Announcement
Special Issue of 'University News'

A **Special Number of the University News** on the theme *'Higher Education@2047'* is being brought out in the Month of April, 2024.

The **Special Issue** will cover the articles of eminent educationists on the afore-mentioned theme. Readers of the University News are also invited to contribute to the Special Number by submitting papers/articles on the above theme by **March 15, 2024**. The papers will be published in the Issue subject to the approval of the Editorial Committee of the University News. The contributions are invited on the following Subthemes:

Digital Transformation in Higher Education

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

Integrating Bhartiya Knowledge System (BKS) with Higher Education

- Using Bhartiya Knowledge System-based Approach for Teaching-learning for Holistic Development.
- Bhartiya Knowledge System in Sustainable Development.
- Embedding Bhartiya Knowledge System for Futuristic Education.
- Ancient Bharatiya Wisdom in Modern Context: Everlasting Relevance of Indian Knowledge System Heritage for Human Development.
- Return of the Vishwa Guru Status: Strategies to Maintain and Propagate Ancient Indian Wisdom for Global Welfare.
- Embedding Indian Traditional Knowledge into Advanced Scientific Research and Futuristic Technology to Optimise the Advantages.
- Traditional Tribal Knowledge Treasure in India: How to Make Best Use of.
- Challenges in Communication and Dissemination of Traditional Knowledge.

Future of Work and Skill Development

- Sustainable Careers: Navigating a Dynamic Workplace.
- Human-centered Skills in a Tech-driven World: Soft Skills and Emotional Intelligence.
- Resilience & Adaptability: Impact of Gig Economy on Higher Education.

Nurturing Research and Innovation Ecosystem

- Collaborative Research Networks: Fostering Interdisciplinary Research.
- Entrepreneurship and Innovation: From Idea to Impact.
- Innovative Funding Models for Research.

Globalization and Internationalization of Higher Education

- International Collaborations and Partnerships: Building Bridges for Higher Education.
- Global Higher Education Policy and Regulation: Harmonizing Standards.
- Student Mobility and Diversity: Enhancing International Experience.

Any Other Relevant Subthemes

Guidelines for contributors are placed on the AIU Website. Manuscripts may be sent to the Editor, University News, Association of Indian Universities, AIU House, 16 Comrade Indrajit Gupta Marg (Kotla Marg), New Delhi- 110 002 through E-mail: *ramapani.universitynews@gmail.com* with a copy to: *universitynews@aiu.ac.in* on or before **March 15, 2024.**

In This Issue

Interim Budget–2024-25 and its Ramifications for Higher Education

J Madegowda*

After independence, although the country has achieved remarkable achievements in almost all areas, these achievements are not adequate if one considers the demand for the same. For example, despite the establishment of a large number of institutions, the Gross Enrollment Ratio (GER) for higher education is around 28.40%. This means, roughly about 71.60% of the eligible population in the age group of 18-23 years are deprived of higher education for many reasons including the inadequacy of educational institutions. This type of inadequacy can be observed in almost all areas/sectors of the economy/society. In this background, the public budget (budget by the Union Government) assumes importance as it provides an itemized account of how the government intends to manage its income and expenses. Budget, in the form of financial statements, sketches the government's estimated revenues and expenditures for the forthcoming fiscal year.

This is more so in the case of education including higher education – as the expenditures on education should be considered as an investment for preparing the youths for the future and for reaping the benefits out of the educated persons for a very long period. Human resource development is crucial for supplying qualified and skilled manpower to different sectors of the economy. Many have highlighted the importance of education for the development of individuals, organisations and the state (Antonova, et. al., 2020).

This year's budget is special at least for one reason viz., election year – general elections for electing members of the Lok Sabha are expected to be held in April-May 2024. Therefore, the expectations of different sections of society and different sectors of the economy were high. However, the Finance Minister, Smt. Nirmala Sitharaman disappointed many on, 1 February 2024 when she presented her sixth budget and Shri. Modi 2.0 government's last budget as she either retained the existing tax rates or slashed budget outlays for certain areas. Of course, the Finance Minister had limited scope as it is only an interim budget (not the full budget) – the validity of which is up to the formation of the new government after the general election. Still, this bold step of the government deserves appreciation as the Financial Minister did not politicize the economic issues. Against this backdrop, an attempt is made in this paper to present a brief outline of the interim budget followed by a detailed analysis of budget allocations for higher education (Division, 2024).

Interim Budget : An Overview

Before looking at the budget allocation for higher education sector, an overview of interim budget, 2024-25 is presented below with a brief analysis:

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For the fiscal year 2024-25, the government expects a total receipt of ₹ 47,65,768 crore comprising revenue receipts of ₹ 30,01,275 crore (accounting for 62.98% of total receipts) and 17,64,494 crore of capital receipts (working out to 37.02% of total receipts). Within the revenue receipts, tax revenue (net to Centre) accounts for a major portion of 86.68% and only the remaining 13.32% of revenue receipts is in the form of non-tax revenue. Similarly, within the capital receipts, borrowings and other liabilities (₹16,85,494 crore) account for a major portion (95.52%) and the remaining 4.48% of capital receipts is in the form of recovery of loans and other receipts. The estimated total receipts for 2024-25 are higher than revised estimates for the immediately preceding year, 2023-24 of ₹ 44,90,486 crore representing an increase by ₹ 2,75,282 crore or by 6.13%.

Similarly, of the total budget estimates of expenditure of ₹ 47,65,768 crore, a sum of ₹ 36,54,657 crore is projected on revenue account working out to 76.69% including interest cost/payment of ₹ 11,90,440 crore (accounting for 24.98% of total budgeted expenditure and 32.57% of expenditure on revenue account). And on capital account, the government proposes to investment an amount of ₹ 11,11,111 crore (excluding ₹ 3,85,582 crore of grant-in-aid for creation of capital assets) which accounts for 23.31% of total budgeted expenditure.

During extraordinary times like COVID-19, the governments are required to resort even to the unconventional policy actions, and therefore, one can expect a substantial increase in the fiscal deficit to support the public investment and growth (Chakraborty, 2021). But the current budget period (2024-25) and its preceding period (2023-24) are normal years. Hence, the government intends to bring down the fiscal deficit[1] to 5.10% from revised estimate of 5.80% for 2023-24 and 5.90% of budget estimates for 2023-24, and 6.40% for 2022-23 (actual). Likewise, the government proposes to bring down revenue deficit[2] from 2.90% for 2023-24 (budget estimate) to 2%, effective revenue deficit[3] from 1.70% to 0.80% and primary deficit[4] from 2.30% to 2.50%. It appears that the exercise of the government is directed towards bringing financial discipline in the government/public finance (Division, 2024).

Higher Educational Institutions

Human resources play a stupendous role in the overall development of any country. In the process of developing and nurturing the human resources, education plays a crucial role developing and supplying the human resources to different sectors of the economy besides developing the responsible citizens.

There has been a substantial increase in the number of educational institutions including higher educational institutions. There are 56 central universities, 481 state universities, 124 deemed-to-be universities, 474 state private universities, 13,977 colleges [included in 2(f) and 12(b) of UGC Act], 979 autonomous colleges, 12 institutions of eminence (comprising 8 public and 4 private), etc. Number of academic programmes offered by these institutions and also the number of students enrolled for these programmes are also increasing year after year.

During the presentation of interim budget, the Finance Minister mentioned a few statistics about higher education – (i) since 2014, seven Indian Institutes of Technology (IITs), 7 Indian Institutes of Management (IIMs), 15 All India Institutes of Medical Sciences (AIIMs), and 390 universities were set up, (ii) 28% increase in female enrolment for higher education, and (iii) female enrolment in Science, Technology, Engineering and Mathematics courses (STEM courses) stands at 43% (among the highest globally), etc. It is also said that the country's prosperity depends on adequately equipped and empowered youth (Finance Minister, 2024).

A sizeable number of these institutions such as central universities, IITs, IIMs, IISc (Indian Institute of Science), etc., are dependent on the budgetary support although they also mobilize some portion from other sources such as projects, consultancy, etc. In the case of institutions like state universities, colleges [admitted to 12(b) of UGC Act], although major source is the state government concerned, they also look forward to the University Grants Commission (UGC) for periodical development grants. It may be noted here that a few state governments are now permitting the establishment of colleges on the condition that they are not eligible for state funding – these colleges should mobilize the financial resources on their own to meet all expenses as self-financing colleges without seeking any financial assistance from the government. Even in the case of colleges and state universities which are eligible for grant-in-aid, the state governments (in some cases) provide grants

to meet the salary part of the employees appointed against the clear/sanctioned posts. It may be noted here that, the sanctioned posts are inadequate when compared to actual number of hands required for the current work load. Further, the governments are not permitting the institutions to fill the vacancies caused by the retirement, death, etc., of employees. Consequently, these institutions are working with ad-hoc appointments whose salary is payable by the institutions out of their internal resources (through student fees).

Due to the developments and the realities like the above, the Ministry of Education deserves higher allocation - in the light of financial constraints in which colleges and universities are functioning (Gowda and Inchara, 2023).

Budget Allocation for Higher Education

In the interim budget, 2024-25, the government set aside ₹1,20,627.87 crore for Education Department accounting for 2.53% of total budgeted estimates of expenditure. Out of this allocation, ₹73,008.10 crore is for the Department of School Education and Literacy accounting for 60.52% with marginal increase compared to the budget estimates for the immediately preceding year. Of course, school education deserve this higher share keeping in mind the number of schools. Higher Education was earmarked only ₹47,619.77 crore which works out to only 39.48% of allocation for the Department of Education or 1% of total budget estimates of expenditure.

Out of the total allocation of ₹47,619.77 crore for higher education, ₹40,131.90 crore is for the non-scheme allocation and ₹7,487.87 crore for scheme allocation accounting for 84.28% and 15.72% respectively. There is an overall increase of ₹3,525.15 crore in the budget allocation for the Department of Higher Education accounting for an increase by 7.99% when compared to the fiscal year, 2023-24 – said, the Minister of Education, Shri. Dharmendra Pradhan. However, compared to revised estimates for 2023-24,

Fig 1: Budget Allocation for Education and Higher Education (crores)
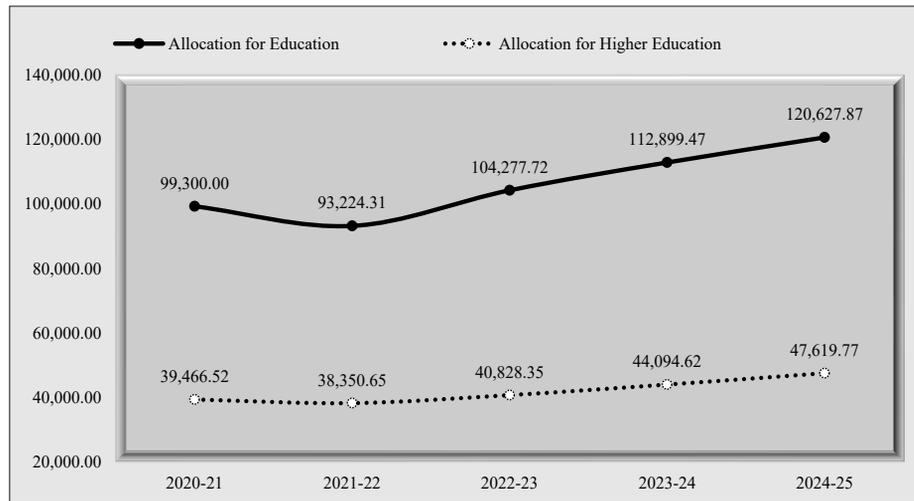
Source: Prepared the figure based on data retrieved from, https://news.careers360 [Shradha Chettri. (2024). Education Budget 2024: Higher ....]

the budget allocation for higher education in 2024-25 is reduced by 7%. The trend in budget allocation for education and for higher education during the last years including the current interim budget becomes clear from Figure 1.

A few other salient features of interim budget, 2024-25 from the perspective of higher education are summarised below:

- Allocation for central universities has been increasing continuously and even in the interim budget, allocation at ₹15,928 crore is higher by ₹4,399.10 crore than the budget estimates for 2023-24. This increase works out to 38.16%. This is expected as the central government, for all practical purposes, is responsible to meet their expenditures.

- Similarly, the allocation is increased in the interim budget for deemed-to-be universities, IITs, National Institutes of Technology (NITs), Indian Institutes of Science Education and Research (IISERs), IISc., etc., marginally.

- Further, for major schemes such as *Rashtriya Uchchatar Shiksha Abhiyan* (RUSA), Institutions of Eminence, PM-USP (*Pradhan Mantri Uchhatar Shiksha Protsana Yojna*). NATS (National Apprenticeship Training Scheme), National Mission in Education through ICT, MERITE (Multidisciplinary Education and Research Improvement in Technical Education-EAP), etc., are allocated with slightly higher amounts in the

interim budget than the allocation in 2023-24 budget estimates.

On the other hand, budget allocation for certain agencies/authorities is slashed ranging from marginal reduction to drastic reduction as evident from a few facts presented below:

- The budget allocation for IIMs was lowered for the second year in a row – from ₹ 653.92 crore for 2022-23 to ₹ 300 crore in 2023-24 accounting a drastic trim by 54,12%. Furthermore, in the interim budget, 2024-25, allocation is cut to ₹ 212.12 crore (a further reduction by ₹ 87.88 crore or by 29.29%).

- Similarly, budgetary support for IITs was reduced by ₹ 59.71 crore in the interim budget, 2024-25 when compared to the revised estimates for 2023-24 (from ₹10,384.21 crore to ₹ 10,324.50 crore accounting for a marginal reduction by 0.58%).

- Surprisingly, no allocation is made in the interim budget for Andhra Pradesh and Telangana Tribal Universities although they were provided with ₹ 40.67 crore in 2023-24 budget.

During the last few years, the government was allocating continuously increasing (marginally) amount to one of the regulators of higher education viz., University Grants Commission (UGC). But unbelievably, in the interim budget, the government has slashed the budget allocation to UGC drastically from ₹ 5,360 crore in 2023-24 to ₹ 2,500 crore for 2024-25 – reduction by ₹ 2,860 crore working out

to reduction by 53.36% (when compared to revised budget allocation for 2023-24, the reduction in the interim budget, 2024-25 works out to about 61%). The trend become clear from the Figure 2.

As already stated, there are a large number of institutions like state universities (481), colleges eligible for the receipt of grants (13,977), autonomous colleges (979), etc., which consider the UGC as one of the major sources of funding. Therefore, the question is how can the Commission allocate the meagre budget allocation of ₹ 2,500 crore among a large number of eligible and dependent higher educational institutions (after meeting its own establishment expenses)?

A Few Reactions

Reacting to the interim budget, Union Minister for Education, Shri. Dharmendra Pradhan said, 'The budget paves the way for a golden era of research, innovation and entrepreneurship led by India's talented *Yuva Shakt,*. this budget is well-balanced between welfare and wealth creation'. The chairman of UGC, Dr. M. Jagadesh Kumar said, "… the commission remains committed to its core mandate of supporting quality higher education and it will continue to work in synergy with all stakeholders to ensure the efficient use of allocate fund. … the strategic distribution of resources and NEP, 2020 transformative vision will build a learner-centric higher education system in India."

