Rs. 30.00
ISSN-0566-2257

UNIVERSITY NEWS

A Weekly Journal of Higher Education

Association of Indian Universities

Vol. 62 • No. 15 • April 08-14, 2024

RNTU Rabindranath TAGORE UNIVERSITY™

शोध शिखर 2024

International Research & Innovation Conference

विकसित भारत - नया भारत

Progression from Developing to Developed India

on

3rd - 4th May, 2024

"**Shodh Shikhar-2024** is the International Research and Innovation Conference based on the theme **"Progression from Developing to Developed India"** It comprises of two major events i.e., a Research Paper Conference **"Anushodhan"** and a Research Project Competition **"Navnirmani"** for college students, researchers, Industrialists, faculty members. It will motivate youth in the School and Universities to apply their research talent and innovative mind to contribute in nation building through Research Papers and innovative working models of Research Projects which relate to national vision like Digitalization, MSME, Clean Energy, Mission Water, Pollution Control, Smart Systems, Defence System, Cyber Security, Business Models for new world and any such theme."

Prizes to win in CASH
- **Best Research Paper in each Theme**
- **Best Research Project in each Theme**

All the extended abstracts will be scrutinized by the competent authority and if found suitable, a full length Science & Technology research papers are likely to be published in proceedings or edited book by **Springer/Wiley.** All Humanities, Social Science and Law research papers are likely to be published in **UGC CARE Indexed GAP Bodhi Taru** Journal. The acceptance of extended abstracts will be notified to authors by 24th April 2024.

Key Themes

1. **Innovation and Technology (T1):** Innovative technologies, digital solutions and entrepreneurship for inclusive development.
2. **Agriculture and Allied Sciences (T2):** Crop farming, Forest development and conservation, Agricultural biotechnology, Agricultural technology, Agricultural economics, Plant breeding.
3. **Contemporary Science and Technology (T3):** Basic and applied science including Indian Knowledge system.
4. **Environmental Sustainability (T4):** Exploring solutions for environmental conservation, climate change mitigation and sustainable resource management.
5. **Economic Development (T5):** Discussing strategies for Sustainable economic growth, job creation, Rural management, Urban management, Financial inclusion, Financial literacy and Poverty alleviation.
   - **(a) Social Inclusion:** Addressing issues of Social inequality, Education, Gender equality and Social justice.
   - **(b) Governance and Institutional Reforms:** Analysing the role of governance, Policy frameworks and Institutional reforms in driving development and happiness.
   - **(c) Healthcare:** Pharmacy, Yoga, Nursing and Physiotherapy.

Important Dates

- Last Date for Registration submission of extended abstract - **18th April, 2024**
- Confirmation of extended abstract acceptance - **24th April, 2024**
- Last date for payment of registration fees- **27th April, 2024**
- Paper Presentation and Project Display- **3rd & 4th May, 2024**

Events and Eligibility

अनुशोधन 2023-24 (Research Paper)	नव निर्माणी 2023-24 (Research Project)
• Any Student, Researcher and Faculty member can participate. • At least one author should register. • Only one author will be invited for paper presentation. There is no upper limit for no. of submissions.	• Diploma/UG/PG students of any university can only participate. • Maximum of 5 students are allowed to form a team. • Two team members will be invited for demonstration.
Registration Fees ₹ 1500/- per paper	**Registration Fees ₹ 2500/- per project**

Registration Links

Research paper extended abstract registration:
https://forms.gle/t66kU2w8XGwkzeRT6

Research project/model registration:
https://forms.gle/k3G4UWpeyMwjjaUx8

Participants: https://chat.whatsapp.com/KKUBXiKtDdD7SOekJCGiE5

Convener: Dr. T. Ravi Kiran : 8461922099
Co-Convener: Dr. Tejkaran Narolia : 9770077589,
Dr. Kishore Thakre : 7978151285

For more details please visit: **www.shodhshikhar-agu.aisect.org**
For any query: **shodhkshikhar2024@gmail.com**

Organizers

RNTU Rabindranath TAGORE UNIVERSITY | DR. C.V. RAMAN UNIVERSITY Chhattisgarh, Bilaspur | DR. C.V. RAMAN UNIVERSITY | AISECT UNIVERSITY | DR. C.V. RAMAN UNIVERSITY | SCOPE GLOBAL SKILLS UNIVERSITY | CRIG-AGU | AIC-RNTU | AISECT

Venue Rabindranath Tagore University Campus, Village Mendua, Post-Bhojpur, Bhopal-Chiklod Road, Bhopal (M.P.)

UNIVERSITY NEWS
Vol. 62 April 08-14
No. 15 2024
Price Rs. 30.00

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

In This Issue

Significance of the Institutional Education Department Recommended in the National Education Policy–2020

Dhanappa M Metri*

National Education Policy–2020 has a very relevant concept of 'School of Education' at the universities and 'Education Department' at the colleges. According to the 'Draft Guidelines for Transforming Higher Education Institutions into Multidisciplinary Institutions', it is limited to Multidisciplinary colleges for the present. However, it will be at all colleges in the future. A very sensible recommendation! The author is of the opinion that all institutes should have a robust Education Department to play a major multidisciplinary role in attaining institutional Academic Excellence. In the previous Self Study Report by the NAAC, there used to be a question about the availability of Integrated B Ed program in the institution. The author has experience of not getting a satisfactory justifying response with the logic behind it by the Resource Persons in different academic meets. After going through the NEP- 2020 and the Guidelines he realized the significance of such a department in the institution to implement the policies and enhance the outcomes.

The author also remembered his previous publication in this journal stating the significance of Quality Domain Experts in the institution for quality enhancement. (Dhanappa 2012) expresses his displeasure over the institutes heavily depending on the routine, and limited academic experts in the accreditation process which is changing the very functioning of the education system. The Accreditation procedure demands the complete overhauling of the system and quality so the concepts should be crystal clear to all the stakeholders. He recommends institutes to have the presence of quality domain experts to implement the quality majors effectively. Then he explains the concept of quality domain experts who are the experts in quality education. He exemplifies the quality assessors as the domain experts who can examine the successful functioning of the academic institutes. He further stresses that the quality domain expert should be a born teacher who always thinks of the successful learning experience with expertise in educational Philosophy, Child Psychology, and Social relevance of education.

While explaining its need he thinks that meeting the expectations of the knowledge era is possible only through quality education. He further gives the ways to cultivate the institutional quality domain experts; selection of teachers with passion and aptitude for the teaching career, creating quality awareness among the stakeholders, organizing academic meets on quality education, participant -experience sharing

**Former Vice Principal, Sangameshwar College, Solapur. Currently, Hony Academic Administrator, ACS College, Umadi, Jath, Sangali-416413 Maharashtra. Res: B-44 Shivaji Housing Society, Bijapur Road, Near New RTO, Solapur- 413004. E-mail: metri_dmm@yahoo.com*

with the stakeholders, mandatory faculty publication on quality education, academic visits to quality educational institutes, creating institutional quality circles, sharing institutional best practices, motivating and welcoming innovative ideas in quality education, tie-ups with the quality institutes, quality consultation to other institutes and decentralization of faculty responsibilities.

He, being a B Ed degree holder (rare with the senior college teachers) had a close observation of the Education Colleges, Courses, Academic activities, and especially the proactive leaders and the teaching staff with domain expertise. He had a sincere feeling and respect for the organized way of functioning of the college and the staff members being experts in all aspects of education. They were very different from the teachers at the Degree Colleges. In his career of more than three decades, he always felt that the liberal colleges going for many MOUs to enhance quality should have at least one tie-up with the Education Colleges so that the entire functioning of the institute would have a positive academic impact. It is his honest feeling that the quality-conscious colleges struggling for the effective implementation of Accreditation and the NEP (especially the autonomous colleges) should join their hands with the Education Colleges. The Guidelines containing sub-point No 9: *Establishment of Department of Education in Multidisciplinary Institutes* was a sweet surprise for the researcher. Salutes to the brain behind it! It is the best part of the entire Policy. To justify its significance is the very objective of this paper.

Recommendations in the Guidelines

It is clearly mentioned in the Draft Guidelines; "Along with offering the Four-Year Integrated Program, the contribution to the implementation of NEP especially in respect of curriculum and pedagogy, technology-enabled blended learning, skilling and employability, social life and happiness skills, cutting –edge research in all areas of education, teacher and teacher- educator professional development and strategic policy organization-management of the education system in the country."

"The Education Departments need to go beyond contributing to the value of design and delivery of 'education/teacher education' to include the strategic planning and organization and management of education. While the Education Department itself will be multidisciplinary, it will function in tandem with other disciplines contributing further toward multidisciplinary and interdisciplinary. There should be multi-units or centers or special groups in each Education Department, especially in areas of policy studies in education, educational studies (i.e. foundations of education), equity and inclusion, educational leadership and governance, special needs education, comparative and international education, interdisciplinary research, besides the areas which directly contribute to enriching the other disciplines, like curriculum and pedagogy (especially interdisciplinary pedagogy), teaching-learning including technology-enabled learning and blended learning, assessment and evaluation, language and education, etc. The Education Departments are to primarily offer the following programs and undertake the following functions:

- Design, development, and offer of certificates, diplomas, degrees, and add-on/ skill-based courses relating to the area of study of 'Education' and in specialized areas of Curriculum and Pedagogy, Educational Technology/ Technology-Enabled Learning (TEL), Assessment and Evaluation, Special Needs Education, Educational Planning and Management and Leadership, Educational and Vocational Guidance and Counseling, Yoga Shiksha, among others to develop specialized experts in these areas for operation of education structure and function in the country, as also developing experts in specialized areas for other departments/ disciplines. There could be 'general' areas as well as 'specific' areas of intervention. These could address a range of levels starting from pre-school education up to higher education. These areas of study should be linked to skilling and employability in respective sectors. While courses from these programs (including online courses) can be taken up by other departments/ disciplines (under 'holistic and multidisciplinary education') the programs of the Education Department can also take up courses from a variety of disciplines, including online courses. In addition, all departments, irrespective of discipline, should ensure that the Ph.D. scholars take training in teaching/education/ pedagogy/writing related to their chosen Ph.D. subject during their doctoral period. Ph.D. scholars may also be assigned 4-6 hours per week of teaching/research assistantship for conducting tutorial or lab work and evaluations to gain additional experience along with their research work.

- Conduct cutting-edge research, develop digital and other professional development resources, collate best practices, and undertake continuing professional development and scholarship of teaching and learning in above noted and emerging areas of higher Guidelines for Transforming Higher Education Institutions (HEIs) into Multidisciplinary Institutions 20 education, including MOOCs, OERs, micro-credentials, machine learning, blended learning, social technologies and teaching-learning-assessment, etc. They will promote a team/ network of teaching and research, by borrowing expertise from other departments in the institution; and adopt a clearing house approach for implementing collaborative/ multidisciplinary research programs. They will generate good practices in various areas of educational application and contribute to facilitating educational policy formulation and implementation. The activities and outputs of TLCs and CECPs under PMMMNMTT should be taken into consideration so that linkage between Education Departments and these centers can be maintained.

The Need

As mentioned in the National Education Policy Higher Education is in the grip of fragmentary specialization leading to the dearth of knowledge from different fields. This is true with faculties who are experts in their special subjects but they lack the knowledge of education in general. Knowledge of Higher education is a part of their eligibility tests like NET. After the appointment, they also have orientation programs, coursework during the research degree, and refreshers. In their career, they have responsibilities beyond teaching and testing. In their professional evolvement, they are part of curriculum development, advanced teaching skills, innovation in evaluation techniques, research, research publications, and implementation of the new policies. They have to contribute as members of the Research Committee, College Development Committee, and the IQAC. The present show is run with the expertise of the academicians from the premier institutions of the country. Those who are capable today at the institutional level are mostly self-made or learned on the job. Such professionally self-directed are the IQAC coordinators or the institutional leaders responsible for the institutional quality journey. However, they have limitations so domain experts are required.

Acquaintance with the New Trends

The Academia is struggling for its meaningful survival amidst Technological advancements. The educational landscape matching the Industrial Revolution is fast changing. New branches of learning are coming up; new experiments are continuously made in the teaching learning and evaluation process. The teaching learning and evaluation tools are also changing fast. The alert institutes respond quickly and adopt new things. On the other hand majority of the institutes lose their quality time waiting for directions from the Government and workshops. They are so slow that before they adopt the first policy, a new one appears. They keep on blaming the system ignorantly. There is a need for continuously updating the institutes with the new trends and that may be entrusted to the institutional Education Department or the Education College with the MOU.

Implementation of the New Policies

As mentioned above Academia is fast changing. New policies are made, and the institutes are supposed to implement them. The NAAC has been struggling to adjust to new Manuals. We have wasted our valuable time on the academic meetings to understand the manuals under New Reforms. The policies have references to the earlier reports and policies. They are full of jargons and the training of a few members in the institutions is not sufficient. The stakeholders are ignorant of the new changes become hurdle in the way of their effective implementation of the policies. An education department with experts will be very instrumental in sustaining and enhancing the quality initiatives in the institution.

Revisiting Institutional Vision Statement

Policies like NEP-2020 are 360 degrees reversed in the system and need a change in the institutional vision statement and the objectives. There is a need for their revisiting along with life and its demands. It is strange that the majority of the institutes are implementing NEP with the objectives decided seven decades ago for a just independent Indian society. Envisioning the new vision and the objectives needs educational study and the correct presentation. Very rare institutes have domain experts who can fine-tune the institute with the changes. Either they are imitated or outsourced. As a result, they mismatch. The institutional education department with educationists can better prepare it.

Institutional Policies

Poorly organized Academia is one of the major reasons behind the sorry state of many educational activities. Irrespective of expectations from the ranking and rating agencies, the Standard Operating Procedures or the institutional policies are rarely respected. Standard Operating Procedures should be institutionally prepared by those who know the education system, National policies, and institutions from the grassroots and language experts. Naturally, academicians should be part of SOP preparations and the members of the Education Department will be very instrumental. They can better display their expertise from the education point of view.

Curriculum Designing

The Accrediting agencies test the Institutional curriculum designing and development, planning, and implementation where they need the experts. Curriculum design in tune with institutional vision and objectives needs a syllabus, quality teachers to carry out the plan, curriculum enrichment, making the learning holistic, devising evaluation techniques, providing support services to make the campus stay pleasurable, and generating the best practices to enhance quality is essential. The management should better prefer the experts from the education department. They are capable of all these responsibilities. On the other hand, the institutes heavily depend on the senior faculty members and the IQAC. One member from the institutional education department can give it proper a logical shape.

Writing Program and Course Outcomes

These are the days of the Outcome-Based Education system. The institutes embracing autonomy or the teachers who are part of the university Board of Studies have to decide Graduate Attributes, Program Outcomes, Program Specific, and Course Outcomes. There is a need for the department to fine-tune the same. There is a need for special skills to decide them and the expertise from the education department will be appropriate. Audits of the institutes in this regard may reveal horrible experiences.

Organized Teaching

Irrespective of the Accrediting agencies striving to change academia for a solid three decades, only a few institutes and individual teachers have changed their teaching methodology. There is no dearth of the faculties finding the concept of student-centric teaching difficult and meaningless. The teachers from the education department in the institution clear with concepts like Blended- Learning and Flipped classes may contribute better. Teaching needs scientifically approved Methodologies. The reluctant or incapable teachers who follow the old teaching methods in the technology-enabled world of teaching are making the institute regressive. The proven concepts like Learner Empowerment are still to be accepted and practiced in many traditional institutes. The new concepts like Outcome Based Education are part of the institutional Self Study Reports; they need a serious approach. Knowledge of Bloom's Taxonomy, practicing it in teaching, testing, and mapping the outcomes is to be still followed. Faculty development under the expertise of the education department is indispensable for the successful functioning of academia.

Evaluation Techniques

New Education Policy stresses Assessment rather than the reddening and blackening of the answer scripts. Learning is to be strengthened by assessment rather than weakened by whimsical evaluation. Concepts like formative and summative assessments are in Latin and Greek for many academic stakeholders. Question paper setting with stress on the first two stages of Bloom's Taxonomy is a common practice and is to be changed to control the private classes and the bazaar study material. Reforms in the evaluation system are indispensable and the best practices are always welcomed. But they should be scientifically studied and accepted. Naturally, there is a need for experts and the Education Department that can make them acceptable.

Research Activities

Research status decides the institutional relevance today. Teaching and research are complementary to each other. Research oriented teaching, faculty and student research projects, research publications, and patents are its features. The main objectives like creative, critical thinking, and problem-solving skills are embedded in the pedagogical practices. Action Research Projects are essential to overcome many institutional issues. They should be devised and practiced supporting the management to enhance quality. The academic experts can better carry them out. The institutional Research committee is an essential element and the members of the Education Department will strengthen and enrich it.

Faculty Development Programmes

Though technology is dominating the academia, it needs faculty induction programme, professional development, and regular updating with the new policies, teaching methodologies, evaluation techniques, and integration of technology. The institutes in pursuit of quality have to update the faculty members. It can be done through participation in different academic meets. However, organizing such meetings or orientation through the internal system of academic experts can be a ready resource.

Internal Academic Audit

Quality audit is an essential element of quality education. The institutes depend on the poorly equipped staff members or the external members. The quality controlling departments present favorable reports. In the process of external audit, the institutes get shocking outcomes. Before the institutes go for the external audit, they can go for the ready internal audit with the education department and their expertise.

Institutional Development Plans

The granting agencies by the government want the Prospective Institutional Plan. Short and long-term plans matching the institutional vision statement, financial positions are to be prepared to keep the institution socially relevant. It needs visionary experts who can foresee the societal demands and the institutional abilities. They can prepare the plan and help in its execution. Including the experts from either the education department or the member from the institution having MOUs will be effective and meaningful. Otherwise, the poorly equipped members will go for routine plans leading to irrelevance of the programs and the courses.

