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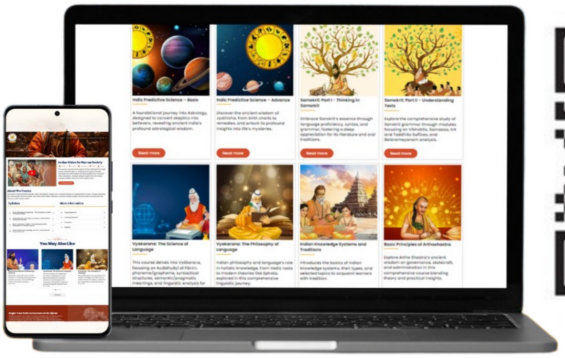

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From the President's Desk

Vinay Kumar Pathak*

I am delighted to extend a warm welcome to all the esteemed Vice Chancellors and distinguished participants attending the AIU West Zone Vice Chancellors' Meet–2024-25 on the theme '*Leadership and Governance in Higher Education'*, to be held at DY Patil University (Deemed-to-be University), Navi Mumbai during December 20-21,2024. This pivotal gathering is an opportunity for us to engage in meaningful dialogue, share best practices, and collectively explore the challenges and opportunities that shape the landscape of higher education today. As leaders in the education fraternity, our roles extend beyond administrative functions; we are custodians of academic excellence and catalysts for innovative changes.

The main theme of this West Zone Vice Chancellor's Meet, '*Leadership and Governance in Higher Edu*cation' is particularly pertinent, as it underscores the critical importance of visionary leadership and robust governance in navigating the complexities of our educational institutions. Through effective leadership, we can foster an environment conducive to learning, research, and community engagement, ensuring that our universities not only meet but exceed global standards. Additionally, the meeting will include technical sessions on the following subthemes:

- Role of Leadership in Promoting Innovations and Ranking in HEIs.
- Autonomy and Accountability in HEIs.
- Leadership and E-Governance.

As part of this zonal meet, AIU has introduced round table discussions and will feature the following parallel round table discussions:

- Stakeholder Engagement: Balancing Expectations for Sustainable Growth.
- Future Ready Campuses for Next Generation Learning: Infrastructure, Training, and Technology.
- Role of Technology in Teaching, Learning, Assessment, and Healthcare.
- AI in Academia: Revolutionizing Research, Learning, and Governance.

I am confident that the discussions and deliberations at this meet will inspire new ideas, forge stronger collaborations, and pave the way for actionable strategies that will benefit our institutions and the broader academic community. Let us seize this opportunity to reflect on our collective experiences, reimagine the future of higher education, and reaffirm our commitment to excellence.

I extend my heartfelt gratitude to D Y Patil University for hosting this significant event and to all the participants for their valuable contributions. Together, we can shape a brighter future for higher education in India and beyond. ❑

**President, Association of Indian Universities, New Delhi and Vice Chancellor, Chhatrapati Shahu Ji Maharaj University, Kanpur-208024(Uttar Pradesh). E-mail: president@aiu.ac.in*

Setting the Tone for AIU West Zone Vice Chancellors' Meet—2024-25 on Leadership and Governance in Higher Education

Pankaj Mittal*

The Association of Indian Universities (AIU), one of the premier apex higher education institutions of the Country established in 1925, is a research-based policy advice institution to the Government of India in the field of Higher Education, Sports & Culture and internationalization. Dr. Sarvepalli Radhakrishnan, Dr. Zakir Hussain and Dr. Syama Prasad Mukherjee are among some of the stalwarts who served AIU as its president. At present, it has a membership of 1056 universities including 18 international universities. Since its inception, it has been playing a vital role in shaping Indian higher education. AIU is vested with the power for according equivalence to Degrees/Qualifications offered by the universities across the world with those offered in India. Being an apex institution, it constitutes an integral part of decision-making and facilitates cooperation and coordination among Indian universities and liaise between the universities and the Government and also national and international bodies of higher education in other countries in the matters of common interest. Also, AIU plays a dynamic role in shaping Indian higher education by being a research-based policy advice institution to the Government of India in the fields of Higher Education, Sports, and Youth Affairs & Culture. As a National Sports Promotion Organization (NSPO) it promotes sports among Member-Universities.

One of the significant activities of the AIU is to convene the Vice Chancellors Meets at the Zonal and National levels to discuss various issues related to higher education. India is a country with a large geographical area, for ease of reaching out, AIU has grouped the member HEIs into 5 zones i.e., North, South, East, West and Central. Thus, 5 Zonal Meets and one National Conference of Vice Chancellors are organized annually. These Meets are important platforms not only to discuss the significant issues of higher education but also to play a catalytic role in finding solutions for different problems of higher education through collective wisdom. Further, AIU carries forward the voice of the participating leaders of higher education to appropriate agencies and authorities for their dispensation. Every year in the National Conference of Vice Chancellors, a specific theme that is of topical significance for the higher education community is taken up for discussion. As a run-up, subthemes related to the main theme are discussed in the AIU Zonal Vice Chancellors Meets.

Themes for The AIU Zonal Vice Chancellors Meet –2024-25

Based on current drifts and latent progresses, it is the right time to discuss about role of India in shaping the future of higher education. Therefore, for the year 2024-25, AIU has chosen the main theme '*Envisioning Future Higher Education: The Pivotal Role of India'* for the AIU National Conference of Vice Chancellors and all the five Zonal Vice Chancellors Meets. Under this overarching theme, the following themes are proposed for the AIU's Zonal Conferences:

North Zone: *Technological Integration in Higher Education*

West Zone: *Leadership and Governance in Higher Education*

South Zone: *Rethinking Assessment and Evaluation*

Central Zone: *Globalization and Internationalization*

East Zone: *Equity, Diversity and Sustainability*

AIU West Zonal Vice Chancellors Meet on 'Leadership and Governance in Higher Education'

Leadership and governance in higher education are crucial in shaping the strategic vision, academic integrity and overall institutional effectiveness of Higher Education Institutions (HEIs). An effective leadership in higher education fosters a culture of innovation, inclusivity and accountability, while

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promoting academic excellence and research advancements. Further, good governance structures ensure transparent decision-making, efficient resource management and adherence to policies that align with institutional goals and societal needs. In all together, leadership and governance establish a sustainable and supportive environment that encourages faculty, staff and students to achieve their highest potential, contributing to the creation of knowledge and the development of human capital essential for societal progress

The AIU West Zone Vice Chancellors' Meet–2024-25 will be held at D. Y. Patil University (Deemed-to-be University), Navi Mumbai, Maharashtra during December 20-21, 2024. The broad theme of the Meet is 'Leadership and Governance in Higher Education'. The West Zone is constituted of HEIs located in the states of Gujarat, Rajasthan, Maharashtra, and Goa. The sub-themes of the Meet are:

- Role of Leadership in Promoting Innovations and Ranking in HEIs
- Autonomy and Accountability in HEIs
- Leadership and E-Governance.

Role of Leadership in Promoting Innovations and Ranking in HEIs

Leadership plays a transformative role in fostering innovations and enhancing the global standing of Higher Education Institutions (HEIs). Visionary leaders inspire a culture of creativity, curiosity, and adaptability, encouraging faculty, students, and researchers to embrace cutting-edge practices and challenge conventional norms. Also, academic leadership is one of significant aspect of HEIs and it involves guiding and influencing faculty, staff and students to achieve academic excellence and drive institutional growth. It requires a balance of subject expertise, strategic vision and interpersonal skills to foster a collaborative and supportive learning environment. Effective academic leaders inspire innovation, promote quality education and ensure alignment of academic activities with the institution's mission and goals, contributing to a culture of continuous improvement and success. By promoting interdisciplinary collaborations and ensuring the availability of resources for innovative projects, leaders enable groundbreaking research and impactful learning experiences. Strategic adoption of technology, focus on industry-academia partnership, and the integration of entrepreneurial initiatives further drive innovation, making HEIs hubs for knowledge creation and application. Leaders who prioritize intellectual freedom, inclusivity, and continuous improvement foster an environment where innovative ideas thrive, thereby shaping the institution's academic and societal impact.

Rankings in HEIs play a crucial role in assessing and showcasing their academic quality, research output, and institutional performance on a national and global scale. The importance of rankings in Higher Education Institutions (HEIs) lies in their ability to serve as benchmarks for academic excellence, institutional reputation, and global competitiveness. Rankings provide prospective students, faculty, and stakeholders with valuable insights into an institution's strengths, including its academic programs, research output, infrastructure, and employability of graduates. It serves as a guiding framework for students, parents, and stakeholders in selecting institutions that align with their aspirations and career goals. High rankings boost an HEI's reputation, enabling it to attract top-tier faculty, researchers, and students while fostering collaborations with leading global institutions and industries. Rankings also encourage healthy competition among HEIs, driving continuous improvement in teaching standards, research innovation, and overall infrastructure. For policymakers and administrators, rankings offer valuable insights into the strengths and weaknesses of HEIs, enabling them to align their strategies with global benchmarks and enhance their contribution to societal development.

In addition to fostering innovation, effective leadership is essential for driving HEIs toward improved global and national rankings. Leaders play a crucial role in aligning institutional goals with ranking metrics, emphasizing high-quality teaching, impactful research, employability, and internationalization. They implement policies that enhance academic output, attract global talent and build strong networks with reputed institutions worldwide. By promoting transparency, accountability, and excellence in governance, leaders strengthen the institution's reputation and ensure sustainable growth. Ultimately, leadership serves as the cornerstone for creating institutions

that are not only globally competitive but also capable of addressing complex societal challenges through innovation and excellence.

Autonomy and Accountability in HEIs

Autonomy and accountability in HEIs are crucial for fostering innovation, improving quality and ensuring effective institutional governance. Also, in the context of higher education, the interplay between autonomy and accountability significantly influences the quality and effectiveness of educational outcomes.

Autonomy allows HEIs the freedom to design curricula, set academic standards and manage resources independently, thereby enabling them to respond swiftly to changing educational and industry needs. However, this autonomy must be balanced with robust accountability mechanisms to ensure transparency, uphold academic integrity, and maintain alignment with national educational priorities. Accountability measures, such as regular audits, performance evaluations, and compliance with regulatory guidelines, are essential for monitoring the impact of autonomous decisions and for building trust among stakeholders. Without adequate accountability, such freedom may lead to inconsistencies in academic standards and ethical practices. Therefore, establishing clear performance metrics and feedback mechanisms is essential for holding institutions accountable for their educational commitments and outcomes. By promoting a culture of continuous improvement through self-assessment and external evaluations, HEIs can harness the benefits of autonomy while ensuring they fulfil their responsibilities to students' society, and the broader educational ecosystem. Together, autonomy and accountability create an environment where institutions can thrive while remaining responsible stewards of public and private resources and this balance ultimately enhances the overall credibility and impact of higher education.

Leadership and E-Governance

Leadership plays a critical role in driving the successful implementation and adoption of e-governance in organizations, including Higher Education Institutions (HEIs). Visionary leaders act as catalysts for digital transformation by establishing a clear vision and creating an environment conducive to change. They ensure that E-governance initiatives are aligned with institutional goals, fostering transparency, accountability and efficiency in processes. Through effective communication and stakeholder engagement, leaders overcome resistance to change and build trust among faculty, staff and students. By prioritizing digital literacy, capacity building, and technological advancements, they create a robust foundation for the seamless integration of E-governance systems.

Leaders are instrumental in sustaining and scaling E-governance efforts to achieve long-term success. They continuously monitor the performance of digital systems, making data-driven decisions to optimize services and address emerging challenges. By fostering collaboration between administrative departments, IT teams and external stakeholders, leaders ensure that E-governance frameworks remain adaptable and resilient. Also, they emphasize ethical governance by safeguarding data security, privacy, and inclusivity, ensuring that the benefits of E-governance reach all stakeholders equitably. Ultimately, leadership in E-governance is not just about adopting technology but leveraging it strategically to create a culture of innovation, efficiency and participatory decision-making.

In addition, there will be parallel Round Table Sessions on the themes:

- Stakeholder Engagement: Balancing Expectations for Sustainable Growth
- Future Ready Campuses for Next Generation Learning: Infrastructure, Training and Technology
- Role of Technology in Teaching Learning, Assessment & Healthcare
- AI in Academia: Revolutionizing Research, Learning, and Governance.

Participation

Vice Chancellors/ Directors of Indian Universities/ Institutes, experts from the Government of India, and senior officials of Apex Bodies of Higher Education and Academia will be Chairpersons and Speakers during the various session of the Meet. Experts from international organizations will also be invited to contribute during the discussion. All the deliberation will take place in English language. The sessions will be conducted in physical mode, however, in case any

Chairperson/ Speaker is unable to attend the meet through physical mode, she/he may attend the meet in a blended mode. However, the speakers, chairs and participants need to inform in advance about the mode through which they would like to attend the Meet.

The AIU West Zone Vice Chancellors Meet─2024-25 will also be attended by more than 100 Vice Chancellors/ Directors of AIU member Universities/ Institutes of the West Zone covering the states of Gujarat, Rajasthan, Maharashtra, and Goa.

Format and Approach

The two-day event will include the Inaugural Session, Session on Interface with Officers from Apex Bodies i.e. UGC, AICTE, NAAC, NSDC and ICAR, AIU Business Session, Valedictory Session and 3 Technical Sessions to discuss the concerned topics.

The 3 Technical Sessions will be held on the following subthemes:

- **Technical Session 1**: Role of Leadership in Promoting Innovations and Ranking in HEIs.
- **Technical Session 2***:* Autonomy and Accountability in HEIs.
- **Technical Session 3***:* Leadership and E-Governance.

Each Technical Session will be of approximately 1 Hour and 30 minutes. In each Session, there will be 1 chairperson and 3 speakers including experts from Government and HEIs. Presentations will be followed by interaction and a Question and Answer session. Based on deliberations; a commitment statement will be framed for the universities to further the cause of Higher Education in India. In addition to academic deliberations, capacity development initiatives will be taken by forming a group of Vice Chancellors who will work on various dimensions of leadership and governance in higher education.

Conclusion

In conclusion, the AIU West Zone Vice Chancellors' Meet─2024-25 promises to be a dynamic and insightful event, featuring parallel round table discussions on critical topics such as stakeholder engagement, the development of future-ready campuses, the integration of technology in education and healthcare, and the revolutionary impact of AI in academia. Additionally, two pivotal technical sessions will delve into the roles of leadership in promoting innovation and enhancing rankings in higher education institutions, as well as the balance of autonomy and accountability. These sessions aim to foster meaningful dialogue, share best practices, and explore innovative strategies that will shape the future of higher education.

The recommendations of this Conference will constitute the discussions in the Annual meeting. Based on the recommendations of this theme in the Annual Meet, '*Envisioning Future Higher Education: The Pivotal Role of India*' will be prepared which will be a handy guide not only for Higher Education Institutions of the Country but also for the universities of other countries. A Policy Document will also be prepared and presented to the Government of India. ❑

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D Y Patil University (Deemed-to-be University) Navi Mumbai: A Profile

D Y Patil University (Deemed-to-be University), Navi Mumbai is hosting the AIU West Zone Vice Chancellors' Meet─2024-25 from December 20-21, 2024.

DY Patil University (Deemed-to-be University), Navi Mumbai has developed a dynamic quality assurance mechanism that includes the University Internal Quality Assurance Cell, Institutional IQACs in the schools, and criterion-wise quality circles to provide a broad-based involvement of stakeholders in quality initiatives. This has substantially improved the overall standards of our university and has facilitated adherence to its vision and mission.

About University

The university is located on a beautiful campus amidst lush greenery that considerably enhances its ambiance and beckons inquiring students into its folds. It is a sprawling campus spread across 72 acres, with academic and administrative blocks, a sports stadium, hospitals, and hostels for girls and boys. 3841 students are accommodated in various hostels on campus. The campus also houses an herbal garden, a museum, a blood bank as well as a bank for storing human milk, libraries with a rich collection of books, journals, e-books, e-journals, periodicals, digital resources containing information on subjects about Medicine, Ayurveda, Dentistry, Engineering, Pharmacy, Physiotherapy, Occupational Therapy, Sports and Exercise Science, Nursing, Law, Public Health, Architecture, Biotechnology, Hospitality and Tourism Studies, Management studies. The campus also has a WIFI connectivity of 1.5 GBPS. DYPU has the appropriate infrastructure and resources for imparting education. Classrooms have LCD projection systems with Internet. Select classrooms have interactive display boards, lecture capture systems supported by teaching laboratories, and two advanced clinical simulation labs. All the schools also have subscribed to the National Digital Library Repository, Shodhganga, e-shodhsindhu. There are also excellent canteen facilities on the campus. Moreover, much to its credit, DYPU has pioneered in India, a Medical Simulation Laboratory to augment the learning experiences and meet the learning objectives of the courses for students of all Medical, Ayurveda, Dental, and other allied health sciences. A 1662-bed multi-specialty hospital, 152-bed Ayurveda Hospital, and 428-chair dental specialty hospital serve as teaching hospitals for students of health sciences. The average daily number of patients in the Outpatient Department (OPD) is 3500. There is 82% bed occupancy. The hospital provides facilities in different specialties like Cardiology, CVTS, Urology, Nephrology, Haematology, Pain Clinic, Oncosurgery, Neurosurgery, Rheumatology, Geriatric Clinic, Paediatric ward, Pulmonology, Paediatric Neurology, Paediatric Cardiology, Paediatric Nephrology, Urticaria treatment facilities, Human Milk Bank facility, In Vitro Fertilization (IVF)Facilities, Organ Transplant surgeries and others. The maintenance department staffed with 205 personnel and reporting to the registrar provides for the upkeep of the various infrastructural facilities.

Centre of Excellence

In educational excellence, the name DY Patil University has resonated for over four decades as a pioneering institution in India. Always striving to provide the best educational opportunities, the university has recently unveiled its crowning achievement – the 'Centre of Excellence' at its Navi Mumbai campus, a testament to visionary leadership and a commitment to the future of education. This architectural marvel, designed and constructed by the esteemed British firm Foster + Partners, transcends the boundaries of traditional education, offering students an unparalleled platform for holistic development, without the need to venture abroad. The DY Patil University's Centre of Excellence stands as a testament to environmental stewardship, boasting a LEED Platinum rating – the highest accolade awarded by the US Green Building Council.

Dr. Vijay Patil's vision for the Centre of Excellence was not merely about constructing a

building; it was about shaping the future of education in India. His dream was to provide students with an environment that fosters innovation, critical thinking, and personal growth. This building is an embodiment of that dream—a testament to his unwavering dedication to the youth of India. Dr.Vijay D Patil and Foster + Partners have redefined the way students learn and grow. The building's design supports the evolving needs of education by offering high-quality learning and living spaces for over 3,000 students. Dr. Patil's passion for nurturing talent and his belief in the potential of Indian students to excel on the global stage is evident in every aspect of the Centre of Excellence. The building provides students with not just a place to learn but a platform to thrive. The innovative spaces encourage collaboration, creativity, and out-of-the-box thinking.

State-of-the-art classrooms equipped with the latest technology empower students to engage in groundbreaking research and innovation. Four spacious auditoriums encircle a sunken amphitheater, providing a versatile space for graduation ceremonies, performances, and sporting events. The library, spanning four floors, serves as the hub of knowledge exchange. Tiers, balconies, and stairs create an inspiring internal environment conducive to learning and collaboration. The building's design places a strong emphasis on holistic development. The two-acre sky garden, with its native planting, serene pond life, and relaxation areas, offers students a tranquil retreat within the bustling campus. This green oasis nurtures not only their academic pursuits but also their mental and emotional well-being.

Dr. Patil recognizes that many Indian students have historically sought educational opportunities abroad due to the lack of world-class facilities in the country. With the Centre of Excellence, he has bridged that gap. Students now have access to state-of-the-art amenities and a world-class learning environment right in their homeland.

It symbolizes his belief in the potential of Indian youth and his unwavering dedication to providing them with the best possible opportunities. In the heart of the Centre of Excellence, one can feel the pulse of innovation, the rhythm of progress, and the harmony of holistic development. It stands as a testament to Dr. Vijay Patil's vision, a futuristic hub for students, and a resounding message that the future of education in India is brighter than ever.

Our Pedagogical Inputs

The primary thrust of DYPU is on areas of pedagogical importance like the effective delivery of the curriculum through methods conducive to active learning and 'Learning by doing'. Learner-centric, innovative methods are practiced at all Schools. These include patient-centric, evidence-based, community-based experiential learning, simulation methods, role-reversal case-study methods, integrated teaching-learning programs, and peer-assisted learning. State-of-the-art clinical skills in the simulation laboratory are established with high-fidelity patient simulators with trainers. A full-time faculty coordinator oversees structured training for Medical, Dental, Ayurveda, and Nursing students. Additionally, audio-video resources and virtual classrooms hosting national and international subject experts through webinars and e-content development make teaching-learning interactive and participatory. A Learning Management System (LMS) for the development and delivery of e-learning resources is installed in all the schools. Also, Interactive Display boards and Lecture Capture Systems are available in classrooms. The entire campus is Wi-Fi enabled with broadband internet access. For medical students, the university has actively pursued the system of providing them with early clinical exposure that gives them a head start in acquiring the necessary diagnostic acumen. Additionally, DYPU constantly and consistently endeavors to upgrade existing skills, and knowledge and explore emerging areas and subjects in the domain of health care. A part of the growth strategy the university has adopted is to promote interdisciplinary and multi-disciplinary studies, especially involving technology, that transcends narrow boundaries imposed by conventional courses. A case in point is the Medical Simulation Lab and Simulation Skills Centre mentioned earlier. This fits in appropriately with the education and health policies being promoted at the national level. DYPU is uniquely positioned to shape medical education with the Interprofessional Education (IPE) movement with its emphasis on emerging trends and gradation of skills in health care, converging with fast-paced growth seen in science and technology.

The Examination System at the University

The examination section is fully automated. Right from the process of registration for the examination to the generation of mark cards, all are

computerized. Digitization of manuscripts for on-screen evaluation is in place. External examiners are appointed for the setting of theory papers and practical examinations. Results are announced within 10 days from the concluding day of the examination. The rate of success of the graduates has been consistently above 90% for the past five years. Analysis of course and program outcomes and attainment is undertaken through result analysis and mapping.

Research and Development

Research and development are the lifeblood of any thriving university and it remains so for our university as well. DYPU has a structured research grants committee to facilitate and promote research. A full-time director of research and development and the Research committee is responsible for approval of synopsis, appointment of referees, sanction of grants, and organizing research conferences and seminars. collaborates with Universities from the US, the UK, and Thailand and with pharmaceutical companies, Research Institutions, Manufacturing, and Hospitality sectors nationally.

Jurisdiction

2002 under Sec (3) of UGC Act, 1956

Library

The University has a Central Library, and each school has its libraries. There is an Online Public Access Catalogue (OPAC) for students and staff. The library is automated using the Integrated Library Management System (ILMS), which integrates all processes right from acquisition to issuance. The software used for the same is SLIM 21 and KOHA. All Libraries have free internet usage and Wi-Fi facilities and access to computers for maintaining data work, projects, and research works. Libraries have spacious halls, dedicated collection and display sections, reading rooms and IT zones, e-Library, and computerized library sections. The library transactions are carried out through Bar Code Technology. The numbering system in the Library is based on the international numbering system for the books. Web OPAC (Online Public Access Catalogue) facility is made available through SLIM21 Library Management Software to know the bibliographical details about the collection. Libraries have access to e-journals and books and databases like PRO-QUEST, EBSCO, JGATE, NPTEL, SWAYAM, MOOC, etc. Access facility to e-journals is multi-user and IP address-based; students can access the E-Resources from anywhere on the campus. The SLIM21/KOHA Library Management Software database updates all the active book collections.

Research Facilities

The University has the following facilities 1. Central Research Laboratory / Central Research Facility 2. Animal House/ Medicinal Plant Garden / Museum 3. Media laboratory/Business Lab/e-resource Studios 4. Research/Statistical Databases/ Health Informatics 5. Clinical Trial Centre DYPU monitors research activities in every School through its Centre for Interdisciplinary Research (CIR), which the Director of Research heads. CIR is responsible for the overall functioning of research activities within the university and coordinates with the schools. Students are mentored to encourage research activities leading to a tangible output. Support for research University incentivizes the researchers in the form of monetary benefits, awards, prizes, or promotions.

Sports

The DYPU has sports as a part of curricular and co-curricular activities and promotes a fitness culture. The sports facility includes a cricket stadium, football ground, basketball courts, wooden flooring badminton courts, squash courts, swimming pool, lawn tennis courts, multi-gymnasium table tennis, and yoga center. The students and faculty extensively use the sports facilities.

The DYPU has a world-class integrated sports facility spread over 25 acres, which comprises both indoor and outdoor sports facilities. It has a cricket stadium, the 9th biggest cricket stadium of international standards. The stadium has a seating capacity of 55000 with all ancillary services such as a clubhouse, cafeteria, press gallery, and broadcasting facility. The stadium regularly hosts inter-school and university tournaments. Its spare capacity is used to hold national and international tournaments like IPL, ISL, FIFA, and IFC football tournaments and ISL.

The University hosts National and International Sports–International Cricket Matches, IPL, and FIFA Exposure to International players, sports medicine practitioners, and other experts. Faculty and students from the School of Medicine, Sports Medicine, Physiotherapy, Occupational Therapy, Dentistry, Pharmacy, Nursing, and Hospitality are actively involved during the event. Provides the best exposure to international practices and networking

Facility for Cultural Activity

14 auditoriums with state-of-the-art facilities with seating capacity from 100 to 2000 are used for the annual cultural festivals, student council activities, and Special events like TEDx, Plays, Dance programs, Founders Day, Conferences, guest lectures, Orientation Programs, Fresher's Party, Teacher's Day, etc.

