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SHRI VAISHNAV INSTITUTE OF TECHNOLOGY AND SCIENCE

B.Tech. (4 Years)
Agricultural Engineering/ Automobile Engineering/ EV (Electric Vehicle Engineering)/ Civil Engineering/ Electronics and Computer Science Engineering/ Electrical Engineering (Solar Energy-Tata Power)/ Electrical & Electronics Engineering/ Electrical Engineering/ Electronics and Communication Engineering/ EC (Internet of Things)/ Robotics and Artificial Intelligence/ Electrical Engineering and Computer Science/ Civil Engineering (Smart Cities and Generative AI)/ ME (Artificial Intelligence & Machine Learning)/ CE (Artificial Intelligence & Machine Learning)/ ECE (Artificial Intelligence & IoT)/ Electronics and Instrumentation Engineering/ Instrumentation & Control Engineering/ Mechanical Engineering/ Mechanical Engineering (Plant Engineering-Tata Power)/ Mechatronics/ Railway Engineering/ Robotics and Automation/ Electronics (VLSI Design & Technology)

M.Tech. (2 Years)
Civil (Geotechnical Engineering)/ Civil (Structural Engineering)/ Civil (Transportation Engineering)/ Civil (Water Resources Engineering)/ Digital Communication/ Digital Instrumentation/ Embedded System & VLSI design/ Industrial Engineering/ Mechanical (Thermal and Design Engineering)/ Power Electronics/ Power System/Renewable Energy/ Virtual Instrumentation/ Construction Technology & Management/ Automations Robotics

Diploma Programs (3 Years)
Automobile Engineering/ Civil Engineering/Electrical Engineering/ Electronics and Instrumentation Engineering/ Electronics Engineering/ Mechanical Engineering/ Mechatronics Engineering/ Solar Energy/ Integrated Circuit (IC) Manufacturing

SHRI VAISHNAV INSTITUTE OF INFORMATION TECHNOLOGY

B.Tech. (4 Years)
Computer Science Engineering/ Computer Science & Business Systems- (TCS)/ Computer & Communication Engineering/ CSE (Mobile Applications)-Apple (AATCE)/ CSE (Artificial Intelligence - IBM)/ CSE (Big Data and Cloud Engineering - Impetus) CSE (Data Science -IBM)/ CSE (Enterprise System - red hat)/ CSE (FullStack Development & Blockchain -IBM)/ CSE (Information and Cyber Security - NCSSS)/ CSE (Artificial Intelligence and Machine Learning-Microsoft)/ CSE (Internet of Things-IBM)/ Information Technology/ IT (Data Science - IBM)/ IT (FullStack Development & Blockchain-IBM)/ (CSE)-Machine Learning and Cloud Computing-Google Cloud India

M.Tech. (2 Years)
Computer Communication Engineering/ Computer Science Engineering/ Computer Science Engineering (Big Data Analytics)/ Information Security/ CSE-Data Science/ CSE-Artificial Intelligence

Dual Degree Programs

B.Tech. + M.Tech # (4+2 Years)
Computer Science Engineering/ Computer Science Engineering (Big Data Analytics)/ Computer Science Engineering (Cloud Computing)/ Computer Science Engineering (Cyber Forensic)/Information Communication Technology/Information Technology

B.Tech. + MBA# (4+2 Years)
Computer Science Engineering/ Information Technology

Diploma Programs
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Six-Months Diploma in Computer Hardware and Networking (DCHN)

SHRI VAISHNAV INSTITUTE OF TEXTILE TECHNOLOGY

B.Tech. (4 Years)
Garment & Fashion Technology/ Textile Engineering/ Technical Textiles

M.Tech. Textile Engineering/ Textile Chemistry (2 Years)
B.Sc. Fashion Design (3 Years)
B.Des. Fashion Design (4 Years)
Diploma Program Textile Engineering (3 Years)

SHRI VAISHNAV INSTITUTE OF HOME SCIENCE

M.Sc. Food & Nutrition (2 Years)

Dual Degree Program

B.Sc. + M.Sc.# Food & Nutrition (3+2 Years/4+1 years)

SHRI VAISHNAV SCHOOL OF FINE ARTS

BFA Painting/ Animation (4 Years)
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SHRI VAISHNAV INSTITUTE OF LAW

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LL.M. Business Law/ Criminal Law (2 Years)
LL.M. (Business Law/ Criminal Law/Human Rights) (1 Year)

Integrated Programs

B.A.LL.B/B.B.A.LL.B/B.Com. LL.B (Hons.) (5 Years)

SHRI VAISHNAV INSTITUTE OF SOCIAL SCIENCES, HUMANITIES AND ARTS

B.A. (3 Years)
B.A. (Hons.) (4 Years)
Psychology/ Economics/ Public Administration/ English Literature/ Sociology/ Political Science/ Anthropology/ History/ Hindi Literature/ Sanskrit

B.S.W. (3 Years)
M.A./ M.Sc. (2 Years)
Psychology/ Applied Psychology/ Public Administration/ Clinical Psychology/ Counselling Psychology/ English Literature/ Sociology/ Economics/ Education/ Anthropology/ History/ Political Science/ Hindi Literature/ Sanskrit/ Psychology (Palliative Care)

M.S.W (2 Years)

Dual Degree Programs

B.S.W. + M.S.W.# (3+2 Years/ 4+1 Years)
B.Lib.I.Sc. + M.Lib.I.Sc.# (1+1 Year)
One-Year Advanced Diploma in French
Six-Months Certificate in Guidance and Counselling

SHRI VAISHNAV INSTITUTE OF PHARMACY

B.Pharma (4 Years)

SHRI VAISHNAV INSTITUTE OF PARAMEDICAL SCIENCES

Bachelor of Medical Lab. Technician (3 Years)
B.A./B.Sc. Yoga (3 Years)
M.A./M.Sc. Yoga (2 Years)

Diploma Programs
X ray Radiographer Technician/ Medical Lab. Technician/ Cath. Lab. Technician/ Dialysis Technician/ Optometric Refraction/ Optometrist Contact Lens/ Anesthesia Technician/ Yoga/ Naturopathy

SHRI VAISHNAV INSTITUTE OF COMPUTER APPLICATIONS

BCA Big Data Analytics-IBM (3 Years)
B.Sc. Data Science (3 Years)
M.Sc. Computer Science (2 Years)
MCA Banking Technology (2 Years)

Dual Degree Program

BCA+MCA# (3+2 Years/4+1 years)
BCA+MCA# Banking Technology (3+2 Years/4+1 years)

SHRI VAISHNAV INSTITUTE OF COMMERCE

B. Com (Plain / Hons.) (3 Years/ 4 Years)
Banking & Finance/ Business Administration/ Computer Application/ Entrepreneurship/ Tax Procedure

M.Com Plain / Financial Risk Management (2 Years)

Dual Degree Programs

B.Com+M.Com/B.Com+MBA# (3+2 Years/ 4+1 Years)

SHRI VAISHNAV INSTITUTE OF FORENSIC SCIENCE

B.Sc. (Hons.) Digital & Cyber Forensics (4 Years)
B.Sc. Forensic Science/ Forensic Psychology (3 Years)
M.Sc. Forensic Science/ Forensic Psychology/ Cyber Forensic (2 Years)
B.A./ B.Sc. Criminolgy (3 Years)
M.A./ M.Sc. Criminolgy (2 Years)

Dual Degree Program

B.Sc.+M.Sc.# (3+2 Years/ 4+1 Years)
Forensic Science/ Forensic Psychology

SHRI VAISHNAV INSTITUTE OF PLANNING

B.Plan (4 Years)
M.Plan (Urban Planning) (2 Years)

SHRI VAISHNAV INSTITUTE OF ARCHITECTURE

B.Arch. (5 Years)
B.Des. Interior Design / Graphics & Animation/ Product Design (4 Years)
M.Des. Interior Design (2 Years)

Dual Degree Program

B.Des. + M.Des.# (4+2 Years)
Interior Design/ Product Design/ Graphics & Animation

SHRI VAISHNAV SCHOOL OF MANAGEMENT

MBA (2 Years)
Engineering Management/ Family Business & Entrepreneurship/ International Business/ Media Management/ Agri-business/ Business Analytics/ Advertising and Public Relations/ Tourism/ Rural Management-MGNCRE/ Hospital & Healthcare Management/ Marketing/ Human Resource/ Fintech/ Finance

BBA (Hons.) (4 Years)
BBA (Plain / Fintech & Rural) (3 Years)

Dual Degree Program

BBA + MBA# (3+2 Years/ 4+1 Years)
Marketing/ HR/ Finance/ Operations/ Fintech/ Rural Management-MGNCRE

MBA (2 Years)
(Industrial Management)
Open to Engineering Graduates only.

SHRI VAISHNAV INSTITUTE OF JOURNALISM AND MASS COMMUNICATION

M.A. Journalism and Mass Communication/ Hindi Journalism (2 Years)

Dual Degree Programs

B.A.+M.A# Journalism and Mass Communication (3+2 Years/4+1 Years)
M.A.+Ph.D# Journalism and Mass Communication

SHRI VAISHNAV INSTITUTE OF SCIENCE

B.Sc. (3 Years)
B.Sc. (Hons.) (4 Years)
Physics/ Chemistry/ Maths/ Computer Science/ Biotechnology/ Electronics/ Instrumentation/ Statistics/ Economics

M.Sc. (2 Years)
Physics/ Chemistry/ Maths/ Environmental Science/ Analytical Chemistry/ Biotechnolgy

Dual Degree Programs

B.Sc. + M.Sc.# (3+2 Years/4+1 years)
Physics/ Chemistry/ Maths/ Statistics

SHRI VAISHNAV INSTITUTE OF AGRICULTURE

B.Sc. (Hons.) Agriculture (4 Years)
M.Sc. Agriculture/ Horticulture (2 Years)
Genetics and Plant Breeding/ Entomology/ Plant Pathology/ Soil Science/ Agronomy/ Horticulture (Fruit Science)/ Horticulture (Vegetable Science)/Agricultural Economics/ Agricultural Extention Education/ Live Stock Production & Management/ Agrometeorology/ Molecular Biology and Biotechnology

FACULTY OF DOCTORAL STUDIES & RESEARCH (3 Years)

Management/ Physics/ Chemistry/ Maths/ Life Science/ Psychology/ Library Science/Computer Applications/ Computer Science/ Computer Engineering/ Environmental Science/ Electronics Engineering/ Electrical Engineering/ Mechanical Engineering/ Textile Technology/ Civil Engineering/ IT/ Forensic Science/ Criminology/ Home Science/ English/ Journalism and Mass Communication/ Biotechnology/ Fine Arts/ Agriculture/ Economics/ Political Science/ Commerce/ Sociology/Anthropology/ Public Administration/ Design/ Education/ Law/ Fashion Design/ History

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SVET (Shri Vaishnav Entrance Test) June 2, 16, July 7, 21, August 4, 18, 2024

Teaching Assistanceship (TA) of ₹ 12,400 for all Gate Qualified Candidates in M.Tech Program*

SVET-2024
16th June 2024
Ph.D (all streams)

In the case of dual degrees, there is an option to exit the program after completion of first degree.

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Integrated Teacher Education Programme: Re-visioning of Teacher Education

S K Yadav* and Saroj Bala Yadav**

National Education Policy–2020(NEP–2020) has recommended many new initiatives and changes in all areas including teacher education. Re-visioning of teacher education, therefore, is the need of the hour. If we fail to re-vision this programme at this juncture, we will lag in the world. and also fail to become. To achieve the target of becoming *Vishvaguru,* the policy suggested Four four-year B.Ed. Integrated Teacher Education Programme (ITEP) for preparing quality teachers in multidisciplinary higher education institutions to face the challenges of the 21st century. The existing teacher education programmes, mostly running as stand-alone programmes in specified institutions, need to be replaced with this programme by 2030 and no other stand-alone programme of teacher education will continue beyond this date. The minimum qualification for teaching will be a 4-year integrated B.Ed. degree. The policy states that "The 4-year integrated B.Ed. will be a dual-major holistic bachelor's degree, in education as well as a specialised subject such as language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. Beyond teaching cutting-edge pedagogy, the teacher education will include a grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more" (Para 15.5, NEP 2020.)

Integrated Teacher Education Programme (ITEP)

Keeping this in view, the National Council of Teacher Education (NCTE), New Delhi notified ITEP on 26 October 2021 and recommended that ITEP shall be implemented in a phase-wise manner in the country starting from piloting in multidisciplinary Higher Education Institutions (HEIs) / Teacher Education Institutions (TEIs). Curriculum Framework for ITEP and Model/suggestive syllabi for different disciplines of school structure (5+3+3+4) were also developed by the National Council of Teacher Education (NCTE). These courses have been introduced from the academic session 2023-24 on a pilot basis in 57 Central/State Government Universities/Institutions and Government Colleges throughout the country. Some of the institutions are the Regional Institute of Education of NCERT, Bhopal, Central Institute of Education, Delhi University, Tata Institute of Social Sciences, Mumbai, Lady Irwin College Delhi University, and Indian Institute of Technology,

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Bhubaneswar. These Institutions are selected based on NAAC Grading and ranking. Discipline-wise ITEP courses were started in these Institutions during 2023-24. The first semester of this programme has been completed and the second semester of this programme is going on. The details of the number of Institutions taking ITEP in the 2023-24 Course and Stage-wise are given in Table 1.

Table 1: Number of Institutions Taken ITEP Course and Stage-wise in 2023-24

Name of the Courses	Stages of ITEP			
	Foundational	Preparatory	Middle	Secondary
B.A. B. ED	2	5	4	27
B.Sc. B. Ed.	1	3	1	26
B.Com. B.Ed.	-	1	-	9
Total	**3**	**9**	**5**	**62**
Total Number of Units = 79				

Source: Microsoft Word -42 ITEP List (ncte.gov.in)

Table 1 shows that 79 units were sanctioned by NCTE. New Delhi for B.A. B.Ed., B.Sc. B.Ed. and B.Com. B.Ed. and are being run in the 57 institutions. Three units for Foundational, nine for Preparatory, 5 for Middle, and 62 for Secondary stages were sanctioned to the institutions mentioned above. Most of the institutions have taken one unit of 50 at the secondary stage in all these courses.

