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Sony Kuriakose

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Announcement

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

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Editor, University News

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Targets of National Education Policy–2020 Set for Gross Enrolment Ratio in Indian Higher Education: A Strategic Analysis

Sony Kuriakose*

The Gross Enrolment Ratio (GER), a widely recognized statistical tool, gauges the extent of participation in higher education. Defined as the ratio of students enrolled in higher education to the eligible population of the 18-23 age group, it provides a critical measure of educational accessibility and attainment. In India, GER for primary education reflects class 1-5 enrolment as a percentage of the 6-10 age group. Similarly, GER for upper primary education represents class 6-8 enrolment as a percentage of the 11-13 age group. For higher education, the All India Survey of Higher Education (AISHE) considers the 18-23 age group. Higher education entails study after 12 years of schooling, lasting at least nine months, or after 10 years of schooling, lasting at least three years, encompassing general, vocational, professional, and technical education.

Compared to the modest numbers of 27 universities and 578 colleges back in 1950-51, the landscape of Indian higher education has transformed rapidly in recent times. There has been a significant increase in the number of students and a proliferation of diverse colleges and universities. In 1950-51, there were around 396,000 students. Today, that number has skyrocketed to an astounding 41.38 million. Similarly, in 2000-01, there were 6.57 million students, which jumped to 27.5 million by 2010-11. According to the latest data from the AISHE Report 2020-21, India now has 1,113 universities and 43,796 colleges. Additionally, there are 11,296 Stand-Alone Institutions such as IIMs and institutes for Company Secretary and Chartered Accountants.

Despite significant growth in Indian higher education, with students and institutions increasing notably, the GER for higher education stands at 27.3% in 2020-21. In simpler terms, this means that out of all the people who could potentially attend higher education, only about 27 out of every 100 actually do. This lags considerably behind the global average of 40%, as per UNESCO data from 2022, indicating a substantial disparity. Based on UNESCO Report 2017, Mittal & Patwardhan (2020) reported that India's GER is substantially lower than the GER of higher-income countries such as the United States (88.2 %), Germany (70.3 %), and the United Kingdom (60 %). It is low even in comparison with other lower-middle-income economies such as Brazil (51.3 percent) and China (49.1 percent).

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This disparity calls for a thorough examination of NEP 2020's key recommendations and their potential to drive significant improvements in GER. Further, on the Third Anniversary of the National Education Policy (NEP) 2020, it is imperative to reflect on the strides made in boosting the Gross Enrolment Ratio (GER) of higher education in the country.

NEP –2020 Targets and Strategy

To quote from the National Education Policy 2020 document *“The aim will be to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035. While a number of new institutions may be developed to attain these goals, a large part of the capacity creation will be achieved by consolidating, substantially expanding, and also improving existing HEIs”* [10.8, page 35, National Education Policy 2020]. Thus, NEP mainly suggests two ways to increase the GER of the Indian higher education sector.

- a. More HEIs shall be established and developed in underserved regions to ensure full access, equity, and inclusion.
- b. Consolidation and expansion of existing institutions.

GER and College Density

The cornerstone of NEP--2020's approach to enhancing GER lies in the establishment of new Higher Education Institutions (HEIs) in underserved regions and the consolidation and expansion of existing ones. These strategies are intended to address the imbalances in access and quality that persist within the system. However, a closer look reveals that a one-size-fits-all approach may not yield the desired results in achieving the 50% GER target. Though there is a positive relationship between the number of HEIs and GER, this alone is insufficient to conclusively demonstrate that an increase in HEIs will automatically lead to a 50% GER. A closer look reveals that factors beyond sheer numbers play a pivotal role in driving GER improvements.

One critical aspect that emerges is the distribution and concentration of colleges. In the All-India Survey of Higher Education (AISHE) reports, college density is measured in terms of the number of colleges per lakh eligible population. AISHE 2020-21 stated that the average college density in

the country is 31. It means that on average, there are 31 colleges per lakh eligible population in the country. It varies from 8 in Bihar to 62 in Karnataka. High college density, though a significant factor, does not guarantee a corresponding increase in GER. States like Karnataka and Telangana have college densities above the national average, yet their GER lags behind. This is indicative of the need for a more strategic and targeted approach to HEI distribution, ensuring that accessibility is improved across diverse regions rather than concentrated in specific locales.

Table 1: Top Ten States with High College Density

Sl. No	Name of the State	College Density	GER (%)
1	Karnataka	62	36.00
2	Telangana	53	39.10
3	Kerala	50	43.20
4	Himachal Pradesh	50	38.70
5	Andhra Pradesh	49	37.20
6	Tamil Nadu	40	46.90
7	Uttarakhand	40	45.70
8	Rajasthan	40	26.10
9	Punjab	34	26.10
10	Haryana	34	31.10

Source: AISHE Report 2020-21

For instance, Karnataka and Telangana may have high college density, but they ranked 8th and 6th, respectively, in state-wise GER rankings. This could be due to an over-concentration of colleges in certain cities or districts within these states. A case in point is Bengaluru Urban district in Karnataka, which hosts a staggering 1058 colleges – the only district in India with over 1000 colleges. Similarly, Hyderabad District in Telangana boasts 488 colleges, and Ranga Reddy District has 345 colleges. This contrasts starkly with the majority of districts in India, which have less than 50 colleges. Delhi, despite having a GER of 47.60%, has a college density of just 8. However, Bihar, with the same college density, only achieved a GER of 15.09%. This could be attributed to Delhi's HEIs drawing students from all over India, thereby increasing its GER and affecting other states' GER negatively.

GER and Average Enrolment per College

The in-depth analysis also underscores the importance of considering the average enrolment per

college as a key determinant of GER enhancement. An examination of states with high average enrolment per college reveals that while these states have managed to achieve substantial enrolment, their GER still falls below the desired 50%. This suggests that focusing solely on increasing enrolment without addressing other systemic issues may yield limited progress.

Table 2: Top Ten States with High Average Enrolment per College

Sl. No	Name of the State	Average Enrolment in a College	GER (%)
1	Bihar	1881	15.09
2	Jharkhand	1761	17.00
3	Delhi	1567	47.60
4	Tripura	1198	19.20
5	West Bengal	1161	21.03
6	Manipur	1090	37.80
7	Tamil Nadu	838	46.90
8	Meghalaya	817	25.80
9	Goa	684	33.80
10	Mizoram	650	26.80

Source: AISHE Report 2020-21

States like Uttarakhand and Kerala, with moderate college densities and higher average enrolment per college, have made commendable strides toward the NEP target. Their success highlights the necessity of a comprehensive strategy that balances college density, enrolment per college, and educational diversity to achieve meaningful GER improvements. In contrast, states like Bihar, with high average enrolment per college but low GER, highlight the limitations of a singular focus on enrolment.

Conclusion

All of the above emphasize the importance of a coordinated effort between the central and state governments to achieve the GER target.

The complex interplay of factors such as regional disparities, enrolment patterns, and HEI distribution necessitates a collaborative approach to the specific needs of each state. Rather than pursuing a uniform expansion of HEIs or concentrating solely on increasing enrolment, a more nuanced and context-sensitive approach is imperative. The success story of Tamil Nadu, with its high GER despite moderate college density and enrolment per college, reinforces the need for a state-wise selective strategy.

The journey to elevate India's GER to 50% by 2035 is a complex and multifaceted endeavour that demands a strategic recalibration of approaches. While NEP 2020's recommendations provide a foundation, their implementation must be adapted to the unique realities and challenges of each state. A holistic approach that considers college density, average enrolment per college, regional disparities, and diversity of educational offerings is essential.

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One State–One Curriculum: Danger to Academic Freedom

J John Sekar*

Tamil Nadu led the way as the first state in India to courageously embrace the concept of academic autonomy in 1978, a move inspired by the recommendations of the Kothari Commission (1964-66). This system has stood the test of time, spanning 45 academic years, and is currently practiced in 193 out of 708 colleges in Tamil Nadu. In contrast to the NEP2020, the Tamil Nadu government is endeavoring to enforce a uniform ‘model’ curriculum across all affiliated arts and science colleges, along with ten universities, including autonomous institutions. This imposition has been met with resistance from both faculty and management. This empirical article focuses on the perspectives of English teachers from autonomous colleges, examining their views on the state’s intervention in their institutional autonomy and their professional freedom and responsibilities. The study addresses three research questions and substantiates one hypothesis.

In contemporary India, the higher education system is vast, diverse, and continually evolving. The country boasts a plethora of universities, colleges, and institutes offering a wide range of academic programmes and courses across various disciplines. The system is governed and regulated by multiple bodies, including the University Grants Commission (UGC), All India Council for Technical Education (AICTE), and other specialized councils for specific fields. According to the All-India Survey on Higher Education (AISHE) 2020-2021, there are 1113 universities, 43,796 colleges, and 1,1296 standalone institutions. Tamil Nadu itself has 566 arts and science colleges affiliated with 10 State affiliating universities.

Higher education in India places significant emphasis on science, technology, engineering, and mathematics (STEM) disciplines, as well as traditional areas such as humanities, social sciences, and commerce. In recent years, there has been a

growing focus on interdisciplinary studies and research. Indian higher education institutions offer undergraduate, postgraduate, and doctoral programs, catering to the diverse academic interests of students. Admission to these programs is usually based on competitive entrance exams, academic performance, and other criteria set by individual institutions.

Nevertheless, the educational system as a whole still retains its colonial outlook and structure. Centralized control over higher education was a core belief of the colonial government. The NEP 2020 attempts to tackle the issue of breaking free from colonial influences. According to NEP 2020, the present colonial affiliating universities and their affiliated colleges are suggested to be replaced with three types of institutions: autonomous colleges, teaching universities, and research universities. The continuing colonial system perpetuates the belief that higher education can only be attained through English, which is rooted in colonial history. Besides, the affiliated pattern introduced in 1857 is still favored over the autonomous pattern. Further, the assessment pattern largely adheres to colonial practices.

Background of the Study

In 1978, a significant revolution occurred in Indian higher education on the provision of academic autonomy. Principal of Autonomy was officially adopted and put into practice at a national level within the state of Tamil Nadu (TN). This transformative step followed the insightful suggestions of the Kothari Commission in 1964. Initially, eight arts and science colleges affiliated with the then-two state universities were granted academic autonomy by the University Grants Commission (UGC). Over time, the number of autonomous colleges in the state has increased to 193 out of 708 in India, and out of them, 132 are arts and science colleges. These colleges came to realize that the system of affiliation was indeed a burdening colonial relic. This burden arises from the lack of autonomy for both the institution and its faculty members. True academic

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autonomy involves granting colleges the liberty to shape their own curricula, develop well-organized syllabi, administer examinations, and announce results autonomously, without being dependent on the affiliating university.

However, autonomy is not imposed; rather, institutions must ready themselves for it and merit its attainment. The UGC grants autonomous status to deserving colleges that have demonstrated a consistent track record of academic excellence. The conditions and criteria for granting autonomous status to colleges (p.5) include “academic reputation and previous performance in university examinations and its academic/cocurricular/extension activities in the past” among others. Emphasizing the significance of autonomous colleges, the UGC document on the profile of higher education in India explicitly states that “colleges with academic and operative freedom are doing better and have more credibility.” According to the revised guidelines of the UGC on Autonomous Colleges (2012-2017: 2), the objective of an autonomous college is the freedom to “determine and prescribe its own courses of study and syllabi, and restructure and redesign the courses to suit local needs, make it *skill oriented* and in consonance with the job requirements” in addition to other functions. The main *privileges and rights* of autonomous colleges (pp.10-11) are “to *formulate new courses within the nomenclature specified by UGC* as per the Specification of Degrees 2014 and amended from time to time; and to *review their existing courses* in order to make curricula more community relevant, skill oriented and to meet the employability requirements of the graduates.”

The Problem

The government of Tamil Nadu now claims that Tamil Nadu State Council for Higher Education (TANSCH) has the authority to frame a common ‘model’ syllabus for each course of study being offered in universities, affiliated colleges, and autonomous institutions. The same ought to be followed in all these institutions with an undeclared motto of ‘*one state one curriculum.*’ The rationale for such a centralized system that the government claims are:

1. Although the gross enrollment ratio of Tamil Nadu has risen to 51.4% compared to the national

average of 27.2%, there is a widening gap between students seeking employment and the available job opportunities, and *this common syllabus will bridge the gap.*

2. The syllabi in different disciplines in most universities have remained unchanged for a considerable period.
3. Autonomous colleges provide specialized courses that may not meet the requirements for government employment positions, such as teaching.
4. Various universities present distinct curricula for identical fields of study, and the lateral movement of students relies on the standardized course content established by university professors, often selected from government colleges and universities.

Consequently, the government imposed a uniform “updated” syllabus for all disciplines in both universities and autonomous colleges to be followed from the current academic year.

Teachers’ organizations representing the three types of institutions in the arts and science stream—universities, affiliated colleges, and autonomous colleges—are opposing the government’s proposed move, viewing it as an encroachment on the freedom of higher educational institutions. They argue that their Boards of Studies (BoS) and Academic Councils are already responsible for preparing and updating curricula and syllabi in accordance with UGC guidelines. This system has been operational since the inception of the university system, devoid of any external influence from politicians and bureaucratic entities. For instance, the UGC has previously mandated the implementation of outcome-based education (OBE) and the choice-based credit system (CBCS) across all higher educational institutions. The National Assessment and Accreditation Council (NAAC) also has separate manuals and parameters for assessing universities, autonomous colleges, and affiliated colleges, considering the varying levels of academic freedom enjoyed by each category. In the realm of higher education, these innovative changes have consistently originated from central sources, as evident in the reports of Educational Commissions, the UGC, and accrediting bodies like NAAC. Both state universities, responsible for their affiliated colleges, and autonomous institutions have been

instrumental in implementing these advancements. University departments and autonomous colleges have more autonomy in curriculum design, whereas affiliated colleges implement the decisions of the parent university.

The majority of autonomous colleges, except some government autonomous colleges, oppose the Tamil Nadu State Council for Higher Education's (TANSCHÉ) imposition of a common 'model' syllabus as they believe it infringes upon the freedom granted by the UGC. They point out that 34 institutions from Tamil Nadu have been ranked in the top 100 institutions in the National Institutional Ranking Framework (NIRF), and nearly all of them are autonomous institutions. They argue that TANSCHÉ should have consulted these high-performing autonomous colleges to develop a model curriculum for each discipline and then suggested it to state universities accordingly.

When it comes to the curricula of various disciplines, there exists a significant disparity in perceptions regarding their composition and structure between the humanities and sciences. Science educators advocate for a curriculum that includes foundational courses alongside those that reflect the most recent advancements in the field. On the other hand, humanities educators have diverse curricular perceptions, leading to a wide array of course offerings and text choices. In addition, it is evident that curricula under institutional autonomy greatly vary from those prescribed by universities. The contrasting perspectives on curricula highlight the distinct educational approaches taken by different disciplines and institutions, reflecting the dynamic nature of academia.

The state government has failed to understand that the lack of skills among graduates cannot be solely attributed to the syllabi. Quality education is influenced by various other factors as well. Furthermore, the disparity between graduate attributes and actual graduates is not limited to a specific state but is a nationwide phenomenon. For example, the 8th edition of the India Skills Report (ISR)-2021 reveals that 45.9% of graduates are employable. Among them, 42.72% are from BA Arts, 30.34% from BSc, 40.3% from BCom, 22.42% from MCA, 46.59% from MBA, and 46.82% from BE/BTech. The World Economic Forum reports

a concerning statistic: out of the 13 million individuals joining India's workforce annually, only one in four management professionals, one in five engineers, and one in ten graduates are employable. Addressing this issue and harnessing the full potential of India's human capital requires a comprehensive approach.

Aim and Objectives of the Study

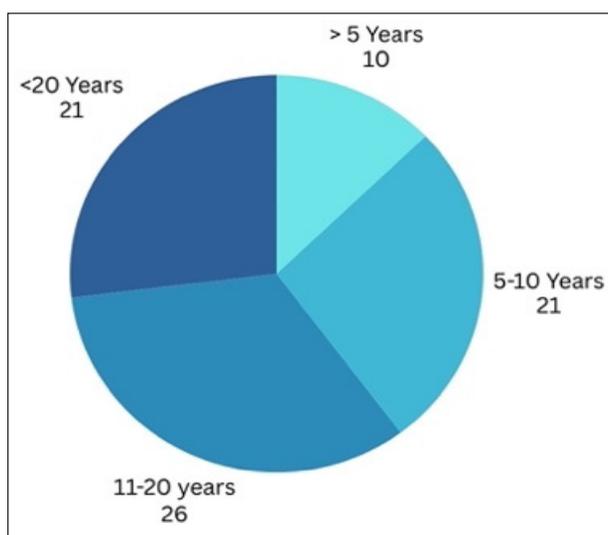
This study aims to elicit the attitudes of English teachers from autonomous colleges regarding the state government's encroachment into the functioning of these colleges. It is designed as a quantitative, empirical study to solve three relevant research questions and to validate the hypothesis.

