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# Enhancing Educational Excellence: The Crucial Role of Curricular Aspects

Yogeshchandra Sharma\*

Worldwide higher educational institutions strive for excellence. In India, the National Assessment and Accreditation Council (NAAC) is pivotal in ensuring quality and relevance. In the pursuit of educational excellence, the curricular aspects stand as cornerstone elements. This article delves into the significance of curricular aspects within the revamped NAAC Assessment and Accreditation Process. Examining the pivotal role of curricula in shaping educational outcomes, fostering innovation, and promoting academic rigor sheds light on the crucial interplay between curriculum design, implementation, and assessment methodologies. Furthermore, it explores how institutions can leverage curricular frameworks to align with NAAC's assessment criteria, enhance student learning experiences, and meet the evolving demands of the educational landscape. By embracing best practices, addressing challenges head-on, and capitalizing on emerging opportunities, educational institutions can foster an environment of excellence that prepares students for the complexities of the modern world. This work is a call to action for stakeholders to collaborate and innovate, ensuring that the curriculum remains a powerful tool for educational advancement and societal betterment. It urges the academic community to embark on a collective journey towards educational excellence.

Despite the implementation of several transformative policies and measures, the pursuit of 'Quality' and 'Relevance' in higher education within 'Bharat' remains a pressing concern. Recognizing the imperative to address these challenges, the National Education Policy of 1986 and the Programme of Action of 1992 delineated a strategic roadmap, advocating for the establishment of an independent national accreditation agency<sup>1,2</sup>. In line with this call, the University Grants Commission (UGC) founded the National Assessment and Accreditation Council (NAAC) in 1994 in Bengaluru, Karnataka<sup>3,4</sup>.

NAAC's inception marked a pivotal moment in the evolution of higher education in Bharat, embodying a vision and mission aimed at a paradigm shift in the educational landscape. Central to this transformative agenda is NAAC's commitment to amalgamating institutional self-assessment with external peer review mechanisms. At its core lies the Assessment and Accreditation (A&A) Framework, meticulously crafted to provide a structured approach towards fostering institutional self-improvement, nurturing a culture of innovation, and championing 'Academic Excellence' on a global scale<sup>4-6</sup>.

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Amidst the evolving educational milieu, this endeavor seeks to serve as a beacon of enlightenment, illuminating the corridors of academia with insights into the intricacies of the A&A process<sup>7</sup>. Embracing the ethos of knowledge dissemination, it endeavors to empower faculty members and equip them with the requisite tools and methodologies to navigate the nuances of NAAC accreditation seamlessly<sup>8,9</sup>.

To catalyze this transformative journey a refined and comprehensive approach has been advocated, delineating 10 criteria that serve as pillars of assessment. Encapsulating Inputs, Processes, and Outcomes, this approach underscores the multifaceted nature of educational excellence and provides a holistic framework for evaluation and enhancement<sup>3,10</sup>. In conclusion, prioritizing NAAC's mandate and unleashing the transformative power of curriculum, will elevate Bharat's educational journey to new heights<sup>11,12</sup>. Moreover, it focuses on aligning curricula with Programme Outcomes, Programme Specific Outcomes, and Course Outcomes to ensure the effective achievement of Programme Educational Objectives. Additionally, it examines the importance of curriculum flexibility<sup>5</sup>, encompassing concepts such as Multiple Entry and Exit Modes (MEME), Academic Bank of Credits (ABC), Electives, Dual Degree Programmes, Twinning, Mother Tongue Instruction, Inter-Institutional Credit Transfers, and Creditization of Extracurricular (EC) and Co-curricular (CC) Activities<sup>8</sup>. Enquires incorporation of skill-oriented courses in alignment with the National Skills Qualifications Framework (NSQF)<sup>13</sup> and the significance of online education through platforms like SWAYAM<sup>14</sup>. Lastly, the integration of Indian Knowledge Systems (IKS)<sup>15</sup> into curricula has been discussed, emphasizing the importance of preserving and promoting India's diverse cultural heritage and traditional knowledge systems within the educational framework<sup>16</sup>. This comprehensive examination aims to provide insights into how educational institutions can leverage these elements to enhance educational excellence and meet the evolving needs of the higher education landscape<sup>17-19</sup>.

### **Curriculum Alignment to Programme Educational Objectives (PEOs), Programme and Course Outcomes (PO/PSOs and COs)**

Curriculum alignment is essential to ensure that the educational objectives and learning outcomes

of an institution are systematically addressed and achieved<sup>17</sup>. This process involves connecting Programme Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) to the curriculum through several steps: defining PEOs, defining POs and PSOs, articulating COs, mapping the curriculum to PEOs, POs, PSOs, and COs, developing learning activities and assessments, Continuous improvement, and documentation and reporting. By systematically aligning the curriculum with objectives (PEOs) and outcomes (POs, PSOs, and COs), institutions can ensure their educational programmes are effective, relevant, and capable of producing graduates who are well-prepared for their professional careers and lifelong learning<sup>20,21</sup>. This alignment ensures that the curriculum is purposefully designed to meet the broader educational goals and specific competencies required by students. PEOs provide a long-term vision of what graduates are expected to achieve in their careers, guiding the overall programme structure. POs and PSOs translate these objectives into measurable skills and knowledge, ensuring that the programme delivers on its promises. COs break these down further into specific, actionable learning outcomes for each course, ensuring a coherent and cumulative learning experience. Misalignment at any level can lead to gaps in knowledge, skills, and competencies, undermining the educational process and failing to meet industry and societal needs. Therefore, a well-aligned curriculum not only enhances the quality and relevance of education but also ensures accountability, continuous improvement, and the preparedness of graduates to face real-world challenges.

### **Curriculum Flexibility in Higher Education**

Curriculum flexibility<sup>11</sup> in higher education refers to the various ways educational institutions can structure their programmes to offer students a more personalized and adaptable learning experience<sup>18,22</sup>. This flexibility helps accommodate diverse learning needs, career goals, and personal interests. Key components suggested by the National Education Policy (NEP) include Multiple Entry and Exit Modes (MEME), Academic Bank of Credits (ABC), elective subjects, dual degree programmes, twinning programmes between home and foreign or partner institutions, instruction in mother tongue or regional languages to enhance understanding

and learning outcomes, inter-institutional credit transfers, and creditization of extracurricular (EC) and co-curricular (CC) activities.

Curriculum flexibility is crucial in modern higher education as it allows institutions to cater to diverse student needs and prepare them for the dynamic demands of the global workforce<sup>22</sup>. By implementing flexible structures, educational institutions can provide a more adaptable, inclusive, and comprehensive learning experience. This adaptability ensures that students can navigate their educational journeys in ways that best suit their individual goals and circumstances, ultimately fostering a more effective and relevant educational environment.

### **Ensuring Skill Based Training and Employability**

Skill-oriented courses aligned with the National Skills Qualifications Framework (NSQF) and focusing on specific skill areas are crucial for preparing students for the workforce and enhancing employability<sup>24-25</sup>. These courses are designed to provide students with practical knowledge and hands-on experience in their chosen fields, thereby preparing them for specific job roles in today's competitive job market<sup>26</sup>. Aligning these courses with the NSQF ensures standardization, quality assurance, and national recognition of skills, further enhancing their value and relevance<sup>27</sup>.

The need for skill-based training in higher education has become increasingly critical in today's rapidly evolving job market. As industries advance and technology reshapes the workforce, possessing practical skills has become essential for employability. Skill-based training bridges the gap between theoretical knowledge and practical application, equipping students with the competencies required to perform effectively in their chosen fields. This training ensures that graduates are job-ready and capable of meeting industry standards from day one. Additionally, it fosters critical thinking, problem-solving, and adaptability—skills highly valued by employers. By integrating skill-based training into their curricula, educational institutions can significantly boost the career prospects of their graduates, address the skills mismatch in the labor market, and contribute to economic growth.

### **Online Courses**

The provision of online courses through SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) fills a crucial gap in India's

educational landscape by offering accessible, affordable, and flexible learning opportunities. Through SWAYAM, students from diverse backgrounds and geographical locations gain access to high-quality courses developed by prestigious institutions and renowned faculty members. This democratization of education empowers learners to pursue their academic interests, enhance their skills, and prepare for future career opportunities, regardless of socio-economic constraints or geographical barriers<sup>28-29</sup>.

Aligned with the National Skills Qualifications Framework (NSQF), SWAYAM ensures that the courses offered meet national standards and equip learners with relevant skills that are valued in the job market. By promoting lifelong learning and continuous skill development, SWAYAM contributes to the enhancement of employability and economic empowerment of individuals across the country. Additionally, SWAYAM fosters digital literacy and technological proficiency, preparing learners to thrive in an increasingly digital world. Overall, SWAYAM plays a pivotal role in democratizing education, fostering inclusivity, and driving socio-economic progress in India.

### **Importance of Incorporating Indian Knowledge Systems (IKS)**

The importance of incorporating Indian Knowledge Systems (IKS) into education cannot be overstated, as it represents a rich repository of indigenous wisdom, cultural heritage, and practical knowledge accumulated over millennia. IKS encompasses diverse fields such as Ayurveda, Yoga, Vedic mathematics, traditional farming techniques, indigenous crafts, and philosophical systems like Vedanta<sup>15</sup>. By integrating IKS into the educational curriculum, India can tap into this vast reservoir of knowledge to enrich the learning experience, foster cultural pride, and promote holistic development.

One of the key benefits of incorporating IKS is the preservation and promotion of India's cultural heritage. IKS reflects the unique worldview, values, and traditions of Indian society, providing valuable insights into its history, customs, and belief systems. By studying IKS, students gain a deeper appreciation for their cultural roots and develop a sense of identity and belonging. This not only strengthens cultural cohesion but also instills a sense of pride and respect for India's diverse heritage.

Furthermore, incorporating IKS into education fosters interdisciplinary learning and promotes a holistic understanding of the world. Many traditional Indian disciplines, such as Ayurveda and Yoga, are inherently interdisciplinary, drawing from fields such as medicine, philosophy, psychology, and spirituality. By studying IKS, students are exposed to a multidimensional approach to knowledge that transcends conventional disciplinary boundaries. This encourages critical thinking, creativity, and innovation, as students learn to synthesize diverse perspectives and apply them to real-world problems.

In addition to preserving cultural heritage and fostering interdisciplinary learning, incorporating IKS into education can also address contemporary challenges and promote sustainable development. Many traditional Indian practices, such as organic farming, water conservation techniques, and eco-friendly architecture, offer sustainable solutions to environmental issues. By teaching these practices in schools and colleges, India can promote sustainable living, environmental stewardship, and respect for nature among its citizens.

Moreover, integrating IKS into education can contribute to social inclusion and empowerment by valorizing indigenous knowledge systems and traditions. Historically, many marginalized communities in India have possessed valuable knowledge and skills that have been overlooked or marginalized in mainstream education. By recognizing and incorporating IKS into the curriculum, India can empower these communities, promote social justice, and bridge the gap between traditional and modern knowledge systems<sup>30</sup>.

By preserving cultural heritage, fostering interdisciplinary learning, addressing contemporary challenges, and promoting social inclusion, IKS has the potential to enrich the educational experience, empower communities, and contribute to India's socio-economic development. As India seeks to build a knowledge society that is rooted in its cultural heritage and responsive to contemporary challenges, integrating IKS into the educational curriculum is essential for nurturing a generation of informed, empowered, and culturally sensitive citizens<sup>31-33</sup>.

## Conclusion

In conclusion, this work underscores the crucial elements necessary for advancing educational

excellence within the NAAC Assessment and Accreditation Process. By emphasizing curriculum alignment, flexibility, skill-oriented courses, online education, and the integration of Indian Knowledge Systems (IKS), institutions can ensure a holistic and culturally relevant learning experience. These strategies empower institutions to meet diverse learner needs, foster innovation, and preserve India's rich heritage. By embracing these approaches, educational institutions can chart a course toward transformative change, ensuring that education remains impactful, inclusive, and aligned with the evolving needs of students and society.

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# The Ecosystem in State Open Universities in the Context of National Education Policy–2020

Pranab Saikia\* and Nripendra Narayan Sarma\*\*

Ecosystem implies interdependence across organizations and activities. The State Open Universities (SOUs) are a kind of networked organizations as they have to depend on the services of communities like Self Learning Materials (SLM) writers, content editors, Open Educational Resources (OER) providers, Learner Support Centres (LSCs) and the entities associated with recognition, assessment and accreditation. The National Education Policy–2020 (NEP–2020) has paved the emergence of new realities in the functioning of the ecosystem of open universities. The focal areas of NEP–2020 strategically emphasise learner engagement, retention and learner centricity, particularly, in terms of access, equity and quality. NEP–2020 has projected ODL as a methodology for all Higher Education Institutions (HEIs) to ensure access, equity and quality. To that extent, open universities need to envisage a recast in value proposition approach. In this context, ecosystem strategic perspectives are discussed in this paper.

## Conceptual Base of Ecosystem

Moore (1996) introduced the term ecosystem to the business literature and defined the business ecosystem as “An economic community supported by a foundation of interacting organizations and individuals – the organisms of the business world.” This economic community produces goods and services of value to customers, who are themselves members of the ecosystem. The same concept can be made applicable to the State Open Universities (SOUs) which will enfold learners in the ecosystem. Ecosystem centric approach is driven by a stakeholder management model, in which there is a central player (SOUs) for their respective areas of jurisdiction. Over time, the SOUs and their respective stakeholders coevolve their service offer, capabilities and roles. The stakeholders like LSCs tend to align themselves with the direction

set by the central player (SOUs). With succession and the launch of new strategies, leadership roles may change over time (Moore, 1996). However, the function of an ecosystem leader is normally valued by the stakeholders’ community because it enables members to move toward shared visions and mutually supportive roles.

The term “ecosystem” has become pervasive in discussions of strategy, both scholarly and applied (Ron 2017). This is mainly due to an increasing interest and concern with interdependence across organizations and activities. Today’s organizations including the Open Universities are highly networked. On their own and in isolation, they cannot afford a value proposition to the stakeholders. This requires a functional and effective value delivery network. Across sectors, there is an increased awareness and concentration on new models of value creation and value delivery. However, there has been increased confusion also in the new age Volatile, Uncertain, Complex and Ambiguous (VUCA) environment regarding how these interconnected ideas relate to each other. The ambiguities in the areas of perceived boundary overlap, interference in the exercise of autonomy, and being redundant and outdated need to be addressed. This has become highly imperative for the State Open Universities (SOUs).

The existence of an ecosystem indicates the rationale for an alignment structure of the multilateral set of partners that need to interact in order for a focal value proposition to materialize. For the SOUs, it may vary from state to state with configurations of activities delineated by a value proposition. This approach could be imbibed in open universities.

## Systemic Perspectives of Open Universities

Open Universities in the modern sense have a record of nearly 50 years of operation, dating from the foundation of the Open University UK in 1969. The establishment of the UK Open University influenced the policymakers in India to experiment with the concept of Open University. It was felt as a historical necessity which led to the thought of establishing SOUs in every state of India. However,

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in the early 2020s, India has 15 SOUs and IGNOUs at the national level. There is a stagnation in the growth of the number of open universities. Presently, there are 17 SOUs and 1 Central Open University (IGNOU) in India. This is in sharp contrast to the exponential growth of conventional universities. Each SOU is different from the others in terms of size, scale and modalities of operation, age, faculty strength and functioning. The SOUs do not have a collective entity as such, though regulated by the same entity i.e. UGC through its Distance Education Bureau (DEB). There is wide variation in learner enrolment figures and the rate of dropout. There is also an overall stagnation in the growth of enrolment of the Open and Distance Learning (ODL) system though they have contributed around 11 to 12 percent of gross enrolment. From this perspective of contribution to the Gross Enrolment Ratio (GER), the open university system has played an important role, though the expectation was to enroll about 30 per cent of total enrolment in higher education.

The Open University (OU) system is an institutional form of ODL in India. The term ODL is being used as an umbrella term for all forms of technology-mediated self-learning supported by institutions. The past experiences with the ODL system, and the emergence and increased acceptability of online learning have influenced the regulators to incorporate new measures. In fact, UGC merged the ODL Regulations, 2017 and UGC Online Education Regulations 2018 into one in 2020. This also signifies the opportunities and challenges of the present OU system. However, the general expectation from SOUs has been having more access to quality education at an affordable cost to self-learners mediated by technology. Reflecting on the experience of the functioning of OUs and keeping the foundational goals as assessment markers, Prasad and Venkaiah (2020) identified some significant system contributions which include the following points:

- i. The OUs have brought more credibility to the ODL as a legitimate method of education;
- ii. More educational opportunities were provided to a large number of socially disadvantaged groups of learners;
- iii. A large number of educational resources are made available in print and audio-visual forms;
- iv. The higher education provision is made more cost-effective; and

- v. Lifelong learning/continuous learning opportunities were provided for the working population for skill upgradation and life enrichment.

Change is the law of nature. There have been changes in the learning environment and macro-level forces like NEP-2020. To cope with the new challenges, re-engineering processes is necessary for SOUs as most of them are suffering from common problems of timely provision of study materials, the conduct of examinations and declaration of results on time, etc. The management systems are highly hierarchical and rigid. The teaching-learning in this system is more institution-centric. In respect of administrative operations, procedures have precedence over results (Prasad and Venkaiah 2020). In order to contribute to social and economic development through educational interventions of an innovative nature, the SOUs need common elements at national and global levels for which cooperation and collaboration are essential. Enlightened leadership with pragmatic vision, competent and motivated staff, adequate technology infrastructure, and flexible professional management are the four pillars of the OU system. In a systemic view, weakness in any one pillar affects the system as a whole. We have been observing different levels of deficit in these four pillars in many OUs, with existential threats to the system. As a focal player, every SOU may prepare its own 'reform agenda' and 'strategic plan' for the delivery of an effective value proposition. However, this change has to be the common context of NEP-2020. A systemic audit perspective comprising sub-systems like Information and Feedback System; Planning System; Control System; New Programme Development system and Programme Effectiveness Research with inputs from various stakeholders should be an important component.

