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Anando Dutta

Gross Probabilistic Learning

Md Asraul Hoque and Krishnan Chalil

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2.	West Zone	<p>Future of Work and Skill Development</p> <p><i>Subthemes</i></p> <ul style="list-style-type: none"> • Sustainable Careers: Navigating a Dynamic Workplace • Human-centered Skills in a Tech-driven World: Soft Skills and Emotional Intelligence • Resilience & Adaptability: Impact of Gig Economy on Higher Education 	December 04, 2023	December 18-24, 2023
3.	Central Zone	<p>Nurturing Research and Innovation Ecosystem</p> <p><i>Subthemes</i></p> <ul style="list-style-type: none"> • Collaborative Research Networks: Fostering Interdisciplinary Research • Entrepreneurship and Innovation: From Idea to Impact • Innovative Funding Models for Research 	January 01, 2024	January 15-21, 2024
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#Let'sCreateAtmanirbharBharatTogether

Gross Probabilistic Learning

Anando Dutta*

Education is being dispensed in packets, has been distributed in packets which have labels, each having a specific linearity, in encased measure of boundaries, a mindset, one purpose and it is destined to these confines, forever and ever. Sadly, this has been the unfortunate predicament of each of these packets, their uniqueness has bound them in constraining confines – in units we call 'subjects.' These are not subjective or generic but focused and channelled.

Subjects are taught, and instructed in an order, step upon step, each dependent on the next. It's an established way, and everyone knows it, teachers, students as well as the teachers of teachers and all higher-ups. The known way is also a safe, conformed way, self-contained means of towing the line in calm waters. Subjects as intent remain within the objectives of the subject.

Students' lives are lived in scenarios, situations, and most importantly contexts, in reality. For any learning to succeed these three premises are crucial. Every time there is alignment of a student, the faculty, and the learning opportunity converge as a scenario or a situation or a context, we have a foreseeable challenge that can be converted from a challenge to a possibility, an outcome. When subjects reinvent the goal setting of learning in contexts they become courses – a course that is a road map that can be charted based on the changing scenario, role-playing stakeholders in the dynamic situations, and the iterative potential outcomes that offer resolution in the many contexts.

Courses have multiple paths, directions, and meanderings. The nature of these routes defines the character and depth of our learning. Simply because, the contexts are experiential, real, natural, and visible, tangible evidence is the outcome. Students respond to the references of every hurdle, which could be apparent, but mostly real. This experience and their responses, individually and as a team become the repository of learning. Written to memory.

This memory becomes a natural response system for every student, and for every innovative deviation the student professional is likely to make, this one will always be the uppermost in their list of action points and part of their eventual instincts to drive possibilities.

Why Crucible?

Why do we keep referring to crucibles as holders of knowledge? Why are supposed vast reservoirs termed as mere crucibles? What does the crucible of knowledge really mean? And how does learning fulfill this objective?

Little things matter. Small pieces are units that add up to larger sets of formalised outcomes. Most of the time, the devil is in the details. These specifics that come together from different sources and knowledge centres bring a variety of perspectives, of wisdom –

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ultimately, finally as a design recommendation. The solution embodies multiple domains of information, in theory and practice to represent an optimal representation. This convergence is our crucible.

The Crucible is also the pit of churning. The crucible withstands heat. Of debate and argument, indecision, and confusion, coupled with multiple directions, variables, and choices on offer. The merging, meshing in contrast with the conflict and discord assists us, students and faculty, in making the edges refined, precise, desired, and opportune. And lastly, in my view, the word crucible helps us realise how all knowledge and wisdom is a small part of a larger universe that exists around us, a fractional fragment in the context of time and reality.

Crucible as our Repository

Most times, hidden behind a host of many odd ends, there are also these nuggets that strike our interest, in the chaos of pathways that surround us are bends that look worthier. These are the milieu we live in, where everything that surrounds us offers a phantasmagoria of curious things. Pieces of puzzles waiting to be connected, information waiting to be linked, data that look curiously inert and inconsequential, but potentially live, and rich offerings that drive our inquisitive nerve to unearth more.

Learning as a process, nurtures and fires curiosity - in the acquisition of information and then the arrangement of information stacks in our minds. Thereon, the organising of different kinds of grouping helps us create relationships of perspectives and opinions. Finally, it allows each of us, students and facilitators form knowledge constructs in the likes of images, moments, and memories. These configurations assist in our creating discerning orientations and logical arguments which can then be articulated as design language or as optimal consumable design solutions.

This archive updates regularly, which obviates two corresponding things – the richer the library, the better informed the design outcome, and secondly, each solution continues to evolve over time, and there is no finality to any design outcome. As agents that help changemakers make change, our starting blocks are at different points on every track for each project. Curation is the key. Since the projects are not our privilege to cast, intervention is not an investment we can afford to make. This means technically, that the knowledge base is a shared one, the common pool is a necessity to extract the right set for the right impact.

Opinions offer choices that lead to iterations that progress further as decisions and design possibilities.

The big question is how we access information selectively, and what prompts us to make these choices. Realistically, all these connections are based on links bound by memory. Each action would have a set of pieces of the puzzle that would bear similarity by way of shape, or form or nature, which could have emotional strains or physical identifiers. All these impulses create our instinct, personality, intuitive nature, and the way we act in response to everything. Our instincts and intuitions are bracketed in categories in a way that allows us our impulses based on information in most parts linear, but some which are lateral. The latter is our right brain, the real differentiation.

What Does It Mean for the Big Picture?

Usually, we measure our national success by indices arrived at as GDP (the gross domestic product). Now that we are likely to have various kinds of data gathered through different vehicles can we begin to plot other references as well, to understand our national index on performance criteria. Could we write an assessment for:

1. Gross Domestic Wellness (GDW) to measure our well-being?
2. Gross Domestic Health (GDH) to understand our position on national fitness and the quality of our healthcare.
3. Gross Domestic Education (GDE) to assess how we have moved on to literacy and learning.
4. Gross Domestic Security (GDS) to capture how safe we are as citizens.
5. Gross Domestic Joy (GDJ) to make sense of peoples' happiness quotient.

And if we go by reference to the acronym 'Chat GPT' (which stands for generative probabilistic theory) could we write a code that helps us calculate our gross domestic probabilistic (environment/ecology) index constantly on a chat mode with live data? And climate change is a real-time assessment of how deep is the black hole and where are we now.

That's what GPT will inform us about as our gross learning (GPL) quotient. What we make of it is in our hands. Even if we act in small packets in pockets to protect and preserve. And our actions will define the future of human societies – our aspiration in a manner of gross probabilistic mankind. □

Major Policy Issues and Challenges in Funding Minority Education through Various Government Schemes in India: Current Status, Challenges, and Opportunities

Md Asraul Hoque* and Krishnan Chalil**

EQUALITY might be a healthy flourishing tree, spreading its sturdy branches everywhere... Only if it grows in the fertile ground of equity.

Anwasha De

Our ability to reach unity in diversity will be the beauty and the test of our civilization.

Mahatma Gandhi

Equitable access to education is an issue that is being faced by all the nations – high, middle, and low-income. Around the world, there has been media coverage, public discussion, and protests, including student strikes over tuition fees and other such issues. All education sectors are working to come up with a solution that will enable a sustainably supported, high-quality system that gives everyone a chance, even though the nature of the problem varies somewhat across contexts (Brennan, King, and Lebeau 2004; Knight 2009; Meyer et al. 2013a; Singh 2011; Unterhalter and Carpentier 2010). The fact that system expansion does not always result in more opportunities for underprivileged people -- is at the root of the issue. While most people would agree that access to education should be equitable, there is still a great deal of disagreement on what exactly constitutes a fair system. (Brennan and Naidoo 2008; Clancy and Goastellec 2007; Duru-Bellat 2012; Jacobs 2013; Mountford-Zimdars and Sabbagh 2013). The conflict between equality and efficiency, public against private, academic versus vocational, and ideas about human aptitude and potential are only a few of the important political disputes that come into play. In order to provide a new framework for access and equity, this paper analyses these opposing viewpoints' concretization

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in various national contexts and confronts them theoretically. Sen (2009) promotes the use of “comparative” as opposed to “transcendental” conceptions of justice, contending that there are numerous legitimate viewpoints and that we can still use partial ranking and move societies in the correct direction even in the lack of a flawless justice system.

Approaches for Fair Access to Education

Clancy and Goastellec (2007) contend that approaches to gaining access to education have undergone three historical phases. At first, universities were only open to people from specific backgrounds, gender, religion, or racial origin - a concept referred to as “inherited merit.” This situation gave rise to “equality of rights” in the 20th century, which prohibited explicit discrimination. However, the practical experience revealed that, despite the absence of statutory barriers, access for excluded groups was still very challenging. In order to address the more subtle factors preventing students from disadvantaged backgrounds from enrolling in higher education, especially in the most prestigious schools, “equity” or “equality of opportunity” techniques have been developed.

Conceptual Underpinnings of Equity

The word “equity” as it is used in this article is similar to the word “fairness.” As a result, it differs from the concept of “equality” because it frequently does not involve either equality of treatment or equality of outcome. If a person has special requirements that would otherwise pose an insurmountable obstacle, such as a vision impairment, it may be fair to treat them differently (for instance, in university admissions and examinations). It might be acceptable for there to be a variety of outcomes (such as varying uses of a university degree or accomplishments while in school) if those outcomes are the result of personal responsibility or agency (such as the decision to pursue a career as a sculptor rather than a lucrative position with an insurance

company). However, equity is similar to “equality of opportunity” in meaning and is open to a wide range of interpretations. This article assumes that the advantages or disadvantages resulting from one’s chance of birth into a specific social milieu are not considered fairgrounds to allow or disallow a person from entering university when discussing the types of factors that might be justifiable and unjustifiable in relation to judgements about access. If it is possible to distinguish between differences in effort, intrinsic

aptitude, and ambition from external causes, these disparities may be acceptable. While it is feasible to value equality for consequentialist reasons (i.e., discrimination would prevent us from attracting the greatest talent and impede the growth of the economy), this article starts from the premise that a fair distribution of opportunity has intrinsic value. The efforts of the Government of India to provide equality of opportunities have been discussed in this article. In this context, Table -1 depicts the number

Table-1: Number of Beneficiaries and Funds Released/Sanctioned under Various Schemes of the Ministry of Minority Affairs in India

Schemes	2019-2020		2020-2021		2021-2022	
	No. of Beneficiaries	Released/ Sanctioned Fund (Rs. in Crore)	No. of Beneficiaries	Released/ Sanctioned Fund (Rs. in Crore)	No. of Beneficiaries	Released/ Sanctioned Fund (Rs. in Crore)
Maulana Azad National Fellowship for M.Phil/Ph.D	1251	100	608	73.5	1075	74
Naya Savera Scheme for Free Coaching	9580	13.97	5300	18.44	5140	37.15
Nai Udaan Scheme to Support for UPSC/ SSC/PSC Exams	1539	8.01	832	4.17	1641	7.97
Padho Pardesh Scheme for Financial Help For overseas Studies	3238	14.43	3656	20.2	4622	22.15
Begum Hazrat Mahal Scholarship for Meritorious girls	295026	165.2	250424	137.74	165184	91.6
Seekho Aur Kamao	80948	175.52	23487	190.03	No Fresh Allocation was made for 2021-22.	266.4
USTTAD	10 Hunar Haats Organised	54.48	7 Hunar Haats Organised	56.74	11 Hunar Haats Organised	76.68
Nai Manzil	22359	34.44	1965	59.84	5312	48.86
National Minorities Development and Finance Corporation (NMDFC)	136649	602.501	148856	650.411	160292	700.001
Pradhan Mantri Jan Vikas Karyakram (PMJKV)	These are Community Assets.	1698.29	These are Community Assets.	1091.94	These are Community Assets.	1266.87

Note: Loan amount disbursed by NMDFC,

Source: Lok Sabha Starred Question No. 177, dated 28.07.2022.

of beneficiaries and funds released/sanctioned under various schemes of the Ministry of Minority Affairs in India from 2019 to 2022.

Maulana Azad National Fellowship (MANF)

The Maulana Azad National Fellowship was established in 2009. The Ministry of Minority Affairs (MOMA) oversees and sponsors the Maulana Azad National Fellowship (MANF) for Minority Students. The goal of the Maulana Azad National Fellowship for Minority Students is to give students from minority populations integrated five-year fellowships in the form of financial aid so they can pursue advanced degrees like M. Phil. and Ph.D. Therefore, only postgraduate students from minority groups—Muslims, Sikhs, Christians, Buddhists, Zoroastrians (Parsis), and Jains—are eligible for the MANF. It will be administered by the Ministry of Minority Affairs (MOMA) through UGC.

The MANF scheme was implemented by the University Grants Commission (UGC) and the students can use the fellowship to pursue regular, full-time M.Phil. and Ph.D. degrees in the humanities, social sciences, engineering, and technology fields. The fellowship term is initially for two years. A total of 756 fellowships were offered annually across all subjects. For candidates who are physically disabled and who identify as a member of a minority, 3% of the fellowships are set aside. The Maulana Azad National Fellowship for Minority Students is available to students at all universities and institutions, including those that the University Grants Commission (UGC) does not regulate. The recipients of fellowships under this programme shall be referred to as MOMA scholars. Between 2014–15 and 2021–22, 6,722 individuals were chosen under the programme, and throughout that time, fellowships worth 738.85 crores were given out.

The government has decided to withdraw the MANF Scheme from 2022–23 because it overlaps with numerous other fellowship schemes for higher education being launched by the Government and minority students are already covered under such schemes.