Research Design

Despite TANSCHÉ's preparation of a model syllabus for 301 courses (166 for undergraduates and 135 for postgraduates) to be followed in all 132 arts and science autonomous colleges, this study aims to gauge the attitude of English teachers towards academic autonomy. Most of them expressed through social media that the 'updated model' syllabus is considered 'outdated.' Similar sentiments were echoed through the media from the humanities in general. While institutions and their heads are concerned about academic autonomy, English teachers are more worried about academic freedom. Regrettably, the major stakeholders, the students, have been overlooked in this process. Periodical curriculum renewal in autonomous institutions solely relies on student feedback.

Consequently, a teacher questionnaire comprising ten statements on academic freedom, based on a two-point Likert Scale, was formulated and pilot-studied in autonomous colleges in Madurai city. After suitable modifications in the phrasing of statements where necessary, the questionnaire was then distributed among English teachers in autonomous colleges across the state via WhatsApp contacts. The total number of teachers contacted in senior autonomous colleges was 120, and the response rate was 78 (59%) from 38 institutions. Numerous teachers expressed reluctance to participate in the survey due to their fears concerning both their institutions and the government. The following chart provides the years of teaching experience of the teacher participants:

Figure-1: Years of Teaching Experience



The study includes representation of teachers across various age groups.

The following research questions were formulated to address during the course of this investigation:

1. How well are English teachers disposed toward the TANSICHE's prescriptive exercise? How does it affect academic freedom?
2. What is the distinction between academic autonomy and academic freedom?
3. Who or what guarantees quality education? Bureaucrats or Academics; Syllabus or System?

A hypothesis was formulated for validation in the study:

"English teachers are unfavorably disposed toward the TANSICHE's imposition."

Results

This short section presents the survey results. There is 100% agreement on all items except 1, 3, 9,

Table 1 Teacher Responses on Academic Autonomy

S. No	Statement	Agree %	Disagree %	Total %
1	The primary principle underlying academic freedom in higher education without government interference is independence for educational institutions to make academic decisions.	96.2	3.8	100
2	Academic freedom fosters a culture of creativity and critical thinking among educators and students.	100	0	100
3	Academic freedom empowers faculty members and researchers to explore diverse perspectives and controversial topics without fear of censorship.	97.4	2.6	100
4	Academic freedom allows for open exploration, innovation, and experimentation in curriculum planning.	100	0	100
5	Academic freedom plays a role in updating the syllabus based on the needs and feedback of students.	100	0	100
6	Academic freedom upholds the right to determine their curricula and academic programs through the democratic participation of administrators, faculty, student representatives, alumni, and industry experts in the region.	100	0	100
7	Academic freedom means teachers' greater responsibility and ownership to be curriculum designers, teachers, question-setters, and assessors.	100	0	100
8	Academic freedom enhances the role of higher education in advancing societal progress by fostering an environment of intellectual curiosity and free inquiry.	100	0	100
9	Institutions should balance academic freedom without government interference while still ensuring accountability to stakeholders by fostering a culture of responsibility and responsiveness to societal needs.	98.7	1.3	100
10	State interference in academic matters like preparing common curriculum for higher educational institutions is indicative of the authoritarian attitude of encroaching on academic freedom.	83.3	16.7	100
	Total	97.56	2.44	100

and 10. 16.7% of teacher-respondents think that state interference in academic matters does not indicate its authoritarian attitude or encroaching on academic freedom. In cases 1, 3, and 9, a negligible percent (less than 4%) disagrees with the statement. Table 1 shows teachers' responses.

Review of the Related Literature

In an early article (1936) discussing academic freedom, Dewey (1984) argues that both teachers and students require academic freedom to foster the development of intelligent citizens and support democracy. The essence of academic freedom lies in free inquiry, allowing educators and learners to comprehend the significance of "intelligent action" in shaping society.

Academic freedom, shared governance, and workplace justice are all of equal importance, and intellectuals must advocate for their peers, as no university exists in isolation (Nelson, 2010). Functionally, academic freedom plays a role in the professionalization of faculty, setting professional standards, and defending academic autonomy actively (Aby & Kuhn IV, 2000).

The ethical dimensions of academia are a vital component of academic freedom, ranging from the responsibilities of teachers to the best methods of evaluating teaching (Cahn, 1986). Moreover, academic freedom is not independent of stakeholders; faculty, the public, and students should all be educated about the value and significance of both general and academic freedom (Cowley, 1950).

At times, a conflict can arise between university autonomy and government control. Gutmann (1983) presents two theoretical positions on this matter: corporate pluralism and liberal democracy. The former emphasizes the corporate rights of university ownership, while the latter stresses the necessity for democratic politics and free inquiry. Moreover, there is also the potential for conflict between the freedom of individual expression and institutional academic freedom (Leslie, 1986).

Academic freedom, while essential, is not an absolute concept. Metzger (1993) acknowledges its limitations, which include the expectation that faculty members reach conclusions in a scholarly manner, exercise fairness with students, and uphold the dignity of their profession and the good reputation of their institutions.

Discussion

Firstly, the majority of English teachers express disapproval towards the imposition of a standardized 'model' syllabus on autonomous institutions, asserting that they adhere to a superior syllabus. Academic autonomy in autonomous colleges has been effectively utilized for the benefit of students through innovative curriculum development and regular updates, publication of in-house journals and textbooks, promotion of independent research, appropriate assessment methods, constructive feedback mechanisms, prompt result declarations, and engagement with NAAC and NIRF assessments. The academic freedom enjoyed by teachers is closely tied to the autonomy of their institutions. The balance between institutional autonomy and accountability, as well as departmental freedom and responsibility, is mutually reinforcing. Consequently, teachers are skeptical of the government's intentions, suspecting that its stance may be more politically motivated than genuinely academic, especially given its attempts to portray its system favorably in response to the adoption of NET 2020. There is a significant public perception that the state has already implemented numerous recommendations from NEP 2020 under different labels. Further, teachers contend that the UGC has periodically released model curricula for various disciplines, and these models are superior to the state's curriculum, which appears to have "borrowed" objectives and outcomes from the already endorsed guidelines.

Secondly, academic autonomy refers to the independence and freedom exercised by higher educational institutions (HEIs). Academic autonomy is imperative for several reasons since it is crucial for higher educational institutions as it empowers them to nurture academic excellence, drive innovation, and maintain relevance in a rapidly changing world. It allows HEIs to function without excessive interference from external bodies, such as government agencies or regulatory authorities, in academic matters. However, this right is not being exercised properly by Indian universities and colleges due to many reasons. Recently, the University Grants Commission has granted autonomous status to many colleges. These autonomous colleges are allowed to make decisions regarding their academic affairs, including curriculum development, research priorities, faculty appointments, and administrative matters.

At the same time, Academic Autonomy (AA) and Academic Freedom (AF) are related concepts, but they refer to different aspects of the educational environment. While AA operates at the institutional level, AF operates at the individual level. While academic autonomy grants institutions the authority to govern themselves and make collective decisions, academic freedom safeguards the rights of individuals within those institutions to exercise intellectual inquiry and pursue knowledge without external limitations. Both AA and AF are essential for maintaining a vibrant and productive educational environment as they provide the necessary framework for institutions and individuals to contribute effectively to the advancement of knowledge, critical thinking, and academic excellence. They can be differentiated in terms of *meaning, scope, key aspects, and purpose*.

1. AA refers to the independence and self-governance of educational institutions, allowing them to make decisions regarding their internal operations, curriculum, faculty, and administrative matters without direct interference from external entities, such as governments or other educational institutions. On the other hand, AF refers to the freedom of educators, researchers, and students to pursue knowledge, research, teaching, and learning without undue interference or censorship from external entities, such as governments, institutions, or political influences.
2. AA primarily centers on the authority and decision-making power of the institution itself, rather than the individual members within the institutions, whereas AF primarily focuses on protecting the rights of individuals within the academic community to express their ideas, conduct research, and engage in scholarly activities without fear, or reprisal, or restriction.
3. AA empowers educational institutions to shape their identity, mission, and vision. It allows them to design their curriculum, set admission criteria, manage financial matters, and establish policies and procedures according to their unique context and goals. On the other hand, AF allows faculty members to have the independence to choose their research topics, design their courses, and express their opinions freely. It ensures that scholars can explore controversial topics, challenge prevailing ideas, and contribute to the advancement of knowledge.
4. The purpose of AA is to provide educational institutions with the freedom and flexibility to

tailor their educational offerings to the needs of their students and communities. It fosters institutional responsibility, creativity, and adaptability, while the goal of AF is to promote an environment where intellectual inquiry, open debate, and the pursuit of truth are encouraged, fostering a thriving academic community.

Academic autonomy, therefore, finds its realization through academic freedom. In fact, academic freedom is *a social good*. It plays a vital role in promoting progress, knowledge, and the advancement of society. It is the freedom granted to scholars, researchers, and educators to pursue their intellectual inquiries, express their ideas, and engage in open and unrestricted academic discourse. It allows researchers and scholars to explore new ideas and theories without fear of censorship or reprisal. This freedom of inquiry leads to the generation of new knowledge and breakthroughs in various fields. When academics have the freedom to explore unconventional or controversial ideas, they can challenge established norms and inspire innovative approaches to solving societal challenges. Free and open academic inquiry often leads to discoveries and innovations that drive social progress. A society that upholds academic freedom demonstrates a commitment to democratic values, such as freedom of speech and intellectual liberty. It allows for constructive debates and discussions that shape public policy and decision-making. It provides a platform for scholars to address issues related to social justice, human rights violations, and inequality. It empowers academics to challenge oppressive systems and advocate for positive change. It is therefore that “children cannot get the full benefit of higher education unless faculty have academic freedom and job security,” according to Nelson (2010: 2).

Lastly, while a common curriculum can play a role in setting academic standards and ensuring a *basic level of education* across all educational institutions in a country or state, it alone may not be sufficient to enhance quality education comprehensively. Quality education is influenced by various factors, and a common curriculum is just one piece of the puzzle. Several other elements need to be considered to truly enhance the quality of education:

1. The competence and training of teachers significantly impact the quality of education. Ensuring well-qualified and motivated educators who are capable of effectively imparting

- knowledge and fostering critical thinking is crucial. Teacher quality is a critical factor for quality education because educators play a central role in shaping the learning experiences of students. The effectiveness and competence of teachers directly impact students' academic achievement, cognitive development, and overall well-being. Effective and dedicated teachers have a profound impact on students' academic outcomes, emotional development, and life-long learning attitudes.
2. Adequate infrastructure, such as well-equipped classrooms, libraries, laboratories, and access to modern technology, is essential for a conducive learning environment. Infrastructure ensures that students and teachers have access to essential educational resources, including textbooks, learning materials, technology, and reference materials. Access to computers, internet connectivity, audio-visual aids, and e-learning platforms can enhance teaching methodologies and make learning more interactive and engaging. Infrastructure that supports extracurricular activities such as sports, arts, and cultural events contributes to the holistic development of students, promoting a balanced education. Infrastructure that includes clean and hygienic facilities, sanitation, and safe drinking water helps maintain the health and well-being of students and staff, ensuring a healthy learning environment.
 3. Education that focuses on the individual needs and learning styles of students and encourages active engagement and participation is more likely to lead to better outcomes. The focus on individual needs and learning styles promotes quality education by recognizing and addressing the unique learning preferences, abilities, and interests of each student. It emphasizes personalized and student-centered learning approaches that cater to the diverse needs of learners. When students feel that their individual needs are acknowledged, they become more engaged and motivated in the learning process. Personalized learning experiences can foster a deeper sense of ownership and commitment to their studies. When instruction aligns with individual needs, students are more likely to achieve positive learning outcomes. They develop a deeper understanding of the subject matter and demonstrate higher levels of retention and application.
 4. Lower teacher-student ratios enable personalized attention and better monitoring of student progress. With fewer students to manage, teachers can allocate more time to understand the specific needs, strengths, and weaknesses of each student. This enables them to tailor their instruction to match the learning pace and style of individual students. Lower teacher-student ratios promote more frequent and meaningful interactions between teachers and students. This fosters a deeper understanding of the subject matter and encourages a love for learning. Smaller class sizes allow teachers to detect learning difficulties or behavioral issues early on. They can intervene promptly and provide additional support, preventing potential learning setbacks.
 5. Regular assessment and feedback mechanisms help identify areas of improvement and guide instructional strategies. These mechanisms involve various types of assessments, such as formative assessments (ongoing and continuous evaluations) and summative assessments (end-of-term evaluations). Frequent assessments allow teachers to monitor students' progress over time. Feedback from assessments helps teachers tailor their instruction to meet the needs of individual students. Feedback from assessments provides students with insights into their strengths and areas for improvement. Sharing assessment results fosters collaboration and communication, leading to informed decision-making and support for educational improvement initiatives.
 6. Encouraging research and innovation in educational practices fosters continuous improvement and keeps the curriculum relevant to changing needs. Research in education provides empirical evidence of effective teaching and learning strategies. Engaging in research and innovation encourages educators to reflect on their teaching practices critically. Innovation allows for the development of solutions to address these challenges effectively, leading to more efficient and inclusive education. Research helps identify emerging trends and changing needs in society and the job market. By integrating these insights into the curriculum, educational institutions can ensure that students are prepared for the demands of the real world. Encouraging research and innovation fosters

collaboration among educators, institutions, and researchers.

7. Engaging parents in educational activities can create a supportive environment for learning. When parents are actively engaged in their children's education, students feel more supported and valued. Engaged parents can reinforce classroom learning at home, helping students practice and apply their knowledge. Their involvement demonstrates the value placed on education, motivating students to strive for academic success.
8. Addressing barriers to education, such as gender disparities, economic constraints students disability support, ensures equitable access to quality education for all. Eliminating gender disparities in education ensures that both boys and girls have equal access to educational opportunities. Addressing economic constraints involves providing financial assistance, scholarships, and grants to economically disadvantaged students. An inclusive curriculum considers the diverse backgrounds and learning needs of students.
9. Continuous training and professional development for teachers and administrators keep them abreast of best practices and educational advancements. Continuous training allows educators to acquire new teaching techniques, instructional strategies, and classroom management skills. They can learn about the latest educational technologies and tools to enhance their effectiveness in the classroom. They gain insights into evidence-based practices that can improve student learning outcomes. Engaging in professional development rejuvenates educators' motivation and passion for teaching. It reminds them of the impact they can have on students' lives and renews their commitment to continuous improvement. Professional development extends beyond classroom teaching. It also supports administrators in developing leadership skills and effectively managing educational institutions. Continuous training instills a culture of lifelong learning among educators. They become role models for students by demonstrating the importance of ongoing learning and personal growth.

Thus, while a common curriculum can serve as a foundation for educational standards, enhancing the overall quality of education requires a multi-faceted approach.

Suggestions

In its dedication to empowering the youth through purposeful and pertinent higher education, the government should address the employability gap in India's workforce that requires a multi-faceted approach encompassing quality education, vocational training, entrepreneurship support, continuous upskilling, and inclusive policies. By leveraging the full potential of India's human capital, the nation can unlock a brighter future, driving economic growth and prosperity.

1. There needs to be a focus on enhancing the quality of education and aligning it with the demands of the job market. Collaborations between academia and industries can help design curricula that equip students with relevant skills and practical knowledge. In addition, investments in modern infrastructure and research facilities can facilitate innovation and research-driven learning.
2. Fostering vocational training and skill development programs is crucial. By promoting vocational education, individuals can acquire specialized skills, making them more employable across various industries. Emphasis on practical training and apprenticeships can bridge the gap between theoretical knowledge and real-world application.
3. Encouraging entrepreneurship and startups can create job opportunities and foster innovation. Providing support in terms of funding, mentorship, and a conducive business environment can empower aspiring entrepreneurs to create sustainable ventures and generate employment.
4. Continuous upskilling and reskilling initiatives are essential in a rapidly evolving job market. Offering lifelong learning opportunities enables professionals to stay relevant and adapt to changing industry demands.
5. An inclusive approach to education is vital to ensure that marginalized communities and underprivileged individuals also have access to quality education and job opportunities. Fostering diversity and inclusivity in the workforce can unlock untapped potential and lead to a more robust and inclusive economy.

6. All affiliated arts and science colleges must be encouraged and motivated to upgrade themselves into autonomous colleges through the due process of accreditation. Similarly, autonomous colleges and universities should consider evolving into teaching and research universities, contingent upon their research capabilities.

Hence, it is essential for the government to relinquish its colonial and centralizing outlook, and instead foster a supportive environment for institutions and educators who possess a deep understanding of local circumstances, enabling them to adopt a global perspective while acting at a local level. Contemporary society upholds decentralization as the standard approach. State-level higher education entities, such as TANSICHE, can periodically offer policy guidelines to their higher education institutions. The realm of higher education should remain shielded from any imposition, intervention, or infringement by the government, allowing for academic freedom and autonomy to flourish.

Conclusions

Academic autonomy is granted by the UGC to institutions based on their past performance and is renewed based on their present sustenance. Therefore, autonomous and non-autonomous institutions *cannot be treated as equals*. The backbone of academic autonomy and innovation lies in curriculum design and periodic renewal. It is no secret that while several state universities have not updated their curricula in different disciplines, autonomous institutions are known for their regular curricular renewal, at least twice a year. Universities should adopt best practices related to curricular renewal and updates from autonomous colleges for

their affiliated institutions. The affiliated pattern can be seen as a colonial project that hampers higher educational institutions and restricts academic freedom. The study has effectively addressed the research questions and fully confirmed the validity of the hypothesis.

