Rs. 30.00
ISSN-0566-2257

UNIVERSITY NEWS

A Weekly Journal of Higher Education

Association of Indian Universities

Vol. 62 • No. 09 • February 26-March 03, 2024

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.**

UNIVERSITY NEWS
Vol. 62 February 26-
No. 09 March 03, 2024
Price Rs. 30.00

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

In This Issue

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(Effective April 01, 2020)

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Aligning Curricular Aspects (NAAC Criteria # 1) in HEIs with UGC and NEP–2020 Guidelines and Stakeholder Expectations: A Model Framework

Kapilesh Jadhav* and R L Raina**

Higher education is going in a transformative way with emphasis on the development of the creative potential of everyone based on the development of cognitive capacities including "foundational capacities" of literacy and numeracy and 'higher order' cognitive capacities, such as critical thinking and problem-solving but also social, ethical, and emotional capacities and its disposition (NEP, 2020). These developments came due to the vision of education policies and efforts laid down by the University Grant Commission (UGC), National Assessment and Accreditation Council (NAAC), and National Education Policy (NEP) 2020.

This development cannot be imagined without a Curriculum at all levels. While designing a curriculum, the most significant contribution comes from feedback received from stakeholders involved including but not limited to students, alumni, employers, professionals, industry experts, academic experts, parents, etc. (NAAC, 2020). Expectations and suggestions from stakeholders help in designing and restructuring of curriculum which can help students to be individuals who are well versed in their respective domains, have a strong foothold on fundamentals, and can sustain in the dynamic environment with an attitude for life-long learning.

The curriculum should not be limited to but be designed in a way that connects with every aspect such as teaching, learning, research, infrastructure, ICT/e-learning, and support system and they shall all revolve around the curriculum (UGC, 2022). Therefore, framing of model curriculum in alignment with higher education policy can play a pivotal role in achieving higher education goals.

Understanding Curriculum

If we define curriculum in a simple way, it is academic content that is taught in educational institutions. In broader terms, it is the totality of student experiences that occurs in the educational process or a planned sequence of instructions that contains content, materials, and methods with objectives and outcomes in mapping to achieve a vision and mission of an institution. While designing a curriculum a course can be designed using the points mentioned in Table 1.

Components of Curriculum

The content of a curriculum is always designed keeping in view the goals to be achieved by students after its completion. So in view

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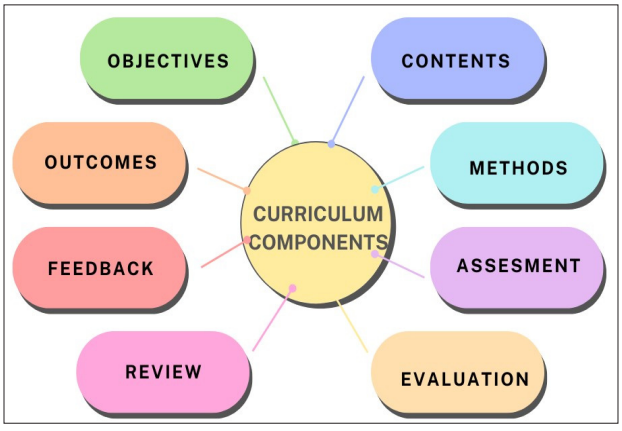
of this, components of the curriculum are objectives, structure, methods, assessment, evaluation, outcomes, and feedback. In the changing employment landscape and global ecosystem, it is becoming increasingly critical to have feedback from stakeholders defining the requirements of what is there in the industry. It should be educative and provide the significance of the courses in connection to the changing scenario of the field of academics. This in turn depends on how we design components of a curriculum with less content and more towards learning and problem-solving methodologies with creative and multidisciplinary approaches to innovate, adapt, and absorb new material in novel and changing fields (Nilson, 2016). Fig-1 depicts the components of the curriculum and its requirements with predefined objectives, comprehensive content, methods, the process of assessment, continual evaluation, review of learning, collecting feedback, and analyzing the goals through outcomes.

Fig-1 Component of Curriculum



UGC Guidelines for Model Curriculum Framework

The University Grants Commission (UGC) on December 12, 2022, issued a notification on the Curriculum and Credit Framework keeping given student-centric learning **"**Curriculum and Credit Framework for Undergraduate Programmes (CCFUP)" with comprehensive, cumulative and continuous evaluation incorporating a flexible "Choice-Based Credit System" (UGC, 2022). The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/ minor, or skill-based courses. The main structure of the CBCS system includes core courses, elective courses, discipline-specific elective (DSE) Courses, Generic Elective (GE) Courses, Dissertation/project, and Ability Enhancement Courses (AEC). Table 1 provides a broader overview of courses and their requirements.

NEP 2020 Guidelines for Model Curriculum Framework

The National Education Policy (NEP) 2020 states that education must be student-centric and faculty-driven. It must help to re-establish teachers at all levels as the most respected and essential members of our society because they truly shape our next generation of citizens. It also emphasized student-centric methods providing equal opportunity to all students irrespective of their place of residence, a

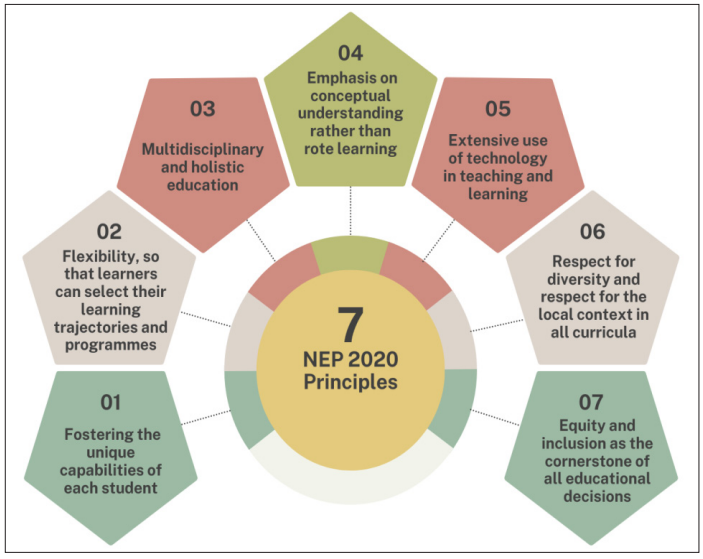
Box-1 Essentials to Design a Curriculum

S. No.	Essentials to Design a Course
1	**Course Prerequisite**: Skill and knowledge a student must have to complete a course
2	**Course Objectives**: A course objective describes what a faculty member will cover in a course. They are generally less broad than goals and broader than student learning outcomes.
3	**Learning Outcomes (LOs)/Course Outcomes (Cos)**: A detailed description of what a student attributes.
4	**Course Content** : a. Should be designed to meet local, regional, national and global needs. b. Can provide employability, skill and entrepreneurship c. Have multidisciplinary and interdisciplinary approach d. Have core concepts and Illustrations of the Content with Examples e. Should develop competencies in critical and creative thinking, problem-solving, decision making, and analytical thinking
5	**Recommended Learning Resources** a. References b. E-learning resources

quality education system (NEP, 2020; Kumar, 2020).

Fundamental principles of policy say that how a student integrate the humanities and arts with Science, Technology, and Engineering with positive learning outcomes, including increased creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning and mastery of curricula across the fields. Fig.2 illustrates the fundamental principles of the NEP 2020.

Fig.2 Fundamental Principles of NEP 2020



NAAC Integration in the Model Curriculum Framework

NAAC says that Curricular Aspects are the mainstay of any educational institution. Higher Education Institutions (HEIs) must have the mandate to visualize appropriate curricula for particular programmes, revise/update them periodically by taking feedback from different stakeholders, and ensure that the outcomes of its programmes are defined by its bodies. Feedback is a vital part of any learning process as much for instructors as for students. While collecting feedback from stakeholders, it should contain some of the essential elements needed for improvement viz; overall course structure, organization and its structure, outside-of-classroom communications, teaching strategies, clarity and difficulty, assignments, interest or motivation, and physical environment. After collection and analysis of feedback from stakeholders, an action taken is summarized in the form of reports and submitted to the appropriate bodies (NAAC, 2020).

NAAC emphasizes that institutions must have a wide range of programme options and courses that are in tune with emerging national and global trends and relevant to local needs. This indicates that a model curriculum must follow an outcome-based approach. The curriculum evolved by Universities and Institutions should comprise Programme Outcomes (POs), programme-specific outcomes (PSOs), and Course Outcomes (COs), the substantive outlines of courses and their implementation, assessment, and evaluation must thereby help in the attainment of PSOs and COs. The quality element must be concerned with emerging with societal needs with a focus on employability, entrepreneurship, and skill development. Fig 2 Illustrate NAAC integration and requirements for curriculum development and implementation

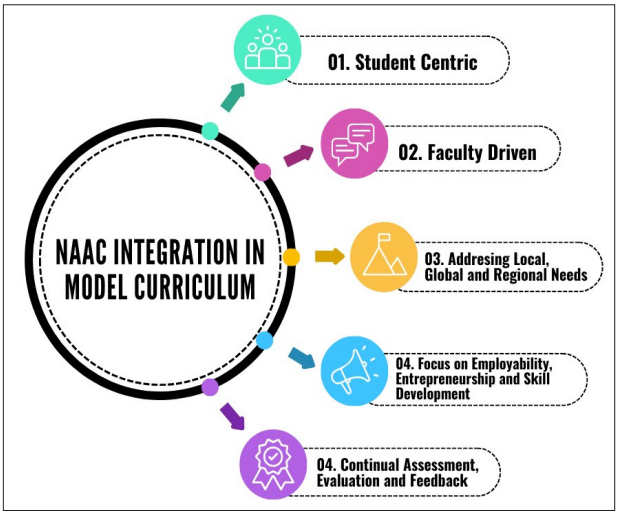
Table-1: Credit Courses and their Requirements Proposed under the CBCS Evaluation System

Courses	Requirements
1. Cores	A course, which should compulsorily be studied by a candidate as a core requirement is termed a Core course
2. Elective	Generally, a course that can be chosen from a pool of courses and which may be very specific or specialized advanced or supportive of the discipline/ subject
2a. Dissertation/Project	An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with advisory support by a teacher/faculty member is called dissertation/project
2b. Discipline-Specific Elective (DSE)	Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective
2c. Generic Elective (GE)	An elective course chosen generally from an unrelated discipline/subject
3. Ability Enhancement (AE)	The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC).