Naya Savera Scheme for Free Coaching

The Free Coaching and Allied Scheme (Naya Savera) run by the Ministry of Minority Affairs offers free coaching to students and candidates who are members of one of the six notified minority

groups (Sikhs, Christians, Buddhists, Parsis, Jains, and Muslims). The following are the requirements for project implementing agencies (PIAs) to be appointed under the scheme: The institute must be operated by an entity that is registered under the Societies Registration Act of 1860, the Companies Act of 2014, or any other applicable State or Union Territory law. Organisations and implementing agencies who wish to apply for empanelment as of the notification date soliciting applications from States, UTs, and Coaching Institutions must be registered for at least three years. When applying under the Naya Savera Scheme, the Institute/Centre must have been fully operational for at least three years and have a minimum of 100 students enrolled in the coaching courses covered by the Scheme annually for the previous three years, immediately preceding the year in which the Institute has applied for empanelment. Either on staff or at work part-time, the institutes should have the necessary number of qualified faculty members. A minimum success rate of 15% is required for coaching institutes' coaching courses. The selection process takes into account the organization's prior performance in relation to intake and success rate. The Implementing Agencies must have registered on the NITI Aayog Portal, or as the case may be, at <http://ngodarpan.gov.in>. The institution or organisation shouldn't have ever been declared insolvent. The institutions/organization shouldn't have ever been placed on a blacklist by a government agency or body. During the 2017–18 fiscal year, the Ministry empanelled 130 PIAs nationwide, including in the State of Tamil Nadu. No matter where they live, eligible students can use any PIA empanelled under the programme to receive programme advantages. 37 PIAs will get funding during the current fiscal year 2021–2022 to offer 5140 minority students free coaching as part of the Naya Savera Scheme. Pre-Matric, Post-Matric, Merit-and-Means Scholarship Schemes and Begum Hazrat Mahal National Scholarship Scheme were sanctioned in the last three Financial Years (F.Y.) and 30, 117 students/candidates have benefited from the Naya Savera Scheme in the last three financial year and the current year. Under the Naya Savera-Free Coaching and Allied Scheme, and Scholarship schemes, there is no State-specific funding distribution. However, throughout the course of three years, Rs. 6624.96 crore has been released under these initiatives.

Nai Udaan Scheme to Support for UPSC/SSC/ PSC Examinations

Many applicants throughout the country decide not to take the UPSC Civil Service test due to budgetary constraints and other reasons. Nai Udaan Scheme to support the Union Public Service Commission, Staff Selection Commission, and State Public Service Commissions was the initiative of the Ministry of Minority Affairs to support Minority Students in preparation. The Scheme's goal was to give financial assistance to minority applicants who passed the preliminary examinations held by the Staff Selection Commission, Union Public Service Commission, and State Public Service Commission. This programme enables applicants to get fully prepared to compete for appointments to the Union and State Governments' Civil Services while also increasing the representation of minorities in such positions. According to government data, the number of beneficiaries under most minority schemes has decreased during the last three years. Between 2019–20 and 2021–22, some schemes received more funding than others, but fewer people benefited from them. The information under the heading "Physical and Financial Achievement for Various Schemes" revealed that over the previous three years, fewer beneficiaries and allocations were made. The decrease in beneficiaries and allocations in 2020–21 could be related to COVID–19. Data for 2019–20 and 2021–22 revealed that many times, even after two years, the allocations and beneficiaries remained low.

The number of post-matriculation scholarship recipients decreased from 7.43 lakh in 2019–20 to 7.14 lakh in 2021–2022. The amount of money disbursed or authorised decreased during this time from Rs 482.65 crore to Rs 465.73 crore. The Union government offers scholarships to minority students from ninth grade through doctoral study under this programme. The family income of the beneficiary must not exceed Rs 2 lakh annually in order to qualify for this programme. Separately, 30% of the scholarships offered through this programme are reserved for female students. A similar reduction was seen in the beneficiaries of the Maulana Azad National Fellowship Scheme, which went from 1,251 in 2019–20 to 1,075 in 2021–20. Over the course of the two years, the amount of money released or sanctioned under this scheme decreased from Rs 100 crore to Rs 74 crore. Minority students who pass the UGC-NET or Joint CSIR UGC-NET exams are

eligible for the fellowship. The number of grantees in the "Naya Savera" fellowship programme decreased from 9,580 in 2019–20 to 5,140 in 2021–2022. Students from minority communities who come from families earning no more than Rs 6 lakh annually are eligible for free coaching under this programme.

Padho Pardesh Scheme for Financial Help for Overseas Studies

The Padho Pardesh programme for students from minority communities to study abroad was launched in 2006 for students from minority communities, such as Muslims, Christians, Sikhs, Buddhists, Jains, and Parsis, who want to pursue higher education, such as a master's degree, MPhil, or PhD overseas. It is also known as the Padho Pardesh Interest Subsidy scheme. According to the programme, individuals are qualified to get interest discounts on the whole amount of their loans for a set period of time, which includes the course length plus one year or six months after finding employment, whichever comes first. Only candidates (both working and jobless) with a total annual income of less than Rs 6 lakh are permitted to get the interest subsidy, under the scheme. It also set aside 35% of seats for women. As of now, Canara Bank, the designated nodal bank, has carried out the implementation. The existing beneficiaries as of March 31, 2022, will continue to receive the interest subsidy during the loan's moratorium period, provided that they follow the current rules. This scheme has also been suspended by the Ministry of Minority Affairs (MoMA).

Begum Hazrat Mahal Scholarship for Meritorious Girls

The Indian government has implemented several efforts, including scholarships, to encourage girls to complete their education. For female students from minority populations, the Maulana Azad Education Foundation was established by the Ministry of Minority Affairs in 2003–2004. In accordance with the plan, the Foundation offers financial help to deserving female students from the Jain, Muslim, Parsi, Sikh, Christian, and Buddhist groups who are unable to continue their studies because of a lack of funding. The organisation that administers the scholarship is called the National Scholarship Portal (NSP). According to a source who spoke on the record under the condition of anonymity, "Candidates shortlisted for the scholarship are offered financial assistance of Rs 5000 on a yearly basis for both class IX and X and Rs 6000 for class XI and

XII as one-time financial assistance in each academic year.” The money granted as part of the scholarship can be used to pay for school or college expenses, the cost of textbooks, stationery, or other course-related equipment, as well as boarding and lodging expenses. According to information on the ministry’s website, the Foundation has provided funding assistance to 8,84,864 female students to date in the amount of Rs. 669.36 crore. Out of Begum Hazrat Mahal National Scholarship, claims the source.

Seekho Aur Kamao

The Seekho Aur Kamao plan, The Seekho Aur Kamao programme was recently presented to the Lok Sabha by the Union Minister for Minority Affairs. Concerning the Seekho Aur Kamao scheme: Youth between the ages of 14 and 35 can develop their skills through the Seekho Aur Kamao programme. It seeks to increase the employability of current workers, school dropouts, etc., as well as to provide jobs and employment chances. The programme guarantees 75% placement, of which 50% must occur in the sector of organised labour. The implementing organisations must create connections with placement services in accordance with the scheme’s requirements. After receiving training, if an applicant is interested in working for themselves, the organisation would set them up with simple microloans through banks, the National Minority Development Finance Corporation (NMDFC), and other financial institutions. Trainees who are placed receive two months of post-placement support at a rate of Rs. 2000/- per month.

Nai Manzil Scheme

A new programme called Nai Manzil was unveiled in 2015. The Programme is intended to assist minority adolescents who do not possess formal school leaving certificates, i.e., those who dropped out of school or who attended community education centres like Madarsas. The Scheme gives them access to formal education and training, allowing them to look for better jobs and means of subsistence in the organised sector. The World Bank has approved funding for the Nai Manzil Scheme at 50%. This is the first minority welfare scheme financed by the World Bank in this Ministry. The programme is important because it gives school dropouts both education and skills, greatly increasing their employability. The National Commission for Minorities Act of 1992 stipulates that beneficiaries

must be members of one of the following minority groups: Muslims, Christians, Sikhs, Buddhists, Jains, or Parsis. The age range for the trainee should be between 17 and 35. The participants must be BPL (below the poverty line). Under the Scheme, 5% of the beneficiary seats are set aside for people with disabilities who are members of the minority community and 30% of the beneficiary seats are reserved for female candidates.

The programme offers beneficiaries a combination of formal education (Class VIII or X) and skills to help them find better employment and a better way of life. The Project Implementing Agencies (PIAs) chosen to carry out the Scheme are appointed through an open, transparent procedure after organisations are invited to submit expressions of interest (EOIs). Over 50% of the 98,712 recipients who have received training so far under the Nai Manzil scheme are women. The programme reserves 30% of the beneficiary seats for female candidates and 5% of the beneficiary seats for disabled individuals who are members of a minority group.

National Minorities Development and Finance Corporation (NMDFC)

The National Minorities Development & Finance Corporation (NMDFC) was established as a nonprofit organisation on September 30, 1994, in accordance with Section 25 of the Companies Act of 1956 (now Section 8 of the Companies Act of 2013). According to the National Commission for Minorities Act of 1992, it is a National Level Apex Body for the Benefit of Minorities. NMDFC’s primary responsibility is to offer minorities financing at preferential rates for self-employment and income-generating ventures. The notified minorities under the National Commission for Minorities Act of 1992 are Muslims, Christians, Sikhs, Buddhists, and Parsis. In January 2014, the Jain group was subsequently included on the list of Minority Communities that had been notified. Women and artisans are given preference under the NMDFC programme. According to Section 8 of the Companies Act 2013, NMDFC is a government-owned corporation that reports to the Ministry of Minority Affairs of the Indian government. The Corporation was established to encourage economic growth for the benefit of “Backward Sections” among Minority Communities, including Muslims, Christians, Sikhs, Buddhists, Parsis, and Jains, with a priority for women and those in the workforce.

Schemes of NMDFC

Term Loan Scheme

Credit is given under this plan in order to finance economically sound income-generating endeavours. Beneficiaries are offered loans of up to Rs. 20 lacs under Credit Line-1 and up to Rs. 30 lacs under Credit Line-2 at rates of 6% p.a. and 8% p.a., respectively. Furthermore, Credit Line-2 beneficiaries who are women receive a 2% discount.

Education Loan Scheme

In accordance with this programme, loans are offered for 'technical and professional courses' that are focused on getting a career and have a maximum five-year duration. Beneficiaries are offered loans under Credit Lines 1 and 2 of up to Rs. 20 lacs for domestic courses and Rs 30 lacs for studies overseas at rates of 3% p.a. and 8% p.a., respectively. Furthermore, Credit Line-2 beneficiaries who are women receive a 3% discount.

Micro-Finance Scheme

Under this programme, credit is made available to Self-Help Groups (SHG) members who are unable to access traditional banking credit and who are primarily minority women dispersed among distant villages and urban slums. Each member of the SHG is given access to loan lines of Rs. 1 lac under loan Line-1 and up to Rs. 1.5 lac under Credit Line-2, with interest rates of 7% and 10%, respectively. Under Credit Line-2, women recipients are given a 2% discount.

Virasat Scheme

This programme, which is a component of the Term Loan Programme, is implemented to provide Working Capital and Fixed Capital for the acquisition of equipment, tools, machinery, and raw materials. Under Credit Line-1 & 2, a maximum loan of up to Rs. 10.00 lacs may be accessed. Simple interest is assessed under Credit Line-1 at 5% per year, and under Credit Line-2 at 6% per year from Male Artisan. Under both Credit Lines, Female Artisans are eligible for a 1% discount.

Pradhan Mantri Jan Vikas Karyakram (PMJVK)

With better socio-economic infrastructure facilities for minority communities, particularly in the areas of education, health, and skill development, Pradhan Mantri Jan Vikas Karyakram (PMJVK)

hopes to assist states and UTs in closing the gap between them and the national average in terms of backwardness metrics. For efficient implementation starting in 2018, the previous Multi-sectoral Development Programme (MsDP) was reorganised and given the new name Pradhan Mantri Jan Vikas Karyakram. The updated PMJVK has been given government approval to continue during the 15th Finance Commission Cycle, or from FY 2021–2025. Programme for Multi-Sectoral Development (MsDP) 'Development shortfalls' in Minority Concentration Districts are the focus of the MsDP, a unique area development programme. According to the Report of the Sub-Group of Chief Ministers on Rationalisation of Centrally Sponsored Schemes, which was established by NITI Aayog, MsDP is one of the Core of the Core Schemes under the National Development Agenda. In order to develop resources for socioeconomic and basic amenities, the programme was launched in 2008–2009 in 90 Minority Concentration Districts (MCDs) that had been identified as having at least 25% of a minority population and were below the national average in one or both backwardness parameters. The MCDs were determined using information from the 2001 Census. The eleventh five-year plan saw the continuation of the initiative. Minority Concentration Blocks (MCB), Minority Concentration Towns (MCT), and Clusters of Villages were replaced as the area of implementation for the MsDP in June 2013 in preparation for the 12th Five Year Plan. 710 MCBs in all, 66 MCTs, and 196 Districts over 27 States and UTs. In 2017–18, 308 Districts in 33 States and UTs were added to the PMJVK's coverage areas.