Signing MOUs

Collaboration is one of the features of the Internationalization of education. The institutes need collaboration with the institutes, laboratories, and entrepreneurs to grow. There is a procedure for signing the MOUs. Above all, they should be need-based. Irrational MOUs for the sake of records is a common experience. As a result, many entitlements are either meaningless or dysfunctional.. In majority of the cases, the institutional experts today go for the readymade MOUs from the other institutes and complete the process and feel relaxed. The accrediting agencies stressing the outcome treat them meaningless. An expert member from the Department of Education mentioned in NEP 2020 can contribute in signing the fruitful MOUs.

Institutional Path to Quality Culture

It is well said that the Quality of an institution is a journey, not a destination or there are commas not full stops in the quality journey. Quality Culture is an essential distinctiveness of an academic institution. The NAAC expects quality enhancement, sustenance, and the final culmination into culture. Presently, the institutes are at the mercy of the IQAC and coordinator who carry the load along with his or her regular responsibilities. There is a need for an academic expert and the experts from Education make it more functional and take it towards a quality culture.

Conclusion

Institutional Accreditation, Autonomy, and the present National Education Policy have brought very rare opportunities for Academia. The Education Department playing a multidisciplinary role can realize the dream of the Policy. Meaningful functioning needs quality domain experts and the institutes instead of heavily depending on the outsourcing should develop a system appointing the faculties with caliber. They need expertise so that every small change cannot be rejected. The Guidelines clearly state that while the Education Department itself will be multidisciplinary, it will function in tandem with other disciplines contributing further toward multidisciplinary and interdisciplinary. The author sincerely wishes for the contribution of the Education Departments to the effective functioning of the institutes. The institutes without departments can go for the MOUs with the Education Colleges.

References

1. *https://www.ugc.gov.in/pdfnews/5599305_Guidelines-for-Transforming-Higher-Education-Institutions-into-Multidisciplinary-Institutions.pdf*
2. *https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf*
3. Metri, Dhanappa M. (2012). Grooming Institutional Quality Domain Experts: An Urgent Need of the Standard Indian Higher Education, University News Vol 50 No. 14 April 02-08, 2012 ❑

Scientists and Social Responsibility: A Model for Teachers of Higher Education Institutions

G Palanithurai*

My recent visit to a village to participate in a programme to felicitate the teachers who work in public schools more specifically the Adi Dravida schools organized by a group of scientists enabled me to identify a model of social work which brought unfathomable consequences in the life of the households of the marginalized communities. A group of scientists from Indira Gandhi Atomic Research Institute stationed at Kalpakkam very near Chennai formed their staff association and ran it for some time. It was meant for the staff members' welfare. In one of the meetings, they decided to visit a few villages not with any specific agenda. Vaguely they wanted to have a connection with the villages around their Institute. There was no fixed agenda for action in the villages. A few like-minded scientists proposed this idea and everyone has accepted it. One Sunday they visited a few villages around Kalpakkam and saw the miserable and deplorable living and livelihood conditions of the marginalized families. Village life of the poor and more specifically the Dalit families has made them resolve to work with them to bring transformational change in the life of their families. A retired scientist while interacting with me during my visit to the programme informed me that "as long as we sit in our room and laboratory we do our job consciously and earn our livelihood. The moment we move out from the four walls of the Institution and connect ourself with the community, we find social consciousness in us and it will not allow us to sleep till something happens to the families which we have seen in the villages. Thus, we moved out from our institution and connected with the community in the nearby villages". He further added that for all we need a leader to do activities in a meaningful way. The group was led by one brilliant scientist the name Sridhar. It is sad to note that he is no more, yet his dreams are fulfilled by his friends and their families. He set an example by bringing the students from Dalit families in the surrounding villages allowing them to stay in his house and providing needed assistance to them to continue in their education to attain higher performance. This role model inspired the other scientists to work with him to continue the service activities in the villages by contributing a portion of their salary for the services. Consciously they have decided to work with school-going children of the poor and Dalit families.

From their perspective working with school-going children will be more effective and efficient in bringing transformational change not only among the children but also in the families and hence they have decided to work with public schools. In Tamil Nadu public schools are meant for the poor and the marginalized. That is why the teachers who work in public schools admit their children only in private schools not in the schools where they work. They do not realize the fact that it is a shame on their part to send their wards to private schools. It means they under estimate their capacity of teaching. Hence the scientists have decided to work with students from poor families in the public schools. They wanted to do an impactful activity in the rural areas. It is not so easy to achieve it and hence they know that they have to face a volley of challenges. First, to work with public schools, the government has to allow the teachers who work in the public schools should cooperate with them, and finally the students and families have to cooperate. Bringing all the stakeholders on board is not an easy task in rural areas. Government of Tamil Nadu wanted to strengthen the public school system through the school management committee. The government finds it very difficult to get the active cooperation of the teachers. The teachers do it as a ritual and beyond it they are not evincing keen interest in strengthening the schools. Even the Local Body leaders have not been allowed to participate meaningfully in the management committee in such a way public schools are being run in Tamil Nadu. Against this backdrop, they have decided to work in the public schools to improve the school performance.

First the scientists group has decided to work on the demand of the community. When they interacted

**Director, Rural Development Unit, Sri Aurobindo Society, Puducherry - 605002.E-mail: gpalanithurai@gmail.com.*

with the community, the villagers mostly parents demanded that school should get adequate teachers to teach their wards. Parents informed them that the Government has provided infrastructure facilities but not adequate staff. The public schools in Tamil Nadu were running with an insufficient number of qualified teachers. As a result teaching suffered in great deal. The public schools were in dire need of teachers. But the government has not taken steps to appoint teachers despite repeated plea of the community. The scientists group has also taken initative to meet the appropriate higher officials to fulfill this need in vain. Hence they have determined to address the issue by appointing teachers and their salary will be met from the resources contributed by the scientists. To recruit teachers for these public schools the scientists have identified individuals with needed qualifications in the same area and they have been assessed properly and appointed with moderate salary not to the level of the salary given by the government to the regular staff. They have not stopped their activity with the recruitment of the teachers. They have oriented and groomed them to the new task as professionals. By their continuous participation in the school activities, not only the teachers appointed from the resources contributed by the scientists, the teachers appointed by the government have also enhanced their capacity and commitment in delivering services to the students to the highest level of efficiency. The regular staff appointed by the Government have cooperated with the teachers recruited by the scientists in all the teaching learning activities.

The scientists have not stopped with the appointment of teachers and allowed them do their job. They started visiting the schools regularly and interact with parents and teachers. As a result parents and the public have given serious attention on the school activities. Continuous monitoring of the schools yielded good results in improving school attendance and pass percentage. While visiting the schools the scientists have gone with their family members. As a result, it is not only the scientists but also their family members.

The scientists have organized orientation and training programmes to students who are in the final year of schooling to face the entrance examination to get admission to professional courses. A few students from these schools got admission to professional courses and this created interest among the students to concentrate much on their studies. Coaching classes have been arranged for those students and some of the scientists have also acted as teachers to take classes in the school. Apart from the above in order to increase learning curiosity of the students, a scheme has been introduced through cash incentives. It is called smart test. Both teachers and students have undergone a series of tests. Teachers are writing the test to understand the whole process of conducting the programme and students are writing the test in the prescribed syllabus in the relevant subjects. Through the school programme not only the scientists' group engaged students and teachers but also the community. It is not sporadic and it is a continuous engagement of the community by the scientists.

Through their continuous work in public school from 2005 onwards the performance of the schools have improved dramatically which drew the attention of the community seriously. The bond between the community and the scientists has been strengthened. By seeing the impact of the school activities in the students through their performance the scientists have started mobilizing resources from outside also. By seeing the impactful activities in the schools by the scientists, the donar agencies have started connecting themselves with their team of scientists.

Now these activities have been expanded to many villages because of the donar agencies support. What is significant in the exercise done by the scientists who work in Indira Gandhi National Atomic energy Research Institute is that a new culture of exhibiting social responsibility on the part of the middle class. Though they are doing this work through a trust, it is neither a Non Governmental organization nor a civil society organization but it is a group of volunteers with a sense of commitment assumed a responsibility to bring a transformational change in the life of the marginalized household through education. Through their 18 years continuous work in the public schools, they have demonstrated a fact that no way the Dalits and the poor are inferior in capacity and skill. They are equally competent to face any challenge in life provided they are properly enabled through educational opportunities. Many passed-out students who are working in companies have come and participated in the programme while

(contd. on pg. 20)

Historical and Philosophical Underpinnings of Major Ranking Frameworks

Sarath Chandran R* and Sameer Babu M**

In higher education, quality is a conceptual phrase that is very hard to understand which is a quantitative attribute that is universal and most vital for everything in our lives. Quality can only be determined by accurate and trustworthy benchmarks. In the field of higher education, an institution's standing as a quality provider is determined by how well it does in academic pursuits and by adhering to best practices in teaching and learning techniques (Ravikumar et.al., 2021).

The obsession with rankings is a defining feature of the current global higher education environment. The concepts of the "knowledge economy" and a world-class university coexist in the current global educational environment (Altbach, 2004; Salmi, 2009). Additionally, it seems that these ideas emerged as a result of globalization and the internationalization of higher education that followed (Altbach, 2012; Huang, 2012). Moreover, globalization has led to interconnectedness, which has aided in the methodization of higher education institutions around the globe. With the expanding globalization of higher education, rankings of universities have become standard. It is clear that the logic of benchmarking is required when numerous institutions come together on the same platform. Advanced learning Higher education institutions are significantly impacted by university rankings (HEIs). In order to improve institutional reputation, university rankings, both domestically and internationally, are currently expanding rapidly and becoming increasingly specialized with a focus on research performance (Rauhvargers, 2011; Shin & Toutkoushian, 2011). University ranking systems have been intensely debated, for instance by Calero-Medina et al. (2008), Hazelkorn (2011), Rauhvargers (2011), Salmi (2009) and Van Raan (2005).

The growth of higher education has made university rankings a tool for academics. There are significant differences across worldwide rankings in terms of methodology, indicators, and selection processes. Mainly four independent pillars are used to determine a world-class university such as research excellence, teaching quality, graduate employability, and international vision. Rankings of universities and other institutions of higher education have become commonplace in many nations due to the large number of internal and external stakeholders in higher education (Mukherjee, 2016; Tiwari, 2014 & Yeravdekar). The historic development of ranking frameworks and their methodic philosophy are of interest to the academic community and researchers all the time.

History of Ranking of Universities

In 2003, rankings did not come out of nowhere officially. Although not a true ranking system, the systematic comparison of universities and other higher education institutions based on a chosen set of criteria has a considerably longer history dating back to the U.S. Bureau of Education's publication of a university classification in 1870 (Downing, Loock & Gravett, 2021). But the rankings of universities and colleges have gained global popularity throughout the past 20 years. The history of world ranking of universities commenced with the release of US News and World Report's (USNWR-1983) college and university rankings, which are frequently cited as the first national rankings of universities. The modern system of ranking of universities begun in 2003 with the publication of Shanghai Jiao Tong University ranking called the "Academic Ranking of World Universities" (ARWU). People around the world were shocked to see how many American and British universities (university rankings commonly known as 'league tables' in the United Kingdom) there were in the list. In a sense, Europe's response to ARWU was the Time Higher Education supplement World University Ranking (2004), which was created the following year in collaboration with Quacquarelli Symonds and Thomson Reuters (Dyke, 2005; Rauhvargers, 2011).

The THE-QS World University Rankings were jointly produced between 2004 and 2009 by Times Higher Education (THE) and Quacquarelli Symonds

***ICSSR Post Doctoral Fellow, Department of Educational Studies, Jamia Millia Islamia New Delhi-110025. E-mail: sarathcrtvm@gmail.com*

***Associate Professor, Department of Educational Studies, Jamia Millia, New Delhi-110025. E-mail: msameer@jmi.ac.in*

(QS). The methodology for these rankings was retained by QS, the owner of its intellectual property, even after their collaboration ceased. The QS World University Rankings have been the name of these rankings since 2010. Using a methodology created in collaboration with Thomson Reuters in 2010, THE began releasing a different ranking at the same time. This ranking is known as the Times Higher Education or THE World University Rankings and associated rankings. Both organizations currently use bibliometric data from Scopus and collaborate with Elsevier (Moed, 2017).

Nowadays, the world universities are mainly ranked by the Academic Ranking of World University (ARWU) of Shanghai Jiao Tong University, China, Quacquarelli Symonds (QS) World University Ranking of Quacquarelli Symond's company, U.K. and Times Higher Education Supplement World University Rankings (THES) of Times Higher Education magazine, U.K (Choudhari, 2015; Mukherjee, 2016).

Academic Ranking of World Universities (ARWU)

As per the Methodology of Academic Ranking of World Universities 2023, ranking methodology comprises the four major dimensions and six indicators (Academic Ranking of World Universities (ARWU) (Ref: *https://www.shanghairanking.com/methodology/arwu/2023*). They are:

Quality of Education

- *Alumni of an institution winning Nobel Prizes and Fields Medals-10%*

Quality of Faculty

- Staff of an institution winning Nobel Prizes and Fields Medals -20%
- Highly Cited Researchers -20%

Research Output

- *Papers published in Nature and Science - 20%*
- *Papers indexed in Science Citation Index-Expanded and Social Science Citation Index - 20%*

Per Capita Performance

- *Per capita academic performance of an institution - 10%*

Quacquarelli Symonds (QS) World University Ranking

Methodology of Quacquarelli Symonds (QS) World University Ranking 2024 comprises nine key criteria are given below (Quacquarelli Symonds World University Ranking 2024 (Ref: *https://support.qs.com/hc/en-gb/articles/4405955370898-QS-World-University-Rankings*).

- Academic Reputation
- Employer Reputation
- Faculty Student Ratio
- Citations per Faculty
- International Faculty Ratio
- International Student Ratio
- International Research Network
- Employment Outcomes
- Sustainability

Times Higher Education World University Rankings (THE)

Methodology of Times Higher Education World University Rankings (THE) comprises five dimensions and thirteen indicators (Times Higher Education University Ranking Report, 2023, p. 3) such as

Teaching (the learning environment) – 30%

- *Reputation Survey – Teaching*
- *Academic Staff-to-Student Ratio*
- *Doctorates Awarded /Undergraduate Degrees Awarded*
- *Doctorates Awarded / Academic Staff*
- *Institutional Income / Academic Staff*

Research (volume, income and reputation) – 30%

- *Reputation Survey – Research*
- Research Income / Academic Staff
- Publications / Staff (Academic Staff + Research Staff)

Citations (Research Influence) – 30%

- *Field Weighted Citation Impact*

International Outlook (Staff, Students and Research) – 7.5%

- *Proportion of International Students*

- *Proportion of International Academic Staff*
- *International co-authorship (International Publications / Publications Total)*

Industry Income (knowledge transfer) – 2.5%

- *Research Income from Industry & Commerce / Academic Staff*

National Ranking of Universities

The global university rankings are widely used and quoted in academic and public policy discussions on a variety of national and international forums, as the international ranking is becoming more and more well-known. It should go without saying that India has been impacted by these conversations and debates. Firstly, no university or other higher education establishment in India is listed in the top 100 or even the top 200 globally, based on global rankings. Numerous universities in India that are part of the list are quite close to the bottom. In order to support future economic chances, Indian officials are now very concerned about the same and the government considers this to be a troubling trend. This is because they want to present India as a strong nation with both a solid higher education system and huge growth potential. An increasing number of Indian institutions aspire to be among the top in the world, given the existing state of higher education in India (Tilak, 2016).

National Institutional Ranking Framework (NIRF)

The year 2015 witnessed the launch of the National Institutional Ranking Framework (NIRF), which generates the India Rankings, by the Indian government's Ministry of Education (previously the Ministry of Human Resource Development). NIRF's objective is to offer a system for classifying HEIs all throughout India. In 2016, the initial ranking scores were made public. The methodology of National Institutional Ranking Framework consists of five dimensions or parameters and sixteen indicators (National Institutional Framework (NIRF), 2023 (Ref: https://www.nirfindia.org/Parameter) such as,

Teaching, Learning & Resources (TLR)

- *Student Strength including Doctoral Students (SS)*
- *Faculty-student ratio with emphasis on permanent faculty (FSR)*
- *Combined metric for Faculty with PhD (or equivalent) and Experience (FQE)*
- *Financial Resources and their Utilisation (FRU)*

Research and Professional Practice (RP)

- *Combined metric for Publications (PU)*
- *Combined metric for Quality of Publications (QP)*
- *IPR and Patents: Published and Granted (IPR)*
- *Footprint of Projects and Professional Practice (FPPP)*

Graduation Outcomes (GO)

- *Metric for University Examinations (GUE)*
- *Metric for Number of Ph.D. Students Graduated (GPHD)*

Outreach and Inclusivity (OI)

- *Percentage of Students from Other States/Countries (Region Diversity RD)*
- *Percentage of Women (Women Diversity WD)*
- *Economically and Socially Challenged Students (ESCS)*
- *Facilities for Physically Challenged Students (PCS)*
- *Perception (PR) Ranking*

Peer Perception

- *Academic Peers and Employers (PR)*

Based on the overall sum of the marks that higher education institutions have obtained for each of these five major categories of characteristics, ranks are allocated. Any of the five major categories of criteria can be used to view an institution's performance ranking. The relative strengths of the institution are shown in a five-dimensional picture across the five major general categories of parameters. Furthermore, a significant and positive association has been noted between an institution's rank determined by "Research and Professional Practice" and its rank determined by each of the five major generic groups of criteria (NIRF Ranking Report, 2023).

A larger contribution of 30% was given to Teaching, Learning and Resources & Research, and Professional Practice in the NIRF 2023. Graduation Outcomes is given 20% of the total weight, whereas

Outreach and Inclusivity and Perception receive 10% each.

In India, along with ranking, accreditation is also very prevalent, like other countries, by various bodies and accreditation and recognition granting agencies such as National Assessment and Accreditation Council (NAAC), National Council for Teacher Education (NCTE), All India Council for Technical Education (AICTE), Bar Council, Indian Medical Association (IMA), etc. As an agency of accreditation, National Assessment and Accreditation Council is of higher significance which has criteria similar to the ranking indicators. And hence, a brief of NAAC is also highlighted.

