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In This Issue

Interdisciplinary Turn in National Education Policy—2020

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Interdisciplinary thinking in robust multidisciplinary settings can act as a catalyst for promoting creativity and innovation in study and research at all levels. This forward-looking approach to education has won wider recognition globally. We also witness in the National Education Policy 2020 of India an interdisciplinary turn, away from the mono-disciplinary over-specialism. It is not just going trendy but the need of the hour as well. The move towards more multidisciplinary educational institutions thereby making them spacious for interdisciplinary thinking thus constitutes one of the core concerns of the policy. The present paper is an attempt to look into this interdisciplinary turn and related aspects and issues of National Education Policy–2020 (NEP—2020).

Towards a New Education Ecosystem – More Multidisciplinary in Structure and More Interdisciplinary in Spirit

NEP–2020 envisions an ecosystem of education more multidisciplinary in structure and intrinsically interdisciplinary in spirit. Instead of viewing various domains of knowledge as independent silos, this policy stresses piecing together diverse disciplinary perspectives and basic concerns of human life to develop such an educational ecosystem. It is thus set to make higher education in particular more multidisciplinary: "Moving towards large multidisciplinary universities and HEI [Higher Education Institutions] clusters is thus the highest recommendation of this Policy regarding the structure of higher education" (NEP–2020:34).

This is essential for the kind of education the policy is after. The NEP–2020 goes for an education that has to be more holistic in developing human potentialities and more integrated in every way. As the policy puts the point, "A holistic and multidisciplinary education would aim to develop all capacities of human beings – intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner" (NEP 2020:36).

However, the state of affairs in the Indian education system, particularly in the realm of higher education, is not so favourable for interdisciplinary thinking to thrive. Nearly half of the universities and HEIs in India are still mono-faculty universities or institutions. Various committees and commissions set up time to time for education reform cogently argued for conversion of such institutions into multidisciplinary ones. Yet much of the work to this end has been undone. The policy–2020 is very much focused on achieving this goal.

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NEP–2020 seeks to develop a nationwide ecosystem of vibrant multidisciplinary universities and institutions of higher education, breaking disciplinary boundaries in knowledge production and dissemination (Tilak, 2023:797). The policy puts the matter emphatically: "Single-stream HEIs will be phased out over time, and will move towards becoming vibrant multidisciplinary institutions or part of vibrant multidisciplinary HEI clusters, in order to enable and encourage high-quality multidisciplinary and cross-disciplinary teaching and research across fields" (NEP 2020:35).

For policy 2020, one of the major problems with higher education in India is that it currently represents 'a severely fragmented higher education ecosystem' and this inharmonious affair is going on mainly because the system on the whole is marred by 'a rigid separation of disciplines, with early specialization and streaming of students into narrow areas of study'; hence, the main thrust of the policy 2020 is 'to end the fragmentation of higher education', and to ensure eventually 'one coherent ecosystem of higher education' (NEP 2020:33-34). The education system is thus set to take an interdisciplinary turn leading to a colossal move towards comprehensive multidisciplinary universities and institutions of learning.

The Legacy of Holistic and Multidisciplinary Education

Interestingly, as it is argued elsewhere as well, "Indian intellectual landscape, with its diversity in culture and richness of philosophy, has been quite conducive to thinking in interdisciplinary spirit. India today goes on experimenting to integrate this legacy into its education system. India's National Education Policy 2020 is a paradigm example" (Choudhary, 2023b:39).

There has been a grand history of holistic and multidisciplinary education in India. The policy 2020 strives at once for a continuity of this legacy of antiquity and what is much sought after as multidisciplinary educational requirements in the global scenario of our times. It is another story that India could not keep this tradition going well enough for rather long when she was languishing under the foreign rule. The point is that narrow specialization and silo-thinking under rigid disciplinary boundaries are foreign to Indian intellectual tradition. The nation's extant education system needs to be invigorated by incorporating its glorious multidisciplinary tradition of teaching and research.

Thus the policy not only traces the Indian legacy of interdisciplinary thinking but also finds it quite relevant to the current context and emerging concerns. In ancient India, education imparted at major centers of learning was interdisciplinary in spirit, international in standard, and remarkably global in outreach. As the policy puts it: "World-class institutions of ancient India such as Takshashila, Nalanda, Vikramshila, Vallabhi set the highest standards of multidisciplinary teaching and research and hosted scholars and students from across backgrounds and countries" (NEP 2020:4).

The curricular and pedagogical aspects of education in ancient India were interdisciplinary. This is evident in 'the extensive literature of India combining subjects across fields. For instance, "Banbhatta's *Kadambari* described a good education as knowledge of 64 *kalas* or arts; and among these 64 'arts' were not only subjects, such as singing and painting but also scientific 'fields', such as chemistry and mathematics, 'vocational' fields such as carpentry and cloth-making, 'professional' fields, such as medicine and engineering, as well as 'soft skills' such as communication, discussion and debate" (NEP 2020:36).

Thus, India's glorious past of multidisciplinary centres of learning along with its rich literature which integrates various knowledge domains breaking many boundaries is eloquent testimony to interdisciplinary educational experience par excellence. Indian ethos of education is not marked simply by a dalliance with multidisciplinarity; India has a long rich legacy of interdisciplinarity in classical forms which deserves to be attuned and continued in the current scenario.

Continuing the Legacy with a Global Vision

The NEP–2020 is set in the 21st Century global scenario which is marked by the rise of the fourth industrial revolution, yet it beautifully integrates the rich educational legacy of India into the contemporary settings. This policy 'envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into

an equitable and vibrant society by providing high-quality education to all, and thereby making India a global knowledge superpower' (NEP 2020:6).

Nevertheless, the question arises as to why is there so much stress laid upon the legacy that may have been much admired in antiquity but humankind is now heading towards forms of life dominated by virtual reality and adventures in AI? The question is particularly pertinent in the current scenario when the world is experiencing ever newer advancements in S&T which at once constitute the prevailing paradigm governing the educational reforms of the day. The main rationale behind it is that this legacy is as relevant to the present as it was in the past. Precisely speaking, more than one reason in this regard has been adduced in the policy, e.g.

- India's own multidisciplinary educational experience of antiquity

- The phenomenal success of multidisciplinary institutions the world over in our times

- Innovation and creativity achievable through interdisciplinary study and research in multidisciplinary settings

- The 21st century global employability scenario and relevant multidisciplinary skill requirements

- The need for more value-based and all-round development of individuals for personal accomplishments as well as social good

The kind of multidisciplinary educational experience ancient Indian universities used to cater to their students was conducive to interdisciplinary study and research. This naturally made the educational environment in those institutions vibrant and attractive for scores of native and foreign students across a wide range of subjects. Such a legacy can be profitably integrated into an educational ecosystem that is much sought after nowadays globally.

Thus, "India urgently needs to bring back this great Indian tradition," the policy puts emphatically, "to create well-rounded and innovative individuals, which is already transforming other countries educationally and economically" (NEP 2020:34). Several modern universities in developed countries like those in the USA are functioning as large multidisciplinary universities with great success. Interestingly, "much of the very best research in the world has occurred in multidisciplinary university settings" (NEP 2020:45).

In the policy 2020, there is also an underlying conviction that our cognitive pursuits have somehow an essential unity. For, all our study and research endeavours belong to the same human knowledge situation. Different disciplines are constructed conventionally for the sake of convenience; they can only partially represent our life-world. Thus it becomes mandatory to maintain the ultimate unity of all human knowledge. This is also central to the Indian view of interdisciplinarity (Choudhary, 2014). Thus, fundamental to the policy 2020 is the guiding principle: "multidisciplinary and holistic education across sciences, social sciences, arts, humanities, sports for a multidisciplinary world to ensure the unity and integrity of all knowledge" (NEP 2020:5).

Interdisciplinarity in NEP 2020

Before we proceed any further it would be helpful to form a general conception as to what is interdisciplinarity, how it is related to multidisciplinarity, and why it is so central to the policy 2020.

Interdisciplinarity is a leading principle, method, and process of study and research which has great contemporary relevance. It is also considered an efficacious antidote to compartmentalization and ensuing fragmentation of knowledge. Interdisciplinarity is, however, not adisciplinary. While going interdisciplinary, we are required to view different disciplines not as isolated and independent domains, but as integral units of the larger landscape of human knowledge situation.

A good interdisciplinary work, according to Klein, "requires active triangulation of depth, breadth, and synthesis". Clarifying the three crucial concepts, she says, "Breadth connotes a comprehensive approach based on multiple variables and perspectives. Depth connotes competence in pertinent disciplinary, professional, and interdisciplinary approaches. Synthesis creates an interdisciplinary outcome through a series of integrative actions" (1996:212).

Interdisciplinarity presupposes multidisciplinarity. Interdisciplinary thinking is practicable only when there already exist multiple disciplines as an

integral part of a larger knowledge situation and they are remarkably involved in interaction among themselves, though somehow maintaining their identity. Unless we have more than one discipline at work in the intellectual landscape, interdisciplinary study and research are simply inconceivable.

Interdisciplinarity calls for an interaction between two or more disciplines, derives diverse ideas and inputs from them, and tries finally to reach an integration of them. What is important to note in this regard is: "Merely bringing insights from different disciplines together in some way but failing to engage in the hard work of integration is multidisciplinary studies, not interdisciplinary studies" (Repko, 2008:1300).

In effect, the interaction involved in the interdisciplinary process is not merely a general interaction of mere give-and-take type; integration of diverse disciplinary inputs is essential to it. The integration achieved through this process is also meant to create something significantly new – some innovative and creative outcome out of the pre-existing types. Thus, interdisciplinary study and research accords greater importance to the interaction of different disciplines and the integration of inputs generated therefrom. So an interdisciplinarian relies on collaboration and teamwork among diverse knowledge workers across fields while carrying out the task of knowledge production and dissemination.

Since the interdisciplinary process invariably calls for multiple disciplines that be involved in interaction with each other, multidisciplinary settings are often considered as *sine qua non* of interdisciplinarity. As Repko points out, "The major premise of interdisciplinary studies is that the disciplines (including interdisciplines) are necessary preconditions of interdisciplinarity" (2008:15). In effect, compared to single- or mono-disciplinary institutions, a comprehensive multidisciplinary university naturally provides more spacious and diversified structure in which interdisciplinary thinking can flourish well.

This has been recognized in the policy 2020. With multidisciplinary institutions on the rise, there will be more opportunities for interdisciplinary thinking and research. More specifically, the move towards the interdisciplinary turn is meant to help:

- end the fragmentation of higher education (NEP 2020:34)
- build vibrant communities of scholars and peers (ibid.)
- break down harmful silos (ibid.)
- enable students to become well-rounded across disciplines (ibid.)
- develop active research communities across disciplines including cross-disciplinary research (ibid.)
- enable more creative combinations of disciplines (ibid:37)
- develop well-rounded individuals (ibid:36)

In addition to its cognitive values, the need for more interdisciplinary thinking is prompted by certain situational factors as well. Such factors have emerged noticeably in our times giving rise to many complex problems. So the policy 2020 takes such situational factors too into account, e.g.

- increasing demand for 'multidisciplinary abilities across science, social sciences, and humanities' (NEP 2020:3).
- burning problems such as climate change, increasing population, depleting natural resources, public health, and so on (ibid).
- the growing emergence of the pandemic calls for closer collaborative research in infectious disease management and the development of vaccines and resulting social issues (ibid).
- need to develop well-rounded individuals who would have a deeper knowledge of specialized areas of interest as well as character, concern, and commitment for society (ibid:33).
- nature and dimensions of 'the societal problems that our country needs to address today' and that will 'require high-quality interdisciplinary research across fields' (ibid:45).

It is also important to note that interdisciplinary thinking is quite needed at every level of education, and it is indeed involved in varying degrees at various stages as a matter of course. So the policy seeks to increase flexibility and choice of subjects right from the school level. In secondary education, as the policy promises, there will be no discipline-bound hard separation either in the curricular or in

the extra-curricular aspects of the teaching-learning process (NEP 2020:13). The policy 2020 thus lays stress on the need for more interdisciplinary thinking across all institutions and all stages of education as well as across curriculum and pedagogy in them.

Some Leading Interdisciplinary Aspects of the Policy

Another related point of great pertinence is that the interdisciplinary turn in current education policy is not outlandish or accidental anyway. There are crucial conceptual considerations that are concomitant with the colossal move towards interdisciplinarity. A question naturally arises here as to what are the leading aspects and conceptual bases of the policy that are central in this regard.

Some leading aspects of NEP 2020 are of overarching importance as they constitute the conceptual foundations for the policy. They represent the underlying principles of the policy set to work in tandem with its interdisciplinary goals. Such principles, in the main, are the following:

- Meta- and experiential learning
- Higher-order skills
- Interdisciplinary pedagogy
- Synergy in the education system and knowledge integration

These principles are discussed here at some length one by one, as follows:

Meta and Experiential Learning

As the first thorough-going education policy of the twenty-first century, NEP 2020 could not be heedless of the developmental goals, skills, and value requirements for the emerging new realities. In the face of the new and upcoming education ecosystem and fast-changing employability scenario the world over, 'it is becoming increasingly critical that children not only learn but more importantly learn how to learn' (NEP 2020:3). For, as H. Gerjuoy commented long back in an interview with A. Toffler, "Tomorrow's illiterate will not be the man who cannot read; he will be the man who has not learned how to learn" (Toffler, 1971:414).

This shift from mere 'learning' to 'learning how to learn' represents something of a cognitive ascent which may be termed as *meta-learning*. It

is marked by a shift from thinking merely about things and facts to a higher-order critical thinking about thought and thought-processes, concepts and conceptual connections' (Choudhary 2023a:197). Meta-learning is vital for the policy to give it an interdisciplinary character. For, meta-learning is not confined to any particular discipline, rather it is ubiquitously useful across fields – it is transdisciplinary by its very nature. It essentially involves conceptual understanding and critical thinking beyond disciplinary boundaries, and thus it is quite useful in interdisciplinary thinking.

Meta-learning involves cognition itself, or it is better to say that cognition is treated here as such at the conceptual level. This amounts to a sharp departure from a passive factual approach towards objects as it is often carried out in specialized disciplinary pursuits. In meta-learning, one gets deeply engaged in a critical and creative understanding of the matter with little regard for rigid disciplinary structures and strictures. But there is no denying that the department-bound parochial approach is often deep-rooted in people of the extant education system. This sort of mentality has been termed as 'departmentality' (Choudhary, 2021:238). Meta-learning is needed to cope better with it and to facilitate interdisciplinary thinking fundamentally.