PMJVK will assist the State/UTs in developing infrastructure to raise living standards and lessen inequalities in the areas where minorities are concentrated so that they are comparable to the rest of the nation. The communities designated as minority communities by Section 2(c) of the National Commission for Minorities Act, 1992, will be regarded as minority communities for the purposes of PMJVK. In accordance with Section 2(c) of the National Commission for Minorities Act of 1992, 6 (six) communities, including Muslims, Sikhs, Christians, Buddhists, Zoroastrians (Parsis), and Jains, have been designated as Minority Communities. The Programme intends to address the areas where minorities are concentrated that have development shortfalls. Based on the presence of a

Table-2: Scheme-wise Budget Allocation and Expenditure for Welfare of Minority Communities in India (2016-2017 to 2022-2023-upto 30.11.2022)

(Rs. in Crore)

Scheme/ Programme	Budget Estimates							Actual Expenditure						
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023-upto 30.11.2022	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023-upto 30.11.2022
A. Empowerment														
A.1. Educational Empowerment														
Pre-Matric Scholarship	931	950	980	1220.3	1330	1378	1378	585.94	1108.13	1176.19	1324.84	1325.54	1350.99	44.04
Post-Matric Scholarship	550	550	692	496.01	535	468	515	287.11	479.72	354.89	428.77	512.81	411.87	28.06
Merit-cum-Means based Scholarship	335	393.54	522	366.43	400	325	365	220.54	388.79	261.17	285.63	396.34	345.77	34.86
Maulana Azad National Fellowship Scheme	80	100	153	155	175	99	99	119.92	124.87	97.85	100	73.5	74	51.61
Interest Subsidy on Educational Loans for Overseas Studies	4	8	24	30	30	24	24	4	17	45	14.43	20.19	22.15	7.01
Free Coaching and Allied Scheme	45	48	74	75	50	79	79	40	45.59	44.61	13.97	18.44	37.15	2.97
Support for Students Clearing Prelims conducted by	4	4	8	20	10	8	8	4	6.18	6.72	8.02	4.15	7.97	0.04
UPSC, SSC, State Public Service Commissions etc.														
Sub Total	1949	2053.54	2453	2362.74	2530	2381	2515	1261.51	2170.28	1986.43	2175.66	2350.97	2249.9	168.59
A.2. Economic Empowerment														
Skill Development Initiatives	210	250	250	250	250	276	235.41	204.94	199.8	175.73	175.52	190.03	190.03	27.68
Upgrading Skill and Training in Traditional	20	22	30	50	60	47	47	19.77	21.8	31.26	54.48	56.74	56.74	10.61
Arts/Crafts for Development (USTAD)														
Nai Manzil	155	175.95	140	140	120	87	46	117.97	93.73	93.73	34.44	59.84	48.86	6.74
Equity of NMDFC	140	170	165.02	100	160	153	159	140	170	165	160	110	100	159
Sub Total	525	617.95	585.02	540	590	412	330.41	482.68	485.33	465.72	265.14	311.16	395.68	45.03

A.3. Special Initiatives for Empowerment														
Leadership Development of Minority Women	15	15	15	15	10	8	2.5	14.75	15.19	13.83	7.1	6	2.99	0.25
Scheme for Containing Population Decline of Small Minority Community	2	2	4	4	4	3	10	1.54	3	4	3.86	4	5	1.81
Hamari Dharohar	11	12	6	8	3	2	2	6.6	0.64	1.64	0.7	4.55	1.66	0
Research/ Studies, Monitoring, Evaluation and Publicity	45	50	55	60	50	-	-	46.78	50.04	52.6	13.6	-	-	-
Sub Total	73	79	80	87	67	13	14.5	69.67	68.87	72.07	25.26	14.55	9.65	2.06
B. Area Development Programmes														
Pradhan Mantri Jan Vikas Karyakaram	1125	1200	1320	1470	1600	1390	1650	1082.78	1197.66	1156.07	1698.29	1091.94	1266.87	114.68
C. Support to Institutions														
Maulana Azad Education Foundation	113	113	125.01	90	82	90	0.01	113	113	36	37.5	70.92	76	0
Grants to SCAs of NMDFC	2	2	2	2	2	-	-	1.27	0.3	2	1.43			
Quami Waqf Board Tariquatti scheme	13	13	3.16	3.16	3	2	10	10.13	10.58	3.16	3.16	3	1	5.07
Sahari Waqf Sampati Vikas Yojana	3.18	3.18	16.94	17.5	18	14	5	2.8	3.16	11.89	11.82	0.1	6.72	0
Secretariat	13.59	17.66	19.14	22	25	-	-	16.23	17.81	28.16	19.81	-	-	-
National Commission for Minorities	7.66	8.41	8.62	9.3	11	-	-	7.19	7.26	8.92	8.17	-	-	-
Commissioner Linguistic Minorities	2.82	2.74	2.32	2.3	3	-	-	1.89	1.86	1.7	1.69	-	-	-
Haj CGI Jeddah	0	78	76.79	85	88	-	-	0	56.72	73.39	72.43	-	-	-
Sub Total	155.25	244.99	261.98	240.26	242	106	15.01	152.51	217.17	172.72	162.76	74.02	83.72	5.07
Grand Total	3827.25	4195.48	4700	4700	5029	2912	2874.92	3049.15	4139.31	3853.01	4327.11	3842.64	4005.82	335.43

Source: Lok Sabha Unstarred Question No. 1661, dated on 02.03.2020. & Ministry of Minority Affairs, Govt. of India. (ON2786) & Past Issues. Lok Sabha Unstarred Question No. 371, dated on 08.12.2022.

sizable population of notified Minority Communities as of the 2011 Census, areas of concentration for minorities have been identified. All districts in the nation, including all Aspirational Districts, will use the updated PMJVK. Projects under PMJVK will be proposed whenever there is a concentration of minorities greater than 25% within a 15-kilometer radius.

Minority Pre-Matric Scholarship

One of the notable scholarships offered by the Ministry of Minority Affairs, Government of India, is the Pre-Matric Scholarship for Minorities. This MOMA grant is especially intended for minority students in grades 1 through 10. The government provides this scholarship each year to help parents from minority populations who are struggling to pay

for their children's education. The number of pupils dropping out of school has risen proportionally as a result of the rising cost of education. This kind of scholarship aims to lower the rising dropout rate. Pre-Matric Financial Aid for Minorities. Pre-Matric Scholarship for Minorities was established with the intention of motivating minority community parents to enrol their children in school and ensuring that all kids have access to a fundamental education up to class 10. The Pre-Matric Scholarship for Minorities has been successful in lowering student drop-out rates as more and more parents choose not to take their children to school due to the rising cost of education. Additionally, this MOMA fellowship seeks to empower minority students through education. In turn, education creates a fair playing field in the fiercely competitive job market. The improvement of the socioeconomic circumstances of minority communities is also aided by equal access to employment opportunities.

Students in classes 1 through 10 will receive a certain amount of financial aid under the Pre-Matric Scholarship Scheme. Students in the 11th and 12th grades, as well as applicants to colleges and universities, will receive financial aid under the Post Matric Scholarship Scheme. Identified minority communities-Only students who are members of the Muslim, Jain, Buddhist, Parsi, Christian, or Parsi communities are eligible to enrol under this programme. 30% of females will be considered for this scholarship by the central authorities. It will result in more female applicants being accepted into schools. As part of this programme, minority students will get scholarships from first to tenth grades. They must submit an application to the Post Matric Scholarship Schemes for Minorities if they wish to pursue higher education. Money in bank accounts - the central authority will deposit this money in the appropriate accounts to remove any complications and to guarantee that only the correct applicant receives this financial aid.

Nai Roshni Scheme for Leadership Development of Minority Women

By providing knowledge, tools, and tactics for the development of women's leadership, the Nai Roshni scheme seeks to amplify and boost the confidence of minority women. Programmes for women, health and hygiene, legal rights of women, financial literacy, digital literacy, Swachh Bharat, life skills, and advocacy for social and

behavioural reforms are all topics included in the training modules. Programme Implementing Agencies and Non-Governmental Organisations are responsible for putting the plan into action. All beneficiaries receive support from the PIAs/NGOs for a year following the programme. For the period from 2014-15 to 2020-21, funds of Rs. 94.00 Crore have been allotted and Rs. 85.83 Crore have been sanctioned for the Nai Roshni scheme for the leadership development of minority women. An annexe lists the distribution of NGOs working on the Nai Roshni Scheme for Minority Women's Leadership Development by state. To ensure that the NGOs chosen under the scheme are highly motivated, devoted, and concerned with the welfare of women, a well-established system is used to pick the organisations. The NGOs must have a registered office and have completed at least one project that is solely focused on the advancement of women. For the project's implementation, PIAs and NGOs with the necessary qualifications should apply. The Ministry's Sanctioning Committee takes into account all of these NGOs.

Scheme for Leadership Development of Minority Women

With the objective of empowering and instilling confidence in women, the Ministry of Minority Affairs runs the unique programme "Nai Roshni" for Leadership Development of Minority Women. This programme gives women knowledge, tools, and tactics for working with government systems, banks, and intermediaries at all levels. The scheme's implementation got underway in 2012-13. Non-governmental organisations (NGOs) are used to carry it out across the nation. To increase transparency, starting in 2015-16, proposals are now submitted online via the Online Application Management System (OAMS). The programme offers training sessions that last one week, followed by one year of support. In order to further promote unity and solidarity within the community, the programme also permits a mix of women from non-minority populations to make up no more than 25% of a project proposal. A six-day non-residential and five-day residential training programme is offered for women from minority communities who are between the ages of 18 and 65. Women's issues such as leadership of women through decision-making, educational programmes for women, health and hygiene, legal rights of women, financial literacy, digital literacy,

Swachh Bharat, life skills, and advocacy for social and behavioural change are covered in the training. Since the programme's commencement, 2.27 lakh women have received training through it in 27 States, including Delhi.

Sahari Waqf Sampati Vikas Yojana

Shahari Waqf Sampatti Vikas Yojana (SWSVY) through the Central Waqf Council (CWC). In accordance with SWSVY, Waqf Institutions and Waqf Boards are given interest-free loans in order to launch commercial complexes, wedding venues, hospitals, cold storage facilities, and other projects on Urban Waqf Land that are commercially viable. Between 2017–18 and 2021–22, the Scheme will issue yearly Grants-in-aid of Rs. 316.00 lakh, 316.00 lakh, 300.00 lakh, and 100.00 lakh, respectively. After determining the project's feasibility in accordance with the scheme's requirements, receiving the Utilisation Certificate (UC), and receiving a satisfactory progress report from the relevant Waqf Institution/Waqf Board, the funds and subsequent instalments are disbursed.

Concluding Remarks

Financing Education for minorities is still problematic and cries out for more reforms even after policies were created based on research findings and suggestions extracted from the finest testing measures. The hunt for a cure-all to the systemic financial ailment of financing Minority education continues, despite the relentless efforts of empirical researchers to identify new options. Even if there has been a sharp increase in the flow of funding for Minority education, there are still some areas that require attention in order to reach equilibrium and continue to withstand the periodic shocks. Out of all the factors, equality and efficiency in the delivery of Minority education appeared to have suffered the most from the financial constraints in the industry. The most notable truth is that demographic changes are occurring on an enormous scale all throughout the world. If the objective of justice and efficiency in Minority education is expected to be achieved, they are compelled to require equivalent or colossally larger radical reforms in the Minority education system. And without strong financial stability, these changes cannot be implemented. As a result, different approaches to solving problems are still sought after. Researchers and economists are still working to come to a conclusion that can be both

comprehensive and convergent in character. There are a lot of viable alternatives, but few of them have broad applicability. According to empirical research, each country invests differently in education, especially Minority education, depending on its own internal economic environment. This demonstrates that because each country's circumstance is unique, it must implement measures that enable to achieve the best outcomes. Last but not least, it is vital for every state to transmit the heritage of education, which serves as the foundation for future progress. To secure a consistent flow of finances, any state must constantly improvise and modify its plan. There is no halting or stopping evolution. For the creation of novel survival tactics, it must continue. Because a single revolution could not stop the sufferings that constantly encroaching on its area, finance for Minority education likewise needs ongoing change.

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Evaluating Social Media's Effect on University Education: A Case Study

Shailendra R Patil*, A R Patil** and A S Patil***

The utilization and number of platforms for social media have increased during the past ten years. There still are about 3.2 billion people who use social media. The sites are made up of mobile and web-based apps that let people or organizations establish accounts and interact with those who also have such reports. Popular social media networks include WhatsApp, LinkedIn, Instagram, Twitter, YouTube, and Facebook are popular social media networks. Numerous facets of human existence have been profoundly altered by social media.

People are relying on the platforms more and more to communicate with personal friends and colleagues. Business organizations use platforms more frequently to sell their goods and services and communicate with their customers (Fuchs, 2017). The educational sector has not been ignored. Institutions, universities, and other educational facilities utilize social media platforms to communicate with students and promote their courses. The portals are frequently utilized within academic settings. Keeping this in view, a study was conducted to look into how social media use affects academic performance and teaching and learning in university education. 250 staff members and students from the Textile and Engineering Institute in Ichalkaranji participated in the study. In order to get data on the participants' usage of the internet in the classroom and how it has impacted their learning, knowledge, and marks, the respondents were asked to fill out a survey. Most participants said they had utilized social media during training.

The goal of this research is to examine the impact of such technologies on both learning and teaching. Users could include teachers, students, or educational institutions. The technique might involve, among other things, sharing learning resources, discussing classwork, and disseminating

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important academic information. For instance, some teachers and students use WhatsApp to exchange information about a specific course and to talk about issues (Cetinkaya, 2017).

This study is crucial since technology has fundamentally changed a variety of spheres of life, including marketing. The issue is particular to schooling. These methods significantly aid in the facilitation of classroom instruction and learning, yet they are also recognized to divert students' focus & result in time waste. It is important to examine if the benefits of employing technology in education outweigh the drawbacks.

The utilization of social media in the classroom has become the subject of numerous research. One of the initial studies examined the possibilities that emerging social media techniques offered to such curriculum for arts education in 2008. (Salavuo, 2008). It is important to note that a few years prior to the study, some of the most well-known social media networks had only recently been launched. For instance, YouTube was established in 2005, Twitter in 2006, and Facebook in 2004.

Studies over the years predicted that the new medium would swiftly become more well-known. Empirical evidence of the impact of social media use on educational outcomes has recently come from studies. Such empirical investigations have been made possible by the wide use of such media and their timely acceptance. Researchers have been able to utilize these platforms to carry out research on the same platforms since social media applications now allow users to create and run surveys (Fuchs, 2017). The technology used in social media has garnered credibility in the short time they have been around (Fuchs, 2017). The media applications have gained the trust of people and organizations, who use them as platforms for audience interaction. The volume of reliable information provided on platforms is a key factor in the rise in press credibility.

On the websites, helpful information has been offered by news sources, reputable people and organizations, experts in many industries, and

professionals. This very legitimacy has drawn many educational institutions to employ social media for their marketing initiatives, student communications, and life-improving initiatives, among other things. Social media has been acknowledged by colleges, universities, and other educational institutions as having a good impact on teaching and learning initiatives.

Institutions for teaching and learning have gone so far as to embrace plugins that enhance interactions with students. To evaluate the effectiveness of their efforts, they can make use of strong analytical techniques (Lupton, 2015). The rising credibility of social media platforms does not guarantee that there is no inaccurate or misleading information on them. Unreliable people and groups have been using the platforms more and more to disseminate false information. Leading social media sites are making a lot of effort to find and delete misleading information and rumors on various platforms.

Additionally, some educational institutions have been teaching college students how and where to assess the reliability of content people find on the web, particularly on social media. Prominent sites on social media do provide guidance on how to spot false information. Students can use social media in different ways to know more about instruction and learning. Additionally, there are numerous ways that educational institutions use social media sites to disseminate search information.

Sharing lectures that have been captured on video on websites like Facebook and YouTube is a crucial strategy. Colleges and universities frequently capture classes these days and upload them on YouTube so that learners have access to them. Students just need to connect to the organization's YouTube page to obtain notifications of new videos or conduct a keyword lookup to locate those videos.

