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NIRF Perception Score: A Storm in a Teacup?

M Bhaskara Rao*

*Where is the wisdom we have lost in knowledge?
 Where is the knowledge we have lost in information?*

-T.S. Eliot, The Rock (1934)

Academicians, administrators, policy-makers, regulators, researchers, journalists, and others have a paradoxical relationship with rankings. Rankings are good as they are informative and objective. Rankings are bad as they are biased and subjective. Worse, sometimes rankings are alleged to be rigged, managed, or manipulated. The foundation for rankings, as is known, is comparisons. Institutions would like to compare themselves with peers to determine who is good at teaching-learning, research, student outcomes, inclusivity, sustainable practices, and perception or reputation. Deep down, our passion for ranking is driven by our love for comparisons. Thus, whether we like rankings or not, they are here to stay. Yet, we fear rankings. Question their objectivity. Question their meaning – whether it reflects an institution’s real standing, values, and achievements.

After the announcement of India Rankings 2024, a storm is brewing in a teacup on perception scores. Criticism is pouring on perception scores, and some are even casting aspersions on NIRF about the perception scores’ veracity, transparency, and objectivity. NIRF has relatively less weightage for perception or reputation scores, i.e., 10 per cent. This is against 45 per cent in the QS World University Rankings for Academic and Employer reputation scores and the Times Higher Education World University Rankings 33 per cent. The process followed by NIRF is as transparent as that of the QS and the THE. The weightage for perception score in NIRF is thus far lower than that of international ranking agencies. Thus, the criticism of the NIRF perception score by various stakeholders may not be entirely justified.

Then, why is this storm in a teacup?

Peer perception scores are inherently subjective. They can vary widely based on individual biases, bounded rationality of the respondents, limited information, or personal experiences rather than objective quality measures. Perception as a metric may not accurately reflect true academic or institutional excellence, as it can be influenced by factors unrelated to educational quality, such as visibility or historical reputation. Nevertheless, it indicates the reputation enjoyed by the institution among academics and employers. Hence, a reputation or perception score as a part of the institution’s ranking is welcome despite its subjectivity and variability.

Although peer perception is a component of the NIRF rankings, its relative weight compared to other factors like teaching (30%),

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research (30%), and graduation outcomes (20%) is not disproportionately high. Institutions have a strategic choice - to invest in improving their image among peers or make more substantive improvements in teaching-learning processes, infrastructure, research, or student outcomes. In the latter case, the investments would yield major gains in perception over a medium to long term. Are the reputation scores of QS and THE more objective than the NIRF score? There is no evidence to conclude affirmatively. In the case of QS and THE, the sample size for reputation scores is a couple of lakhs, while NIRF has a sample size of around 25,000. The issue in all these surveys is how many respondents rate an institution. It is anybody's guess, and rightly so. Perception or reputation scores impact rankings, but we have to live with these scores.

Higher educational institutions might attempt to influence peer perception through aggressive promotional activities and collaborations with high-profile institutions and employers, or some may even resort to lobbying clandestinely. This may give some short-term gains but detract such institutions from the core mission of quality education and research. The pursuit of higher peer perception scores might lead to a focus on short-term gains or superficial changes. However, pursuing a higher ranking is a long-term goal built on meaningful improvements in education quality, research intensity, graduate outcomes, and inclusivity. The 'publish-or-perish' (PoP) motto first arose as a societal convention that dictated attaining an intangible reputation within the academic community. Nevertheless, it has transformed into a numerical indicator of production on the industrial production paradigm. Once conventional reputational norms interact with new reputation or perception measurement methods, they get involved in a 'perverse' dynamic that produces mostly unpredictable outcomes. Hence, while there is potential for gaming the system, such institutions will not be able to sustain gaming gains in the long term.

A singular focus on peer perception can overshadow other

important aspects of institutional excellence critical to student success and societal impact. Rankings should ideally reflect a balanced view that includes multiple quality dimensions rather than overemphasizing peer opinion, which is just one of many indicators of a university's standing. Excellence in all other metrics drives peer perception and not vice versa. Hence, institutions should focus and invest their resources in excelling in metrics other than perception. Perception score should be treated as a derived rather than a direct metric. Institutions that understand the importance of holistic evaluation would do better than those with a narrow approach to rankings.

While reputation and peer perception are important, they should not be the sole criteria for evaluating the quality of an institution. Quality education is fundamentally about the impact on students and society. This impact may not always be fully captured by how peers view an institution. Nevertheless, perception or reputation is an important indicator. Some criticize the perception scores based on the age of the institution. From their perspective, older institutions should enjoy higher perception scores. This is wishful thinking. Younger universities position themselves better and race past the older universities.





Nanyang Technological University Singapore, established in 1981, enjoys an academic reputation score of 91.9 and is ranked 15 by the QS World University Rankings. QS ranked Al-Azhar University, Cairo, established in 970 AD, is ranked in 1001-1200 band with an academic reputation score of 13.1. Institute Polytechnique de Paris, France, established in 1160 and 1250, is ranked by QS at 46 and has an academic reputation of 44.7. The Indian Statistical Institute (ISI), established in 1931, is among the best and has a perception score of 27.37 in the NIRF 2024 overall ranking. Institutions that have come up much later have higher perception scores than ISI Kolkata. That does not undermine the quality and stature of the institutions cited above. ISI Has never been at the forefront of seeking public perception, as it has always focused on pursuing academic excellence, and rightly so. Perception scores of top 40 law institutions and top 60 management institutions in NIRF 2024 are presented in Figure 1 and Figure 2. We cannot attribute any correlation between the perception score and the institution's rank. Reputation or perception always played a role in ranking educational institutions. One need not read too much into it.

Conclusion

The criticism of peer perception in NIRF rankings might be seen as “a storm in a teacup” because it can lead to an outsized focus on reputation management rather than genuine excellence in academics, research, graduate outcomes, and other key indicators of institutional performance. While peer perception does have a role in assessing the quality of institutions, it should be considered in balance with

other, more objective measures. Institutions should be cautious not to over-prioritize perception scores at the cost of their core mission of education, research, graduate outcomes, inclusivity, and service to society. Further, not everything related to rankings needs to be transparent as long as it is measured objectively. For now, there is no reason to suspect the objectivity of NIRF on perception score. There is no need for worry or fear, as the current debate is just a storm in a teacup. Let us all stay firm with the NIRF and let it grow from strength to strength.

As George Box said, “All models are wrong, but some are useful.” Despite all the criticisms, NIRF's India Rankings are still useful. They are awakening the otherwise sleepy higher education ecosystem in India.

India Rankings brought in behavioral changes in higher education institutions. Institutions are now driving their human resources to be goal-oriented or outcome-oriented to achieve their targeted rank. However, leaders of these institutions should note that goals may cause systematic problems if focused narrow, promote unethical behavior to achieve results at the cost of means, drive increased risk-taking, impact cooperation and collaboration negatively, and affect motivation. Hence, leaders must use care when applying goals in their institutions to achieve higher rankings.

It is not enough for HEIs to do their best; they must know what to do and then do their best. India Rankings tell them just that: what to do to achieve excellence. □

Decoding Multidisciplinary Education: A Comprehensive Analysis

Zaina Chowdhary* and Archana**

The landscape of education is evolving rapidly in response to the complexities of the 21st century. Traditional disciplinary silos, once the cornerstone of educational structures, are increasingly being challenged by the need for interdisciplinary and multidisciplinary approaches. Multidisciplinary education refers to an approach that integrates knowledge, methods, and insights from multiple disciplines to address complex problems and phenomena. It emphasizes the interconnectedness of different fields of study and encourages collaboration across disciplinary boundaries. In this context, the scope of multidisciplinary education extends beyond traditional subject-specific boundaries, fostering a holistic understanding of real-world issues.

In India, the significance of multidisciplinary education is increasingly being recognized in the wake of rapid societal and technological changes. According to a study by the National Education Policy-2020 (NEP-2020) Drafting Committee, there is a growing demand for interdisciplinary skills among Indian graduates, with 64% of employers expressing the need for candidates proficient in multiple domains (NEP, 2020). Similarly, a survey conducted by the All India Council for Technical Education (AICTE) revealed that 72% of engineering graduates believe that exposure to multidisciplinary coursework would enhance their employability (AICTE, 2019).

Internationally, the adoption of multidisciplinary education is also on the rise. According to a report by the Organisation for Economic Co-operation and Development (OECD), over 90% of countries have introduced policies or initiatives to promote interdisciplinary learning in schools and universities (OECD, 2018). Moreover, research from the United States indicates that graduates with multidisciplinary backgrounds are more likely to secure employment in diverse industries, with a 25% higher median salary compared to their counterparts with specialized degrees (AAC&U, 2016).

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Multidisciplinary education draws upon various theoretical frameworks to guide its implementation and assessment. One such framework is the concept of 'constructive alignment' proposed by John Biggs (1996), which emphasizes the alignment of learning objectives, teaching methods, and assessment tasks to promote deep learning and understanding. By ensuring coherence between different disciplinary inputs and learning outcomes, constructive alignment facilitates meaningful integration across diverse subject areas.

Another influential framework is Edgar Morin's theory of "complex thinking" (Morin, 1992), which advocates for an interdisciplinary approach to understanding complex phenomena. According to Morin, complex thinking involves embracing uncertainty, ambiguity, and contradictions inherent in real-world problems. By synthesizing knowledge from multiple disciplines, learners can develop a more nuanced understanding of complex issues and formulate innovative solutions.

While multidisciplinary, interdisciplinary, and transdisciplinary education share common goals of integrating knowledge across disciplines, they differ in their approaches and outcomes.

Multidisciplinary education involves the parallel study of multiple disciplines without significant integration or interaction between them. Each discipline retains its distinct methodologies, theories, and epistemologies, with limited cross-fertilization of ideas (Repko, 2008).

In contrast, interdisciplinary education emphasizes the synthesis of knowledge from different disciplines to develop a comprehensive understanding of a particular topic or problem. It involves collaboration between experts from diverse fields, with an emphasis on shared methodologies, perspectives, and vocabularies (Klein, 1990). Interdisciplinary approaches are often characterized by the creation of new knowledge paradigms that transcend traditional disciplinary boundaries.

Transdisciplinary education takes interdisciplinary collaboration a step further by transcending

disciplinary frameworks altogether. It seeks to address complex, real-world problems that defy conventional disciplinary perspectives (Nicolescu, 2014). Transdisciplinary approaches involve not only experts from different disciplines but also stakeholders from non-academic sectors, such as policymakers, community members, and industry representatives. By integrating diverse knowledge systems and fostering mutual learning, transdisciplinary education aims to generate innovative solutions to pressing societal challenges.

Significance of Multidisciplinary Education

Multidisciplinary education plays a crucial role in preparing individuals to tackle the complex challenges of the real world. By integrating insights from multiple disciplines, students are better equipped to understand and address multifaceted issues that defy simple solutions. This approach is particularly relevant in fields such as environmental sustainability, public health, and urban development, where problems often transcend disciplinary boundaries.

Research conducted by the United Nations Educational, Scientific and Cultural Organization (UNESCO) highlights the importance of multidisciplinary approaches in addressing global challenges such as climate change, biodiversity loss, and poverty (UNESCO, 2019). Moreover, a study by the World Economic Forum (WEF) identified interdisciplinary collaboration as a key driver of innovation and sustainable development, with 84% of business leaders citing it as essential for solving complex societal problems (WEF, 2021).

In India, initiatives such as the National Innovation Foundation (NIF) and the Atal Innovation Mission (AIM) emphasize the importance of multidisciplinary collaboration in fostering innovation and entrepreneurship (NIF, 2020). By bringing together scientists, engineers, social scientists, and entrepreneurs, these initiatives aim to develop holistic solutions to pressing societal challenges, ranging from healthcare delivery to agricultural productivity.

Multidisciplinary education nurtures creativity and innovation by exposing students to diverse perspectives, methodologies, and problem-solving approaches. By breaking down disciplinary silos and encouraging cross-pollination of ideas, this

approach stimulates out-of-the-box thinking and fosters a culture of innovation.

Research from the Massachusetts Institute of Technology (MIT) Media Lab demonstrates the power of interdisciplinary collaboration in driving technological innovation (MIT Media Lab, n.d.). Projects such as Scratch (a visual programming language) and Lifelong Kindergarten (a creative learning environment) exemplify how multidisciplinary teams can develop groundbreaking technologies that have a profound impact on education and society.

Internationally, initiatives such as the European Union's Horizon 2020 program promote interdisciplinary research and innovation to address societal challenges (European Commission, 2020). By fostering collaboration between academia, industry, and government, these initiatives facilitate the development of novel solutions that leverage insights from diverse fields of knowledge.

Multidisciplinary education enhances critical thinking and problem-solving skills by encouraging students to analyze complex issues from multiple perspectives and develop evidence-based solutions. By engaging with diverse viewpoints and methodologies, students learn to evaluate information critically, synthesize disparate sources of evidence, and formulate well-reasoned arguments.

Research conducted by the Association of American Colleges and Universities (AAC&U) underscores the importance of interdisciplinary learning in developing critical thinking skills (AAC&U, 2013). According to their findings, students enrolled in interdisciplinary programs demonstrate higher levels of analytical reasoning, information literacy, and quantitative literacy compared to their peers in traditional disciplinary programs.

Moreover, a longitudinal study by the National Science Foundation (NSF) found that graduates with multidisciplinary backgrounds are more adept at solving complex, ill-defined problems in professional settings (NSF, 2017). By leveraging insights from diverse disciplines, these individuals are better equipped to navigate uncertainty, ambiguity, and rapid change in the workplace.

Challenges in Implementing Multidisciplinary Education

Implementing multidisciplinary education faces various institutional barriers, including

bureaucratic structures, funding constraints, and resistance to change within academic institutions. Bureaucratic structures often prioritize discipline-specific departments and programs, making it difficult to establish interdisciplinary initiatives that require collaboration across administrative boundaries (Boix Mansilla & Duraisingh, 2007). Moreover, limited funding opportunities for interdisciplinary research and education can hinder the development of multidisciplinary programs and initiatives (Klein, 1990). Resistance to change from faculty members and administrators accustomed to traditional disciplinary models further complicates efforts to promote multidisciplinary education (Barker, 2000).

In India, the hierarchical nature of academic institutions and the emphasis on discipline-specific funding streams present significant challenges to the implementation of multidisciplinary education (Kumar & Khurana, 2020). Despite calls for interdisciplinary collaboration in initiatives such as the National Education Policy (NEP) 2020, institutional barriers continue to impede progress towards holistic educational reforms (NEP, 2020).

Designing and coordinating multidisciplinary curricula pose significant challenges due to differences in disciplinary frameworks, academic cultures, and pedagogical approaches. Integrating diverse subject areas into a coherent curriculum requires careful planning, negotiation, and compromise among faculty members with varying expertise and perspectives (Klein, 1990). Moreover, coordinating schedules, course offerings, and faculty assignments across multiple departments or schools can be logistically challenging and time-consuming (Jacobs, 1989).

Research on interdisciplinary curriculum development highlights the importance of interdisciplinary pedagogy, faculty training, and administrative support in overcoming these challenges (Becher & Trowler, 2001). However, achieving consensus on learning objectives, assessment methods, and course content remains a persistent obstacle in multidisciplinary education (Repko, 2008).

Assessing and evaluating student learning in multidisciplinary contexts presents unique challenges due to the complexity of learning outcomes, the diversity of disciplinary perspectives, and the lack of standardized assessment tools (Huber & Hutchings,

2004). Traditional assessment methods, such as exams and essays, may not adequately capture the integrative and applied nature of multidisciplinary learning (AAC&U, 2016). Moreover, disciplinary biases among faculty members and evaluators can influence assessment criteria and grading practices, leading to inconsistencies in student evaluation (Becher & Trowler, 2001).

In India, the reliance on standardized testing and rote memorization in the education system further exacerbates the challenges of assessing multidisciplinary learning outcomes (Srivastava, 2017). Efforts to develop alternative assessment methods, such as project-based learning, portfolio assessment, and peer evaluation, are underway but require broader institutional support and recognition (NEP, 2020).