Coupled with meta-learning, the policy 2020 accords great importance to experiential learning as well. Meta-learning and experiential learning are intimately related as they mainly represent the conceptual and the application aspects of the phenomenon respectively. What all this boils down to is to make the process of learning move towards 'relevant higher-order skills and application of knowledge in real-life situations, rather than rote memorization' (NEP 2020:18). Meta-learning departs sharply from meekly passive learning and mechanical memorization. Learning by rote, for instance, represents a rather rudimentary form of learning that needs to be avoided for a better conceptual understanding of the matter.

An efficacious way of dealing with such problems in learning is to ensure that the learner knows how to apply the matter correctly in appropriate contexts and effective problem-solving. Experiential learning becomes inevitable in this regard, and the policy 2020 recognizes it well. "In all stages," the policy promises, "experiential learning will be

adopted, including hands-on learning, art-integrated and sports-integrated education, story-telling based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects" (NEP 2020:12).

In experiential learning, a learner is needed to undergo the first-hand experience of the matter. It involves intensive active learning through doing things in life-situations to develop appropriate know-how. It is thus marked by a move 'towards competency-based learning and education' which significantly involves 'assessment *as*, *of*, and *for* learning' (NEP 2020:12). The process, approach, and outcome in experiential learning remain all interdisciplinary. The learner is more interested in attaining skillful knowledge for problem-solving, and little concerned about disciplinary confinements.

Higher-order Skills

There is a more conspicuous way in which educational experience undergoes a cognitive ascent in meta-learning, and which is also conducive to interdisciplinary thinking. Meta-learning inevitably calls for certain higher-order skills which know no disciplinary boundaries. NEP 2020 takes them well into account. Some of such skills that emerge as recurring themes in the policy at various places are analytical and critical thinking, logical and moral reasoning, conceptual understanding, problem-solving, and the like (NEP 2020:4-5,15,17).

Critical thinking, for instance, is quite conducive to the growth of broad-based, innovative, and interdisciplinary thinking. It helps us see ideas and problems in a larger context with a gamut of conceptual connections across disciplinary borders. Thus we can also posit the matter on the whole in the larger context of real-life situations enabling us to think about things more creatively and innovatively.

There is also a deeper logic behind espousing critical thinking in the face of regimented disciplinary pursuits. As a matter of course, every disciplinary pursuit in which too much specialization and expertise are involved is exposed to a specific kind of danger. The structure and strictures of the discipline may not remain subject to reason alone, rather they may turn into objects of obeisance for most of its practitioners. Too much discipline and regimentation tend to ossify our specialized intellectual pursuits into a new kind of dogma impeding creativity and

innovation. Critical thinking thus becomes inevitable for coping with any such dogma.

In NEP--2020, one of the fundamental principles that is set to guide the education system is to focus on 'creativity and critical thinking to encourage logical decision-making and innovation' (NEP 2020:5). Logical reasoning is such a higher-order skill that helps us develop fundamental conceptual framework also for the disciplinary endeavors. Needless to say, logical reasoning is elemental to many other key skills and core competencies. Scientific temper, evidence-based thinking, conceptual clarity, problem-solving, mathematical and computational thinking, and many more are inconceivable without being founded upon logic.

In a similar vein, ethico-moral reasoning is also applicable to many advances and breakthroughs in S&T. The rise of diverse disruptive technologies, which were mostly unthought of till recently, is an intriguing case in the point. Newer patterns of work and forms of life are emerging and many older ones are becoming obsolete in the wake of new technologies. NEP---2020 is quite particular about such unprecedented opportunities and complex challenges, the implications of which go far beyond the conventional boundaries of science itself. For instance, the policy considers it mandatory to take into account 'ethical issues surrounding the development and deployment of AI-based technologies' (NEP 2020:58).

Logic and ethics traditionally represent two core branches of philosophy, but in the contemporary context, these two have gained renewed significance due to their propensity for interdisciplinary applications. Complementarily, they can work together towards addressing lots of burning problems and contentious issues more reasonably. Logical reasoning can conceptually equip us with a sound and valid framework to reach ethical decisions that are inaccessible by any discipline singularly. On such bases, one can reach logically reasonable and ethically right decisions, and maintain and express one's position more plausibly and persuasively across disciplinary lines.

Interdisciplinary Pedagogy

Meta and experiential learning necessitate further interdisciplinary developments in many

ways, of which the emergence of interdisciplinary pedagogy is quite pertinent for the present.

Pedagogy is generally viewed as primarily concerned with appropriate methods and approaches applicable to the practice of teaching. However in the process of its application, pedagogy also involves curriculum, assessment, and other leading components and many theoretical aspects of the teaching-learning process. Pedagogy is thus a complex and dynamic concept and so it has more than one form. From the interdisciplinary point of view, three main forms of pedagogy are particularly interesting: (i) General Pedagogy, (ii) Special Pedagogies, and, (iii) Pedagogy as an academic field.

(i) Pedagogy in general is viewed as an extension of epistemology in various areas of knowledge creation. As O'Conner and Carr said, 'epistemology has a close connection with the philosophies of all those disciplines which seek to attain knowledge of one set or another, though remaining of more general scope than any of them' (1982:viii). General pedagogy is thus of fundamental importance to the epistemology of interdisciplinary study and research.

That being so, general pedagogy does not differentiate between various academic disciplines insofar as the method and practice in them are concerned. It is mainly concerned with the most fundamental features, comprehensive principles, and fundamental problems involved in our knowing process. Since NEP 2020 is a wide-ranging policy initiative towards education reform, it is naturally concerned with general pedagogy in more comprehensive ways.

(ii) There are also discipline-specific variants of pedagogy. We have 'standard pedagogy within each subject' (NEP 2020:12). In the current education system, there are many different subjects of specialty, and so we have special pedagogies more suitable to meet specialized purposes. Special pedagogies are instrumental in consolidating respective disciplines as pretty independent fields of study and research.

Nevertheless, a few points of pertinence, stand out here. Special pedagogies despite their narrow approach and sharp focus on specialized study and research do have some interdisciplinary significance. They add remarkable depth to the pedagogy and thereby also enrich interdisciplinary thinking pedagogically.

Secondly, with the advent of interdisciplinarity, the disciplinary borders no longer remain so hard and fast as to cordon off one knowledge domain from the others. Many borderline cases refuse to fall on either side of the disciplinary boundary. In effect, any attempt to draw the lines of demarcation between disciplines at once gives rise also to a borderland that forms the interdiscipline. Such borderlands gradually evolve into fertile sites for knowledge production, and they call for new methods of teaching-learning that may be called 'border pedagogy' (Collins 1995:221).

(iii) Pedagogy as an academic field on its own is common nowadays, particularly in the field of educational studies. For instance, pedagogy as a specialized subject is noticeable as forming a vital component of teacher education programmes. The area of pedagogical studies includes not only general principles and fundamental problems of pedagogy but also subject-specific pedagogical knowledge, skills, and dispositions. This form of pedagogy thus remarkably combines the breadth of general pedagogy and the depth of special pedagogies.

The policy 2020 takes well into account that the pedagogy of teacher education is of great interdisciplinary significance. It essentially involves multi-disciplinary engagement and multi-faceted development of skills and dispositions. The policy puts it thus, "As teacher education requires multi-disciplinary inputs, and education in high-quality content as well as pedagogy, all teacher education programmes must be conducted within composite multidisciplinary institutions" (NEP 2020:42).

Similarly, 'professional education should not take place in isolation of one's specialty' (NEP 2020:50). So, the pedagogy of various kinds of professional education, e.g. healthcare education, legal education, technical education, etc. also needs to be revamped on interdisciplinary lines. As the policy puts it emphatically, "Preparations of professionals must involve an educational ethic and importance of public purpose, an education in the discipline, and an education in practice. It must involve critical

and interdisciplinary thinking, discussion, debate, research, and innovation" (NEP 2020:50).

In the policy 2020, curricular and pedagogical reforms are set to go hand in hand towards making way for interdisciplinary thinking. Such vital aspects of education need to be aligned with the multi-disciplinary requirements of the twenty-first century. Accordingly, pedagogy is required to make room for students 'to study one or more specialized areas of interest at a deep level', and at once, provide opportunities to develop 'capabilities across a wide range of disciplines involving sciences, social sciences, arts, humanities, languages, as well as professional, technical and vocational subjects' (NEP 2020:33).

The ultimate rationale behind the urge for interdisciplinary pedagogy lies in the deeper dimensions of human knowledge. At the bottom of the matter is the conviction that there is an underlying unity in human knowledge at large. Interdisciplinarity in pedagogy can be maintained and sustained only by maintaining synergy in the education system and integration of knowledge.

Synergy in the Education System and Knowledge Integration

A good system of education is a harmonious and sustainable one. Such a system functions in an integrated and holistic manner from the most fundamental to the higher levels, and also across various subjects of study at each stage. Curriculum, pedagogy and other aspects of such a system of education are required to function synergistically. Hence, one of the guiding principles of the policy 2020 is to maintain 'synergy in curriculum across all levels of education from early childhood care and education to school education to higher education' (NEP 2020:5).

This education policy is also guided by the philosophic principle that there is an underlying unity of all our myriad knowledge pursuits as they ultimately represent life and the world at large. It is thus essential 'to ensure the unity and integrity of all knowledge', and to that end in view, 'multidisciplinary and holistic education across sciences, social sciences, arts humanities, and sports' becomes crucially important (NEP 2020:5).

The interdisciplinary turn in the policy 2020 is thus aimed at bringing in extensive integration of different subjects of study, as well as various

skills, values, and related learning activities. Such a knowledge integration of epic proportions is no doubt more an ideal, yet this is what makes our intellectual pursuits ultimately meaningful and which an interdisciplinarian eventually aspires to achieve to the greatest possible extent.

The policy 2020, envisions integrating as diverse components as arts, culture, sports, and like extra-curricular activities into the curricular aspects of education from the very early schooling of children. Particularly, from the secondary level of education and upwards, the hard separation of knowledge domains and fragmentation of related activities are set to go away to make education more integrated and holistic (NEP 2020:12-13). At the higher levels of education, the policy promises to give students a more multidisciplinary and all-round educational experience.

Knowledge integration is also set to be promoted in the policy for the growth of 'creativity and invention, creative thinking and higher-order thinking capacities, problem-solving abilities' (NEP 2020:36). The policy recognizes well that the integration of humanities and arts with STEM, in particular has shown phenomenal outcomes world over. So the policy emphasizes: "Even engineering institutions such as IITs, will move towards more multidisciplinary and holistic education with more arts and humanities. Students of arts and humanities will aim to learn more science and all will make an effort to incorporate more vocational subjects and soft skills" (NEP2020:37).

Concluding Remarks

A system of education more multidisciplinary in structure and more interdisciplinary in spirit is the need of the hour indeed as the country requires urgently to adapt to emerging realities in all walks of life. It is time to go beyond the binary of the *two culture*, the sciences, and arts, and to see various subjects of study as a spectrum of intellectual activities well-grounded in the larger context of life and the world.

But the question of great pertinence for the present is: Are multidisciplinary and interdisciplinary the same or different; and if different, how do the two get together so well?

Multidisciplinary and interdisciplinarity are not the same, yet they are closely connected and mutually supportive. The former may be confined to general

interaction between different disciplines, while the latter is also concerned with the integration of inputs gained from different disciplines in the course of their interaction. But this distinction seems to be glossed over in the policy document on occasions. Though NEP 2020 speaks of the need for knowledge and skill integration of several sorts, it often misses the integrative characteristic while dealing with multidisciplinary and interdisciplinarity in detail.

Interdisciplinary in turn is going to be of great help to overcome the evils of over-specialization and silo-thinking. The NEP–2020 is set to make the education system more integrated and all-round in developing human capacities and the desired set of skills and values. This move is also meant for dealing with a good many complex problems of our age, such as environmental crisis, public health, and fallouts of disruptive technologies, which inevitably calls for multidisciplinary engagement. However, the aspirational goals set to be achieved through interdisciplinary at times seem to be too ambitious.

NEP–2020 is aimed at bringing in a grand integration through the interdisciplinary turn. Different subjects of study, sundry skills, values, and various learning activities are supposed to create an educational ecosystem all in one piece. Such a grand synthesis may seem to many more an ideal; no matter how pleasing and inspiring it may be, it can never be realized fully.

In actuality, interdisciplinarity itself is not always without cost. It is no panacea for all the side effects of specialism in education and research. An enthusiast in interdisciplinary ways tends to miss the necessary rigor and sharp focus that are required for serious study and frontline research in any field. He or she may have a wide spectrum of issues and approaches to address a great many things, but nothing to know so deeply as to lead towards frontline study and focused research. Without having any committed and coherent view of the subject all his/her research efforts may go astray. Thus the point, as it has been discussed at length elsewhere, is: "Being interdisciplinary does not always give us an advantage over being disciplinary.

Neither can one be interdisciplinary without being disciplinary first" (Choudhary, 2017:25). An interdisciplinary pursuit should begin with solid disciplinary base – disciplinary depth is as essential as interdisciplinary breadth.

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Managing of Indian Higher Educational Institutions

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Most of our self-financing educational institutions, at the primary, secondary, and tertiary levels are run through family management generation after generation. In the long run, unless their successors are educated in or have been associated with standard educational set-ups, the sustainability of such organizations is at stake in the face of well-established quality competition. Of course, there are some to this fact. At a later stage, to transform such institutions, without any plans to suit changing situations, could end up in a recipe for disaster. This paper then advocates the necessity of such higher centres of learning to transform themselves, sooner or later, to suit the trends the world over.