National Assessment and Accreditation Council (NAAC)

The NAAC is conducting institutional accreditation and assesses higher education institutions performance using the input-process-output technique which was started in the year 1994. For accreditation, the institution is required to submit to NAAC a self-study report that includes its academic contribution. Following approval by the partners in data validation and verification, NAAC schedules an on-site inspection by a delegation made up of the vice chancellor, a professor, and a principal, who are referred to as peer team members. Following to this, the peer team will physically investigate the institution, verify the data it has provided, and send its report to NAAC. At the end, the NAAC releases the assessment's findings upon examination of the same and confirmation by the Executive Committee. As per the methodology of 2023, National Assessment and Accreditation Council, follows Cumulative Grade Point Average (CGPA) system using seven criteria to assess the quality performance of HEIs namely,

- Curricular Aspects (15%)
- Teaching, Learning and Evaluation (20%)
- Research, Innovation and Extension (25%)
- Infrastructure and Learning Resources (10%)
- Students support and Progression (10%)
- Governance, Leadership and Management (10%)
- Institutional Values and Best Practices (10%)

According to the methodology of National Assessment and Accreditation Council, for different types of higher education institutions, NAAC uses different weightages to calculate the CGPA of the institution and grades the institutions under four categories A denotes very good performance, B denotes good performance, C is satisfactory performance & D denotes unsatisfactory performance. The accreditation period is five years and after that the institution has to approach NAAC for fresh accreditation. When the HEI undergoes accreditation for the first time it is called cycle-1 and after consecutive five years, it is called cycle-2 and so on (National Assessment and Accreditation Council (NAAC) (Ref: *http://naac.gov.in/index.php/en/assessment-accreditation#criteria*).

***Table-1: Grading pattern of National Assessment and Accreditation Council**

Range of Institutional Cumulative Grade Point Average (CGPA)	Letter Grade	Status
3.51 - 4.00	A++	Accredited
3.26 – 3.50	A+	Accredited
3.01 – 3.25	A	Accredited
2.76 – 3.00	B++	Accredited
2.51 – 2.75	B+	Accredited
2.01 – 2.50	B	Accredited
1.51 – 2.00	C	Accredited
<=1.50	D	Not Accredited

*Source: Website of National Assessment and Accreditation Council.

Philosophy of Ranking of Universities

While discussing the frameworks of ranking and accreditation modalities, the discussion on its philosophy is of higher significance. Globalization, internationalization, and expansion of institutions are to be considered while discussing the ranking philosophy, which are discussed in the following sections.

Impact of Globalization

Higher education has been greatly impacted by globalization, which has led to significant changes in most regions of the world's higher education institutions. The growing concern for creating world-class universities and placing highly in international university rankings is one significant way that globalization is changing higher education (Tilak, 2016).

Just as the deregulation of currencies in the 1980s exposed trading economies to global market

forces, ranking exposes colleges around the world to an organized international competition that works on terms that favor some universities and countries and disadvantage others. Despite the fact that this may be unjust or incorrect in certain situations, it compares things without mercy. For better or worse, it is an irreversible evolution. The rankings genie has now been released, and it will always exist. Global rankings impose a discipline that is more inevitable than public investment on higher education, and it is as certain as death and taxes. However, at least for the time being, the specific ranking methods are not set in stone. There are various methods and the outcomes are also different. These days, methods for evaluating universities are more amenable to discussion, creativity, and change than in the past. All of these confirm that closely analyzing the underlying presumptions and methodologies of rankings has become imperative (Marginson, 2007).

The center-periphery paradigm places the phenomenon of global rankings. American and British colleges have an unfair advantage due to a number of variables. Actually, there is a bigger problem here, the transatlantic region hosts the majority of the world's information creation, which feeds into its higher education systems. As a result, there are no fair playing fields in the world of global rankings; the shirk is not limited to India but has spread throughout the entire Third World. Transatlantic universities will most certainly continue to dominate global rankings. Even while they are impressive in and of themselves, it will take some time for Asian higher education advancements to show up in the world rankings. The assertions made by Altbach (2011) that global rankings represent a "zero-sum game" and the historical dominance of Anglo-American colleges, present formidable challenges. Even though it is discouraging, the center-periphery paradigm problem is not completely impenetrable. A number of peripheral nations have managed to bridge the gap.

Higher education will inevitably include global rankings because of the "massification," "internationalization," and "commoditization" of the field, which have made benchmarking institutions logical. Nevertheless, it's critical to recognize their shortcomings and underutilization. The center-periphery paradigm places the phenomenon of global rankings. American and British colleges have an unfair advantage due to a number of variables. As it happens, there is a larger problem at hand: the transatlantic region hosts the majority of the world's information creation, which feeds into its higher education systems. As a result, there are no fair playing fields in the world of global rankings; the shirking is not limited to India but has spread throughout the entire Third World. Transatlantic universities will most certainly continue to dominate global rankings. Even while they are impressive in and of themselves, it will take some time for Asian higher education advancements to show up in the world rankings (Rauhvargers, 2011).

Internationalism as a Key Factor

In addition to serving as a resource for students choosing universities and facilitating international student mobility, the World University Ranking also guides public policy, supports funding agency and university leadership decision-making, and even helps position and assess the performance of higher education institutions in relation to national and international contexts (Altbach, 2006, 2012; Bastedo & Bowman, 2011; Huisman & Currie, 2004; Salmi & Saroyan, 2007; Williams, 2008). These rankings are like jumping into a risky venture; instead of basing their decision to attend an institution on exceptional academic performance, students frequently base their choice on institutional reputation (Taylor & Braddock, 2007). The rankings help to get sustained funding as well as attract students and scholars to honorable institute worldwide. It would seem wiser to engage in the argument over global university rankings rather than stay out of it, as they are a powerful tool for conceptualizing higher education on a worldwide scale (Van der Wende, 2006).

Numerous academics and administrators at universities, prospective students and their families, state legislators and regulators, business and charitable investors, and prospective students, particularly those from abroad, are influenced by rankings in their evaluations and choices (Hazelkorn, 2008; 2011). Many academics and laypeople have written extensively about university rankings; most of it is normative in nature, descriptive in nature, or offers advice on how to optimize institutional standing. There is also an ongoing debate over whether university rankings should even be necessary. A large portion of the literature is obviously driven by self- or sectional interest; attempts are made, for instance, to replace indicators that are unfavorable to a particular institution or nation with measures that are deemed "appropriate." Scholarly articles examine the consequences for laws and regulations, as well as

for systems and behaviors and international power dynamics (for example, Marginson, 2008; Sauder & Espeland, 2009). Numerous studies like Cheng, (2010), Rauhvargers, (2011), Salmi & Saroyan, (2006) and Usher and Savino, (2006) enumerate and analyze the various ranking methods.

The surge of efforts to measure academic institutions' quality and rank them in recent years has been attributed, according to Salmi and Saroyan (2007), to the flood of cross-border private and distance providers, the trend towards internationalisation of tertiary education, and the related increased stakeholders' demand for greater accountability, transparency and efficiency. Globalized policy discourses have a significant influence on national policy actors and institutions in the global/ transnational layer of policy-making. Additionally, Lingard and Rawolle (2011) contended that there is a worldwide meta-policy consensus about national policy instruments. This theory demonstrates the importance of a globalized policy discourse in national policy development by rescaling education policy and moving political authority. Global university rankings, which assist an institution in the global politics of education, promote the world-class image, which is an enticing aspect of the Anglo-American paradigm that drives decisions at the system level. National policies internalize and institutionalize this soft power in the area of global education policy, projecting a type of hard power within the national system (Lo, 2011).

Conclusion

It is difficult to overestimate the significance of worldwide rankings. This is due to the fact that, despite their limits, scope, and aim, they are still widely accepted as somewhat objective indicators of institutional excellence, with the rankings of institutions in various ranking systems simply serving to reinforce the validity of the findings (Ordorika & Lioyed, 2013). Comparing universities based on their performance rather than their reputation is generally preferable. Rankings play an indispensible part in shaping reputations. As opposed to using comparisons where reputation drives reputation in a circular effect that is either unmediated or only partially mediated by material performance, it is extremely desired to base that role in the materiality of performance in a clear manner. Rankings based on circular reputation serve as a competition that is a goal unto itself. This helps just the top universities and has no positive impact on research, teaching, or services in general. Reputation data derived from surveys are fascinating in and of themselves. They reinforce the idea that higher education is a product of positioning. But these kinds of information ought to be given completely apart from rankings that are based on productivity, performance, or quality (Marginson, 2014). Rankings and accreditations are essential for universities to grow, at the same time, it becomes a standard setting set of indicators which has a powerful impact on developing institutions to a set level of quality as a whole.

References

1. Academic Ranking of World Universities (ARWU). *https://www.shanghairanking.com/methodology/arwu/2023*
2. Altbach, P. (2004). The Costs and Benefits of World-class Universities, *American Association of University Professors, 90.*
3. Altbach, P. (2011). Ranking Season is Here, *International Higher Education*, *62.*
4. Altbach, P., G. (2006). The Dilemmas of Ranking: International Higher Education, *42,* 2-3.
5. Altbach, P.,G. (2012). The Globalization of College and University Rankings, *The Magazine of Higher Learning, 44*(1), 26-31. Doi: 10.1080/00091383.2012.636001.
6. Bastedo, M.,N., and Bowman, N.,A. (2011). College Rankings as an Inter-organizational Dependency: Establishing the Foundation for Strategic and Institutional Accounts, *Research in Higher Education, 52*(1), 3-23. Doi: 10.1007/s11162-010-9185-0.
7. Calero-Medina, C., Lo´pez-Illescas, C., Visser, M., S., and Moed, H., F. (2008). Important Factors in the Interpretation of Bibliometric Rankings of World Universities, *Research Evaluation, 17,* 71–81.
8. Cheng, Y. (2010). *To Better Measure Social Sciences Performance, A Review of Existing Ranking Indicators,* IREG2010 Conference, Berlin, 6–8 October, *www.ireg-observatory.org/index.php?option=com_content&task=view&id=92&Itemid =86.*
9. Choudhari Umrao, (2015). Global Rankings and Accreditation: Academic Arm Race for Status, *University* News, *53*(51), 4.
10. Dill and Soo (2005). Academic Quality, League Tables and Public Policy: A Cross Analysis of University Ranking Sytems, *Higher Education, 49*(4), 495-533.
11. Downing, K., Loock, P., J. and Gravett, S. (2021). The Impact of Higher Education Ranking System on Universities, *Routledge Publishers,* Tylor and Francis group, pp 32.
12. Hazelkorn, E. (2008). Learning to Live with League Tables and Ranking: The Experience of Institutional Leaders, *Higher Education Policy, 21,* pp.193–215.

13. Hazelkorn, E. (2009). Rankings and the Battle for World-class Excellence: Institutional Strategies and Policy Choices, *Higher Education Management and Policy, 21*(1), 55-76.
14. Hazelkorn, E. (2011). *Rankings and the Reshaping of Higher Education: The Battle for World-class Excellence* (Hound mills, Palgrave Macmillan). *https://www.nirfindia.org/Parameter*
15. Huang, M. (2012). Opening the Black Box of QS World University Rankings, *Research Evaluation, 21.*
16. Huisman, J. and Currie (2004). Accountability in Higher Education: Bridge Over Troubled Water? *Higher Education, 48*(4), 529-551.
17. Jeremic, V., et. al. (2011). A Fresh Approach to Evaluating the Academic Ranking of World Universities, *Scientometrics*, *87*, 587–596.
18. Lingard, B., and Rawolle, S. (2011) "New Scalar Politics: Implications for Education Policy", *Comparative Education, 47*(4): 489-502.
19. Lo, W., Y., W. (2011). "Soft Power, University Rankings and Knowledge Production: Distinctions between Hegemony and Self-determination in Higher Education". *Comparative Education, 47*(2): 209-222.
20. Marginson, S. (2007). Global University Rankings: Implications in General and for Australia, *Journal of Higher Education Policy and Management*, *Vol. 29*, No. 2.
21. Marginson, S., (2014). University Rankings and Social Science, *European Journal of Education*, *Vol. 49*, No.1. DOI: 10.1111/ejed.12061.
22. Moed, (2017). A Critical Comparative Analysis of Five World University Rankings, *Scientometrics*, 110:967–990, DOI 10.1007/s11192-016-2212-y.
23. Mukherjee, B., (2016). Ranking Indian Universities through Research and Professional Practices of National Institutional Ranking Framework (NIRF): A Case Study of Select Central Universities in India, *Journal of Indian Library Association, 52*(4).
24. National Assessment and Accreditation Council (NAAC) *http://naac.gov.in/index.php/en/assessment-accreditation#criteria*
25. National Institutional Framework (NIRF) 2023. *https://www.nirfindia.org/Parameter*
26. National Institutional Ranking Framework (NIRF) Report - 2023.
27. Ordorika, I. and Lioyed, M. (2013). A Decade of International University Rankings: A Critical Perspective from Latin America, *Uses and misuses,* 209-304.
28. Quacquarelli Symonds World University Ranking 2024 *https://support.qs.com/hc/en-gb/articles/4405955370898-QS-World-University-Rankings*
29. Rauhvargers, A. (2011). Global University Rankings and their Impact, *Brussels, Belgium*: *EUA*.
30. Ravikumar, K., et. al., (2021). Impact of NAAC Accreditation on Quality Improvement of Higher Education Institutions in India: A Case Study in the State of Karnataka, *Vol. XIV*, No. I.
31. Salmi, J. and Saroyan, A. (2006). League Tables as Policy Instruments: Uses and Misuses, OECD/IMHE and Hochschulrektorenkonferenz, Germany, Workshop4–5 December, Bonn.OECD, Institutional Management in Higher Education program.*www.oecd.org*.
32. Salmi, J. (2009). The Challenge of World Class Universities, World Bank, Washington, pp. 136.*http://siteresources.worldbank.org/EDUCATION/Resources/278200109907987726 9/547664-1099079956815/547670-1237305262556/WCU.pdf.*
33. Salmi, J., and Saroyan, A. (2007). League Tables as Policy Instruments: Uses and Misuses, *Higher Education Management and Policy, 19* (2).
34. Sauder, M. and Espeland, W. (2009). The Discipline of Rankings: Tight Coupling and Organizational Change, *American Sociological Review*, *74*, pp.63–82.
35. Schofer, E., and Meyer, J., W. (2005). The Worldwide Expansion of Higher Education in the Twentieth Century, *American Sociological Review, 70*, 898-920.
36. Taylor, P. and Braddock, (2007). International University Ranking Systems and the Idea of University Excellence, *Journal of Higher Education Policy and Management, 29*(3), 245-260. doi: 10.1080/13600800701457855.
37. Tilak, J.,B.,G., (2016). Global Rankings, World-class Universities and Dilemma in Higher Education Policy in India, *Higher Education for the Future, 3*(2) 126–143, DOI: 10.1177/2347631116648515.
38. Times Higher Education University Ranking (2023) Report, p 3.
39. Usher, A. and Savino, M. (2006). A World of Difference: A Global Survey of University League Tables. *www.educationalpolicy.org.*
40. Van Dyke, N. (2005). 'Twenty Years of University Report Cards', *Higher Education in Europe*, *30*(2), 103-125.
41. Van Raan, A., F., J. (2005). Fatal Attraction Conceptual and Methodological Problems in the Ranking of Universities by Bibliometric Methods, *Scientometrics, 62,* 133–143.
42. Van der Wende, (2006). The Challenges of University Ranking, Paper presented at Seminar, Leiden University, 16 February, 2006. *http://www.leidenslatest.leidenuniv.nl/content_docs/presentation_prof._van_der_wende.ppt.*
43. Williams, R. (2008). Methodology, Meaning and Usefulness of Rankings, *Australian Universities Review, 50*(2), 51-58.
44. Yeravdekar, V., R. and Tiwari, G. (2014). Global Rankings of Higher Education Institutions and India's Effective Non-presence: Why have World-class Universities Eluded the Indian Higher Education System? and, How Worthwhile is the Indian Government's Captivation to Launch World-Class Universities? *Procedia - Social and Behavioral Sciences, 157*, 63 – 83. ❑

Blockchain Technology Enable to Web 3.0 Use Cases and Applications in Library and Information Centre

Dheeraj Singh Negi* and Praveen Kumar Pandey**

It's a distributed database and peer-to-peer network that stores a cryptographically protected ledger of transactions. Blockchain is the ledger or record side of transactions and subsequent transactions. Simply put, blockchain technology uses distributed databases (multiple devices that are not connected to a common processor). This database organizes data into records (blocks) that have encrypted verification, are time-stamped, and are linked to previous records(Figure-1). It is modified by the person holding the encryption key to write the file.

Blockchain records the date, time, participants, and other contractual or legal parts of Bitcoin transactions. Blockchain is an important part of the underlying infrastructure of Bitcoin and other cryptocurrencies.

Features of Blockchain

There are publicly distributed ledgers that use hashed cryptography. Each block has a hash price that represents the block's digital signature. All transactions are certified and verified on the blockchain network using the Proof of Work consensus algorithm. The blockchain network uses the assets of miners on it to validate reward transactions.

What is Blockchain Technology?

Blockchain technology is a structure that captures the transaction records, also called blocks, to multiple databases called "chains" on a network connected by peer-to-peer nodes. This storage is commonly referred to as a "digital ledger". All transactions on this ledger are authorized by the owner's digital signature, which authenticates the transaction and protects it from tampering. Therefore, the information contained in the digital ledger is highly protected.

Simply put, a digital ledger is like a Google spreadsheet shared by many computers on a network, storing a record of transactions based on actual purchases. The attractive aspect is that anyone can see the data, but they cannot tamper with it.