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National Education Policy–2020 and Revitalization of Sanskrit Language Education

Jitender Kumar*

The National Education Policy (NEP)- 2020, a landmark document that envisions the transformation of India's education system, recognizes the critical importance of preserving and promoting the Sanskrit language. With its rich historical and cultural significance, Sanskrit has long been regarded as the ancient language of India, bearing profound literary treasures and philosophical insights. However, over the years, the declining popularity and limited educational opportunities for Sanskrit have raised concerns about its preservation and future relevance. The NEP 2020, crafted with the objective of providing holistic and inclusive education, places a renewed emphasis on the revitalization of Sanskrit language education. It acknowledges Sanskrit as one of the classical languages of India and seeks to provide various avenues for its development and integration within the education system. This research paper aims to delve into the provisions and implications of the NEP 2020 on Sanskrit language education, analyzing its potential to revive and re-establish Sanskrit as a vibrant and essential component of India's educational landscape.

In this paper, we will explore the key features of the NEP 2020 that directly impact Sanskrit language education. We will examine the policy's recommendations at different stages of education, including early childhood education, school education, and higher education. Furthermore, we will investigate the envisioned role of Sanskrit in fostering multilingualism and cultural understanding within the context of the NEP 2020. The research article will entail a comprehensive analysis of the policy's provisions, examining its potential implications and challenges in the implementation of Sanskrit language education. We will explore the proposed strategies, such as the introduction of Sanskrit at an early age, the development of quality textbooks and resources, and the integration of Sanskrit with modern subjects. Additionally, we will discuss the role of technology-enabled learning

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in making Sanskrit education more accessible and engaging. Furthermore, this paper will shed light on the significance of Sanskrit research and innovation within the framework of the NEP 2020. We will explore the establishment of research centres, scholarships, and funding opportunities to promote advanced studies and interdisciplinary research in Sanskrit language and literature. By critically analyzing the NEP 2020's provisions for Sanskrit language education, this research paper aims to contribute to the ongoing dialogue and understanding of the policy's impact on the preservation, promotion, and revitalization of Sanskrit. It seeks to evaluate the potential of the NEP 2020 to transform Sanskrit education, foster cultural heritage, and ensure the continued relevance of this ancient language in the modern educational landscape of India.

Sanskrit as a Vibrant and Essential Component

Sanskrit holds a unique and vibrant position in India's educational landscape for several reasons:

Cultural Heritage: Sanskrit is an ancient language with a rich cultural heritage. It has played a significant role in shaping India's history, literature, philosophy, art, and sciences. As a result, Sanskrit is an essential aspect of India's cultural identity.

Language Interconnections: Sanskrit is the mother of many Indian languages. Studying Sanskrit can deepen the understanding of linguistic interconnections among various Indian languages, fostering multilingualism and cultural integration.

Ancient Knowledge Repository: Sanskrit texts contain a vast repository of knowledge in various fields such as mathematics, astronomy, medicine, ethics, and philosophy. These texts are a valuable source of traditional wisdom that continues to be relevant even in modern times.

Interdisciplinary Studies: Sanskrit serves as a bridge between different academic disciplines. By studying Sanskrit, scholars can explore the interconnectedness of various subjects, fostering interdisciplinary research and learning.

Linguistic Studies: Sanskrit's intricate grammar and phonetics make it an essential subject for linguistic studies. Analyzing Sanskrit can provide insights into language evolution and contribute to linguistic research.

Ethical and Moral Values: Sanskrit literature is replete with stories, epics, and philosophical texts that impart moral and ethical values. Studying Sanskrit can promote a deeper understanding of human values and foster a sense of ethics and empathy.

Modern Relevance: Sanskrit continues to be used in various domains, including rituals, traditional ceremonies, classical arts, and Ayurveda. The study of Sanskrit helps preserve and promote these traditional practices.

Holistic Education: Including Sanskrit in the educational curriculum enriches the overall learning experience for students. It instills a sense of appreciation for India's diverse cultural heritage and encourages a holistic approach to education.

Contribution to Global Knowledge: Sanskrit's contributions to mathematics, astronomy, medicine, and linguistics have garnered international recognition. By promoting Sanskrit education, India can contribute to global knowledge and academic exchange.

Sense of Identity and Pride: Sanskrit serves as a source of national pride and identity. Emphasizing Sanskrit education fosters a sense of cultural heritage and appreciation for India's intellectual and artistic legacy.

In the context of the National Education Policy (NEP) 2020, recognizing Sanskrit as a vibrant and essential component of India's educational landscape reflects the policy's emphasis on holistic and culturally rooted education. By promoting Sanskrit, the NEP seeks to preserve India's cultural heritage, foster linguistic diversity, and cultivate a sense of inclusivity and national identity among students and educators.

Sanskrit and Character Building

The National Education Policy (NEP) 2020 in India recognizes the role of Sanskrit in character building and fostering ethical values. While the

policy does not specifically mention Sanskrit in relation to character building, it acknowledges the importance of holistic education that goes beyond academic knowledge and includes the development of values, ethics, and character. Sanskrit, with its vast literature and ancient wisdom, contains valuable teachings on ethical and moral values. The NEP 2020 emphasizes the need to incorporate cultural and ethical values in the curriculum. The study of Sanskrit texts can provide students with insights into ancient wisdom, philosophical teachings, and moral principles that can contribute to character development. By engaging with Sanskrit literature, students can explore ethical dilemmas, consider different perspectives, and reflect on the values embedded in the texts. This exposure to diverse ethical and moral viewpoints can nurture critical thinking, empathy, and a sense of social responsibility, which are essential components of character building.

The NEP 2020 envisions a holistic education system that includes value-based education, focusing on the development of qualities such as honesty, integrity, compassion, respect, and empathy. While Sanskrit is not the sole means of character building, it can play a role in promoting cultural and ethical values that contribute to the overall character development of students. It is important to note that character building is a comprehensive process that involves the integration of various elements within the education system, including curriculum, pedagogy, teacher-student interactions, and extracurricular activities. Sanskrit, along with other subjects and educational experiences, can contribute to the holistic development of students' character as envisioned in the NEP 2020.

Importance of Sanskrit Language Education as Envisaged in NEP-2020

The National Education Policy (NEP) 2020 in India recognizes the importance of Sanskrit language in education and envisions its significance in several ways:

Preservation of Cultural Heritage: The NEP 2020 emphasizes the preservation and promotion of India's rich linguistic and cultural heritage, and Sanskrit plays a vital role in this context. Sanskrit is considered one of the classical languages of India, with a vast literature and a significant influence on various fields of knowledge.

Multilingualism and Cognitive: Development: The NEP 2020 highlights the benefits of multilingualism and its positive impact on cognitive development. Learning Sanskrit, with its unique grammar and syntax, can enhance linguistic skills, logical reasoning, and critical thinking abilities. It can also provide a strong foundation for learning other Indian and foreign languages.

Integration of Knowledge: The NEP 2020 encourages a multidisciplinary approach to education, aiming for a holistic understanding of various subjects. Sanskrit language and literature are deeply interconnected with other disciplines such as philosophy, history, science, mathematics, and social sciences. The study of Sanskrit can facilitate a comprehensive and integrated understanding of diverse fields of knowledge.

Cultural and Ethical Values: Sanskrit texts contain a vast repository of ancient wisdom, including religious, ethical, and moral teachings. The NEP 2020 acknowledges the value of Sanskrit literature in promoting cultural, ethical, and human values. It emphasizes the need to incorporate these teachings into the curriculum to foster a well-rounded and values-based education.

Research and Academic Excellence: The NEP 2020 encourages research and innovation in various fields, including Sanskrit studies. It emphasizes the importance of creating research centers and institutes dedicated to Sanskrit, promoting scholarly activities, and fostering collaborations to enhance academic excellence in the field of Sanskrit.

Overall, the NEP 2020 recognizes the rich heritage, linguistic uniqueness, and intellectual contributions of Sanskrit to education. It envisions Sanskrit as a language that promotes cultural understanding, cognitive development, integration of knowledge, ethical values, and academic excellence.

Key Recommendations of the NEP—2020 that Directly Impact Sanskrit Language Education

The National Education Policy (NEP) 2020 in India includes several key features that directly impact Sanskrit language education. These features aim to promote and revitalize Sanskrit as an integral part of India's cultural and educational heritage. Some of the key provisions include:

Mother Tongue as Medium of Instruction: The NEP advocates for the use of the mother tongue or regional language as the medium of instruction up to at least Grade 5. This policy promotes the teaching of Sanskrit in regions where it is spoken as a mother tongue or regional language.

Multilingualism and Sanskrit Learning: The NEP emphasizes the promotion of multilingualism among students. It encourages students to learn Sanskrit as a third language, giving it recognition as an important language alongside other Indian and foreign languages.

Sanskrit Curriculum Integration: The NEP encourages the integration of Sanskrit literature and knowledge into the school curriculum. It aims to incorporate elements of Sanskrit literature, philosophy, and culture in various subjects to promote a holistic understanding of Indian heritage.

Special Focus on Ancient Knowledge: The NEP recognizes Sanskrit as a language that holds a wealth of ancient knowledge in various fields. It aims to preserve and promote this traditional knowledge and incorporate it into modern educational practices.

Promotion of Sanskrit Studies in Higher Education: The NEP aims to establish Sanskrit departments and centers of excellence in universities to promote advanced studies and research in Sanskrit language and literature.

Technology-Enabled Learning for Sanskrit: The NEP emphasizes the use of technology in education, and this can apply to Sanskrit language education as well. Technology can be utilized to create digital learning resources, interactive apps, and online courses to make Sanskrit learning more accessible and engaging.

Traditional Indian Knowledge Systems: The NEP acknowledges the importance of traditional Indian knowledge systems, including those found in Sanskrit texts. It encourages the integration of traditional wisdom into various disciplines, making Sanskrit education relevant to contemporary fields.

Cultural and Ethical Education: The NEP promotes the holistic development of students, including the nurturing of cultural and ethical

values. Sanskrit literature, with its moral and philosophical teachings, can contribute to this aspect of education.

Teacher Training and Capacity Building:

The NEP emphasizes the importance of teacher training and capacity building. Specialized training programs for Sanskrit teachers can improve the quality of Sanskrit language education in schools and colleges.

Research and Documentation: The NEP recognizes the significance of research and documentation in Sanskrit language and literature. It encourages the establishment of research centers and funding opportunities to support advanced studies in Sanskrit.

Overall, the NEP 2020 seeks to promote Sanskrit language education by recognizing its cultural and academic importance and integrating it into the modern education system. The policy encourages a renewed focus on Sanskrit, aiming to preserve its linguistic, cultural, and intellectual heritage for future generations.

Sanskrit at Various Stages of Education

Foundation Stage

In the National Education Policy (NEP) 2020, early childhood education plays a vital role in promoting multilingualism and cultural understanding. The policy recognizes the significance of introducing children to languages, including Sanskrit, at an early age. Here are some key provisions related to early childhood education and Sanskrit in the NEP–2020:

Multilingualism and Language Exposure

- The NEP 2020 emphasizes the importance of providing children with exposure to multiple languages during their early years.
- It encourages schools and early childhood care centers to introduce children to regional, national, and classical languages, including Sanskrit, as a means to promote linguistic diversity and cultural awareness.

Foundation of Language Learning

- The policy recognizes that early childhood is a critical period for language acquisition and lays the foundation for future language development.

- It emphasizes the importance of a play-based and activity-oriented approach to language learning, including Sanskrit, to make it engaging and enjoyable for young learners.

Sanskrit as an Option

- The NEP 2020 suggests offering Sanskrit as an optional language at the early childhood stage, along with other classical and regional languages.
- This provision aims to expose children to Sanskrit's rich heritage and cultural significance, enabling them to develop an appreciation for the language and its contributions to Indian civilization.

Storytelling and Cultural Immersion

- The policy recommends incorporating storytelling, rhymes, songs, and cultural activities related to Sanskrit in early childhood education.
- These activities serve as a means to introduce children to Sanskrit literature, folklore, and traditions, fostering a connection with the language and its cultural context.

Teacher Training and Resources

- The NEP–2020 highlights the need for qualified teachers and adequate resources for early childhood education, including Sanskrit.
- It emphasizes the importance of providing professional development opportunities for teachers to enhance their knowledge and pedagogical skills in teaching Sanskrit to young children effectively

The inclusion of Sanskrit in early childhood education within the NEP 2020 aims to create a strong foundation for language learning, cultural awareness, and preservation of India's linguistic and cultural heritage. By introducing Sanskrit as an optional language during the early years, the policy seeks to cultivate an early interest in the language and promote its continued relevance among the younger generation.

Primary Education

In the National Education Policy (NEP) 2020, primary education holds significant importance in the development of foundational skills, including language acquisition. The NEP–2020 recognizes

the value of Sanskrit as a classical language and provides several provisions for its integration in primary education. Here are the key points related to primary education and Sanskrit in the NEP 2020:

Language Development and Multilingualism

- The NEP 2020 emphasizes the importance of multilingualism and encourages schools to offer a diverse range of languages, including Sanskrit, at the primary level.
- It recognizes Sanskrit as one of the classical languages of India and aims to provide students with opportunities to develop proficiency in it along with other modern Indian languages.

Early Introduction of Sanskrit

- The policy suggests introducing Sanskrit as an option in the primary education curriculum.
- By offering Sanskrit at this stage, students have the opportunity to begin their journey of learning and understanding the language and its cultural significance from an early age.

Quality Curriculum and Teaching Materials

- The NEP 2020 emphasizes the development of high-quality curriculum and teaching materials for Sanskrit at the primary level.
- It encourages the creation of engaging and age-appropriate textbooks, resources, and learning materials to support effective teaching and learning of Sanskrit.

Cross-disciplinary Approach

- The policy promotes a cross-disciplinary approach to teaching Sanskrit in primary education.
- It encourages integrating Sanskrit with other subjects, such as mathematics, science, social studies, and arts, to demonstrate the interdisciplinary nature of the language and its relevance to various fields.

Teacher Training and Capacity Building

- The NEP 2020 recognizes the importance of well-trained teachers for effective Sanskrit instruction in primary education.
- It emphasizes the need for teacher training programs, professional development

opportunities, and the availability of qualified Sanskrit teachers to ensure quality language education.

Cultural and Literary Awareness

- The policy acknowledges the significance of Sanskrit literature, scriptures, and cultural heritage.
- It encourages schools to incorporate storytelling, recitation of Sanskrit verses, and cultural activities to develop students' appreciation for the language's literary and cultural contributions.

The provisions outlined in the NEP 2020 for primary education and Sanskrit aim to create a strong foundation for language learning, cultural understanding, and the preservation of India's linguistic heritage. By introducing Sanskrit as an option and emphasizing quality teaching and learning resources, the policy seeks to promote the study and relevance of Sanskrit among primary school students, fostering a connection with the language and its cultural significance from an early age.

Secondary Education

The NEP 2020 recognizes the importance of promoting multilingualism and preserving the rich linguistic and cultural heritage of India. It recommends the inclusion of Sanskrit as an elective subject in the secondary education curriculum. This means that students have the option to choose Sanskrit as one of their subjects at the secondary level if they are interested in learning the language. The policy emphasizes the significance of classical languages like Sanskrit and their contribution to various fields of knowledge, including literature, philosophy, and ancient texts. It encourages schools to provide opportunities for the teaching and learning of Sanskrit, ensuring the availability of qualified teachers and appropriate resources for effective instruction. The NEP 2020 also suggests the use of innovative teaching methods, including digital tools and resources, to make the learning of Sanskrit more engaging and accessible for students. It highlights the importance of integrating language learning with other subjects to promote interdisciplinary understanding and holistic development. However, it's important to note that the specific implementation of the provisions regarding Sanskrit in secondary education may vary across different states and

educational institutions in India. The availability and extent of Sanskrit as a subject at the secondary level may depend on local policies, curriculum decisions, and the availability of qualified teachers.

Senior Secondary

The NEP 2020 primarily focuses on foundational education (grades 1-12) and suggests reforms and recommendations for that level. It aims to provide a flexible and multidisciplinary curriculum, allowing students to choose subjects based on their interests and career aspirations. While the NEP 2020 emphasizes the importance of promoting Indian languages, including Sanskrit, it does not explicitly outline provisions for the inclusion of Sanskrit as a subject at the higher secondary level. The policy primarily focuses on ensuring the foundational education and skills necessary for students to pursue higher education or vocational training. However, it's worth noting that individual states and educational institutions may have their own policies and curriculum guidelines regarding the inclusion of Sanskrit at the higher secondary level. Therefore, the availability and extent of Sanskrit as a subject in higher secondary education may vary depending on local decisions and circumstances. It would be advisable to refer to the specific policies and curriculum guidelines of the state or institution in question to ascertain the provision of Sanskrit at the higher secondary level.

