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 **April 01, 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 **April 01, 2024.**

In This Issue

Four-year Integrated Teacher Education Programmes at Regional Institute of Education, Mysore: A Review in the Context of NEP–2020

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National Education Policy—2020 (NEP—2020) in India recommended a far-reaching reform in teacher education through the introduction of a four-year integrated B.Ed. (Bachelor of Education) as a minimal qualification for recruitment as school teachers. The policy has reviewed several systemic challenges posing a grave threat to quality school education, impacted by poor quality teacher education. Kant (2012) identifies several issues related to pre-service teacher education programmes such as low competency levels of student-teachers, short duration teacher training, insufficient practice teaching and supervision, lack of content knowledge, isolated teacher education departments, lack of infrastructure facilities, etc. Teacher Education (Issues in Education, p.23, 2020) is one of the weakest institutional structures to undergird the school education system in India. Although National policies on education 1968 and 1986, and several committees and commissions such as the Secondary Education Commission 1952-53, National Education Commission 1964-66, National Commission on Teachers 1983-85, and Justice Verma Commission 2012 have extensively dealt with the challenges in teacher education, the root cause for a plethora of issues remained unaddressed.

What is considered a paradigm shift in teacher education through the introduction of a four-year B.Ed. is not a novel innovation of NEP 2020. Integrated teacher education programmes that aim to provide knowledge of the discipline, as well as pedagogy, are offered by only a few institutions such as the Regional Institutes of Education for secondary-level teachers …. (Bose, P.121, 2013). The Regional Colleges of Education (which were later renamed as Regional Institutes of Education), four constituent Units of the National Council of Educational Research and Training were established in 1963. Regional College of Education, Mysore started B.Sc. (Education), B.A (Education) which are four-year integrated programmes in 1965 as India Project of Ohio State University, United States of America. The laboratories have received some of the equipment from the USAID and UNESCO (NCERT, p.ii, 1965). With reference to qualitative improvement in teacher education through BSc Ed and BA Ed etc., NCERT (p.1,1977-78) asserts that 'general education which contributes to growth as a person, a content specialization which provides scholarly knowledge of the subjects to be taught, and professional education which leads to understanding

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and skill in professional performance, and all these three aspects are integrated into a total innovative programme'.

This is in contrast to the prevailing disconnect that exists between teaching content, pedagogy, and practice. Teacher education remained a monolith, and students pursued a bachelor of education after completing their graduation in different subjects, which endorses the view that this profession is chosen not as a choice, but by chance. Usually, when opportunities in other sought-after areas are exhausted, teaching is selected as a profession. This resulted in the immense growth of stand-alone institutions, which are founded with the least infrastructure/resources. Stand-alone institutions (Issues in Education, p.13, 2020) struggle to build the kind of varied faculty and resources that good teacher education needs. This has also led to both intellectual and professional isolation of teacher education from the rest of higher education, Bose (2013) views that pedagogic knowledge is imparted in India in isolation from knowledge of content and technology. The teacher education curriculum historically has been divided between foundations courses, on the one hand, and methods courses, on the other (Pam, Karen & Morva, p.274, 2009).

The resource crunch also resulted in undermining 'practice', which requires time of teachers as mentors, developing teaching aids, and association with the schools for the conduct of practice teaching. At the core of our argument is the need to incorporate more opportunities for novice teachers to 'practice' the various instructional routines that are central to core practices of teaching (Pam, Karen & Morva, p.283, 2009). Moody, Li-Jen & Eslami observe that Pre-service teachers gave voice to several Practice Teacher Education approaches such as (a) mentor modeling in authentic settings; (b) mentor feedback on specific core practices; (c) scaffolded practice; (d) authentic teaching; (e) repeated teaching; and (f) co-teaching (p.15, 2022). There is a subtle difference between practice/student teaching and internship, and the latter is promoted by the Regional Institute of Education. Student teaching has been accepted as the most crucial activity in teacher training. The internship is even more broad-based than student teaching… an opportunity where the student teacher identifies himself with the school to which he is assigned (NCERT, p.1, 1984). Several empirical studies have indicated that teaching internships offer preservice teachers valuable professional development opportunities (Huu and Tai, P.160, 2019).

In light of the above, how far the integrated teacher education programmes run by the Regional Institutes of Education are successful, is the question that is attempted to address in the current paper. This is pertinent to understand, for it provides guidance to other institutions as the integrated teacher education programmes are mainstreamed by the NEP 2020. The success is determined by the equitable opportunities provided to different socio-economic and geographical sections of the student population. The research questions were as follows:

1. Whether there is any significant difference in the mean achievement of students of different batches i.e., 2017, 2018, and 2019.

2. Whether there is a significant correlation between entry and exit performance of students of BSc B.Ed (Physic, Chemistry, Mathematics), BSc Bed (Chemistry, Botany Zoology), and BA B.Ed.

3. Whether there is any significant difference in the mean achievement of students of General Category(GEN), Other Backward Category(OBC), Scheduled Castes(SC), and Scheduled Tribes(ST) students between entry and exit levels.

4. Whether there is any significant difference in the mean achievement across categories of students (General Category(GEN), Other Backward Category(OBC), Scheduled Castes(SC), and Scheduled Tribes(ST) students between entry and exit levels).

5. Whether there is any significant mean difference in the achievement of students of different states (Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, Telangana, and Puducherry and Lakshadweep) at entry and exit levels and among the states.

6. What is the satisfaction level of students who have completed these BSc. BEd. (PCM) BSc. BEd. (CBZ) and BA. BEd. programmes?

7. Whether the students have enough employment opportunities after completing these programmes?

Methodology

At the Regional Institute of Education, Mysore every year 40 students each are enrolled in BSc. BEd.

(PCM) BSc. BEd. (CBZ) and BA. BEd. Programmes (Table-1).

Table-1: Enrolment in 2017, 2018 and 2019

Programme	Gm	Sc	St	Obc	Total
B.Sc.B.Ed (PCM) 2017	17	05	03	13	38
B.Sc.B.Ed (CBZ) 2017	16	05	03	13	37
B.A.B.Ed 2017	10	04	01	19	34
TOTAL	**43**	**14**	**07**	**45**	**109**
B.Sc.B.Ed (PCM) 2018	10	06	03	19	38
B.Sc.B.Ed (CBZ) 2018	16	06	03	15	40
B.A.B.Ed 2018	10	06	03	17	36
TOTAL	**36**	**18**	**09**	**51**	**114**
B.Sc.B.Ed (PCM) 2019	10	06	04	20	40
B.Sc.B.Ed (CBZ) 2019	10	06	03	21	40
B.A.B.Ed 2019	10	06	03	21	40
TOTAL	**30**	**18**	**10**	**62**	**120**

In order to ascertain the role of the Institute in contributing to the student's performance, the entry-level and exit performance are compared with repeated measures Anova. Entry-level performance consists of a cumulative score of the students' grade-12 external examination and entrance examination conducted by NCERT, through all India Common Entrance Test (CET). It is in the ratio of 40:60 respectively. The exit-level performance consists of a cumulative score of two internal and one external assessment conducted in each semester and for a total of eight semesters for the award of graduation. While the internal assessment is conducted by the RIE faculty through term tests, assignments, etc., the external assessment is conducted by the University of Mysore, with which the RIE is affiliated for the award of graduation certificates. The panel of paper setters and evaluation experts is approved by the university and is conducted under its supervision.

Since the students' composition is small to make sub-group comparisons under different socio-economic categories such as General Category, Other Backward Category, Scheduled Castes, Scheduled Tribes, and geographical categories of students under different states for each year, a cumulative three-year enrollment of students is analyzed. It consists of three batches of students who were enrolled in 2017, 2018, and 2019. These students completed their four-year BSc. BEd and BA. BEd in 2021, 2022, and 2023 respectively. There is a reservation of seats for students from five states and two union territories of students. Within each state, further, there is a reservation for OBC, SC, and ST categories of students. Further, a Google questionnaire consisting of eight questions is administered to the above enrolled students to seek their views on 'RIE's contribution to their academic progress'. This questionnaire has both open-ended questions and selection-type questions.

Results

In response to the first research question, a one-way between-subjects ANOVA was conducted to compare the effect of students' performance in BScEd (PCM), BScEd (CBZ), and BABEd independently at the entry-level across different years, 2017, 2018, and 2019. There was no significant difference in students' performance across 2017, 2018, and 2019 enrolled students in BSc Ed (PCM) $[F_{(2,110)} = 1.68, P=0.190]$. However, for BSc Ed (CBZ) the P-value computed by the ANOVA is lower than the alpha significance level. $[F_{(2,111)} = 3.49, P=0.034]$. The P-values computed by the multiple pair-wise comparison tests indicated that there was a significant difference in the performance of students in 2017 and 2018. The mean performance of students in 2017 was higher with 73.18, while for 2018 it was 68.58. In the year 2019, mean performance of students was 70.70. Although, there is a statistically significance difference, it was less than five percentage points. In the case of BA B. Ed, there was no significant difference in the performance of students across the three years $[F_{(2,107)} = 3.42, P=0.036]$.

A one-way between-subjects ANOVA was conducted to compare the effect of students' performance in BSc Ed (PCM), BSc Ed (CBZ), and BA B.Ed independently at the exit level across

different years, 2017, 2018, and 2019. There was no significant difference in students' performance across 2017, 2018, and 2019 enrolled students in BSc Ed (PCM) [F (2,110) = 1.23, P=0.295], and BSc Ed (CBZ) [F (2,111) = 1.88, P=0.156], but in BA B.Ed the P-value computed by the Anova is lower than the alpha significance level [F (2,107) = 3.42, P=0.036]. However, all the P-values computed by the multiple pairwise comparisons tests are higher than the alpha significance level.

To answer the second question, a Pearson correlation coefficient was performed to evaluate the relationship between entry and exit level performance of students in BSc BEd (PCM), BSc. BEd (CBZ) and BA BEd independently. There was a significant strong positive relationship between entry and exit level performance in BSc BEd (PCM) - [r (111) = .574, P=.001], There was a significant strong positive relationship between entry and exit level performance in BSc. BEd (CBZ) - [r (112) = .520, P=.001] and There was a significant moderate positive relationship between entry and exit level performance in BA BEd - [r (108) = .451, P=.001].

To answer the third question, repeated measures ANOVA was conducted to examine the effect of socio-economic categories (General, OBC, SC, and ST) of students on entry and exit level performance of BSc BEd (PCM), BSc BEd (CBZ) and BA BEd Programmes.

The mean achievement scores of BSc BEd (PCM) students differed significantly between entry and exit levels [F (1,109) = 88.81, P=.001]. A *post hoc* pairwise comparison using the Bonferoni correction showed an increased achievement between the entry-level and exit level of Gen students (75.06 to 77.13 respectively), but this was not statistically significant (P=.125). However, in case of OBC (70.94 to 75.43) SC (64.40 to 71.96) and ST (58.83 to 71.68), it was statistically significant (P< .001). The mean achievement scores of BSc BEd (CBZ) students differed significantly

across two time points (F(1, 110) =140.44, P< .001). An increased achievement between the entry level and exit level of Gen students (72.57 to 78.34), OBC (71.80 to 78.44), SC (67.38 to 78.21) and ST (62.04 to 74.39) was statistically significant for all the four categories (P< .001). The mean achievement scores of BA BEd students differed significantly across two time points (F(1, 106) =101.44, P< .001). An increased achievement between the entry level and exit level of Gen students (69.51 to 75.52), OBC (67.45 to 73.72), SC (62.13 to 72.10) and ST (63.58 to 74.75) and it was statistically significant for all the four categories (P< .001).

To answer the fourth question, repeated measures ANOVA was used conducted to examine the mean difference of General, OBC, SC and ST students at entry and exit level performance in BSc BEd (PCM), BSc BEd (CBZ), and BA BEd programmes.

The performance of BSc BEd (PCM) students among categories (Gen, OBC, SC, and ST) differed significantly between two points of time [F (3,109) = 10.43, P=.001] (Figure-1). Further, in pairwise comparisons mean difference was significant at entry level between Gen and OBC (4.67, std error 1.37, P=.006), but not at exit level (1.70, std error 1.26, P=.17), for Gen and SC the mean difference was (11.20, std error 1.90, P=.001) at entry level and at exit level it was (5.17, std error 1.75, P=.023). Between Gen and ST the mean difference at entry level was (17.02, std error 2.36, P=.001) and at exit

Fig-1: Category-wise Performance of BSc B Ed (PCM) Students
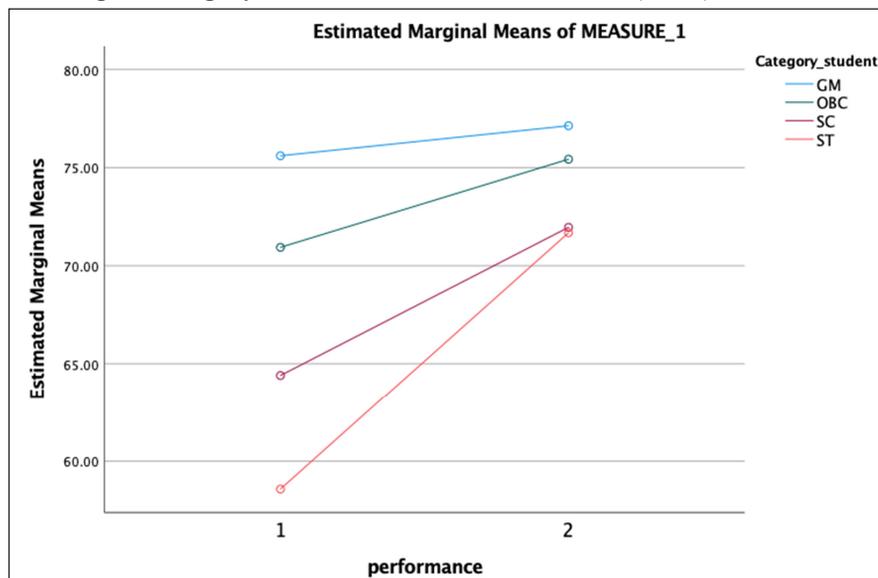
level it was (5.45, std error 2.17, P=.08). The mean difference between OBC and SC was (6.53, std error 1.82 P=.003) at the entry level, whereas the same is (3.47, std error 1.67, and P=.24) and in case of OBC and ST the mean difference at entry level is 12.35, std error 2.64, P=.001) and at exit level the same is (3.74, std error 2.11, P=.47).

The performance of BScBEd (CBZ) students among categories (Gen, OBC, SC and ST) differed significantly between two points of time [F (3,110) = 5.36, P=.002]. Further, in pairwise comparisons mean difference was not significant at entry level between Gen and OBC (0.76, std error 1.52, P=1.0, at exit level (-.105, std error .970, P=1.0), for Gen and SC the mean difference was (5.18, std error 2.06, P=.08) at entry level and at exit level it was (0.12, std error 1.31, P=1.0). Between Gen and ST the mean difference at entry level was (10.52, std error 2.76, P<.001) and at exit level it was (3.94, std error 1.76, P=.16). The mean difference between OBC and SC was (4.42, std error 2.01, P=.18) at the entry level, whereas the same is (0.23, std error 1.28, and P=1.0) and in case of OBC and ST the mean difference at entry level is (9.76, std error 2.72, P=.003) and at exit level the same is (4.04, std error 1.74, P=.13).

