its draft of guidelines for 'The Institutional Development Plan (IDP) of HEIs in India on 8th August 2023. Suggestions for improvement are solicited up to 8th September 2023. This seems to be a mere formality as this document of 60 pages in pompous English needs more time for due consideration. First, the concerned people should know that such a document is made open for them for suggestions and that it takes some time in a country like India. Second, any interested reader needs some time for comprehension of the matter that is repetitive and 'Pompous' in its nature. Therefore, it is submitted that the time limit may be extended further, at least to the end of Sept. 2023.

The draft has identified 8 major components of IDP. They are:

1. Physical Infrastructure
2. Digital Infrastructure
3. Academic Infrastructure
4. Research and Intellectual Property Infrastructure
5. Support and Facilitative Infrastructure
6. Infrastructure for Networking and Collaborations
7. Governance Infrastructure and
8. Financial Infrastructure.

These are considerably different from the 7 criteria of the NAAC assessment system. However, the content is not much improved except for the necessary addition of AI, digital technology, cyber security, scientific research, etc. The draft presents the new ideas of 'Digital Universities', 'Public Digital Infrastructure in the Education Sector', 'Dashboards', 'Digital Repositories', and 'Technology Transfer Office (TTO). (p. 17).

The 'Timeline' for ideal infrastructure, given on p. 32, seems to be in line with the NEP-20 implementation timetable target of 2030. Regarding financial support for IDP, the draft reiterates the same list of 'Resource Generation'. Such as 'fees, donations, sponsorships, industry support, endowments, patents, royalties, Alumi contributions' and the like. The general tone (of the draft) is to suggest that our HEIs, henceforth, should try to be 'Self-Financed' and the UGC grants will go on reducing their support.

The draft is full of wishful thinking, ought to be, and too ideal to be practical, as it has little reference to hard realities prevailing in our HE system today. For example, the draft asks for the involvement of "all stakeholders, including alumni, in the process leading to appointments/nominations/selections in the BOGs/ senate/syndicate (p. 30, II c)". However, the UGC rules and regulations regarding the appointment of teachers, Vice Chancellors, NET/SET/PH.D. conditions and the dates for exemptions from them, government interference in the appointments of Directors of IIMs and IITs and the huge number of court cases in this regard do not go with the above-mentioned recommendation of "involvement of all stakeholders in the appointment/selection," etc.

Just see the case of the 'Right to Education' of 1992. The bureaucrats have inserted their own rules and regulations in the act (which were not even imagined by the MPs in the parliament when the act was passed) that compelled the parliament to make constitutional amendments in 2002, 2005, 2009, and 2012. Yet the disputes in the courts of law are not yet resolved. Nobody bothers about the huge loss of time, energy, and money. Against this dismal background, the UGC draft recommendation of 'trust deficit', 'Academic and Fiduciary Governance (p. 11)' and 'Creation of Emotional Surplus' (p. 26) seem to be too ideal to be practiced under the thumb of the UGC.

'The draft' is full of a number of abbreviations, still unknown to the majority of stakeholders of HE. Yet, the essential 'Glossary' is not provided in the draft. It should be provided in the final version of the guidelines for IDP of HEIs.

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The obvious contradiction in the draft is about the 'IDP Governing Council (p.14 II)'. It is a 'regional or state level', 'Governing Council' that shall (note 'shall' and not 'will') not undertake any direct operational and monitoring activity with respect to IDP functioning in HEIs but 'shall' provide periodic strategic inputs and guidance to HEIs… (p. 14)". It is a 'Governing Council' that is not allowed to 'govern'.

The draft says: "III Leaders should be visionary and have the inherent intention to treat every stakeholder as a family member. IV Atmosphere to be created to build mutual trust and respect between stakeholders. V Develop an institutional tradition and culture from local tradition and culture. VI Develop core values of commitment, dedication, and service among all stakeholders (p. 26)". Such statements of wishful thinking and lofty idealism are scattered all over the pages of the draft But the reality is full of political interference, corruption, casteism, union pressures, groupism, and the like.