Yoga Centre

To cure more and more people mentally, physically, and spiritually through Yoga, the School of Ayurveda has established a Yoga Centre. Trained Yoga Sessions are conducted at the Yoga Centre by a team of experts well experienced in Yoga.

Hostel

There are several fully catered hostels for men and women, accommodating 2208 Girls and 1533 Boys. Rooms are air-conditioned with attached essential furniture fixtures. The hostel has a continuous water supply and 24 x7 electricity backup. Hostels have well-designed common rooms and visitor lounges. Newspapers and a television facility are provided. Support staff takes care of housekeeping. Hostels have 24x7 security and CCTV surveillance, and all hostels have cafes, which serve multi-cuisine food at reasonable rates. Hostels also have laundrettes and pantry areas for their convenience and use. Personal counseling is available for students.

Health Facilities

DYPU has three teaching hospitals attached to the Schools of Medicine, Dentistry, and Ayurveda. These hospitals provide primary to tertiary-level healthcare facilities free of cost to poor patients and at an affordable cost to others. These hospitals are used extensively for training UG, PG, and super-specialty students, as the case may be. The Medical Hospital has 1662 beds, Ayurveda Hospital has 152 beds, and the Dental hospital has 428 dental chairs. All these three hospitals are equipped with highly sophisticated equipment, furniture, and fixtures.

The Medical and Ayurveda Hospitals are NABH accredited. The hospital has state-of-the-art 75 OPDs, 22 Operation theatres, IVF, 5 ICUs, NICU, PICU, Blood Bank, Human Milk Bank, Dialysis Centre, Radiology, and the latest version of the path lab. The hospital also has state of state-of-the-art, Sleep Laboratories, Clinical Laboratories, Dialysis services, and emergency Services. Centre for RNTCP, Leprosy, HIV, Asthma and Immunization and Radiology services with MRI, CT scan, Digital X-RAY and USG, DEXA Scan, etc. Live relay facilities are available from Operation Theatres to Classrooms and auditoriums. DYPU has Super specialty services, including renal transplantation, a Centre for exstrophy bladder, Medical Tourism, etc.

Simulation Lab Our Medical Simulation Laboratory has high-fidelity patient mannequins, surgical simulators, and diagnostic ultrasound simulation with augmented reality to train medical students and professionals to become proficient in their skills and techniques. From being India's first Comprehensive Medical Simulation Laboratory to being India's busiest Medical Simulation Laboratory training around 700 plus undergraduate & postgraduate students each month.

MEDINSPIRE, India's largest international multidisciplinary medical conference held at DY Patil University under the guidance of Dr Vijay Patil, was an event spread over 4 days that saw an influx of over 14,000+ healthcare professionals with 200+ International Speakers and 600+ National Speakers with 32+ CME's.

The D Y Patil, Hospital has launched the city's first ever IGS 6 – AutoRight Advanced Bi-Plane Cath Lab that combines the latest advancements in Cath lab Technology with Artificial Intelligence. This new addition is designed to especially be beneficial to cardiac patients. This new Cath lab, equipped with Virtual Simulation Capabilities for Precision Healthcare, is unparalleled in providing innovative care and is designed for adult and paediatric patients. This is South Asia's first state-of-the-art, most advanced model of Cath Lab and the IGS 6 from Wipro GE Healthcare is the first AutoRight-enabled Cath Lab in India. This strengthens the Hospital's commitment to providing the best medical care to the patients.

Programmes Offered

Vijay Patil School of Management

- BBA/ MBA (2 programmes)

School of Medicine

- MBBS/ MD/ MS/ Fellowship (35 programmes)

School of Public Health

- Masters of Public Health/Public Policy (2 programmes)

School of Dentistry

- BDS/ MDS (9 programmes)

School of Ayurveda

- BAMS/ MD/ MS (13 programmes)

School of Engineering (RAIT)

- B.Tech/ M.Tech (15 programmes)

School of Creative Studies

- BSc. (6 programmes)

School of Architecture

- B.Arch/ M.Arch (2 programmes)

School of Hospitality and Tourism Studies

- BSc. Hospitality/ BSc. In Culinary/ BSc. In Event Studies/ MSc. In Tourism Studies (4 programmes)

School of Law

- BALLB/ BCom LLB/ LLB (3 programmes)

School of Physiotherapy

- BPT/MPT (6 programmes)

School of Nursing

- Basic BSc. Nursing/ Post-basic Nursing/ MSc. Nursing (3 programmes)

School of Pharmacy

- B. Pharmacy/ Diploma in Pharmacy (2 Programmes)

School of Allied Health Sciences

- B.Sc./ MSc. (20 programmes)

School of Sports and Exercise Sciences

- B.Sc. / M.Sc. (5 programmes)

School of Occupational Therapy

- Bachelor of Occupational Therapy (1 programme)

School of Biotechnology and Bioinformatics

- B. Tech/ Master of Science (10 programmes)

Center for Interdisciplinary Research

- Ph.D.

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Governance Reforms in Higher Education @NEP–2020

Asheesh Srivastava*

Governance is a framework through which institutions, organizations, corporations, governments, and other systems plan and implement the strategies and decisions to achieve the set goals. This process involves defining systems, establishing systems, formulating rules, and defining processes to direct, manage, and hold accountable those responsible individuals who carry out an organization's objectives. Structurally, governance defines who makes decisions, who holds powers, how decisions are made, how the decisions are executed, and, last but not least, how outcomes are evaluated. The noble soul and Bharat Ratan, the great scientist Dr APJ Abdul Kalam, had a profound vision for governance in higher education. Dr. Kalam strongly believed in an education system that can foster innovations, leadership, and societal responsibility. Throughout his life, Dr Kalam advocated for greater autonomy of educational institutions, enabling them to make decisions to capitalize on their strengths, cater to their regional diversity and local contexts, and address global needs and standards. Dr. Kalam was firmly convinced that autonomy is an essential characteristic of an educational institution that fosters innovation and creativity. However, he emphasized that autonomy should always be with accountability. Dr Kalam encouraged a performance model where academic institutions can be held accountable for their results, such as the quality of research, publications, and students' employability, fostering social responsibility and meaningful community engagement. Dr. Kalam's famous book *India 2020: A Vision for New Millennium (1998)* can be used to understand Dr Kalam's vision for India's future, education, innovation, and national development. Furthermore, his other book, *Ignited Minds*, can be referred to understand Dr Kalam's reflections on the youth of India, educational challenges, and his vision for empowering students to become the agents of change because without cultivating these uses, it will be next to impossible to take India at desired destination of development. While speaking at the National Education Summit in New Delhi on India: configuration of Indian Industry on December 20, 2004, Dr. Kalam clearly and categorically highlighted the importance of collaboration between the industry and the academia. Also, he called for skill-based education as a priority, along with innovation-driven learning. It is high time when the universities recall Dr Kalam's address at IIT Madras on June 28, 2006, where he emphasized research, innovations, and leadership development to be adopted by universities as their core characteristics, which is the prime concern of national education policy 2020 document now. Scientific research in the universities and a culture of innovation must be looked upon to solve India's socio-economic challenges, and this can only be achieved through a thorough governance reform in the system of Education. These reforms in the governance, especially in the higher education institutions of India, can be seen through the following key elements (Diagram 1).

The key elements are essential points where the reforms are needed, especially when NEP 2020 is to be implemented for manifold intents in particular and when world-class universities have become a concern in general since the finance minister announced while presenting the budget proposal for the year 2016-17 for establishing the twenty world-class universities, ten in the public sector and ten in the private sector. The governance structure is particularly significant to be a world-class university, focusing on global competitiveness, internationalization at home, attracting talent, and effective resource management. Therefore, it is imperative to understand the governance by the stakeholders of HEIs. Understanding governance is crucial to knowing how societies, organizations, systems, and institutions are managed, controlled, and directed. Governance goes beyond mere policies or management, and it involves frameworks, processes, and principles that can determine '*how the authority and power can be exercised?*', '*how decisions can be taken*?', '*How can the stakeholders be held accountable?*' etc. Addressing the convocation of the University of Kerala on December 03, 2011, Dr. Kalam focused

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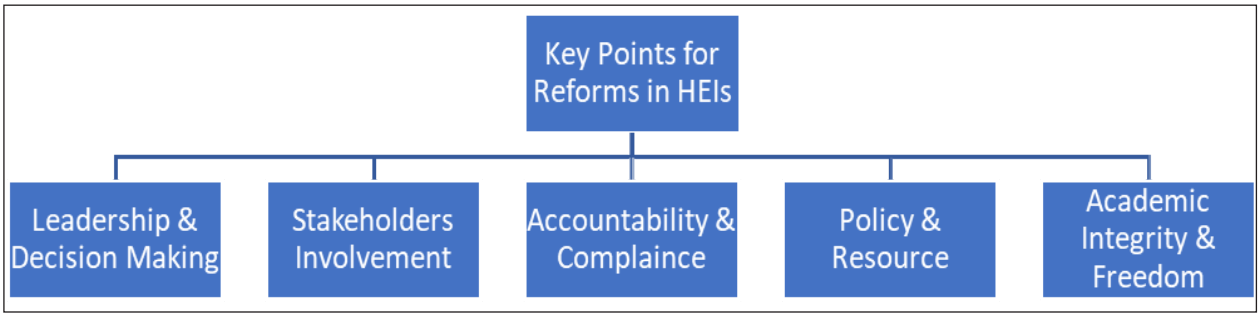
Diagram 1: Key Points for Reforms in Higher Education Institutions



on principles of governance in higher education, calling on universities to promote value-based learning and a sense of social responsibility. Here are some key points of Dr. Kalam's vision for transforming governance in higher education viz.

Autonomy and Accountability

Dr. Kalam strongly advocated for greater autonomy, enabling them to make decisions and making them capable of fostering innovation and creativity. However, he emphasized that '*Autonomy*' should come with '*Accountability*'. He insisted upon a performance-based model where institutions are held accountable for their results.

Innovation and Research

Dr. Kalam always saw education as a catalyst for innovation and development, and therefore, he strongly advocated prioritizing original, fundamental, quality research by HEIs.

Industry-Academia Dialogue

Dr. Kalam recognized the importance of dialogue between Industry and Academia, and therefore, he strongly advocated for collaborative programs that can make graduates more employable and relevant in a fast-changing world of work. Partnerships with the industries to create curriculums aligned with essential prerequisites of job markets are an urgent need.

Technology Integration

We all understand that technology is not a choice now. Rather, it's a compulsion; Dr. Kalam saw technology as a catalyst in education and advocated for its integration into academics and the administration of HEIs.

Fostering Social Responsibility

Dr. Kalam always believed education is not just about acquiring knowledge. It is about cultivating character, values, ethics, and a sense of responsibility toward society and encourages educational institutions to emphasize value-based education with special attention to honesty, integrity, and service to the nation. Dr. Kalam wanted students to see themselves as change-makers who can address social issues and challenges.

Competitiveness and Global Standards

Dr. Kalam inspired Indian Higher Education Institutions to compete at a global level by adopting best practices of governance, faculty recruitment, infrastructure development, quality and original research, etc.

Focussing Rural Development

Dr. Kalam visualized the role of higher education in transforming rural areas. The university's outreach programs and research initiatives could aim to improve the rural sector.

We can see that Dr. Kalam's vision for governance in higher education was not only holistic but also transformative; he wished institutions to be more than centres of learning; they should be the engines for societal progress, capable of taking India towards becoming a developed and self-reliant nation. The collection of speeches and writings of Dr. Kalam entitled 'Indomitable Spirit' discusses various themes, including education and social responsibilities, which may be referred to for greater understanding. The overview of world-class universities corroborates the intentions and expectations of Dr. Kalam for example, a few of the important characteristics can be seen to relate well:

a. Greater Endowment, Funding & Resources.
b. Research Excellence: Quality, Original & Ground-breaking.
c. Academic Reputation.
d. Global Impact, Engagement, and Transparency.
e. Advanced Resources and Facilities

f. Highly Diverse, Bright, and Talented Student Body.
g. Strong Alumni Connect.
h. Greater and Visible Innovation and Adaptation.
i. Ethics, Professionalism, and Responsibility.
j. Globally Competitive.

World-class universities remain pivotal in shaping global knowledge, fostering innovation, quality research, multicultural ambiance, and addressing societies' pressing challenges, as Dr. Kalam expected from Indian HEIs.

Comparison of Practices on Governance among Prominent Countries

United States of America

The USA discusses the decentralized model in US universities, where individual institutions maintain significant *autonomy in all spheres of university affairs.*

Australia

Australia discusses the blend of public funding with a corporate-style governance approach.

United Kingdom

The UK discusses the dual structure of governance, highlighting the role of central administration and individual institutions.

Europe (Germany, Switzerland & France)

Europe only discusses funding and regulations under government bodies.

Japan and South Korea

While looking at the governance model in top Asian universities viz. University of Tokyo & Seoul National University, where government influence is more prominent.

While looking at the different practices and examples from across the globe, some challenges can be seen viz (Diagram 2).

Key Governance Models

While looking at '*Governance*,' we can see different models being used across the globe; the stakeholders are expected to have an overview understanding of these models. The following are the key models (Diagram 3).

Diagram 2: Challenges in Governance

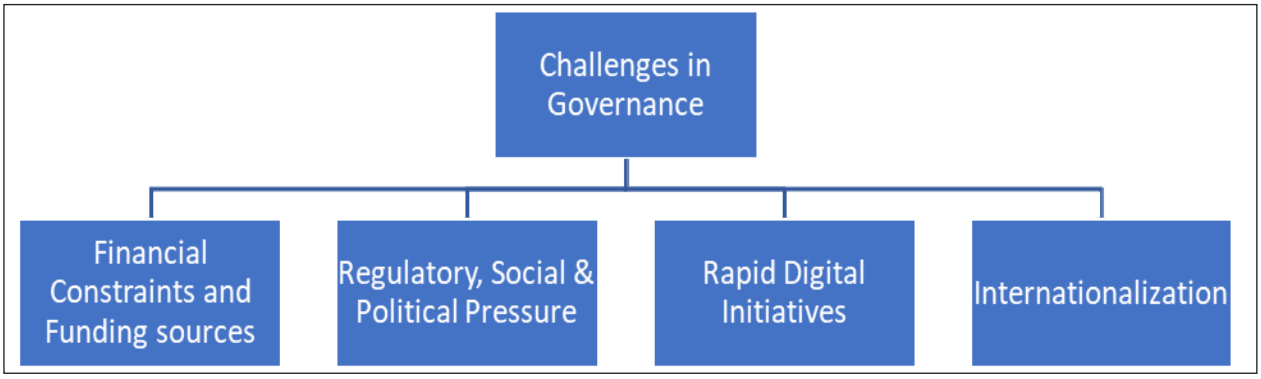
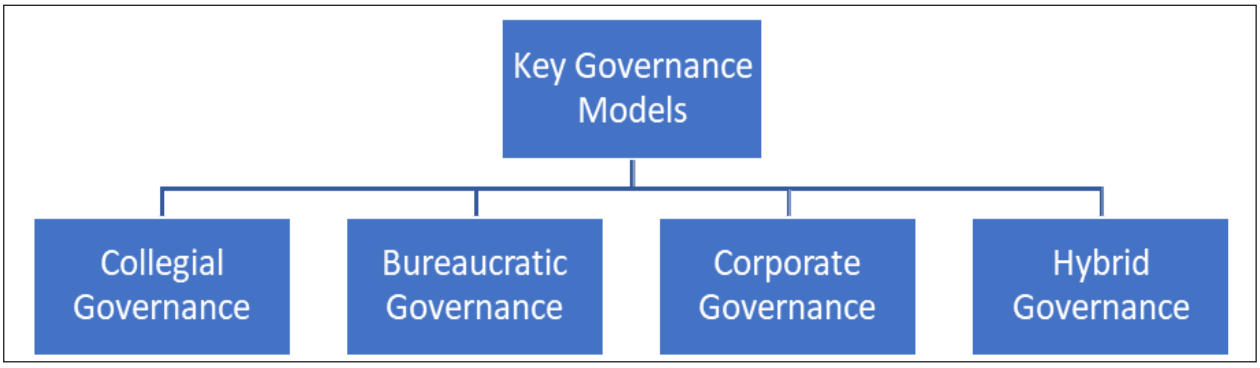


Diagram 3: Key Governance Models



Collegial Governance

This model relies on shared decision-making among faculty members or, in other words, collective participation, shared responsibility, and mutual respect, typically in '*academic'* or '*professional'* settings. Rooted in the principles of collaboration and inclusiveness, this model of governance emphasizes the involvement of all stakeholders, ensuring diverse perspectives. A popular example of 'Oxford' & 'Cambridge' may be quoted here, where faculty senates play significant roles. The key principles of Collegial Governance include:

a. Participation

b. Transparency

c. Mutual Respect

d. Accountability

e. Consensus-Building

Bureaucratic Governance

This model relies on hierarchical decision-making and structured administrative roles, often seen in large public universities, and therefore, this model refers to a system of administration and management identified by structured hierarchies, formalized rules, and impersonal relationships. This model of governance relies on standardized procedures and policies, often implemented through a series of rules, regulations, ordinances, acts, statutes, protocols, etc, designed to ensure consistency, accountability, and decision-making. The key principles of Bureaucratic Governance include:

a. Hierarchy & Structure

b. Rule Based Operations

c. Impersonalism

d. Specialization & Expertise

e. Accountability & Record Keeping

f. Efficiency through Standardization.

Corporate Governance

This model relies on centralized and professional administration, and therefore, it refers to the system of rules, practices, and processes by which an organization is directed and controlled. This model of governance helps to ensure that an organization's management acts in the best interests of its stakeholders. A popular example of '*Harvard*' and '*MIT*' in the USA may be quoted here for a better understanding. The key principles of corporate governance include:

a. Board of Directors

b. Executive Leadership

c. Shareholders Rights and Engagements

d. Ethics and Corporate Responsibility

e. Risk Management and Internal Controls

f. Transparency and Disclosure

g. Accountability, Fairness and Responsibility

Hybrid Governance

This model relies on a mixing of Collegial, Bureaucratic and Corporate Governance approaches to meet the specific needs and expectations. Hybrid governance models combine elements from various traditional governance approaches, viz. market-based, hierarchical, and network-based models, to create flexible frameworks tailored to complex, dynamic environments. A hybrid model of governance allows organizations, governments, or collaborations to leverage the strengths of various governance structures, responding more effectively to manifold challenges. The key principles of the hybrid model of governance include:

a. Market-based Elements

b. Hierarchical Structure

c. Network Governance

d. Community & Participatory Governance

e. Technology Integration

f. Adaptive and Resilient Frameworks

Paradigm Shifts in Governance through NEP– 2020

1. NEP–2020 advocates for '*light but tight regulations*', promoting autonomy while ensuring accountability. It emphasizes the creation of an '*Independent Board of Governors (BoGs)*' to reduce the bureaucracy and increase decision-making power within institutions. The policy moves away from bureaucratic governance to a model that offers the institution greater self-regulation and reduced government interventions. Therefore, it may seen here that NEP 2020 aligns with corporate model of governance, which is already being used in world-

class universities across the globe, where central governance bodies, like Boards of Governors, play a significant role in providing strategic direction. This shift in India aims to emulate global governance standards by reducing the bureaucratic control and giving more operational independence to institutions.

2. NEP–2020 advocates establishing empowered BoGs in each HEI, responsible for key decision-making, including finance, human resources, and academic matters. It advocates for more stronger Academic Councils to ensure academic decisions remain under faculty control, which echoes the role of faculty senates in world-class institutions. This policy also promotes 'student involvement and stakeholder representation' within governance structures, emphasizing inclusivity in the decision-making process.

3. NEP–2020 emphasizes 'autonomy and accountability' by providing institutions with greater freedom in academic, administrative, and financial matters. The institutions that meet high academic and ethical standards are to be given graded autonomy. This policy emphasizes 'transparency and inclusivity' and strongly focuses on 'ethics and integrity' in institutional governance.

4. NEP–2020 is moving towards a model that combines 'institutional autonomy' with 'government oversight', which is somewhat similar to the United States decentralized approach. However, it also encourages institutions to be financially sustainable and accountable to the government, aligning more closely with Asian governance practices.

5. NEP–2020 recognizes well the challenges of 'funding and global competitiveness' and therefore it proposes expanding the funding sources by encouraging Public-Private Partnerships (PPP models) and increasing the efforts for 'Internationalization at home'. NEP 2020 also aims to leverage 'extensive use of technology' both in academics and governance by adapting to modern advancements to enhance the quality of education.

In summary, NEP—2020 demonstrates a strong alignment with the governance practices of world-class institutions by focusing on autonomy, accountability, and efficient administrative structures. It reflects an understanding of global governance models and adapts these principles to the Indian context with structural reforms and a strong emphasis on autonomy and transparency. Therefore, it may be concluded that NEP—2020 aims to modernize Indian Higher Education governance. The major stakeholders of HEIs must understand and adopt these practices in their respective premises and in letter and spirit. The latest addition in Inter University Centres by the University Grants Commission in the 'Teacher Education' field, i.e., IUC-TE, may catalyze these changes to HEIs by orienting the faculty members who are the prime stakeholders.

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Leadership and Communication Skills

G Gopalakrishnan*

The use of some relevant quotes or stories in sync with the topic being discussed could help remove the boredom of a speech or message. Intonation is often needed to keep the spoken material interesting, as it mostly reflects emotions, stresses, or emphasis, or indicates one's attitudes during a speech. A good piece of spoken English needs to be "concise, complete, coherent, and courteous". The display of total confidence or arrogance should be avoided.

All of this helps to improve one's communication skills. An industry leader needs to have complete control over his language and the way he communicates. Apart from being a good communicator, a leader needs to be good at dealing with those with whom one needs to interact be good at strategic planning and development, be technically and business-wise knowledgeable, and above all get things done.

Communication Skills

Communication skills help in interacting with a wide variety of people, whilst maintaining good eye contact. Demonstrates one's varied vocabulary control, targeting the audience effectively and presenting one's views appropriately. One may have to interact with a wide range of organizations or institutions and communication is normally a two-way process – which demands a good listener to reply and a good speaker to respond. Though communicating is a two-way process, either through written or verbal means, most of the day-to-day processes of communication being non-verbal, are through signals, gestures and facial expressions, body language, altering the tone of the voice, or even our appearance, which can reinforce or undermine the topic of spoken words. Either profession or society demands a reasonably good communicator!

Interpersonal Skills

In such cases, in a one-to-one interaction, interpersonal skills come to the fore! Listening seems to be the main factor in deciding interpersonal issues through proper listening and understanding of the other person. Heavy rapport building and persuasion require far more effort in our communication processes. Emotional intelligence seems to be the need of the hour while delicate arguments pervade! To be able to deliver amongst peers and workers, a little amount of empathy also comes in handy to establish yourself as a leader.

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Personal Skills

Many a time, one's self-esteem and confidence help one to overcome problems faced during the communication processes and build up a positive feeling within. This improves self-projection, creates a feeling of assertiveness within and the Charisma one enjoys, carries the communication through! During times of stress, there could be a possibility of one losing his assertiveness for what he feels is right, and on these occasions, it would be better to take time or relax before actually communicating till the stress part reduces. It is through these difficult times, that one loses interest for communicating difficult problems.

Leadership Skills

Leadership skills are a widely discussed and debatable topic. A leader has to be one who can handle a variety of jobs, all at the same time; and one who can adapt, lead and manage under all circumstances. Some leaders have their inborn attitudes in that they can adjust to any system demand. However, specific industries or situations demand specific qualities, which of course need specific training or capabilities. Strategic thinking, planning and delivery, facing industry competition, and management of personnel are some traits that are expected of a good leader!

Strategic planners are those who have a far-sighted vision – think far ahead of times, where they could stand in terms of contribution, say, marketing, coping with newer technologies, or perhaps the market requirements of the future. A visionary normally becomes a great contributor leading the crowd much ahead of time! Such a leader not only dreams of the things to come, but also communicates and plans for things to be in place and procured by the time, according to the calendar one has in mind. In that direction, one gathers sufficient information, to put everything into practice. Such planning needs to take into consideration a gamut of things, for instance Porter's 5 Forces – "Competitive Rivalry, Supplier Power, Buyer Power, Threat of Substitution, and Threat of New Entry". Apart from planning, a leader needs to focus on what needs to be done next. Just converting ideas into action would require proper timely delivery, if the vision is to fructify! Project planning and management, taking the necessary risks including budgetary needs also depend on the leader!

It would not be out of place to bring in certain management practices, suggesting the traits a leader should follow; should be apolitical as far as the role is concerned in an organization, not giving in to petty squabbles amongst peers or functionaries, have a technological bent of mind towards systems and processes and above all be sociable to achieve desired goals, to the extent possible. Many a time analysing, 'Pestle' - the key six external factors (Political, Economic, Sociological, Technological, Legal, and Environmental) could help a leader in organizational matters, helping to develop and build an organization!

Group Development Skills

A leader should not only evolve based on his limited exposure and knowledge but also involve a group of able contributors from amongst those available in the organization. It becomes totally necessary to create a team, which could over time, take over certain aspects of the management. Training a couple of good contributors does take time and effort, and it becomes a major task for a leader to constitute such a team. Invariably, in major projects, it becomes a major necessity to cater to the needs of the various sections of the administration – becoming a burden on the top management itself.

Technological Competence

With the advancements in science and technology, future leaders need to be tech-savvy, and also learning fast in the fields that they operate, become a dominating necessity and requirement to remain in the lead. While robots and AI coming into the field in a big way, sooner or later, most of the jobs currently are being done by humans may be replaced by robots and other gadgets! It therefore becomes imperative for a leader to gain access to such technologies before he becomes "extinct"!