Addressing these challenges requires a multifaceted approach that encompasses institutional reforms, faculty development, and pedagogical innovation. By fostering a culture of collaboration, flexibility, and experimentation, academic institutions can overcome barriers to multidisciplinary education and create learning environments that prepare students for success in an interconnected world.

Strategies for Effective Implementation

Curriculum integration is a key strategy for effectively implementing multidisciplinary education. It involves the intentional design of courses and programs that integrate content, concepts, and methods from multiple disciplines to create a cohesive learning experience (Repko, 2008). By breaking down disciplinary boundaries and promoting connections between different subject areas, curriculum integration enhances students' understanding of complex phenomena and fosters interdisciplinary thinking.

Research on curriculum integration emphasizes the importance of aligning learning objectives, instructional methods, and assessment tasks to promote coherence and continuity across disciplinary boundaries (Jacobs, 1989). Interdisciplinary pedagogical approaches, such as problem-based learning, inquiry-based learning, and project-based learning, are effective strategies for engaging students in interdisciplinary inquiry and collaboration (Becher & Trowler, 2001). Moreover, integrating real-world applications and

case studies into the curriculum provides students with opportunities to apply their knowledge and skills to authentic problems and scenarios (Huber & Hutchings, 2004).

In India, initiatives such as the National Education Policy–2020 (NEP–2020) emphasize the importance of curriculum integration in promoting holistic and multidisciplinary learning experiences (NEP, 2020). By encouraging the development of flexible, competency-based curricula that transcend disciplinary boundaries, the NEP aims to foster critical thinking, creativity, and innovation among students.

Interdisciplinary collaboration is essential for effective implementation of multidisciplinary education. It involves bringing together faculty members, researchers, and practitioners from different disciplines to collaborate on teaching, research, and curriculum development (Boix Mansilla & Duraisingh, 2007). By leveraging diverse expertise and perspectives, interdisciplinary collaboration stimulates creativity, innovation, and knowledge co-creation.

Research on interdisciplinary collaboration highlights the importance of building interdisciplinary teams, fostering trust and mutual respect among team members, and creating supportive institutional environments (Klein, 1990). Interdisciplinary workshops, seminars, and conferences provide opportunities for faculty members to exchange ideas, share best practices, and develop collaborative projects (Becher & Trowler, 2001). Moreover, interdisciplinary research centers and institutes serve as hubs for interdisciplinary collaboration, providing resources, infrastructure, and networking opportunities for faculty members and students (Boix Mansilla & Duraisingh, 2007).

In India, institutions such as the Indian Institutes of Technology (IITs) and the Indian Institutes of Management (IIMs) promote interdisciplinary collaboration through interdisciplinary research centers, joint degree programs, and collaborative projects with industry partners (Kumar & Khurana, 2020). By fostering a culture of interdisciplinary collaboration, these institutions aim to address complex societal challenges and contribute to national development goals.

Student-centered approaches are critical for engaging students and promoting active learning

in multidisciplinary education. These approaches prioritize students' interests, experiences, and learning styles, allowing them to take ownership of their learning and pursue their intellectual passions (Huber & Hutchings, 2004). By providing opportunities for self-directed inquiry, collaborative problem-solving, and reflective practice, student-centered approaches empower students to become lifelong learners and critical thinkers.

Research on student-centered learning emphasizes the importance of active learning strategies, such as group discussions, cooperative learning, and hands-on activities, in promoting deep learning and retention of knowledge (AAC&U, 2013). Moreover, integrating technology tools and digital resources into the learning environment enhances student engagement and facilitates personalized learning experiences (Bonk & Graham, 2012). Additionally, providing opportunities for students to engage with community partners, stakeholders, and experts outside the classroom fosters real-world connections and promotes civic engagement (Boix Mansilla & Duraisingh, 2007).

In India, initiatives such as the Rashtriya Uchchar Shiksha Abhiyan (RUSA) and the National Institutional Ranking Framework (NIRF) promote student-centered approaches through initiatives such as outcome-based education, experiential learning, and competency-based assessment (RUSA, 2020). By prioritizing student engagement, creativity, and critical thinking, these initiatives aim to prepare students for success in an increasingly complex and interconnected world.

Case Studies

Integrated STEM Education Initiatives

Integrated STEM (Science, Technology, Engineering, and Mathematics) education initiatives are exemplary models of multidisciplinary education that promote holistic learning experiences and prepare students for careers in STEM fields. One such case study is the “Project Lead The Way” (PLTW) program in the United States, which integrates STEM disciplines through hands-on projects, problem-based learning, and real-world applications (Morelock, 2015). PLTW offers a comprehensive K-12 curriculum that emphasizes interdisciplinary connections and fosters creativity, critical thinking, and collaboration among students.

Research on PLTW and similar integrated STEM programs demonstrates their effectiveness in increasing student interest and achievement in STEM subjects (Drane & Marks, 2010). Moreover, longitudinal studies have shown that participation in integrated STEM education initiatives correlates with higher rates of college enrollment and STEM degree completion (Foster, 2013). By providing students with authentic learning experiences and exposure to STEM careers, these programs contribute to closing the achievement gap and promoting diversity in STEM fields (National Research Council, 2014).

Project-based Learning Models

Project-based Learning (PBL) models are another example of multidisciplinary education that emphasizes student-centered inquiry, collaboration, and problem-solving. One notable case study is the High Tech High (HTH) network of schools in California, which employs a PBL approach to deliver rigorous, interdisciplinary curriculum aligned with real-world challenges (Barron & Darling-Hammond, 2010). HTH students engage in long-term, collaborative projects that integrate multiple subject areas and culminate in public presentations or exhibitions of their work.

Research on HTH and other PBL models highlights their positive impact on student engagement, motivation, and academic achievement (Buck Institute for Education, 2013). Longitudinal studies have shown that PBL students develop deeper conceptual understanding, higher-order thinking skills, and greater self-efficacy compared to students in traditional classrooms (Thomas, 2000). Moreover, PBL fosters essential 21st-century skills such as communication, collaboration, and critical thinking, which are highly valued in today's workforce (BIE, 2021).

Global Citizenship Education Programmes

Global Citizenship Education (GCE) programs are designed to cultivate a sense of belonging to a global community and empower students to become active, responsible global citizens. One notable case study is the Asia Society's International Studies Schools Network (ISSN), which integrates global perspectives and intercultural understanding into the curriculum through project-based learning and international partnerships (Tucker, 2007). ISSN schools offer interdisciplinary courses that explore

global issues such as climate change, human rights, and economic development from multiple perspectives.

Research on GCE programs like ISSN demonstrates their positive impact on students' global awareness, empathy, and cross-cultural competence (Reimers & Chung, 2016). Participating students develop a deeper understanding of global issues and a greater appreciation for cultural diversity, leading to increased civic engagement and social responsibility (Henderson, 2007). Moreover, GCE programs prepare students to navigate an increasingly interconnected world and contribute to building a more peaceful, just, and sustainable future (UNESCO, 2014).

Outcomes and Impact

Academic Achievement

Multidisciplinary education has been shown to positively impact academic achievement across various domains. Research on integrated STEM education initiatives, such as Project Lead The Way (PLTW), demonstrates that students participating in multidisciplinary programs show improved performance in STEM subjects, standardized tests, and college readiness assessments (Foster, 2013). Longitudinal studies have found that students engaged in project-based learning (PBL) models also demonstrate higher levels of academic achievement compared to their peers in traditional classrooms (Thomas, 2000).

Moreover, multidisciplinary approaches to education foster deeper conceptual understanding, critical thinking skills, and problem-solving abilities, which are essential for success in academic and professional settings (Boix Mansilla & Duraisingh, 2007). By integrating knowledge from multiple disciplines, students develop a more comprehensive understanding of complex phenomena and are better prepared to apply their learning in real-world contexts (AAC&U, 2013).

Student Engagement and Motivation

Multidisciplinary education promotes student engagement and motivation by providing meaningful, authentic learning experiences that connect classroom learning to real-world problems and applications (Buck Institute for Education, 2013). Research on project-based learning (PBL) models indicates that students are more engaged,

motivated, and invested in their learning when given opportunities to pursue their interests, collaborate with peers, and apply their knowledge to solve authentic problems (Barron & Darling-Hammond, 2010).

Moreover, multidisciplinary approaches foster a sense of ownership and agency among students, empowering them to take control of their learning and pursue their intellectual passions (Huber & Hutchings, 2004). By incorporating student voice and choice into the curriculum, educators can create learning environments that foster creativity, curiosity, and intrinsic motivation (BIE, 2021).

Long-term Societal Benefits

Multidisciplinary education has long-term societal benefits that extend beyond academic achievement and student engagement. By preparing students to think critically, communicate effectively, and collaborate with others, multidisciplinary approaches foster the development of responsible, ethical, and socially engaged citizens (UNESCO, 2014). Participating in interdisciplinary projects and global citizenship education programs cultivates empathy, cultural competence, and a sense of social responsibility among students, leading to increased civic engagement and community involvement (Henderson, 2007).

Moreover, multidisciplinary education equips students with the knowledge, skills, and dispositions needed to address complex societal challenges and contribute to building a more sustainable, equitable, and just society (Reimers & Chung, 2016). By fostering innovation, creativity, and interdisciplinary collaboration, multidisciplinary approaches empower individuals and communities to tackle pressing issues such as climate change, poverty, and inequality (National Research Council, 2014).

In conclusion, multidisciplinary education yields positive outcomes and long-term societal benefits, including improved academic achievement, increased student engagement and motivation, and enhanced civic responsibility and social impact.

Future Directions and Recommendations

Policymakers play a crucial role in shaping the landscape of education and driving systemic change towards multidisciplinary approaches. It is imperative for policymakers to recognize the

value of multidisciplinary education and integrate it into national education policies and frameworks. Initiatives such as the National Education Policy (NEP) 2020 in India provide a blueprint for promoting multidisciplinary learning experiences, competency-based assessment, and flexible curriculum structures (NEP, 2020).

Moreover, policymakers should allocate resources and funding to support interdisciplinary research, curriculum development, and teacher training initiatives. By investing in multidisciplinary education, governments can foster innovation, creativity, and competitiveness in the global knowledge economy (European Commission, 2020).

Professional development for educators is essential for effectively implementing multidisciplinary approaches and fostering a culture of collaboration and innovation in schools and universities. Educators need training and support in curriculum design, interdisciplinary pedagogy, and assessment strategies that promote integrative learning (Huber & Hutchings, 2004).

Conclusion

Multidisciplinary education is not merely a pedagogical approach; it is a paradigm shift in how we conceptualize learning and prepare individuals for the complexities of the modern world. Through this research paper, we have explored the definition, scope, significance, challenges, strategies, outcomes, and future directions of multidisciplinary education, drawing upon a wealth of research and case studies from around the globe.

From integrated STEM education initiatives to project-based learning models and global citizenship education programs, the evidence overwhelmingly demonstrates the transformative power of multidisciplinary approaches in fostering creativity, critical thinking, and collaboration among students. By breaking down disciplinary silos and promoting connections between different subject areas, multidisciplinary education equips individuals with the knowledge, skills, and dispositions needed to address complex societal challenges and contribute to building a more sustainable, equitable, and just society.

As we look towards the future, it is clear that multidisciplinary education will continue to play a vital role in shaping the landscape of education and

driving systemic change. Policymakers, educators, and researchers must work together to advance multidisciplinary approaches, integrate them into national education policies and frameworks, and invest in the professional development of educators. By embracing a holistic approach to learning and fostering a culture of collaboration and innovation, we can create educational environments that empower individuals to thrive in an interconnected and rapidly evolving world.

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Inclusive Education in Jammu and Kashmir: A Study on Infrastructure, Policies, and Teacher Preparedness

Amir Hussain*

Education is a fundamental right, and ensuring its accessibility to all children, regardless of physical or intellectual disabilities, is essential for social equity. Inclusive education has emerged as a critical component of global educational policies, with the aim of ensuring that all children, irrespective of their abilities or disabilities, receive equitable access to quality education. International frameworks such as the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and the Sustainable Development Goals (SDG 4) call for inclusive, equitable, and quality education for all. In India, inclusive education is not merely a policy imperative but a fundamental right guaranteed by the Right of Children to Free and Compulsory Education Act (RTE), 2009.

Jammu and Kashmir, with its unique socio-political and geographical context, faces distinctive challenges in implementing inclusive education, particularly for children with disabilities. The region has been characterized by political instability, limited access to infrastructure, and geographic isolation, especially in rural areas, which complicates efforts to bring about widespread educational reform. Despite these hurdles, recent policy initiatives, such as the Samagra Shiksha program, aim to improve access to education for all children, including those with disabilities, by focusing on the development of infrastructure, teacher training, and community engagement.

Inclusive Education in the Global and National Context

Inclusive education is defined as an approach where schools strive to include all children, regardless of their abilities, in mainstream classrooms. The philosophy behind inclusion is grounded in the belief that all students can learn and that they deserve equal opportunities for education. Globally, the UNCRPD, adopted in 2006, emphasizes the right to education for persons with disabilities without

discrimination and on the basis of equal opportunity (United Nations, 2006). Article 24 of the Convention explicitly mandates that signatories ensure inclusive education at all levels of schooling, thus fostering a sense of belonging and participation for children with disabilities. In India, the RTE Act, 2009 serves as a landmark legislation that guarantees free and compulsory education for all children between the ages of 6 and 14. It mandates that children with disabilities have the same right to education as their peers. Complementing this, the Rights of Persons with Disabilities (RPWD) Act, 2016 specifically recognizes the need for inclusive education and lays out provisions to ensure the accessibility of educational institutions, infrastructure, and curricula for children with disabilities. Further, government programs such as Sarva Shiksha Abhiyan (SSA) and Samagra Shiksha have been pivotal in fostering inclusive educational practices at the school level (Ministry of Education, 2020).

Jammu and Kashmir, with its complex socio-political history and difficult terrain, presents unique challenges to inclusive education. Geographically, the region is marked by mountainous terrains and remote villages, making access to education difficult for many children, particularly those with disabilities. Infrastructure in many schools, especially in rural areas, remains inadequate, with limited access to essential amenities like ramps, accessible toilets, and assistive devices. Additionally, schools often lack the requisite resources and support systems, such as special educators and assistive technology, to cater to the diverse needs of children with disabilities (Sharma & Bhat, 2021). Moreover, political instability has disrupted educational systems in the region, leading to frequent school closures and a general lack of consistency in policy implementation. In particular, rural and conflict-affected areas have seen the greatest gap in delivering quality education to children with disabilities. While urban centers may have better access to specialized resources, the majority of the region's schools, located in rural and semi-urban areas, struggle with basic educational infrastructure (Wani & Pandith, 2020).

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For inclusive education to be effective, physical and social infrastructure must be prioritized. This includes the construction of barrier-free environments, such as ramps, accessible toilets, and classrooms equipped with assistive devices. In Jammu and Kashmir, however, many schools, particularly in rural and remote areas, fail to meet these basic requirements. The lack of infrastructural support not only limits the mobility of children with physical disabilities but also discourages parents from enrolling their children in schools, fearing that their needs will not be adequately met (Ahmad & Shah, 2019).

National Policies and Education for Children with Disabilities

In India, the 'Right to Education (RTE) Act, 2009' mandates free and compulsory education for all children, emphasizing the inclusion of children with disabilities. The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, and the National Policy for Persons with Disabilities provide additional frameworks for the inclusion of disabled individuals in educational institutions.

Education in Jammu and Kashmir

Jammu and Kashmir's education system has been influenced by political instability, which has impacted its ability to provide consistent, high-quality education. While the government has implemented initiatives like Sarva Shiksha Abhiyan and Samagra Shiksha to improve education accessibility, significant challenges remain, particularly for children with disabilities.

Inclusive Education in Jammu and Kashmir

Despite national policies advocating for the inclusion of disabled children, Jammu and Kashmir lags in implementation. Issues such as inadequate teacher training, lack of infrastructure, and limited awareness in rural areas hinder the education of children with disabilities. However, recent interventions under the Samagra Shiksha scheme aim to address these gaps.