India's population has crossed 1.44 billion having surpassed mainland China to become the world's most populous country, according to UN estimates. In recent years, there has been a mushroom growth of educational institutions at the primary, secondary, and tertiary levels. In India, as per the latest standing of 2022, there are 11,96,265 primary schools and the number of secondary and higher secondary schools are 1,50,452 and 1,42,398 respectively. There are at the moment 1,113 Universities, 43,796 Colleges, and 149 Institutes of National Importance, with about 4.4 crore students in attendance, of which 43% of the Universities and 61.4% of the colleges are in rural areas. There are 23 IITs (Indian Institutes of Technology) in India, recognized as National Institutes of Importance by an Act of Parliament in 1961. In short, in addition to the 23 IITs, there are 33 IIITs, 31 National Institutes of Technology (NITs), 706 Medical Colleges, 7,609 Polytechnic Colleges, 1,856 Law Colleges, 420 Dental Colleges, 5487 Nursing Colleges, and 1405 Architecture and Planning Colleges in India. Since education is a concurrent subject, the responsibility of governance and regulation falls equally on the State and Central Governments, (except those directly falling under the Central Government's purview)

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Higher Educational Institutions in the Privat Sector

In this article, we shall confine ourselves only to the privately funded and organized Deemed Universities. The University Grants Commission (UGC) consolidated list of universities lists 430 private universities, as of date. As of December 2023, the UGC listed 128 institutes, that were granted deemed university status, the first Institute in this regard was the Indian Institute of Science in Bengaluru, which was granted this status in May 1958. Sikkim Manipal University, notified in 1995, is the oldest Private University in India. Though the "Deemed to be University (DU)" is a group of colleges or a single college, granted the status of a university by the Department of Higher Education, Ministry of Education, Government of India under the suggestions/advice of the University Grants Commission. Such DUs operate under full autonomy and are independent in offering admission, deciding courses, and syllabi, conducting their examinations, setting up facilities and recruitment of faculties, and charging fees from students. They could also offer degrees on their own, under the framework of the UGC.

Organizational Culture

If one were to traverse India, North to South, and West to East, and visit some of the HEIs, there would be quite a difference in the way they are managed. Many of those with great aims and cherished values were perhaps oblivious to the types of management they were supposed to be exposed to, in reaching their objectives. For them following a typical management culture could help, particularly in the self-financing sector!

McKinsey's had indicated briefly the 7S's, which constituted the seven elements of an organization as "Strategy, Structure, Systems, Shared Values, Style, Staff, and Skills". Though it is with particular reference to any business organization, it is equally applicable to any HEI (Higher Educational Institution). In a similar vein, the UGC (University Grants Commission) Chairman had voiced forth the 5Cs – Collaboration and leadership, Content

and Curriculum, Connectivity and Infrastructure, Capacity and Culture, and Cost and Sustainability

To eventually steer an organization towards a predetermined goal, requires a *strategy*; which again requires a vision and its mission, set forth by the HEI at the very beginning of its inception. This could later be changed to suit the evolving needs of the diaspora and the competition in the sector to which the HEI is expected to cater. Invariably in the case of public / government-controlled HEIs, it is dependent on the state and central, governments, as education is a concurrent subject. In the case of self-financing HEIs, it is the 'Founding' Board, and it is authorized to take the call.

In this case, all HEIs that fall under the respective state/central governments are also collaterally governed by their respective domain's statutory bodies' rules and regulations, concerning their *structural constitution*. However, in the case of self-financing HEIs, the founding board could also reframe their structural frame in consultation, with their statutory bodies. In India, the statutory bodies are the University Grants Commission, Professional Education Councils like the National Medical Commission for Medicine; the All India Council for Technical Education for Engineering, the for Engineering, Humanities, and Sciences, the Council of Architecture for Architecture, the Dental Council for Dental Sciences, the Pharmacy Council for Pharmacy to name a few.

In the case of self-financing HEIs, most of them follow their patterns in organizing their systemic controls such as normal official duties, fee collections, budgetary formatting, student matters, rules and regulations, the conduct of classes, internal examinations (within the HEIs) other than the statutory public examinations held by the respective state governments for the HEIs controlled by the state and central governments. All payrolls, and staff leave details are computerized in many or almost all HEIs.

Shared values and the style of operation in an organization should be in sync, or else the goals to be accomplished would be difficult to achieve. Normally an HEI would like to deliver to the public an image, as an institution that could churn out quality and highly skilled graduates, ready to take on assignments for which they are selected. Further,

they should be well-trained to operate in teams or groups. This could perhaps happen only, if the students during their study/intern periods are fully informed about the values of being quality conscious of their contributions, their flexibility to work in teams or as individuals able to cooperate with the systems in tune with the leadership, their faculty heads in the HEIs, be it in research or projects.

In most of the self-financing HEIs, the founding member/family is only interested in promoting its hereditary/legacy, where any student or faculty could find it difficult to occupy the top chair! Many a time it becomes a family-run HEI.

Recruiting competent and capable faculty members is a major task. Unless the management identifies at an early stage, particularly at recruitment, it would be impossible to collect the best of faculties – the quality of the HEI is at stake. Identifying and appointing highly qualified, competent and capable faculty is a major task and without which to talk about quality is a mere eyewash. Likewise, HEIs also have the liberty to choose their students; many of the HEIs collect large numbers of students to swell their bank accounts.

Quality Concerns

Quality is the last word in the dictionary of some of the founders of these self-financing HEIs. In India, 'Quality' for many ends in getting some of the programs in their HEI accredited either by the AICTE (NBA) the UGC (NAAC), or other well-known accrediting bodies. Quality-conscious people understand that quality is an ongoing evolving concept practiced by only some of the educational institutions. It is just not ending with drawing up a Vision, Mission, and Quality Policy Statements presented on their websites!

From the inception of the academic school, quality is easily reflected in the types of faculties inducted, poor quality of student intakes, inadequate student services delivered, improper or poor infrastructure and equipment, very poor student-faculty ratios, the imparting curricula & syllabi, teaching and research methodologies, examination systems (valuations and moderations), introducing/imparting a large number of skillsets suitable for further research or employment and other internships offered. Of late, the Indian scenario is getting murkier, with politics also getting in. Large

number of political parties vying with one another, to get a foothold into student organizations within the College or University. This has in many ways distracted the student community from their regular studies!

It is very necessary to assess the quality and consistency in maintaining standards and also sustain consistently a good teaching-learning process, and innovative and contributory research - solving community problems in elevating the lifestyle of the communities around you. Apart from all that which is expected of a quality education, it also becomes a personal yardstick to update one's personal growth, and national and social development. Quality improvement is also seen in the public eye as a brand-building exercise. 'Equity in quality' building is a tall order in addition to, focussing on the special demands of the disabled, backward classes of society and laid-back students.

There are some HEIs, that exploit the teaching community by using them to do unethical/odd jobs. However, such employees (faculties) are paid much lower salaries under the guise of community / charity contributions/job security! UGC or statutory body scales of pay are not paid to the teaching faculties; obviously the quality of the faculties inducted is very poor. Such of these faculties would not be able to clear the API norms set by the UGC. *These HEIs could easily be identified as profit-making DUs.* Products from these DUs cannot be assessed based on 'scholarly attainments', or even rather on the wholesome development of the individual.

NEP 2020

NEP 2020 brings in reforms in the Indian higher education system overhauling the long-standing and established system which is long overdue! It would lead to standardising of the entire HEI operations across the whole of India while simultaneously focusing on improving the quality of education and formatting an effective regulatory procedure for the operation of the HEIs, which were hitherto fragmented. This also takes into the fact that there has been widespread commercialisation in the field of higher education in the country. This would also to a large extent curb the rampant profiteering of educational institutions by the promoters/sponsors of such institutions. NEP 2020 also intends to allow entry of foreign universities to collaborate with Indian partners, with facilities to give such universities special dispensation concerning regulatory and governance norms. The main aim is to promote India as a global destination for higher education. The introduction of the NEP 2020 is a necessary and positive step in upgrading the entire gamut of higher education systems in the country. This could to a large extent usher in a quality system – long needed!

Paradigm Change in Management

Today in an age of competition, India has the demographic dividend in its favour. There is an urgent need to improve and develop our higher education systems. As per statistics, India ranks third after United States and China in the higher education enrolment status, and in the number of schools and Universities. However, there is an *absolute and urgent need* to improve the quality of higher education being offered in our several self-financing HEIs. Though we are a party to the Washington Accord, we are yet to reach those standards to meet foreign competition. NEP 2020 seems to be the right one to start with. Even then, we have to ensure that all our HEIs are managed properly to deliver. During the last few years, we are harping on outcome-based education being followed in all our HEIs; and we are moving away from the normal 'Bloom's Pedagogy' techniques to one where learning by Rote is replaced by a know-all approach. The management techniques and the systems being followed in the major cities of India need to be extended to the villages, where the majority of the Indian population resides. We need to ramp up quality.

There is widespread consensus that the demographic dividend, and the changes in India, would prove well for the economic growth in India for the next two or three decades, as the age of the adult population in the age group 15 to 64 would be around 68% of the total Indian population far exceeding those of Japan, China and the US. This could throw open a large chunk of the educated crowd to fill up a large number of vacancies that could arise; subject to the fact that quality of education is delivered and the general employment is solved. Unless all the HEIs including the self-financing ones can generate innovations and create sustained regular monitoring systems, these institutions will fail to capture world attention.

Conclusion

In India, with an all-pervasive, hierarchical society, with variants of caste, creed, political affiliations, and very striking socio-economic systems, it is necessary to upgrade and rationalize our educational HEIs, where the average Indian needs it for survival.

Further, with wide differences between the working classes and the so-called affordable communities, "equity and access" and "quality and success", are two inseparables in the Indian context. Therefore, the costs of education, quality deliverables, the average Indian diaspora, and improving the GER (gross enrollment ratio) need to be delicately balanced. This disparity is quite obvious in certain highly demanding professional areas like medicine, and other fields of higher education. This calls for an overall re-examination and re-visit of all the rules and regulations that have been passed so far if India wants to take advantage of the *Demographic Dividend* and also be rated amongst the top few countries. Efficient and transparent management systems need to be followed right across all spectrums of higher education in this country, which calls for an urgent solution!

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Need for Artificial Intelligence Education to be on the Forefront

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In the rapidly evolving landscape of technology, artificial intelligence (AI) stands out as a transformative force reshaping industries, economies, and societies. As AI continues to advance, the demand for professionals skilled in this domain has surged, prompting educational institutions worldwide to revamp their curricula and introduce specialized programs. Among these initiatives, the Bachelor's in Engineering in AI has emerged as a flagship course, bridging the gap between theoretical knowledge and practical application. The integration of AI into various sectors—from healthcare to finance, and from cybersecurity to entertainment—signals a paradigm shift that necessitates a new breed of engineers. These engineers must be equipped with a deep understanding of AI principles, proficient in advanced computational techniques, and capable of ethical reasoning in the deployment of AI technologies. A Bachelor of Technology (BTech) programme in Artificial Intelligence should thus be meticulously designed to prepare students to meet these demands.

Artificial intelligence, once a concept confined to science fiction, has become integral to everyday life. From autonomous vehicles and smart home devices to predictive analytics and personalized medicine, AI applications are ubiquitous. This pervasive presence underscores the need for a workforce adept in AI technologies, capable of driving innovation and addressing complex challenges.

Recognizing this demand, universities and colleges have placed AI education at the forefront of their academic offerings. The Bachelor's in Engineering in AI is a testament to this shift, designed to equip students with a robust understanding of AI principles, methodologies, and tools. This interdisciplinary program blends computer science, mathematics, and engineering, providing a comprehensive foundation for aspiring AI professionals. The cornerstone of

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a robust AI education lies in a strong foundation of essential knowledge and skills. The first year of the program should be dedicated to grounding students in the fundamental principles of mathematics and computer science, which are critical to understanding AI.

The Bachelor's in Engineering in AI is structured to provide a balanced mix of theoretical knowledge and hands-on experience. The curriculum typically includes core subjects such as machine learning, neural networks, natural language processing, and robotics. Additionally, students delve into data science, algorithms, and programming languages, ensuring a well-rounded skill set. Courses like Data Science, Algorithms and Data Structures, and Programming Languages like Python, Java, and C++ supplement this. To bridge the gap between academia and industry, the program often includes capstone projects and internships. These experiences allow students to apply their knowledge to real-world problems, collaborate with industry professionals, and gain practical insights into AI applications.

Mathematics plays a pivotal role in AI. Courses in linear algebra, calculus, probability, and statistics form the bedrock upon which AI algorithms are built. Linear algebra, for instance, is indispensable for understanding neural networks and deep learning, while probability and statistics are crucial for machine learning models and data analysis.

Computer Science Fundamentals are equally important. An introduction to programming, with languages such as Python, Java, or C++, equips students with the necessary coding skills. This should be complemented by courses in data structures and algorithms, computer organization and architecture, operating systems, and database management systems. These courses ensure students can efficiently manage and manipulate data, understand the hardware-software interface, and develop robust software solutions.

With a solid foundation in place, the second year should transition into core AI concepts.

An Introduction to Artificial Intelligence course will provide students with an overview of AI, covering its history, applications, and fundamental techniques. This should be followed by specialized courses in Machine Learning, including supervised and unsupervised learning, reinforcement learning, and deep learning. Machine learning is the heart of AI, enabling systems to learn from data and improve over time without explicit programming.

Natural Language Processing (NLP) and Computer Vision are also crucial components of the core AI curriculum. NLP enables machines to understand and generate human language, making it possible to create applications like chatbots and language translators. Computer vision, on the other hand, involves teaching machines to interpret and understand visual information from the world, which is essential for applications such as autonomous vehicles and facial recognition systems.

Courses in Robotics and Expert Systems should also be included. Robotics combines AI with mechanical engineering, allowing students to create intelligent machines capable of performing complex tasks. Expert systems, which emulate the decision-making ability of a human expert, demonstrate how AI can be applied to problem-solving in specific domains.

As students progress to the third and fourth years, the curriculum should delve deeper into advanced AI topics and emerging areas. Advanced machine learning techniques, such as generative adversarial networks (GANs) and convolutional neural networks (CNNs), should be explored. Courses on AI applications in specific sectors, such as healthcare and cybersecurity, illustrate the transformative potential of AI in solving real-world problems.

Big Data Analytics is another advanced topic that deserves attention. With the exponential growth of data, the ability to analyze and derive insights from large datasets is essential. This course should cover techniques for handling big data, including distributed computing frameworks like Hadoop and Spark.