Significant Features of ITEP

Some of the significant features of ITEP are mentioned below:

- ITEP is a 4 Year dual-major holistic undergraduate degree called and offering courses for B.A. B.Ed., B. Sc. B. Ed. and B.Com. B.Ed.
- This course will prepare teachers for the 4 stages of the new school structure (5+3+3+4) i.e. Foundational, Preparatory, Middle, and Secondary Stages.
- It aims at the dual purpose of providing student teachers with disciplinary knowledge along with professional knowledge in an integrated manner.
- Since the program will be equivalent to an Undergraduate (B.Sc. /B.A. / B.Com.) and Teacher Education Degree together, the curriculum of this program includes different courses and activities essential for both degrees.
- Besides knowledge of the subject and pedagogy, ITEP will inculcate different qualities among student teachers such as academic leadership, empathic attitude, courage, resilience, and scientific temper, and creative imagination, ethical and moral values among student teachers. It will also inculcate among them the necessary knowledge, attitude, and 21st-century skills.

Admission Procedure

NCTE notified (2021) a single nationwide entrance test called the National Common Entrance Test ('NCET') in different subjects and aptitude tests, to be conducted by the National Testing Agency (NTA) for admission in this four-year course. It shall be conducted online in a multilingual pattern. This common test will help in selecting student teachers based on their aptitude for this course.

NTA has already conducted the National Common Entrance Test (NCET) on August 9, 2023, for admission in this course for the session 2023-24 for different disciplines.

Duration and Working Days

This course will be of four academic years comprising eight semesters including internship (field-based experiences and practice teaching) and there will be at least 125 (one hundred and twenty-five) working days in each semester. These days will exclude the period of admissions but include examination days. Total working hours in a week shall be a minimum of 40 hours. Student-teachers shall have eighty percent minimum attendance in all courses and ninety percent in field-based experience or school internship or teaching practice separately.

Intake

The basic unit shall comprise fifty students in each Course. The institution shall be permitted to opt for one or more streams of either Arts or Science or Commerce Streams. The institution shall also be permitted to opt for one or more units in the selected stream as per the eligibility.

Eligibility

Candidates with a minimum of fifty percent marks in senior secondary or plus two examinations or their equivalent (under 5+3+3+4 pattern) from a recognised board are eligible for admission. The relaxation in the percentage of marks in the senior secondary in the reserve categories (scheduled

caste or scheduled tribe or other backward class or persons with disabilities or economically weaker section and any other categories) shall be as per the rules of the Central Government or State Government or Union Territory Administration, wherever applicable.

Multidisciplinary Higher Education Institutions

As mentioned above, ITEP has been offered on a pilot basis in multidisciplinary Higher Education Institutions and will be a dual-major holistic Bachelor's degree. This course shall be in a multi and inter-disciplinary academic environment and shall permit sharing of existing physical resources of other departments of the university/ HEIs All the standalone teacher education institutions will be converted into multidisciplinary institutions. However, the ownership of this course shall lie with the Education Department of the multidisciplinary HEIs.

Stage Specific Specialisation

This course will prepare stage-specific teachers for Fundamental, Preparatory, Middle, and Secondary Stages as per the new curricular and pedagogical structure of school education (5+3+3+4) recommended in NEP-20. This structure will prepare teachers with the knowledge, capacities, and values required for developing and improving the practice of teaching at a particular stage of school education.

Choice-based Courses

More subject choices are available to students in grades 11 & 12. Choice-based courses which would enable in-depth of learning across a range of human knowledge are offered in Grades 11 & 12. To address the breadth of the study, students are required to choose subjects from amongst at least two out of the three groups of curricular areas. These groups are:

a) Group 1 comprising Arts Education, Physical Education, and Vocational Education;

b) Group2 comprising Social Sciences & Humanities, and Interdisciplinary Areas; and

c) Group 3 comprising Mathematics and Sciences.

Curriculum and Programme Implementation

The Curriculum and the implementation of the programme of different universities and institutions shall be based on the Model/Suggestive Curriculum developed by NCTE. These universities and institutions will be allowed 30% flexibility for adapting or modifying the Model/Suggestive Curriculum as per local requirements. However, NCTE reserves the right to validate any modifications to the Curriculum adapted or modified at any stage, if necessary. Universities and institutions shall have to upload the Curriculum framework and suggestive syllabus on the NCTE website within 90 days for adoption /adaptation.

Major Components of ITEP Curriculum

The major components of ITEP Curriculum are as follows:

1. Two-week Student Induction Programme
2. Foundation of Course (About Indian Education)
3. Interdisciplinary Courses
4. Stage-Specific Content –cum –Pedagogy Courses
5. Ability Enhancement and Value-Added Courses (Languages, Art Education, ICT, Sports)
6. School Experience
7. Community Engagement (NSS)

Course Structure

The ITEP course is divided into eight semesters and includes both theory and practical components. Along with a comprehensive knowledge and coherent understanding of the chosen disciplinary/ interdisciplinary major and minor, the course structure will generally include:

- Child Development and Psychology.
- Educational Philosophy and Sociology.
- Pedagogy and Teaching Methodologies.
- Curriculum Planning and Assessment.
- Classroom Management and Discipline.
- Educational Technology and ICT.
- Internship and Teaching Practice.
- Special Education and Inclusive Teaching.

Approach to Curriculum Transaction

The approach to the transaction of the ITEP curriculum will focus on enabling student teachers to attain the defined competencies and learning outcomes relating to courses associated with each of the curriculum components that would enable student teachers to achieve the expected graduate attributes. The curriculum transaction will involve learner-centric pedagogies, and pedagogical practices that would help facilitate well-structured and

sequenced acquisition of knowledge and capacities. Experiential learning, storytelling, sport integration, and art integration should also be approached for curriculum transaction. A practicum that would link theory with practice will constitute an important aspect of the teaching-learning process. The teaching process will include lectures supported by tutorial work, practicum, and field-based learning, the use of teaching-learning material including e-learning resources and other self-study materials, project work, etc. Besides this, the services of eminent local persons who have rich knowledge of local art, music, agriculture, sports, carpentry, and other vocational crafts will be used for curriculum transactions. Special short-term local teacher education programs will be available and organized at Block level Institutes of Teacher Education (BITEs), District Institutes of Education and Training (DIETs), or at School Complexes.

School Experience

School experience is an important part of the teacher education programme which provides an opportunity for student teachers to put their theoretical issues into practice. In NCTE notification, the ITEP course has been allocated 18 weeks of internship/school engagement. School experience programme should organise in different types of schools preferably in government schools. The state education administration should be involved in the allotment of schools to different HEIs. The Curriculum Framework of ITEP provides a detailed outline for organization of different phases school experience programme for all three disciplines along with a new structure of school education. School experience starts in semester five. Different phases of school experience semester and credit-wise are discussed below.

Pre-internship Practice (Semester-5, 2 Credits)

Key activities about pre-internship practice include the preparation of demonstration lessons by teacher educators and transacted by them. Student teachers will get the opportunity to observe and learn many transactional and pedagogic skills/ modalities. The transaction modalities include peer-group teaching, peer observation, and reflective discussions in workshops/seminars. During this period, student teachers are also involved in the development of relevant teaching-learning materials, preparation, and presentation of the video content of teaching practices, exposure of various types of lesson plans through workshops, discussion on educational pedagogy and learning assessment, orientation for undertaking action research/case study and learning about inclusiveness in school education.

***School Observation (Field Practice) (Semester - 6, 2 Credits*)**

This involves observation of schools and classroom teaching across schools established in rural and urban areas as per the requirements of the Stage-specific ITEP. The school Observation component is to be designed to acquaint the student teachers with various schooling systems and enable them to experience the processes, practices, and overall environment of the school. It also includes establishing rapport with all the stakeholders in the school, the process of conducting different activities, observing the existing infrastructure available in the schools, and mid-day meal facility, and documenting the availability and usage of teaching-learning materials, including ICT resources.

School-Based Research Projects (Semester - 7, 2 Credits)

During the school internship, the student-teachers will identify school practices and challenges that enable them to design relevant interventions to improve teaching-learning-assessment processes. School-based action research and case studies can be taken which will improve educational practices, and foster critical thinking, problem-solving, collaboration, and ethical decision-making skills among student-teachers. The school-based research project would help improve the knowledge and capacities for identifying contextual problems and formulating an appropriate research design, preparing a plan of action for undertaking school-based research, and developing and using tools and techniques for the collection and analysis of data in order to identify the causes of the identified problems and challenges and developing and implementing evidence-based interventions for addressing the problems.

Internship in Teaching (Semester-7, 10 Credits)

Teacher preparation is a reflective and experiential process, and internship in teaching is vital to connecting student-teachers with school, teachers, students, and other stakeholders. The internship provides a platform and actual field experience for the student-teachers to apply theoretical knowledge

and teaching methods in actual school/classroom situations. During the internship, student-teachers are placed in schools in groups as an integral part of all school activities. This provides them with the opportunity to observe classes taken by school teachers, take independent classes, develop a relationship with students, contribute to everyday school activities such as conducting the school assembly, assisting in the mid-day meal scheme, organizing school events, etc., and exposure to all school administrative practices for maintaining administration records, creating an annual calendar, etc. This enables them to get intensive experience in all aspects of teaching - preparation, planning, developing/ collecting/localising learning -teaching material, classroom transactions, and learning assessment processes. During the internship, student-teachers would also gain an understanding of the community it caters to and the teaching community within the school.

Post Internship (Review and Analysis) (Semester- 8, 2 Credits)

Student-teachers, after completion of the internship programme, will be required to prepare a comprehensive internship report. This report will compile different teaching-learning activities undertaken in prayer, playgrounds, classrooms, and different programmes in the school. Discussion and sharing of experiences with peers, teachers, students and community and their reflection acquired during the internship will also be part of this report. The post-internship is to review and analyze the total duration of the internship which will help in designing a comprehensive understanding of the school ecosystem by student-teachers.

Creating Teaching-Learning Materials (Semester-8, 2 Credits)

During the Internship student –student-teachers gain complete experience in school functioning and classroom processes, etc. With such experience, they will be able to think about the theory and can prepare relevant and useful material for student teachers as well as for children.

Approach to Assessment and Evaluation

Assessment and evaluation is an integrated part of the teacher education programme which enhances experiential and practical skills among learners. A variety of assessment methods can be used to assess the progress of students toward the course learning outcomes. Competencies, and the expected graduate attributes. Priority will be accorded to formative assessment. Assessment of learning outcomes will cover all domains of learning and will provide meaningful and constructive feedback to faculty and student-teachers about the teaching-learning process and outcomes. A range of tools and methods for assessment can be designed and used such as open book tests, portfolios, assignments, projects, presentations, dissertations, peer, and self-assessment. Written tests can also be designed for assessment and evaluation.

Vertical Mobility through Short-term Post-B.Ed. Certification

For vertical mobility if one wants to move from one stage to another between foundational, preparatory, middle, and secondary stages, shorter post-B.Ed. certification courses will widely be available in multidisciplinary colleges and universities. Shorter post-B.Ed. certification courses will also be available in these institutions to teachers who may wish to move into more specialized areas of teaching, such as the teaching of students with disabilities, or leadership and management positions in the schooling system. Student-teachers who complete the four-year ITEP and want to pursue higher studies will be eligible to pursue a master's degree program in education as well as in the Major discipline chosen for study during the ITEP. National Mission for Mentoring with a large pool of senior/retired faculty will provide short and long-term mentoring/professional support to university/ college teachers in Indian languages.

Multiple Entry and Exit, and Re-entry Options

The multiple entry exit, and re-entry options system is applicable with appropriate certifications in ITEP as per the National Higher Education Qualification Framework of UGC. Student-teachers who wish to exit after completion of one year (two semesters) of study will be given a Certificate indicating the credits accrued for the courses pursued. Student-teachers who wish to exit after completion of two years (four semesters) will be given a Diploma indicating the credits accrued for the courses completed. Student-teachers who wish to exit after successful completion of three years (six semesters) will be awarded a Bachelor's Degree in the chosen Major area of study upon securing a minimum of 120 credits and satisfying the minimum credit requirements of 48 credits for the Major. Student-

teachers who complete four years (eight semesters) of study will be awarded a dual-major bachelor's degree such as B.A.B.Ed. or B.Sc.B.Ed. or B.Com.B.Ed. upon securing a minimum of 160 credits, including a minimum of 80 credits for the first major (i.e. in education), and a minimum of 48 credits for the second major (i.e., in a disciplinary/interdisciplinary area relating to one of the curricular areas in school education) as shown in the table below.

Table 2: Certifications in ITEP

Duration	Certificate
Exit after 01 year	UG Certificate
Exit after 02 year	UG Diploma
Exit after 03 year	Bachelor Degree
Dual-major bachelor's degree after 04 yr.	Bachelor (Research/ Academic Projects) Degree

Nomenclature of Degree Awarded

After completing four years of ITEP, following a dual degree, depending on the chosen discipline of study and stage-specific specialization will be awarded.

- B.A.B.Ed. (Foundational Stage with Major).
- B.A.B.Ed. (Preparatory Stage with Major).
- B.A.B.Ed. (Middle Stage with Major).
- B.A.B.Ed. (Secondary Stage with Major).

The same degree will be awarded in B.Sc. B.Ed. & B.Com. B.Ed. courses.

Advantages of ITEP

- Enables to get a dual degree in B.A and B. Ed; B.Sc. and B. Ed; and B.com and B. Ed within four years.
- Provides various skills such as communication, critical thinking, problem-solving, and leadership with a comprehensive understanding of teaching methodologies which will help the student teachers to become effective teachers.
- Envisages multiple entry and exit points and re-entry options, with appropriate certifications at different stages. Student-teachers who wish to exit after completion of one year, two years or three years of study will be given a Certificate.
- All the ITEP courses include multiple subjects like Science, mathematics, Humanities, Social Science, etc. In this course, curriculum is transacted in an integrated manner. Student's teachers will be prepared with this new methodology so that they can meet the challenges of the 21st century.
- ITEP prepares candidates for a professional teaching career. After completing a course, student teachers can pursue a career as a teacher in various educational institutions. Other career options available to ITEP graduates after doing a higher degree can becoming academic faculty in colleges and universities, educational administrator, curriculum developer, and educational consultant.
- Student-teachers who successfully complete the four-year ITEP and want to pursue higher studies will be eligible to pursue a master's degree programme in education as well as in the major discipline chosen for study during the ITEP.
- Shorter post-B.Ed. certification courses will also be made widely available, to move from one stage to another between foundational, preparatory, middle, and secondary stages.