Inclusive education for children with disabilities in Jammu and Kashmir is a multifaceted issue that requires attention to infrastructure, teacher training, and effective policy implementation. While the government has made significant strides through programs like Samagra Shiksha, the on-

ground reality reveals considerable gaps. This study aims to investigate the current state of inclusive education in Jammu and Kashmir, focusing on three key aspects: infrastructure, policies, and teacher preparedness. By highlighting both the successes and shortcomings of the region's efforts, this research seeks to provide recommendations for improving the educational landscape for children with disabilities.

Methodology

This study employs a mixed-methods approach, integrating both qualitative and quantitative data. Surveys were distributed to teachers, parents, and school administrators across various districts of Jammu and Kashmir, focusing on government schools in both rural and urban areas, with a total of 30 schools selected for participation. Data collection involved structured surveys that assessed infrastructure availability, teacher preparedness, and policy effectiveness, alongside semi-structured interviews with education officers and stakeholders to capture personal experiences in implementing inclusive education. Quantitative data from the surveys were analyzed using statistical methods to identify patterns and trends, while qualitative data from interviews were thematically analyzed to gain insights into the contextual challenges and opportunities for inclusive education in the region.

Results and Discussion

Infrastructure Challenges

The lack of proper infrastructure in schools is a significant barrier to inclusive education in Jammu and Kashmir, particularly for children with disabilities. Despite national policies like the Right to Education Act and Rights of Persons with Disabilities Act, over 70% of schools, especially in rural areas, lack basic accessibility features such as ramps and accessible toilets. This deficiency severely impacts students with physical disabilities, leading to frequent absenteeism and high dropout rates, as these children struggle to attend school regularly or meet their basic needs during school hours. Additionally, the region's challenging geography, marked by mountainous terrains and political instability, further complicates infrastructure development. Schools in remote areas are often isolated and difficult to reach, making it challenging to implement improvements, particularly for students who already face mobility issues. Teachers are also affected by the lack of

infrastructure, as they struggle to manage inclusive classrooms without proper resources or training, leading to disrupted learning environments for both disabled and non-disabled students. The physical barriers create a sense of exclusion for students with disabilities, preventing them from fully participating in academic and extracurricular activities, and ultimately diminishing their sense of belonging in the educational system. Addressing these infrastructure deficits requires coordinated efforts, with government schemes such as Samagra Shiksha prioritizing accessible infrastructure development, particularly in underserved regions. Collaboration with NGOs and community engagement is also essential to hold schools accountable for implementing accessibility standards. Without immediate and sustained efforts, children with disabilities in Jammu and Kashmir will continue to face educational inequities, undermining the region's commitment to inclusive education.

Teacher Training and Preparedness

Teacher training and preparedness are critical to the success of inclusive education, yet in Jammu and Kashmir, a significant gap persists in this area. Over 80% of teachers surveyed reported a lack of specialized training in managing and supporting students with disabilities. While urban schools may have access to resource teachers with training in special education, rural schools rely heavily on regular teachers who often lack the knowledge and skills required for inclusive teaching. This under-preparedness leads to challenges in adapting lessons, managing diverse classroom needs, and providing individualized support for students with disabilities. Without adequate training, many teachers struggle to implement inclusive practices, which negatively impacts the learning outcomes for children with disabilities. These students may not receive the tailored instruction they need, leading to disengagement and lower academic performance. Bridging this gap requires robust investment in teacher training programs, focusing on best practices for inclusive education. Additionally, ongoing professional development and support for teachers in rural areas are essential to ensure that all educators are equipped to create an inclusive and supportive learning environment for every student, regardless of their abilities.

Policy Implementation: Challenges in Execution

Despite a strong legal framework supporting inclusive education in Jammu and Kashmir, there

remains a significant gap between policy formulation and actual implementation on the ground. Interviews with education officers highlighted various barriers that hinder the effective enforcement of inclusive education policies. Among the most pressing issues are the limited financial resources allocated to education, the lack of inter-departmental coordination, and the challenges posed by the region's ongoing political instability.

Firstly, financial constraints are a major bottleneck in the execution of policies aimed at supporting children with disabilities. While policies like the Samagra Shiksha program emphasize inclusive education, the financial allocations to fully realize these goals are often insufficient. School administrators face difficulties in providing necessary infrastructure, such as ramps, accessible toilets, and assistive devices, due to a lack of adequate funding. Furthermore, there is limited funding for hiring specialized educators and providing teacher training on inclusive practices, which are crucial for ensuring that children with disabilities receive proper attention and support in the classroom.

Secondly, the lack of coordination between various governmental departments—such as the departments of education, social welfare, and health—has further complicated the smooth implementation of inclusive education policies. This disjointed approach leads to delays in the allocation of resources and confusion regarding responsibility for key initiatives. For example, while the education department may be responsible for curriculum adaptation, the social welfare department is often in charge of providing financial aid or assistive devices for children with disabilities. Without a cohesive plan that aligns these efforts, schools struggle to meet the diverse needs of disabled students.

Moreover, frequent political disruptions in Jammu and Kashmir have severely affected the continuity of educational policies. The region has experienced prolonged periods of unrest, leading to frequent school closures and administrative instability (Ilyas, 2024). This political volatility interrupts the consistent enforcement of inclusive education policies, as government officials are often preoccupied with maintaining basic law and order rather than focusing on educational reforms. In such an environment, long-term educational planning is difficult, and short-term measures often fail to address the structural issues impeding inclusive education.

Parental Awareness and Involvement

Parental awareness and involvement play a crucial role in ensuring the success of inclusive education, especially in regions like Jammu and Kashmir. However, many parents, particularly in rural areas, are unaware of their children's rights to education under the Right to Education Act and the Rights of Persons with Disabilities Act. This lack of awareness, coupled with deep-rooted societal stigma surrounding disabilities, often discourages parents from enrolling their children in school. In many cases, families fear discrimination or doubt that the education system will accommodate their child's specific needs. As a result, children with disabilities are often kept at home, further isolating them from social and educational opportunities.

Addressing this issue requires targeted community engagement initiatives to educate parents about the importance of inclusive education and the legal rights their children hold. Awareness campaigns, involving local leaders and educators, can help break down social barriers and reduce the stigma associated with disabilities. Encouraging parental participation in school activities and decision-making processes also fosters a supportive environment where parents feel more confident in sending their children to school. By involving parents in their children's educational journey, schools can create a more inclusive and accepting atmosphere, which is essential for the success of inclusive education efforts in the region.

Conclusion

The study highlights both progress and ongoing challenges in advancing inclusive education in Jammu and Kashmir. While recent government initiatives demonstrate a commitment to improvement, significant hurdles persist, especially in rural areas. The primary obstacles include inadequate infrastructure, limited teacher training, and low levels of parental awareness, which hinder the full realization of inclusive education. Addressing these challenges requires a multifaceted approach involving increased funding, enhanced teacher training programs, and proactive community outreach. By focusing on these areas, the region can move closer to creating an education system

that genuinely supports the needs of children with disabilities, ensuring they have equal opportunities to thrive academically and socially.

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A Comparative Analysis of the Collection and Services Offered by NCERT Regional Center Libraries

Sweta*

This paper attempted to find out the collection and library services, library staff, library budget, and ICT technology in the five Regional Institutes of Education Libraries of National Council of Educational Research and Training (NCERT). There are various libraries associated with the NCERT of which some have a good collection and functioning while some are not up to mark. This study investigates five Regional Institute of Education libraries namely “Regional Institute of Education (RIE-Ajmer), Regional Institute of Education (RIE-Bhopal), Regional Institute of Education (RIE-Bhubaneswar), Regional Institute of Education (RIE-Mysuru), North-East Regional Institute of Education (RIE-Shillong)” distribution for gathering their quantitative data, which may have a direct bearing on the development of their services and overall collection. A standardized questionnaire with questions intended to gather data on the general collection, administration, and operations of the libraries was distributed to the deputy’s librarian or heads of particular libraries. The study’s conclusions demonstrate that these libraries lack both a sufficient ICT infrastructure and competent, skilled staff. Numerous studies have been conducted on different kinds of academic, special, and public libraries; however, none have been conducted on the ‘National Council of Educational Research and Training’s’ regional institute of education. These libraries are educational institutions with valuable collections and rare textbooks. Therefore, assessing these libraries to determine their current state of development will benefit library patrons.

Academic libraries have a significant role in making academic culture. “The Government of India established the National Council of Educational Research and Training at an independent organization in 1961 to support and advise the central and state government on policies and programs for improving the quality of school education” and is well-known for its textbooks, supplemental

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materials bulletins periodicals, educational kits, multimedia digital assists, and other things. “Pre-service and in- services training” is planned, creative teaching methods are created and shared. All RIE libraries are the type of academic libraries so, collection and services are based on several user types, including undergraduate and post-graduate students, research scholars, junior research fellows, faculties, non-teaching staff etc. Regional libraries focused on training in education and research, which are particularly helpful for Ph.D., M.Ed., and B.Ed. researchers, as well as a collection of books and sources of inspiration for library users. An effective library and information system serves its users by delivering prompt, top-notch services. To improve efficiency and keep up with the extremely rapid demand of the present technological era, the services must be automated. The RIE Libraries are hybrid ones, offering both physical and electronic information resources and services alongside their traditional collection of books (NCERT, n.d.).

The goal of this paper is to examine the state of development of the following five libraries from various regional centers of the “National Council of Educational Research and Training”, taking into account a number of factors like their budget, staffing levels, users, level of automation, total collection, and services provided.

A survey was carried out in each of the five regional center libraries to gather information about the collection, services, infrastructure, staff, members, activities, budget, etc.

Objectives of Study

The following are the objectives of the study:

- i. To be aware of the resources and services that the RIE libraries offer their patrons.
- ii. To be aware of the human resources accessible to patrons of the RIE libraries.
- iii. Know about the human resources available for the RIE library users.
- iv. To know about the membership categories of RIE library users.

- v. Adequacy of library sections and infrastructure facilities for RIE library users.
- vi. To know about the RIE libraries' budget.

The survey method has decided to adopt to obtain the information required for the present study. There was complete coverage of library collection, services, human resources, infrastructure facilities, and budget. A survey is a type of research tool used to collect data from respondents. It consists of a set of questions. It offers a rapid, effective, and reasonably priced method of gathering a lot of data from a sizable sample of people. This questionnaire was designed using closed-ended questions and appended in Appendix I: Questionnaire for Librarian/Library Staff.

Literature Review

Jain and Behera (2023) reviewed the literature on information services, futuristic technology, space design, and collection development in university libraries. This study's contribution is the categorization of academic library sections according to the standards for assessing futuristic objectives. This critical viewpoint raises concerns about how academic librarians view the future and how it is. Future research will develop to provide more useful metrics for gauging the use of institute libraries. This research fills the vacuum by examining how educational libraries envision the upcoming and the elements that influence their replies to it, rather than on new trends or strategic planning. These are all important stages that help shape the future of academic libraries. Future challenges include creating cutting-edge products and services and enhancing the expertise of library workers.

Jeremia and Mwantimwa (2022) examined the collection growth and management, library services, workers, financing, and ICT infrastructure in the libraries of Delhi's six government ministries. There are various government-connected libraries in Delhi, some of which have a significant collection and are well-run, while others fall short. Researchers chose six libraries from the "Ministry of Law, Corporate Affairs, Agriculture, Commerce and Industry, Urban and Housing Development and Consumer Affairs, Food and Public Distribution", and Food and Public Distribution for this study to gather qualitative and quantitative information that may be directly related to the development of these sectors. To learn more

about the library's general collection operations, and administration, a structured questionnaire was issued to librarians or leaders of certain library employees. The study's findings show that these libraries lack both professional, knowledgeable workers and adequate ICT components. Another aspect inhibiting their overall expansion is the absence of adequate information services.

Mahawariya and Yadav (2022) investigated the six central government ministries' respective libraries- "The Ministry of Law and Justice, Ministry of Corporate Affairs, Ministry of Agriculture and Farmers Welfare, Ministry of Commerce and Industry, Ministry of Housing and Urban Affairs, and Ministry of Consumer Affairs, Food and Public Distribution" are managing their collection and using ICT technology. According to the study's findings, these libraries lack both professional, qualified workers and appropriate ICT components. The assessment and investigation of these libraries will indeed benefit library users since they are one-of-a-kind libraries with important and rare collection pertinent to their particular Ministries. The primary barriers to the extension and growth of these libraries have been identified as a lack of competent and trained workers and the absence of staff development programs. Furthermore, ICT and automation are still not utilized in these libraries' libraries. As a result, these libraries should have a staff introduction process that involves recruiting, induction programs for new employees, and training, development, and promotion plans for all existing staff.

Kumara and Acharya (2022) examined how the different services and amenities provided by the 'BLDE (DU) Central Library' were known about and used throughout the epidemic. "A Google Form containing a self-created questionnaire was created for this study's research approach and distributed randomly to 100 PG students at BLDE-DU, of whom 66 answered." The outcome showed that practically all of the PG students who replied were conscious of the range of services and amenities offered by the central library. PG students used the circulation service after using the services for plagiarism detection and literature searches. The research recommends encouraging user satisfaction ratings based on the study's findings. Regular training seminars on how to effectively use the library's services should also be held by the management. This study advances knowledge, practice, and policy, particularly in the

area of utilizing the services and resources offered by libraries during pandemics like as COVID-19.

Singh (2012) investigated, “The photographic format, the library and information science field has evolved in the present environment, so Libraries are now called Information Resource Centres (IRCs), Knowledge Centres. The current pattern of IRCs demonstrates a combination of planned and uncontrolled expansion. It is dealing with a slew of issues and solutions that have arisen as a result of its recent fast expansion. It symbolizes the convergence of IRC culture. The awareness among e-scenarios implemented in IRCs modified the whole snapshot. Despite the e-scenario, most knowledge centers are technologically sophisticated and have integrated e-applications/formats such as e-journals, e-books... However, due to a lack of motivation and knowledge, all relevant applications and foundations have not been properly applied. This research looks at how PG students at Maharaj Singh College in Saharanpur, Uttar Pradesh, use library materials and services. The current study exhibits and elaborates on the numerous features of library collection, uses, available resources, frequency, and concerned purpose.”

Mageto (2021) developed a methodology for developing and controlling library materials and services after investigating historical and present library framework challenges. He stated that by implementing the created system, the library would be capable of dealing with the registered members looking for library services in approved institutions, overseeing books fine installments records, making or dropping user appointments, orchestrating library visits helpful, accessing data, continuing invoices and payment, and so on. Availability of book records for lending, retaining, and returning books. According to the study, there is a requirement to integrate data and ICT innovations into the arrangement as a result of this astounding activity and challenges.

Manzo (2021) identified an information resources collection expansion approach in Nigeria polytechnic libraries. He noted that the web is the key instrument for utilizing e-resources and discovered that 60% of libraries have an e-resource upgrade strategy. In the majority of libraries, the electronic resources approach was moderate. He suggested that the library strengthen its budgetary allocation, ICT competency, substructure, surplus, and HRM,

empowering budget organizations, and humanitarian groups to assist address holes left by the original setup. Tabet and Medawar (2021) described the digital transformation of Qatar National Library’s holdings and services during COVID-19. According to the research, the library established a digitization task force to provide soft copies of copyright-free books ordered by mail, and the digitization division continued to aggressively digitize many collections. Staff had moved all seats and tables to ensure a secure environment, and books had been put in bags. Furthermore, sections of the website have provided online routings of any service, such as expenditure savings, chances, and principal refresh. The survey also indicated that the library began using virtual and digital media platforms (Instagram, Twitter, and Facebook) to assist patrons. However, the library had installed seven robotic book return stations that were directly linked to the Library Management System, allowing users to clean their records on the spot. The study concluded that employees developed better knowledge, talents, and confidence to continue delivering online classes.