Blockchain Several Layers

- Computer infrastructure (hardware)
- Digital networking (node discovery, information propagation, and verification) (proof of work, proof of stake)
- Spread data (blocks, transactions)
- Software application (smart contracts/decentralized applications)

Type of Blockchain Technology

Public blockchains have no access restrictions at all. Anyone with an internet connection can submit transactions there and become a validator (that is, participate in running the consensus protocol) There are mainly three types of Blockchains, namely, Private, Hybrid, and Side(Figure-1). The largest and most famous public blockchains are the Bitcoin blockchain and the Ethereum blockchain.

Private Blockchains

A private blockchain is permissioned. One cannot join it unless another network is invited by the network administrators. Participant and validator access is restricted. To distinguish between open blockchains and other peer-to-peer decentralized database applications that are not open ad-hoc compute clusters, the terminology Distributed Ledger (DLT) is normally used for private blockchains.

Hybrid Blockchains

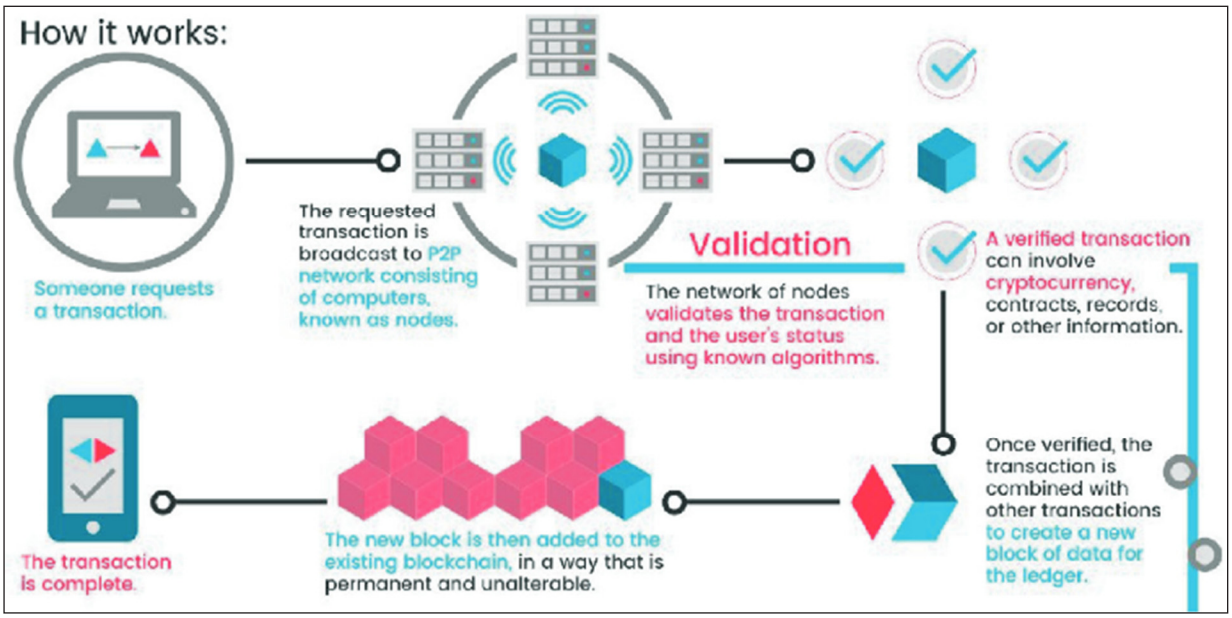
A hybrid blockchain has a combination of centralized and decentralized features. The exact workings of the blockchains may vary based on which portions of centralization and decentralization are used in various networks.

Side Blockchains

Sides chain is a process blockchain ledger running on the main blockchain. Entries on the main blockchain can be linked to side chains (where said

**Research Scholar, Mangalayatan University, Uttar Pradesh 202145*
***Assistant Professor, Mangalayatan University, Uttar Pradesh 202145*

Figure-1: Working Model of Blockchain



entries typically represent digital assets); this allows side blockchains to operate independently of the main blockchain (e.g., using alternative storage methods, alternative consensus algorithms, etc.).

Role of Librarian

1. Need to understand block chain
2. Use and Implication of Block chain in various applications in Library function and Service
3. To Provide Block chain user awareness education to users
4. Easily work process under to chain process
5. Make a privacy at the work
6. Make a Digitization of the Library equipment under to Block Chain process.

Application in Library Information Service

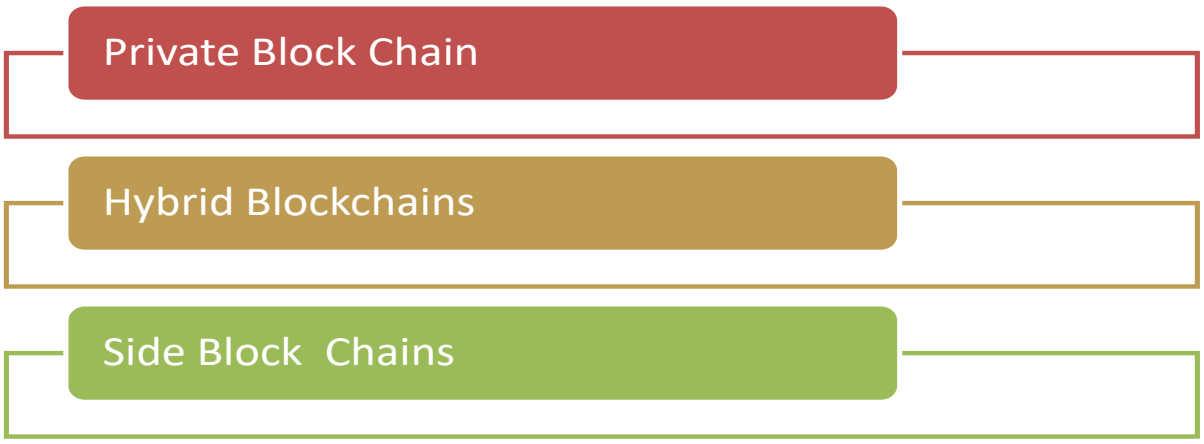
Areas of Implementation of Blockchain Technology in Library and Information Centre

- Plagiarism Copy right permission is a chain process.
- The library book is fine and overdue.
- Issue and Return book a chain process
- User-to-user login
- Cataloguing and Classification Block Chain
- Scholarly Publishing
- DRM

The Plagiarism

The authors can allow plagiarism check in their

Fig-2: Types of Blockchain



work. The author sends the copyright permission to allow the chain to sneak – peek into earlier stages of his work.

Library book Payment Fine and Overdoes

Block chain process is very use full for library book late fine collect to user the block process a chain to network the received the transaction show the all library system connect to the server.

Issue and Return Book

Circulation service is the most important service of any library issue the book automatically updates all systems and updates the user account block Blockchain technology is used in the Circulation section issue and return book of library materials.

User to User Login

Library User to-user login is an example of Blockchain the user the user login a system easily connects to multiple computers the user login and connects to chain processing.

a. Online Cataloguing and Classification Services

Blockchain is a process of structure that stores transactional records, also known as the block, of the public in several databases, known as the "chain," in a network connected through peer-to-peer nodes. The library cataloguing and classification services are a part of the blockchain.

b. Scholarly Publishing

Scholarly publishing purpose of blockchain is to store information in a decentralized, tamper-proof environment. This goes hand in hand with what libraries have always done: collect, store, and disseminate reliable information. Blockchain can help libraries do this, especially in academic publishing. One potential application of blockchain is the creation of time-stamped and verifiable versions of newspapers. Owen and Holden have successfully tested using the Bitcoin blockchain as an inexpensive, self-authenticating method that can be widely used and easily implemented to test and verify scientific research. They did this by creating a simple encrypted hash of the Hebrew document and using that hash to create a new Bitcoin effort. This creates a record of time on the blockchain that other researchers can later analyze. If the data is changed, the hash value of the new data will not match the hash value stored in the blockchain.

Digital Rights Management

Digital resources are inherently reproducible, and this creates problems for libraries and publishers. Publishers have imposed strict and often impractical DRM tools on libraries and consumers to prevent the copying of materials. Because blockchain creates a unique, verifiable record that is accessible to everyone, it can be used as a way to link to digital materials and indicate the "provable scarcity" of that resource. This allows us to uniquely identify, manage, and transmit digital materials. Publishers can be reassured that no copies have been made, but it is questionable whether prices will drop accordingly.

Conclusion

Blockchain technology opens up new possibilities. Besides financial services applications, blockchain-based systems can be implemented in other library-related areas such as Digital Preservation and Tracking; Community-based collections for sharing objects, tools, and services; Blockchain-based currency for international financial transactions (IFLA) Interlibrary loan and voucher system; Library verification of credentials (information literacy) provenance and archives/special collections where authenticity is important; Corporate library archive management; organizational data management; and Intellectual Property such as Research and Development.

References

1. Chen, G., Xu, B., Lu, M., and Chen, N.-S. (2018). Exploring Blockchain Technology Andits Potential Applications for Education, Smart Learning Environments, 5(1), 1–10. *https://doi.org/10.1186/s40561-017-0050-x*

2. Coghill, J., G. (2018). Blockchain and Its Implications for Libraries, Journal of Electronic Resources in Medical Libraries, 15(2), 66–70. *https://doi.org/10.1080/15424065.2018.1483218*

3. Cole, Z. (2017). How Blockchain Technology could Affect the Future of Network Engineering Network Architects, Brace for the Disruption Blockchain Technology Willbring. Retrieved July 10, 2019, from *https://www.networkworld.com/article/3236479/how-blockchain-technology-could-affect-the-future-of-network-engineering.html*

4. Debbie, G. (2017). Law and the Blockchain by Debbie

Ginsberg. Retrieved June 27, 2019, from *https://ischoolblogs.sjsu.edu/blockchains/law-and-the-blockchain-by-debbie-ginsberg/*

5. DECENT. (2016). DECENT Use Case for E-Book Blockchain Distribution. RetrievedJuly 3, 2019, from *https://decent.ch/blog/decent-use-case-for-e-book-blockchain-distribution/ (PDF)* Advantage Blockchain Technology for the Libraries

6. Deloitte and Riddle&Code. (2018). IoT powered by Blockchain: How Blockchains facilitate the Application of Digital Twins in IoT, 20.

7. Domingue, J., and Bachler, M. (2018). A Learner-Centred Approach for Lifelong Learning Powered by the Blockchain Conference or Workshop Item, In World Conference on Educational Media and Technology. Retrieved from *https://www.semanticscholar.org/paper/A-Learner-Centred-Approach-for-Lifelong-Learning-by-Domingue-Bachler/ce096256873ab23915eb39312de448912ce1132e*

8. Gräther, W. et. al. (2018). Blockchain for Education: Lifelong Learning Passport. Proceedings of 1st ERCIM Blockchain Workshop 2018, European Society for Socially Embedded Technologies (EUSSET) . *https://doi.org/10.18420/blockchain2018*

9. Grech, A. and Camilleri, A., F. (2017). Blockchain in Education Luxembourg?: Publications Office of the European Union. *https://doi.org/10.2760/60649*

10. Hoy, M., B. (2017). An Introduction to the Blockchain and Its Implications for An Introduction to the Blockchain and Its Implications for Libraries and Medicine. Medical Reference Services Quarterly, 36(3), 27 279. *https://doi.org/10.1080/02763869.2017.1332261*

❑

(contd. from pg. 9)

participating expressed the help rendered by one scientist Sridharan. In the same way, the employees of the Institute remembered the scientist Late. Mr. Sridharan. Mr.Sridaran has given his entire house to the students for their studies and it was remembered by everyone with emotion. But now the team was led by his wife. She exhibited the same emotion and capacity to lead the team and carry out the activities in the path of her husband late Sridharan. The scientists have exhibited a culture of high civility in their activities without any aspiration or expectation other than the transformational change that they witnessed through the students. It is a model to many of the public institutions and more specifically the higher learning Institutions in the country.

When I participated in their programme the teachers who had been appointed by the scientists' group exhibited a high level of commitment to discharge their duties and responsibilities which brought unexpected outcomes and became a model for other public Institutions. Though the teachers are less paid by the scientists compared to the teachers working in the same school drawing a salary from the Government, they exhibit maturity and commitment in delivering services. The reason behind it is the support extended by the scientists. Their support to the teachers is not only moral but also taking care of their children also. The teachers feel that their children are going to be the future scientists. This is the model to be emulated by the Higher Learning Institutions in India to bring fundament transformation in the society. At present the higher education institutions in India are finding it difficult to push the Unnath Bharat Abhyan scheme despite with many support structure at their hands and a minimum resource envelope. The scientists with their money they are discharging their social responsibility. It is a model to be emulated by the whole higher learning institutions. ❑

Quality Enchantment in Higher Education through Scholarships in the Lens of NEP–2020

Sumit Sao* and Rashmi Shrivastava**

The Radhakrishnan Commission (1948–49) said, "Higher education should be impacted by universities, which should be institutions dedicated to pursuing knowledge and spreading ideas; individual or private enterprise should have no place in them. These universities should provide opportunities for higher education in as many branches of learning as possible and take initiative in research and the advancement of knowledge. Higher education should be made available to all those qualified for it because of ability and attainment and every effort should be made to ensure that no one is prevented from pursuing higher education merely for want of means". In its 1948-1949 report on higher education in India, the Radhakrishnan Commission emphasized the significance of higher education for the advancement of both individuals and society. According to the committee, the main points that illustrate the significance of higher education are: cultural and intellectual development; advancement of knowledge; professional and vocational training; promotion of leadership and citizenship; equality of opportunity, and national development. Higher education is crucial for the advancement of society as a whole as well as for the personal growth of individuals, according to the Radhakrishnan Commission. It catalyzes education, cultural preservation, economic growth, social justice advocacy, and civic responsibility. Dr. APJ Abdul Kalam (2014) emphasized the importance of education, including higher education, in shaping the future of individuals and nations. Dr. Kalam was known for his advocacy of education as a means of empowerment and societal development. He believed that higher education played a crucial role in fostering innovation, critical thinking, and leadership skills among individuals. According to Dr. Kalam, higher education not only equips individuals with specialized knowledge but also instils values, a sense of responsibility, and a commitment to the betterment of society. Scholarship, higher education, and quality, both have intricate relationships. These factors are essential in determining the educational environment and its outcomes. Let us explore this connection in greater detail:

**Research Scholar, Department of Educational Studies, School of Education, Mahatma Gandhi Central University, Motihari, East Champaran, Bihar, India. Email: sumitsao759@gmail.com*

***Assistant Professor ,Department of Educational Studies ,School of Education ,Mahatma Gandhi Central University ,Motihari, East Champaran, Bihar, India. Email:rashmisrivastava@mgcub.ac.in*

Quality Concerns in Higher Education

An important part of higher education is quality. Universities with high rankings in qualitative matters are likelier to draw academic, staff, and financial support. Higher education institutions, educators, students, and policymakers all consider various aspects and criteria to ensure that the educational experience satisfies various requirements and goals. These criteria may differ from nation to nation and change over time. The following are some typical criteria and factors concerning issues with quality in higher education: Curriculum and Program Design, Faculty Quality, Infrastructure and Resources, Assessment and Evaluation, Research and Innovation, Technology and Online Education, and Scholarship. Scholarships are essential to higher education, particularly at the university level. By exposing students to cutting-edge research and ideas, faculty involvement in scholarly activities, and scholarships, they improve students' learning and the institution's reputation.

Scholarship and Quality of Higher Education

The rigor and standards of higher education institutions are intimately related to the quality of academic research and scholarship. Higher-quality universities frequently create more significant and influential scholarships. Scholarship, higher education, and quality are interconnected and reinforce one another. Scholarships are frequently encouraged in excellent educational institutions, benefiting their prestige and expanding knowledge in numerous sectors. Ultimately, these factors influence students' educational experiences, outcomes, and society as a whole.

Many publications, books, and academic journals have expanded our knowledge of the complex interactions between scholarship, higher education, and quality. We have compiled some of these priceless references below: Boyer's seminal

work redefines scholarship in higher education to encompass research, teaching, integration, and engagement scholarship. It addresses how higher education institutions might include scholarship in their work to improve the standard of instruction (Boyer 1997). This collection of essays addresses the function of higher education in advancing the common good. It strongly emphasizes the value of scholarship and volunteerism in pursuing this objective (Kezar2005). The accreditation procedure in higher education is covered in detail in this book, along with how it pertains to maintaining and raising institution quality. It responds to inquiries regarding the place of scholarship in accreditation (Eaton 2023). The book discusses assessment procedures in higher education, focusing on how assessments promote faculty scholarship and enhance educational quality (Banta and Palomba, 2014). According to The Hindu News, government data, presented to the Parliamentary Standing Committee on Social Justice and Empowerment has revealed that the Ministry of Social Justice and Empowerment was only able to spend 1% of the funds allocated for a pre-matric scholarship program for students from Scheduled Castes and other groups, and less than half of the funds allocated for a post-matric scholarship program for SC students. The House panel also noted that, as of December 31, 2022, just a little over 2% of the more than 1,500 crore allocation had been spent for the PM-YASASVI scheme, which offers pre- and post-matric scholarship benefits to Other Backward Classes, Extremely Backward Classes, and Denotified Tribes. This was in its report on the Department of Social Justice and Empowerment's Demands for Grants for 2023–24, which was presented to both Houses. However, I can see from the AISHE report that more students are now enrolled in Ph.D., MPhil, post-graduation, and undergraduate programs. From 2010 to 2021, the number of students enrolled in Ph.D., M.Phil., postgraduate, and undergraduate programs has increased steadily. The enrolment of students has increased by about 172% (for Ph.D.), 588% (for M.Phil), 1,209% (for PG), and 1,264% (for UG). There has been an increase in the overall number of pupils during 11 years (AISHE Reports 2010-2021).

How Scholarships play a Crucial Role in Higher Education

Scholarships are essential to higher education because they help students with the costs of pursuing their academic objectives. These are some of the major roles that scholarships carry out:

Access and Equity

Regardless of a student's socioeconomic status, scholarships assist in making higher education more affordable for a wider range of students. They lower financial obstacles and provide access to education for people who might not otherwise be able to afford a college or university education.