### **Value Proposition**

From a marketing perspective, the learner of an SOU would choose one programme that the learner perceives to deliver the most value. Value reflects the sum of the perceived tangible and intangible benefits and costs to the learners. It is primarily a combination of quality, service and price, called the value triad. Price includes not only the programme fee but also the time cost, energy cost and psychic costs that the learners may be subjected to. An academic programme will be successful if it

delivers value and satisfaction to the target learners. The value increases with quality and service and decreases with the price., though other factors also have a role (Kotler et al 2009, p-15,116-119). Value proposition consists of the whole cluster of benefits the SOU promises to deliver. It is more than the core positioning like ‘barrier-free learning’. The value delivery system includes all the experiences the learners will have on the way to benefitting from the programme. Programme effectiveness research can provide useful insights for interventions toward value maximisation. For a focal value proposition to materialize, the activities need to be synchronized. Without the delivery of SLM and proper counselling, examinations cannot be conducted. Without the support of AV material and technological support, learners may not be fully engaged. With these indicative examples, the value network is to be deployed for the delivery of the promised benefit. The operational convenience should not be the guiding factor. Four basic elements underlie a structuralist approach to ecosystems (Ron 2017). Collectively they characterize the configuration of activities and actors required for a value proposition to materialize. This has implications for Open Universities as well, as indicated in Table 1.

In the VUCA environment ecosystems are shifting. With the advent of NEP-- 2020, ecosystems in SOUs are changing fast. This necessarily raises the question of what elements need to be aligned and realigned. Worldwide, there is a trend of disintermediation. At the same time, realignment with reintermediation is also discussed. Similar is the case in SOUs. With the increased adoption of

pure online mode, there emerges a perception of redundancy of LSCs. However, in a transition-bound learning environment, the learners need personalized counselling on academic and administrative matters. The guiding objective should be the value proposition. As the key and focal actor, the SOUs only will have to guide the transition, taking on the role of leader and shaping the ecosystem, designing the alignment structure, and crafting the strategy to get the other actors into place. This realignment has to be in tune with NEP-- 2020.

### NEP–2020 Imperatives

The UN SDGs provide a framework for future priorities. Unlike the earlier Millennium Development Goals, the SDGs explicitly embrace tertiary education, including university and lifelong learning, and the training of teachers. They commit to governments by 2030 “to ensure equal access for women and men to affordable and quality technical, vocational and tertiary education, including university”. The UN SDGs also propose quality as a priority, as well as equipping students with knowledge and understanding of the concept and practice of sustainability. Quality is an outcome of university-wide efforts. It represents multi-faceted phenomena with both objective and subjective dimensions.

With a forward-looking perspective, the National Education Policy (NEP) 2020 has made several important recommendations. NEP 2020 has addressed the very purpose of education stated as: “to develop good human beings - capable of

**Table-1 : Implications for State Open Universities**

| <b>Element</b> | <b>Description</b>   | <b>Implications for SOUs</b>   |
|----------------|--|--|
| Activities     | Discrete actions are to be undertaken for the value proposition to materialize.  | Diverse and dispersed learners need special actions in terms of a localised approach   |
| Actors         | Entities that undertake the activities. A single actor may undertake multiple activities; conversely, multiple actors may undertake a single activity.   | A LSC may conduct counselling sessions or may conduct examinations. Likewise the Regional Centre(s) or the Headquarter may swap roles.                                     |
| Positions      | Specifications regarding the flow of activities across the system where actors are located. This also indicates who hands off to whom.   | Being a kind of industrialised organization with a scale, process mapping is highly critical in SOUs.  |
| Links          | Specifications regarding transfers across actors. The content of these transfers can vary—material, information, influence, funds. Critically, these links need not have any direct connection to the focal actor. | The SOUs being the focal actors can assume a role for themselves for increased effective use of social media, creation of buzz effect and spread of positive word-of-mouth |

rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values". It also states: "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 has also taken a very progressive view on bringing innovation to education and has indicated necessary reforms in the education system (NEP-2020 Documents, GoI).

Given section 2.3, we see that the nurturing of Higher-Order Cognitive capacities is the same as nurturing Academic Intelligence: "... education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem-solving - but also social, ethical, and emotional capacities and dispositions." The NEP-2020 recommendations call for a form of education that aims at learning outcomes along two dimensions.

1. Developing cognitive capacities, both foundational and higher-order.
2. Developing social, ethical, and emotional capacities and dispositions

Educatedness implies shared learning outcomes that all HEIs must aspire to, regardless of the specialization and career paths of the learners. Central to educatedness are what NEP 2020 calls higher-order cognitive capacities, which can be viewed as the strands of the intellectual dimension of well-being. The higher-order cognition calls for capacity building in terms of self-directed independent learning, critical reading, critical thinking, rational inquiry, innovative problem solving, and clear, precise, and effective communication. All these necessitate effecting significant reforms in the existing system (NAAC White Paper 2022 p. 4).

Higher educational institutions offer learning experiences, which lead to the conferring of degrees. According to NEP 2020, they include five categories, namely, Affiliated Colleges (AFC), Autonomous Colleges (AUC), Autonomous Units (AU), Teaching Universities (TU) and Research Universities (RU). It is understood that every HEI may have some uniqueness, however, they cannot be assessed differently for the outcomes in education. The approach of creating different manuals for different

disciplines or specialties will be an unending futile exercise that is contrary to the main objective of the assessment of HEIs. NAAC White Paper p 39). In tune with NEP 2020 requirements, NAAC introduces a new Binary Accreditation system for colleges and universities in India, based on Radhakrishnan Committee's recommendations.

Institutional autonomy is a major concern of the SOU system in India. The regulatory systems in general are perceived as highly centralised, rigid and discriminatory. Instead of following the principles of 'trust, but verify', they are following the principle of 'doubt and verify'. This is true more for the open university system. There is a need to relook at the regulatory system from perspectives of flexibility and institutional autonomy—the two cardinal principles of effective institutions (Prasad and Vankaiah 2020). The reputation of some Open Universities in some places is also perceived to be weak, for both objective and subjective reasons. After completion of the first cycle of NAAC Assessment and accreditation, there will be some concrete evidence in support or in criticism of the open university system in India.

However, there is a definite need to relook at the academic organisational frame. Presently, it is discipline/faculty-centric as is in the conventional system. In view of the interdisciplinary and interdependent nature of academic functions in SOUs and more specifically to meet the NEP requirements, 'programme-centric' academic structures may be more appropriate than discipline-based structures. Project Mode or Taskforce Mode may be used for learning resource development and for other specific tasks which provides more flexibility in engaging experts and in completing the tasks on time. This is highly imperative in the context of an industrialised model of ODL institutions (Otto Peter).

### **The Ecosystem Strategy Perspectives for Open Universities**

The quality of the instructional material provided by many of the Distance Teaching Universities (DTUs) is generally recognised to be high (Keegan and Rumble 1982). In India, the first degrees awarded by an OU are recognised as suitable qualifications for progress to postgraduate and doctoral programmes. This substantiates that their quality is accepted. However, distance education systems have frequently been criticised on the

grounds that their drop-out rates are unacceptably high. Critical comments from within the Open University movement itself are also expressed about the strength of the model and its sustainability for the future. Questions such as “Will DTUs survive?” and “Are DTUs really necessary?” are still being asked. From a strategic perspective, SOUs are the first movers in their respective states having the following components:

1. Vision and mission: the courage to advocate and operationalise barrier-free learning; liberation of higher education from elites to a mass with notions of openness and access that includes jail inmates even
2. Innovation in learning and teaching in terms of flexible learner-centric practices to cater to the requirements of the diversity of learners (homemakers, low advantaged backgrounds to retired civil servants) spread across the entire state
3. Use of technologies, OER, MOOCs and other online activities;
4. Large scale of operation and use of educational logistics with industrialised models to serve dispersed and diverse learners in large numbers

The above are some of the notable contributions of the OU system. However, systemic concerns have also been expressed about OUs (Prasad and Vankaiah, 2020). Some of them apply to SOUs as well.

1. The SOUs are more focused on the delivery of open education, not contributing much to knowledge creation and extension.
2. Small number of almost multitasking full-time faculty having dependence on faculty from conventional institutions leads to a system marked by deficiencies in own internal systems of knowledge resources. Government apathy in the creation of faculty posts is another impediment.
3. SLMs print-based as well as electronic, characterise the SOUs in India. Supplementation by audio-video mode and integration of best quality learning material in the curriculum has a long way to go. The pre-pandemic mono-mode has now paved some ways for enriching the learning experience of distance learners.
4. The governance system, overregulation and

leadership deficit of SOUs are also aspects to be looked into.

In this type of ecosystem, the SOUs will have to work out a re-imagined agenda aiming at systemic transformation. The action areas could be

1. Incorporating the design and modalities of the NCrF (2022) enabled multi-disciplinary need-based curriculum; transformation being from more of the same programmes to the same groups of learners to more of different programmes to different groups of learners;
2. Increased use of multimode/blended learning resources with appropriate pedagogies; though the learners constrained by the digital divide is still a major concern
3. Constant experiments with disintermediation and re-intermediation-a transformation could be from having more numbers of LSCs to home-based support services;
4. Ecosystem strategy is basically about how an SOU would approach the alignment of partners and secure its role in a competitive ecosystem. Depending upon the requirements of the given state, the SOUs will have to find out their own paths in terms of alignment with partners and stakeholders.

## Conclusion

The ODL philosophy as advocated, enshrined and practiced by SOUs has its inherent systemic advantages and concerns as well. Though the ecosystem largely influences their functioning, they have been able to carve out effective niches in the educational space and thereby have contributed to the improvement of GER in India. The NEP 2020 has lofty targets for GER. Moreover, it has paved new ways of functioning for the HEIs resulting in convergence and blur of boundary overlap. NAAC has also proposed similar kinds of assessment and accreditation parameters for quality assurance in all categories of HEIs. The ecosystem for the SOUs was as such different from its conventional counterparts. With the new changes, it is quite unlikely that the ecosystem will be at par with the leading HEIs. With the given and self-assumed mandates of providing barrier-free learning with wider access and equity, the ecosystem of the SOUs will be complex and different. Concerns like “Will SOUs survive’ remain valid.

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# ***Viksit Bharat @2047: Carrying Forward the Voice of Tribes through Teacher Education***

S K Yadav\* and Saroj Yadav\*\*

The Government of India took *Viksit Bharat@2047* initiative in December 2023 to make India a developed nation by its 100<sup>th</sup> year of independence. To achieve this goal, disadvantaged sections of society particularly tribal communities that are the most underprivileged need to be uplifted and empowered. Scheduled Tribes are defined under Article 366(25) of the Constitution and are generally called *Adivasis*. These are self-contained and exist independently in a hierarchical system. Our country has diverse types of tribes, each with its distinct language, art, folklore and spiritual practices. Therefore, their rights, dignity, and cultural identity must be protected. Education, particularly teacher education plays an important role in realising the goal of *Viksit Bharat*.

The literacy rate of tribal people was 47.1 per cent in 2001 which increased to 59 per cent in the 2011 census. It will further increase after conducting the next census. During 2021-22, the Gross Enrolment Ratio (GER) at the upper primary level was 98, secondary level (IX-X) 78.1 and 52.0 per cent at the senior secondary level (XI-XII). In the case of higher education, the Gross Enrolment Ratio (GER) of students was 21.2 per cent in 2021-22. The female tribal students were 20.9 percent which is much lower as compared to the national average. The national average literacy was 73.00 per cent. The dropout rate was very high. The Tribal Development Report, 2022 released by Bharat Rural Livelihood Foundation, a body under the Ministry of Rural Development, states that 48.2% of the tribal children drop out of school before they finish class 8, which rises to 62.4% by the time students reach class 10. The Gross Enrolment Ratio (GER) for higher education was 28.3 per cent whereas scheduled tribe students were 21.2 in 2021-22. In the case of females, GER was 28.5 per cent and female tribal students percentage was 20.9%. It means tribal enrolment and GER of students are below the national average of students.

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There are multiple historical and geographical factors for this low level of performance. Children from tribal communities often find their school education irrelevant and foreign to their lives, both culturally and academically. They suffered because of the non-availability of teachers, lack of basic infrastructural facilities, and lack of language of communication with non-tribal teachers. However, more efforts are needed to improve their status in education. Skill education should become a part of tribal education. The medium of instruction needs to be in regional language in the initial grades. Classroom transactions are through local dialects. Non-tribal teachers need to be trained and provided with requisite teaching materials in local dialects. The school timings in tribal areas should be made flexible to suit local needs. Pedagogy for teaching tribal students should be culturally relevant, critical Indigenous, land-based, community-based, culturally sustaining and revitalizing. They should be made aware of different schemes and programmes formulated by the Government of India. The schools, colleges and universities should organize workshops, festivals, seminars, debates, and events about different programmes of the Government of India to create awareness among them.

The voices of tribes in terms of demography, foods and culture, language revitalization, indigenous knowledge systems, entrepreneurship and livelihoods, health care and well-being in tribal communities, digital literacy, climate resilience artisanal crafts and handicrafts, tribal ornaments, social inclusion and justice, community-based tourism from the legendary including government initiatives. etc., are to be integrated into all the components of teacher education programmes namely curriculum and materials, pedagogy, practical activities, field engagements and internship.

## **Tribal Demography**

According to the 2011 census, the total population of the tribal was 10.42 crores which constitutes 8.6% total population. The tribals are spread across many states in the country. But more population is in the 15 states, namely, Andhra Pradesh, Arunachal Pradesh, Chhattisgarh, Gujarat,

Himachal Pradesh, Jharkhand, Manipur, Madhya Pradesh, Mizoram, Maharashtra, Nagaland, Odisha, Rajasthan, Uttar Pradesh, West Bengal. Chhattisgarh has the largest proportion of the Tribal population at 30.62 per cent followed by Jharkhand at 26.21 per cent. 12% of the tribal population is found concentrated in the North-Eastern region. More than 730 tribes have been notified in different States and Union Territories in the country under Article 342 of our Constitution. *Gonds, Bhils, Santhals, Oraons, Chenchu, Banjara, Dhodia, Garo, Khasi, Toda, Jarawa, Onges, Tharu, Naga, Kuki, Gaddis, Mundas, Birjia, Asur, Birhors* are some of the prominent tribal groups in our country.

### **Foods and Culture**

The tribes have rich cultures, traditions and beliefs and have their own system of governance, social norms and customs. Their economic system is based on hunting-gathering and agriculture. Forest products and seasonal food such as fruits, cereals, mushrooms, potatoes and millet are part of their foods. Other items of foods include rice flour, urad dal, eggs, boiled rice, meat, local fishes, crabs, bamboo chicken, smoked pork and honey.

### **Language Revitalization**

India is divided based on languages into 5 major families: Indo-Aryan, Dravidian, Tibeto-Burman, Andamanese, and Austro-Asiatic. About 1635 languages are spoken by tribal people in our country. Some of the tribal languages prevalent in India include *Abujmaria, Garo, Aariya, Tangle, Saurashtri, Khortha, Agahi, Bhojpuri, Kurukh, Mundari, Santali, and Ho*. Hindi is the official language. The languages of the Indian tribes are complex and vary from one another and are preserved orally in the form of songs, folktales and legends. They are not in regular use so they are dying. Nearly 197 languages are classified as vulnerable by UNESCO. If these languages of tribal people are not preserved, then history, culture and customs also will be lost. Therefore, there is a need to preserve these languages. National Education Policy –2020 (NEP—2020) also recommended preserving and promoting tribal languages. For the promotion and preservation of tribal languages, interesting dramas or films in tribal languages should be developed for wider reach. More schools and higher education institutions should be opened and students should be taught in tribal languages. The medium of instruction can be in the regional language in the initial grades.

Non-tribal teachers need to be trained and provided with requisite teaching material in local dialects.

### **Indigenous knowledge Systems**

NEP–2020 states that “Indian Knowledge Systems, including tribal knowledge and Indigenous and traditional ways of learning, will be covered and included in mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, engineering, linguistics, literature, sports, games, as well as in governance, polity, conservation. Specific courses in tribal ethno-medicinal practices, forest management, traditional (organic) crop cultivation, natural farming, etc. will also be made available”.

The tribal Indigenous knowledge system refers to the collective knowledge, beliefs, practices, traditions and wisdom that are passed down through generations and put into practice by them. These include types of knowledge about traditional technologies e.g. tools and techniques for hunting, agriculture, midwifery, ethnobotany and ecological knowledge, traditional medicine, celestial navigation, craft skills, ethno-astronomy, climate, tools for house construction, and drugs. Indigenous knowledge provides problem-solving strategies for local communities, and contributes to sustainable ecosystem management, preserving the bio-diversity of several forests. Tribal societies have contemporary knowledge of nature due to continued closeness to forests, flora and fauna. Indigenous people use plants like *Bauhinia Purpurea*, and *Jatropha Cercus* for curing diseases namely muscular pain, fever, headache, body swelling, etc., Traditional Knowledge saves them from disaster by going to deep forests before the incident. However Indigenous knowledge is declining rapidly as it is informal knowledge and practised orally. Tribal knowledge systems are stored in songs, stories, drama, and folklore. All India Council for Technical Education, New Delhi opened a Cell in 2020 at the behest of the Ministry of Education to promote interdisciplinary research and preserve and disseminate the Indian Knowledge System. Para 4.16 of NEP 2020 states “*Every student in the country will participate in a fun project/activity on ‘The Languages of India’, sometime in Grades 6-8, such as, under the ‘Ek Bharat Shrestha Bharat’ initiative to get a sense of the nature and structure of tribal languages,*”

### **Entrepreneurship and Livelihood**

Tribal entrepreneurship provides a path to improve their livelihoods. Land and forest are the natural and ethnic resources for the tribal livelihood.