Diplomatic Skills

Gone are the days when a leader (be he in the employ of an organization or is an entrepreneur himself) was ignorant of the happenings around him. With the growth of 'unionism' around the world, it befalls the lucky few to get along well with the crowd. Many a time, diplomacy plays a big role in maintaining a steady growth of business turnover, without any break in the production or sales of any commodity or product!

Marketing Skills

Another very important skill needed to hold on to a leadership role is the capacity of a leader to have one's ideas go through. Whether it is related to day-to-day administrations, marketing of a product, or approaching a social media on business dealings, a leader should possess the capacity to project one's self or the idea. With the current day social media being very vibrant, it falls on the leader to convey to the public at large, the processes or the products that one's organization is about to introduce. Further addressing the media personally either directly or visually, needs a definite approach to have a good overall response! One should be in a position to decide the type of approach, the media to be selected, and also the content (developed personally or through a media consultant). Even obtaining customer feedback many a time helps in the process!

Conclusions

Leadership demands a multi-tasking, multi-skilled personality, capable of being endowed with abilities capable of managing an entire gamut of requirements. Some of the necessary skills needed are both personal and interpersonal. As a leader, one should possess total self-confidence and self-esteem and the ability to handle groups, combined with diplomacy and technical skills needed for that particular environment. One should be in a position to market himself, as well as the products or services the organization is to offer. Fluency in the technical language as well as a neat delivery is expected of such a person who is to lead! Most of the occurrences demanding a top-level decision take place mostly *in situ,* and a spontaneous answer is needed, many a time to save a situation the organization is in.

Acknowledgment

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Importance of Life Skills and Leadership Courses for Engineers

Bharat Khushalani*

In the rapidly evolving landscape of modern education, the significance of life skills courses has gained unprecedented attention. The integration of these courses into engineering curricula, particularly in the context of Computer Science Engineering (CSE), addresses the holistic development needs of students. With the University Grants Commission (UGC) introducing a life skills curriculum aligned with the National Education Policy–2020 (NEP—2020), it becomes imperative to explore the importance and impact of such courses on engineering students.

Understanding Life Skills

Life skills are a set of abilities that enable individuals to deal effectively with the demands and challenges of everyday life. These skills are broadly categorized into cognitive skills, emotional skills, and social skills. They encompass a range of competencies such as critical thinking, problem-solving, communication, empathy, and interpersonal skills. For engineering students, mastering these skills is crucial not only for personal development but also for professional success.

Need for Life Skills in Engineering Education

Engineering education has traditionally focused on technical proficiency and domain-specific knowledge. While these aspects are undeniably important, the dynamic nature of the modern workplace demands a more comprehensive skill set. Engineers today are expected to work in multidisciplinary teams, communicate effectively with diverse stakeholders, and navigate complex ethical and social issues. Life skills courses provide the necessary foundation to meet these expectations.

The UGC Life Skills Curriculum: An Overview

The UGC's life skills curriculum, known as Jeevan Kaushal 2.0, introduces four key modules: Communication Skills, Professional Skills, Leadership and Management Skills, and Universal Human Values. Each module is designed to enhance specific competencies that are essential for engineers. The curriculum aligns with the NEP 2020's emphasis on holistic education and aims to equip students with the emotional and intellectual capabilities required for personal and professional growth.

Module on Communication Skills

Effective communication is fundamental for engineers, who must articulate complex technical concepts to non-technical stakeholders, collaborate with team members, and document their work accurately. The Communication Skills module covers listening, speaking, reading, writing, and nonverbal communication. It also addresses new-age topics such as digital literacy, social media, digital ethics, and cybersecurity.

The Communication Skills module in the UGC's life skills curriculum encompasses several critical areas that are essential for engineers to master. Each component is tailored to address specific communication needs that engineers encounter in both academic and professional settings. Here's an in-depth look at these key components:

Listening

- ***Active Listening***

Engineers often work in team settings where active listening is crucial for understanding project requirements, collaborating with colleagues, and ensuring that all voices are heard. Active listening involves paying full attention to the speaker, understanding their message, responding thoughtfully, and remembering what was discussed. This skill is particularly important in meetings, brainstorming sessions, and client interactions.

- ***Feedback Interpretation***

Effective communication is a two-way street. Engineers must be adept at interpreting and responding to feedback. This involves understanding the underlying concerns or suggestions provided by peers, supervisors, or clients, and addressing them constructively.

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Speaking

- ***Clear Articulation***

Engineers must be able to explain complex technical concepts in a way that is accessible to non-technical stakeholders. Clear articulation involves the use of appropriate vocabulary, tone, and body language to convey messages effectively. This is crucial during presentations, team meetings, and client briefings.

- ***Public Speaking***

Confidence in public speaking is a valuable skill for engineers, who may need to present their work at conferences, defend their ideas in meetings, or pitch projects to potential investors. The module covers techniques for overcoming public speaking anxiety, structuring speeches, and engaging audiences.

Reading

- ***Technical Reading***

Engineers frequently engage with technical documents such as research papers, project reports, and user manuals. The ability to quickly comprehend and critically analyze these documents is essential for staying updated with industry trends and integrating new knowledge into their work.

- ***Literature Review***

Conducting literature reviews is a common task in both academic research and industry projects. Engineers must be able to identify relevant sources, synthesize information from multiple texts, and apply findings to their work.

Writing

- ***Technical Writing***

This includes writing clear and concise technical documents such as reports, project proposals, manuals, and documentation. Effective technical writing ensures that complex information is communicated accurately and can be understood by the intended audience.

- ***Email and Correspondence***

Professional communication often involves email exchanges and formal correspondence. Engineers must be proficient in writing emails that are clear, concise, and professional, ensuring effective communication within and outside their organization.

Digital Literacy

- ***Digital Tools***

Familiarity with digital tools and platforms is essential in the modern workplace. Engineers need to be proficient in using software for project management, data analysis, collaboration, and communication. This includes understanding how to use tools like Microsoft Office, project management software, and various coding platforms.

- ***Social Media***

Understanding the professional use of social media platforms can help engineers build their personal brand, network with peers, and stay informed about industry developments. The module covers best practices for using platforms like LinkedIn, Twitter, and GitHub.

Digital Ethics

- ***Cybersecurity***

With increasing reliance on digital systems, knowledge of cybersecurity principles is crucial. Engineers must understand how to protect sensitive information, identify potential security threats, and implement measures to safeguard digital assets.

- ***Digital Conduct***

Ethical behavior in digital spaces is emphasized, covering topics such as digital footprints, online privacy, and the ethical implications of digital communication. Engineers learn the importance of maintaining integrity and professionalism in their online interactions.

Integration into the Engineering Curriculum

The integration of these communication skills components into the engineering curriculum aims to produce well-rounded graduates who are not only technically proficient but also capable of effective interpersonal and digital communication. These skills are critical for career advancement and are highly valued by employers across various engineering fields.

Mastering communication skills is indispensable for engineers in today's interconnected and multidisciplinary work environments. The UGC's comprehensive approach to teaching these skills ensures that engineering students are well-prepared to meet the demands of their profession

and contribute meaningfully to their organizations and society. By focusing on listening, speaking, reading, writing, digital literacy, and ethics, the Communication Skills module equips students with the tools they need to succeed in both their personal and professional lives.

Module on Professional Skills

Professional skills encompass a range of abilities that prepare students for the workplace. These include career skills, team skills, and personal development strategies. For engineers, who often transition from academic environments to industry roles, professional skills are critical for career advancement and workplace efficiency.

The Professional Skills module in the UGC's life skills curriculum is designed to prepare engineering students for the professional world. It comprises two primary components: Career Skills and Team Skills. Each component addresses specific competencies that are essential for career success and effective teamwork in engineering fields. Here's a detailed look at these key components:

Career Skills

- ***Resume Building***

a) ***Importance:*** A well-crafted resume is crucial for job applications, as it provides a snapshot of the candidate's skills, experiences, and achievements. Engineering students often have numerous technical skills and project experiences that need to be effectively showcased.

b) ***Content:*** The module teaches students how to create a compelling resume that highlights their technical skills, academic achievements, project work, internships, and extracurricular activities. Students learn to tailor their resumes for different job roles, emphasizing relevant experiences and accomplishments.

- ***Interview Preparation***

a) ***Importance:*** Interviews are a critical step in the hiring process, allowing employers to assess a candidate's suitability for a role. Effective preparation can significantly improve a candidate's performance.

b) ***Content:*** This section covers various aspects of interview preparation, including common interview questions, behavioral interviews, technical interviews, and situational questions. Students learn strategies to present their skills confidently, articulate their experiences, and handle challenging questions.

- ***Group Discussions***

a) ***Importance:*** Group Discussions (GDs) are commonly used in the selection processes of many companies, particularly in the engineering and IT sectors. GDs assess a candidate's communication skills, leadership potential, and ability to work in a team.

b) ***Content:*** The module trains students on the key skills required for GDs, such as articulation of thoughts, active listening, logical reasoning, and effective participation. Students also learn to stay calm under pressure and contribute constructively to discussions.

- ***Career Exploration***

a) ***Importance*:** Engineering students have a wide array of career paths available to them. Exploring these options helps students make informed decisions about their future.

b) ***Content:*** This section provides guidance on researching various career options within and outside traditional engineering roles. Students learn about emerging fields, industry trends, and the skills required for different career paths. The module also covers networking strategies and the use of professional platforms like LinkedIn.

- ***Cognitive and Non-Cognitive Skills***

a) ***Cognitive Skills*:** These involve mental processes such as critical thinking, problem-solving, and decision-making. Engineers often need to analyze complex problems, devise solutions, and make decisions under uncertainty.

***Content*:** The module focuses on developing analytical thinking, logical reasoning, and problem-solving abilities. Students engage in exercises that simulate real-world engineering challenges, enhancing their ability to think critically and make informed decisions.

b) ***Non-Cognitive Skills*:** These include personal attributes and interpersonal skills such as resilience, motivation, and time management. Non-cognitive skills are crucial for personal effectiveness and team dynamics.

Content: Students learn techniques for self-motivation, stress management, and maintaining a positive attitude. The module also covers strategies for managing time effectively, setting goals, and staying organized.

Presentation Skills

a) ***Importance:*** Engineers frequently present their work to colleagues, clients, and stakeholders. Effective presentation skills are essential for communicating technical information clearly and persuasively.

b) ***Content*:** This section teaches students how to structure and deliver presentations, use visual aids effectively, and engage with their audience. Students practice public speaking, developing their confidence and ability to convey complex ideas in an accessible manner.

Trust and Collaboration

a) ***Importance*:** Trust and collaboration are fundamental to successful teamwork. Engineers often work in multidisciplinary teams where trust and effective collaboration are essential for project success.

b) ***Content:*** The module emphasizes the importance of building trust within a team, fostering a collaborative environment, and resolving conflicts constructively. Students learn techniques for effective collaboration, including active listening, empathy, and open communication.

- ***Brainstorming***

a) ***Importance*:** Brainstorming is a creative process used to generate ideas and solutions. It is a critical skill in engineering, where innovation and problem-solving are key.

b) ***Content:*** Students are taught how to facilitate and participate in brainstorming sessions. The module covers techniques for generating and evaluating ideas, encouraging creativity, and ensuring that all team members contribute.

- ***Social-Cultural Etiquette***

a) ***Importance:*** Understanding and respecting social and cultural differences is vital in today's globalized workplace. Engineers often interact with colleagues and clients from diverse backgrounds.

b) ***Content*:** This section educates students on social and cultural etiquette, including professional behavior, communication norms, and cultural sensitivity. Students learn to navigate diverse work environments and build respectful and inclusive relationships.

- ***Internal Communication***

a) ***Importance:*** Effective internal communication is crucial for the smooth operation of any organization. It ensures that all team members are aligned and informed about project goals and progress.

b) ***Content:*** The module covers various forms of internal communication, including meetings, emails, and collaborative tools. Students learn to communicate clearly and effectively within their teams, ensuring that information is shared accurately and timely.

The Professional Skills module equips engineering students with the essential career and team skills needed to succeed in the professional world. By focusing on resume building, interview preparation, group discussions, career exploration, cognitive and non-cognitive skills, presentation skills, trust and collaboration, brainstorming, social-cultural etiquette, and internal communication, this module ensures that students are well-prepared to navigate their careers and contribute effectively to their teams and organizations. The comprehensive approach to professional skills development enhances students' employability, personal effectiveness, and ability to work collaboratively in diverse and dynamic environments.

Module on Leadership and Management Skills

Leadership and management skills are vital for engineers who aspire to take on managerial roles or lead projects. This module helps students develop leadership thinking, managerial abilities, entrepreneurial skills, and ethical decision-making.

The Leadership and Management Skills module in the UGC's life skills curriculum is designed to equip engineering students with the capabilities needed to assume leadership roles and manage projects effectively. This module focuses on developing essential skills in leadership, management, entrepreneurship, ethical decision-making, and financial management. Detailed examination of the key components of this module is presented here.

Leadership Theories and Practices

Understanding various leadership theories and practices enables engineers to adapt their approach to different situations and lead teams effectively. This knowledge is crucial for those aspiring to managerial or leadership positions in their careers.

Content

a) ***Leadership Styles:*** The module covers different leadership styles such as transformational, transactional, situational, and servant leadership. Students learn the characteristics, advantages, and limitations of each style, and how to apply them in real-world scenarios.

b) ***Leadership Practices*:** Practical aspects of leadership, such as motivating team members, setting clear goals, providing feedback, and managing conflicts, are emphasized. The module teaches students how to inspire and guide their teams towards achieving organizational objectives.

c) ***Emotional and Social Intelligence*:** Developing emotional intelligence (EQ) and social intelligence (SQ) is crucial for effective leadership. Students learn to recognize and manage their own emotions, understand others' emotions, and navigate social complexities. This helps in building strong, empathetic relationships within the team.

Management Skills

Management skills are essential for engineers who are involved in project planning, execution, and monitoring. These skills ensure that projects are completed on time, within budget, and to the required quality standards.

Content

a) ***Project Management:*** Students are introduced to the fundamentals of project management, including planning, scheduling, resource allocation, risk management, and quality control. Techniques such as Gantt charts, Critical Path Method (CPM), and Program Evaluation and Review Technique (PERT) are discussed.

b) ***Time Management:*** Effective time management is critical for productivity. The module teaches students strategies for prioritizing tasks, avoiding procrastination, and managing workloads efficiently.

c) ***Decision-Making:*** The ability to make informed decisions is a key management skill. Students learn various decision-making models and techniques, including cost-benefit analysis, SWOT analysis, and decision trees. The focus is on making strategic decisions that align with organizational goals.

Entrepreneurial Skills

Entrepreneurial skills foster innovation and creativity, encouraging engineers to develop new solutions and potentially start their ventures. These skills are crucial for driving technological advancements and economic growth.

Content

a) ***Entrepreneurial Mindset:*** The module emphasizes the importance of an entrepreneurial mindset, which includes traits such as initiative, risk-taking, resilience, and adaptability. Students learn how to identify opportunities, overcome challenges, and innovate.

b) ***Business Planning:*** Students are taught the essentials of creating a business plan, including market analysis, financial planning, marketing strategies, and operational plans. This knowledge is vital for launching and managing a successful business.

c) ***Innovation and Design Thinking:*** The module introduces design thinking as a problem-solving approach that emphasizes user-centered design, creativity, and iterative testing. Students learn how to apply design thinking to develop innovative products and services.

Ethics and Integrity

Ethical behavior and integrity are fundamental to professional practice in engineering. Engineers often face ethical dilemmas that require careful consideration and adherence to professional standards.

Content

a) ***Ethical Theories and Principles:*** The module covers various ethical theories such as utilitarianism, deontology, and virtue ethics. Students learn how to apply these theories to analyze and resolve ethical issues in engineering practice.

b) ***Professional Ethics*:** Specific ethical standards and codes of conduct for engineers are discussed.

Students learn about their responsibilities to the public, employers, clients, and the profession. This includes issues related to safety, confidentiality, and conflicts of interest.

c) ***Corporate Social Responsibility (CSR):*** The module emphasizes the importance of CSR, encouraging students to consider the social and environmental impacts of their engineering projects. Students learn how to integrate ethical considerations into business practices and contribute positively to society.

Financial Management

Financial management skills are crucial for engineers involved in project budgeting, cost control, and financial decision-making. Understanding financial principles helps engineers ensure the economic viability of their projects.

Content

a) ***Budgeting and Cost Control:*** Students learn how to prepare budgets, monitor expenses, and control costs effectively. Techniques such as variance analysis and cost-benefit analysis are introduced to help manage financial resources efficiently

b) ***Financial Planning:*** The module covers the basics of financial planning, including investment analysis, financial forecasting, and risk management. Students learn to evaluate financial performance and make strategic financial decisions.

c) ***Personal Finance Management:*** In addition to project finances, personal finance management is also emphasized. Students learn about savings, investments, retirement planning, and managing personal debt. This knowledge helps them achieve financial stability and security in their personal lives.

Integration into the Engineering Curriculum

Integrating leadership and management skills into the engineering curriculum ensures that students are well-prepared to take on leadership roles and manage projects effectively. This holistic approach to education equips students with the competencies needed to navigate complex professional environments and contribute meaningfully to their organizations.

The Leadership and Management Skills module is a vital component of the UGC's life skills curriculum. By focusing on leadership theories and practices, management skills, entrepreneurial skills, ethics and integrity, and financial management, this module prepares engineering students to assume leadership roles, manage projects efficiently, and navigate ethical challenges. The comprehensive training provided by this module enhances the students' ability to lead teams, make informed decisions, and contribute to the overall success of their organizations. This holistic approach not only benefits the students' professional careers but also ensures they contribute positively to society.

Module on Universal Human Values

Engineering solutions have a profound impact on society and the environment. Understanding universal human values helps engineers approach their work with a sense of responsibility and ethical consciousness. This module focuses on inculcating values like love, compassion, non-violence, righteousness, peace, and justice.

The Universal Human Values module in the UGC's life skills curriculum is designed to inculcate ethical behavior, empathy, and a sense of social responsibility among engineering students. This module emphasizes the development of moral values and the importance of human dignity in personal and professional life. Here is a detailed examination of the key components of this module:

Value Education

Value education is critical for engineers as it shapes their ethical framework and guides their professional conduct. It ensures that their technical expertise is applied for the greater good, promoting integrity and social responsibility.

Content

a) ***Ethical Behavior*:** The module teaches the principles of ethical behavior, emphasizing honesty, integrity, and fairness. Students learn how to make decisions that are not only legally sound but also morally justifiable.

b) ***Moral Values*:** Core moral values such as respect, kindness, and responsibility are discussed. Students are encouraged to reflect on their values and how these influence their actions and decisions in both personal and professional contexts.

c) ***Human Dignity:*** The importance of respecting and preserving human dignity in all interactions

is highlighted. This includes understanding the impact of their work on individuals and communities and ensuring that their engineering solutions enhance the quality of life.

Love and Compassion

Cultivating love and compassion helps engineers to approach their work with empathy and a commitment to improving the human condition. These values foster a positive and collaborative work environment and contribute to the well-being of society.

Content

a) ***Empathy:*** Students learn the importance of empathy in understanding the needs and perspectives of others. This skill is crucial for designing user-centered engineering solutions that address real-world problems.

b) ***Compassionate Actions:*** The module encourages students to engage in compassionate actions, such as community service and volunteering. These activities help students develop a sense of social responsibility and contribute positively to their communities.

a) ***Positive Relationships:*** Building and maintaining positive relationships with colleagues, clients, and the community is emphasized. Students learn the importance of collaboration, support, and mutual respect in achieving common goals.

Non-Violence and Peace

Non-violence and peace are foundational values that promote conflict resolution and harmonious living. For engineers, these values are crucial in fostering a peaceful and productive work environment and in ensuring that their work does not harm individuals or communities.

Content

a) ***Conflict Resolution:*** The module covers techniques for resolving conflicts peacefully, including negotiation, mediation, and effective communication. Students learn to handle disagreements constructively and find solutions that benefit all parties involved.

b) ***Promoting Peace:*** Students are encouraged to contribute to a peaceful society through their actions and professional practice. This includes developing engineering solutions that promote safety, security, and well-being.

Ethical Engineering

Emphasis is placed on ensuring that engineering projects do not contribute to violence or harm. Students learn to evaluate the social and environmental impacts of their work and to strive for solutions that enhance peace and security.

Righteousness

Righteousness involves adhering to ethical principles and moral integrity. For engineers, this means ensuring that their work is conducted with honesty, transparency, and accountability.

Content

a) ***Integrity:*** The module stresses the importance of integrity in professional practice. Students learn to uphold ethical standards, avoid misconduct, and act with honesty in all their endeavors.

b) ***Accountability:*** Engineers are taught to take responsibility for their actions and decisions. This includes being accountable to employers, clients, the public, and the profession.

c) ***Transparency:*** The value of transparency in communication and decision-making processes is emphasized. Students learn to provide clear, accurate, and truthful information in their professional interactions.

Service and Self-Sacrifice

Service and self-sacrifice are values that encourage engineers to prioritize the welfare of others and contribute to societal advancement. These values inspire engineers to use their skills and knowledge for the greater good.

Content

a) ***Community Service*:** The module promotes the importance of community service and social engagement. Students are encouraged to participate in initiatives that benefit society, such as volunteering, mentorship, and pro bono work.

b) ***Professional Service:*** Engineers are taught to use their expertise to address societal challenges and improve the quality of life. This includes working on projects that provide essential services, enhance infrastructure, and promote sustainability.

c) ***Self-Sacrifice:*** The concept of self-sacrifice involves putting the needs of others before

personal gain. Students learn the importance of altruism and the impact of their contributions on the well-being of others.

Constitutional Values and Human Rights

Understanding constitutional values and human rights is essential for engineers to ensure that their work upholds justice, equality, and the rule of law. These values guide engineers in developing solutions that respect and protect human rights.

Content

a) ***Constitutional Principles:*** The module covers fundamental constitutional principles such as democracy, justice, liberty, and equality. Students learn how these principles apply to their professional practice and societal contributions.

b) ***Human Rights:*** Emphasis is placed on understanding and upholding human rights in all aspects of engineering practice. Students learn to recognize and address human rights issues in their work, ensuring that their projects do not infringe on the rights of individuals or communities.

c) ***Social Justice:*** The module promotes the importance of social justice in engineering. Students learn to advocate for and implement solutions that address social inequalities and promote equitable access to resources and opportunities.

The Universal Human Values module is a cornerstone of the UGC's life skills curriculum, designed to instill ethical behavior, empathy, and social responsibility in engineering students. By focusing on value education, love and compassion, non-violence and peace, righteousness, service and self-sacrifice, and constitutional values and human rights, this module ensures that engineering graduates are not only technically proficient but also morally grounded and socially conscious. These values are essential for creating a better society and for engineers to fulfill their professional and ethical responsibilities effectively.

The Impact of Life Skills on Engineering Students

Enhanced Employability

Life skills significantly enhance the employability of engineering graduates. Employers seek candidates who possess not only technical expertise but also strong communication, teamwork, and leadership abilities. Life skills courses prepare students to meet these expectations, making them more attractive to potential employers.

Personal Development

Life skills contribute to the overall personal development of students. By fostering emotional intelligence, self-awareness, and interpersonal skills, these courses help students build resilience, manage stress, and maintain a healthy work-life balance. This holistic development is essential for long-term success and well-being.

Professional Success

In the professional realm, engineers often face complex challenges that require critical thinking, problem-solving, and ethical decision-making. Life skills equip students with the tools to navigate these challenges effectively. As a result, they are better prepared to take on leadership roles, manage projects, and contribute to their organizations' success.

Societal Contribution

Engineers have the potential to drive significant societal change through their innovations. Life skills courses instill a sense of social responsibility and ethical consciousness, encouraging engineers to develop solutions that benefit society and address global challenges. This alignment with societal needs enhances the relevance and impact of engineering education.

Case Studies and Real-World Applications

Case Study 1: Communication Skills in Software Development

In a multinational software development company, effective communication is key to successful project execution. Engineers working in different time zones and cultural contexts rely heavily on clear communication to collaborate and meet project deadlines. The Communication Skills module prepares students for such environments by teaching them how to communicate technical information clearly, understand diverse perspectives, and use digital tools effectively.

Case Study 2: Professional Skills in Robotics Engineering

A robotics engineering team working on an innovative project requires members to bring

diverse skills and perspectives. Professional skills such as teamwork, trust-building, and internal communication are crucial for the project's success. The Professional Skills module equips students with these abilities, enabling them to contribute effectively to team dynamics and achieve common goals.

Case Study 3: Leadership in Renewable Energy Projects

In the renewable energy sector, leadership and management skills are essential for driving innovation and managing complex projects. Engineers leading such projects must navigate technical, financial, and regulatory challenges. The Leadership and Management Skills module helps students develop the leadership qualities and managerial competencies needed to steer projects to success while maintaining ethical standards.

Case Study 4: Universal Human Values in Sustainable Engineering

Sustainable engineering projects often involve making decisions that balance technical feasibility, economic viability, and social responsibility. Understanding universal human values helps engineers prioritize sustainability and ethical considerations in their work. The Universal Human Values module encourages students to approach engineering challenges with a holistic perspective, promoting solutions that are beneficial to society and the environment.

Conclusion

The integration of life skills courses into engineering education represents a significant step towards holistic development. These courses equip engineering students with the competencies needed to navigate the complexities of the modern world, both personally and professionally. By enhancing communication, professional, leadership, and ethical skills, life skills courses prepare students for successful careers and meaningful contributions to society.