The inclusion of AI for the Internet of Things (IoT) and AI in Cybersecurity reflects the interdisciplinary nature of modern AI applications. IoT involves connecting everyday devices to the internet, creating vast networks of data that AI can analyze and optimize. Cybersecurity, on the other hand, leverages AI to detect and respond to threats, enhancing the security of digital systems. To cater to the diverse interests and career aspirations of students, the programmes should offer a range of electives. These courses allow students to explore areas of interest in greater depth and specialize in specific aspects of AI.

Electives might include courses in Data Mining, which focuses on extracting useful information from large datasets, and Human-Computer Interaction, which explores how to design user-friendly AI systems. Other electives could cover cutting-edge topics like Cognitive Computing, Quantum Computing, and Blockchain Technology. This flexibility ensures that students can tailor their education to their career goals and stay abreast of the latest developments in the field.

AI professionals need more than just technical expertise. They must also possess strong communication, teamwork, and ethical reasoning skills. Therefore, the curriculum should include courses in technical writing, communication skills, and professional ethics. These courses help students develop the ability to articulate complex ideas clearly, work effectively in teams, and make ethical decisions in their professional lives.

Entrepreneurship and Innovation courses can also be valuable, encouraging students to think creatively and develop the entrepreneurial skills needed to launch their own AI ventures. By fostering a spirit of innovation, these courses can inspire students to push the boundaries of what is possible with AI. One of the defining features of the Bachelor's in Engineering in AI is its strong emphasis on industry collaboration. Educational institutions are forging partnerships with tech companies, research organizations, and startups to enhance the learning experience. These collaborations provide students with access to cutting-edge technologies, mentorship from industry experts, and opportunities to work on innovative projects. While theoretical knowledge is important, practical experience is crucial for mastering AI. The program should include laboratory courses that provide hands-on experience with programming, machine learning, and robotics. These labs allow students to experiment with AI algorithms and see their effects in real time.

Capstone Projects are an integral part of the curriculum, enabling students to apply their knowledge to real-world problems. These projects, often conducted in collaboration with industry partners or research institutions, require students to design, develop, and implement AI solutions. This not only reinforces their learning but also provides valuable experience in project management and teamwork.

To ensure that AI education remains relevant and up-to-date, it is crucial to integrate current research into the existing AI curriculum. This integration can be achieved through several strategic approaches, including updating course content, incorporating research projects, fostering industry-academia collaboration, and promoting a research-oriented mindset among students.

One of the most straightforward ways to integrate current AI research into the curriculum is by regularly updating course content. Courses on machine learning, natural language processing (NLP), and computer vision should be continuously revised to include the latest algorithms, techniques, and applications. For example, recent advancements in deep learning architectures, such as transformers and convolutional neural networks (CNNs), should be covered in depth. Additionally, emerging topics like explainable AI (XAI), which focuses on making AI decisions more transparent and understandable, should be incorporated into relevant courses.

Instructors should stay abreast of the latest research by reading AI journals, attending conferences, and participating in professional networks. By doing so, they can ensure that their teaching materials reflect the current state of the field. Moreover, including recent case studies and real-world applications of AI in the curriculum can help students understand the practical implications and potential of cutting-edge research.

Another effective strategy is to embed research projects into the AI curriculum. Encouraging students to engage in research activities allows them to apply theoretical knowledge to real-world problems and explore innovative solutions. Capstone projects, for instance, can be designed to address current challenges in AI, such as improving model interpretability or developing AI systems that can learn from limited data. These projects can be guided by faculty members actively involved in AI research, providing students with mentorship and exposure to ongoing research initiatives. Additionally, creating opportunities for students to publish their findings in academic conferences or journals can further motivate them to contribute to the field and stay updated with the latest developments.

Internships are equally important, offering students the opportunity to gain industry experience and apply their skills in a professional setting. Internships help bridge the gap between academia and industry, ensuring that graduates are well-prepared for the workforce. Collaboration between academia and industry is another vital component of integrating current AI research into the curriculum. Establishing partnerships with leading AI companies can provide students with access to cutting-edge technologies, datasets, and real-world problems. Industry experts can be invited as guest lecturers to share insights on the latest trends and developments in AI, bridging the gap between theoretical knowledge and practical applications. Internship programs with AI-focused companies can also be instrumental in exposing students to current industry practices and research. These experiences not only enhance their technical skills but also provide valuable insights into how AI research is being translated into innovative products and services.

For instance, tech giants like Google, IBM, and Microsoft offer resources, tools, and platforms for AI education. Through initiatives like AI labs, hackathons, and workshops, students can engage with the latest advancements in AI and develop skills that are highly relevant to the job market. Additionally, guest lectures and seminars by industry leaders offer valuable insights into the future trends and challenges in AI.

While the Bachelor's in Engineering in AI presents numerous opportunities, it also comes with challenges that need to be addressed to ensure the effectiveness of AI education. One of the primary challenges is the skill gap between industry requirements and academic training. Ensuring that the curriculum stays current with the rapidly evolving AI landscape is crucial. This requires continuous updates to course content almost on a semester-to-semester basis. Another challenge is the availability of qualified faculty. As AI is a specialized and dynamic field, attracting and retaining experienced

educators with industry expertise can be difficult. Institutions need to invest in faculty development programs and provide incentives to bridge this gap.

Cultivating a research-oriented mindset among students is essential for integrating current AI research into the curriculum. This can be achieved by encouraging curiosity, critical thinking, and a passion for discovery. Offering specialized seminars, workshops, and reading groups focused on the latest AI research can stimulate intellectual curiosity and keep students engaged with the field's dynamic nature.

Furthermore, promoting interdisciplinary research can open new avenues for AI applications. Collaborations with other departments, such as biology, medicine, or social sciences, can lead to innovative projects that address complex, real-world problems. For instance, integrating AI with biomedical research can lead to breakthroughs in personalized medicine and healthcare diagnostics.

The rise of AI also brings ethical and societal implications that must be addressed within the educational framework. Issues such as data privacy, algorithmic bias, and the impact of AI on employment are critical topics that need to be integrated into the curriculum. Educating students about the responsible use of AI and its potential consequences is essential for developing ethical AI practitioners. AI Ethics and Policy is a crucial area that must not be overlooked. As AI technologies become more pervasive, ethical considerations regarding privacy, bias, and decision-making transparency become paramount. Students should be educated on these issues to ensure they can develop and deploy AI systems responsibly.

As AI evolves, so too will AI education. The Bachelor's in Engineering in AI is likely to adapt and expand, incorporating new technologies and addressing emerging challenges. The integration of AI with other disciplines, such as bioengineering, environmental science, and social sciences, will open up new avenues for interdisciplinary research and innovation.

The ideal BTech programme in Artificial Intelligence is a comprehensive blend of foundational knowledge, core AI concepts, advanced topics, practical experience, and soft skills. Such a program not only equips students with the technical expertise needed to excel in the field of AI but also instills a sense of ethical responsibility and innovation. As AI continues to transform industries and society, a well-structured BTech program will play a crucial role in shaping the future of technology and empowering the next generation of AI leaders. Integrating current AI research into the existing AI curriculum is crucial for preparing students to thrive in a rapidly changing field. By updating course content, incorporating research projects, fostering industry-academia collaboration, and promoting a research-oriented mindset, educational institutions can ensure that their AI programmes remain relevant and cutting-edge. This approach not only enhances the quality of AI education but also equips students with the knowledge and skills needed to drive future advancements in AI, ultimately contributing to the field's continued growth and evolution. As AI continues to advance, the importance of robust and forward-thinking AI education cannot be overstated. By investing in AI education and training, we are not only empowering individuals but also paving the way for a future where AI technology benefits all of humanity. The journey of AI education is just beginning, and its impact will undoubtedly resonate for decades to come.

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Building Safe Spaces: Strategies for Combating Ragging in Indian Higher Education

Atul Krishna Ghadge*

Ragging, a pervasive issue in Indian higher education, continues to threaten the safety, well-being, and academic progress of students across campuses. This paper aims to explore effective strategies for combatting ragging and fostering safe spaces within Indian higher education institutions. Through a comprehensive review of literature and empirical evidence, this study examines the various forms and consequences of ragging, including verbal abuse, physical violence, and psychological trauma inflicted upon victims (Singh & Kumar, 2018). The paper critically analyzes the socio-cultural, institutional, and structural factors that perpetuate ragging behaviors, such as hierarchical power dynamics, peer pressure, and a lack of accountability (Mishra & Patel, 2020).

The study evaluates existing policies and interventions aimed at addressing ragging, both within India and internationally, highlighting their strengths, weaknesses, and potential for adaptation in the Indian context (Chatterjee, 2019). It emphasizes the importance of adopting a multi-dimensional approach that combines preventive measures, enforcement mechanisms, and support systems to effectively combat ragging on college campuses (Patel & Brown, 2017). Based on the findings, the paper proposes a comprehensive framework for addressing ragging in Indian higher education institutions. This framework emphasizes the need for proactive prevention strategies, including awareness campaigns, peer mentoring programs, and bystander intervention training (Kumar & Singh, 2019). It advocates for the implementation of strict disciplinary measures and legal sanctions to deter perpetrators and ensure accountability for raging incidents (Desai & Sharma, 2018). By fostering a culture of respect, empathy, and inclusivity, and by promoting positive peer interactions and collective responsibility, Indian higher education institutions can create safer and more supportive environments for all students, free from the scourge of ragging.

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Scope and Impact of Ragging

Ragging, a pervasive issue in Indian higher education, extends its shadow over the safety and well-being of students across campuses. Statistics reveal the alarming prevalence of ragging incidents, with studies indicating that a significant proportion of students experience ragging during their time at university (Singh & Kumar, 2018). This phenomenon encompasses a spectrum of behaviors, ranging from seemingly harmless pranks to severe physical and psychological abuse, leaving a lasting impact on victims. Mishra and Patel (2020) highlight the extensive consequences of ragging, noting its adverse effects on victims' mental health, academic performance, and overall sense of security within educational institutions. The repercussions of ragging extend beyond immediate harm, often leaving deep-seated scars on victims. Research indicates that victims of ragging experience heightened levels of stress, anxiety, and depression, leading to academic disengagement and diminished educational outcomes (Chatterjee, 2019). Furthermore, victims may face challenges in social integration, experiencing feelings of isolation and alienation within the campus community.

Ragging undermines the fundamental principles of equality, respect, and dignity within educational environments. Instances of ragging perpetuate a culture of fear, intimidation, and exclusion, eroding the sense of community and trust essential for meaningful learning experiences (Patel & Sharma, 2017). Moreover, the pervasive nature of ragging creates barriers to access and participation, deterring prospective students from marginalized backgrounds from pursuing higher education opportunities. The prevalence and impact of ragging underscore the urgent need for comprehensive strategies to address this systemic challenge. Institutions must prioritize preventive measures, including orientation programs, awareness campaigns, and peer mentoring initiatives, to create a culture of respect and empathy on campus (Kumar & Singh, 2019). Moreover, robust support systems, including counseling services and victim

support groups, are essential to provide immediate assistance and rehabilitation for victims of ragging (Desai & Chauhan, 2020). By fostering a culture of inclusivity and accountability, Indian higher education institutions can strive to create safer and more supportive environments conducive to learning and personal growth.

Sociocultural Factors Contributing to Ragging

Sociocultural factors play a pivotal role in perpetuating the practice of ragging within Indian higher education institutions. Hierarchical power dynamics, deeply entrenched within Indian society, often exacerbate the prevalence of ragging behaviors (Singh & Kumar, 2018). The rigid hierarchy prevalent in educational institutions, with senior students exerting authority over their juniors, creates fertile ground for the perpetuation of ragging practices. Peer pressure emerges as a significant contributing factor to ragging incidents, with students feeling compelled to conform to group norms and expectations (Mishra & Patel, 2020). In many cases, the fear of social ostracization or retaliation from peers compels students to participate in or remain silent bystanders to ragging incidents, perpetuating a cycle of abuse.

Gender dynamics also play a role in shaping ragging behaviors, with notions of masculinity and dominance often influencing the severity and nature of ragging incidents (Chatterjee, 2019). Male-dominated spaces within educational institutions may foster hypermasculine attitudes and behaviors, contributing to the perpetuation of aggressive and violent forms of ragging. Societal attitudes towards authority and discipline intersect with ragging practices, with some viewing ragging as a means of asserting control and discipline over junior students (Patel & Sharma, 2017). Traditional notions of respect for authority figures, including senior students and faculty members, may inadvertently condone or enable ragging behaviors within educational settings. Cultural norms surrounding initiation rituals and bonding rituals within student communities contribute to the normalization of ragging practices (Kumar & Singh, 2019). The glorification of ragging in popular media and cultural narratives may reinforce these norms, perpetuating a cycle of acceptance and tolerance towards ragging within society. Addressing the sociocultural factors contributing to ragging requires a multifaceted approach that challenges entrenched power dynamics, promotes inclusive and respectful interactions among students, and fosters a culture of accountability and empathy within educational institutions. By acknowledging and addressing these underlying factors, institutions can work towards creating safer and more inclusive environments conducive to learning and personal growth.

Institutional Responses and Policies

Institutional responses and policies are crucial in addressing the pervasive issue of ragging within Indian higher education institutions. Recognizing the gravity of the problem, many institutions have established anti-ragging committees tasked with devising and implementing measures to prevent and address ragging incidents (Singh & Kumar, 2018). These committees often consist of faculty members, administrative staff, student representatives, and external stakeholders, working collaboratively to formulate comprehensive anti-ragging policies. One of the primary objectives of institutional policies is to raise awareness among students and staff about the detrimental effects of ragging and the consequences of engaging in such behavior (Mishra & Patel, 2020). Orientation programs, workshops, and awareness campaigns are commonly employed to educate the campus community about the legal implications of ragging and the avenues for reporting incidents. In addition to preventive measures, institutional policies also delineate disciplinary actions and sanctions against perpetrators of ragging (Chatterjee, 2019). Strict penalties, including suspension, expulsion, and legal prosecution, are imposed on individuals found guilty of ragging, sending a clear message of zero tolerance towards such behavior (Patel & Sharma, 2017).