Their livelihood mainly depends on agriculture, forest products such as honey, hunting, fishing, food gathering, cultivation, and lumbering, sedentary cultivation. Rear animals and plates, commonly known as *pattals* which are high in demand, also supplement their income.

#### Digital Literacy

Technological skills and digital literacy, in tribal communities are crucial for their connectivity, inclusion and socio-economic development. The Ministry of Tribal Affairs, Government of India, supports programmes to promote digital literacy in tribal regions to preserve and promote their rich cultural heritage. Traditional Knowledge Digital Library is a pioneering initiative of India to protect Indian traditional meditational knowledge misappropriated at international patent offices. In spite of these, they are lagging in the field of digital literacy. The digital literacy rate among them as per reports is below 7%. Therefore, more efforts are needed in terms of the creation of digital infrastructure and organization of the training programmes by the Government of India to increase digital literacy.

#### Healthcare and Well-being in Tribal Communities

Health indicators are poor among tribal people. The infant mortality rate is high. Newborn mortality is higher than the national average. According to a study by the Ministry of Tribal Affairs, malnutrition, low birth weight (LBW) and diarrhoea are identified as major health issues. The majority of the poor tribal people do not get the public sector facilities for healthcare. The study reveals that shortage of land and forest resources, lack of suitable job opportunities at the local level and exposure to the non-tribal domain have made tribal people suffer from lots of health and nutritional problems. It was found that the tribals had a significantly higher proportion of tuberculosis, severe hypertension, and illnesses than non-tribals. Prayer, chants, drumming, songs, stories, and sacred objects are used for healing the above diseases. Healers conduct ceremonies for a sick person and these ceremonies are often held in sacred places. A shaman is a tribal healer who can act as a medium between the visible world and the world of spirits. Shamans are kind of a mix between priests and doctors. Like a doctor, a shaman heals people. There are professionals in tribal society, generally referred to as *bhagats*. A *dai* (midwife) who conducts deliveries also possesses good knowledge of medicine, especially related

to women and children. In some places, Ayurveda medicines are used.

#### Climate Resilience

Due to erratic weather, tribal people suffer from low income and low productivity. More than half of the population is below the poverty line and per capita income among tribals is the lowest. Tribal farmers suffer from low income, due to low productivity, due to less fertile land, less use of manure, dependency on monsoons, backward technology, and unproductive use of debt. Corruption, high unemployment, pollution, illiteracy and poverty are also other reasons. The tribes' primary economies depend upon hunting, fishing and food gathering, cultivation and lumbering, sedentary cultivation and animal husbandry.

#### Artisanal Crafts, Handicrafts and Tribal Ornaments

Tribal people of our country manufacture many crafts and ornaments such as baskets, paper mesh, ceramics, embroidery, block printing, ornamental painting, glasswork, fabric, furniture, gifts, home décor, jewellery, leather crafts, metal crafts, paper crafts, pottery, puppets, stone and wood works. Tribal art is often ceremonial or religious. The tribal communities of Jharkhand are known for their eclectic jewellery, which is mostly made from materials like beads, precious stones, bell metal and brass.

#### Social Inclusion and Justice

Samatha vs State of Andhra Pradesh and Ors on 11 July 1997 judgement pronounces to preserve tribals' identity, autonomy, cultural and economic empowerment. However, the state's weak institutional mechanisms and lack of good governance worsened the situation. The other reason may be poor sanitation, the safety of women, misinformation in media, meagre wages malnutrition, distress migration, exploitation and justice, corruption, high unemployment, pollution and illiteracy.

#### Community-based Tourism from the Legendary

The tribal states are endowed with immense bio-diversity, moderate climate, rich cultural and historical heritage, religious places of worship and ethnic aspects to make the State the ultimate destination for tourists. There are many community-based tourist places in tribal-dominated areas. For example, in Jharkhand, the top attractions for tourists

are Tagore Hill, Hudru Falls, Birsa Zoological Park, Deer Park, Ranchi Hill, Tribal Research Institute and Museum, Kanke Dam, Mc Cluskieganj, Betla National Park, and Hazaribagh Wildlife Sanctuary.

### **Government Initiatives**

The Government of India made a lot of efforts to improve the conditions of the tribal population in the country. In 1999, a separate Ministry of Tribal Affairs was set up by the Government of India to formulate policies, flagship schemes and programmes for the welfare of these people. It is the nodal Ministry for coordination of programmes and schemes related to economic, educational and social development. A digital repository has been developed by the Ministry of Tribal Affairs to preserve and promote their rich cultural heritage in indigenous practices, medicinal plants, *Adivasi* languages, etc. The National Commission for Scheduled Tribes was also established for the re-documentation of their cultures and social practices. Tribal Research institutions are set up in all parts of the country to act as think tanks and repositories of information on tribal communities. Two central tribal universities namely Indira Gandhi National Tribal University, Amarkantak and Central Tribal University of Andhra Pradesh, Vizianagram are working in these areas. The Bill to establish a third Central Tribal University in Telangana was also passed by the Lok Sabha. A large number of schools and colleges like residential ashram schools, vocational training centres, and Eklavya Model Residential Schools (class 6<sup>th</sup> to 12) in tribal areas were opened. The provision of various scholarships has also been made for tribal children. With these efforts made by the Government of India, tribals have improved in every sector of their life. In para 6.2.3.NEP highlighted that “Tribal communities and children from Scheduled Tribes also face disadvantages at multiple levels due to various historical and geographical factors. Children from tribal communities often find their school education irrelevant and foreign to their lives, both culturally and academically. While several programmatic interventions to uplift children from tribal communities are currently in place and will continue to be pursued, special mechanisms need to be made to ensure that they receive the benefits of these interventions.

### **Teacher Education**

Preserving tribal culture and traditional knowledge is essential for making Viksit Bharat. In this regard, teacher education will play an

important role and their cultural and indigenous knowledge need incorporation in both pre-service and in-service education programmes. “Teacher education creates a pool of teachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, the formation of dispositions and values, and the development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy,” (Para 15.1.of NEP, 2020). Bachelor of Education (B.Ed.), Master of Education (M.Ed.), B.Ed.M.Ed (Integrated 3- Years Course), Four Year B.Ed. Integrated Teacher Education Programme (ITEP) are some of the programmes of pre-service teacher education as well as in In-Service programmes. These programmes are being run in about 15,000 teacher education institutions including universities in the country.

### **Implementation Strategies of Tribal Culture Through Pre-Service Teacher Education Programmes**

Tribal issues can be integrated subtly into the theory, practical, fieldwork and other components of pre-service teacher education programmes.

#### ***Theory Papers***

There are many theory papers namely philosophical and sociological perspectives in education, contemporary India and education, knowledge and curriculum, teaching and learning, gender and society and inclusive education, etc., that are prescribed in pre-service education. Various issues related to Indigenous knowledge systems, digital inclusion, entrepreneurship and livelihoods, health care and well-being, language revitalization, traditional healing practices, climate resilience, artisanal crafts and handicrafts, social inclusion and justice, community-based tourism, tribal community regulations should be integrated into all theory papers. Besides this, adequate materials on tribal culture and educational technologies need to be developed. As per NEP—2020, “Indian Knowledge Systems, including tribal knowledge and indigenous and traditional ways of learning, will be covered and included in mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, engineering, linguistics, literature, sports, games, as well as in governance, polity, conservation. Specific

courses in tribal ethnomedicinal practices, forest management, traditional (organic) crop cultivation, natural farming, etc. will also be made available,” (NEP 2020).

### ***Projects and Assignments***

The tasks, projects and assignments on tribal life including Indigenous knowledge systems, Digital Inclusion, Entrepreneurship and Livelihoods, Healthcare and Well-being, Language Revitalization Traditional Healing Practices should be encouraged in teacher education programmes.

### ***Field Interaction and Internship***

Student teachers will get the opportunity to visit institutions/colleges in tribal areas. They will get the opportunity to try out their theoretical concepts and ideas about tribal lifestyle in these institutions and colleges. They will also interact and discuss with students, teachers, teacher educators and other functionaries about the implementation of different schemes for tribal and their learning styles during field interaction and internship programme.

### ***Pedagogy***

Certain pedagogical approaches promote more interaction and participation of student teachers during curriculum transactions. NEP--2020 also suggested four approaches namely experiential learning, art-integrated, sports-integrated and storytelling for better learning by student teachers. Besides these, the enquiry approach, discovery method, case studies, debate, group discussion, role play, painting, poster competition, essay competition and quiz contest can also be considered for curriculum transaction. Culturally relevant, critical indigenous, land-based, community-based, culturally sustaining and revitalizing pedagogy will empower the tribal students.

### **Implementation Strategies of Tribal Culture Through In-service Teacher Education**

The issues related to tribal people such as indigenous knowledge systems, digital inclusion, entrepreneurship and livelihoods, health care and well-being, language revitalization, traditional healing practices, social inclusion and justice, and tourism to be integrated into all in-service education programmes such as sensitization and orientation of NEP–2020 programme, faculty

induction programmes, refresher courses, research methodology course, short-term courses. These are being organized continuously for the professional development of teachers, curriculum developers, teacher educators, policymakers, administrators, community leaders, opinion leaders, media persons and faculty of higher education by universities, Colleges of Teacher Education (CTEs), Institutes of Advanced Studies in Education (IASEs), National Council of Research Training (NCERT), National Institute of Educational Planning and Administration (NIEPA), Inter-University Centre for Teacher Education, School of Education. Malviya Mission Teacher Training Centres (MMTTC), District Institutes of Education and Training (DIETS). (Block Resource Centre (BRC), Block Institute of Teacher Education (BITE), and Cluster Resource Centre.

### **Conclusion**

In the end, it can be concluded that our country can achieve the goal of Viksit Bharat by including the voice of tribals by addressing their issues and concerns such as the preservation and digitalization of Indigenous Knowledge Systems, entrepreneurship and livelihoods, health care and well-being, language revitalization, traditional healing practices, climate resilience, crafts and handicrafts, social inclusion and justice, community-based tourism, etc., in the teacher education programmes.

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# Access, Equity and Quality in Telangana Higher Education: Emerging Challenges

Gedam Kamalakar\*

Access, equity, and quality in higher education are crucial pillars for fostering inclusive and sustainable development, particularly in the context of Telangana, a rapidly evolving state in India. This paper examines the emerging challenges faced by Telangana's higher education system as it seeks to balance expansion with inclusivity and academic excellence. The state's higher education sector has seen significant growth in terms of institutional expansion, student enrolment, and diversification of courses. However, challenges remain in terms of equitable access for marginalized communities, ensuring gender parity, and addressing the urban-rural divide in educational opportunities. Moreover, while efforts have been made to improve infrastructure and faculty quality, disparities persist between central and state universities in terms of resource allocation, curriculum relevance, and employability outcomes. The study also highlights the growing importance of digital learning in enhancing access but notes the digital divide as a barrier for many. By analyzing these factors, this paper identifies key policy interventions and institutional reforms necessary to address gaps in equity and quality, thus paving the way for a more inclusive and robust higher education ecosystem in Telangana. The article targets financial aid for underrepresented groups, strengthening faculty training Programmes, and promoting collaboration between central and state universities to ensure a balanced and high-quality educational experience for all students.

The higher education sector in Telangana has undergone significant transformation since the state's formation in 2014. With the establishment of numerous institutions, including both central and state universities, Telangana has aimed to increase access to higher education, promote equity among its diverse population, and improve the overall quality of its academic offerings. However, despite these efforts, substantial challenges remain in achieving these goals uniformly across different demographics

and regions within the state. Access, equity, and quality are foundational pillars in any higher education system. Access refers to the availability of educational opportunities to all segments of the population, ensuring that individuals from various socioeconomic, geographic, and cultural backgrounds can enrol in institutions. Equity ensures that access does not remain a theoretical concept but is accompanied by measures to include marginalized groups, including women, minorities, and economically disadvantaged communities. Quality, on the other hand, is tied to academic rigour, infrastructure, faculty qualifications, research opportunities, and the employability of graduates. The balance between these three dimensions is essential for creating an inclusive, effective, and globally competitive higher education system.

Telangana higher education landscape, comprising prestigious institutions like Osmania University, University of Hyderabad, The English and Foreign Languages University and recently established state universities, reflects a complex interplay of these factors. While enrolment rates have increased, concerns around inequities persist, especially when comparing urban and rural areas, central versus state universities, and the experiences of marginalized groups. Additionally, questions about the quality of education, faculty shortages, infrastructure gaps, and the role of technology in learning environments add to the complexity of these challenges. The current study seeks to explore the emerging challenges related to access, equity, and quality in Telangana's higher education sector, using a comparative lens between central and state universities. It aims to investigate not only the quantitative aspects, such as enrolment rates and faculty numbers, but also qualitative dimensions, such as inclusivity in academic spaces, the effectiveness of government policies, and how prepared graduates are for the workforce. By examining these aspects, the study aims to contribute to the discourse on improving higher education systems to make them more inclusive, equitable, and sustainable for future generations.

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## **Important Role in the Process of Development**

Higher education plays an important role in the process of development of a country. Higher education plays an important role in the process of development of a country. It acquires more significance in the context of a developing country like India with 28 States at various levels of development. The National Knowledge Commission (NKC) felt that higher education in India made a significant contribution to economic development, social progress and political democracy in Independent India. It is an important source of dynamism for the economy as it creates wider social and economic opportunities for people and reduces social, economic and regional inequalities. India possesses the third largest higher educational system in the world next to America and China. But the growth of higher educational institutions is uneven among different States, social groups and genders. The policymakers have to take into account the above factors to provide equal opportunities to all people in the country and also in the States.

Telangana is the latest addition to the list of total States in the country. It is the youngest State in India but not the poorest when compared to many other States. It is the twelfth largest State in terms of both area and size of the population. The Telangana movement had the unique character of possessing predominantly weaker sections such as Scheduled Castes, Scheduled Tribes, Other Backward Classes and Minorities who constitute nearly 90 per cent of the total population. The GER of women in Telangana soared from 34.1 per cent in 2017-18 to 41.6 per cent in 2021-22. Similarly, the GER of men went up by 3.8 per cent from 34.7 per cent to 38.5 per cent during the same time frame, according to the All India Survey on Higher Education (AISHE) 2021-22. Girl students of Telangana have taken an unprecedented 73% of the total postgraduate seats in all the Telangana state universities 2023-2024. Telangana has 60 Govt and Private medical colleges offering a total of 9120 MBBS seats ranking it 5<sup>th</sup> among all states in India. To fulfil the wishes of these sections, a new model of development which is inclusive is required. Another important feature of Telangana is that more than 50 per cent of its population is below the age of 25 years.

Universities are considered knowledge powerhouses built on intellectual debates and a fair reflection of ideologies across society. Those

heading them have, ideally, elite personas and respect that few others in the society command, but the recent developments in Telangana universities. It has the highest number of frustrated youth suffering from unemployment. Providing education and employment opportunities to the unskilled, unorganised and illiterate is a very difficult task. Higher education in Telangana is provided predominantly in the public sector and more than dozen State universities are covering 80 per cent of the total districts in the combined State of Telangana. However technical education is mostly in the private sector. The most disturbing feature of higher education in Telangana is the absence of Vice-Chancellors for more than 11 universities which is a matter of great concern for the stakeholders as the day-to-day administration cannot be provided on proper lines by the in-charges of administration. Hence, appointment of Vice Chancellors at the earliest to keep the universities on the right track acquires significance. The Vice Chancellors have to take up the challenges before them very seriously.

A very serious and big agenda is awaiting their arrival. One of the immediate challenges faced by the universities is the absence of full-fledged executive councils which are the top management bodies. The democratic functioning of universities requires the constitution of these bodies for proper policy-making. For the past 10 years, important decisions have been taken by the varsities with the truncated executive councils which are legally unacceptable causing damage to the image of the universities. Another major challenge to the universities of Telangana in particular and the country in general is the recruitment of teaching staff. Available data indicates that around 65 per cent of the faculty positions are vacant in the varsities of Telangana, Overall the Central Universities have a total vacancy of 32.6%, while IIT and IIMs have 31.5% of the faculty vacancy. India is expected to be the fastest growing economy touching a GDP of USD 7.5 trillion by 2030 and one of the youngest nations in the world with a median age of 32. Projections show that our country would require a gross incremental workforce of 250 million by 2030. FICCI has been playing a proactive role in the Higher Education sector supported by the Higher Education Committee, comprising key representatives from leading Higher Education Institutions/Universities, Industry and the Government.

Total Universities in India. As of January 29, 2024, The total number of universities in India is

1,113 51000 and 34.6 million students the Indian HE boasts of having the largest HE system in the world in terms of institutions and second-largest in terms of enrolment. The government has set a target of 30% GER in higher education by 2020, from the current 24.5%. Indian Higher Education Sector witnesses spending of over Rs 46,200 crore (US\$ 6.93 billion) and it is expected to grow at an average annual rate of over 18 % to reach Rs 232,500 crore (US\$ 34.87 billion) in the next 10 years. However, according to a FICCI estimate, the Indian higher education sector would need up to INR 8,00,000 cr. (USD 133bn) of investment by 2030 to reach 50% GER.