On the other hand, there are dissatisfactions about the budget allocation for higher education. A faculty member from Delhi observed, "How can the institutions manage with the cut in budgetary allocation when the they are going to implement four-year Degree programmes of studies." As this is a reality, the government should have considered this factor. Another faculty member said, "The drastic cut in UGC fund has deleted 'G' (i.e., Grants) and reduced it to merely a regulatory agency."

Figure 2: Budgetary Allocation for UGC (crores)

Concluding Remarks

In the light of economic
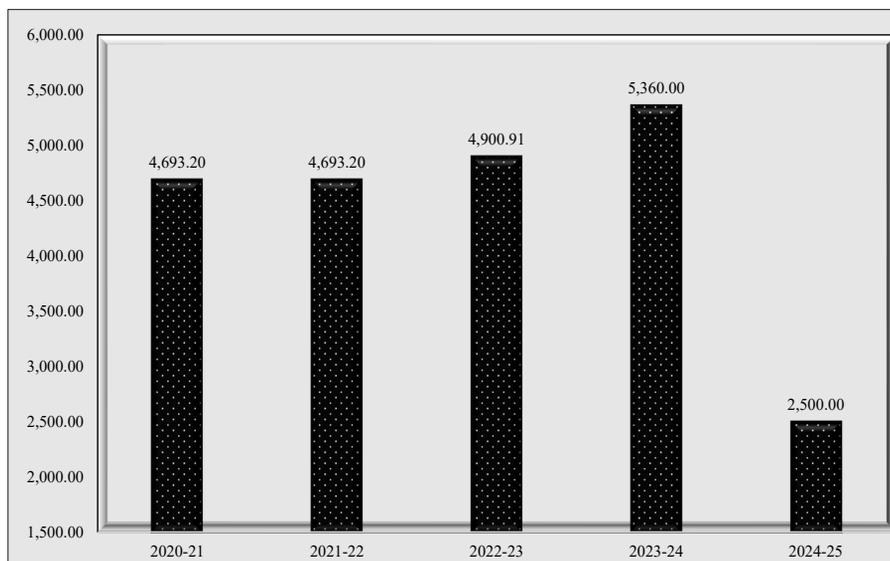
condition of people, education sector deserves and requires a continuously increasing amount of budget allocation. But it is either marginally increasing, or stagnating or declining over the years. The fact that, allocation for education sector, as a percentage of GDP, has declined over the past decade from 0.63% in 2013-14 to 0.27% in 2023-24 (revised estimates) should be a matter of concern. When the country is aiming for improving the quality of education on a continuous basis and when the UGC is requesting the colleges and universities to adopt NEP, 2020, it is necessary for the governments to be little more generous in the allocation of funds for the education sector. Otherwise, it results in the universities and institutions starting more self-financing academic programmes for which the demand is more and this results in (i) additional burden to the students and their parents, (ii) denial of opportunities to the students with poor economic conditions to pursue higher education, (iii) the discontinuation of some of the academic programmes which are financially not viable or not remunerative. Of course, the governments have limited resources and unlimited demand for the fund. Still, it is advisable to allocate more funds for the education as each Rupee spent on education is in the form of investment on knowledge capital yielding multiple benefits for a very long period.

Notes

(1) Fiscal Deficit = [Total Expenditure – (Revenue Receipts + Recovery of Loans + Other Capital Receipts other than Borrowings)]

(2) Revenue Deficit = (Total Expenditure on Revenue Account – Revenue Receipts)

(3) Effective Revenue Deficit = (Revenue Deficit – Grants-in-Aid for creation of Capital Assets)

(4) Primary Deficit = (Fiscal Deficit – Interest Payments)

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Indian Ethos for Managing *Karma, Niti* and *Dharma* Events with Contemporaneous Thoughts towards Innovating *Bharat*

B Bhargava Teja*

Ethos, collectively defined as people's characteristic spirit and beliefs (Barman, 2008), distinguishes one culture from another. Indian ethos is drawn from Vedic literature, considered a timeless and unequaled heritage of humankind. Several saints have treasured and disseminated their knowledge and wisdom through ancient Vedic literature encompassing *Ramayana*, *Mahabharata*, *Upanishads*, and *Puranas*. At the crest of Vedic literature, Mahabharata bears the annotation, "What is not found here will not be found anywhere else." The essence of all these scriptures is in *Bhagavad Gita*, a part of Mahabharata and an apostle of life skills towards self-actualization and self-realization. Further, the *Bhagavad Gita* greatly assists in unfolding and classifying the purpose of human acts and activities related to different objects and situations and their related needs.

Management is perceived as the art of getting work done by the people (Koontz, H. and O'Donnell, C., 1955) through formally organized groups that facilitate work performance most professionally. Further, elaborating on the management process, Stoner, James., et. al. (2006) opined that it is a governance process of planning, organizing, leading, and controlling the work of organization members. However, Management Guru (Fayol, 1949) says that appropriate role allocation for the individual and the team makes the mission successful by getting the desired results. Stoner, James., et al. (ibid) clarified that management is a specialty in dealing with human beings and human relationships dealing with time matters as they arise to reach organizational goals by using all available resources.

The etymology of the word event shows that it has roots in Latin and carries the original meaning outcome. However, modern thinkers defined an event (Newman, 1950) as a sociological process borne out of human life with actions and activities of persons who are behaviorally highly unpredictable. While advancing Newman's idea, Kotler, et. al., (2003) added that people's specific actions and activities are always related to a specific place and time, giving rise to an outcome. The statement indicates that an event is invariably inseparable from the place where it happens, anchoring all related activities leading to an event to that place.

Karma (Work) is an activity directed toward making or doing something. An activity is a situation where something is happening or many things are being done. It is well known that no living being in the universe can survive without constantly engaging in any activity, even for a fraction of a second. Road burg (1983) observes that individuals are motivated when they are paid for the work they do and at the same time would also be willing to put up with the stress and strain, whereas persons who do work of their own free will, without any payment enjoy the work and have the freedom to relax. Brook (1993), while classifying work and non-work, found that they have similar characteristics, such as creativity, challenge, mental activity, and self-development. However, non-work possesses freedom of choice, which is socially oriented and discretionary.

Niti pertains to principles, standards, and rules that govern appropriate behavior in various contexts and situations, often extending beyond an individual's personal beliefs. Therefore, Ethics is a broader and more systematic study of what is morally right and wrong. Morals are social rules and guidelines that prescribe appropriate norms to behave in a particular situation. (Larry, 1999), Norms refer to matters of right and wrong, especially in the context of personal values and principles, which are highly subjective. It is observed that values and norms are not static; they may change as the political and economic orientation shifts or as education levels improve. The universality of ethical principles within *Dharma* transcends cultural boundaries.

Dharma provides a comprehensive framework for ethical living in the Indian Ethos of Work

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Chief Management Consultant, Shris Infotech, 809, Road # 41, Jubilee Hills, Hyderabad-33, Telangana. E-mail: bhargava_bt@yahoo.com

philosophy. While it has ancient roots, its ethical principles remain relevant and have implications for contemporary discussions on morality, ethics, and the pursuit of a righteous life. While *Dharma* originated in a specific cultural and religious context, its ethical principles have relevance in contemporary discussions on virtue ethics and deontology. Deontology concerns universal truths and principles (Teja, 2011), which should be adhered to regardless of the circumstances. A teleological view can be understood as 'consequentialism' (Kaynama, King, and Smith, 1996), following from the philosophical work of Jeremy Bentham and John Stuart Mill on utilitarianism.

Innovating Bharat as an ideal society is primarily symbolic and aspirational within the cultural and religious traditions that comprise virtuous individuals and multiple individuals who rely on the principles of *Dharma* to constitute the ideal society. When applied effectively, *Dharma* can create an ideal society by providing a moral, ethical, and Dharmic framework.

Conceptual Analysis of *Karma* (Work)

Per the ancient Indian scriptures, every human has two bodies on the material plane—the gross body and the subtle body, where the former is visible and the latter invisible. These declarations are realized by *Vedas*, who testified that the gross body has five action organs, and the subtle body has five sense organs. They are related through the cosmic energy *Prana*, the motive power from within, by which the individual survives.

The Subtle body comprises five sensory organs, five organs of action, and five vital gases.

Vedanta Paribhasha, 318

The scriptures view *Karma* as an activity of a mortal involving the active performance of both body and mind. Bhagavad Gita declares that no one can ever remain, even for a moment, without performing work that is an action.

None can ever remain, even for a moment, without acting.

Bhagavad Gita, 3-5

Further, the Bhagavad Gita states that the subtle body (mind) is distinct from the gross body, and the mind is the entity that perceives, thinks, feels, wills, and desires, motivating the body to perform different Karmas.

An External portion, having become a living soul in the world of life and abiding in nature, draws (to itself) the (five) senses, with mind as the sixth.

Bhagavad Gita, 15-7

Furthermore, the Bhagavad Gita reiterates that any Karma shall be perfect only if sense organs synchronize with action organs, thus emphasizing the importance of the unity of body and mind for Karma to be perfect.

However, whoever controls the senses by the mind engages his organs of action in karma yoga, he excels.

Bhagavad Gita, 3-7

As declared in the scriptures, these manifestations of different elements of both gross and subtle bodies are schematically presented in Figure 1, along with their meaning and the transliterated words in English.

It can be observed from Figure-1 that the five organs of action are the elements of the body known as Karmendriyas viz., speech (*vak)*, hands (*paani*), feet (*pada*), anus (*payu*) and genitals (*upastha*) which are made by the motive power of the prana. On the other hand, the five elements of sense organs Gnanendriyas are the five senses, which are skin (*twak*), eyes (*chakshu*), ears (*srothra*), tongue (*jihwa*), and nose (*Ghrana*). These relate to the mind. The connecting broken line represents the internal energy prana, which relates to both body and mind.

These tenets are further elaborated in the fourth Chapter of the Gita, which declares the intricacies of Karma - actions are hard to understand. Therefore, one should know properly what Karma is, what is non-Karma, and what is forbidden Karma as declared in the following verse:

You must understand the nature of all three — recommended action, wrong action, and inaction.

Bhagavad Gita, 4-17

The verse explains that a mortal is always under the influence of three tendencies – no-activity, activity, and inactivity- as Brook (ibid) expressed, eventually giving rise to an event. The origin and nature of each human tendency are structurally presented in Figure 2, and their classification is described in the following paragraph:

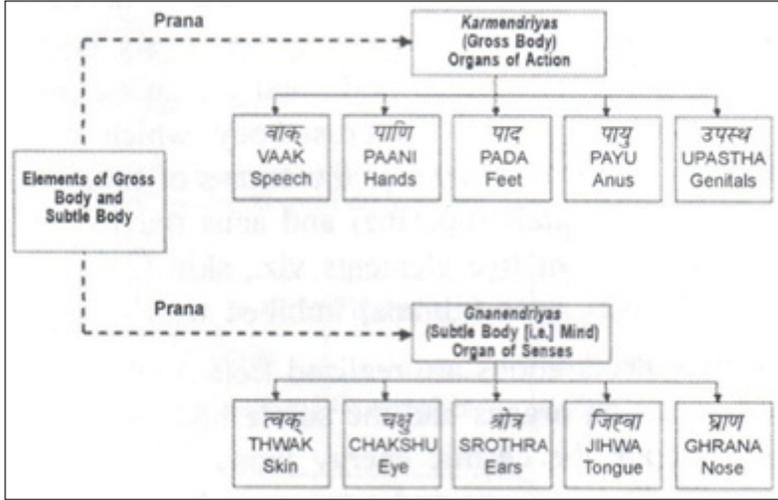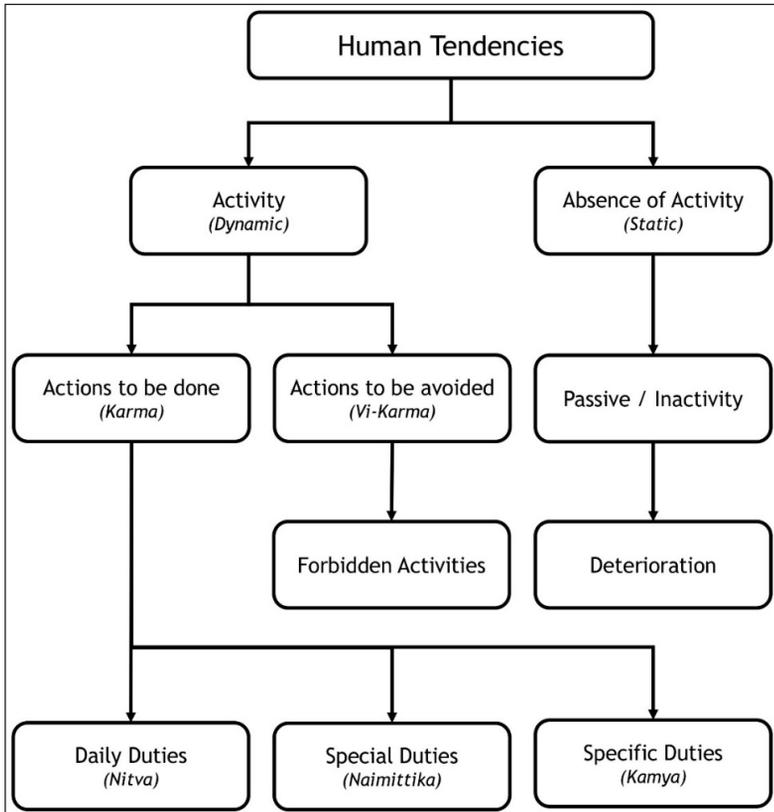**Figure 1: Elements of Gross Body and Subtle Body**

Figure 2: Structure of different kinds of Human Activities

It can be observed from Figure. 2 that any activity that is the prime mover of the event is broadly classified into two distinct categories, namely actions to be done (Karma) and actions to be avoided (Vi-Karma). Actions to be done are further classified into three kinds, namely daily duties, special duties, and specific duties (Bhargava Teja, 2010). Daily duties are actions one must perform regularly, while special duties are oriented toward specific occasions. The actions to fulfill desires targeted for achieving a particular goal are classified under specific duties. On the contrary, any act that stands as a barrier to the progress of human society is categorized under forbidden activities (Vi-Karma).

NITI (Ethics and Morals)

Bhartrihari, a renowned Indian philosopher, poet, and an acknowledged authority on *Niti* (Ethics) who lived around the 5th century CE, is known for his contributions to Sanskrit literature, particularly in philosophy, poetry, and grammar. The *'Nitisataka'* is a part of Bhartrihari's more significant work known as the *'Śatakatraya'*, which consists of three centuries of verses on different themes. The principles in Nitisataka are often considered timeless and applicable across cultures. The universal relevance of the text allows it to transcend temporal and geographical boundaries, offering guidance on human values that resonate with diverse audiences. Various components and the constituents of ethics are presented in Table 1.

It can be observed from Table 1 that *Nitisataka* contributes to the development of individual character by promoting virtues such as honesty, integrity, and compassion. Further, these verses offer a moral framework that individuals can adopt to cultivate positive qualities and contribute to their growth. Principles of empathy, respect, and cooperation are woven into the teachings to foster a sense of community and shared responsibility.