Table: 2. Features in Curriculum as per UGC, NAAC and NAAC

S. No.	Regulatory Bodies	Features to be Integrated in the Model Curriculum
1	UGC	i. Choice Based Credit System (CBCS) ii. Credit Courses: Core Courses, Elective Courses, iii. Dissertation/Project, Discipline Specific Elective (DSE) Courses, Generic Elective (GE) Courses, Ability Enhancement Courses (AEC)
2	NEP 2020	i. Fostering the needs of students ii. Flexibility iii. Multidisciplinary approach iv. Conceptual learning v. Extensive use of technology vi. Respect for diversity
3	NAAC	i. Student Centric ii. Faculty Driven iii. Addressing Local, Regional, National, and Global needs iv. Focusing on Employability, Entrepreneurship, and Skill Development v. Continual Assessment and Evaluation, Review and Feedback

Fig 2 Illustration of NAAC Integration and Requirements for Curriculum Development and Implementation in Higher Education Institutions (HEIs)



Overview of UGC, NEP 2020, and NAAC Requirements and Implications for Development of Model Curriculum Framework

Education policies place particular emphasis on the development of the creative potential of each individual and are based on the principles that education must develop not only cognitive capacities but also foundational capacities. This will be only possible when a model curriculum reflects all the essential features of modern education and traditional knowledge fostering the needs of students and providing flexibility when opting and choosing courses of their choice with inter and multidisciplinary approaches. This is only possible when an integrating and a cumulative approach are adopted to formulate and develop a model curriculum framework. Table 2 gives an overview of features in alignment with UGC, NEP 2020 and NAAC is required to develop a model curricular framework.

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Sir Syed Ahmad Khan and His Vision towards Muslim Education in the Modern Era

Ikhlas Ahmad* and Alok Gardia**

Sir Syed was a great emancipator of Indian Muslims and one of the great visionary reformers for awakening among Muslim community. Sir Syed had a vision of seeing his community achieve excellence in both religion & and science. He believed that the condition of Muslims could be improved by inducing them to get an education in both theology & science according to the requirement of age.

Sir Syed's vision towards the establishment of an educational institution that not only educated them but also strengthened the nation as a whole. Sir Syed's vision of modern scientific education has the potential to trigger progress for Indian Muslims. Syed Ahmad's civil society initiative to create India's Modern knowledge culture closely related to modern educational issues in India that were dear to Syed Ahmad's reform agenda was the issue of knowledge culture. According to him, English is the language of not only the elite class but can be a bridge to advancement.

The percentage of Muslims in judicial services in 1887 was 45.9% which declined up to 24.8% in1913. According to the survey, there were 100 colleges and 8000 higher secondary schools in the country, this is alarming and the community has to accentuate its resources for the establishment of educational institutions at all levels all over the country. In 1893, the increase in the number of Muslim graduates in the North-West Province and Oudh was impressive.

Syed Mahmood (son of Sir Syed Ahmad Khan) in 1893 at the Educational Conference at Aligarh, also highlighted that till that year the number of Muslim graduates was so low in comparison to the Hindu graduates that it could not be counted more than zero.

According to the census, in Bengal, the Muslim graduates were only 3.4%, in Madras (present-day Chennai) it was 0.9%, in Bombay (present-day Mumbai) it was 1.2% and in Punjab, it was 1.9%. Since 1920 when the Mohammedan Anglo-Oriental College got the status of the university, the Aligarh Movement has seen massive development in its program. The total number of students in 1921 was 969 which shot up to 6061 just before the partition. Today there are more than 30,000 students on rolls of the Aligarh Muslim University with different new faculties springing up and this shows the overall progress of the movement.

According to Justice Ranganath Mishra's Commission on Religious and Linguistics Minorities in India in 2004, which says that 65% of Muslim students who entered primary school level only 3% came out as a Graduate. The commission puts the onus on poverty as one of the factors for the huge dropout rate among Muslim Minorities (Mishra,2004). Another study conducted by Sachar Committee in 2005 highlighted the backwardness of Indian Muslims.

Muslims constitute 14% of the Indian population but they only comprise 2.5% of the Indian bureaucracy. This committee concluded that the conditions facing Indian Muslims were below that of scheduled castes and scheduled tribes of the country (Sachar, 2006).

The situation although dismal scenario still steadily improving due to the thoughts and inspiration of Leaders like Sir Syed who proclaimed the spirit of education and awakening among the Muslim community. Sir Syed during his time extensively visited abroad and developed a modern outlook and saw how the communities in the world are progressing adopting modern outlook. Coming back from his travels he stressed that the Muslims of the country and the world should appreciate the value of education and a modern set of ethos so that the Muslim community may prosper in all spheres of human progress. He far before visualized the core elements of progress and started working toward the spread of education and modern thoughts among the Muslim Community.

Sir Syed Ahmad Khan and His Vision for Life and Education

Some are born great, some achieve greatness, and some have greatness thrust upon them (William Shakespeare). Sir Syed Ahmad Khan, a great emancipator of Indian Muslims and one of the great visionary and reformers, was born in Delhi on 17 October 1817. His supreme interest was the intellectual development of his people through modern education.

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Sir Syed had a dream of bringing back the past glory of Muslims. He was born and raised at the time when the Muslims were on its deathbed. the world is changing with every passing hour, but Muslims fall prey to static thoughts(Hasan,2006). They realized that Europeans were more progressive because they were curious about the findings of the workings of the universe. With these customs, their thinking became rigid and superstitious.

Sir Syed had a vision of seeing his community achieve excellence in both the genres of religion and science. He believed that the condition of his community could be improved by inducing them to get an education in both theology and science according to the requirements of age. Sir Syed had a dream in which his people possess in their right hand the knowledge of religion and in their left hand the knowledge of science. He thought about why Muslim Intellectuals became pioneers during the 8th to the 12th century in various fields such as science, mathematics, philosophy, medicine, geography, history, jurisprudence, engineering, etc. Some of them are Avicenna (Medicine), Averroes (Philosophy, Ibn-Battuta (Explorer), Al- Khwarizmi) Mathematics), Al-Farabi, Al-Ghazali, Al-Kindi, Al-Biruni, IbnKhaldun and many more. Sir Syed acted as a catalyst that transitioned the Indian subcontinent from the medieval age to the modern era. The occurrences in that period led the Indians from ancient superstitious education to modern scientific learning.

Sir Syed's vision towards the establishment of an educational institution that not only educated them but also strengthened the nation as a whole. His vision of modern scientific education has the potential to trigger progress for Indian Muslims. According to him, Education could be a major catalyst in turning around the fate of the community and Sir Syed's vision and the schools inspired by it continue to be necessary for the progress of the Muslim community. Forging scientific education from the lower level of schooling itself would produce durable results (Shafi,2020).

According to Sir Syed, the traditional system of knowledge was an obstacle in the path of human progress. He wanted an educational system free from superstition that would operate for the betterment of Indian Muslims. The rejuvenation of socio-cultural potential in the Muslims was used to propagate his view that Islam is not inconsistent with modernity. In 1859, he established a modern madrasa in Moradabad which was one of the first religious schools to impart and promote scientific education in India. It was founded on the hope that Muslims can reach the pinnacle of progress by reforming themselves and initiating a journey toward modernity (Shafi,2020).

Aligarh Movement and Foundation of Aligarh Muslim University

Sir Syed used to remain in gloomy thoughts after experiencing so many losses and the destruction of his vulnerable community. He used to spend all his time mulling over how to uplift his degraded community and how to improve its relations with the British. Initially, he kept himself busy by providing a sort of first-aid to the community which was given immediately after the tragic mishap. However, this immediate relief could not remove the vices which were deeply ingrained in the roots of society. Therefore, he started to ponder over the diagnoses of the disease which was proving to be terminal for the community. In order to treat the condition, he concluded that the prescription that must be administered for permanent removal of disease from the root is to dispense education that is adequate according to the requirements of the age.

The vision of Sir Syed Ahmad Khan and the Aligarh Movement is not only for Muslims in India but for all the Muslims constituting 50% population of the world. He encouraged Indians to travel to Europe to seek inspiration with regard to wealth, strength, and wisdom. He visited Cambridge and Oxford universities to study their method of imparting modern education, their infrastructure, the style of buildings, their research and development programs in the areas of science, etc. As written in his biography, he observed closely the virtues of the British, their manners, infrastructure, and their educational setup while being in their environment. He had prepared the blueprint for how he is going to implement the game plan for the progress of Muslims. He was 53 years old when he came back from a successful England visit. Nobody knew how long he was going to live, so he immediately started to act on his vision as he wanted to provide a change in his lifetime. There was no one present at the time in the community who could undertake massive trouble so he instantly applied the following measures to fulfill his mission:

a) He started issuing a weekly journal by the name of Tahzeeb-ul-Akhlaq, to awaken the community about the benefits of acquiring Western modern education.
b) Next he formed the committee for the progress

of education among Muslims. Its goal was to find out the reason why Muslims keeping away from acquiring education.

c) He established the Scientific Society whose role was to translate the Western books of literature and science into the vernacular language so that the people would come to know the enlightening works of Western authors.

d) Then he set up another committee for the purpose of collecting funds for erecting a college to provide appropriate modern education along with authentic religious learning. The vision of Sir Syed Ahmad Khan and the Aligarh Movement in India task was to collect funds from his own community as there was no concept of collecting funds on a large scale for the social benefit of the community. Another problem was that Muslims despised education and were reluctant to allow their children to attend schools. From the very beginning, they were opposing the idea of any college, so it was a very difficult job for Sir Syed to collect funds.