The performance of BA B Ed students of different categories (Gen, OBC, SC and ST) did not differ significantly between two points of time [F (3,106) = 2.64, P>.05]. Further, in pairwise comparisons mean difference was not significant at entry level between Gen and OBC (2.06, std error 1.48, P=1.0,

at exit level it was (1.80, std error 1.03, P>.05), for Gen and SC the mean difference was (7.38, std error 1.96, P=.002) at entry level and at exit level it was (3.42, std error 1.36, P=.08). Between Gen and ST the mean difference at entry level was (5.92, std error 2.97, P=0.2) and at exit level it was (0.77, std error 2.07, P=1.0). The mean difference between OBC and SC was (5.31, std error 1.82, P=.02) at the entry level, whereas the same is (1.62, std error 1.27, and P=1.0). In case of OBC and ST the mean difference at entry level is (3.86, std error 2.88, P=1.0) and at exit level the same is (-1.02, std error 2.01, P=1.0).

To answer the fifth question, a repeated measures ANOVA was conducted to examine the effect of different geographical regions (States of Andhra Pradesh (AP), Telangana (TE), Karnataka (KA), Kerala (KL), Tamil Nadu (TN), Lakshdweep (LK) and Puducherry (PU) on entry and exit level performance of students of BSc B Ed (PCM), BSc BEd (CBZ) and BA B Ed Programmes.

The performance of BSc B Ed (PCM) students differed significantly between two points of time [F (1,106) = 17.33, P< .001]. A *post hoc* pairwise comparisons using the Boneferoni correction showed an increased mean difference in TE (-3.49, std error 1.70, P=.04), KA (-6.58, std error 1.22, P< .001) and TN (-6.05, std error 1.15, P< .001) and not for AP, KL, LK and PU.

However, concerning the performance of students among states at entry and exit level respectively, there was no significant difference during the two points of time [F (6,106) = 1.77, P=.112]. The *post hoc* pairwise comparisons showed significant mean difference between KL and TN at entry level was (9.30, std error 2.59, P=.011) and at exit level it was (4.31, std error 2.00, P=.71), which is not significant. No statistically significant difference was found with respect to other states.

The performance of BSc BEd (CBZ) students differed significantly between two points of time [F (1,107) = 56.20, P< .001]. A *posthoc*

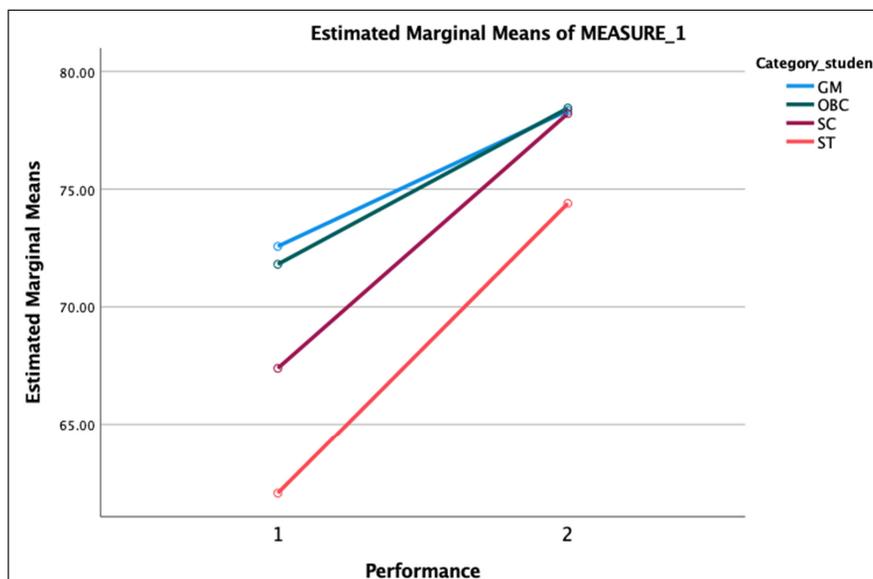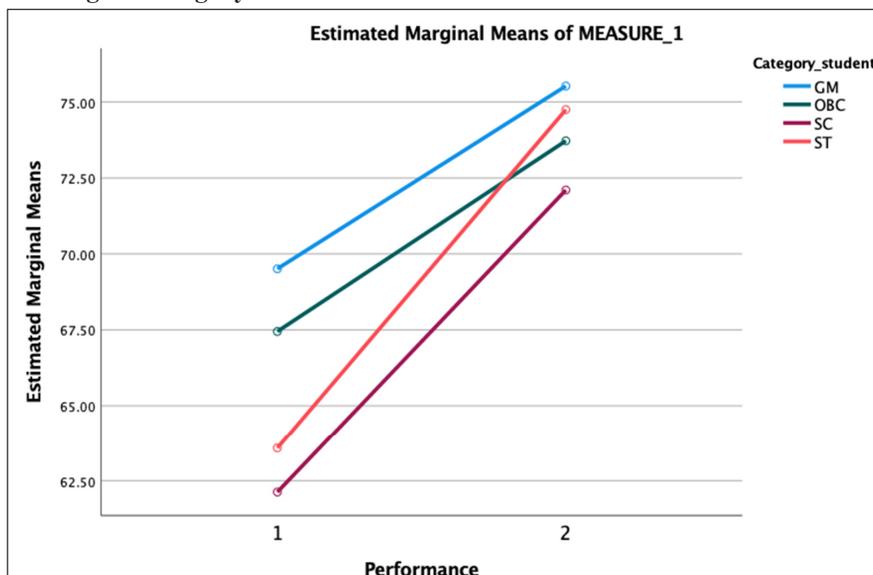**Fig-2: Category-wise Performance of BSc B Ed (CBZ) Students**

**Fig-3: Category-wise Performance of BA B Ed Students**

The performance of BA BEd students differed significantly between two points of time [F $(1,103)$ = 42.38, P< .001]. A *posthoc* pairwise comparisons using the Boneferoni correction showed an increased mean difference in AP (-5.91, std error 1.32, P< .001) TE (-8.75, std error 1.87, P< .001), KA (-7.33, std error 1.27, P< .001), KE (-4.35, std error 1.68, P= .011) and TN (-8.58, std error 1.20, P< .001) and it was not significant for LA (-8.27, std error 4.60, P= .07), and for PU (-4.41, std error 4.60, P=.33)

pairwise comparisons using the Boneferoni correction showed an increased mean difference in AP (-4.66, std error 1.39, P< .001) TE (10.53, std error 1.65, P< .001), KA (-7.83, std error 1.14, P< .001), KE (-4.94, std error 1.65, P= .003) and TN (-8.22, std error 1.20, P< .001) and LA (-12.48, std error 4.52, P= .007), and for PU it was not significant (-4.92, std error 4.52, P=.27).

However, with reference to performance of students among states at entry and exit level respectively, there was no significant difference during two points of time [F $(6,107)$ = 1.96, P=.07]. The *posthoc* pairwise comparisons showed no statistically significant mean difference at entry or exit level among states.

However, with reference to performance of students among states at entry and exit level respectively, there was no significant difference during two points of time [F $(6,103)$ = 1.03, P=.41 The *posthoc* pairwise comparisons using the Boniferroni correction showed significant mean difference at entry-level between AP and KE (-5.91, std error 2.23, P=.009), TE and KE (-9.69, std error 2.62, P< .001), KA and KE (-6.16, std error 2.20, P=.006), TN and KE (-6.78, std error 2.15, P=.002). At the exit level the mean differences were observed between AP and KL (-4.35, std error 1.51, P=.005), TE and KE (-5.29, std error 1.78, P=.004), KA and KE (-3.18, std error 1.49, P+.035) and not between other states.

Fig-4: Students' Experiences while Pursuing Studies in RIE
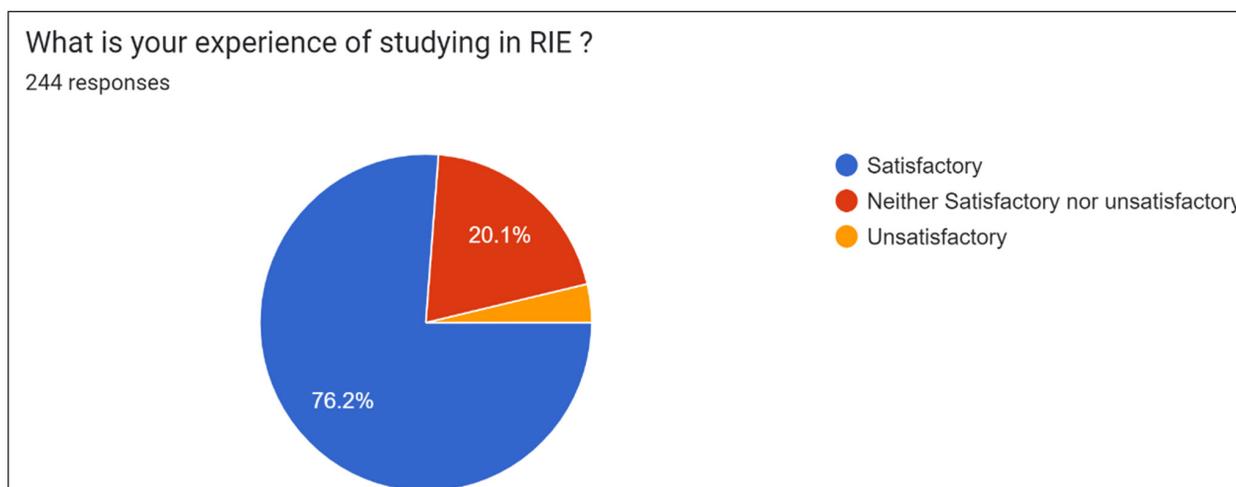
To answer the sixth question, a Google questionnaire consisting of eight questions was administered to 343 students who pursued BSc. BEd. (PCM), BSc. BEd. (CBZ), and BA. BEd. Programmes during the academic sessions 2017-21, 2018-22, and 2019-23, and of these 244 students (71.13%) have responded. In response to the first question about the students' experience in studying at RIE, out of 244 graduates 186 (76.2%) have responded that it is satisfactory, 49 (20.08%) have viewed that it is neither satisfactory, not unsatisfactory and 9 (3.68%) have reported it as unsatisfactory (Figure-4).

In response to the second question in the questionnaire administered to students on 'whether the four-year integrated programme was useful in the career', 238 students (97.5%) have reported positively and 6 students (2.5%) have opined that they are not sure about it/not very useful. For the question on 'uniqueness of the programme', a majority of them have referred to 'Internship/school attachment programme'. In response to whether the four-year programme has brought a change in the personality, 232 students (95.08%) have reported positively, and 12 (4.92%) have responded that it did not bring any positive change. For the question on whether subject and pedagogy integration was useful, 237 students (97.13%) have responded affirmatively, and 7 students (2.87%) did not agree with the statement. In response to how they considered this four-year integrated programme vis-à-vis other programmes, 241 students (98.77%) have considered it different from other programmes, 3 students (1.23%) view that it is no different.

In response to the question on present occupation of the students, 117 (48%) students per cent are working in the area of teacher education or related area, 93 students (38.1) per cent have reported that they are pursuing higher education, 18 students (7.4%) not working, 12 students (4.9%) working in non-teaching occupations, 4 students (1.6%) are self-employed (Figure-5).

For the last question administered to students, a variety of responses were received. Although, the question was 'What suggestion do you make for the academic improvement of the four-year programme', students have not only provided suggestions on academic aspects, but also on administrative and logistic matters, student, faculty, and staff-related issues, behavioral concerns, etc. Several issues require to be flagged, as they are raised by a large number of students. Since these students have passed out from the Institution and are engaged in pursuing higher education/teaching/other occupations they perceive these programmes pragmatically, from the point of view of how these programmes have served their aspirations.

Increasing the options in the subjects, emphasis on micro-skills of teaching, increasing the number of practical classes, reduction of a number of assignments, internship in central government-run institutions like Kendriya Vidyalayas, Navodaya Vidyalayas, the inclusion of dissertation and a paper on academic writing, emphasis on instruction design and Artificial Intelligence (AI), scope for personalized methods of teaching in internship classes, provision for inter-college students exchange, collaboration interaction among faculty and students, interactive classroom, enhancing competitive spirit in skill-based activities such as Teaching-learning material making, micro and macro teaching, etc., are some

Figure-5: Present Occupation of Graduates of RIE
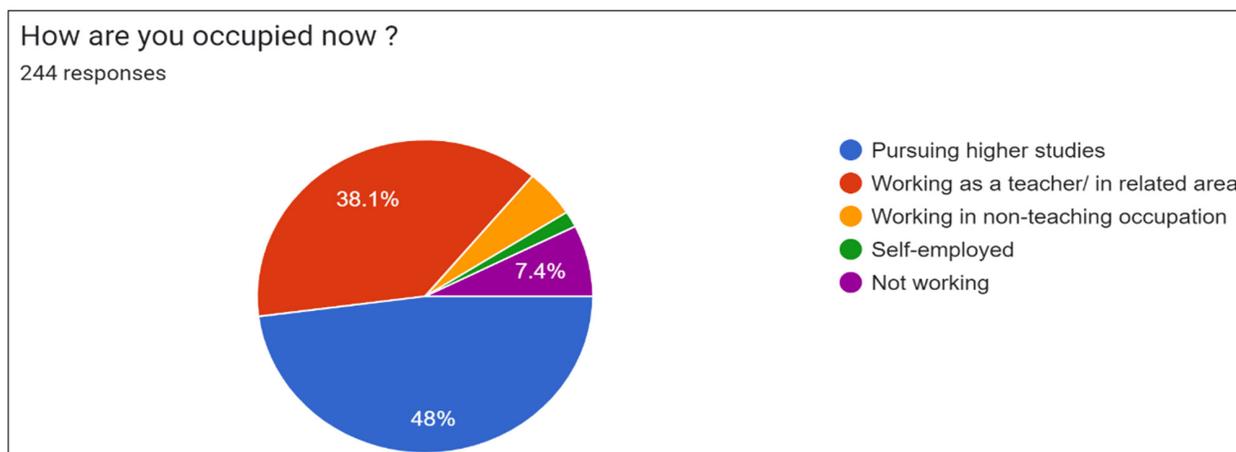
of the critical and constructive suggestion made by the students.

The students have underlined the need for research in the under-graduate programmes. A student suggests that 'Emphasis should be given to research (publishing a paper or co-authoring a paper, research-based projects, summer/winter internship/fellowship programmes in other institutions, paper presentation in conferences at RIE or other Institutions)'. Another student has viewed that 'the course should also look into the education systems, pedagogy, school culture, discipline and academic evaluation system of other countries… the students can also look for job opportunities abroad'.

A few critical concerns require in-depth discussion and debate, such as a remarks made by a student that 'Four-year programme claims to be different from tradition B.Ed courses, the teaching faculty and systems are largely still traditional'. This argument relates to a statement made by another student that 'the syllabus and academic plan is excellent but nothing works in practice'. There are questions about the evaluation of students' performance in the institution. A student observes that 'we were awarded poor marks. But other candidates (referring to other institutions) with high marks applying for jobs in State government schools get easily though they are not really as capable as us'. Students have also raised objection to the curricular load, such as 'Having got to study three majors for 4 years was burdensome. At least for one full year, only one of the three majors should be taught. A related suggestion is to 'let the students pursue only one subject in final year out of 3 core subjects'. Another student views that 'Instead of triple major subjects in 4 years, if it focuses on 1 subject as major it will be fruitful.