"*Sikshavalli*" refers to a section within the *Taittiriya Upanishad*, one of the ancient Indian scriptures associated with the Yajur Veda. The *Taittiriya Upanishad* consists of three main sections: The *Sikshavalli*, the *Brahmananda Valli*, and the *Bhrigu Valli*. Each section explores different aspects of spiritual knowledge, meditation, and the nature

Table 1: Various Components and Contents of Ethics
(From Bhartrihari Subhashitas-Nitisataka)

#.	Components	Bhartrihari Quotes	Transliteration	Meaning
1	मूर्खपद्धति Murkh Padhathi	मूर्खस्य नास्त्यौषधम्।। 1.10	*moorkhasya naastyaush-adham 1.10*	No medicine for stupidity.
2	विद्वतपद्धति Vidyth Padhathi	विद्याविहीनः पशुः।। 1.16	*vidyavihinah pashuh 1.16*	A man without knowledge is nothing but an animal.
3	मान–शौर्य–पद्धति Maan Shourya Padhathi	महतां निःसीमानश्चरित्रविभूतय।। 1.27	*mahatam nihsimanash-charitravibhutayah 1.27*	The glory of the character of the great is limitless.
4	अर्धा पद्धति Ardha Padhathi	सर्वे गुणाः काञ्चनमाश्रयन्ते।। 1.32	*sarve gunah ka ~ nchan-amashrayante 1.32*	All good qualities take shelter in wealth.
5	दुर्जनपद्धति Durjana Padhathi	पिशुनता यद्यस्ति किं मृत्युना।। 1.44	*pishunataa yadyasti kim mrityunaa 1.44*	Malice/Treachery is greater than death.
6	सुजन पद्धति Sujn Padhathi	परगुणे प्रीतिर्गुरौ।। 1.51	*paragune preetirgurau 1.51*	Appreciation of others virtues
7	परोपकार पद्धति Paropkar Padhathi	दुःखिते कुरु दया।। 1.69	*du:khite kuru daya 1.69*	Compassion towards the sufferer.
8	धैर्य पद्धति Dhayriye Padhathi	न निश्चितार्थाद्विरमन्ति धीरा।। 1.71	*na nishchitaarthaadwira-manti dheeraah 1.71*	No withdrawal from the task taken up.
9	देव पद्धति Dev Padhathi	विधिरहो बलवान्।। 1.85	*vidhirho balwaan 1.85*	Powerful is the way of destiny.
10	कर्मपद्धति Karm Padhathi	रक्षन्ति पुण्यानि पुरा कृतानि।। 1.99	*rakshanti punaayni puraakritaani 1.99*	Good deeds shall protect.

of reality. Sikshavalli is known for its teachings on education, morality, and cultivating virtues. The excerpts of the morals and ethics from *Sikshavalli* are presented in Table. 2.

It can be observed from Table 2 that the teachings in *Sikshavalli* go beyond theoretical knowledge and stress the practical application of wisdom. The *Upanishad* guides students on how to apply ethical principles in real-life situations, promoting the translation of knowledge into virtuous actions. The teachings in *Sikshavalli* highlight the importance of fulfilling one's responsibilities and duties. *Sikshavalli* instills a sense of duty as an integral part of ethical living.

The concept of duty (*Dharma*) is woven into the fabric of the dialogues, emphasizing the ethical obligation to fulfill societal and personal responsibilities.

Dharma and Its Constituent Virtues

Dharma refers to moral and ethical duties and responsibilities that individuals must follow to live a righteous and virtuous life. *Dharma* provides a framework that guides individuals and communities toward righteous living, harmonious coexistence, and society's overall well-being. During earlier investigations into the Indian Scripture, the author found from the scripture, Brihaddharmapuranam, that *Dharma*, or righteousness, stands on four building blocks, viz., Truth (Satyam). Compassion (Daya), Peace (Shanthi), and Non-Violence (Ahimsa) as its core constituents as declared:

सत्यं दया तथा शांति रहिंसा चेति कीर्तिताः ।
धर्मस्यावयवास्तात चत्वारः पूर्णतां गताः ।।

Brihaddharmapuranam | 1 | 44 || Pg.7

Each of these constituents of the *Dharma* and their related virtues is schematically designed and presented in Figure 2.

The four-fold classification of Righteousness, along with detailed values in each of the classifications with their number within brackets,

Table 2: Excerpts of Morals and Ethics from *Sikshavalli*

#.	*Sikshavalli*	Transliteration	English Translation
1	सत्यं वद	*satyam vada*	adherence to truth.
2	धर्म चर	*dharmam chara*	practice virtue.
3	सत्यान्न प्रमदितव्यम्	*satyanna pramaditavyam*	do not neglect truth.
4	धर्मान्न प्रमदितव्यम्	*dharmanna pramaditavyam*	do not neglect virtue.
5	आचार्यदेवो भव	*acharyadevo bhava*	regard the teacher as your god.
6	स्वाध्यायप्रवचनाभ्यां न प्रमदितव्यम्	*svadhyayapravachanabhyam na pramaditavyam*	do not neglect study and teaching.
7	देवपितृकार्याभ्यां न प्रमदितव्यम्	*devapitrrikaryabhyam na pramaditavyam*	do not neglect your duty to the gods and the ancestors.
8	मातृदेवो भव	*matrridevo bhava*	regard the mother as your god.
9	पितृदेवो भव	*pitrridevo bhava*	regard the father as your god.
10	अतिथिदेवो भव	*atithidevo bhava*	regard the guest as your god.
11	श्रद्धया देयम्	*shraddhaya deyam*	Give with Faith,
12	ह्रिया देयम्	*hriya deyam*	Give with Modesty,
13	संविदा देयम्	*samvida deyam*	Give with Sympathy.
14	अलूक्षा धर्मकामाः स्युः	*aluksha dharmakamah syuh*	not harsh, not led by passion,
15	एष आदेशः	*esha adeshah*	This is the Command.
16	एषा वेदोपनिषत्	*esha vedopanishat*	This is the secret Doctrine of the Veda.

Source: Taittiriyopanishad – Shikshavalli – Chapter 6 – Anuvak 11 – Excerpts from Verses 1-4

is observed in the exact Figure. 2. It can be further noted from the figure that the truth comprises twelve values, while compassion, peace, and non-violence have six, thirty, and seven, respectively.

Ayodhya is the epitome of *Dharma* and is synonymous with *Dharma* in various aspects of life, nature, and society, characterized by justice,

Figure 2: Four Paths of Dharma along with Their Constituent Components

Table 1 (a, b, c): Ethics, Morals, and Metaphorical Comparison of Signifying a Total Personality

a. List of Human Values as Enshrined in Valmiki Ramayana (Bala Kanda-1-8,9,10,11,12,13,14,15,16,17)

S.#.	Sanskrit	Transliteration	English Translation
1.	महावीर्यो	*mahaaviiryaH*	highly valorous one
2.	धृतिमान्	*dhR^ithimaan*	steadfast
3.	बुद्धिमान्	*buddhimaan*	wise
4.	नितिमान्	*niitimaan*	moralist
5.	वाग्मी	*vaagmii*	eloquent
6.	श्रीमान्	*shriimaan*	glorious one
7.	शत्रुनिबर्हणः	*shatrunibharhaNaH*	destroyer of enemies
8.	अरिन्दमः	*arindamaH*	enemy subjugator
9.	सुविक्रमः	*suvikramaH*	with a good gait.
10.	प्रतापवान	*prataapavaan*	courageous one [resplendent one]
11.	शुभलक्षणः	*shubhalakShaNaH*	with auspicious features.
12.	धर्मज्ञः	*dharmaj~naH*	rectitude knower
13.	सत्यसन्धश्च	*satyasandhaH ca*	truth-bidden also
14.	प्रजानां च हिते रतः	*prajaanaam ca hite rataH*	concerned in welfare of subjects
15.	यशस्वी	*yashasvii*	famed one
16.	ज्ञानसंपन्नः	*j~naanasaMpannaH*	with proficient prudence
17.	शुचि	*shuchiH*	clean [in conduct]
18.	वश्यः	*vashyaH*	self-controlled
19.	समाधिमान्	*samaadhimaan*	attentive one
20.	धाता	*dhaataa*	Sustainer (Lord Vishnu)
21.	रिपुनिषूदनः	*ripuniShuudanaH*	Eliminator of enemies
22.	धर्मस्य परिरक्षिता	*dharmasya parirakShitaa*	complete Guardian of probity.
23.	स्वस्य धर्मस्य रक्षिता	*svasya dharmasya rakShitaa*	preserver of his own righteousness
24.	स्वजनस्य च रक्षिता	*svajanasya ca rakShitaa*	champion of his own people also
25.	वेदवेदाङ्गतत्त्वज्ञो	*vedavedaaN^gatattva-j~naH*	scholar in Vedas & ancillaries
26.	धनुर्वेदे च निष्ठितः	*dhanurvede ca niSTitaH*	an expert in the science of archery.
27.	स्मृतिमान्	*smR^itimaan*	one with excellent memory
28.	प्रतिभानवान्	*pratibhaanavaan*	a brilliant one
29.	सर्वलोकप्रियः	*sarvalokapriyaH*	dear to all worlds
30.	साधु	*saadhuH*	gentle
31.	समुद्र इव सिन्धुभिः	*samudraH iva sindhubhiH*	like an ocean by rivers
32.	सर्वदाभिगतः	*sarvadaa abhigataH*	always accessible
33.	सद्भिः	*sadbhiH*	by clean-minded ones
34.	आर्यः	*aaryaH*	noble one
35.	सर्वसमश्चैव	*sarvasamaH ca eva*	and also treats all equally
36.	सदैव प्रियदर्शनः	*sadaa eva priyadarshanaH*	indeed ever a feast to the eye.
37.	सर्वगुणोपेतः	*sarvaguNopetaH*	embodied with all [noble] merits

b. Moral Norms enshrined in Valmiki Ramayana (Bala Kanda, 16-18)

Fifteen Moral Principles for an Individual:

1. Virtues	4. Gratitude	7. Good contacts	10. Competency	13. Conquered anger
2. Prowess	5. Truth	8. Compassionate	11. Ever pleasant	14. Splendour
3. Piety	6. Commitment	9. Scholarly abilities	12. Self-knowledge	15. To refrain from jealousy

c. Metaphorical Comparisons enshrined in Valmiki Ramayana (Bala Kanda, 2, 3)

Eight Facets of Entire Personality:

1. Profundity like an Ocean	5. Anger like in Deadly Fire
2. Firmness like Himalayas	6. Patience like Earth
3. Valour like Vishnu	7. Charity like in Kubera
4. Pleasantness like the Moon	8. Truth like piety

compassion, sustainability, and a shared commitment to ethical principles. In his Ramayana's 3rd Chapter, the sage Valmiki summarizes all these virtues by personifying Sri Rama, Himself is the *Dharma*, while stating that *Dharma* stands in the personification of Sri Rama.

Rama is the embodiment of righteousness; he is an equable The person with truthfulness as his valor, and as with Indra to all gods, is the king of the entire world. [3-37-13]

Valmiki Ramayana, – 3-37-13

Further, the Sage Valmiki reiterates (Vartak Padmakar, 1986) by declaring fifteen attributes for the personality of Sri Rama to stand out as a moral practice. Ethics and morals, synonymous with values and norms, are codified and presented in Tables 1 a and b, along with a metaphorical comparison with the elements of nature presented in Table 1c, with the respective references from the ancient text.

It can be observed from Tables 1 a & b that the ethical values include truth, compassion, peace, and nonviolence, from vital wheels of the society to run. In contrast, morals reiterate the values that confirm the individual is organized. From the metaphorical comparison (Table 1 c), the towering virtues of Sri Rama's personality for human excellence can be observed when comparing oneself with the valor of Vishnu.

Therefore, the concept of Innovative Bharat has to be an ideal society is primarily symbolic and aspirational ideal within the cultural and religious traditions; it is found that individuals virtuous multiple individuals constitute an ideal society that can evolve over time in response to changes in values, circumstances, understanding of human nature relying on the principles of the bedrock of *Dharma* as presented in Figure. 3.

It can be observed from the Figure. 3, the entire scheme of ideal society is built on firm foundations of *Dharma* (righteousness)

principles viz., Truth (*Satyam*), Compassion (*Daya*), Peace (*Shanti*), and Non-violence (*Ahimsa*) as its core enshrined in ancient Indian scriptures (Vedas, anonymous), the role of which results in upholding ethical values for establishing Ideal Society. The relationships of values, persons, and people for developing total personalities for transforming into an ideal society can readily be observed from the above Figure. Therefore, *Dharma* is given prime-ordial importance in the Ramayana, where *Dharma* involves *Karma and Niti*, and the importance of its adherence is denoted in the following verses of Sundara Kanda, the 5th Chapter of Valmiki Ramayana:

a king with an uncontrolled mind, interested in a wrong path, wealthy states, and cities will also be destroyed."

Valmiki Ramayana, - 5-21-11

Further, it is significant to note from the above verse the profundity of the *Dharma*, where

Figure 3: Development of Total Personalities for Innovative Society
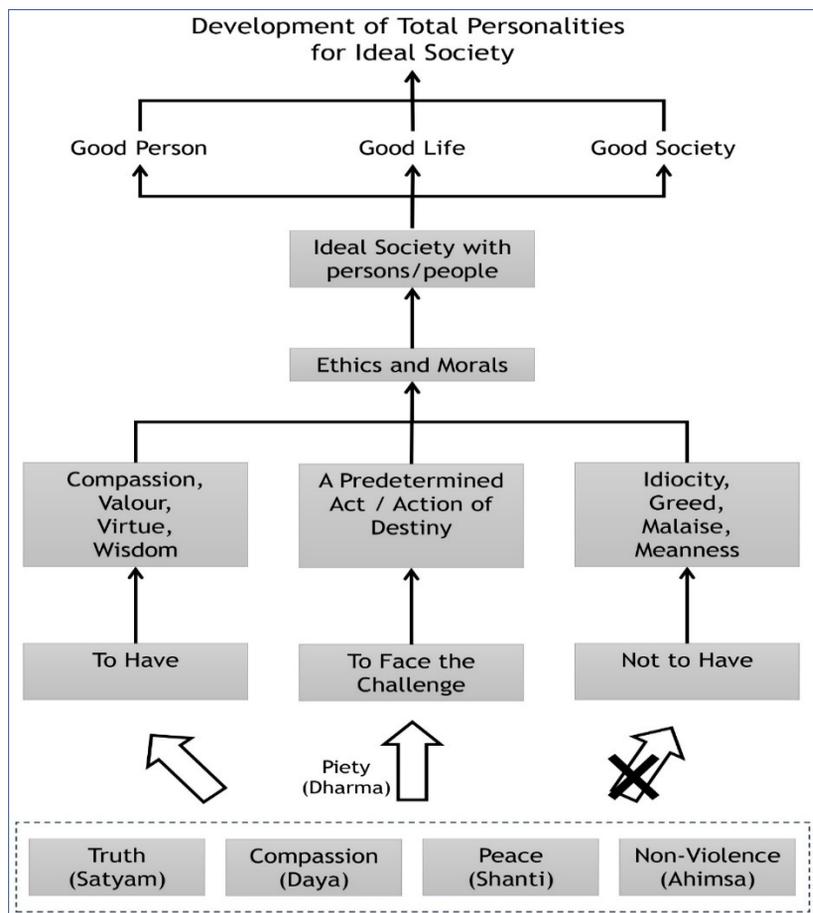
it categorically says unrighteousness cannot be neutralized with righteous acts.

Furthermore, *Dharma* reiterates that a person with a wrong path and unrighteousness, however wealthy and prosperous, is bound to be destroyed, as explained in the following verse.