Challenges of ITEP

- A comprehensive National Curriculum Framework for Teacher Education, NCFTE suggested by NEP 2020 is yet to come. The Curriculum Framework of ITEP has been brought out in isolation.
- Seventy-nine units are sanctioned for B.A. B.Ed., B.Sc. B.Ed. and B.Com. B.Ed. courses in 57 government institutions on a pilot basis. Only three units for Foundational, nine for Preparatory, and five for Middle stages are taken by the different institutions. Most of the institutions (62) have taken one unit of 50 at the secondary stage in all three courses.
- Another important issue is that there is not much content of commerce at the Foundational, Preparatory, and Middle stages. How the services of B.Com B.Ed. teachers will be utilized at these stages? In the same way, content in science subjects is also not much at the Foundational and Preparatory stages in the school curriculum. The services of B.Sc. B.Ed. teachers will not be fruitful at these stages.
- School structure (5+3+3+4) for Fundamental, Preparatory, Middle, and Secondary is not available at present both in private and government sectors in the country. However, teachers at different stages are prepared under ITEP without this structure. There will be no linkage between school education and teacher education.

- Pre-primary or nursery schools are not attached to almost all government schools. It is a great challenge to attach pre-primary section to regular schools. Without this, it is difficult to achieve the objective of NEP-2020.
- Institutions are facing a lot of problems in running traditional courses along with ITEP in terms of faculty, resources, timetables, etc.
- There are a large number of standalone teacher education institutions running different teacher education courses. First converting these institutions into multidisciplinary ones is a challenge.
- There is less integration of content and pedagogy, theory and practice, and also less integration of ICT in teaching teaching-learning process.
- There is a shortage of qualified teacher educators who can provide standardized training programs. Even teachers and educators are not trained in the implementation strategies of ITEP including pedagogy, curriculum and assessment, etc. They do not know how to integrate and bring together different disciplines namely mathematics, science, language, arts, and social studies.
- In many institutions, subject combinations are not available. At the same time, sufficient infrastructural facilities including building, laboratory, lab ICT, internet access, etc. not available for running ITEP.
- Availability of schools for internships is another challenge. Sufficient schools are not available for this programme. Generally, private schools do not allow for Internships in their schools. Besides this, there is no policy formulated by the government for the internship programme.

Re-Visioning of Teacher Education–Action Points

- School Structure (5+3+3+4) namely Fundamental, Preparatory, Middle and Secondary should be implemented on a priority basis. It will promote a close linkage between school education and teacher education. Student teachers prepared under ITEP at different stages will integrate the disciplinary and professional knowledge teaching profession at all levels.
- Pre-primary schooling should be attached to all the government schools for better achievement, enrolment and retention of children at the school level. This initiative will help in preparing quality teachers under ITEP and also achieve the objective of NEP-2020.
- Standalone teacher education institutions should be converted into multidisciplinary institutions on a priority basis.
- National Curriculum Framework for Teacher Education (NCFTE) should be formulated by the NCTE based on the principles of this Policy. The new School structure and Curriculum Framework of ITEP are to be integrated into this document.
- NCTE should conduct demand and supply studies continuously. Teacher Education Institutions should be opened in places where such institutions are not available, based on this study.
- Sufficient funds should be provided to Malvina Mission of Teacher Training Centre, District Institute of Education and Training, Colleges of Teacher Education, Institute of Advanced Studies in Education, Colleges of Education, Department of Education in universities to organise capacity building programme for teacher educators for enhancing their knowledge and skills towards teaching-learning process, development of e-material, use of blended learning mode pedagogy, practical's, internship, online exam, introducing system of multiple exit and entry and placing and uploading information on NCTE website.
- School teachers for different stages are prepared by the teacher educators. Therefore, ITEP should have a linkage with the M.Ed. course and needs to be revised in light of this course.

Conclusion

By way of conclusion, it can be stated that re-visioning of teacher education has started in the country by way of introducing ITEP on a pilot basis. This initiative will provide a lot of experience in developing integrated curricula and new pedagogical approaches to teacher education. Necessary experiential learning and practical skills through different activities such as project work, role play, case studies, field visits, debates, seminars, conferences, etc. will be developed among student teachers. Art-integrated learning, sports-integrated learning, and storytelling and e-learning resources recommended in NEP-2020 are also part of this programme. Implementation of school structure (5+3+3+4) namely Fundamental, Preparatory, Middle, and Secondary will promote a close linkage between school education and teacher education. Standalone teacher education needs to be converted into multidisciplinary institutions that will add value to the re-visioning of teacher education programme.

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Integrating Art into STEM Education

Jitendranath Gorai*

STEM stands for Science, Technology, Engineering, and Mathematics. STEM education includes theoretical and applied study of these subjects (Bhatnagar, 2024). In the United States, the National Science Foundation (NSF)'s scientific managers invented the phrase in 2001. The importance of including the arts in STEM education has increasingly come to light in recent years. Many benefits result from this integration, including the improvement of students' critical thinking, creativity, and problem-solving skills (Kelley & Knowles, 2016). To develop a range of vital skills, our outdated educational system needs to be restructured (Land, 2019). The arts use a more varied approach to help students build their STEM skills (Kellner, 2018). For example, Robert Root-Bernstein's study of scientific Nobel laureates from 1902 to 2005 showed that almost all of these scientific "geniuses" were not only masters of their sciences but also adept in the arts. Root-Bernstein and associates (2008).

The integration of art into the curriculum can enhance learning results and encourage holistic development in India, where STEM education is a significant emphasis (NEP, 2020). This article contains a set of lesson plans designed for the Indian educational system that integrate art into a variety of STEM courses. All of the plans are designed to help students become more creative while strengthening their grasp of STEM concepts and skills (Dunlop & Wills 2019). People can learn through their senses—visual, aural, and kinesthetic. For example, using pictures to illustrate the concept of seed germination helps the student picture the many stages. It is even more likely that the germination phases will stick in student's memory when audio explanations is added to the procedure (Land, 2019).

To solve this issue, educators are actively looking for ways to integrate the arts into STEM curricula. This method, which is often referred to as STEAM (Science, Technology, Engineering, Arts, and Mathematics), aims to create adaptable people who can handle complex challenges (Uştu et al., 2022). In India, where STEM education is highly valued, incorporating art into the curriculum has several advantages. Incorporating artistic elements into STEM courses can enhance students' understanding, engagement, and retention of the subject matter. It can also consider different learning styles and encourage a deeper regard for the arts and STEM fields.

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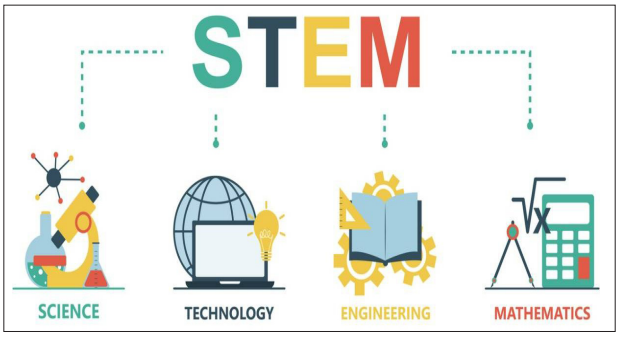
Fig. 1- STEM Education



Picture Source: *https://www.shiksha.com/studyabroad/stem-education-an-overview-articlepage-2661*

Incorporate Art into Diverse STEM Subject's Educational Context of India

We can start with clarifying basic scientific ideas such as the solar system, photosynthesis, and the water cycle. Divide the students into groups and give each group a concept. Encourage them to use artistic techniques like painting, sculpture, or sketching to illustrate their idea. Provide art items such as colorful paper, paint, clay, and more. After completing their artwork, each group is expected to show it to the class and explain how it embodies the scientific idea. Organize a conversation about the relationship between science and art, focusing on how AI-based smart panels may help artists better understand and remember cutting-edge scientific concepts.

- ***Lesson Plan 1***

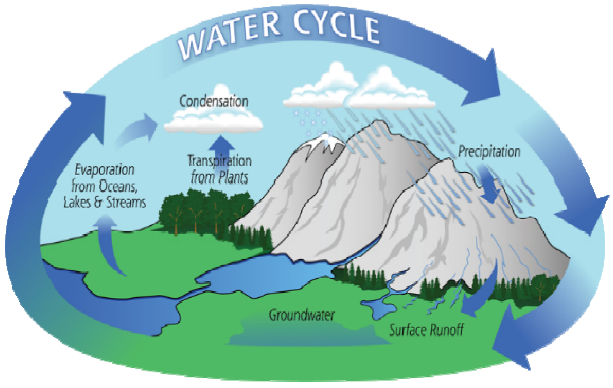
  Subject: Science

  Class: 6-8

  Objective: To Reinforce Understanding of Scientific Concepts through Artistic Representations.

  Activity:

Fig.2- Water Cycle



***Source**: The Water Cycle | Precipitation Education (nasa.gov)*

- ***Lesson Plan 2***

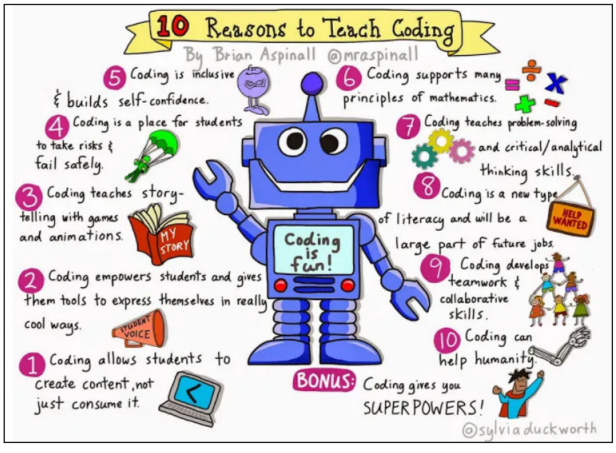
  Subject: Technology

  Class: 9-12

  Objective: To Acquire Coding through Storytelling Method

  Activity:

Fig 3- Coding is Fun



***Source:** How to Teach Kids Coding through Interactive Storytelling | by Priti Motwani*

Begin by teaching them the foundations of coding using an easily accessible platform such as Scratch or Python. Set a theme or challenge for a storytelling project that focuses on environmental protection or sophisticated technology. Help students create a digital tale using coding, weaving in characters, interactions, and story arcs. Encourage students to enhance their stories with multimedia elements such as audio, animations, and pictures. Organize peer review workshops for students to share their digital stories and provide constructive criticism. Celebrate their ingenuity by exhibiting finished products in a digital showcase or presentation.

- ***Lesson Plan 3***

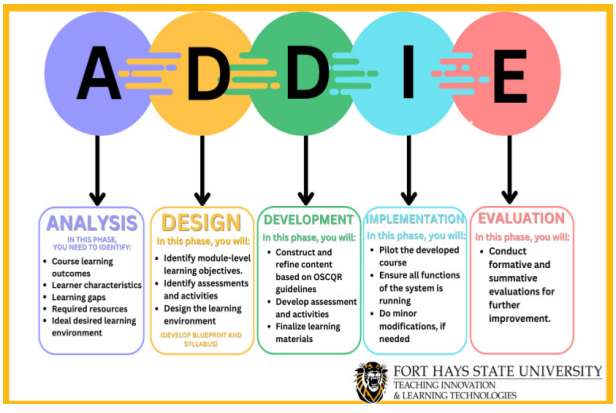
  Subject: Engineering

  Class: 11-12

  Objective: To Develop Structure through ADDIE Model

  Activity:

Fig. 4 ADDIE Model



***Source**:https://tigerlearn.fhsu.edu/course-development-process-the-addie-model/*

The teacher will present the ADDIE approach to all students, gradually relating it to engineering principles. Students will be separated into small groups and assigned to design a specific structure, such as a bridge, residence, or park. They will subsequently be coached in carrying out their concepts using correct approaches. Students will be encouraged to make ADDIE models of their concepts from sustainable materials such as cardboard and colorful paper. Discussions will be facilitated to investigate the effects of various design decisions. Finally, each group will show their sustainable structural design and explain why they made their choices.

- ***Lesson Plan 4***

  Subject: Mathematic

  Class: 3-5

  Objective: To Identify and Craft Geometric Designs Influenced by Traditional Indian Artistry

  Activity:

Fig-5: Jhansi Ki Rani (Indian Art)

Source Picture: https://dirums.com/blog-details/artizans-of-india-vishendra-n-singh

Introducing students to the geometric patterns seen in mandalas, kolam, and rangoli—a type of traditional Indian art—is an excellent method to combine mathematical ideas with cultural history. Teach them about the fundamental forms of geometry and symmetry. Give them drawing instruments for geometry, like protractors, compasses, and rulers. Help them create their own geometric designs by adding traditional themes and patterns and gaining influence from Indian art. Encourage them to play around with color combinations, symmetry, and design complexity. Display their artwork in the classroom or school to honor the fusion of art and mathematics.

Conclusion

Integrating art into STEM education offers manifold benefits for students, including fostering creativity, improving critical thinking skills, and establishing interdisciplinary connections. In India, where STEM is highly prioritized, infusing art into the curriculum can enhance educational outcomes and promote holistic development. The lesson plans provided herein present practical methods for combining art with various STEM fields, catering to the diverse interests and inquisitiveness of students. Embracing STEAM education empowers Indian educators to cultivate well-rounded individuals equipped to thrive in a complex global landscape.