To answer the last question, the institutions invited for campus placement were in 2023 and 2024 were reviewed. The records for the earlier years were not available. This is indicative of how the stakeholders i.e., schools/other educational institutions perceive the quality of education in RIE, which is reflective of the number of institutions attending campus placement and the pay that is received by the students. The Institution has fixed Rs. 35,000 per month as the minimum salary for the year 2023, and Rs. 45,000 per month in the year 2024. In 2023 a total of 43 institutions have appeared for campus placement and in 2024 the number has increased to 47.

Discussion

The introduction of four-year integrated BSc B Ed and BA B Ed programmes with the objective of integration of general education, subject knowledge, and professional education and skills enable graduates to acquire cross-sectional abilities and competencies required for effective teaching. The student perceives every aspect of subject teaching, not merely to comprehend, but to transact and teach others. This sets it apart from other programmes, wherein students do not intend to be teachers, or even if they are, they do not undertake subjects and pedagogical knowledge simultaneously. In such instances, students primarily pursue under-graduate programmes in sciences/social sciences and languages and then opt for bachelors in education. Accordingly, students' pedagogical knowledge is considered merely 'an add on' at a later stage. The importance of integrated programmes is mainly because subject and pedagogical knowledge integration happens 'simultaneously' as a mandatory programme requirement when these two different aspects are taught. Further, students are mentally challenged to grasp the subject knowledge in the light of pedagogical requirements and vice versa.

The question is how far this programmes are successful in producing good quality teachers, which is dependent on the entry-level requirements, the transactional process that determine the exit level performance, the students' perception about the quality, and finally the employment opportunities available to these passed out students. While the entry-level performance is ascertained through external evaluation, the exit performance is a combination of internal and external assessments made during each semester of the four-year programme.

The entry and exit performances are calculated cumulatively for three years. The findings suggest that there are no wide variations in terms of the performance of students over the years, which is necessary to analyze the scores of students for all three years under different categories. The correlation of students' performance is positively strong for the BSc B Ed (PCM) and BSc B Ed (CBZ) and moderately positive for the BA BEd. It indicates that the assessments conducted by external boards which are given a weightage of 40 percent and entrance examination with a weightage of 60 per cent and the exit examination conducted by the institution which includes two formative and one

summative assessment, conducted externally have a positive relationship. This is also a measure of validity, enabling comparisons between entrance and exit assessments.

There is a significant increase in the mean performance of students from entry to exit level, and the students of all categories have shown an increase. Furthermore, the students of the backward categories i.e., OBC, SC, and ST have shown an increase in performance in all three programmes. In BSc BEd (PCM), there was a significant mean difference among various categories, especially general and other, which at the exit level is not significant between even one category. In the case of BSc BEd (CBZ) although there was a significant difference between general and ST and OBC and ST, it was not significant at exit level. In BA BEd, there was a significant difference between general and SC, general and ST, and OBC and SC at entry level, but it was not significant at the exit level. In all three programmes OBC, SC, and ST students have performed better at exit level, resulting in no significant difference in terms of their performance in comparison to general category students.

The students' feedback is critical in assessing the impact of the programme. A large number of students that responded to the survey i.e., three-fourths of the total number have expressed their satisfaction with the programme. Only less than four percent of the students are not satisfied with the programme. Further, 97.5 per cent consider the programme is useful in their career, which shows that there is an alignment between the programme structure and students' expectations. The positive response of students (95.08%) on the impact of four-year programme in their personality development indicates that the programme has made a significant difference in their lives. The programme's fundamental value lies in the integration of subject and pedagogy and 97.13 percent of students agree that pedagogy and subject integration in the programme was useful. Nearly, 50 percent of the students are engaged in teaching and about 38 percent in higher studies. Together, these two categories account for the largest number of students.

The students' suggestions about academic improvement of the programme cover diverse areas ranging from factors very remotely connected to academics to those which have a direct bearing on improving the current programme. Many of the suggestions are related to how the programme could be improved in light of their practical requirement outside of the institution, in the job market. The absence of research component in the programme is viewed as a critical concern by the students in the undergraduate programme. Also, since the students are largely mobile and international opportunities abound both in terms of higher education and also job opportunities, exposure to the international curriculum in the programme is suggested by the students. The traditional curricular practices of teachers, curricular load, etc., are some of the other concerns which are highlighted by the students.

Although RIE is catering to the southern part of the Country, three schools out of 43 in 2023, 12 schools out of 47 in 2024 are from other parts of the Country, which indicates that there is a demand for the students beyond the defined territory. In 2024 9 of the 12 schools that participated were from West Asian countries. Some of the institutions attending campus placement are also Edutech companies/ chains of schools, located in more than one place. This effectively enhances the demand for a number of teachers in the campus placement. More than one-third opting for higher studies indicates that they might not opt for teaching at the school level, and may choose to be teachers in higher education institutions or work in subject-related domains.

Conclusion

The four Regional Institutes of Education were founded more than 60 years ago, and the Regional Institute of Education, Mysuru over the period of time has produced a large number of teachers/teacher educators. However, no study was made to review the performance of the Institution for the specific objectives for which it was set up, i.e., producing good quality teachers. Accordingly, the current research was conducted to review the entry-level performance of students, the exit-level performance at the end of the programme, students' opinions about the programme, and the opportunities available to the students after completion of the programme.

An important finding of the research is that the socio-economically backward categories of students, whose performance is significantly lower at the entry level have improved their performance at the exit level, and no statistical significance was found at the exit level. It suggests that the institution can reduce the gaps that exist between different socio-

economic categories of students, although there is a strong to moderate positive correlation between the scores of students at entry and exit levels. The regional differences do not exist among the students, especially at the exit level. In general, students have expressed their contentment with the programme, though there are some impediments to quality such as traditional teaching methods, content-loaded curriculum, etc. Further, students receive ample placement opportunities, and this is indicative of the quality of the programme. The suggestions of the students that instead of three majors in the undergraduate programme, it could be a single major (one subject only), along with pedagogy as a second major, is also in alignment with National Education Policy – 2020.

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Women's Education and Labor Force Participation in India

Kartick Das*

"For the global economy to reach its potential, we need to create conditions in which all women can reach their potential" (Former IMF Economic Counsellor Maurice Obstfeld, March 23, 2017. According to the World Bank's 2022 World Development Report, more than half a billion women have joined the world's labour force over the past 30 years, and women now account for more than 40 percent of workers worldwide. Women's participation in the labour force and access to decent work is very much essential for the inclusive and sustainable development of the country. Women's education plays the most vital role in women's participation in the labour force and the overall development of the country. Education is a milestone of women's empowerment because it enables them to confront their traditional roles and change their lives. Education empowers in bringing equality and works as a means to improve their status within the family, polity, and socio-economic system. Education provides women with knowledge, skills, and confidence. It also helps women *respond to challenges, access opportunities, and change attitudes* and outcomes for themselves. It is the *foundation of the economic empowerment of women.* By pacing women's education India can achieve the goal of social development and economic progress. To reap the demographic dividend, policies must be made conducive to greater participation of women in the workforce (Klasen, 2017). Gender equality is important in its own right. Development is a process of expanding freedoms equally for all people - male and female (Sen, 2009).

Educational Status of Women in India

As per statistics presented by UNICEF, 129 million girls are out of school around the world, including 32 million of primary school age, 30 million of lower-secondary school age, and 67 million of upper-secondary school age (Times of India 2022). As of 2011, India has reportedly shown an improvement at each level of education for boys as well as for girls. Census 2011 showed the male literacy rate to be 82.14% and for females, it's 65.46%. The percentage of female literacy in the country was 54.16% in 2001. The literacy rate in the country has increased from 18.33 per cent in 1951 to 74.00% as per the 2011 census. The female literacy rate has also increased from 8.86% in 1951 to 65.46% in 2011. The female literacy rate during the period 1991-2001 increased by 14.87 per cent whereas the male literacy rate rose by ll.72%. The Gross Enrolment Ratio at the elementary level is 94.32% as against 89.28% for boys, at the secondary level is 81.32% as compared to 78% and at the higher secondary level girls have achieved a level of 59.7% compared to only 57.54 %. The increase in female literacy rate was 3.15 per cent more compared to male literacy rate.

Rate of Literacy in India (in %)

Census year	Total Population	Males	Females
1951	18.3	27.2	8.9
1961	28.3	40.4	15.4
1971	34.5	46.0	22.0
1981	43.6	56.4	29.8
1991	52.2	64.1	39.8
2001	64.8	75.3	53.7
2011	74.0	80.9	64.6

Source: Census report

Despite the rise of education among women, the rate of women's employment is very low in India. According to data compiled by the World Bank, the number of working women in India dropped from 24% to 18% between 2010 and 2020 (World Bank 2022). Similarly, the India Discrimination Report 2022 released by Oxfam India states that women in India, despite possessing the same educational qualifications and work experience as men, will be discriminated against due to societal and employers' prejudices.
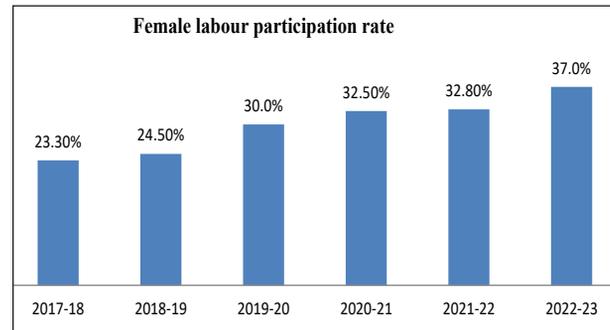
Female Labour Participation

The role of women in economic development has been a popular topic of discussion in academic

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and policy debates. According to the World Bank's report in 2022, gender equality can enhance economic productivity, improve development outcomes for the next generation, and make institutions and policies more representative. Supply-side constraints, especially those related to fertility, marriage, and child-rearing, influence the determination of females' labor market participation. There are also demand-side barriers in society that restrict women's equitable access to jobs, skills development, and fair earnings (ADB 2016). According to the report of the UN High-Level Panel on Women's Economic Empowerment, 700 million fewer women than men of working age were in paid employment in 2016, and even when women are paid, they tend to work in jobs with relatively low earnings, poor working conditions, and limited career prospects (UN 2016). Globally, 65% of women face challenges in accessing formal banking due to socio-cultural hurdles, a higher percentage compared to men, according to an International Monetary Fund report. On the other hand, 72% of men reported having an account at a financial institution. According to another report, from the International Labour Organization, 88% of women working in industries operate in the informal sector. Additionally, 7% of women employed in services belong to the informal workforce. Gender equality and the empowerment of women are, thus, not merely issues of human rights, but also economic necessities, and central to the development agenda (IMF 2017).

Women's employment in India has an intrinsic relationship with women's empowerment. A study by the National Family Health Survey indicates that Indian women, despite constituting 48% of the population, contribute only 18% to the gross domestic product (GDP). Advancing women's equality could lead to a $28 trillion increase in global GDP, with India potentially seeing a $770 billion boost by 2025. Another study, by McKinsey Global Institute, said advancing women's equality could lead to a $28 trillion increase in the global GDP. Although gender disparity in education and socioeconomic systems prevails around the world, it is considered a very important policy issue in Indian economies. For India, this means a potential annual GDP boost of $770 billion by 2025, 18% higher than the expected business-as-usual GDP. Women are more likely than men to be unemployed in large parts of the world. The present global labour force participation rate for women is just under 47% as against 72% for men.

Around the world, finding a job is much tougher for women than it is for men. Women tend to work in low-quality jobs in vulnerable conditions, and there is little improvement forecast shortly.

Source: Periodic Labour Force Survey 2022-23

The female labour participation rate in India was 37% in 2022-23, up from 23.3% in 2017-18, according to the Periodic Labour Force Survey. India has the 13th lowest female labour force participation rate among the 187 countries for which data are available for 2022. The 2022 World Bank gender data for India highlights a significant gender disparity in labour force participation. Among individuals aged 15 and older, only 24% of females are economically active, while 73.6% of males participate in the labour force. According to the World Bank data, India has seen an ever declining female labour force participation in the past two decades. The female workforce participation rate in India had stripped down to 20.3% in 2019 from more than 26% in 2005, in comparison with 30.5% and 33.7% in neighbouring countries like Bangladesh and Sri Lanka respectively as per the World Bank estimates. Only one-fifth of the female Indian population was composed in the workforce in 2019, which is one of the lowest globally.

Way Forward

Skills power and financial security enable women to break the chain of deprivation. It gives the strength to step out and learn the ways of this world, instead of confinement to household activities. It is thus necessary to look at this education as the development of half of the human resources of a society. The skilled and semi-skilled woman power will increase labour force participation and ultimately contribute to national development. According to an estimate by the World Economic Forum, India's GDP has the potential to increase by 17% if female labour force participation is realized well. Sufficient legislative and judicial interventions are needed for

laws related to women's education, women's security and crime, sanitation, healthcare, and equal wages. There is a need for sustained State intervention along with the participation of NGOs, Markets, and other stakeholders if women's empowerment through education is to be achieved. Foremost is to strengthen the fundamental Right to Education.

In India, the female labour force participation rate is on the risings steps. The latest report 'Female Labour Utilization in India 2021-22' shows that the Female Labour Force Participation Rate for the age group 15 years & above has increased considerably and stood at 32.8% in India, which was 23.3% in the year 2017-18. The female participation rate for the age group 15-59 years also increased to 35.6% in 2021-22 from 25.3% in 2017-18. Policy interventions by the government are one of the major factors in this successive progress. Despite various push and pull factors for female participation in employment, female participation in labour force and workforce is increasing significantly and further inspiring others to move on the success path. The rapid economic growth and rising education results in increasing women's participation in labour force and this journey, government assistance in terms of policies, schemes, programmes, etc., are their companions.

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Adoption of Artificial Intelligence in Teaching and Learning in Library Science

Nidhi Srivastava* and Manoj K Tiwari**

The development of Artificial Intelligence (AI) technology has profoundly impacted higher education and changed teaching and learning norms. With these changes come serious ethical questions related to control, increased social inequality, and threats to job security. This article examines some of the emerging discourses on the integration of AI in higher education, with a focus on library and information science. The field of library and information science (LIS) has historically played a leading role in the organization, dissemination, and availability of knowledge. For centuries, libraries have been repositories of the world's intellectual heritage, containing huge amounts of books, manuscripts, magazines, and various media. However, in an era of rapid technological progress, the role of libraries and information in institutions is undergoing a profound transformation. The catalyst for this transformation is the integration of artificial intelligence (AI) technologies, which fundamentally change the way information is managed, accessed, and used for the benefit of society. Google Classroom (GC) is a digital tool that allows students to take classes online. Teachers work together with their students without meeting in person (Hussaini et al., 2020). This educational artificial intelligence technology is a free application designed to support teacher-student interaction, interaction, organization, and assessment of learning using online tools. Several studies have shown that GC improves teaching and learning as students taught using GC express satisfaction with learning activities (Fauzi et al., 2021). Fakhrurrozi, Hasana, and Devi (2019) noted that GC is necessary to improve students' digital skills as well as their academic performance. The accessibility of GC through the use of computers, smartphones, and other educational devices to teach certain subjects in school has made it easier for both teachers and students to master the platform (Abaniam, Nvokedi, & Agbomi, 2022). It is important to note that the importance of GC is so great that it cannot be ignored when it is taught to students in academic institutions. For example, GC provides a convenient environment for delivering online content to students and creates an interactive atmosphere for teacher-student collaboration. The advantage of Google Classroom is that lecturers can upload materials to publish lecture materials, create assignments, and set due dates for assignments. It also allows creating different groups within the same class and assigning different tasks to each group, thus making students active participants in the learning process (Hussaini et al., 2020). In addition, in GC, it is easy to monitor student punctuality and class attendance. Again, the GC feature allows instructors to influence when students can turn in their assignments. It also allows teachers to update or analyze student performance (Hussaini et al., 2020). The values reported by GC imply that a large amount of data is generated to be analyzed. Therefore, this requires the use of advanced artificial intelligence technologies such as Learning Analytics.