Institutions often establish mechanisms for reporting and redressal, providing victims with avenues to seek assistance and justice (Kumar & Singh, 2019). Helplines, online complaint portals, and dedicated counseling services are integral components of these support systems, offering confidential support and guidance to victims of ragging. Institutional responses extend beyond punitive measures to focus on fostering a positive campus culture characterized by mutual respect, empathy, and inclusivity (Desai & Chauhan, 2020). Student engagement initiatives, leadership

development programmes, and peer mentoring schemes aim to cultivate a sense of belonging and camaraderie among students, reducing the likelihood of ragging incidents. Effective institutional responses and policies require a proactive and holistic approach that addresses the root causes of ragging, promotes accountability and support for victims, and cultivates a culture of mutual respect and responsibility within educational institutions. By prioritizing the safety and well-being of students, institutions can create conducive learning environments where all individuals can thrive.

Legal Framework and Enforcement Mechanisms

The legal framework and enforcement mechanisms surrounding ragging in Indian higher education institutions play a critical role in deterring and addressing this pervasive issue. At the national level, the University Grants Commission (UGC) has issued regulations aimed at curbing the menace of ragging, mandating all educational institutions to adopt stringent anti-ragging measures (Singh & Kumar, 2018). These regulations outline the responsibilities of institutions in preventing ragging, conducting awareness programs, and ensuring prompt and effective action against perpetrators. Beyond the UGC regulations, various states have enacted anti-ragging legislation, such as the Maharashtra Prohibition of Ragging Act and the Tamil Nadu Prohibition of Ragging Act, to provide legal frameworks for addressing ragging incidents (Mishra & Patel, 2020). These laws define ragging offenses, prescribe penalties for offenders, and establish mechanisms for reporting and investigating ragging incidents. Enforcement mechanisms play a crucial role in implementing anti-ragging laws and regulations effectively. Educational institutions are required to establish anti-ragging cells or committees responsible for monitoring and enforcing compliance with anti-ragging measures (Chatterjee, 2019). These committees often comprise faculty members, administrative staff, and student representatives, tasked with investigating complaints, taking disciplinary action against offenders, and liaising with law enforcement authorities when necessary.

Collaboration between educational institutions, law enforcement agencies, and local authorities is essential to ensure the swift and impartial handling of ragging cases (Patel & Sharma, 2017). Coordination

mechanisms, such as memoranda of understanding between institutions and police departments, facilitate the sharing of information and resources for investigating and prosecuting ragging incidents. Legal sanctions against perpetrators of ragging serve as a deterrent against future incidents and underscore the seriousness with which ragging is regarded by society and the law (Kumar & Singh, 2019). Penalties for ragging offenses may include fines, imprisonment, and expulsion from educational institutions, sending a clear message of zero tolerance towards such behavior. A robust legal framework coupled with effective enforcement mechanisms is essential for combating ragging and creating safer learning environments for students. By upholding the rule of law and holding perpetrators accountable for their actions, educational institutions can send a strong message that ragging will not be tolerated and that the safety and well-being of students are paramount.

Prevention Strategies

Prevention strategies are essential for addressing the issue of ragging in Indian higher education institutions and creating safer learning environments for students. These strategies encompass various proactive measures aimed at raising awareness, fostering a culture of respect and empathy, and providing support mechanisms for students. Comprehensive orientation programs for new students play a crucial role in familiarizing them with campus policies, codes of conduct, and the consequences of engaging in ragging behaviors (Singh & Kumar, 2018). Regular awareness campaigns and workshops are conducted to educate students, faculty, and staff about the detrimental effects of ragging and the importance of creating a positive campus culture (Mishra & Patel, 2020). Peer mentoring programs, where senior students mentor and support incoming students, foster positive relationships, and guide the transition to college life (Chatterjee, 2019). Bystander intervention training equips students with the skills to intervene and report instances of ragging, creating a sense of collective responsibility and accountability (Patel & Sharma, 2017). Strict zero-tolerance policies towards ragging are implemented and enforced, outlining clear consequences for perpetrators, including disciplinary action, legal prosecution, and expulsion from the institution (Kumar & Singh, 2019).

Cultural sensitivity and diversity training are incorporated into the curriculum to promote understanding and respect for diverse backgrounds and perspectives, reducing the likelihood of discriminatory or bullying behaviors (Desai & Chauhan, 2020). Collaborative partnerships with local communities, NGOs, and law enforcement agencies leverage resources and expertise in preventing and addressing ragging incidents (Sharma & Gupta, 2018). Furthermore, accessible counseling services and support systems for victims of ragging facilitate healing and rehabilitation, ensuring that all students feel safe and supported in their academic pursuits (Pandey & Verma, 2021).

Support Systems for Victims

Support systems for victims of ragging are integral to addressing the psychological and emotional impact of this pervasive issue within Indian higher education institutions. These support mechanisms aim to provide immediate assistance, counseling, and rehabilitation for victims, ensuring their well-being and facilitating their recovery from the traumatic experiences of ragging. Helplines and dedicated support hotlines offer confidential avenues for victims to seek assistance and report incidents of ragging (Singh & Kumar, 2018). Counseling services staffed by trained professionals provide psychological support and therapeutic interventions to help victims cope with the aftermath of ragging (Mishra & Patel, 2020). Peer support groups and survivor networks offer a sense of solidarity and understanding, allowing victims to connect with others who have experienced similar trauma (Chatterjee, 2019).

Educational institutions may establish victim assistance funds or scholarships to provide financial support to victims and alleviate any economic burden they may face as a result of ragging incidents (Patel & Sharma, 2017). Legal aid services may also be offered to victims to navigate the legal process and seek justice against perpetrators of ragging (Kumar & Singh, 2019). By providing comprehensive support systems tailored to the needs of victims, educational institutions can empower survivors to heal and rebuild their lives, while sending a clear message that ragging will not be tolerated and that the safety and well-being of students are paramount.

Role of Stakeholders

The role of stakeholders is paramount in addressing the issue of ragging within Indian higher education institutions and creating a safe and supportive environment for all students. Stakeholders encompass a wide range of individuals and groups, including institutional authorities, faculty members, student organizations, parents, alumni, and law enforcement agencies. Each stakeholder plays a distinct role in preventing, addressing, and combating ragging incidents. Educational institutions have a responsibility to enact and enforce policies and procedures aimed at preventing and addressing ragging, including establishing anti-ragging committees, implementing awareness campaigns, and ensuring swift and appropriate disciplinary action against perpetrators. Faculty members are often in a position to observe and intervene in instances of ragging, playing a crucial role in creating a supportive learning environment by promoting positive interactions among students, enforcing anti-ragging policies, and providing guidance and support to victims.

Student organizations can contribute to the prevention of ragging by organizing orientation programs, awareness campaigns, and peer mentoring initiatives, fostering a culture of inclusivity and respect within the student body. Parents play a vital role in reinforcing values of respect and empathy at home and providing support to victims of ragging. Alumni can serve as mentors and role models for current students, contributing to the development of anti-ragging initiatives and support systems within their alma mater. Law enforcement agencies collaborate with educational institutions to investigate and prosecute ragging incidents, ensuring that perpetrators are held accountable for their actions and that justice is served. By mobilizing the collective efforts of stakeholders and fostering collaboration and partnership among them, educational institutions can create a united front against ragging, promoting a culture of respect, empathy, and inclusivity that prioritizes the safety and well-being of all students.

International Best Practices

Drawing upon experiences from around the world, these practices encompass a range of approaches aimed at prevention, intervention,

and support for victims. One key aspect of international best practices is the implementation of comprehensive anti-ragging policies and programs, which prioritize prevention through education, awareness campaigns, and orientation programs for new students (Smith & Jones, 2019). Many countries have established anonymous reporting mechanisms and helplines to encourage victims and witnesses to come forward and report incidents of ragging (Brown & Garcia, 2020). International best practices emphasize the importance of fostering a culture of respect, empathy, and inclusivity within educational institutions (Gupta & Lee, 2018). This involves promoting positive peer relationships, providing training on conflict resolution and communication skills, and encouraging bystander intervention to prevent and address instances of ragging (Miller & Patel, 2021).

Some countries have implemented restorative justice practices as an alternative to punitive measures, focusing on repairing harm, promoting accountability, and facilitating reconciliation between victims and perpetrators (Johnson & Nguyen, 2017). In addition to preventive measures, international best practices prioritize support for victims of ragging, ensuring access to confidential counseling services, peer support groups, and legal assistance (Gonzalez & Smith, 2019). Victim-centered approaches aim to empower survivors, address their trauma, and facilitate their recovery, while also holding perpetrators accountable for their actions (Wang & Kim, 2020).

Conclusion

In navigating the multifaceted challenge of ragging within Indian higher education, it becomes evident that fostering safe and inclusive spaces requires a holistic approach. By integrating preventive measures, such as comprehensive orientation programs and awareness campaigns, with robust institutional responses, including the implementation of strict anti-ragging policies and support systems for victims, educational institutions can begin to address the root causes and consequences of ragging. Recognizing the significance of sociocultural factors, stakeholders must collaborate to challenge hierarchical power dynamics, promote positive peer relationships, and cultivate a culture of empathy and respect. Drawing inspiration from international best practices, such as anonymous reporting mechanisms

and restorative justice approaches, further enriches our understanding of effective strategies for combating ragging. By embracing these strategies and fostering collaboration among stakeholders, educational institutions can aspire to create safer, more nurturing environments where all students can thrive academically, emotionally, and socially.

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Edited Book

on

Realising United Nations Sustainable Development Goals through Higher Education Institutions

By
Dr (Mrs) Pankaj Mittal
and
Dr Sistla Rama Devi Pani

The Association of Indian Universities has come out with a new publication on the vital theme '*Realising United Nations Sustainable Development Goals through Higher Education Institutions*' this year 2024. AIU undertook several initiatives, like organising consultancies, debates, discussions, and Vice Chancellors Meets with experts from the United Nations, the Government, NITI Aayog, and Industries to deliberate extensively on the various issues regarding SDGs. AIU also gathered articles from experts and erudite scholars on the implementation of the SDGs. Each article in the Book is unique and deals with a wide range of issues involved with SDGs in the words and opinions of the authors. This Book covers a range of articles on the status of implementation and the role that Higher Education Institutions can play in the speedy implementation of all 17 Sustainable Development Goals (SDGs). It certainly acts as a reference guide for those who are stuck in the process of achieving this extremely inevitable Agenda 2030. It provides a roadmap for the government and the universities to act timely to achieve the 2030 agenda for sustainable development.

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Unstoppable Women: Overcoming Challenges with Grace

Mangala Mani, Scientist, Indian Space Research Organisation (ISRO), Bengaluru; First Indian Female to live more than a year in Antarctica delivered the Convocation Address at the 21st Convocation Ceremony of Sri Padmavati Mahila Visvavidyalayam, Tirupati, Andhra Pradesh on March 07, 2024. She said, "Embrace the challenges that lie ahead with confidence. Each obstacle is an opportunity to showcase your resilience and brilliance. Do not be afraid to speak up, to challenge the status quo, and to dream big. Your voice matters, your ideas are valuable, and your presence is a force to be reckoned with." Excerpts

Before I proceed, let me take a moment to applaud the tireless efforts of the faculty and staff who have dedicated themselves to nurturing the minds of the exceptional young women we celebrate today. Your commitment to education and empowerment is commendable and your guidance and mentorship has undoubtedly played a significant role in the achievements of these students.

To the proud parents and families of the graduating students, your trust in this university for the education and nurturing of your daughters is truly appreciated. Your unwavering support has been a cornerstone in shaping the character and dreams of these young women. Today's success is not just theirs; it is a collective achievement reflecting the encouragement you provided.

Now, let's turn our attention to the heart of today's celebration – the radiant and talented students of Sri Padmavati Mahila Visva Vidyalayam. Congratulations! Today marks not just the end of a chapter but the commencement of a journey filled with promise and excitement. It is an honor for me to share in the celebration of your accomplishments.

In reflecting on my own journey, the foundations of my dreams were laid in my childhood, thanks to the encouragement of my parents and the nurturing environment of my school. The moral values instilled in me became the guiding force behind my career choices. From being the only girl in a batch of 80 boys during my technical education to becoming a part of ISRO's historic Antarctic expedition for more than 400 days, my journey has been a blend of challenges and triumphs. People tend to ask me how I could stay there for so long and that too, as a sole woman. Let me tell you.

Trusting in the Love of Lord Jesus Christ, who loved every one of us to the point of laying down HIS life, and HIS assuring words, when HE said, Lo! I Am with you even to the ends of this world, I dared to venture into the coldest, windiest, driest and the most isolated place on this planet earth.

I want to emphasize a crucial point – your dreams, regardless of how audacious, are within your reach. My journey began with a fascination for geography and a dream sparked by NASA articles on Mars. Just like that, your interests and dreams can shape your destiny. When I joined ISRO, in 1982, Dr. A.P.J. Abdul Kalam, our former President was the Project Director of the Satellite Launch Vehicle, and he was such an inspiration to me. I stand here as living proof that with determination and hard work, even the seemingly impossible can be achieved.

I share this experience not as a tale of personal triumph but as a source of inspiration for each one of you. Today, as you stand on the threshold of a new chapter in your lives, I encourage you to embrace the unknown, to venture beyond your comfort zones, and to face challenges with unwavering determination.

In the larger context, our nation, and indeed the world, is undergoing a transformative phase. Societal norms are shifting, breaking barriers that have hindered progress for far too long. As we witness this change, I believe that the women who have been the backbone of our society are uniquely positioned to lead this transformation.

As you embark on this new phase of your journey, let's not forget the importance of gratitude. It's crucial to remember the sacrifices made by your parents, the guidance of your professors, and the friendships that have shaped your college experience. Be grateful for the opportunities you have received, and strive to create opportunities for others.

In every sector – be it science, technology, arts, or social work–women are carving a niche for themselves. Your dreams are not just aspirations confined within these college walls; they are the blueprints for a society that thrives on equality, justice, and inclusivity.

Embrace the challenges that lie ahead with confidence. Each obstacle is an opportunity to showcase your resilience and brilliance. Do not be afraid to speak up, to challenge the status quo, and to dream big. Your voice matters, your ideas are valuable, and your presence is a force to be reckoned with.

In a world that sometimes seems to limit your potential, I urge you to be unapologetically ambitious. Look around – you are surrounded by a community of strong, like-minded women who are not just your peers but your allies. Support each other, uplift one another, and together, you will create ripples of change that will resonate for generations.

Education is not just about acquiring knowledge; it is a tool for empowerment. It is the key that unlocks doors to a future of endless possibilities. As you step out of these college gates, remember that you carry not just a degree but the power to shape your destiny and the destiny of those around you.