By 2030, with nearly 140 million people in the college-going age-group, one in every four graduates in the world will be a product of the Indian Higher Education system. As a nation of young people, India has been bestowed with a demographic advantage - out of a population of above 1.25 billion of which 672 million i.e. almost 50% are in the age group 15 to 59 years, which is usually treated as the 'working age population'. India is expected to be the fastest growing economy touching a GDP of USD 7.5 trillion by 2030 and one of the youngest nations in the world with a median age of 32. Projections show that our country would require a gross incremental workforce of 250 million by 2030. The greying developed world is expected to face a skilled talent shortage of approximately 56 million by 2030 and India alone will provide 47 million skilled talent. Private sector plays a huge role and accounts for 64% of the total number of institutions and 62% of enrolment. Over 80% of investment in professional education is done by the private sector according to ficci report.

The day-to-day workload is carried out by the contract and part-time teachers who are waiting for the arrival of the new Vice-Chancellors for their regularisation and improvement of their livelihoods. It is a more serious matter of concern when compared to other issues of university administration. In the absence of permanent faculty, it is becoming very difficult to appoint Heads, Chairpersons, Board of Studies, Deans and Principals who look after the day-to-day administration. We also cannot think of quality enhancement in higher education Institutions without regular teaching staff. According to a report brought out by NAAC, only 11 per cent of the accredited higher education institutions are of 'A' Grade, 71 per cent are of 'B' Grade and the remaining

are of 'C' Grade. If this trend continues, there will be further deterioration of the quality of education.

Another important concern before Telangana varsities is the financial crunch. In the absence of regular Vice-Chancellors, universities are also not in a position to attract funds from various agencies like UGC, DST, DBT, RUSA, AICTE etc., which halted the development of universities. Added to this, the Block Grants provided by the State to the varsities are also at pathetic levels adding fuel to the fire. A one-time big push of finances by the State government is a prerequisite for proper nourishment of starving universities. Available data shows that public expenditure on higher education has not improved significantly over the years. Hence, we are unable to compete with other countries. Available evidence shows that RUSA funds are very much unutilised by the State universities as they are not fulfilling the conditions of RUSA due to inadequate permanent staff. A unique feature of Telangana higher education institutions is that a major percentage of them are not yet accredited. Andhra Pradesh and Telangana States are very much lagging behind the other southern States in India with regard to accreditation of colleges. However, measurement of quality is an important prerequisite to pull the funds from various agencies. The affiliated colleges under the control of each university must be encouraged and guided by the concerned university towards accreditation. At the State level, a quality control centre may be established by the government to promote quality. Further, the colleges under the jurisdiction of every university must be encouraged to get autonomous states as suggested by the UGC to decrease the administrative burden of universities and concentrate more on academic activities or they may be merged with universities. Telangana has witnessed growth in both private and public universities in recent years.

### **Private Universities**

Several new private universities have been established, including:

- Anurag University (2020)
- Mahindra University
- Woxsen University
- Malla Reddy University
- SR University
- Guru Nanak University
- Sreenidhi University

These institutions focus on a variety of disciplines, offering specialized Programmes in fields like technology, management, and engineering. However, there has been some controversy regarding their exemption from the state's reservation policy in certain Programmes, which has sparked debate over equitable access. The 'illegally' admitted students of the Guru Nanak University and Sreenidhi University into engineering and other academic Programmes will be accommodated into other private universities and private colleges but the challenges are many before the government.

### **Public Universities**

On the public front, Telangana continues to support several established universities, including:

- Osmania University
- Kakatiya University
- Jawaharlal Nehru Technological University
- Mahatma Gandhi University
- Rajiv Gandhi University of Knowledge Technologies

Additionally, newer universities like Sri Konda Laxman Telangana State Horticultural University (2014) and P.V. Narasimha Rao Veterinary University (2014) focus on specific sectors like agriculture and veterinary sciences. The state is also in the process of upgrading its educational infrastructure with projects such as the Young India Skill University, which aims to bridge the gap between academia and industry.

There is growing discontent against government apathy towards the declining state of university education in Telangana. The government must urgently fast track faculty recruitment, support research initiatives and earmark budgets the institutions deserve. The sights of students shouting slogans and protesting at Osmania University and Kakatiya University keep flashing in our minds whenever we think of the struggle for Telangana state. For months together, between 2011 and 2013, the student community kept the police on edge with their protests. These students spearheaded the movement with a hope that in the new state there would be an increase in research and job opportunities. All sections of the society, especially the poor and disadvantaged, elected this government believing that they will get good education and employment

but they have been disappointed. When we analyse how we fare in the field of university education three years down the line, we realise that the hopes of the people of Telangana went in vain. Out of the total number of posts for professors sanctioned under the direct quota, more than 50 per cent remain vacant. The reduction in the number of admissions in government degree colleges in the current academic year is a fair testimony of how students are afraid of seeking admission to these colleges, which do not have the required number of qualified teaching staff. As the appointments haven't been made, most universities aren't able to get the funds and benefits from the University Grants Commission (UGC).

The lack of faculty recruitment over the last 12 years in Telangana raises significant concerns about the strength and quality of universities in the region. Hence, the varsities of Telangana must take into account the unemployed youth and establish skill development centres to improve employability skills for enhancing employment to remove the frustration among the educated youth. Universities must concentrate on providing suitable jobs based on the qualifications and skills of the students. Simply awarding UG, PG and PhD degrees should be slowly stopped by universities and only the courses which can enhance the employability of students are to be started by the varsities.

The latest challenge to the varsities of Telangana is competing with private universities which are shortly coming up. The government and the potential Vice Chancellors of Telangana varsities should prepare the State universities to face this challenge. Otherwise, the GER in State universities will go down and they will face the problem of closure. The Vice Chancellors and faculty of the State universities, therefore, have to face this situation with boldness and protect the interests of weaker sections of Telangana as they cannot afford to get admission to the elite private universities. Here again appointment of Vice Chancellors who are searched by the search committees is very important as they have to play leadership roles to take the universities to higher academic heights.

Tables 1,2 and 3 summarises access, equity, and quality in higher education in Telangana between 2014–15 and 2022–23. The data is divided into three categories: enrolment figures (Table-1), gender equity (Table-2), and quality indicators (like faculty-student ratio and pass rates) (Table-3).

**Table 1: Enrolment Figures in Higher Education (Telangana)**

| Financial Year | Total Enrolment (in thousands) | Enrolment by Gender (Female) | Enrolment by Gender (Male) | Enrolment in Professional Courses (in thousands) |
|----------------|--------------------------------|------------------------------|----------------------------|--|
| 2014-15        | 870                            | 320                          | 550                        | 150  |
| 2015-16        | 920                            | 340                          | 580                        | 160  |
| 2016-17        | 1,000                          | 370                          | 630                        | 180  |
| 2017-18        | 1,100                          | 400                          | 700                        | 200  |
| 2018-19        | 1,150                          | 420                          | 730                        | 210  |
| 2019-20        | 1,200                          | 450                          | 750                        | 220  |
| 2020-21        | 1,250                          | 480                          | 770                        | 230  |
| 2021-22        | 1,300                          | 500                          | 800                        | 240  |
| 2022-23        | 1,350                          | 520                          | 830                        | 260  |

<https://www.tgche.ac.in/>

**Table 2: Gender Equity in Higher Education**

| Financial Year | Gender Ratio (Female) | Female Faculty Percentage | Male Faculty Percentage |
|----------------|-----------------------|---------------------------|-------------------------|
| 2014-15        | 0.58:1                | 30%                       | 70%                     |
| 2015-16        | 0.59:1                | 31%                       | 69%                     |
| 2016-17        | 0.59:1                | 32%                       | 68%                     |
| 2017-18        | 0.57:1                | 33%                       | 67%                     |
| 2018-19        | 0.57:1                | 34%                       | 66%                     |
| 2019-20        | 0.58:1                | 35%                       | 65%                     |
| 2020-21        | 0.62:1                | 36%                       | 64%                     |
| 2021-22        | 0.63:1                | 37%                       | 63%                     |
| 2022-23        | 0.63:1                | 38%                       | 62%                     |

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**Table-3 Quality Indicators in Higher Education**

| Financial Year | Faculty-Student Ratio | Pass Rate (%) | Accreditation (% of Institutions) |
|----------------|-----------------------|---------------|-----------------------------------|
| 2014-15        | 1:25                  | 70%           | 40%                               |
| 2015-16        | 1:24                  | 72%           | 42%                               |
| 2016-17        | 1:23                  | 73%           | 45%                               |
| 2017-18        | 1:22                  | 75%           | 48%                               |
| 2018-19        | 1:21                  | 76%           | 50%                               |
| 2019-20        | 1:20                  | 78%           | 52%                               |
| 2020-21        | 1:19                  | 80%           | 55%                               |
| 2021-22        | 1:18                  | 82%           | 58%                               |
| 2022-23        | 1:17                  | 85%           | 60%                               |

<https://www.indiastatdistricts.com>

## Analysis of Data

### Access

Enrolment in higher education has steadily increased, with a noticeable rise in female enrolment, though males still comprise a larger proportion.

### Equity

The gender ratio has slightly improved, and the percentage of female faculty has increased, contributing to greater gender equity in faculty positions.

### Quality

The faculty-student ratio has improved, and pass rates have steadily risen, indicating an enhancement in the quality of education.

These trends highlight ongoing challenges in access, equity, and quality, with particular attention needed for female representation and overall educational standards.

### Impact on Quality of Education

- **Faculty Shortage and Student-Teacher Ratios:** With no fresh recruitment, existing faculty members are often overburdened, leading to a decline in the student-teacher ratio. This negatively impacts student engagement, mentoring, and research supervision.
- **Quality of Learning:** Outdated teaching methodologies may persist, and innovative teaching practices might stagnate without the inflow of new, well-trained faculty members.
- **Accreditation and Rankings:** The quality of faculty is a major criterion in university rankings and accreditation. A consistent lack of recruitment can lead to a decline in rankings and accreditation status, making it harder for universities to attract quality students and funding.

### Research and Innovation Bottlenecks

- **Stagnation in Research Output:** The absence of fresh faculty, especially younger researchers who bring in new ideas and modern research methods, could severely hamper research innovation. This could reduce the university's contributions to fields like science, technology, and social research.
- **Limited Collaborations:** New faculty often bring in fresh research collaborations, industry partnerships, and international networks. A lack of recruitment could isolate the university from global academic developments.

### Equity and Access in Higher Education

- **Impact on Access:** A faculty shortage often leads to fewer Programmes, limited course offerings, and reduced student intake. This especially affects

marginalized and rural populations, who already face barriers in accessing higher education. This could exacerbate inequalities in higher education access.

- **Rural and Remote Campuses:** Many state universities in Telangana have satellite campuses in remote areas. These are the hardest hit by faculty shortages, leading to a decline in academic offerings and infrastructure.

### Governance and Policy Gaps

- **Policy Inaction:** The failure to recruit faculty over such a long period signals a governance crisis, where systemic bottlenecks in budgeting, approvals, and political will are evident. The article could examine specific policies or lack thereof that have contributed to this problem.
- **Fiscal Constraints:** While some argue that budgetary constraints might be the reason, this raises larger questions about the government's prioritization of higher education in its development agenda.

### Impact on Job Creation and Skill Development Decline in Academic Job Opportunities

The lack of faculty recruitment diminishes job prospects for PhD graduates and other highly qualified individuals, further impacting the state's employment rates, especially in education and research sectors.

- **Skills Gap:** Universities are crucial in equipping students with the skills necessary to meet the demands of a modern workforce. A shrinking faculty body diminishes the ability of these institutions to develop industry-relevant curricula and innovative Programmes.

### Student Perspectives

- **Student Dissatisfaction:** Students are directly affected by the lack of qualified teachers, larger class sizes, and limited course options. High-performing students may choose to leave the state for better educational opportunities, further weakening the local talent pool.
- **Brain Drain:** With fewer opportunities at local universities, students may look elsewhere for higher education, contributing to a 'brain drain' that hurts the state's long-term intellectual capital.

### Comparative Perspective

- **Comparison with Other States:** How does Telangana fare compared to other states with similar socio-economic profiles? States that have invested in regular faculty recruitment might be showing better outcomes in terms of research, innovation, and student success. A comparative analysis could strengthen the argument.

### Solutions and Path Forward

- **Policy Recommendations:** The article could propose solutions such as immediate faculty recruitment drives, contractual hiring for specialized courses, collaboration with foreign universities, and online education Programmes to compensate for the shortage.
- **Role of Technology:** With advancements in online learning platforms, faculty shortages could be mitigated by integrating digital tools, but this requires investment and policy innovation.

These points create a robust framework for an article that critically examines the impact of faculty shortages on the strength of universities in Telangana over the past decade. It could combine data, student testimonials, and expert opinions to give a well-rounded perspective

### The Challenges Faced by Universities in Telangana

The past 12 years (2012-2024) have been multifaceted for Telangana Higher Education, shaped by political, economic, and social factors, particularly in the context of the state's formation in 2014. Managing these challenges has required various governmental strategies to ensure the smooth functioning of higher education institutions. Key challenges and government responses are presented here.

#### Post-Bifurcation Adjustments (2014)

The bifurcation of Andhra Pradesh in 2014 posed significant challenges for universities in Telangana, especially concerning resource allocation, faculty redistribution, and infrastructure.

Telangana government focused on developing its own educational ecosystem, increasing budgetary allocations for higher education. They also emphasized establishing new institutions such as Kaloji Narayana Rao University of Health Sciences and the transformation of Osmania University.

### ***Funding Shortfalls***

Many state universities faced financial constraints due to inadequate funding, resulting in infrastructure deficiencies and delays in research projects. To counter these issues, the government has sought funds from central schemes like Rashtriya Uchchatar Shiksha Abhiyan (RUSA) and created specific policies to boost university research. However, limited fiscal space often constrained extensive funding initiatives.

### ***Faculty Shortages***

Most universities in Telangana have struggled with vacancies in teaching positions. Lack of adequate faculty affected student outcomes and research output. The Telangana government periodically announced faculty recruitment drives and aimed to fill vacancies, but bureaucratic delays and hiring freezes often hindered the process. Efforts were made to recruit contract faculty to address immediate needs, but long-term challenges persist.

### ***Access and Equity in Higher Education***

Despite several universities, regional imbalances and disparities in access to higher education have persisted, especially for marginalized groups, including students from rural areas, SC/ST categories, and economically weaker sections. Telangana implemented fee reimbursement schemes, and scholarships under the Telangana State Minorities Study Circle were expanded. In recent years, Programmes aimed at social equity, such as improving the hostel facilities and special quotas for marginalized students, were initiated.

### ***Quality of Education and Accreditation***

Many universities in Telangana struggle to maintain high academic standards and secure good accreditation scores from agencies like NAAC (National Assessment and Accreditation Council). The Telangana government encouraged institutions to upgrade their curriculum and align Programmes with national accreditation standards. The establishment of specific skill development initiatives (like Young India Skill University) also aligned with attempts to improve employability and skills, linking education to the job market.

### ***Research and Innovation Deficits***

Universities in Telangana lag behind in research outputs and innovation compared to central institutions. Low research funding,

inadequate facilities, and a lack of interdisciplinary Programmes were critical challenges. In an attempt to foster a research culture, the government has encouraged collaborations with industries and international institutions. Osmania University's research collaborations with IT hubs in Hyderabad and the Telangana government's focus on leveraging Hyderabad's tech ecosystem to boost academic research are notable examples.

### ***Digital and Infrastructure Gaps***

During the COVID-19 pandemic, the shift to online learning exposed digital and infrastructure deficits. Many students from rural and underprivileged backgrounds lacked access to necessary technology and internet connectivity. The government rolled out initiatives to provide digital devices to students and improve online learning platforms. Programmes like "Mana TV" aimed to bring online education to the masses, but large-scale adoption was limited.

### ***Political Interference and Governance***

Universities in Telangana have faced issues related to political interference, affecting the autonomy and governance of these institutions. While successive governments have made attempts to introduce governance reforms, including autonomy for some institutions, political influence has continued to be a factor in administrative decisions. The government has also worked towards making appointments to key university positions more transparent, although challenges remain.

### ***Student Unrest and Movements***

Universities in Telangana have witnessed student movements and unrest, especially related to reservations, fee hikes, and job opportunities post-education. The government has responded with schemes like the Telangana State Education and Employment Policy (T-SEEP), aimed at increasing employability through vocational training and skilling initiatives. Moreover, measures like dialogue with student unions and fee regulation frameworks have been employed to address grievances.

### ***Focus on Skill Development***

Universities were criticized for focusing more on traditional academic streams rather than promoting skill-based education that could directly lead to employment. The establishment of skill universities, especially Young India Skill University, marked a shift towards promoting employability-

focused Programmes, tying higher education with industry requirements, and creating green jobs.

In the context of higher education in Telangana, emerging challenges related to access, equity, and quality continue to shape the landscape, particularly as the sector strives to meet the growing aspirations of diverse communities. The key conclusions can be drawn from an analysis of these three critical dimensions viz. Access, Equity, and Quality.

### **Access**

While Telangana has made significant strides in expanding access to higher education, especially with the establishment of new universities and colleges, there remain challenges for marginalized groups such as women, rural populations, and economically disadvantaged students. Issues like geographic disparity and limited access to digital resources persist, despite government initiatives aimed at bridging these gaps.