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Recommendation of National Education Policy–2020 to Increase Gross Enrollment Ratio to 50% by 2035

Puja Ghosh*, Sushovan Sen and Sunandita Bhowmik*****

Higher education is an important indicator for both national advancement and individual survival in today's rapidly evolving global landscape. Higher education has a major positive impact on sustainable livelihoods and national economic growth (Žalėnienė & Pereira, 2021). According to the National Education Policy---NEP-2020, our country is moving toward a knowledge-based society and economy, which will encourage the younger generation to pursue higher education. The National Education Policy of 2020 prioritizes quality in education at all levels, whether elementary, secondary, or higher. Quality higher education fosters excellence, growth, and social responsibility (Tilak, 2022). It encourages financial independence as well as service-oriented behavior, creativity, scientific temper, and intellectual curiosity (Tilak, 2022). Higher education promotes research and innovation. It generates advanced knowledge and skills which benefit the national economy (NEP, 2020). According to NEP-2020, the current higher education system of India is facing many significant issues that make it challenging to raise its standard on a global scale. The first challenging task is to increase the Gross Enrollment Ratio (GER) in higher education from 26.3% in 2018 to 50% by 2035. GER is an important indicator for determining how many people in a given population pursue higher education. Higher GER values indicate greater enrolment in higher education within the specified age group (Mitra & Ghara, 2019). The younger generation is the most influential in a country's overall development. A country can climb to the top of the world rankings when its youth or students pursue higher education (Times of India 2020). In light of this, it is imperative to comprehend India's current position and its plans for ensuring that the majority of students pursue higher education. Therefore, it can be said that this study is very relevant and significant based on these factors. So, the paper intends to analyse the trends in the gross enrolment ratio and enrolment (18-23 year-old age group) in Indian higher education by social group and level from 2019 to 2022. The study also aims to examine trends in state-by-state average enrolment in Indian colleges (18-23 year-old age group) from 2019-2022. The steps taken by the Government so far to increase enrollment are also briefly highlighted in this paper.

Table –1 presents the last three years of the gross enrolment ratio in higher education in India for students aged 18-23 years. The GER has increased by 1.4% between 2019-2020 and 2021-22. It is observed that women had a higher GER than men in higher education between 2019 -2020 and 2021-2022. The GER for SC students has also increased by 2.5% in the same period. The GER of female SC students is higher than that of male SC students. However, In the case of GER, no remarkable changes were noticed in 2020-2021. When we compare the GER of Schedule Tribe students in Indian higher education from 2019-2020 to 2021-2022, we observe that it has increased by 3.2%. The GER of ST females was higher than that of ST males in both 2019-2020 and 2020-2022. However, the GER of ST males is higher in 2021–2022 than the GER of ST females.

Table-2 shows that the state of Bihar had the highest average enrollment per college (2088) in 2021–2022 in the country, whereas Bihar's average enrolment per college for the 2019-20 academic year was 1703. The state of Chandigarh had the highest average enrolment per college in both 2019–2020 and 2020–2021. The total number of colleges has increased in some of the states, such as Uttar Pradesh (8375), Maharashtra (4692), Karnataka (4430), and Rajasthan (3934) from the academic year 2019-2020 to 2021-2022. The states in India that have the fewest number of colleges are Goa, Jharkhand, Ladakh, Manipur, Meghalaya, Mizoram,

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Table 1: **The Trends of the Gross Enrolment Ratio in Indian Higher Education (18-23 Years) from 2019-2022**

Year	Male (%)	Female (%)	Scheduled Caste			Scheduled Tribe			Total (%)
			Male (%)	Female (%)	Total (%)	Male (%)	Female (%)	Total (%)	
2021-2022	28.3	28.5	25.8	26	25.9	21.4	20.9	21.2	28.4
2020-2021	26.7	27.9	22.4	23.9	23.1	18.8	19.1	18.9	27.3
2019-2020	26.9	27.3	22.8	24.1	23.4	18.2	17.7	18	27.1

Source: AISHE Report 2019-2020, 2020-2021, 2021-2022

Table 2: The Trends of State-wise Average Enrolment in Colleges of India (18-23 Years) from 2019-2022

Sl. No.	States/UTs	2019-2020		2020-2021 (%)		2021-2022 (%)	
		No. of College	Average Enrolment per College	No. of College	Average Enrolment per College	No. of College	Average Enrolment per College
1.	Andaman & Nicobar	8	739	9	845	9	808
2.	Andhra Pradesh	2750	547	2601	541	2602	554
3.	Arunachal Pradesh	39	553	42	547	44	666
4.	Assam	558	870	595	795	607	906
5.	Bihar	874	1703	1035	1881	1092	2088
6.	Chandigarh	25	2022	26	1890	26	1888
7.	Chhattisgarh	810	557	870	546	917	606
8.	Dadra & Nagar Haveli	8	761	19	589	19	654
9.	Daman & Diu	10	393				
10.	Delhi	179	1620	180	1567	188	1752
11.	Goa	58	670	61	684	62	680
12.	Gujarat	2275	528	2267	526	2395	537
13.	Haryana	1087	590	1083	584	1090	614
14.	Himachal Pradesh	344	541	348	510	349	577
15.	Jammu and Kashmir	316	721	348	594	341	633
16.	Jharkhand	323	1938	336	1761	366	1848
17.	Karnataka	4047	415	4233	392	4430	413
18.	Kerala	1417	575	1448	531	1463	594
19.	Ladakh	5	480	3	777	6	514
20.	Lakshadweep						
21.	Madhya Pradesh	2411	771	2610	666	2742	808
22.	Maharashtra	4494	670	4532	672	4692	685
23.	Manipur	102	1056	105	1090	108	1013
24.	Meghalaya	67	1105	75	817	77	909
25.	Mizoram	35	559	39	650	40	669
26.	Nagaland	67	507	68	490	69	533
27.	Odisha	1087	659	1206	573	1300	576
28.	Puducherry	79	668	81	611	82	760
29.	Punjab	1079	521	1039	484	1044	494
30.	Rajasthan	3380	517	3694	467	3934	513
31.	Sikkim	22	634	23	578	24	712
32.	Tamil Nadu	2610	872	2667	838	2829	808
33.	Telangana	2071	545	2062	556	2083	611
34.	Tripura	53	1175	54	1198	54	1387
35.	Uttar Pradesh	7788	692	8114	614	8375	761
36.	Uttrakhand	454	634	477	546	500	646
37.	West Bengal	1411	1179	1446	1161	1514	1189
All India		42343	680	43796	646	45473	709

Source: AISHE Report 2019-2020, 2020-2021, 2021-2022.

Nagaland, Puducherry, Sikkim, Tripura, Arunachal Pradesh, and Chandigarh. In 2019-2020, India had 42343 colleges, with an average enrolment of 680 students per college, which fell to 646 between 2020 and 2021 and went up in 2021–2022.

Table 3 represents trends in level-wise enrolment in Indian higher education. This shows that the number of students enrolled in higher education at the UG to Ph.D levels is gradually declining from 2019–2020 to 2021–2022. During these three academic years, it has been observed that, while approximately 80% of students are enrolled at the undergraduate level, only less than 1% are enrolled at the Ph.D. level. Furthermore, male students participated at a higher rate than female students across all educational levels, except for PG and M.Phil.

Table 4 displays student enrolment trends in Indian higher education by social category. Muslim minorities, as well as other minorities and ST students, have the lowest participation rate in higher education. In terms of enrolment of male and female students from any social group (OBC, SC, ST, and minorities), there has been no major gender discrepancy in student participation in higher education.

Table -3 Trends of Level-wise Enrolment in Indian Higher Education Institutions from 2019 to 2022

Year	2019-2020			2020-2021			2021-2022		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Under Graduate	15563077	15084210	30647287	16747674	15909835	32657509	17854294	16284939	34139233
Post Graduate	1860163	2452372	4312245	2053794	2662855	4716649	2325040	2892713	5217753
Diploma	1740798	931764	2672562	1873568	1105752	2979320	1860546	1055899	2916445
PG-Diploma	116346	100903	217249	143723	113464	257187	130028	104755	234783
Certificate	74164	85705	159869	83841	72070	155911	40558	36742	77300
Intregrated	168712	131661	300373	212201	173340	385541	248598	211981	460579
M.Phil.	9043	14891	23934	6345	10399	16744	3393	6127	9520
Ph.D.	111444	91106	202550	116764	95088	211852	113932	98636	212568

Source: AISHE Report 2019-2020, 2020-2021, 2021-2022

Table 4: Trends of Social Group-wise Enrollment of Students in Indian Higher Education Institutions from 2019-2022

Year	OBC			Minority (Muslim)			Other Minority		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2021-2022	8517847	7818613	16336460	1068766	1039267	2108033	427425	477734	905159
2020-2021	7533866	7287671	14821537	954655	967058	1921713	381764	448102	829866
2019-2020	7202109	7047005	14249114	1046374	1054486	2100860	404748	483002	887750

Year	S.C			S.T		
	Male	Female	Total	Male	Female	Total
2021-2022	3451649	3171274	6622923	1364524	1346154	2710678
2020-2021	2993521	2901179	5894700	1191037	1221032	2412069
2019-2020	2854313	2803359	5657672	1072646	1083463	2156109

Source: AISHE Report 2019-2020, 2020-2021, 2021-2022

Initiatives the Ministry of Education to Accomplish 50%GER

The Initiatives the Ministry of Education Accomplish NEP 2020's Objectives Regarding GER in India are as follows:

Open Distance Learning (ODL)

The University Grants Commission has published new rules regarding open and distance learning to reach out to people and give them access to high-quality education. Accredited institutions can offer online courses and open distance learning (ODL) to boost GER. These regulations enable institutions to impart higher education using ICT and the SWAYAM portal.

Academic Bank of Credit

ABC is an online, virtual, or digital repository for higher education institutions' academic credit databases. It provides authenticated records of credits earned by students at registered higher education institutions. Students who drop a course or program will still get a certificate through the Academic Bank of Credit. Then, after a predetermined period, students can pick up where they left off with their studies. It reduces the chances of dropping out and increases the gross enrolment ratio.

Transform Single-stream HEIs into Multidisciplinary Universities

The Ministry of Education has started converting single-stream institutions into large multidisciplinary universities to increase student enrollment.

Multiple Entry and Exit of Students

The Ministry of Education has begun allowing students to enroll in and exit academic programs offered by higher education institutions multiple times. This program aims to reduce the dropout rate, raise GER by providing students with innovative course options and flexible curricula in addition to discipline-specific specializations, and make it easier for them to encash their earned credits when they return to their original courses.

Focus on Local Languages

The Ministry of Education recommended that JEE, NEET (UG), and Common University Entrance Test (CUET) exams be administered in 13 languages. So that more students can take part in those exams. It places a strong emphasis on teaching in regional or local Indian languages and on creating study materials and books in those languages.

Financial Assistance for Students

The government provides a variety of fellowships and scholarship programmes to assist students with their financial needs, particularly those from socioeconomically disadvantaged backgrounds and those belonging to the SC, ST, and OBC categories so that they can pursue higher education without being financially constrained. These fellowship and scholarship schemes are the Saksham Scholarship scheme, the National Fellowship for OBC, SC, and ST Students, the National Scholarship Scheme (Top Class) for Higher Education of ST Students, the Dr. S. Radhakrishnan Post Doctoral Fellowship, the Savitribai Jyotirao Phule Fellowship for Single Girl Child, the Central Sector Scheme of Scholarship (CSSS) for College and University Students, and the UGC Junior Research Fellowship for Research.

Choice-based Credit System

It combines a multidisciplinary approach with a flexible choice-based credit system. This enables more flexibility in terms of transferring between disciplines and institutions, changing to hybrid, online, and offline learning, as well as multiple entry and exit options with UG and PG courses (certificate, diploma, and degree), and choosing courses of interest across all disciplines. National Curriculum and Credit Framework (NCCF) has also been implemented at the UG level since last year.

Updated Ph.D. Regulations

NCCF recommended that students with a CGPA higher than 7.5 can now apply for a Ph.D. after completing a four-year bachelor's degree. Women candidates and people with disabilities have been given an extra two years to complete their research.

Initiatives to Increase the GER of SC, ST, and OBC Students in Higher Education

The government relaxes the eligibility requirements for the UGC-Junior Research Fellowship for SC/ST and OBC students. The government suggests offering SC/ST students remedial and specialized coaching classes to help

them pass the eligibility tests at the state and national levels.

Two Academic Programs can be Pursued Simultaneously

Students can now enroll in two academic courses concurrently in formal and informal education modes. It expands the scope of higher education and undoubtedly increases enrollment.

Conclusion

The GER in Indian higher education for students aged 18 to 23 increased by more than 1% between 2019-2020 and 2021-2022. If the GER continues to grow at the same rate, by 2035 it will have increased by only 34 or 35 percent. In such a case, meeting the target of 50% GER in higher education by 2035 will be challenging. In terms of the Indian population, the number of higher education institutes is also very low. Additionally, a gradual decline has been observed in the number of students enrolling in UG for Ph.D. At every stage of higher education, a notable gender gap has also been noticed. The participation of various social groups, including ST and SC and minority students also did not increase significantly. Despite many initiatives taken by the government, the rate of enrollment in higher education is not satisfactory. The big question is whether the government will be able to achieve this target within the stipulated time.

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Potential of Master of Library and Information Science Students of University of Delhi in the Marketing of LIS Products and Services: A Study

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This study investigates the potential function of MLIS (Master of Library and Information Science) students in promoting the products and services provided by the library at the University of Delhi's Department of Library and Information Science (DLIS). The study intends to comprehend the awareness, attitudes, and willingness of MLIS students to promote library services using social media. The study looks into the advantages of a library's social media presence as well as the effects of such marketing initiatives on students' levels of stress.

Libraries are vital sites for knowledge distribution and academic support in today's digital age, but they face the issue of efficiently reaching and engaging users. Marketing library products and services has become critical to ensuring that students and users are aware of the available resources. MLIS (Master of Library and Information Science) students, who represent the future of information professionals, can play a critical part in this endeavour. Marketing library products and services has developed as an important component of the purpose of the modern library. Libraries must actively engage with their user communities, promote resources, and encourage resource research and use. MLIS students are well-positioned to actively contribute to this paradigm change because they are prepared with excitement, technological skill, and a grasp of the growing information ecosystem. The purpose of this study is to investigate the possible involvement of MLIS students at DLIS, University of Delhi, in marketing LIS (Library and Information Science) products and services. It investigates their knowledge, attitudes, and readiness to promote library services via social media channels. It also investigates the advantages of a robust library presence on social media, as well as its possible impact on students' stress levels. This inquiry throws light on the changing landscape of library services and their promotion in a digitally dominated era. To summarise, libraries are essential to academia, but in order to remain relevant and effective, their services must be actively marketed. MLIS students can make important contributions to this marketing campaign by leveraging their digital abilities and enthusiasm to promote the use of library resources and services in the digital age.