Merit Recognition

Scholarships are frequently given out based on a student's accomplishments in the classroom as well as outside the classroom, leadership roles, and other areas. Students are encouraged to keep on achieving their academic and personal growth by being recognized and rewarded for their dedication and hard work.

Incentive for Excellence

Scholarships offer students financial motivation to pursue academic success and excellence.

Retention and Graduation

Many scholarships have conditions, such as maintaining a certain GPA or participating in particular activities. Since students are motivated to live up to the standards and complete their education, these criteria may help to increase student retention rates.

Minimizing Student Debt

Scholarships assist students in reducing the need for student loans by lowering or paying tuition fees and other educational costs. As a result, students are becoming graduate with less debt, making it easier to start their post-educational lives without as much financial stress.

Diversity and Inclusion

Scholarships may be created to encourage these concepts in higher education. To foster a more diverse and stimulating learning environment, institutions can provide scholarships to underrepresented minority groups, women in STEM areas, and other disenfranchised communities.

Innovation and Research

Some scholarships are specially designed for research initiatives, enabling students to delve more deeply into their academic interests and

contribute to improvements in various sectors. These awards encourage creativity and the expansion of knowledge.

NEP--2020 Under the Scholarship Lens: An In-Depth Analysis

The NEP 2020 highlights the significance of equitable access to education and works to prevent any student from being denied a quality education due to financial limitations. It acknowledges the function of scholarships in advancing educational justice and minimizing access gaps.

Quality Universities and Colleges: A New and Forward-Looking Vision for India's Higher Education System (9.3)

This policy envisions a complete overhaul and re-energizing of the higher education system to overcome these obstacles and deliver high-quality higher education with equity and inclusion: (i.) increased access, equity, and inclusion through a range of measures, including more opportunities for outstanding public education; scholarships by private or philanthropic universities for underprivileged students; online education; and open distance learning.

Learning Environments and Support for Students (12.10: Financial Support for Students)

A variety of methods must be used to provide financial aid to students. There will be initiatives to encourage the academic merit of students from SC, ST, OBC, and other SEDGs. The National Scholarship Portal will be enhanced to assist, promote, and monitor the development of scholarship recipients. Private higher education institutions will be encouraged to give students more scholarships and free ships.

Equity and Inclusion in Higher Education (14.4)

All governments and higher education institutions must adopt the following additional measures for this reason:

i. Increase financial aid and scholarship opportunities for SEDGs at public and private HEIs.

ii. Conduct outreach initiatives regarding scholarships and higher education opportunities for SEDGs.

iii. More financial aid and scholarships should be given to socioeconomically disadvantaged students, and communication should be done regarding higher education possibilities and awards.

Teacher Education (15.5)

The 4-year integrated B.Ed. it will be a dual-major holistic bachelor's degree in education with a specialized subject such as language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. Beyond teaching cutting-edge pedagogy, teacher education will include grounding in traditional pedagogy. By 2030, the 4-year integrated B.Ed. offered by such multidisciplinary HEIs will become the minimal degree. Candidates who have completed a 4-year undergraduate degree in a specialized field may also be eligible for a 1-year B.Ed. program. In order to draw exceptional applicants to the 4-year, 2-year, and 1-year B.Ed. programs, scholarships for deserving students will be offered.

Transforming the Regulatory System of Higher Education (18.5)

The Higher Education Grants Council (HEGC), which will manage funding and financing of higher education based on open standards, including the IDPs created by the institutions and the progress achieved on their implementation, will be the third vertical of HECI. The distribution of scholarships and development funding for establishing new focus areas and expanding high-quality program offerings at HEIs across disciplines and fields will fall within the purview of HEGC.

Curbing Commercialization of Education (18.14)

A progressive system for determining fees will encourage private HEIs with charitable and public-spirited intentions. In order to prevent harm to individual institutions, transparent systems for fee setting with a cap for various types of institutions based on their accreditation will be devised. Following the established standards and the extensive regulatory framework that applies, will give private HEIs the authority to autonomously set the costs for their programs. The number of free ships and scholarships available to students at private HEIs will be strongly encouraged. There will be full disclosure of all fees determined by private HEIs, complete transparency, and no arbitrary price hikes while a student is enrolled. This system for setting fees will guarantee a fair cost recovery while ensuring HEIs fulfill their social duties.

Government of India to Promote the Quality of Higher Education through Various Scholarship Schemes during 2017-2018 to 2021-2022

Sl. No.	Name of the Scheme	Year	Year of Inception	Number of slots per year	Tenure of Fellowships/ Scholarship	No. of beneficiary	Grant Released In crore
01	Post-Graduate Scholarships for SC/ST Students for Professional Courses (Out of UGC's Budget)	2021-2022	2006-07	1000	2/3 years	585	10.21
		2020-2021	2006-07	1000	2/3 years	909	1.64
		2019-2020	2006-07	1000	2/3 years	838	6.05
		2018-2019	2006-07	1000	2/3 years	312	2.18
		2017-2018	2006-07	1000	2/3 years	2578	3.21
02	Indira Gandhi Post-Graduate Scholarships Scheme for Single Girl Child	2021-2022	2005-07	No Limit	2years	1350	14.80
		2020-2021	2005-07	No Limit	2years	3709	13.03
		2019-2020	2005-07	No Limit	2years	2620	15.34
		2018-2019	2005-07	No Limit	2years	2289	9.96
		2017-2018	2005-07	No Limit	2years	11532	11.13
03	Post-graduate Merit Scholarships for University Rank Holders(out of UGC's Budget)	2021-2022	2005-07	3000	2 years	582	4.67
		2020-2021	2005-07	3000	2 years	1731	5.71
		2019-2020	2005-07	3000	2 years	1556	5.59
		2018-2019	2005-07	3000	2 years	979	4.49
		2017-2018	2005-07	3000	2 years	3842	2.71
04	P.G. Scholarship for GATE/ GPAT Qualified Students of M.E/M. Tech/M. Pharmaetc. (Out of UGC's Budget)	2021-2022	Since long back	1500	2/3 years	1313	12.48
		2020-2021	Since long back	1500	2/3 years	1839	21.70
		2019-2020	Since long back	1500	2/3 years	1768	13.34
		2018-2019	Since long back	1500	2/3 years	1125	21.01
		2017-2018	Since long back	1500	2/3 years	1001	23.38
05	Under Graduate Scholarship for 'ISHAN UDAY' SPECIAL SCHOLARSHIP SCHEME FOR NORTH EASTERN REGION (Out of UGC's Budget)	2021-2022	2014-15	10000	Full duration of UG	10461	56.61
		2020-2021	2014-15	10000	Full duration of UG	26391	185.18
		2019-2020	2014-15	10000	Full duration of UG	18569	99.36
		2018-2019	2014-15	10000	Full duration of UG	19970	151.67
		2017-2018	2014-15	10000	Full duration of UG	20682	61.1

Source: *UGC Annual Reports 2017 to 2022*

Critically examining the UGC Annual Reports 2017 to 2022, the "Postgraduate Scholarships for SC/ ST Students for Professional Courses" plan indicates a persistent dedication to assist SC/ST students in pursuing professional education. However, looking at the large fluctuations in the number of beneficiaries and award distribution, it is necessary to maintain the program's sustained efficacy in promoting access to higher education and fostering academic achievement among SC/ST students. It is essential for continual improvement to evaluate how it affects students' academic and professional development. It has increased significantly from 312 in 2018-2019 to 909 in 2020-2021, indicating a substantial rise in the number of students benefiting from this scheme.

In case of the "Indira Gandhi Post-Graduate Scholarships Scheme for Single Girl Child", the number of beneficiaries has decreased from 11,532 in 2017-2018 to 1,350 in 2021-2022. Such a substantial drop raises questions about the scheme's outreach and effectiveness in reaching its target audience. The grant, released in crore rupees, has also fluctuated from year to year.

The "Post-graduate Merit Scholarships for University Rank Holders" program is dedicated to how many beneficiaries have fluctuated over the years. It was highest at 3,842 in 2017-2018 and decreased to 582 in 2021-2022. Such significant fluctuations need careful consideration.

The "P.G. Scholarship for GATE/GPAT Qualified Students of M.E., M.Tech, M. Pharma, Etc." scheme consistently supports post-graduate study among qualified students. It is essential for continual improvement to evaluate how it affects students' academic and professional development.

The "Ishan Uday" Special Scholarship Scheme for the North Eastern Region shows an ongoing dedication to assisting students from the North Eastern region with their undergraduate studies. It is also essential to evaluate how it affects students' academic and socioeconomic development for continuous improvement.

Conclusion

In the context of NEP 2020, scholarships are effective tools for raising the standard of higher education in India. They may encourage inclusivity, foster achievement and equip students for a world that is changing quickly. However, to guarantee that scholarship programs achieve their goals of changing India's higher education environment, they must be carefully planned, implemented, and continually evaluated. Scholarships are a comprehensive strategy that addresses accessibility, excellence, and equity in education. It is how the NEP 2020 envisions quality enhancement in higher education. Scholarships have the power to drastically change the higher education scene in India, making it more competitive on a global scale while guaranteeing that every qualified student is included due to financial limitations. Scholarship programs must be properly implemented, monitored, and evaluated to reach their full potential in enhancing the quality of higher education in India. Also, policies that promote scholarships can be instrumental in enhancing the quality of higher education in several ways: access to education, attracting talent, merit-based competition, reducing financial barriers, enhancing reputation, diverse perspectives, global competitiveness, network building, enhancing faculty quality, research and publication, and retention of local talent.

References

1. Amrai, K., et. al. (2011). The Relationship between Academic Motivation and Academic Achievement Students.
2. Arendt, N., J. (2012). The Effect of Public Financial Aid on Dropout from and Completion of University Education: Evidence from a Student Grant Reform. *Springer-Verlag Berlin Heidelberg.*
3. Barrow, L. and Rouse, E., C. (2013). Financial Incentives and Educational Investment: The Impact of Performance-Based Scholarships on Student Time Use, *Federal Reserve Bank of Chicago*. *https://ssrn.com/abstract=2311257.*
4. Bedi, P., et. al. (2020). Smart Contract based Central Sector Scheme of Scholarship for College and University Students, *Third International Conference on Computing and Network Communications (CoCoNet'19) .www.sciencedirect.com.*
5. Chen, R. and Jardins, D., L., S. (2008). Exploring the Effects of Financial Aid on the Gap in Student Dropout Risks by Income Level. *Springer. https://www.researchgate.net/publication/259942787*
6. Ernest, L. Boyer (1997). Scholarship Reconsidered: Priorities of the Professoriate, The Carnegie Foundation for the Advancement of Teaching. *https://www.umces.edu/sites/default/files/al/pdfs/BoyerScholarshipReconsidered.pdf*
7. Judith, S. Eaton (2023). Assuring Quality in Higher Education: Key Issues and Questions for Changing Accreditation Paradigms, Quality assurance in Higher Education Across the World.
8. Kalam, A., P., J., A. and Rajan, Y., S. (2014). India 2020 a Vision for a New Millennium, *Penguin*.
9. Government of India (2010). All India Survey on Higher Education, Annual Reports 2010-2021, Ministry of Education, Government of India. *https://aishe.gov.in/aishe/gotoAisheReports*
10. Government of India (2020). National Education Policy 2020, Ministry of Education, Government of India, New Delhi. *https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf*
11. Government of India(1948). The Report of the University Education Commission 1948, Ministry of Education, Government of India. *https://www.educationforallinindia.com/*
12. Government of India (2017). University Grants Commission, Annual Reports 2017-2021, Ministry of Education Government of India. *https://www.ugc.gov.in/AnnualReport.aspx*
13. Rana, M., et. al (2021). The Nexus between Scholarship Programs and Higher Education, *SN Social Sciences, A Springer Nature Journal.* Retrieved from *https://doi.org/10.1007/s43545-021-00199-2*
14. The Hindu News Paper (2023). Panel Questions Low Expenditure For Two Scholarship Schemes. *https://epaper.thehindu.com/reader*
15. Trudy, W. Banta and Catherine, A. Palomba (2014). Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education. Jossey-Bass Publisher ❑

E-Governance to Digital Governance: Initiative of Digital India

Sunil M Gawande* and Masood Ul Hassan**

E-governance refers to using information technology (I.T.) to automate the internal operations of the government and external interactions with citizens and other businesses. Automation of internal operations reduces their cost and improves their response time while allowing government processes to be more elaborate to increase their effectiveness. Automation of interaction with the citizens minimizes the overhead for both the government and the citizens. E-Governance can also be defined as the application of electronic means in the following:

- Monitoring the performance of various schemes started by the government from time to time
- Interaction between government - citizens and government-business
- Simplification processes of the government
- Internal government operations to simplify and improve democratic, government, and business aspects of governance

E-Governance solutions in the educational sector incorporate all the data and processes of an academic institution into a unified system, making the process uncomplicated, well-organized, and error-proof. The solution is designed to make the system user-friendly, time-saving, and cost-saving. Many are flexible enough to adapt to the changing educational environment efficiently and quickly.

Educational institutions may have various requirements, including computerization and management of processes such as registration, admission, student information, classes, timetable, transport, attendance, library, salary and expenses, examinations, performance, grades, hostels, security, and reports. Many software providers allow clients to choose from the available modules to meet their needs.

**Assistant Professor, School of Education, Central University of Kashmir Tulmulla Campus, Ganderbal, (J&K), Pin-191131 (Affiliated to Central University of Kashmir). E-mail: sunilgawande99@gmail.com*

*** Assistant Professor, School of Education, Central University of Kashmir Tulmulla Campus, Ganderbal, (J&K), Pin-191131 (Affiliated to Central University of Kashmir)., E-mail: ulmasood4@gmail.com*

Need & Scope of E-governance

Several education commissioners and committees have examined the state of Indian higher education and have identified the significant problems and suggested remedial actions for them, e.g., the system of affiliation of colleges, followed by most universities, discourages accountability due to lack of proper monitoring facilities.

For any government, it is essential to monitor the above factors that prevail in any university. However, several regulating agencies like UGC, AICTE, MCI, Pharmaceutical Council of India, BCI, etc. monitor the university's overall performance. The quality factors are also assessed before giving NOC to the universities or renewing the recognition/ affiliation.

The 21st century has witnessed tremendous technological advancements, leading to far-reaching developments in the administrative system. Cost-effective technology combined with flexibility in learning and administrative activities is essential to enhance efficiency. Computers can be used extensively for educational administration. There are some areas where computers can be used for effective educational administration (Ben-Zion Barta et al., 1995):

- General Administration
- Pay Roll and Financial Accounting
- Administration of Student Data
- Inventory Management
- Personnel Records Maintenance
- Library System

Information and Communication Technology (ICT) is vital in supporting powerful, efficient management and administration in the education sector. It is specified that technology can be used in student administration and various resource administration in an educational institution (Christiana Maki, 2008). Sharad Sinha (2008) mentioned the various administrative challenges for the Indian education system of the 21st century as given below:

- Global and local challenges

- Universal and individual challenges
- Competition and equity challenges
- Extraordinary expansion of knowledge

Moreover, many studies have revealed the need for ICT integration into the administrative activities of higher education institutions. The many ways of introducing technology in education institution administration are the following (Caroline Salerno, 2009):

- Sending e-mail notices and agendas to staff rather than printing and distributing them
- Submission of lesson plans through e-mail
- Foster technology growth by asking parents to write e-mail addresses on medical forms.
- Insist that all teachers create a class Web page
- Attend technology conferences to see what other schools are doing, what other teachers are doing to integrate technology, and what principals are doing to encourage the use of technology in their schools and classrooms.
- Admissions through web-enabled services.
- All day-to-day activities of the institution (General Administration)
- Staff administration
- Single Window System for students.

E-Governance Vision and Mission

We are establishing a Networked environment for greater transparency and accountability in delivering public services to facilitate all citizens' moral and material progress for better service provision.

The purpose is to:

- Make government more efficient by increasing accountability and transparency.
- Deliver information and services to constituents more conveniently, allowing more to be done for more people.
- Increasing citizen participation in governance. The critical point is to deploy information and communication technology (ICT) to drive efficiency and transparency in the system and improve the quality of public service delivery.

E-Governance India

Union Government approved the National e-Governance Plan (NeGP), comprising 27 Mission Mode Projects (MMPs) and eight components, on May 18, 2006, to boost e-Governance initiatives in India. Moreover, the cabinet is processing three sectors of education, health, and public distribution systems. The Department of Information Technology (DIT) and the Department of Administrative Reforms and Public Grievances (DAR&PG) have formulated the National e-Governance Plan (NeGP). The central vision of the National E-Governance Plan is: "Make all Government services accessible to the common man in his locality, through common service delivery outlets and ensure efficiency, transparency & reliability of such services at affordable costs to realize the basic needs of the common man."

E-Governance Projects in Indian States

There have been continuous efforts from India's government to provide better citizen services utilizing e-governance. Some of the successful initiatives undertaken in various states of India are:

National E-Governance Plan

The mission of the National e-Governance Plan (NeGP) is to focus on the education sector, which provides more excellent opportunities for access to higher education with equity to all eligible persons, particularly the vulnerable sections. It can be extended to various existing institutions, new upcoming institutions supported by State Governments, and non-governmental organizations/civil society to supplement public efforts aimed at removing regional or other imbalances that exist at present. The plan can initiate policies and programs for strengthening research and innovations and encourage institutions. Public or private – to engage in stretching the frontiers of knowledge. NeGP can promote the quality of higher education by investing in infrastructure and faculty, promoting academic reforms, improving governance, and institutional restructuring.