The UGC's Jeevan Kaushal 2.0 curriculum aligns with the NEP 2020's vision of holistic education, fostering well-rounded individuals who are capable of driving positive change. As engineering students develop these essential skills, they are better positioned to meet the demands of the industry, lead with integrity, and contribute to the greater good. This comprehensive approach to education not only benefits individual students but also enhances the overall quality and impact of engineering as a discipline.

❑

Edited Book
on
Realising United Nations Sustainable Development Goals through Higher Education Institutions

By

Dr (Mrs) Pankaj Mittal

and

Dr Sistla Rama Devi Pani

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

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Facilitation of Rural Health Care at the Doorsteps by Focusing on India-centric IPR Innovations: A Tribute to *Atmanirbhar Bharat Abhiyan*

Senthil Murugappan*, Shapna Sankar, Partha Nandi*** and Nilakantan Ananthakrishnan******

In India, the landscape of healthcare is as diverse as the nation itself, with rural areas often facing significant challenges in accessing quality medical services[1]. However, amidst these challenges, a wave of innovation and invention is emerging, aimed at revolutionizing rural healthcare delivery and facilitating in taking healthcare delivery to the doorsteps. The intersection of technology, entrepreneurship, and community engagement is driving a new era of rural healthcare innovation in India. From remote villages to small towns, healthcare innovators are leveraging advancements in telemedicine, mobile health applications, and low-cost medical devices to bridge the gap between urban and rural healthcare services[2]. These initiatives are not only enhancing access to healthcare but also empowering local communities to take charge of their health and well-being.

Moreover, grassroots innovations tailored to the specific needs and constraints of rural India are gaining momentum. Whether it is innovative healthcare delivery models, novel diagnostic tools suited for resource-limited settings, or community-driven health programs, these initiatives are catalysing positive changes at the grassroots level[3].

At Sri Balaji Vidyapeeth, Pondicherry (SBV) we are exploring the landscape of rural healthcare innovation and invention which will contribute to the Health Care Aatmanirbhar Bharat Abhiyan movement in India. The initiatives at SBV identifies the challenges, and the potential impact that may be created in improving healthcare outcomes for millions of people living in rural areas by appropriate tailored innovations. By shedding light on these groundbreaking efforts, we aim to inspire collaboration, investment, and policy support to further accelerate the pace of innovation in rural healthcare, ultimately creating a healthier and more equitable society for all. All these have been facilitated by an intensive focus on Intellectual Property Activities, their importance, and training for all faculty and students to reflect on and contribute to IPR.

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Need for Rural Health Care Innovation and Invention

The need for rural healthcare innovation and invention in India is paramount, given the vast disparities in healthcare access and outcomes between urban and rural areas. Rural populations often face barriers such as inadequate infrastructure, limited healthcare facilities, and shortages of trained medical personnel, exacerbating health inequalities. Additionally, factors like geographical remoteness, socio-economic challenges, and cultural barriers further impede access to healthcare services [4]. In this context, innovative solutions tailored to the unique needs and constraints of rural India are essential to improve healthcare access, enhance diagnostic and treatment capabilities, and empower communities to take proactive measures towards better health outcomes. To address these pressing challenges, SBV created, promoted, and facilitated a number of rural healthcare innovations and inventions that have been successfully implemented. This article will share a few of the success stories. These stories can drive India towards achieving universal healthcare coverage and ensuring that no one is left behind in the journey towards a healthier nation as envisaged in the Sustainable Development Goals of the United Nations.

Rural Health Care Innovation Success Stories at Sri Balaji Vidyapeeth, Pondicherry

These innovations are mentioned below:

- Low-Cost Dental Chair For Rural Health Care

- Rapid Response Disaster Relief Medical Camp Kit (Rr Drm Kit)
- Foldable Community Patient Couch
- Two Wheeler Health Nursing

Low-Cost Dental Chair for Rural Health Care

Background of the Invention

Oral disease is a complex phenomenon. In both developing and developed communities, poor attentiveness regarding oral health has been particularly seen among the unprivileged groups. Poor feeding conditions, food habits, and lower levels of literacy and health awareness among the population lead to poor utilization of healthcare facilities and could be some of the reasons for this situation [5]. Typically, we would need to spend INR 30 lakhs for a mobile dental van to get to this impoverished and remote rural community, or we would need to spend about INR 5 lakhs to set up a dental clinic there (Fig 1). With the invention of the Indigenous Low-Cost Dental Chair (ILCDC), the treatment needs of rural communities for whom the availability and accessibility of dental treatments can be met effectively. This inexpensive ILCDC is innovative because it uses two patented parts: a Hybrid Booster Device for Ultrasonic Scaling (HBDUS) that has been granted an Indian patent (No. 415044 Dt 9.12.22) and a Universal Back-resting Device (UBRD) that has been granted an Indian patent (no. 336726 dt 20.05.2020).

The UBRD is capable of being fixed to any type of chair including ordinary plastic chairs and can be adjusted to the angle of the hip joint as well as the neck joint of a subject for dental treatment. The back rest is provided with a slider so that the height can be increased to suit a patient's height and also an extension device that permits extension of the neck to facilitate treatment of the upper teeth.

Fig 1 : Comparison of Convention Dental Units & Low-Cost Dental Chair For Rural Health Care Rural Health Care

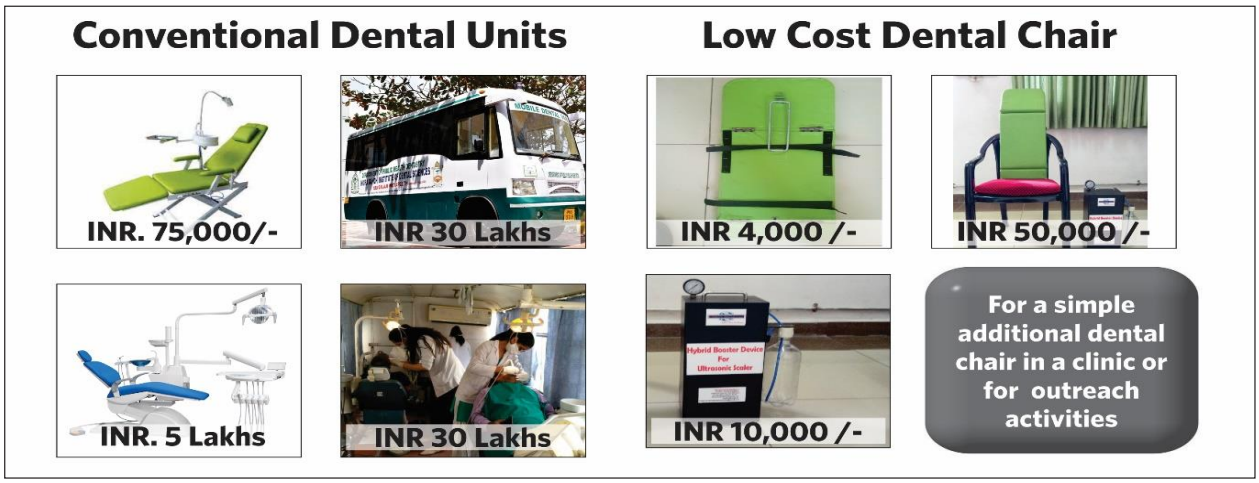


Fig 2 : Universal Back Resting Device

The patient is asked to sit on the seat of the chair and recline on the universal backrest with his head resting on the top board with the neck resting at the level of the hinge. The second component consists of a compressor with a booster device, 3-5 scaler units attached for ultrasonic scaling for tooth cleaning (Fig 1 and 2). This device can replace an expensive dental chair which is rigid and not portable.

The UBRD is a unique device that can aid in providing better treatment and is cost-efficient if it is implemented in camp/outreach sites, it would drastically increase the number of patients getting treated in a short period of time and to an efficiency level of almost equal to a portable dental chair[6].

Hybrid Booster Device for Ultrasonic Scaling (HBDUS) is an invention that can facilitate high-pressure water for the scaling/cleaning process.

HBDUS is a device which can be connected to the existing ultrasonic scaler to facilitate high pressure water for scaling/cleaning. The device has an air tank of 2 to 5 liters connected with a pressure gauge and booster bottle. The air tank is connected with an inlet valve to fill air inside the tank. The air can be filled with a mechanical air foot pump or electrical air pump. Once the tank is filled with air, the device functions as a booster bottle that can be connected to the US device (Fig 3).

The low cost dental chair has improvised the number of patient receiving the dental treatment like scaling, filling and extraction at the remote outreach site. From the advent of the device, the team Public Health Dentistry, Indira Gandhi Institute of Dental Sciences, SBV has reached 25000 beneficiaries and delivered more than 30000 dental procedures. Utilizing the device the department has taken the dental health care services right to the door of unreached community like tribal populations at Leh, Ladakh and the Nilgiris region of Tamil Nadu and to special communities like transgender communities and provided dental care at the door step of special children (Fig 4). The invention of the device has helped the dental trainees to provide palliative, emergency, primary and secondary dental care in an inaccessible remote camp site & improved their competency.

The technology has been well appreciated by the National Oral Health Program (NOHP), Puducherry State Health Mission. SBV has started a capacity building program as an adjunct to NOHP on this technology. In the year 2023 the low cost dental chair has received 'Young Rural Innovator Award' at Global Indian-Young Scientist Research and Innovation Conference supported by Indian Council of Agricultural Research and Ministry of AYUSH, Government of India. It has also attracted attention abroad with the University of IOWA, USA employing this device to provide dental care at the door steps.

Rapid Response Disaster Relief Medical Camp Kit (Rr Drm Kit)

Background of the Rr Drm Kit

It can be transmitted to any site where medical examination and triage needs to take place. It helps in assessing the severity of the health issues in camps and injuries during disaster. It can contain all the

Fig 3: Hybrid Booster Device for Ultrasonic Scaler

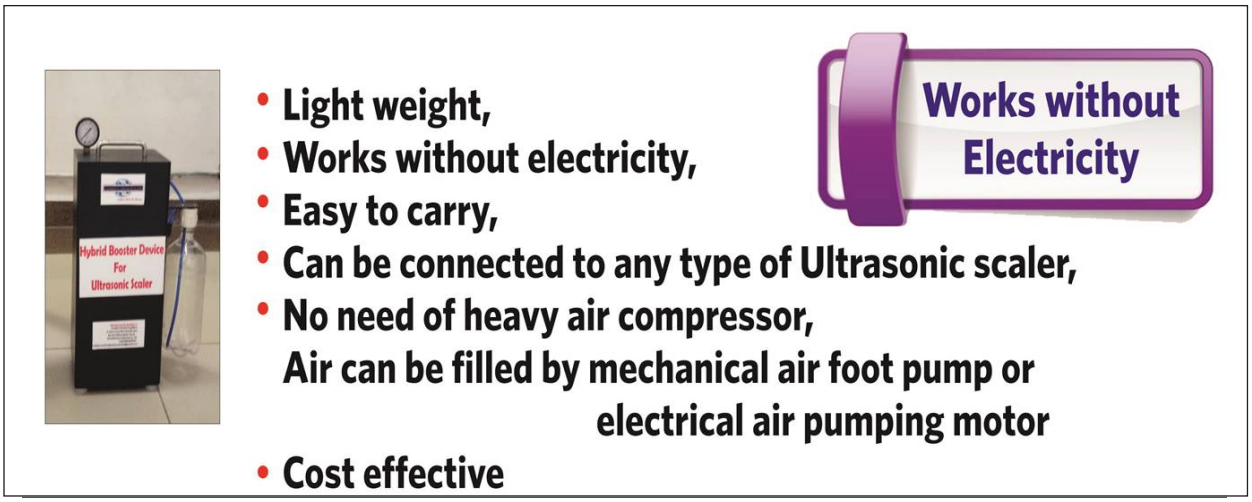


Fig 4 : Dental Care Service at the Door Step of Special Children

instruments required for clinical examination and assessment of health, to plan and provide treatment according to triage.

The Rapid Response Disaster Relief Medical Camp Kit (Rr Drm Kit) is a compact kit for disaster relief that consists of three patented parts: 1. The Rapid Response Disaster Relief Medical Camp Kit (Rr Drm Kit) is granted Indian Patent No. 386826 dt 19.1.22, 2. The Auto Inflatable Mattress-Cum-Stretcher is also granted Indian Patent No. 428474 dt 6.4.23, and 3. The Handle-Cum-Intravenous Drip Stand is granted Indian Patent No. 483530 from 15.12.23.

The Rr Drm Kit can be used for health relief for humans affected by any disaster (Natural or Man-made). It can also be used for medical camps anywhere. It is well stocked with medical equipment's/instruments according to departmental needs such as Medical, Surgical, Ophthalmology, ENT, Emergency Medicine, Anesthesiology, etc.

Fig 5 : Rapid Response Disaster Relief Medical Camp Kit (Rr Drm Kit)

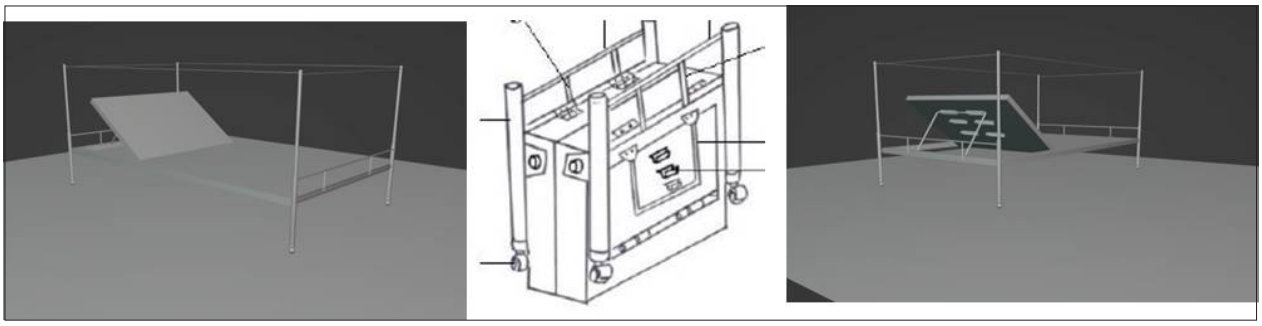
which are arranged in various sections inside (Fig 5). It is also stocked with auto inflatable foldable mattresses-cum-stretches, about 4-6 in number. The handle of the kit can be used as drip / saline stand for patients requiring any IV infusion on site of disaster or medical camp (Fig 6).

Fig 6 : Handle-Cum-Intravenous Drip Stand Kit

Foldable Community Patient Couch

The present invention relates to a portable and foldable patient couch with improved features for providing effective treatment including physiotherapy in isolated environments during camping. Patent has been applied for Indian Patent with the application no 202341055545 dated

Fig 7: Foldable Community Patient Couch



15.09.23. The couch comprises of a rectangular and foldable base frame structure having a head part and a foot part coupled through hinges and four legs with wheels fixed at bottom of 4 vertexes of the base frame along with a head side rail, a foot and side rails. It also has an elevatable backrest and a stable core body panel coupled through hinges in which the backrest can be elevated by lifting it and locking it in the elevated position using a backrest actuator disposed on the base frame. (Fig. 7).

This Foldable Community Patient Couch has been selected as one of the best rural innovations in Puducherry in the third Innovation Contest organized by the Confederation of Indian Industry (CII), Puducherry in the year 2024.

The Fodable community couch canbe used for providing door step care for physiotherapy and bedside nursing services.

Two Wheeler Health Nursing

Sri Balaji Vidyapeeth, Pondicherry in the year 2019 started a unique and yet another health care services accessible to all, people living in remote areas where the common man finds it difficult to reach the health care facility. The Two Wheeler Health Nursing Service through Two Wheelers offer health care services to remote rural public for Non ambulatory people and Special group children who are in need of Preventive, Promotive, Curative, Palliative and Rehabilitative care. The nursing students as part of academic curriculum requirements, they are posted in both rural and urban areas of community for health services, but still there are some remote rural areas in Puducherry where public access for health services in not possible for Non ambulatory clients. Hence, to meet the health needs of the non ambulatory clients living in those areas, an innovative approach of Integrated model on Mobile Health Care Service through-Two Wheeler for special needs has been initiated in coordinating with other health care teams to meet the Integrated health care services.

The Two Wheeler Health Nursing Services provides one faculty from department of Community Health Nursing to render services for five days in a

Fig 8 : Two Wheeler Health Nursing Kit

week from 9.00 am to 1 pm covering rural areas at Puducherry. They provide various health care service at the door steps as shown in figure (Fig 8)

- Rapid assessment and health services including Treatments of minor ailments.
- Holistic nursing care
- Long term relationship with patients and families for maintenance of Coordination and continuity of care
- Lifestyle modification through preventive measures
- Client teaching and advocacy through Health education including with awareness programmes.
- Provision of nursing care including diabetic foot care to the needed individual, family and community among Non ambulatory clients' viz., amputated/bedridden/stroke patients, chronically ill- Diabetes Mellitus with foot ulcer, Stroke, Terminally ill patients and Children with special needs.
- Provide preventive, curative, promotive, rehabilitative care, Referral services and Documentations

Conclusion

Sri Balaji Vidyapeeth, in Pondicherry, India, is a shining example of rural health care innovation; the university has thus evolved into a community hub. Through the development of innovative methods and the use of imagination, empathy, and commitment, Sri Balaji Vidyapeeth, Pondicherry has effectively tackled the particular health issues that rural communities face. The institution's accomplishments, which range from the creation of affordable low cost dental chairs, to the deployment of foldable community patient couches and quick response medical camp kits for disaster assistance, demonstrate its steadfast dedication to enhancing health outcomes in underserved communities. These success stories highlight the ability of cooperation and creativity to bring about real, long-lasting change that eventually improves the lives of those in need. Sri Balaji Vidyapeeth, Pondicherry is an excellent illustration of how innovation can drive positive transformation in rural health care, inspiring others to follow suit in their quest for a healthier and more equitable society.

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Global Citizenship in Higher Education: Preparing Students for Leadership and Social Responsibility in a Connected World

Atul Krishna Ghadge*

The evolving demands of a globalized society necessitate the cultivation of global citizenship within higher education. This effort explores the role of higher education institutions in preparing students for leadership and social responsibility in a connected world. Emphasizing interdisciplinary approaches and experiential learning, the study examines how universities are integrating global citizenship into their curricula to foster critical thinking, empathy, and ethical decision-making. Through a comprehensive literature review and case studies of exemplary institutions, the research highlights effective strategies for embedding global citizenship education. Output suggests that students engaged in global citizenship programs demonstrate enhanced leadership skills, a heightened sense of social responsibility, and a commitment to addressing global challenges. However, the study also identifies significant barriers, such as lack of institutional support and resource constraints. Practical recommendations are provided for educators and policymakers to overcome these challenges and promote a more inclusive and impactful global citizenship curriculum. By equipping students with the necessary skills and values, higher education can play a pivotal role in shaping conscientious leaders who are prepared to contribute positively to a global society. This work underscores the importance of global citizenship education in fostering a more just, sustainable, and interconnected world.

Embedding Global Citizenship in University Curricula

Incorporating global citizenship education into university programs is essential for preparing students to thrive in a globally interconnected society. This approach involves designing curricula that encourage students to think beyond their immediate environments and understand their roles within a global context. Universities can achieve this by embedding courses that cover global issues, cross-cultural communication, and international relations. According to Davies (2006), integrating global perspectives into higher education fosters a sense of responsibility and empathy among students, encouraging them to engage with global challenges such as climate change, poverty, and human rights. Practical learning experiences such as international case studies, global virtual exchanges, and collaborations with foreign institutions can enrich the curriculum. These experiences not only broaden students' horizons but also enhance their problem-solving and critical-thinking skills. As Leask (2009) suggests, such initiatives help students develop a nuanced understanding of different cultures and global systems, preparing them to navigate and address complex global issues effectively.

Prof Amartya Sen (2006) emphasizes the importance of a holistic education that includes global perspectives. He argues that understanding global interdependencies is crucial for nurturing informed and responsible individuals who can contribute positively to society. By integrating these elements into the curriculum, universities can produce graduates who are not only academically proficient but also equipped with the necessary skills and mindset to become active, informed participants in the global community. This approach ensures that students are prepared to meet the demands of an increasingly globalized world, fostering both personal and professional growth.

Developing Critical Thinking through Interdisciplinary Learning

Developing critical thinking through interdisciplinary learning is crucial in higher education to prepare students for complex global challenges. Interdisciplinary learning involves integrating knowledge and methodologies from different disciplines to address multifaceted issues. This approach enhances critical thinking by encouraging students to view problems from multiple perspectives, fostering a more comprehensive understanding of the subjects at hand. According to

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Repko (2008), interdisciplinary education promotes cognitive flexibility, allowing students to draw connections between disparate fields and develop innovative solutions to complex problems. By engaging with diverse disciplines, students learn to question assumptions, analyze evidence, and synthesize information from various sources. This process not only sharpens their analytical skills but also cultivates an appreciation for different viewpoints and approaches. For example, combining insights from environmental science and economics can provide a more holistic understanding of sustainable development, leading to more effective policies and practices. Klein (1990) argues that interdisciplinary learning bridges the gap between theoretical knowledge and practical application, making education more relevant and impactful.

Dr. Sarvepalli Radhakrishnan (1936) emphasized the importance of a well-rounded education that integrates various fields of knowledge. He believed that fostering a broad intellectual foundation is essential for developing critical thinking and moral reasoning. By embracing interdisciplinary learning, universities can create an educational environment that nurtures curiosity, encourages intellectual exploration, and prepares students to tackle the intricate challenges of the modern world. This approach not only enhances academic proficiency but also equips students with the skills necessary for lifelong learning and responsible citizenship.

Utilizing Study Abroad and Service Projects for Experiential Learning

Utilizing experiential learning opportunities such as study abroad programs and service projects is instrumental in fostering global citizenship among higher education students. Study abroad programs offer students immersive experiences in different cultures, languages, and societal contexts, facilitating cross-cultural understanding and appreciation. According to Vande Berg et al. (2009), these experiences enhance students' cultural competence, communication skills, and adaptability, ultimately contributing to their development as globally competent individuals. Similarly, service-learning projects provide students with opportunities to apply classroom knowledge to real-world issues, both locally and internationally. By engaging in community service projects, students gain firsthand experience addressing social, environmental, and economic challenges, thereby developing a sense of social responsibility and empathy (Eyler & Giles, 1999). These experiences not only benefit the communities served but also foster personal growth and self-reflection among students.

Indian educator Rabindranath Tagore (1917) emphasized the importance of experiential learning in education, advocating for educational experiences that connect students with the world around them. He believed that experiential learning fosters a deeper understanding of oneself and one's place in the world. By incorporating study abroad programs and service projects into higher education curricula, universities can provide students with transformative experiences that broaden their perspectives, enhance their empathy, and prepare them to be active global citizens.

Enhancing Cultural Competence and Empathy

Enhancing cultural competence and empathy is paramount in higher education to prepare students for active engagement in a diverse and interconnected world. Cultural competence refers to the ability to interact effectively with people from different cultural backgrounds, while empathy involves understanding and sharing the feelings of others. Higher education institutions play a crucial role in fostering these qualities through diverse educational experiences and inclusive practices. Cultural competence can be cultivated through exposure to diverse perspectives, cross-cultural communication training, and intercultural competency development programs. By engaging with students from diverse backgrounds, encouraging multicultural dialogue, and integrating global perspectives into the curriculum, universities can promote cultural awareness and understanding (Deardorff, 2009). Empathy can be nurtured through experiential learning opportunities, such as service-learning projects and immersive cultural experiences. By stepping outside their comfort zones and interacting with individuals from different walks of life, students develop a deeper appreciation for the experiences and perspectives of others (Noddings, 2003).

Great Philosopher Swami Vivekananda (1893) emphasized the importance of empathy in education, stating that true education should foster a sense of oneness and compassion for all beings. By incorporating Vivekananda's principles of empathy and universal brotherhood into higher education,

universities can instill in students a deep sense of empathy and social responsibility, preparing them to contribute positively to a diverse and interconnected world.

Promoting Ethical Decision-Making and Leadership

Promoting ethical decision-making and social justice within higher education is essential for preparing students to navigate complex global challenges with integrity and compassion. Ethical decision-making involves considering the moral implications of one's actions and making choices that uphold principles of fairness, honesty, and respect for human dignity. Higher education institutions have a responsibility to instill these values in students through ethical education, codes of conduct, and opportunities for moral reflection. Fostering a culture of integrity and accountability within the academic community promotes ethical behavior among students, faculty, and staff (Kuh et al., 2005). Higher education plays a vital role in promoting social justice by addressing systemic inequalities and advocating for marginalized communities.

Universities can advance social justice through inclusive admissions policies, diversity initiatives, and research that addresses social disparities (Milem et al., 2000). By providing students with opportunities to engage in social justice advocacy and community service, universities empower them to become agents of positive change in society. Indian scholar Mahatma Gandhi (1927) emphasized the importance of ethical leadership and social justice in education, advocating for education that promotes moral values and social responsibility. By embracing Gandhi's principles of nonviolence, truth, and social justice, higher education institutions can inspire students to uphold ethical standards and work towards a more just and equitable world.

Engaging Students with Global Issues and Sustainability

Promoting engagement with global issues and sustainability within higher education is crucial for nurturing students' awareness and commitment to addressing contemporary global challenges. This initiative entails embedding sustainability principles across academic disciplines, fostering research and endeavors focused on global concerns, and facilitating experiential learning opportunities that encourage active involvement in community and global sustainability efforts. Sterling (2001) emphasizes the significance of integrating sustainability into the academic curriculum to equip students with a holistic understanding of environmental, social, and economic interconnectedness. By incorporating sustainability topics across various disciplines, universities can empower students to comprehend the multifaceted nature of global challenges and explore interdisciplinary solutions.