The Foundation of Aligarh Muslim University

The Aligarh Movement became the ultimate consequence of salvaging whatever was left of the downtrodden Muslim community. One of the initial steps he took was the establishment of a scientific society for the purpose of translating praiseworthy literary and scientific books of English into Urdu. The objective behind this society was to spread awareness among the Muslims about the advancements made by the Europeans in the fields of various subjects such as astronomy, law, math, medicine, philosophy, engineering, etc. So that it would act as an ignition in lighting the fire of triumph in the community. Eventually, it became successful in awakening the curiosity in the minds of the Indians. He thought that if the Muslims became educated and civilized, it would increase the respect and dignity in the eyes of the other community.

Sir Syed was in awe of Europeans because he could not help but observe the massive advancements done by them in every possible field. By viewing this, his next move was to launch an educational institution where the students could get the relevant skills required in that age and time. Initially, his idea of translating the work of Western modern intellectuals into the vernacular language proved to be a success in turning the wheel for rousing the youth towards the benefits of Western education but later on, he realized that this process was proving to be very costly and time-consuming. So he encouraged the youth to learn English so that it would become way easier for them to acquire knowledge of relevant fields in a short span of time. His idea was not to set up a vernacular college where Urdu would be its medium of instruction but to find an institution where they get to develop their command over English and its subjects.

According to him, acquiring education in English was essential because this language was entirely developed for finding lots of material and research work on relevant subjects. By keeping all the above scenarios in mind he developed the game plan of establishing a college with a boarding house. So that he could provide overall teaching to the students from morning to evening which aimed at an inclusive growth of the pupil. His intention was to develop the students on an intellectual, cultural, and physical level. In 1876, he resigned from the government service and came to Aligarh to put his entire effort into the direction of the college formation. After his arrival, the speed of the work accelerated in several areas such as the construction of buildings, collection of funds, getting approval from government officials, etc. Hence the work for the national movement shot up.

Sir Syed wanted to make his institute prestigious just like Cambridge and Oxford. So he involved himself with a lot of zeal in every aspect of development. He used to bear extreme summer heat and hot winds while overlooking the work of bricklayers, stone cutters, masons, plumbers, carpenters, architects, etc. He would devise various plans to collect funds and never felt shy of his image in asking for money either from the rich or poor. In order to achieve this goal, he eventually inaugurated the institution as Mohammedan Anglo-Oriental College through the hands of Viceroy Lord Lytton in 1877 with great pomp and show.

Syed Ahmad's Civil Society Initiatives to Create India's Modern Knowledge Culture

Syed Ahmad's Civil Society Initiatives to Create India's Modern Knowledge Culture Closely related to modern educational issues in India that were dear to Syed Ahmad's reform agenda was the issue of knowledge culture. He envisioned Hindu-Muslim intellectual collaborations in the creation of a common modern Indian intellectual culture that would help enhance the realization of national unity, especially good communal relations between Hindus and

Muslims. He was aware that to create such a culture, a common literary language was needed.

Although numerous studies have been undertaken on the life and works of Syed Ahmad, we do not believe that will be the last word said on the subject or that there is nothing more to be added about his significance for his or our times. The national issues of religious and cultural pluralism that Syed Ahmad confronted as discussed in this article, have become even more pressing in our times. In the history of modern India, present Hindu-Muslim relations are at their lowest ebb and could deteriorate.

Syed Ahmad's societal goals – shared social advancement and prosperity for all Indians and the simultaneous pursuit of Hindu-Muslim unity – were based on time-honored principles of social justice. These goals therefore would continue to be appealing and inspiring to thinking people everywhere who are interested in securing peace and justice for their respective societies. Multicultural societies like Malaysia that are struggling to achieve intercultural peace may well sympathize with Syed Ahmad's societal goals. As for approaches and strategies to realize societal goals, these are usually conditioned by space and time. His peaceful, non-sectarian, and enlightened approach to the problems of Indian society will continue to be a source of inspiration not only for his countrymen but also for other people faced with similar kinds of societal problems. As his life and works continue to be studied by both Muslims and Westerners, we could expect to hear more of both appreciation and critiques of him, not only as a reformer but also in his dealings with Muslim-Hindu relations, an issue that is so important to our present times

Conclusion

Aligarh College, along with many similar institutions reflects the vision of Sayed Ahmad Khan and allowed for the balance of the old and the new, the East and the West. A man of religion, he identified human development as a process ordained and ordered by divine will. A man of history, he identified the progression of knowledge across cultures and identified the pivotal participation of Muslim thinkers in the creation and dissemination of knowledge. Syed Ahmad Khan was constantly compelled to ally the fear of those who argue that to embrace modern education was to weaken faith and to somehow betray one's community. In disarming the dichotomy between progressive and traditional, or Eastern and Western, he opened a channel for many to seek knowledge, whether in China, Chennai, Chicago, or beyond.

To protect and promote the cause and values of the Muslim community in a globalized world, English was a lingua franca as thought by Syed Ahmad Khan. He thought that English was not the language of the elite class but could be a bridge to advancement. Thus, he advocated adopting the English language and learning it to meet the demands of a gradually growing society.

Akin to the principles of Gandhiji, Sir Ahmad Khan stressed integration and harmony among all differences. He also evoked the Muslim community to stay away from superstitions and refrain from much expenses in marriage and other ceremonies instead the money be invested in the cause of education among the Muslim community.

Looking at the modern thoughts of Sir Syed, the relevance of his thoughts remains vibrant in present society where there is a need to work toward bringing all communities to par with global standards. There is also a need for the Muslim community to serve the cause of education in the community serving the vision of Sir Syed. A sound educational policy guided by modern thinkers like Sir Syed will pave the way for the formation of an inclusive society that is progressive in its outlook and ready to meet the challenges of the present and 21st century.

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Interim Budget 2024: The Educational Angle

Kartick Das*

The Interim Budget 2024-25 has allotted Rs 68,804 crore for the Department of School Education and Rs 44,094 crore for the Department of Higher Education. Applauding the interim budget, PM Modi said this budget will empower all 4 pillars of Viksit Bharat- Yuva, Garib, Mahila, and Kisan. This budget gives the guarantee of making India a developed nation by 2047.

On February 1, 2024, Finance Minister Nirmala Sitharaman delivered her Interim Budget 2024-25 at Parliament, a day after the commencement of the Budget Session. This is the sixth budget presentation put forth by the finance minister including five annual and one interim. Applauding the interim budget, Hon'ble Prime Minister Narendra Modi said this budget will empower all 4 pillars of Viksit Bharat - Yuva, Garib, Mahila, and Kisan. This budget gives the guarantee of making India a developed nation by 2047. PM Modi said investment for capital expenditure was taken to a historic high of ₹11,11,111 crore. Calling India's capex and infra spending situation to be on a 'sweet spot', PM Modi underlined the creation of enumerable job opportunities for youngsters in the coming years. "This budget has a reflection of the young aspirations of a young India. An Interim Budget is the government's temporary financial plan for a short period. Since general elections will take place later this year, the Finance Minister has not presented a full budget. A comprehensive budget for the financial year 2024-25 will be introduced when a new government is formed after the elections. While presenting the Budget 2024, the ministry has allocated INR 124638 crore to the two departments of the education ministry[1]

Budget 2024-25 for Education - Key Highlights[2]

- Budget Allocation for PM Schools for Rising India (PM SHRI) increased by INR 2050 Crore, i.e. to INR 6050 Crore. The Ministry has announced its decision to upgrade around 14,500 schools in line with NEP 2020.
- Budget Allocation to Pradhan Mantri Poshan Shakti Nirman (PM POSHAN) stood at INR 12467 Crore
- Allocation for Strengthening Teaching-Learning and Results for States (STARS), a world-bank supported project, has increased to INR 1,250 crore, which is INR 450 crore increase from last year.

The proposed expenditure of the Ministry for 2024-25 for the education sector, precisely for the Department of School Education and Literacy is mentioned in Table 1 & 2.

Table-1: Proposed Expenditure of Education

Department	2023-24 (actual)	2023-24 (actual)
School Education & Literacy	68804.85	73008.10
Higher Education	44094.62	47619.77
Total	112899.47	124638.77

*All figures in crores.

Source:*https://www.shiksha.com/news/boards-interim-union-budget-2024*

Table: 2. Expenditure under the Department of School Education and Literacy (in 2024-25)

Expenditure Head	Allocation 2023-24 (figures in crore)	Allocation 2024-25 (figures in crore)
Samagra Shiksha	37453.47	37500
Autonomous Bodies (including Kendriya Vidyalaya Sangathan and Navodaya Vidyalaya Samiti)	14391.36	15638.67
Total Centrally Sponsored Schemes (including mid-day meals, now known as Pradhan Mantri Poshan Shakti Nirman (PM POSHAN)	54010.47	57427.39

Source:*https://www.shiksha.com/news/boards-interim-union-budget-2024*

Education Budget 2024: Schooling Outlay Increase by 6.1%

In the interim budget 2024, school education has been allocated Rs 73,008.10 crore for the

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next financial year 2024-25. The outlay to school education has seen a marginal increase of 6.11%. A large chunk of the Rs 4,200 crore increases has been claimed by the PM SHRI - an education ministry scheme that upgrades existing government schools into model schools. For the current financial year, the Department of School Education and Literacy was allocated a budget of Rs 68,804.85 crore (Table-3). The outlay for all important schemes, such as the Samagra Shiksha Abhiyan, Kendriya Vidyalayas, Navodaya Vidyalayas, have seen a marginal increase in the interim budget except the PM Schools for Rising India (PM SHRI) scheme. The PM SHRI programme's budget has risen by over Rs 2,000 crore, from Rs 4,000 crore in 2023-24 to Rs 6,050 crore in 2024-25, an increase of close to 50% and the sharpest increase in the school education budget 2024[3].