Artificial Intelligence

Artificial Intelligence (AI) is the ability provided by a digital computer or computer-controlled machine or software that replicates the intellectual characteristics of intelligent organisms (humans) in their functionality. Artificial intelligence (AI), according to Nwakunor (2021), is computer-controlled robots that think intelligently like humans. These robots are controlled electronically by computers, mirroring the capabilities of the human mind. Artificial intelligence records and analyzes every action performed by the user. As a result of innovations in science and technology, artificial intelligence is used in all aspects of life for human development and comfort. Artificial Intelligence (AI) is a worthy attempt to replace human power with machine power. The introduction of artificial intelligence into the library profession will impact teaching and learning as well as the connectivity of information technology and will actively support the use of information, as well as make it easier to find customers and respond immediately to their needs. The impact of artificial intelligence and advanced computer technology on the nature and future of

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library experts and the differences in the quality of experts (Vijayakumar and Sheshadri, 2019). According to Heath (2018), artificial intelligence is a technology that allows machines to plan, learn, think, solve problems, move, and to some extent be creative. Accordingly, Liu (2016) viewed AI as intelligent machines or intelligent systems that imitate the activities of human intelligence and expand the science of human intelligence. Artificial intelligence technologies can also be used to provide innovative virtual reference services in real-time through mobile and social media, integrating existing library resources and third-party content. Additionally, some other promising areas of application of AI in libraries include natural language processing, indexing systems, and the application of robotics in librarianship.

Impact of AI in Education

In the future, artificial intelligence will affect almost every area of our lives, and out of all these areas, the education sector will be greatly affected because teaching and learning are an important part of life and there are many desirable changes in the current education system. School education in the old days was not as flexible as what AI in education would represent. Teachers, who play the most important role in the education system, are not scalable and expensive. Teachers tend to have a heavy paperwork burden and are underappreciated. AI can help everyone individually by providing them with a specific curriculum based on their interests and skill assessment.

Challenges for Artificial Intelligence in Education

The main challenges of artificial intelligence in education proposed by Wolff et al. (2013) include virtual coaches for each student, who inevitably help coordinate user representation, social reproduction, and display of information, help students self-administer, -assess, collaborate, and integrate huge amounts of information about individual learning, social contexts, learning environments, and individual interests, increase the connectivity and openness of classrooms around the world and transfer learning beyond the classroom into student life beyond. from school. The work that artificial intelligence is doing in the advanced digital world is remarkable and can be relied upon to advance knowledge more rapidly in the future.

There are many benefits of artificial intelligence for teachers, students, and institutions, and the possibilities of artificial intelligence are also impressive. However, there are also several challenges that higher education institutions are expected to face while implementing artificial intelligence in their universities.

Advantages of AI in Education

Today, most people spend a lot of time using their smartphones or tablets. This allows them to study in their free time for ten to fifteen minutes with the help of artificial intelligence applications. AI helps us to understand the mood or ease of students during lectures using gesture recognition technology. As AI becomes more advanced, the machine reads the student's facial expressions or gestures and uses it to know if the student is having difficulty understanding the lecture and modifies the lesson so that the student can continue easily.

AI provides more resources to people who speak different languages or have hearing or vision problems. Presentation translator provides real-time subtitles, which is a system application with AI. For example, with the help of Google Translate, students can read and hear in their national language. For more interactive activities, modern technologies such as VR and gamification are useful.

There were already some systems in which multiple-choice tests were scored by machines, and now developments are being made in the direction where written answers such as paragraphs and statements can be scored by machines. This makes the teacher's job easier, time is not wasted, and this time saved can be used to focus more on individual assessment of students and their development.

AI can create groups of students suitable for specific tasks. This is known as adaptive group formation. Artificial intelligence application software that can instantly grade student essays. These essays are added to a central database and future essays can be compared to previous essays present in the database. Artificial intelligence in education is a computer technology that enables personalized, adaptive, and deep learning. The key part of the AI system is the domain knowledge model, which provides the system's ability to perform tasks that allow learners to evaluate to contribute to the solution. A learner model that provides a view of the learner in terms of their development of knowledge and skills. The educational model is the component that represents the learning capabilities of the system, and finally, the interface

component that provides the channel through which the learner and the system communicate.

An intelligent tutoring system is used to stimulate personalized learning. Depending on the neural networks and algorithms, they can decide the individual student. There are already huge opportunities for students to pursue higher education with the help of artificial intelligence. AI has the potential to completely change the landscape of education. Robots can improve grammar and create digital content. Digital learning has already started in classrooms.

Conclusion

AI in education is a revolutionary change. According to a report published by the Center for Integrative Research in Computer and Learning Sciences, it is argued that the next level of AI in education has not yet been invented. Thus, people working on artificial intelligence applications should inform educators and education policymakers in detail. Although the use of artificial intelligence in education has several disadvantages, our future lies with artificial intelligence, so the education system should start exposing its students to this type of technology, which has begun to use a little artificial intelligence. The impact of artificial intelligence will first be seen at the lowest levels of education and will gradually spread to higher education. The final impact of artificial intelligence on education remains to be determined. The main goal of AI is to make the work of educators easier, not replace them.

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Youth: The Driving Force of the Nation

Jagdeep Dhankhar, Hon'ble Vice President of India delivered the Convocation Address(Excerpts) at the 8ᵗʰ Convocation Ceremony of Mizoram University, Aizawl, Mizoram on February 26, 2024. He said, "This is your time, unlock your time. Don't permit a brilliant Idea just to be parked in your mind. Execute it. Don't fear failure, Failure is natural. The moment you fear failure you give fear the upper hand, don't give fear the upper hand. Put fear in a tight grip because there is no human being on the planet who has not failed. Just imagine! Failure is a step toward success." Excerpts

Convocation is a unique milestone in your life. It is a moment to be cherished.

This is a turning point in your life and career. You will be becoming an alumnus of this prestigious University after getting degrees. You will carry fond memories of interacting with your friends, and with your teachers and you will remember all your life that the teacher who has been toughest in the class will ever be remembered by you.

From the closure of this university where you have been looked after, your academic brilliance has been shaped and you will be leaping into the larger world.

My young friends, boys and girls time was very different. When we, who are on the dias or in the front row leaped. The environment then was challenging it was not facilitating. You are fortunate.

You are lucky to be living in *Bharat* which is on the rise as never before. You are lucky to be living in India during *Amrit Kaal* which is our *Gaurav Kaal*, when we look at our rise in economics, Infrastructures, on social gradient, we are proud of it.

Boys and girls what do you want these days, you want first respect for the law. No democracy can survive, no democracy can thrive, and no democracy can blossom unless there is equality before the law.

If some people think they are taller than others, they are more privileged than others, they are not accountable to law, that is not democracy. The country suffered for far too long. There was a category of people who thought they were above the law. They were not within the reach of law, they thought they had immunity from the law. And now equality before the law is a ground reality. All are equal before the law those who thought with great confidence that the law could not reach them are in the tight grip of the law these days. That is the system you are facing now.

Second big change boys and girls, there was a time when there could be no recruitment, no contract without corruption. Corruption was the passage to success. Corruption was lucratively practiced by people. Our power corridors were infested with liaisons and Agents, corrupt elements. These elements leverage in decision-making extra-legally at your cost because you boys and girls believe not in patronage not in Nepotism not in favouritism, you believe in merit. The big change that has come is our power corridors have been fully sanitised of corruption. Corruption no longer secures your contract and recruitment. Corruption secures you a secure place under government control and nowhere they are tender accountable to the law.

The third big change in our country in the larger domain there is an ecosystem in place where every young mind boy and girl can exploit their energy and talent, and their potential to realise their dreams and aspirations. Government initiatives and policies are facilitating it. They are affirmative.

It was not during the time got a big leap in the larger world. I say concerning the economy because I had the good fortune to be a Member of Parliament in 1989. The Hon'ble Chief Minister was a member of Lok Sabha in 1984. He knows it. When I was there our lucky to be a Minister also. Our country's gold in physical form was airlifted to be placed into two banks in Switzerland because we had to sustain our financial credibility. Our foreign exchange then was between 1-2 billion US Dollars and now our foreign exchange is more than 600 billion Dollars and we can have an additional 5 to 6 billion Dollars in a week, that explains why you will be leaping in the world our India where the economy is very strong.

Just a decade ago what was the scenario we were counted as a fragile five?

Our country is the most populous, One-sixth of humanity was taken to be in the Fragile Five, and we have traversed a tough challenging terrain in the last decade. We are already the world's fifth largest economy that is where we are. We have overtaken Canada, the UK, and France.

You have to make your career and therefore you can take Pride that already India is the third largest in terms of our purchasing power and look where they are going. Despite global challenges, where large economies are not able to perform according to global institutions- the World Bank, and International Monetary Fund, we are a bright global hotspot of investment and opportunities.

Our rise in GDP amongst large economies is the highest. People are flocking to this country because this is land of opportunities, this is land of investing and you are the rich human resource in this country.

You have to come out of Silos, Silos of competitive examination, Silos for pursuit for a government job. I appeal to you to look at the enormous areas you have where you can contribute your talent and make yourself proud.

Let me tell you India has emerged as a Global leader in start-ups. Let me make particular reference to your Chief Minister. As a young boy, your Chief Minister became a personal assistant to the Chief Minister. As a teenager, he got experience. In difficult times he grabbed the opportunities. Then he got into the Indian Police Service. He was not there even for a decade but that decade was marked by his contribution in various areas. You therefore in the state are lucky to have a man who has faced weather, made the most of it, created an Ecosystem, contributed to the national level, well informed of governance, security, and the evolution of sports. He took a jump and took politics, got into Parliament where I had to be there and now he is here.

Therefore, apart from the ecosystem outside you have a healthy ecosystem within the state to engage in start-ups. This is one state that offers challenges and opportunities. Tourism! I was by the Hon'ble governor, I inquired from the Hon'ble governor. Sir does this state have a hill station the Hon'ble Governor said that the entire state is a hill station. Where can we have such a system? You have enough to contribute in terms of tourism. Look at our Global image. We had a very successful G20 under our Presidentship. The entire world has appreciated it but what is more significant is that G20 was not confined to New Delhi but all over the country and all the states of the countries including Mizoram and all union territories there were important meetings. Concerning tourism, it was in Mizoram, and big-ticket investments were made.

If you look at the kind of Investments that have been made by the central government in the last decade to improve infrastructure in the North East, you will be amazed. We have a kind of linkage of Rail, Road, and digital connectivity Even this day the Hon'ble Prime Minister has inaugurated something very significant concerning rail connectivity of this part.

Now it is for you to scratch your brains, boys and girls. Think big, and make Mizoram a tourism hub. You can contribute to it, you can contribute to it massively because the state has enough to offer. We have focus elsewhere in the country but when I look at Mizoram and North-East, things are very different. Boys and girls, this part of the country is very precious.

This part of the country has to propel our tourism, our culture, and our ecosystem. In the 1990s we developed at the government level at the center look a policy that continued for quite some time. It gives some results but not enough.

Hon'ble Prime Minister took great initiative and converted that policy with cutting edge to 'Look East Act East' and that has transferred the area economically and otherwise. It's a big change and when this part of the country for which there is a separate department in the central government, We are getting into exponential growth of this area. You can't have better fresh air. You can't have the pollution-free environment to spend your energy.

I would therefore urge particularly boys and girls of this state, this is your time, Unlock your time. Don't permit a brilliant Idea just to be parked in your mind. Execute it. Don't fear failure, Failure is natural. The moment you fear failure you give fear the upper hand, don't give fear the upper hand. Put fear in a tight grip because there is no human being

on the planet who has not failed. Just imagine! Failure is a step toward success.

Let me remind you in September 2019 when I was Governor state of West Bengal. Chandrayan-2 was to land on the moon around 2:00 a.m. I was in the company at Science City Kolkata with our 500 boys and girls of your age. Chandrayaan 2 came very close to Lunar Surface but it did not make a soft landing. It was a heartbreak. There was complete silence in the room. Then immediately came the reaction of the Prime Minister we have succeeded, the complete success will be the next time, and that complete success boys and girls did come. It came on 23rd August 2023.

Our Chandrayaan-3 became the first to land on the south pole of the moon. We created history on that part of the moon we have painted history. I mean to indicate to you Failure is not a failure, failure must be taken as motivational inspiration to go to your core and objective and you shall make it.

Boys and girls, you have to think differently now. From any part of the country on account of the digital revolution, you can contribute, you have no limitations. Let me invite your attention to some of the new technologies with which we will have to live - Disruptive technologies, artificial intelligence, machine learning, blockchain.

Our country is in the lead, our currently among many few nations that have contributed to this particular field. We have a quantum computing mission, a green hydrogen mission. These are the areas that are made for you, these are the areas that need to inspire you. These are the areas where you can contribute, these Are the areas you can get out of the silos of the competitive barrel.

Friends When I was giving degrees and gold medals, I saw the big change coming. I should have changed what I saw on Republic Day. Our 75th Republic Day parade at *Kartavya Path* on 26th January 2024, what was in full play, our woman power. In every walk of life, here also I see, they were in the majority or close to a majority. Our power will be defined because now they will get ample opportunities to be involved in governance with policymaking. When our country is so ordered, when a country is so upbeat when the country is offering opportunities that are being availed by people from outside, nothing should stop you.

Friends, I may not be around, most on the stage will not be around when we celebrate the centenary of independence in 2047 but in *Amrit Kaal*, we have started a marathon race for Bharat@2047. You are the most significant stakeholders in governance, your demographic dividend is India's potential, and the world recognises it. You will take Bharat by being participants of this marathon march to Bharat in 2047 and make Bharat a visit nation in the comity of nations. The future lies in your face. Our success lies in your hands. I will conclude by indicating to you, that you only have to unlock it.

You have to unlock your energies, you have to exploit your potential and I have no doubt, that success is yours and that success will be highly impactful for the state, for the nation, and for the world. I will leave a thought with you, you have got degrees today, you are one of the factors, contributing factors your parents your friends, and your teachers. Always regard your parents with utmost respect, always believe in your teachers, and nurture the friendships you have picked up here. You will always remember my words they will resonate in your ears, the friendship which you picked here if you nurture it all your life, this friendship will be a great source of sustenance, encouraging you. Lastly, boys and girls! We are proud Indians, we are proud of our exponential, phenomenal rise. We believe in our nationalism; our nationalism is our ultimate Dharma. We should not do anything, we should not allow anyone to do to the contrary which does not make our nationalism blossom and flourish.

Thank you so much! Be happy! God Bless you all!

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CAMPUS NEWS

National Level Training on Active Learning Methods and Strategies

A two-day National Level Training e-workshop on 'The Active Learning Methods and Strategies in line with NEP 2020' was jointly organized by the Lord's Universal College of Education and Gandhi Shikshan Bhavan's Smt. Surajba College of Education, Mumbai from December 01-02, 2023. Around 46 participants from different parts of the country were involved in the workshop. A total of six resource persons from the states of Maharashtra and Kerala were roped in to conduct sessions in two days on the themes of their expertise which were followed by active online group work to get hands-on learning experience of designing the lesson plans on innovative active learning methodologies.