### **Equity**

Ensuring equitable opportunities in higher education has been a policy priority, but disparities based on caste, gender, and socioeconomic status still exist. Scholarships, reservations, and targeted Programmes have helped increase participation among marginalized groups, yet there is a need for more comprehensive support systems. Ensuring that these students not only enter higher education but also succeed and graduate is an ongoing concern.

### **Quality**

The rapid expansion of higher education institutions has raised concerns about the quality of education being delivered. Many state universities and colleges face challenges such as inadequate infrastructure, faculty shortages, and outdated curricula. Enhancing teacher training, improving research capacity, and adopting technology in pedagogy are critical to addressing the quality gap.

### **Conclusion**

Over the past 12 years, Telangana's higher education system has navigated numerous challenges with varying degrees of success. The state government's efforts to reform the sector, particularly through policy initiatives like fee reimbursement, recruitment drives, and digital learning Programmes, have helped mitigate some of the key issues. However, structural challenges in funding, governance, quality of education, and equitable access remain persistent,

requiring continued reforms and investment to foster a robust higher education environment in the state. This historical overview offers insight into how the Telangana government has responded to evolving challenges within its universities, balancing short-term needs and long-term educational goals. The challenges in Telangana's higher education sector around access, equity, and quality are interconnected and must be addressed holistically. While policies and Programmes have made a positive impact, structural inequalities remain. To overcome these challenges, there must be sustained efforts to ensure that all students, regardless of their background, have access to quality education that is inclusive and capable of preparing them for a rapidly evolving global economy. Collaboration between the state, educational institutions, and private sectors will be essential in driving reforms that can meet both regional and national goals for higher education.

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# India's Rich Maritime Heritage

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**Harsh Vardhan Shringla, IFS (Retd.), Former Foreign Secretary of India and Ambassador to USA delivered the Convocation Address at the 09<sup>th</sup> Convocation Ceremony at the Indian Maritime University, Chennai, Tamil Nadu on October 07, 2024. He said, "I am hopeful, and I am sure that when you step out into the world to fulfill your dreams, our nation's flag will always fly high. As I said, you have myriad opportunities for you as you go along to serve what you lead. And I do not doubt that you will set a mark in whichever area of the industry that you decide to make your career in." Excerpts**

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Let me at the very outset express my profound gratitude to the Vice Chancellor, members of the faculty, and the student body for inviting me to part in the ninth convocation ceremony. This prestigious University has seen many eminent personalities including the Hon. President of India, the Minister of Ports, Shipping and Waterways as Chief Guest and Guest of Honours in your convocation ceremonies. I am, therefore, deeply honoured and humbled to be part of the convocation ceremony this year.

The Indian Maritime University is a Central University established by an Act of Parliament, and what I found very interesting is that it encompasses education and training programs. The entire gamut of activities that are under the maritime sector. 16 years into your existence, your commitment to excellence has been earned by the award of the coveted ISO 2001, ISO 9001-2015 certifications. This is a testament to your excellence and innovation legacy coupled with your commitment to providing world-class education and research programs. Your courses range from engineering to oceanography, maritime history, maritime law, and maritime security, as I mentioned earlier it encompass the entire range of activities within the maritime sector. Your alumni and I have had the opportunity to interact with some of the best in the world, making both the IMU and the country proud.

Dear students and friends, this city where the IMU is headquartered is steeped in maritime history. Chennai is inextricably linked with India's maritime history and trade. It has been so for centuries, being a permanent harbor and port not only of the Coromandel Coast but also of peninsula India, which is surrounded by the oceans on three sides, which, in many senses, defines our country as a maritime nation. We are all cognizant of the fact that India is the only country after whom an ocean has been named, and that is also a testimony to our history of maritime trade and seafaring.

UNESCO, an organization I had the opportunity to work in, has recognized Chennai Port as one of the major ports of India and has been a gateway for cargo for over 147 years. Indeed, Chennai's history can be traced to the time when the Portuguese established the South Rome Harbour in 1522, which the British then, in 1640, made into Fort St. George and established the permanent presence of Chennai port, as we know it. But our maritime history of this region and this part of the country dates centuries back. The famous dynasties of South India, the Cholas, the Cheras, and the Pandyas, established strong maritime links with distant lands including Java, Sumatra, the Malayan Peninsula, Thailand, and even China.

During the Chola dynasty, which ranges from the 3rd to 13th century AD, extensive sea trade existed, and new harbors with quarters, warehouses, and workshops were established. I am saying this because, as students of maritime management, you should know that a thousand years ago, in this very part of our country, you had very good infrastructure and maritime management practices, ship repair yards, wharfs, and lighthouses were built along the Indian coast to support the Cholas' powerful navy and maritime ships.

Indeed, it was the merchants through which India's culture, language, and spirituality spread far and wide in Southeast and East Asia. Even today, in the countries of Southeast Asia, you will have strong evidence of Indian culture. As someone who has served in Southeast Asia in Vietnam and, more recently, in Thailand and traveled extensively across Southeast Asia, I can say that you can see Indian culture, linguistic evidence, and spirituality in every facet of life, not just in the monuments but in the daily life of people in these countries.

Now just an anecdote that a very good friend of mine, the ambassador of Indonesia in India based in New Delhi, and her name is Ina Krishnamurthy.

Her family does not recollect any links with India. In other words, there has been no link with India in recent history. But clearly, some Krishnamurthy from this part of the world have gone to Indonesia. And today those historic links are the ones that serve us well. These are links in history that pervade even today. And I think this is what is quite incredible about our history as a maritime nation. I am going through history to not take you through some facts that we already know but to establish that we have been a maritime nation for centuries.

And today, as we see the revitalization of our shipping industry, of our seafaring industry, of everything that you are learning and the Indian Maritime University is imparting by way of education and training is an area in which we are reclaiming a rightful place in the domain of maritime voyages, maritime adventures, and the maritime domain as a whole.

It is of course, easy to forget the maritime aspect of our country's borders, let's say, boundaries when we are so consumed with our land borders. India has a land border of over 15,000 kilometers. Many of our challenges have come from our land borders. But, we also have a maritime border of 7,500 kilometers, to which we have to add an extensive exclusive economic zone.

And the fact that we are a focal point for shipping lanes carrying trillions of dollars worth of cargo. The opportunities are there through the maritime route, but some of the most serious challenges to us also come through the maritime route. Those who colonized us came as traders, conquered us, and ruled us for over 200 years until we gained our freedom. More recently, some of us would remember the incident of the terrorist attacks of 26/11 or 26<sup>th</sup> November 2008, when terrorists came and indulged in acts of terrorism in the city of Mumbai. These two events in history will tell us never to take our sea borders for granted and to always be vigilant against challenges that come from the oceans.

Friends, the world today is more complex than ever before. You have been witnessing or observing the conflicts in Europe and the Middle East. These are conflicts far away, but they can directly impact our lives in today's very interlinked and interconnected world.

Let me give you one small example. About a year ago, in fact, I think it is exactly a year since Hamas launched an attack against Israel on 7<sup>th</sup> October last year, and the Israeli-Hamas conflict broke out. At this time, the Houthis, which is a tribe based in Yemen, is actually a non-state actor, I would say, started harassing ships along the sea lanes with the Suez Canal.

Now, as people interested and involved in the maritime domain, I want to share with you how acts far away can impact what we are doing. Shipping across the Suez Canal, which is very important for us, has dropped in volume turn by 50%. And shipping along the longer route, along the Cape of Good Hope on the southern tip of Africa, has increased by 74%. The cost of shipping has gone up, as you would know, by 15 to 20%.

That means our exporters and people in our country who are involved in businesses that involve the transportation of cargo have a greater competition to face because of the increased cost of shipping. Our exports to Europe, to the Suez Canal route, have dropped by about 21%. So it can impact our lives, and the lowering of cargo transportation impacts not only our national security and our economy but also the well-being of so many who depend on the maritime domain for a living.

And as you graduate from the Indian Maritime University, you carry with you, of course, a part of India's rich maritime legacies into your future. It is on this foundation, of course, that you will build your future and India's future credentials as a maritime power.

And you have a unique opportunity to do this. You all are a part of our vision to become a developed country, a *Viksit Bharat* by 2047. In the next six years alone, from now until 2030, our GDP is expected to expand by between 4 to 5 trillion dollars. We will become the third-largest economy in the world.

Now, if you take the figure of 4 to 5 trillion dollars and compare it. When China grew at its fastest level between 2000 and 2010, when the entire world, the Western world, was supporting China in its endeavor to make it a manufacturing base and invest in China, the Chinese economy grew by 5 trillion dollars. So, these 5 trillion dollars that we will add on will be a great leap forward.

Demographically, we have a great advantage. We are a young country. The average age in India is 28 years. Many of you who are 25 years of age today will be 50 years old in 2047 when we are looking at the vision of becoming a developed country.

Many of us here, who are your mentors, guides, and teachers, will encourage you to reach that level of a developed country by 2047. But the effort will be yours alone. Because in 2047, those of you who are 25 today will be 50 by that time. So, you have a huge opportunity. We have a demographic dividend. We are adding 1 million young people to the workforce every month. Those of you who are part of the IMU are privileged because you are among the best and brightest. You have been selected for an outstanding educational path that will lead to outstanding careers in a domain that is a sunrise sector.

I mean, we are today looking at our maritime vision in 2030. We are looking at Viksit Bharat. We are looking to double our shipbuilding capacity. We are looking at adding a very significant number to our seafarers. And you are at the vanguard of this effort. And the IMU is the mechanism and the institution that will take you to those heights, that you seek. Now, of course, shipping is very important to us because 95% of exports and trade goes to the maritime route. Only 5% of our trade is through other routes, which are by air, land, etc.

But, our foreign trade policy vision also looks at doubling or tripling our exports to 2 trillion dollars by the year 2030. Out of which 1 trillion will be merchandise exports, 1 trillion will be services. And if you talk about 1 trillion in merchandising exports itself, you can imagine the increased capacity in shipping terms that you have to create. I mean, not only ships but containers, boats, and the people to man all of this. So, as I said, you are in the right place. Your future, I think, is very much assured. And there are no heights that you cannot hope to achieve with hard work, dedication, and commitment. I have to add to this.

Of course, from a certain point of view, we have very sound maritime credentials. I mean, India today is recognized as a maritime nation, very different from what it was 10 or 15 years ago. And there are a few, I would say, framework areas where I think this is manifesting itself. And

I just touched upon those because in my view you already have studied these and you know these. The first is, of course, the Sagar doctrine. Security and growth for all in the regions is how we approach our maritime doctrine. Especially with regard to our neighbours when we talk about strengthening economic and security ties with our maritime neighbours, and safeguarding our national interest from the maritime route.

We are first responders and net security providers for those of our neighbours in the maritime domain. In other words, in the Indo-Pacific region, any country that faces, say, a national calamity or major difficulty can expect India to provide them with a sort of relief and support that they took to. Many of these are small countries. They are islands. They don't have the capacity. They don't have the wherewithal.

When there was a cyclone in Banda Aceh in Indonesia, our neighbours were the first to reach that place. When there was hurricane Ida hit the coast of Mozambique, again, our naval ships were first to go there and offer assistance. A range from Southeast Asia all the way to the east coast of Africa. And, of course, during COVID times, when countries were facing a once-in-a-century pandemic situation, that they didn't know how to deal with, it was our naval ship under the Sagar doctrine went off with medicines, equipment to fight COVID, doctors, paramedics, and went to a number of countries from Mauritius to Seychelles to Comoros, even Kuwait, provided them with the support that they very much needed at that time.

So, we are first responders. When the Maldives had a shortage of water because they depended on the desalination of water, when the dam broke down, there was not enough drinking water in that country. It's Indian ships that went and provided them with drinking water. So, when countries in our region know that when they are in trouble, it is India that will respond first and foremost to their requirements. Net security providers are what it means.

In today's day and age, as I said, not only states that pose a challenge, but also non-states actors. You can have piracy, for example. Our ships have been patrolling the Gulf of Aden because it is in our interest to keep those lanes of shipping secure.

We rely on those lanes for a bulk of our exports and imports and our trade. So our naval ships are constantly on vigil on the Gulf of Aden, protecting others from piracy. And recently, you would have seen that our navy rescued 35 sailors from one of the ships that were used as a mother ship by the Somali pirates. Or other problems that surfaced like pollution. When a major pollution problem was caused by the grounding of a ship off the coast of Mauritius, our Coast Guard was there to clean it up. When there was a major fire off the coast of Sri Lanka, on a merchant vessel, our coast guard was there to deal with that problem.

So we are also net security providers. We ensure that when they have any security concerns, we are there to protect them. We work closely with our neighbours Sri Lanka and Mauritius in providing a sort of security cover in maritime terms. And I think this is something that our friends and neighbours, especially in the western Indian Ocean, rely on. That we are a maritime power. We are increasingly there to help and protect. We are not there to coerce and conquer. We are here to help and protect. Something that we did centuries ago when the Cholas went out into Southeast Asia, Indonesia, Malaysia, Thailand, Vietnam, and Cambodia. Trade, medicines, spirituality, language were shared in these regions. And all of our partners benefited from that approach.

Today, in our foreign policy, when we talk about human-centric globalization, our approach is human-centric approach. Whether it is to seek peace in the UK or in the Middle East, we are the foremost country in other countries. And help bring down tensions as a response to global power.

The other aspect, of course, you are familiar with is the potential blue economy. You know, there is potential for the blue economy in terms of deep-sea mining, undersea minerals, coastal tourism, fisheries, and aquaculture development. You are very familiar with the Sagar Mala project. How can we promote the development of port infrastructure, road, and rail projects, harbours, steel development projects, community development, cruise terminals, etc.?

You know, cruise shipping has also become a very big industry. And I was quite surprised, and I realized that only during COVID when these

cruises came to standstill, we found that a bulk of those serving on these cruise ships are Indian nationals. And like you, I think most of them have very significant background in marine degrees.

And I think they are the ones that are, in many senses, holding this industry together. So, the blue economy in Sagar Mala projects the policy that boosts employment prospects for young people like yourself and unleash our great economic potential. The other thing I mentioned was shipbuilding. And you recall that in the Global Maritime Summit held last year, Hon'ble Prime Minister Shri Narendra Modi announced that Bharat would become one of the top five shipbuilding nations in the world. So, this is again a part of our make-in-India, make-for-the-world policy. The Maritime India Vision 2030 seeks to make India a top seafaring nation with world-class education.

And, of course, if you have seen that in the last nine years, the number of seafarers has increased by 140%. In other words, India is generating seafarers through the efforts of the Indian Maritime University primarily resulted in our adding more than a lakh people to that workforce of seafarers now bringing it close to three lakhs. And if you see one more very interesting statistic which the Director General of Shipping has put out, it is that the number of women seafarers has gone up by over 500%.

Today, we have over 10,000 women seafarers who are working in this industry. And I want to tell you one thing that you may not know. When this policy was implemented, you know who was the Director General of Shipping, was behind this policy. It is none other than your Vice-Chancellor, Dr. Malini V Shankar, who, in her term as DG Shipping, not only ensured that the numbers of seafarers have increased in our country exponentially but also women seafarers. And let me also tell you something that you are not supposed to know, but I know it as a colleague in the service. She is one of the most brilliant IAS officers that our country has ever produced. Very understated. She never draws attention to achievements but it is always working for the success of whichever project or venture she is involved in and working in the service of our nation.

I have no doubt that as the Indian Maritime University starts implementing the vision of India

becoming a top seafarer nation in the world through world-class education, training, and research, at the helm of the Indian Maritime University, Dr. Shankar will deliver on all of those pledges and I would say vision statements that have been made.

Now, I want to, before I conclude, add a few points, and I think this is something that is actually gratis advice. You are not asking for it. I am simply giving it to you, students. Of course, as I said, the world is there before you. And the sky is in front of you. There is no ceiling in front of you. You have the best education and the best input, and you are at the threshold of an industry that will explode upwards. In other words, that will increase exponentially in terms of the investments that our country is going to make in your sector. But please do remember that all of it has to be packed up by hard work, dedication, and commitment.

Also, remember that in our country, we have a Guru, Shishya Parampara, which means that you must respect those who have imparted this knowledge and education to you. But that is something that is invaluable. You can get money, you can get wealth, and you can get all sorts of other benefits. You will rise in promotion terms. But the knowledge that you have today and the knowledge that will hold you in a good state as you go along with your career is something that you can never forget.

The second, of course, is to make sure that you have a strong alumni within the Indian Maritime

University. Because that is an important factor. The university was set up in 2008, and you must create a network of alumni that will serve you throughout your career. Needless to say, you constantly update yourself because we are also in a challenging environment. There is a lot of competition in what you do. And updating in a constantly changing environment because maritime science, maritime management, maritime law, maritime architecture, and all of this are rapidly changing.

There is much greater automation. AI is changing things around the world. Artificial intelligence. New technologies are coming in, and you will constantly be at the cutting edge to be ahead of the game. And that is very, very important. To all the 1974 people who are graduating today from the 6 IMU campuses and the 17 affiliated institutes, my very best wishes.

I am hopeful, and I am sure that when you step out into the world to fulfill your dreams, our nation's flag will always fly high. As I said, you have myriad opportunities for you as you go along to serve what you lead. And I have no doubt that you will set a mark in whichever area of the industry that you decide to make your career in. And, of course, don't forget the fact that you were launched from one of the best institutes in India, Indian Maritime University. So, all my very best wishes.

Thank you.

“Every good education system must give a very good account of the past and its lessons, nurture the minds of the present learners in an innovative and creative way for the best today's life through the good and the bad times, and also lay a solid foundation for the unborn generation.”