The fruit of righteousness does not exist together with the result of unrighteousness.

Valmiki Ramayana, - 5-51-28

Hence, *Karma and Niti* are inner constituents of the potential nucleus of *Dharma* and composing factors of *Dharma*, where they are interdependent, intra-dependent, and trans-dependent.

Conclusion

The author carried out detailed research on *Karma, Niti, and Dharma* by investigating various Indian scriptures – *Ramayana, Mahabharata,* along with *Sikshavalli,* which is a part of *Yajur Veda* and *Bhartrihari's Nitisataka* to conceptualize these inter-intra-&-trans-related factors. *Ramayana* provides moral duties and responsibilities within the ethical framework that guides individuals and communities toward righteous living, harmonious coexistence, and the society's overall well-being. The intricacies and significance of *Dharma,* by involving *Karma and Niti,* are established through the design and development of conceptual and Schematic diagrams from the *Bhagavad Gita,* which is a part of Mahabharata. These analyses show that no human being can survive without performing *Karma,* and such *Karma's* must be invariably driven by Values and Virtues to establish *Dharma*. *Dharma* is found to guide individuals to act ethically and with moral integrity as derived from the Virtues of Lord Rama. It further observed that *Dharma* results from *Karma and Niti.*

Both *Nitisataka and Sikshavalli* hold immense significance for ethics, morals, and human values, offering guidance on ethical conduct, knowledge, and wisdom for the holistic development of individuals. These ancient texts are found to inspire individuals on their journey towards spiritual and intellectual growth. The innovating society is found to be built on firm foundations of Piety *(Dharma)* or righteousness comprising of four basic principles viz., Truth *(Satyam),* Compassion *(Daya),* Peace *(Shanti),* and Non-violence *(Ahimsa)* as its core enshrined in ancient Indian scriptures encompassing values, virtues, and *Niti* as enshrined in Ideal Society of Rama Rajya.

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End Note

1. *Ancient Indian scriptures* have been the timeless and unequaled heritage of the world. The Vedas and the Upanishads are at the crest of the Indian scriptures.

2. *Bhagavad Gita,* popularly known as Gita and part of the epic Mahabharata, comprises 18 chapters and 700 verses. It is a doctrine on the art of living for the successful accomplishment of goals by individuals, even during adverse situations.

3. *Bhartrihari* was a king, poet, and sage par excellence who wrote Nitisataka, which are noble sayings in the form of verses.

4. *Dharma* means one's righteous duty, and piety is affected by the person's age, class, occupation, and gender.

5. *Itihasa* means events of the past.

6. *Kandas* are individual chapters grouped into books.

7. *Mahabharata* is an amazing tale of drama, scheming, jealousy, human foibles, and failings. It is the longest poem in the world, with 100,000 stanzas. The epic has a story relating to Pandavas, which is as relevant today as it was then.

8. *Nitisataka* is a Sanskrit sloka on human behavior in a civilized society on polity, prudence, and wisdom.

9. *Prana*: This concept was first expounded in the Upanishads as the element that sustains the body and is the mother of thought and, thus, the mind. The energy within the body other than the five elements responsible for the body is working.

10. *Ramayana* is an epic poem in Sanskrit, containing the story of King Rama's life journey, a true journey of Virtue to annihilate Vice. It consists of 24,000 verses called Slokas in the Sanskrit language grouped into six Kanda, each Kanda comprising 537 individual chapters called Sargas.

11. *Sargas* are grouped into chapters or cantos, describing a specific event or intent.

12. *Senses*: The subtle body comprises sensory elements and is manifested in the five senses: sight, smell, taste, touch, and hearing.

13. *Sikshavalli* is a section within the Taittiriya Upanishad, one of the ancient Indian scriptures associated with the Yajur Veda. It is known for its teachings on education, morality, and the cultivation of virtues.

14. *Sloka* is a category of verse line in the epic poem.

15. *Sundara Kanda* is the fifth chapter of the Ramayana, which demonstrates the duties of an event organizer for successful task management and people management. It narrates the adventurous journey in search of Rama's wife by his ardent acceptor, Lord Hanuman.

16. *Upanishads* constitute the end part of the Vedas [i.e.] Vedanta. They deal with the philosophical and spiritual aspects of the Vedas.

17. *Valmiki* is celebrated as a poet harbinger in Sanskrit literature. He is the author of the epic Ramayana.

18. *Vedas* are sacred and reveal knowledge. Rigvedic hymns are considered to be at least 5,000 years old.

19. *Vital energy* is composed of five gaseous elements (their functions are indicated in brackets) viz., Prana (for the beating of the heart), Apana (for the elimination of the waste products), Udana (for producing sounds through vocal apparatus), Samana (for digestion of food and cell metabolism), Vyana (for the expansion and contraction process of the body). ❑

Humanity Engaging with Information: A Learning Transition

Papiya Upadhyay*, Santanu Patra** and Atindra Nath Dey***

Let us start by quoting Stansberry, et. al., (2019a) "Fifty years after the first computer network was connected, most experts say digital life will mostly change humans' existence for the better over the next 50 years. However, they warn this will happen only if people embrace reforms allowing better cooperation, security, basic rights, and economic fairness."

Latest advancements in ICTs have opened new possibilities and difficulties for education in the 21st century. It must strive to strike a balance between integrity in knowledge transmission, acquisition, sharing, and use. The social construction of technology as viewed must not quiver from the goals of 21st century education. Notwithstanding, ICTs provide universal access to education, equity in education, delivery of quality teaching-learning, professional development of teachers, efficient education management, governance and administration. The human factor prevails in all these innovations. However, with the advent of Artificial Intelligence (AI) mediated functions and integration, there are several emerging risks, dangers, privacy concerns, etc. We are aware that AI is a science that focuses on creating machines that engage in the behaviours performed by humans. The technology has the potential of digital transformation and eventually can enhance and enrich productivity as well as widen the livelihood. In this context, integrity and ethical considerations take centerstage in the digital learning future.

According to Walden University (2023), …..'how do we change the world for the better?' As a very common question, it has more convincing and appropriate answers now. The evolution of technological advancements over the past decades has given us unique ways to socially connect and build communities across the world through varied technological tools. As of 2015, over 3 billion people in the world can access the internet, and more than 2 billion can actively use social networks.

(https://www.waldenu.edu/online-masters-programs/ms-in-nonprofit-management-and-leadership/resource/how-to-use-technology-to-promote-social-change , 2023)

The social matrix can be re-oriented by educational technologies. Recent studies address the how and why of the introduction of educational technologies into educational institutions conjoined by the influence of social configuration. A case study of a Saudi state university, based on analysis of interviews, observations, and documents underpins the supposition, unraveling that the recommendation for policy action can provide the technologically-shaped nature of society. The human social fabric can be attuned with a more focussed planning and development process of educational technologies through a more participatory approach, and involvement of all stakeholders of different categories. This will enable us to lessen social encumbrance and open up for sharing and expressing feelings, raise needs and exchange aspirations and interests. Extrapolating this proposition, Keri Facer (2011) recognized challenges for the near future. Some of these are:

- the emergence of new relationships between humans and technology;
- the opportunities and challenges of aging populations;
- the development of new forms of knowledge and democracy; and
- the potential for radical economic and social inequalities.

Source:(https://www.routledge.com/Learning-Futures-Education-Technology-and-Social-Change/Facer/p/book/9780415581431)

William Uricchio, media scholar and professor of comparative media studies at MIT, stated, "'Changes in digital life' are human-driven; technology will only amplify the social structures that created it". It is an agreeable fact that human agency will affect the

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course of digital life. However, the biggest concern is that every individual's future in the tech-driven age depends upon the ability of humans to honor long-term societal advancement over short-term personal gain (Stansberry, et, al., 2019b).

Setting the Tone

This article uncovers the supposition vividly dispensed in the background. It reviews and underpins the idea of how humanity is engaged with the information mediated by technology and how this transformation has created a transition in the educational process, especially learning at various levels of education. The discussion rolls through the mandate of the National Education Policy (NEP) of India, 2020, which also reinforces the significance of tech-enabled learning accentuating the optimum human involvement in making the most. NEP purports the importance of leveraging the advantages of technology while acknowledging its potential risks and dangers.

We know that technology is a broad term used for all types of tools, methods, and processes created by human beings to improve their lives. The evolution of Information (Education), Communication (disseminating/transacting), and Technology (Industry; tools, methods, and processes thereby) have compelled and distilled the idea of ICT in education. The need to have a digital pedagogy is imperative and it should be introduced thoughtfully.

The Vision of NEP- 2020 w.r.t Technology in Education

Since education is essentially about knowledge and information, and communication of that knowledge to the next generation, it is foreseeable that technology will play a significant role in education in the coming years. In the past few decades, ICT has transformed how humanity engages with information.

The National Education Policy 2020 recognizes the advantages of technology as well as potential risks and dangers. These are nested as:

- "Appropriate integration of technology into all levels of education - to support teacher preparation and development; improve teaching, learning and evaluation processes; enhance educational access to disadvantaged groups; and streamline educational planning, administration, and management." [DNEP 2019, Chapter 19, Objective]

- "Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management" [NEP 2020, Principles of this Policy, p.5]

- "While education will play a critical role in this transformation (India's transformation into a digitally empowered society and knowledge economy), technology itself will play an important role in the improvement of educational processes and outcomes; thus, the relationship between technology and education at all levels is bi-directional." (NEP 2020, 23.1)

- Given the explosive pace of technological development allied with the sheer creativity of tech-savvy teachers and entrepreneurs.

- The National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas (NEP 2020, 23.3).

- Technological interventions will be for improving teaching learning and evaluation processes, supporting teacher preparation, educational access, planning, management, and administration (NEP 202; 23.5).

- Technology-based education platforms (DIKSHA), will be better integrated across schools (NEP 2020, 23.8).

- The emergence of disruptive technologies (AI, VR, etc.) demands responses from the education system that must be poised to respond quickly (NEP 2020, 23.8).

The Impact of Digitalization at Societal, Organizational, and Individual Levels

Technology not only affects individuals' day-to-day lives but also affects organizations and society. According to Meythaler, et. al., (2023), an intricate web of interdependencies exists between technology design and use and individual, organizational, and societal needs, which is mediated by the regulatory framework and technology standards. On the other hand, technology's design and use are also affected by individuals, organizations, and society. Technology helps to create social connectedness at the individual level by giving access to social capital and social support. On the other hand, technology can impact individuals negatively by affecting social relationships and mental health. Technology helps to enhance performance at the organizational level by

enhancing skills, increasing autonomy, and increasing profitability. On the other hand, technology increases cybersecurity threats, raises fatigue levels, and increases tension at the organizational level. On a societal level, technology helps to increase societal cohesion by connecting and communicating with each other. It allows greater social mobility and inclusion. Technology also promotes freedom of speech by helping to share opinions, experiences, and knowledge. Technology helps to create an informed society by providing access to education, knowledge, and information and empowering people to make well-informed decisions. Digital literacy also plays an important role in distinguishing reliable sources from misinformation and disinformation. On the other hand, technology creates a digital divide, increases polarization in society, and upturns behaviors that are not accepted socially, such as cyberbullying. Sometimes the internet interferes with fair and free speech. To maximize the benefits or positive impact of digitalization and minimize the negative impact, technology should be designed and used appropriately. Technology standards and regulatory frameworks are very essential for the appropriate use and design of technology.

Action Plans

Technology is a promising and powerful tool for transitioning learning. It can help encourage and uphold relationships between educators and learners, reinvent ideas and methods to learning and collaboration, reduce age-old equity and accessibility gaps, and adapt learning experiences to meet the needs of all learners. Technology has become an essential tool in the learning milieu to communicate with learners and communities. Technology connects educational institutions/organizations and home by providing uninterrupted access and a window into the curriculum. The creation of education-specific communication applications, like app-based study, gamification, online platforms, web 2.0 i.e., the social technological tools/media and web 3.0 semantic tools.

Technology in the upcoming days is going to become further unified into the human experience. Volumes of studies have established that the use of technology determines our perceptions of agency and how we choose to use technology is ultimately the main predictor of how it impacts us. It is undeniably factual that we lack the tools required to measure and understand how we may consciously choose to engage with our technology in a positive manner. Thus, assessing with proper device/tools/software are imperative that supports adaptation to technology. Such instruments can permit and empower individuals/people to engage with technology in desirable ways and indorse human thriving and kindle sustenance.

Fig-1: Interdependencies among Individual, Organization, Society and Technology Use and Design-adopted from (Meythaler, et. al., 2023)
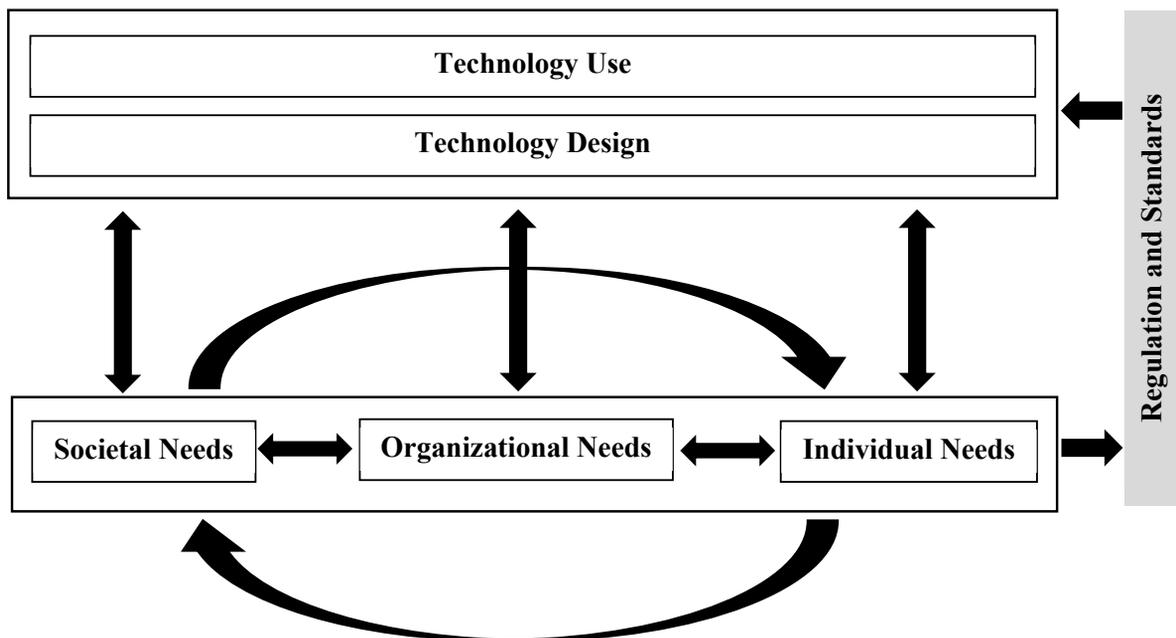
This proposes carefully designed and appropriately scaled pilot studies to determine how the benefits of online/digital education can be reaped while addressing or mitigating the downsides (NEP, 2020, 24.1). In the meantime, the existing digital platforms and ongoing ICT-based educational initiatives must be optimized and expanded to meet the current and future challenges in providing worthy education for all. In this context, the issue of equity and digital divide needs foremost attention from the policy makers (Upadhyay, 2023).