Higher Education

The National Education Policy (NEP) 2020 in India recognizes the importance of promoting Indian languages, including Sanskrit, in higher education. It emphasizes the preservation and promotion of India's rich linguistic and cultural heritage. Under the NEP 2020, higher education institutions are encouraged to offer programs and courses that focus on Indian languages, literature, and cultural studies. This includes Sanskrit as one of the classical languages of India. The policy encourages universities and colleges to provide opportunities for the study of Sanskrit, both as a language and as a subject of academic inquiry

The NEP 2020 emphasizes the multidisciplinary nature of education and encourages the integration of various disciplines, including Sanskrit studies,

with other subjects. It promotes research and scholarship in Sanskrit, ensuring that it is studied not just for its linguistic and historical significance but also for its relevance to contemporary knowledge and understanding. Furthermore, the NEP 2020 highlights the need to develop high-quality teaching materials, promote research and innovation, and foster collaboration among institutions to enhance the teaching and learning of Sanskrit in higher education. It encourages the use of modern pedagogical methods, technology, and digital resources to make Sanskrit education more accessible, engaging, and relevant to students. It's important to note that the implementation of the NEP 2020 is a gradual process and may vary across different institutions and states in India. The specific details and availability of Sanskrit programs and courses in higher education may depend on individual university policies, faculty expertise, and student demand.

Research

The National Education Policy (NEP) 2020 in India recognizes the importance of Sanskrit as a language and its contribution to research and scholarship. The policy encourages universities and higher education institutions to promote research and innovation in Sanskrit studies. Under the NEP 2020, there is an emphasis on multidisciplinary education and integration of various disciplines. This includes Sanskrit studies, which can be integrated with other fields such as philosophy, literature, linguistics, history, archaeology, religious studies, and more. The policy encourages universities to create an environment that fosters research in Sanskrit and its diverse areas of study. The NEP 2020 also highlights the importance of developing high-quality teaching materials and resources for Sanskrit research. It encourages the creation of research centers, institutes, and departments dedicated to Sanskrit studies to facilitate in-depth research and promote scholarly activities. The policy recommends the use of technology and digital platforms to enhance research in Sanskrit and make it more accessible to scholars and researchers. Furthermore, the NEP 2020 encourages collaboration and networking among universities and research institutions at the national and international levels for the advancement of Sanskrit research. It promotes the exchange of ideas, scholarly publications, and joint research projects to enrich the field of Sanskrit studies. It's worth noting

that the implementation of research provisions in the NEP 2020 may vary across institutions and states in India. The specific details and opportunities for Sanskrit research would depend on the policies and priorities of individual universities, availability of resources, and the engagement of scholars and researchers in the field.

Teacher Education

The National Education Policy (NEP) 2020 in India acknowledges the significance of teacher education and the role of teachers in promoting Indian languages, including Sanskrit. The policy highlights the importance of providing high-quality teacher education programs that equip educators with the necessary knowledge and skills to effectively teach Sanskrit. Under the NEP 2020, teacher education programs are encouraged to include courses and modules that focus on the teaching of Indian languages, including Sanskrit. The policy emphasizes the need for teacher training institutions to offer specialized Sanskrit teacher education programs to ensure that teachers have the expertise and competence to teach the language effectively.

The NEP 2020 also emphasizes the integration of modern pedagogical methods and technology in teacher education. This applies to the teaching of Sanskrit as well, suggesting the use of innovative teaching approaches, digital resources, and technology-enabled platforms to enhance Sanskrit instruction. Additionally, the policy recognizes the importance of continuous professional development for teachers. It encourages teacher educators to engage in research, attend workshops and conferences, and participate in collaborative learning communities to enhance their knowledge and teaching skills in Sanskrit. Overall, the NEP 2020 highlights the significance of quality teacher education in promoting Sanskrit and Indian languages. It emphasizes the need for teacher educators to be adequately trained and equipped to provide effective instruction in Sanskrit, ensuring the preservation and promotion of the language in the education system.

Employment

The National Education Policy (NEP) 2020 in India recognizes the value of Sanskrit and its potential contribution to employment opportunities. While the NEP 2020 does not specifically outline

the employment prospects related to Sanskrit, it acknowledges the importance of promoting multilingualism and preserving Indian languages, including Sanskrit, as part of India's cultural heritage. By encouraging the study of Sanskrit, the NEP 2020 aims to equip students with a well-rounded education that includes an understanding of classical languages, literature, and cultural traditions. Such knowledge can contribute to a broader understanding of Indian history, philosophy, and society. While Sanskrit itself may not be directly linked to specific employment opportunities in all sectors, the skills and knowledge gained through the study of Sanskrit can have broader applications. For example, Sanskrit language skills can be useful for those pursuing academic or research careers in fields such as linguistics, literature, archaeology, history, or religious studies. Additionally, knowledge of Sanskrit can be advantageous for individuals pursuing careers in cultural preservation, heritage management, tourism, and related industries. Besides, Sanskrit can be seen as a foundational language that helps develop strong linguistic and analytical abilities. These skills can be beneficial in various professional domains, such as law, administration, journalism, communication, and academia. It's important to note that the employment prospects related to Sanskrit would depend on various factors, including individual interests, career goals, and the overall demand and market dynamics in specific sectors. Students who have a passion for Sanskrit and pursue advanced studies or research in the field may find opportunities in academic and research institutions. However, the specific employment outcomes would also depend on individual capabilities, qualifications, and the availability of job opportunities in the respective fields.

Challenges in the Implementation

As of my last update in September 2021, the National Education Policy (NEP) 2020 in India has proposed the promotion and implementation of Sanskrit language education at various levels. While the NEP aims to revitalize and promote Sanskrit as an integral part of India's cultural and educational heritage, there are several challenges that may be encountered during its implementation:

Lack of Qualified Teachers: Sanskrit is a specialized language that requires teachers with

expertise in the language, grammar, and its cultural context. However, finding a sufficient number of qualified Sanskrit teachers may be a challenge, especially in regions where the language has not been traditionally taught or emphasized.

Limited Resources and Materials: Developing and procuring appropriate textbooks, learning resources, and teaching materials for Sanskrit can be a significant hurdle. The creation of quality educational materials may require substantial investment and coordination.

Low Demand and Interest: The demand for Sanskrit language education among students may be relatively low compared to other languages. Students and parents might prioritize learning languages perceived as more practical or globally relevant, which can lead to limited enrollment in Sanskrit classes.

Perception of Difficulty: Sanskrit is often considered a complex and challenging language to learn, which may deter students from opting for Sanskrit courses. Addressing this perception and making the learning process enjoyable and accessible will be important.

Integration with the Curriculum: Integrating Sanskrit language education within the existing curriculum and timetable can be challenging, especially in schools with limited instructional hours. It may require adjustments and compromises with other subjects.

Regional Variations: India has diverse linguistic communities, and the availability and demand for Sanskrit language education may vary significantly across states and regions. Implementing a standardized approach while accommodating regional variations can be complex.

Sustaining Interest and Continuity: It's essential to ensure that the initial enthusiasm for learning Sanskrit does not wane over time. Maintaining student interest and motivation in continuing their Sanskrit studies is vital for the long-term success of the language education program.

Infrastructure and Technology: In many schools, particularly in rural areas, there may be a lack of adequate infrastructure and technological

support for effective Sanskrit language teaching. This could limit the use of digital learning resources and tools.

Teacher Training: Along with the scarcity of qualified teachers, there may also be a need for specialized training programs to equip existing teachers with the necessary skills and knowledge to effectively teach Sanskrit.

Assessment and Evaluation: Developing appropriate assessment methods to evaluate students' proficiency in Sanskrit can be challenging, particularly considering the language's unique structure and characteristics.

Addressing these challenges requires a coordinated effort from policymakers, educators, and the community to create a conducive environment for the promotion and implementation of Sanskrit language education as envisaged in the NEP 2020.

Role of Technology-enabled Learning in Making Sanskrit More Accessible and Engaging

Technology-enabled learning can play a crucial role in making Sanskrit education more accessible and engaging for students. Here are some ways in which technology can contribute to the promotion and effective teaching of Sanskrit:

Online Resources and Courses: Technology allows for the creation of online courses, tutorials, and educational resources that can be accessed by students anywhere, breaking down geographical barriers. These resources can cater to different proficiency levels, making Sanskrit education available to learners with varying levels of prior knowledge.

Interactive Learning Platforms: Technology can offer interactive platforms, apps, and software that engage students with gamified learning experiences, quizzes, and exercises. Such interactive elements can enhance retention, motivation, and enjoyment in the learning process.

Virtual Classrooms and Webinars: Virtual classrooms and webinars enable live interactions with expert Sanskrit teachers, regardless of the learner's location. These sessions can provide real-time feedback, answer questions, and facilitate discussions, enhancing the overall learning experience.

Mobile Applications: Mobile apps can enable learners to access Sanskrit lessons, dictionaries, and language exercises on their smartphones. This flexibility allows students to engage with the language during their free time, making learning more adaptable to their schedules.

E-books and Digital Libraries: Technology facilitates the creation and distribution of e-books and digital libraries containing Sanskrit literature and texts. Students can access a vast repository of classical Sanskrit texts, making learning the language more meaningful and relevant.

Pronunciation Tools: Sanskrit's correct pronunciation is crucial for understanding its nuances and depth. Technology can provide audio tools and speech recognition software to help students practice and improve their pronunciation.

Augmented Reality (AR) and Virtual Reality (VR): AR and VR technologies can bring the ancient world of Sanskrit literature, culture, and historical sites to life. Through virtual tours and immersive experiences, students can have a deeper understanding of Sanskrit's context and relevance.

Social Learning Platforms: Online communities and forums dedicated to Sanskrit can encourage collaborative learning, discussions, and knowledge-sharing among learners, teachers, and language enthusiasts.

Data Analytics for Personalized Learning: Technology can analyze student performance data to identify areas where individual learners may need more support. Adaptive learning platforms can then provide personalized learning paths to cater to each student's specific needs.

Preservation of Sanskrit Heritage: Technology can aid in the digitization and preservation of ancient Sanskrit texts, manuscripts, and artifacts, ensuring their accessibility for generations to come.

By leveraging technology in these ways, Sanskrit education can become more accessible, interactive, and appealing to a wider audience, contributing to the revitalization and promotion of this ancient language.

Conclusion

The National Education Policy--2020 (NEP-2020), a landmark reform in India's education

system, aims to revitalize and promote the Sanskrit language, which holds significant historical and cultural importance. Sanskrit, often referred to as the "language of the gods" and the oldest known Indo-European language has a profound influence on the linguistic and cultural heritage of India. Despite its ancient lineage, Sanskrit has experienced a decline in usage and recognition over the centuries. However, the NEP-- 2020 endeavours to bring about the revival of Sanskrit with the goal of nurturing a generation of students who appreciate its richness and relevance. This abstract delves into the strategies and measures laid out in the NEP 2020 to achieve the revitalization of Sanskrit. Firstly, the policy emphasizes the early introduction of Sanskrit at the foundational level of education, thereby instilling an appreciation for the language from an early age. Additionally, the NEP encourages the development of contemporary and practical curricula for Sanskrit, making it more relatable and accessible to modern learners. Moreover, the NEP 2020 encourages the establishment of Sanskrit learning centers and institutions that promote research, advanced studies, and interdisciplinary approaches to the language. These centres will act as hubs for the exchange of ideas, cultural integration, and fostering a deep understanding of Sanskrit's contribution to various disciplines such as science, mathematics, literature, and philosophy. Furthermore, the policy seeks to bridge the digital divide by providing technological support and resources to make Sanskrit learning available online. This initiative aims to connect students and teachers across the country, promoting the dissemination of knowledge and fostering a wider Sanskrit-speaking community. The NEP 2020 also acknowledges the importance of trained educators and proposes professional development programs for Sanskrit teachers. These programs will equip teachers with innovative teaching methods, ensuring a vibrant and engaging learning environment for students.

Sanskrit is often referred to as the "language of the gods" and the oldest known Indo-European language has a profound influence on the linguistic and cultural heritage of India. Despite its ancient lineage, Sanskrit has experienced a decline in usage and recognition over the centuries. The revival of the Sanskrit language in the NEP-- 2020 is a thoughtful and comprehensive effort to preserve the linguistic

and cultural heritage of India. By integrating Sanskrit into the mainstream education system and adopting modern teaching methodologies, the NEP 2020 aims to rekindle interest in Sanskrit among the younger generations and foster a renewed appreciation for the profound wisdom embedded in this ancient language. However, the NEP–2020 endeavours to bring about the revival of Sanskrit with the goal of nurturing a generation of students who appreciate its richness and relevance. This abstract delves into the strategies and measures laid out in the NEP 2020 to achieve the revitalization of Sanskrit. Firstly, the policy emphasizes the early introduction of Sanskrit at the foundational level of education, thereby instilling an appreciation for the language from an early age. Additionally, the NEP encourages the development of contemporary and practical curricula for Sanskrit, making it more relatable and accessible to modern learners. Moreover, the NEP 2020 encourages the establishment of Sanskrit learning centers and institutions that promote research, advanced studies, and interdisciplinary approaches to the language. These centers will act as hubs for the exchange of ideas, cultural integration, and fostering a deep understanding of Sanskrit's contribution to various disciplines such as science, mathematics, literature, and philosophy. Furthermore, the policy seeks to bridge the digital divide by providing technological support and resources to make Sanskrit learning available online. This initiative aims to connect students and teachers across the country, promoting the dissemination of knowledge and fostering a wider Sanskrit-speaking community. The NEP 2020 also acknowledges the importance of trained educators and proposes professional development programs for Sanskrit teachers. These programs will equip teachers with innovative teaching methods, ensuring a vibrant and engaging learning environment for students.

The revival of Sanskrit language in the NEP 2020 is a thoughtful and comprehensive effort to preserve the linguistic and cultural heritage of India. By integrating Sanskrit into the mainstream education system and adopting modern teaching methodologies, the NEP 2020 aims to rekindle interest in Sanskrit among the younger generations and foster a renewed appreciation for the profound wisdom embedded in this ancient language

The National Education Policy (NEP) 2020 recognizes the importance of preserving and

promoting the Sanskrit language. It emphasizes the need to revitalize Sanskrit education and provide various avenues for its development. Here are some of the avenues for Sanskrit language in NEP 2020:

Early Childhood Education: The NEP 2020 highlights the significance of early childhood education in promoting multilingualism. It encourages the integration of Sanskrit as an option in the curriculum for children to develop an appreciation for its rich heritage and culture.

Foundation Stage: The policy promotes the teaching of Sanskrit as an optional language at the foundation stage, along with other classical languages, such as Tamil, Telugu, Kannada, and Malayalam. This allows students to explore Sanskrit and its linguistic nuances from an early age.

School Education: The NEP 2020 suggests incorporating Sanskrit as an important language in school education. It emphasizes the need for quality textbooks, resources, and teaching methodologies to make Sanskrit education engaging and accessible for students.

Multilingualism: The policy recognizes the importance of multilingualism and encourages schools and educational institutions to offer Sanskrit as an optional language alongside other modern Indian language. This helps students to develop proficiency in Sanskrit and gain a deeper understanding of Indian culture and literature.

Higher Education: The NEP 2020 advocates for the establishment of Sanskrit universities and colleges to promote advanced research, higher studies, and skill development in Sanskrit language and literature. It encourages interdisciplinary studies, such as Sanskrit combined with modern subjects like science, technology, management, and humanities.

Technology-enabled Learning: The policy highlights the use of technology for Sanskrit language learning. It suggests developing online courses, mobile apps, e-learning platforms, and digital resources to make Sanskrit education more accessible and interactive.

Sanskrit Research and Innovation: The NEP 2020 emphasizes the importance of promoting research, innovation, and development of Sanskrit language and literature. It encourages the

establishment of research centers, scholarships, and funding opportunities to encourage scholars and researchers to explore and contribute to Sanskrit studies. These avenues provided by the NEP 2020 aim to revitalize Sanskrit language and literature, promote its usage, and preserve its cultural and linguistic heritage in India's education system.

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We Congratulate.....

Dr. Dheeraj Sharma for taking over as the Vice Chancellor, Hemvati Nandan Bahuguna Garhwal University, Srinagar Garhwal, Uttarakhand with effect from June 28, 2023.

Air Vice Marshal (Dr.) Dilip Chandra for taking over as the Vice Chancellor, Sikkim Manipal University, Gangtok with effect from August 01, 2023.

Prof. (Dr.) Rajul K Gajjar for taking over as the Vice Chancellor, Gujarat Technological University, Gandhinagar, Ahmedabad with effect from August 03, 2023.

Shri Varun Sharma for taking over as the Chancellor, MVN University, Palwal, Faridabad, Haryana with effect from August 04, 2023.

Dr. Niteen V Patil for taking over as the Vice Chancellor, Maharashtra Animal and Fishery Sciences University, Nagpur, Maharashtra with effect from August 11, 2023.

Dr. D K Vista for taking over as the Vice Chancellor, Chaudhary Sarwan Kumar H.P Krishi Vishvavidyalaya, Palampur, Himachal Pradesh with effect from August 22, 2023.