— Ernest Agyemang Yeboah

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## CAMPUS NEWS

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### **National Conference on Connecting Users to Library Resources**

A two-day National Conference on 'Connecting Users to Library Resources through Innovative Technologies' was jointly organized by the Department of Library, Nirmala College for Women, Coimbatore and the Society for the Advancement of Library and Information Science (SALIS), Chennai from October 04-05, 2024. About 250 delegates from all parts of the country participated in the conference. This event brought together professionals and academics from the field of library and information science, offering a platform for discussions and presentations on the latest innovations in library technologies and services.

The Welcome Address was delivered by the Organising Secretary, Sr. Dr. Jacqueline Mary, Librarian and Head, Department of Library and Information Science (DLIS), Nirmala College for Women. She extended a warm welcome to all dignitaries and participants.

Dr. A M Venkatachalam, President, SALIS and Librarian and Director of Library and Student Affairs, K.S. Rangasamy College of Technology, Tiruchengode provided an overview of the event. He highlighted the society's objectives and its commitment to promoting library and information science practices in India.

Conference Director, Dr. S Swaminathan, Librarian, SRKV College of Education, Coimbatore outlined the objectives and themes of the event. He emphasized the importance of leveraging innovative technologies to connect users with library resources and discussed the anticipated outcomes of the conference.

Distinguished guests were honored with mementos as a token of appreciation for their contributions to the field and their presence at the conference. The Presidential Address was delivered by Dr. Sr. Kulandai Therese, Secretary, Nirmala College for Women who acknowledged the importance of libraries in the modern educational landscape. She stressed the need for continuous relationships, culture, and innovation to keep pace with the evolving digital world.

The Conference Souvenir and Proceedings were officially released by dignitaries during the session. Sr. Dr. Mary Fabiola, Principal, Nirmala College for Women extended the felicitation and she emphasized the role of librarians in facilitating access to knowledge.

The Keynote Address was delivered by Dr. R Sarangapani, University Librarian, Bharathiar University, Coimbatore. His presentation highlighted the latest advancements in technology and how they can be integrated into library systems to improve user engagement and accessibility.

The Guest of Honor, Dr. A Hariharan, Founder President, SALIS highlighted how to adopt the emerging technologies in the journey to serve the LIS profession.

The Chief Guest, Dr. V Bharathi Harishankar, Vice Chancellor, Avinashilingam Institute for Home Science & Higher Education for Women shared her thoughts on the evolving role of libraries in academia. She focused on the need for a user-centric approach, where libraries not only serve as repositories of knowledge but also as dynamic hubs for research and learning.

Dr. M Mandhirasalam, Advisor, SALIS and Librarian and Dean (ARRA), Coimbatore Institute of Technology announced the winners of the SALIS Awards in 17 categories including two student categories for 2023, and the awardees were honored for their dedication and innovation. All the SALIS awardees were honored with a Shawl, Memento, and Citation for their outstanding contributions to the field of library and information science.

The inaugural session concluded with a Vote of Thanks proposed by Major Dr. T Magudeeswaran, General Secretary, SALIS and Librarian, Chikkaiah Naicker College, Erode. He expressed gratitude to the organizing committee, sponsors, and participants for making the event a success.

After the Inaugural Function, Technical Sessions and Paper presentations were conducted as three Parallel Sessions. During the technical session, Dr. B Krishnamurthy, Industry Engagement Lead, Indian Institute of Science (IISc) and Former Global Vice President, Wipro Technologies spoke

on *'Applications of AI Technologies to Connect the Resources and the Users'*. He provided insights into how Artificial Intelligence (AI) tools and techniques are revolutionizing the way libraries and information centers manage and deliver resources.

Dr. Bidyatt Dutta, Assistant Professor, DLIS, Vidyasagar University, Midnapore, West Bengal spoke on *'Information Sharing in Libraries through AI and Innovative Technologies'*. He explored the NI and AI and how innovative technologies can bridge the gap between users and resources.

Dr. Anup Kumar Das, Documentation Officer, Centre for Studies in Science Policy, Jawaharlal Nehru University, New Delhi spoke on *'Digital Public Goods in the Library and Education Sectors in India'*. He gave a comprehensive talk on the current and future prospects of digital public goods in India.

The first technical session focused on *'Connecting Users to Library Resources through AI Technologies'*. The session was chaired by Dr. K Vijaya Kumar, DLIS, Annamalai University, Chidambaram and Co-chaired by Dr. K Ravi, Sri Ramakrishna CAS, Coimbatore. Dr. K R **Senthilkumar**, Sri Krishna CAS, Coimbatore served as the rapporteur during the session.

Dr. K Vinitha, Librarian, St. Mary's College, Thoothukudi chaired the session on *'Connecting Users to Library Resources through Software Technologies'*. Dr. V Ashok Kumar, Librarian, VET IAS, Erode served as the Co-chair of the session. Ms K R Lavanya, Assistant Professor, DLIS, Vellalar College for Women, Erode acted as the rapporteur for the session.

The next session was Chaired by Dr. B Sreelakshmi, Librarian, Sir Theagaraya College, Chennai. He focused on *'Connecting Users to Library and Open Resources Using Web and OS Technologies'*. Dr. M Santhosh Kumar, Librarian, Nehru Institute of Engineering and Technology, Coimbatore served as the Co-chair. Ms. Prameeta Sharma, DLIS, Nirmala College for Women, Coimbatore was the rapporteur for the session.

After technical sessions, attendees enjoyed a series of vibrant cultural events. Further, the event commenced with a series of invited talks. Prof. T Stephen, Librarian and Assistant Professor, DLIS, Vellalar College for Women, Erode delivered the

talk on *'How to Connect the Library Users to the Library Resources'*. He discussed how libraries can enhance user engagement by leveraging alert services. The second invited talk was delivered by Mr. P V Vijesh, Librarian, Rajagiri College of Social Sciences, Kalamassery, Cochin, Kerala on *'Holistic Research Support in the Digital Era'*. He shared his insights on Rajagiri Libraries strategic initiatives to support scholarly research. The next talk was delivered by Colleen Takaingenhano Chisita, University of South Africa and Alexander Madanha Rusero, Africa University through Online on *'Open-source Software and Libraries'*. Chisita and Rusero, provided a global perspective on the adoption of open-source software in libraries, particularly in Southern Africa.

Dr. L Radha, Librarian, Thiagaraja College of Engineering, Madurai Chaired the session on *'Connecting Users to Library Resources through Innovative Technologies'* and it was Co-chaired by Mr. R Chandran, Ramco Institute of Technology, Rajapalayam. Dr. G Ramesh, Librarian, Branch Library, Samathur, Coimbatore acted as the rapporteur. The technical session featured several papers that explored the use of emerging technologies in improving library resource accessibility.

The Session on *'Library Research Studies'* was Chaired by Dr. T Senthilkumar, Librarian, Gurunanak College, Chennai, with Dr. Harish Babu, Assistant Librarian, Malabar Cancer Centre Post Graduate Institute of Oncology Sciences and Research, Kannur, Kerala who served as the Co-chair for the session. Dr. R Renganathan, Librarian, HKRH College, Uthamapalayam, Theni, acted as the Rapporteur for The Session.

The session on *'Library Services and Management Strategies to Promote Library Services'* was chaired by Dr. K Indumathi, Librarian, Anna Adarsh College in Chennai, and co-chaired by Mr. V Masthanaiah, Librarian, Narayana Engineering College, Nellore, A P and Dr. T Prakash, Librarian, Nandha College of Technology in Erode served as the rapporteur.

Further, the Panel Discussion on *'Connecting Users to Library Resources through Innovative Technologies'* was conducted. The discussion was moderated by Dr. K Elavazhagan, Librarian and Chief Knowledge Officer, Indian Institute of Management, Tiruchirappalli, and Co-moderated by Mr. S

Manikandan, Librarian and Information Assistant Grade-1, Anna Centenary Library, Chennai.

During the Valedictory Function, the Welcome Address was delivered by the Organizing Secretary, Sr. Dr. M Jacqueline Mary, Librarian and Associate Professor, Head of the DLIS, Nirmala College for Women. She expressed her gratitude to all the participants and dignitaries for their valuable contributions to the success of the event. Dr. O Seshaiyah, Conference Rapporteur General and Librarian, PBR Visvodaya Institute of Technology and Science, Kavali, A.P. presented the event report. It was followed by the Presidential Address which was delivered by Sr. Dr. Mary Fabiola, Principal, Nirmala College for Women. The Guest of Honour, Prof. Ramesh C Gaur, Ph.D. Fulbright Scholar and Dean (Administration), Director and Head, Kalanidhi Division, Govt of India addressed the gathering. The Chief Guest, Dr. Ajeet Kumar Lal Mohan, Secretary, AJK College of Arts and Science, Coimbatore delivered his valediction address.

Few participants shared their feedback, expressing their satisfaction with the enriching experience of the conference. Best Paper Awards were presented to recognize outstanding contributions made by professionals and students during the event. The Valedictory Function ended with the Vote of Thanks which was proposed by Dr. V Rajendran, Chairman, SALIS Coimbatore Chapter and Assistant University Librarian, Bharathiar University, Coimbatore. The event came to an end with a sense of accomplishment, as the participants left with new knowledge, ideas, and partnerships formed during the event.

### **Workshop on Research Methodology Course**

The eleven-day Workshop on 'Research Methodology Course' is being organized by the Department of Folklore, University of Kalyani, Kalyani, Nadia, West Bengal for M.Phil/Ph.D./PDF Scholars in Social Sciences from December 02-12, 2024. The Event is sponsored by The Indian Council of Social Science Research (ICSSR), New Delhi. The objective of the event is to equip the research scholars with a set of skills and potentially to undertake the research very effectively in the disciplines of Social Science. The course will be conducted in both lecture and interactive mode. In addition to the interactive classroom lectures, the participants will also be introduced to how to use different software and also to use selected statistical

packages like MS-Excel and/or SPSS. The contents of the course are:

- Meaning, Objectives, and Types of Social Science Research, Research Approaches, Problem Identification and Formulations of Research Question.
- Research Design, Selection of Research Topic, Review of Literature.
- Fieldwork Methods and Techniques.
- Basic Quantitative Analysis.
- Qualitative and Quantitative Research, Ethics in Social Science Research.
- Academic Writing, Papers for Journals, Preparation of Reports.
- Ethics in Academic Writing, Methods for Avoiding Plagiarism.
- Structure of Paper, Report and Book, Elements of Writing.
- Research Proposal, Writing a Research Proposal, Field Visit and Data Collection.
- Analysis of Data Using Excel and SPSS Software.
- Role of Online E-Resources in Social Science Research and Library and E-library Training.
- Use of ICT in Social Science Research, etc.

For further details, contact the Course Director, Prof. Sujay Kumar Mandal, Professor and Former Head, Department of Folklore and Joint Director, Centre for Culture Studies, University of Kalyani, Kalyani-741235, Nadia, West Bengal, Mobile No: 07003776924, 07003776924, E-mail: [drsujaykmandal@klyuniv.ac.in](mailto:drsujaykmandal@klyuniv.ac.in). For updates, log on to: [www.klyuniv.ac.in](http://www.klyuniv.ac.in).

### **International Conference on New Product Development and Smart Manufacturing**

A two-day International Conference on 'New Product Development and Smart Manufacturing' is being organized by the Department of Mechanical Engineering and Centre of Excellence in Product Design and Smart Manufacturing, Maulana Azad National Institute of Technology, Bhopal, Madhya Pradesh from December 19-20, 2024 through hybrid mode.

Mechanical Engineering will evolve and collaborate as a global profession over the next decade through its emerging trends to develop engineering solutions that foster a cleaner, safer

and sustainable world. Product Design and Smart Manufacturing involve interdisciplinary research and enable the development of new products by making use of innovative technologies. Also, it allows us to customize the products at any time based on customer requirements. The event aims to serve as a platform for researchers, academicians, and industrialists to interact and exchange their ideas and research results to accelerate progress in the development of new products with the help of smart manufacturing techniques. The Themes of the Event are:

- Advanced Machining Processes (Code: AMP).
- New Product Development (Code: NPD).
- Smart Manufacturing (Code SM).
- Additive Manufacturing (Code AM).
- AI Enabled Smart Manufacturing (Code AESM).

For further details, contact the Organizing Secretary, Department of Mechanical Engineering and Centre of Excellence in Product Design and Smart Manufacturing, Maulana Azad National Institute of Technology, Bhopal-462003 (Madhya Pradesh), For updates, log on to: <https://conf.manit.ac.in/NPDSM2024/>

### **International Conference on Radiation Research**

A three-day International Conference on 'Radiation Research: Impact on Human Health and Environment' together with the 4<sup>th</sup> Biennial Meeting of Society for Radiation Research (SRR), India is being jointly organized by the Sri Sai Institute of Medical Sciences (SSIMS) Hajipur and All India Institute of Medical Sciences (AIIMS) Patna during November 22-24, 2024 at Patna. With a focus on exploring the multifaceted impact of radiation on human health and the environment, the event will provide a unique platform for scientists, researchers, and practitioners from around the globe to converge, collaborate, and exchange invaluable insights. Apart from radiation-induced cancer concerns, their effects on cardiovascular ailments and other diseases have been included. The notable achievements in employing radiation and nuclear technologies to generate power, improve the quality of human life, newer applications in medicine, agriculture, food technology, and industry, and innovations in the existing technologies to contribute to global problems such as climate crisis management and prevention of environmental degradations are a

few of these examples. It is however considered important to initiate new research programmes and strengthen the ongoing projects in actively debated areas such as low-dose radiation effects relevant to address LNT issues, relatively unexplored topics such as space radiobiology, and so on. It seems highly warranted to find a better foresight and accelerate the understanding of mechanisms of high as well as low LET radiations on living as well as non-living materials for developing new applications of radiation such as beam technology for advanced cancer therapy. The scope of scientific deliberations expands from basic radiation biological mechanisms to recently discovered effects of radiation on bystander cells has generated enormous new interest in cellular radiobiology research. The major topics of the event are:

- Basic Radiobiology Radiation Signaling, Oxidative Damage, and DNA Damage.
- Radiation-Induced Bystander Effects and Genomic Instability.
- Low Dose Radiation Biology, Radiation Risk Assessment and Epidemiology.
- Biological Dosimetry and Radiation Biomarkers.
- Radiation Protection and Radiosensitization.
- Hyperthermia and Translational Radiation Research.
- Radiopharmaceuticals and Nuclear Medicine.
- Fractionation, Hyperfractionation, and Radiation Oncology.
- Nanotechnology in Cancer Imaging and Radiotherapy.
- Space and High Let Radiation Biology.
- Radiobiology of Normal Tissue.
- Nuclear Radiobiology and Decorporation.
- Medical Physics and Radiation Safety.
- Diagnostic Radiobiology.
- Radiation Technologies in Human Health and Environment.

For further details, contact Conference Secretariat, ICRR-HHE 2024, Dr J K Singh, E-147, Doctor's Colony, Near Malahi Pakri Chowk, Opp. Metro Pillar No. 11, Kankarbagh, Patna-800020, Bihar, E-mail: [icrr2024patna@gmail.com](mailto:icrr2024patna@gmail.com). For updates, log on to: [www.srrindia.org](http://www.srrindia.org) □

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## Book Review

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### Reinventing the Nation Beyond Imaginations

Nalin K Shastree\*

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Gadkari, Nitin (2021). *Unmasking India*, Kaushik, S. & Pande, R., (Eds.) Kautilya Books, New Delhi, First Edition, PP 225, Price 500/-

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'*Unmasking India*' is an attempt to reinvent India, where self-reliance becomes the foundation stone and human dignity is ensured. Shri Nitin Gadkari, a senior minister in the Government led by Hon'ble Prime Minister Shri Narendra Modi is admired for his extensive work across party lines and with the public in general, he has grown up with qualities such as commitment, dedication, discipline, leadership, innovation, and creativity as well as the nation-first attitude. He has emerged as a symbol of innovative leadership, which focuses on the importance of change, flexibility, and adaptability. His ability to quickly create and develop new products, services, processes, and business practices, which can help to stay ahead of a rapidly changing market and respond to people's shifting expectations is remarkable.

*Unmasking India* presents his amazing thoughts, which were spread in regard to elaborating the concept of *Atmanirbhar Bharat*. This Book is a treasure of innovation and creativity, which emphasizes that true leaders find an opportunity even in adversity because they believe that there is no limit to human imagination and human achievement, no matter what the daunting challenges are. His ideas were discussed before a diverse audience through a series of webinars during the Coronavirus pandemic, which included members of the chambers of commerce and economic forums, students, scientists, entrepreneurs, foreign investors, Indians abroad. His vision has encompassed through a wide range of areas, including micro, small and medium industry to agriculture and forestry, transport to real estate to green economy to a blue economy a forest economy to a tribal economy to an innovation economy. These ideas speak a lot about his leadership

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\* Former Professor, Head, Dean, and Registrar, Magadh University, Bodhgaya-824 234, Former Registrar, BBA (Central) University, GGS Indraprastha University, Delhi. E-mail: nalinkumarshastree@gmail.com

which integrates collaboration, competency and ability for creativity within the workplace by way of capitalizing on employee's creative potential.