Fostering interdisciplinary research and collaboration on global issues is essential for catalyzing innovative solutions. Jasanoff (2004) underscores the importance of transcending disciplinary boundaries to address complex global problems like climate change and social inequality. Through collaborative efforts, students can develop comprehensive perspectives and contribute to meaningful advancements in sustainability practices. Experiential learning opportunities, such as sustainability-focused internships and service-learning projects, provide students with hands-on experiences that deepen their understanding of sustainability issues and inspire action. Wals (2009) highlights the transformative potential of experiential learning in fostering students' sense of personal responsibility and agency in creating positive change. By engaging with real-world sustainability challenges, students develop practical skills, cultivate empathy for diverse perspectives, and become active agents of change in their communities and beyond.

Addressing Resource and Training Challenges for Implementation

Resource allocation plays a crucial role in determining the extent to which global citizenship initiatives can be integrated into university programs. Adequate funding and support are necessary to develop and sustain interdisciplinary courses, experiential learning opportunities, and research initiatives focused on global issues (Miles & Ekholm, 2009). Faculty training is essential for ensuring that educators are equipped with the knowledge, skills, and pedagogical strategies needed to effectively teach global citizenship concepts and facilitate experiential learning. Professional development programs, workshops, and resources can empower faculty to integrate global perspectives into their courses and support students' development as global citizens (Beelen & Jones, 2015).

Indian educator Tagore (1916) emphasized the importance of institutional leadership in shaping the ethos and direction of education. He advocated for educational institutions that prioritize holistic development and social responsibility. By incorporating Tagore's principles into higher education leadership, institutions can cultivate a culture of global citizenship and empower students to become responsible and engaged global citizens. Institutional support and leadership are critical for driving change and fostering a culture of global citizenship within higher education institutions. Strong leadership, strategic planning, and institutional commitment are necessary to prioritize global citizenship education, allocate resources effectively, and create an environment that promotes diversity, equity, and inclusion.

Conclusion

The imperative of global citizenship in higher education cannot be overstated. Through the integration of interdisciplinary learning, experiential opportunities, and a commitment to addressing institutional challenges, universities play a vital role in preparing students to navigate the complexities of our interconnected world with empathy, critical thinking, and ethical leadership. As students engage with global issues, develop cultural competence, and embrace sustainability, they are equipped to become active participants in shaping a more just and sustainable future. By fostering a culture of global citizenship, higher education institutions not only fulfill their educational mission but also contribute to the broader goals of social justice, environmental stewardship, and global cooperation. Moving forward, universities need to continue prioritizing global citizenship education, investing in faculty development, curriculum innovation, and institutional support. By embracing the principles of global citizenship and cultivating a community of engaged and responsible citizens, higher education institutions can fulfill their role as agents of positive change in an increasingly interconnected world. Together, students, educators, and institutions have the power to address global challenges, foster inclusive societies, and create a more sustainable and equitable future for all.

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Harmonising Democracy: Exploring the Feasibility and Implications of One Nation One Election in India

Diksha Bohra* and Pushyamitra Joshi**

India's electoral cycle, spanning 28 states and union territories, has witnessed elections almost every year in different parts of the country. Due to the Model Code of Conduct and campaigning, this constant state of electioneering adversely affects developmental projects and governance initiatives. Recognising this challenge, the concept of 'One Nation, One Election' (ONOE) advocates for the simultaneous conduct of Lok Sabha and all Vidhan Sabha (state assemblies) elections once every five years, excluding panchayat, municipal, and by-elections.

Union Minister for Parliamentary Affairs, Pralhad Joshi, announced on September 1, 2023, the formation of a committee to explore the feasibility of a 'One Nation One Election.' This idea has been supported by the Bharatiya Janata Party (BJP)-led Union government and Hon'ble Prime Minister Shri Narendra Modi and has been under consideration for some time. However, parties like the Indian National Congress along with some regional parties opposed the idea of 'One Nation, One Election.'

The call for One Nation, One Election is not novel. It has been advocated since 1983 by various entities, including the Election Commission of India, the Law Commission, NITI Aayog, and the Parliamentary Standing Committee. The current committee, chaired by former President of India Shri Ram Nath Kovind, marks the fourth attempt to assess the viability of simultaneous elections.

The tradition of simultaneous elections prevailed in India until 1967, with Lok Sabha and State Assemblies being elected concurrently in 1952, 1957, 1962, and 1967. However, disruptions caused by the premature dissolution of some Legislative Assemblies in 1968 and 1969, as well as the early dissolution of the Lok Sabha in 1970, followed by fresh elections in 1971, shattered this cycle.

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Simultaneous Elections and the Proposal for One Nation One Election

History of Simultaneous Elections

1. Simultaneous elections involve aligning the electoral schedules of the Lok Sabha (the lower house of India's Parliament) and State Legislative Assemblies, ensuring they occur concurrently. This synchronisation excludes elections for local bodies (Panchayati Raj and Municipal elections).
2. In India, simultaneous elections to both the Lok Sabha and Vidhan Sabha were successfully conducted in 1951-52, 1957, 1962, and 1967. However, maintaining this synchronised schedule became challenging thereafter, leading to a divergence in the timing of elections to the Lok Sabha and Vidhan Sabha. As a result, efforts to realign the election schedules for both bodies have not yet been successful.
3. In its 1983 annual report, the Law Commission advocated for the development of a system to facilitate simultaneous elections.
4. Similarly, the Law Commission's 170th report in 1999 emphasised the importance of reverting to the practice of holding Lok Sabha and Vidhan Sabha elections simultaneously.
5. The 79th report of the Parliamentary Standing Committee in 2015 also supported the concept of simultaneous elections, a sentiment echoed by a 2017 NITI Aayog paper.

Incidences of Early Elections

1. The initial general elections to both the Lok Sabha and all State Legislative Assemblies were held concurrently in 1951-52, marking the beginning of simultaneous elections. This synchronised approach persisted for the next three consecutive general elections.
2. In July 1959, Prime Minister Jawaharlal Nehru recommended to President Rajendra Prasad the dismissal of the Kerala government, headed by E. M. S. Namboodiripad, which was the first elected communist government globally. Throughout the

1960s, various states including Kerala, Haryana, Bihar, Nagaland, Punjab, Uttar Pradesh, and West Bengal witnessed the collapse of unstable governments, leading to the necessity of holding midterm elections.

3. In 1970, Prime Minister Indira Gandhi dissolved the Lok Sabha 15 months earlier than scheduled and announced fresh elections for 1971. This move effectively uncoupled the state assembly elections from the general elections.

4. Following this, the term of the fifth Lok Sabha was prolonged until 1977 under Article 352. Subsequently, the eighth, tenth, fourteenth, and fifteenth Lok Sabha completed their full five-year terms. However, the sixth, seventh, ninth, eleventh, twelfth, and thirteenth Lok Sabha were dissolved prematurely.

5. Due to premature dissolutions and extensions of terms for both the Lok Sabha and various state legislative assemblies, the pattern of separate elections for the Lok Sabha and state legislative assemblies has persisted for the past 53 years. Consequently, the cycle of simultaneous elections has been disrupted. Timelines of Elections in India are given in Table 1.

References from Other Countries

1. In South Africa, elections for both national and provincial legislatures occur simultaneously and are held every five years. Municipal elections, on the other hand, take place two years after the national and provincial elections.

2. In Sweden, elections for the National Legislature (*Riksdag),* provincial legislatures/county councils (Landsting), and local bodies/municipal assemblies are all held on a fixed date, which is the second Sunday in September, every four years.

3. In Britain, the Fixed-term Parliaments Act of 2011 was enacted to establish a greater sense of stability and predictability for the British Parliament and its duration. According to this act, the first elections were scheduled for the 7th of May, with subsequent elections set to take place on the first Thursday of May every fifth year thereafter.

The Concept of 'One Nation One Election

1. The concept of 'one nation one election' has been discussed and examined by various entities in the past, including the Election Commission, the Law Commission, and parliamentary committees. The Bharatiya Janata Party (BJP) has consistently included it in its election manifesto since 1984.

2. In 1983, the Election Commission (EC) initially proposed exploring the feasibility of simultaneous elections. Furthermore, in its 170th report in 1999, the Law Commission also recommended holding simultaneous elections for both the Lok Sabha and all state assemblies.

3. In 2015, a parliamentary standing committee produced a report on the feasibility of simultaneous polls, emphasising potential advantages such as cost reduction and enhanced administrative efficiency.

4. In 2017, the government think tank NITI Aayog published a paper on simultaneous elections. It pointed out potential cost savings and administrative benefits while also noting the need to address federalism and democratic safeguards.

Current Election Cycles in India for Both Houses

1. The Election Commission is conducting elections to form the 18th Lok Sabha between April 2024 and June 2024. Additionally, elections for the State Assemblies of four states—Andhra Pradesh, Arunachal Pradesh, Odisha, and Sikkim—are being held simultaneously. Subsequently, elections for other state assemblies will take place accordingly:

2. From 2024-26, in addition to the Lok Sabha elections, polls for approximately 14 State Assemblies will take place. Sometimes, elections for certain state assemblies are announced within a month of concluding elections for others. When factoring in elections for the third tier of government, such as Panchayati Raj institutions and Municipal Bodies in rural and urban areas, as well as bye-elections, the electoral cycles can significantly disrupt administrative and developmental activities in the poll-bound states/ regions and the broader governance process.

Simultaneous Elections

The Positives

1. Simultaneous elections are expected to cut down on the significant costs incurred from holding separate elections each year. According to the

Table -1: Time Lines of Elections in India

Year	Timeline
1952	First General Elections in India
1952, 1957, 1962 and 1967	India voted simultaneously for the Centre and states.
1959	The cycle was broken in Kerala when Jawaharlal Nehru's government used Article 356 of the Constitution to dismiss the Communist E M S Namboodiripad's government.
1960	Kerala voted for a new five-year Assembly.
1983	The Election Commission of India proposed 'One Nation, One Election' in a report for the first time to reduce election frequency and costs.
1999	The 170th Law Commission, under the leadership of B.P. Jeevan Reddy, also advocated simultaneous elections.
2003	In 2003, Hon. Prime Minister Atal Bihari Vajpayee took up the matter with Congress president Sonia Gandhi.
2010	LK Advani raised the matter of 'One Nation, One Election' with Prime Minister Manmohan Singh.
2015	The Parliamentary Standing Committee on Personnel, Public Grievances, Law and Justice, headed by E M Sudarsana Natchiappan, recommended simultaneous elections in its report titled 'Feasibility of holding simultaneous elections to the Lok Sabha and State Legislative Assemblies'.
2017	NITI Aayog released a paper titled 'Simultaneous Elections' by Bibek Debroy and Kishore Desai proposed holding at least 14 assembly polls with the 2019 Lok Sabha polls, citing the significant savings to the exchequer. But it recognised the criticism that simultaneous assembly and Lok Sabha polls could lead to a similar voting pattern.
2018	In August 2018, the Law Commission of India, chaired by Justice B.S. Chauhan released a draft working paper outlining the legal and constitutional aspects of simultaneous elections.
2019	On August 15, 2019, Hon. Prime Minister Shri Narendra Modi Ji emphasised the need for debate and discussion on this concept during his Independence Day speech. Later in the year BJP leader Vinay Sahasrabuddhe Ji, a former Rajya Sabha MP, was tasked by the party's leadership with raising awareness about the concept of one nation, one election and evaluating the idea.
2020	The Parliamentary Standing Committee on Law and Justice, led by Anand Sharma, examined the issue, seeking input from various stakeholders.
2023	On September 1, 2023, the central government constituted a committee under the chairmanship of Former President Shri Ram Nath Kovind along with Union Home Minister Shri Amit Shah, former Leader of Opposition in Rajya Sabha Ghulam Nabi Azad, former Finance Commission Chairman NK Singh, former Lok Sabha Secretary General Subhash C Kashyap, Senior Advocate Harish Salve and former Chief Vigilance Commissioner Sanjay Kothari to study the electoral process in India. Member of Parliament from the INC Party, Adhir Ranjan Chowdhury refused to join.
2024	In its manifesto, 'Sankalp Patra, ' the BJP party has vowed to implement 'One Nation, One Election'.

Election Commission of India, conducting elections for both the Lok Sabha and State Legislative Assemblies currently amounts to approximately Rs. 4500 crores. For instance, the 2014 Lok Sabha elections cost the exchequer Rs. 3,870 crores, while the Bihar elections in 2015 alone cost the government Rs. 200 crores.

2. Elections lead to the enforcement of the Model Code of Conduct (MCC) in the areas where polls are held, halting the development programs and activities of both the Union and State Governments in those regions. The imposition of MCC for extended periods due to frequent elections disrupts normal governance processes.

3. Frequent elections disrupt regular public life and essential services. However, if simultaneous elections are conducted, this disruption would be confined to a predetermined period, mitigating its impact on normal functioning.

4. Elections tend to exacerbate societal divisions by emphasising caste, religion, and communal issues, as candidates feel compelled to engage in political rhetoric to secure electoral advantages.

5. Simultaneous elections would alleviate the strain on essential manpower, which is frequently deployed for extended periods during election duties. For instance, during the 2014 Lok Sabha elections, which coincided with state assembly elections in Odisha, Andhra Pradesh, Sikkim, and Arunachal Pradesh, the process spanned ten phases. This required the deployment of 1077 in situ companies and 1349 mobile companies of the Central Armed Police Force (CAPF).

6. Holding elections at specific periods could potentially reduce horse trading by elected representatives, which remains a concern even with the anti-defection laws in place. Holding elections at fixed intervals can make it harder for them to switch parties or form alliances for personal gain.

7. Frequent elections lead to governments making policy decisions to woo the electorate at every election. Even though this cannot be stopped fully, the frequency with which the governments have to announce freebies will come down. Frequent elections have led to a situation where many state governments are broke. With fewer elections, their finances could be in better shape.

The Negatives

1. Operational Feasibility: Implementing simultaneous elections presents significant challenges, as it would require adjusting the terms of existing legislatures to synchronise their election dates with those of the rest of the country. This could involve arbitrarily curtailing or extending their terms, which would raise concerns about undermining democracy and federalism.

2. The Law Commission in its 2018 report on simultaneous elections has suggested an alternative: States could be categorised based on their proximity to the next general elections, with one round of State Assembly polls coinciding with the next Lok Sabha election, followed by another round for the remaining states 30 months later. However, this approach still doesn't guarantee the elimination of midterm polls.

3. The challenge of deploying security forces and officials across 7,00,000 polling stations situated in diverse geographic and climatic conditions simultaneously is daunting. This difficulty often leads to elections being conducted in multiple phases and on different dates, even within the same state.

4. Impact on Voter Behaviour: Certain political parties contend that simultaneous elections could influence voter behaviour, potentially leading voters to prioritise national issues even in state elections. This could result in larger national parties winning both state and Lok Sabha elections, thereby marginalising regional parties.

5. State and national elections typically revolve around distinct sets of issues. In simultaneous elections, voters may prioritise one set of problems over the other in ways they might not have done if the elections were held separately.

6. Facing the electorate more frequently than once every five years enhances the accountability of politicians and keeps them vigilant. Additionally, elections create numerous job opportunities, thereby stimulating the economy at the grassroots level.

Challenges Associated with One Nation One Election

Feasibility

Articles 83(2) and 172 of the constitution stipulate that the tenure of Lok Sabha and state

assemblies respectively will last for five years unless dissolved earlier, and there can be circumstances as in Article 356, wherein assemblies can be dissolved earlier. Therefore. 'One Nation One Election' plan raises serious questions: What would happen if the Central or state government collapses mid-tenure? Would elections be held again in every state or will the President's rule be imposed?

Legal Challenges

The Law Commission headed by Justice B. S. Chauhan reported that simultaneous elections are not feasible within the existing framework of the Constitution. It said that the Constitution, the Representation of the People Act 1951, and the Rules of Procedure of Lok Sabha and State Assemblies would require appropriate amendments to conduct simultaneous polls. The commission also recommended receiving ratification from at least 50% of the States which may be a challenging task. Further, simultaneous polls require constitutional amendments by a two-thirds majority in Parliament and ratification by at least half the states. Article 83 (relating to the duration of Houses of Parliament), Article 85 (relating to dissolution of the Lok Sabha by the President), Article 172 (relating to the duration of the state legislatures), Article 174 (relating to dissolution of the state legislatures) and Article 356 (relating to the imposition of the President's Rule in states) will need amendments - a challenging pathway given opposition presence across several states.

Against the Idea of Federalism

The idea of 'One Nation One Election' does not square with the concept of 'federalism' as it is established on the notion that the entire nation is 'one' contradicting the content of Article 1 which envisages India as a 'Union of States.'

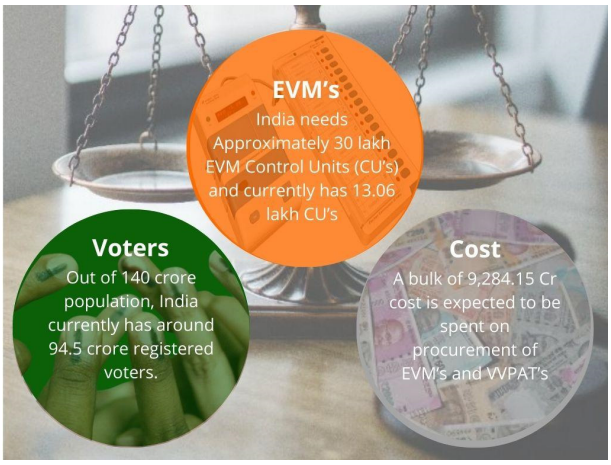
Logistical Challenges

It will pose logistical challenges in terms of the availability and security of electronic voting machines, personnel and other resources. EC may face difficulties in managing such a massive exercise (Figure-1).

Overshadowing the Regional Interests

The present form of recurrent elections can be seen as beneficial in a democracy as it allows voters to have their voices heard more frequently.

Figure-1 Logistical Challenges for 'One Nation, One Election'



As the underlying issues of national and state polls are different, the present framework prevents the blending of issues, ensuring greater accountability. A 2015 study by the think tank IDFC found "a 77% chance that the winning political party or alliance will win both the Lok Sabha and Assembly elections in that state when held simultaneously" undermining the distinctive demands and needs of each state. The dominance of national issues over that of state issues and vice-versa is potentially harmful to the federal structure of the Indian polity. As such a situation mandates strangulating the scope of regional parties, this defeats the very purpose of strengthening and deepening the democracy to its roots.

Reports Backing One Nation One Election

The Election Commission of India has consistently expressed its support for a simultaneous poll plan. It first stated it in its 1983 annual report and backed it again as recently as in a 2022 meeting with the 22nd Law Commission.

Law Commission Report (1999)

The Commission, then headed by former Justice B.P Jeevan Reddy, in its 170th Report on Reform of Electoral Laws (1999), had cautioned that such elections cannot be held overnight. It recommended advancing some state elections and making adjustments in the schedule of others, a possible constitutional amendment for extending or curtailing the term of one or more legislative assemblies. Also, it suggested simultaneous motion of no-confidence in the incumbent government

as well as confidence in alternative government, among others. Further, the report also advocated putting an end to the 'cycle of election every year'. It said a separate election to a legislative assembly should be 'an exception, not the rule.'

Parliamentary Standing Committee Report (2015)

The department-related Parliamentary Standing Committee on Personnel, Public Grievance, Law and Justice, Rajya Sabha, in its 79th report in 2015, also studied the possibility of holding simultaneous elections. Titled *'Feasibility of Holding Simultaneous Elections to the House of People (Lok Sabha) and State Legislative Assemblies,* ' the report was tabled in parliament in December 2015. The report took into account the findings of the 1999 Law Commission report. It recommended holding simultaneous elections in two phases, with elections of some assemblies at the midterm of the Lok Sabha and the remaining at the end of the tenure of the Lok Sabha. It also recommended that early elections to the Lok Sabha or other state assemblies can take place only if either of the two conditions are met:

1. A motion for an early General Election is agreed upon either by at least two-thirds of the whole House (including vacant seats);
2. If a no-confidence motion is passed and no alternative government is confirmed by the Lok Sabha or State Legislative Assemblies within fourteen days by means.

NITI Aayog Report (2018)

In February 2018, Minister of State for Law and Justice P.P. Chaudhary said in a written reply in the Lok Sabha that the government had received the recommendations of the NITI Aayog in a paper titled **"***Analysis of Simultaneous Elections."* Chaudhary said that the NITI Aayog report had taken into account the Standing Committee's report and worked out a possible framework whereby elections to Lok Sabha and state assemblies could be held simultaneously in two phases. "The paper envisages holding simultaneous elections to the Assemblies of about one-half of the States along with Lok Sabha General Elections due in April-May 2019 and the rest of the States in the mid-way, i.e. October-November 2021, entailing extension or curtailment of the duration of the Assemblies whenever required,'' he said. "However, this would require amendments to the relevant provisions of the Constitution." The government has not taken any decision on the recommendations of any of these committee reports. It has now come up with a fourth committee to look into the subject of 'One Nation One Election.'

Opinions of various Political parties in India on ONOE are presented in Table 2 and Reactions of various bodies on the implementation of ONOE are presented in Table 3.

Constitutional and Statutory Provisions Relevant to the Issues

Terms of House of People and State Legislative Assemblies

1. Article 83(2) of the Constitution provides for the tenure of both the Houses of Parliament (Lok Sabha and Rajya Sabha). Article 83(2) provides for a term of five years for Lok Sabha from the date of its first sitting unless dissolved earlier. Similar provisions under Article 172(1) provide for a five-year tenure for the State Legislative Assembly from the date of its first sitting. Further, the proviso to Article 83(2) of the Constitution provides that when a proclamation of emergency is in operation, the term of the House may be extended for a period not exceeding one year at a time by Parliament by law and not extending in any case beyond a period of six months after the Proclamation has ceased to operate. A similar provision also exists for the State Legislative Assembly under the provision to Article 172 (1) of the Constitution.
2. Article 172(1) provides for a similar tenure for the State Legislative Assembly from the date of its first sitting. The House's tenure cannot be extended beyond 5 years except in emergencies.

Pre-mature Dissolution of Lok Sabha or State Assemblies

1. Article 85 (2)(b) of the constitution of India provides the President with the power to dissolve Lok Sabha. A similar provision for dissolution of State Legislative Assemblies by the Governor of State is provided under Article 174 (2)(b). Further, regarding the premature dissolution of a State Legislative Assembly, Article 356 is also relevant. If a State is under President's rule as provided under Article 356, the Legislative Assembly of the said state may be prematurely dissolved by the president. While there have been

Table 2 : Opinions of Various Parties on 'One Nation One Election'

National Parties	
Favour	**Against**
BJP	Congress
National People's Party	Aam Aadmi Party
	CPM
	Bahujan Samaj

No Response
Shiromani Akali Dal (Simranjit Singh Mann)
Telugu Desam Party
Sikkim Democratic Front
Revolutionary Socialist Party
Rashtriya Loktantrik Party
Rashtriya Janata Dal
Nationalist Congress Party
Kerala Congress
Jharkhand Mukti Morcha
Jammu and Kashmir National Conference
Indian Union Muslim League
Bharat Rashtra Samiti

State Parties	
Favour	**Against**
AIADMK	All India United Democratic Front (AIUDF)
All Jharkhand Students Union (AJSU)	All India Trinamool Congress
Apna Dal (Soney Lal)	AIMIM
Asom Gana Parishad	CPI
BJD	DMK
JD(U)	National People's Front
LJP(R)	Samajwadi Party
Mizo National Front	MDMK
National Democratic Progressive Party	Viduthalai Chiruthaigal Katchi
Shiv Sena	CPI-ML

several cases of the proclamation of President's Rule in states under Article 356 in the past, premature dissolution of State Assemblies has been made significantly stringent in the light of the Anti-defection Act 1985 and the judgement by the Constitutional Bench of Supreme Court of India in S.R. Bommai v. Union of India.

2. As per Article 75(3), '"The Council of Ministers shall be collectively responsible to the House of the People." Article 164(2) provides the Council of Ministers a similar responsibility to the State Legislative Assembly. The Executive, therefore, derives its legitimacy from the legislature and remains in power as long a sit enjoys the confidence of the latter. A no-confidence motion can be passed if either Lok Sabha or the State Legislative Assembly loses confidence in the Council of Ministers. It can fall at any time with the passage of a non-confidence motion in that House.

Table3 : Reactions of Various Bodies on ONOE

Name of Party	Comment
Bharatiya Janata Party	The Law Commission in 1983 and the Election Commission in 1999 recommended that elections to the Legislative Assembly and the Lok Sabha should be held simultaneously in the country. In our manifesto also we mentioned that it will be our endeavour to hold simultaneous elections in the country. In the year 2016, Prime Minister Narendra Modi said the same thing in Lok Sabha. Similarly, in the year 2017, NITI Aayog also recommended simultaneous elections in the country... It is in the interest of the country.
Indian National Congress	The idea of 'one nation, one election' is an attack on the Indian Union and all its states.
Dravida Munnetra Kazhagam	The idea of simultaneous elections goes against the basic tenets of the Constitution.
Biju Janata Dal	Odisha has been holding simultaneous polls for the Lok Sabha and the State Assembly since 2004. So we are welcoming 'One Nation, One Election.'
Tamil Manila Congress	We support the idea of simultaneous elections to Parliament and state assemblies because this will reduce expenditure and allow optimum utilisation of security forces.
All India Trinamool Congress	Simultaneous elections could lead to an 'Emergency-like situation.' 'One Nation, One Election' will be impractical and not feasible because there will be a drain of public wealth.
Communist Party of India	'One Nation, One Election' is merely a wish of the Prime Minister which they intend to impose on the entire nation. Simultaneous elections will be unconstitutional.
Telugu Desam Party	The proposal of simultaneous elections may be good but requires detailed study, and investigation, and planning besides poll consensus. The move will hurt the basic structure of the Constitution, as there is no guarantee to Indian politics and the multi-party system.
Aam Aadmi Party	Regional parties will have a disadvantage as they will have fewer financial resources and it will be difficult for them to compete with National Parties.
Janata Dal (Secular)	The regional issues "will be put on backseat" if the polls are held simultaneously.
Shivsena	The country is in continuous election mode owing to elections of some kind taking place in at least 5-7 states in a given calendar year. The government officials and paramilitary forces are diverted to perform election duties rather than the duties for which they are meant for. Initially, India witnessed simultaneous elections till 1967. The practice got disrupted thereafter.
Yuvajana Sramika Rythu Congress Party	If simultaneous elections are implemented, the same will help in keeping a check on the activities of political parties, where they try to lure voters which has a negative impact on the public interest.