Purposive Role of E-Governance

- To expand the higher education sector in all its delivery modes to increase the Gross Enrolment Ratio (GER) in higher education to 15% by 2011-12, 21% by XII Plan, and 30% by 2020.
- To expand the institutional base of higher education (including technical, professional,

Table 1: E-Governance projects in Indian states

State	Name of projects
Andhra Pradesh	e-Seva, CARD, VOICE, MPHS, FAST, e-Cops, AP online—One-stoponline shop, Saukaryam, Online Transaction processing.
Bihar	Sales Tax Administration Management Information
Chhattisgarh	Chhattisgarh Infotech Promotion Society, Treasury office, e-linking
Delhi	Automatic Vehicle Tracking System, Computerization of website of RCS
Goa	Dharani Project
Gujarat	Mahiti Shakti, request for Government documents online, Form book online, G R book online, census online, tender notice.
Haryana	Nai Disha
Himachal Pradesh:	Lok Mitra
Karnataka	Bhoomi, Khajane, Kaveri
Kerala	e-Srinkhala, RDNet, Fast, Reliable, Instant, Efficient Network for theDisbursement of Services (FRIENDS)
Madhya Pradesh	Gyandoot, Gram Sampark, Smart Card in Transport Department,
Maharashtra	SETU, Online Complaint Management System—Mumbai
Rajasthan	Jan Mitra, RajSWIFT, Lokmitra, RajNIDHI
Tamil Nadu	Rasi Maiyams–Kanchipuram; Application forms related to public utility,

and vocational education) by creating additional infrastructure in existing institutions, establishing new institutions, and incentivizing through state governments and Non-Governmental Organizations / civil society.

- To provide higher education opportunities to socially deprived communities and remove disparities by promoting the inclusion of women, minorities, and differently-abled persons.
- To remove regional imbalances in access to higher education by setting up institutions in underserved and underserved areas.
- To enhance plan support for infrastructure and faculty development in higher learning institutions and attract talent towards careers in teaching and research.
- To create conditions for knowledge generation through improved research facilities in universities and colleges.
- Promote collaboration with the international community, foreign governments, universities/ institutions, and regional and international institutions to advance universal knowledge and intellectual property rights.
- To promote autonomy, innovations, and academic reforms in institutions of higher learning.
- To undertake institutional restructuring to improve higher education efficiency, relevance, and creativity.

E-Government In India

Digital India is an umbrella program covering various ministries and government departments in the central, state, and union territories. Some of the e-governance initiatives started by the government are as follows (Bureau, 2022):

- Common Service Centre (CSCs) Delivery.
- Unified Mobile Application for New-age Governance (UMANG)
- E-district Mission mode project
- Digi locker
- Unified payment Interface (UPI).
- Co-Win
- MyGov
- Meri Pehchaan
- My Scheme
- Direct Benefit Transfer- DBT
- Digital Infrastructure for Knowledge Sharing DIKSHA

Conclusion

E-governance and education is an institutional thinking that seeks to entrust in building, managing, and sustaining students, teachers, learners, and others to achieve the more significant benefits of the e-government system. The probable benefits are: for service users in terms of reduced cost of transmitting information and resources accesses, lesser time and cost for services; for a service provider, reduced processing time, error rates, and complaints; and

for government, improved service consistency and equality; and finally, the benefits lead to enhance the outcomes, as well as the performance criteria, e.g., better-informed students or learners leading to improve delivery.

The primary services can be provided by implementing the above governance system.

- With the help of e-governance, the fund allocation process can be automated or time-bound. All details needed to approve funds can be fetched by a centralized system.
- A centralized database of students will provide better opportunities for bright students.
- E-governance is one such concept that can empower the government to plan the development of the education system in the country.
- The governing bodies can quickly develop a mechanism to analyze which course is in heavy demand in an area or region.
- The E-Governance interface can be used to get student feedback on course and university performance. This will help to keep an eye on the institute in remote areas and support them in their full development.
- E-governance will remove the need for Transfer certificates or Migration and reduce unnecessary administrative work and paperwork.

References

1. Kumar, Ashok (2012). E-Governance in Education Sector, *Gian Jyoti E-Journal*, Volume 1, Issue 2, January – March.
2. Bureau, P., I. (2022). Press Information Bureau- Ministry of Electronics & IT- E-governance, August 03. Retrieved February 21, 2023, from Press Information Bureau: *https://pib.gov.in/Pressreleaseshare.aspx?PRID=1847837*
3. Gupta, Devendra Nath (2001). "Citizen-centric Approach Fore-Governance."
4. Garg, Jatinder, et. al. (2011). Effective Implementation of E-Governance in Technical Institutions in India using ICT to Make them World Class, *An International Journal of Engineering Sciences. Issue Sept 2011, Vol. 4.*
5. Kumar, A. and Kumar, A.,)2005). IT-based Knowledge Management for Higher Education Institutions: A Need, *University News*, Vol. 43, No. 30, pp.4-5.
6. Naheed, A.,Z., Sherif, K., and Georgios, D. (2009). A Suggested Framework for Assessing Electronic Government Readiness in Egypt', *Electronic Journal of e-Government*, Vol. 7 Issue 1.
7. Satyanarayana, J.(2004). E-Government: The Science of the Possible, PHI, New Delhi, P-6.
8. Kumar, T., Sanjeet, et. al. (2013). Promoting E-Governance Culture in Higher Education Institutions, *IOSR Journal of Research & Method in Education,* Volume 2, Issue 3, Jul. –Aug.
9. Singh, A. (2023). E-Governance: Moving towards Digital Governance, Vidhya Journal of Gujrath University, 2 (1).
10. Shrivastava, R., K. (2014). Role of e-Governance to Strengthen the Higher Education System in India, *IOSR Journal of Research & Method in Education (IOSR-JRME*) e-ISSN: 2320–7388, p-ISSN: 2320–737X Volume 4, Issue 2 Ver. I, March-April, PP 57-62 Retrieved from *www.iosrjournals.org*
11. Suklabaidya, Sudip (2014). Role of e-Governance to Strengthen the Higher Education System in India, *IOSR Journal of Research & Method in Education (IOSR-JRME) e-ISSN: 2320–7388, p-ISSN: 2320–737X Volume 4, Issue 2 Ver. I, Mar-April., PP 57-62,* Retrieved from *www.iosrjournals.org*
12. Bhanti, Prateek(2012). E-Governance: An Approach towards the Integration of Higher Education System in India, *International Journal of Emerging Technology and Advanced Engineering.* Website: *www.ijetae.com* (ISSN 2250-2459, Volume 2, Issue 8, August.
13. Malik, Poonam, et. al. (2014). Challenges and Future Prospects for E-Governance in India, *International Journal of Science, Engineering and Technology Research,* Volume 3, Issue 7, July. Retrieved from *http://ijsetr.org/wp-content/uploads/2014/07/IJSETR-VOL-3-ISSUE-7-1964-1972.pdf*

❑

Education: Most Effective Transformational Mechanism in the Progress of the Nation

Jagdeep Dhankhar, Hon'ble Vice President of India delivered the Convocation Address at the 21st Convocation Ceremony of Dibrugarh University, Assam on May 03, 2023. He said, "Those who have achieved great milestones and accomplishments, failed several times. You have to get this fear out of your mind. Progress comes from innovation. Good ideas can emerge only when you think out of the box." Excerpts

My dear students, during Amitkaal, you represent the human resource that will take our Bharat to 2047. You are makers and warriors of 2047 when the nation will celebrate the centenary of its independence. I am indeed privileged to be a part of the twenty-first Convocation and to deliver this convocation address at this great institute.

Friends, this is my third visit to this part of the country after assuming the office of the Vice President of the country. It has always been a pleasure and moments to cherish so would be this visit.

The eight states of the North Eastern region are truly the "AshtaLaxmis" of India; without their involvement, participation, and contribution, Bharat will be incomplete.

Dibrugarh – the beautiful cultural and commercial capital of Assam- has been home to many notable intellectuals, literary, cultural, and public figures like my esteemed colleagues in Rajya Sabha, Shri Ranjan Gogoi, former CJI of India and Shri Sarbanand Sonowalji, a man of sublimity, elegance, that kind of mannerism he reflects authentically the culture of North East.

This year, we had the occasion for the conferment of Padma awards to the people from this area, Ms. Hemoprova Chutia, Shri Hem Chandra Goswami, and Shri Ramkuiwangbe Jene, who were honored with Padma Awards for their contributions this year. There was a time when Padma awards were given in two categories: one by patronage and second by distinction. In the last few years, the system has changed. Padma awards are now conferred only to deserving people, and the moment they are declared, everyone is delighted that the right person has been conferred the award. Many congratulations to them.

When I am in this part of our country, I recall with great pride the heroic valour of King Prithu Jalapeshwer of Kamrup who defeated Bakhtiyar Khilji, the destroyer of Nalanda University and also, we recall with pride and honour the legendary Ahom warrior Lachit Borphukan who defeated Mughal armies in the famous Battle of Saraighat.

Friends, the motto of your University which is taken from Bhagwat Gita is very apt and significant, "Niyatam Kuru Karmah" Do thou perform thy bounden duty. If we take it further from what has been taught to us in the Bhagwat Gita, "Work is thy Worship; Reward is not thy concern". This gives us an insightful approach that we must always and ever take pride in being Indians.

We must always be proud of our historic achievements and accomplishments. It is gratifying to note that your University has emerged as a focal point for preserving the linguistic diversity of this region and its literary traditions.

Preserving our language is very important as we have got this for thousands of years and the Government of India is doing much in this direction. The work done by the University exemplifies the virtuosity of our culture. The focus on courses in Bodo, Tai, and missing languages is commendable.

Centre of Excellence in Performing Arts is befittingly named after one of the most illustrious cultural icons of modern India, Bharat Ratna, Dr. Bhupen Hazarika. His name instills us into a different kind of mindset. The country's longest road bridge is in Assam and named after the legend - the Bhupen Hazarika Bridge.

Another accomplishment is that Dibrugarh University has been chosen as one among the select 76 institutions of higher education in the country to host and participate in the G20 University Connect programme. Friends, what a proud moment for all of

us and what a rise in the Global image of this country. India is President of the G20 summit and hosting it across the country the footfalls can be felt everywhere and its impact is being seen, this university is also a center for that.

Convocation is a turning point, a milestone in the life of students, their teachers, and their parents. It is a fruit, a hard-earned credential that gives you a march, a leap into the wider outer world. It is a great turning point; from being students of this great University you will now get the status of being Alumni. You have to play a very significant role in bringing about societal change. You are starting your career at a time when competition is intense, opportunities are huge, and challenges are daunting. As I recollect my youth, something which was missing then; which is no longer missing now. Today there is the emergence of an ecosystem due to government initiatives and affirmative policies where every young man is now entitled to unleash his potential and talent to the utmost extent. You need to have an idea, to translate that idea into action; you will get all the support of the system.

Covid Pandemic was a challenge to humanity. There were stressful times; even during this period, India happened to be the fastest-growing large economy in the world.

We happen to be a favorite global destination for investment and opportunity. In September 2022, we had the distinction to attain the status of the fifth-largest global economy, and what was the icing on the cake? In doing so, we overtook our erstwhile colonial master which is a great achievement, a tribute to our visionary leadership and hard work of our people.

Friends, by the turn of the decade India will be the third largest global economy, and this is because, in the last few years, we have had a new mantra of Governance "Less Government and more Governance", earlier it used to be the other way around.

There was a time when an anguished Prime Minister of this country, in the nineteen-eighties reflected, 85% of the assistance to beneficiaries vanishes and does not reach them. Today, there is direct transfer and the leakage has been 100% plugged. This historic achievement has been brought about first by visionary planning and then by the execution of human resources.

There was a time when power corridors were infected by power brokers when the institution of middleman flourished and there was no transparency and accountability that is behind us. Power corridors have been sanitized of all these evil elements and extra-legal leveraging of authority has vanished. As a matter of fact, this industry of powerbrokers, liaison agents, and middlemen has been decimated.

Friends on this day, when you have got the fruits of hard work and you will be marching into the larger arena; I can tell you the best Guru is Competition, there can't be a greater Guru than competition and the deadliest enemy is fear-Fear of defeat or failure. Take it from me, as a product of education, never have tension, never have stress, and face all challenges with positivity. Unleash your energy. My advice to you is to try different things. Try unconventional things. Do not allow an idea to harbor in your mind, the moment you give positioning to an idea without translating it into action you are not contributing to the society.

Those who have achieved great milestones and accomplishments, failed several times. You have to get this fear out of your mind. Progress comes from innovation. Good ideas can emerge only when you think out of the box.

Friends, I have been Governor in the state of West Bengal for three years. I am personally seeing the transformative change that is taking place in the North East. In 1991 we had the "Look East" policy and after the Honorable Prime Minister, Shri Narendra Modi came to power in 2014 we have the "Act East" policy.

2014 was a watershed moment in Indian political history. After a gap of 3 decades, when the country saw coalition governance, we had a one-party regime. I was elected to Parliament in 1989, I was a Union Minister. We were running a government of more than a dozen parties. I know the consequences of it. And this verdict of the people has transformed India into a nation, now watched by the world, respected by the world and 1/6 of humanity's voice was never so categorical as it is presently. But the development that has taken place in this part is significant and enormous.

NCERT is commendably developing course material to include the contribution of unsung heroes of the North East, in our history, and in our freedom struggle.

We had nearly forgotten them. Go to any part of the country you find heroes; we need to recognize their contribution to Azadi Ka Amrit Mahotsav. This area is getting very special attention

The Indian Council of Historical Research (ICHR) has held a series of lectures on the unknown freedom fighters of NE.

The North Eastern Region, owing to its all-around progress in physical, social, and digital infrastructure, is emerging as the land of opportunities.

PM Development Initiative for North East is bearing results with fund infrastructure convergence.

In the last nine years, 375 projects of Road connectivity have been launched. The historic Bogibeel rail-cum-road bridge was inaugurated only a few years back.

Now go to any part of the world, I can say without out fear of contradiction, the kind of culture, historical background, the kind of flora and fauna, the kind of parks and sanctuaries, the Kind of religious places, we have in this part of the country, we have nowhere in the world. With the continual enhancement in Rail connectivity and the rise of the network of airports, the area is getting exposed to the rest of the countrymen in an effective manner. And look at the change that has been brought about when it comes to traveling to this part of the country, apart from rail connectivity. The no. of airports has gone from 9 to 17. All this augurs well for the development of this area and is indicative of our inclusive growth.

I greatly admire and appreciate the cooperation between the Central and the State Governments in the health care sector, Education Sectors. Last year, seven cancer hospitals were opened in the State, and the foundation stone of seven new cancer hospitals was laid across Assam by the Prime Minister.

I take education as the most effective transformational mechanism to bring about equity equality progress and development in this society. Nothing can change societal situations more than people getting educated. In the education sector, 190 new institutions of higher education have been set up in the North Eastern region in the last nine years including the Center of Excellence in Science and Mathematics Education at IIT Guwahati.

New avenues and vistas are now available to youth as never before to unleash their energy and promote youth. Your "Ishan Uday" scholarship scheme is very helpful and the same is the case with 190 new Skill Development Institutes that have been set up.

All over the world, India is being recognized for its skilled human resource. It is a tribute to our DNA that we Indians pick up skills very fast. But if the government comes forward with those kinds of institutions, then the development is not arithmetic it is geometric.

I would invite your attention to some of our creditable achievements and the entire world is looking at us in admiration, with envy. As the most populous country on the planet, the Mother of democracy and very functional democracy, look at their attainments. 99.9 percent of adult Indians have a digital ID- AADHAR which is open to all and free. It has turned out to be a game changer in the life of ordinary people. Nobel laureate Paul Romer describes it as "the most sophisticated ID program in the world." Those who are outside the country do their homework when it comes to praising the country, when it comes to denigrating and decrying our country it's a narrative.

JAM Trinity of Jan Dhan Accounts, Aadhaar number, and Mobile Telephony have made Direct Bank Transfers into beneficiary accounts possible without any middlemen. 11 crore Indian farmers have got so far 2.25 lakh crores under PM Kisan Samman Nidhi. Where are those long-for bill payments? Right from a passport to a Rashan card, to make an application for employment, you don't have to get out of your village. Technology is at your doorstep.

Digital payment transactions, amounting to $1.5 trillion in 2022 are more than four times the combined transactions in the US, UK, Germany, and France.

As per IMF, India's development of a "world-class digital public infrastructure". We are a country now having 700 million internet users and have exceeded the consumption of China and the United States combined.

Our startups, Unicorns, make us very proud. The MUDRA scheme has made available a new avenue to everyone, not only to be a job seeker but also to be a job creator. Ever since its launch, more than Rs 23

lakh crores *MUDRA* loans have been given of these 70% are women entrepreneurs. It was so gratifying to note that when the Governor was honouring the students with their hard-earned degrees, I have not checked up the numbers but our girls perhaps scored over the boys. Their number was more.

In Assam, in 2020-21, 6.8 lakh entrepreneurs availed more than Rs 4500 crore loans under *MUDRA* scheme. These achievements will help us attain the right place on the globe when we celebrate our centenary of independence in 2047.

I need to question you, when all is going well, why do some of us decry our democracy, why do some of us inside and outside the country talk of unforced silence, say this country doesn't have democratic values? I dare say with confidence and with fear of contradiction that India is the most vibrant and functional democracy on the planet as of date.

No country in the world can claim to have a constitutional democratic mechanism for the Village, Municipalities, States, and Parliament. I appeal to students, intelligentsia, and media that they have to act as ambassadors of this country, they have to believe in our nationalism, and they have to run down this narrative. We cannot support those who in the country and outside tarnish, and taint our growth trajectory and democratic values.

As Chairman Rajya Sabha, I know the freedom of expression available in our country, is not subject to any enforced silence. Those who think so, need to revise their opinion.

Such false narratives are emanating from some universities outside. In some universities in the USA, it is only Indian students who criticise their own country. You will not find another example where a faculty member or student of a country criticizes its own country outside its country.

You'll not find a politician who will trot all around the globe to tarnish our democratic values. And this is not Indian culture.

Bharat Ratna Atal Bihari Vajpayee by Narasimha Rao ji to represent the country. We have to believe in our motherland and subscribe to the sublimity of our nationalism. The onus lies on you, you have to find a way out so that such kind of pernicious, sinister narratives are nipped in the bud.

Parliament and educational institutions are temples. Parliament is a place for dialogue, debate, deliberation, and discussion and not a place for disruption and disturbance.