Youth Education in Nation-building

Rajnath Singh, Hon'ble Minister of Defence, Government of India, New Delhi delivered the Convocation Address at the 30th Convocation Ceremony of the Manipal Academy of Higher Education, Manipal, Karnataka on November 18, 2022. He said, "I call upon all of you here to use your education, your knowledge, to move ahead in life and be innovative such that you contribute to society and to the nation. You must forge your way ahead, develop new technology, increase innovation, set up new companies and research centres. You must set out a target and achieve that target without any fear or hesitation." Excerpts

Today, I will deliver my speech neither in English nor in Hindi but in Hinglish. I am delighted to be here at the Convocation organized by the Manipal Group of Educational Institutes amongst all the teachers, the institutional staff, and our young friends. At the onset, I congratulate the students here today who will receive their degree, as the fruit of several years of their hard work and commitment. I congratulate the teachers of the institution as well, who have given wings to the aspirations of the students and researchers. It is the result of your diligence that Manipal group of educational institutes is one of the highly reputed institutions not only within India but internationally as well.

Coming here today, to this convocation takes me back to the days of my youth. Before starting my political career, I too have been a research scholar and a teacher of physics. Thus, I am not detached from the academic world. Whenever I get the opportunity to interact with students, trainees and researchers, I am naturally very pleased. What better opportunity than to visit your institution that is renowned internationally for its contribution to education and research? Today, the youth constitute a large part of India's population demographic, and in grooming this youth, Manipal has made an important contribution.

It pleases me immensely that MAHE has expanded its roots not only across the nation but also to Dubai and Malaysia. The success of Manipal Academy of Higher Education reflects the values of Dr TMA Pai, the same values with which he had laid and nurtured the foundation of this institution. Legendary institution builder Dr Pai was a visionary. Manipal Group and Syndicate Bank are two of his pioneering projects, that have contributed to the educational and economic growth of India, for which he will be gratefully remembered in the time to come.

I bow my head to this motherland of Karnataka that has endowed great personalities who have made

India proud in the international arena. It is this region that the great poetess Akka Mahadevi belongs to, who gave a new form to the Bhakti movement and to women empowerment in the country. Legendary philosophers Madhavacharya and Kanakadasa also belong to this region. As we know, Kanakdas was not permitted to enter the Krishna Temple here. He would pray to God through a small window at the back of the temple. As the myth goes, his devotion to God led Lord Krishna to turn and face the window at the back whereby, Kanakdas could then pray to the Lord. Bharat Ratna M Visvesvaraya, the renowned engineer also belongs to this region. In the area of defence as well, it is from this land that Field Marshal KM Cariappa, brave soldier and formidable leader belongs. Whenever, the brave soldiers who have fought with their lives to protect the sovereignty of this nation, will be remembered, Field Marshall KM Cariappa shall also be remembered. This region of Karnataka has endowed the country with many such leaders whose ideals and values must be embedded in our lives as well.

When I was able to commit myself to come to this convocation, I was in deep thought as to what issues must I highlight in my address. The first thought that came to my mind was that what better than the idea of '*shiksha-diksha*' to address at an educational institute? When I refer to '*shiksha-diksha*' here I refer to the theoretical as well as practical aspects of it. It is not sufficient to only be knowledgeable, but also have the wisdom to implement that knowledge when appropriate. You must know the famous saying, "Knowledge is knowing that tomato is a fruit, but wisdom is not using tomato in a fruit salad." It is not sufficient to be educated or have bookish knowledge, but it is important to know how and when to implement that knowledge towards the well-being of society.

Here I want to give you the example of Ram and Raavan. Raavan was more learned and

knowledgeable than Lord Ram. He was even stronger and wealthier than Lord Ram. Not only in India, but across the globe, those who follow our culture and traditions do not worship Raavan but pray to Lord Ram. He was always wise in his decisions. After gaining victory over Lanka, he did not sit on the throne, but handed the throne over to the rightful heir, Vibhishan. Thus, along with knowledge, it is important to use wisdom in life. Education is not limited only to our CVs or profile but is an important aspect of our lives.

You must have read the quote by famous American philosopher and educationist, John Dewey, "Education is not the preparation for life, it is the life itself". Education must not be limited to one's professional sphere, but it must be implemented in our daily lives, our personal lives and this implementation of education in our lives is what is referred to as '*diksha*'.

We have a famous saying, 'सा विद्या या विमुक्तये', it means that education is that tool that liberates you from all limitations, towards progression in life. These limitations could be that of incapacity, poverty, unemployment or backwardness. It could be of inequality or injustice as well. The lack of education is the root cause of these limitations, and it is by obtaining education that we can transcend these limitations. The great leader Nelson Mandela believe, "Education is the most powerful weapon you can use to change the world."

Education is the first step towards character building. This character building is a prominent ideal in our Indian tradition. Swami Vivekananda on one of his trips abroad was critiqued by an individual that it would have been better, if he had dressed as a gentleman. He meant that it would be better if Swami Vivekananda was dressed in a suit (Western attire) to address the assembly. At the time, Swami Vivekananda didn't respond, but when he came to address the assembly, he stated "In your country, tailor makes the man, but in our country, character makes the man."

Education opens the avenues of our thoughts and assumptions. It enables man to rise above selfish interests and inspires us to contribute towards social, national and global welfare. It is education that awakens the capabilities of man. As Rabindranath Tagore said,

चित्तं যেথা ভয়শূন্য, উচ্চ যেথা শির (Where the mind is without fear and the head is held high)

জ্ঞান যেথা মুক্ত, যেথা গৃহের প্রাচীর, (Where knowledge is free)

আপন প্রাঙ্গণতলে দিবসশরীরী

বসুধারে রাখে নাই খণ্ড ক্ষুদ্র করি, (Where the world has not been broken up into fragments by narrow domestic walls)

The rishis and munis (saints) of our country believed in the saying 'বসুধৈব কুটুম্বকম' meaning that the whole world is one family and have spread their knowledge and values across the world without limiting themselves to national boundaries. This approach is possible only through education. If we approach education with patience, civility, loyalty, faith and commitment, it can take us to the highest levels of knowledge, it will lead us to enlightenment.

Without a strong foundation, a building cannot stand, without deep roots trees do not grow, similarly, without our knowing our culture, traditions and golden past, no civilization can achieve great heights. There was a time when India held the 1st rank in science and technology internationally. However, after decades of the British Raj, not all of us know that aspect of India's glorious past. All of you here will be known to the use of the 'zero' in your lives. The concept, philosophy, mathematics of the 'zero' originated in India. The students of mathematics will know the quadratic equation $(a+b)^2 = a^2 + b^2 + 2ab$. Where did this quadratic equation originate? It was the discovery of Indian mathematician Swami Sridharacharya. It is proven today and globally accepted. But there are some among us Indians who contradict this. People believe that the Pythagoras theorem is believed to be the discovery of the Greek philosopher Pythagoras, but in fact, 300 years before Pythagoras, this theorem was invented in India by Baudhayana Rishi and it is still available in Sanskrit.

Great scholars and scientists such as Bharath, Aryabhat, Varahavir, Bramhagupt, Baudhayana, Sharad, Susrutha, Nagarjun belong to our country. Around 1000 years before famous philosopher Copernicus, Aryabhat had proved that the earth is round and that it rotates on its own axis. India's list of achievements in the field of science is long, but at the same time, it was not limited in the study of other fields, be it economics, political science or public administration. In these subjects as well, India has been the pioneer but decades of the British Raj has eroded this knowledge system. Today, we must try again to regain this past glory of India and towards this aim, our economic

development is very important. For the development and progress of any nation, the quality and quantity of its human capital play primary roles.

Historically, those civilizations were economically developed, where the soil was fertile and water resources were abundant. Agriculture was viewed as the primary wealth creator. Later, as the state system was developed and empires took over the governance systems, those civilizations prospered that were near iron-ore deposits. Later, those empires prospered who had sturdy and high quality horses. In the modern age, the nations which had access to seaports whereby they could establish trade relations with countries across the world have developed aggressively.

But today, the world has changed. Society today is knowledge intensive. The technological capabilities and the innovative flare of the nation's citizens are very important in today's age. To show our prowess in the international field, India must develop its human capital. India today has a young population demographic and therefore it is important to provide appropriate employment opportunities to them. I am proud to state that Manipal group of educational institutions is making an important contribution to the development of this country. Again, I would like to congratulate this institution.

I would like to congratulate all the girls who are graduating from here today. Women empowerment is the first step towards a strong and prosperous nation. Our guest of honour today, Lt Gen Madhuri Kanitkar is a role model for our young women. With leadership such as hers, I believe that our nation will certainly be prosperous.

If we look at human civilization, especially in the last 200-300 years, universities have made an important contribution to civilization. The knowledge in the fields of art, literature, science, law, politics, economics, philosophy, and governance has been made available by universities itself. Today the Silicon Valley is the nodal point of the world's computers and software (Information Technology). If you look back, the roots of the Silicon Valley lie at Stanford University. I believe that in the future, when it comes to spreading knowledge and innovation, one of our universities will serve as an incubation centre. It is certainly not that our universities have not contributed towards knowledge creation until now. From the fields of agriculture to medicine, as well as IT, our universities have reached prominent heights.

Today, several top companies such as Google, Microsoft, Adobe and IBM are being led by people who have graduated from Indian universities. It is thought provoking that if these Indian graduates can lead these companies, is it not possible that the same Indian talent can set up the top companies within India itself. Earlier, the start-up ecosystem was not accessible in India. However, in the last decade or so, the landscape has changed. You will be pleased to know that before 2014, there were probably only about 500-600 start-up companies, but today, there are more than 70,000 start-up companies in India. Of these 70,000, more than 100 have become unicorns. This success story of Indian start-ups has been written by the youth of the country, the same as all of you here.

That is why, I call upon all of you here to use your education, your knowledge, to move ahead in life and be innovative such that you contribute to society and to the nation. You must forge your way ahead, develop new technology, increase innovation, set up new companies and research centres. You must set out a target and achieve that target without any fear or hesitation. In this context, I want to refer to a poem by Robert Frost:

“Two roads diverged in a wood, and I—
I took the one less travelled by,
And that has made all the difference”

I believe that this is the sentiment that we all must inculcate in our endeavours. Accept challenges in life and forge your way ahead with courage, success is awaiting you. Satya Nadela, one of the most successful CEOs in the world, comes from this institute. If one student can graduate from here to become Satya Nadela, then I am sure that in the time to come, the graduates from this institute will reach greater heights. It is my aspiration that the graduates here today, will not only lead a successful company outside the nation, but will set up and lead several internationally renowned companies in India.

There won't be anyone here who is unaware of the contribution of Swami Vivekananda. He was the driver of a holistic development. He laid equal importance on science, spirituality, and moral education. He believed that while the materialistic development of man is important, but equally important is his spiritual development. It is only then that his personality can develop wholly. Today, the idea of spirituality is tied to religion, but that is not the case. The development of the mind, the conscious and sub-conscious is the

crux of spirituality. We can put this in a mathematical equation as well. Let us consider that the mind is a circle. As the circumference of the circle increases, so does the magnitude of happiness and satisfaction increase and later in life, we will reach the greatest heights of contentment.

I would like to tell all of you here today, never do anything half-heartedly. You may have to face some challenges at first, you may have to incur some loss perhaps, but always put in all you have and you will be rewarded, in the long run. Science can tell you how to tackle a challenge, but the path you take to approach the challenge, how ethically you deal with it, will be decided by you and your subconscious. Thus, at universities, education (*shiksha*) is important, but we must pay equal importance to '*diksha*', to the values that we learn through our experiences. The path we take ahead in life, is decided by this '*diksha*', these values. You must have heard the poem by the Persian poet, Rumi:

“The angel is free because of his knowledge, the beast because of his ignorance.

Between the two remains the son of man to struggle.”

The moral here is that while we struggle between enlightenment and ignorance, we must follow the values of तमसो मा ज्योतिरि गमय (lead us from ignorance to truth) we must always move forth towards knowledge and enlightenment.

Here, I would like to refer to the National Education Policy 2020. The objective of the National Education Policy is to develop a global citizen in every youth through the amalgamation of traditional and modern education systems. The most important asset to the progress of any country, is its youth. Towards developing the target of a 5 trillion economy set by the Honourable Prime Minister Narendra Modi, the youth of this country has a major contribution to make and I am confident that you, the youth will make this contribution. The energy, hard work and dedication of our youth, have backed the heights our country has reached today and India is fostering its way as a global super-power in the international arena.

You must have read the recent Morgan Stanley Report that states that in a mere five years, the economy of India will be listed among the world's

top three economies. The emergence of India as a superpower has been called as a “once in a generation shift”. I believe that this is just the beginning. Backed by our youth, the engines of our nation have just begun to fire. I am confident that by 2047, the world's top economy will be the Indian economy and it is with this confidence and belief that our youth must forge their way ahead. I believe that as a nation, we are simply testing the waters, we have to take flight still.

अभी तो नापी है मुट्ठी भर ज़मीन हमने
अभी तो सारा आसमान बाकी है

I am proud to say that today, international forums consider the opinion of India.. Especially in dealing with issues related to terrorism, India has led the world and is successful in gathering the support of other nations as well. India has not interfered in the internal matters of any other nation, but when instigated, will respond without hesitation or ambivalence.

This convocation is not the end of education, but rather today you will move out of university and step into new avenues in your lives. The true test of your lives will start now. “The examination of life begins when life of exams ends.” I am confident that all of you here will be successful in this examination of life. I am pleased to see the intelligent, competent, and industrious youth here today. I am confident that all of you here will make your mark in the world wherever you are. But remember that behind your success, is the contribution and efforts of your university, of your parents and your guardians. We all know of the valour of Chhatrapati Shivaji, but behind his valour was the hand of his mother Jijamata. We know of the conquests of Alexander,

The Great. But behind his successful conquests was the training of Philip II. Similarly, we all know of Lord Ram, but behind his unscarred character were the values taught to him by his parents and that is why often the greater credit is given to his father King Dasharath.

राम राम सब कोई कहे, दशरथ कहे न कोय।
एक बार दशरथ कहे कोटि यज्ञ फल होय।।

I congratulate all of you today and give my best wishes for all your endeavours further in life. With this, I end my address.

Thank you!

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CAMPUS NEWS

Latest Events of Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

The following are the Latest Events organized by the Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore, recently.

Workshop on Gond Tribal Art

A three-day workshop on 'Gond Tribal Art' was organized by the Shri Vaishnav Institute of Textile Technology under Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore on August 23-25, 2023. The event was organized for the college students to promote the traditional art of Madhya Pradesh among the youth as well as to promote the creativity of students. About fifty participants participated in the event.

There were eight sessions including the exhibition. Ms Sangeeta Patodi, Gond Art Expert from Pidilite demonstrated the different articles based on Gond Tribal Art and different materials and their handling while Dr. Anu Ukande, Assistant Professor, SVIFA presented the history and Master Artisan in this field. The Gond's art on the Fabric by choosing a motif and sketching it was demonstrated. The participants learned the Gond Artwork directly on the Canvas board and developed artistic skills in art and design. The accessories were used for Mouldit kit and created Gond Art on them. Finally, all the articles were displayed for an exhibition.

Arch. Vishal Yardi from SVIA was the Guest of Honor during the Valedictory Session. In his speech, he motivated the students with their talents. Dr. Namit Gupta Director, SVITS was the Chief Guest. He deliberated on the 'Promotion of the Indian Traditional Textile Industry'. Ms Sangeeta Patodi, Resource Person was facilitated by the Director, Dr. V R Sampath. The prizes were distributed to the winners.

Induction Programme—ABHINANDAN-2023

The Induction Programme 'Abhinandan-2023' was organized for the new batches of the university from August 17-21, 2023. The Coordinator, Dr. V R Sampath, Director, SVITT presented a brief view of *Abhinandan*.

In his Welcome Address, Dr. Upinder Dhar, Vice Chancellor of the University asked all the students to embrace challenges as they will shape them into better and more evolved people. Dr. Dhar asked students to learn from their mistakes and keep growing and not to be taken aback by failures and also accentuated that there is no substitute for hard work and asked students to focus on the three key points - hard work, determination and resilience to overcome any obstacles in their life. He ended his deliberation by urging all the students to dream big and enjoy their academic sojourn.

Shri Purushottamdas Ji Pasari, Chancellor welcomed the students and said that *Abhinandan-2023* is a reflection of the culture and rituals of our country, in which the entrance ceremony for the newly admitted students is organized according to the *Gurukul* tradition. He emphasized the importance of education in the overall development of mental, moral, and physical strength and wished them success in all their future endeavors.

The Oath Taking Ceremony was conducted by the Rector and Dean, FDSR, Dr. Santosh Dhar and Abhinanditi-2023 and was released by all the distinguished dignitaries. The Guest of Honor, Wing Commander, Venkataachalam Sekkappan, Administrative Head, TCS Indore, in his brief deliberation, asked all the students to make their college experiences most memorable, get organized, embrace curiosity, develop effective note-taking skills and prioritize self-care. A memento was presented to the Guest of Honor by the Chancellor and the Vice Chancellor. Introduction and Citation Reading of the Chief Guest was preceded by Dr. Namit Gupta, Dean, Engineering and Architecture followed by Presentation of Citation and Memento by the Chancellor and the Vice Chancellor. The Chief Guest, Padma Shri, Kailash Madbaiya, an Eminent Poet of Hindi and Bundeli genre, in his address expressed his heartfelt gratitude for being called upon as the Chef Guest of the ceremony. Padma Shri Kailash Ji eulogized Madhya Pradesh for its rich hospitality and truly being the heart of the country. He enthralled the audience with his beautiful poetic lines and blessed the students on their prolific and

enriching academic journey. The inaugural session ended with a Vote of Thanks proposed by Shri Kamalnayanji Bhuradiya, Secretary, Shri Vaishnav Trust. Dr Rupa Shinde, Professor and Head of Humanities conducted the programme and Dr Nobert Solomon, Assistant Professor of Humanities was the Rapporteur of the session.