Table-3: Budget 2024: School Education Outlay (2020-2024)

Financial Year	Budget Estimate (In Rs. Cr)
2020-21	59,845
2021-22	54,873.66
2022-23	63,449.37
2023-24	68,804.85
2024-25	73008.10

Source: https://news.careers360.com/education-budget-2024

In the education budget 2024, Samagra Shiksha Abhiyan, which is the country's biggest school education scheme, has been allocated Rs 37,500 crore for the next financial year, a very minor Rs 47 crore increase from the current one. The PM Poshan scheme, which replaced the mid-day meal scheme, has been allocated Rs 12,467 crore for the 2024-25 financial year, up from Rs 11,600 crore this year. It is one of the largest school meal programmes in the world and was a highlight in Nirmala Sitharaman's budget speech. PM SHRI has been allocated Rs 6,050 crore. The scheme had received Rs 4,000 crore in its inaugural year. In the education budget 2024, allocation for Strengthening Teaching-Learning and Results for States (STARS), a world-bank supported project, has increased to Rs 1,250 crore, a Rs 450 crore increase from last year[4].

Higher Education Budget

The Department of Higher Education has been allocated INR 47619.77 crore, accounting for 40% of the Ministry's total allocation. If compared to the current year's revised allocation for the higher education department, the 2024-25 budget allocation represents a Rs 9,600 crore cut. Indian Institute of Management which saw a steep cut in funds last year, will receive Rs 212.12 crore, the lowest compared to all other universities and higher education regulators. The funds University Grants Commission have also been halved for the upcoming financial year. The budget for research, which was reduced for the current year, has been increased to Rs 355 crore for the next financial year. Major schemes such as Impacting Research Innovation and Technology and Scheme for Promotion of Academic and Research Collaboration, which saw a cut in funds in the current year, will receive double the funds in the next financial year. In her interim budget speech, Nirmala Sitharaman highlighted that 43% enrolment of women and girls in STEM courses is one of the highest in the world. She also said that the enrolment of female students in higher education has gone up by 28% in 10 years[5].

Way Forward

A substantial increase in budgetary allocation for education, from 2.9% to 6% of the GDP, is crucial for the new educational policy (NEP) 2020 to deliver its full potential and attain national objectives on the path to global leadership and reduce the GST slab from 18% to 5% on educational products and

Table 4: School Education Budget Highlights: Major Schemes (In Rs Crore)

	2021-22	2022-23	2023-24
Samagra Shiksha Abhiyan	31,050.16	37,383.36	37,435.47
Mid-Day Meal Scheme/ PM Poshan	11,000	10,233.75	11,600
Kendriya Vidyalaya Sangathan	6,800	7,650	8,363.98
Navodaya Vidyalaya Samiti	3,800	4,115	5,486.5
National Means cum Merit scholarship	350	350	364
PM Shri Schools	---	---	2,000

Source: https://news.careers360.com/education-budget-2024

services. Our aim should be to establish a strong foundation for the children, particularly those from economically disadvantaged backgrounds. Additionally, given the evolving world and our shifting approach to education, driving a change to ensure affordable and quality education at scale needs more collaboration between the public and private sectors. For this, reducing the GST on educational services would also remove financial strain on parents, promoting affordability. Apart from this, focusing on collectively enhancing youth skills to increase employability and reduce skilling gaps is imperative for the Indian economy's growth. Reducing the GST on educational services and upskilling programs will help access quality education, fostering innovation and employability.

The government's commitment to the educational policy signals a clear intent to drive reforms and embrace digital education. Skill India has trained 1.8 crore youths, upskilled and re-skilled 54 lakh youths, and established 3,000 new ITIs. A large number of HEIs, namely 7 IITs, 16 IIITs, 7 IIMs, 16 AIIMS, and 390 universities have been set up[6]. With the advancement of technology, relying just on a college education is not enough for the Indian youth as they will have to keep updating and upskilling themselves to utilize their full potential in strengthening our economy. As the tech sector is set to reach the USD 4 billion mark by 2025, the government should introduce measures that encourage innovation, skill enhancement, and quality learning. AI-based technology has been a major driver in recent months, the government's role is pivotal in fostering an ecosystem that fuels AI innovation, bringing academia, industry, NGOs, and government departments together. A call for heavy investments and increased R&D expenditure is needed for India to catch up with the world in these areas. As we envision a future powered by AI, India's investment must not only be monetary but also strategic, facilitating collaborative synergies for a thriving ecosystem.

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Strategies for Student Well-being: Navigating Stress, Time Management, and Self-care in University Life

Saurabh Dilip Bhandare*

A time of transformation, university life is characterised by intellectual endeavours, interpersonal relationships, and personal growth. But it also brings with it a number of pressures that may have an adverse effect on students' well-being. Given the prevalence of stress, mental health specialists and university well-being consultants are essential in pointing students in the direction of practical stress management and wellbeing-promoting techniques.

Stress affects a large portion of college students on a daily basis and is an unavoidable aspect of the experience. Eighty percent of college students report experiencing stress in their everyday lives, either frequently or occasionally, according to research from the Anxiety and Depression Association of America. Further to this, one in three pupils' low academic performance is found to be influenced by stress. According to the American College Health Association, 12.7% of college students suffer overwhelming stress, while 44.9% of students report having greater than average levels of stress. Students often feel stressed out because of all the demands and duties that come with being a student. But when stress starts interfering with day-to-day tasks, it's critical to pinpoint its sources and create practical coping mechanisms.

Effectively managing stress is essential for the well-being of college students, as prolonged stress can have detrimental effects on both mental and physical health, academic performance, and relationships. To better cope with stress, good focus must be put on eliminating individual causes of stress in humans.

The challenges encountered during the educational journey can indeed become significant sources of stress for students, posing risks to their overall health and potentially impacting their learning abilities. The complex interplay between academic, social, and personal challenges creates a demanding environment for students, leading to several potential consequences like: academic pressure, social and peer pressures, strain, time management, mental and physical health impact, and learning impairments.

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There are a variety of reasons outside of academics that can contribute to students' anxiety and stress, and the prevalence of these mental health issues is a complicated issue that calls for the involvement of stakeholders from throughout an institution. Here, especially addressed is the role that educators may play in helping students and reducing their stress and anxiety. By reviewing evidence-based strategies that educators can implement to help students feel less stressed and anxious. Stressed-out students are more likely to drop out of college or attrition. Anxiety among students can also have a detrimental effect on their ability to stick with their biology major.

There is not enough research on how college professors can help students with mental health issues, stress, and anxiety. Anxiety and stress are complicated ideas, and there has been much discussion about what they mean. Anxiety is defined as the unclear emotions that result from unresolved stress, whereas stress is defined as a person's belief that a situation surpasses their capacity for coping and jeopardizes their well-being. Although it is often known that stress and anxiety have a negative effect on students' academic performance, teachers may be able to help reduce these issues, a fact that is sometimes overlooked. Summarised are research-backed tactics that teachers can use to treat and lessen students' stress and anxiety. These tactics include specific classroom interventions and pedagogical adjustments. Although STEM (science, technology, engineering, and mathematics) students are the main target audience, the suggested tactics might be more widely applicable. It starts by talking about how teachers can better prepare for and educate themselves on managing stress and anxiety. It then looks at ways to build closer relationships with students and create a welcoming, egalitarian, and empowered learning environment in the classroom.

Together, these tactics can reduce stress and anxiety and improve student performance when combined with changes in student evaluation and assessment. The essay goes on to discuss how teachers may help students succeed in all of their academic pursuits by teaching them time management, study habits, and general learning strategies. In order to effectively explain the resolution to the points of

studies below, the conclusion portion of this article emphasises the need for additional study to identify the most effective strategies for lowering stress and anxiety in students.

Student life is a dynamic journey filled with academic challenges, social engagements, and personal growth. While these experiences contribute to personal development, they can also be accompanied by stress and pressure. Recognizing the inevitability of stress, mental health, and counseling managers, such as Alison Simmons from the University of Chester, emphasise the importance of understanding and managing the stress response. Stress, she notes, serves as a vital alert system, providing an opportunity to act and respond to challenges in academics, work, and social life.

Addressing Student Stressors

Stress among students can stem from various factors, including mental health struggles, relationship difficulties, financial concerns, and the uncertainties of post-graduation life. Identifying common reactions to stress, such as behavioural changes, physical symptoms, and psychological responses, emphasises the need for proactive stress management strategies.

Mindfulness as a Coping Mechanism

The study advocates for mindfulness as a powerful coping mechanism rooted in different study platforms and skill-enhancing techniques that are easy and achievable. Mindfulness is often practiced through deep learning or guided educational techniques which allows individuals to step away from automatic thoughts and reactions. Research indicates that regular mindfulness practice over eight weeks can reshape the body's response to stress and even alter the brain's structure. Accessible through smartphone apps like The Mindfulness App, Calm, and Headspace, mindfulness can be incorporated into daily routines, promoting a sense of calm and focus.

Building Social Connections

Isolation can contribute significantly to stress, making social connections a crucial aspect of well-being. The study emphasises the importance of reaching out to friends, family, and fellow students. Socializing with friends has been shown to reduce stress levels and improve mood, providing a valuable support system. University well-being services and counseling resources further enhance the avenues for seeking help and support.