In both teaching and learning, videos have proved essential. The movies are available for students to pause, fast-forward, and playback as often as they choose. They will be better able to comprehend the material this way. The use of material supplied in the form of videos on social media can be incredibly beneficial for distant pupils (Alwehaibi, 2015).

In the video, educational institutions exchange information about courses as well as opening schedules, awards, and promotions for programs

they are offering (Alwehaibi, 2015). YouTube has a significant beneficial impact on students' learning and teachers' pedagogical skills. Most people that are not learners at the specific college that submitted the material can publish it here on the social media platform.

This has made it easier for the general population to access important information. If the pattern holds, social media will help people become more informed. Publishing status updates on sites such as Facebook is another method educational institutions use social media to share relevant learning content. Using these platforms, the organization can update details on commencement days, classes, and examinations.

The feedback can enable them to learn more about the difficulties students face and find solutions. Facilitating dialogues, social media is yet another way that it facilitates teaching and learning (Cetinkaya, 2017). Several social media sites, including Facebook and WhatsApp, let users create either private or public groups. A person or organization can set up a group on either programme where all the users can post content. These teams have provided instructional learning. These groups are currently developed in many classes to encourage discussion and keep students updated on class activities (Cetinkaya, 2017). Most social media groups are not started by an organization. They are made by students either independently or with assistance from their lecturers. Students prefer participating in debates since they are less formal on social media, which is a major advantage.

An e-learning platform has been used by most colleges enabling students to access online material and engage in classroom conversations. The issue with such platforms is that learners rarely use them beyond the required assigned activities. However, the majority of learners use one or more media platforms on a daily basis. Due to this, these platforms are significantly more beneficial for learning outside of the classroom than e-learning platforms. Numerous students frequently visit YouTube numerous times for enjoyment. In return, students are likely to watch a little video that covers a topic that they're expected to understand in the classroom if they come across one (Chtouki et al., 2012). Social media's relaxed atmosphere makes studying far more pleasurable.

Different academic professionals, including well-known physicists, have social media profiles and use them to convey knowledge about their specialised subjects (Balakrishnan and Gan, 2016). The material is presented in an understandable manner. Such specialists are followed by students, who learn a lot in the process. Students' perspectives on a subject are widened by the information they learn from these professionals. They can also consult the expert and ask them for clarification-related inquiries.

Researchers and academicians now have another way to conduct their research thanks to social media sites. A feature on social media sites like Facebook enables researchers to design questionnaires and afterward collect useful data (Fuchs, 2017). Students can conduct a study like this to find out what other students think about a particular topic. Additionally, educational institutions can use this feature to get student input and the analysis techniques provided by different profiles on social media to monitor ongoing activity on those accounts (Fuchs, 2017).

Advantages of Social Media Use in Education

The potential benefits of using social media in education have been the subject of certain experimental investigations. Won (2015) cites increased student participation as a key advantage of social networking use in education and learning. On a subject, learners can collaborate on the platforms. They may work together on revisions, do group assignments, or simply talk about topics that interest them (Won, 2015).

Some students now choose to establish a network on social media sites like Telegram, in which they can offer thoughts remotely, rather than meeting each occasion in person for group activities. This improved cooperation has improved learning and education. The next noted advantage of using social media is that it influenced learners to adopt an optimistic perspective toward their education. Students typically grow to dislike some subjects because they find them uninteresting. This frequently occurs when students are required to sit through protracted lectures that cover difficult subjects. The material is made more pleasant to learn thanks to social media. For instance, sharing a brief video on social media that simplifies a difficult concept and makes it pleasant can influence students' attitudes

and interest in the subject. Additionally, talking about classwork informally with other students fosters the development of the student's perspective on their studies.

The third advantage of utilizing social media in learning and education is the fact that it encourages greater student involvement. Shyness is one of several factors that prevent pupils from participating in class frequently. Students who are shy about speaking in front of others can contribute remotely thanks to social media. Increased participation encourages student collaboration and boosts their disposition. Participation in learning is a crucial component of education (Won, 2015). This is because it fosters a stronger sense of community among the students. The growing usage of social media in education might enhance the crucial component of teaching. The fourth advantage of using social networks in education has aided in the learning and teaching of disciplines that necessitate a substantial amount of hands-on experience.

For instance, nursing students must carry out particular medical treatments or use particular surgical devices. The learner may not have sufficient time to practice carrying out the technique or using the specific equipment, nevertheless. Making a video of a certain procedure being carried out or a piece of equipment being used and posting it to a social network like YouTube can help students study more independently. They can either bookmark the video for further learning or watch it again till they feel confident enough. Students do better in class as a result of this.

Social Media's Negative Effects on Education

Social media use in education has been associated with a few challenges. One such drawback is that social media interferes with students' academic progress. Even in classes when students' link to their social media accounts while listening to a lecture, this issue has been noted. Students are said to waste a lot of time on social media when working independently in the library or a reading room. According to a recent survey, some social media users log on for two hours on average each day, while others log on for up to five hours (Fuchs, 2017).

Students frequently lose focus when utilizing social media platforms to learn because of a recent

update and spend a lot of time as a result. Numerous research studies have been conducted to determine whether subsequent social media influence affects students' academic performance. According to certain studies, there exists a direct link between the overuse of social media and subpar academic achievement (Alwagait et al., 2015).

The availability of a lot of inaccurate and deceptive material online is the second drawback of just using social networks for education and learning. This one is so that anyone can post information on the Internet, and it is impossible to verify the veracity or correctness of any material. The academy has very high standards for itself. To ensure that the content on academic websites is accurate and trustworthy, it is peer-reviewed by professionals.

Social media sites are a far less trustworthy source of authoritative information since they lack such a process. When using information, they find online, students should exercise extreme caution and be careful to verify its veracity before using it in class. The effectiveness of face-to-face learning is impacted by social media use for teaching and learning, which is its third drawback. Most students shun in-person interactions and rely too heavily on social media for information. For instance, in group projects, students might decide to work using social media groups rather than actually meeting in person (Alwagait et al., 2015). Some students undervalue group work because there aren't many face-to-face encounters. This reflects how social media has altered how people communicate with

one another. Nowadays, people hardly ever interact in person and prefer to converse online via social media. Because of the excessive reliance on social media for learning and the disregard for in-person instruction, students who are not on social media are at a disadvantage. To achieve a successful outcome, it is necessary to find a balance between the two.

Value of Research

Most of the studies that were evaluated didn't look into how using social networks for education and learning affected students' performance. Research looking at the relationship between media usage and student grades addresses the issue from the standpoint of utilizing social media for hanging out and socializing rather than for teaching and learning. It will be easier to determine whether social media is useful in this application and to take the necessary action with the support of more research that is explicitly focused on the effect of social media in education and learning on students' marks. By examining whether the use of social networking sites influences the marks of student participants, this study fills in this particular vacuum. The study investigates whether these technologies are appropriate for academic study.

The research adhered to an observation-based empirical research methodology. The researcher conducted a survey of staff and students from colleges who were chosen at random. 75 participants in all took part in the study. Because there weren't many survey questions, the respondents didn't spend a lot of time responding to them. The researcher assembled the responses, documented each outcome in a spreadsheet, and then examined the information.

Findings

Data from the 75 participants were analyzed, and the results revealed that 49 of said respondents use social media networks for learning whereas 26 really don't. Participants were asked if they thought social media was helpful in the classroom. Fifty-two replied yes, twenty said no, and three indicated they weren't sure.

Figure 1: Number of Students Using Social Media for Education and Learning

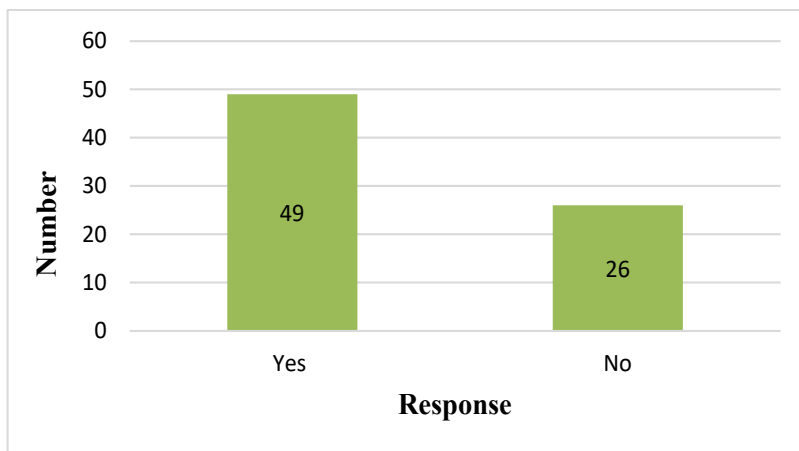


Table 1: Students' Views on Social Media Influence on Education.

Social Media's Effect on Education					
Very Negative	Negative	No Effect	Positive	Very Positive	Undecided
6	5	10	41	12	1

Table 2 : Social Media on Scores

Social Media's effect on students' scores					
Very Negative	Negative	No Effect	Positive	Very Positive	Undecided
7	12	23	28	3	2

Figure 2: Opinions of the Participants on the Value of Social Media in Education

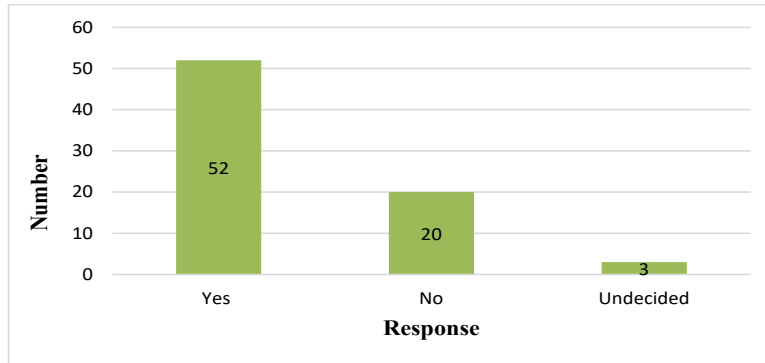


Figure 3 Feelings of Participants on Social Media's Impact on Education

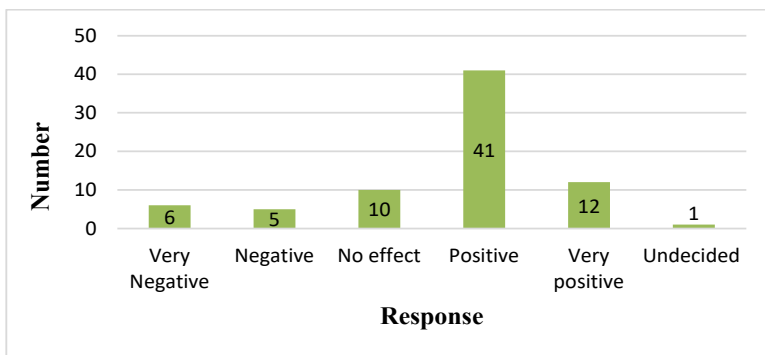
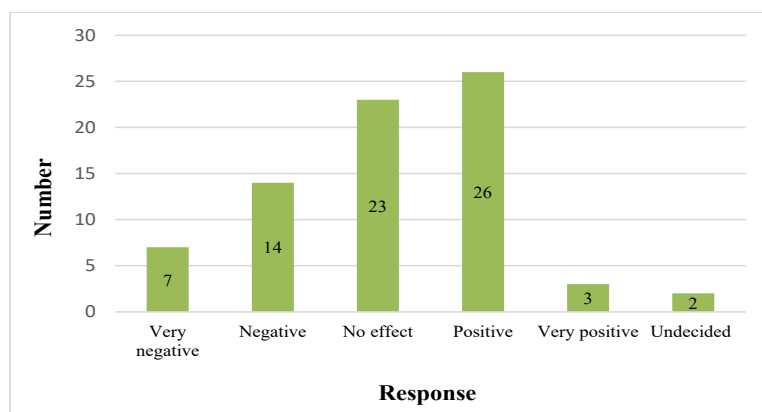


Figure 4: A Graphical Representation of How Social Media Impacts Grade



When asked if they believe social media does have a beneficial and bad impact on their education, vast number of participants responded positively, as shown in Figs. 2-4, Tables 1 and 2. The participants were divided in their agreement that utilizing social media while in school had improved their grades, but the majority of them did so. According to several participants, social networking would have no effect on academic performance.

Discussion

This study sets out to look into how utilizing in the classroom with social media affected the education, learning, or academic achievement of students. This survey's respondents, who made up about 75%, claimed that social media improves education and learning. Just 41% of those polled claimed that social media had benefited them to get better scores. The vast majority of respondents supported using social media in the classroom. The study's findings are consistent with those of earlier research on the topic. This is why many students favour using social media sites for education and teaching. Nevertheless, a sizeable portion of respondents also believe social media negatively affects learning and academic achievement. Most of the folks in this group mentioned how social media is disruptive and how students squander time on the sites rather than studying. Some students find social media used to be distracting, and others feel that information and material have not been based on instructional tools.

Conclusion

Social networks would undoubtedly remain important in people's lives in the coming years. According to projections, a lot more people will continue to sign up for various social networking sites in the upcoming years. Many businesses and individuals are using social media platforms to perform desired duties as a result of the increased usage of these platforms. Marketers, researchers, politicians, and other people and organizations have attempted to use the platforms' power for specific purposes. The educational sector has not been ignored. In addition to using them for advertising, education, and learning, and connecting among the learners, they also utilize them for other purposes. Additionally, students rely extensively on the platforms to find material that is helpful for their academics. This survey has shown that most students believe social media platforms are helpful for studying. However, if social media is not handled properly, it could have a detrimental effect on education. The vast majority of study participants advocated for educational institutions to use social networks in teaching and learning more frequently. Academic establishments should follow the example of advertisers and try to interact with their learners on social networks because so many learners are registered and frequently access certain networks.

However, organizations must be extremely aware of the adverse effect that these platforms can have on students. Students should be made aware of how much effort many individuals spend on social networks, and they should be advised to become increasingly conscious of the detrimental effects which unneeded use of the internet may have on their life.