Mr. Tony Shukla, Rotarian and Motivational Speaker delivered his speech and he was welcomed by Dr. V R Sampath. Mr. Shukla stated that GITA is the best motivational book to learn about life and students should follow and practice its lessons to succeed in life. Towards the end of the session, Dr. Dinesh Nagar, Director of the SVISSHA, Indore presented a token of appreciation to Mr. Tony Shukla. Further, all the participants spoke about the programmes of their respective institutes. Dr. Supragya Thakur, Associate Professor, Department of Physics explained the hostel facilities of the university and suggested ways to avail them. Dr. Sudhanshu Dubey, Associate Professor, Department of Civil Engineering provided a session on bus facility, and its fees, as well as briefed the students about the code of conduct for bus transportation and explained all the bus routes, and answered students' queries related to transportation facility being offered. The Session Moderator was Dr. Ujla Daswani, Assistant Professor and Session Rapporteur was Prof. Dinesh Kamble, Assistant Professor.

Understanding the Works of Nobel Laureates—UTPRERNA

The Science Club organized the 'Understanding the Works of Nobel Laureates—UTPRERNA' on September 08, 2023. The dignitaries present at the event were Vice Chancellor, Dr. Upinder Dhar and Director, Shri Vaishnav Institute of Science, Dr. K N Guruprasad, Coordinator Science Club-2023, Dr. Pragya Palod, Co-coordinator Science Club-2023, Ms. Nandini Bansod, Members of Science Club-2023, and faculty from various departments, viz. Physics, Mathematics, Chemistry, Life Science, Forensic Science, and students. The event focused on the work done by Prof. Svante Pääbo, Swedish Geneticist, who was awarded the Nobel Prize in Physiology or Medicine in 2022 for his discoveries—*concerning the genomes of extinct hominins and human evolution*. The talk was delivered by Keynote Speaker, Dr. Sandhya Verma, Faculty, Department of Life Science.

The Host, Dr. Sandhya Verma, Faculty, Department of Chemistry, Member of Science Club 2023-24 delivered the lecture on the discovery by Prof. Svante Pääbo. The key points of her lecture were the Sequencing of the genome of the Neanderthal, an extinct relative of present-day humans, A sensational discovery that shows how humans are related to Neanderthals, Denisova: Discovery and analysis of Denisova specimens suggesting the events of interbreeding and contribution to modern-day humans, and Facts revealing unique characteristics of humans. Finally, the queries from the faculty as well as students were taken up.

Online Bridge Courses

The Ministry of Electronics and Information Technology (MeitY) in association with NASSCOM initiated *FutureSkills PRIME* programme for Re-skilling/ Up-skilling of students, faculty and IT manpower for employability. The Centre for Development of Advanced Computing (C-DAC), Hyderabad Centre of the Ministry is the Lead Resource Centre for Cyber Security and Co-Lead Resource Centre for Blockchain and 3D Printing and CAD Modeling technologies and it is offering the following three bridge courses Under *FutureSkills PRIME* programme.

- ***Pragmatic Approach to Cyber Security***

The course builds core competencies focusing on Security Threats and Vulnerabilities, TCP/IP Cyber Security Perspective, Cryptography and Network Security, Network Defence, Overview of End System Security, Threat Modelling, Application Security, and Malware Analysis. Also, this course offers a virtual lab through which participants can gain hands-on training on various cyber security tools with the aim of detecting and mitigating cyber security threats. The actual course fee is Rs 1200/- but the discounted course fee after applying the Discount/PROMO code (inclusive of taxes) is Rs 240/- only.

- ***Introduction to Blockchain Technology***

Introduction to Blockchain Technology provides insights into Blockchain technology and its platforms. It provides an overview of the structure and mechanisms of Blockchain. The participants will be able to understand how transactions are stored in a block and mined on a Blockchain. The course acts

as a bridge for advanced deep-skilling courses. This course offers a virtual lab through which participants gain hands-on training on popular tools/platforms used in developing core Blockchain. The actual course fee is Rs 1180/- but the discounted course fee after applying the Discount/PROMO code (inclusive of taxes) is Rs 118/- only.

- **Introduction to 3D Printing and CAD Modeling**

This course equips IT and Non-IT Professionals with strong fundamentals in Additive Manufacturing. The course explains how additive manufacturing technologies overcome the limitations of conventional manufacturing technologies and help in building product prototypes and models. The actual course fee is Rs 4000/- but the discounted course fee after applying the Discount/PROMO code (inclusive of taxes) is Rs 400/- only.

Each bridge course is offered in an online mode with 90-hour duration content consisting of recorded sessions with assignments, lab sessions, quizzes and online interactive sessions. These courses equip students, faculty, researchers, and professionals with strong fundamentals in these technologies and enable them to acquire skills in these emerging technologies. The faculty and students nominated by the AICTE approved institutions and Government Departments can benefit from these upskilling bridge courses, which are available at an affordable and discounted price for a limited period on the occasion of 75th Azadi Ka Amrit Mahotsav. The assessment fee for the above courses is Rs 600/- which is fully refundable after successful certification. Interested members may submit their nomination at <https://tinyurl.com/48npa9kv> to avail of the discounted price.

For further details, contact Mr. M Kumar, Joint Director, Centre for Development of Advanced Computing(C-DAC), Ministry of Electronics and Information Technology (MeitY), Government of India, Plot No. 6 & 7, Hardware Park, Srisailem Highway, Pahadi Shareef(Via), Keshavagiri (Post), Hyderabad-501510, E-mail: mkumar@cdac.in; Phone No: 040-29564859; Mobile No: 07382632324. For updates, log on to: <https://cdac.in/>

IDEA Silver Jubilee Conference on Emerging New World

A three-day Silver Jubilee Conference on ‘Emerging New World of Open and Distance Education Making Transformation Happen’ is being organized by the Indian Distance Education Association (IDEA) in collaboration with SDLCE, Kakatiya University, Warangal, Telangana from November 03-05, 2023 at Kakatiya University, Warangal, Telangana State. The Subthemes of the event are:

- Changing Learning Environment – Learner options and Perceptions: Reinventing the concept ‘Open to people, Open to Places, Open to Methods, Open to Ideas and Institutional Openness’- Present Status of the Slogan.
- Transforming and Empowering Higher Education through Open and Distance Education–Efficacy of Processes and Paradigms Re-examing New Developments including MOOCs/ Open Badges, Mobile Devices, Social Media Strategy Framework, Learning Analytics, Integrated Talent Management Systems, etc., Impact of these Innovations.
- Role of UGC and other Apex Bodies in Strengthening the ODL Systems - Implication of NEP -2020 on ODL and Need for a National Policy on ODL- Are we serious about what we have proposed in the introductory part of the NEP Document?
- Theorizing the ‘Indian Context’ of ODL – The Debate of What- Why and How?
- Digitization of Education and the Proposal of Creating a National Digital University- Where We are Heading to?
- Innovations and Best Practices in ODL – Case studies and Real life projects: The Indian Experience.

For further details, contact, Prof. Romesh Verma, Secretary General, IDEA, H. No. 03, Lane No 31 (Oppt. Govt High School), Greater Kalish, Jammu, J and K- 181 012. E-mail: romeshvermajammu@gmail.com. For updates, log on to: <https://kakatiya.ac.in/events/>

Faculty Development Programme on Artificial Intelligence in Education

A twelve-day Capacity Building Programme on ‘Artificial Intelligence in Education’ was organized by the Association of Indian Universities (AIU), New Delhi— Academic and Administrative Development Centre (AADC), Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, Tamil Nadu-) in collaboration with Centre for Machine Learning and Intelligence (CMLI) from June 19-30, 2023. About forty-five participants from various Higher Education Institutions (HEIs) including a few international participants attended the programme through online mode.

Dr. K Ramya, Nodal Officer of the event delivered his welcome speech and elucidated the center’s objectives and its historical activities. Subsequently, Dr. P Subashini, the Coordinator of CMLI expounded on the event’s objectives and execution.

Dr. Bharathi Hari Shankar, Vice Chancellor delivered her Keynote Address, underscoring AI’s pivotal role in the pedagogical sphere. Drawing from everyday scenarios, she accentuated AI’s potential to create immersive educational experiences and effectively cater to a diverse global audience, transcending geographical boundaries.

Dr. Basheerhamad Shadrach, Director of the Commonwealth Education Media Centre for Asia delivered an encompassing address during the inauguration. He discussed AI’s stages, frameworks, and foundations, including machine learning. The session highlighted AI’s educational paradigms, global growth, and applications, emphasizing personalized learning, automation, and skill development for future employability, underscoring AI’s transformative potential in education.

Dr. S P Thyagarajan, Former Chancellor, Avinashilingam Institute led a session on ‘Confluence of National Education Policy (NEP) and Technology’. NEP emphasizes holistic education with AI integration to nurture skills for evolving industries. Institutions must drive industry-aligned research and experiential learning. Technology

Enhanced Learning (TEL) with tools like computer-assisted learning, mobile apps, and VR was central. The session highlighted initiatives addressing online education, equitable tech access, and blended learning. Multidisciplinary education and tech integration were stressed. NEAT, leveraging AI for personalized learning, and PARAKH for holistic student assessment were introduced. The session encapsulated NEP-aligned holistic tech-driven education. The ensuing session encompassed an engaging activity wherein participants engaged in a pre-assessment exercise comprising Multiple-Choice Questions centered around the domain of Artificial Intelligence. The data collection process was facilitated via Google Forms, with the primary objective of gauging participants’ preliminary comprehension of the subject matter slated for discussion throughout the event.

Dr. K Murugan, former Registrar, Tamil Nadu Open University, Chennai, Tamil Nadu spoke about how AI can be used in e-learning. He discussed things like ChatGPT and Content Curation that make learning personal and resources easier to access. He also talked about smart tutoring systems that adjust to how you learn and use data to help design lessons. He explained machine learning types like supervised, unsupervised, and reinforcement learning, which build smart AI systems. He said that while AI is great, it’s tough because sometimes there’s not enough data or the systems get too big. AI can give feedback quickly and make learning fun, but we need to watch out for privacy, fairness, and cost issues.

Prof. Aleksander Petrovic, Vice President and Faculty of Philology, University of Belgrade talked about how AI can help in education. He focused on making students think critically and do research that helps industries. While AI can help bridge the gap between theory and real-life skills, Prof. Petrovic said that we need to be careful about its biases and not believe everything it promises. He also said that education should be fair and true, and we should be careful with technology. The talk looked at how AI affects what we think and learn, mentioning a group of AI-using priests in Germany. They discussed how AI is used in different areas like science, health, and

entertainment. Prof. Petrovic said we need to use AI in a good and respectful way for everyone's learning, to make the world better.

The activity session was coordinated by Dr. P Subashini, Coordinator of the event and Ms. Jennyfer Susan, Research Scholar, Department of Computer Science. Various AI-supported tools were demonstrated during the session. PDFGear Chatbot is an open-source tool that summarizes content from uploaded PDF files, making it easier to extract information from large documents such as books, research papers, and legal contracts. It offers features like PDF conversion, merging, annotation, editing, splitting, OCR, reading, and compression, providing users with an enhanced PDF experience. During the session, they discussed AI tools like ChatGPT that can chat like a person and answer questions. There are also models called DALL-E and DALL-E 2 that make pictures based on what you write. They also mentioned Tome, an AI tool for making slides in presentations. The session highlighted how AI can help in many ways, like making learning easier by summarizing things, talking like a person, and creating pictures. AI is getting better and is going to change how we learn in exciting ways.

Dr. T T Dhivyaprabha, Research Associate, Avinashilingam Institute highlighted AI's role in education. Personalized learning tailors content to individual interests; automated grading provides quick feedback. ChatGPT assists students, Intelligent Tutoring Systems offer support, and Learning Analytics spot trends. Dr. Dhivyaprabha presented University of Sydney case studies, including tools like Integrity-Bot, STACI, and AI Invoice Processor, showcasing successful AI integration across diverse fields.

Dr. V Bharathi Harishankar, Vice Chancellor led an informative session on how technology fits into education. She discussed how technology helps teachers access resources, plan courses, and manage tasks. She also talked about personalized learning platforms and simulations that make learning more inclusive. The benefits of AI in teaching and learning were explored, along with challenges like costs and AI's limits. The talk highlighted AI's potential to improve collaboration, customization, and predictive analytics. Dr. Harishankar explained how AI works with different teaching methods and settings. The session also mentioned using technology like

immersive experiences, games, and wearables to engage students but noted that real-time interaction is still important for effective learning.

Dr. Janani, Research Associate, Avinashilingam Institute presented a session on 'Canva, a Potent Design Tool'. Canva offers diverse features like text effects, shadows, frames, and graphics, aiding easy idea implementation. The Canva toolkit accelerates design creation with efficiency, including video editing through trimming and enhancement for images. Canva's extensive element range spans lines, shapes, graphics, text, audio, emojis, and more, ensuring design versatility. The platform houses tools like cropping, filters, and folders for streamlined customization. Adding background music, audio filters, and PDF conversion enhances its utility. Dr. Janani's session showcased Canva's richness, facilitating professional design with ease.

Dr. J Jayapriya, Christ University, Bengaluru delivered an enlightening talk about Artificial Intelligence (AI) focusing on its applications in computer systems like chess. The session demonstrated how AI algorithms play chess like humans, meticulously considering moves and their probabilities. The basics of AI were covered, explaining Narrow AI (task-specific) and General AI (human-like intelligence), along with Machine Learning and Deep Learning techniques. The session concluded by discussing AI's future growth and impact across various industries.

In the subsequent session, led by Dr. J Jayapriya, Christ University, Bengaluru, various open-source AI tools were introduced to enhance education. These tools promote personalized and interactive learning, encouraging creative teaching methods. The session emphasized how these tools benefit education, research, and content development. Dr. J Jayapriya presented advanced research tools in an AI for Academic Research session. Tools like ResearchRabbit.ai, Elicit.org, Unriddle.ai, ChatPDF, and Glasp were highlighted. Participants explored these tools, understanding their practicality for professional contexts. The session emphasized their significance and potential in academic research and collaboration.

Dr. Beto Lucena, Centre for Extended Learning Team at the University of Waterloo introduced a GPT-powered ChatBot designed to aid instructors

and students across education. It offers personalized recommendations for students, including study materials and research papers. The ChatBot supports homework, projects, study strategies, and language enhancement for non-native English speakers. It aids in exam preparation and stress management. While it's a significant resource, its real-time data access is limited, encouraging reliance on instructors for tailored guidance. Overall, the session demonstrated the ChatBot's potential to enhance learning experiences for instructors and students.

Dr. P Subashini, Programme Coordinator, and Ms. Mohana, Research Scholar, Avinashilingam Institute demonstrated the practical uses of ChatGPT for both educators and learners. They highlighted how ChatGPT enriches curriculum design, streamlining lesson planning by providing vocabulary, resources, and grammar assistance. It caters to diverse teaching needs, including worksheets, assignments, quizzes, and more. The session also explored ChatGPT's role in crafting engaging presentations through AI collaboration with the Tome app, offering content generation, color selection, and media integration. Its potential for personalized learning, immediate feedback, and inclusivity were underscored.

Under the guidance of Ms. Gayathri Shri, Scopik Edutech Ltd, Chennai diverse facets of Augmented Reality (AR) were explored. These encompassed the integration of digital elements into reality through holographic technology, showcased in applications like face AR try-ons and 3D models. Lens Studio's features, such as scripting and animation, were extensively discussed, along with the utilization of 360-degree portals for interactive experiences. The sessions also highlighted AR's educational potential, including speech recognition and text-to-speech functions. Furthermore, the incorporation of Voice UI and machine learning-driven object detection in Lens Studio was demonstrated, expanding AR's creative boundaries. Collectively, the sessions provided a comprehensive grasp of AR's capabilities for dynamic content creation.

During the session led by Dr. Vivekanandan Suresh Kumar, Associate Dean, Athabasca University, the discussion revolved around the limitations of traditional educational assessments and the benefits of embracing non-traditional approaches and AI-based evaluations. Traditional assessments like norm-referenced exams were critiqued for lacking

comprehensive understanding and hindering active learning. Non-traditional methods, such as portfolios and projects were highlighted for promoting engagement and critical thinking. AI-based assessments, utilizing technologies like GPT, were touted as transformative tools that provide insights, detect plagiarism, and assess teaching effectiveness. Ethical considerations regarding student data usage in AI assessments were also stressed.

Dr. P Subashini, Professor, Computer Science, Avinashilingam Institute discussed the imperative for responsible AI. Key points included the risks tied to AI systems, the necessity for understanding their functioning and addressing privacy and security concerns. Emphasizing principles like safety, transparency, and equality, the session underscored accountability, societal considerations, and potential impacts on jobs in the realm of AI deployment.