What is needed badly is the ways and means, even the necessary laws, to counter the challenges of the evils now prevailing in the HE sector. Neglecting the due accountability of the government HE offices, without their SWOC analysis, the HEIs cannot achieve the UGC expected goals of IDP. That cannot be a one-sided game.

The draft seems to have ignored some of the vital issues discussed by the 'NAAC white paper' published on 13th July 2022. The paper is the most recent document of significance by the most decent, respectable, and experienced educationalists in India. (See the list of the editors, and the reviewers given on page 1 of the white paper). In effect, the draft guideline does not mention the new concepts of the purpose and function of education and the utter need for 'high-order cognitive Capacities' discussed in the paper (p.p. 14-23). In fact, the draft should come out with some practical suggestions to face the unprecedented challenge of inculcating 'High-Order Cognitive capacities' among our students. The draft is expected to explain what the UGC is going to do with the 'Academic challenges before the HEIs are hampered by the present mediocre setup of the HE system where merit is subordinated to casts and vote banks and political interference.

The draft, therefore, needs to be revised with the meaningful cooperation and consent of the architects of the 'NAAC white paper' that has taken due care of NEP-20. What it needs is the coordination and unification of NEP-2020 Philosophy, NAAC white paper, and the guidelines of IDP for HEIs.

Having said this, it must be acknowledged that the nine annexures (pp. 36-58) provide some useful guidelines for IDP of HEIs. The merit of the draft lies in its successful attempt to present the Ideal Picture of the IDP of HEIs, especially useful to the future 'Research Universities' and Autonomous HEIs.

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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 June-July, 2023)

AGRICULTURAL & VETERINARY SCIENCES

Biotechnology

1. Chourasia, Rounak. **Exploration of native microorganisms from traditional fermented milk products for production of functional dairy and non-dairy products**. (Dr. Amit Kumar Rai and Dr. Dinabandhu Sahoo), Department of Biotechnology, Kalinga Institute of Industrial Technology, Bhubaneswar.

BIOLOGICAL SCIENCES

Biotechnology

1. Jagadeb, Manaswini. **Design of novel therapeutics against *Mycobacterium tuberculosis*: An *insilico* approach**. (Dr. Avinash Sonawane and Dr. Rajanikanta Mahapatra), Department of Biotechnology, Kalinga Institute of Industrial Technology, Bhubaneswar.

2. Mandal, Deepa. **Study of anticancer mechanism of D-limonene in human breast cancer cells**. (Dr. Tithi Parija), Department of Biotechnology, Kalinga Institute of Industrial Technology, Bhubaneswar.

Botany

1. Gautam, Naveen. **Indigenous technology knowledge: survey, analysis, and electronic database creation of local herbal wealth of The Shivalik Hills of the Western Himalayas, India**. (Dr. Kartar Singh Verma and Dr. Arti), Department of Botany, Career Point University, Hamirpur.

Microbiology

1. Pawar, Ashruti Udaysingh. **Application of biostimulation and biocontrol to improve onion productivity**. (Dr. Srinivas Murty Duggirala), Department of Biogas Research and Microbiology, Gujarat Vidyapith, Ahmedabad.

Zoology

1. Sonika. **A study on impact of environmental degradation and climate change on honeybees and bee products in Western Himalayan Region**. (Dr. Rajesh Kumar and Dr. Neha), Department of Zoology, Career Point University, Hamirpur.

EARTH SYSTEM SCIENCES

Environmental Science

1. Jadeja, Jalpa Karanubha. **Assessment of environmental variables and their impacts on coral reefs using remote sensing and GIS**. (Dr. P C. Mankodi), Department of Environmental Studies, The Maharaja Sayajirao University of Baroda, Vadodara.

ENGINEERING SCIENCES

Chemical Engineering

1. Rudram, Chinthayyanaidu. **Defluoridation of water using custard apple (Annona Squamosa) leaves and dolomite powder in batch and column studies**. (Dr. P. Dinesh Sankar Reddy,), Department of Chemical Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

Computer Science & Engineering

1. Acharya, Jignaben Navanitlal. **Optimizing scheduling in container based cloud architecture**. (Dr. Anilkumar Suthar), Department of Computer IT Engineering, Gujarat Technological University, Ahmedabad.