Responsibility for the Conduct of Elections of Lok Sabha and State Legislative Assemblies

Besides Article 324, to facilitate the conduct of elections by the ECI, the Parliament has enacted the Representation of People Act, 1950 and Representation of People Act, 1951, and the Rules framed thereunder, viz., Registration of Electoral Rules, 1960 and Conduct of Election Rules, 1961.

The Representation of People Act, 1951

1. Section 14 of the Act provides for the notification of General Elections to the Lok Sabha.
2. Section 15(2) of the Act provides a similar provision for the State Legislatures. This means that the ECI is empowered to notify elections to both Lok Sabha and State Legislative Assemblies six months before the end of the normal terms of

these Houses. This would not delay their term in any way.

Ram Nath Kovind Panel on One Nation One Election

The High-level Committee, commonly referred to as the Kovind panel due to its chairman, former President Ram Nath Kovind, was established in September 2023 to examine the issue. The panel's members included Home Minister Amit Shah, former Rajya Sabha Leader of Opposition Ghulam Nabi Azad, former Lok Sabha Secretary General Subhash C Kashyap, former chairman of the 15th Finance Commission N K Singh, Senior Advocate Harish Salve, and former Chief Vigilance Commissioner Sanjay Kothari. Additionally, Law Minister Arjun Ram Meghwal was a special invitee to the committee.

The committee contacted 62 political parties, receiving responses from 47 of them. Among these, 32 favoured holding simultaneous elections, while 15 were against the idea. To inform their decision, the committee extensively researched election procedures in various nations, such as South Africa, Sweden, Germany, Japan, Indonesia, the Philippines, and Belgium. Consequently, they proposed conducting Lok Sabha and State Assembly elections concurrently in India. Additionally, the committee gathered feedback from citizens, receiving a total of 21,558 responses after soliciting public input.

The Kovind panel convened 65 meetings at the Jodhpur Officers' Hostel in New Delhi, with its final meeting on March 10. Throughout its deliberations, the committee referenced numerous reports and studies and engaged with a diverse array of stakeholders on the matter.

Amending the Constitution

The proposal suggests amending the constitution in two phases to facilitate simultaneous elections. In the first phase, simultaneous elections would be conducted for the Lok Sabha and state assemblies. This step would require something other than ratification by the states for the constitutional amendments. In the second phase, elections for municipalities and panchayats would be synchronised with elections for the Lok Sabha and state assemblies, ensuring that local body elections occur within 100 days of the elections for the Lok Sabha and state assemblies. This phase would necessitate ratification by at least half of the states.

Single Electoral Roll and Election ID

To streamline the preparation of a unified electoral roll and electoral photo identity cards for all three tiers of government, an amendment to the constitution is proposed. This amendment would empower the Election Commission of India to prepare a single electoral roll and election ID in consultation with the State Election Commissions. Ratification by at least half of the states would be necessary to enact these amendments.

Case of a Hung House

In case of a hung house, a no-confidence motion, or similar circumstances, a proposal suggests conducting a fresh election to constitute the new Lok Sabha or State Assembly for the remaining term of the House.

Meeting Logistics Requirements

The committee has proposed that to address logistical needs, the Election Commission of India, in collaboration with the State Election Commissions, should pre-plan and estimate requirements for manpower, polling personnel, security forces, EVMs/VVPATs, and other necessities. This proactive approach aims to ensure the smooth conduct of free and fair simultaneous elections across all three tiers of government.

Stakeholder Consultation

1. To illustrate the extent of consultations, the panel noted that it received input from 47 political parties, of which 32 expressed support for simultaneous elections. Likewise, out of the 21,558 responses gathered from citizens across the country, 80 per cent expressed support for simultaneous polls.

2. The Committee extended invitations to the former Chief Justice of India and 12 former Chief Justices of major High Courts, as well as four former Chief Election Commissioners of India and eight State Election Commissioners. Additionally, the Chairman of the Law Commission of India was invited to provide their perspectives. Business organisations such as the CII, FICCI, ASSOCHAM, and eminent economists were also invited to present their views on the economic implications of asynchronous elections.

3. The panel highlighted that corporate entities emphasised the economic necessity of simultaneous elections, warning that asynchronous elections could contribute to inflation and hinder economic growth. Suggestions from these bodies underscored that sporadic elections negatively impact economic growth, the quality of public spending, educational outcomes, and overall social harmony.

4. A go-through of BJP supporting One Nation One Election:

The concept of One Nation, One Election gained traction under Prime Minister Narendra Modi in 2019. Particularly during his second term, the BJP has advocated for synchronised elections as a means to enhance fairness in India's electoral process.

a. 1984: In the BJP manifesto of 1984, the party pledged to combat four 'evils' that threatened the fairness of elections: money power, ministerial power, media power, and muscle power. They also outlined an 11-point blueprint for electoral reforms.

b. 2004, 2009: The BJP's 2004 manifesto was similar to its 1984 manifesto. The 2009 manifesto focused on only one electoral reform promise: simultaneous elections.

c. 2014: The 2014 manifesto reiterated the promise of evolving a method of holding Assembly and Lok Sabha elections simultaneously. It promised to revise the expenditure limits realistically.

d. 2019: The 2019 BJP manifesto promised simultaneous elections and a single voters' list for all elections "to ensure that every citizen gets the right to exercise his/her franchise for all public bodies and to avoid confusion created by multiple voter lists."

e. 2024: In its manifesto 'Sankalp Patra' for the 2024 Lok Sabha polls, the BJP party has vowed the implementation of 'One Nation, One Election'. Prime Minister Modi said, "We have set up a committee to examine the issues conducting simultaneous elections and will work towards implementing the recommendations."

Recommendations of the Law Commission Suggested in the 2018 Report

The Law Commission of India, under the chairmanship of Justice B.S. Chauhan, unveiled its draft report on Simultaneous Elections on August 30, 2018. This report scrutinised legal and constitutional aspects concerning the implementation of Simultaneous Elections. Among the key draft recommendations were:

A. The Commission noted that Simultaneous Elections cannot be held within the existing framework of the Constitution. However, Simultaneous Elections may be conducted in the Lok Sabha and State Legislative Assemblies through appropriate amendments to the Constitution, the Representation of the People Act 1951, and the Rules of Procedure of the Lok Sabha and state assemblies. The commission also suggested that at least 50% of the states should ratify the constitutional amendments.

B. The no-confidence motion may be replaced with a constructive vote of no-confidence through amendments in Lok Sabha and State Legislative Assemblies' rules of business.

C. The anti-defection law could be modified to prevent deadlock in the event of a hung Assembly or Parliament.

D. The statutory limit of six months for issuing notifications of general elections could be extended as a one-time measure to provide flexibility.

Suggestions of the Election Commission of India (2016)

A. The timeframe for a General election to form the new house should be determined in a manner that allows the Lok Sabha to begin its term on the predetermined date.

B. To prevent premature dissolution, it could be stipulated that any 'no-confidence motion' against the incumbent government must also include a 'confidence motion' in favour of a government led by a specified individual as the prospective Prime Minister. Voting for both motions would then occur simultaneously.

C. Despite the above arrangements. If there is a situation where dissolution of the Lok Sabha cannot be avoided, then the following options can be considered:

   1. If the remaining term of the Lok Sabha is not long(period to be specified), there could be a provision for the President to administer the country, with the assistance and advice of a Council of Ministers appointed by the

President, until the next house is constituted at the designated time.

2. If the remaining term is long(period to be specified), then a new election could be conducted, and the term of the house in such circumstances should extend for the remainder of the original term.

D. In the case of Legislative Assemblies, in the event of a 'no-confidence motion,' it should be obligatory to simultaneously introduce a 'confidence motion' for the establishment of an alternative government. This practice would typically prevent premature dissolution of Assemblies. However, if an existing Legislative Assembly must be dissolved prematurely due to unavoidable reasons, provisions should be made for the Governor to administer the state with the assistance and advice of a Council of Ministers appointed by the Governor. Alternatively, the imposition of the President's Rule could be considered until the expiration of the term.

E. If, following a general election, none of the parties can establish a government and another general election is required, the term of the house following the fresh election should only extend for the remainder of the original term. Similarly, if the government must resign for any reason and no alternative is feasible, provisions could be contemplated for a fresh election if the remaining term is significantly long (to be specified). In other cases, governance by the Governor or the imposition of the President's Rule could be considered.

F. Two windows of one-and-a-half months each could be designated for conducting all bye-elections that arise in a given year. Alternatively, if the proposals for establishing uniform and synchronised terms for the Lok Sabha and Legislative Assemblies are deemed impractical, an alternative suggestion would be to consolidate all elections due in a year into a specific period. Under this arrangement, the advantage would be that general elections for various Legislative Assemblies falling due in a year would be conducted simultaneously rather than at different times throughout the year.

Observations of the Parliamentary Standing Committee

A. The Committee acknowledged that achieving simultaneous elections every five years might not be immediately feasible, but it could be gradually phased in. However, this would require adjusting the tenure of certain State Legislative Assemblies either by curtailment or extension. It's worth noting that extending the term of the Legislature is only permissible under a proclamation of emergency. However, elections to the Lok Sabha/ State Legislative Assemblies can be conducted up to six months before the expiration of their terms, as per Sections 14 and 15 of the Representation of People Act, 1951.

B. The committee observed that elections to the Lok Sabha and four State Legislative Assemblies, namely Andhra Pradesh, Odisha, Arunachal Pradesh, and Sikkim, are slated for April-June 2024. Additionally, elections to the Haryana and Maharashtra State Legislative Assemblies are scheduled within six months of the General Elections 2024. While efforts have been made to minimise discrepancies, there will still be several states where elections cannot be synchronised with the Lok Sabha. The objective is to decrease the frequency of elections.

C. The committee recommended an alternative and feasible approach to conducting simultaneous elections, which involves holding elections in two phases. In the envisaged plan, the first phase could take place in November 2016. Elections for certain State Legislative Assemblies, whose terms end within 6 months to one year from the designated election date, would be grouped. This may require extending the terms of some assemblies while curbing others. Utilising Sections 14 and 15 of the Representation of People Act, 1951, the Election Commission can announce elections to the Lok Sabha and State Legislative Assemblies six months before the conclusion of their natural terms, respectively. This provision could facilitate elections without the need for extending the terms of certain assemblies. Similarly, the second phase of elections will be conducted in 2024, alongside the General Elections for the Lok Sabha.

D. The committee, acknowledging the provisions of the Fixed Term Parliament Act, 2011 of the United Kingdom, suggested that an early election for the Lok Sabha and State Legislative Assemblies could only be conducted before the completion of their term under the following conditions:

1. If a motion for an early General Election is approved by at least two-thirds of the entire House (including vacant seats),

2. If a motion of no confidence is passed, and within fourteen days, no alternative government is confirmed by the Lok Sabha/ State Legislative Assemblies through a confidence motion.

E. The committee additionally proposed that bye-elections for all vacant seats in a given year should be held collectively on a predetermined date or within a specific timeframe.

F. The committee recognised that obtaining consensus from all political parties might pose challenges in certain states of the country. Nevertheless, considering the broader context of economic development and the implementation of election promises without the hindrance caused by the enforcement of the Model Code of Conduct due to frequent elections, the feasibility of holding simultaneous elections deserves thorough consideration and deliberation by all political parties.

G. While holding simultaneous elections may not be achievable in 2024 or even within the next decade, it's encouraging to have confidence that a solution will eventually be reached to mitigate the frequency of elections. Such a development would alleviate the burden on both the populace and government machinery from the strain of frequent electoral processes. This is particularly crucial for India's competitiveness on the global stage in terms of implementing its developmental agenda in real-time, showcasing its resilience as a vibrant democratic nation.

Recommendations

A. With 5-7 elections annually, achieving synchronisation between State Assemblies and the Lok Sabha without temporarily extending or shortening State Legislative Assemblies becomes nearly unfeasible. As the Lok Sabha elections encompass the entire country, they naturally serve as the optimal starting point for initiating a simultaneous electoral cycle.

B. To facilitate the implementation of the 'One Nation One Election' initiative, a Two-Phase approach could be adopted for the inaugural cycle. With 11 states scheduled for assembly elections between December 2028 and December 2029, a pragmatic solution involves placing under President's rule the states whose assembly tenure concluded in December or January 2028. Subsequently, their elections can be synchronised with the General elections. Additionally, in states like Maharashtra and Haryana, where the BJP currently holds power, the assembly elections could be advanced and held concurrently with the General elections.

C. During the initial phase, General Elections could be coordinated alongside the Assembly elections of 11 states, specifically Mizoram, Chhattisgarh, Madhya Pradesh, Rajasthan, Telangana, Andhra Pradesh, Arunachal Pradesh, Odisha, Sikkim, Haryana, and Maharashtra.

D. In the second phase, the remaining states, including Bihar, Gujarat, Himachal Pradesh, Tripura, and Nagaland, would need to adjust their assembly terms, with Karnataka being the sole exception requiring a 12-month extension. While such adjustments may initially raise concerns among stakeholders due to the perceived inconvenience, the transformative potential of this initiative necessitates overcoming these challenges for the greater benefit of the nation.

E. Following these adjustments, if the remaining state assemblies' tenure is less than three years leading up to the general elections, they can be governed under the President's rule. This strategic approach sets the stage for the full implementation of 'One Nation, One Election' to commence from the General Elections of 2029.

F. The principle of 'One Nation, One Election' should ideally become the standard practice. However, alternative methods can be explored and implemented as necessary in the early dissolution of assemblies.

G. In the event of state assembly dissolution due to unforeseen circumstances, elections should indeed be promptly conducted, and the tenure of the new assembly should align with the remaining period instead of the standard five years. For instance, if Maharashtra's assembly election coincides with the general elections in 2029 and dissolution occurs in 2031, the subsequent elections should be held, and the tenure of the new assembly should span from 2031 to 2034 rather than the typical 2031 to 2036 timeframe.

H. The concept of simultaneous elections is undoubtedly timely. Yet, given its implications on the federal structure of the Constitution, it necessitates thorough discussion and debate across the political spectrum to address the concerns

of regional parties. This inclusive dialogue will facilitate a smoother implementation of the idea across the nation.

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One Nation One Subscription

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Aligned with the vision of making India Atmanirbhar (self-reliant) and achieving Viksit Bharat by 2047, the Union Cabinet has approved the One Nation One Subscription (ONOS) (Figure-1) scheme, which will provide nationwide Access to high-quality international scholarly research articles and journal publications. The initiative is designed for students, faculty, and researchers in all Higher Education Institutions (HEIs)managed by both central and state governments and Research & Development (R&D) institutions of the central government. It aims to make top-tier academic resources available to over 1.8 crore students, faculty, researchers, and scientists, including those in tier 2 and tier 3 cities, thus promoting core and interdisciplinary research nationwide.

"The One Nation One Subscription (ONOS) initiative was conceptualized in alignment with the National Education Policy (NEP) 2020, which highlighted research as a critical foundation for achieving educational excellence and driving national development. The NEP 2020 emphasized that for India to become a global leader and fully realize the potential of its vast talent pool, a substantial expansion of research capabilities and output across all disciplines is necessary. The policy called for the creation of a National Research Foundation (NRF) to support and promote research and development (R&D) while cultivating a culture of innovation within India's higher education system"[1]. ONOS, as part of this broader vision, aims to provide essential research resources to foster academic and scientific advancement in the country. In 2022, the central government took a significant step toward realizing this vision by forming a core committee of secretaries chaired by the Principal Scientific Advisor. This committee set up a cost negotiation panel to engage in extensive discussions with journal publishers for the ONOS initiative. Additionally, the Anusandhan National Research Foundation (ANRF) was established earlier this year to support research and development across India further, aligning with the broader goals of fostering innovation and academic excellence.

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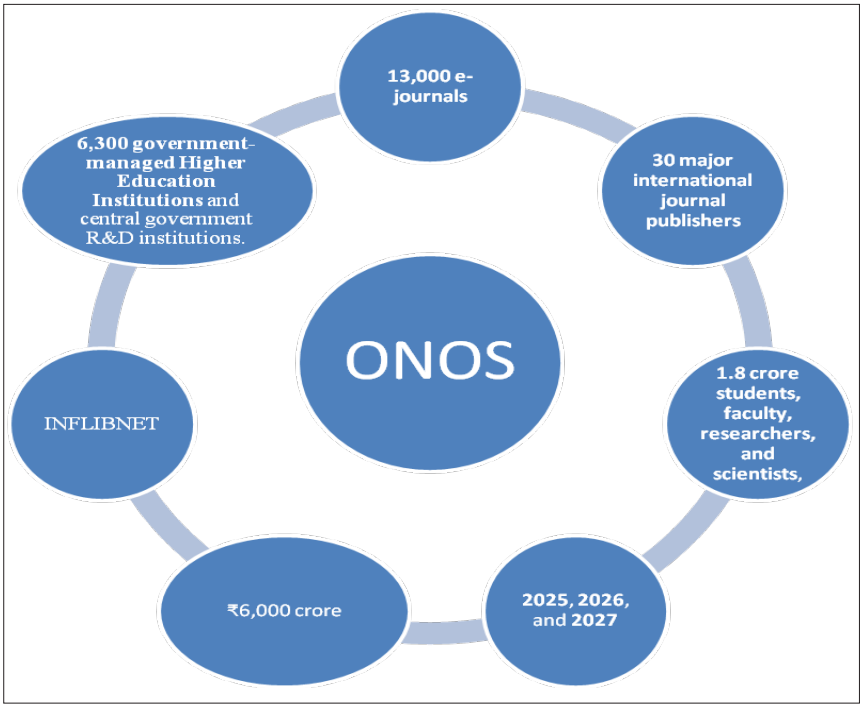
Under this initiative, nearly 30 major international journal publishers will be accessible to more than 6,300 government-managed Higher Education Institutions and central government R&D institutions. The subscription will be coordinated through the Information and Library Network (INFLIBNET), an autonomous body under the University Grants Commission (UGC), utilizing a digital process. To support the scheme, the government has allocated approximately ₹6,000 crore for 2025, 2026, and 2027 as part of a new Central Sector Scheme. This groundbreaking scheme aims to provide country-wide Access to high-impact international scholarly research articles and journal publications. It will be available to students, faculty, and researchers across all Higher Education Institutions (HEIs) managed by the central and state governments and Research & Development (R&D**)** institutions under the central government. The ONOS initiative is designed to benefit nearly 1.8 crore students, faculty, researchers, and scientists, including those in tier 2 and tier 3 cities, fostering core and interdisciplinary research throughout the country.

The initiative is expected to open a vast knowledge repository, making top-quality scholarly journals accessible to researchers from all disciplines. A total of 30 major international journal publishers are part of this project, which includes nearly 13,000 e-journals. These journals will be available to more than 6,300 government-managed Higher Education Institutions and central government R&D institutions. "Currently, HEIs can access journals through 10 different library consortia, which are under the administrative control of various ministries. A library consortium is a group of two or more libraries that have agreed to cooperate to fulfil similar needs, usually resource sharing. For instance, INFLIBNET Centre (Information and Library Network Centre) in Gandhinagar is an Inter-University Centre of the University Grants Commission under the Ministry of Education (India), which oversees the UGC-Infonet Digital Library Consortium, providing Access to selected scholarly electronic journals and databases in different disciplines"[2]. centralized networks, many Higher Education Institutions

Figure 1: One Nation One Subscription Scheme



(HEIs) also maintain individual subscriptions to various journals. Government estimates suggest that approximately 2,500 HEIs have Access to around 8,100 journals through these networks and separate subscriptions.

"To ensure maximum reach, the Department of Higher Education (DHE) will launch a unified portal for the One Nation One Subscription system. This portal will be a one-stop platform for accessing journals and scholarly publications. The ANRF will monitor and periodically review the usage of ONOS, mainly focusing on the publications of Indian authors and the overall impact on research quality and output. The initiative will enhance India's research landscape, enabling Indian scholars to engage more effectively with global research communities"[3].

In addition to the central efforts, the scheme will be supported through extensive Information, Education, and Communication (IEC) campaigns. The State Governments will be encouraged to conduct similar outreach activities at the state and local levels, ensuring that all eligible students, faculty, and researchers know the benefits and how to access the ONOS facility. By making scholarly research more accessible, One Nation One Subscription will significantly boost India's research capabilities, foster innovation, and contribute to the country's goal of becoming a leading global knowledge hub by 2047.

Currently, there are multiple consortia under different ministries that provide journal access to specific educational institutions, with some institutions subscribing to individual journals on their own. ONOS will eliminate this fragmentation by offering a unified access model, bringing all central and state-run institutions under one platform. Currently, there are multiple consortia under different ministries that provide journal access to specific educational institutions, with some institutions subscribing to individual journals on their own. "ONOS will eliminate this fragmentation by offering a unified access model, bringing all central and state-run institutions under a single platform. This will simplify the process for institutions and improve Access to crucial research for students, faculty, and researchers across India, particularly benefiting institutions in tier 2 and tier 3 cities that may have lacked sufficient resources to access high-quality academic journals" [4].

Review of Literature

Mrutyunjaya Kotur and Ningappa N. Arabagonda(2014), in their study, the development of a need-based collection to serve the academic community is a critical function. This involves making the collection widely accessible and encouraging its intensive use. A recent study has revealed several intriguing and noteworthy findings.

Satija, M P and Sarbrinder Kaur(2009); Consortium members belong to different institutions with varying rules, making administration challenging. INDEST-AICTE and UGC-INFONET have revolutionized resource sharing, but librarians often lack time to manage collection development. The absence of a new national coordinator for INDEST-AICTE could hinder progress. A permanent managing body and continuous support are essential for success.

Vijayakumar, J K and Sreekumar, M G (2022); Librarians worldwide have condemned the 'excessive pricing' of electronic publications and called for an end to 'attacks' on libraries' rights to redistribute documents. Over 40 library consortia signed the statement, emphasizing the need for permanent Access to electronically archived information.

Udaya Udaya(2017); India's rapid development is supported by government initiatives to enhance education and research. Statutory bodies fund, guide, assess, and accredit higher education institutions. The Ministry of Human Resource Development, UGC, NAAC, and INFLIBNET play critical roles in improving quality, resources, and Access to electronic resources through affordable library consortia.

Need for ONOS

The need for the One Nation One Subscription (ONOS) scheme is justified on four key grounds:

- First, ONOS will significantly expand Access to high-quality scholarly journals, benefiting an estimated 1.8 crore students, faculty, and researchers across approximately 6,300 government Higher Education Institutions (HEIs), research bodies, and Institutions of National Importance (INIs), including those in Tier 2 and Tier 3 cities.
- Second, the scheme will eliminate duplication of journal subscriptions across various library consortia and individual institutions, leading to more efficient resource allocation and reducing unnecessary expenditures on overlapping content.
- Third, by consolidating subscriptions into a single national framework, ONOS will enhance bargaining power when negotiating with publishers. For example, after two years of negotiations, the cost of providing Access to 13,000 journals was reduced from ₹4,000 crore annually to ₹1,800 crore.
- Finally, the central government will gain valuable insights into the journals' usage patterns, helping with long-term planning. This data will also assist in identifying and encouraging underutilized institutions to fully leverage the platform fully, ensuring its benefits are maximized across the academic community.

AIM of One Nation One Subscription

One Nation One Subscription (ONOS) aims to democratize Access to global research content, providing students, faculty, and researchers across India's higher education and research institutions with seamless Access to top-tier scholarly articles and journals. By offering Access to nearly 13,000 e-journals from 30 leading international publishers, the initiative ensures that institutions—in urban centres or remote areas—can engage with the latest global research. This broad Access is expected to stimulate interdisciplinary collaboration, enabling researchers from diverse fields to engage in innovative projects, thus fostering a robust culture of knowledge-sharing and academic growth across the country.

Through this initiative, the government seeks to elevate the quality of higher education, research, and development in India by ensuring that all academic institutions, including those in tier 2 and tier 3 cities, have Access to critical scholarly resources. The One Nation One Subscription scheme aligns with the goals outlined in the National Education Policy (NEP)- 2020 and the Anusandhan National Research Foundation (ANRF), positioning India as a competitive force in the global research ecosystem. By reducing the disparity in Access to academic resources, ONOS contributes to India's aspirations of becoming a knowledge hub and a key player in the global academic community, driving innovation and enhancing the country's global academic standing.

Under the One Nation One Subscription (ONOS) scheme, government-managed higher education institutions will gain Access to prestigious journals from renowned publishers such as Elsevier ScienceDirect, Springer Nature, Wiley Blackwell, Taylor & Francis, Sage Publishing, Oxford University Press, Cambridge University Press, and BMJ Journals. This initiative aims to streamline Access to high-quality, global research content by consolidating journal subscriptions onto a single platform. The scheme will ensure that institutions across the country, including those in tier 2 and tier 3 cities, can benefit from diverse academic resources, promoting research and innovation in various fields. A total of 30 major international journal publishers have been included in the One Nation One Subscription scheme.