Another suggestion would be for learners to attempt to use social networks effectively for both education and learning. Students must take advantage of an opportunity to advance their own professions. Lastly, more study is required to determine how students' grades are related to the use of social networks in education and learning. They must also conduct additional studies on the effectiveness of instruction and how it influences social media use.

All data for this research came from just one university, and several elements that affect how people use social media are too challenging to evaluate. Future research on how to utilize social

networks effectively for education and learning must involve more studies, more measures, and consideration of more variables. Equally crucial is conducting further investigation to assist students in selecting the data and content they ought to review and think over.

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Embracing Change is Inevitable to Become Future Ready

Ferzaan Engineer, Co-founder and Chairman of Cytecare Hospitals, Bangalore and Co-founder and Joint Chairman, Medwell Ventures, Pvt. Ltd. delivered the Convocation Address at the 11th Annual Convocation Ceremony of the Sri Siddhartha Academy of Higher Education, Tumkur on October 29, 2022. He said, “Learning is never over, rather it is a constant and ever-evolving part of our lives. Your generation is a bridge between the old and the new. A generation is proud of a rich heritage but ready to embrace new ideas and change. Your generation is lucky to have the luxury of an experiential mindset - you don’t have to look at jobs only from a survival perspective. You can map your lives as a series of experiences - filled with learning, contribution to your field and nation, thought leadership as well as personal growth, travel, spiritual development, and family. Approach your life as problem-solvers, as we now live in a world where bureaucracy is fast being replaced by boldness, disruption, and innovation.” Excerpts

I graduated in 1985, 37 years ago. It is amazing to see the paradigm shifts that have taken place between then and now, both in India and globally. The staggering range of diversity and choices available to this graduating class are unprecedented!

Not only has the world changed but it is a very different India that we live in. We are now the world’s fifth largest economy, having surpassed the UK by GDP. The World Economic Outlook of the IMF predicts that India will surpass Germany and Japan to cross \$5 Trillion in GDP and become the third largest economy in the world by FY’28.

India’s rapid growth, demographic dividend and importance on the world stage have created hitherto unimaginable opportunities for today’s graduates. These opportunities are further accentuated by China’s partial decoupling from the Western economies. India has the possibility to become a global Manufacturing hub, in addition to its leadership in the Services sector. We also have the opportunity to create innovative products for the Indian market which can be rolled out across the world. Furthermore, India’s growing consumer market make it an attractive destination for global capital flows.

These opportunities also come with unprecedented challenges. If India has to seize the moment, we will need to become “Future Ready” and be highly adaptive to change, be it technological, geopolitical or socioeconomic. There is also an onerous responsibility on educational institutions and their industry collaborators to produce graduates with skills that are relevant to this new and ever changing environment. This involves building competitiveness and the ability to stay ahead of the curve in terms of technology, research, ideation and relentless execution. This is a big paradigm shift, especially coming from a more straight jacketed past!

Your graduating class is fortunate on two counts. One, you are graduating from a first class institution which is well accredited, research oriented and globally known. It is known not just for academic excellence but also for building overall character, inculcating social and environmental responsibility and expanding access to education to more people. Two, Karnataka is a global hub for technology, has an excellent start-up ecosystem and is home to super specialized hospitals and medical facilities. For example, our cancer hospital, Cytecare sees patients from over 25 countries! In many ways our State is a laboratory for a new India with its focus on innovation, technology and building world class competencies across different verticals such as Healthcare, Aviation, IT, Energy, Engineering, Agriculture, Defense, Space etc.

As individuals this is an important time to reflect on what you want out of life, as you transition from the academic world to the professional world. Learning is never over, rather it is a constant and ever evolving part of our lives. Your generation is a bridge between the old and the new. A generation proud of a rich heritage but ready to embrace new ideas and change. Your generation is lucky to have the luxury of an experiential mindset - you don’t have to look at jobs only from a survival perspective. You can map your lives as a series of experiences - filled with learning, contribution to your field and nation, thought leadership as well as personal growth, travel, spiritual development and family. Approach your life as problem-solvers, as we now live in a world where bureaucracy is fast being replaced by boldness, disruption and innovation.

You are graduating at an auspicious time and I wish all of you and your families a happy Diwali and New Year as well as advance wishes for Karnataka Rajyotsava!

Thank You,

CAMPUS NEWS

Faculty Development Programme on Gender and Disaster Management

A three-day Faculty Development Programme on 'Gender and Disaster Management' was organized by the National Institute of Disaster Management, Ministry of Home Affairs, Govt. of India, Delhi in collaboration with the Indian Universities and Institutions Network on Disaster Risk Reduction, Delhi and the Women Development and Empowerment Cell, KES Shroff College of Arts and Commerce, Mumbai, recently. The programme aimed at enhancing the skills and knowledge of educators and witnessed enthusiastic participation from academic professionals across diverse disciplines. The participants were exposed to cutting-edge research, practical case studies, and interactive workshops designed to deepen the understanding of faculty members regarding gender dynamics in the context of disaster risk and resilience.

The Technical Session on 'Disaster and Development: Conceptual Framework in the Context of Maharashtra' was conducted by Dr Vibhuti Patel, Gender Economist and Women's Rights Activist, I/C Head, SNTD Women's University, Mumbai, Maharashtra. She addressed the vulnerability of villages and urban places due to disasters. She stressed the Sustainable Development Goals such as climate change and gender equality. According to her, the risk in the disaster is not external but internal.

The next session was conducted by Dr Sangeeta Desai, Sophia Centre for Women Studies Development, Founder Inclusive Horizon on 'Gender Sensitization: Gendered Roles, Expectations and Stereotypes in Institutions'. According to the speaker, there is gender discrimination which leads to unequal treatment among boys and girls. Gluing the stereotypes of how timid and feminine a woman should behave or how men are not supposed to be emotional and are only supposed to be strong, cements these traditional norms of masculinity and femininity.

Daivata Patil, Research Scholar, Film Producer and Feminist Activist spoke during the session on 'Gender-based Social Action: Role of Media towards Gender Just Society'. The speaker addressed that media is the most pervasive and one of the most powerful ways to influence how we view men and women. Woven throughout our daily lives, media insinuate their messages into our consciousness at every turn.

Dr Ajindar Walia, Associate Professor, NIDM was the speaker of the session on 'Gendered and Differential Impact of Disasters: National and International Perspective'. Dr Walia highlighted that the impact of disaster is more on females as they are more at home than men. Even because they are protected more at home. She spoke about a fire case in school where many kids were affected.

Ms Anamika, Holistic Wellbeing Coach spoke on 'Beyond Vulnerability to Gender Equality and Women's Empowerment and Leadership in Disaster Risk Reduction. The speaker highlighted the vulnerability of women and also at the same time it's the women who have reached the needy during Disaster times.

Dr Ajindar Walia Associate Professor, NIDM spoke during the session on 'Psychosocial Care for Men and Women in Disasters: Principles and Techniques'. Men and Women, boys and girls are affected differently by disasters, even if they live in the same household. She did an activity with the faculties and taught them the various ways of providing support to the men and women in disasters. Some of the ways include- ventilation, empathy, active listening, social support, recreation and spirituality.

Dr Peehu Pardeshi, Senior Project Manager, Tata Centre for Technology and Design, IIT Bombay delivered the session on 'Reproductive Health of Women in Disasters: Impact and Management in Maharashtra'. The speaker addressed the issues of women of reproductive age may encounter unique reproductive health challenges following a disaster.

Ms Akanksha Pandey, Editor, Know Disasters Magazine Ph.D. Scholar, Tata Institute of Social Sciences, (TISS), Mumbai spoke on the topic 'Human Trafficking in Disasters: Impact and Management'. Ms Pandey addressed that Human trafficking is a crime that touches nearly every country around the world. It is known that human trafficking levels are impacted by factors including poverty levels of regions, political unrest, and even natural disasters.

The Chairperson, Ms Jyoti Thakre, Mahila Arthik Vikas Mahamandal (MAVIM), Maharashtra spoke on the topic 'Role of Microfinance in Rehabilitation and Sustainable Livelihood Generation for Women Affected by Disasters'. The speaker started the session

with the history of MAVIM Women in India. She mentioned that in Bangladesh, Professor Muhammad Yunus lent \$27 to women, sparking microfinance. These dollars empowered women to start businesses, transforming communities. MAVIM is working in 10495 villages which is the nodal agency of the Government.

Dr Jalindar Adsule Advocate, HC, Mumbai and Honorary Secretary Samata Shikshan Sanstha spoke on 'Delivered the session on 'Gender Budgeting and Auditing in Disaster Related Policies and Programmes'. The speaker addressed that Women and girls face various forms of vulnerability throughout the life cycle than men. They may face discrimination before or after birth and violence, harassment, or abuse; neglect due to dependence and lack of access to resources.

Krupali Bidaye Development Professional, Social Inclusion and Gender spoke on the topic 'Disasters and Transgender Community: Impact and Best Practices'. The speaker addressed the issues of the transgender community and their exclusion from economy / employment / livelihood opportunities due to rigid communities and customs.

Workshop on Qualitative Research

A two-day Workshop on 'Qualitative Research through Grounded Theory Methodology' is being organized by the FORE School of Management, New Delhi from December 02-03, 2023 through hybrid mode. Academic institutions/ policy researchers, international organisations and corporates, faculty members from management institutions, and research scholars may participate in the event. It will enable the participants to gain hands-on experience in qualitative research through grounded theory methodology. It aims to enhance the skills, attitude, and aptitude prerequisite to conduct a qualitative inquiry.

Problem inquiry through Qualitative research methods in the area of social sciences is gaining impetus for researchers and practitioners, in multiple domains. The FDP on qualitative research methods, has a prime focus on two qualitative research protocols, Grounded Theory Methodology (GTM) and Case Research. Both these approaches are very powerful methods of research inquiry, unambiguously when the phenomena may not be captured easily empirically. With words as data, and its interpretative and iterative nature, the methods equip a researcher to capture the essence of the objective of the study. The FDP will help the participants to learn and understand the procedure

for how data has to be collected, and how the data has to be analysed through the coding process, followed by the interpretive analysis of the data collected. The Contents of the event are:

- Understanding the Significance of Qualitative Research Protocols.
- Grounded Theory Methodology.
- Procedures of Data Collection and Data Analysis.
- Coding Paradigms.
- Interpretive Data Analysis.

For further details, contact Prof. Arbuda Sharma, FORE School of Management, Adhitam Kendra, B-18, Qutub Institutional Area, New Delhi- 110016, Mobile No: +919166085159/+91 9810875278 /+91-11-46485562 /41242477, E-mail: exed@fsm.ac.in. For updates, log on to: <https://www.fsm.ac.in/fdp-calendar>

International Conference on Security, Surveillance and Artificial Intelligence

A two-day International Conference on 'Security, Surveillance and Artificial Intelligence' is being organized by Techno India University, West Bengal during December 01-02, 2023. The event aims to gather scholars in the domain of computer science from all over the world to present advances in the fields of computer science and to foster creativity and exchange ideas and information. It will also provide an ideal environment to develop new collaborations and meet experts on basic research, application engineers, and industrial system developers. It provides a forum for academics and business professionals from the fields of Artificial Intelligence, cyber-security, and online privacy protection across the world to come together to share and enhance their knowledge and expertise. The Topics of the event are:

Track 1

Information Security

- Cyber-security.
- Authenticity, Privacy, Security and Trust Management.
- Multi-agent Systems for Information Security and Risk Management.
- Data Compression.
- Data Security in Healthcare Application.
- Information Security in Data Mining.
- Data Security in Embedded Systems.
- Data Security for Industrial Control and Manufacturing.

Track 2

Vision Based Surveillance

- Traffic Surveillance.
- Motion Detection.
- Activity Detection and Analysis.
- Face Detection and Recognition.
- Urban Surveillance.
- Object Tracking.

Track 3

Artificial Intelligence

- Machine Learning and Deep Learning.
- Natural Language Processing.
- Computer Vision.

- Artificial Neural Networks.
- Affective Computing.
- Information Systems Planning.
- Knowledge Representation and Reasoning.
- Robotics and Automation.
- Big Data Applications.
- Artificial Intelligence Applications in Science, Engineering, Healthcare and Medicine.

For further details, contact Convener, Dr. Debashis Das, Department of Computer Science and Engineering, Techno India University, West Bengal-700091, Mobile No: +91-85849 17446, E-mail: debashis.d@technoindiaeducation.com. For updates, log on to: www.technoindiauniversity.ac.in/events/

AIU News

Faculty Development Programme on ICT Applications

A five-day Faculty Development Programme on 'ICT Applications in Library and Information Science' was organized by the Association of Indian Universities (AIU), New Delhi—Academic and Administrative Development Centre (AADC), Shri Vaishnav Vidyapeeth Vishwavidyalaya (SVVV), Indore from July 10–14, 2023 through online mode. About sixty-five participants were registered for this joint programme. The experts shared their perspectives and knowledge with the faculty members in ten sessions.

The Inaugural Session began with the worship of Goddess Saraswati followed by the welcome of the guests. Dr. Anand Rajavat, Dean Academic, SVVV, and Nodal Officer of the event introduced the programme and its objectives. He introduced speakers who are from industries and renowned academic institutions across the nation. Dr. Rajavat also explained the use of ICT in providing efficient library services.

Vice Chancellor, Dr. Upinder Dhar, in his welcome address stressed the importance of the library in any academic institution. He also highlighted three components of the library system i.e. service provider, the process, and the user. He stressed that library professionals need to update themselves with the latest technologies to provide efficient service to library users. He further highlighted that the library is the nerve centre of any academic institute. Dr. Dhar said

that the SVVV is one of the universities amongst ten Universities in India selected by AIU for organizing such Administrative Development Programmes.

The guest on the occasion was Dr. Sangeeta Kaul, Director, Developing Library Network, New Delhi. Dr. Kaul said that there is a need to understand the requirements of the library users and devise and develop user-friendly services using Information and Communication Technology to promote the library services. She also stressed how the library user requirements can be fulfilled in a network environment. The session concluded with a Vote of Thanks proposed by Dr. GHS Naidu, Chief Librarian, SVVV, Indore.

The first technical session was conducted by Dr. Shivpal Singh Kushwah, Rani Laxmibai Central Agricultural University, Jhansi on 'Planning Library Automation Using Open Source Software'. He discussed the status of libraries in the past and present forecasting the future of libraries. While planning for libraries, he advocated for hybrid libraries. He highlighted the initiatives in introducing ICT and library services. He also discussed and gave examples of the universities where he worked and told how the technical and legal issues have been sorted out using KOHA.