Effective Time Management

Time management is identified as a key strategy for reducing stress and enhancing focus. Creating written schedules, breaking tasks into manageable chunks, and prioritizing activities contribute to a more organised and relaxed approach to academic and personal responsibilities. University websites often provide resources and toolkits to assist students in developing effective time management skills.

Prioritising Sleep and Self-care

In the pursuit of academic excellence, the importance of sufficient sleep is often overlooked. Sleep, as highlighted as crucial by the research study response obtained as brief information that is crucial for recuperating the body's systems, processing memories, and maintaining mental health. Practical tips for improving sleep hygiene, such as consistent sleep schedules and winding down before bedtime, are essential components of stress management.

Adequate sleep is crucial for recharging the brain, repairing muscles, promoting memory consolidation, and boosting the immune system. Avoiding all-nighters and implementing good sleep hygiene practices, such as: limiting caffeine intake and reducing screen time before bedtime, can significantly improve overall well-being. It is crucial that students follow this guidance as an adults or as a main subject so they can learn it for the rest of their lives and careers and develop positive thinking that will help both them and other people.

Focus on Health and Nutrition

Stress can impact appetite, leading to both overeating and undereating. Establishing healthy eating habits, maintaining a balanced diet, and regular exercise contribute to managing stress and preventing drastic weight fluctuations.

Stay Active

Regular exercise is linked to improved overall health and reduced stress. Physical activity not only enhances cognitive function but also triggers the release of endorphins, the brain's natural painkillers. Incorporate short bouts of physical activity into your routine, consider trying new activities, and involve friends to stay motivated.

Conclusion

In conclusion, fostering student well-being requires a multifaceted approach that addresses the root causes of stress and promotes proactive strategies for management. Incorporating mindfulness practices, building social connections, effective time management, prioritising sleep, and embracing self-care routines collectively contribute to a more balanced and resilient student experience. By recognizing the significance of these elements and accessing available resources, students can navigate the challenges of university life while prioritising their mental health and overall well-being. Addressing the challenges of stress in university life requires a holistic and proactive approach. By incorporating mindfulness, building social connections, effective time management, prioritising sleep, and embracing self-care routines, students can navigate their academic journey with resilience and prioritise their mental health and overall well-being. The collective acumen of mental health professionals and university well-being advisors contributes to a comprehensive understanding of the strategies needed to enhance student well-being in the university setting.

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Self-discovery : The Catalyst for Personal Growth

Jagdeep Dhankhar, Hon'ble Vice President of India delivered the Convocation Address (Excerpts) at the 37th Convocation Ceremony of the Indira Gandhi National Open University, New Delhi on February 20, 2024. He said, "Do not be afraid of failure, for it is the stepping stone to success. Let it be a catalyst for growth and self-discovery. Together, let us build an Amrit Kaal where every dream takes flight, and where the true potential of our youth illuminates the path to a brighter tomorrow." Excerpts

It is truly an honour to be part of the 37th Convocation of the prestigious Indira Gandhi National Open University (IGNOU). Degrees are being awarded to 3 lakh students. This three and a half million student population is unprecedented at global level.

I extend my heartfelt congratulations to the graduating Students, their family members, and their teachers. Your hard work, dedication, and perseverance have brought you to this significant milestone, and I commend each one of you for your achievements.

Friends, convocation is much beyond a ceremony. It is a milestone in all your lives. An unforgettable moment. It marks the culmination of years of dedication, hard work, and sleepless nights.

This moment is also a turning page in the chapter that has, so far, been your life at this university.

You will move beyond this chapter, leaving behind the familiar charm of student life and embracing the exhilarating life of adulthood.

I am sure a lot of emotions stir within you – pride in all that you have achieved, anxiety about the future, and heartache of saying goodbye to an institution that you have been a part of for the past few years.

My young friends- Let us not solely fixate on the endings, for today is also a beginning. Today, we celebrate not just the completion of a journey but the ignition of new aspirations. Always bear in mind that your learning never stops.

Friends, you are fortunate to step into adulthood at an exciting time- our अमृत काल where there is hope and possibility of all kinds.

There is in place an ecosystem that is wholesome for exploring your talent and realising your aspirations.

Let me advert to the launchpad that all of you are presently standing on – and this is a very significant launchpad in the history of this great nation that has a civilisational depth of 5000 years. You are henceforth part of the marathon march to *Viksit Bharat@2047.*

Friends, Governance, once shrouded in shadows, now embraces transparency and accountability. Corruption once the bane of the system has now yielded to the rule of law. Now all, without exception, are subject to accountability before the law. All this has paved the way for your aspirations to truly take flight and dreams to fructify.

On the economic front, our story is one of remarkable dynamism. Negotiating difficult terrain and tough challenges we have traversed from being a 'Fragile Five' global economy to the glorious status of being the fifth-largest economy, with ambitions set firmly on the third position in the global economy within a few years.

The World Bank applauds our meteoric rise in financial inclusion, achieved in just six years when others projected decades.

The IMF hails India as a global investment hotspot, acknowledging the immense opportunities we offer.

And hence, our projected GDP growth is double the global average, speaks volumes about our economic vitality and its robust premise.

Friends, our strength transcends mere numbers. It lies in the power of collective action. We are now the third-largest powerhouse in terms of purchasing power, showcasing the combined potential we hold.

Our resilient financial ecosystem, fuelled by an inclusive digital payment system, has become a global model. Not only do we use it, we export it.

Indians can now transact using UPI in seven countries, and UPI transactions alone, in 2022, accounted for nearly half of all global digital transactions.

We are not just consumers, we are innovators and leaders in this domain. We even surpass the per capita mobile data consumption of China and the US taken together. This is mobile magic!

Our aspirations extend beyond the Earth's boundaries. The momentous success of Chandrayaan-3,

marking our historic soft landing on the Moon's South Pole, exemplifies our relentless pursuit of scientific and technological advancements. We now celebrate August 23 as Space Day.

Gone are the days, mark my words, people of my age know it when a bicycle was used to carry parts for our first rocket launch. Today, we have launched over 400 satellites for other countries, developed countries including USA and Singapore.

Friends, reflect and take pride in what truly makes our *Bharat* so special!

Firstly, we stand tall in the community of nations with a civilizational legacy of over 5000 years, a rich tapestry of knowledge and wisdom that guides our present and shapes our future.

Secondly, we are the largest and most functional democracy in the world, demonstrating our commitment to inclusivity and participation.

I am not taking you to figures but imagine 500 million people have opened their bank accounts for the first time. This is the financial inclusion of the highest order ever on the planet. A hundred million gas connections have been given to needy households. These are just two figures, there can be many.

This spirit of inclusivity resonates globally. The unprecedented G20 Summit held in New Delhi stands as a testament to our leadership. Imagine, G20 footprint was in all the states and all the Union Territories of the country. It is a remarkable geographical achievement other nations can only look up to.

From engaging all states and union territories across the nation to inducting the African Union as a member of the G20 and launching the Global Biofuel Alliance, India emerged as the voice of the Global South for the first time. Such an important segment of the planet was not being noticed and now it is being noticed day in and day out.

So, dear friends, you are not just entering life but rocketing towards it. All of you are graduating into an India on the rise, India that has shaken off the label of the 'sleeping giant', India's rise is continual, incremental and unstoppable.

We are no longer a nation defined by its potential. We are a nation realizing its potential. We are a nation enabling global powers to realize their potential. We are a nation that is defining how human resource potential can be exploited.

Seize this incredible momentum, harness the transparency, leverage the economic boom, and turn the opportunities into your personal masterpieces. What do young minds need? They need a system that is free from corruption. Corruption has gone for good. Corruption is no longer a password to a contract or a recruitment process. It helps all of you.

All are equal before the law. Some thought at one point of time that they are above law, law cannot reach them, and they have immunity from the law. They are now feeling the heat of law day in and day out because democracy cannot survive, democracy cannot breathe unless there is equality before the law. Now equality before law is a ground reality for one and all.

Friends, as we navigate the contemporary scenario, we are witnessing extraordinary infrastructural growth, widespread technology penetration, rapid pace of digitization and a commitment to transparent and accountable governance. Imagine if you choose to work from home, your house in the village is as well equipped as your house in a modern metro. All the facilities that you look for are available in the villages, that is the kind of development this country has seen in the last decade.

These are not mere buzzwords; they are ground reality, as we can all witness today!

Our scientific prowess has not only earned India laurels, but has transformed the lives of ordinary citizens and has fuelled our aspirations for a brighter and more sustainable future.

We stand at a new dawn, an *Amrit Kaal* where India soars to even greater heights. Our government has sown the seeds of opportunity and growth, pouring its heart and resources into nurturing fertile ground for our collective future and particularly for our young minds, boys and girls who are before me today in large numbers virtually and physically.

As India strides towards becoming the world's third-largest economy, our young minds should engage to explore a vast landscape of possibilities, unburdened by the shackles of narrow definitions of success.

I appeal to young minds, don't be killed by competitive mechanism, obsession to hold a government position. Enormous opportunities are available to you, you just have to look and explore. You will be extremely successful, these will be rewarding for you. Grab these opportunities, they will

suit your aptitude, they will fulfil your inclinations, Go ahead in that direction.

We should now have enabling policies and initiatives for creating a space where every dream holds value, where individuality thrives, and where success is measured not by societal yardsticks, but by deep, personal fulfilment.

Let me just divert and indicate to you, Examine our startups, they've created wonders at the global level, and they have changed the economic landscape of the country. Their contribution to the economy is immeasurable, they are setting new trends. You have to take the lead when you step out into the larger world.