The transition in learning brought about by the introduction, implementation and execution of technology to disseminate information by the humans for the humans, i.e., the primary stakeholders of educational organisations/institutions (Teachers, learners, administrators, and management) have upstretched questions on the quality parameters. An e-quality framework on the following factors needs serious attention in achieving educational goals that require continued emphasis:

Institutional Factor: This includes administrative and managerial affairs, realising the digital eco-system and faith in reputation.

Instructional Factor: This may include clarifying expectations, personalization, selecting proper learning scenarios, organizing learning resources, currency and accuracy of learning resources.

Technological Factor: Includes development and sustainability of technological infrastructure, functionality of technological platforms, accessibility, interface design etc.

Pedagogical Factor: Like student-centeredness, communication and interactivity, social aspect, learning environments, assessment and learning resources.

Student Support: Provisions of administrative and technical support.

Teacher Support: Capacity building, technical assistance, administrative support and pedagogical support.

Evaluation Factor: Significant to cost-effectiveness, learning effectiveness, student satisfaction and teacher satisfaction.

End Thoughts

Human and technology make up the integral parts of Digital education and learning futures. It is the innovative use of digital tools and technologies in the process of teaching and learning, and is often referred to as Technology Enhanced Learning (TEL) or e-Learning. Exploring the use of digital technologies gives educators the opportunity to design engaging learning opportunities in the trajectory of facilitation. Socially accepted forms of technological intervention and blends for optimum learning can usher a better education (Upadhyay, 2023). New circumstances and realities require new initiatives.

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❑

Exploring Innovative Initiatives at Indian Institute of Teachers Education, Gandhinagar, Gujarat

Jyoti Rupinkumar Raval*

Bhartiya Shikshak Prashikshan Sanstha (Indian Institute of Teacher Education) is the brainchild of Shri Narendrabhai Modi, the then Chief Minister of Gujarat and the current Prime Minister of India. Shri Modi wished that this institution would train the best teachers and when today the whole world needs good teachers then India must take the lead for this and would give the best teachers through this institute.

Indian Institute of Teachers Training is the first institute in India to start Integrated Innovative Programmes. In the year 2013, when Justice Verma's Committee recommended reforms in teacher education, students in IITE were taking training under such integrated programs. IITE started work under the guidance of Shri Kiritbhai Joshi, a renowned scholar and educationist in year 2010 with 100 students.

The vision of this university is "*To Nurture teachers of tomorrow with the transformative knowledge of Indian traditions and usher in a new era of Teacher Education, focusing upon the integral development of teachers.*"

And the Mission is "*To provide integrated courses in teacher education, marked and defined by value education, global outlook and interdisciplinary.*"

Working with this purpose, IITE, started with 100 students, and after a decade, has now more than 850 students joined in its journey for education. IITE has the 5 main working centers as shown in Table 1.

Table 1: Working Centers

Centre of Education
Centre of Research
Centre of Extension
Centre of Training
Centre of Special Education

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Among these Five, the biggest is the Centre of Education. In this, an integrated course for four years is offered for B.A. B.Ed., B.Sc. B.Ed. and scholarships are also given. Apart from that, integrated courses for three years for M.A. M.Ed. M.Sc. M.Ed. is also offered. IITE is the University that contributes especially to the field of education through various centers doing special works. Apart from this, fifty-eight B.Ed. Colleges and DIET also have affiliations with IITE. Various Innovative practices are done at IITE. Sports, NCC, and NSS activities too are done here very well.

As IITE has become a progressive university for teachers, has taken innovative experiments in the field of education under the leadership of the third Vice Chancellor of the university Dr. Harshad A. Patel. Various experiments that are active in the university are presented here.

i3T (Integrated Test for Teacher Trainee)

This is an entrance exam and each trainee must pass it to get admission in various courses running in IITE.

FAR/PAR

Faculty Appraisal Reports and Performance Appraisal Reports are quarterly activities conducted by the university, in which academic and non-academic staff members prepare a presentation of activities done by them and represent it. As this is a routine now, all the staff members, may it be academic or non-academic, their skill for presentation is constantly improving. Each employee has own well-planned documentation of their work. Also, he/she can understand where they need improvement.

PTM (Parent Teacher Meeting)

Parent Teacher Meeting is the word normally used for schooling and such meetings held at the school level. In that parents and teachers meet regarding students' progress. But in IITE, in higher education, in the last part of each semester, such meetings are held and faculty members, semester in-charge, and guardians of students of the university join in this PTM, in which faculties prepare presentations

informing curricular and co-curricular activities of students and progress of trainees and present it before guardians. In the concluding session, the meeting is open for question-answers and discussion with each other along with suggestions, become instrumental enough to plan education better.

KEYS (Know Engage with Your System)

This is the program of introduction of family, in which each head of the department for education and administration presents work done in their own department with the presentation before the other departments. In this program, principals, professors, and administrative staff of all 58 affiliated B.Ed. colleges join and learn about the work patterns and innovative practices that occur in various departments by the university.

Digital Campus

The campus IITE is a digital campus, where a 1 GBPS internet facility is available for professors, trainees, and each department of the University.

Pragya (Kirit Joshi Memorial Lecture Series)

Each year a Lecture Series in memory of renowned scholar, Respected, Dr. Kirit/ Kireet Joshi is conducted in the institute, in which famous educationists are invited for lectures.

Teaching Skill Competition

Every year for the last four years, a teaching skill competition has been at IITE. In this event, IITE trainees and 58 affiliated B.Ed. colleges and DIET trainees participate and make efforts to strengthen their teaching skills.

Blue Print Competition

Valuation associated with a teaching-learning process in education is an important aspect. When the assessment of a student on various subjects is to be done, the question paper is prepared, and that is required to be according to the blueprint. College trainees must be alert about this important aspect and bring the whole concept into practice after understanding it deeply. For this reason, IITE has arranged a blue blueprint competition to accelerate this process. In this, participants from the centre of Education and students from affiliated colleges and DIET format the required blueprint to prepare question papers on different subjects.

TLM Competition

Teaching aids are most important to make the teaching-learning process easy. Keeping in mind the age group and child psychology of the students of the class in which the teaching work is to be done, when the teacher teaches through Teaching Learning Material during the teaching work, the process of education becomes faster. And if TLM is structured by the teacher, it is more effective. Hence, trainees achieve skills to structure TLM and create new TLM, university arranges such TLM competitions for IITE and affiliated B.Ed. college trainees.

Aditya - The Placement Portal Accomplishing Dreams for Indian Teachers and Yearning Administration

As India's future is being shaped in its classrooms, placement interviews are conducted by various schools for final semester students completing their studies from the Indian Institute for Teachers Education with the noble aim of the placement of the right teacher for this classroom. Also, in the school in which the subject teacher is required, the resumes and interviews of the competent trainees of the institute are arranged through the Aditya portal.

Initiative for Curriculum Transaction

Education -Shiksharth is a kind of silent platform where different lectures are recorded unit-wise in BISAG (Bhaskaracharya Institute for Space Applications and Geo-informatics) Studio and uploaded on YouTube channel so that students from all over Gujarat can understand many issues that come up during different semesters of B.Ed. and benefit from the knowledge of experts who are best in the state. Also, various video lectures from different experts, pursuant to research are recorded by Shiksharth.

Teachers Tune (Learning Through the Waves)

Indian Institute of Teachers' Education's unique step is the Internet Radio Channel - Teachers Tune. The audience of this radio channel is more than 25 countries from all over the world and enjoys its various programmes. Here RJs are trainees from IITE. Thus, they add a feather to their professional skill. With subjects like Science, Literature, General Knowledge, Sanskrit language and its specialty, story, book review, etc., Teachers'' Tune has completed more than thousands of episodes.

Chanakya (Award for Teacher Education)

IITE confers the Chanakya Award to the best teacher trainer working in the field of education and to the special trainee getting training as be teacher. Applications are invited from teachers from all over India to select the best teacher trainer and best future teacher. They state their specialty. The winning teacher trainer gets Rs.51,000/- and the winning future teacher gets an appreciation amount of Rs. 25,000/- cash and awarded by Chanakya Trophy and shawl.

Salute to the Motherland- Sharda-Namo Matrubhoomi Shardam

Azadi ka Amrut Mahotsav/ Platinum Jubilee of Freedom is the event to commemorate the role of a person, institution, or town/village and to honor them properly for participating in the freedom movement. To join hands in it, IITE Gandhinagar has carried out a project Namami Shardam- Namo Matrubhoomi Mission Shardam. Its main purpose is to know about the history of all the districts of Gujarat state as well the educational history of the entire state.

The entire work was taken as a dissertation of 34 students from M.A. M.Ed, M.Sc. M.Ed., B.Ed. M.Ed. and M.Ed. of IITE center of education. One more work is taken related to this project, in which trainees of University college students will acquire the educational development history by conducting a case study about the primary/secondary/higher secondary schools working in the educational field for more than 75 years. According to a project, B.Ed. trainees will select a school and submit its case study and report at the district level. Out of such reports, the best three have been selected and represented at IITE. Thus, reports from each district will be evaluated here and the best case study will achieve an award. Presently, in this work, more than 475 students have participated.

Tosha (Treasure of Opportunities from Synergy Harnessing Alumni)

Tosha represents an organisation of trainees from IITE. This alumni association conducts various programmes for trainees getting training presently. Apart from it, they have raised a funds too. The money deposited in it will be used for different works of the institution and the welfare of trainees.

In this research paper researcher has carried out a study about various best practices of IITE.

When any institute is ready to develop and when the head and staff of the institute carry out innovative experiments then the best works. The university makes efforts to fulfill its mission and vision and development of all aspects of students.

In conclusion, the *Bhartiya Shikshak Prashikshan Sanstha*, commonly known as the Indian Institute of Teacher Education (IITE), stands as a testament to the visionary leadership of Shri Narendra Modi. The institution was conceived to be a pioneering force in shaping the future of education by producing exemplary teachers through innovative and integrated programs.

Guided by the vision to nurture teachers equipped with transformative knowledge rooted in Indian traditions, IITE has emerged as a leading institution in teacher education. Shri Kiritbhai Joshi, a distinguished scholar and educationist, played a pivotal role in steering the institute towards excellence. The institution's commitment to integral development is reflected in its mission to provide integrated courses marked by value education, a global outlook, and interdisciplinary approaches.

Over the past decade, IITE has grown significantly, with more than thousands of students actively participating in its educational journey. The university operates through five key centres, each contributing to the holistic development of teachers.

IITE's impact extends beyond its walls, with 58 affiliated B.Ed. Colleges and DIET collaborate to enhance the reach of quality teacher education. The institution embraces innovation in various forms, including sports, NCC, NSS activities, and special education initiatives. Under the guidance of its third Vice Chancellor, Dr. Harshad A. Patel, IITE continues to undertake pioneering experiments to strengthen the teaching-learning process.

In essence, IITE stands as a progressive hub for teacher education, embodying the vision of Shri Narendra Modi. Through its relentless pursuit of excellence and commitment to transformative education, the institution is poised to play a pivotal role in shaping the future of education in India and beyond.

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Transparency and Accountability for Good Governance

Jagdeep Dhankhar, Hon'ble Vice President of India delivered the Convocation Address (Excerpts) at the 7ᵗʰ Convocation Ceremony of Jawaharlal Nehru University, New Delhi on February 02, 2024. He said, "Everyone is accountable to the law. Everyone has to answer the call of law, and I am sure you know more than I do; this is the ground reality today. Always remember, take pride in Bhartiyata, take pride in being citizens of this great nation. Be proud of the achievements you are having at the moment. All that I need to indicate to you is that you are well-suited at the moment to think out of the box." Excerpts

I do not doubt that I am before the right audience at the right time. Discerning minds with enormous potential to hear my suggestions. I am not qualified to give any advice. In any case, unsolicited advice is never respected. You haven't solicited.

I tried to find out how many of the PhDs have been given to the girls. I am sure the number must be balanced, but when a mention was made about the representation of girls, the boys clapped more vigorously. So girls, take note: our gender is very accommodating and tolerant.

I must make you aware of the contemporaneous governance mechanism in the country at the moment. Not that you are not aware of it but sometimes the obvious has to be stated. I have seen governance for a long time because first I was elected to Lok Sabha and the only time I was elected in 1989. I had the good great fortune to be a member of the Council of Ministers and at that point of time, we suffered the pain that our physical gold had to be airlifted to be placed in two banks in Switzerland to sustain fiscal credibility because our foreign exchange were fluctuating between 1 billion to million now boys and girls it is over 600 billion dollars.

The governance ecosystem earlier was very difficult. Power corridors were infested with corrupt elements, liaison agents, and people who were extra-legally leveraged in decision-making. They controlled everything, which was against meritocracy. The good thing that has happened now is power corridors have been duly sanitised, and liaison agents are nowhere to be seen.

The big change you will feel is that you are walking into a system where you have every opportunity to fully exploit your talent and potential, realise your ambitions and dreams. It is so easy now; it was so difficult then.

Another good change that has come is there is proper transparency and accountability in governance that has been brought about in a systematic manner. It has been fueled by technology. That's another big change. What do the youth of today need, they need the democratic values to be respected, they are nurtured, and they blossom.

A fundamental premise of Democratic values is equality before the law. Democracy has no meaning if some are more equal than others. If some people carry an impression that they are beyond the reach of the law, no one can do nothing to them; they have some kind of humanity more than all of us whom they call ordinary. Models are put to shame, but now they are gone. Everyone is accountable to the law. Everyone has to answer the call of law, and I am sure you know more than I do; this is the ground reality today. Even in the last 48 hours, you would have seen dramatic events, so corruption is no longer rewarded.

Governance is not sufficient alone it has to change also that is the economy. Just a decade ago our country was one of the fragile 5 as indicated by the Ambassador that we are already the 5th largest global economy on the planet. We have March ahead of Canada, UK, and France. In another 3 years, we will be marching ahead of Germany and Japan to be the third-largest global economy. That is a big change that has taken place. We could never imagine that a country that was taken to be a border on the globe being fragile 5 is now an asset to the world.

Third, global institutions used to look down upon us. They used to see India as vulnerable in several aspects. No longer is that the situation. If we talk about the International Monetary Fund, they indicate to the entire world that India's rise amongst large economies is the highest; we are number one,

ahead of China. Also, if we go to other aspects, then the World Bank says India is the favourite destination for investment and opportunities. That is not something we had dreamed of so right now the kind of development we are seeing in the country is at least much beyond my dreams, my Expectations. I never thought in my lifetime that I would see the kind of infrastructure that is all around and that is for all you to see. The point is you are walking into a mechanism taking a big leap into the larger World after getting your degrees where governance is exactly what you want, wholesome governance affirmative government policy that allows you to exploit your potential and an economy that is globally respected, spinally strong. You all therefore have enough opportunities and challenges so you can make the most of it.

If we look around, the technological advancement that has taken place in the country is unthinkable; it is beyond belief. In 2022, our digital transactions were more than four times that of the USA, UK, Germany, and France taken together. Can you imagine that? Our digital transactions! And look at our platform, UPI - a platform that is being adopted globally, including by countries like Singapore.