The One Nation One Subscription initiative will build on existing government efforts to enhance

Table-1: Major Publishers in ONOS

Onboarded global publishers

1.	Elsevier Science Direct*	16.	Indianjournals.com
2.	Springer Nature	17.	ASME
3.	IEEE -IEL Online-Complete	18.	Bentham Science
4.	Wiley Blackwell Publishing	19.	Cold Spring Harbor Laboratory Press
5.	Taylor and Francis	20.	ACM Digital Library
6.	Lippincott Williams & Wilkins (Wolters Kluwer)	21.	Annual Reviews
7.	Institute of Physics	22.	ICE Publishing
8.	American Chemical Society	23.	American Society for Microbiology
9.	Cambridge University Press	24.	American Association for the Advancement of Science
10.	American Physical Society	25.	American Institute of Aeronautics and Astronautics (AIAA)
11.	Oxford University Press	26.	American Mathematical Society
12.	BMJ Journals	27.	Emerald Publishing
13.	American Institute of Physics	28.	Sage Publishing
14.	ASCE	29.	SPIE Digital Library
15.	Project Muse	30.	Thieme Medical Publisher

Access to quality education and research resources. It will support the Anusandhan National Research Foundation (ANRF) in fostering a culture of research and innovation in India's government universities, colleges, and research labs. Additionally, the initiative will ensure that research from Indian authors in these institutions is actively promoted and reviewed periodically by the ANRF to ensure maximum utilization of the scheme.

To ensure wide accessibility, the Department of Higher Education (DHE) will establish a unified portal through which institutions can easily access the journals. The scheme will also involve Information, Education, and Communication (IEC) campaigns by the DHE and state governments to raise awareness about the initiative and encourage its use nationwide. This will help maximize the potential benefits for students, faculty, and researchers, ensuring the growth of India's research ecosystem.

By providing comprehensive Access to top-tier scholarly content, One Nation One Subscription will facilitate research in existing academic fields and inspire innovation and collaboration across diverse disciplines. The initiative is a timely step towards making India a global research hub, enhancing educational and scientific excellence at every level of the education system.

The central government is to negotiate Article Processing Charges (APCs) with journal publishers. APCs, or publication fees, are charges authors must pay to publish their research in specific journals. These fees cover publishing, editorial, operational, peer-review, and other associated costs. Open-access journals typically charge APCs to make their content freely available.

In 2021, Indian authors paid nearly ₹380 crore in APCs to journal publishers. Building on the success of negotiating a single subscription rate for government-run higher education institutions (HEIs), the government aims to adopt a similar approach for APCs to reduce overall costs. To facilitate this, subject-specific expert groups from participating ministries will be formed to negotiate with journals on behalf of researchers. As for whether ONOS will include private HEIs, the government has not yet made a decision.

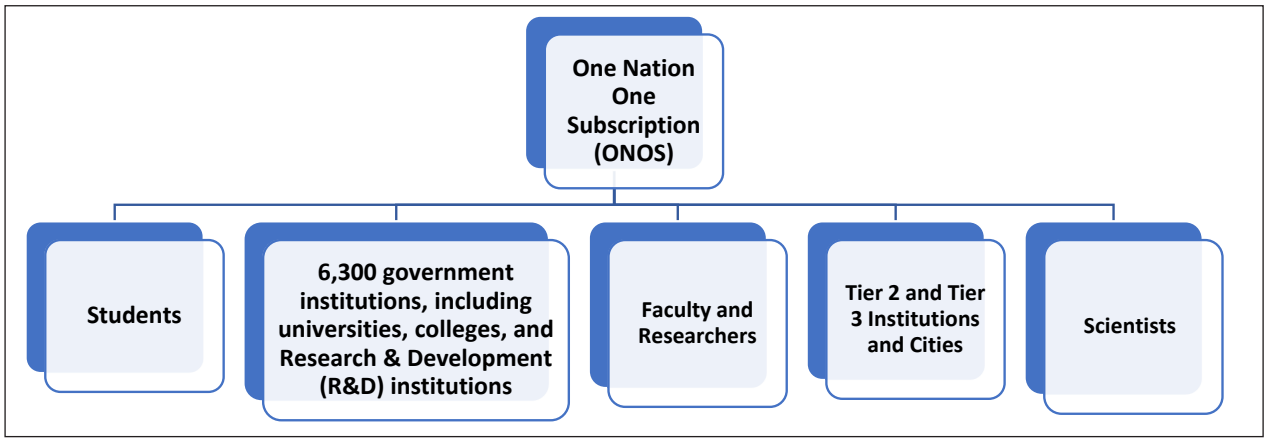
Key Benefits and Beneficiaries

4 Key Benefits for Users (Research Scholars, faculty Members, Scientists & Students:

1. Extensive access to educational resources.
2. Broader scope for excellence in research.
3. Alignment with national goals.
4. Mitigating the rural-urban divide.

The One Nation One Subscription (ONOS) initiative is designed to benefit a wide range of stakeholders across India's academic and research ecosystem. The primary beneficiaries of the scheme include:

Fig-2: Beneficiaries of ONOS



Students

Approximately 1.8 crore students enrolled in government higher education institutions across central and state governments will gain Access to a vast array of international scholarly journals. This Access will provide them with essential academic research and learning resources, enriching their educational experience.

Faculty and Researchers

Faculty members and researchers in government-run universities, colleges, and research institutions will have direct Access to over 13,000 high-impact journals. This will significantly enhance their ability to conduct cutting-edge research, collaborate on interdisciplinary projects, and advance global knowledge.

Institutions

More than 6,300 government institutions, including universities, colleges, and Research & Development (R&D) institutions under the central government, will be able to access global research content without the burden of individual subscriptions. This will streamline Access and help institutions improve their research capabilities.

Scientists

Researchers in government R&D institutions will also benefit from ONOS, gaining Access to international research articles critical to advancing their scientific work. This will promote innovation and collaboration within various scientific fields.

Tier 2 and Tier 3 Institutions and Cities

A key benefit of ONOS is its inclusivity, particularly in extending Access to research resources to institutions located in Tier 2 and Tier 3 cities. These institutions, which may have previously faced challenges in accessing premium research materials, will now have equal opportunities to enhance their academic and research quality.

In summary, ONOS benefits a broad spectrum of individuals and institutions, helping to elevate India's academic and research infrastructure and positioning the country as a global leader in knowledge creation and innovation.

One Nation One Subscription Merits

Democratization of Access to Global Research

One of the key merits of the One Nation One Subscription (ONOS) initiative is the democratization of Access to high-quality global research resources. By providing all government-managed higher education institutions, including those in tier 2 and tier 3 cities, with Access to nearly 13,000 scholarly journals, ONOS eliminates barriers to high-impact academic content. This ensures that students, faculty, and researchers can access the latest research and global academic trends regardless of their geographic location. This initiative will help bridge the knowledge gap between institutions in urban centres and those in more remote areas, ensuring equitable Access to critical resources for advancing education and research.

Promotion of Interdisciplinary Research and Innovation

The ONOS scheme fosters interdisciplinary research by providing various journals from diverse academic fields. With Access to journals from renowned publishers like Elsevier, Springer Nature, and Wiley Blackwell, institutions can engage in collaborative projects across disciplines, creating new pathways for innovation. This interdisciplinary approach is crucial for addressing complex global challenges that require expertise from multiple fields, ranging from healthcare to technology, sustainability, and social sciences. By encouraging collaboration between researchers from different domains, ONOS can stimulate the creation of innovative solutions and groundbreaking research.

Support for the Government's Research and Education Goals

The ONOS scheme aligns closely with the Indian government's broader vision of enhancing the quality of education, research, and innovation, as outlined in the National Education Policy (NEP) 2020 and the Viksit Bharat 2047 goal. By providing centralized Access to global scholarly content, the scheme directly supports the objectives of the Anusandhan National Research Foundation (ANRF), which aims to strengthen research capabilities across Indian institutions. ONOS ensures that the country's educational institutions have the resources to foster world-class research, further enhancing India's academic and research standing on the global stage.

Cost Efficiency and Resource Optimization

With a ₹6,000 crore budget allocated for the ONOS scheme over three years, the initiative represents a cost-effective approach to consolidating Access to global research content. Previously, individual institutions or various ministries had to independently subscribe to multiple journals, often leading to redundancy and inefficiencies in resource utilization. ONOS streamlines this process by offering a unified, centralized subscription, allowing institutions to access the same resources at a fraction of the cost. This centralized model maximizes the use of the allocated budget, ensuring that more institutions benefit from high-quality research materials without the need for repeated subscriptions.

Strengthening India's Position in the Global Research Ecosystem

ONOS is a strategic step towards integrating India into the global research ecosystem. By making top-tier international journals accessible to Indian institutions, the scheme enhances the country's ability to contribute to global academic dialogue and innovation. As Indian researchers gain Access to cutting-edge studies, they can publish in high-impact journals, collaborate with international peers, and participate more actively in global research communities. This initiative is about improving Access to information and positioning India as a hub for global research, promoting academic excellence, and fostering international collaborations that can drive sustainable growth and development.

Challenges

Limited Coverage of Publishers and Journals

"One of the primary challenges of the One Nation One Subscription (ONOS) initiative is its reliance on a pre-defined set of 30 international publishers. While these publishers are significant and provide Access to top-tier academic journals, the scheme may not cover all research areas or the specific needs of every institution. Some niche or specialized journals from other prominent publishers might not be included, potentially leaving gaps in research content, particularly in emerging or particular fields. Institutions that require Access to journals outside the ONOS framework will need to use their budgets to subscribe, which could create a discrepancy in Access and limit the uniformity of the scheme's benefits: "[6].

Dependence on Centralized Platform (INFLIBNET)

The ONOS scheme depends on the Information and Library Network (INFLIBNET) for the centralized subscription and distribution of journals. While this digital platform is designed to simplify Access, it may face technical challenges, such as server outages, system slowdowns, or delays in journal updates, which could disrupt Access for users. Additionally, the platform's effectiveness is highly contingent on its user interface and the level of digital literacy across institutions. Some institutions, particularly those in remote areas, may struggle with technical difficulties navigating

the platform, potentially limiting the scheme's reach and usability.

Unequal Resource Allocation Across Institutions

Despite the scheme's broad coverage, inequities in infrastructure and funding across institutions could pose challenges in its implementation. Some institutions may not have the necessary technological infrastructure, such as high-speed internet connections or adequate digital resources, to fully utilize the ONOS platform. Additionally, while the scheme will provide Access to global research content, institutions in more resource-poor regions may still face challenges in entirely using these resources, including training their staff and students to effectively engage with the vast range of journals available. The government's proactive campaigns must address these disparities to ensure that all institutions benefit equally from the initiative.

Potential Overload of Information for Users

The wide-ranging Access to nearly 13,000 journals could potentially overwhelm users, especially students and researchers who are not trained in efficiently navigating such an extensive collection of resources. The sheer volume of available academic content might lead to difficulties in information filtering, leading to time wastage and potentially hindering productivity. Additionally, institutions may struggle to provide adequate support services to help users manage and use this vast repository best. Institutions must invest in training programs and digital literacy initiatives to ensure students and researchers can navigate the platform effectively and extract the most relevant information for their work.

Sustainability and Long-Term Financial Commitment

The ₹ 6,000 crore allocation for the ONOS initiative over three years is a significant financial commitment, but there may be concerns about the scheme's sustainability beyond the allocated period. The scheme's future funding will need to be secured, particularly if the initiative's scope expands or additional publishers and journals are to be included. Furthermore, the scheme's effectiveness in achieving long-term research and education goals depends on the government's ability to maintain the necessary funding and ensure the continuous growth of the platform. If the initiative fails to attract sustained investment or the financial support is diverted to other areas, the accessibility of scholarly research could be compromised in the long run.

The ONOS platform is set to become operational on January 1, 2025, and it is expected to transform the research landscape by improving the availability of academic journals to a much larger section of India's higher education community. The central payments to the 30 publishers will be handled by INFLIBNET, ensuring a seamless and efficient process. At the same time, institutions can independently subscribe to journals outside the scheme's scope. This centralized model aligns with the government's vision of promoting research and development in line with A*tmanirbhar Bharat**'s*** and *Viksit Bharat**'s*** goals by 2047.

Conclusion

The One Nation One Subscription (ONOS) initiative marks a transformative step towards democratizing Access to global academic resources in India, empowering students, researchers, and faculty across government institutions with comprehensive Access to nearly 13,000 high-impact scholarly journals. The scheme fosters research, innovation, and interdisciplinary collaboration by streamlining Access through a centralized digital platform, positioning India as a key player in the global academic landscape. However, challenges such as limited coverage of publishers, infrastructure disparities, and long-term financial sustainability must be addressed to ensure the continued success and inclusivity of the initiative. Overall, ONOS aligns with India's vision of becoming a knowledge hub and driving significant advancements in research and education.

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Corporate Governance and University Governance: A Review

Deepak Mistry*

Corporate Governance (CG) involves relationships among the company's Management, Board, Shareholders, and other stakeholders. The primary focus of CG is to monitor and direct corporate entities in mitigating risk factors that pose threats to the going concern of a corporate.

It is a set of policies, processes, and practices with which a corporate is administered and controlled. It is concerned with compliance, ethics, values, risk - mitigation, and decision-making. It creates an environment of transparency, disclosures, arm-length transactions, accountabilities, and responsibilities, bringing in benchmarks for best practices, quick response to criticality, and striking the right balance between the social and business goals of an organisation.

Thus, CG plays a dynamic role in building up of image and reputation of a company and increasing the trust and confidence of various stakeholders. It sets the tone of the culture in a company. All these are necessary for fostering long-term investment, financial stability, and business integrity. Therefore, it is very essential to have a defined governance structure in place.

Aims of Corporate Governance

The concept of CG has evolved over a period of time and with every collapse/scandal of the corporate sector be it Enron and World.com, the Financial bubble of 2008 abroad, or Satyam, Kingfisher Airlines, Ranbaxy, Bhushan Steel, Infrastructure Leasing & Financial Services Limited (ILFS), Dewan Housing Finance Corporation Ltd. (DHFL), Punjab National Bank (PNB), Yes Bank, at home. It has become more comprehensive day by day, including all the ways a company should behave in order to foster the trust of investors and other stakeholders. Some of the key aims of corporate governance include:

a) Giving stakeholders confidence that the business is being run to important legal standards so that it never violates applicable laws or regulations, including the unwritten rules of good, ethical behavior.

b) Providing transparency in the company's decision-making processes both in good and bad times.

c) Regulating efficient cooperation between a supervisory board of directors and the management of a company.

d) Ensuring the company exercises prudence in strategy-setting and decision-making so that the best interests of all stakeholders are taken into account.

e) Providing a framework for action if there's a violation of the company's code of conduct.

f) Making policies of risk analysis, risk mitigation, and quick response to adverse events - Operational, Financials, Staffing, Competition, Reputation, Legal, Natural disasters, etc.

g) Ensuring the company is geared toward long-term value creation, not short-term gains. When the company's management works according to a well-defined corporate governance structure, the well-being of everyone involved in the company should automatically be taken care of.

Fig -1 Key Players in CG

(1) Board of Directors	Responsible for making crucial decisions to attain long-term business objectives and maximise shareholder's wealth
(2) Management	Responsible for the successful business operations, formulation of strategies, and evaluation of associated risks
(3) Shareholders	Responsible for timely providing adequate capital and support management to achieve their goals
(4) Employees, Lenders, Suppliers and Customers.	Responsible for playing their role effectively and getting their interest well served by the companies.

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Requirements for a Good CG System?

For Good CG, the qualities required are ethical business practices, independent decision-making, fair- reliable- dependable actions and activities, sound morals, adhering firmly to the principle of trusteeship, transparency in disclosures, promoting the welfare of all stakeholders, responsible to the country, society and environment, review and renewal and so forth.

Indian Scenario

In India CG regulatory framework is provided by,

(1) The Companies Act, 2013.

(2) Securities and Exchange Board of India (SEBI) Act, 1995.

(3) Securities Contracts (Regulations) Act, 1956.

(4) SEBI (Listing Obligations and Disclosure Requirements) (LODR) Regulations, 2015.

They safeguard the interest of minority shareholders by making the Board of Directors and Management accountable by ensuring timely disclosures and submission of reports on operations, financials, risk analysis, non-financial matters, various compliances, environmental and social responsibilities, etc.

Digital Disruptions and E-Governance Framework

Digital disruptions triggered by a tsunami of digitalisation have completely transformed the CG. Virtual board meetings, virtual shareholders meeting, uploading of reports and statements on companies' website, real-time submissions of sensitive information to stock exchanges, and online filing of every document on the MCA portal has changed totally the governance and reporting aspects of corporate communication. It has ensured the Easy, Accurate, Timely and Faster availability of data and information to various stakeholders. It will have its own challenges too, in the form of cultural change, adapting to new technologies, cybercrimes, data security, data manipulation, shifting from "Brick-n- mortar "to plug - n- play ", availability of talent pool and so on. E-Governance is a framework and supporting tool to have cost-effective, paperless, pilferage proof and establishing a complete trail of transaction solutions for corporate governance. It ensures a sustainable governance framework and improves the efficiency of the Board and the Management. It helps businesses to be proactive and respond to market demands swiftly.

Massive Disruptions of Globe Over Last Few Years and CG

(1) Lockdowns and economic downturns due to pandemics.

(2) Changing world order - shifting of economic powers between countries.

(3) Massive technology advancements-data becoming a powerful tool-AI, ML,IOT, web 3.0, 5G, Cloud technologies, mass digitalisation, cyber security challenges, blockchain technology.

(4) Non - Financial risks becoming para mounting

(5) Advent of cryptocurrencies, digital currencies.

(6) Increasing importance and challenges are thrown by SDG, climate change, global warming, other environmental issues, and natural calamities.

(7) Increasing international trade, interdependencies, remote working, the global hunt for talent,

(8) Geopolitical situation- Russia-Ukraine war, consequent sanctions regime, supply chain disruptions, weaponisation, energy crisis, shortage of food, inflation— China -Taiwan –USA tension, change of political leadership in major countries like USA, Germany, UK, Sweden, Israel, Japan, Australia, Brazil, Argentina, Pakistan, Sri Lanka, Afghanistan ..... Because of the above disruptions, the situation has become more dynamic, uncertain, fluid and unpredictable. Countries and Societies at large and businesses in particular are in a vulnerable position. In such an environment, the Good CG system becomes the only saviour and inevitable tool for navigation in troubled waters and the survival and sustainability of corporates.

University Governance

Universities are the nucleus for building an educated generation. Universities today, as always, must create and disseminate knowledge because this role is part of their mission, especially when knowledge is the essential source of competitive advantage in all areas. Also, research should permeate undergraduate and graduate teaching, favouring understanding of the problems that science, technology and society pose, within a framework of sustainable development. Along with research consideration also needs to be given to excellence in teaching, inspiring entrepreneurship and creating a culture committed to sustainability and integrity. These are vital roles for any university that aspires to develop a cohort of graduates ready to address the challenges facing society, industry and the environment. Higher education institutions (universities) also play a critical role in making understand, promoting, and applying ethics and values at Institutional and individual levels and thereby

building just, peaceful, sustainable, and inclusive societies.

Challenges Faced

Around the world, higher education is under pressure to change. It is growing fast and its contribution to economic success is seen as vital. The university and other institutions are expected to create knowledge, improve equity and respond to students' needs- and to do so more efficiently. They are increasingly competing for students, research, funds, and academic staff- both in the private sector and internationally. In this more complex environment, direct management by governments is no longer appropriate. Good governance of HE institutions will ensure their independence, relevance, and dynamism while promoting key economic and social objectives. Currently, Universities as institutions, are facing varied challenges. Like the pressure of increasing GER, to keep pace with the tsunami of new technologies and new knowledge, limited resources available to fund higher education, to keep the balance between access - equity -quality, rising expectations of the public, the gap between the skills sought by the labour market and the skills imparted by the HEI, high unemployment rate among the university graduates, shortage of good quality faculties, challenges thrown at by 2 years closures due to the pandemic, and so on. Many universities struggle to identify their unique purpose and to provide qualifications that meet the needs of students and employers. Good Governance can come in handy to overcome some of these challenges.

Good University Governance

Good governance is especially important in higher education, because a university is, in many ways, a much more complicated organisation than a business. University governance is not a traditional hierarchy but looks more like a mountain range: different peaks represent students, faculties, alumni, management, Governing Board, the Chairman/ president, etc. Each institution has its own unique mountain range and therefore each has its own unique power structure. Governance in higher education must provide a framework for a truly, variegated group of stakeholders. Nonetheless, the basic principles for corporate governance find application in university governance also.

The concept of university governance addresses how universities and higher education system achieve their goals, implement their policies and monitor their activities and progress. The existence of Good Governance in the university, not just contributes to knowledge production but also produces graduates who are more knowledgeable, more resourceful, and more productive members of society. Good Governance in the university will allow those in charge of the institution to mobilise resources, design- implement- monitor - and evaluate the efficiency of performance of the institution, which in turn will make the institution effective, successful, and well sought by students and faculties alike. UG is the criterion against which the quality of a university is measured.

Various sections of society have a stake in the successful running of the university i.e. how it is run and manage to discharge its primary responsibilities of assimilation of knowledge and creation of new knowledge. These stakeholders are students, parents, faculties, support staff, parent body, government, vicinity area people, and society at large. Higher education is one of those areas that has been traditionally slow to embrace the Governance, Enterprise Risk Management, and Compliances framework. Therefore, Good UG is very vital. It makes or breaks an institution.

UG can be divided into 2 parts. One Academic Decision and Other Administration Decisions. Academic Decisions will involve areas of what to teach, whom to teach, how to teach, and by whom to teach. It will also include examinations, evaluations, allocation of funds for academic activities, research initiatives, and appointment of the body responsible for developing academic strategy, planning, policies, and execution. Administrative Decisions on the other hand will involve overall management of the institution, mobilisation of resources and utilisation of the same, e- governance and compliance software, support and service to academic decisions, HR, infrastructure related matters, students, faculties, and other staff-engagement and wellbeing. It also covers adherence to external & internal rules, regulations and compliances, (Code of Conduct) alumni services, and social responsibilities. Actions of both these decision-making bodies should be fully aligned with the goals, mission, and vision of the institution. Diverse & independent governing board, Transparency, accountability, and dedication to the interest of stakeholders are at the core of any university governance.

Indian Scenario- Overview

In India, External Governance is done by Central/ State governments, Ministry of Human Resource Development (MHRD), University Grants Commission (UGC), All India Council of Technical Education (AICTE), Medical Council of India (MCI), and accreditation agencies like National Assessment

and Accreditation Council (NAAC), National Board of Accreditation) (NBA) ... by prescribing norms and minimum standards. Internal Governance is done by Vice Chancellor, Pro Vice Chancellor, Registrar, Finance Officer, Deans, HoDs, Academic Senate, Controller of examination, Librarian, Chief Proctor, Chief Warden, Different Cells, etc.

Problems with the central and state-funded universities and institutions are excess political influence, excess bureaucratic interference, nepotism, spread and expansion of corruption, intrusion of unhealthy politics in students and faculties, academic and administration authority in one person (i.e. Vice Chancellor), insufficient funds for modern infra, academic facilities, and research work, mismanagement of finances, haphazard allocation of funds to various departments, damaged reputation from various scandals, and so on. This results in low ratings and low development, lack of transparency, lack of proper disclosure, lack of teamwork, lack of accountability, lack of autonomy and flexibility, weak governance, and weak control However of late, institutions are gaining greater freedom to run their own affairs. Public funds are allocated in 'lumpsum' form, and funding from students and businesses are encouraged. In exchange for autonomy, governments seek to hold institutions to account for their actions and inactions, system-driven processes and structure, effective checks and balances, linking funding to performance, and publicly assessing quality.

Higher education institutions need to develop a creative balance between academic mission and executive capacity; and between financial viability and traditional values. Governments have to balance the encouragement of excellence with the promotion of equity.

Attributes of Good Governance

Good Governance is an order to maximise the public interest. Critical attributes of good university governance are (1) inspirational leadership (2) strong strategic vision for institutional direction, (3) a philosophy of success and excellence, (4) Monitoring financial soundness (5) organisational development and change. (6) Robust-well informed-consultative and participating decision-making process. A practical Guide for University Governance is presented below.

Practical Guide for University Governance in a Multi-disciplinary Not-for-Profit Private University

[A] It shall be Run by

1. **Governing Board** (Supreme Decision Making Body)

   [A mix team of 11 industrialists, educationalist, professionals]

2. **Advisory Board.** (Guiding body for achieving Excellence)

   [A mix team of 11 industrialists, educationalists, professionals]

3. **Academic Council** (To decide on All academic matters)

   [Vice Chancellor, Deans, Joint deans, Faculties, Students, Aluminise] (21 Members)

4. **Administrative Council** (To decide on All administration matters). [Gen. admin head, Legal head, HR head, Finance head, Residencies head, PR head, VC, Students, Aluminise (9 Members)

[B] The university shall have Eminent persons on the Governing Board and Advisory Board. GB & AB will have Diversity - representing an array of perspectives, generationally diversity, gender ethnicity- geographical diversity, dynamic mindset, varied exposure, expertise, qualification, and experience of members.

[C] Director General (promoter) will not be a part of governing board or advisory board. He will be overseeing both councils, Connecting the dots. Coordinator & Link to all four apex bodies. Far away from family-oriented characteristics. A thoroughbred professional with a vision of the next 25 to 50 years.

[D] At the university level following committees will have micro-management.

1. Faculty Appointments Committee
2. Remuneration Committee
3. Audit & statutory compliances Committee
4. Fees fixation & Funds Management Committee
5. Risk Management Committee
6. Students grievances redress Committee
7. Academic Excellence Committee

   [These committees will comprise 5 members. 3 Members of GB / AB + 2 members from the university.]