Citing a pilot project, Shri Gadkari has said in the book that he is using a special lane on the Delhi-Mumbai Expressway exclusively for electric vehicles, equipped with an auto recharge system at some distance. Electric vehicles will be able to recharge without stopping because the facility to recharge will be on the road itself. He has addressed the issues related to the financial strength of the real estate sector and has suggested that the industry should not only create an NBFC but also prepare a proposal in which the Government of India and banks get a share of equity. This will make NBFCs powerful. He says that this can be easily accomplished with Housing Finance Corporation, Housing Finance Society and Housing Finance systems. He is conscious of the problems of the unsold stock of constructed units and has suggested that this may emerge as an opportunity by negotiating with the government for many schemes in big cities like Bengaluru, Mumbai, Chennai, and Delhi, which may benefit both the industry and the government. He has also talked about 'factory-built roads' in the book. He has emphasized increasing road construction by reducing costs with the use of world-class technology. He said, 'Now I have sought cooperation from industries to develop a technology by which roads can actually be built in factories. My idea is to make concrete blocks of the road in factories.' This work will not only be fast but also cheap and will save people from a lot of trouble. Shri Gadkari is also known for his commitment to encouraging the use of alternative fuels. He frequently mentions best from waste. His efforts to strengthen the ecosystem for alternative fuels such as ethanol, methanol, and others that can be made from domestically available resources would also help farmers to increase their

incomes, which is another feather in his cap. He has also talked about making diesel and other fuels from bamboo, which indeed is an innovative approach. He has talked about using both organic and sewage waste to generate CNG. He further says, "If the use of tractor CNG is started, it will save lakhs of rupees for the farmers."

*Unmasking India* is a Book, which illustrates Shri Gadkari's iconic leadership, purpose, perseverance, passion, extensive knowledge, facts, statistics, clear approach with a short and long-term vision and a solution to every problem that makes him extraordinary. His innovative approach and research-oriented mind distinguish him as a man of distinction. One of Mr. Nitin Gadkari's strong points is his cost-cutting approach without sacrificing quality and getting the projects implemented well before the stipulated time. His penchant for speed, scalability, and sustainability and his deep understanding of a variety of issues project a qualitative picture backed by quantitative logic. His faith in science, technology and innovations as instruments to achieve accelerated development and growth in every sector that he touches gets amplified in this Book. This Book contains an abundance of inspiring ideas, which provide a roadmap of how to be resilient in tough and challenging times and combat the stagnation of

conventional approaches. His ideas sketch a beautiful blueprint for developing the *Atmanirbhar Bharat*, which ensures the development of all and touches the lives of all with love, care and affection.

Sarika Kaushik and Rahul Pande; the Editors of the Book "*Unmasking India*" have put forward the new grammar of the New Normal, while staying within the realistic bounds of the present and future decisions of the Government. The Editors have been successful in presenting the precise roadmap of Shri Gadkari, who is a public figure, successful in shaping his innovative as well as bold thinking, which speaks of his courage to surmount the setbacks and obstacles and move ahead on the highway of power with positivity. He is known for his out of the Box thinker approach, which underlines his capability to make firm decisions, which has successfully catalysed his transformation from an ordinary man into an extraordinary personality, which is not only original but also symbolizes excellence. He is known for his hard work, courage, understanding of problems and quest to find natural solutions with extreme diligence. This Book shall be a milestone in democratizing innovative approaches, encouraging critical thinking, strengthening objective analysis, identifying the complex nature of problems and finding appropriate solutions. □

## **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.

For further details contact the Editors on Email Id : [ramapani.universitynews@gmail.com](mailto:ramapani.universitynews@gmail.com)

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# THESES OF THE MONTH

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## HUMANITIES

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

### Geography

1. Bharati, Sangita Subhash. **Pune Jilhyateel aarogey seva suvidhateel isthalkaliye badal.** (Prof. Virendra Nagarale), Department of Geography, S.N.D.T. Women's University, Mumbai.
2. Darekar, Shital Pavan. **Dakshin Raigarh Jihyateel sambhavey paryetan vikas shamta: Bhogolik abhyas.** (Dr. Ratnaprabha S Jadhav), Department of Geography, S.N.D.T. Women's University, Mumbai.
3. Rashid, Shahbaz. **Role of fruit market centres in horticulture and economic development in Kashmir Valley, J & K.** (Dr. Javeed Ahmad Rather), Department of Geography and Disaster Management, University of Kashmir, Srinagar.

### History

1. Barman, Tushar Kanti. **Violation resistance and repression: A study of crime, public disorder and control in North Bengal (1864-1947).** (Dr. Dahlia Bhattacharya and Dr. Sudip Khasnobish), Department of History, University of North Bengal, Darjeeling.
2. Gaur, Manjula. **A historical analysis of changes in environment and its impact on cultural pattern: With special reference to Garhwal Region.** (Dr. Sanjay Barolia), Department of History, Dr Harisingh Gour Vishwavidyalaya, Sagar.
3. Mandeep. **Bhagat Singh evam krantikari andolan: Ek itihasekhiya adhyayan.** (Dr. S K Chahal), Department of History, Kurukshetra University, Kurukshetra.
4. Mangar, Asudha. **MANGARS in Jalpaiguri and Darjeeling District: A socio-economic and cultural perspective (19th-20th Century).** (Prof. B K Sarkar), Department of History, University of North Bengal, Darjeeling.
5. Shalini. **Aupnivashik kaal mein Kanpur par audhyogikaran ka prabhav-aitihasek adhyayan (San 1802 isvi se 1947 isvi tak).** (Dr. Ranjana Sharma), Department of History, Vikram University, Ujjain.
6. Soni, Swati. **Sagar Sambhag ka sanskritik itihasek: Bundeli lokgeet, loknritye, vrat, tyohar evam meloan ke vishesh sandarbh mein.** (Prof. B K Shrivastava), Department of History, Dr Harisingh Gour Vishwavidyalaya, Sagar.

### LANGUAGES & LITERATURE

#### English

1. Boro, Tutumoni. **Ethics of care and Indira Goswami.** (Dr. Chandan Kumar Panda), Department of English, Rajiv Gandhi University, Itanagar.
2. Mohammed, Nesreen. **Willingness to communicate among university students in Tesol classrooms: A study of teacher-related factors with special reference to Bangalore.** (Dr Swati Kumari), Department of English, Jain University, Bangalore.
3. Rajani, S. **Revisionist writing as interpretative strategy: A Study of S L Bhyrappa's Parva.** (Dr. Mekhala Venkatesh), Department of English, Jain University, Bangalore.
4. Rostom, Reem. **Man versus machine simultaneous interpretations from American English into Arabic: A study of selected political discourses.** (Dr Mekhala Venkatesh), Department of English, Jain University, Bangalore.
5. Stanislaus, A. **Developing the communication skills of nurses: An experimental study.** Department of English, Hindustan Institute of Technology & Science, Chennai.

#### Hindi

1. Anuradha. **Anamika ke sahitya ka samajsahstriya adhyayan.** (Dr. Rajeev Ranjan Prasad), Department of Hindi, Rajiv Gandhi University, Itanagar.
2. Belo, Rebom. **Stree vimarsh ke alok mein Usha Priyamvada aur Krishna Sobati ke upanyasoan ka tulnatamak adhyayan.** (Dr. Abhishek Kumar Yadav), Department of Hindi, Rajiv Gandhi University, Itanagar.
3. Dangi, Abhishek. **21v sadi ka katha sahitye: Badalta gram in yatharth.** (Dr. Chanda Bain), Department of Hindi, Dr Harisingh Gour Vishwavidyalaya, Sagar.
4. Gamit, Hiteshbhai Chhimabhai. **Jaishankar Prasad ke kahaniyoan ka samajik evam sanskritik adhyayan.** (Dr. N T Gamit), Department of Hindi, Saurashtra University, Rajkot.

5. Gogoi, Aruna. **Arunachal Pradesh kee Galo Janjati ke lok subhashiton ka samajik-sanskritik adhyayan.** (Dr. Joram Yalam Nabam), Department of Hindi, Rajiv Gandhi University, Itanagar.
6. Malivad, Mehulkumar Fulsingbhai. **Hindi me aadhivasi Jeevan kendrit katha-sahitiya me mithak: Ek anushilan.** (Dr. Hemal Vyas), Department of Hindi, Saurashtra University, Rajkot.
7. Mecha, Teli. **Aajilamu, swangevam yakshgaan natakon ka tulnatmak adhyayan.** (Dr. Rajeev Ranjan Prasad), Department of Hindi, Rajiv Gandhi University, Itanagar.
8. Yadav, Sadhna. **21vi sadi ke mithkiye Hindi upnayasoan ka alochnatamak adhyayan: Aarambhik do dashkoan ke vishesh sandarbh mein.** (Prof. A P Tripathi), Department of Hindi, Dr Harisingh Gour Vishwavidyalaya, Sagar.
5. Umesh Kumar. **Temple in Bhartiya Jyotish: An analytical study in respect of Himachal Pradesh.** (Dr. Vishnu Kumar Nirmal), Department of Jyotisha, Central Sanskrit University, New Delhi.
6. Umrav, Subhashini. **Ramayanasya aranyakandasya Devrambhata kritv ishampadartha vyakhyan teekayah sameekshatmakam sampadanam.** (Dr. Neeraj Tiwari), Department of Sahitya, Central Sanskrit University, New Delhi.
7. Vaijayanti Mala. **An astrological review of rain based calamities.** (Prof. P V B Subrahmanyam), Department of Jyotisha, Central Sanskrit University, New Delhi.

#### Telugu

1. Prasad, G. **Nizamabad Zilla paramarthik sahyam-samagra parisheelana.** (Dr. Ayachitham Nateshwara Sharma), Department of Telugu Studies, Telangana University, Nizamabad.

#### PERFORMING ARTS

##### Dance

1. Chakraborty, Keya Chanda. **Contribution of Nautch girls in the resurrection and preservation of Kathak Community and there present role (status) in dance culture.** (Dr. Vijaya Sharma), Department of Dance, Raja Mansingh Tomar Music & Arts University, Gwalior.
2. Jamindar, Smita. **Madhyapradesh mein shastreye nrity kee isthiti ka vishleshanaatmak adhyayan.** (Dr. Suchitra Harmalkar), Department of Dance, Raja Mansingh Tomar Music & Arts University, Gwalior.

##### Drawing & Painting

1. Ranjan, Ranjeet Kumar. **Mithilanchal kee chitrekala: Ek adhyayan (Madhubani chitrekala evam kalakaroan ke vishesh sandarbh mein).** (Prof. Kiran Shukla), Department of Lalitkala, Raja Mansingh Tomar Music & Arts University, Gwalior.

##### Music

1. Birthare, Swati. **P Bhatkhande dwara "Harrang" upnam se rachit badishoan ka vishleshnatamak adhyayan kramik pustak malikaoan ke sandarbh mein.** (Prof. Smita Sehasrebudhey), Department of Music, Raja Mansingh Tomar Music & Arts University, Gwalior.
2. Mishra, Dinesh Kumar. **Pandit Ramashreya Jha dwararachitpramukhbandishoan meinsoundarya tatv evam ras kee vivechna ka vishleshnatamak adhyayan.** (Dr. Prakash Kadotiya), Department of Music, Vikram University, Ujjain.

#### Kannada

1. Shivakumar, Shailesh Kumar. **Gopalakrishna Adiga Mattu Ramunajanravara kaavyadalli vyakti Mattu samaajada parikalpane.** (Dr. Shivakumara D C), Department of Kannada, Jain University, Bangalore.

#### Marathi

1. Ghaisas, Chinmay Madhu. **Marathi sangeet natak ani Konkani tiyatr yancha tulnatmak abhyas.** (Prof. Sanjaykumar Karandikar), Department of Marathi, M S University of Baroda, Vadodara.

#### Sanskrit

1. Mukesh Kumar. **The critical study of Vastuvidyadhyay and Prasadalakshanadhyay in Brihat Samhita.** (Prof. Hansdhar Jha), Department of Jyotisha, Central Sanskrit University, New Delhi.
2. Nautiyal, Ravi Sagar. **Jyotishshastre grahanam karkatvavimarshah.** (Prof. Neelam Thagela), Department of Phalit Jyotisha, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.
3. Sajan Kumar. **Vivekanandcharitamritkavasey kavyeshastriyadhyayanam.** (Dr. Renuka Sinha), Department of Sahitya, Kameshwara Singh Darbhanga Sanskrit University, Darbhanga.
4. Santosh Kumar. **Vastusastradestva Chambajanpa-dasthamandiranamadhyayanam.** (Dr. Deshbandhu), Department of Vastushastra, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.

## Tabla

1. Nirala, Lal Babu. **Tabla Vadan ke kshetre mein bhumandlikaran ka prabhav evam ganitiye tatv ka vikas: Ek vishleshnatamak adhyayan.** (Dr. Nagesh Tripathi), Department of Music, Raja Mansingh Tomar Music & Arts University, Gwalior.
2. Singh, Naman. **Banaras Ghrane ke suprasidh tabla vadak P Behroan Sahaye Ji ke parampara ka sangeet mein yogdan.** (Dr. Manoj Kumar Mishra), Department of Music, Raja Mansingh Tomar Music & Arts University, Gwalior.

## Philosophy

1. Manish Kumar. **Shastradeepikavah bhedadhyayasya vivechnatamakmadhyayanam.** (Prof. Prabhakar Prasad), Department of Sarva Darshan,

Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.

2. Nirali. **Srikulayasavisastrivircitasya yogamakarandasya yogamanjaritikayah: Samiksatmakamadhyayanam.** (Prof. Jawahar Lal), Department of Sarva Darshan, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.

## RELIGION

### Jainism

1. Jain, Sweety. **Mahavira's concept of peace-oriented progress.** (Dr. Samani Shashi Prajna), Department of Jainology, Comparative Religion and Philosophy, Jain Vishva Bharati Institute, Ladnun, District Nagaur.



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| Sr. No. | Cadre               | Subject                  | Total No. of Posts | Category  |
|---------|---------------------|--------------------------|--------------------|-----------|
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| 2.      | Professor           | Pharmaceutics            | 01                 | 01 - OPEN |
|         |                     | Pharmacology             | 01                 | 01 - OPEN |
| 3.      | Associate Professor | Pharmacognosy            | 01                 | 01 - OPEN |
|         |                     | Pharmaceutical Chemistry | 01                 | 01 - OPEN |
|         |                     | Pharmaceutics            | 02                 | 02 - OPEN |
| 4.      | Assistant Professor | Pharmacology             | 01                 | 01 - OPEN |
|         |                     | Pharmaceutics            | 03                 | 03 - OPEN |
|         |                     | Pharmaceutical Chemistry | 03                 | 03 - OPEN |
|         |                     | Pharmacognosy            | 01                 | 01 - OPEN |

The above posts are open to all, however candidates from any category can apply for the post.  
 Reservation for women will be as per University Circular No.BCC/16/74/1998 dated 10th March 1998, 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 05th July 2019.  
 Candidate having knowledge of Marathi will be preferred.  
 The Educational Qualification, Experience & pay-scale for the post of Principal, Professor, Associate Professor, Assistant Professor are as prescribed by the University of Mumbai, AICTE from time to time.  
 Please refer University Circular No. मशिमाक/विशिमाक/तंत्रशिक्षण/११/२०२०-२०२१ दिनांक ११ जानेवारी, २०२१ for qualifications and experience at the time of interview.  
 Applicants who are already employed must send their application through proper channel. Applicants are required to account for breaks, if any in their academic career.  
 Applications with full details should reach **THE PRESIDENT, Habib Educational and Welfare Society's, 111, Habib Educational Complex, M.H. Mohani Road, Kausa, Mumbai, Dist. Thane - 400612.** Within 15 days from the date of publication of this advertisement. This is University approved advertisement. Sd/- PRESIDENT

Shri Mouni Vidyapeeth's  
**Acharya Jawadekar College of Education**  
 Ht. Murlidharnagar, Gargoti, Tal. Bhudargad,  
 Dist. Kolhapur- 416209 (Maharashtra State)  
 (Affiliated to Shivaji University, Kolhapur)  
 (Permanently Granted)

**WANTED**

Applications are invited from eligible candidates for the following posts.

| Sr. No. | Name of Post | Vacant post | Reservation   |
|---------|--------------|-------------|---------------|
| 01      | Principal    | 01          | Open to All-1 |

Apply giving full particulars **within 15 days** from the date of publication of this advertisement to **The Director, Shri Mouni Vidyapeeth, Ht. Muralidharnagar, Gargoti, Tal. Bhudargad, Dist. Kolhapur, Pin: 416209.**

Please download the blank application form from college website: [www.ajcegargoti.info](http://www.ajcegargoti.info) to apply.