How can we weaponize disturbance as a political tool? How can we allow these theatres to be so polluted? My young friends, the Indian constitution was formed by the constituent assembly in three years and during those three years, they debated very sensitive issues, some issues that could be taken as very divisive, very complicated, and complex. There was no disruption or disturbance. There was an attitude of collaboration and not confrontation.

I call upon the intelligentsia and media, it is time in Amrit Kaal, we help generate an ecosystem so that our parliamentarians respond positively to the spirit and essence of the founding fathers of our Constitution.

I have no doubts friends, after going out of this university you will contribute to societal growth but never forget two things. One, always respects your teachers. No education can fructify into a good human being without the facilitation of a good guru.

Secondly, never forget your university, contribute to the welfare of the university in whatever form you can. Have a dream, but don't allow that dream to be parked in your brain.

A dream is not to be parked with a brain, a dream is required to be realized.

I call upon the Hon'ble Chancellor and Vice Chancellor. We need to harness the energy of alumni. They can make a huge difference. I have been visualizing an idea of the Confederation of Alumni that will constitute a spinal think tank for the country's welfare.

Take your university, it has notable alumni. Have it structured, have it developed.

It's a delightful experience for me. I am grateful to the Hon'ble Chancellor and Vice Chancellor and a deep sense of gratitude for the Hon'ble Chief Minister who has not only made my visit to this state ever memorable, he also responded to one of my invitations to be at Darjeeling.

Congratulations to all of you. ❑

CAMPUS NEWS

National Workshop on Data Analysis Using SPSS Software

A two-day National Workshop on 'Data Analysis Using SPSS Software' was organised by the Department of Statistics, Department of Library and Information Science and Department of Mathematics Pingle Government College for Women Hanamkonda, Telangana from March 27-28, 2024. During Inaugural Session, Convener, Prof. B Chandramouli, Chairman and Principal welcomed the participants and gave an introduction about the event. Mr. I Mangamma introduced the theme of the event emphasizing its relevance in the context of research. An overview of the workshop was presented to provide participants with a clear understanding of its objectives. Co-convener Mr. B Jagadeesh and Dr. B Madhavi briefed the participants about the workshop.

Prof. Ch. Sanjeeva Reddy, Vice President, Telangana Academy of Sciences was the Chief Guest of the workshop. He said that data analysis plays a vital role in real life and everyone collects the data and analyzes it. He expressed his views on the innovative usage of SPSS. He said that the event would provide an opportunity to learn SPSS which is very useful to researchers of different disciplines.

Guest of Honour, Dr G Raja Reddy, Principal, ID College Hanamkonda said that all the participants took advantage of the workshop. Dr T Tirumala Devi, Department of Mathematics, Kakatiya University, Warangal said that the SPSS is very useful to everyone. Everyone is encouraged to get practical knowledge of it. With a token of love and remembrance, the Chief Guest was felicitated with a bouquet by the Principal, Pingle Government College for Women, Hanamkonda, Telangana.

Dr. B Radhika Rani, Head and BOS Chairman, Department of Library and Information Science, Kakatiya University, Warangal was the Keynote Speaker of the session on 'Ethics of Research'.

She almost covered all the topics such as ethical and non-ethical things of research. Do's and don'ts while writing a research paper. She also focused on plagiarism tools. With a token of love and remembrance, the Keynote Speaker of the function was felicitated with a bouquet by the Principal of the College.

Dr. M Anjaiah Former Assistant Professor, Library and Information Science, Dravidian University, Kuppam, Andhra Pradesh was the keynote speaker of the next session. He covered almost all the topics of research methodology, such as about research methodology, types of research methodology, role of research methodology in research and how can we select research methodology? The Keynote Speaker of the session was felicitated with bouquet of flowers by the Principal.

Dr. D Vijayalakshmi, Lecturer in Statistics, TSWRDC (Warangal West) was keynote speaker of the of the session on 'Basics of statistics'. She covered all the basic concepts of statistics which are calculated by SPSS. The Keynote Speaker was felicitated with a bouquet by the Principal of the College.

Dr. J Srinivas, Head, BOS Chairman, Department of Statistics, Kakatiya University, Warangal was the Resource Person for the next session and he explained all the important features of SPSS software. He practically explained how to find statistical terms using SPSS. With a token of love and remembrance, the Keynote Speaker was felicitated with a bouquet, by the Principal.

Mr. T Naveen Chandar Raj, Assistant Prof of Mathematics, Govt Degree College, Kairathabad was the Resource Person of the session on 'Generation of Drill Down Dashboard Reports using Google Data Studio'. He explained how to use Google Data Studio.

During the Valedictory Function, Prof. Anand Kishore Kola, Chairman, Library Advisory Committee, NIT Warangal was the Chief Guest of the function. In his message, he expressed his views on the usage of SPSS Software that SPSS Software frequently otherwise not useful. The certificates of participation were distributed to all the participants by these distinguished guests. The Organising Secretary, Dr. B Madhavi proposed the Vote of Thanks of the event.

International Conference on Progression from Developing to Developed India *Shodh Shikhar*- 2024

A two-day International Research and Innovation Conference *Shodh Shikhar*-2024 on 'Progression from Developing to Developed India' is being organized

by the Rabindranath Tagore University, Bhopal from May 03-04, 2024. It comprises two major events i.e., a Research Paper Conference '*Anushodhan*' and a Research Project Competition '*Navnirmani*' for college students, researchers, industrialists, and faculty members. It will motivate youth in the School and Universities to apply their research talent and innovative mind to contribute in nation building through Research Papers and innovative working models of Research Projects which relate to national vision like Digitalization, MSME, Clean Energy, Mission Water, Pollution Control, Smart Systems, Defence System, Cyber Security, Business Models, etc. for new world and any such theme.

Key Themes

- ***Innovation and Technology (T1):*** Innovative technologies, digital solutions and entrepreneurship for inclusive development.
- ***Agriculture and Allied Sciences (T2):*** Crop farming, forest development and conservation, agricultural biotechnology, agricultural technology, agricultural economics, plant breeding.
- ***Contemporary Science and Technology (T3):*** Basic and applied science including Indian Knowledge System.
- ***Environmental Sustainability (T4):*** Exploring solutions for environmental conservation, climate change mitigation and sustainable resource management.
- ***Economic Development (T5):*** Discussing strategies for sustainable economic growth, job creation, rural management, urban management, financial inclusion, financial literacy and poverty alleviation.
  - **(a)** *Social Inclusion*: Addressing issues of social inequality, education, gender equality and social justice.
  - **(b)** *Governance and Institutional Reforms*: Analysing the role of governance, policy frameworks and institutional reforms in driving development and happiness.
  - **(c)** *Healthcare:* Pharmacy, Yoga, Nursing and Physiotherapy.

For further details, contact Convener, Dr. T Ravi Kiran, Rabindranath Tagore University, Bhopal, Madhya Pradesh, Mobile No: 08461922099, E-mail: *shodhkshikhar2024@gmail.com.* For updates, log on to: *www.shodhshikhar-agu.aisect.org*.

ICSSR-Capacity Building Programme on Academic and Research Excellence

A twelve-day Capacity Building Programme on 'Academic and Research Excellence in Higher Education' is being organised for Social Science Faculty Members by the Department of Education, Nagaland University, Nagaland from May 07-18, 2024. The event is sponsored by the Indian Council of Social Science Research (ICSSR, Ministry of Education, Govt. of India) New Delhi. This Event aims to enhance participants' comprehension of diverse topics encompassing Indian Knowledge Systems, implications of the National Education Policy- 2020, professional ethics, quality assurance, and holistic education. This includes delving into research methodologies, data analysis techniques, academic writing, and crafting effective research proposals. Additionally, the aim is to explore the integration of modern technologies, foster interdisciplinary collaboration, and translate theoretical concepts into practical applications within the context of higher educational institutions. The Themes of the Event are:

- Exploration of Indian Knowledge Systems with a Focus on Northeast India.
- Implications of the National Education Policy 2020 on Higher Education.
- Professional/Ethical Standards and Values in the Higher Education Institutions.
- Enhancing the Wellbeing of Higher Education Stakeholders.
- Ensuring Quality Assurance in Higher Education.
- Advancing Research in Social Sciences: Problems, Methodologies, Tools, and Data Collection Techniques etc.
- Integration of ICT, SWAYAM, MOOCs, and OERs in Higher Education.
- Leveraging Libraries and E-libraries for Teaching, Learning, and Research.
- Academic Writing: Components, Challenges, and Issues.
- Practical Application of Qualitative and Quantitative Data Analysis Methods Using Relevant Statistical Software.
- Crafting Effective Research Proposals for Grants and Funding.
- Navigating the Publication Process in Research: SCOPUS/Web of Science/UGC CARE Listed

Journals, Avoiding Plagiarism, and Addressing Challenges.

- Government Initiatives for Academic Excellence in Higher Education.
- Research and Skill Development in Higher Education.
- Academic leadership, Curriculum Design, Governance, Student Diversity & inclusion in Higher Education.
- Intellectual Property Rights in the Context of Social Sciences.
- Holistic Education & Multidisciplinary Research in Higher Education.
- Paper Clinic: Interactive Discussion on Research Papers and Field Visit Experiences.
- Technology-Cyber Security, etc. in Higher Education.

For further details, contact Course Director, Dr Limala, Associate Professor, Nagaland University, Kohima Campus, Meriema-797004, Nagaland, Mobile No: 09436070578, E-mail: *nueduicssrcbp2024@gmail.com.* For updates, log on to: *www.nagalanduniversity.ac.in/events/*

AIU News

Faculty Development Programme on Translation Studies from the Global South

A two-week Faculty Development Programme on 'Translation Studies from the Global South' was organized by the Association of Indian Universities–Academic and Administrative Development Centre, Sri Sri University, Cuttack (Odisha) in collaboration with Sri Sri Centre for Translation and Interpreting Studies from February 19-March 05, 2024. About 125 participants from across the country and abroad participated in the event to discuss current issues in translation studies, share ideas, and create new models and theories. The event commenced with the welcoming remarks delivered by the Nodal Officer of the event, Dr Vijaya Lakshmi Mohanty, Director, SSU HRDC where she outlined the detailed concept note of the programme stressing the role of AIU-AADC-SSU in empowering faculties across India with cutting-edge research.

Dr. Pankaj Mittal, Secretary General, Association of Indian Universities, New Delhi elaborated on the different collaborations with a wide range of universities, State, Central, Private, Open, Deemed Universities, Institute of National Importance as well as universities outside India, thereby becoming the largest association of universities in the world.

Prof. Rajita Kulkarni, President, Sri Sri University emphasized the importance of Translation and Interpretation in a plurilingual country thereby opening the first interpreting studies centre in India. Prof. B R Sharma, Vice Chancellor underlined the importance of understanding culture in the act of translation. Dr. Deepa Vinay, Executive Registrar outlined the significance of technology in the translation industry. Dr. Rindon Kundu, Director of Sri Sri Centre for Translation and Interpreting Studies, explained the significance of organising the FDP by underlining the need to decolonize the field of translation studies by empowering the theories and practices of translation from the Global South especially from India.

The FDP looked at the ideas and disciplinary paths of translation studies in peripheral regions, such as Asia, Africa, and Latin America, with an eye towards understanding how these fields were developed and expanded outside the Global North. It engaged faculty on how the Global South might become a focus for new features in Translation Studies. Faculty members had the opportunity to present their research towards decolonising the field of Translation Studies thereby learning how different fields might impact and advance Translation. This Faculty Development Programme attempted to deconstruct the 'universal' concept of translation by investigating diverse discursive practices in 'marginal spaces' and bringing together alternate perspectives and methods of translation from around the world.

The Valedictory Session witnessed Dr. Amarendra Pani, Joint Director, Research Division, Association of Indian Universities, New Delhi who interacted with the participants and learnt how successful and beneficial the programme was for their academic career. Dr. Usha Rai, Assistant Director, Research Division, AIU offered her wishes for the completion of a quality programme. Guru Ratikant Mahapatra, Dean, Faculty of Arts Communication and Indic Studies, Sri Sri University congratulated Dr Rindon Kundu, Director of SSCTIS for meticulously organizing the FDP. ❑

THESES OF THE MONTH

HUMANITIES

A List of doctoral theses accepted by Indian Universities
(Notifications received in AIU during the month of Feb-March, 2024)

Cultural Studies

1. Bharali, Lalit Chandra. **The Bhatheli festival of lower Assam: A social-semiotic study**. (Prof.S K Nanda), Department of Cultural and Creative Studies, North Eastern Hill University, Shillong.
2. Sohlang, Sharaiyn War. **Children's rhymes in Khasi oral tradition: A study to their text and context**. (Prof. D L Kharmawphlang), Department of Cultural and Creative Studies, North Eastern Hill University, Shillong.

Geography

1. Manoj Kumar. **Madhya Pradesh ke Bundelkhand mein jal samasya evam prabhandan ka ek bhogolik adhyayan**. (Dr. Prabhakar Mishre), Department of Geography, Vikram University, Ujjain.

History

1. Khare, Surendra Pratap Singh. **Bundelkhand mein istri shiksha ka vikas: Ek vishleshnatamak adhyayan (1947 se vartman tak)**. (Dr. Seema Jherwar), Department of Ancient Indian History Cultural and Archaelogy, Vikram University, Ujjain.
2. Ranjan, Rajesh. **1857 ke vidroh mein Nawab Khan Bahadur Khan kee bhumika**. (Dr. Hare Krishna Mishra), Department of History, T M Bhagalpur University, Bhagalpur.
3. Solanki, Seema. **Paschimi Malwa ke aadiwasi anchal ka puratatavik adhyayan-Dhar, Jhabua evam Alirajpur kshetra ke sandarbh mein: Prarambh se lekar 13vi shatabdi tak**. (Dr. Dhirendra Kumar Solanki), Department of Ancient Indian History Cultural and Archaelogy, Vikram University, Ujjain.

Languages & Literature

English

1. Bavda, Shweta Labhubhai. **Image of Gujarat in the translated works of K M Munshi: A study**. (Dr. Mahesh B Bhatt), Department of English, Gujarat University, Ahmedabad.
2. Biswas, Parijat. **Interpreting alternative female stereotypes in the popular fictions and Suzane Collins**. (Prof. S Bhattacharjee), Department of English, North Eastern Hill University, Shillong.
3. Biswas, Pritha. **Understanding nonsense verse: A study of select works of Sukumar Ray**. (Dr. John Joseph Kennedy P), Department of English Studies, Christ University, Bangalore.
4. Garima. **From subjugation to assertion: A comparative study of select novels of Anita Nair and Manju Kapur**. (Dr. Anupama), Department of English, Kurukshetra University, Kurukshetra.
5. George, Narayana. **The culinary space: Reading food and identity intersections in select narratives**. (Dr. Arya P V), Department of English Studies, Christ University, Bangalore.
6. Infanta, R Vincy. **Effectiveness of classroom interaction on English language production in Tamil medium schools in Coimbatore**. (Dr. Greta D' Souza), Department of English Studies, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.
7. Mehta, Hima Mukeshbhai. **Inner dimensions in autobiographies of Amrita Pritam**. (Dr. K G Rathod), Department of English, Saurashtra University, Rajkot.
8. Misra, Sahana. **Sthayibhava and its Rasa: Using the Rasa Bhava Theory in reading popular Hindi cinema**. (Dr. Thriyambaka S and Dr. Venkata Ramani Challa), Department of English, CMR University, Bangalore.
9. Naveena, V. **Nation and gender in diasporic Hindi cinema: A study**. (Dr. S Siraj Ahmed), Department of English, Kuvempu University, Shankaraghatta.
10. Pathak, Mayuri. **Ecofeminist perspectives in select novels of Dr Indira Goswami**. (Dr. Thriyambaka S and Dr. Venkata Ramani Challa), Department of English, CMR University, Bangalore.
11. Sebastian, Rajat. **Symbol of photographic texts in the travel narratives of Paulo Coelho**. (Dr. Vidya S), Department of English Studies, Christ University, Bangalore.
12. Somvir. **Double consciousness of female characters in Diaspora literature of select novelists of India**. (Prof. Anil Dhar), Department of English, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

Hindi

1. Bharadava, Nitin Hirjibhai. **Premchand aur**

Dhoomketu kee chayenit kahaniyoan mein samajik chetna: Ek tulnatamak adhyayan. (Dr. N M Dodia), Department of Hindi, Saurashtra University, Rajkot.

2. Dawar, Sanjay. **Bhili-Bhilali shabdoan ka tulnatamak anusheelan: Jhabua evam Alirajpur Jile ke vishesh sandarbh mein**. (Dr. Geeta Nayak), Department of Hindi, Vikram University, Ujjain.

3. Goswami, Dolly. **Vijaydan Detha kee laghu kathoan ka anusheelan**. (Dr. Uma Gagrani and Dr. Geeta Nayak), Department of Hindi, Vikram University, Ujjain.

4. Khokhar, Rubina Abdulbhai. **Mehrunnisa Parvez kee kahaniyoan mein yug chetna**. (Dr. M G Gandhi), Department of Hindi, Saurashtra University, Rajkot.

5. Lohar, Aradhnakumari Devilal. **21v sadi ke pratinidhi upanyasoan mein nari jeevan kee samasyaye: Ek anusheeelan**. (Dr. B K Kalasva), Department of Hindi, Saurashtra University, Rajkot.

6. Narayan, Jay. **Viveki Rai ke katha sahitye mein gramin chetna: Ek anusheelan**. (Dr. Ram Murti Tripathi), Department of Hindi, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

7. Pandey, Atul Kumar. **Aadivasi vimarsh evam purvottar vishyak Hindi katha sahitya**. (Prof. M P Pandey), Department of Hindi, North Eastern Hill University, Shillong.

8. Patel, Dinesh Kumar. **Harishankar Parsai ke vyang sahitye mein samey aur samaj**. (Dr. Lalit Kumar Singh), Department of Hindi, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

9. Patel, Lilavatiben Rameshbhai. **Hindi kee pramukh mahila kahanikaroan ke kahani sahitye mein nirupit samajik samasyaye: Nasira Sharma, Manjul Bhagat evam Anamika ke vishesh sandabh mein**. (Dr. K S Chotaliya), Department of Hindi, Saurashtra University, Rajkot.