The next session was conducted by Dr. Kishor John, Director, IT, Library and Academics, M. P. Bhoj University, Bhopal on 'NEP-2020: Role of Library, Librarian and LIS Teachers'. Dr. John explained the

salient features of NEP-2020 and highlighted the objective of NEP-2020 in detail and discussed what is needed by the library and stressed the qualities required in librarians to meet the needs of NEP-2020. Dr. John also highlighted the initiatives to be taken by the Library and Information Science faculty to make necessary changes in tune with the philosophy of NEP-2020.

The next session was conducted by Dr. Sandeep K. Pathak, IISER, Bhopal on 'Open Access Publishing, Predatory Journal Publishing and What Librarians Need to Know'. He covered the various types of publishing and journals. He introduced the concept of open publishing and open science publishing, open journals in India. The Open-source electronic resources, theses and dissertations, research networks, and awareness needed in predatory journals.

Dr. T S Kumbar, Advisor (Library and Institute Archives), Indian Institute of Technology, Gandhinagar conducted the session on 'Open Textbooks: An Untapped Open Educational Resource for Librarians to promote'. Dr. Kumbar explained the need for open educational resources and open textbooks and mentioned successful projects. Librarians should identify potential titles and create awareness among the faculty and students. Discussing various OER formats, resource types, and checklists to evaluate them, he mentioned notable global initiatives, open textbook projects, introduced open textbook search tools: OASIS.

Mr. P Kannan, Scientist-E, INFLIBNET, Gandhinagar conducted a session on 'User Awareness about VIDWAN/IRINS'. He explained how the research activities are disseminated. He explained the objectives and functions of VIDWAN and IRINS. How to create a profile, and how to upload the research output details were also discussed. The importance of the faculty output in the university system, its use in accreditation, ranking, and all other parameters were well explained.

The next session was conducted by Dr. Kishore Chandra Satpathy, Chief Librarian, ISI, Kolkata, on 'New Generation Libraries'. Dr. Satpathy discussed user engagement in terms of agility, collaboration, virtualization, space, mentioned the need for democratization of library services, the need to change in the attitude to cope with technological developments, acquire open content, prioritize resources, create new connections to physical collections, lead with a hybrid

approach, invite engagement in physical space, to build next-generation libraries around the people, rather than technology, to match the changing paced expectations of the users, make it innovative, quite and individual space to study seriously, relaxation, socialization, physical spaces, virtual space, dynamic, interactive. Redesigning the library space, loanable technology, and laptops were also discussed.

The next session was conducted by Dr. Rajendra M. Kumbar, Formal Senior Professor, Savitribai Phule University, Pune on 'Opportunities for College and University Libraries in Meeting the Requirements of NEP-2020'. He explained the points in the NEP-2020 document where the libraries should play a greater role in establishing their identity in the HE system.

He discussed the basic philosophy of NEP-2020, the nature of the colleges, members of the students in the HEIs, need for personalized services for the students. Librarians as a promoter and facilitators of reading, promote general reading/ holistic personality development, develop collections, provide resources, plan outreach programs, book review, book talks, read aloud, relay reading, bibliotherapy, reading therapy, startup like door step libraries. Gross library user enrolment ratio should be 100 percent.

The next session was conducted by Dr. Ajay Pratap Singh, Director General, RRRLF, Kolkata on the topic 'ICT Applications in Public Libraries in India'. Dr. Singh highlighted that public libraries serve the whole society. The only agency to support public libraries in India is RRRLF. The National Mission on Libraries in 2014 is a landmark in the progress of public libraries. He discussed the initiatives of RRRLF in the development of public libraries like, modernization of the public libraries, (one State central library + one district central library).

The programme ended with the Valedictory Session. Dr. Ben Baliga, Director, Academics, St. Cloud University, Minnesota, USA was the Chief Guest on the occasion. Dr. Baliga highlighted the need to develop innovative library services using ICT. Dr. GHS Naidu, Coordinator of the programme presented the event report. The Welcome Address of the session was delivered by Dr. Upinder Dhar, Vice Chancellor, SVVV. The Feedback was collected from the participants of the event. Dr. Anand Rajavat proposed the Vote of Thanks. The session concluded with the National Anthem. □

Impact of Smoking Scenes in Movies on Attitudes of High School Students

S Kathar Gani*

Worldwide, tobacco usage is a serious public health concern affecting the youth. A vast majority of tobacco users start using tobacco well before the age of 18 years which has enormous psychosocial and health effects. The objective of the study of to find out the significant difference in the attitude towards smoking tobacco with respect to their movie attraction among 11th standard students. A total sample of 315 students in the 11th standard of Chennai district was selected through a simple random sampling technique. The Personal Data Sheet and Attitude towards Smoking Tobacco Scale was developed by the investigator. This tool consists of 20 items. The finding of this study reveals that there is a significant difference in the attitude towards smoking tobacco with respect to their movie attraction among 11th-standard students.

According to a report (2021) by the Research Action on Tobacco Control (REACT) and the Tamil Nadu People's Organization for Tobacco Control, tobacco usage has increased among school and college students. "In a study conducted (2021) in Tamil Nadu found that 2.9 percent of female students and 6.6 percent of male students use tobacco," said M.Subramanian, Minister of People's Welfare in Tamil Nadu. Awareness programmes to stop tobacco habit, smoking ban in public places, warning text on tobacco product packets, pictures, etc., have created awareness to some extent. But to what extent does this awareness have an impact on school students, especially among 11th-standard students, is the question. Meanwhile, school students don't think that their ideal heroes are their fathers or the patriarchs or sages in our society instead, they think of movie actors and the reel heroes as their real heroes. In the movies, protagonists are mostly seen in the scenes of smoking tobacco on the roadside tea shops and drinking alcohol with friends on the terrace of the

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home. The student community is ruining their lives by using tobacco inspired by movie actors. Hence the investigator made an attempt to study the attitude of school students towards smoking tobacco.

Review of Literature

Sukumar Nandru *et al.*, (2022) investigated "Perceived effectiveness of anti-tobacco advertisements used in Indian cinema: results of a cross-sectional study from South India". This study explains that anti-tobacco advertisements, also known as Anti-Tobacco Health Spots (ATHS), are commonly used in mass media to promote tobacco prevention and control. This study was conducted to assess the perceived effectiveness of ATHS used in Indian Cinema. The study also aims to identify factors associated with the effectiveness of ATHS. A cross-sectional survey of 454 men aged ≥ 20 years selected through multi-stage stratified random sampling was conducted. The study findings emphasize the need to improve the Indian anti-tobacco health spots. Specific attributes such as ATHS being emotional, fear-evoking, and sadness-inducing could be explored to make ATHS more effective.

Gaurang P Nazar *et al.*, (2021) investigated "Changes in tobacco depictions after implementation of tobacco-free film and TV rules in Bollywood films in India: a trend analysis". This study explains India's tobacco-free film and TV rules were implemented in 2012. To assess the effect of the rules, we studied tobacco depictions in top-grossing Bollywood films released between 2006 and 2017 and rule compliance after 2012. Tobacco incidents and brand appearances were coded in 240 top-grossing Bollywood films (2006–2017) using the Breathe California method. The percentage of youth-rated (U and UA) films with any tobacco incidents also declined from a peak of 76% in 2012 to 35% in 2017. IBreath2012 rules were followed by a reduction in tobacco depictions in Bollywood films. Enhanced monitoring of compliance is

needed to ensure the continued effectiveness of the rules.

Muralidhar M Kulkarni *et al.*, (2020) investigated “Exposure to tobacco imagery in popular films and the risk of ever smoking among children in southern India”. This study explains that exposure to smoking in films is a recognised cause of smoking uptake among children. A cross-sectional questionnaire survey of all students in grades 6–8 in schools in the Udipi district ascertained smoking status and potential confounders of smoking uptake, and whether children had seen any of the 27 locally popular films we had coded and found to contain imagery of actual or implied tobacco use. In this cross-sectional study, children in southern India who had seen films containing tobacco imagery were no more likely to smoke than those who had not, indicating that the tobacco control messaging mandated by Indian law may be attenuating the effect of tobacco imagery in films on smoking uptake.

Jo Leonardi-Bee *et al.* investigated “Smoking in Movies and smoking initiation in Adolescents: Systematic Review and Meta-analysis”. This study refers to preventing young people from initiating smoking as a vital public health objective. There is strong evidence that exposure to smoking imagery in movies is associated with an increased risk of smoking uptake. Higher exposure to smoking in movies was associated significantly with a 46% increased risk of initiating smoking. These pooled estimates were significantly different from each other ($P=0.02$). Moderate levels of heterogeneity were seen in the meta-analyses.

Objectives

To find out the significant difference in the attitude towards smoking tobacco with respect to movie attraction among 11th-standard students.

Methodology

The investigator employed the survey method of descriptive research approach to collect the data from the selected sample.

Sample and Population

The population of the study comprises 11th standard students who are studying in Tamil Nadu state board syllabus in Government, Private, and Government school students during the academic

year 2022-2023 in Chennai District. By using a Simple random sampling technique, the data was collected from 315 students in the Chennai district.

Tools Used

Personal Data Sheet and Attitude towards Smoking Tobacco Scale developed by the investigator. Item analysis was carried out among 50 students. The tool containing 35 items was given to a set of 50 students and their responses were collected and item-total correlation was calculated. Based on the items greater than 0.2 were retained and the rest of the items were deleted and finally 20 items were selected for the study. Items were five-point scale. The reliability of the Attitude towards smoking tobacco tool has been established by calculated Cronbach Alpha ($r = 0.895$), which shows that the tool is significantly reliable in collecting the data for the present study.

Delimitations of the Study

- The study is limited to only 11th standard students.
- The study is limited to only 315 samples.
- The study is limited to only the Chennai district.

Analysis and Interpretations of Data

Null Hypothesis

There is no significant difference in the attitude towards smoking tobacco with respect to movie attraction among 11th standard students.

From Table 1, it is observed that the mean score of attitudes towards smoking tobacco with respect to those who were attracted to movies and those who were not attracted to movies among 11th standard students were 76.99 and 81.87. Since the p-value is greater than 0.05 for attitude towards smoking tobacco, the null hypothesis is rejected at a 5% level of significance. Hence there is a significant difference in the attitude towards smoking tobacco with respect to their movie attraction among 11th standard students.

Interpretation

There is a significant difference in the attitude towards smoking tobacco with respect to movie attraction among 11th standard students. This is because there will certainly be changes in attitudes towards students who may be attracted to the smoking

Table 1: Attitude towards Smoking Tobacco with Respect to Movie Attraction among 11th Standard Students

Variable	Movie Attraction				t-Value	p-Value	Level of significance
	Attracted by movies		Not Attracted by movies				
	N = 233		N= 82				
	Mean	S.D	Mean	S.D			
Attitude toward smoking tobacco	76.99	13.570	81.87	11.284	2.916	0.004	p<0.05S

scenes or smoking habits of actors. It shows that the level of smoking scenes in the movie attraction leads to changes in attitude.

Recommendations Based on the Findings

- The government should take the initiative to avoid smoking scenes in movies.
- Smoking scenes in movies change the attitude of students, so movie actors should voluntarily avoid smoking scenes.
- The censor board should ban smoking scenes from movies.
- Changes should be made in the legal guidelines in movies to protect the welfare of the youth.
- Moral classes should be ensured in schools to show the dangers of smoking.
- Schools must conduct smoking awareness programmes for students as well as parents/guardians.
- Teachers should often highlight the dangers of smoking in day-to-day classroom teaching.
- The government should not allow movie posters that contain smoking scenes.
- Directors should not make smoking scenes for the betterment of future generations.

Conclusion

The result of this study suggests that students'

attitudes change after watching smoking scenes in movies. Based on this study, we can further investigate how movies have an influence on the use of tobacco, alcohol, and other drugs among school students.

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

THESES OF THE MONTH

SOCIAL SCIENCES

A List of doctoral theses accepted by Indian Universities (Notifications received in AIU during the month of Aug-Sept, 2023)

Commerce

1. Gandhi, Nidhi Bharatbhai. **Perception of accounting professionals of Gujarat regarding forensic accounting to detect and prevent frauds.** (Dr. Shailesh Ransariya), Department of Commerce, Saurashtra University, Rajkot.

2. Jawale, Varsha Vinakrao. **A Problems and prospects of entrepreneurs for small scale industry in Pune District.** (Dr. V K Bhosle), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

3. Joshi, Vrusti Jayeshbhai. **An empirical study of consumer behaviour of women and their satisfaction for baby care products of Saurashtra Region.** (Dr. B L Sardhara), Department of Commerce, Saurashtra University, Rajkot.

4. Kaldate, Krishna Ganpatrao. **A study of entrepreneurship development in backward classes in the Jalna District.** (Dr. A H Shirirame), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

5. Lakhani Krishna Mahendrabhai. **An analysis of liquidity management: A study of selected food processing companies in India.** (Dr. B L Sardhara), Department of Commerce, Saurashtra University, Rajkot.

6. Mistry, Kinjal rajendrabhai. **A study on audit perceptions of auditors and users of financial statements in India.** (Dr. Jayendrasinh Jadav), Department of Commerce, Gujarat University, Ahmedabad.

7. Oza, Dixitabehen Manilal. **A comparative study of consumer satisfaction on e-banking service of selected Indian banks.** (Dr. Prashant Joshi), Department of Commerce, Gujarat University, Ahmedabad.

8. Parikh, Poojan Nimishkumar. **Impact of non-performing assets on profitability of Indian banks.** (Dr. K B Rao), Department of Commerce, Gujarat University, Ahmedabad.

9. Patel, Shivangiben Vasantkumar. **A study of assets-liabilities management of selected banks in**

India. (Dr. Rajesh Patel), Department of Commerce, Gujarat University, Ahmedabad.

10. Prajapati, Jigneshkumar Kantibhai. **A comparative analysis of financial statements of selected automobile companies of India.** (Dr. S S Sodha), Department of Commerce, Gujarat University, Ahmedabad.