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Review of Literature

The article "Marketing Strategies and Tools in Promoting LIS Products and Services Using Social Media in Indian Environment" by Bhatt R. K. and Amit Kumar (2020) examines the growing importance of marketing in the library profession, particularly in India. It emphasises the progression of marketing philosophy, with the objective of understanding and serving client requirements at the forefront. The essay emphasises the critical role of social media as a modern marketing strategy, allowing for simple access to information and the establishment of an online library presence through various online communities. Previous research on the topic is cited, demonstrating a growing interest in library marketing. The importance of strategic planning in matching resources with library goals is underlined. The article emphasises the three primary goals of library marketing: growing utilisation, earning revenue, and garnering reputation and support. Finally, it encourages libraries to embrace marketing in our information-driven society to remain relevant and survive in an ever- changing landscape.

In their study at the University of Delhi, Monika Singh and Dr. R. K. Bhatt (2018) investigate research scholars' attitudes toward employing social media for library and information service promotion. The authors underline social media's revolutionary significance in modern librarianship, helping libraries to adapt to the changing demands of the digital age. The major findings show that respondents agree on the value of social media in promoting libraries, increasing user involvement, and permitting quick updates. Facebook and WhatsApp appeared as favoured channels for library promotion, indicating their ability to improve the image and reputation of libraries. The study emphasises the importance of libraries embracing social media in order to effectively connect with users, provide quality services, and remain relevant in an increasingly digital information landscape, ultimately advocating for libraries to abandon traditional attitudes and leverage social media to connect with a broader audience and ensure the delivery of high-quality services.

In their study at Jawaharlal Nehru University, Rakesh Kumar Bhatt and Amit Kumar (2014) investigate students' opinions on libraries using social networking tools. According to the findings of the study, most students support libraries implementing social networking sites/tools, acknowledging their educational worth. Through these channels, students expect libraries to provide services such as chat, event information, collection notices, and access to new arrivals. Many students exhibit an interest in librarian interaction through social networking. While the findings are unique to JNU, they demonstrate the power of social networking tools to improve library services. The authors advocate for larger investigations across multiple academic institutions. The study underlines these instruments' revolutionary impact on the information society, pushing library professionals to investigate their societal progress potential. The basic Objectives of the Research are:

1. To examine MLIS students' knowledge of marketing principles and social media usage at DLIS, University of Delhi.
2. To comprehend MLIS students' readiness to promote library products and services via social media.
3. To assess the potential benefits of a library's presence on various social media sites.
4. To investigate the effect of promoting library services on the stress levels of students.

The study obtained data from MLIS students at DLIS, University of Delhi. A total of 28 people were surveyed. An online survey was used to collect data, which included questions about participants' awareness of marketing ideas, social media usage, awareness of library services, desire to promote library services, and thoughts on library marketing.

Results

Awareness of Marketing Concepts

The survey found that the majority of MLIS students were aware of marketing concepts, with 92.85 per cent expressing knowledge.

Social Media Usage

Furthermore, all participants reported utilising social media platforms, with the most popular being Facebook, Instagram, YouTube, and Telegram.

Time Spent on Social Media

Furthermore, 50 per cent of students reported using social media platforms for more than 2 hours, 28.57 per cent of participants reported using social media platforms for 1-2 hours, and 21.42 per cent of students reported using social media platforms for up to 1 hour.

Awareness of Library Services

All participants were largely aware of the university library's products and services. The library website and fellow students were the primary sources of information.

Opinion of Library Services

50 per cent of participants said the university's library services were adequate but could be improved.

Opinion on Marketing of Library Services

50 % of the participants felt that the marketing of the university's library services is not being done properly.

Willingness to Promote Library Services

A majority of respondents expressed a willingness to promote library services, with 89.28% indicating they would be interested in doing so. 85.71% of participants noted they would be more inclined if guided or as part of their internal assessment.

Opinion on Library Presence on Social Media

57 % of participants strongly agreed on having a social media presence to promote library services and products, while 39 % of the participants wanted it should be done on selected platforms only.

Benefits of Library Presence on Social Media

Participants identified various advantages of establishing a social media presence for a library, including increased reach, easy access to information, and improved promotion of library resources.

Impact on Stress Levels

Most participants did not believe that promoting library services would cause them stress. They indicated that good information and flexibility in posting schedules would reduce possible stress.

Discussion

The Role of Marketing in Libraries

According to the findings, MLIS students at DLIS, University of Delhi, have a solid understanding of marketing principles and are regular users of social media platforms. This gives an opportunity for libraries to successfully promote library services by using their talents and willingness.

Benefits of Social Media Marketing

Participants acknowledged the advantages of using social media for library marketing, such as reaching a larger audience, offering quick access to information, and efficiently promoting library services. This underlines the opportunity for libraries to improve their services by maintaining an active social media presence.

Managing Stress

The majority of participants did not believe that promoting library services would cause stress if addressed with direction and flexibility. This implies that libraries should provide assistance and training to students interested in marketing activities.

Recommendations

5. DLIS, University of Delhi, should consider including library marketing as part of the curriculum for MLIS students to ensure they have a sound basis in marketing concepts and techniques.
6. The university library should set up a system to engage MLIS students in promoting library services on various social media channels, providing direction and flexibility to lessen potential stress.
7. Libraries should evaluate the impact of social media marketing activities on user engagement and satisfaction on a regular basis in order to fine-tune their tactics.
8. MLIS students and library professionals should work together to develop unique and creative approaches to effectively build and promote library products and services.
9. Libraries should consider creating a presence on numerous social media platforms in order to increase their reach and engagement with users.

Conclusion

MLIS students at DLIS, University of Delhi, are aware of and eager to promote library products and services via social media. By utilising their expertise, they can raise awareness and engagement with library services. Furthermore, adequate direction and flexible posting dates can reduce the stress connected with marketing activities. MLIS students' roles in library marketing are critical in today's digital age for libraries' continued relevance and success in serving their communities. Also, libraries should think about including students into their marketing efforts and providing them with the training and assistance they need to succeed in this role.

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Artificial Intelligence Can Not Replace Human Touch in Health Care

Atul Goel, Director General of Health Services, Ministry of Health and Family Welfare, Government of India delivered the Convocation Address at the 36th Convocation Ceremony of the Sri Ramachandra Institute of Higher Education and Research, Chennai on October 26, 2023. He said, "Every field, be it engineering, sports, music and/ or medicine requires four domains for a successful career: Knowledge, Skill, Attitude, and Innovation. The ability to analyze will come with experience, gained on the background of a sound knowledge of basics – knowledge that grows with time and understanding that matures with age." Excerpts

The Word 'Convocation' originates from a latin word 'Convocare' (Or Com-Vocare) (Com – meaning together and Vocare – To Call). The word was earlier used for gatherings of the clergy of Canterbury and York. In 1577, for the first time Oxford University used it for its assembly of graduates. Perhaps 'Graduation Ceremony' may have been more appropriate. From then on, students all over the World are admitted to the 'order of scholars' (Graduates, master's and Doctorates) in a convocation ceremony.

I feel privileged and honored for being invited by this prestigious institution to deliver the 36th convocation address. While my memories wander back to my own convocation of MBBS in 1986 and MD in 1990, it also makes me feel the heartbeat of young minds of all those who will receive their hard-earned and well-deserved degrees. I can also feel the joyous emotions of family members, who have been able to witness this ceremony in person. I understand, that degrees and awards given today will be to nearly 119 students of Engineering as well (B.Tech). This will be a moment to cherish for life, for each one of you, especially for young engineers, who are receiving their first ever degree.

I am used to addressing a gathering of Doctors. My closest association with Engineering was, when I enrolled for Electrical Engineering at IIT Delhi, in the summer of 1980, got ragged for about 2 days before joining Medicine at UCMS to be a Doctor. While one may bask in the momentous glory of today, one must remember the 'Onerous Responsibility' that comes with 'award of a degree'; responsibility towards society. While Engineers learn to design buildings, machines, engines, software and AI, the In-thing today, Doctors del with the most complex machine, 'The Human Being'. Why I call this a 'Complex Machine' is the fact, that with every passing day of my experience in dealing with human life, I keep on learning a little bit on an everyday basis, realizing how little Modern Medical Science knows about the functioning of this complex human body, that behaves differently and individually, when it comes to response to health and disease.

Every field, be it engineering, sports, music and/ or medicine requires four domains for a successful career: Knowledge, Skill, Attitude and Innovation.

One does get knowledge while one is studying but please remember that the 'domain of knowledge' is like a sea, which has no end; and further one goes, one comes to realize 'how little one knows'. It is also extremely important that as one acquires more knowledge, one must remain humble and grounded. The most knowledgeable should never feel the need to 'Demonstrate Knowledge', at the same time knowledge is like 'Light – It cannot ever be restrained within One's Mind', It increases exponentially as it is shared. Factually, teaching is the best way of learning.

Near perfection in the 'Domain of 'Skill' can only be achieved by repeated practice. Whether one talks about driving a car, proficiency in a field of sports or music; they are all a reflection of years of practice one has put in. Remember, the day one drives independently for the first time on road, one feels the need of 4 pairs of eyes watching simultaneously in every direction; gradually one learns to drive at a spinal level and that too effortlessly. The same goes for the 'Art of Every practice, be it Medical, Engineering or Any Other Field'.

'Domain of Attitude' although listed as the third has a most profound impact on one's performance as a professional. It is one's attitude that affects a lot of things in all Professions including the 'Trust'

one develops over period of time. Trust, that needs to develop with one's patient/client or one's colleagues in terms of a 'Doctor-Patient Relationship' or a healthy long-term relationship between colleagues at one's workplace. This trust is also the foundation for Institutions of Excellence because Institutions are not made of Concrete and Instrumental infrastructure or supremely talented faculty but the trust its members have in each other while building and mentoring an Institution going forward.

That brings me to the last domain 'Innovation'. Innovation is not about new inventions, it is first about 'An Openness to accept something different or something new, and think differently, but not deliberately. It is not about opposing tradition but about at least 'An openness to evaluate new ideas'. However, 'innovation' is not possible without very strong basics in any field. Only a person with sound basics will have the ability to accept new ideas and innovate. Further, innovation does not require degrees. I would recommend all of you to read a book 'How to Fly a Horse', that gives an insight into innovation and inventions.

Something I would like to mention (albeit with caution) about a common thread today between Engineers and Doctors, that is Artificial Intelligence or AI. AI was always meant to assist us humans, not control us. It is currently being touted as 'The Solution to Every Problem of Mankind'. Not to mention about other fields, It can never replace the 'Human Touch' that comes with 'Practice of Medicine'; that ability to feel the pain of a fellow human, the ability to analyze the agony associated with it and the Emotional catharsis associated when such suffering is ameliorated.

Now I would like to revert to my field Medicine a bit and specially to the term 'Doctor', which also like most English words finds origin in a Latin word 'Docere' meaning 'To teach or Scholar', which essentially means 'a doctor's responsibility – to teach his patient value of 'positive health' and how to avoid the need for 'Treatment or Cure'. It is certainly not about Prescribing or Finding a Cure for Every Malady affecting human lives.

When does one become 'A Doctor'? It takes at least 5 – 10 years of rigorous clinical field practice after getting a degree, and that's true about every degree, graduate, postgraduate or masters. Till such time a person becomes 'The Doctor who is ready and Useful for Society' one must work within one's limitations. The Good doctor is always aware of his limitations; however, working within limitations should never affect one's Ability to take decisions when required.

Towards the end of my convocation address, I would like to stress on few other important things that would help all doctors:

a) Remember, you are human beings first, professional(s) later.

b) All your time belongs to your most important teacher 'the patient'. Never tell any patient to hurry up because 'you have no time'. Listen to your patient, patiently because half the problem will be taken care of if you lend an ear to your patient.

c) No symptom, however trivial apparently, should be addressed casually by a 'doctor'. Every symptom requires analysis by a mind capable of doing that.

d) This analysis is always based on a detailed history and clinical examination, that would never be substituted by 'An array of Investigations' notwithstanding medico-legal aspects.

e) The ability to analyze will come with experience, gained on the background of sound knowledge of basics – knowledge that grows with time and understanding that matures with age.

f) The greatest reward for a doctor is 'A smile on the face of his patient', irrespective of the outcome of treatment.

g) Your patient is not 'A client' as 'Modern Insurance based Medicine' identifies, but someone who places trust in your ability to take care of his pain and problems associated with it.

Further, I heard with interest the report of the Institute about research, publications and combined H-index of the Institute. I must point out that research and publication should be the byproduct of patient care but not at the expense of patient care. H-index is useless if the outcome of research does not improve or benefit patient care.

I would appreciate that SRIHER comes out with a quality journal, in which Authors world over line up for publishing rather than SRIHER faculty lining up to publish in foreign journals.

With this I close my address with best wishes once again to all students as well as their parents. ❑

CAMPUS NEWS

National Seminar on Inclusive Education

The two-day National Seminar on 'Inclusive Education: Rhetoric to Reality' was organized by the DAV College of Education, Abohar, Punjab, recently. The event was sponsored by the Indian Council for Social Science Research (ICSSR), North Western Regional Centre. The event marked a significant gathering of esteemed dignitaries, intellectuals, and participants from various institutions.

ln his Welcome Address, Dr. Vijay Grover, Officiating Principal of the college emphasized the broader concept of inclusive education beyond disability, highlighting marginalized groups such as refugees, migrants, LGBTQ+, third gender, street children, and many more. He quoted WHO that the disabled constitute the single largest minority around the world being excluded from their rightful place in society and more so from the Right to Education. Dr. Reema Pahuja, Organizing Secretary outlined the seminar's agenda and urged active participation to take full advantage of the presence of authorities on the subject.