If we look at the genius of our people, the kind of adaptation they are showing in technology is remarkable and unbelievable. We started a few years ago; hardly did we have mobile manufacturing here in the country. Now, we are the second-largest in the world, we export, good governance, good economy, and technology. What are the results? the results are that people have benefited enormously while covered and otherwise out of Technology. Let me give an illustration of the category to which I belong, the farmers category. More than 110 million farmers every year thrice get directly into their bank accounts 6000 rupees. What is significant and important is not that they get an amount from the government, what is outstandingly important and a game changer that farmers are equipped to receive. That's a big change.

Boys and girls, all I am telling you is that this big change has taken place because there is vision, there is passion, there is a mission, and there is execution by those at the helm of affairs of governance in the country. These big changes are such that the world is stunned; we must take pride in them. If we go a step

further, our Vikrant, indigenously made; our frigate, indigenously made; our Tejas aircraft, indigenously made; our helicopter, indigenously made. We have come a long way.

Our executive has performed beyond expectations. They laid a road map in *Amrit kaal* which is our *Kartavya kaal* which is our *Gaurav kaal*. firm foundations have been laid to take our *Bharat* to be the leading nation of the world, a developed nation in 2017 and you are the ambassadors of that you are the foot soldiers. It will be taken on your shoulders. You bear the responsibility and you are lucky that you have an ecosystem that doesn't pull you down. It helps you accelerate. It puts you on a fast track. That is a big change that has come.

Boys and girls, always remember, take pride in Bhartiyata, take pride in being citizens of this great nation. Be proud of the achievements you are having at the moment.

I am sometimes very sad when I see knowledgeable minds, well-informed minds, having an indigestive mechanism for the growth of this country. They go outside the country or make assumptions inside the country that taint, tarnish, and demean our constitutional institutions. They go to the extent that India does not have a functional democracy. Boys and girls, you are discerning minds. India is the only country in the world, 16th of humanity, which has a constitutionally structured democracy at the village level, at the Panchayat Samiti level, at Zila Parishad level, at the state level, and at the central level.

We had a celebratory mood in the country on 22nd January when there was a consecration ceremony of *Ram Lala* at Ayodhya Dham - a great occasion. But what is significant, and we should notice, is that the pain of 500 years was undone, and our aspiration fructified with the commitment to right this through established procedures of law. There was no deviation at all. That is where we are in India today. That is our Bharat. And why not look back thousands of years ago? We had Nalanda, Takshila. We had governance styles.

Boys and girls, please read the Indian Constitution as it has been signed by the framers of the Constitution. There are 22 paintings, and they reflect the depth of our 5000 years of civilization - Gurukul, Indus Valley,

Ram, Sita, and Laxman coming back to Ayodhya, Lord Krishna giving sage advice to Arjun in Kurukshetra. And down the line, if you look around, you will find not many countries have civilization depth in terms of years more than 500, 600 years. We have 5000 years. Boys and girls, all that I need to indicate to you is that you are well-suited at the moment to think out of the box.

We must engage in neutralizing Anti National narratives the greatest challenge as indicated was that when an Informed Mind capitalises on the ignorance of people We had a gentleman who was in the driver's seat of the economy for 10 years he came from outside, of course, had our origin went back the kind of language he speaks the kind of predictions he makes and when he proved so massively wrong the economic cannot rise more than 5% the rise was at that point of time was 7.6% he has the audacity to speak out सुपर पावर बन कर क्या करोगे किसी देश को परेशान करोगे।

He is an ignorant mind a perverted mind who doesn't know our cyke who doesn't know our Sanskriti who doesn't know our Civilizational values this country has never historically engaged in expansion.

You are the minds who have to neutralize these kinds of narratives, anti-national narratives. If you observe silence at this time, trust me, boys and girls, your silence will resonate in your ears for years to come. You will be thinking, 'Why did I not speak out?' We are a country where iconic status is accoladed on parameters that are baffling. We label someone as a great journalist, or a great lawyer. Why do we not ask questions?

JNU is the right place, the epicenter, and the nerve centre to engage in this scrutiny and probe. If some outside university has become a hotbed of anti-India narratives, it's a shame to us. Those narratives are floated by people of Indian origin, be they students or faculty. You have to rise to the occasion, combat these forces, neutralize them, and engage in discussion. It is your obligation, first and last, to take this nation, Bharat @2047, as a world leader.

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CAMPUS NEWS

National Workshop on Advanced Research Methodology and Statistical Analysis

A three-day National workshop on 'Advanced Research Methodology and Statistical Analysis for Social Science' was organized by the Department of Economics, GTN Arts College, Dindigul, Tamil Nadu from February 08-10, 2024. The Event is sponsored by ICSSR-SRC, Hyderabad. During his welcome address, Director of the Event, Dr. P Ravichandran, Associate Professor and Head, GTN Arts College, Dindigul, Tamil Nadu highlighted the crucial role played by research in promoting academic excellence in a higher education institution.

Dr. S Sujatha, Associate Professor and Head-cum-Workshop Co-Director explained the importance of the event for young researchers to be abreast of the latest developments in the methodology of research analysis and publish as many articles as possible in peer-reviewed journals. The Presidential Address was delivered by Dr. P Balagurusamy, Principal, GTN Arts College, Dindigul. He insisted the participants contribute quality research for betterment of the higher education.

Prof. S Ramaswamy, Advisor GTN Group of Institutions delivered the Keynote Address. In his address, he insisted young researchers involve themselves in researching various social issues and come out with valuable suggestions for policymakers. Felicitation was given by Dr. Durai Rethinam, Director, GTN Arts College, Dindigul and Dr. M Ponniah, GTN Arts College, Dindigul. Lion. Dr. K Rethinam, Secretary and Correspondent of the college inaugurated the event. He appreciated the faculty and participants for organizing a very useful programme for enhancing quality research.

Dr. V Mohanasundaram, Associate Professor and Head, PSG College of Arts and Science, Coimbatore handled the session on 'Introduction to Social Science Research, Concept Mapping and Formulation of Research Problem'. He explained that social science research, the scientific method applied to social sciences, includes a variety of research approaches, tools, and techniques for collecting and analyzing qualitative or quantitative data. These methods include laboratory experiments, field surveys, case research, ethnographic research, action research, and so forth. He also explained Concept Mapping and Formulation of the Research Problem.

Dr. C Paramasivan, Associate Professor and Research Advisor, Thanthai Periyar Government Arts and Science College, Trichy headed the next session. He gave an overview of the literature review/ problem identification, sources, and criteria. The session applied more focus on how to review the literature and find the critical parts and gaps in the research process, the sampling process of research, and the steps to be undertaken while pursuing research. Conceptual facts related to sampling techniques and their classification into probability and non-probability sampling were clarified. Biases associated with determining sample design were explained and discussed in detail. He elaborated on the technical aspect of writing citations and referencing that every researcher needs to know. He conveyed to the participants how to write the format that must be followed in citing books, journals, articles, websites, case studies, reports, international and national documents and periodicals, single author to many others through APA style. The speaker elaborated distinctive features of qualitative research designs, and important operational steps of qualitative data collection methods in brief.

Dr. P Karthikeyan, Associate Professor, Department of Manager Studies, Kongu Business School, Erode spoke on 'Primary and Secondary Data Collection, Coding of Question and Pre Testing and Pilot Testing'. According to him, primary data refers to the original data that has been collected specially for a particular purpose in the mind. Each type has its weaknesses and strengths. He said that the primary data is gathered by people who can focus directly on the purpose in mind. This ensures that questions are meaningful to the purpose but can introduce bias in those same questions. Further, the secondary data doesn't have the privilege of this focus but is only susceptible to bias introduced in the choice of what data to reuse.

Dr. P Balasubramanian, Assistant Professor in Statistics, Thanthai Periyar Government Arts and Science College, Trichy. He spoke on 'Frequency Distribution t-Test, z-Test, ANOVA, Correlation, Regression and Cluster Analysis'. He explained

that one can use the one-sample t-test to compare the mean of any variable measured on the subjects to a constant. Once you create this variable you can use a one-sample t-test to see if the mean difference score is significantly different from a constant. The most common way to determine whether there are differences in the means of a continuous DV across a set of three or more groups is to perform an Analysis of Variance (ANOVA). There are many different types of ANOVAs.

Dr. P Chandrasekar, Assistant Professor of Economics, PSG College of Arts and Science, Coimbatore delivered his lecture on Discriminant Analysis, Factor Analysis and AMOS SEM Models, Multi-dimensional Scaling, and GLM Univariate Analysis and explained how often factor analysis is used in data reduction to identify key factors the explain most of the variance observed in much large number of manifest variable. On the other hand, he taught basic concepts of regression and structural equation modeling. He extended his session by explaining the equations of SEM and taught how to interpret the equation of multiple regressions using SPSS and explained how to find out the relationship between constructs and items in the measurement model and find the relation between construct and structural modal. He also gave an introduction to AMOS and explained the basic tools. He also gave hands-on experience in AMOS and elaborated on observed variables, unobserved variables, error term factor variance, and factor loading.

Dr. K Ramasamy, Librarian, MVM Government Arts College for Women handled the session on 'Reliability Checking, Hands-on Training (SPSS) and Checking Plagiarism'. The term reliability in psychological research refers to the consistency of a research study or measuring test. If findings from research are replicated consistently, they are reliable. Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgment. Plagiarism may be intentional reckless, or unintentional. If you insert a source's words into your writing, verbatim, one of the simplest yet obvious ways to avoid plagiarism is by using quotation marks around the text to denote that the words aren't your own, he said. A direct quote should also cite the source so that readers know who the quote is from. He also explained the types of Plagiarism, Source-based Plagiarism, Direct Plagiarism, Self or Auto Plagiarism, Paraphrasing plagiarism, Inaccurate Authorship, Mosaic Plagiarism, and Accidental Plagiarism.

The Valedictory Address was delivered by Dr. N Markkandeyan, Academic Director. It began with a brief outline of the sessions of the event. Followed by a brief feedback session from the participants. All participants expressed their satisfaction and overall coordination during the event. The Certificates were presented to the participants by the college Director, Dr. Durai Rethinam. The event was concluded with a Vote of Thanks proposed by Dr. R Balasubramani, Co-Director of the event.

National Seminar on Viksit Bharat@2047

A two-day National Seminar on 'Viksit Bharat@2047: Aspirations and Challenges' is being organized by the Pandit Deendayal Upadhyaya Chair, Department of Political Science, University of Allahabad, Prayagraj, Uttar Pradesh from March 01-02, 2024.

Viksit Bharat@2047 is an initiative aimed at building a developed India by 2047, the 100th year of its independence. The vision encompasses various aspects of development, including economic growth, social progress, environmental sustainability, and good governance, among others. It is a blueprint for developed India, suggesting the issues, challenges, ways, and opportunities to achieve this goal. The concern is not merely touching the $30 million GDP mark but adopting pro-people, sustainable, inclusive, and decentralized measures. With its huge size in terms of geography and economy. India with this vision is aspiring to harness the potential of its huge demographic dividend. The focus has shifted from traditional pillars of the economy i.e. agriculture to secondary and tertiary sectors. Reviving the indigenous industries with government support is also aimed at generating employment opportunities and spreading happiness with better living standards. Added to this, creating rural and urban infrastructure is also one of the major objectives. Promoting the digital economy, fostering green growth, and boosting innovation are the key elements of this vision. Genuine efforts for institutional and legal reforms with a focus on good governance, and robust and sustainable development are needed to achieve these goals. India has the potential, capabilities and willpower to emerge as a developed nation, however, a dearth of resources poses enormous challenges. The blueprint for the *Viksit Bharat* also aims to address this challenge.

India is determined to create an indigenous model of development based on the needs and aspirations of the people. In today's world, it is an irony even after 75 years of decolonization western models of economic development are still dominating the discourse of development. It hinges on GDP which ignores several other significant factors that impinge upon human development. This vision of *Viksit Bharat* envisages development which focuses on capacity building of common people, socio-political and economic inclusion, and sustainability. This goal cannot be achieved unless we consider the factors of environmental protection and preservation. Here, Gandhian principles of bottom-to-top development, Sarvodaya, and Panchayati Raj may prove quite fruitful in facilitating the vision of *Viksit Bharat*. The new strategy of governance and policy implementation programmes in the form of start-ups and make-in-India are significant steps in the direction of making India a self-reliant country. Also partnering with foreign Research and Development organizations to build up ten labs in the country is boosting the scientific temperament and creating more opportunities to promote indigenous technology in several areas of development including defense and security. Thus, the vision of *Viksit Bharat* will be a parading shift in the new millennium. The themes of the event are:

- Idea of Viksit Bharat@2047.
- Notion of Empowerment and *Viksit Bharat*.
- *Viksit Bharat Sankalp Yatra, Amrit Kaal Vimarsh* and Voice of Youth.
- Indian Model of Governance: A Futuristic Vision.
- Indian Economy and Sustainable Development.
- Science, Technology and Digital Advancement.
- Social, Political and Economic Inclusion and the Vision of the *Viksit Bharat.*
- The Vision of *Viksit Bharat* and Global Dynamics.
- Deendayal Upadhayaya's Vision of *Viksit Bharat*.
- Integral Humanism and *Viksit Bharat*.

For further details, contact Convenor, Prof. Madhurendra Kumar, Chairperson, Pandit Deendayal Upadhaya Chair, Department of Political Science, University of Allahabad, Prayagraj- 211002 (Uttar Pradesh), Mobile No: 09412144268, E-mail: *centraluniversityau@gmail.com*. For updates, log on to: *www.allduniv.ac.in*

National Seminar on Unveiling the Visionary: Dr. BR Ambedkar's Perspective

A two-day National Seminar on 'Unveiling the Visionary: Dr. BR Ambedkar's Perspective on Nation and Nationalism' is being organized by the Assam University, Silchar, Assam from March 22-23, 2024. The researcher scholars, students, policymakers, and anyone interested in gaining a deeper insight into the multifaceted vision of the nation and nationalism through the lens of Dr. BR Ambedkar may participate in the event.

Dr. Bhimrao Ramji Ambedkar, the architect of the Indian Constitution, was not only a key figure in the socio-political transformation of India but also a profound thinker who offered a unique perspective on nationhood and nationalism. His thoughts on these subjects, often overlooked, provide a rich tapestry of insights that challenge conventional notions and invite a deeper understanding. The seminar aims to explore Dr. Ambedkar's vision of nation and nationalism, unraveling the nuances that shaped his views. The Themes of the Event are:

Constitutional Nationalism

- Explore how Dr. Ambedkar's role in drafting the Indian Constitution reflects his vision of a united and inclusive nation; and
- Discuss the principles embedded in the Constitution that uphold Ambedkar's vision of nationalism.

Social Justice and Nationalism

- Examine Ambedkar's emphasis on social justice as a foundational element of a truly democratic and nationalistic society; and
- Analyze how his advocacy for the rights of marginalized communities aligns with his vision of a just and equitable nation.

Cultural Pluralism

- Investigate Ambedkar's thoughts on cultural diversity and its role in shaping a robust national identity; and
- Discuss how his views on cultural pluralism challenge the Western narratives of a homogenous nation.

Economic Dimensions of Nationalism

- Explore Ambedkar's economic vision for an inclusive and prosperous nation; and

- Discuss his ideas on economic equity and their implications for a nationally cohesive society.

Aryan Invasion and Indian Nationalism

- Discuss how Dr Ambedkar's views on Aryan Invasion Theory challenge the dominant narratives of the North-South binary; and

- Discuss how his views on the unifying force of Indian national ethos challenge the dominant narrative of sub nationalism.