11. Prayani, Sunit Narayanadas. **A comparative study of impact of social media on consumer packaged goods in small and medium enterprises with special reference to selected areas of Thane District and Aurangabad District.** (Dr. P G Kadrekar and Dr. B S Gite), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

12. Prinkle. **Consumer attitude and purchase intention towards organic food.** (Dr. Mahabir Narwal), Department of Commerce, Kurukshetra University, Kurukshetra.

13. Singha, Surjit. **The impact of workforce diversity in the banking industry.** (Dr. Sivarethina Mohan R), Department of Commerce, Christ University, Bangalore.

14. Tatar, Sneha Arvind. **A Study of pattern of savings and investment of individual investors in North Maharashtra.** (Dr. M S Deshpande), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

15. Tripathi, Harsh Nimeshkumar. **A study on financial performance of selected rubber companies in India.** (Dr. S S Sodha), Department of Commerce, Gujarat University, Ahmedabad.

Economics

1. Bagul, Akshybhair Kasubhai. **An economic of labour associated with natural resource based cottage industry: In reference to Dang District.** (Dr. S G Purohit), Department of Economics, Saurashtra University, Rajkot.

2. Bhuse, Parmeshwar Subhashrao. **Marathwadyatil bhumihin shetmajuranchya arthik ani samajik sthiticha abhyas: Vishesh sandarbh**

Nanded Jilha. (Dr. Suryakant Pawar), Department of Economics, Swami Ramanand Teerth Marathwada University, Nanded.

3. Billus, Swati. **Impact analysis of labour laws on the work conditions of informal workforce in Haryana.** (Dr. Neera Verma), Department of Economics, Kurukshetra University, Kurukshetra.

4. Deshmukh, Prakash Lalasaheb. **Latur Jilhyatil gramini vikasat manregache yogdan: Ek chikitsak abhyas (Vishesh sandarbh 2008-2018).** (Dr. L H Patil), Department of Economics, Swami Ramanand Teerth Marathwada University, Nanded.

5. Mallik, Sarojini. **Growth and variability of pulses production: A study in Balangir District of Odisha.** (Dr. S K Majhi), Department of Economics, Fakir Mohan University, Balasore.

Education

1. Dodhiya, Samir Sadrudinbhai. **A comparative study of educational philosophy of Dr. A P J Abdul Kalam and Dr Sarvepalli Radhakrishnan.** (Dr. Sandip Ghetiya), Department of Education, Saurashtra University, Rajkot.

2. Edake, Pradip Madhav. **Boudha tatvgyanateel ashtang margacha shaikshanik drushtikonatun chikitsak abhyas.** (Dr. Pundge M A), Department of Education, Swami Ramanand Teerth Marathwada University, Nanded.

3. Poonam. **A study of the relationship of resilience, emotional intelligence and professional commitment of primary level teachers.** (Dr. Gaurav Singh), School of Education, Indira Gandhi National Open University, New Delhi.

4. Sheokand, Jyoti. **Computer self-efficacy and usage of ICT in relation to cognitive styles and personality of undergraduate students in Haryana.** (Dr. Sangeeta), Department of Education, Kurukshetra University, Kurukshetra.

5. Sunil Kumar, M L. **Effect of organizational climate and role conflict on professional development of teacher educators.** (Dr. Manjunath H P), Department of Education, Kuvempu University, Shankaraghatta.

Home Science

1. Mishra, Shobhna. **Estimation of mixes with nutraceutical potential and their utilization in herbal candy preparation.** (Dr. Swati Vyas), Department of Home Science, IIS University, Jaipur.

Law

1. Chauhan, Chirag Harishbhai. **Study on issues and challenge of salt producing workers related to labour laws: With special reference to Saurashtra Region.** (Dr. Vimal Parmar), Department of Law, Saurashtra University, Rajkot.

2. Kavita Devi. **Special protection of women under labour legislation in India: A critical study.** (Dr. Anupam Kurwal), Department of Law, Maharshi Dayanand University, Rohtak.

3. Modh, Shefalibahen Chandrakant. **Analytical study of the rights of the Kinnar Community as a third dimension in context of the Indian constitution with reference to Banaskantha and Mehsana District.** (Dr. B G Maniar), Department of Law, Saurashtra University, Rajkot.

4. Odedara, Pushpaben Sarman. **An analytical study of the right to free and compulsory education with special reference to RTE Act-2009: Reference to Morbi City of Morbi District.** (Dr. Paramjitkaur Walia), Department of Law, Saurashtra University, Rajkot.

5. Ravinder Singh. **Data Protection Laws vis-a-vis Right to Privacy: An analytical study.** (Dr. Amit Ludri), Department of Law, Kurukshetra University, Kurukshetra.

6. Surender Kumar. **Law relating to cyber crimes in India-issues and challenges.** (Dr. Sant Lal), Department of Law, Kurukshetra University, Kurukshetra.

Library & Information Science

1. Borse, Madhukar Nilkanth. **Internet connectivity and its utilization in college libraries affiliated to Swami Ramanand Teerth Marathwada University Nanded.** (Dr. Dhakane B N), Department of Library and Information Science, Swami Ramanand Teerth Marathwada University, Nanded.

Management

1. Bhattacharyya, Krishanu. **Evolution of digital marketing effectiveness amongst business-to-business (b2b) organizations in Bangalore.** (Dr. Bikash Debata), Department of Management, Jain University, Bangalore.

2. Dhall, Rosy. **Antecedents and consequences of workplace bullying: A study of IT sector.** (Dr. Aarti), Department of Management, Maharshi Dayanand University, Rohtak.

3. Gada, Saumya. **A study of locus of control and spiritual intelligence as predictors of learned**

helplessness and learned optimism amongst working and non-working senior adult males. (Dr. Upinder Dhar), Shri Vaishnav School of Management, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore.

4. Ghuman, I S. **Humanitarian logistics: An analysis of relief supply chain in India.** (Prof. Anurag Saxena), School of Management Studies, Indira Gandhi National Open University, New Delhi.

5. Jajoo, Surbhi. **Customer satisfaction, customer delight and customer ecstasy as antecedents of brand loyalty in online shopping.** (Dr. Santosh Dhar), Shri Vaishnav School of Management, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore.

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7. Mamta Rani. **Shoppers impulse buy behavior: An assessment of situational and personal predictors in organized retail environment.** (Dr. Pardeep Ahlawat), Department of Management, Maharshi Dayanand University, Rohtak.

8. Minal, Paresh Patil. **Evaluating dissatisfaction of citizens on quality of public administration services in the selected districts of Gujarat State.** (Dr. Mamta Brahmhatt), Department of Management, Gujarat University, Ahmedabad.

9. Modi, Seema. **Impact of service quality on customer satisfaction and customer loyalty: A comparative study on 5 star and 4 star hotels.** (Dr. Seema Singh Rathore), Department of Management, IIS University, Jaipur.

10. Naveen, S. **A Study on the application of technologies and management of R&D for innovations in small & medium scale Indian engineering industries.** (Dr. C.G. Krishnadas Nair), Department of Management, Jain University, Bangalore.

11. Parvathy, V K. **Financial capability and decision making effects on financial wellbeing of women in community based organizations.** (Dr. Jyothi Kumar), Department of Management, Christ University, Bangalore.

12. Sen, Sankalpa. **Evaluating the effect of personality characteristics, reference group influences, and prior work experience on start-up intentions at the mid-career stage.** (Dr. Arun Bhattacharya), Department of Management, Jain University, Bangalore.

13. Tokariya, Bhavnik Girishbhai. **An analytical study on effects of bonus issue on share price & liquidity of the stocks listed on National Stock Exchange: With special reference to NSE 200.** (Dr. Kaushal Bhatt), Department of Management, Gujarat Technological University, Ahmedabad.

14. Venkatesalu, Radhika. **Exploring the associations between knowledge spillovers, firm behaviour and outcomes in a physical co-location context.** (Dr. Amit Gupta and Dr. Arun Bhattacharyya), Department of Management, Jain University, Bangalore.

Physical Education & Sports

1. Bhattacharya, Keshab. **Effect of plyometric training and weight on physiological variables and playing ability of college level football players.** (Dr. B B Mishra), Department of Physical Education, Fakir Mohan University, Balasore.

2. Kerkar, Aniket Anant. **Comparative study of anxiety aggression and emotional intelligence among the players of individual games and team games.** (Dr. Ghayal B L), Department of Physical Education, Swami Ramanand Teerth Marathwada University, Nanded.

3. Mande, Hema Shankar. **A comparative study based on Taekwondo knowledge between male and female players of North Region of Maharashtra.** (Dr. B N Yadav), Department of Physical Education, Swami Ramanand Teerth Marathwada University, Nanded.

4. Neeraj Kumar. **A study of anthropometric and psychological variables and its relation with the performance of cricket batsman.** (Dr. R P Garg), Department of Physical Education, Maharshi Dayanand University, Rohtak.

5. Pathak, Shyam Kishanrao. **Swami Ramanand Teerth Marathwada Vidhyapeeth Nanded antargat mahavidyalayatil sharirik shikshan aichik vishay dharak vidharthyacha ya vishayakadil kal va abhiruchichya karan mimansecha abhyas.** (Dr. R B Deshmukh), Department of Physical Education, Swami Ramanand Teerth Marathwada University, Nanded.

6. Pathan, Shahed Khan Rehaman Khan. **Marathwadyatil woodball ya khelacha prasar va prasarat yena ya samasya va tyavar upay.** (Dr. Painjane M M), Department of Physical Education, Swami Ramanand Teerth Marathwada University, Nanded.

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8. Shelar, Vikas Sudhakar. **Krida karyaman unchavanyasathi kheladu va krida margadrashak yana yenarya samsya va tyavaril upay: Ek vivechak abhayas.** (Dr. Rajendra P Tuppekar), Department of Physical Education, Swami Ramanand Teerth Marathwada University, Nanded.

Political Science

1. Geeta. **Pravas va mahilaen: Bawana audyogik kshetyra ka ek adhyayan (2003 se 2015 tak).** (Prof. Anurag Joshi), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

2. Karale, Shivaji Ramrao. **Balkanchya Mofat va Saktichya Shikshanacha Hakk Adhiniyam 2009 Amalbajavani va Parinamkaraktecha Abhyas: Vishesh sandrbha Nanded Jilha.** (Dr. R B Lakshete), Department of Political Science, Swami Ramanand Teerth Marathwada University, Nanded.

Psychology

1. Ankitha, U. **Effectiveness of emotional intelligence on enhancing behavioural and organizational factors contributing to managerial success.** (Dr. Pooja Varma), Department of Psychology, Jain University, Bangalore.

2. Beri Komal. **Experience and effect of minority stress on loneliness social support, coming out growth and self affirmation of homosexuals.** (Dr. Smita Gupta), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

3. Jain, Pratibha Devendrakumar. **Death anxiety and suicidal tendency among HIV and AIDS patients.** (Dr. Jigar Parikh), Department of Psychology, Gujarat University, Ahmedabad.

4. Mittal, Meghna. **Academic Tenacity and sense of coherence as predictors of self-handicapping behaviour among students.** (Dr. Sudha Rathore), Department of Psychology, IIS University, Jaipur.

5. Patel, Sarika. **A study of emotional well-being as a function of age and thinking orientation amongst professional and non-professional working women.** (Dr. Upinder Dhar), Shri Vaishnav School of Management, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore.

6. Savin Kumar. **Role of psychological needs, self-determination stress appraisal and coping in well-being of sports persons.** (Dr. Anjali Malik), Department of Psychology, Maharshi Dayanand University, Rohtak.

7. Sharma, Neha. **Humor, social support and self-regulation as predictors of psychological well-being.** (Dr. Sonia Malik), Department of Psychology, Maharshi Dayanand University, Rohtak.

8. Silva, Irani Machado Da. **Exploring meaningfulness of life among survivors sex trafficking in India.** (Dr. Anuradha S), Department of Psychology, Christ University, Bangalore.

9. Yeshaswini, V. **Technology addiction and development of a psychological model: An exploratory approach among young adults.** (Dr Smitha Baboo), Department of Psychology, Jain University, Bangalore.

Public Administration

1. Asimuddin. **Role of Zila Sainik Boards in Haryana: A case study of District Jind.** (Prof. Urna Medury), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

2. Batra, Kritika. **Occupational problems faced by women teachers in higher education institutions in Gurugram District: A study.** (Dr. Rajesh Kumar), Department of Public Administration, Kurukshetra University, Kurukshetra.

3. Dutt, Harish. **Paryvaran shasan ke madhyam se vayu pradushan ka nivaran evam niyantran: Delhi ke chayenit jiloan ka adhyayan.** (Prof. Durgesh Nandini), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

4. Konkatar, Balaji Laxman. **Adivasisamajachya arthik vikasat lokprashasanachi bhumika: Vishesh sandarbh Nanded Jilha.** (Dr. Katturwar B R), Department of Public Administration, Swami Ramanand Teerth Marathwada University, Nanded.

5. Neelu Devi. **Democratic decentralization & women empowerment: A comparative study of urban and rural local bodies.** (Dr. Ajmer Singh Malik and Dr. Dr. Gian Chand), Department of Public Administration, Kurukshetra University, Kurukshetra.

6. Pawan Kumar. **Emerging issues of Panchayati Raj (PR) leadership in Haryana: A Study.** (Dr. Ajmer Singh Malik and Dr. Gian Chand), Department of Public Administration, Kurukshetra University, Kurukshetra.

Social Work

1. Jong, Kim Doo. **Moral identity, moral emotions and maladaptive personality traits among adolescents in South Korea.** (Dr. Mathew P M), Department of Social Work, Christ University, Bangalore.

2. Parvathy, M L. **Perceived morbidity, health seeking behaviour and health care utilisation among inter- state women migrant workers in Kerala.** (Dr. Hemalatha K), Department of Social Work, Christ University, Bangalore.

3. Preetham, Candida. **A study on the impact of comprehensive intervention model for children with Autism Spectrum Disorder (ASD) and their parents in Bengaluru, Karnataka.** (Dr. N Ramaya), Department of Social Work, Indira Gandhi National Open University, New Delhi.

4. Tushar Singh. **Curriculum of social work education in India: Trends and directions.** (Dr. Saumya), School of Social Work, Indira Gandhi National Open University, New Delhi.

Sociology

1. Ashwinder Kaur. **Negotiating social realities through cyber space: A study of children of sex workers of G B Road, Delhi.** (Dr. Sunita Dhal), School of Gender and Development Studies, Indira Gandhi National Open University, New Delhi.