2. Amrinder Kaur. **Use of metaheuristics for optimization of big data**. (Dr. Rakesh Kumar), Department of Computer Sciences, Kurukshetra University, Kurukshetra.

3. Gourisaria, Mahendra Kumar. **Energy-efficient task scheduling in cloud environment**. (Dr. Pabitra Mohan Khilar and Dr. Sudhansu Shekhar Patra), Department of Computer Science & Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

4. Gupta, Anupriya. **An approach towards the detection and classification of brain tumor using AI**. (Dr. Hari Om Sharan), Department of Computer Science & Engineering, Rama University, Kanpur.

5. Gupta, Prerna. **An approach towards the detection of Nonproliferative Diabetic Retinopathy (NPDR)**. (Dr. Hari Om Sharan), Department of Computer Science & Engineering, Rama University, Kanpur.

6. Jaiswal, Surina. **A study on authentication, authorization, confidentiality and data integrity levels of security services for big data clouds**. (Dr. Trymbak Hiwarkar), Department of Computer Science & Engineering, Sardar Patel University, Balaghat.

7. Jaiswal, Swati. **Study on security threats issue and attack on cloud computing system**. (Dr. Trymbak Hiwarkar), Department of Computer Science & Engineering, Sardar Patel University, Balaghat.

8. Mohapatra, Sunil Kumar. **Machine learning based design and analysis of energy consumption models**

for buildings. (Dr. Sushruta Mishra and Dr. Hrudaya Kumar Tripathy), Department of Computer Science & Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

9. Moharana, Meena. **BMI indexing based predictive analysis of EAO (Early Age Obesity) for U5 children**. (Dr. Manjusha Pandey), Department of Computer Science & Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

10. Sani Kumar. **Testing improvement in business intelligence area**. (Dr. Hari Om Sharan), Department of Computer Science & Engineering, Rama University, Kanpur.

11. Sarbjit Kaur. **Secure routing based content dissemination in VAN - cloud**. (Dr. Ramesh Kait), Department of Computer Science, Kurukshetra University, Kurukshetra.

12. Tiwari, Rajesh Kumar. **Optimal channel assignment for QoS provisioning in multilayer mobile media networks**. (Dr. Hari Om Sharan), Department of Computer Science & Engineering, Rama University, Kanpur.

13. Vadlamudi, Muniraju Naidu. **Secure cross-layer routing mechanism with quality service for performance enhancements of wireless boy area networks**. (Dr.K Raghava Rao and Dr. Md Asdaque Hussain), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

14. Vashishtha, Anuradha. **Multi class diagnosis of Alzheimer's disease using deep learning technique**. (Dr. Anuja Kumar Acharya and Dr. Sujata Swain), Department of Computer Science & Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

15. Vaza, Rahul Nareshbhai. **Development of the specialized methodology for virtual machine introspection using deep learning**. (Dr. Ramesh T. Prajapati), Department of Computer IT Engineering, Gujarat Technological University, Ahmedabad.

Electrical & Electronics Engineering

1. Amarendra, Chennapragada. **Switching State selection for direct matrix converter using PSO, modified PSO and mutated PSO techniques for integrated renewable energy system**. (Dr. A Pandian), Department of Electrical & Electronics Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

2. Dhaval, Narendrabhai Tailor. **Performance investigation & protection of transmission line using digital distance relay**. (Dr. Vijaykumar Hiralal Makwana), Department of Electrical Engineering, Gujarat Technological University, Ahmedabad.