Let go of the obsession with traditional paths. Let us think out of the box, If you have an idea in your mind. Don't fear failure, Failures are natural, failures are success steps towards further success. A failure is a success story, it is not a failed attempt. It's an essential attempt to secure success. Just reflect that Chandrayaan-3 would not have been there if Chandrayaan-2 wouldn't have gone to that extent. Chandrayaan-2 was not a failure, it was majorly a success, Chandrayaan-3 fructified it.

Embrace the untapped potential that lies within all of you – the entrepreneur, the innovator, the changemaker.

Instead of competition, let collaboration be our guiding principle. Let us support each other, share our talents, and lift each other up as we embark on this exciting journey.

The world has to be changed when you avail opportunities that are absolutely novel and innovative. I would like to invite your attention to disruptive technologies that will dominate our lifestyles, these are fresh areas. India is one of the few nations in the world that is focusing heavily on Quantum computing, green hydrogen missions, artificial intelligence, blockchain and machine learning. All these are the areas where young minds have to contribute, if you take the lead you will make yourselves a successful person and your family proud. You'll contribute to the nation as never before and you will be true footsoldiers of Bharat taking its march to 2047.

Friends, you are stepping into a world that is increasingly driven by dynamic and new trends in disruptive technology. You have to be extraordinary, innovative, you have to be on your own. You have to be driven by your own creation, and your own thought process. Do not be guided by old-age concepts, things have dramatically changed. Take note of it.

Friends, Internet of Things, Machine Learning, Block Chain, Augmented Reality, Artificial Intelligence and Quantum Computing are your subjects not mine. You are in the front-league. Your faculty has to only initiate you. You have to lead the path, you have to be global leaders of Bharat which is home to one-sixth of humanity.

Remember, friends, true progress lies not in conforming, but in daring to be different. It lies in following your passion, charting your own course, and leaving your unique mark on the world.

Look at history, the future belongs to those who dare to dream beyond the ordinary. So, friends, as you step into this new chapter, I urge you: to embrace your individuality, pursue your passions, and redefine success on your own terms.

Bharat eagerly awaits your contributions, your new perspectives, and your innovative ideas. Believe in yourself and your capabilities.

I can assure you, I can ensure your capability, competency and academic accomplishments and your knowledge is the best in the world.

I see the destiny of *Bharat* in your eyes. You are the most significant stakeholder in the governance and rise of *Bharat*, and you will shape *Bharat* what it will be in 2047. You are the most significant stakeholders and you have to ensure that the growth trajectory of our development which is continually incremental is not only sustained but is taken to greater heights.

I encourage every one of you to be fearless in the pursuit of your dreams. Do not let your mind become a parking place for doubts and insecurities.

Instead, let it be a platform for your imagination and creativity. Remember, some of the greatest innovations and breakthroughs have come from individuals who dared to think differently, who fearlessly challenged the status quo.

Do not be afraid of failure, for it is the stepping stone to success. Let it be a catalyst for growth and self-discovery.

Together, let us build an *Amrit Kaal* where every dream takes flight, and where the true potential of our youth illuminates the path to a brighter tomorrow.

Congratulations, and may your journeys be filled with purpose, passion, and fulfillment!

Jai Hind.

National Seminar on Exploration of Historical Sites

A two-day National Seminar on 'Exploration of Historical Sites: Indian Knowledge Tradition (In the Context of Eastern Uttar Pradesh)' was organised by the Department of Ancient History, Ramji Sahai PG College, Rudrapur, Deoria, Uttar Pradesh, recently. The event was sponsored by the Indian Council of Historical Research (ICHR), New Delhi. The event was focused on exploring the archeological, social, cultural, literary, educational, religious, spiritual, geographical, and economic importance of historical sites located in eastern Uttar Pradesh. Moreover, the issues of conservation, development, and management of such sites were also discussed both extensively and intensively. The possibilities of development of surrounding areas through tourism were also investigated. The book entitled '*Purvi Uttar Pradesh: Itihaas aur Sanskriti*' edited by Prof. Brijesh Kumar Pandey and Dr Ashutosh Kumar Singh was released during the occasion. The book is a collection of research papers presented on the theme and subthemes of the seminar.

The Inaugural Session was presided over by Prof Poonam Tandon, Vice Chancellor, Deen Dayal Upadhyaya Gorakhpur University, Gorakhpur. Dr Balmukund Pandey, Organising Secretary of Bhartiya Itihaas Sankalan Yojana was the Chief Guest. Prof. OP Srivastava of Central University, Prayagraj; Dr. Om Jee Upadhyay, Director, Research and Administration, ICHR and Prof Rajwant Rao, DDU Gorakhpur University were the Guests of Honor.

In his Welcome Speech, Prof. Brijesh Kumar Pandey emphasised the need for continuous research on historical sites from one generation to another, so that the horizon of knowledge keeps on getting expanded and the ambiguities removed. This, according to him, would enable learners to have a proper sense of the history of their motherland, which is vital for progress.

Dr. Om Jee Upadhyay said that we have countless reasons to be proud of our heritage and that there is a need for fresh research thereon so that once again India emerges as a '*Viswa Guru'*. He further underscored that history is never a final report, but an interim report, liable to changes as per new findings.

Prof. OP Srivastava warned that it is necessary to understand the implications behind history so that history is rescued from being a discourse or narrative. He further suggested that only tall claims about the glories of the past will not serve our purpose; we must produce books based on objective research. He agreed that though there is a need for rewriting history, the same should not be done along party lines, but based on scientific evaluation of evidence.

Prof Rajwant Rao, who is an authority on the history of Deoria, described the historical and cultural richness of the local area between the *Saryu* and *Gandak* rivers. According to him, Rudrapur (in Deoria district) and the surrounding Kachhranchal have been the confluence point of Indian and Iranian civilizations. Noting that there has been large-scale migration, both inward and outward, in this area, he suggested that such migration should be a topic for research for the new generation.

Dr. Balmukund Pandey called for rejecting the colonial and leftist descriptions of Indian history and advocated for adopting a nationalist approach to history writing. He emphasized that a proper evaluation of Indian history is possible only when our vision is Indian. Responding to Prof. OP Srivastava's challenge, he expressed confidence that the process of producing books, based on new evidence and studies, is in full swing.

Prof Poonam Tandon, in her Presidential Address, congratulated the college for hosting the event and called for other colleges, affiliated with DDU Gorakhpur University to follow suit, to build a better and progressive academic atmosphere in the region that is capable of promoting and fostering quality research in all walks of life.

A total of four parallel technical sessions were conducted on eight subthemes of the event in which as many as forty papers were presented. The Valedictory Session was presided over by Sri Rajesh Srivastava (founder's son), while Prof. Vipula Dubey, former Head, Department of Ancient History, Archeology and Culture, DDU Gorakhpur University was the

Chief Guest of the session. The session had Dr. Diwakar Prasad Tiwari, former Principal, Deenanath Pandey Government PG College, Deoria and Dr. Prabhakar Upadhyay of the Department of Ancient History, Archeology and Culture, Banaras Hindu University as the Guests of Honour.

Dr Prabhakar Upadhyay shared an interesting observation that while the Vedic culture was a militant, war-loving culture, the one that developed in the regions between Kashi and Koshal had truth and non-violence as major cultural pillars.

Dr. Diwakar Prasad Tiwari spoke of the recent trend of rejecting the middle age of Indian history and said that what remains of this age in Indian history is something that remains to be seen.

Prof Vipula Dubey emphasized that history is a subject that every individual needs to be aware of, to have a proper perspective of oneself, and to make progress in the right direction. She highlighted that the history of a place is inherent in its name itself. She also shared her observation that Purvanchal (eastern UP) has been the confluence of both vedic and non-vedic streams.

In his Presidential Speech, Rajesh Kumar Srivastava suggested that there should be more and more research on historical sites in and around Rudrapur. Dr Ashutosh Kumar Singh, Convener did the anchoring for the event, while the Vote of Thanks was proposed by Manish Kumar, Organising Secretary and Dheeraj Gupta, Co-convener of the event.

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/*

National Conference on Research and NEP–2020

A two-day National Conference on 'Research and NEP–2020: Current Trends and Future Prospects' is being organized by the Karnavati University Campus, Gandhinagar, Gujarat from April 12-13, 2024 through hybrid mode. Research Scholars, Academicians, Educators, Policymakers and Administrators, Industry Professionals, and Students may participate in the event. The event aims to unravel the intricacies of the NEP-2020 and its impact on research methodologies, trends, and future trajectories. The Themes of the Event are:

Research in Curriculum and Pedagogy

- Integrating Research in Curriculum Design.
- Evidence-based Teaching and Learning.
- Moving towards 'transdisciplinary' Research.
- Reciprocal Linkages between Teaching and Instructional Practices.
- Community Engagement and Research.

Capacity Development of Faculty through Research

- Research and Teaching Skills.
- AI tools/Softwares and Academic Research.
- Global Developments in Research.
- Faculty-student Collaborations.
- Ethical Considerations and Educational Research.

Emerging/Contemporary Trends in Research in Any of the Following

- Humanities and Social Sciences.
- Law.
- Management.
- Design.
- Science and Technology.
- Dentistry.

Research in Policy Making

- Evidence-based and Data-driven Policies in Different Sectors.
- Fostering Collaborations between Policymakers and Researchers.
- Policy Implementation and Evaluation.

Research and Academic-industry Interface

- Collaborative Research Models/Projects.
- Research as an Instrument of Knowledge Transfer.
- Industry-relevant Curriculum: Medium to Bridge the Skill-gap.
- Intellectual Property Rights.
- Research and Entrepreneurship.