2. Datta, Rukmini. **Socio-cultural change among displaced Reang Tribe in Tripura.** (Dr. R Vashum), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

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4. Samling, Swami Veerbhadershwar. **Gramin bhagatil mahila sakshmikarnamadhey mahila bachat gatache yogdan: Ek samajshastriya abhyas (Vishesh sandarbh Osmanabad Jilha.** (Dr. Patil C S), Department of Sociology, Swami Ramanand Teerth Marathwada University, Nanded.

Tourism & Hospitality Services

1. Arsh, Zeenat Ul. **Kashmiriyat and tourism: legacy, survival and challenges.** (Dr. Arvind Kumar), School of Tourism and Hospitality Service Management, Indira Gandhi National Open University, New Delhi.

2. Nisheeth Kumar. **An analytical study of public and private sector hospitality education in India.** (Dr. Tangjakhombi Akoijam), School of Tourism and Hospitality Service Management, Indira Gandhi National Open University, New Delhi.

3. Pradhan, Bireswar. **Push and pull motivational factors of heritage tourism: A case study of Kolkata Region.** (Dr. Ajay Mahurkar), School of Tourism and Hospitality Service Management, Indira Gandhi National Open University, New Delhi.

Women's Studies

1. Bora, Anamika Das. **Unresolved status of Indian woman's representation in national politics: A critical study of the Women's Reservation Bill.** (Prof. Savita Singh), School of Gender and Development Studies, Indira Gandhi National Open University, New Delhi.

2. Dixit, Aparna. **Political economy of alienation of women chikan artisans of Lucknow: A feminist perspective.** (Prof. Savita Singh), School of Gender and Development Studies, Indira Gandhi National Open University, New Delhi.



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INDIAN INSTITUTE OF TEACHER EDUCATION

(A State Public University established by Govt. of Gujarat)

भारतीय शिक्षक प्रशिक्षण संस्थान, गांधीनगर

Advt. No. :- R4/2023

Recruitment 2023

IITE invites application online as well as in the prescribed form for Regular Teaching Position. Details are as under:-

Sr.No.	Post Name	Category	No. of Post
1	Assistant Professor(Education)	SEBC	01

Last Date for online Application Submission
25/10/2023

For further details and apply online visit our
Website:- www.iite.ac.in

Date :- 05/10/2023

Registrar



Mahatma Gandhi University

Priyadarsini Hills, Kottayam - 686560, Kerala. Tel: 0481 - 2733281

No. 150824/AD A2-1/2022/AD A2 (1)

03.10.2023

No. 150824/AD A2-1/2022/AD A2 (2)

03.10.2023

No. 150824/AD A2-1/2022/AD A2 (3)

03.10.2023

NOTIFICATION

FACULTY RECRUITMENT

ASSISTANT PROFESSOR

(Pay Band: Academic Level 10 with rationalized entry pay of Rs. 57,700/-)

ASSOCIATE PROFESSOR

(Pay Band: Academic Level 13A with rationalized entry pay of Rs. 1,31,400/-)

PROFESSOR

(Pay Band: Academic Level 14 with rationalized entry pay of Rs. 1,44,200/-)

Online applications are invited from qualified candidates for the posts in different disciplines in various schools of Mahatma Gandhi University.

Qualification: As per UGC Regulations 2018.

Last date for the submission of online application:

October 31, 2023

For more details:

www.facultyrecruitment.mgu.ac.in

Sd/- **Dr. Prakash Kumar B.**

Registrar

PRO/1/Advt/25/2023-24

CHEMBUR KARNATAKA SANGHA'S CHEMBUR KARNATAKA COLLEGE OF LAW

Vidyasagar, 4th Floor, Ghatla, Chembur (East), Mumbai – 400 071.

E : - ckclaw1955@gmail.com/ckcl.admin@ckcl.ac.in

Linguistic Minority

APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS FROM THE ACADEMIC YEAR 2023-24

UNAIDED

Sr. No	Cadre	Subject	Posts	Reservation
1.	Principal	----	01	01 – OPEN
2.	Assistant Professor	Law	15	15 – OPEN
3.	Assistant Professor	BLS/LL.B	12	12 – OPEN

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

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

Candidate having Marathi knowledge will be preferred.

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

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

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

Application with full details should reach to the Secretary, Chembur Karnataka Sangha, CHEMBUR KARNATAKA COLLEGE OF LAW, Vidyasagar, 4th Floor, Ghatla, Chembur (East), Mumbai 400071 within 15 days from the date of publication of this advertisement.

This is University approved advertisement.

Sd/-
SECRETARY

**Kasarde Vikas Mandal's,
Kasarde Senior College
Mukkam Post - Kasarde, Tal. - Kankavali, Dist. - Sindhudurg 416 801**

APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS FOR THE ACADEMIC YEAR 2023-24:

UN-AIDED

Sr. No.	Cadre	Subject	No. of Posts	Total No. of Posts	Posts Reserved for
1	Principal *	--	01	01	OPEN - 01
2	Assistant Professor	Commerce	01	03	SC/ST- 01,
3	Assistant Professor	Accountancy	01		DT (A)- 01,
4	Librarian	--	01		OPEN- 01.

* Applications are invited for the post of Principal from the Academic Year 2023-2024.

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

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

Candidates having knowledge of Marathi will be preferred.

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

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

Applications with full details should reach to the CHAIRMAN, Kasarde Vikas Mandal's, Kasarde Senior College, Mukkam Post - Kasarde, Tal. - Kankavali, Dist. - Sindhudurg 416 801. within 15 days from the date of publication of this advertisement. This is University approved advertisement.

Sd/-
CHAIRMAN

**Anandi Shikshan Prasarak Mandal, Kalambe Tarf Kale, Sanchalit
ANANDI B. PHARMACY COLLEGE (DEGREE)
Kalambe Tarf Kale, Tal- Karveer, Dist- Kolhapur-416205 (Maharashtra)
(Affiliated to Shivaji University, Kolhapur)
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WANTED

Applications are invited from eligible candidates for the following posts:

Sr. No.	Designation & Subject	Vacant Posts	Open Posts	Reserved Posts
A)	Principal	01 FT	01	--
B)	Professor			
1.	Pharmaceutical Chemistry	01 FT	01	--
C)	Associate Professor			
1.	Pharmaceutical Chemistry	01 FT	01	--
2.	Pharmaceutics	01 FT	01	--
3.	Pharmacology	01 FT	01	--
4.	Pharmacognosy	01 FT	01	--
D)	Assistant Professor			
1.	Pharmaceutical Chemistry	03 FT	01	1- SC, 1-VJA
2.	Pharmaceutical Analysis	01 FT	01	--
3.	Pharmaceutics	04 FT	02	1-SC, 1-VJA
4.	Pharmacology	02 FT	01	1- SC
5.	Pharmacognosy	01 FT	01	--
E)	Librarian	01 FT	01	--

Apply giving full particulars within 15 days from the date of publication of this advertisement to the undersigned.

Note: For detailed information about posts, qualifications and other terms and conditions, please visit University Website: www.unishivaji.ac.in and college website: www.anandipharmacycollege.in.

Secretary

President

Jai Jagdamba Bahhuudeshiya Sanstha, Sarjapur.
JAI JAGDAMBA COLLEGE OF EDUCATION, VAIRAG
Tal- Barshi, Dist- Solapur, Maharashtra

(Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur)

PERMANENT NON - GRANTABLE

Applications are invited from eligible candidates for the following **Post of Assistant Professor.**

Sr. No	Subject Designation	Total Vacant Post	Reserved Category Posts.
01	Perspective in Education	02	SC-01
02	Pedagogy Subject (Language, Maths, Science Methodology)	03	ST-01
03	Librarian	01	OBC-01 EWS-01 VJNT-A-01 Open-01

Instructions:-

1. Open post is open to all, however candidates from any category can apply for the post.
2. Educational Qualification and other requirements are as prescribed by, the UGC Notification dtd. 18th July 2018, Govt. of Maharashtra Resolution No. Misc 2018/C.R.56/18 UNI-1 dtd. 8th March 2019 and University Circular No. PAHSUS/Estt/7th pay/2019/2285/dtd. 25th March, 2019.
3. A relaxation of 5% shall be allowed at the Bachelors as well as at the Masters Level of 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.
4. T.A.,D.A. will not be paid for attending the interview.
5. Applications with full details should reach through proper channel to the Secretary, Jai Jagdamba Bahhuudeshiya Sanstha, Sarjapur and Principal, Jai Jagdamba College of Education, Vairag, Tal-Barshi, Dist- Solapur. 413402 **within 30 days** from the date of publication of this advertisement.
6. Incomplete applications will not be entertained.
7. Please note that the recruitment procedure initiated by this advertisement is subject to the decision by Hon. Bombay High - Court, Aurangabad Bench in Writ Petition No. 12051/2015.
8. This is University approved advertisement.

Secretary/Principal
Jai Jagdamba College of Education, Vairag
Tal-Barshi, Dist- Solapur. 413402

**GOA COLLEGE OF PHYSIOTHERAPY, NATUROPATHY AND YOGIC SCIENCE
THIVIM-GOA**

(Affiliated to Goa University, Government Aided Institute)

NOTIFICATION

Preamble: Read notification dated 18/8/2023 advertised and published in the daily newspaper namely The Navhind Times and Gomantak on 19-08-2023.

Inviting fresh application for filling up the vacant posts. The Application in prescribed form is invited from eligible candidates.

Sr. No	Name of the post	No. of posts	Category
1	Accountant	1	UR
2	System Administrator	1	UR
3	U.D.C		UR
4	L.D.C	3	UR
5	Jr. Stenographer	1	UR
6	Librarian grade I	1	UR
7	Instructor in Physical Education	1	UR
8	M.T.S for Office & Administration	4	OBC-1 out of 4 vacancy one post is reserved for Person with Disabilities (Locomotor category)
9	M.T.S for Gymkhana	1	UR
10	M.T.S for Library	1	UR

For detailed advertisement, interested candidates may visit the college **website: www.gcpnygoa.com** and apply in the prescribed standard format **within 7 days** from the date of advertisement. Complete application form has to be sent on **prin.geny@gmail.com**. Incomplete applications will not be considered.

This notification supersedes earlier notification specified in the preamble above.

(Sd/-)
DIRECTOR-GCPNYS
Thivim-Goa

Dnyanopasak Shikshan Mandal's
Institute of Information Technology and Management, Parbhani

WANTED

2023-2024

Applications are invited from the eligible candidates for the following vacancies (on permanent Non-grant basis) in Institute of Information Technology & Management (MCA), Parbhani run by our Dnyanopasak Shikshan Mandal's, Parbhani, approved by AICTE, affiliated to SRTMU Nanded. The applications should reach the undersigned **within 15 days** from the date of publication of this advertisement at the College address. One copy of the application be sent to the Dy. Registrar, Special Cell, SRTM University, Nanded, in case of reserved posts.

Sr. No	Post	No.of Posts	Part time / Full time	Reservation
01	Director	01	Full-time	Unreserved

Note : For more detailed information about post, qualification, form, salary and other terms & conditions, please visit University website: www.srtmun.ac.in.

Address for correspondence

To

The President

Dnyanopasak Shikshan Mandal, Parbhani

P.B. No. 54, PARBHANI-431 401.(M.S)

President
Dnyanopasak Shikshan Mandal, Parbhani

Secretary
Dnyanopasak Shikshan Mandal, Parbhani

Dnyanopasak Shikshan Mandal's
Institute of Information Technology and Management, Parbhani

WANTED

2023-2024

Applications are invited from the eligible candidates for the following vacancies (on permanent Non-grant basis) in Institute of Information Technology & Management (MCA), Parbhani run by our Dnyanopasak Shikshan Mandal's, Parbhani, approved by AICTE, affiliated to SRTMU Nanded. The applications should reach the undersigned **within 15 days** from the date of publication of this advertisement at the College address. One copy of the application be sent to the Dy. Registrar, Special Cell, SRTM University, Nanded, in case of reserved posts.

Sr. No	Post	No. of Posts	Part time / Full time	Reservation
01	Asst. Professor	04	Full-time	Open-02, SC-01, VJ(A)-01
02	Asso. Professor	01	Full-time	Unreserved
03	Professor	01	Full-time	Unreserved

Note : For more detailed information about post, qualification, form, salary and other terms & conditions, please visit University website: www.srtmun.ac.in.

Address for correspondence

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The Indian National Commission for History of Science invites projects proposals pertaining to different branches of history of Science & Technology (S&T) in India for the year 2024. Investigators can take up source and theme oriented studies which could be of the nature of collection, compilation and analysis of data, study and translation of primary sources on mathematics, astronomy, medicine, etc. for a critical appraisal and assessment relating to ancient & medieval periods. Study may also include a historical evaluation and assessment of S&T in both colonial and 20th century scenario in India.

Facilities: Investigators are offered facilities of Research Assistants (Non-NET), JRF/SRF, and Research Associates with suitable contingency & travel grant. In special cases superannuated scholars are also granted projects.

Interested scholars may write to Executive Director at esoffice@insa.nic.in or ijhs@insa.nic.in or download the application form from the **website: <https://www.insaindia.res.in/pdf/hos.pdf>**. The last date for submitting the project application form is **31st December 2023**.

विज्ञान के इतिहास में अनुसंधान के लिए इन्सा अनुदान

विज्ञान के इतिहास के लिए भारतीय राष्ट्रीय आयोग द्वारा भारत में विज्ञान और प्रौद्योगिकी (एस एंड टी) के इतिहास के क्षेत्रों में अनुसंधान परियोजनाओं के लिए वर्ष 2024 के लिए आवेदन आमंत्रित किए जाते हैं। अन्वेषक प्राचीन और मध्ययुगीन काल से संबंधित गणित, खगोल, चिकित्सा विज्ञान आदि विषयों पर प्राथमिक स्रोतों के संग्रह, संकलन, मूल्यांकन और अनुवाद संबंधित अध्ययन को ले सकते हैं। अध्ययन में भारत में विज्ञान और प्रौद्योगिकी का औपनिवेशिक और 20 वीं सदी के परिदृश्य का ऐतिहासिक मूल्यांकन भी शामिल हो सकता है।

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