Relevance in Contemporary Times

- Examine how Dr. Ambedkar's vision remains pertinent in addressing contemporary challenges related to nationalism, identity, and social harmony; and

- Discuss potential applications of his ideas in the context of current sociopolitical scenarios.

For further details, contact Coordinator, Prof. Anup Kumar Dey, Dr Ambedkar Chair Professor, Assam University, Silchar, Cachar, Assam – 788011, Mobile No: 07002504730/ 09436132468, E-mail: *anupkumar.dey@aus.ac.in.* For updates, log on to: *www.aus.ac.in/events/*

AIU News

Faculty Development Programme on Intellectual Property Rights and Patent Drafting

A nine-day Faculty Development Programme on 'Intellectual Property Rights and Patent Drafting' was jointly organized by the Association of Indian Universities (AIU), New Delhi— Academic and Administrative Development Centre (AADC), Academy of Maritime Education and Training (AMET)(Deemed-to-be-University), Chennai, Tamil Nadu from January 04-12, 2024 through virtual mode. About 855 participants registered for the event in which 393 participants attended the programme. The Welcome Address was delivered by Dr. S Bharath Raja, Professor and Head, Mechanical Engineering, AMET, and Prof. V Rajendran, Vice Chancellor, AMET University delivered the Inaugural Address and highlighted the initiatives of the Association of Indian Universities and the importance of IPR in the competitive world. During his speech, he pointed out the significance of upgrading the skills and knowledge day to day to be competitive with others.

Following the inaugural session, Dr. M Kantha Babu, Professor, Manufacturing Engineering, Anna University, Chennai delivered the Keynote Address on 'Introduction to IPR'. During his address, he covered criteria for innovation, the novelty of work, the difference between invention and innovation, classification of Intellectual Properties, Industrial design rights, the concept of trademark and geographical indications, the cost of filing the pattern, patent granting procedure, the concept of copyright in an effective manner.

Dr. G Mahesh, Associate Professor, Mechanical Engineering, Saranathan College of Engineering, Trichy delivered the lecture on 'Innovative Thinking and Implementation to IPR'. During his lecture, he focused on societal problems like clearing the scrap on the street, problems faced by the tailors using stitching machines, up-gradation of geometry box used by the students, paste within the brush concept for teeth cleaning, doctor prescription cover in Hospital, and so on with clear explanation.

Dr. P Jayakumar, Attorney-IPR, Research Faculty, Kalasalingam University, Tamil Nadu delivered the address on 'IPR in Research'. During his lecture, he focused on the validity of the patent, various types of intellectual property, types of patterns, which are patentable and which are not patentable in our county, and requirements for pattern making with detailed explanations.

Ms. Preethi Narayanan, Patent Consultant delivered the lecture on 'Insights of Patent Drafting'. She covered what is patentable and what is not patentable for the participants with clear explanations. She also discussed patent specifications, provisional specifications, contents of provisional specifications. During her address, she clearly explained the role of drawings in conveying our ideas and thoughts to the expert members who are going to evaluate our proposal.

Ms. Gomati Padma Thilaga S, Scientist-B, Patent Information Centre, Tamil Nadu State Council for Science and Technology (TNSCST), Chennai delivered the lecture on 'Tools for Patent Search'. During her address, she covered the need for patent search, the purpose of patent

speech, the significance of patent literature, free patent databases, and paid patent databases. She also explained the availability of various features in the pattern website through online mode. She explained about scope of patent and claim procedures.

Dr. Sujin Jose Arul, Associate Professor, Mechanical Engineering, New Horizon College of Engineering, Bengaluru delivered the lecture on 'Introduction to Patent Drafting and Publishing'. During his lecture, he covered what are IP tools, copyright and related rights, non-copyrightable matter, fields of industrial property, IP law and practice, patent filing routes, patent specification, description, and contents of the description with clear explanations to the participants.

Dr. Safia Naveed. S, Woman Scientist (Under WISE KIRAN IPR, TIFAC, DST), Registered Patent Agent IN/PA-4586, Patent Consultant, Associate Professor, Department of Computer Science and Engineering, KCG College of Technology, Chennai delivered the lecture on 'Understanding IPR and Tips on Becoming a Patent Attorney'. During her address, she discussed the basic aspects of IPR with the help of videos. She also explained about differences between Tangible assets and Intangible assets, the importance and significance of IPR, Utilization, and commercialization. She explained the significance of Michel Jockson's shoe while making the dance not fall with a clear explanation. She focused the career opportunities, trade secrets, copyrights, and so on.

Dr. A Balaji Ganesh, Dean, Research, Velammal Engineering College, Chennai delivered the lecture 'Art of Patent Drafting'. During his lecture, he covered the structure and components of patent drafting, the information required for patent drafting, the significance of title selection, and various fields of invention. He also took the various case studies and gave detailed explanations with some examples with the help of diagrams.

During the Valedictory Session, Dr. R Muthezhilan, Registrar, AMET delivered the welcome address. Dr. Deepa Rajesh, Vice President, Academics, and Nodal Officer of the event delivered the felicitation address and appreciated the interest of the participants across our country in participating in the event. She congratulated everyone for making the event a grand success. Dr. S Bharathi Raja, Head, Department of Mechanical Engineering, AMET proposed the Vote of Thanks.

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THESES OF THE MONTH

SCIENCE & TECHNOLOGY

A List of doctoral theses accepted by Indian Universities
(Notifications received in AIU during the month of Dec 2023-Jan 2024)

AGRICULTURAL & VETERINARY SCIENCES

Horticulture

1. Thakur, Alisha. **Molecular characterization of CMS inbred lines of mid-late/late cauliflower and their utilization in heterosis breeding**. (Dr. Akhilesh Sharma), Department of Horticulture, CSK Himachal Pradesh Krishi Vishvavidyalaya, Palampur.

BIOLOGICAL SCIENCES

Microbiology

1. Andhariya, Kartikkumar Rameshbhai. **Microbial production of biodegradable polymer**. (Dr. Pratikbhai Shilpkar and Dr. Mayurbhai Shah), Department of Microbiology, Gujarat Vidyapith, Ahmedabad.

Zoology

1. Kusum Rani. **Toxicological assessment of hospital waste water and its phytoremediation**. (Dr. Priyanka Mathur and Prof.Pradeep Bhatnagar), Department of Zoology, IIS University, Jaipur.

EARTH SYSTEM SCIENCES

Environmental Science

1. Gupta, Suvog. **Modelling, assessment and real time monitoring of river health using GIS and hybrid soft computing techniques**. (Prof. Sunil Kumar Gupta), Department of Environmental Science & Engineering, Indian Institute of Technology, Dhanbad.

2. Rajoria, Nidhi. **Assessment of indoor air quality and its effects on workers in some selected work place in Jaipur**. (Dr. Charu Jhamaria), Department of Environmental Science, IIS University, Jaipur.

3. Sardar, Purnendu. **Assessment of the impact of climate change on Mangrove ecosystem in Sundarban area using remote sensing and GIS**. (Prof. S R Samadder), Department of Environmental Science & Engineering, Indian Institute of Technology, Dhanbad.

4. Shoran, Sachin. **Study of photocatalytic activities of graphitic carbon nitride based nanomaterials for environmental applications**. (Dr. Sudesh Chaudhary and Dr. Anshu), Department of Energy & Environmental Studies, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.

Geology

1. Gond, Arvind Kumar. **Geochemical and provenance study of some selected precambrain sandstone units of the Singhbhum craton: Implications for crustal evolution**. (Prof. R Anand), Department of Applied Geology, Indian Institute of Technology, Dhanbad.

ENGINEERING SCIENCES

Civil Engineering

1. Vyas, Toral H. **Impact analysis of metro rail construction work zone on urban road traffic and noise level: A case study of Ahmadabad Metro Rail Project links**. (Dr. Harishkumar Ratilal Varia), Department of Civil Engineering, Gujarat Technological University, Ahmedabad.

Computer Science & Engineering

1. Advani, Nilesh Amarbhai. **Design and development of audio-video encryption algorithm for fast and secure wireless transmission**. (Dr. Atul M Gonsai), Department of Computer Science & Engineering, Saurashtra University, Rajkot.

2. Behera, Bibhuti Bhusana. **Optimization of industrial processes using Industrial Internet of Things (IIOT) technology**. (Prof. Binod Kumar Pattanayak and Prof. Rajani Kanta Mohanty), Department of Computer Science & Engineering, Siksha O Anusandhan University, Bhubaneswar.

3. Desai, Vishruti A. **Investigating approaches for memory leak detection**. (Dr.Vivaksha Jayesh Jariwala), Department of Computer/IT Engineering, Gujarat Technological University, Ahmedabad.

4. Indrajeet Singh. **To study the vulnerabilities associated with the VoIP calls and propose a security solution**. (Dr. Naveen Kumar Chaudhary), Department of Computer Science Engineering, National Forensic Sciences University, Gandhinagar.

5. Pankaj Kumar. **Design and analysis of secure and efficient authentication protocols for vehicular communication**. (Prof. Hari Om), Department of Computer Science & Engineering, Indian Institute of Technology, Dhanbad.

6. Perl. **Energy aware routing strategy for scale free wireless sensor networks**. (Dr. Amita Malik), Department of Computer Science & Engineering, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.

7. Prakash, Perumalla Suman. **Enhancement of network life time in WSNS using traffic aware cluster based**

routing and load balancing. (Dr. D Kavitha and Dr. P Chenna Reddy), Department of Computer Science & Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

8. Revathy, S. **An improved method to detect and prevent active attacks using machine learning and distributed ledger technologies**. Department of Computer Science & Engineering, Hindustan Institute of Technology & Science, Chennai.

Electrical & Electronics Engineering

1. Laha, Suman Kumar. **Performance analysis and application of temperature efficient concentrated photovoltaic systems**. (Prof. Pradip Kumar Sahu), Department of Electrical Engineering, Indian Institute of Technology, Dhanbad.

2. Lenka, Sasmita. **Power quality analysis in distribution systems using signal processing techniques**. (Dr. Pampa Sinha and Dr. Chitralekha Jena), Department of Electrical Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

3. Snehalika. **Design and implementation of GaN-based isolated bidirectional DC-DC converters for electric vehicle charging**. (Dr. Chinmoy Kumar Panigrahi and Dr. Ranjeeta Patel), Department of Electrical Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

4. Sweta Kumari. **Orthogonal Time Frequency Space (OTFS) Modulation: Sparse channel estimation techniques and Peak-to-Average Power (PAPR) analysis**. (Prof. Himanshu Bhusan Mishra and Prof. Samrat Mukhopadhyay), Department of Electronic Engineering, Indian Institute of Technology, Dhanbad.

5. Vaghela, Divyesh Jayantilal. **Modular multilevel converter fed medium voltage high power drive**. (Dr. Mukeshkumar M Bhesaniya), Department of Electrical Engineering, Gujarat Technological University, Ahmedabad.

Electronics & Communication Engineering

1. Sah, Ghanshyamkumar S K. **OFDM frame structure and channel estimation technique for digital television terrestrial broadcasting systems**. (Dr. Shah Mehulkumar Kantilal), Department of Electronics & Communication Engineering, Gujarat Technological University, Ahmedabad.

2. Singh, Shikha. **Design of low power full adder for portable digital applications**. (Dr. Yagnesh B Shukla), Department of Electronics & Communication Engineering, Gujarat Technological University, Ahmedabad.

3. Surender, Veerabathini. **Modeling, analysis and validation of radar cross section functions on lunch vehicle tracking for its trajectory**. (Dr. P Sudhakara Reddy and Dr. P Ramana Reddy), Department of Electronics & Communication Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

Mechanical Engineering

1. Das, Arnab. **Development of high-speed micromachining center and its performance evaluation in micro and diamond turning**. (Prof. Vivek Bajpai), Department of Mechanical Engineering, Indian Institute of Technology, Dhanbad.

2. Dwivedi, Suryank. **Additive texturing of 316L stainless steel using laser powder bed fusion and binder jetting to improve surface functionality for biomedical applications**. (Prof. Amit Rai Dixit), Department of Mechanical Engineering, Indian Institute of Technology, Dhanbad.

3. Gautam. **Experimental and numerical studies on CO_2-based adsorption systems suitable for green refrigeration and carbon capture**. (Prof. Satyabrata Sahoo), Department of Mechanical Engineering, Indian Institute of Technology, Dhanbad.

4. Keyur, Parsottambhai Hirpara. **Experimental investigations on multi-layered plasma transferred ARC hardfacing on austenitic stainless steel using cobalt- based superalloy**. (Dr. Janak Balubhai Valaki), Department of Mechanical Engineering, Gujarat Technological University, Ahmedabad.

5. Mausam, Kuwar. **Experimental and numerical performance analysis of solar energy harvesting system using hybrid nanofluid**. (Prof. Subrata Kumar Ghosh), Department of Mechanical Engineering, Indian Institute of Technology, Dhanbad.

6. Mehta, Nirav Dipakkumar. **Computer aided expert system for surface defect analysis of sand casting**. (Dr. Ashishkumar V Gohil), Department of Mechanical Engineering, Gujarat Technological University, Ahmedabad.

7. Patel, Anandkumar Kanubhai. **Development of universal centrifugal casting machine and experimental investigation on the properties of Al-Si alloy**. (Dr. Jeetendra A Vadher), Department of Mechanical Engineering, Gujarat Technological University, Ahmedabad.

8. Ram Krishna. **Numerical investigation of the effect of upstream swirl on pressure drop and erosion wear characteristics in slurry pipelines**. (Prof. Niranjan Kumar and Dr. Pankaj Kumar Gupta), Department of Mechanical Engineering, Indian Institute of Technology, Dhanbad.

9. Upadhyay, Bhavik Dipakbhai. **Structural shape optimization using meshless method & stochastic optimization technique for linear elasticity**. (Dr. Sunilkumar S Sonigra), Department of Mechanical Engineering, Gujarat Technological University, Ahmedabad.

10. Yadav, Pavan Kumar. **Flow past bluff bodies without and with motion**. (Prof.Subhankar Sen), Department of Mechanical Engineering, Indian Institute of Technology, Dhanbad.

11. Verma, Rahul. **Fabrication and characterisation of ceramic reinforced composite material for dental restoration**. (Prof. Md. Sikandar Azam), Department of Mechanical Engineering, Indian Institute of Technology, Dhanbad.

Textile & Apparel Design

1. Tiwari, Garima. **Barmer embroidery craft: Issues and remedial measures**. (Prof.Radha Kashyap), Department of Fashion & Textiles, IIS University, Jaipur.

MEDICAL SCIENCES

Anatomy

1. Joshi, Meghana Harshadbhai. **A cadaveric evaluation and morphometric analysis of knee joint with its clinical implications**. (Prof.Vasant Hemchandbhai Vaniya), Department of Anatomy, M S University of Baroda, Vadodara.

Biotechnology

1. Dhiman, Navneet Kaur. **Development of polymeric hydrogel nanocomposites for antibacterial application**. (Dr. Shekhar Agnihotri and Dr. M Sudhakara Reddy), Department of Biotechnology, Thapar Institute of Engineering and Technology, Patiala.

Dentistry

1. Dattatraya, Balsaraf Omkar. **Assessment of Chitosan nanoparticle in endodontic irrigants, intracanal medicaments, endodontic sealers and biomaterials**. (Dr. Srinidhi S R), Faculty of Dentistry, Dr D Y Patil Vidyapeeth, Pune.