For further details, contact, Dr. Kishor Bhanushali, Director Research, Karnavati School of Research, Karnavati University Campus, Adalaj-Uvarsad Road, Uvarsad, Gandhinagar-382422, Gujarat, Mobile No: 09898422620, E-mail : *research@karanvatiuniversity.edu.in.* For updates, log on to: *www.karnavatiuniversity.edu.in/conference/*

AIU News

Faculty Development Programme on ICT Integrated Evaluation

The eight-day Faculty Development Programme on 'ICT Integrated Evaluation in Outcome-based Education' was organized by the Association of Indian Universities (AIU)–Academic and Administrative Development Centre and Department of EEE, Academy of Maritime Education and Training (AMET) (Deemed-to-be-University), Chennai, Tamil Nadu from January 05-12, 2024 through online mode. Around 650 participants across the country registered for the programme.

Dr. V Sridevi, Professor and Head EEE, AMET University welcomed the Chief Guest and all the dignitaries. She delivered the overview, scope and impact of the faculty development programme. The

Vice President Academics, Dr. Deepa Rajesh, AMET University delivered the importance of the programme during the Inaugural and Felicitation Address. The Chief Guest, Dr. Kamal Kant Sharma, Professor and Associate Dean, Chandigarh University, Chandigarh delivered an inspiring speech about Outcome-based education and ICT Tools. The Programme Coordinator, Ms R Rajasree, Assistant Professor, EEE delivered the Vote of Thanks of the session.

The Speaker, Dr. Kamal Kant Sharma, Professor and Associate Dean (Strategy and Planning), Chandigarh University, Chandigarh explained the significant impact on how well students learn and how it greatly expands educational opportunities while also adding value to education. He also insists today's rapidly evolving world, integrating Information and Communication Technology (ICT) in education has become a pivotal force for transforming traditional learning approaches and ICT in education, often called e-learning or digital learning, has revolutionized how students learn and teachers teach, how it provides students access to various online resources, including textbooks, research materials, and educational videos and ICT facilitates lifelong learning, allowing individuals to acquire knowledge conveniently and conveniently, ability to cater to diverse learning styles, active engagement fosters critical thinking, problem-solving, and creativity, preparing students for the complex challenges of the modern world.

Dr. P Sivaraman, Senior Member of IEEE, Exicom Member of IEEE ADSF SIGHT, Power Plant Control Engineer, Schneider Electric Solar India Pvt. Ltd, Chennai handled the session on 'ICT in Assessment: A Backbone for Teaching and Learning Process'. He delivered the key component in the process of teaching and learning and the major role being played by ICT in making the process of assessment easy for teachers, employing ICT in assessment, the recording of responses, and providing necessary feedback is likely to grow as virtual learning environments is growing day by day. He also explained that the students are being empowered to make use of online or web-based assessments which in return help the students to do self-assessment of their learning, support of applying ICT in conducting assessment for students.

Dr. G Kulanthaivel, Professor, Department of ECE, National Institute of Technical Teachers Training and Research, Government of India, Chennai was the Speaker of the session on 'Role of Teacher in Technology Enabled Assessment and Evaluation'. He explained how the teachers play a role in deciding the technology that may be incorporated for testing the student's achievement and how the technology can be employed for both evaluation and assessment. He also insists on the use of Technological Pedagogical Content Knowledge for teachers and what is teacher knowledge within the framework of TPACK with complex interaction and intersection among the bodies of knowledge, teachers should remember the knowledge of both pedagogy and content which helps for the transact of the concept in a meaningful way.

Dr. Sheila Mahapatra, Professor and Head EEE and Associate Director, Research Academics, Alliance College of Engineering and Design, Karnataka spoke on 'ICT Based Assessment Methods in Education'. She explained the constructivist method in teaching-learning processes enables instructors to assess pupils using modern information and communication technologies, a significant component of classroom activities during the last few decades, and several ICT technologies available to assist teachers in assessing student performance. She also insists the advent of ICT, the nature of teaching, learning, and assessment has changed. Television, computers, iPods, Learning Management Systems (LMS), virtual reality, social networking sites, online education, online digital repositories, and other ICTs.

The Session on 'Challenges and Possibilities of ICT-Mediated Assessment in Virtual Teaching and Learning Process' was headed by Dr. Renuka Devi, Professor and Head, Department of Engineering Education, National Institute of Technical Teachers Training and Research, Government of India, Chennai. She delivered the assessment action of assigning a value to generate a judgment on the validity of an action, a process, or a relationship according to socially validated parameters, evaluation mediates the relationships between teachers and students, and between the educational standards regulated at the international and national level and concrete educational practices. She also insists the evaluative action represents an institutional framework that reflects a place of power in the pedagogical relationship, usually associated with educational quality, educational assessment

guarantees the culmination of access to knowledge and, at the same time, is an observable and quantifiable element that facilitates measurement and comparison with others. Educational assessment and evaluation set a standard benchmark that attempts to infer the degree of progress based on these standards.

Dr. Saurav Raj, Professor, Institute of Chemical Technology, Marathwada Campus, Maharashtra spoke on 'Electronic Support as a Tool in the Assessment Process'. Dr. raj explained the use of E-assessment for exam awarding bodies, particularly those with multiple or international study centres and those which offer remote study courses, Online assessment is used primarily to measure cognitive abilities, demonstrating what has been learned after a particular educational event has occurred, such as the end of an instructional unit or chapter. He also explained that when assessing practical abilities or demonstrating learning that has occurred over a longer period an online portfolio is often used, used to determine if learning is happening, to what extent, and if changes need to be made, e-marking can be combined with electronic examinations, whilst in other cases students will still hand-write their exam responses on paper scripts which are then scanned and uploaded to an e-marking system for examiners to mark on-screen.

Dr. Diana Moses, Professor, Department of CSE, Methodist College of Engineering and Technology, Hyderabad spoke on 'ICT-Based Assessment, Methods and Programs in Tertiary Education'. Dr. Moses delivered the essential research publication that provides relevant theoretical frameworks and recent empirical research findings on integrating ICTs in tertiary education to enhance learning and allow students to take more control of their learning, the integration of ICTs has become an advantage for students at tertiary education when used for the right purpose to enhance learning. She also insists that the use of technology brings forth a flexible and accessible mode of education and bridges the gap of learning across borders, enabling students at the tertiary level to have access to other universities and academic resource materials globally, thereby expanding their knowledge, development of technology in education as part of a comprehensive pedagogical framework and take into account new developments in ICTs.

The Programme Coordinator, Dr. V Sridevi, Professor, and Head EEE, AMET delivered the welcome address and invited all the dignitaries of the programme during the Valedictory Session. The Vice President, Academics, Dr. Deepa Rajesh, AMET University delivered the valedictory address and the objective of the faculty development programme for the participants and important aspects of Outcome-based Education with ICT Tools. The Co-coordinator, Dr. D Lakshmi, Professor, EEE delivered the report of the event.

At the end of the valedictory session, Vote of Thanks was proposed by the Co-coordinator Ms R Rajasree, Assistant Professor, EEE where she paid her gratitude to all the dignitaries and AIU for giving this valuable opportunity to the host university. She also expressed her gratitude to all the participants who spared their valuable time to attend the programme. ❑

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

S Kathar Gani*

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

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

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Review of Literature

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

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

needed to ensure the continued effectiveness of the rules.

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

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

Objectives

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

Methodology

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

Sample and Population

The population of the study comprises 11th standard students who are studying in Tamil Nadu state board syllabus in Government, Private, and Government school students during the academic year 2022-2023 in Chennai District. By using a Simple random sampling technique, the data was collected from 315 students in the Chennai district.

Tools Used

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

Delimitations of the Study

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

Analysis and Interpretations of Data

Null Hypothesis

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

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

Interpretation

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

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

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

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

Recommendations Based on the Findings

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

Conclusion

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

References

1. Kulkarni, M., M., et. al. (2021b). Exposure to Tobacco Imagery in Popular Films and the Risk of Ever Smoking Among Children in Southern India. *Tobacco Control*, *30*(5), 560–566. *https://doi.org/10.1136/TOBACCOCONTROL-2019-055353*

2. Leonardi-Bee, J., Nderi, M., and Britton, J. (2016). Smoking in Movies and Smoking Initiation in Adolescents: Systematic Review and Meta-analysis. *Addiction*, *111*(10), 1750–1763. *https://doi.org/10.1111/ADD.13418*

3. Nandru, S., Kodali, P., B., and Thankappan, K., R. (2022). Perceived Effectiveness of Anti-tobacco Advertisements Used in Indian Cinema: results of a cross-sectional study from South-India. *https://Doi.Org/10.1080/14659891.2022.2043471. https://doi.org/10.1080/14659891.2022.2043471*

4. Nazar, G., P., et. al. (2021). Changes in Tobacco Depictions after Implementation of Tobacco-Free Film and TV Rules in Bollywood Films in India: A Trend Analysis. *Tobacco Control*. *https://doi.org/10.1136/TOBACCOCONTROL-2021-056629*

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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 December 2023-January 2024)

BIOLOGICAL SCIENCES

Life Science

1. Kanimozhi, E. **Cytogenetics and molecular profiling of Acute Myeloid Leukemiea (AML)**. (Dr. P Thangaraju), Department of General Genetics, SRM University, Kattankulathur, Chennai.

2. Sharma, Gunjan. **Role of gene duplication in insecticide resistance in mosquitoes**. (Prof. Neera Kapoor and Dr. O P Singh), Department of Life Sciences, Indira Gandhi National Open University, New Delhi.

EARTH SYSTEM SCIENCES

Environmental Science

1. Angmo, Sonam. **Characterization and treatment of Okhla land fill leachate.** (Prof. Shachi Shah), Department of Environmental Science, Indira Gandhi National Open University, New Delhi.

Geophysics

1. Mondal, Sikha Rani. **An integrated approach of well log, seismic and rock physics modeling to delineate hydrocarbon prospects at the gulf of Khambhat, Mumbai offshore**. (Prof. Saumen Maiti), Department of Applied Geophysics, Indian Institute of Technology, Dhanbad.