The Inaugural Address and the Keynote Speech were delivered by Prof. Dr. Sybil Thomas, Department of Education, University of Mumbai on the topic 'NEP and the Role of Teacher Education'. The session started with a discussion on the vision of NEP and the role of teachers. The need to empower teachers in three levels: Psychological, Organization, and Community was discussed. The session focused on the need for teachers to be a part of a participatory cyclic approach where four basic vows have to be taken – Doubting and Questioning, Choices of Educational Goal, Intellectual Humility, and Rationally justified answers. The session was followed by a question and answer session where participants actively participated in clearing their doubts.

The next session was on the topic 'Experiential Learning–What and Why?' by an expert corporate trainer, Dr. Shriharsh Kaushik who has mastery over the said strategy and has secured a Ph.D. in the area of Experiential Learning. The session started with the sharing of the experience of the resource person through games and similar other activities during his sessions conducted elsewhere in corporate organizations. The outcome of the session was very positive and was well appreciated by participants. The session was followed by the question and answer session where participants actively engaged in academic deliberations.

The next session commenced on the topic 'The Blend of Constructivism and Bloom's Taxonomy and Active Learning.' The resource person, Ms. Soma Guha, faculty of The Lord's College of Education, elaborated on the various stages of the Constructivist Approach–Engage, Explore, Explain, Elaborate, and Evaluate and how Bloom's Taxonomy can well be blended to ensure developing Higher Order Thinking among learners. Concrete illustration was followed by showcasing a model lesson plan. The participants were provided with the Lesson plan templates after the session along with the Rubric for self-evaluation of the plan.

Session four dealt with the topic 'Application of Experimental Learning to Design the Lesson Plan'. Prof. Dr. Sunayana Kadle, Principal In-charge, Gandhi Shikshan Bhavan's Smt. Surajba College of Education was the resource person.

The session dealt in detail with adequate examples of the various stages of Experiential learning – Concrete Experience: where learners are engaged in situations based on real life, Observation: where learners explore the situation and link them with previous knowledge, Abstract Conceptualisation: where analysis of the concrete experience is done using logic and ideas to critically understand the root cause of the problem and Active Experimentation: where learners practically try out the claims made.

The Lesson plan template along with the self-evaluating rubric were shared with the participants to use during the group work which was followed after the session in virtual breakout rooms. Each group discussed the lesson plan for experiential learning and prepared a rough draft of the lesson plan based on the group discussions. After 30 minutes of group discussion, the participants came back to the main e-conference room and presented their lesson format. Dr. Sunayana Kadle helped them to get better clarity through the reflective discussion for their forthcoming field activities.

The session on 'Active Learning methods in the context of NEP 2020' was conducted by the Resource Person, Prof. K Y Benedict, Principal, Mother Teresa College of Education from Kozhikode, Kerala focused on the major milestones in the Indian education scenario and highlighted the significance of active learning methods highly recommended by

NEP 2020, for holistic development, flexibility for a multidisciplinary approach, technology integration and assessment reforms, etc. The session also highlighted the various strategies that can enhance the active learning process.

The next session was on the topic of 'Scaffolded Problem-based Learning Strategy' conducted by Dr. Vaishali Sawant, Associate Professor, Hansraj Jivandas College of Education, Mumbai. She emphasized the importance of learning material as a scaffolding to be used to attempt to resolve the issue hidden in the given problematic situation which is the essence of the Problem-based method. In this line, a problem was presented to the participants, and they discussed the problem in various breakout rooms assigned and later presented solutions in different perspectives in the main group. The lesson template was shared with the participants for further clarification of the concept.

The session on 'Scenario Based Learning and Designing Lesson Plan' was conducted by Dr. Veena Deshmukh, Former Deputy Director, Centre for Distance Education, SNDT University, Mumbai. The highlight of the session was E3 teaching for E3 learning – Effective, Efficient, and Engaging. The importance of balance between skill and learning was emphasized. The session promoted the application of learning which ensured a holistic development in the learners. In the group work, the participants were encouraged to think about the scenario and apply their skills in presenting the matter.

The Valedictory Address was delivered by Dr. Narendra Deshmukh, Senior Scientific Officer, Homi Bhabha Centre for Science Education, TIFR, Mumbai. The pedagogical focus of NEP was highlighted by the resource person. The session also stressed the importance of having a Multipronged Approach, Critical Pedagogy, and Culturally Responsive Pedagogy which are the need of the hour.

The Host Institutions would edit the lesson plans and with the consent of each participant who has designed it make a compilation of all these plans to be shared with all the participants. The product thus created in the entire 30 Hrs. of e-Workshop would serve as the handbook for trying out these plans at their workplace regularly. The compilation of these refined lesson plans and a special journal on articles authored by a few participants will soon be published for the benefit of the larger teacher community.

International Conference on Public Policy, Governance and Administration

The one-day International Conference on 'Public Policy, Governance and Administration in Post-Pandemic Era' is being organized by the Lovely Professional University, Phagwara, Punjab on April 26, 2024.

Public policy plays a crucial role in forming the guidelines and principles of a society, so they're a necessary part of governing and politics. Since public policy is formed as a collective effort between governments, institutions, and even regular citizens, it's an important and effective way to have your voice heard. Public policy is there to influence how other important decisions are made, and it's usually formed as a response to a specific issue that is of interest to the public. Public policy is supposed to offer some sort of solution to a problem. Public Policies and Governance indicate the planning, implementing, and enacting of laws, and adapting of acceptable behavior by the government and citizens to increase the integrity of the society. It is important to recognise the importance of leadership roles Public Administrators have played in the Covid-19 pandemic and many policy initiatives taken after the pandemic. The Themes and Subthemes of the Event are:

Public Policy

- Public Policy Concept, Significance, and Scope.
- Evolution of Policy Sciences.
- Different Types of Public Policy.
- Policy Transfer.
- Policy Analysis.
- Public Policy Approaches and Models.
- Public Policy Implementation, Monitoring and Control.
- Public Policy Evaluation.
- Changing Nature of Public Policy in Post-Pandemic Era.

Good Governance and Sustainability

- Elements and Forms of Good Governance.
- Public Choice Theory.

- New Public Management.

- New Public Service.

- Networking and Collaborative Governance.

- Business Process re-engineering.

- ethics and Public Accountability in Governance.

- Sustainable Governance Mechanism.

- Governance in the Post-Pandemic Era.

Citizen Engagement and Digital Transformation

- Citizen and Governance.

- E-Governance.

- Digital Revolution in Governance.

- Digital Literacy.

- Civil Society.

- Citizen Participation.

- Right to Information.

- Administrative Reforms.

- Citizen's Charter.

- Citizen Grievance Redressal Mechanism.

- Challenges and Opportunities of Digital Transformation in the Public Sector.

Media and Public Administration

- Social Media and Public Administration.

- Public Relations Management.

- Media and Public Sector Administration.

- Public Administration, Society, and Media.

- Mass Media and The Imaging of Public Administration.

- Challenges of Media and Public Administration.

Disaster Management and Governance

- Covid-19, Disaster Management and Governance.

- Types of Disaster Management.

- Disaster Management Cycle.

- Importance of Disaster Management and Governance.

- Vulnerability Analysis and Risk Assessment.

- Institutional Arrangements for Disaster Management.

- Role of State and Non-State Actors in Disaster Management and Control.

For further details, contact the Organising Secretary, Dr. Manvendra Singh, Associate Professor and Head, Department of Government and Public Administration, School of Liberal and Creative Arts (Social Sciences & Languages), Lovely Professional University, Jalandhar - Delhi G.T. Road, Phagwara, Punjab -144411, Mobile No: 091-9166038829, E-mail: *ppgappe@lpu.co.in.* For updates, log on to: *https://conferences.lpu.in/ppgappe/*

International Conference on Perspectives and Innovations in Open and Distance Learning

A three-day International Conference on 'Perspectives and Innovations in Open and Distance Learning' is being organized by the National Institute of Open Schooling, Noida in collaboration with the Commonwealth Educational Media Centre for Asia (CEMCA) from April 01-03, 2024 through Hybrid Mode. This conference aims to bring together educators, researchers, policymakers, and industry experts to share insights, best practices, and cutting-edge innovations that are shaping the future perspectives of ODL.

Open and Distance Learning is evolving as an appropriate alternative for heterogeneous society. Besides general clientele, it makes earnest efforts to reach the unreached. It is known as flexible, inclusive, and adaptive to the diverse needs of the learners. In the present era, learners are rapidly involved in technological, social, and economic environments. They need to have multitasking skills, global connections, recognition, cultural sensitivity, and collaborative and social skills. Therefore, it is important to design an education system for educators, policymakers, and educational institutions to provide relevant and effective learning experiences according to the needs of the learners.

The need for lifelong learning is significant and relevant in ODL mode through technological advancement, changing work dynamics in the contemporary context. The present scenario of ODL offers a variety of emerging trends such as providing personalized learning experiences, integration of data analysis tools, infusing artificial intelligence to automate administrative tasks, providing insights into course improvements, and delivering smart content that is adaptable to various learning styles, etc. The innovations in the form of a hybrid learning approach help to address the desire for flexibility among learners while allowing them to balance the

advantages of online learning with periodic face-to-face interactions. The innovative approaches and perspectives in the ODL are contributing to creating a virtual environment and comprehensive transformation. Open Distance Learning has the potential to democratize education by providing access to diverse learners. The conference will initiate dialogues and emphasize discussions on ensuring inclusivity, and accessibility and addressing the digital divide in ODL. The Subthemes of the event are:

- Perspectives and Innovations in ODL.
- Policy frameworks and practices supporting ODL.

- Technology-Enhanced Learning in ODL.
- Pedagogical and Administrative Strategies in ODL.
- Inclusive Access, Equity and Quality in ODL.
- Vocational Education through ODL mode.
- Collaboration and Networking in ODL.

For further details, contact Dr. Alok Kumar Gupta, Deputy Director (Acad./CBC), National Institute of Open Schooling, A-24-25, Institutional Area, Sector- 62, Noida (U.P.), Mobile No: 09818936966, E-mail: *ddcbc@nios.ac.in.* For updates, log on to*: www.nios.ac.in.*

AIU News

North Zone Student Research Convention—*ANVESHAN-2024*

A two-day North Zone Student Research Convention—*ANVESHAN 2024* was organized by the Association of Indian Universities (AIU), New Delhi in collaboration with Sharda University, Greater Noida, Uttar Pradesh from January 19-20, 2024. About 32 innovative projects were showcased by students and their mentors. Projects showcased in the event were indeed exemplary and are expected to have a significant impact on the society. The *ANVESHAN* provides an opportunity for university students worldwide to co-develop and co-present innovative ideas in partnership with university students in India.

The Inaugural Session commenced on January 19, 2024 and the ceremonial dais was honored by the presence of the Guest of Honor, Dr. Amarendra Pani, Joint Director and Director (I/c), Research Division, AIU who joined through online mode. Dr. Usha Rai Negi, Assistant Director, Research Division, AIU, Prof. Sibaram Khara, Vice Chancellor, Sharda University, Prof. Bhuvnesh Kumar, Dean Research, Prof. Mohit Sahni, Associate Dean Research and *Anveshan* Convenor, Dr. Lalit P Chandravansi, Assistant Dean, Research, Dr. Richa Tomar, Assistant Professor, Dr. Sandhya Gupta, Assistant Professor, faculty members and students of Sharda University with respected judges from different areas were also present.

Dr. Richa Tomar, Sharda University delivered her welcome address. Prof. Mohit Sahni, *Anveshan* Convenor and Associate Dean of Research, Sharda University, warmly welcomed all dignitaries with a deep sense of respect. He also interacted with the participants and mentioned that this research convention is very important from the research point of view and also highlighted that strengthening research acumen among students and faculty members is one of the prime activities of AIU.

Prof. Bhuvaneh Kumar, Dean of Research, Sharda University shared his thoughts on the upcoming trends in various fields. He also interacted with the participants and judges of the event. He explained that Sharda University gives importance to research-oriented events like *Anveshan* to raise the level of research in the university. He motivated all the participants and welcomed all of them to become a part of Sharda University through the Student Research Convention.

Guest of Honor, Dr. Amarendra Pani, Joint Director and Director (I/c), Research Division, AIU interacted through online mode and shared his thoughts on current and future research. Dr. Pani gave a brief background of AIU explaining how it was established. Furthermore, he shared that the Research Division of AIU as part of capacity-building activities, regularly organizes various seminars and conferences for strengthening Indian higher education. Last but not least, he motivated

the participants to take part in such kinds of events organized by other universities.

Prof. Sibaram Khara, Vice Chancellor Sharda University appreciated the students who participated in the *ANVESHAN* programme, he employed a storytelling method to explain the changing patterns in different sectors and the significance of upskilling students to keep up with the most recent advances. He emphasized every student is unique and also the importance of adapting an experiential learning pedagogy to meet the thrust for knowledge and learning approaches among students of different caliber.

Dr. Lalit P Chandravansi, Assistant Dean of Research, Sharda University extended the Vote of Thanks to all the speakers, judges mentors and faculty members of the *Anveshan*. He also welcomed all the participants and encouraged them for the presentation.

Poster Presentation of the participants held through which all the participants from different universities displayed their project posters, and equipment's working model which were assessed by the judges in their respective fields such as Agricultural Science, Social Science, Engineering and Technology, Basic Science, Health Science and Interdisciplinary Research followed by question and answer session.

On the second day, all the participants from various North Zone Universities displayed their oral presentations which were again assessed by the judges of respective six fields followed by a question and answer session. The presentations were assessed on the parameters such as scientific principles, creativity, relevance, thoroughness, cost-effectiveness, impact sociologically, teamwork, and skill. Keeping in mind the excellence and usefulness of the various research projects presented in the convention during the two days, judges scrutinized and declared first, second and third positions in different subject fields.

The Valedictory Function and Prize distribution of *ANVESHAN* was anchored by Dr. Richa Tomar and Dr. Sandhya Gupta. All the winners got the prizes and certificates according to their positions. Prof. Sibaram Khara, Vice Chancellor, Sharda University, Prof. Bhuvnesh Kumar, and Prof. Mohit Sahni congratulated the students for their presentation during the technical session, they addressed the participants about the importance of learning in the competition, being an ongoing phenomenon and advised them to have an open-ended approach for new experiences in life.

Dr Usha Rai Negi, Assistant Director, Research, AIU appreciated the students for their project presentations. She addressed the students about guidelines for participation in National Level competitions and motivated them with a fruitful path.

Both, Dr. Richa Tomar and Dr. Sandhya Gupta, Assistant Professors, Sharda University proposed the Vote of Thanks. They expressed their gratitude to the officials from the Association of Indian Universities. Prof. Mohit Sahni, Associate Dean Research and *Anveshan* Convenor acknowledged the participants, faculty mentors, and Judges for being a part of *ANVESHAN* wishing all the very best for future events and projects.