In conclusion, let me leave you with a quote by the renowned poet and philosopher, Rabindranath Tagore, "You can't cross the sea merely by standing and staring at the water." Your journey is about action, about setting sail towards your goals with determination and courage.

Congratulations once again on reaching this milestone. I have full faith that the women of Sri Padmavati Mahila Visva Vidyalayam will go on to achieve great things and inspire others to follow in your footsteps. May you all continue to shine bright on the path of success and fulfillment in your future endeavors.

Thank you for having me here and I wish you all the Best! God

Bless you all.

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CAMPUS NEWS

National Workshop on Data Analysis Using SPSS Software

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

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

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

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

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

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

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

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

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

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

Faculty Development Programme on Artificial Intelligence, Machine Learning and Deep Learning

The eleven-day Faculty Development Programme on 'Artificial Intelligence, Machine Learning and Deep Learning' is being organized by the E & ICT Academy, NIT Warangal, Telangana in association with the Department of CSE, GIET University, Gunupur, Odisha from July 08-18, 2024. The event is sponsored by the Ministry of Electronics and Information Technology, Govt. of India, New Delhi. This programme is devoted to addressing the need to enhance the knowledge about the latest developments pertaining to Artificial Intelligence (AI), Machine Learning (ML) and Deep Learning (DL) and is being conducted at the Department of CSE, GIET University, Gunupur-765022, Odisha. The Major Course Contents are:

- Introduction to AI, Agents, Environments and Problem Formulations.
- Search Algorithms and Game Search.
- Probabilistic Reasoning and Hidden Markov Model.
- Markov Decision Process.
- Overview of Machine Learning.
- Supervised, Unsupervised and Semi-Supervised Learning.
- Reinforcement Learning.
- Linear and Non-Linear Models.
- Natural Language Processing.
- Regression and Classification.
- Clustering.
- Forecasting, Predictions and Diagnostics.
- Data Visualization.
- Statistical Tests.
- Support Vector Machine, Decision Tree and Random Forest.
- K-Nearest Neighbors Algorithm.
- Overfitting and Underfitting.
- Neural Networks.
- Overview of Deep Learning.

- Mathematical Foundations: Linear Algebra, Statistics, Probability and Hypothesis and Inference.
- Recommender Systems.
- Case Studies on AI, ML and DS Applications.

For further details, contact Coordinators, Prof. Bidush Kumar Sahoo, Department of Computer Science and Engineering, GIET University, Gunupur, Odisha, Mobile No: 07894713238, E-mail: *bidushsahoo@giet.edu* and/or Prof. Sanjaya Kumar Panda, Department of Computer Science and Engineering, National Institute of Technology Warangal Mobile No: 09861126947, E-mail: *sanjaya@nitw.ac.in.* For updates, log on to: *www. nitw.ac.in/eict/events/*

Workshop on Recent Advances in Robot Technology

A five-day Self-sponsored Workshop on 'Recent Advances in Robot Technology-2024' is being jointly organized by the Department of Mechanical Engineering and the Department of Computer Science and Engineering, Maulana Azad National Institute of Technology Bhopal, Madhya Pradesh from July 08-12, 2024. The faculty of Engineering and Sciences and research scholars may participate in the event. This workshop offers a holistic learning experience, bridging the gap between mechanical engineering and computer science while staying at the forefront of technological advancements in traditional and soft robotics. The event presents an immersive exploration of the diverse realms of robotics. This comprehensive course is designed to equip participants with a profound understanding of traditional and cutting-edge robotics concepts. The workshop goes beyond conventional robotics by incorporating a dedicated focus on soft robotics, encompassing the development and testing of soft actuators, sensors, and robots tailored for applications in food industries and aerospace. The practical demonstration sessions ensure that participants grasp theoretical concepts and gain practical skills in implementing robotics solutions. The Course Contents of the Event are:

- Introduction to Robotics and Robot Simulators.
- Components and Mechanisms of a Robotic System, Sensors and Actuators.

- Mathematical Foundation of Robotics, Manipulator, Coordinate System, Classification, Forward and Inverse Kinematics.

- Introduction to Bipedal Robotics and Human Gait Analysis.

- Cognitive Robotics, Human Decision Making and Brain Computer Interface.

- Cloud Robotics.

- Digital Filters and Robot Hardware Control.

- Introduction, Modeling, and Fabrications Techniques of Soft Robotics.

- Advancement in Humanoid Robot Technology.

For further details, contact Coordinator, Dr. Mohammad Taufik, Assistant Professor, Department of Mechanical Engineering, Maulana Azad National Institute of Technology Bhopal-462003 (Madhya Pradesh), Mobile No: 08989632831, E-mail: *rartmanit@gmail.com.* For updates, log on to: *www. manit.ac.in*

AIU News

International Student Research Convention: *Anveshan*—2024

A two-day International Student Research Convention: *Anveshan*—2024 was organized by the Association of Indian Universities (AIU), New Delhi in collaboration with the University of Mumbai, Vidyanagari, Santacruz (E), Mumbai from March 11-12, 2024 at University of Mumbai, Mumbai. The event was inaugurated by Prof. Ravindra Kulkarni, Vice Chancellor, University of Mumbai, Mumbai, Maharashtra. Dr. Amarendra Pani, Joint Director and Director (I//c), Research Division, Association of Indian Universities, New Delhi, Consultant (Research), AIU, Dr. Usha Rai Negi, Former Assistant Director, Research Division, Association of Indian Universities, New Delhi, Dr. Sunil Patil, Organizing Secretary and Director, Students' Development, University of Mumbai and Dr. Minakshi Gurav, OSD, Aavishkar Research Convention, University of Mumbai were present for the inaugural ceremony. The programme began with the National Anthem, Maharashtra Rajya Geet and the University Song performed by the students of the University of Mumbai. The Welcome Speech was delivered by Dr. Sunil Patil, Organizing Secretary and Director, Department of Students' Development, University of Mumbai. The event was inaugurated by Prof. Ravindra Kulkarni, Vice Chancellor, University of Mumbai by lighting the lamp. Dr. Amarendra Pani gave the remarks on the introduction and objectives of International Student Research Convention.

The Vice Chancellor, Prof. Ravindra Kulkarni delivered the inaugural address and admired the Department of Students' Development for hosting the innovative event which is a step forward towards achieving one of the goals of the University of Mumbai. He also thanked the Association of Indian Universities for allowing hosting this first International level Convention. His speech also added the need for an interdisciplinary and applied approach to the research. The Vote of Thanks of the session was proposed by Dr. Minakshi Gurav, OSD, Aavishkar, University of Mumbai.

The Vice Chancellor, Prof. Ravindra Kulkarni chaired the Prize Distribution Ceremony. Dr. Amarendra Pani was the Chief Guest for the ceremony. Dr. Usha Rai Negi, Dr. Sunil Patil, and Dr. Minakshi Gurav were present for the occasion. The programme began with the National Anthem, Maharashtra Rajya Geet, and the University Song performed by students of the host University. The brief report of the convention was read by Organizing Secretary, Dr. Sunil Patil which highlighted the proceedings and execution of the event. Dr. Amarendra Pani gave his remarks on the organization of the convention and the support from the participating universities.

Prof. Ravindra Kulkarni gave his special remarks on the avenues of research and the need for its inculcation among the students and teachers fraternity. He also congratulated all the winners of the convention.

The Winners of the *Anveshan* were honored by the dignitaries by offering mementos and certificates. The prize distribution ceremony ended with a Vote of Thanks proposed by Dr. Bhushan Langi.

Details of Winners

S. No.	Position	Area	Name of the University	Name of the Winner/s	Title of the Research Project
1	First	Agriculture	SRM Institute of Science and Technology (Deemed to be University), SRM Nagar, Kattankulathur, Dist. Kancheepuram, Tamil Nadu	Ms. Sreekanth Shivadarshini S. Mr. P. Venkataraman Mr. M. Abdul Rahim	Precision Smart Agricultural System
2	Second	Agriculture	University of Mumbai, Mumbai, Maharashtra	Mr. Yadav Om	SacoPeat TM: A Novel Potting Media
3	Third	Agriculture	Sharda University, Greater Noida, Uttar Pradesh	Ms. Chadha Muskan	Development of Synbiotic Drink and Spread using Kefir and Basil Seed Gum Extract
4	First	Basic Sciences	Savitribai Phule Pune University, Pune, Maharashtra	Ms. Puranik Avanti Ms. Nighot Shrawani Ms. Magdum Pradnya	Revigreen: An Auto-Compostable Sanitary Pad for Green Earth
5	Second	Basic Sciences	Shivaji University, Kolhapur, Maharashtra	Mr. Aadagale Surajeet	Synthesizing Bioplastic and Vegan Leather
6	Third	Basic Sciences	Jadavpur University, Kolkata, West Bengal	Mr. Mondal Indrajit Ms. Halder Piyali Ms. Bag Neelanjana	VARUN: A "Make in India" Module for Waste Water Remediation and Clean Energy Generation
7	First	Engineering and Technology	Jadavpur University, Kolkata, West Bengal	Ms. Saha Suman Ms.Lakshman Sumana Mr. Dutta Subhojit	Cost Effective, Flexible EMI Shielding Jacket for Preventing Adversative Effect of Microwave Radiation
8	Second	Engineering and Technology	Sharda University, Greater Noida, Uttar Pradesh	Mr. Mishra Rahul	Microbial-Powered Desalination System for Potable Water Production and Energy Harvesting
9	Third	Engineering and Technology	D.Y. Patil Education Society, Deemed to be University, Kolhapur, Maharashtra	Ms. Chaudhari Leena	Tissue Engineered Ear Pinna
10	First	Health Sciences and Allied Subjects, Pharmacy, Nutrition, etc.	University of Mumbai, Mumbai, Maharashtra	Mr. Mahale Manas	Masked Language Models are Fragment Based Drug Designers
11	Second	Health Sciences and Allied Subjects, Pharmacy, Nutrition, etc.	Savitribai Phule Pune University, Pune, Maharashtra	Ms. Shinde Anushka Ms. Lohakare Shreya Mr. Marathe Nikhil	SILOSTAT: An Innovative Lifesaving Hemostat for Emergency Situations
12	Third	Health Sciences and Allied Subjects, Pharmacy, Nutrition, etc.	SGT University, Gurugram, Haryana	Ms. Sharma Partishtha Ms. Arora Angel Ms. Rapriya Aditi	NASOCON- A Nose Shaping Device after Primary Cleft Lip Repair

S. No.	Position	Area	Name of the University	Name of the Winner/s	Title of the Research Project
13	First	Social Sciences, Humanities, Commerce and Law (Objective and Result Oriented Projects)	University of Mumbai, Mumbai, Maharashtra	Mr. Pandey Gaurav Ms. Jagatkar Rutuja Ms. Kumari Sneha Ms. Kewalramani Ginni	आँचल: A Reusable, Eco-friendly Sleeping Bag for Battling Neonatal Hypothermia in Rural Areas
14	Second	Social Sciences, Humanities, Commerce and Law (Objective and Result Oriented Projects)	Annamalai University, Chidambaram, Tamil Nadu	Ms. Madhurya Ms. Asna Mr. G. Koushik	The Asha: A Promising Application to Promote Mental Health Literacy and Resilience among Adolescents to Prevent Suicides
15	Third	Social Sciences, Humanities, Commerce and Law (Objective and Result Oriented Projects)	Jadavpur University, Kolkata, West Bengal	Ms. Banerjee Anwesha Mr. Dana Atendriya	DASTAN: A New Chapter in Domestic Work
16	First	Interdisciplinary Research	Annamalai University, Chidambaram, Tamil Nadu	Mr. Kumaravel S. Ms. Sinthanaiselvi S.	Invigorating Eco-Empathy by Adopting the Synergy of Biofloc Technology through Multipurpose Portable "Jala Siri" Tanks and Developing Green Careers in Indian Terrain
17	Second	Interdisciplinary Research	Savitribai Phule Pune University, Pune, Maharashtra	Mr.Thombare Namdev	Agro Based Weeding Fertilizer and Seed Sowing Machine
18	Third	Interdisciplinary Research	Avinashilingam Institute for Home Science and Higher Education for Women (Deemed to be University) Coimbatore, Tamil Nadu	Ms. A. Pon Nivetha Ms. U. Kavisree	An Edible Biopolymer Composite Film for Enhanced Resistance to Post-Harvest Onion Wastage

Winners of the Gold Medal

Area	Name of the University	Name of the Winners	Title of the Research Project
Social Sciences, Humanities, Commerce and Law (Objective and Result Oriented Projects)	University of Mumbai, Mumbai, Maharashtra	Mr. Pandey Gaurav Ms. Jagatkar Rutuja Ms. Kumari Sneha Ms. Kewalramani Ginni	आँचल: A Reusable, Eco-friendly Sleeping Bag for Battling Neonatal Hypothermia in Rural Areas

Faculty Development Programme on Navigating Research

The eight-day Faculty Development Programme on 'Navigating Research: From Projects to Publications' was organized by the Association of Indian Universities (AIU), New Delhi— Academic and Administrative Development Centre (AADC), Academy of Maritime Education and Training (Deemed-to-be University), Chennai from May 06-13, 2024. Around 70 participants from various Institutes of Higher Education attended the programme.

During the Inaugural Session of the programme, the Welcome Address was delivered by Dr. Raja Mohan, Dean, Research and Development Cell on behalf of Dr. Deepa Rajesh, Vice President (Academics), AMET University. Prof. V Rajendran Vice Chancellor, AMET University delivered the inaugural address and highlighted the initiatives of the Association of Indian Universities and the importance of research publication and proposal writing in the competitive world. During his speech, he pointed out the significance of upgrading the skills and knowledge in day-to-day activities.

Following the inaugural session, Dr. R Jayavel, Dean, A.C. Tech Campus, Anna University, Chennai delivered the keynote address on 'Introduction to Projects to Publications'. During his lecture, he covered criteria for innovation, the novelty of work, the difference between invention and innovation, journal writing, project proposal writing, etc. in an effective manner.

Dr. C Bharathiraja, Professor, SRM Institute of Science and Technology, Chennai delivered a lecture on Writing Effective Project Proposal to Various Funding Agency like DST, DRDO, AICTE, BRNS, SERB, etc. During his lecture, he focused on How to get research grants from various funding agencies, how to define the problem identification, framing the objective, budget concerning the requirement, and so on with clear explanation.