Homeopathy

1. Aphale, Parth. **Comparative study of efficacy of LM potency and centesimal potency in management of type-2 diabetes mellitus**. (Prof. D B Sharma), Faculty of Homeopathy, Dr D Y Patil Vidyapeeth, Pune.

Pharmaceutical Science

1. Chauhan, Nirav Pravinkumar. **Nanoparticulate delivery of antibody drug conjugates for targeting lung cancer**. (Dr.Naazneen Surti), Department of Pharmacy, Gujarat Technological University, Ahmedabad.

2. Rami, Dharatiben Dilipkumar. **Development and validation of stability-indicating chromatographic assay methods for drugs and its combined pharmaceutical formulations acting on GI tract**. (Dr. Nehal J Shah), Department of Pharmacy, Gujarat Technological University, Ahmedabad.

Physiology

1. Haripriya, Manoharan. **Effect of heartfulness meditation on oxidative stress markers in patients with coronary artery disease**. (Dr. N Sharrvani), Department of Physiology, Sri Venkateswara Institute of Medical Sciences & University, Tirupati.

PHYSICAL SCIENCES

Chemistry

1. Beig, Nosheen. **Synthesis, characterization and application of new coordination compound of N-heterocyclic carbenes with copper (I) halides**. (Dr. Varsha Goyal and Prof.R K Bansal), Department of Chemistry, IIS University, Jaipur.

2. Gilava, Vaishnavi Punshi. **Synthesis, characterization and antimicrobial activity of some bioactive heterocyclic entities**. (Dr. P K Patel), Department of Chemistry, Saurashtra University, Rajkot.

3. Muduli, Sthitiprajna. **Green synthesis and characterization of CeO_2 and Fe, Co, Ni doped CeO_2 nanoparticles: Adsorption, antimicrobial and dielectric studies**. (Dr. Tapas Ranjan Sahoo and Dr. Pankaj Kumar Parhi), Department of Chemistry, Kalinga Institute of Industrial Technology, Bhubaneswar.

4. Raju, Badabagni Pradeep. **Synthesis, characterization and antimicrobial studies on Ni, Cu and Mg substituted zinc ferrite nanoparticles**. (Dr. N Devanna), Department of Chemistry, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

Physics

1. Ray, Shakti Shankar. **Atomistic simulation of boron nanoclusters for hydrogen storage application**. (Prof. Sridhar Sahu), Department of Physics, Indian Institute of Technology, Dhanbad.

2. Jadeja, Kumarpalsinh Ashoksinh. **Synthesis and studies on some surface conditioning materials and techniques for Tokamak and laboratory vacuum systems**. (Dr. B R Kataria), Department of Physics, Saurashtra University, Rajkot.

3. Jyoti. **Investigations of mix rare Earth ion doped alkali fluoro borate glasses: Optical, structural and electrical properties**. (Dr. Satish Khasa), Department of Physics, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.

4. Sukhanidhan Singh. **Structural and dielectric properties of trivalent ions (Ho^{+3}, Er^{+3}, and Ga^{+3}) doped calcium copper titanate electroceramics**. (Prof. P M Sarun), Department of Physics, Indian Institute of Technology, Dhanbad. ❑

N A M COLLEGE KALLIKKANDY

(Aided & Affiliated to Kannur University)
P.O Kallikkandy, Kannur Dt., Kerala – 670693.
Ph: 0490-2463067, 2464200 ● Web: www.namcollege.ac.in,
E-Mail: namcollege@yahoo.co.in

A1/Advt/TS/201(1)/24   09.02.2024

Applications are invited for the post of

1	Principal	Any one of the following subject - Commerce, English, History and Economics	General
2	Assistant Professor	Physical Education	General

Age and Qualification: As per Government of Kerala, UGC and Kannur University Rules. Copies of the qualifying certificates and mark lists should be attached to the application. Application forms can be had from the office of Muslim Educational Foundation at N A M College Kallikkandy on payment of Rs.1000/- in person or Rs.1100/- by Post / Downloaded from the Website / by Submitting DD in favour of Manager, payable at Thuvakkunnu.

Filled up application should reach the office of the undersigned **within 30 days** from the date of publication of this notification.

Sd/-
K K Mohammed
Manager

NIRMALA COLLEGE OF COMMERCE

Rani sati Municipal Bldg, Rani sati Marg, Malad (East), Mumbai – 400 097.

MINORITY

APPLICATIONS ARE INVITED FOR THE POST OF

PRINCIPAL

FROM THE ACADEMIC YEAR 2023-24

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.

Applications with full details should reach to the **SECRETARY,NIRMALA COLLEGE OF COMMERCE ,Rani sati Municipal Bldg, Rani sati Marg, Malad (East), Mumbai – 400 097 within 15** days from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
SECRETARY

NIRMALA MEMORIAL FOUNDATION COLLEGE OF COMMERCE AND SCIENCE

D.S. Road, Asha Nagar, Thakur Complex, Kandivali (E), Mumbai - 400 101

MINORITY

APPLICATIONS ARE INVITED FOR THE POST OF

PRINCIPAL

FROM THE ACADEMIC YEAR 2023-24

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Sd/-
SECRETARY

NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION

D.S. Road, Asha Nagar, Thakur Complex, Kandivali (E), Mumbai - 400 101

MINORITY

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

UN-AIDED

Sr. No.	Cadre	Subject	Total No. of Posts	Category
1.	Principal	--	01	01- OPEN

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.**

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"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 **SECRETARY, NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION, D.S. Road, Asha Nagar, Thakur Complex, Kandivali (E), Mumbai - 400 101 within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
SECRETARY

जम्मू केंद्रीय विश्वविद्यालय
Central University of Jammu
राया–सूचानी (बागला), जिला सांबा–181143, जम्मू (जम्मू एवं कश्मीर)
Rahya-Suchani (Bagla), District: Samba – 181143, Jammu (J&K)

शिक्षणेत्तर पदों के लिए रोजगार अधिसूचना
रोजगार अधिसूचना संख्या 30

जम्मू केंद्रीय विश्वविद्यालय के द्वारा पात्र उम्मीदवारों से सीधी भर्ती के तहत निम्नलिखित शिक्षणेत्तर पदों के लिए ऑनलाइन आवेदन आमंत्रित किये जाते हैं।

क्र.सं.	पदनाम	वेतनमान (7वें वेतन आयोग के अनुसार)	पदों की संख्या
1-	कुल सचिव** (5 वर्ष या 62 वर्ष की आयु की अवधि के लिए कार्यकाल पद, जो भी पहले हो)	144200–218200, (स्तर–14)	01–अनारक्षित
2.	वित्त अधिकारी** (3 वर्ष या 62 वर्ष की आयु के लिए कार्यकाल पद, जो भी पहले हो)	144200–218200, (स्तर–14)	01–अनारक्षित
3.	परीक्षा नियंत्रक (5 वर्ष या 62 वर्ष की आयु की अवधि के लिए कार्यकाल पद, जो भी पहले हो)	144200–218200, (स्तर–14)	01–अनारक्षित
4.	पुस्तकालयाध्यक्ष** (5 वर्ष या 62 वर्ष की आयु की अवधि के लिए कार्यकाल पद, जो भी पहले हो)	144200–218200, (स्तर–14)	01–अनारक्षित
5.	उप पुस्तकालयाध्यक्ष	रु.131400–217100, (स्तर–13 A)	01– अनारक्षित
6.	आंतरिक लेखा परीक्षा अधिकारी***	रु.78800–209200, (स्तर–12)	01–अनारक्षित (पीडब्ल्यूडी)

यूआर – अनारक्षित, ओबीसी – अन्य पिछड़ा वर्ग, पीडब्लूडी – अन्य रुप से सक्षम

** जिन उम्मीदवारों ने पहले ही रोजगार अधिसूचना संख्या 23 और 27 के तहत आवेदन किया है, उन्हें ऑनलाइन माध्यम से नए सिरे से आवेदन करना आवश्यक है। हालांकि, उन्हें आवेदन शुल्क का भुगतान करने की आवश्यकता नहीं है। उन्हें रोजगार अधिसूचना संख्या 27 के तहत जन्मतिथि और उनको जारी आवेदन पत्र संख्या का उल्लेख करना आवश्यक है।

*** प्रतिनियुक्ति के आधार पर

विस्तृत पात्रता शर्तें और अन्य प्रासंगिक विवरण विश्वविद्यालय की वेबसाइट www.cujammu.ac.in पर उपलब्ध है। ऑनलाइन आवेदन पत्र, सभी मामलों में पूर्ण **1,000 रुपये** (एससी/एसटी/पीडब्ल्यूबीडी/आंतरिक उम्मीदवार के लिए छूट) केऑनलाइन भुगतान के साथ प्रस्तुत किया जाना चाहिए। आवेदन करने के लिए ऑनलाइन समर्थ पोर्टल **15–02–2024 से 07–03–2024** तक खुला रहेगा।

अधिक जानकारी के लिए कृपया विश्वविद्यालय की वेबसाइट www.cujammu.ac.in देखें।

–एसडी/–
(प्रो. (डॉ.) यशवंत सिंह)
कुलसचिव (प्रभारी)
फोन : 01923–249658
ईमेल: registrar@cujammu.ac.in

संख्या : CUJ/Estab.NT/EN31/2024/66
दिनांक : 09.02.2024

जम्मू केंद्रीय विश्वविद्यालय
Central University of Jammu
राया–सूचानी (बागला), जिला सांबा–181143, जम्मू (जम्मू एवं कश्मीर)
Rahya-Suchani (Bagla), District: Samba – 181143, Jammu (J&K)

EMPLOYMENT NOTIFICATION FOR NON-TEACHING POSTS
EMPLOYMENT NOTIFICATION NO. 30

Central University of Jammu invites online application for following non-teaching positions under direct recruitment from the eligible candidates.

Sl. No	Name of the Post	Pay Scale (as per 7th CPC)	No. of Posts
1.	Registrar** *(Tenure post for a period of 5 years or 62 years age whichever is earlier)*	Rs.144200 – 218200, (Level–14)	01 - UR
2.	Finance Officer** *(Tenure post for a period of 3 years or 62 years age whichever is earlier)*	Rs.144200 – 218200, (Level–14)	01 - UR
3.	Controller of Examinations *(Tenure post for a period of 5 years or 62 years age whichever is earlier)*	Rs.144200 – 218200, (Level–14)	01-UR
4.	Librarian** *(Tenure post for a period of 5 years or 62 years age whichever is earlier)*	Rs.144200 – 218200, (Level–14)	01 - UR
5.	Deputy Librarian	Rs.131400 –217100 , (Level –13A)	01- UR
6.	Internal Audit Officer***	Rs.78800 – 209200, (Level–12)	01 – UR(PwD)

UR - Unreserved, OBC - Other Backward Classes, PwD – Persons with Disability

** Candidates who have already applied under Employment Notification No. 23 & 27 are required to apply afresh through online mode. However, they need not pay application fee. They are required to mention their date of birth and application form number allotted to them under Employment Notification No. 27.

*** On deputation basis

The detailed eligibility conditions and other relevant details are available on the University **website www.cujammu.ac.in.** The online application form, complete in all respects must be submitted along with online payment of **Rs 1,000/-** (except SC/ST/PwBD/Internal Candidate). Online SAMARTH portal for applying will remain open from **15-02-2024** to **07-03-2024.**

For further details please visit University website **www.cujammu.ac.in.**

-Sd/-
(Prof. (Dr.) Yashwant Singh)
Registrar (I/c)
Ph: 01923-249658
Email: registrar@cujammu.ac.in

No: CUJ/Estab.NT/EN31/2024/66
Date: 09.02.2024

जम्मू केंद्रीय विश्वविद्यालय
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शिक्षणेत्तर पदों के लिए रोजगार अधिसूचना
रोजगार अधिसूचना संख्या 31

जम्मू केंद्रीय विश्वविद्यालय पात्र उम्मीदवारों से सीधी भर्ती के तहत निम्नलिखित शिक्षणेत्तर पदों के लिए ऑनलाइन आवेदन आमंत्रित करता है।

क्र.सं.	पदनाम	समूह	वेतन स्तर	श्रेणीवार पद	कुल पद
1.	तकनीकी सहायक (कंप्यूटर एवं इलेक्ट्रॉनिक्स)*	ग	5	1–अनारक्षित	1
2.	प्रवर श्रेणी लिपिक*	ग	4	1–अनारक्षित	1
3.	प्रयोगशाला परिचर	ग	1	1–ओबीसी	1

ओबीसी – अन्य पिछड़ा वर्ग

तकनीकी सहायक (कंप्यूटर) तथा प्रवर श्रेणी लिपिक का एक अनारक्षित पद ग्रहणाधिकार पद हैं। ग्रहणाधिकार पदों के लिए नियुक्त उम्मीदवार ग्रहणाधिकार* लागू होने तक अस्थायी आधार पर नियुक्त होंगे। यदि ग्रहणाधिकार प्राप्त कर्मचारी वापस सेवा शामिल नहीं होता/होती है, तो उक्त पदों पर नियुक्त उम्मीदवारों को परिवीक्षा अवधि के नियमों और शर्तों को पूरा करने पर स्थाई किया जा सकता है।

विस्तृत पात्रता शर्तें और अन्य प्रासंगिक विवरण विश्वविद्यालय की वेबसाइट **www.cujammu.ac.in** पर उपलब्ध हैं। ऑनलाइन आवेदन पत्र, सभी मामलों में पूर्ण **1,000** रुपये (एससी/एसटी/पीडब्ल्यूबीडी/आंतरिक उम्मीदवार को छूट) के ऑनलाइन भुगतान के साथ प्रस्तुत किया जाना चाहिए।आवेदन करने के लिए ऑनलाइन समर्थ पोर्टल **15–02–2024 से 07–03–2024** तक खुला रहेगा।

अधिक जानकारी के लिए कृपया विश्वविद्यालय की वेबसाइट **www.cujammu.ac.in** देखें।

–एसडी/–
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संख्याः CUJ/Estab.NT/EN31/2024/67
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EMPLOYMENT NOTIFICATION FOR NON-TEACHING POSTS
<u>EMPLOYMENT NOTIFICATION NO. 31</u>

Central University of Jammu invites online application for following non-teaching positions under direct recruitment from the eligible candidates.

S. No	Name of Post	Group	Pay Level	Category-wise Posts	Total Posts
1.	Technical Assistant (Computers cum Electronics)*	C	5	1 - UR	1
2.	Upper Division Clerk*	C	4	1 - UR	1
3.	Laboratory Attendant	C	1	1 - OBC	1

UR - Unreserved, OBC - Other Backward Classes

One UR post of Technical Assistant (Computer) and Upper Division Clerk are Lien Posts. The candidates appointed against the lien posts will be on temporary basis till lien* exists. If lien* employee does not join back, the candidates appointed against the said posts are liable to be confirmed substantially subject to fulfillment of terms and conditions of the probation.

The detailed eligibility conditions and other relevant details are available on the University **website www.cujammu.ac.in.** The online application form, complete in all respects must be submitted along with online payment of **Rs 1,000/-** (except SC/ST/PwBD/Internal Candidate). Online SAMARTH portal for applying will remain open from **15-02-2024** to **07-03-2024.**

For further details please visit University **website www.cujammu.ac.in.**

-Sd/-
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