Dr. T T Dhivyaprabha, Research Associate, Avinashilingam Institute presented a session on 'Crowdsourcing in Education'. This approach involves outsourcing tasks to a diverse network through an open call, benefiting digital learning platforms. Case studies were explored, illustrating how crowdsourcing democratizes content creation, personalizes learning, and encourages collaboration. While offering substantial potential, ethical considerations were highlighted to ensure user well-being. Crowdsourcing is reshaping education by providing high-quality resources globally and holds promise for the future of learning.

Dr. P Subashini led the subsequent session on 'Mulsemedia in Education'. Mulsemedia involves engaging multiple senses in the human experience, spanning virtual reality, arts, games, gastronomy, and more. This intriguing field offers immersive opportunities, but challenges like technology limitations and ethics must be addressed. Mulsemedia can transform how we interact with technology and the world around us through innovative sensory integration.

Prof. Anand Paul, Kyungpook National University, Korea discussed the integration of AI in education to enhance student success through personalized experiences and data-driven insights. The session covered strategies like adaptive assessments, predictive analytics, intelligent tutoring systems, and collaborative learning. The speaker emphasized that AI in learning analytics offers

a comprehensive approach to improving student outcomes.

Dr. Vinay, Christ University, Bengaluru conducted a session on ‘Digital Transformation and Its Impact on Various Sectors’. The talk covered the fourth industrial revolution, Artificial Intelligence (AI), Big Data, and the concept of the metaverse. The rise of the gig economy was discussed, and future applications of AI in sectors like healthcare, education, and government were highlighted. Google Bard, an AI-based service for automating tasks, was introduced. The session concluded by emphasizing how digital transformation reshapes business processes, cultures, and customer experiences to meet evolving market demands.

Prof. George Ghinea, Brunel University, London discussed the impact of multimedia and mulsemmedia on education. The session highlighted their role in enhancing learning experiences, accessibility, interactivity, and personalized learning. Benefits included enriched learning experiences through various media, fostering interactive and critical thinking skills, AI-driven adaptive instruction, global collaboration, and novel assessment methods.

Dr. Vinay led a session on ‘Digital AI Tools and Techniques for Teaching and Learning’. The talk explored how technological advancements and AI are transforming creative expression, productivity, and communication. The session covered various cutting-edge platforms like AutoDraw, Quick, Draw!, Google Workspace, and Grammarly, showcasing how AI enhances drawing, writing, and editing experiences. The presenter highlighted how AI-powered tools are becoming integral in everyday tasks and interactions.

Dr. R Karthikeyan, NGP College, Coimbatore delivered a session on ‘AI for Educators’. Demonstrating tools like Kahoot, Quizizz, and Mentimeter, the talk showcased AI’s role in enhancing instructional design and engagement.

Emphasis was placed on motivation, sustainability, and community engagement. Educators were encouraged to integrate AI tools while fostering collaboration and sustainability education.

Dr. Vinay conducted a session on ‘Digital AI tools and Techniques for Teaching and Learning’. The hands-on exploration included tools like Coggle for mindmaps, Tome for AI-powered storytelling, Curipod for dynamic lesson plans, and Menti for student engagement. The session emphasized utilizing AI for teaching and learning, enhancing communication, interaction, and collaboration among peers.

Dr. Buddha Chandrashekar, Chief Coordinating Officer of AICTE congratulated participants of the AI in education capacity building programme and expressed satisfaction with the program’s success and the growing interest in AI. He highlighted AI’s far-reaching significance beyond education, noting its potential to revolutionize industries. Dr. Chandrashekar shared a German automobile industry example that demonstrated AI’s impact through collaboration and digital twinning for student benefit globally. Discussing AI in education, he emphasized data-driven personalized learning, praised AI-driven tutoring systems, and highlighted AI’s role in overcoming language barriers for inclusive education using tools like Anu Adhini. He envisioned AI’s transformative potential in education and society, proposing a unique education ID for personalized course recommendations. Dr. Chandrashekar stressed hands-on workshops, AI-based assessments, and fraud detection’s importance. His optimism for AI’s role in India’s advancement, coupled with his gratitude to participants and organizers, inspired collaboration and further innovation. Dr. Chandrashekar concluded by urging participants to embrace AI’s transformative power for India’s betterment. The Valedictory Address left attendees motivated to explore AI’s potential for societal advancement. □

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

THESES OF THE MONTH

HUMANITIES

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

Geography

1. Tamang, Karma Loday. **Development and livelihood security with reference to River Teesta Hydro-Electric Power Projects in Sikkim.** (Prof. Subhakanta Mohapatra), School of Sciences, Indira Gandhi National Open University, New Delhi.

History

1. Dhalia, Sahil. **Farming system and development of Marwar: A historical study (1800-1947 A.D.).** (Dr. Anil Kumar), Faculty of Arts, Crafts & Social Sciences, Tanta University, Sri Ganganagar.

2. Gondalia, Samir Dalpatbhai. **The Margi Saints and societies of Gujarat: A study (With special reference 19th & 20th century).** (Dr. Vishal R. Joshi), Department of History, Bhakta Kavi Narsinh Mehta University, Junagadh.

LANGUAGES & LITERATURE

English

1. Basha, P Kousaru. **Social media, A potential platform for ELT and ELLI among the engineering students of Rayalaseema Region: A study.** (Dr. Y Suneetha and Dr. V B Chithra), Department of English, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

2. Bhuyan, Raktima. **Representing modernities: Indigenous and global transformations in the African American intellectual tradition.** (Prof. Bijay Kumar), Department of English, Thapar University, Patiala.

3. Gohel, Bhaveshbhai Rameshbhai. **Literary expression of freedom and equality: Reading caste, race and holocaust in fiction.** (Dr. Deeptha Achar), Department of English, The Maharaja Sayajirao University of Baroda, Vadodara.

4. Kapil, Kanika. **Memories, rituals and culinary healing in Chitra Banerjee Divakaruni's diasporic fiction.** (Prof. Hitesh D Raviya), Department of English, The Maharaja Sayajirao University of Baroda, Vadodara.

5. Kiran, S N. **Mapping cityscapes: Interrogating the cultural spaces in the select novels of Bapsi Sidhwa.** (Dr. Arya Aiyappan), Department of English, Christ University, Bangalore.

6. Kurakar, Lancy Thomas. **Representations of the monstrous child in twentieth-century fiction.** (Dr. Deeptha Achar), Department of English, The Maharaja Sayajirao University of Baroda, Vadodara.

7. Mehta, Bindi Bharatkumar. **Designing prototype syllabus for enhancing communicative competence of English in engineering colleges.** (Dr. Bipin R Parmar), Department of English, Bhakta Kavi Narsinh Mehta University, Junagadh.

8. Paramjeet Kaur. **Cultural humanism in Shashi Deshpande's novels.** (Dr. Jayashree Hazarika), School of Media Studies & Humanities, Manav Rachna International University, Faridabad.

9. Ranjeev Kumar. **Women's Plight in selected dramas of Vijay Tendulkar.** (Dr. Indu Prabh), Faculty of Arts, Crafts & Social Sciences, Tanta University, Sri Ganganagar.

10. Sawai, Sneha. **The politics of masculinity: Perceptions and representations in African American literature.** (Prof. Nandini Sahu), School of Humanities, Indira Gandhi National Open University, New Delhi.

11. Sharma, Sagar Kumar. **Arthur Miller: Strategies of dissent and assertion.** (Prof. Nandini Sahu), School of Humanities, Indira Gandhi National Open University, New Delhi.

12. Tank, Jigneshkumar Jayantibhai. **Influence of folklore in the works of Chinua Achebe and Wole Soyinka.** (Dr. I.G. Purohit), Department of English, Bhakta Kavi Narsinh Mehta University, Junagadh.

13. Veena, J. **Afro-American novels as an artistic form: An examination of Alice Walker's fictions.** (Dr. Namratha M), Department of English, Kuvempu University, Shankaraghatta.

14. Vijayalakshmi, A. **Information Communication Technology for the enhancement of English cur-**

riculum: An exploratory study. (Dr. VVN Rajendra Prasad and Dr. V B Chithra), Department of English, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

15. Yasmin, Tasnima. **Permanently temporary: A Marxist perspective on Indian writing from the Gulf.** (Prof. Neera Singh), School of Humanities, Indira Gandhi National Open University, New Delhi.

Gujarati

1. Chavada, Komalben Devdanbhai. **Sant sahyana sanshodhako, sampadako: Ek abhyas (Zaverchand Meghani, Jaymal Parmar, Shri Makrand Dave, Dr Niranjan Rajyaguru, Dr. Nathalal Gohilsandarbhe).** (Dr. Rajesh MRupareliya), Department of Gujarati, Bhakta Kavi Narsinh Mehta University, Junagadh.

2. Mehata, Leena Janakbhai. **Gujarati Sahityama Krushna Radha Vishayak GIT kavyo: Ek adhyayn (Arvachin yugna Pratinidhi Kavyoni).** (Dr. Chetanaben A Paneri), Department of Gujarati, Bhakta Kavi Narsinh Mehta University, Junagadh.

3. Patoliya, Arati Jamanbhai. **Gujarati kavita purakalpan viniyog: Ek adhyayan.** (Dr. Ushaben P Ladani), Department of Gujarati, Bhakta Kavi Narsinh Mehta University, Junagadh.

4. Ram, Haradevkumar Meramanbhai. **Poet 'Dad': A study.** (Dr. Balram P Chavda), Department of Gujarati, Bhakta Kavi Narsinh Mehta University, Junagadh.

5. Vishal, Nafisa Harunbhai. **Pushkar Chandarvakar NU Gujarati sahyana ane loksahitya kshetre pradan: EK adhyayan.** (Dr. Chetanaben A Paneri), Department of Gujarati, Bhakta Kavi Narsinh Mehta University, Junagadh.

Hindi

1. Sahu, Anita. **Sathotre Hindi upanayas: Mulya sankraman (Year 1961-2010).** (Dr. Dasharath), Faculty of Arts, Crafts & Social Sciences, Tanta University, Sri Ganganagar.

2. Garg, Anu. **Literary study of folk cultural and folk dances in India.** (Dr. Dasharath), Faculty of Arts, Crafts & Social Sciences, Tanta University, Sri Ganganagar.

3. Garg, Raki. **Hindi kavita mein visthapan kee samasya: Samajik-sanskritik adhyayan.** (Prof. Samita Chaturvedi), School of Humanities, Indira Gandhi National Open University, New Delhi.

4. Indu. **Premchand ke upanayas 'Godan' ke Angrezi anuwadoan ka tulnatamak adhyayan.** (Prof. Rajendra Prasad Pandey), School of Translation Studies, Indira Gandhi National Open University, New Delhi.

5. Kohli, Shivani. **Chaman Nahal krit Angrezi upanayas aajadi ke Hindi anuwad kee mimansa.** (Dr. Harish Kumar), School of Translation Studies, Indira Gandhi National Open University, New Delhi.

6. Saurabh Kumar. **Kunwar Narayan ke kavya mein jeevan-drishti evam mulye bodh.** (Dr. Anushabda), Department of Hindi, Tezpur University, Tezpur.

7. Suman Kumari. **Life values in the novels of Rajender Yadav.** (Dr. Dasharath), Faculty of Arts, Crafts & Social Sciences, Tanta University, Sri Ganganagar.

8. Vasava, Mahendrabhai Mansingbhai. **A research study of the novelist Bhishma Sahani.** (Dr. Ram Gopal Singh), Department of Hindi, Gujarat Vidyapith, Ahmedabad.

Sanskrit

1. Aruna Devi. **Critical study and psychological analysis of marriageable age in present perspective.** (Prof. Lakshmi Nivas Pandey), Department of Jyotisha, Central Sanskrit University, New Delhi.

2. Ashish Kumar. **Jyotishastradisha udarogavimarshah.** (Prof. Prabhat Kumar Mohapatra), Department of Sahitya, Central Sanskrit University, New Delhi.

3. Kantilal, Sanjaykumar Brahmabhatt. **Lauhapuravadanam and Lauhapurusavallabhacharitam: A literacy evaluation.** (Prof. Rabindra Kumar Panda), Department of Sanskrit, The Maharaja Sayajirao University of Baroda, Vadodara.

4. Kripalakshmi, K P. **A study of Sitharagavanataka of Ramapanivada based on Natyasastra.** (Dr. K Vishwanath), Department of Sahitya, Central Sanskrit University, New Delhi.

5. Muraleedharan, K Deepthi. **A critical study of uttaranaishadheeyacharitakavya of Arur Madhavan Atitiri.** (Prof. K K Shain), Department of Sahitya, Central Sanskrit University, New Delhi.

6. Ravi Kumar. **A critical study of Azadacharitamahakavya.** (Dr. Parmanand Vatsa), Department of Sahitya, Central Sanskrit University, New Delhi.

7. Ruidas, Anup. **A critical study on tradition of modern Sanskrit lyrical poetry of 20th century in West Bengal.** (Dr. Krishna Sharma), Department of Sahitya, Central Sanskrit University, New Delhi.

8. Sandeep Kumar. **A critical study of Sanskrit Kuran.** (Dr. Parmanand Vatsa), Department of Sahitya, Central Sanskrit University, New Delhi.

9. Sharma, Arpita. **A discussion of medieval-era of astronomical principle worlds in modern perspective.** (Prof. Shubhasmita Mishra), Department of Jyotisha, Central Sanskrit University, New Delhi.

10. Sharma, Puratan. **Kaundabhattiyasiddhantanam shabdashaktiprakashikabhaattatantrarahasyabhyam sah tulanatmakamadhyayanam.** (Dr. Sachchidanand Sharma), Department of Vyakarna, Central Sanskrit University, New Delhi.

11. Sharma, Ragini. **A critical study, from the perspective of vyakarana, of the section starting from tritivyavibhakti to the end portion of the Vyutpattivada.** (Dr. Kailash Chandra Dash), Department of Navya Vyakarana, Central Sanskrit University, New Delhi.

12. Sunil Kumar. **Analytical study of element effectors according to Jyotish and Ayurveda.** (Dr. Harinarayandhar Dwivedi), Department of Jyotisha, Central Sanskrit University, New Delhi.

13. Sushant Kumar. **Contribution of Himachal based lakes in preservation of water cycle, ground water, climate and its astrological analysis.** (Dr. Vishnu Kumar Nirmal), Department of Jyotisha, Central Sanskrit University, New Delhi.

14. Sushma Kumari. **Analytics of predictive methodology of Birth and Horary Charts.** (Prof. P V B Subrahmanyam), Department of Jyotisha, Central Sanskrit University, New Delhi.

15. Tiwari, Sangam Lal. **A critical study of the Meghdootakavya titled 'Meghsandeshadeepakam'**

commentary by Janardan. (Prof. Ramkrishna Pandey Paramhans), Department of Sahitya, Central Sanskrit University, New Delhi.

16. Tripathi, Rashmi. **The origin & development of sahastranamstotraparampara in Sanskrit literature.** (Prof. Janardan Prasad Pandey 'Mani'), Department of Sahitya, Central Sanskrit University, New Delhi.

17. Upadhyay, Snehlata. **A linguistics study of the second Mondala of Rigveda.** (Dr. Prof. Manoj Kumar Mishra), Department of Veda, Central Sanskrit University, New Delhi.

□



॥ न हि ज्ञानेन सद्गुरुं परिच्छेद्य विदते ॥

INDIAN INSTITUTE OF TEACHER EDUCATION
(A State Public University established by Govt. of Gujarat)
भारतीय शिक्षक प्रशिक्षण संस्थान, गांधीनगर

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Center of Research, IITE, Gandhinagar invites online applications for the following contractual posts for 10 months.

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Kala Academy Goa's College of Theatre Arts

(A Grant-in-Aid Institution Affiliated to Goa University)

Old Secretariat Complex (Adil Shah Palace)

Panaji – Goa. 403001 Tel.: 0832-2420451/52/53

C/o. Rajiv Gandhi Kala Mandir Ponda – Goa 403401

Email: collegeoftheatrearts.ka@gmail.com

APPOINTMENT

Applications are invited for the following posts of Assistant Professors for B.P.A. (Theatre) programme.

Sr. No.	Subject	No. of Posts / Category	Nature of Appointment
1	Asst. Prof. in Acting & Direction	01 - UR	Regular
2	Asst. Prof. in Acting & Camera	01 - UR	Lecture Basis (For Even Semester only)

Minimum Qualifications

- As per Goa University statutes clause 16.4.3 Drama Discipline

Mandatory Requirements

- Certificate of 15 years Residence in Goa.
- Knowledge of Konkani is essential & knowledge of Marathi is desirable

Visit College Website (www.kagcta.ac.in) for detailed notification. Applications need to reach, The Principal, Kala Academy Goa's College of Theatre Arts, C/o. Rajiv Gandhi Kala Mandir, Ponda – Goa 403401 within 20 days from the date of publication of this advertisement .

Date: 16/09/2023

Sd/-
Principal



**GOKHALE INSTITUTE OF POLITICS AND
ECONOMICS**

(Deemed to be University u/s 3 of the UGC Act, 1956), PUNE – 411 004

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Assistant Professor/Assistant Librarian	3	SC-1, ST-1, Open-1
Agro Economic Research Centre (Govt. of India)		
Assistant Professor	1	Open
Population Research Centre (Govt. of India)		
Professor	1	OBC

For further details on eligibility, pay, application etc. visit www.gipe.ac.in.