Rafiq, et. al. (2021) investigated the working habits, service designs, and systems utilized at private and state-funded university libraries in Lahore and Islamabad during the COVID-19 outbreak in Pakistan. They discovered that most libraries are closed to users during this epidemic, so they partnered with them by rearranging their website pages, allocating materials, scheduling consistent web contributions, and communicating by phone, WhatsApp, and email. Library employees communicated via WhatsApp, Google Meet, and Zoom. According to the study, the automated partition, lack of higher education abilities, and slow web speeds were important deterrents in the transition from physical to online form. The study revealed that libraries must re-examine their work, particularly about the online classes offered by their institute, acquire more online content, particularly reading material, create structure and frameworks that address the problems of an online class, and construct the remote conveyance of resources and services, combat bogus and falsehood on the web, work to decrease the computerized partition here and coordinate.

Some (2021) studied various types of government libraries, but none of the Indian government’s ministerial libraries. These libraries are special because they hold important and

unusual collections. As a result, library users will benefit from evaluating and analyzing these libraries to determine where they stand in terms of growth. Libraries are designed to provide the most resources and services possible to meet the demands and desires of their patrons. Survey's libraries are special in that only its employees have access to them, and their collections are tied to certain ministries. According to the investigation, the biggest impediment to the establishment and growth of these libraries is a shortage of professional and experienced workers, as well as staff training programs. The ministry should therefore establish new procedures for hiring, training, developing, and promoting staff for their libraries. Ministries' libraries are renowned for helping their patrons, who are effectively ministry staff members. Despite the reality that these libraries provide them with essential information resources, the services provided by the libraries are obsolete. The majority of libraries have yet to automate or integrate ICT into their premises, which might help staff members deliver better services and attract more clients. Automation in libraries and increased use of ICT components can increase productivity and improve service user appeal.

Arthur and Jackson (2020) analyzed the operation and redesigning of technical special services at the University of Alabama Library were examined. They discussed the primary triumphs and problems faced in two phases, concentrating on all elements of staffing, workflow, the physical location of operations, and transitioning from print-based to electronic resources. The two-phase mapping technique was used to identify and change workflow impediments. The two-phase study produced favorable outcomes and resulted in new tangible efforts such as a stable academic resources development strategy for academic monographs, personnel changes, physical relocation of staff, and the removal of superfluous processes. The investigation indicated the need to increase communication across different sectors of technical services, as well as the emphasis on acquiring innovations and managing change. They found that by focusing on best practices in organizational change and assigning priorities and practices to technical divisions to match them with customer expectations, university priorities may evolve."

Arumuru (2020) discussed a few of the services, the requirement for creative services, and

the actions taken for the library's move. He argued that advances in computers had transformed libraries from a time when consumers were required to visit the library before being able to access the data to a time when data was created to locate individuals who wanted it. He urged that university libraries in Nigeria accept these changes and continually evaluate new components for librarians as well as the obvious benefits of libraries in order to prioritize library users in the long term. Libraries should finish their processes and expect each other to be more dynamic by organizing the work of the library assistant, partnering with other experts, focusing on the advantages of the library so patrons could give advice refreshing help via electronic mail and other social networks, site planning, and training of users in the most competent way to use the various advances data.

Dubey and Dadhe (2020) investigated whether IIT libraries supplied facilities and services depending on their web pages during the "COVID-19 epidemic. Discovered that libraries provided remote access to subscribed e-resources and had extended free access, resources related to COVID-19, connected open access resources, a special NDLI service on COVID-19, shared WHO/Govt notifications, linked special services during COVID-19, posting of SOPs, limited hours, limitation of some services, information on a wave of sanctions for overdue books/book updation, posting of research assistance tools and information on a wave of sanctions for overdue books." The study indicated that even when educational campuses open, librarians would require extensive planning to redesign existing services and reflect government procedures in order to remedy the problem.

Deepa and Azeez (2020) explored Kerala residents take advantage of web-based university library services. The results showed that most libraries have established internet services. Nonetheless, utilization has not reached the typical level due to a lack of information about how to use internet resources and services. The study stated that by implementing appropriate user instruction and training, the current state of affairs may be addressed, which may help authorities enhance library services.

Tammaro (2020) identified all services and activities of Italian libraries during COVID-19. According to the study, Italian libraries had redesigned themselves, primarily by offering online

types of services, admittance to computerized libraries, reference study materials, refreshed online correspondence utilizing a variety of devices ranging from telephone to video conferencing, and experience of web-based media with neighborhood cooperation. It was found that libraries have reformed themselves in a short period of time by dispatching a series of activities, such as describing and understanding projects. The Coronavirus outbreak hampered a significant transition in libraries and another concept of aid centered on new connections with networks.

Data Analysis of the Questionnaire

In this study, the investigator prepared multiple questions for a library survey, including general information about libraries, the total number of collections, services, library staff, and equipment. The collected data are organized and tabulated by using simple statistical methods.

Library Background

The background information of the Regional Institute of Education libraries includes the library name, establishment year, librarian's name, location, and website link.

Table 1 gives information about the library background of these five regional institute libraries of-NCERT. Out of five libraries, three libraries' establishment year was 1963 (RIE's Ajmer, Bhubaneswar, Mysore), and the other two libraries' establishment was 1964 (RIE, Bhopal) or 1995

(NERIE, Shillong). According to column no 4. Which shows the *Librarian/ Deputy Librarian/ Head In charge* of all are the Deputy Librarians.

Library Collection

It describes the multiple library collections with respect to regional institute libraries of NCERT.

Table 2 shows that libraries collections in multiple categories, the maximum collections available in RIE's Bhubaneswar (874,465), RIE's Ajmer (94,405), RIE's Mysore (74,577), RIE's Bhopal (73,628) and minimum collection is NE-RIE Shillong (9,317).

Human Resources

The present study shows the manpower of RIE's libraries because the library works based on teamwork so, human resources are the main component for library functioning. It includes permanent and contractual staff and also shows the different posts of the library staff which is available in RIE libraries.

Table 3 describes the manpower of the RIE's libraries. In the above table, we already see that RIEs have no Librarian or Assistant Librarian. All of the five libraries' total number of staff in RIEs including permanent and contractual both Bhopal (13), Ajmer (11), Mysore (09), Bhubaneswar (07), and NE-RIE Shillong (01) as per the questionnaire filled by the library staff.

Table 1: Library Background

S. No.	Libraries Name	Establishment (Year)	Librarian/ Deputy Librarian/ Head In charge	Location	Website
1.	Institute Library, Regional Institute of Education, Ajmer	1963	B.K. Jha	Ajmer	NA
2.	Library (Learning Resource Centre), Regional Institute of Education, Bhopal	1964	P.K. Tripathi	Bhopal	https://riehopal.nic.in/rie-library.html
3.	Institute Library, Regional Institute of Education, Bhubaneswar	1963	Dr. (Mrs.) Pushap Lata Negi	Bhubaneswar	https://riebbs.ac.in/our_library.php
4.	Institute Library, Regional Institute of Education, Mysore	1963	Dr. S. Nagaraja	Mysore	https://www.riemysore.ac.in/about-library
5.	Institute Library, North-East Regional Institute of Education (NERIE)	1995	NA	Shillong	http://nerie.nic.in/library.html

(Note: NA represents no information available in this column and row.)

Table 2: Library Collection

S. No.	Name of Material	Regional Centre Libraries of NCERT				
		RIE, Ajmer	RIE, Bhopal	RIE, Bhubaneswar	RIE, Mysore	NERIE, Shillong
1.	Books	86119	68008	81,000	67015	9302
2.	Subscribed Journals	47	117	100	43	15
3.	Bound Volume	1091	4000	3100	6000	-
4.	Thesis	-	50	100	140	-
5.	Dissertation	811	417	1300	1041	-
6.	Magazine	21	18	-	11	-
7.	Newspaper	09	18	15	11	-
8.	Annual Report	70	10	700	100	-
9.	Audio & Video	237	862	150	200	-
10.	E-Journals	6000	120	11,000	16	-
11.	Bibliography Database	-	-	5,57000	-	-
12.	Full-Text Database	-	08	2,20,000	-	-
Total Collection		94,405	73,628	874,465	74,577	9,317

(Note: Hyphen represents no collection available in these categories.)

Section in Library

There are different sections in academic libraries for accessing the multiple collections and services for library users.

Table 4 shows the different sections in RIEs libraries, almost four RIEs Ajmer Bhopal, Bhubaneswar, and Mysore contain 7 sections except for NE-RIE. It contains only 5 sections. As per above, all RIEs have no child section.

Library Services

The library services provided by the library staff to their library users are given in table 5.

Table 5 expresses the 17 library services mostly provided in academic libraries such as-Abstracting, Bibliography, Circulation, Document Delivery, Indexing, OPAC, Newspapers Clipping, Photocopy Service, Reference, SDI/CAS, Translation, User Orientation Services, New Arrivals Service, Institutional Repository Services, Remote Access Service, Library Mobile App-Based Services. According to the above data RIEs Ajmer (14), Bhopal (15), Bhubaneswar (14), Mysore (11), and NE-RIE Shillong (11). So, we can see RIE Bhopal has the maximum number of services available for their users, and RIE Mysore or NE-RIE Shillong has fewer services as compared to other RIEs.

Table 3: Human Resources

S. No.	Human Resources	Regional Centre Libraries of NCERT				
		RIE, Ajmer	RIE, Bhopal	RIE, Bhubaneswar	RIE, Mysore	NE- RIE, Shillong
1.	Librarian	-	-	-	-	-
2.	Deputy Librarian	01	01	01	01	-
3.	Assistant Librarian	-	-	-	-	-
4.	Professional Assistant	02	02	03	03	-
5.	Semi-Professional Assistant	02	02	-	01	1
6.	Library Attendant	02	06	03	-	-
7.	MTS	04	02	-	04	-
Total Staff		11	13	07	09	01

(Note: Hyphen represents vacant staff in the different post)

Table 4: Library Sections

S. No.	Section in Library	Regional Centre Libraries of NCERT				
		RIE, Ajmer	RIE, Bhopal	RIE, Bhubaneswar	RIE, Mysore	NE- RIE, Shillong
1.	Acquisition	Yes	Yes	Yes	Yes	Yes
2.	Circulation Section	Yes	Yes	Yes	Yes	Yes
3.	Serial	Yes	Yes	Yes	Yes	Yes
4.	Maintenance	Yes	Yes	Yes	Yes	Yes
5.	Reference	Yes	Yes	Yes	Yes	Yes
6.	Child Section	No	No	No	No	No
7.	E-Library	Yes	Yes	Yes	Yes	No
8.	Reprography	Yes	Yes	Yes	Yes	No
Total Section		7	7	7	7	5

Member's Category

In the library, there are multiple categories of academic library users as per different courses available in the institute. Such as Under and Post Graduate Students, Junior Project fellows, Research Scholars, Faculty, DMS Teaching staff, non-teaching staff of the Institute and DMS, Administrative Staff, Retired Staff, MTS staff, etc. The above information, there are 10 types of member categories that are

very different with respect to the academic library. Because “the Regional Institute of Education libraries is the sub-division library of the-Library and Documentation Divisionl of the National Council of Educational Research and Training.”

Table 6 represents the total number of library members in the different categories in RIEs libraries such as Ajmer (1,361), Bhopal (1,196), Bhubaneswar (1,184), Mysore (1,086), and NE-RIE Shillong (126).

Table 5: Library Services

S. No.	Library Service	Regional Centre Libraries of NCERT				
		RIE, Ajmer	RIE, Bhopal	RIE, Bhubaneswar	RIE, Mysore	NE- RIE, Shillong
1.	Abstracting	Yes	Yes	Yes	No	Yes
2.	Bibliography	Yes	Yes	Yes	No	No
3.	Circulation (Issue/Return)	Yes	Yes	Yes	Yes	Yes
4.	Documentation Delivery	Yes	Yes	Yes	Yes	No
5.	Indexing	No	Yes	Yes	Yes	Yes
6.	Inter Library Loan	Yes	Yes	Yes	Yes	No
7.	OPAC	Yes	Yes	Yes	Yes	Yes
8.	News Paper Clipping	Yes	No	No	No	No
9.	Photocopy Service	Yes	Yes	Yes	Yes	Yes
10.	Reference	Yes	Yes	Yes	Yes	Yes
11.	SDI/ CAS	Yes	Yes	Yes	No	Yes
12.	Translation	No	No	No	No	No
13.	User Orientation Service	Yes	Yes	Yes	Yes	Yes
14.	New Arrival Service	Yes	Yes	Yes	Yes	Yes
15.	Institutional Repository Services	Yes	Yes	Yes	Yes	Yes
16.	Remote Access Service	Yes	Yes	Yes	Yes	Yes
17.	Library Mobile app-based services	No	Yes	No	No	No
Total Services		14	15	14	11	11

As per the above information, RIE Ajmer has the largest number of members and NERIE Shillong is fewer with respect to others.

Books Loan Privilege and Period

It described the number of cards that allow for bringing books to a particular membership category and period details for carrying library books at home. So, as we already saw the different membership categories are in table 6.

Different categories have different periods of time as per his/her designation and accessing multiple numbers of books and other materials that are available in the regional institute libraries of-NCERT. Some membership categories are available in all RIEs and some of them are not. For a better understanding see table 7.

Table 7 shows the number of cards and period for borrowing library books and other materials that can be issued at home for a particular member of RIEs libraries.

Circulation Facilities

In the circulation sections, there are some basic facilities that are provided to library users.

Table 8 describes the circulation facilities of the regional institute libraries. As per the information RIEs Ajmer, Bhubaneswar, and Mysore contain all of these facilities but RIE Bhopal and NERIE contain limited facilities.

Infrastructure

It describes the basic infrastructure of the library which is used by library staff and users.

Table 9 discusses the number of computers, printer, reading hall, and stacks. The maximum number of computers in RIE Mysore (28), Bhopal (21), Bhubaneswar (16), Ajmer (13), and the minimum in NE-RIE Shillong (09). The number of printers in Ajmer (06), Bhopal (04), Bhubaneswar (03), Mysore (03), and NE-RIE Shillong (01) is very low as compared to other RIEs. All RIEs have the same number in the reading hall (03) except for NE-RIE Shillong (02). The number of stacks is based on the collection available in the library so, there is no comparison between the stacks.

Organisation of Information/ Technical Process

It explains the library's in-house operation related to classification, cataloging schemes, and software that is used for the development of the library collection and services and stacking status.

Table 10 expresses all RIE libraries using the same classification, cataloging schemes, and software.

Library Budget

It shows the different types of budgets that are used in the library, such as Books, Journals, Periodicals, E-resources, etc.