10. Raiyani, Kavita Sambhubhai. **Sanjeevji ke upanyasoan mein samsamyik chetna**. (Dr. J N Pandya), Department of Hindi, Saurashtra University, Rajkot.

11. Sarvaiya, Mayur Parsottambhai. **Pravasi Hindi sahitye mein vyakat Bhartiye evam pashchatye sanskriti ka sangharsh: Mauritius ke sandarbh mein**. (Dr. R M Rathod), Department of Hindi, Saurashtra University, Rajkot.

12. Solanki, Ashok Rambhai. **Phanishwar Nath 'Renu' ke upanyasoan ka patregat evam pariveshgat adhyayan**. (Dr. M J Bandhiya), Department of Hindi, Saurashtra University, Rajkot.

13. Sulaniya, Kavita Kumari. **Meena lok sahitya evam sanskriti ka smagra anusheelan**. (Dr. Pragya Thapak and Dr. Shailendra Kumar Sharma), Department of Hindi, Vikram University, Ujjain.

14. Vasani, Sejal Pankajbhai. **Mamta Kalia ke katha sahitye ka samajik evam sanskritik anusheelan**. (Dr. D M Domadiya), Department of Hindi, Saurashtra University, Rajkot.

Sanskrit

1. Gohel, Jaysinh Devisinh. **Maharshivashishthakrit dhanurvedasamhitayah samikshatmakama-dhyayanam**. (Dr. Rampal Shukla), Department of Sanskrit, M S University of Baroda, Vadodara.

2. Gohil, Maheshvariba Chetansinh. **Parijatasaurab-ha Mahakavya of Swamisri Bhagavadacarya: A study**. (Dr. Parul M Mehta), Department of Sanskrit, Saurashtra University, Rajkot.

3. Joshi, Avinash Karshan. **A comparative study of the terminologies of Paribhashendushekhar and Nyayasangrah**. (Dr. B R Chudasama), Department of Sanskrit, Saurashtra University, Rajkot.

4. Joshi, Hemangkumar Harshadbhai. **Shuddhadwait sampradaye karmakandasya mahattvam swaroopam cha**. (Dr. Suresh Patel), Department of Sanskrit, M S University of Baroda, Vadodara.

5. Joshi, Yogesh Jitendrakumar. **A critical study of Shri Ramshankar Avasthi's Vanadevi in light of Kavyaprakash**. (Dr. B R Chudasama), Department of Sanskrit, Saurashtra University, Rajkot.

6. Keshav. **Goswami Bhairavagiri Virachita 'Uttaranaisadhiyacharitam': Eka samikshatmaka adhyayana**. (Dr. Aruna Sharma), Department of Sanskrit, Kurukshetra University, Kurukshetra.

7. Rajgor, Bharatbhai Bhikhaji. **Vaidikgyanaamam aadhyatmikdrishtya sanskritikdrishtya cha anusheelnam**. (Dr. Ravindrakumar V Khandwala), Department of Sanskrit, Gujarat University, Ahmedabad.

8. Raval, Jignesh Madhukantbhai. **An analysis of the roots of the Srimad Bhagavadgita-Svaminarayana-Bhasyam and its contribution to Indian philosophy**. (Dr. B R Chudasama), Department of Sanskrit, Saurashtra University, Rajkot.

Telugu

1. Balaswamy, Antati. **Telugulo Shashtipoorthi sanchikalu-parisheelana**. (Dr. Ch Lakshmana Chakravarthy), Department of Telugu Studies, Telangana University, Nizamabad.

Urdu

1. Ali, Mohd Naheed. **Hyderabad ke Naamwar sahafiyoun ki adabi wo Sahafati khidmat (Azadi ke baad)**. (Dr. Mohd Abdul Quavi), Department of Urdu, Telangana University, Nizamabad.
2. Farooq, Mohamad. **Urdu naveloan par tarakki pasand tehreek ke asraat**. (Dr. Gulam Hussain), Department of Urdu, Vikram University, Ujjain.
3. Jahan, Taskeen. **Bhopal mein khawateen kee adabi khidmat: Inzemam se Qabal, Inzemam ke baad**. (Dr. Zafar Mahmood), Department of Urdu, Vikram University, Ujjain.

Performing Arts

Drama

1. Soni, Dheeraj. **Aadhunik Bhartiye rangmanch mein abhiney sidhantoan ka anuparyog: Ek vishleshnatamak adhyayan (Pratinidhi nirdeshkaoan ke vishesh sandarbh mein)**. (Dr. Yogendra Choubey), Department of Drama & Theatre, Raja Mansingh Tomar Music & Arts University, Gwalior.

Fine Arts

1. Gupta, Rajeev Kumar. **Samkaleen mahila chitrekaroan kee chunotiya evam uplabdhiya**. (Dr. Jay Shankar Mishra), Department of Fine Arts, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.
2. Kalpana. **Madhya Pradesh mein adhunik collage chitrekaroan kee kritioan mein soundarye bodh: Amritlal Vegad ke vishesh sandarbh mein ek samikshanatamak adhyayan**. (Dr. Prasanna Patkar), Department of Fine Arts, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.
3. Kushwaha, Ganesh. **Contribution of Uttar Pradesh sculptors in Indian contemporary art: With special reference to Balbir Singh Katt, Ltika Katt, Mandal Lal Gupta and Rajivanayan Pandey**. (Dr. Balwant Singh Bhadoria), Department of Lalitkala, Raja Mansingh Tomar Music & Arts University, Gwalior.

Music

1. Bansal, Karuna. **Vyaktitav ke vikas mein sangeet shiksha ka yogdan: Shaishwaawastha se Vishwa Vidyalaya istar tak**. (Dr. Satyabhan Sharma), Department of Music, Raja Mansingh Tomar Music & Arts University, Gwalior.
2. Jha, Nandkishor. **Bhartiye sangeet ke pramukh avnadh vadh table ka vishleshnatamak adhyayan: Sangatvadh ke vishesh sandarbh mein**. (Dr. Nagesh Tripathi), Department of Music, Raja Mansingh Tomar Music & Arts University, Gwalior.
3. Kulshrestha, Sakshi. **Gwalior evam Agra Gharane keegayakikaparasparvishleshnatamakadhyayan: Pramukh gayekoan ke vishesh sandarbh mein**. (Dr. Veena Joshi), Department of Music, Raja Mansingh Tomar Music & Arts University, Gwalior.
4. Patel, Neelam. **Dr Girija Devi jee kee Thumri gayakee ka sangitik, sahitiyak evam bhavatmak adhyayan**. (Dr.Ranjana Tonpe), Department of Music, Raja Mansingh Tomar Music & Arts University, Gwalior.
5. Sharma, Priyanka. **Bhartiye swar vadhyoan kee parampara mein Santur Vadh ka yogdan**. (Dr. Sunil Pavagi), Department of Music, Raja Mansingh Tomar Music & Arts University, Gwalior.
6. Singh, Monika. **Gwalior gharane ke suprasidh gayika Dr.Veena Sehatrebudhey ka vyaktitav evam swarachit bandishoan mein nihit soundarye tatav: Ek vishleshnatamak adhyayan**. (Dr. Parul Dixit), Department of Music, Raja Mansingh Tomar Music & Arts University, Gwalior.
7. Vipat, Vikas. **Tabla vadan kee Gwalior parampara ka aitihasik evam sangeetik visheleshnatamak adhyayan**. (Dr. Sunil Pavagi), Department of Music, Raja Mansingh Tomar Music & Arts University, Gwalior.
8. Yadav, Rashim. **Hindustani sangeet mein Gharana gayaki ka vishesh prabhav ek vivechnatamak adhyayan: Agra Gharane ke vishesh sandarbh mein**. (Prof.Dr. Ranjana Tonpe), Department of Music, Raja Mansingh Tomar Music & Arts University, Gwalior.

Philosophy

1. Vadher, Arpita Jagdishchandra. **Bhartiya darshan ma Muktimimansa: Vaidik tatva chintan ane shad darshano na sandarbh ma**. (Dr. Chandrika Vadher), Department of Philosophy, Saurashtra University, Rajkot.

Religion

Jainism

1. Prabhakar Kumar. **Green religious and minimalistic practices in Hinduism, Jainism and Buddhism and role of social media in promoting these practices**. (Dr. Yogesh Kumar Jain), Department of Jainology and Comparative Religion, Jain Vishva Bharati Institute, Ladnun, District Nagaur. ❑

Shri Vithal Institute of Progressive Education's
Institute of Computer and Management Studies, Kasegaon, Pandharpur

(Accreditated by NAAC with 'B' Grade)

NON-AIDED

(Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur)

Applications are invited for the following CLOCK HOUR BASIS (CHB) Post for the Academic Year 2023-24.

Sr. No.	Course	Subject	Designation	Total No. of CHB Post
Science & Technology Faculty				
1	B.C.A & B.Sc. (ECS)	Computer Science	Assistant Professor	6 C.H.B.
2		Statistics	Assistant Professor	1 CHB
3		English	Assistant Professor	1 CHB
4		Mathematics	Assistant Professor	1 CHB
5		Electronics	Assistant Professor	1 CHB

1) The above Posts are open to all however candidates from any category can apply for the post.
2) All the above posts are purely on Temporary Clock Hour Basis for Academic Year 2023-2024 & subject to workload approval of Joint Director of Education, H.E. Solapur Region, Solapur for Senior College section.
3) Educational Qualification and other requirements are as prescribed by the UGC Notification dtd. 18 July, 2018, Govt of Maharashtra Resolution No. Misc 2018/C.R.56/18UNI-Idts. 8 March, 2019 and University Circular No.PAHSUS/ Est/7pay/2019/2285/ dtd. 25th March, 2019.
4) Remuneration of the above posts will be as per Govt. Resolution No. fj. Potetestet, dated 14 November, 2018 and University Circular No. **मोदिसा शिमा परिपत्रका २०१८–१६६१०६४६**/ dtd. 24th December 2018.
5) Applications with full details should reach to the Principal Solapur Social Association's Solapur **within 8 days** from the date of publication of this advertisement. Incomplete applications will not be entertained.
6) This is University approved advertisement.

Principal

DR. L.H.HIRANANDANI COLLEGE OF PHARMACY

CHM College Campus, Opp. Railway Station, Ulhasnagar – 421 003.Dist. – Thane

(Minority Education Institution)

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

UN–AIDED

Sr. No.	Cadre	Subject	Total No. of Posts	Category
1.	**Assistant Professor**	Pharmaceutics	05	05 - OPEN
		Pharmacology	01	01 - OPEN
		Pharmacognosy	01	01 - OPEN
		Quality Assurance	01	01 - OPEN

The above posts are open to all, however candidates from any category can apply for the post. Reservation for women will be as per **University Circular No. BCC/16/74/1998 dated 10th March, 1998. 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/ 2019 – 20/05 dated 05th July, 2019**.

Candidates having knowledge of Marathi will be preferred.

The Educational Qualification, Experience & pay – scale for the post of Assistant Professor are as prescribed by the University of Mumbai, AICTE from time to time.

Please refer University Circular No. मशिमाक/विशिमाक/तंत्रशिक्षण/११/२०२०–२०२१ दिनांक ११ जानेवारी, २०२१ for qualification and experience at the time of interview.

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

Applications with full details should reach to the **Secretary, Hyderabad (Sind) National Collegiate Board, 1st Floor, Mistry Bhavan, Dinshaw Wachha Road, Churchgate, Mumbai – 400 020. within15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-

SECRETARY

Thakur Educational Trust's (Regd.)

THAKUR RAMNARAYAN COLLEGE OF ARTS & COMMERCE

NAAC Accredited & ISO 21001:2018 Certified

Thakur Ramnarayan Educational Campus, S.V. Road, Dahisar (East), Mumbai - 400 068
Tel: 022 2828 1200 | Fax: 022 2828 1300 | www.trcac.org.in

MINORITY

APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS FROM THE ACADEMIC YEAR 2024-2025.

SELF-FINANCE

Sr. No.	Cadre	Subject	Total No. of Posts	Posts Reserved for
1	**Principal**	-	01	01 – OPEN
2	**Assistant Professor**	ECONOMICS	02	02 – OPEN
3	**Assistant Professor**	BAMMC	02	02 – OPEN
4	**Assistant Professor**	BMS	02	02 – OPEN
5	**Assistant Professor**	COMMERCE	03	03 – OPEN
6	**Assistant Professor**	B. Com (A&F)	02	02 – OPEN
7	**Assistant Professor**	B.Sc. (COMUTER SCIENCE)	02	02 – OPEN
8	**Assistant Professor**	B.Sc. (INFORMATION TECHNOLOGY)	02	02 – OPEN
9	**Librarian**	-	01	01 – OPEN

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

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

Candidates having knowledge of Marathi will be preferred.

"Qualification, Pay Scales, and other requirement are as prescribed by the UGC Notification Dated 18thJuly 2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/181/UNI-1, dated 8th March 2019 and University Circular No. TASS/(CT)/ICD/2018-19/1241, dated 26TH March 2019 and revised from time to time".

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

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

Applications with full details should reach to the **SECRETARY THAKUR EDUCATIONAL TRUST THAKUR RAMNARAYAN COLLEGE OF ARTS & COMMERCE**, Thakur Ramnarayan Educational Campus, S.V. Road, Dahisar (E), **Mumbai – 400068**, OR send Mail to hr@trcac.org.in **within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
SECRETARY

Himachal Pradesh Technical University

Hamirpur (H. P.)-177001, Phone-01972-226914, 226911
E-mail ID: queryadmission@outlook.com
website: www.himtu.ac.in

File no. Himtu-3(Acad.) F-9/2013-Vol-III-1496 Dated-19/03/2024

HIMACHAL PRADESH COMMON ENTRANCE TEST
(HPCET- 2024)

Himachal Pradesh Technical University invites online applications from the candidates interested to appear in Himachal Pradesh Common Entrance Test (HPCET)-2024 for admission to the following courses in Govt. and Private institutions affiliated to Himachal Pradesh Technical University, Hamirpur and its own campus for the academic session 2024-25:-

Name of Course	Last date for submission of online application form	Date of HPCET-2024
B. Tech. and B. Pharmacy (Direct Entry)	**18.04.2024**	**10.05.2024 (Friday)** 09.00 A.M to 12.15 P.M.
MCA		**10.05.2024 (Friday)** 09.00 A.M to 11.00 A.M.
MBA, MBA (T& HM)		**10.05.2024 (Friday)** 02.00 P.M. to 04.00 P.M.

Interested candidates may apply by filling **ONLINE APPLICATION FORM** available on the University Website i.e. **www.himtu.ac.in** subject to fulfilment of minimum eligibility /admission criteria as mentioned in the Prospectus part-I (Information Brochure)-2024 available on the University website.

(Kamal Dev Singh Kanwar, H.A.S)
Registrar-cum-Controller of Examination

Samyak Prabodhan Sangh's

Bhimrao Pradhan College of Arts, Science, and Commerce,
Shahapur Dist. Thane - 421601
(Affiliated to University of Mumbai)

APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS
FROM THE ACADEMIC YEAR 2024-25

UNAIDED

Sr. No.	Cadre	Subject	Total No. of Posts	Post Reserved for
1	Principal	.....	1	01- OPEN
2	Assistant Professor	English	2	01- SC, 01-OPEN
3	Assistant Professor	Marathi	2	01- SC, 01-OPEN
4	Assistant Professor	History	2	01- SC, 01-OPEN
5	Assistant Professor	Geography	2	01- SC, 01-OPEN
6	Assistant Professor	Economics	2	01- SC, 01-OPEN
7	Assistant Professor	Political Science	2	01- SC, 01-OPEN
8	Assistant Professor	Psychology	2	01- SC, 01-OPEN
9	Assistant Professor	B.M.S.	4	01- SC/ST, 01- DT(A), 01 – OBC, 01 - OPEN
10	Assistant Professor	B.Com. (Accounting & Finance)	4	01- SC/ST, 01- DT(A), 01 – OBC, 01 - OPEN
11	Assistant Professor	B.Sc. (Information Technology)	6	01- SC/ST, 01- DT(A), 01 – OBC, 01 – SEBC/EWS, 02 - OPEN
12	Librarian	-------	1	01-OPEN

For Assistant Professor (Horizontal Reservation)
Persons with Disability – 01 (A Group - B./LV.), Sportsmen – 01

The post of Principal & Librarian is open to all, however candidates from any category can apply for the post.

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

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

Candidates having knowledge of Marathi will be preferred.

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

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

Application with full details should reach the SECRETARY, Samyak Prabodhan Sangh, B-301, Radhey CHS, Karnik Road, Opp Nutan School, Above Mamta Medical, Kalyan (W) Dist. Thane – 421601 within 15 days from the date of publication of this advertisement. This is University approved advertisement.

Sd/-
SECRETARY

Licensed to post without prepayment under WPP No. U(C)-109/2024-26
Postal Regd. No. DL (C)-05/1241/2024-26
UNIVERSITY NEWS 62 (15) April 08-14, 2024
Regd. No. RNI-7180/1963
Published on Monday: 08-04-2024 No. of Page 44 including Covers
Posted at LPC Delhi RMS, Delhi-6 on Tuesday/Wednesday every week

Edited, Printed and Published by Dr Sistla Rama Devi Pani, on behalf of the Association of Indian Universities, AIU House, 16 Comrade Indrajit Gupta Marg (Kotla Marg), New Delhi-110 002. Phones: 23230059 (6 Lines). Fax: 011-23232131, E-Mail : sgoffice@aiu.ac.in, advtun@aiu.ac.in, publicationsales@aiu.ac.in, subsun@aiu.ac.in (for subscription), unaiu89@gmail.com, universitynews@aiu.ac.in, Website: http://www.aiu.ac.in
Printed by Chandu Press, D-97, Shakarpur, Delhi-110 092 Phone: 42448841, chandupress@gmail.com