Dr. Prashant Jindal, Associate Professor, UIET, Panjab University, Chandigarh delivered a Keynote Address where he delved into the realm of physical disability, shedding light on Prosthetics, the science behind artificial limbs, and the cutting-edge technological advancements in crafting assistive and prosthetic equipment for individuals with physical disabilities. In his comprehensive yet accessible discourse titled 'Technology Advancements for the Inclusion of *Divyanjans'*, Dr. Jindal asserted that artificial limbs have the power to breathe new life into the lives of amputees. He emphasized the transformative potential of these technological innovations, stating that with a positive mindset, combined with physical rehabilitation and the use of appropriate prosthetic devices, amputees can experience a remarkable enhancement in their quality of life.

Prof. Raj Kumari Gupta, Former Chairperson, Department of Education, Punjab University, Chandigarh delivered his lecture in the technical session. Prof. Gupta's deliberations centered on the crucial issue of 'Inclusion in Higher Education'. Prof. Gupta delved into the extent to which Higher Education Institutions (HEIs) support students and staff with disabilities, aiming for equal access to opportunities compared to their peers without disabilities. Her insightful address not only highlighted the existing challenges but also provided practical measures to transform higher education institutions into disabled-friendly environments.

Sequentially, broadening the thematic horizon, Dr. Susheela Narang, Principal of Kenway College of Education brought a strong focus to her discussion on 'Inclusive Education: Case Studies and Best Practices'. She urged the audience to rely on the 6 E's: Equity, Equal Access, Equal Opportunity, Equal Dignity, Effective Communication, and to Embrace the Culture of the 5 Rs: Reach, Responsibility, Relationship, Respect, and Resilience.

The session reached its culmination with the deliberation of Mr. Sumit Garg, Assistant Professor in English, University College, Ghudda, Bhatinda. Mr. Garg initiated his interdisciplinary address on 'Tracing Historical Understanding of Disability Exclusion'. He seamlessly articulated his perspective on linguistic factors, delving into mythological characters and teasing out idioms across different languages. He provided insights into how exclusion could be traced back to historical events, language, and its usage.

The next session commenced with an insightful address by Mr. Shankar Lal Bika, Head, Department of Special Education, Central University of Punjab, Bhatinda. The focus of his address was on 'Inclusion in Higher Education." Mr. Bika elaborated on various dimensions of the issue, particularly the exclusion of individuals with disabilities from higher education. He delved into tracing the models and philosophies of inclusion, aiming to transform it from a concept into a tangible reality.

Mr. Chottu Ram, Assistant Professor, MIER College of Education Jamm took the floor to emphasize the crucial aspect of 'Training of Educators Inclusive Curriculum for Implementations'. His address highlighted equipping educators with the skills and knowledge needed to implement inclusive curricula effectively. Simultaneously, the event witnessed the presentation of a substantial number of papers.

These contributions were made in a blended mode, incorporating both online and offline platforms.

International Conference on Nonlinear Applied Analysis and Optimisation at NIT Hamirpur

A three-day International Conference on 'Nonlinear Applied Analysis and Optimisation' is being organized by the Department of Mathematics and Scientific Computing, National Institute of Technology Hamirpur, Himachal Pradesh from October 17-19, 2024. The objective of the event is to motivate and equip the participants with the recent state-of-art nonlinear analysis, fixed point theory, dynamical systems, optimization, fractals, applications to differential/integral equations and signal & image processing, soft computing as well as to expose the young talents with the newer dimensions in these areas with their practical approaches to tackle the real-life problems in engineering, medical and social sciences and the Ramanujan's Conjectures so that the participants can take up various challenges in future. The Themes of the event are:

- Linear and Nonlinear Optimization.
- Combinatorial Optimization.
- Optimization Algorithms and Applications.
- Heuristics and Metaheuristics.
- Multi-objective Optimization.
- Optimization for Machine Learning.
- Optimization for Sustainability.
- Optimization and Learning under Uncertainty.
- Fixed Point Theory.
- Nonlinear Analysis.
- Fractals.
- Dynamical Systems/Mathematical Modelling.
- Soft Computing/Decision Making.
- Variational Inequalities.
- Topological Fixed-Point Theory.

For further details, contact Organising Secretary, Department of Mathematics and Scientific Computing, National Institute of Technology, Hamirpur – 177005, Himachal Pradesh, Phone No: 01972-254108, E-mail: *icnaao2024@gmail.com.* For updates, log on to: *https://nith.ac.in/workshops-conferences/*

Faculty Development Programme on Cyber Security and Computer Forensics

The ten-day Online Faculty Development Programme on 'Cyber Security and Computer Forensics' is being organized by the Electronics & ICT Academy, National Institute of Technology Warangal in association with Kakatiya Institute of Technology and Science, Warangal from July 01-10, 2024. The event is sponsored by the Ministry of Electronics and Information Technology, Govt. of India. The Faculty of Engineering Colleges, MCA Colleges, and other allied disciplines in India and Industry personnel working in the concerned /allied discipline may participate in the programme. The major Course Contents are:

- Introduction to Cyber Security.
- Network Security Measures.
- Vulnerability Assessment and Penetration Testing.
- Cloud Security Engineering.
- Wireless Network Security.
- Software and Web Application Security.
- Malware Analysis.
- Cyber-Physical System Security.
- Introduction to Cyber Forensics.
- Eminent Techniques in the Cyber-crime Investigation.
- Digital Forensic.
- Crypto Currency.

For further details, contact the Coordinator, Department of Computer Science and Engineering, Kakatiya Institute of Technology and Science, Warangal–506 004 (Telangana State), E-mail: *rpadma@nitw.ac.in* / *vst.csn@kitsw.ac.in,* Phone No: 093812 65691/ 09963444114. For updates, log on to: *https://nitw.ac.in/eict*

AIU News

AIU—ET Education Joint Annual Education Summit-2024

Visionary Agenda of Viksit Bharat 2047 for a Prosperous and Inclusive Future

A two-day Annual Education Summit 2024 is being collaborated by the Association of Indian Universities (AIU), New Delhi as Executive/Academic partner with ET Education from June 06- 07, 2024 at the Leela Ambience Convention, Delhi. The Summit welcomes a diverse range of attendees, including higher education leaders, corporate executives, government officials, and school administrators. Professionals from various sectors interested in collaborating with key stakeholders in the education industry are also encouraged to attend.

The ET Education Annual Summit 2024 is India's largest Education Summit that will catalyse collaborative efforts in realizing *Viksit Bharat's* vision through education. It aims at bringing together key stakeholders in the education sector. It will serve as a platform for discussions, insights, and collaborations among educators, policymakers, industry leaders, and technology providers to drive positive change and innovation in India's education landscape. This landmark event serves as a convergence point for key stakeholders—from esteemed representatives of the education sector to dynamic industry leaders, visionary government officials, and innovative technology providers. The summit promises to inspire, inform, and empower stakeholders to provide valuable insights and actionable strategies for driving positive change in the education sector

In a significant development, AIU has affirmed its support for ET Education by becoming an Executive/Academic Partner for this Summit. This synergistic alliance promises to elevate the summit's profile, facilitating robust dialogue and engagement among key stakeholders in the education sector. As preparations for the summit gain momentum, expect an enriching exchange of insights and collaborative initiatives that will shape the future of education.

Discover cutting-edge trends and innovative strategies in education at the Annual Education Summit 2024. From dynamic keynote sessions to insightful panel discussions and interactive workshops, participants can anticipate a wealth of knowledge-sharing opportunities with industry experts and thought leaders. Secure your spot now and contribute to shaping the future of education.

For further details and registration, contact Md. Shahbaz Khan, Head of Special Initiatives and Business Strategy, The Economic Times Business Verticals, E-mail: *shahbaz.khan@timesinternet.in* and Ms Jigyasa Thapar, Communities-ET Education, Mobile No: 08882100895, E-mail: *Jigyasa.thapar@timesinternet.in.* For updates, log on to: *https://education.economictimes.indiatimes.com/annual-edusummit?ag=AIU*

Workshop on Financial Management

A two-day Workshop on 'Financial Management' was organized by the Association of Indian Universities (AIU), New Delhi and Staff Development Cell, Guru Gobind Singh Indraprastha University, Delhi from March 14-15, 2024. The event helped the participants with the latest strategies and tools to make informed decisions, enhancing their ability to steer organizations toward financial stability and success in today's competitive landscape.

The Vice Chancellor, Padma Shri Prof. Mahesh Verma inaugurated the event and emphasized the significance of prudent financial management in navigating today's economic terrain. He poignantly remarked, "We Indians live poorly and die rich," underscoring the need for effective wealth management strategies. Dr. Verma's address resonated with attendees, setting a thought-provoking tone for the workshop, and prompting reflection on personal financial practices and the broader socio-economic context.

CA Anshul Gupta addressed various aspects of personal finance, focusing on key objectives including wealth management, understanding taxation rules on income, empowering individuals to make informed decisions in consumerism, building and managing assets for the future, mastering budgeting techniques for better financial control, adopting smart banking practices, managing credit responsibly, and learning to protect oneself from cyber financial frauds. He also explained the concept of income which encompassed various sources including salaries,

rental income, investment returns, real estate sales, and professional earnings. The programme covered the basics of taxes related to these income streams, including rates and applicable deductions, in both the old and new tax regimes. Participants gained insights into tax implications on different sources of income and available relief options, facilitating a better understanding of their tax obligations and financial planning. He also explained the difference between the old and the new tax regime to the participants and which regime to choose based on the deductions. He also explained the short-term and the long-term capital gains and how one can differentiate between the two. Further, he explained a few points about wealth management, objectives, and tools of wealth creation.

The next session of the event prioritized equipping individuals with vital insights and practices crucial for proficient banking. It comprehensively covered various topics essential for effective financial management. These included demystifying KYC (Know Your Customer) requirements, stressing the significance of nomination, optimizing locker facilities, managing fixed deposits, addressing issues related to inoperative and unclaimed accounts, and acquainting participants with consumer rights as per BCSBI (Banking Codes and Standards Board of India) guidelines. Furthermore, the session detailed the procedure for lodging complaints with the Ombudsman, ensuring attendees were well-versed in the avenues available for grievance redressal. Through these discussions, participants not only acquired a deeper understanding of key banking procedures but also became familiar with their rights as consumers. Armed with this knowledge, they are better equipped to make informed decisions and navigate their banking relationships more effectively, thereby fostering financial resilience and empowerment.

Mr. Rajesh Minocha was the session's speaker, covering a comprehensive agenda to simplify money management and highlight its critical importance. Topics ranged from understanding the reasons behind people's avoidance of money management to the impact of inflation on wealth creation. Participants learned about effective cash flow management, the importance of patience and avoiding investment mistakes, and the significance of insurance in financial planning. Taxation strategies, protection from cyber frauds, succession planning, and visualized financial planning techniques were also discussed. The session concluded with a reference to 'Retire on Your Terms', a book written by him offering further insights into achieving financial independence. Attendees gained valuable knowledge and tools to enhance their financial literacy and secure their financial future. He explained the power of compounding, the wealth creation formula, the impact of inflation, cash flow management, and how one can manage his or her credit.

In his second session, Mr. Minocha provided an overview of various investment products, highlighting their features and suitability for different investors. Topics covered included Mutual Funds, the National Pension Scheme, Real Estate, Debt-based products such as EPF, PPF, PO, and FDs, as well as specialized schemes like the Senior Citizen Savings Scheme and Pradhan Mantri Vaya Vandana Yojana. Additionally, the session touched upon investment opportunities in commodities. Attendees gained insights into diverse investment options to make informed decisions aligned with their financial goals and risk profiles.

After the sessions, the MCQ test was conducted using Google Forms consisting of 30 questions to be submitted in 30 minutes, a snap of which has been shared below. Based on the employee's performance, certificates were distributed to those who successfully cleared the test. After the test, a feedback form was collected from the participants.

Faculty Development Programme on the Use of Artificial Intelligence and Emerging Technologies

A ten-day Faculty Development Programme on the 'Use of Artificial Intelligence and Emerging Technologies in Higher Educational Institutions' was organized by the Association of Indian Universities (AIU)—Academic and Administrative Development Centre (AADC), Sri Sri University, Cuttack, Odisha from April 03-12, 2024 through Online Mode.

The Inaugural Ceremony of the programme was graced by dignitaries and experts in the field. The Nodal Officer, Prof. Vijaya Lakshmi Mohanty, Director, Human Resource Development Centre (HRDC), Sri Sri University delivered the Welcome Address, highlighting the significance of integrating AI and emerging technologies in higher education. The programme Coordinator, Mr. Satyajeet Arya, Assistant Professor, Faculty of Science, Sri Sri University provided an insightful overview of

'Artificial Intelligence for Education'. The Chief Guest, Prof. Deepa Vinay, Executive Registrar, Sri Sri University addressed the gathering, emphasizing the university's commitment to fostering innovation and embracing technological advancements in education. The inaugural ceremony concluded with a Vote of Thanks by Mr. Satyajeet Arya.

The inaugural day was focused on 'Artificial Intelligence for Education: Policy Perspectives'. The eminent guests, organizing team members, and participants engaged in thought-provoking discussions on the current policies, regulations, and guidelines governing the implementation of AI in educational institutions.

Mr. Jayakar Sodagiri, Assistant Professor, University of Delhi, Delhi conducted the session on 'Use of AI tools in Chat GPT in Reporting'. Participants gained hands-on experience in utilizing AI-powered chatbots for various reporting tasks, enhancing their efficiency and productivity.

Dr. K S Sowmiya Rani, Professional Editor with a substantial LinkedIn following (33K), shared her expertise on 'AI Tools in Academic Institutions'. The session explored the potential applications of AI in academic settings, such as grading, personalized learning, and administrative tasks, while addressing the associated challenges and best practices.

Mr. Arvind Singh Chandel, AI Expert from Accenture conducted a session on 'Problem-solving with AI'. Participants learned about various AI-based problem-solving techniques, including machine learning algorithms, deep learning models, and their practical applications in addressing complex challenges in education and research.