Table 6: Member's Category

S. No.	Member's Category	Regional Centre Libraries of NCERT				
		RIE, Ajmer	RIE, Bhopal	RIE, Bhubaneswar	RIE, Mysore	NE-RIE, Shillong
1.	UG Student	850	640	892	800	100
2.	PG Student	214	140	72	110	
3.	Junior Project Fellow	-	15	-	10	-
4.	Research Scholar	05	50	-	10	-
5.	Faculty	110	55	120	50	20
6.	DMS TeachingStaff	60	60	-	50	-
7.	Non-TeachingStaff of Institute and DMS	91	230	-	30	06
8.	Administrative Staff	-	-	100	-	-
9.	Retired Staff	01	02	-	06	-
10.	MTS Staff	30	04	-	20	-
Total Member's		1,361	1,196	1,184	1,086	126

(Note: Hyphen represents the vacant member's category in the institute library)

Table 7: Books Loan Privilege and Period

S. No.	Member's Category	RIE, Ajmer		RIE, Bhopal		RIE, Bhubaneswar		RIE, Mysore		NE-RIE, Shillong	
		No. of Cards	Issuing Periods (Days)	No. of Cards	Issuing Periods (Days)	No. of Cards	Issuing Periods (Days)	No. of Cards	Issuing Periods (Days)	No. of Cards	Issuing Periods (Days)
1.	UG Student	02	15	02	10	02	14	02	15	01	14
2.	PG Student	03	15	04	10	03	14	04	15		
3.	Junior Project Fellow	03	15	04	30	-	-	02	30	-	-
4.	Research Scholar	05	15	04	30	-	-	10	30	-	-
5.	Faculty 'A'	20	60	15	30	20	30	10	30	01	60
6.	Faculty 'B'					10	14				
7.	Faculty Contractual					03	14				
8.	DMS Teaching Staff	10	30	06	30	-	-	04	30	-	-
9.	Non-Teaching Staff of Institute and DMS	05	30	02	30	-	-	02	30	01	14
10.	Administrative Staff	-						-		-	-
11.	Retired Staff	02	60	02	30	-	-	02	30	-	-
12.	MTS Staff	03	30	02		-	-	02	30	-	-

(Note: Hyphen represents the vacant books loan privilege and period in the institute library)

Table 8: Circulation Facilities

S.No.	Circulation Facilities	Regional Centre Libraries of NCERT				
		RIE, Ajmer	RIE, Bhopal	RIE, Bhubaneswar	RIE, Mysore	NE-RIE, Shillong
1.	Overdue	Yes	No	Yes	Yes	Yes
2.	Reminder	Yes	Yes	Yes	Yes	Yes
3.	Reservation facility	Yes	No	Yes	Yes	No
4.	System of charging	Yes	Yes	Yes	Yes	No

Table 9: Infrastructure

S. No.	Infrastructure	Regional Centre Libraries of NCERT				
		RIE, Ajmer	RIE, Bhopal	RIE, Bhubaneswar	RIE, Mysore	NE-RIE, Shillong
1.	No computer	13	21	16	28	09
2.	No Printer	06	04	03	03	01
3.	Reading Hall	3	03	03	03	02
4.	No. of Stacks	220	33	230	250	50

Table 10: Organisation of Information/ Technical Process

S.No.	Technical Process	Regional Centre Libraries of NCERT				
		RIE, Ajmer	RIE, Bhopal	RIE, Bhubaneswar	RIE, Mysore	NE-RIE, Shillong
1.	Classification	DDC	DDC	DDC & LCC	DCC	DDC
2.	Cataloging	AACR-II	MARC 21	AACR-II & MARC 21	AACR-II	AACR-II
3.	Software	Koha	Koha	Koha	Koha	Koha
4.	Institutional Software	Dspace	Dspace	Dspace	Dspace	Dspace
5.	Staking System	Open	Open	Open	Open	Open

Table 11: Library Budget

S. No.	Technical Process	Regional Centre Libraries of NCERT				
		RIE, Ajmer	RIE, Bhopal	RIE, Bhubaneswar	RIE, Mysore	NE-RIE, Shillong
1.	Books	10,00000/-	8,00,000/-	2,30,777/-	5,00,000/-	43,000/-
2.	Journal	4 7,00000/-	22,00,000	14,65,436/-	7,00,000/-	
3.	Periodicals			2,13,260/-		
4.	E-Resources	5900/-	3,00,000	25,370/-		
Total Budget		57,05,900/-	33,00,000/-	19,34,843/-	12,00,000/-	43,000/-

Table 11 discusses the different types of budgets that are used in libraries, the number of budgets of RIEs Ajmer (57,05,900/-), Bhopal (33,00,000/-), Bhubaneswar (19,34,843/-), Mysore (12,00,000/-), and NE-RIE Shillong (43,000/-).

Conclusion

The current study contributes significantly to the evaluation of the library's operations and structure, and functional specialization in the signal to the modernization of knowledge centers. The collection and information organization have changed. The library keeps adding to its material and upgrading its infrastructure in order to create an information architecture that incorporates user requirements as well as contemporary methods. The field of library services provides –Abstracting, Bibliography, Circulation, Document Delivery, Indexing, OPAC, Newspapers Clipping, Photocopy Service, Reference, SDI/CAS, Translation, User Orientation Services, New Arrivals Service, Institutional Repository Services, Remote Access Service, Library Mobile App- Based Services. After the evaluation of the survey of the questionnaire, which serves an important part. The designated staff is knowledgeable, trustworthy, and enthusiastic about the in-service education program. The library's collection growth includes instruction books, reports, digests, encyclopedias, dictionaries, guides, and theses, as well as additional literature, bound collections of journals, monthly Indian publications, CDs, and so on. In conclusion, all regional institute libraries have a good number of collections and services except NE-RIE. NE-RIE has less collection, services, infrastructure, and budget.

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Journey towards Technology-led Transformations

K Sanjay Murthy (IAS), Secretary, Department of Higher Education, Ministry of Education, Government of India delivered the Convocation Address at the 42nd Convocation Ceremony of the Dayalbagh Educational Institute (Deemed-to-be-University) Dayalbagh, Agra on January 20, 2024. He said, “Although the world you are stepping into is fraught with challenges yet is also replete with opportunities. The skills you have honed here, the values you have imbibed, and the knowledge you have acquired are your tools to navigate this complex world. You are equipped not just to succeed in your respective fields but also to lead the way in creating a more just and humane society.” Excerpts

I am privileged to be a part of this important juncture in your lives, when you are all set to spread your wings and fly off into the vast unknown future. This is the moment when we, your elders, your institution, your parents jointly express our faith and confidence in you. We let go of our guiding hands so that you can soar unhindered and unfettered. A convocation does not merely bestow an academic degree on you, it is a declaration that you young men and women are ready to take on life as mature, well adjusted adults.

Friends! You are entering the world at a time when it is transforming at an unprecedented speed. There are technology – led transformations which have totally changed the way people connect and communicate with each other, interact with their physical ecosystems, and the kind of work they are required to do. Artificial Intelligence is making inroads into our lives in ways that we are yet to fully comprehend. Developing competency in critically emerging technology is something that has become more than imperative. Globally, as on the G20 platform, or the connect with the Global South we have recognized the need for countries and societies to work together on issues of common concern, find research-based solutions to common problems, map global skill requirements for the upcoming future and empower our youth with relevant competencies.

Nations have committed to sharing of best practices, resources, knowledge and a lot more on these platforms. Yet, at another level there are political upheavals brought on by widespread conflicts in multiple regions of the world that are constantly working to divide the world. Within our own country also, we encounter such contradictions. On one hand we have a lot to feel proud of - being world leaders in our *digital programmes* through which we have empowered crores of our citizens ; our *moon, mars, sun and other space explorations*; our exemplary

management of the *COVID Pandemic* not just for ourselves but for many countries of the world through *vaccine maitri*; our *Ujjwala* programme that has brought succour to so many of our rural women; our *Jan Dhan yojana, Ayushman Bharat yojana* and so much more. Yet, we see widespread disparities among people in their access to opportunities and resources; we see conflicts on very meaningless issues like caste, religion, language, regionality.

Making sense of such contradictions, maintaining your wisdom, compassion and equanimity and working to realize your potential in your chosen area may be a very challenging task, but something I am sure each one of you who is coming out of the august institution is fully equipped for. I am sure each one of you has been shaped profoundly by your educational journey through Dayalbagh Educational Institute.

As you commence on your aspirational march across *Amrit Kaal* today, it is an opportune moment to note the remarkable transformation of our educational ecosystem under the National Education Policy of 2020. This revolutionary policy has laid the path for establishing India as a vibrant knowledge society and is preparing every young Indian to face the challenges and opportunities of the 21st century as they lead the country towards *Atmanirbharta*. Within three years of its launch, we have made impressive progress towards establishing the accessible, inclusive, futuristic, flexible, multidisciplinary and quality education rooted in Indianness that NEP–2020 has envisaged. The higher education sector has rejected its rigid, discipline-linked, straight jacket to adopt flexibility with opportunity for lifelong learning. Multidisciplinary programmes, options for multiple entry exit through an Academic Bank of Credit, choice of online programmes, provision of Joint, Dual and Twinning degrees with foreign universities will now make it possible for students to study as

per their convenience and choice and help them nurture their competencies in consonance with global requirements. Students now have the choice to move between skill and academic streams, do their partial study in Indian and foreign institutions, study multiple courses simultaneously, or do their studies in online mode. We have now allowed even foreign universities to set up campuses in the country, so that you can have access to a wider choice of quality institutions in the country. What is more, you also have the choice of learning even complex subjects like Engineering in your mother tongues and taking common entrance exams to various courses in 13 Indian languages. The growing vibrancy of our research and innovation ecosystem and the improving governance structures are evident in the global ranking of our educational institutions that is continuously improving every year. I am confident that all these transformative reforms will define and lead the progress of the country through *Amrit Kaal*. Also, as envisaged by the policy, we are promoting the spirit of *Ek Bharat Shreshtha Bharat* through programmes like *Yuva Sangam*, *Kashi Tamil Sangamam* and other regular programmes with paired states in which many of you may have participated.

I am very happy to know that DEI has been at the forefront of implementing the reforms proposed by NEP 2020. The DEI Education Policy 1975, envisioned by the Founder Director Revered Dr M B Lal Sahab, embraces the same holistic vision of nurturing the mind, body, and spirit as that of the NEP. I wish to congratulate DEI on the progress it has made in contribution to all the seventeen United Nation's Sustainable Development Goals making a remarkable impact in Quality Education, Good Health, and Well-being.

It is heartening to note DEI's active participation in several key projects under the aegis of the Ministry of Education including the Virtual Labs in collaboration with IIT Delhi, the Enterprise Resource Planning (ERP) with IIT Kanpur, and the creation of software tools with IIT Roorkee. DEI's Quantum and Nano Computing Virtual Centre is pivotal in the development of low-cost synchronization oscillators for standalone communication networks, which aligns with the nation's goal to enhance its technological infrastructure is a commendable sign of progress. These projects showcase DEI's contribution to India's educational and research landscape and reflect a strong synergy with the Ministry's vision for empowering HEI's.

DEI's commitment to nation building, philanthropy and environment consciousness is evident in their endeavour to reach the tribals in Madhya Pradesh and the interiors of Tamil Nadu, the way they have been looking after the well being of the rural people of the surrounding villages through the DEI NSS Free Medical and Rural Assistance Camps and in the deployment of Green and Renewable energy on a large scale in the institution and their initiative to clean and enrich the banks of the river Yamuna. This forward-looking approach resonates with the educational ethos of Dayalbagh, which emphasizes character building along with knowledge acquisition.

Nurtured under an institution like DEI, as you stand on the threshold of a new beginning, you carry with you not just a degree but a legacy. You are the bearers of a vision that sees beyond the confines of classrooms and textbooks. You are the architects of a future that is more equitable, more inclusive, and more attuned to the needs of a diverse society.

Although the world you are stepping into is fraught with challenges yet is also replete with opportunities. The skills you have honed here, the values you have imbibed, and the knowledge you have acquired are your tools to navigate this complex world. You are equipped not just to succeed in your respective fields but also to lead the way in creating a more just and humane society.

As you embark on this journey, remember that education is a lifelong pursuit. The world is your classroom, and every experience is a lesson. Stay curious, stay compassionate, and stay committed to the ideals of equity and inclusivity. As you move ahead, never lose sight of the fact that there are many young people out there who have not been as fortunate as you in life. Youth who have not had your opportunities. These young people need your support, their welfare needs to be a part of your vision and your endeavour in life.

To conclude, I would like to extend my heartfelt congratulations to each one of you. You have made us proud, and we are excited to see the paths you will carve out for yourselves and the heights you will reach. Go forth with courage, with conviction, compassion and with a heart full of hope.

Thank you !

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CAMPUS NEWS

National Seminar on Socio-political Philosophy of Prof. Daya Krishna

The one-day National Seminar on ‘Socio-Political Philosophy of Prof. Daya Krishna’ was organized by the Department of Philosophy and Department of Political Science, Postgraduate Government College, Chandigarh in association with Daya Krishna Academic Foundation (DKAF), Shantiniketan, West Bengal to commemorate the World Philosophy Day on November 21, 2024 through online. The event was sponsored by the Centre for Positive Philosophy and Interdisciplinary Studies (CPPIS) Pehowa, Kurukshetra. More than 100 faculty members, and research scholars from various institutions of Chandigarh and outside participated in the event. The event aimed to illuminate the profound contributions of Prof. Daya Krishna, one of India’s most eminent philosophers, whose works continue to inspire critical engagement with contemporary socio-political issues. The event convened academicians, scholars, and students from diverse disciplines to engage in reflective discussions on Prof. Krishna’s philosophical framework and its applicability in addressing contemporary socio-political challenges.

Prof. J K Sehgal, Principal, Postgraduate Govt. College, Chandigarh delivered the welcome address to the guests and said that by celebrating World Philosophy Day each year on the third Thursday of November, UNESCO underlines the enduring value of philosophy for the development of human thought, for each culture, and each individual. Philosophy is an inspiring discipline as well as an everyday practice that can transform societies. Philosophy stimulates intercultural dialogue by enabling to discover the diversity of intellectual currents in the world. By awakening minds to the exercise of thinking and the reasoned confrontation of opinions, philosophy helps to build a more tolerant, more respectful society. It, thus helps to understand and respond to major contemporary challenges by creating the intellectual conditions for change.

Keynote Speaker of the session, Prof. Asha Mukherjee, Secretary, Daya Krishna Academic Foundation and Former Head and Professor,

Department of Philosophy, Vishwa Bharti, Shantiniketan, West Bengal spoke on the socio-political philosophy of Prof. Daya Krishna. She said that Prof. Daya Krishna was a multifaceted philosopher who examined various aspects of life, challenging the division of thought into compartments. She said that although his inquiries spanned many philosophical areas, his work on political issues has drawn comparatively less attention. In *Political Development: A Critical Perspective*, he questioned the quest for universal validity in development, highlighting how reality’s dynamic nature complicates defining it as change, evolution, or progress. Prof. Asha Mukherjee further highlighted the complexities that demand a deeper philosophical inquiry. She said that Prof. Daya Krishna is a leading figure in the academic Indian philosophy of the 20th century. A creative writer, he shaped the debates between Indian and Western philosophy during that period and the relation between contemporaneity and tradition for Sanskrit philosophies. The session was presided over by Prof. K L Sharma, President, DKAF and Former Head and Professor, Department of Philosophy, University of Rajasthan, Jaipur. He spoke about Prof. Daya Krishna as a hardcore philosopher. He shared his interaction with the late philosopher. He highlighted the social-centric approach emphasizing the importance of questioning traditional norms and promoting a dynamic, dialogical approach to understanding society. Rooted in critical engagement with Indian philosophical traditions, he advocated for blending classical ideas with contemporary concerns, encouraging inclusive discourses that challenge orthodoxy. Dr. G C Sethi, Head, Department of Political Science delivered the Vote of Thanks for the session.

In the technical session, Mr. Lallan Singh Baghel, Assistant Professor, Department of Philosophy, Punjab University, Chandigarh was the Chairperson and Dr. Alok Tondon (Independent Researcher and; Philosopher, Former Fellow of ICSSR and ICPR, New Delhi) delivered his talk on ‘Daya Krishna on Understanding Civilisations and their Encounters. He delved into Daya Krishna’s works and highlighted the issues of civilization. He said that Daya Krishna critically examined Indian

and Western cultures, exploring their philosophical and socio-cultural foundations. He emphasized Indian civilization's pluralism and spiritual focus, contrasting it with the West's materialism and scientific rationality. Rejecting rigid dichotomies, he highlighted the strengths and limitations of both, advocating for mutual dialogue and a synthesis to address global challenges. Daya Krishna urged rethinking Indian traditions to make them relevant while critiquing Western models for lacking holistic perspectives, promoting an open-ended discourse bridging civilizations.

Dr. Ambuj Sharma, Head, Department of Philosophy, Postgraduate Govt. College, Chandigarh chaired the session, and Dr. Manish Sharma, Assistant Professor, Department of Philosophy, Kurukshetra University, Kurukshetra co-chaired the session. The papers on various topics were presented during the session.