Winners of *Anveshan*

Category	Position	Participant's Name	University/ Institution	Topic/ Title
Agricultural Science	1st	Muskan Chadha	Sharda University Greater Noida, Uttar Pradesh	Development of low fat and antioxidant-rich synbiotic drink and spread using kefir and basil seed gum extract
	2nd	Aastha Dubey Prasun Kumar Singh Priyaranjan Raj Pragati Priya	Galgotias University, Gautam Buddh Nagar, Uttar Pradesh,	Exploring synergistic effects of peptone and MgSO4 concentrations for fast growth and increased Cordycepin production in culture medium of Cordyceps militaris: a bioprocess optimization study
	3rd	Joginder Ritik Himank Aryan	SGT University, Gurugram, Haryana	Kisan Alarm Suite

Category	Position	Participant's Name	University/ Institution	Topic/ Title
Interdisciplinary Research	1st	Puru Goel Manvi Singh Dipanjan Koley	SGT University, Gurugram, Haryana	Nanofibres of Wound Healing
	2nd	Harsh Sable Vaishali	Sharda University, Greater Noida, Uttar Pradesh	Bioremediation of Lead and Cadmium contaminated waste water by microbial filmed filter
	3rd	Paridhi Mridul sharma Prem Anurag	Galgotias University, Gautam Buddh Nagar, Uttar Pradesh,	Cancer Diagnostic Kit
Engineering and Technology	1st	Kalpana Sharma Rahul Kumar	Sharda University, Greater Noida, Uttar Pradesh	Microbial powered desalination system for portable water production and energy harvesting
	2nd	Guddu Kumar Somya Gupta Akif Khan Arpit Goyal	Galgotias University, Gautam Buddh Nagar, Uttar Pradesh,	Untraceble UAV Drone
	3rd	Tanish Bansal Rohit Yadav Ayush Kumar Jha	SGT University, Gurugram, Haryana	Recycling of metal Slag
Social Science	1st	Gunjan Chauhan Himanshu Sharma Nitin Kumar	SGT University, Gurugram, Haryana	Portable Video Comparator
	2nd	Kalash Sharma	Sharda University, Greater Noida, Uttar Pradesh	Efficient antimicrobial metal oxide-polymer Nanocomposite coatings for hospitals walls
	3rd	Mahak Jain	Bhagat Phool Singh Mahila Vishwadhalay, Sonepat, Haryana	Prestige for the masses
Health Science	1st	Dr Mannu Gupta Dr Partishtha Sharma Dr Aditi Rapriya Dr Angel Arora Dr Virender Singh	SGT University, Gurugram, Haryana	NasoCon: A nose shaping device after primary lip repair
	2nd	Shilpa Kumari	Sharda University, Greater Noida, Uttar Pradesh	Development of green nanoparticles for the treatment of osteoporosis under in-vitro model
	3rd	Himanshu Kumar Singh	ICAR- National Dairy Research Institute, Karnal, Haryana	Milk-flaxseed-based fermented beverage for female health: Development and Validation in ovariectomized murine model
Basic Science	1st	Kalpana Sharma Ankit Kumar	Sharda University, Greater Noida, Uttar Pradesh	Microbial electrolysis cell for the generation of green hydrogen from agriculture waste
	2nd	Nishi Gautam Siya Bharti Ankit Mehta	SGT University, Gurugram, Haryana	Design and synthesis of multi-targeted novel kinase inhibitors
	3rd	Pratibha Tanisha Tamanna Tannu	Bhagat Phool Singh Mahila Vishwadhalay, Sonepat, Haryana	Traffic Turbine

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STUDENT COLUMN

Institutional Autonomy in Indian Higher Education: A Tapestry Woven with Progress, Challenges, and Collaboration

Sakshi Sharma*

In the bustling tapestry of India's diverse landscape, one thread stretches with growing urgency: the need to revitalize its higher education system. Amidst an ever-expanding economy and the demands of a knowledge-driven world, the existing structure, riddled with bureaucratic hurdles and limited flexibility, struggles to keep pace. Enter the concept of institutional autonomy, a beacon promising empowerment and transformation. Yet, its implementation necessitates navigating a complex terrain marked by historical legacies, evolving policies, and diverse perspectives. This article delves into the contemporary status of autonomy in Indian higher education, dissecting the patchwork landscape where some institutions flourish with self-governance while others remain tethered to centralized control. We then navigate a labyrinth of concerned policies and their recommendations, analyzing the roadmap laid out by the National Education Policy 2020, UGC regulations, and insightful reports like the Rameshwar Nath Committee recommendations. However, the journey doesn't end here. We critically examine revisions and evolving perspectives, recognizing the need for a nuanced approach that balances autonomy with accountability, addresses resource disparities, empowers faculty, and nurtures a culture of innovation. With a futuristic vision firmly etched in mind, we paint a picture of a landscape where empowered institutions, thriving on performance-based funding and international collaborations, spearhead research and innovation. Yet, challenges lurk around the corner – political interference, capacity-building needs, faculty development demands, and the ever-present quest for equity and inclusion. Unraveling these threads, we propose a collaborative action plan, advocating for strengthened governance, robust accreditation systems, and continuous evaluation. Ultimately, this journey towards meaningful institutional autonomy is not merely about granting freedom; it's about igniting a transformative spark, one that sets in motion a chain reaction of excellence, propelling India's higher education system towards a brighter, more vibrant future. So, embark with us on this intellectual odyssey, unraveling the complexities, exploring the possibilities, and paving the way for a tomorrow where empowered institutions stand tall, shaping the knowledge landscape of not just India, but the world.

What is Institutional Autonomy?

Institutional autonomy refers to the degree of freedom and self-governance enjoyed by an educational institution in areas like academics, administration, and finance. "*A degree of self-governance, necessary for effective decision making by institutes of higher education regarding their academic work standards, management and related activities*" (UNESCO, Vlasova, 2019). There are different types of autonomy, each with varying levels of freedom and control. *'Full Autonomy Institutions'* have complete control over all aspects, with minimal government interference. Examples include some private universities in the US. *'Graded Autonomy Institutions'* have varying degrees of freedom depending on their performance and accreditation level. They may only have autonomy in certain areas, like academics, while others remain under government control. This is a common model in India. *'Limited Autonomy Institutions'* have minimal freedom, with most decisions subject to government approval. This applies to many public universities in India.

The scope of autonomy depends on the specific context and policies adopted by each country or region. However, some common areas of focus include 'Academic Freedom' such as the right to pursue research, teach, and express ideas without undue restrictions; 'Financial Independence', which provides the ability to raise funds, manage resources, and set tuition fees, etc.; and 'Administrative Autonomy' which gives the power to make decisions about internal governance, staffing, and operations.

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Why is Institutional Autonomy Required?

Advocates of institutional autonomy believe it fosters innovation and excellence, Accountability and Responsiveness, Diversity, and Competition as institutional autonomy allows HEIs to adapt to changing needs and experiment with new approaches, and make Institutions directly responsible for their success and accountable to stakeholders, and with this, different institutions can develop unique identities and attract diverse students and faculty.

However, concerns also exist; such as, Autonomy may exacerbate existing inequalities, making quality education less accessible to disadvantaged groups; Without proper safeguards, autonomy can lead to misuse of resources and lack of accountability and also, and capable mechanisms are needed to ensure institutions maintain high academic standards. Therefore, achieving meaningful institutional autonomy requires a balanced approach that ensures freedom, accountability, and a commitment to serving the wider public good.

The Status of Institutional Autonomy in the Indian Higher Education System?

The Indian higher education system, one of the largest in the world, stands at a pivotal juncture. The demand for skilled graduates and quality research output necessitates reform, and institutional autonomy emerges as a critical lever for change. Therefore, it is important to know the current state of autonomy in Indian higher education and its future landscape.

Contemporary Status

Currently, the Indian higher education system exhibits a diverse autonomy landscape. We can broadly categorize institutions into the following groups:

- **Highly Autonomous Institutions:** A select few institutions like IITs, IIMs, and Central Universities enjoy significant autonomy in academics, administration, and finances.

- **Graded Autonomy:** Some universities and colleges have achieved various levels of autonomy through schemes like Autonomous Colleges, UGC's Autonomy Framework, and NAAC accreditation with graded scales.

- **Limited Autonomy:** The majority of public universities and colleges remain under considerable government control, with limited flexibility in curriculum, fee structure, and faculty recruitment.

This varied picture highlights the uneven distribution of autonomy, with a strong centralization tendency historically. While some institutions flourish with the freedom to innovate, the majority navigate bureaucratic hurdles and limited decision-making power.

Several policies in India advocate for greater institutional autonomy in higher education, each with its own set of recommendations, which can be discussed as follows:

National Education Policy 2020 (NEP 2020)

NEP 2020 recommends some important reforms concerned with the autonomy of HEIs in India:

- *Graded Autonomy Framework*: Establishes a tiered system of autonomy based on performance and accreditation ratings (e.g., NAAC). Institutions achieving higher grades will get progressively more freedom in academics, finances, and governance.

- *Self-governing Boards*: Recommends independent boards with academic and administrative autonomy, including representatives from diverse stakeholders.

- *Flexible Curriculum Design*: Encourages institutions to design curricula that are relevant, flexible, and cater to individual student needs.

- *Financial Reforms*: Promotes greater financial flexibility for autonomous institutions, allowing them to explore alternative funding sources and manage their resources effectively

UGC (Declaration of Autonomy) Regulations, 2018

UGC's regulation 2018 regarding institutional autonomy has defined some important regulations:

- *Categorization of Autonomy*: Defines various categories of autonomy (e.g., Autonomous Colleges, State Private Universities) with specific criteria for each.

- *Focus on Academic and Financial Autonomy*: Primarily emphasizes giving institutions freedom in curriculum design, examination systems, and fee determination.

- *Performance-Based Renewal*: Autonomy granted is initially for five years and renewed based on continuous evaluation of performance against set parameters.

Rameshwar Nath Committee Report (2011)

The key recommendations of Rameshwar Nath Committee Report 2011 can be discussed as follows:

- *Financial and Administrative Autonomy*: Advocated for greater autonomy in areas like financial management, recruitment of faculty and staff, and governance structures.

- *Performance-Based Funding*: Proposed allocation of government funds based on performance measured through transparent parameters.

- *Strengthening Internal Governance:* Emphasized the need for robust internal governance structures to ensure accountability and effective utilization of autonomy.

Apart from the above, *Higher Education Financing Agency (HEFA)* aims to provide loans and funding to eligible institutions for infrastructure development and research activities; *UGC Innovation Council* focuses on fostering innovation and entrepreneurship in higher education institutions; and *National Institutional Ranking Framework (NIRF)* ranks institutions based on various parameters, promoting healthy competition and incentivizing performance improvement. All these initiatives support institutional autonomy in order to develop a high-quality and productive higher education system in India. The recommendations emphasize differentiation, offering greater autonomy to institutions that demonstrate excellence and capacity. The focus is on accountability and performance, with a mechanism in place to ensure responsible use of autonomy. There is a growing emphasis on collaboration and partnership between institutions, government agencies, and industry players. It's important to note that these policies are at different stages of implementation, and some face challenges like resource constraints and capacity-building needs. Nonetheless, they represent a significant shift towards empowering institutions and increasing their autonomy. Understanding the nuances of these recommendations and their evolving implementation is crucial to comprehending the future of institutional autonomy in Indian higher education.

Revisions and Evolving Perspectives- Addressing Concerns and Fostering Change

While these policies hold promise, certain aspects require revision and nuanced understanding:

- Absolute autonomy, without robust checks and balances, can lead to accountability issues. Effective mechanisms for monitoring performance and ensuring equity are crucial.

- The uneven distribution of resources between institutions poses a challenge. Leveling the playing field and ensuring equitable access to funds is essential for the fair implementation of autonomy.

- True autonomy extends beyond institutional leadership. Empowering faculty in curriculum development, research pursuits, and governance is key to fostering a vibrant academic environment.

- Fostering a culture that embraces experimentation, encourages risk-taking, and rewards innovation is crucial for institutions to capitalize on autonomy effectively.

These considerations highlight the need for a multi-pronged approach that goes beyond mere policy pronouncements. Building capacity, strengthening internal governance structures, and nurturing a culture of innovation are equally important aspects of a successful autonomy journey.

Futuristic Vision: A Landscape of Empowered Institutions

Envisioning the future of institutional autonomy in India, we can expect:

- *A Multi-tiered Autonomy Framework*: Different institutions, based on their performance and capacity, will enjoy varying degrees of autonomy, fostering diversity and competition.

- *Performance-based Funding*: Funding will be allocated based on institutions' performance, incentivizing excellence, and innovation.

- *Enhanced Focus on Research and Innovation*: Autonomous institutions will be better equipped to attract talent, foster cutting-edge research, and contribute to knowledge creation.

- *Greater Internationalization*: Increased autonomy will empower institutions to forge global partnerships, attract international students and faculty, and enhance their global standing.pl

- *Accountability Mechanisms*: Robust systems for monitoring performance, ensuring equity, and addressing potential misuse of autonomy will be in place.

This vision necessitates collaborative efforts from various stakeholders. The government needs to create an enabling environment through policy reforms, providing targeted support, and facilitating resource mobilization; Institutions are supposed to build internal capacity, strengthen governance structures, and foster a culture of innovation and accountability; funding agencies need to adopt flexible funding models, supporting research initiatives, and promoting collaborative projects. Civil society's job is to advocate for equitable access to autonomy, monitor its implementation, and hold institutions accountable to their stakeholders. As they say, "Together we can".

Achieving Meaningful Transformation: Challenges and the Road Ahead

By addressing concerns, fostering an innovative and accountable culture, and working collaboratively, India can unlock the true potential of institutional autonomy in its higher education system. However, several challenges remain on the road to achieving this future vision:

- *Political Interference*: Resisting undue political interference in institutions' decision-making processes is crucial to safeguard academic freedom and ensure autonomy is not misused.

- *Capacity Building*: Equipping institutions with the necessary infrastructure, financial resources, and human capital to effectively utilize autonomy is critical.

- *Faculty Development*: Fostering a culture of research excellence, innovation, and pedagogical leadership among faculty members is essential for institutions to thrive in an autonomous environment.

- *Equity and Inclusion*: Ensuring equitable access to quality education and research opportunities for all students, regardless of their background or socioeconomic status, is paramount.

- *Standardization and Accreditation*: Developing robust and reliable accreditation mechanisms that measure institutional performance holistically, beyond traditional metrics, is necessary.

Overcoming these challenges requires a multi-pronged approach. Implementing transparent and accountable governance structures within institutions, with representation from diverse stakeholders, will be crucial. Fostering collaboration between institutions, government agencies, funding bodies, and industry partners will create a synergy for knowledge sharing, resource mobilization, and joint initiatives. Regularly reviewing the implementation of autonomy policies, incorporating feedback from stakeholders, and making necessary adjustments will be essential for its success.

Conclusion

Institutional autonomy represents a significant opportunity to transform India's higher education system, fostering innovation, excellence, and global competitiveness. While challenges remain, the potential rewards are undeniable. By adopting a holistic approach, addressing concerns, and fostering a collaborative environment, India can pave the way for a future where empowered institutions drive progress, create knowledge, and contribute meaningfully to the nation's social and economic development.

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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)

AGRICULTURAL & VETERINARY SCIENCES

Biotechnology

1. Patoliya, Hinal Pravinbhai. **Ameliorating effect of gibberellic acid, abscisic acid and salicylic acid on changes in physio-biochemical composition and oxidative enzymes in wheat (*Triticum aestivum L*) irrigated with saline water**. (Dr. U K Kandolya), Department of Plant Molecular Biology and Biotechnology, Junagadh Agricultural University, Junagadh.

Horticulture

1. Sharma, Shivam. **Line x tester analysis for yield and its components in broccoli (*Brassica oleracea* L var *italica plenck*)**. (Dr. Viveka Katoch), Department of Vegetable Science & Floriculture, CSK Himachal Pradesh Krishi Vishvavidyalaya, Palampur.

Plant Pathology

1. Waghmare, Santosh Vishwanath. **Studies on Downy Mildew of perl milet incited by *Scierospora graminicola* (Sacc.) schroet**. (Dr. G P Jagtap), Department of Plant Pathology, Vasantrao Naik Marathwada Agricultural University, Parbhani.