Mr. Satyajeet Arya, Assistant Professor, Sri Sri University delivered his talk on the 'Basics of Artificial Intelligence in Daily Use'. The session focused on the integration of AI into everyday life, highlighting its implications and impact on various aspects, including education, healthcare, transportation, and communication.

Mr. Satyajeet Arya conducted an assignment session, allowing participants to apply their learnings from the previous sessions. Participants were tasked with developing practical solutions or case studies involving the integration of AI in educational settings, fostering critical thinking and problem-solving skills.

Dr. Narayan Jena, Assistant Professor, FACIS, Sri Sri University conducted the session on 'Ethical Communication and Information Integrity in the Age of Artificial Intelligence'. The session explored the ethical considerations and challenges associated with AI-driven communication and information dissemination, emphasizing the importance of maintaining transparency, accountability, and responsible use of AI technologies.

Subsequently, Dr. Nirmalaya Kumar Mohanty, Data Scientist and Researcher delivered a thought-provoking session on 'How Secure We are in this World of Information'. The session delved into the security and privacy implications of AI-driven technologies in the digital age, highlighting the potential risks and mitigation strategies to ensure data protection and cyber security.

The programme culminated with a Valedictory Programme, where guests, organizing team members, and participants reflected on the learnings and experiences gained throughout the programme. Participants shared their insights, and feedback, and proposed future directions for integrating AI and emerging technologies in higher education institutions. The participants provided their feedback and they expressed their appreciation for the informative and insightful sessions, which provided them with valuable knowledge and practical applications of AI tools in the field of education. The event empowered the participants to embrace AI and emerging technologies in their respective roles, fostering innovation and excellence in higher education. ❑

THESES OF THE MONTH

HUMANITIES

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

Geography

1. Biswas, Sanjay. **Causes and effects of flash flood in Alipurduar District, West Bengal**. (Prof. D K Mandal), Department of Geography and Applied Geography, University of North Bengal, Darjeeling.
2. Chouhan, Kaluram. **A micro-level approach to rural development planning in Singrauli District, Madhya Pradesh**. (Dr. Pawan Kumar Sharma), Department of General and Applied Geography, Dr Harisingh Gour Vishwavidyalaya, Sagar.
3. Chowdhury, Arindum. **Glacial Lake dynamics and its potential risk assessment of Chhombu catchment in Upper Tista Basin, Sikkim Himalayas**. (Prof. S K De and Prof.M C Sharma), Department of Geography, North Eastern Hill University, Shillong.
4. Kadam, Narayan Bhimrao. **Chandrapur va Gadchiroli Jilhyateel anusuchit (Adivasi) jamateecha loksankheychey tulnatamak bhogolik vishleshan**. (Dr. Lohkare Parmeshwar M), Department of Geography, Swami Ramanand Teerth Marathwada University, Nanded.
5. Lalhmangaihzela. **Spatial analysis of rental housing in Aizawl City, Mizoram**. (Prof.Benzamin L Saitluanga), Department of Geography and Resource Management, Mizoram University, Aizawl.
6. Lalrindika, PC. **Assessment of Erosion and sedimentation in Chite Watershed, Mizoram**. (Prof.P Rinawma and Dr. R Zonunsanga), Department of Geography and Resource Management, Mizoram University, Aizawl.
7. Lavhale, Kailas Bhaskar. **Parli Talukyateel loksankhya: Ek bhogolik abhyas**. (Dr. V S Chimangunde), Department of Geography, Swami Ramanand Teerth Marathwada University, Nanded.
8. Manoj Kumar. **Spatial variability in micro-climate of Indian cities and its consequences: A case study of National Capital Region**. (Prof. Subhakanta Mohapatra), Department of Geography, Indira Gandhi National Open University, New Delhi.
9. Mukesh Kumar. **Fishermen community, livelihood vulnerabilities in Bihar flood plains and state welfare intervention**. (Dr. Rakesh Tiwary), Department of Social Geography, Aryabhatta Knowledge University, Patna.
10. Musale, Nawnath Pandharinath. **Hingoli Jilhateel Pashupalan vyavsayacha bhougolik abhyas**. (Dr. Mane D G), Department of Geography, Swami Ramanand Teerth Marathwada University, Nanded.
11. Patne, Swati Prashant. **A geographical study of different models in the development of urban centre: A case study of Latur City**. (Dr. Narendra G Mali), Department of Geography, Swami Ramanand Teerth Marathwada University, Nanded.
12. Sonkamble, Vishal Vijaykumar. **Palghar Jilhyateel aadiwasi samudayacha jeevanavareel aadhunikikarnacha prabhav: Ek bhogolik abhyas**. (Dr. Mukesh J Kulkarni), Department of Geography, Swami Ramanand Teerth Marathwada University, Nanded.
13. Swer, Banbhalang. **Site suitability analysis of the New Shillong Township and its socio-economic implications**. (Prof.B S Mipun and Prof.P K Ryngnga), Department of Geography, North Eastern Hill University, Shillong.
14. Synnah, Danny Marius. **Landslide susceptibility zonation of the Umsohryngkew Watershed, East Khasi Hills District, Meghalaya**. (Prof.H J Syiemlieh), Department of Geography, North Eastern Hill University, Shillong.

History

1. Ahad, Abdul. **Paschimi Uttar Pradesh mein Muslim shiksha (1860-1930)**. (Prof.S B Upadhyay), School of Social Sciences, Indira Gandhi National Open University, New Delhi.
2. Umdor, Damut Skhem. **Society and economy in Ri-War from pre-colonial to colonial times**. (Prof.C A Mawlong), Department of History, North Eastern Hill University, Shillong.

LANGUAGES & LITERATURE

English

1. Akade, Atish Chandrakant. **Exploring the impact of IT trends on Chetan Bhagat's select novels**. (Dr. Ajay Tengse), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.
2. Anup Singh. **Tracing Naxalism in the selected contemporary Indian English novels**. (Prof. Pankaj Sharma), Department of English and Foreign Languages, Chaudhary Devi Lal University, Sirsa.

3. Baruah, Bondita. **Subverting the politics of order: A study of select works of Saadat Hasan Manto**. (Prof. J Prodhani), Department of English, North Eastern Hill University, Shillong.

4. Bassam, Hameed Mohammed Mohsen. **The aspects of linguistic hegemony and forms of their resistance in English language learners: A study of students from Department of English, Hodiedah University**. (Dr. Pandit B Nirmal), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

5. Basu, Ria. **Locating the multi-faceted nature of human sexuality in the works of Sarat Chandra Chattopadhyay, Ismat Chughtai and Saadat Hasan Manto: A selected study**. (Prof.Nivedita Maitra), Department of English and Other European Languages, Dr Harisingh Gour Vishwavidyalaya, Sagar.

6. Bhattacharjee, Deboshree. **Representation of women in Rabindranath Tagore's play: A semiotic approach**. (Prof.Mala Renganathan), Department of English, North Eastern Hill University, Shillong.

7. Chetnani, Jaya. **A study of feminine perspectives in the novels of Yvonne Vera**. (Dr. Achla Sharma), Department of English and Other European Languages Languages, Vikram University, Ujjain.

8. Choudhary, Alisha. **Arundhati Roy and post-colonialism in Indian English writing: A critical evaluation**. (Dr. Kamlesh)), Faculty of Arts, Crafts & Social Sciences, Tantia University, Sri Ganganagar.

9. Choudhury, Yashomana. **Language and the construction of alternate worlds: A select study of modern fantasy**. (Prof.J Prodhani), Department of English, North Eastern Hill University, Shillong.

10. Chouhan, Poonam. **An emblematic representation of women in selected films from stereotypical to empowered**. (Dr. Nidhi Bhatnagar), Department of English, Sangam University, Bhilwara.

11. Jose, Jemily. **A study of the 'Feminist Manifesto' exploring gender construction and sexuality in Chimamanda Adichie's works**. (Dr. Dushyant Nimavat), Department of English, Gujarat University, Ahmedabad.

12. Krishan Lal. **The thematic study of dalit oppression and identity in Indian writings in English**. (Dr. Nitesh Sharma), Faculty of Arts, Crafts & Social Sciences, Tantia University, Sri Ganganagar.

13. Lalhlimpuii, Nancy. **Postmodern perspectives in select works of Lewis Carroll**. (Prof.Sarangadhar Baral), Department of English and Culture Studies, Mizoram University, Aizawl.

14. Lalkulhpuia, Dustin. **Interrogating identities: A study of the fictional narratives of Janice Pariat**. (Dr. Thongam Dhanajit Singh), Department of English and Culture Studies, Mizoram University, Aizawl.

15. Madanwad, Swati Digambarrao. **Critco-aesthetic study of literary language: With special reference to Indian and Western critical thought**. (Dr. Shailaja B Wadikar), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

16. Rammahi, Ameer Ahmad Abdulameer Al. **Psychoanalytical study of select young adult novels of Himanjali Sankar, Judy Blume and Angie**. (Dr. Darsha Jani), Department of English, Gujarat University, Ahmedabad.

17. Rangaswamy, Y. **Gender and caste in the novels of P Sivakami and Bama: A critical study**. (Dr. B V Rama Prasad), Department of English, Kuvempu University, Shankaraghatta.

18. Rao, Bharatsingh Pratapsingh. **Girish Karnad: A study of his sense and sensibility**. (Dr. Sanjay M Vakil), Department of English, Gujarat University, Ahmedabad.

19. Soni, Vishal. **A comprehensive study of the blend of Christian message and fantasy element in the Chronicles of Narnia by C.S. Lewis**. (Dr. Sarla Singla), Faculty of Arts, Crafts & Social Sciences, Tantia University, Sri Ganganagar.

20. Soni, Rimaben Bharatkumar. **Eco-critical issues in select nautical narratives**. (Dr. Vidya Rao), Department of English, Gujarat University, Ahmedabad.

21. Yadav, Akhil Vinayakrao. **A study of socio-political perspectives in the select novels of Shashi Tharoor, Amitav Ghosh and Aravind Adiga**. (Dr. B S Bhosale), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

Hindi

1. Bimla Kumari. **Geographical study of tourism potential in Raigad District, Maharashtra State by using RS and GIS techniques**. (Dr. Lokesh Kumar Tripathi and Prof. Bal Krishna Vaidya), Faculty of Arts, Crafts & Social Sciences, Sangam University, Bhilwara.

2. Choudhary, Ajay Kumar. **Swatantryotar Hindi kavye natakoan mein mulyebodh ka anusheelan**. (Prof. Virendra Mohan), Department of Hindi, Dr Harisingh Gour Vishwavidyalaya, Sagar.

3. Makwana, Dimple Kisorbhai. **Malti Joshi ke chayenit upanyasoan mein samajik chetna**. (Dr. Hemal Vyas), Department of Hindi, Saurashtra University, Rajkot.

4. Pandia, Shashi Kala. **Upnayaskar Shivani ka kathya avam shilp**. (Dr. Mohini Dahiya), Faculty of Arts, Crafts & Social Sciences, Tantia University, Sri Ganganagar.

5. Pavitra Devi. **Hindi upanyasoan mein chitrit krishak jeevan aur chunotiyoan (San 1936-2016 tak)**.(Dr. Maya Malik), Department of Hindi, Maharshi Dayanand University, Rohtak.
6. Poonam Rani. **Survey of Hindi-Punjabi literature on the partition of India**. (Dr. Anju), Faculty of Arts, Crafts & Social Sciences, Tantia University,Sri Ganganagar.
7. Rajkumar. **Nritye ka pratikatamak anuwad evam nirvachan: Bharatanatyam ke vishesh sandarbh mein**. (Prof.Rajendra Prasad), School of Translation Studies and Training, Indira Gandhi National Open University, New Delhi.
8. Singh, Prem Shankar. **Sanjeev ke upanyasoan mein aadivasi samaj ke visthapan se utpanna sankat aur sangharsh: Ek anusheelan**. (Prof. Kanubhai V Ninama), Department of Hindi, M S University of Baroda, Vadodara.
9. Vasukiya, Maheshbhai Dhanjibhai. **Upendranath 'Ashk' ke natak: Charitroan se dhwanit sandesh**. (Dr. G A Solanki), Department of Hindi, Saurashtra University, Rajkot.

Marathi

1. Badure, Dattatraya Mashnaji. **Sadanand Deshmukh ani Babarao Musle yanchya kadambari wadmyachya tulnatamak abhyas**. (Dr. Sukhdev Dhanke and Dr. Vithal Jambale), Department of Marathi, Swami Ramanand Teerth Marathwada University, Nanded.
2. Kokate, Keshav Vitthalrao. **Rangnath Pathare yanchey kathalekhan: Vividhangi abhyas**. (Dr. Nagnath Patil), Department of Marathi, Swami Ramanand Teerth Marathwada University, Nanded.

Oriya

1. Behera, Damayanti. **Samakalina Odia natyadhara O natyakara Narayan Sahoo**. (Dr. Pradosh Kumar Swain), Department of Odia, Central University of Odisha, Koraput.
2. Patra, Nishamani. **Odishara Adivasimanankara hastakala eka samajika O Soundarjjyajyatattwika bishlesana (Kandha,Gond, Soura)**. (Dr. Lusi Priyadarshani Nayak), Department of Odia, Kalinga Institute of Industrial Technology, Bhubaneswar.

Pali

1. Sheth, Ila Anandbhai. **A critical study of yoga as depicted in Haribhadrasuri's texts**. (Dr. Dinanath Sharma), Department of Prakrit, Gujarat University, Ahmedabad.

Sanskrit

1. Dai, Geetanjali. **Chandrakantabhattacharyavirachitavais hesikasutrabhasyadisha padarthatattvasamiksanam**. (Prof. Bishnupada Mahapatra), Department of Nyaya, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.
2. Dwivedi, Om Prakash. **Prannavyematbhedpurassaram Artharvedayurvedayostulnatamakmadhyayanam**. (Dr. Govind Jha), Department of Darshan, Kameshwara Singh Darbhanga Sanskrit University, Darbhanga.
3. Gangani, Satishkumar Gordhanbhai. **A critical study of Sanskrit Dutakavyas based on Krsnakatha**. (Dr. Bharti J Solanki), Department of Sanskrit, Saurashtra University, Rajkot.
4. Jethva, Samirkumar Pravinbhai. **Hemchandracharyaseye Laghvharniteh Ek samikshanatamakam adhyayanam**. (Dr. Nehal Pandya), Department of Sanskrit, Gujarat University, Ahmedabad.
5. Zala, Yuvrajshinh Upendrashinh. **Bhrngaduta of Jagadguru Rambhadracarya: A study**. (Dr. B R Chudasama), Department of Sanskrit, Saurashtra University, Rajkot.