Dr. Pankaj Srivastava, Chairperson, Department of Philosophy, Panjab University, Chandigarh delivered his Valedictory speech on 'Daya Krishna's Reflections on Indian Civilization: A Philosophical Analysis'. He spoke of Daya Krishna as one of the most noteworthy figures in modern Indian philosophy, known for his critical re-evaluation of traditional philosophical paradigms in the context of contemporary issues. Following the Indian argumentative tradition, his reflections on Indian philosophies critically revisited their assumptions, practices, and foundations to make sense of Indian civilization. He reflected on the critical approach of Daya Krishna that questioned the dogmatic adherence to tradition and sought to reformulate Indian philosophical thought, advocating for a rational, progressive, and socially relevant philosophy.

The session was chaired by Dr. Gobinda Chandra Sethi, Head, Department of Political Science. The result of the essay competition on 'Wellbeing in Urban Living' was also declared at the end of the session. Convener, Dr. Desh Raj Sirswal proposed the Vote of Thanks for the session.

International Conference on Revamping Higher Education

A two-day International Conference on 'Revamping Higher Education: Blending of Legacy and Advancement' is being organized by

the Inter University Centre for Teacher Education (IUCTE) in collaboration with Gujarat Vidyapith on December 25-26, 2024 through hybrid mode. The event will bring together scholars, educators, industry personnels, policymakers, and thought leaders to explore a harmonious integration of India's rich educational legacy with contemporary advancements, which is set to take place in the sacred city of Kashi (Varanasi), renowned for its spiritual ambiance and intellectual tradition, the conference will delve into the unique potential of an educational system that embraces both the wisdom of ancient knowledge systems and the innovations of the modern world. The conference will serve as a platform for bridging the gap between the ancient and the modern, the spiritual and the scientific, and the local and the global. It aims to create a blueprint for a rejuvenated higher education system that aligns with India's National Education Policy – 2020 (NEP-2020) vision and mission of *Viksit Bharat @ 2047* which holds promise for future generations worldwide. Through this initiative, IUCTE, Varanasi in collaboration with Gujarat Vidyapith, Gujarat seeks to inspire an educational renaissance that respects India's heritage while embracing the possibilities of the future. The themes of the event are:

Indian Wisdom and Legacy

- Ancient Indian Education Systems and their Modern Relevance.
- Philosophies of Knowledge and Learning in Indian Traditions.
- Value-Based Education and Character Building in Indian Heritage.
- Ancient Indian Sciences and Technology: Contributions and Pedagogical Integration.
- Yoga and Mindfulness in Education: Enhancing Focus and Well-Being.
- Traditional Indian Arts, Culture, and Their Role in Holistic Education.
- Environmental Wisdom from Indian Heritage: Sustainable Education Models.
- Role of Women in Traditional Indian Knowledge Systems.
- Indigenous Knowledge Systems and Community-Centric Learning.
- Ayurveda and Health Education: Integrating Traditional Knowledge into Modern Health Sciences.

- Language and Literature in Indian Wisdom: Role in Identity and Cultural Preservation.

Pedagogical Advancements & Innovations in Higher Education

- Blended Learning.
- Competency-based and Skills-oriented Education.
- Team Teaching and Interdisciplinary Integration.
- Problem-based Learning (PBL) and Case Study Methods.
- Flipped Classroom Approach.
- Storytelling as a Learning Tool.
- Gamification and Game-based Learning.
- Experiential and Field-based Learning.
- Interdisciplinary and Cross-disciplinary Teaching Approaches.
- Teaching through Research: Incorporating Research Skills in Pedagogy.
- Mental Health and Wellness in Higher Education.
- Inclusive Education and Universal Design for Learning (UDL).
- Educational Entrepreneurship and Innovation Hubs.
- Future of Work and Curriculum Alignment with Industry Needs.
- STEM/STEAM/STREAM Education.

Global Implications and International Collaborations in Higher Education

- Global Challenges and Policies of Higher Education (World Bank, UNESCO, UNICEF etc.).
- MDGs to SDGs.
- Organizational, Legal and Financial Aspects.
- Cross-border Partnerships and Exchange Programmes.
- International Research, Projects, Collaboration.
- Joint degree, Dual Degree, Twinning Degree Programmes.
- University Networks.
- Resource Generation for Higher Education.
- Cultivating the Culture for 'Internationalization at Home' viz., Kashi, Ujjain, Magadh, Nalanda, etc.
- Research Collaboration and Knowledge Sharing.
- Global Competencies and Internationalization of Curriculum.

Organizational Challenges of Higher Education

- Governance and Management of Educational Institutions.
- Training, Evaluation and Assessments.
- Leadership, Policy, Planning, Management and Directions.
- Organizational Accreditation.
- Professionalism and Accountability at Educational Institutions.
- Funding Constraints and Financial Sustainability.
- Talent Retention and Faculty Development.

Digital Interventions in Higher Education

- Technological Integration in Higher Education.
- MOOCs and their Platforms viz. SWAYAM, MOODLE, Coursera, etc.
- Online Learning Platforms and Other Applications.
- ICT for Research and Collaborative Projects.
- Continuous Professional Development by Emerging ICT Tools.

For further details, contact Organizing Secretary, Dr. Vinod Kumar Singh, Associate Professor, IUCTE, Banaras Hindu University, Varanasi-221005, Uttar Pradesh, Mobile No:09454219056, E-mail- vinodsingh@iucte.ac.in. For updates, log on to: <https://www.iucte.ac.in>

Faculty Development Programme on IoT, Robotics and Smart Sensors

A five-day AICTE ATAL Faculty Development Programme on 'IoT, Robotics and Smart Sensors' was organized by the Department of Electronics and Communication Engineering, Department of Computer Science and Engineering, IIITDM Jabalpur from January 15-19, 2025. Faculty members, research scholars, and graduates from all Institutes, Colleges, and Universities in India who wish to develop an understanding of the latest technologies in IoT and robotics and gain hands-on expertise may participate in the event. The Contents of the event are:

- Introduction to IoT, IoT Architecture, Cloud-centric Internet of Things.
- Block chain and supply, Data Science in Management, Business Analytics.
- IoT Hardware & Standards, Security and Privacy Issues in IoT, Introduction to Robotics & Automation, Control Techniques.

- Machine Learning for IoT/WSNs, Android App Development for IoT Applications.
- IoT Applications like Smart Health, Smart Home, etc.
- Research Challenges in IoT.
- Data Analytics for IoT Applications, Introduction to Sensors and Interfacing.

For further details, contact Coordinator, Dr. Pankaj Sharma, Assistant Professor, Department of Electronics and Communication Engineering, Indian Institute of Information Technology Design and Manufacturing, Jabalpur-482005, Madhya Pradesh, Mobile No: 09893805618, E-mail: pankaj.sharma@iiitdmj.ac.in. For updates, Log on to: www.iiitdmj.ac.in/event

Workshop on Research Methodology in Social Sciences

A ten-day Workshop on ‘Research Methodology in Social Sciences’ is being organized by the Centre for Preservation, Propagation, and Restoration of Ancient Culture and Heritage of India (PPRACHIN), Siksha ‘O’ Anusandhan University, Bhubaneswar, Odisha from January 06-15, 2025. The event is sponsored by the Indian Council of Social Science Research (ICSSR), New Delhi. Its primary objective is to equip research scholars with the essential skills and knowledge required for excelling in their academic research pursuits and making substantial in the realm of social sciences. The event will enable research scholars in social sciences to enhance their readiness for rigorous research endeavors, successfully publish their findings in esteemed academic journals, and play a significant role in advancing knowledge within their respective fields. Additionally, this programme will foster the creation of a dynamic academic community, promoting collaboration among peers and elevating the overall quality of research within the realm of social sciences. It will help all scholars irrespective of their stages of work.

Social Science research is passing through a defining time, wherein it is striving for a global marketplace. To attain a competitive edge and elite status, Social Science research needs to focus on linking classroom teaching with R&D and the modern development of the globalized world. Knowledge of research on quantitative and qualitative analysis and econometric tools provides hands-on user skills and

is for researchers and students. This course will help the students to analyze data scientifically not only for teaching but also for empirical research and to prepare rational decision-makers for better policy implications. The thematic areas of the event are:

Quantitative Research Methodology

- Research: Nature and Concept.
- Research Process and Sampling.
- Hypotheses, Methods and Tools of Data Collection.
- Research Designs.
- Statistical Analysis through SPSS (Descriptive Statistics, Reliability and Validity, Correlation, Regression, Legit Regression, Analysis of Variance, Structural Equation Modeling, etc.)

Qualitative Research Methodology

- Qualitative Research: Concept, History and Epistemological Background.
- Use of Various Methods like PRA, Stakeholders Analysis.
- Logic: Inductive and Deductive Inferences, Propositions, Premise and Conclusion.
- Content Analysis, Narrative Inquiry, Discourse Analysis, Grounded Theory, etc.
- Ethnographic Study-Narrative Ethnography, Observation, Case Study Method, etc.
- Data Analysis-Documentation and Writing Qualitative Research.

For further details, contact Coordinator, Dr. Nihar Ranjan Mishra, Centre for Preservation, Propagation, and Restoration of Ancient Culture and Heritage of India, Siksha ‘O’ Anusandhan University, Bhubaneswar, Odisha (Deemed-to-be University), Khandagiri, Bhubaneswar-751030, E-mail: soacrmss2024@gmail.com. For updates, log on to: www.soa.ac.in

International Conference on Intelligent Systems, Advanced Computing and Communication

A two-day International Conference on ‘Intelligent Systems, Advanced Computing and Communication’ is being organized by the Department of Computer Science and Engineering, Assam University, Silchar, Assam from February 27-28, 2025 through hybrid mode. The objective of the event is to support the development of new computational and cognitive paradigms stemming from the cross-

fertilization of various research fields. The event will serve as a platform in the field of computation and AI that will enable academics, research community, and practitioners to collaborate, network, exchange, and disseminate knowledge. The tracks of the event are:

Intelligent Systems

- Expert Systems
- Artificial Intelligence and Robotics
- Deep Learning
- Computer Vision
- Pattern Recognition
- Web Intelligence
- Social Networks
- Recommendation Systems

Advanced Computing

- Evolutionary Computing
- Quantum Computing
- Soft Computing
- Natural Language Processing
- Image Processing
- Data Mining and Knowledge
- Extraction
- Reversible Computing
- Speech Processing

Communication

- Wireless and Mobile
- Networks
- Ad hoc Networks
- Data Communication
- High Speed Networks
- Internet of Things Network-on-Chip
- Cryptography and Network Security
- Signal Processing for Communications

For further details, contact Organising Chair, Department of Computer Science and Engineering, Assam University, Silchar-788 011 Assam. E-mail: isacc.cseaus@gmail.com. For updates, log on to: www.aus.ac.in/

Global Initiative for Academic Networking Programme on Managerial Efficiency and Productivity Measurement

A five-day Global Initiative for Academic Networking Programme on 'Managerial Efficiency and Productivity Measurement: Theory and Practice'

is being organised by the Institute of Management Studies and Research at Maharshi Dayanand University, Rohtak from January 08-12, 2025. The event is sponsored by the Ministry of Education, Government of India. The undergraduate and postgraduate students, Ph.D. candidates, postdoctoral researchers, and faculty members with backgrounds in economics, business management, commerce, engineering, and allied disciplines may participate in the Event.

The contemporary relevance of this course emerges from the fact that globalization has intensified competition for business firms in developing countries. To sustain growth and profitability, firms in these regions should adapt and redesign their strategies to achieve business excellence. The conventional neoclassical paradigm assumes that all firms operate rationally and efficiently. However, this assumption does not align with reality. In practice, firms—regardless of the industry—often fail to operate at their full potential. Inefficiency leads to reduced output, increased costs, and lower profits. Understanding the degree of inefficiency and its impact on these critical business metrics—output, costs, revenue, and profit—is essential. This course aligns with the United Nations Sustainable Development Goal 8.4, which targets enhanced global resource efficiency in consumption and production by 2030. The course also addresses issues related to technological differences, drawing distinctions between technology gaps and efficiency levels. Participants will acquire tools to improve business efficiency and productivity, sharpening their business analytics skills. The Subthemes of the Event are:

- Production Functions, their Properties, and Input/Output-oriented Inefficiencies.
- Estimating Firm-specific Inefficiency and Fundamentals of Stata.
- Total Factor Productivity (TFP) and Profitability Decomposition.
- Panel Stochastic Frontier Models, with Practical Sessions using Stata, DEAP, TFPIP, DPIN, FRONTIER, and Databases like Prowess.

For further details, contact Course Coordinator, Prof. Ramphul Ohlan, Institute of Management Studies and Research, Maharshi Dayanand University, Rohtak, Haryana-124001, Mobile No: 09812804349, E-mail: ramphul.ramphul@gmail.com. For updates, log on to: <https://gian.iith.ac.in/> □

THESES OF THE MONTH

SOCIAL SCIENCES

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

Anthropology

1. Taid, Rita. **Bio cultural correlates of menopause among the urban and rural mising women, Assam.** (Prof. B T Langstieh), Department of Anthropology, North Eastern Hill University, Shillong.

Commerce

1. Giri, Arun. **Studies on consumer behaviour towards online food delivery services providers In Delhi-NCR.** (Dr. Neha Yajurvedi), Department of Commerce, Shobhit Institute of Engineering & Technology, Meerut.
2. Mewada, Sonali. **Impact of new tourism policy on tourism development in Madhya Pradesh.** (Dr. C M Mehta), Department of Commerce, Vikram University, Ujjain.
3. Norbu, Passang. **Behavioral finance and financial decision-making process among indigenous cultivators of West Kameng District of Arunachal Pradesh: An analysis.** (Prof. S K Jena), Department of Commerce & Management, Rajiv Gandhi University, Itanagar.
4. Singh, Ragini. **Impact of national rural livelihood mission on women employment: Special reference to Shahdol District.** (Dr. Keshav Mani Sharma), Department of Commerce, Vikram University, Ujjain.

Economics

1. Adhyapak, Nilam. **An economic analysis of apparel manufacturing enterprises in urban informal sector in Assam: A case study of Guwahati.** (Dr. B Panda), Department of Economics, North Eastern Hill University, Shillong.
2. Borah, Bidyajyoti. **Non market valuation of historical tourist sites in Sivasagar, Assam.** (Dr. U K De), Department of Economics, North Eastern Hill University, Shillong.
3. Pawan Kumar. **Regional imbalances in foreign direct investment inflow in India: With special reference to Rajasthan State.** (Prof. Xavier V K), Department of Economics, Jain University, Bangalore.

Education

1. Dixit, Deepak. **B.Ed prashikshanarthioan ke adhyapan abhivriti ka vishleshnatamak adhyayan.** (Prof. Nand Lal Mishra), Department of Education, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.
2. Ilyas, Mohammad. **Effects of armed conflict on school management in Kashmir: Understanding the state and non state actors' perspectives.** (Prof. Rasmita Das Swain), Department of School & Non-Formal Education, National Institute of Educational Planning and Administration, New Delhi.
3. Lalrinsangi, Ruby. **Empowerment and feeling of security insecurity among women students in colleges of Mizoram and Meghalaya: A comparative study.** (Prof. B B Kharbiryumbai), Department of Education, North Eastern Hill University, Shillong.
4. Makwana, Sushila Amarshibhai. **Impact of the state government initiatives for girl education at school level.** (Dr. Sonal Patel), Department of Education, Gujarat Vidyapith, Ahmedabad.
5. Nengnong, Kathleen Georginia. **Status of inclusive education in the State of Meghalaya.** (Prof. C Nongbri and Dr. E B Myrthong), Department of Education, North Eastern Hill University, Shillong.
6. Nongbri, Daraplang Shisha. **Financing of higher education institutions in Meghalaya.** (Prof. B B Kharbiryumbai), Department of Education, North Eastern Hill University, Shillong.
7. Phillip, Asha Mavis. **Quality of life and mental health status of widows the role of education.** (Prof. Poonam Devdutt), Department of Education, Shobhit Institute of Engineering & Technology, Meerut.
8. Sandeep Kumar. **Ghaziabad Jile ke gamin kshetroan mein isthit prathmik vidyalayon mein adhyayanrat chatroan ke shaikshanik pradarshan par vidhyalaye parivesh ke prabhav ke prabhav ka adhyayan.** (Dr. R K S Arora), Department of Education, Bhagwant University, Ajmer.