ENGINEERING SCIENCES

Civil Engineering

1. Alein, J S. **An investigation on structural behaviour and impact response of sandwich slabs incorporating textile reinforced fine grained cementitious composites**. (Dr. M Bhuvaneshwari), Department of Civil Engineering, SRM University, Kattankulathur, Chennai.

2. Nakkeeran, G. **Optimization and prediction of sustainable bio-brick and mortar by using machine learning to improve building energy envelope**. (Dr. L Krishnaraj), Department of Civil Engineering, SRM University, Kattankulathur, Chennai.

3. Rajamallu, C. **Service life prediction of self compacting reinforced concrete structures with respect to chloride ion penetration**. (Dr.T Chandra Sekhara Reddy and Dr. E Arunakanthi), Department of Civil Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

Computer Science & Engineering

1. Banu Priya, S. **Efficient hierarchical deterministic key generation with mutable block structure and sharding for scalable blockchain**. (Dr. K Kottilingam), Department of Computer Science & Engineering, SRM University, Kattankulathur, Chennai.

2. Bhardwaj, Prashant. **Evaluation of binding mechanisms of triclosan against cancer pathway proteins**. (Prof. Sachin Tripathi and Prof. G P Biswas), Department of Computer Science & Engineering, Indian Institute of Technology, Dhanbad.

3. Bisht, Jyoti. **Improvising techniques for resource provisioning in fog integrated cloud computing**. (Prof. V V Subrahmanyam), Department of Computer Science, Indira Gandhi National Open University, New Delhi.

4. Goel, Sofia. **Handling missing values and identification of relevant features for classification of type-2 diabetes**. (Dr. Sudhansh Sharma), Department of Computer Science, Indira Gandhi National Open University, New Delhi.

5. Kataria, Sweety. **Software defect prediction using artificial intelligence techniques**. (Prof. V V Subrahmanyam), Department of Computer Science, Indira Gandhi National Open University, New Delhi.

6. Meenakshi, M. **Smart agriculture: Health and productivity analysis in soil parameters**. (Dr. R Naresh), Department of Computer Science & Engineering, SRM University, Kattankulathur, Chennai.

7. Rakesh, Deepak Kumar. **Design of feature selection algorithms for classification problems**. (Prof. Prasanta K. Jana), Department of Computer Science & Engineering, Indian Institute of Technology, Dhanbad.

8. Seraphim, B Ida. **Design and development of intrusion detection system in streaming data using machine learning techniques**. (Dr. E Poovammal), Department of Computer Science & Engineering, SRM University, Kattankulathur, Chennai.

9. Subashini, B. **Blockchain based efficient and scalable supply chain management for the traceability of agro food**. (Dr. D Hemavathi), Department of Computer Science & Engineering, SRM University, Kattankulathur, Chennai.

10. Wankhade, Mayur Kishor. **Sentiment analysis and intent classification using deep learning techniques**. (Prof. A Chandra Sekhara Rao), Department of Computer Science & Engineering, Indian Institute of Technology, Dhanbad.

Electrical & Electronics Engineering

1. Paul, Samrat. **Design and implementation of an efficient inverter for a transformerless grid-tied photovoltaic system with reduced harmonics and minimum leakage current**. (Prof. Kartick Chandra Jana), Department of Electrical & Engineering, Indian Institute of Technology, Dhanbad.

2. Revathy, A. **Design and analysis of III-nitride based High Electron Mobility Transistors (HEMTs) for portable high voltage switching and high-frequency applications**. (Dr. C Boopathi), Department of Electrical & Electronics Engineering, SRM University, Kattankulathur, Chennai.

3. Sharma, Pankaj Kumar. **Study and design of mem-element emulators and their applications**. (Prof. Rajeev Kr Ranjan), Department of Electronics Engineering, Indian Institute of Technology, Dhanbad.

4. Singh, Divya. **Design and performance analysis of analog shadow filters: A CMOS based current mode building block approach**. (Prof. Sajal K Paul), Department of Electronics Engineering, Indian Institute of Technology, Dhanbad.

5. Sweta Rani. **Theoretical analysis of core-shell quantum dots based light-emitting devices**. (Prof. Jitendra Kumar), Department of Electrical Engineering, Indian Institute of Technology, Dhanbad.

6. Verma, Hari Charan. **Aging effect on dielectric response of mineral oil and ester based oil impregnated paper insulation**. (Prof. Arijit Baral), Department of Electrical Engineering, Indian Institute of Technology, Dhanbad.

Electronics & Communication Engineering

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Fuel & Mineral Engineering

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Nanotechnology

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Petroleum Engineering

1. Kundu, Gaurav. **Optimized critical parameters and BIP for SRK EOS for modeling CO2 and H2 storage in depleted reservoirs**. (Prof. Ashutosh Kumar and Prof. Rajeev Upadhyay), Department of Petroleum Engineering, Indian Institute of Technology, Dhanbad.

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MEDICAL SCIENCES

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Pharmaceutical Science

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1. Bandyopadhyay, Purnendukisor. **Development of sampling strategies using post- stratification**. (Prof. Manish Trivedi), Department of Statistics, Indira Gandhi National Open University, New Delhi.

PHYSICAL SCIENCES

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Physics

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1.	Perspective in Education		02	01	SC-01
2.	Pedagogy Subject	Mathematics	01	01	-
		Science	01	01	-
		Social Science (History)	01	01	-
		Languages (English)	01	01	-

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English	1 (PWD - reserved for visually impaired)	1
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Malayalam	1 (PWD - reserved for physically disabled) + 1(Community)	2
Physics	2 (Open)	2

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Changanassery
15.02.2024

Sd/-
Manager

Sant Dnyaneshwar Shikshan Sanstha's

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02	Pharmaceutics	01	01	---
B	**Associate Professor**			
01	Pharmaceutical Analysis	01	01	--
02	Pharmaceutics	02	01	01 SC
C	**Assistant Professor**			
01	Pharmacology	02	00	01 SC, 01 VJA
02	Pharmacognosy	02	01	01 SC

Note: For detail information about post, qualifications and other terms and conditions please visit University **website: www.unishivaji.ac.in.** The application form is available on Institute **website : www.adcbp.in.**

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Date:

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2	**Assistant Professor in Arabic (UGC)**	2	General
3	**Lecturer in Arabic (Non UGC)**	1	Reserved for Visually Impaired(PWD)

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Application forms can be had from the College office on a payment of Rs 1000/- (No fee required for PWD Candidate)

Filled in Application Forms should be submitted in the college office **within 30 days** from the date of this notification along with the copies of Qualifying Certificates.

(Sd)
Manager

Sant Dnyaneshwar Shikshan Sanstha's

Annasaheb Dange College of Engineering & Technology, Ashta

Tal: Walwa; Dist: Sangli- 416301 (Maharashtra)

(Affiliated to Shivaji University, Kolhapur)

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W A N T E D

Applications are invited from eligible candidates for the following posts :

Sr. No.	Name of Posts	Vacant Posts	Open Posts	Reserved Posts
A	**Professor**			
01	Mechanical Engineering	01 FT	--	01 SC
02	Computer Science & Engineering	02 FT	01	01 SC
03	Electrical Engineering	02 FT	01	01 SC
04	Civil Engineering	01 FT	01	--
05	Aeronautical Engineering	01 FT	01	--
06	Food Technology	01 FT	01	--
B	**Associate Professor**			
01	Mechanical Engineering	05 FT	02	01 SC, 01 VJA, 01 OBC
02	Computer Science & Engineering	06 FT	02	01 SC, 01 VJA, 01 OBC, 01 EWS
03	Electrical Engineering	05 FT	01	01 SC, 01 VJA, 01 OBC, 01 EWS
04	Civil Engineering	03 FT	01	01 SC, 01 VJA
05	Aeronautical Engineering	02 FT	01	01 SC
06	Food Technology	02 FT	01	01 SC
07	Artificial Intelligence and Data Science	01 FT	01	--
08	Computer Science and Engineering (Internet of things and Cyber Security Including Block Chain Technology)	01 FT	01	--
09	Mathematics	01 FT	01	--
10	Professional Communication	01 FT	01	--
C	**Assistant Professor**			
01	Computer Science & Engineering	11	03	01 SC, 01 VJA, 01 NTB, 01 NTC, 02 OBC, 02 EWS
02	Electrical Engineering	13	04	01 SC, 01 ST, 01 VJA, 01 NTB, 01 NTC, 02 OBC, 02 EWS
03	Civil Engineering	01	--	01 ST
04	Aeronautical Engineering	05	02	01 SC, 01 ST, 01 EWS
05	Food Technology	06	02	01 SC, 01 VJA, 01 OBC, 01 EWS
06	Artificial Intelligence and Data Science	05	02	01 SC, 01 VJA, 01 OBC
07	Computer Science and Engineering (Internet of things and Cyber Security Including Block Chain Technology)	05	02	01 SC, 01 VJA, 01 OBC
08	Mathematics	04	02	01 SC, 01 VJA
09	Professional Communication	02	--	01 SC, 01 VJA
10	Chemistry	01	--	01 SC
D	**Director of Physical Education**	01	01	--

Note : For detail information about post, qualifications and other terms and conditions, please visit University **website: www.unishivaji.ac.in.** The application form is available on Institute **website: www.adcet.ac.in.**

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Postal Regd. No. DL (C)-05/1241/2024-26
UNIVERSITY NEWS 62 (09) February 26-March 03, 2024
Regd. No. RNI-7180/1963
Published on Monday: 26-02-2024 No. of Pages 36 including Covers Posted at LPC Delhi RMS, Delhi-6 on Tuesday/Wednesday every week

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