Last date for online applications – Oct 5, 2023.

REGISTRAR

Sept 6, 2023



THE INDIAN LAW INSTITUTE

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Website www.ili.ac.in Telefax: 011-23782140, 23384612

Advt. No.:- ILI/001/2023-24

Dt:-22/09/2023

ADVERTISEMENT FOR THE POST OF DIRECTOR

Online application/nomination are invited for the post of **Director** of The Indian Law Institute, Ministry of Law and Justice, Govt. of India having Fixed Pay of Rs.2,10, 000/- plus other allowances, for a fixed tenure of 5 (five) years, from eligible persons. Eligibility conditions, online application and other details may be found on the website www.ili.ac.in and www.legallaffairs.gov.in

Applications submitted on or before 5 p.m. of 05/10/2023 will only be considered.

By Order
Secretary to the Search-cum-Selection Committee

Sainath Education Trust's
RAJIV GANDHI COLLEGE OF ARTS, COMMERCE & SCIENCE
Plot No. 16/17, Sector-10/A, Vashi, Navi Mumbai-400703.

(Minority College)

**APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS
FROM THE ACADEMIC YEAR 2023 – 2024.**

UNAIDED

SR NO.	CADRE	SUBJECT	TOTAL NO POSTS	CATEGORY
01	Principal		01	01-OPEN
02	Assistant Professor	Commerce	02	02-OPEN
03	Assistant Professor	Chemistry	01	01-OPEN

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

Reservation for women will be University Circular No. BCC/16/74/1998 dt. 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 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.56/18UNI-1, dated 08th March 2019 and University Circular No. TAAS/(CT)/ICD/2018-19/1241, dated 26th March, 2019 and revised from time to time”

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

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

Application with full details should reach the to The PRESIDENT, Sainath Education Trust's, RAJIV GANDHI COLLEGE OF ARTS, COMMERCE & SCIENCE Plot No-16/17, Sector-10 A, Vashi, Navi Mumbai – 400703. within 15 days from the date of publication of this advertisement. This is University approved advertisement.

PRESIDENT



Zagdu Singh Charitable Trust's (Regd.)

THAKUR SPECIALIZED DEGREE COLLEGE

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Institute Code: 1235

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HINDI LINGUISTIC MINORITY

**APPLICATIONS ARE INVITED FOR THE POST OF
PRINCIPAL
FROM THE ACADEMIC YEAR 2023-2024**

UN-AIDED

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

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

Candidates having knowledge of Marathi will be preferred.

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

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

Application with full details should reach the Hon'ble Chairman/Hon'ble Secretary, Zagdu Singh Charitable Trust's THAKUR SPECIALIZED DEGREE COLLEGE, Shivaji Road, Off. M.G. Road, Kandivali (West), Mumbai-400 067 within 15 days from the date of publication of this advertisement. This is University approved advertisement.

**Sd/-
Chairman**

DEEP EDUCATION SOCIETY'S

Survey No. – 151, Next to Saidham Complex,
Saravali, Boisar (W), Dist. – Palghar, Pin -401501.

APPLICATIONS ARE INVITED FOR THE FOLLOWING POST FOR THE ACADEMIC YEAR 2023-24.

UN-AIDED

Sr. No.	Cadre	Subject	Total No. of Posts	Name of the Colleges		
				Post Reserve for		
				A.G.S. College of Education (B.Ed)	SAS Institute of Management Studies (MMS)	Deep's Degree College (BMS, B.A.F., H.M.)
1	Director*	Management	01	--	Open - 01	--
2	Principal*	--	02	SC-01	--	OPEN - 01
3	Professor	Management	01	--	Open - 01	--
4	Associate Professor	Management	04	--	SC/ST-01, DT(A)-01 Open - 02	--
5	Asstt. Professor	Education (Economics, Science English)	02	SC - 01 ST - 01 Open - 01	--	--
6	Librarian	--	01	--	--	--
7	Asstt. Professor	MMS (Management) Marketing, Finance, Operation, System Human Resource	12	--	SC-02, ST-01 NT(C)-01, OBC- 02, EWS - 01 OPEN - 06	--
8	Librarian	--	01	--	--	--
9	Asstt. Professor	BMS	02	--	--	--
10	Asstt. Professor	Marketing	01	--	--	--
11	Asstt. Professor	Business Law	01	--	--	SC-01, DT(A) - 01, NT(D)-01, SBC-01, OBC-05, EWS-02 OPEN-02
		Accountancy	01			
		Taxation	01			
12	Asstt. Professor	Economics	01			
13	Asstt. Professor	Research Methodology	01			
14	Asst. Professor	B.Sc Hospitality Studies	04			
15	Librarian	--	01			
		TOTAL	37	04	19	14

Applications are invited for the Post/s of **Director** and **Principal** from the Academic Year 2023-24.

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

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

Candidates having knowledge of Marathi will be preferred.

“Qualification, pay scale and other requirement are as prescribed by the University UGC. Notification dated 18th July, 2018, Govt. 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 University Circular CONCOL/15/of 2013-2014 dated 15th October, 2013 revised from time to time”

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

The Educational qualification, Experience & Pay-scale for the post of Director, Professor, Assistant Professor & Librarian are as prescribed by the University of Mumbai, AICTE & DTE from time to time.

Please refer University circular No. माशिमक/विशिमाक/तंत्रशिक्षण/11/2020-2021 दिनांक 11th जानेवारी 2021 for qualifications and experience at the time of interview.

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

Application with full details should reach the HON. CHAIRMAN, Deep Education Society's A.G.S College of Education (B.Ed), SAS Institute of Management Studies (MMS), and Deep Degree College (B.M.S., B.A.F, Hospitality Studies), Next to Saidham Complex Saravali Boisar (West), Pin Code- 401 501 **within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

CHAIRMAN

Deep Education Society's A.G.S College of Education (B.Ed)
SAS Institute Management Studies (MMS)
Deep Degree College (B.M.S., B.A.F, Hospitality Studies)

VIDYA VIKAS MANDAL
GOVIND RAMNATH KARE COLLEGE OF LAW, MARGAO-GOA

G. R. Kare Road, Tansor, Comba, Margao – Goa 403 601

Email: officegrklaw@vvm.edu.in

Applications are invited for the post of
PRINCIPAL
of VVM's Govind Ramnath Kare College of Law, Margao - Goa

Applications with full Biodata are invited from Indian Citizens for the Post of PRINCIPAL (Unreserved Category). The required minimum qualifications for the post of Principal are as follows:

A. ELIGIBILITY:

- i. Ph.D. Degree in Law
- ii. Professor/Associate Professor with a total Service/ Experience of at least Fifteen years of Teaching/Research in Universities, Colleges and other institutions of Higher Education.
- iii. A minimum of 10 Research Publications in peer reviewed journals as approved by Goa University from time to time or in UGC listed journals, of which at least 02 should be in Scopus/Web of Science Journals.
- iv. A minimum of 110 Research Score as per Appendix II, Table 2 of Goa University Statute SC-16.
- v. All other conditions as laid down by the Bar Council of India.

B. TENURE:

A College Principal shall be appointed for a period of five years.

ESSENTIAL REQUIREMENTS:

- a) Knowledge of Konkani Language.
- b) Certificate of 15 years of Residence in Goa issued by a competent authority.

DESIRABLE REQUIREMENTS: Knowledge of Marathi Language.

SCALE OF PAY: As prescribed by the UGC, Goa University and Directorate of Higher Education, Govt. of Goa from time to time.

SERVICE CONDITIONS: As prescribed by the UGC, Goa University, Directorate of Higher Education, Govt. of Goa and other competent authorities from time to time.

Applicants who are already employed shall send their applications through proper channel.

Applications complete in all respects, with photograph, along with self-certified photocopies of statement of marks of all public examinations from S.S.C onwards, copy of 15 years Residence Certificate, Experience Certificate, publications, research score sheet, etc. should reach the undersigned at the above address of the Mandal **within 20 days** from the date of publication of this advertisement, by superscribing on the envelope "Application for the post of Principal of VVM's Govind Ramnath Kare College of Law".

Place: Margao – Goa

Date: 8/09/2023

PRESIDENT
VIDYA VIKAS MANDAL



**Ganpat
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॥ विद्यया समाजोत्कर्षः ॥

July-2023 Intake

Last date of Application
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Shri Shivaji Shikshan Prasarak Mandal, Barshi's
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(Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur)
AIDED (NON-MINORITY)

Applications are invited for Post of PRINCIPAL from the Academic Year 2023-24

Sr. No.	Subject Designation	Total Vacant Post
1	PRINCIPAL	01

CONDITIONS :

- 1) The above post is open to all, however candidates from any category can apply for the posts.
- 2) Educational Qualification and other requirements are as prescribed by UGC Notification dtd.18th July 2018, Govt. of Maharashtra Resolution No. Mis 2018/C.R.56/18 UNI-1 dtd. 18th March 2019 and University Circular No.PAHSUS/Esst/7th pay/2019/2285 dtd.25th March 2019.
- 3) Candidates should submit their Academic Research Score (Academic Performance Indicator) report with related documents. (Only for the post of Principal)
- 4) A relaxation of 5% shall be allowed at the Bachelors as well as at the Masters Level for the candidates belonging to SC/ST/OBC (Non-Creamy Layer)/Differently-abled for the purpose of eligibility and assessing good academic record for direct recruitment.
- 5) Reserved candidates, who are domiciled out of Maharashtra State, will be treated as open category candidates.
- 6) Reserved candidates should also to send a copy of their application to the Deputy Registrar, Special Cell, Punyashlok Ahilyadevi Holkar Solapur University, Solapur.
- 7) Application received after the last date will not be considered. The Sanstha will not be responsible for postal delay, if any.
- 8) Reservation for Women and Disabled persons will be as per the Govt. norms.
- 9) Reserved Category candidates shall produce the Caste Validity Certificate as per the directives issued by the State Government vide Circular No.BCC-201/Pra.Kra.1064/2011/16B dated 12-12-2011.
- 10) Reserved category candidates (except SC/ST) shall produce Non-Creamy Layer Certificate at the time of interview.
- 11) Applicants who are in service must send their application through proper channel.
- 12) Applicants are required to account for breaks, if any, in their academic career.
- 13) Incomplete application will not be entertained.
- 14) T.A. D.A. will not be paid for attending the interview.
- 15) Applications with full details should reach to The General Secretary, Shri Shivaji Shikshan Prasarak Mandal, Shivaji Nagar, Barshi-413411, Dist. Solapur **within 30 days** from the date of publication of this advertisement.
- 16) This is University approved advertisement.

Place : Barshi

General Secretary

Date :

(For application form visit Website-www.ssspbarshi.org)

Shri Shivaji Shikshan Prasarak Mandal, Barshi's
1. Karmaveer Mamasahab Jagdale Mahavidyalaya, Washi, Dist.Osmanabad
(Affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad)

&
2. Rajarshi Shahu Law College, Barshi, Dist.Solapur
(Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur)

AIDED (NON-MINORITY)

Applications are invited for Posts of PRINCIPAL from the Academic Year 2023-24

Sr. No.	Subject Designation	No objection Certificate given by Govt. of Maharashtra Vacant Posts	Reserved Category Posts
1	PRINCIPAL	02	O1 Post for V.J.N.T.- & O1 Post for S.C.

CONDITIONS :

- 1) Educational Qualification and other requirements are as prescribed by UGC Notification dtd.18th July 2018, Govt. of Maharashtra Resolution No. Mis 2018/C.R.56/18 UNI-1 dtd. 18th March 2019 and University Circular No.PAHSUS/Esst/7th pay/2019/2285 dtd.25th March 2019.
- 2) Candidates should submit their Academic Research Score (Academic Performance Indicator) report with related documents. (Only for the post of Principal).
- 3) A relaxation of 5% shall be allowed at the Bachelors as well as at the Masters Level for the candidates belonging to SC/ST/OBC (Non-Creamy Layer)/Differently-abled for the purpose of eligibility and assessing good academic record for direct recruitment.
- 4) Reserved candidates, who are domiciled out of Maharashtra State, will be treated as open category candidates.
- 5) Reserved candidates should also to send a copy of their application to the Deputy Registrar, Special Cell, Punyashlok Ahilyadevi Holkar Solapur University, Solapur.
- 6) Application received after the last date will not be considered. The Sanstha will not be responsible for postal delay, if any.
- 7) Reservation for Women and Disabled persons will be as per the Govt. norms.
- 8) Reserved Category candidates shall produce the Caste Validity Certificate as per the directives issued by the State Government vide Circular No.BCC-201/Pra.Kra.1064/2011/16B dated 12-12-2011.
- 9) Reserved category candidates (except SC/ST) shall produce Non-Creamy Layer Certificate at the time of interview.
- 10) Applicants who are in service must send their application through proper channel.
- 11) Applicants are required to account for breaks, if any, in their academic career.
- 12) Incomplete application will not be entertained.
- 13) T.A. D.A. will not be paid for attending the interview.
- 14) Applications with full details should reach to The General Secretary, Shri Shivaji Shikshan Prasarak Mandal, Shivaji Nagar, Barshi-413411, Dist.Solapur **within 30 days** from the date of publication of this advertisement.
- 15) This is University approved advertisement.

Place : Barshi
Date :

General Secretary

(For application form visit Website-www.ssspbarshi.org)

Shri Shivaji Shikshan Prasarak Mandal, Barshi's
1) Karmaveer Mamasahab Jagdale Mahavidyalaya, Washi, Dist. Osmanabad
(Affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad)
2) Shri Shivaji Mahavidyalaya, Barshi, Dist. Solapur
&
3) B.P. Sulakhe Commerce College, Barshi, Dist. Solapur
(Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur)

AIDED (NON-MINORITY)

Applications are invited from eligible candidates for the following Posts of Assistant Professor:

Sr. No.	Subject Designation	No objection Certificate given by Govt. of Maharashtra Vacant Posts	Reserved Category Posts
1	Microbiology	03	01 Post for S.T., 01 Post for N.T.-B, 01 Post for N.T.D, 01 Post for S.B.C., 07 Posts for O.B.C., 04 Posts for E.W.S., 04 Posts for Open
2	Economics	02	
3	Mathematics	01	
4	Statistics	01	
5	Physics	02	
6	Chemistry	04	
7	Botany	01	
8	Zoology	02	
9	Electronics	01	
10	Commerce	02	
	Total	19	

CONDITIONS :

- 1) Open post is open to all, however candidates from any category can apply for the posts.
- 2) Educational Qualification and other requirements are as prescribed by UGC Notification dtd.18th July 2018, Govt. of Maharashtra Resolution No. Mis 2018/C.R.56/18 UNI-1 dtd. 18th March 2019 and University Circular No. PAHSUS/Esst/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 for the candidates belonging to SC/ST/OBC (Non-Creamy Layer)/Differently-abled for the purpose of eligibility and assessing good academic record for direct recruitment.
- 4) Reserved candidates, who are domiciled out of Maharashtra State, will be treated as open category candidates.
- 5) Reserved candidates should also to send a copy of their application to the Deputy Registrar, Special Cell, Punyashlok Ahilyadevi Holkar Solapur University, Solapur
- 6) Application received after the last date will not be considered. The Sanstha will not be responsible for postal delay, if any.
- 7) Reservation for PWD, Women and Disabled persons will be as per the Govt. norms.
- 8) Reserved Category candidates shall produce the Caste Validity Certificate as per the directives issued by the State Government vide Circular No.BCC-201/Pra.Kra.1064/2011/16B dated 12-12-2011.
- 9) Reserved category candidates (except SC/ST) shall produce Non-Creamy Layer Certificate at the time of interview.
- 10) Reservation for VJNT Categories is internally transferable.
- 11) Applicants who are in service must send their application through proper channel.
- 12) Applicants are required to account for breaks, if any, in their academic career.
- 13) T.A. D.A. will not be paid for attending the interview.
- 14) Applications with full details should reach to The General Secretary, Shri Shivaji Shikshan Prasarak Mandal, Shivaji Nagar, Barshi-413411, Dist. Solapur **within 15 days** from the date of publication of this advertisement.
- 15) Incomplete application will not be entertained.
- 16) All the Terms & Conditions are applicable as mentioned in the NOC letter JDHESOLAPUR/NOC/2019/13 dt. 20.06.2023 from Hon. Deputy Secretary, Higher and Technical Education Dept., Govt. of Maharashtra, Mumbai and letter RJD/HE/SRS/2023/1413 dt. 17.08.2023, Hon. Regional Joint Director, Higher Education, Solapur Region, Solapur and letter JE/HE/AR/Anudan/2023/3439 dt. 14.08.2023, Hon. Joint Director, Higher Education, Aurangabad Region, Aurangabad.
- 17) All the Terms & Conditions are applicable as mentioned in the GR Dated 12.11.2021 from Higher and Technical Education Department of Government of Maharashtra.
- 18) Please note that the recruitment procedure initiated by this advertisement is subject to decision by Hon. Bombay High-Court, Aurangabad Bench on Writ Petition No. 1112051/2015.
- 19) This is University approved advertisement.

Place : Barshi

General Secretary

Date :

(For application form visit Website-www.ssspbarshi.org)

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