Soil Science

1. Patil, Nikhil Mahadev. **Assessment of soil and ground water quality for development of Decision Support System by using remote sensing and GIS techniques for Hingoli District of Maharashtra**. (Dr. P H Vaidya), Department of Soil Science and Agri Chemistry, Vasantrao Naik Marathwada Agricultural University, Parbhani.

BIOLOGICAL SCIENCES

Biochemistry

1. Archana, S S. **Identification of sperm immune regulatory proteins influencing semen quality in HF bulls**. (Dr. S Selvaraju), Department of Biochemistry, Jain University, Bangalore.

Bioinformatics

1. Motwani, Harsha Shatishkumar. **Epigenomic landscaping of selected hepatoprotective plants and their role in human health**. (Dr. Hiteshkumar A Solanki and Dr. Saumya Patel), Department of Bioinformatics, Gujarat University, Ahmedabad.

Biotechnology

1. Bharath, P G. **Purification and characterization of microbial pigments with anticancer activity**. (Dr. Varalakshmi K N), Department of Biotechnology, Jain University, Bangalore.

2. Das, Arundhati. **Identification and characterization of functional circular RNAs in skeletal muscle**. (Dr. Amaresh C Panda and Dr. Sandeep Kumar Panda), Department of Biotechnology, Kalinga Institute of Industrial Technology, Bhubaneswar.

3. Gundi, Raghavendar. **Development and evaluation of Bidensovirus (BmBDV) resistant silkworm hybrids through marker assisted breeding**. (Dr. A Ramesha), Department of Biotechnology, Jain University, Bangalore.

4. Rasalkar, Sandhya Yashwant. **Development of transgenic silkworm, Bombyx mori overexpressing immunity genes for enhanced disease resistance**. (Dr. G Ravikumar), Department of Biotechnology, Jain University, Bangalore.

5. Sharma, Ravi Kant. **Evaluation of pro-inflammatory and anti-inflammatory salivary cytokine profiles in psoriasis patients: A prospective study**. (Dr. Anil K Sharma and Dr. Aneet Mahendra), Department of Biotechnology, Maharishi Markandeshwar University, Ambala.

6. Singh, Poonam Kumari. **Endocrine disruptions and ovine ovarian functions: genomics, epigenomics and steroidogenic pathways**. (Dr. Sumanta Nandi and Dr. PSP Gupta), Department of Biotechnology, Jain University, Bangalore.

Botany

1. Patel, Hirali Dilipkumar. **Study of basidiomycetes in Dharampur and Kaprada Taluka of Valsad District**. (Dr. Hiteshkumar A Solanki), Department of Botany, Gujarat University, Ahmedabad.

Microbiology

1. Sawant, Priyanka Surendra. **To study the production of extracellular enzymes from marine microorganisms and to study their microbial fuel

cell parameter. (Dr. Jignasha Thumar), Department of Microbiology, Gujarat University, Ahmedabad.

EARTH SYSTEM SCIENCES

Geology

1. Mehta, Abhinav Mahendrabhai. **The study on eco-geographical habitat suitability for potential wildlife corridor**. (Dr. Shital Shukla), Department of Geoinformatics, Gujarat University, Ahmedabad.

ENGINEERING SCIENCES

Chemical Engineering

1. Kanzariya, Rekha Karshanbhai. **Nanocomposite polyhydroxyalkanoate film synthesis for packaging application**. (Dr. Shina Gautam), Department of Chemical Engineering, Gujarat Technological University, Ahmedabad.

2. Mrudula, D. **Bioremediation studies using bacteria isolated from kalamkari contaminated soil**. (Dr. S V Satyanarayana), Department of Chemical Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

Civil Engineering

1. Chauhan, Hemil Manharbhai. **Seismic damage estimation for 3D RC vertical irregular buildings**. (Dr. Kaushal Bhupendrabhai Parikh), Department of Civil Engineering, Gujarat Technological University, Ahmedabad.

2. Rajini, B. **Strength and durability studies on geopolymer and steel fiber reinforced geopolymer concretes using fly ash and GGBS**. (Dr. A V Narasimha Rao and Dr. C Sashidhar), Department of Civil Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

3. Shah, Payal Vinitkumar. **Water quality framework for watersheds using hydrological modelling**. (Dr. Lodha Pradeepkumar Punamchand), Department of Civil Engineering, Gujarat Technological University, Ahmedabad.

Computer Science & Engineering

1. Barwal, Ravi Kumar. **Development of efficient data mining approaches using machine learning**. (Dr. Neeraj Raheja), Department of Computer Science & Engineering, Maharishi Markandeshwar University, Ambala.

2. Bhattacharya, Sudipta. **Multilingual speech data analysis using hybrid deep learning model**. (Dr. Brojo Kishore Mishra and Dr. Samarjeet Borah), Department of Computer Science & Engineering, GIET University, Gunupur.

3. Chinnaiyan, R. **Optimized machine learning based classification approaches for early diagnosis and prediction of fetal abnormalities**. (Dr. Sunanda Das), Department of Computer Science & Engineering, Jain University, Bangalore.

4. Das, Nabanita. **Smart recognition of bird vocalization**. (Dr. Neelamadhab Padhy and Dr. Nilanjan Dey), Department of Computer Science & Engineering, GIET University, Gunupur.

5. Gupta, Zatin. **IoT based efficient approach for smart farming**. (Dr. Amit Kumar Bindal), Department of Computer Science & Engineering, Maharishi Markandeshwar University, Ambala.

6. Joshi, Harshil Vijaykumar. **Security enhancement through reduction in DDOS attacks for IOT-based smart cities**. (Dr. Dushyantsinh Rathod), Department of Computer/ IT Engineering, Gujarat Technological University, Ahmedabad.

7. Manoj Kumar. **Analysis of student's performance using data mining hybrid classification techniques**. (Dr. Raghav Mehra), Department of Computer Science & Engineering, Bhagwant University, Ajmer.

8. Nirmal Singh. **Design & implementation of the smart IOT based system for improving the efficiency of warehouse**. (Dr. Vikas Somani and Dr. Sunil Kumar), Department of Computer Science & Engineering, Sangam University, Bhilwara.

9. Nirvesh Kumar. **Analysis and develop predictive model using data mining techniques for employee's performance in government sector**. (Dr. Raghav Mehra), Department of Computer Science & Engineering, Bhagwant University, Ajmer.

10. Parihar, Vinod Kumar. **To develop a software fault prediction and test data generation using artificial intelligent techniques**. (Dr. Raghav Mehra), Department of Computer Science, Bhagwant University, Ajmer.

11. Patel, Sureshkumar Bhikhabhai. **An efficient approach for high utility itemset mining**. (Prof. Sanjaykumar Manubhai Shah), Department of Computer/IT Engineering, Gujarat Technological University, Ahmedabad.

12. Pattanaik, Anshuman. **Extractive text summarization using machine learning techniques**. (Dr. Madhabananda Das), Department of Computer Science & Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

13. Raval, Khushali Rajanikant. **Event detection based video summarization for sport video**. (Dr. Mahesh

M Goyani), Department of Computer IT Engineering, Gujarat Technological University, Ahmedabad.

14. Resma, S R Juhi. **A novel hyperbolic growing cosine unit for prediction of crop for fertilizers**. Department of Computer Application, Hindustan Institute of Technology & Science, Chennai.

15. Sharma, Deepti. **An efficient breast cancer prediction model using machine learning**. (Dr. Rajneesh Kumar and Dr. Anurag Jain), Department of Computer Science & Engineering, Maharishi Markandeshwar University, Ambala.

16. Sharma, Deepti. **An efficient breast cancer prediction model using machine learning**. (Dr. Rajneesh Kumar and Dr. Anurag Jain), Department of Computer Science & Engineering, Maharishi Markandeshwar University, Ambala.

17. Shruthishree, S H. **Abnormal tissue identification in mammographic images using computer vision techniques**. (Dr. Harshvardhan Tiwari and Dr. Devaraj Verma C), Department of Computer Science & Engineering, Jain University, Bangalore.

Electrical & Electronics Engineering

1. Bhagiya, Rasik Dayabhai. **Power management and control for microgrid**. (Dr. Rajesh M Patel), Department of Electrical Engineering, Gujarat Technological University, Ahmedabad.

2. Jain, Chandra Prakash. **Artificial neural network based performance enhancement of grid connected PV system**. (Dr. Vinesh Agarwal), Department of Electrical Engineering, Sangam University, Bhilwara.

3. Meram, Rathaiah. **Performance enhancement of renewable energy systems with different controllers**. (Dr. P. Ramkishore Kumar Reddy and Dr. P. Sujatha), Department of Electrical Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

4. Reddy, P Malleswara. **Power quality improvement by UPQC & DPFC for grid connected hybrid system using different optimization techniques**. (Dr. A Srinivasula Reddy and Dr. P Sujatha), Department of Electrical Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

5. Roy, Suchismita. **Design and analysis of current control techniques for grid-connected PV system**. (Dr. Pradeep Kumar Sahu), Department of Electrical Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

6. Silamboli, J. **Design and implementation of novel micro- strip fractal antenna for 5G wireless applications**. (Dr P Pradeepa), Department of Electronics Engineering, Jain University, Bangalore.

7. Sireesha, R. **Certain aspects of reliability assessment of distribution system as a cluster of micro grids**. (Dr. C Srinivasa Rao and Dr. M. Vijaya Kumar), Department of Electrical Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

8. Suryakanth, B. **Multimodal neuroimaging feature learning for early diagnosis of Alzheimer's disease using deep learning**. (Dr. Hariprasad SA), Department of Electronics Engineering, Jain University, Bangalore.

9. Venkatasivanagaraju, S. **Performance evaluation of a forecasted distribution system with different load models**. (Dr. M Venkateswara Rao), Department of Electrical Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

Electronics & Communication Engineering

1. Agarwal, Aanchal. **Machine learning based passive image forgery classification using hybrid-handcrafted and CNN based features**. (Prof. Vineet Khandelwal), Department of Electronics & Communication Engineering, Jaypee Institute of Information Technology, Noida.

2. Binu, R. **Implementation of thermally managed eydfa and low repetition rate EDFA**. Department of Electronics & Communication Engineering, Hindustan Institute of Technology & Science, Chennai.

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4. Narjala, Sri Pravallika. **Design and analysis of high gain broadband and multiband antennas with metasurfaces for remote sensing applications**. (Dr. V R Anitha and Dr. K Rama Naidu), Department of Electronics & Communication Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

5. Palla, Sankara Rao. **Vision-based human gait recognition using nature-inspired metaheuristic optimization algorithms and machine learning**

techniques. (Dr. Priyadarsan Parida and Dr. Gupteswar Sahu), Department of Electronics & Communication Engineering, GIET University, Gunupur.

6. Praveen, L S. **Development of simulation model of near-field beamforming based Underwater Acoustic Imaging (UAI) system for enhanced resolution and improved feature detection**. (Prof. Govind R Kadambi and Prof. Malathi S), Department of Electronics & Communication Engineering, M S Ramaiah University of Applied Sciences, Bangalore.

Instrumental & Communication Engineering

1. Patel, Hardik Rasiklal. **Control of switched dynamical system**. (Dr. Ankit K Shah), Department of Instrumentation and Control Engineering, Gujarat Technological University, Ahmedabad.

Material Science and Engineering

1. Mistry, Vidhi Atulbhai. **Study the electrochemical behaviour of aluminium sacrificial anode by adding magnesium**. (Dr. Indravadan B Dave), Department of Metallugical Engineering, Gujarat Technological University, Ahmedabad.

Mechanical Engineering

1. Dilipkumar, Yangaladasu. **Development of hydrogen diesel dual fuelled engine using timed manifold induction technique**. (Dr. B Omprakash), Department of Mechanical Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

MATHEMATICAL SCIENCES

Mathematics

1. Aparna, P. **A study on split and annihilator domination in arithmetic graphs, strong product graphs and fuzzy graph products**. (Dr. K V Suryanarayana Rao and Dr. E Keshava Reddy), Department of Mathematics, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

2. Katariya, Dharmesh Kathadbhai. **Modelling optimal strategies for deteriorating inventory systems under different scenarios**. (Dr. Kunal Tarunkumar Shukla), Department of Mathematics, Gujarat Technological University, Ahmedabad.

3. Satish, Priya. **An approach to study the societal problems through mathematical modelling**. (Dr Anita Chaturvedi), Department of Mathematics, Jain University, Bangalore.

MEDICAL SCIENCES

Forensic Science

1. Aparna, R. **Role of tears and eyewear in forensic investigations**. (Dr. R Shanti Iyer), Department of Forensic Science, Jain University, Bangalore.

2. Gaur, Aaditya Vikram. **Risperidone toxicity in** *Caenorhabditis elegans* **and its possible amelioration by** *Withania somnifera* **(Ashwagandha)**. (Dr. Rakhi Agarwal), Department of Forensic Science, National Forensic Sciences University, Gandhinagar.

Pharmaceutical Science

1. Asthana, Amrita. **Phytochemical and pharmacological screening of leaf extract of Basella Alba**. (Dr. Neeraj Sharma), Department of Pharmaceutical Science, Bhagwant University, Ajmer.

2. Avneesh Kumar. **Development of herbal nutraceuticals**. (Dr. Akash), Department of Pharmaceutical Chemistry, Bhagwant University, Ajmer.

3. Nishant Kumar. **Biological evaluation of selected herbal drugs on gastric ulceration and secretion induced by various ulcerogenic agents**. (Dr. Akash Ved), Department of Pharmacy, Bhagwant University, Ajmer.

4. Patel, Jayminkumar Manilal. **Formulation and evaluation of colon targeted oral drug delivery system using natural polymers and methacrylic acid co-polymers**. (Dr. Shreeraj Harishbhai Shah), Department of Pharmacy, Gujarat Technological University, Ahmedabad.

5. Patel, Kaushika Mahendra. **Development of oral formulations using spray dried solid dispersion technology**. (Dr. Shreeraj H Shah), Department of Pharmacy, Gujarat Technological University, Ahmedabad.

6. Pratap, Sushil. **Phytochemical and pharmacological screening of leaf extract of Nyctanthes Arbortristis**. (Dr. Neeraj Sharma), Department of Pharmaceutical Science, Bhagwant University, Ajmer.

7. Srivastava, Sanjay. **Formulation development and characterization of fast dissolving system: An attempt to enhance bioavailability and patient compliance**. (Dr. Akash Ved), Department of Pharmacy, Bhagwant University, Ajmer.

8. Tandel, Devangkumar Bhagvandas. **Development and validation of analytical methods for newer antitubercular formulation along with pharmacokinetic study**. (Dr. Kalpana G. Patel),

Department of Pharmacy, Gujarat Technological University, Ahmedabad.

PHYSICAL SCIENCES

Chemistry

1. Bhuyan, Amar Jyoti. **Development of transition metal catalyzed synthetic methodologies for pyrimidine derivatives**. (Dr. Lakhinath Saikia), Department of Chemistry, Rajiv Gandhi University, Itanagar.

2. Gupta, Sunil Kumar. **Study and characterization of fly ash and its use**. (Dr. Soni Rani), Department of Chemistry, Bhagwant University, Ajmer.

3. Pradhan, Mamata. **Exploration of the thermodynamic and thermoacoustic properties of anti-tuberculosis drugs in mixed solvents at different temperatures**. (Dr. Prativa Kar and Dr. Braja Bandhu Nanda), Department of Chemistry, GIET University, Gunupur.