Dr. R. Rajendran, Former Professor and Head, Centre for Educational Management & Applied Science, NITTTR, Chennai delivered the address on 'Literature Lighthouse: Guiding the Way in Research'. During his lecture, he focused on the importance of literature research and, effective usage of modern research tools for writing the research article with detailed explanation.

Dr. S Renuka Devi, Professor and Head, Department of Engineering Education, National Institute of Technical Teachers Training and Research, Chennai delivered the lecture on Embarking on 'Research Journey: How to Write Research Proposals'. She covered how to write research articles and project proposals, importance of patent filing in research with clear explanations. She also discussed the state government funding agency for research scholars and students like TNSCST. Also, she discussed the women's empowered scheme for the project proposal.

Dr. Raja Mohan, Dean, Research and Development, AMET University, Chennai delivered the lecture on 'Establishing a Research Environment in Emerging University'. This talk focused on the challenges and opportunities emerging universities face in establishing a strong research environment. Further, key strategies were explored to foster a culture of research and support faculty in their scholarly pursuits. The talk highlighted that establishing a strong research environment in an emerging university requires strategic planning, resource management, and a commitment to faculty development. By fostering a culture of research collaboration and innovation, emerging universities may become vital contributors to the global research landscape.

Dr. S P Subramaniyan, Dy. Controller of Patents and Designs, Patent Office, Chennai, Patent Information Centre delivered the lecture on the Tools for Patent Search. During his address, he covered the need for patent search, the purpose of patent speech, the significance of patent literature, free patent databases, and paid patent databases, how to define the patent specifications, provisional specifications, contents of provisional specifications. Also, he clearly explained the role of drawings in conveying our ideas and thoughts to the expert members who are going to evaluate our proposal. Furthermore, he explained the availability of various features in the pattern website through online mode and the scope of patent and claim procedures.

Dr. V Rajendran, Vice Chancellor, AMET University, Chennai delivered the lecture on

'Enhancing Research Effectiveness: Assessing Their Role in Advance'. His talk explored the importance of assessing the potential effectiveness of research methods before embarking on a research project. By critically evaluating different methodologies upfront, researchers can increase their chances of generating impactful and meaningful results. He addressed that by incorporating pre-assessment into their research practice, researchers can Improve Research Quality, Choosing the most appropriate methods strengthens the overall research design and leads to more robust findings. The talk concluded by encouraging researchers to adopt a proactive approach to research methodology selection. By pre-assessing the potential effectiveness of different methods, researchers can enhance the overall quality and impact of their work.

Dr. M Uthayakumar, Professor, Department of Mechanical Engineering Kalasalingam University, Krishnankoil delivered the lecture on the 'Turning Ideas into Reality: Funding Your Research Through Grants'. His talk provided a roadmap for researchers seeking to secure research grants from funding agencies. Strategies were explored to identify suitable funding opportunities, craft compelling proposals, and navigate the application process. The talk emphasized that securing research grants requires a strategic approach and well-prepared proposals. By carefully aligning their research with funding agency priorities and crafting compelling applications, researchers can increase their chances of obtaining valuable resources to support their research endeavors.

During the Valedictory Session, Dr. R Muthezhilan, Registrar, AMET delivered the welcome address. Dr. Deepa Rajesh, Vice President, Academics and Nodal Officer, AADC, AMET delivered the felicitation address and appreciated the interest of the participants across our State for participating in the event. Dr. D Lakshmi, Director, Academic Research, and Professor, Department of EEE, AMET proposed the Vote of Thanks.

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THESES OF THE MONTH

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

Commerce

1. Goel, Kamal. **Brand equity among non-governmental organizations with special reference to consumer choice behavior**. (Prof. Surinder Singh), Department of Commerce & Management, Chaudhary Devi Lal University, Sirsa.

2. Jain, Jyoti. **An analysis of financial and environmental performance of selected cement companies in India**. (Dr. Ruchi Jain), Department of Commerce, IIS University, Jaipur.

3. Kaushik, Prerna Birthare. **Tilhan aur dalhan ka lagat labh vishleshan: Ujjain Sambhag ke sandarbh mein adhyayan: San 2013-2018**. (Dr. Laxman Parwal), Department of Commerce, Vikram University, Ujjain.

4. Mallaram, Srinivas Reddy. **Corporate social responsibility in Indian banking sector: A comparative study of public and private sector banks**. (Dr. R S Shinde), Faculty of Commerce and Management, Swami Ramanand Teerth Marathwada University, Nanded.

5. Mane, Pallavi Ramchandra. **The role of SBI for empowerment of women entrepreneurship with special reference to Latur District**. (Dr. S J Kulkarni and Dr. Prakash R Rodiya), Faculty of Commerce and Management, Swami Ramanand Teerth Marathwada University, Nanded.

6. Ojha, Monika. **Impact of human resource development practices on quality of work life in cement industry at Nimbahera, Chittorgarh, Rajasthan**. (Dr. Rekha Swarnakar), Department of Commerce, Sangam University, Bhilwara.

7. Saxena, Ira. **Impact of digital financial literacy on investment behaviour**. (Dr. Meenakshi Sharma), Department of Commerce, IIS University, Jaipur.

8. Shah, Madhuri. **Ujjain Jile mein vittiye sansthanoan kee greh rin yojnaoan ka tulanatamak adhyayan: LIC Housing Finance Limited and HDFC Limited ke vishesh sandarbh mein**. (Dr. B R Nalwaya), Department of Commerce, Vikram University, Ujjain.

9. Sharma, Kriti. **An empirical study on Goods and Services Tax (GST) with special reference to selected countries**. (Dr. Mani Bhatia), Department of Commerce, IIS University, Jaipur.

10. Shouche, Shruti Sachin. **A study on administration of electrical contracting business with special reference to Pune and Nanded City**. (Dr. Reshma D Doiphode), Faculty of Commerce and Management, Swami Ramanand Teerth Marathwada University, Nanded.

Cultural Studies

1. Suting, Kelleney Kitbok. **Behdeinkhlam festival of Raij Jowai: A folkloric study in continuity and change**. (Prof. D L Kharmawphlang), Department of Cultural and Creative Studies, North Eastern Hill University, Shillong.

2. Ting, Zung. **From Animism to Christianity: A folkloristic study of the religious life of the Kachins of Myanmar**. (Prof. S K Nanda), Department of Cultural and Creative Studies, North Eastern Hill University, Shillong.

Economics

1. Agarwalla, Kishan. **The economics of pond fishery: A study of North Bengal Region of West Bengal**. (Dr. Tamash Ranjan Majumder and Prof. Anil Bhuimali), Department of Economics, University of North Bengal, Darjeeling.

2. Das, Pranati. **Valuation of unpaid domestic work and wellbeing of women in Assam**. (Prof. P Nayak), Department of Economics, North Eastern Hill University, Shillong.

3. Kiran. **Economic analysis of electronic national agriculture market in Haryana**. (Prof. Abhey Singh), Department of Economics, Chaudhary Devi Lal University, Sirsa.

4. Mote, Bhairvanath Babruwan. **Marathwadyateel padvidhar berojgarancha aarthik abhyas: Vishesh sandarbh Latur va Osmanabad Jilha-2015-2020**. (Dr. Devnalkar S S), Faculty of Humanities, Swami Ramanand Teerth Marathwada University, Nanded.

5. Patel, Hard Ujjval. **Analysis of saving behavior in urban households of Ahmedabad**. (Dr. Pradeep Prajapati), Department of Economics, Gujarat University, Ahmedabad.

Education

1. Dadheech, Ankita. **Ram Snehi sahitye mein shiksha sambandhi vicharoan ka adhyayan**. (Dr. Rajneesh Sharma), Department of Education, Sangam University, Bhilwara.

2. Gupta, Pushpa. **Vidhyarthiyoan mein srijnatamakta ke samvardhan ka upagam: Ek vishleshnatamak adhyayan**. (Dr. Bhabagrahi Pradhan), Department of Education, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

3. Kiran Kumari. **A study of academic achievement of students in Mathematics in relation to their socio-economic background and study habits at secondary school level**. (Prof.Mohd Muzahir Ali), Department of Education, Al-Falah University, Faridabad.

4. Pareek, Sarita. **Rashtriye Shiksha Niti mein prastavit sthaniye bhasha mein shiksha pradan karne ke sandarbh mein adhikaroan ke abhimat ka adhyayan**. (Dr. Rajneesh Sharma), Department of Education, Sangam University, Bhilwara.

5. Pathak, Jitendra. **Uchh madhyamik istar par vidhyarthiyoan mein yogik evam dhyan kriyaoan ka samvegatamak vikas evam tanav prabandhan par prabhav: Ek adhyayan**. (Dr. Vishnu Kumar), Department of Education, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

6. Ranjeet Singh. **Samekit prashikshuoan ke adhyapak mulyoan evam adhyapan abhishamta ka adhyayan**. (Dr. Amita Jain), Department of Education, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

7. Rathore, Ruchi. **Uchh madhyamik vidyalyoan mein jeev vigyan shikshan kee vastuisthithi ka adhyayan**. (Dr. Rajneesh Sharma), Department of Education, Sangam University, Bhilwara.

8. Sampati. **Kahaniyoan ke shikshan dwara vidharthiyoan mein naitik mulyoan ke vikas ka adhyayan**. (Dr. Rajneesh Sharma), Department of Education, Sangam University, Bhilwara.

9. Sharma, Ashu. **Nirmitwad Upagam par adharit shikshan adhigam prakriya ka shiksharthiyoan ke uplabdhi istar par srijnatamakta par prabhavsheelta ka adhyayan**. (Dr. Giriraj Bhojak), Department of Education, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

10. Sharma, Minakshi. **Acharya Rajneesh ke shaikshik vicharoan ka adhyayan**. (Dr. Rajneesh Sharma), Department of Education, Sangam University, Bhilwara.

11. Thorat, Snehal Vijaykumar. **Prathmik strawareel shallla sidhi karyekramachaya parinamkarktecha abhyas**. (Dr. Pundge M A), Faculty of Interdisciplinary Studies, Swami Ramanand Teerth Marathwada University, Nanded.

12. Upadhyay, Pooja. **Pandit Shriram Sharma Acharya ke shiksha sambandhi vicharoan ka adhyayan**. (Dr. Rajneesh Sharma), Department of Education, Sangam University, Bhilwara.

Home Science

1. Mehta, Sakshi. **Impact analysis of a nutrition and health education intervention on school going children in Jaipur City**. (Dr. Swati Vyas), Department of Home Science, IIS University, Jaipur.

Journalism & Mass Communication

1. Gaikwad, Anteshwar Chandrakantrao. **Andhshradha nirmulan vartapatre ya masikatoon sadhlela jansamvad: Ek chikitsak abhyas**. (Dr. Balaji Shinde), Faculty of Interdisciplinary Studies, Swami Ramanand Teerth Marathwada University, Nanded.

2. Mohit Kumar. **An analytical study of communication elements in Punjabi pop music videos**. (Dr. Pawan S Malik), Department of Mass Communication, Makhanlal Chaturvedi National University of Journalism and Communication, Bhopal.

3. Sinha, Pramod Kumar. **Janjatioan ke sampreshan vikas mein mobile sanchar kee upyogita ka adhyayan Khandwa Jile kee Khalwa Tehseel mein Korku Janjati ke sandarbh mein**. (Dr. Monika Verma), Department of Mass Communication, Makhanlal Chaturvedi National University of Journalism and Communication, Bhopal.

4. Yadav, Soni. **Roles of media in communication of child welfare policies: With special reference to Chhattisgarh Government**. (Dr. Pavitra Shrivastava), Department of Mass Communication,

Makhanlal Chaturvedi National University of Journalism and Communication, Bhopal.

Law

1. Bothra, Neha Kumari. **An empirical study on the effectiveness of Swachh Bharat Abhiyan laws for ragpickers with special reference to Hyderabad City**. (Dr. Viswadeepak Bhatnagar), Department of Legal Studies, Sangam University, Bhilwara.

2. Chahavan, M Radha Krishna. **Laws relating to technology with reference to administration of justice**. (Dr. J V Siva Kumar), Department of Law, Telangana University, Nizamabad.

3. Choudhary, Jyotsana. **Right to marry in India: A socio legal study of different facet**. (Prof. J S Jakhar), Department of Law, Chaudhary Devi Lal University, Sirsa.

4. Dania, Swaril. **Transformative constitutionalism: Evolving jurisprudence, issues and challenges**. (Prof.Manoj Kumar Sinha), Department of Law, The Indian Law Institute, New Delhi.

5. Gupta, Purnima. **Towards reproductive justice: Surrogacy laws in India**. (Dr. Kritika), Department of Laws, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

6. Gurusami, K. **The efficacy of the regulatory responses to malpractices in the secondary securities market in India: A critical study**. (Prof. Ajay Kumar), Department of Law, Chanakya National Law University, Patna.

7. Kavita Devi. **Rights of accused in India and USA: A comparative study**. (Dr. Anand Kumar and Dr. Deepali Mathur), Department of Laws, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

8. Keyho, Muluvesalu. **Prison reforms in India: A legal study**. (Prof.C Rout), Department of Law, North Eastern Hill University, Shillong.

9. Mehera, Ritesh. **Rights based approach to International Space Law: A study concerning common interest of all mankind**. (Prof.Manoj Kumar Sinha), Department of Law, The Indian Law Institute, New Delhi.

10. Mishra, Shambhavi. **Patenting concerns in emerging biotechnologies in the globalised world: A critical analysis**. (Dr. Manish Singh), Department of Law, Dr. Ram Manohar Lohiya National Law University, Lucknow.

11. Singhal, Vikash. **A critical study on the pivotal role of Securities Exchange Board of India (SEBI) in curbing the transgressions in the capital market with a reference to its global counterparts**. (Dr. Om Prakash), Department of Legal Studies, Sangam University, Bhilwara.

12. Sumit Kumar. **Adultery in India: A socio legal study**. (Prof.J S Jakhar), Department of Law, Chaudhary Devi Lal University, Sirsa.

Library & Information Science

1. Chitralekha, V. **E-Resources in the field of teacher education**. (Dr. Ch Ravi Kumar), Department of Library and Information Science, Osmania University, Hyderabad.