9. Singh, Archana. **Uttar Pradesh Rajye ke Ghaziabad Shehar ke schoolon ke dasvi kaksha ke chatroan kee samajik-aarthik isthithi aur uplabdhi ke beech sambandhoan ka ek tulnatamak adhyayan.** (Dr. Kalindi Lal Chandani), Department of Education, Bhagwant University, Ajmer.
10. Singh, Devendra. **Madhyamik vidyalayaoan ke pradhanacharyoan kee samasyaoan ka ek vishleshnatamak adhyayan.** (Dr. Nand Lal Mishra), Department of Education, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.
11. Sudesh Rani. **Uttar Pradesh Rajye ke Ghaziabad Shehar mein bal kshram aabadi ka samajik-aarthik aur sarachnatamak vishleshan ka ek adhyayan.** (Dr. R K S Arora), Department of Education, Bhagwant University, Ajmer.
12. Tiwari, Nagendra Singh. **Satna Jile ke Uchttar Madhyamik Vidhyalaye ke shikshkaoan ke naitritv, vyavhar evam sanghatnatamak vatavaran ka shikshak prabhavsheelta par prabhav ka adhyayan.** (Dr. Radhe Shyam Mishra), Department of Education, AKS University, Satna.
13. Yadav, Satish Chand. **Chatraadhyapakoan ke shikshan visheyoan ke pariprekshey mein samvegatamak budhi samayojan tatha mulyoan ka adhyayan.** (Dr. Sanjay Gautam), Department of Education, Bhagwant University, Ajmer.

Journalism & Mass Communication

1. Das, Arjun. **Media coverage of Assam Movement (1979-1985): A critical study of public opinion in the new emerging socio-political scenario.** (Prof. Kh Kabi), Department of Mass Communication, Rajiv Gandhi University, Itanagar.
2. Riba, Kenpi. **A study of media framing of environmental issues and public perception in the context of Anti Mega-Dam Movement in Arunachal Pradesh.** (Prof. Kh Kabi), Department of Mass Communication, Rajiv Gandhi University, Itanagar.
3. Sharma, Arun Kumar. **Gramin kshetroan mein sanchar madhyamoan kee tulnatamak prabhavsheelta ka adhyayan.** (Dr. Virendra Kumar Vyas), Department of Journalism & Mass Communication, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

4. Shukla, Anil Kumar. **Bundelkhand kee patrekarita mein lokjeevan: Ek adhyayan.** (Dr. Virendra Kumar Vyas), Department of Journalism & Mass Communication, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.
5. Taba, Prem. **A study of media representation and accessibility of the puroiks of Arunachal Pradesh.** (Prof. Kh Kabi), Department of Mass Communication, Rajiv Gandhi University, Itanagar.
6. Tripathi, Ankush. **Uchh shiksha mein social media kee bhumika.** (Dr. Virendra Kumar Vyas), Department of Journalism & Mass Communication, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

Law

1. Akshay Kumar. **Efficacies of rape laws in India: A critical study.** (Dr. Preety Jain), Department of Law, Kurukshetra University, Kurukshetra.
2. Ali, Javed. **A critical appraisal of legal framework related to social and economic status of women with special reference to judicial pronouncements.** (Dr. Kuldeep Kumar), Department of Law, Shobhit Institute of Engineering & Technology, Meerut.
3. Pal, Anwesha. **Treaty interpretation in International Investment Law with respect to the Most Favoured Nation (MFN) clause amounting to treaty shopping.** (Dr. Shouvik Kumar Guha), Department of Law, The West Bengal National University of Juridical Sciences, Bidhannagar, Kolkata.
4. Pilonia, Niharika. **Trade secret: An undiscovered right of Intellectual Property Right.** (Dr. Rashmi Khorana Nagpal), Department of Law, Shobhit Institute of Engineering & Technology, Meerut.
5. Rose, J Merija. **Criminal justice administrative system and caseload management with special reference to Kanyakumari District: A Critique.** (Prof. N Kayalvizhi), Department of Law, The Tamil Nadu Dr Ambedkar Law University, Chennai.
6. Swetapadma, Sonali. **A critical study of the protection of children against sexual offences act 2012: With special reference to Odisha.** (Dr. Bhabani Prasad Panda and Dr. Paromita Chattoraj), Department of Law, Kalinga Institute of Industrial Technology, Bhubaneswar.

Library & Information Science

1. Bareh, Chanlangki. **Online privacy concerns and control techniques in web searching: A study of research scholars in North Eastern Hill University.** (Prof. Bikika Laloo), Department of Library and Information Science, North Eastern Hill University, Shillong.
2. Gupta, Simran. **Mapping the dynamics of research out put: A scientometric study of IIT Delhi.** (Dr. Surya Prakash Shukla), Department of Library and Information Science, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

Management

1. Agrawal, Vikku. **The study of entrepreneurial funding challenges in the emerging economies-evidence from India.** (Dr Jaykumar Padmanabhan), Department of Management Studies, Jain University, Bangalore.
2. Alhussam, Mohamad Ali. **Analyzing the relationship between teachers' job satisfaction and education quality: Syrian education sector.** (Dr. Brajballav Kar and Dr. Arun Kumar Ray), Department of Management, Kalinga Institute of Industrial Technology, Bhubaneswar.
3. Anurag. **Stakeholders perspectives on sustainable tourism: A study in Varanasi.** (Dr. T B Rao), Department of Management, North Eastern Hill University, Shillong.
4. Bhagawati, Anulekha. **Financial performance of Panchayati Raj institutions in Assam.** (Prof. A Bhattacharjee), Department of Management, North Eastern Hill University, Shillong.
5. Catherine, L H Changde. **Value chain analysis of black rice in Manipur.** (Dr.D Bhagat), Department of Management, North Eastern Hill University, Shillong.
6. Chakravorty, Debanjalee. **Competency mapping of private sector bank employees operating in North East India.** (Prof. J U Ahmed), Department of Management, North Eastern Hill University, Shillong.
7. Chauhan, Rajesh. **Strategic transformation of business using emerging digital technologies.** (Prof. Ashok Kumar), Department of Management, Shobhit Institute of Engineering & Technology, Meerut.

8. Das, Dipankar. **Human resource accounting of academia in central universities of North East India.** (Prof. A Bhattacharjee), Department of Management, North Eastern Hill University, Shillong.
9. Dwivedi, Utkarsh. **Impact assessment of gram panchayat development plans in achieving selected Sustainable Development Goals (With special reference of Satna District).** (Dr. Devendra Prasad Pandey), Department of Rural Management, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.
10. Marak, Dikki N. **International trade and economic growth of India: A study of select commodities.** (Prof. K C Biswal), Department of Management, North Eastern Hill University, Shillong.
11. Neeraj. **Impact of financial literacy on the investment behaviour of rural investors; Empirical evidences from Haryana.** (Prof. Sanjay Sinha), Department of Management, Chaudhary Ranbir Singh University, Jind.
12. Sharma, Akshat Mohan. **A study of student perception towards selecting services of online education providers.** (Dr. Anuj Goel), Department of Management, Shobhit Institute of Engineering & Technology, Meerut.
13. Shilpa, R. **Influence of socio-psychological factors on the motivation level of Asha workers.** (Dr. Harold Andrew Patrick), Department of Management Studies, Jain University, Bangalore.
14. Singh, Ruchi. **Gramin mahila sashaktikaran mein Swayam Sahayata Samuh Bank sehalganta (Linkage) karyekaram ke bhumika ka adhyayan.** (Dr. Devendra Prasad Pandey), Department of Rural Management, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.
15. Singhal, Nitish. **An empirical study of financial literacy and its impact on investment behaviour of individual with special reference to Meerut Region.** (Dr. Anuj Goel), Department of Management, Shobhit Institute of Engineering & Technology, Meerut.

16. Singhwal, Preeti. **Impact of HR analytics on the effectiveness of human resource functions: A study with special reference to selected companies of Delhi-NCR.** (Dr. Neha Vashistha), Department of Management, Shobhit Institute of Engineering & Technology, Meerut.
17. Sunil Kumar. **Development of behavioural model towards investment decisions for different income group: A comparative study in Central India.** (Dr. Sanjay Guha), Department of Management, Chhattisgarh Swami Vivekanand Technical University, Bhilai.
18. Tomar, Saurabh. **Investigation of noisy asset prices in Indian equity retail market: A characterization study of noise traders.** (Dr. Daljeet Singh Wadhwa), Department of Management, Chhattisgarh Swami Vivekanand Technical University, Bhilai.
4. Mansuri, Afsana. **Muslim mahilaoan ke adhikaroan ke prati rajnaitik chetna ka adhyayan (Ujjain Shear ke vishesh sandarbh mein).** (Dr. Mangleshwari Joshi), Department of Political Science, Vikram University, Ujjain.
5. Shimray, Rinreichon H. **Maritime dimension of India's Act East Policy.** (Prof. M Majumdar), Department of Political Science, North Eastern Hill University, Shillong.
6. Yanthan, Emilo R. **Human trafficking: A study of Naga women.** (Dr. B K Mohapatra), Department of Political Science, North Eastern Hill University, Shillong.

Psychology

Physical Education & Sports

1. Dwivedi, Kuldeep Kumar. **Comparative study on physical fitness and physiological parameters between sprinters and Kho-Kho players.** (Dr. Surya Prakash Shukla and Dr. Deepak Sharma), Department of Physical Education, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.
2. Raghvendra Singh. **Comparative study of physical fitness and personality characteristics among rural and urban players of combative sports.** (Dr. Vinod Shankar Singh and Dr. Shrikrishna Patel), Department of Physical Education, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

Political Science

1. Chishi, Phikuto. **Development in social sector: A study of Kohima and Mon Districts of Nagaland.** (Prof. K Debbarma), Department of Political Science, North Eastern Hill University, Shillong.
2. Kath, Annile. **Women's rights in Nagaland: Role of Naga Mothers Association.** (Dr. K Debbarma), Department of Political Science, North Eastern Hill University, Shillong.
3. Lalnhring, K T. **Ethnic politics in Myanmar: Government policy towards ethnic minorities.** (Prof. T T Haokip), Department of Political Science, North Eastern Hill University, Shillong.

1. Bisarya, Sarika. **Impact of school, home based and clinical interventions on children with learning disability.** (Prof. Poonam Devdutt), Department of Psychology, Shobhit Institute of Engineering & Technology, Meerut.
2. Gajjar, Dhartiben Naginbhai. **Mindfulness, psychophysical stress and mental health of pregnant women in the context of involvement in Tapovan Centre of Children's University.** (Dr. Ashok N Prajapati), Department of Psychology, Children's Research University, Gandhinagar.
3. Gupta, Sangeeta. **Impact of work pressure on psychological wellbeing during Covid-19 pandemic: A study of IT professionals.** (Prof. Poonam Devdutt), Department of Psychology, Shobhit Institute of Engineering & Technology, Meerut.
4. Jacob, P Soumya. **Effect of brainwriting on creativity among adolescents.** (Dr. Uma Warriar), Department of Psychology, Jain University, Bangalore.
5. Vrunda, Kaushikbhai Thaker. **Psychological counselling needs, life satisfaction and home environment of pregnant women in the context of involvement in Tapovan Centre of Children's University.** (Dr. Ashok N Prajapati), Department of Psychology, Children's Research University, Gandhinagar.

Social Work

1. Dahiya, Balram Das. **Garibi unmulan pariyojnaon ka anusuchit jatioan par padne wale prabhavoan ka adhyayan: Rewa Jile ke vishesh sandarbh mein.** (Dr. Ajay R Chourey), Department of Social Work, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

2. Kadu, Menuka. **Conception and consumption of violence: A social work episitemic enquiry of nature-culture and intergenerational perspectives from Arunachal Pradesh.** (Dr. Ravi Ranjan Kumar), Department of Social Work, Rajiv Gandhi University, Itanagar.
3. Singh, Amit Kumar. **Gramin sayukt parivar vyavastha ke prati navvivahit mahilaoan ka drishtikon: Ek samajshastriye adhyayan (Chitrakoot Jile ke vishesh sandarbh mein).** (Dr. Rajesh Tripathi), Department of Sociology, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

Sociology

1. Chaudhary, Satna. **Vaishvikaran ke parikriya ka paryatan udhyog par prabhav (Bikaner Shehar ke sandarbh mein ek samajshastriye adhyayan).** (Dr. Saurav Vyas and Dr. Bhur Singh Jatav), Department of Sociology, Bhagwant University, Ajmer.
2. Dubey, Archana. **Abhibhavak evam shikshakoan ke pratyashaoan ka chatroan ke jeevan par prabhav: Ek adhyayan: Chhatarpur Jile ke vishesh sandarbh mein.** (Dr. Rajesh Tripathi), Department of Sociology, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.
4. Tirthesh Kumar, Muni. **Uttar Pradesh ke daliton ki madhyamik evam uchch madhyamik shiksha ki neetiyon ka mulyankan: Meerut Shahar ke sarkari schoolon ke sandarbh mein mein.** (Dr. Salma Begum), Department of Sociology, Jain University, Bangalore.

Tourism & Hospitality Services

1. Sharma, Sanjiv Kumar. **An assessment and development of service quality framework of homestay in Sikkim.** (Dr. Praveen Rizal), School of Hospitality and Tourism Studies, SRM University Sikkim, Gangtok, East Sikkim. □

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

Opinions expressed in the articles published in the University News are those of the contributors and do not necessarily reflect the views and policies of the Association.

CALL FOR PAPERS

NATIONAL SEMINAR ON 'CLIMATE CRISIS, HEALTH AND DISADVANTAGED GROUPS'

February 6-7, 2025

Venue:
Indian Social Institute, 10 Institutional Area,
Lodhi Road, New Delhi 110003

TIMELINE

- Last date for Abstract Submission (250-300 words):
December 17, 2024
- Notification of abstract approval: December 20, 2024
- Submission of full papers: January 20, 2025
- Dates of the seminar: February 6-7, 2025
- Submit abstract to: researchdp2024@gmail.com

CONTACT

Programme coordinator
Mob: 9971747353, Phone: 011-49534142
For more details visit www.isidelhi.org.in

Marathwada Sanskritik Mandal's
College of Physical Education, Khadkeshwar, Chhatrapati Sambhajnagar –
431 001, Maharashtra (Grant in-Aid)
Affiliated: Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati
Sambhajnagar (M. S.)
NAAC Accredited "B+" Grade College (2.74 CGPA)

APPOINTMENT OF PRINCIPAL

Sr. No.	Name of the Post	No. of Posts	Type of Vacancy	Nature of Post
01	Principal	01 (one)	Full - Time	Open (Isolated Post)

Applications with full particulars are invited for the post of Principal to be filled in **Marathwada Sanskritik Mandal's College of Physical Education, Khadkeshwar, Chhatrapati Sambhajnagar – 431 001 (M. S.)** (Grant in aided). Eligible candidates should submit their application along with all necessary documents by **24th December 2024 by Registered Post Only**.

Note: 1. Essential Qualifications: As notified by the UGC, Govt. of Maharashtra and Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajnagar (Experience, Age and Pay Scales shall be as per 7th Pay Government Resolution dated 8th March 2019 and 10th May 2019 with amendments and additions). 2. Candidates should submit their API score record as per the UGC norms and authenticated by Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajnagar. 3. The appointment to the said post will be for tenure of 5 years from the date of appointment or up to attainment of superannuation whichever is earlier as per Govt. of Maharashtra and UGC Regulations. 4. Pay Scales and service conditions shall be according to Govt. Of Maharashtra, Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajnagar, and Marathwada Sanskritik Mandal, Chhatrapati Sambhajnagar. 5. The said post is subject to the approval by Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajnagar, UGC and Govt. of Maharashtra Regulations. 6. Candidates already employed should apply through proper channel. 7. No TA and DA will be payable to the candidate. 8. Only eligible and qualified candidate should apply with stipulated date from the date of publication of this advertisement giving their complete bio-data/ resume and all supporting documents to the **President, Marathwada Sanskritik Mandal, Khadkeshwar, Chhatrapati Sambhajnagar – 431 001 (M. S.) by 24th December 2024 by Registered Post Only**. 9. Incomplete and late applications will be rejected. 10. Reserved category candidate is required to send scanned copy of application and acknowledgement received by college in pdf format for information to Reservation Cell, Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajnagar, (M. S.) by email to registrar@bamu.ac.in

Place: Chhatrapati Sambhajnagar
Date: 04-12-2024

Sd/-
Shri. Hemant Paturkar,
Secretary, M. S. M, Chh. Sambhajnagar



VIKAS PARISHAD MANDRE MANDRE COLLEGE OF COMMERCE, ECONOMICS & MANAGEMENT Mandre- Goa (Recognised by Govt. of Goa, Affiliated to Goa University)

Applications with full Bio-data are invited from Indian citizens for the post of **PRINCIPAL** (unreserved category) to be filled in the above Government aided college.