4. Vinothkumar, K. **Development of metal-organic framework based photocatalytic membranes for multi-polluted water treatment**. (Prof. R Geetha Balakrishna and Dr. Sakar Mohan), Department of Chemistry, Jain University, Bangalore.

Nano Technology

1. Sanjayan, C G. **Design and development of CsAX3 (A=Pb/Sn; X=Cl, Br, I) perovskite nanocrystals as the emerging class of materials for biosensing**. (Dr. R. Geetha Balakrishna and Dr. M. Sakar), Department of Nanotechnology, Jain University, Bangalore.

Physics

1. Kowshik, Krishna Kumar. **The mass function of young and embedded star clusters**. (Dr. Swati Routh and Dr. Sujatha S), Department of Physics, Jain University, Bangalore.

2. Kuanar, Bijayalaxmi. **Experimental investigation on structural, electrical and conduction mechanism in $Bi_{0.5}Na_{0.5}TiO_3$ modified ceramic**. (Dr. Biswajit Dalai and Dr. Dhrubananda Behera), Department of Physics, GIET University, Gunupur.

3. Pattnaik, Sudhansu Sekhar. **Studies on thermodynamic and thermo-acoustic properties of imidazolium based ionic liquids in mixed solvents at different temperatures**. (Dr. Biswajit Dalai and Dr. Braja Bandhu Nanda), Department of Physics, GIET University, Gunupur.

4. Parikh, Smrutiben Hareshkumar. **Study of electron induced ionization and other processes for molecules**. (Dr. Chetan G Limbachiya), Department of Applied Physics, M S University of Baroda, Vadodara.

5. Shah, Tuntun. **Experimental studies of structural, dielectric and magnetic properties of modified $CoFe_2O_4$ spinel oxide**. (Dr. Biswajit Dalai), Department of Physics, GIET University, Gunupur.

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Advt. No. 04/2024 Dated, 02/03/2024

Applications are invited from the eligible candidates for recruitment to the Teaching Posts through online mode **"https://curec.samarth.ac.in/"** only latest by 30th April, 2024. For details regarding the terms and conditions and other relevant information such as Essential Qualification, Experience and Eligibility conditions, General Instructions etc., please refer the **Advt. No. 04/2024** for teaching positions available in the CUAP website: **www.cuap.ac.in**

Teaching Posts: Associate Professor (English – 1 OBC), Associate Professor (Psychology – 1UR) (Level -13A).

Assistant Registrar (Admin), CUAP

शिक्षण पदों के लिए विज्ञापन
विज्ञापन क्रमांक 04/2024 दिनांक 02/03/2024

निम्नलिखित शिक्षण पदों के लिए केवल ऑनलाइन माध्यम से भर्ती के लिए योग्य उम्मीदवारों से आवेदन आमंत्रित किए जाते हैं I योग्य उम्मीदवार केवल ऑनलाइन माध्यम **"https://curec.samarth.ac.in/"** से 30th अप्रैल, 2024 तक आवेदन कर सकते हैं I नियम, शर्तों और अन्य प्रासंगिक जानकारी जैसे आवश्यक योग्यता, अनुभव और पात्रता शर्तें, सामान्य निर्देश आदि के विवरण के लिए कृपया विज्ञापन क्रमांक 04/2024 सीयूएपी वेबसाइट: **www.cuap.ac.in** पर अवलोकन करें ।
शिक्षण पद : एसोसिएट प्रोफेसर (अंग्रेजी – 1ओबीसी), एसोसिएट प्रोफेसर (मनोविज्ञान – 1 यूआर) (स्तर -13ए).

सहायक कुलसचिव (प्रशासन), सीयूएपी

ADVERTISEMENT FOR THE POST OF THE VICE-CHANCELLOR

The Children's Research University, Gandhinagar, Gujarat is established by the Gujarat Act, 15 of 2009 and sub-sequent amendments in 2015 and 2023. A Search Committee has been constituted vide Education Department Notification No. GH/SH/19/CHU/1214/191/KH-2 dated 19/06/2023 and UGC letter No. F. No.13-49/2023(CPP-II) dated 13th June, 2023 as per Section 12(2)(a) of the said act. Therefore, in accordance with the provision of UGC regulation- 2018 and the GR No. SPY-2320-CC-23-KH-2 dated 04/05/2023 from the Education Department, Gujarat, the Committee hereby invites applications/nominations for the appointment of Vice-Chancellor along with the detailed bio-data in the prescribed format available on the University website.

The required qualifications for the post of Vice-Chancellor are as under.

A person possessing the highest level of competence, integrity, morals, and institutional commitment is to be appointed as Vice-Chancellor. The person to be appointed as a Vice-Chancellor should be a distinguished academician, with a minimum of ten years of experience as a Professor in a University or ten years of experience in a reputed research and/or academic administrative organisation with proof of having demonstrated academic leadership.

Leadership in any field of children's education, care and development with the experience of serving in a University or children's institution and recognition for research or creative work as evidenced through publications or guidance provided to research students of a University or college or leadership provided to the field of humanities, science, fine-arts and crafts, technology, medicine, industry are desirable. The Search Committee reserves the right to consider a person of eminence outside the list of such applications/nominations.

The Vice-Chancellor shall hold office for a term of five years from the date s/he enters upon his/her office or till attaining the age of sixty-five years, whichever is earlier, and shall not be eligible for re-appointment.

The Application/Nomination should be submitted in hard copy by speed post/registered AD/ courier in a sealed envelope marked "Application/ Nomination for Vice-Chancellor Position" addressed to The Chairman, Search Committee for appointment of Vice-Chancellor, C/o. The Registrar, Children's Research University, Subhash Chandra Bose Shikshan Sankul, Nr. Raj Bhavan, Chh Road, Sector-20, Gandhinagar- 382021 (Gujarat) and same should also be emailed to searchcommittee2024@cugujarat.ac.in within 30 days of the publication of the advertisement.

The candidates shall apply in the prescribed format available on the website of Children's Research University, Gandhinagar i.e. http://www.cugujarat.ac.in.

Date: 11/03/2024   **Registrar**

GOA COLLEGE OF PHYSIOTHERAPY, NATUROPATHY AND YOGIC SCIENCE BY SNI

(Affiliated to Goa University & Government Aided Institute)

Application of the following vacant posts near electricity department, Thivim, Goa

Program: BACHELOR OF NATUROPATHY AND YOGIC SCIENCES
Requirement for full time contract post

Sr. No.	Post	No. of Posts (Contract Basis)	Qualification	Category
1.	Assistant Professor in Anatomy	1	MD (Anatomy)/ MD (Sharir Rachana) / MSc (Anatomy)	UR
2.	Assistant Professor in Physiology	1	MD (Physiology) / MD (Sharir Kriya) / MSc (Physiology)	UR
3.	Assistant Professor in Principles of Yoga	1	BNYS,MD (Yoga)	UR

Applications are hereby invited in the prescribed "**Application Form**" with self-attested /true copies of desired documents and educational qualifications. The prescribed "**Application form**" is available on the college **website "www.gcpnygoa.com".** The applications from the eligible candidates should reach the undersigned **within 15 days** of the publication of this advertisement to be forwarded to:

The
Chief Executive Officer,
Goa College of Physiotherapy, Naturopathy and Yogic Science,
Goa Electricity Department Complex,
Thivim, Goa, 403502

For eligibility, desirable experience, terms and conditions, kindly refer our **website: https://gcpnygoa.com.**

GOA COLLEGE OF PHYSIOTHERAPY, NATUROPATHY AND YOGIC SCIENCE BY SNI

(Affiliated to Goa University & Government Aided Institute)

Application of the following vacant posts near electricity department, Thivim- Goa.

Program: BACHELOR OF NATUROPATHY AND YOGIC SCIENCES

Requirement for full time regular post.

Sr. No.	Post	No. of Posts (Regular Basis)	Qualification	Category
1.	Assistant Professor in Anatomy	1	MD (Anatomy)/ MD (Sharir Rachana) / MSc (Anatomy)	**Out of 4 posts one is reserved for PwD (locomotor disability) and out of 4 one is reserved for OBC.**
2.	Assistant Professor in Physiology	1	MD (Physiology) / MD (Sharir Kriya) / MSc (Physiology)	
3.	Assistant Professor in Philosophy of Naturopathy	1	BNYS, MD Naturopathy/Yoga)/ MD (Swasthavritta)	
4.	Assistant Professor in Biochemistry	1	MD (Biochemistry)/ MSc (Biochemistry)	

Applications are hereby invited in the prescribed "**Application Form**" with self-attested /true copies of desired documents and educational qualifications. The prescribed "**Application form**" is available on the college **website "www.gcpnygoa.com"**. The applications from the eligible candidates should reach the undersigned **within 15 days** of the publication of this advertisement to be forwarded to:

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Chief Executive Officer,
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Goa Electricity Department Complex,
Thivim, Goa, 403502

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Dharmveer Diliprao Rahate Shikshan va Bahuddeshiya Sanstha, Mehkar's
SMT. SINDHUTAI JADHAO ARTS AND SCIENCE COLLEGE MEHKAR DIST. BULDHANA
Affiliated to Sant Gadge Baba Amravati University, Amravati

WANTED

Applications are invited for Full Time Regular Posts as per following details in the faculty of Science & Technology/Humanities / Commerce & Management/ Interdisciplinary Studies.

Vacancies for Grant-in-aid Courses/Programmes

Sr. No.	Name of the Posts	Subject/ Course	No. of Posts	Category as per NOC on Dt. 13-03-2024.
01	**Assistant Professor**	Physics	03	SC-02
02	**Assistant Professor**	Chemistry	05	ST-02
03	**Assistant Professor**	Botany	01	VJ(A)-01
04	**Assistant Professor**	Microbiology	02	NT(B)-01 NT(C)-01
05	**Assistant Professor**	Zoology	02	NT(D)-01 OBC-05
06	**Assistant Professor**	Mathematics	02	SEBC-01 EWS-01

(समांतर आरक्षण पुढीलप्रमाणे आहे — अपंग —01, महिला —04, खेळाडू—01)

For qualification/ Experience/ Pay Scale and other details/ conditions visit university **website www.sgbau.ac.in** and college **website www.ssjasm.in.**

Qualified candidates should send their applications along with all attested copies of certificates and testimonials of their qualification with passport size photograph to **Hon Secretary, Dharmveer Diliprao Rahate Shikshan va Bahuddeshiya sanstha, Mehkar's Smt. Sindhutai Jadhao Arts and Science College Mehkar Dist. Buldhana Pin 443301.**

Application should be sent **within 15 days** of publication of this advertisement.
Contact for details: 9860974148, 9921659741

President	Secretary	Principal

Fatorda Salesian Society's
DON BOSCO COLLEGE OF ENGINEERING
Fatorda, Margao, Goa 403 602
(Approved by DTE, Govt of Goa, AICTE, New Delhi &
Affiliated to Goa University)

A Society which is committed to holistic development of the students to become full-fledged engineers after completing the courses, invites applications for filling the following Teaching & Non-teaching posts on Regular/Contract basis.

Sr. No.	Department	Designation	No of Posts	Regular/Contract
1.	**Mechanical Engg**	Professor	01	Regular
		Assistant Professor	03	Contract
2.	**Computer Engg**	Professor	01	Regular
		Associate Professor	01	Regular
		Assistant Professor	03	Contract
3.	**Civil Engg**	Professor	01	Regular
		Assistant Professor	02	Contract
4.	**Electronics and Computer Science**	Professor	01	Regular
		#Associate Professor	01	Regular
5.	**Basic Science & Humanities**	$Assistant Professor	01* 01** 01***	Contract Contract Contract
6.	**Sports**	College Director of Physical Education and Sports	01	Regular

 # For the post of Associate Professor: Bachelor and Master's degree with Ph. D in Computer Engineering will be preferred.

$ One post each of Asst. Prof. is for *(i) Chemistry ** (ii) Mathematics * (ii) Communication Skills/Technical English**

ESSENTIAL REQUIREMENTS FOR ALL POSTS:

➢ 15 years Residence / Domicile Certificate in Goa issued by the competent authority. (Office of Mamlatdar)
➢ Knowledge of Konkani
➢ Knowledge of Marathi shall be desirable

NOTE:

For position at Sr. No.1 to 4, the AICTE norms are strictly to be followed. For further details kindly visit www.aicte-india.org

For position at Sr. No. 5 & 6, the UGC norms are strictly to be followed. For further details kindly visit www.ugc.ac.in

The candidates are requested to download the application form from the college website: www.dbcegoa.ac.in

Interested candidates are requested to send their application in prescribed format along with copies of all relevant certificates to the "The Director" so as to reach the Institute Office on/or before 08th April 2024.

The envelope containing the application in prescribed format should be clearly **superscribed** with the Post applied for. Incomplete applications and applications received after closing date and time will not be entertained.

Dr. Neena Panandikar	**Fr. Kinley D'Cruz, sdb**
Principal	**Director**

WANTED

POWERED BY
Mr. RAMDASJI ATHAWALE VICHARMANCH
RAMDAS ATHAWALE ARTS & COMMERCE COLLEGE, NILANGA TQ. NILANGA DIST. LATUR

Applications are invited for the post of Principal to be filled in **RAMDAS ATHAWALE ARTS & COMMERCE COLLEGE, NILANGA Tq. Nilanga, Dist. Latur** (Permanent Non-Granted) (MAHARASHTRA). Eligible candidates should submit their application along with all necessary Document **within Fifteen days** from the date of publication of the Advertisement by Registered post only.

Sr. No.	Name of the Post (Designation)	No. of Post	Reservation
01	**PRINCIPAL**	**One (01)**	**Unreserved**

Educational Qualification:

A. Eligibility:-

1. A Masters degree with at least 55% marks (or an equivalent grade a point scale wherever grading system is followed) by a recognized University.

2. A Ph.D. Degree in concerned / allied /relevant discipline (S) in the institution concerned with evidence of published work and research guidance.

3. Professor / Associate professor with a total experience of fifteen years of teaching /research/ administration in Universities, College and other institution Of higher education.

4. A minimum of 10 research publication in peer reviewed or UGC listed journals.

5. A minimum of 110 research score as per Appendix II, Table 2 of UGC regulations 2018.

6. **Academic Eligibility and other rules Regulations as per UGC Regulation 18 July 2018 and Govt. Resolution No Misc-2018/C.R.56/UNI- 1Date 08 March 2019**

B.Tenure:-

A College Principal shall be appointed for a period of five years, extendable for another term of five year on the basis of performance assessment by a committee appointed by the University, constituted as per these Rules.

Salary & Allowances :-

Pay scale as per the UGC, State Government & Swami Ramanand Teerth Marathwada University Rules from time to time.

7 th Pay scale :- Academic Level – 13 A (131400-217100)

Note :-

1. Prescribed application form is available on the University **website (www.srtmun.in)**
2. No T. A. D. A. will be paid to attend the interview.
3. Eligible candidate those who are already in services should submit their application through proper channel.
4. All attested Xerox Copies of certificates and other relevant documents should be attached with the application form.
5. The vacant post are being filled under the decision of Hon. High Court, Aurangabad Bench Petition No.12051/2015

Correspondence Address :
The President, MR. RAMDASJI ATHAWALE VICHARMANCH
C/o RAMDAS ATHAWALE ARTS & COMMERCE COLLEGE
BANK COLONY ROAD, NILANGA DIST : LATUR
Contact : +919145556150

PRESIDENT
MR.RAMDASJI ATHAWALE VICHARMANCH, VIKRAM NAGAR, LATUR

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