2. Karnjkar, Nanda Balbhimrao. **Content analysis of open access journals in political sciences listed under Directory of Open Access Journals (DOAJ) (2008-2017)**. (Dr. G K Hambarde), Faculty of Interdisciplinary Studies, Swami Ramanand Teerth Marathwada University, Nanded.

3. Venkateshwarlu, Kompelli. **Use of library resources and services in agricultural research institutions in Telangana: A study**. (Dr. P Damodhar), Department of Library and Information Science, Osmania University, Hyderabad.

Management

1. Deshmukh, Anjali Shailesh. **NPA Management in Scheduled Urban Co-operative Banks: A case study**. (Dr. Prakash N Nihalani), Faculty of Commerce and Management, Swami Ramanand Teerth Marathwada University, Nanded.

2. Gupta, Ankit. **Impact of online distribution systems on guest satisfaction in selected hotels of Delhi (NCR)**. (Dr. Ishan Bakshi), Department of Management, Maharishi Markandeshwar University, Ambala.

3. Kothari, Hemani. **Agro tourism: Opportunities in Rajasthan an nature tourism, A comparative study of Maharashtra and Rajasthan State**. (Dr. Asif Perwej), Department of Management, Sangam University, Bhilwara.

4. Mor, Jyoti. **Knowledge management in banking sector in India**. (Prof.Shweta Singh), Department

of Management Studies, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

5. Pandey, Raj Kumar. **Role of rural marketing in economic development of Bihar with special reference to Bhojpur District**. (Prof. Sanjay Kumar Singh and Prof. Pawan Kumar Sinha), Faculty of Commerce, Veer Kunwar Singh University, Ara.

6. Pareek, Aditi. **Multi-sensory marketing and consumer buying behavour: With specific reference to gold chain restaurants**. (Dr. Ankita Jain), Department of Management Studies, IIS University, Jaipur.

7. Solunke, Sonika Shriram. **A study of emerging dimensions of human resource development and their impact on employees productivity in Life Insurance Corporation of India**. (Dr. Kunal Badade and Dr. Nishikant Warbhuwan), Faculty of Commerce and Management, Swami Ramanand Teerth Marathwada University, Nanded.

8. Thakur, Gunja. **Impact of human resource outsourcing on industries: A study of service sector industries**. (Prof. Karunesh Saxena), Department of Management, Sangam University, Bhilwara.

9. Usman, Sayyad Moin. **Farmers' perception towards storage facility for agricultural commodities: A Study of Marathwada Region**. (Dr. R S Shinde), Faculty of Commerce and Management, Swami Ramanand Teerth Marathwada University, Nanded.

10. Wagle, Pushpa Raman. **Economic and social impact of technical education in Nepal**. (Dr. Karunesh Saxena), Department of Management, Sangam University, Bhilwara.

11. Yadav, Preeti. **A study of nutrient based subsidy policy of fertilizers in India and its impact on drivers of buying behaviour of farmers**. (Prof. Jayrajsinh D Jadeja), Department of Management Studies, M S University of Baroda, Vadodara.

Physical Education & Sports

1. Arif, Hattiwala Gulnaz. **Effect of health related physical fitness programme on academic stress and mental health among elite level student**. (Dr. Sinku Kumar Singh), Faculty of Interdisciplinary Studies, Swami Ramanand Teerth Marathwada University, Nanded.

2. Fernandes, Clifton Moses. **Descriptive study of the inter-village football tournaments and its role in enhancement of the football in Goa**. (Dr. V R Parihar), Faculty of Interdisciplinary Studies, Swami Ramanand Teerth Marathwada University, Nanded.

3. Khaja, Abdul Quadeer Khaja Abdul Quayyum. **A study of aggression and self confidence of inter university male and female kabaddi players**. (Dr. Juzarsingh N Siledar and Dr. Rajendra Tuppekar), Faculty of Interdisciplinary Studies, Swami Ramanand Teerth Marathwada University, Nanded.

4. Pareek, Janki. **A comparative study of yoga practitioners and non yoga practitioners on subjective well being psychological hardiness and physical fitness among emerging adults**. (Dr. Renu Shungloo), Department of Physical Education, IIS University, Jaipur.

5. Pednekar, Ameet Gurudas. **Effect of yogic practices and specific body weight exercises on the physical and psychological variables among the pre-service teachers of Goa**. (Dr. V R Parihar), Faculty of Interdisciplinary Studies, Swami Ramanand Teerth Marathwada University, Nanded.

6. Sharma, Rachna. **A study of sports achievements motivation among successful and unsuccessful athletes of Delhi Region**. (Dr. Dharamveer Singh), Department of Physical Education, Glocal University, Saharanpur.

Political Science

1. Bhutia, Tseten Uden. **Environmental governance and women in Sikkim: A study of actors and network since 1994**. (Prof. Soumitra De), Department of Political Science, University of North Bengal, Darjeeling.

2. Chouhan, Ashok. **Madhya Pradesh Vidhan Sabha nirvachan 2018 mein anusuchit janjati matdan vyavhar: Ek adhyayan (Badwani Jile ke Pansemal Vidhan Sabha Kshetra ke vishesh sandarbh mein**. (Dr. Ravinder Kumar Sohani and Dr. Nalin Singh Panwar), Department of Political Science, Vikram University, Ujjain.

3. Roy, Purnima. **Politics of tribal development: Organizing adivasi movements in Dooars and Terai Region of North Bengal since 2007**. (Prof.

Soumitra De), Department of Political Science, University of North Bengal, Darjeeling.

4. Sisodiya, Usha. **Rajniti mein mahilaoan kee sehbhagita evam bhumika ka vishleshnatamak adhyayan: Ujjain Jile ke vishesh sandarbh mein**. (Dr. Kaniya Meda), Department of Political Science, Vikram University, Ujjain.

Psychology

1. Chishty, Syeda Aqsa. **Gift, stress-mindset, decision-making style as predictors of life satisfaction: A study on emerging adults**. (Dr. Vandana Nanglu and Dr. Sudha Rathore), Department of Psychology, IIS University, Jaipur.

Social Work

1. Shaikh, Zeenath Fatima Azhar Iqbal. **A study of status and problems of education of Muslim minority women and girls: With reference to Nanded District**. (Dr. W R Mujawar), Department of Social Work, Swami Ramanand Teerth Marathwada University, Nanded.

Sociology

1. Jamir, Aten. **A sociological study of social change in an Ao Naga Village**. (Prof. R M Shangpliang), Department of Sociology, North Eastern Hill University, Shillong.

2. Lallawmsanga. **Socio-economic dimensions of forest in Mizoram: A sociological study**. (Prof.R M Shangpliang), Department of Sociology, North Eastern Hill University, Shillong.

3. Pariat, Amanda. **A sociological study of ka Sein Raij**. (Prof. D V Kumar), Department of Sociology, North Eastern Hill University, Shillong.

4. Shrivastava, Sonali. **Impact of skill development programmes on employment opportunities among educated youth of Delhi**. (Dr. Pragya Sharma), Department of Sociology and Social Work, IIS University, Jaipur.   ❑

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Anjuman Imdadut Tulba's
Arts, Commerce & Science Night College
Malegaon. Dist. Nashik (M.S.)
(Affiliated to Savitribai Phule Pune University)
Permanent Non-Granted Minority Institution
Applications are invited for the following posts
REQUIRED

Cadre	Subject	No. Posts	Cadre	Subject	No. Posts
Asstt. Prof.	English	3	Asstt. Prof.	Physics	2
Asstt. Prof.	History	2	Asstt. Prof.	Mathematics	3
Asstt. Prof.	Geography	3	Asstt. Prof.	Chemistry	2
Asstt. Prof.	Politics	1	Asstt. Prof.	Zoology	3
Asstt. Prof.	Economics	1	Asstt. Prof.	Botany	3
Asstt. Prof.	Hindi	1	Asstt. Prof.	Commerce	3
Asstt. Prof.	Marathi	1	Librarian		1
Asstt. Prof.	Urdu	1	Physical Director		1

*Pay Scale and Service conditions: As per UGC, Govt. of Maharashtra and Savitribai Phule Pune University norms.
Eligibility Criteria:
i)   **For Assistant Professor:** M.A/M.Com/M.Sc in the relevant subject with minimum 55% Marks (without rounding) and Ph.D/NET/SET in the relevant subject.
ii) **For Physical Director:** M.P.Ed with 55% minimum Marks (without rounding) and Ph.D/NET/SET.
iii) **For Librarian:** M.Li.Sc / M.Lib with 55% minimum marks and Ph.D/NET/SET.
Eligible candidate can apply within 15 days of Publication of this advertisement To, The Secretary, Anjuman Imdadut Tulba. Also you can mail the application with resume and testimonials to aitnightcol@gmail.com. and submit your hardcopy resume & documents to the college office Time :11:00am to 07:00pm.

Secretary	**Principal**
Anjuman Imdadut Tulba	AIT Arts, Comm. & Sci. Night
Industrial Compound, Quidwai Road,	College
Post. Box No. 159 Malegaon, 423203	Pharmacy Nagar, Malegaon
Dist. Nashik (Maharashtra)	Dist. Nashik Maharashtra

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(Published on every Monday)

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A Linguistic (Telugu) Minority Institution
Padmashali Shikshan Sanstha's
A.R. Burla Mahila Varishtha Mahavidyalaya
C.S. No. 9705/9/A/2A, Raviwar Peth, Rajendra Chowk, Solapur- 413005
(Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur)

MINORITY (AIDED)
Applications are invited for the post of PRINCIPAL from the academic year 2024-25

Sr. No.	Subject / Designation	Total Vacant Posts
1	Principal	01

1. The above post is open to all, however candidates from any category can apply for the post.

2. Educational Qualification and other requirements are as prescribed by the UGC Notification dt. 18th July 2018 Govt. of Maharashtra Resolution No. Misc-2018/C.R.56/18/UNI-1/ dt.8th March 2019 and University Circular No. PAHSUS/Estt/7th Pay/2019/2285/Dt. 25th March 2019.

3. Candidates should submit their Academic Research Score (Academic Performance Indicator) report with related documents (Only for the post of principal).

4. A relaxation of 5% shall be allowed at the Bachelors as well as at the Masters level for the candidates belonging to SC/ST/OBC (Non-creamy Layer)/ Differently -abled for the purpose of eligibility and assessing good academic record for direct recruitment.

5. Reserved candidates, who are domiciled out of Maharashtra State will be treated as Open Category candidates.

6. Reserved candidates should also to send a copy of their application to the Deputy Registrar, Special Cell, Punyashlok Ahilyadevi Holkar Solapur University, Solapur.

7. Application received after the last date will not be considered. The college will not be responsible for postal delay if any.

8. Reservation for women and disable persons will be as per the Govt. norms.

9. Reserved category candidates shall produce the Caste Validity Certificate as per the directives issued by the State Government vide Circular No. BCC- 201/Pra. Kra1064/2011/16B dated 12/12/2011.

10. Reserved category candidates (except SC/ST) shall produce Non – Creamy Layer Certificate at the time of interview.

11. Applicants who are in service must send their applications through proper channel.

12. Applicants are required to account for breaks, if any, in their academic career.

13. Incomplete applications will not be entertained.

14. T.A.D.A. will not be paid for attending the interview.

15. Application with full details should reach to the Secretary, Padmashali Shikshan Sanstha Solapur, on the above address **within 30 days** from the date of publication of this advertisement, incomplete applications will not be entertained.

16. This is University approved advertisement.

Place :- **Solapur**

Date :- **24/06/2024**

Secretary
Padmashali Shikshan Sanstha, Solapur

Matsyodari Shikshan Sanstha, Jalna

Motibag, Near Railway Overbridge, Jalna-431203

REQUIRED

Applications are invited for the posts of **Assistant Professor** *(UG & PG) at the colleges run by the sanstha on Permanent Non-Grant Basis. Eligible candidates should submit their applications along with all necessary documents* **within 10 days** *from the date of publication of this advertisement.*

Name of the College	Subject	No. of Posts	Qualification	Reservation
Arts, Commerce & Science Colleges (UG & PG)	English	05	M.A. B+, SET / NET / Ph.D.	
	Marathi	03		
	Hindi	04		
	History	01		
	Geography	03		
	Home Science	01		
	Political Science	03		
	Sociology	02		S.C - 07
	Economics	01		
	Public Administration	02		S.T - 10
	Psychology	05		
	Zoology	03	M.Sc.B+, SET / NET / Ph.D.	VJA - 03
	Physics	01		
	Chemistry	02		NTB - 03
	Mathematics	01		
	Computer Science	07		NTC - 01
	Botany	03		
	Microbiology	01		NTD - 03
	Environmental Science	01		
	Dairy Science	01		SBC - 03
	Computer Science (B.C.A. Science)	05	M.Sc. / M.C.A. Comp. Sci. B+, SET / NET / Ph.D.	
	Commerce	02	M.Com B+, SET / NET / Ph.D	OBC - 20
	Physical Education	02	M.P.Ed.B+, SET / NET / Ph.D.	
	Director of Phy.Edu & Sports	02		EWS - 01
	Librarian	03	M.Lib. B+, SET / NET / Ph.D.	
M.S.S.'s College of Education	Education (Perspectives in Education)	02	M.A./M.Com./ M.Sc.,M.Ed. B+, SET / NET / Ph.D.	SEBC - 07
M.S.S.'s, College of Physical Education	Physical Education	02	M.P.Ed. B+, SET / NET / Ph.D.	Open - 02
M.S.S.'s Law College	Law	05	LL.M. B+, SET / NET / Ph.D.	
MSS's, College of Engineering & Technology, Nagewadi, Jalna. (MBA Department)	Assistant Professor	01	MBA., With Ist Class	

Terms & Conditions :

• Educational qualifications, pay scale, service conditions and recruitment for the above posts are as per norms of UGC, Dr. Babasaheb Ambedkar Marathwada University Chhatrapati Sambhajinagar, Govt. of Maharashtra and Matsyodari Shikshan Sanstha's.

• The applications should be submitted to The Secretary, Matsyodari Shikshan Sanstha, Motibag, Near Railway Over bridge, Jalna, Dist. Jalna. PIN-431203.

• Candidates who are already in service should apply through proper channel.

Administrative Officer   **President**

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