The required minimum qualifications for the post of Principal are as follows:

A) Eligibility: i) Ph.D. degree ii) Professor/Associate Professor with a total service/experience of atleast 15 years of teaching/research in Universities, Colleges and other institutions of higher education. iii) a minimum of 10 research publications in peer reviewed journals as approved by Goa University from time to time or UGC listed journals out of which atleast two should be in scopus/web of science journals. iv) a minimum of 110 research papers score as per appendix II, table 2 of Goa University Statute SC-16.

B) TENURE: College Principal shall be appointed for a period of five years, extendable for another term of five years on the basis of performance assessment by a committee appointed by the university, constituted as per the statute of Goa University.

Essential Requirements: a) Knowledge of Konkani language b) 15 years of residence certificate in Goa issued by competent authority.

Desirable Requirement: knowledge of Marathi language

Scale of pay:- As prescribed by UGC, Goa University and Directorate of Higher Education, Government of Goa from time to time.

Service Conditions: As prescribed by the UGC, Goa university, Directorate of Higher Education, Government of Goa and other competent authorities.

Applicants who are already employed shall send in their applications through proper channel.

Applications completed in all respect along with self certified photo copies of statement of marks of all public examinations from SSC onwards. API score sheet and other certificate should reach the undersigned at the above address **within 21 days** from the date of publication of this advertisement.

Appointment is subject to the approval of Govt. of Goa and Goa University.

No TD/DA will be paid for attending an interview.

Place: Mandre – Goa.

Date:02/12/2024

Sd/-
CHAIRMAN
VP's Mandre College of Commerce,
Economics and Mangement, Mandre Goa.



Punyashlok Ahilyadevi Holkar Solapur University, Solapur

[Under Maharashtra Public Universities Act, 2016]
Phone No. 0217-2744770, Email-registrar@sus.ac.in



Ref.: Advertisement No.: 1) PAHSUS/Estab./TP-1/2024/212, dtd. 24/07/2024
2) PAHSUS/Estab./TP-1/2024/213, dtd. 24/07/2024
3) Extended date for submission of form Notification Ref. No. PAHSUS/Estab./2024/227, dtd. 27/08/2024.

NOTIFICATION

It is hereby notified to all the concerned that the last date of submission of application forms for the posts of 1) Professor, 2) Associate Professor as advertised vide above referred 1, 2 & 3 is hereby extended up to 17th December, 2024 (up to 5.00 p. m.)

All are therefore, requested to note that the last date of submission of form is Tuesday, 17th December, 2024 (up to 5.00 p. m.). Further details can be downloaded from the University website sus.ac.in under the link of Recruitment/Employment Opportunities.

Note: Candidates who have previously submitted applications, need not to apply again.

Sd/-
(Yogini Ghare)
Registrar

Ref. No. : PAHSUS/Estab./2024/247
Date : 02/12/2024

Children Welfare Centre's (Trust) CHILDREN WELFARE CENTRE'S COLLEGE OF LAW

Valnai Village, Marve Road, Orlem Bawdi Stop, Malad (W), Mumbai - 400064

MINORITY

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

UN-AIDED

Sr. No.	Cadre	Subject	Total No. of Posts	Category
1.	Principal	----	01	01-OPEN
2.	Assistant Professor	Law	16	16-OPEN
3.	Assistant Professor	Political Science	01	01-OPEN
4.	Assistant Professor	Logic	01	01-OPEN
5.	Assistant Professor	Sociology	01	01-OPEN
6.	Assistant Professor	Economics	01	01-OPEN
7.	Assistant Professor	English Literature	01	01-OPEN
8.	Assistant Professor	History	01	01-OPEN
9.	Librarian	----	01	01-OPEN

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

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

Candidates having knowledge of Marathi will be preferred.

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

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

Applicants who are already employed must send their application through proper channel.

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

Application with full details should reach the GENERAL SECRETARY, CHILDREN WELFARE CENTRE'S COLLEGE OF LAW, Valnai Village, Marve Road, OrlemBawdi Stop, Malad (W), Mumbai-400 064 within 15 days from the date of publication of this advertisement. This is University approved advertisement.

Sd/-
GENERAL SECRETARY

WANTED

Applications are invited from eligible candidates for the post of Principal (Granted) at Dnyanopasak Shikshan Mandal's, College, Jintur. Application along with necessary documents **within Fifteen Days** from the date of publication of the Advertisement by R.P.A.D. only:

Sr. No	Name of Post (Designation)	No. of Post	Full Time	Reservation	Period	Time
1.	Principal	One (01)	Full Time	Unreserved	5 Years	II

- a) **Education Qualifications:** A Master's Degree with a least 55% marks (or an equivalent grade in a point scale whenever grading system is followed) by recognized University. A Ph.D. Degree in concerned/ allied/ relevant discipline(s) in the institution concerned with evidence of published work and research guidance. Professor/Associate Professor with a total experience of fifteen years of teaching/ research in Universities, College and other institutions of Higher Education. A minimum of 10 research publications in peer reviewed or UGC listed Journals. A minimum 110 research score as per Appendix II, Table 2 of UGC Regulations 2018. Academic Eligibility and other Rules Regulations as per UGC Regulation 18 July 2018 and Govt. Resolution No.Misc-2018/C.R.56/UNI-1 Date 08 March 2019.
- b) **Tenure:** A College Principal shall be appointed for a period of five years, extendable for another term of five years on the basis of performance based assessment, a committee appointed by the University, constituted as per rules of UGC and Govt. of Maharashtra.
- c) **Salary & Allowances:** Pay Scale shall be given as per the rules of UGC, State Government & Swami Ramanand Teerth Marathwada University, Nanded.

NOTE: 1. Prescribed application form is available on the University website (www.srtmun.ac.in). 2. No TA/DA will be paid for attending the interview. 3. Eligible candidates should submit their application through proper channel. 4. Attested Xerox copies of S.S.C. certificates, Degree certificate, Mark sheets etc. should be attached to the application form. 5. The original certificates must be provided at the time of interview. 6. The vacant post is being under the decision of Hon. High Court, Aurangabad Bench petition No.12051/2015.

Address:

The President, Dnyanopasak Shikshan Mandal's
Arts, Commerce and Science College, Jintur, Dnyangiri Campus, Yeldari Road, Tq. Jintur Dist. Parbhani (MS) 431501

President/Secretary
Dnyanopasak Shikshan Mandal, Parbhani

WANTED

DNYANSADHANA PRATISHTHAN EDUCATIONAL INSTITUTION

DNYANSADHANA MAHAVIDYALAYA, (ARTS & SCIENCE) DHARMAPURI,
TQ. PARBHANI DT. PARBHANI

Applications are invited for the post of Principal to be filled in DNYANSADHANA MAHAVIDYALAYA, (ARTS & SCIENCE) DHARMAPURI, TQ. PARBHANI, DT. PARBHANI. (Permanent Non-Granted) (MAHARASHTRA). Eligible candidates should submit their application along with all necessary Document **within fifteen (15) days** from the date of publication of the Advertisement by Registered post only:

Sr. No.	Name of the Post (Designation)	No. of Post	Reservation
01	PRINCIPAL	ONE (01)	UNRESERVED

Educational Qualification:

A. Eligibility: -

1. A Master's degree with at least 55% marks (or an equivalent grade in a point scale wherever grading system is followed) by a recognized University.
2. A Ph.D. Degree in concerned/allied/relevant discipline (S) in the institution concerned with evidence of published work and research guidance.
3. Professor/ Associate professor with a total experience of fifteen years of teaching /research/ administration in Universities, College and other institution of higher education.
4. A minimum of 10 research publications in peer reviewed or UGC listed journals.
5. A minimum of 110 research score as per Appendix II, Table 2 of UGC regulations 2018.
6. Academic Eligibility and other rules Regulations as per UGC Regulation 18 July, 2018 and Govt. Resolution No Misc-2018/C.R.56/ UNI-1 Date 08 March 2019

B. Tenure: -

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

Salary & Allowances: -

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

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

Note:-

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

Correspondence Address:

The President, MR. DATTATRAYA SHIVSAMB SONTAKKE & SHITAL ASHOKRAO DHULE
C/o DNYANSADHANA PRATISHTHAN EDUCATIONAL INSTITUTION,
DNYANSADHANA MAHAVIDYALAYA, (ARTS & SCIENCE)
DHARMAPURI, TQ. PARBHANI DT. PARBHANI.

**LOKNETE ADV. DATTA PATIL SANKUL
KONKAN EDUCATION SOCIETY
Alibag, Raigad, Maharashtra - 402 201.**

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

AIDED

Sr. No.	Name of the College	Total No. Of Posts
1.	K. E. S. Anandibai Pradhan Science College, Nagothane, Tal.: Roha, Dist : Raigad.	01 (Open)
2.	K. E. S. Laxmi-Shalini Arts, Commerce & Science Women's College, Pezari, Tal.: Alibag, Dist.: Raigad	01 (Open)

The advertisement is approved subject to the final decision in the Writ Petition No. 12051/2015.

The above posts are 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 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.

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

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

Application with full details should reach the PRESIDENT, Prin. KONKAN EDUCATION SOCIETY, ADMINISTRATIVE OFFICE, ALIBAG, DIST. - RAIGAD 402201. within 15 days from the date of publication of this advertisement. This is University approved advertisement.

Sd/-
PRESIDENT



Fatorda Salesian Society's

DON BOSCO COLLEGE OF ENGINEERING

FATORDA, MARGAO, GOA - 403 602.

(Approved by DTE, Govt of Goa, AICTE, New Delhi & Affiliated to Goa University)

We are a society dedicated to the holistic development of students, empowering them to become well-rounded, skilled, and ethical Engineers ready to address the challenges of the modern world. To fulfill this vision, we are seeking passionate and qualified educators to join our esteemed faculty team.

We invite applications for filling the following Teaching posts on Regular / Contract basis.

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

*Candidates possessing Ph.D will be preferred.

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

\$ One post each of Asst. Prof. is for *(i) Chemistry **(ii) Mathematics ***(iii) English

ESSENTIAL REQUIREMENTS FOR ALL POSTS:

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

NOTE:

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

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

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

Interested candidates are requested to send their application in prescribed format along with copies of all relevant certificates to the "The Director" so as to reach the Institute Office on / or before 30th December 2024.

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

Dr. Neena Panandikar
Principal

Fr. Kinley D'Cruz, sdb
Director

Rooted in a legacy of over eight decades of academic excellence and guided by the visionary principles of its founder, Padmbhushan Late Shri Karamshi Jethabhai Somaiya, Somaiya Vidyavihar University stands as one of India's leading multi-disciplinary institutions dedicated to empowering individuals through holistic and inclusive education. With a sprawling campus in Mumbai, Somaiya Vidyavihar University, a premier institution renowned for fostering excellence in knowledge, research, and holistic education, invites applications for the prestigious position of

Vice-Chancellor

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- Cultivate a thriving ecosystem of innovation, inclusivity, and academic integrity.
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- Build on Somaiya Vidyavihar's legacy while inspiring new milestones in higher education.

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A visionary leader with proven expertise in academia, research, and administration, committed to empowering the next generation. We seek a strategist with a passion for interdisciplinary education and a dedication to community and global engagement. The candidate will fulfill the qualifications, age, experience criteria as prescribed by the UGC guidelines for self-financed private universities.

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UNIVERSITY NEWS

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AIU

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Bihar Institute of Public Administration and Rural Development

WALMI Campus, AIIMS Rd, Phulwari Sharif, Patna, Bihar 801505,

Website: <http://bipard.bihar.gov.in/>

e-Mail: ad-bipard-admin@bihar.gov.in and bipardpatna@yahoo.in

Vacancies

The Bihar Institute of Public Administration and Rural Development (BIPARD) is an Apex and nodal training institution fully managed and owned by the Government of Bihar and headed by an officer of Chief Secretary rank. The BIPARD is a combination of State level Administrative Training Institute (ATI) and State Institute of Rural Development (SIRD). It was established in 2005 and head quartered at Gaya in Bihar.

BIPARD invites applications from eminent academicians for the following positions: -

Sl. No.	Position	Number	Criteria	Consolidated Honorarium (per mensem)
1	Consultant Academician (Law)	1	At least 10 years of Experience in teaching Law, particularly, CrPC, CPC, IPC and Evidence Act (Now Called BNSS, BNS, BSA).	1.5 Lakhs
2	Consultant Academician (Public Policy)	1	At least 10 years of Experience in teaching Public Policy with particular expertise in Economic Policy, Social & Public Administration & Rural Development.	1.5 Lakhs
3	Consultant Academician (Cyber Studies)	1	At least 05 years of Experience of teaching Cyber Studies covering topics like Cyber revolution, Cyber Crime, Mobile Forensics etc.	1.5 Lakhs
4	Consultant Academician (Development Research)	1	At least 05 years of Experience of teaching Development Research Methodologies including the use of the Statistical tools & Analysis of Public Policy.	1.5 Lakhs
5	Consultant Academician (Social Innovation)	1	At least 05 years of Experience of teaching Social Innovation, People Analytics, Cross Cultural Management, Creativity, Governance etc.	1.5 Lakhs
6	Consultant Academician (Financial Management)	1	At least 05 years of Experience of teaching Financial Management, Budget & Audit	1.25 Lakhs
7	Consultant Academician (Technology and Start up)	1	At least 05 years of Experience of teaching startup Promotion, Policy Promotion and Investment Promotion with Case Studies including knowledge of sector specific investment strategy	1.25 Lakhs

General Terms and Conditions:

1. The Applicant should submit their application enclosing their CV.
2. The Applicant faculty is expected to develop course modules, reading materials and other audio-visual tools necessary for ensuring effective classroom transaction.
3. The Applicant faculty should be willing to take classes in BIPARD campus at Gaya and Patna. He/She should also be willing to travel in the State and outside for the purpose of undertaking Government sponsored studies, Researches, Surveys etc.
4. The Applicant faculty is expected to write policy papers, academic papers capable of being published in reputed Journals etc.

Application:

1. The last date for filling application is **extended upto 20th December, 2024**
2. The Applicants may send their application at ad-bipard-admin@bihar.gov.in and bipardpatna@yahoo.in latest by 20th December 2024.
3. For further queries, interested Applicants may also contact Ms. Manjusha Chandra (Deputy Director) at 9431662566.

Email Id: ad-bipard-admin@bihar.gov.in and bipardpatna@yahoo.in

Contact Timing: 10 AM to 6 PM (All working days in week)

**Deputy Director, BIPARD
(Bihar, Patna)**



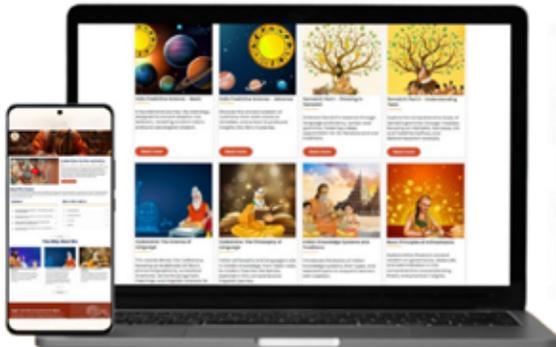
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