3. Dukkipati, Sudha. **Evaluation of certain reliability performance indices of micro grid**. (Dr. V Sankar), Department of Electrical Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

4. Joga, S Ramana Kumar. **Diagnosing power system fault using signal processing and machine learning technique**. (Dr. Pampa Sinha and Dr. Manoj Kumar Maharana), Department of Electrical Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

5. Pattanaik, Debasish. **Design and performance analysis of solar PV grid connected system using computational intelligence techniques**. (Dr. Sarat Chandra Swain and Dr. Ullash Kumar Rout), Department of Electrical Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

6. Saiprakash, Chidurala. **Performance enhancement and fault analysis of photovoltaic array under partial shading conditions**. (Dr. Alivarani Mohapatra and Dr. Byamakesh Nayak), Department of Electrical Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

Electronics & Communication Engineering

1. Jigar, Ashokkumar Soni. **Machine learning and deep learning methods for fruits and weed identification**. (Dr. Hetal N. Patel), Department of Electronics & Communication Engineering, Gujarat Technological University, Ahmedabad.

2. Matta, J Chamdra Prasad. **Hybrid channel estimation algorithms for performance enhancement in massive MIMO system**. (Prof. P Siddaiah), Department of Electronics and Communication Engineering, Acharya Nagarjuna University, Nagarjuna Nagar.

3. Pawar, Sharad Laxman. **Design and implementation of the system to detect anomaly from network traffic using machine learning**. (Dr. Trymbak Hiwarkar), Department of Electronics & Communication Engineering, Sardar Patel University,Balaghat.

4. Sankaliya, Alpesh Rajnikant. **Energy efficient target tracking and recovery in wireless sensor network**. (Dr. Maulin Mahesh Joshi), Department of Electronics & Communication Engineering, Gujarat Technological University, Ahmedabad.

Mechanical Engineering

1. Arya, Mamuni. **Characteristics analysis of IC engine using argemone mexicana biodiesel blended with oxygenated additive experimentally along with ANN approach**. (Dr. Akshaya Kumar Rout), Department of Mechanical Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

2. Galphade, Amit Bhalchandra. **Investigations on thermoacoustic performance of a muffler in spark ignition engine.** (Dr. Piyush Shantiswaroop Jain), Department of

Mechanical Engineering, Gujarat Technological University, Ahmedabad.

3. Maity, Ritu. **Optimized design of wings and MCDM based path planning for flying robots in healthcare applications**. (Dr. Ruby Mishra and Dr. Prasant Kumar Pattnaik), Department of Mechanical Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

4. Panchal, Dhruv Umakantbhai. **Experimental investigation on characteristics of dry centrifugal clutch with groove pattern on friction liners**. (Dr. Patel Bhaveshkumar Kanubhai), Department of Mechanical Engineering, Gujarat Technological University, Ahmedabad.

5. Patel, Hariketan Bipinkumar. **Tribological performance based machinability investigations on ceramic cutting tool material**. (Dr. Hiralal S Patil), Department of Mechanical Engineering, Gujarat Technological University, Ahmedabad.

6. Patel, Dhavalkumar Kantibhai. **Tribological characterization of complex carbides coating using HVOF process**. (Dr. Pina M. Bhatt), Department of Mechanical Engineering, Gujarat Technological University, Ahmedabad.

7. Patel, Samruddhi Popatlal. **Vibration based fault diagnosis of localized and distributed defects generated on roller bearing**. (Dr. Utpal Vinodchandra Shah), Department of Mechanical Engineering, Gujarat Technological University, Ahmedabad.

8. Patel, Sanjay Prahladbhai. **Influence of bio lubricant on tribological assessment in CI engine fueled with bio diesel blend**. (Dr. Pragnesh Kantilal Brahmbhatt), Department of Mechanical Engineering, Gujarat Technological University, Ahmedabad.

9. Radadiya, Vijaykumar Arvindbhai. **Development of multi fiber reinforced ABS composite using additive manufacturing**. (Dr. Anishkumar Hasmukhlal Gandhi), Department of Mechanical Engineering, Gujarat Technological University, Ahmedabad.

10. Sadarang, Jatin. **Investigation on feasibility of industrial waste and local riverbed sand for A356 alloy casting**. (Dr. Ramesh Kumar Nayak and Dr. Isham Panigrahi), Department of Mechanical Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

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5.	Assistant Professor	Mathematics	01		OBC-01,
6.	Assistant Professor	Law	02		EWS-01,
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UNIVERSITY NEWS 61 (37) September 11-17, 2023 Regd. No. RNI-7180/1963
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