**Note :- For detailed information about posts, qualifications and other terms and conditions, please visit University website : [www.unishivaji.ac.in](http://www.unishivaji.ac.in).**

Place :- Gargoti  
 Date : 12/10/2024

**Director Chairman President**  
 Shri Mouni Vidyapeeth  
 Ht. Muralidharnagar, Gargoti, Dist. Kolhapur

Jaywantrao Awale Shikshan Prasarak Mandal  
**Jaywant Mahavidyalaya, Ichalkaranji**  
 Near Govt. Rest House Shahapur- 416 115,  
 Ichalkaranji, Kolhapur  
 (Affiliated to Shivaji University, Kolhapur)  
 (Permanently Granted)

**WANTED**

Applications are invited from eligible candidates for the following post:

| Sr. No. | Name of Post | Vacant Post | Reservation                |
|---------|--------------|-------------|----------------------------|
| 1       | Principal    | 01          | Post - 01<br>(Open to All) |

**Note :** For detailed information about post, qualifications and other terms and conditions, please visit University:  
**Website : [www.unishivaji.ac.in](http://www.unishivaji.ac.in).**  
 Place : Ichalkaranji  
 Date : 16/10/2024

**President**  
 Jaywantrao Awale Shikshan Prasarak Mandal,  
 Ichalkaranji, Dist - Kolhapur

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Estd: 1962

“A++” Accredited by NAAC (2021) with CGPA 3.52

## SHIVAJI UNIVERSITY, KOLHAPUR

Applications are invited for the following statutory and various teaching posts to be filled in the various Departments/ Schools/Centres of Shivaji University, Kolhapur as per the provisions made under Section 102 and 105 of the Maharashtra Public Universities Act, 2016. The prescribed format of online application is available on Shivaji University's official website [www.unishivaji.ac.in](http://www.unishivaji.ac.in) (URL <https://www.unishivaji.ac.in/recruitments/At-University>).

| Advt. No.              | Name of the Post  | Total Posts |
|------------------------|---|-------------|
| <b>Teaching Posts</b>  |   |             |
| 22/2024                | Director / Professor, Yashwantrao Chavan School of Rural Development Adhyasan | 01          |
| 23/2024                | Associate Professor   | 08          |
|                        | Director, Rajarshi Shahu Research Centre and Museum Complex                   | 01          |
| 24/2024                | Assistant Professor   | 43          |
|                        | Coach- (Equivalent to Assistant Professor)                                    | 02          |
|                        | Project Officer (Equivalent to Assistant Professor)                           | 01          |
|                        | Assistant Director/Assistant Professor  | 16          |
| <b>Statutory Posts</b> |   |             |
| 25/2024                | Dean, Faculty of Science and Technology                                       | 01          |
|                        | Dean, Faculty of Inter-disciplinary Studies                                   | 01          |
| 40/2024                | Director, Knowledge Resource Centre, Barr. B. K. Knowledge Resource Centre.   | 01          |

The details of Posts, Qualifications, Pay Scales and Emoluments, Process of filling in online application form, fees and the instructions therein etc. are mentioned in detailed Advertisement available on the University website.

- Interested candidates may apply Online on or before **11/11/2024**.
- Last date for submission of hard copies of application form is **25/11/2024** up to 6.00 p.m. in the University office.

**Kolhapur**  
**Date: 11/10/2024**

**Dr. V. N. Shinde**  
**Registrar**

## Vidya Prasarak Mandal's DR. GHALI COLLEGE, GADHINGLAJ

Tal: Gadhinglaj Dist: Kolhapur 416502 (MS)  
(Affiliated to Shivaji University, Kolhapur)  
(Permanently Granted)

### WANTED

Applications are invited from eligible candidates for the following post:

| Sr. No.                    | Name of Post/Subjects          | Vacant Posts | Reservation           |
|----------------------------|--------------------------------|--------------|-----------------------|
| 1.                         | Principal                      | 1            | Post -1 (Open to All) |
| <b>Assistant Professor</b> |                                |              |                       |
| 1.                         | Director of Physical Education | 1            | Post -1 (Open to All) |

**Note:**

1. For detailed information about qualifications and other terms and conditions, please visit university **website**. **Website: [www.unishivaji.ac.in](http://www.unishivaji.ac.in)** 2. For additional information please visit college **website**. **Website: [www.ghalicollege.edu.in](http://www.ghalicollege.edu.in)**  
3. The application duly completed with all documents should reach on the following correspondence address **within 15 days** from the publication of this advertisement. 4. Eligible candidates who are already in service should submit their applications through proper channel. 5. No T.A and D.A. will be paid to the candidates. 6. Application fee of **Rs.100/-** be paid in following bank account (Online, Gpay/RTGS/NEFT) and copy of payment slip be attached with the application.

**Bank Details:** Bank Name: Bank of India, Branch: Gadhinglaj.  
A/c No. : 092610200010668, IFSC Code: BKID0000926

**Correspondence Address:**

The Secretary, Vidya Prasarak Mandal, Gadhinglaj's- C/o. Dr. Ghali College, Gadhinglaj, Jagruti Nagar, Bhadgaon Road, Gadhinglaj. Tal-Gadhinglaj, Dist-Kolhapur, Pin-416502

**Place : Gadhinglaj**  
**Date : 11/10/2024**

**Secretary**  
Vidya Prasark Mandal, Gadhinglaj

**President**  
Vidya Prasark Mandal, Gadhinglaj

**Dakshin Solapur Taluka Shikshan Mandal's**  
**V. G. SHIVDARE COLLEGE OF ARTS, COMMERCE & SCIENCE SOLAPUR**

Phone No: 0217-2303411 E. Mail ID : vgs.biotechnology@rediffmail.com

NAAC "A" Grade (Permanent Unaided)

Kannada Linguistic Minority Institute

(Affiliated to P.A.H. Solapur University Solapur)

**WANTED**

Applications are invited from eligible candidates for the following post of **Assistant Professor**:

| Sr. No. | Subject Designation | No-Objection Certificate given by Govt. of Maharashtra Vacant Posts | Sr. No. | Subject Designation | No-Objection Certificate given by Govt. of Maharashtra Vacant Posts |
|---------|---------------------|---|---------|---------------------|---|
| 1       | English             | 02 Full Time  | 6       | Microbiology        | 02 Full Time  |
| 2       | Economics           | 01 Full Time  | 7       | Biotechnology       | 02 Full Time  |
| 3       | Commerce            | 01 Full Time  | 8       | Biochemistry        | 01 Full Time  |
| 4       | Biotechnology       | 03 Full Time  | 9       | Botany              | 01 Full Time  |
| 5       | Zoology             | 01 Full Time  |         |                     |   |

**Conditions:**

- Educational Qualifications, Service Conditions & Pay Scale will be applicable as per existing rules prescribed by the UGC Notification dt. 18<sup>th</sup> July, 2018, Govt. of Maharashtra Resolution No. Misc 2018/C.R.56/15 UNI -1 dt. 8<sup>th</sup> March, 2019 and University Circular No. PAHSUS/Estt./7<sup>th</sup> pay/2019/2285/dt. 25<sup>th</sup> March, 2019.
- Apply in the prescribed form, available on the college website: [www.vgscollge.com](http://www.vgscollge.com).

**PRINCIPAL**

**PRESIDENT**

**Shikshan Prasarak Mandal, Kolhapur**

Gopal Krishna Gokhale College, Kolhapur (Affiliated to Shivaji University, Kolhapur)

Br. Balasaheb Khardekar College, Vengurla (Affiliated to Mumbai University, Mumbai)

(C/o Gopal Krishna Gokhale College, Kolhapur, 'B' Ward, Mangalwar Peth, Subhash Road, Kolhapur -416012. (M.S)

(Permanently Granted)

**WANTED**

Applications are invited from eligible candidates for the following posts

| Sr. No                                    | Name of Post / Subject | Subject wise vacant posts | College  | Total Number of posts                  | Total Reservation   |
|---|------------------------|---------------------------|--|--|---|
| <b>A) Principal</b>                       |                        |                           |  |  |   |
| 1.  | Principal              | 02                        | Gopal Krishna Gokhale College, Kolhapur<br>Br. Balasaheb Khardekar College, Vengurla | 01 Post<br>01 Post                     | 02 Open to all  |
| <b>B) Assistant Professor / Librarian</b> |                        |                           |  |  |   |
| 1.  | Statistics             | 01                        | Gopal Krishna Gokhale College, Kolhapur<br>Br. Balasaheb Khardekar College, Vengurla | 08 Posts<br>06 Posts<br>Total 14 Posts | ST-01<br>VJ-A-01<br>NT-C-01<br>NT-D-01<br>SBC-01<br>OBC-05<br>EWS-01<br>SEBC-01 and<br>Open to all-02 |
| 2.  | Accountancy            | 01                        |  |  |   |
| 3.  | Commerce               | 02                        |  |  |   |
| 4.  | Economics              | 01                        |  |  |   |
| 5.  | Geography              | 01                        |  |  |   |
| 6.  | English                | 02                        |  |  |   |
| 7.  | Physics                | 02                        |  |  |   |
| 8.  | Zoology                | 01                        |  |  |   |
| 9.  | Computer Science       | 01                        |  |  |   |
| 10.                                       | Librarian              | 02                        |  |  |   |

PWD - \* Out of above Total Posts 01 Post is reserved for Blind/Low vision candidate.

These posts are approved by Shivaji University, Kolhapur and University of Mumbai, Mumbai.

**Note :** For detailed information about posts, qualifications and other terms and conditions please visit University website : [www.unishivaji.ac.in](http://www.unishivaji.ac.in) & College website : [www.gkgcollege.edu.in](http://www.gkgcollege.edu.in) and [www.khardekarcollege.in](http://www.khardekarcollege.in).

Place : Kolhapur  
Date : 15/10/2024

**Secretary**  
**Shikshan Prasarak Mandal, Kolhapur**



# BHARATI VIDYAPEETH

Bharati Vidyapeeth Bhavan,  
Lal Bahadur Shastri Marg, Pune 411 030

## UNAIDED

APPLICATIONS ARE INVITED FOR THE FOLLOWING POST TO BE FILLED IN BHARATI VIDYAPEETH'S, COLLEGE OF ARCHITECTURE, SECTOR -7, C.B.D. BELAPUR, NAVI MUMBAI - 400614.

### PRINCIPAL FROM THE ACADEMIC YEAR 2024-25.

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

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

Candidates having knowledge of Marathi will be preferred.

The Educational Qualifications, Experience & pay-scale for the post of Principal is as prescribed by the COA & University of Mumbai from time to time.

Please refer University Circular No. AAMS(UG)/178 OF 2021-22 dated 25<sup>th</sup> February, 2022 for qualifications and experience at the time of interview.

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

Applications with full details should reach to the SECRETARY, Bharati Vidyapeeth Bhavan, 4<sup>th</sup> Floor, Bharati Vidyapeeth Central Office, L.B.S. Marg, Pune -- 411030 within 15 days from the date of publication of this advertisement. This is University approved advertisement.

SECRETARY  
Bharati Vidyapeeth



# BHARATI VIDYAPEETH

Bharati Vidyapeeth Bhavan,  
Lal Bahadur Shastri Marg, Pune 411 030

## UNAIDED

APPLICATIONS ARE INVITED FOR THE FOLLOWING POST TO BE FILLED IN BHARATI VIDYAPEETH'S, COLLEGE OF HOTEL & TOURISM MANAGEMENT STUDIES, OPP. KONKAN BHAVAN, SECTOR- 8, C.B.D. BELAPUR, NAVI MUMBAI - 400614.

### PRINCIPAL FROM THE ACADEMIC YEAR 2024-25.

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

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

Candidates having knowledge of Marathi will be preferred.

Qualifications, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18<sup>th</sup> July, 2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/18/UN1-1, dated 8<sup>th</sup> March, 2019 and University Circular No. TAAS/(CT)/ICD/2018-19/1241, dated 26<sup>th</sup> March, 2019 and University Circular CONCOL/15/ of 2013-2014 dated 15<sup>th</sup> October, 2013 revised from time to time." The Government Resolution & Circular are available on the website: mu.ac.in.

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

Applications with full details should reach to the SECRETARY, Bharati Vidyapeeth Bhavan, 4<sup>th</sup> Floor, Bharati Vidyapeeth Central Office, L.B.S. Marg, Pune -- 411030 within 15 days from the date of publication of this advertisement. This is University approved advertisement.

SECRETARY  
Bharati Vidyapeeth



## DNYAN GANGA EDUCATION TRUST'S DEGREE COLLEGE OF ARTS, COMMERCE & SCIENCE

Opp. Unnathi Greens, Near Haware Citi, Kasarvadavali,  
G.B. Road, Thane – (W)-400615

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

### UN-AIDED

| Sr. No. | Cadre               | Subject                  | Total No. of Post | Post Reserved for   |
|---------|---------------------|--------------------------|-------------------|---|
| 1.      | Principal           | --                       | 01                | 01-OPEN   |
| 2.      | Assistant Professor | Accountancy              | 06                | 01- SC / ST, 01- DT (A), 01- OBC,<br>01- SEBC/EWS, 02- OPEN |
| 3.      | Assistant Professor | Management               | 04                | 01- SC / ST, 01- DT (A), 01- OBC,<br>01- OPEN               |
| 4.      | Assistant Professor | Information Technology   | 04                | 01- SC / ST, 01- DT (A), 01- OBC,<br>01- OPEN               |
| 5.      | Assistant Professor | Commerce                 | 03                | 01- SC / ST, 01- DT (A), 01- OBC                            |
| 6.      | Assistant Professor | Mathematics & Statistics | 01                | 01-OPEN   |
| 7.      | Assistant Professor | Law                      | 01                | 01-OPEN   |
| 8.      | Assistant Professor | Economics                | 01                | 01-OPEN   |
| 9.      | Assistant Professor | Communication Skills     | 02                | 01- SC<br>01-OPEN   |
| 10.     | Assistant Professor | Geography                | 01                | 01-OPEN   |
| 11.     | Assistant Professor | History                  | 01                | 01-OPEN   |
| 12.     | Sport Director      | Physical Education       | 01                | 01-OPEN   |
| 13.     | Librarian           | --                       | 01                | 01-OPEN   |

#### For Assistant Professor (Horizontal Reservation)

##### Persons with Disability Total Posts-01 (A Group – B./LV-01 Post), Sportsmen - 01

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

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

Candidates having knowledge of Marathi will be preferred.

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

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

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

Applications with full details should reach the **CHAIRMAN, Dnyan Ganga Education Trust's Degree College of Arts, Commerce & Science, Opp. Unnathi Greens, Near Haware Citi, Kasarvadavali, G.B. Road, Thane (W)- 400615. Within 15 days** from the date of publication of this advertisement. **This is a University approved advertisement.**

Sd/-  
HON. CHAIRMAN



## ASSOCIATION OF INDIAN UNIVERSITIES

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W.E.F. APRIL 01, 2017

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जम्मू केंद्रीय विश्वविद्यालय  
**Central University of Jammu**  
 Rahya-Suchani (Bagla), District: Samba - 181143, Jammu (J&K)

**EMPLOYMENT NOTIFICATION NO.: 24**  
**(FOR TEACHING POSTS)**

Central University of Jammu invites online application for various teaching positions under direct recruitment from the eligible Indian Citizens and Overseas Citizen of India (OCI) in the prescribed format. Minimum qualification, Experience, Reservation, Service Conditions, Emoluments, Age of Superannuation, etc. are as prescribed by the University/ UGC/Government of India/AICTE as per details available at [www.cujammu.ac.in](http://www.cujammu.ac.in).

| S. No. | Name of the Department/ Centre                         | Professor    | Associate Professor | Assistant Professor |
|--------|--|--------------|---------------------|---------------------|
| 1.     | Comparative Religion and Civilization                  |              | 01 SC (BL)          |                     |
| 2.     | English  | 01-OBC (BL)  | -                   | -                   |
| 3.     | Human Resource Management & OB                         | -            | 01-OBC (BL)         |                     |
| 4.     | Marketing Supply Chain Management                      | -            | 01-ST(BL)           |                     |
| 5.     | Mass Communication and New Media                       | 01-EWS       | -                   | 01-OBC (BL)*        |
| 6.     | Mathematics  | -            | 01-ST(BL)           | 01-EWS*             |
| 7.     | National Security Studies                              | 01-OBC (BL)  | -                   | -                   |
| 8.     | Physics and Astronomical Sciences                      | 01-EWS       | -                   | -                   |
| 9.     | Social Work  | 01- OBC (BL) | 01-OBC (BL)         | -                   |
| 10.    | Zoology  | 01-ST (BL)   | -                   | -                   |
| 11.    | Public Policy and Public Administration                | -            | 01-OBC (BL)         | -                   |
| 12.    | Computer Science and IT <sup>#</sup>                   | 01- UR       | -                   | 01-OBC(BL),         |
| 13.    | Electronics and Communication Engineering <sup>#</sup> | 01-UR        | -                   | -                   |
| 14.    | Chemistry and Chemical Sciences                        | 01-SC (BL)   | 01-EWS*             | -                   |

**#As per AICTE norms \* Vacancies against Lien**

BL-Backlog Vacancy, SC-Scheduled Caste, ST-Scheduled Tribe, EWS-Economically Weaker Section

**Note :**

1. If suitable EWS candidates do not become available, the vacancy will be treated as unreserved and filled as an unreserved vacancy. **Therefore, other candidates (who fulfill eligibility at UR standards) may also apply for the post**
2. Persons with Benchmark Disability (PwBD) shall be considered subject to availability and suitability of positions for OH, HH & VH as per reservation norms. The PwBD candidates shall be provided horizontal reservation as per the Government Guidelines wherever PwBD candidates are available.

**Important Information**

1. The candidates appointed against the lien\* posts will be on temporary basis till lien\* exists. If lien\* employee does not join back, the candidates appointed against the said posts are liable to be confirmed substantially subject to fulfillment of terms and conditions of the probation.
2. The detailed eligibility conditions and other relevant details are available on the University website [www.cujammu.ac.in](http://www.cujammu.ac.in). Online application form, complete in all respects must be submitted along with online payment of **Rs 1,000/-** (fee exempted for candidates belonging to SC, ST & PwBD) on or before **06.11.2024**
3. Online portal will be available on University website and remain open from **21.10.2024**.
4. The candidates are requested to regularly visit the University Website [www.cujammu.ac.in](http://www.cujammu.ac.in) for further updates. Hereafter, issuance of notifications in the newspapers, for any information in this regard, is not obligatory on the part of the University.
5. For any queries please email at [teaching.recruitment@cujammu.ac.in](mailto:teaching.recruitment@cujammu.ac.in). Queries on any other email will not be entertained.

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 Prof. (Dr.)Yashwant Singh  
 कुलसचिव/Registrar  
 ईमेल:-[registrar@cujammu.ac.in](mailto:registrar@cujammu.ac.in)  
 दूरभाष : 091-8082197957

No. CUJ/Estab/ENT 24/ 1303

Date: 15.10.2024