Linguistics

1. Therie, Neiwetso-u. **A functional typological study of Khezha**. (Dr. S A Lyngdoh and Dr. U Pappuswamy), Department of Linguistics, North Eastern Hill University, Shillong.

PERFORMING ARTS

Visual Art

1. Harshika. **Contemporary Indian colleges: Manifestations in alternative media**. (Dr. Anjali Duhan), Department of Visual Arts, Maharshi Dayanand University, Rohtak.

Philosophy

1. Hande, Kinix Deependra. **Sri Aurobindo on "The Secret of the Veda: Approach and methods**. (Prof.T S Girishkumar), Department of Philosophy, M S University of Baroda, Vadodara.
2. Roy, Joly. **Ethics in administration: Problems and some ways to reinforce it**. (Prof. J C Basak), Department of Philosophy, University of North Bengal, Darjeeling.
3. Upadhyay, Tripurari. **Uttar-adhunikta ke sandarbh mein Gandhi-darshan ka anusheelan**. (Prof. A D Sharma), Department of Philosophy, Dr Harisingh Gour Vishwavidyalaya, Sagar.

Religion

Jainism

1. Shri, Ruchi Darshana. **Dwantrishad, Dwantrishika mein sadhna marg**. (Dr. Sagarmal Jain), Department of Jainology and Comparative Religion, Jain Vishva Bharati Institute, Ladnun, District Nagaur. ❑

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1	Computer Application	5
2	Business Management	3
3	Tourism and Travel Management	3
4	Mass Communication	3
5	English	2

Note: Interested candidates are requested to send their application form with CV and self-attested copies of certificates **within 15 days.** For detailed information about qualifications and other terms and conditions, please visit college **website: https://donboscogoa.ac.in/notifications.**

Date: 28.04.2024.

Director

UNIVERSITY NEWS

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1	Pharmaceutics	01	03	04
2	Pharmaceutical Chemistry (Including Pharm. Analysis)			05
3	Pharmacology			02
4	Pharmacognosy			02
5	Pharmacy Practice & Related Subjects	-	-	01
6	Librarian			01
	Total	01	03	15
	Grand Total	**19**		

The Reservation for the above Post is as follows,

Designation of the Position	Total Vacancies	SC	ST	VJ	NT-B	NT-C	NT-D	SBC	EWS	OBC	SEBC	OPEN
Principal/ Professor	01	-	-	-	-	-	-	-	-	-	-	01
Associate Professor	03	01	-	01	-	-	-	-	-	-	-	01
Assistant Professor/ Librarian	15	02	01	01	-	01	-	-	02	03	02	03
Total	**19**	**03**	**01**	**02**	**-**	**01**	**-**	**-**	**02**	**03**	**02**	**05**

Conditions:-

1) Educational Qualification, Experience, Pay Scale etc. applicable for the post is as per the norms specified by AICTE/PCI/COA, Govt. of Maharashtra & Dr. Babasaheb Ambedkar Technological University, Lonere Dist.-Raigad & As modified from time to time.
2) Those who are in service should apply through the proper channel.
3) Applications received after the last date will not be considered. The college will not be responsible for any delay including postal delay, if any.
4) Incomplete applications or applications without attested copies of supporting documents will not be entertained.
5) No T.A.,D.A. will be paid for attending the interview.
6) The applications giving full particulars and attested copies of all the supporting documents should reach to the undersigned **within 21 days** from the date of publication of this advertisement.

Place: Ahmednagar

SECRETARY
Rashtriya Shikshan Mandal's, Ahmednagar

B. S. P. 'S GOMANTAK AYURVEDA MAHAVIDYALAYA & RESEARCH CENTRE
Shiroda, Goa, 403 401

(Approved by Central council of Indian Medicine, Delhi and affiliated to Goa University)

Ref: GU/U/BSP/

W A N T E D

Bharateeya Sanskriti Prabodhini's Gomantak Ayurveda Mahavidyalaya & Research Centre invites applications for the following posts. Applications complete in all respects with Xerox certified copies in supports should reach the President **within three weeks** from the publication of this advertisement.

All are Full Time Posts.

Sr. No.	Subject	Professor	Associate Professor	Assistant Professor
1.	**Kayachikitsa**	1	1	2
2.	**ShalyaTantra**	--	1	1
3.	**Panchakarma**	--	--	1
4.	**Rasashastra and Bhaishajya Kalpana**	2	--	2
5.	**Dravyaguna**	--	1	--
6.	**Swasthvritta**	--	2	--
7.	**Kriya Sharir**	--	1	--
8.	**SamhitaSidhanta& Sanskrit (SamhitaAdhyayan – 1,2,3)**	--	1	--
9.	**Rachana Sharir**	--	1	--

ESSENTIAL: For all the mentioned posts:

(a) A degree of Ayurveda from a recognized University established by law of a Statutory Board/ Faculty/ Examining body of Indian Medicine Central Council Act, 1970.

(b) A post graduate qualification in the subject/ specialty concerned included in the schedule in Indian Medicine Central Council Act, 1970.

(c) Adequate knowledge of Sanskrit, Konkani and Teaching Capacity in English.

(d) Minimum of 15 years of Residence in Goa.

SA-37.1 FOR THE POST OF Assistant Professor Essential qualifications are as follows:

i. A degree of Ayurveda from a recognized University established by law of a Statutory Board/Faculty/ Examining Body of the National Commission for Indian System of Medicine (minimum standards of undergraduate Ayurveda Education) regulations 2022, notified in the gazette of India dated 16th February, 2022 and subsequent notifications issued by the NCISM from time to time.

ii. A Post Graduate qualification in the subject/specialty concerned as included in the schedule to the National Commission for Indian System of Medicine (minimum standards of undergraduate Ayurveda Education) regulations 2022, notified in the gazette of India dated 16th February, 2022

iii. The candidate shall be a Registered Medical Practitioner in Ayurveda with a Statutory Body/Board/ Council in Indian Medicine.

SA-37.2 FOR THE POST OF Associate Professor (Reader): Essential qualifications are as follows: In addition to the qualifications required for the post of Assistant Professor as mentioned at SA-37.1 above, the candidate shall have a total teaching experience of not less than five years in Ayurveda, out of which three years shall be as Assistant Professor in the subject concerned. He/she shall also be required to have at least two research papers published in referred journals of Indian medicine.

(contd. on pg. 35)

(contd. from pg. 34)

SA-37.3 FOR THE POST OF PROFESSOR :- Essential qualifications are as follows :In addition to the qualifications required for the post of Assistant Professor as mentioned at SA-37.1 above, the candidate shall have a total teaching experience of not less than ten years in the subject concerned out of which five years as Associate Professor, and at least three research publications in referred journals of Indian Medicine.

OR

In addition to the qualification required for the post of Assistant Professor as mentioned at SA-37.1 above, the candidate shall have a total teaching experience of not less than ten years as Assistant Professor in the subject concerned wherever the post of Associate Professor does not exist, with at least five research publications in referred journal of Indian medicine.

SA-37.5 a) The scales of pay for the teaching posts shall beas recommended by the University Grants Commission, Government of India/State Govt. from time to time.

b) All other services conditions applicable to the teaching posts of Ayurveda Colleges shall be as prescribed for teachers in non-government college of the Goa University.

Desirable: Original published papers, books on the subject

Pay Scale: As per UGC scales as applicable plus admissible allowances as per Govt. rules.

Principal
Gomantak Ayurveda Mahavidyalaya
& Research Centre, Shiroda – Goa 403103

President
Bharateeya Sankriti Prabodhini
Shiroda – Goa 403103

Nirmal Education Society's

SUBHASH DESAI COLLEGE OF LAW

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

APPLICATIONS ARE INVITED FOR THE POST OF

PRINCIPAL

FROM THE ACADEMIC YEAR 2024-25

UN-AIDED

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 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 requirements are as prescribed by the UGC Notification dated 18th July 2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/18/UNI-1, dated 8th March, 2019 and University Circular No. TAAS/ (CT)/ICD/2018-19/1241, dated 26th March 2019 and revised from time to time."

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

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

Applications with full details should reach the **TRUSTEE, NIRMAL EDUCATION SOCIETY'S SUBHASH DESAI COLLEGE OF LAW, D.S. Road, Asha Nagar, Thakur Complex, Kandivali (E), Mumbai - 400 101 within 15 days** from the date of publication of this advertisement.

This is University approved advertisement.

Sd/-

TRUSTEE

ASSOCIATION OF INDIAN UNIVERSITIES

AIU HOUSE, 16, COMRADE INDRAJIT GUPTA MARG,

NEW DELHI-110 002

No. AIU/Admn/Rectt./2024/ **Dated: 8.5.2024**

Vacancy Notification

Association of Indian Universities (AIU), an apex Inter-University Organisation invites applications for the following posts from eligible candidates for appointment on contractual basis. Duly completed applications should reach AIU **within 21 days** from the date of publication of advertisement in the Newspaper:

Sl. No.	Name of the Posts	Consolidated Salary	No. of posts
1.	**Consultant (Admn)***	Rs.40,000/Rs.50,000/ Rs.60,000/Rs.70,000/- pm	01
2.	**Young Professionals (YPs)**	Rs.50,000/- p m	04

***** The candidates who have applied earlier for the post of Consultant (Admn) vide advertisement No. AIU/Admn/Rectt./2023/ dated 9.10.2023 published in the Employment News dated 21-27 October, 2023 need not apply again. However, the candidate may send updated information, if any.

Educational Qualifications, eligibility and other requirements etc., for contractual appointment are as under:

1. Consultant (Admn) -01 post (on contract for six months), Age Limit: Not exceeding 65 years

Essential:

The candidates retired from Govt. Sector at the level of Section Officer/Under Secretary/Deputy Secretary/Joint Secretary or equivalent level having relevant work experience in the field of Establishment/General Administration/Higher Education Administration in Govt. departments/ Autonomous Bodies/ Universities.

Note: The remuneration to the Consultant shall be paid @ of last pay drawn (basic pay plus DA) minus pension plus DA subject to maximum of Rs.40,000/-, Rs.50,000/-, Rs.60,000/- & Rs.70,000/- pm for the candidate retired from the posts of Section Officer/Under Secretary/Deputy Secretary and Joint Secretary or eq. level.

2. Young Professionals (YPs)-04 (on contract) for one year Remuneration Rs.50,000/- per month (Fixed)

Age Limit: Not exceeding 35 years.

Essential:

Master's degree in relevant subject or possessing any Professional Degree with at least 55% marks or an equivalent grade in a point scale from a recognised university with consistently good academic record after a study of 5 years or more acquired after 10+2 or BE/B. Tech or 2 years PG Diploma in Management or CA or ICWA.

Desirable: Persons with additional qualifications, research experience, published papers and post qualification experience in the relevant field will be preferred. The YPs should have excellent communication and interpersonal skills with a strong flair for in depth handling of requisite work.

(contd. on pg. 37)

(contd. from pg. 36)

General Instructions and Guidelines:

1. The crucial date for determining the age limit shall be the closing date for receipt of applications;
2. Mere fulfillment of eligibility criteria shall not necessarily entitle an applicant to be called for test/ interview. The Association reserves the right to relax any of conditions and shortlist the applicants in a manner as it may specify;
3. No TA/DA shall be payable to applicant for any journey performed for attending the test/ interview.
4. The Association reserves the right of not filling any advertised post (s) without assigning any reason.
5. The Association reserves the right to increase or decrease the number of posts to be filled-upand may or may not fill any post(s) and its decision in this regard shall be final.
6. The envelope containing application should be super-scribed as "Application for the post of……".
7. Prescribed application form can be downloaded from the AIU website: http://www.aiu.ac.in.
8. Applications on prescribed form complete in all respect along with application fees of Rs.500/- through Demand Draft favoring Association of Indian Universities, payable at New Delhi should reach to the Secretary General, Association of Indian Universities, AIU House, 16, Comrade Indrajit Gupta Marg, New Delhi 110 002 **within 21 days** from the date of publication of advertisement in the Newspaper dated 28th May, 2024 (**17th June, 2024 being holiday, the last date for receipt of application is 18th June, 2024)**.

Secretary General

Dnyanvardhini Trust's

SONUBHAU BASWANT COLLEGE OF ARTS & COMMERCE,

N. P. Vasa Marg, Savroli Road, Shahapur, Dist. Thane – 421 601

APPLICATIONS ARE INVITED FOR THE FOLLOWING **CLOCK HOUR BASIS** POSTS FOR **THE ACADEMIC YEAR 2024 - 2025**.

AIDED

Sr. No.	Cadre	Subject	Total No. of CHB Posts	Category
1	**Assistant Professor**	History	02	02- OPEN
2	**Assistant Professor**	Commerce & Business Law	04	04 - OPEN
3	**Assistant Professor**	Marathi	02	02 - OPEN
4	**Assistant Professor**	English	01	01 - OPEN
5	**Assistant Professor**	Mathematics & Statistical Techniques	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.

"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"

Remuneration of the above post will be as per University Circular No. TAAS(CT)/01/2019-2020, dated 02nd April, 2019& University Circular No. CTAU/23/2021-22, dated 25th January, 2022.

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

Application with full details should reach the **PRINCIPAL, DNYANVARDHINI TRUST'S SONUBHAU BASWANT COLLEGE OF ARTS & COMMERCE, N. P. Vasa Marg, Near Govt. Godown, Savroli Road, Shahapur, Dist. Thane – 421 601 within 15 days** from the date of publication of this advertisement. This is University approved advertisement.

Sd/-
Shri. B. B. Patil,
Secretary,
Executive Committee.

Sd/-
Dr. A. K. Singh,
I/C Principal,
S. B. College, Shahapur.

ASSOCIATION OF INDIAN UNIVERSITIES

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