[E] 4 meetings of GB / 4 meetings of AB/ 2 meetings each of two Councils in a year. So, every month there will be one meeting of apex bodies.

[F] 7 Committees — 14 meetings. Two each. This will ensure effective 'Governance' and will bring all round success and excellence by applying basic principles of integrity, independence, transparency, disclosure, frankness fearlessness and fairness, accountability and responsibility on the part of members while discharging their duties.

A Word of Caution for Top Management

Governing board of universities have to deal with ever- changing landscape and shifting dynamics of higher education. Members of the board are expected to be prepared with futuristic systems and cutting-edge ideas with eyes on global trends to steer past the goals and mission of the institute.

The Governing Body (the above four Apex bodies) is unambiguously and collectively accountable for institutional activities, taking all final decisions on matters of fundamental concern within its remit. They have to identify and address the most imminent risks facing the university and the institution's strategic priorities for the near and long term. They have to put in place clear guidelines for the effective and direct flow of information and communication between the university and the board. Critical decisions should be based on designated channels rather than relying on back channels.

Therefore, the members should possess the personal and skills to act as high-performing bodies. Leadership skills and academic prowess are the key qualities. Universities are often large organisations, with the level of complexity not found in many other enterprises. At times, it is hard for members of these apex bodies to understand what is going on, or fully appreciate what matters most to the university. VC's effective control of the agenda leads to an information chasm between the executive and independent council members, who lack the time or patience to find out more about the institutions they oversee. The use of standardised templates and executive summary for briefings- instead of long presentation documents will help focus discussions. Key performance indicators on academics, administration, and financials shall be reported to the board at regular intervals.

There should not be complacency and lack of engagement on the part of independent members. Sufficient time should be taken for constructive debate and thread and bare analysis of the issues on hand. In a rapidly changing environment, the board that is fit for today may not be fit for tomorrow, making self-evaluation and reflection on the overall performance of the board important, even for high–performing boards. An assessment of the current board governance benchmarked against peer and leading universities can help boards to articulate their desired future state and the steps they need to get there.

Shared governance is a critical component of the culture and ethos of a university. In fact, regardless of the size or type of university, it is the best practice to invite stakeholders and subject matter experts to participate, as more engagement means increased transparency and a voice in governance.

The university should think and consult far more deeply (i) about independent members' honorarium, (ii) the time they devote to council matters, (iii) their roles and responsibilities. A formal policy can be drawn out on independent members' engagement with the wider university and staff. If necessary, there can be Investments in the recruitment, training, and development of council members.

Finally — Have a clear vision — create a road map — make an implementation plan — and a timeline to get there. Implementation can be difficult and gradual, but in the end, it is worth it. It will help the board to navigate the changing higher education landscape and thrive in the future while supporting the university's mission.

To Sum Up

The entire edifice of 'Good Governance' is based on four pillars of 'Transparency, Accountability, Integrity & Risk Management'. Strong University Governance coupled with constant adaptation and transformation, risk anticipation and proactive planning, imbibing a 'global problem-solving mindset' and collaborating internationally, universities have a better chance of becoming powerhouses for social progress. 'Governance never rests' - Rushforth. The work of governance is ongoing and evolving.

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Leadership and Impact: Shaping the Future

Sanjib Kumar Behera, Executive Director and State Head (Gujarat) of Indian Oil Corporation Ltd., Ahmedabad delivered the Convocation Address at the 33rd Convocation Ceremony at the Nirma University, Ahmedabad on November 22, 2024. He said, "Learn to celebrate your successes and take joy in your achievements, sharing these moments with those who have supported you along the way. It's fine to celebrate success but it is more important to heed the lessons of failure. Build on your failure… use it as a stepping stone to success. I urge each one of you to step boldly into the future. Be courageous, be compassionate, and be committed to making a difference. You are the leaders, innovators, and change-makers of tomorrow. The world is waiting for you to make your mark, and I have no doubt that each one of you will do so with excellence." Excerpts

It is truly an honor and a privilege to be here today, standing before such a bright and promising group of individuals. Each of you has worked tirelessly to reach this milestone, and I am thrilled to share this moment of celebration with you.

This is a momentous occasion, not just for you, but also for your proud families, mentors, and all who have supported you along the way. To the graduating students of Nirma University, I extend my warm and heartfelt congratulations on your remarkable and outstanding achievement. You have spent years acquiring knowledge, honing skills, and building character. Today, as the sun dips below the horizon, thousands of new stars rise. You are a star in a real sense. You can contribute to society with the knowledge and skills you have honed during your time at Nirma University. You have transformed potential into reality, and now you stand on the threshold of a new chapter, prepared to make your mark in the world.

Today is the culmination of your efforts, perseverance, and commitment to excellence. Your success is a reflection of your dedication, and you should take immense pride in what you've achieved. In its relatively short history, Nirma University has become a beacon of educational excellence, consistently setting new benchmarks and contributing significantly to society. As graduates, you will not only carry the pride of being alumni of this esteemed institution but will also serve as its brand ambassador. As Nirma University graduates, you are equipped not just with academic knowledge, but with a mindset of innovation and problem-solving. You have been taught to think critically, to question assumptions, and to lead with integrity. These are the tools that will enable you to navigate the complexities of the future, and I urge you to use them not only for your personal growth but for the betterment of society.

But, as we celebrate, let us also reflect on what lies ahead. Convocation is not just an end, it is the beginning of a new chapter—one that will present new challenges, new opportunities, and new pathways. The world you are stepping into is rapidly changing. We live in an era marked by unprecedented technological advances, global interconnectedness, and complex problems**.** It is a world where your skills will be tested, where your creativity and adaptability will define your future.

Whether you choose to pursue further education, dive into the workforce, or become entrepreneur or set up startups, always keep in mind that the ultimate measure of success is not just in what you achieve for yourself, but in the positive impact you make on the society and on those around you. You are graduating at a pivotal time in our nation's history. The Indian economy is burgeoning, creating unprecedented opportunities across various fields. The economic reforms initiated in the early 1990s integrated the Indian economy into the global economy, increasing trade and investment flows. Today India is the fifth largest economy in the world.

Technologies such as artificial intelligence, semiconductors, advanced manufacturing, and e-commerce have seamlessly integrated into the fabric of Indian business. Our global competitiveness continues to strengthen. Today India is not just local—it is digital and global. The nation has emerged as a formidable service economy. In the manufacturing sector, India has acquired an increasingly prominent place in global supply chains. These trends signify

a future brimming with promise and progress - a future that you are fortunate to witness and shape.

Today, on this momentous occasion, I want to share a few thoughts that I hope will inspire you as you embark on your next adventure:

Embrace Change and Uncertainty

The world you are entering into is one of constant change. Embrace it. The ability to adapt is one of the most valuable skills you can possess. Don't be afraid to step out of your comfort zone. It's in those moments of uncertainty that you will discover your true potential. Adaptability and flexibility are crucial for navigating an ever-changing world. The world will not mold itself to you; you must learn to understand it and respond appropriately.

Embrace Leadership in Your Careers and contribute meaningfully to nation-building. True leadership begins with self-knowledge. The ancient Greek philosopher Socrates advised, *'Know thyself'*, and this wisdom remains relevant. Self-awareness paves the way for continuous exploration, helping you understand both your strengths and your areas for growth. It also enhances your ability to relate to others. Knowing oneself is valuable; renewing oneself is indispensable.

Cultivate Lifelong Learning

Your education does not end today. In fact, it is just beginning. Commit to being lifelong learners. Stay curious, seek knowledge, and be open to new experiences. The world needs innovative thinkers who can solve complex problems, and you have the power to be those leaders. Your formal education may end here, but the pursuit of knowledge should continue. Read widely to broaden your perspective and stay attuned to the rapid pace of new developments. The expansion of knowledge is exponential, with new insights emerging at an astonishing rate. Keep exploring trends in your field and related disciplines. You must integrate them into your daily experiences and apply them in practice to test their value.

Make an Impact

As you pursue your careers and passions, remember that success is not just about personal achievement. It's about how you can contribute to society and make a positive impact on the world. Whether you choose to serve your community, engage in social justice, or drive innovation in your field, strive to leave a legacy of kindness and integrity.

Build Resilience

Along this journey, you will face failures, setbacks, challenges, and difficulties. These are inherent aspects of life. However, resilience is key to overcoming adversity. Learn to rise after a fall, to adapt when plans don't go as expected. The ability to bounce back will distinguish you in your personal and professional lives.

There will be times when the road ahead may seem difficult, ……may be impossible to navigate. But remember, every challenge is an opportunity to learn and grow. Never lose sight of your dreams, and never underestimate the power of perseverance. Stay curious, keep pushing the boundaries of what you know, and have the courage to embrace the unknown.

Failing does not equate to failure; however, not learning from failure does. The true failure lies in giving up or not taking action. The Indian philosophical tradition has long emphasised the importance of action. Act without attachment to the outcomes and accept both success and failure with equanimity. Resilience is essential to overcome setbacks, as aptly captured by Tulsidas : *"Man ke hare har hai, man ke jite jeet" ("If you are defeated in your mind, you are truly defeated. If you believe you will win, you shall").*

Set Clear Personal and Professional Goals

These will guide you with purpose and determination, fuelling your journey forward. You will indeed have numerous peaks and valleys in your journey. Your path must be infused with positive optimism— the belief that success is within reach. Optimism is a force multiplier. It amplifies your efforts and increases the likelihood of achieving your aspirations.

Foster Relationships

Nurture the relationships you have built during your time here. Your peers will become your colleagues, collaborators, and friends. Invest time in these relationships; they will provide support, mentorship, and opportunities throughout your

career. Ask yourself how you can contribute to others. American author, salesman and motivational speaker Zig Ziglar observed, *"You can have everything in life you want, if you will just help other people get what they want."* Your true strength lies not only in your abilities but in the collective power of your network.

Follow Your Passion

Do what you love. Find that intersection between what you are passionate about and what the world needs. Your enthusiasm will fuel your success and inspire those around you. As new challenges arise, you must reinvent yourself. Past learnings may not always suffice to address new problems and adapting requires a fresh mindset. George Bernard Shaw once said, *"Life is not about finding yourself. Life is about creating yourself."*

Finally, remember that life is a journey of continuous effort. Hard work is the cornerstone of achievement, and success and failure are two sides of the same coin. Embrace both with grace. Learn to celebrate your successes and take joy in your achievements, sharing these moments with those who have supported you along the way. It's fine to celebrate success but it is more important to heed the lessons of failure. Build on your failure… use it as a stepping stone to success.

As you leave this institution, carry with you the knowledge, skills, and values you have acquired. Remember, the future is not something you inherit; it is something you create.

In closing, I urge each one of you to step boldly into the future. Be courageous, be compassionate, and be committed to making a difference. You are the leaders, innovators, and change-makers of tomorrow**.** The world is waiting for you to make your mark, and I have no doubt that each one of you will do so with excellence. May your future be bright and fulfilling…… May you achieve success in all your endeavours…… and lead a life of purpose and contentment. My warmest wishes accompany you on this new journey.

Heartiest Congratulations once again.

Best wishes for your bright and successful future ahead.

Thank You!

Jai Hind!

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CAMPUS NEWS

Course on Research and Publication Ethics

A five-day Research and Publication Ethics Course for Ph.D. Scholars enrolled in the University and affiliated colleges was organized by the Alagappa University, Karaikudi, Tamil Nadu from November 18-22, 2024. The Course aimed to provide participants with comprehensive knowledge and understanding of ethical principles and practices in research and publication. A total of 96 Ph.D. Scholars, spanning different disciplines took part in the course. During the Inaugural Session, Vice Chancellor, Prof. G Ravi stated that the Research and Publication Ethics Course is a vital component of academic training, fostering integrity and ethical conduct in scholarly research. He said that it equips researchers with essential knowledge of ethical considerations, plagiarism, authorship norms, and the responsible dissemination of scientific findings, thereby ensuring the credibility and societal impact of their work. He urged the research scholars to make optimal use of the sophisticated and state-of-the-art equipment, valued at ₹20 crore, available at the Alagappa University, Karaikudi. This advanced infrastructure is designed to support cutting-edge research across diverse disciplines, fostering innovation and academic excellence. Earlier, the Course Deputy Coordinator, Dr. M Natarajan, Assistant Professor of English, Alagappa University welcomed the gathering and delivered a thematic introduction. The Deputy Coordinator, Dr. R Suresh, Head I/c, Department of Economics and Rural Development, Alagappa University, proposed the formal Vote of Thanks. Through presentations and discussions led by distinguished professors from various institutions, the course covered various topics including publication misconduct, scientific conduct, philosophy and publication ethics, data metrics, and open-source practices.

The Ph.D. scholars were introduced to various forms of publication misconduct such as plagiarism, fabrication, and falsification, along with strategies for prevention and detection. The importance of upholding ethical standards in scientific research, including proper data collection, analysis, and reporting, was emphasized. Experts delved into the philosophical underpinnings of publication ethics, exploring concepts such as integrity, transparency, and responsibility in scholarly communication. Participants gained insights into the use of data metrics in evaluating research impact, along with discussions on the ethical implications of relying solely on quantitative indicators. The course highlighted the benefits of open-source practices in research, including increased transparency, reproducibility, and collaboration, while addressing ethical considerations related to data sharing and intellectual property rights. Eminent experts in all disciplines contributed their expertise through interactive sessions, providing valuable insights and guidance to participants. Topics covered by experts included ethical dilemmas in publishing, responsible authorship practices, and navigating peer review processes.

Prof. K Alamelu, Senior Professor of Bank Management and Director, IQAC, Alagappa University delivered a lecture on 'The Philosophy of Ethics'. Prof. R Sevugan, Dean, School of Media and Communication, and Professor of Library and Information Science, Pondicherry University, Puducherry delivered a lecture on 'Open Access Publications' followed by Prof. C Sekar, Senior Professor and Head, Department of Bioelectronics and Biosensors, and Member of the Syndicate, Alagappa University who spoke on 'Scientific Misconduct'. Dr. K Elavazhagan, Librarian and Chief Knowledge Officer, IIM Trichy elaborated on 'Open Access Tools'. Dr. K Sankaranarayanan, Senior Professor and Head, Department of Physics, Alagappa University delivered a lecture on 'Publication Ethics'. Dr. Sathik Batcha, Professor and Head, Department of Library and Information Science, Annamalai University conducted hands-on training on 'Selecting Quality Journals for Publication'. The next session included a lecture on 'Databases and Metrics' by Dr. S Thahukodi, Professor and Head, Department of Library and Information Science, Central University of Tamil Nadu, Thiruvarur. The lecture on the 'Philosophy of Publication Ethics' was delivered by Prof. V Manickkavasagam, Former Registrar, Alagappa University, Karaikudi. Dr. A Padmapriya, Dean, Research and Head, Department of Computer Science, Alagappa University addressed the topic of Publication Misconduct.

The programme concluded with a Valedictory Session where participants commended the sessions for their scholarly depth and practical relevance. The Research and Publication Ethics Course provided a comprehensive platform for participants to enhance their understanding of ethical principles and practices in research and publication. By engaging with eminent experts and exploring a diverse range of topics, participants gained valuable knowledge and insights to foster ethical conduct and integrity in their scholarly endeavors. The course underscores the importance of continuous education and dialogue in promoting ethical standards and maintaining public trust in the scientific community.

International Conference on Distributed Computing and Networking

A four-day International Conference on 'Distributed Computing and Networking' is being organized by the Indian Institute of Technology (IIT) Hyderabad from January 04-07, 2025. It is a leading forum for disseminating the latest research results in distributed computing and networking. The topics of the event are:

- Distributed Computing Topics of Interest.
- Cloud Computing and Big Data Processing.
- Concurrency, Synchronization, and Persistence.
- Distributed Algorithms: Design, Analysis, and Complexity.
- Distributed Computing Aspects of Blockchains.
- Distributed Graph Algorithms.
- Distributed Embedded Systems.
- Distributed Operating Systems, Storage and Database Systems.
- Distributed Quantum Computing.
- Edge Computing and Mobile Offloading.
- Fault-tolerance, Reliability, and Availability of Distributed Systems.
- Formal Methods for Distributed Systems.
- High-performance Computing and Grid Computing.
- Machine Learning in Distributed Computing and Networking.
- Pervasive and Mobile Computing.
- Scalable Distributed Systems.
- Secure Multi-party Computation.
- Security, Privacy and Game Theory in Distributed Computing and Networking.
- Self-organization, Self-stabilization, and Autonomic Computing.
- Social Networks.
- Networks Topics of Interest.
- AI in Communication and Computer Networks.
- Backscatter and Ultra-low Power Networks.
- Challenging Network Environments.
- Cognitive Networking.
- D2D, Sensor, PAN and Mesh Networks.
- Mobile Wireless Networks (5G/6G).
- Digital Continuum.
- Edge and Fog Networking.
- Emerging Topics in Networks.
- Energy-efficient Networking.
- Information-centric and Content-based Networking.
- Intent-based Networking and Zero-configuration Networks.
- Interdisciplinary Approaches in Networking.
- Internet of Things and Cyber-physical Systems.
- Internetworking Protocols and Internet Applications.
- Network Function Virtualization and Software Defined Networking.
- Networking and Computing for Sustainability, Society, and Development.
- Next-generation Networks and Services.
- Pervasive Networking and Sensing.
- Pricing and Network Economics.
- Public Safety Computing Systems.
- Quantum Network Protocols.
- Security, Privacy, Trust, and Game Theory in Networking.
- AI for Network Security.
- Social Networks.
- UAV Networks and Mobile Robots.

- Vehicular Networks, Smart Grids, and Smart City Applications.

For further details, contact Organizing Secretary, Department of Computer Science and Engineering, Indian Institute of Technology Hyderabad, Kandi-502284, Sangareddy, Telangana, E-mail: *icdcn2025.webadmin@cse.iith.ac.in.* For updates, log on to*: www.iith.ac.in/event/*

Workshop on Data Science and its Applications

A seventeen-day Workshop on 'Data Science and its Applications' is being organized by the Department of Computer Science and Engineering, National Institute of Technology Raipur, Chhattisgarh from January 13-29, 2025 through online mode. The students, research scholars, and faculties of Engineering and Basic Sciences of educational institutes and industry professionals may participate in the event. The event aims to provide all the participants with a comprehensive understanding of the principles, techniques, and tools of data science. It aims to bridge the gap between theoretical knowledge and practical implementation by exploring how data science can be applied to solve real-world problems across various domains. Participants may gain insights into data preprocessing, machine learning, deep learning, data visualization, and decision-making processes, empowering them to harness the power of data for innovation and impact. The Topics of the Event are:

- Introduction to Data Science.
- Purpose and Components of Python in Data Science.
- Mathematical Computing with Python.
- Scientific Computing with Python.
- Data Manipulation with Pandas.
- Prediction using Scikit-Learn.
- Random Variables and Distributions.
- Exploratory Data Analysis.
- Quantitative and Graphical Techniques.
- Feature Generation and Feature Selection.
- Clustering Techniques.
- Nearest Neighbours Algorithm.
- Data Visualization.
- Statistical Foundations for Data Science.
- Regression.
- Hypothesis Testing.
- PCA and SVD.
- Data Wrangling.
- Predictive Analytics.
- Natural Language Processing.
- Generative AI.
- Ethical Issues: Privacy and Security.
- Next Generation Data Scientists.
- Recommender Systems.
- Case Studies on Data Science.

For further details, contact Coordinator Dr. Aakanksha Sharaff/Dr. Jitendra Kumar Rout / Dr. Nitesh K Bharadwaj, Assistant Professor, Department of Computer Science and Engineering, National Institute of Technology (NIT) Raipur-492 010 (Chhattisgarh), Mobile No: 08817813946/ 09439622802/ 09765379248, E-mail: *asharaff.cs@nitrr.ac.in / jkrout.cs@nitrr.ac.in /nkbharadwaj.cse@nitrr.ac.in,* For updates, log on to: *www.nitrr.ac.in/events/*

Training Programme on Leadership for Emerging Leaders

A four-day Training Programme on 'Leadership for Emerging Leaders in Non-profit Organisations' is being organized by the Centre for Lifelong Learning, School of Social Work, Tata Institute of Social Sciences (TISS), Mumbai in collaboration with the Common Purpose India Leadership Academy (ILA) from January 28-31, 2025. The aim is to equip emerging leaders with tools to reframe leadership, especially with the challenges that the social sector faces in this new world. With the successful pilot run and subsequent rounds, the Academy has ramped up its ambition to offer leadership programmes for emerging leaders in the not-for-profit sector in India. The emerging leaders, who are recognised within their organization, have a minimum of 3-5 years of work experience (although there will be exceptions), are identified as second-line leadership, crucial for growth in their organization, have the potential and the ambition to enter into senior-level executive positions in the not-for-profit sector within the next five to ten years may participate in the event.

The not-for-profit sector in India is at various stages of development – in some pockets, it is in the early stages of development and in others it is more

mature. Also, the sector is huge but unorganized which means that the organizations are operating in silos with a more short-term approach. One of the biggest gaps in the sector is that of human capital - building talent in high-potential leaders, especially in the Hindi-speaking belt, which throws a lot of challenges on the sustainability of organizations. Working in the sector means that leaders have to deal with complex problems and systems to make change happen. To groom the next generation of leaders who have a better strategic intent, influence beyond their immediate remit, and have a deep understanding of systems is therefore necessary. The programme will equip participants with tools to reframe leadership, especially with the challenges that the social sector faces in this new world. With the successful pilot run and subsequent rounds, the Academy has ramped up its ambition to offer leadership programmes for both emerging leaders in the not-for-profitsector in India. The various themes for the Training Programme are:

- Redefining my Leadership.
- Collaborative Mind-set.
- Stakeholder Management.
- Understanding the Selector.
- Managing Change.

Techniques

- Peer Learning through Learning Groups.
- Masterclasses on Skill-building.
- Real-time Simulation on Driving Collaboration and Negotiating Partnerships.
- Self-reflection Tools for Better Self-awareness.
- Coaching Conversations.
- Access to Different Perspectives and Inspiration through Senior Contributors and Mentors.

For further details, contact the Organising Secretary, Centre for Lifelong Learning, School of Social Work, Tata Institute of Social Sciences (TISS), V.N. Purav Marg, Deonar, Mumbai-400088 (Maharashtra), Phone No: 022-25525000. For updates, log on to: *https://tiss.edu/events/*

International Conference on Embracing Diversity

A three-day International Conference on 'Embracing Diversity: The Intersectional Experience' is being jointly organized by the Department of Special Education, SNDT Women's University, Mumbai, and Jai Vakeel Foundation from January 09-11, 2025. The faculty in higher education institutions, special educators, teachers and student-teachers, Ph.D. scholars, diversity and inclusion practitioners, Therapists - OT/PT, non-profit organisations, and development sector professionals may participate in the event.

The concept of diversity encompasses many dimensions, and at its core lies the intricate interplay of various identities and experiences. The theme of the event explores the nuanced intersections of race, gender, sexuality, class, ability, and other facets of identity. The event attempts to highlight the importance, challenges, and opportunities in embracing diversity through an intersectional lens, recognising the multifaceted nature of individuals and communities. Inclusion is about embracing diversity. It is a practice of creating an environment where all individuals feel valued, respected, and supported, regardless of their differences across ability, socio-economic status, caste, and gender. Embracing diversity aims to create an inclusive and equitable environment by acknowledging and valuing the unique contributions and diverse experiences following the intersectional approach. The Subthemes of the event are:

- Reduced Inequalities: Working towards Meeting the SDGs and NEP–2020 Guidelines.
- Therapies for Inclusion: Conventional and Beyond.
- Role of Legislature and Judiciary for Diversity, Equity and Inclusion.
- Breaking Stereotypes: Role of Media in Inclusion.
- Inclusion: The Role of Technology.
- Social and Psychological Dimensions of Inclusion.
- Best Practices for Inclusion in 21st Century: Through the Lens of Ability, Caste and Gender, and Socio-Economic Status.

For further details, contact Organising Secretary, Department of Special Education, SNDT Women's University, Churchgate Campus 1, Nathibai Thackersey Road, Mumbai-400020 (Maharashtra), Mobile No: 098208 07566, E-mail: *ice3.2025@gmail.com.* For updates, log on to*: www.ice25.dsesndtwu.in/* ❑

THESES OF THE MONTH

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

Cultural Studies

1. Japang, Auswyn Winter. **Rituals as Lore: A study of religious rituals in War-Khasi folklore**. (Prof. Desmond L Kharmawphlang), Department of Cultural and Creative Studies, North Eastern Hill University, Shillong.
2. Kashyap, Atrayee. **Folk musical tradition of the Deoris of Assam: An ethnomusicological study**. (Dr. L Syiem), Department of Cultural and Creative Studies, North Eastern Hill University, Shillong.
3. Rajkumari, Smiti. **Gender in Meitei oral tradition: A folkloristic study**. (Prof. Desmond L Kharmawphlang), Department of Cultural and Creative Studies, North Eastern Hill University, Shillong.

Geography

1. Batool, Nusrat. **Assessment of the pro-environmental tourist behaviour and its relationship with the environmental concerns: A case study of the Kashmir Region**. (Prof. Shamin Ahmad Shah and Dr. Zubair Ahmad Dada), Department of Geography & Disaster Management, University of Kashmir, Srinagar.
2. Datta, Aparna. **Problems and prospects of agriculture in the tribal areas of Gujarat: With special reference to Vadodara District**. (Prof. Niladri Ranjan Dash), Department of Geography & Disaster Management, M S University of Baroda, Vadodara.
3. Gautam, Bikash Jyoti. **Soil resource and agricultural land assessment of Siku and Sibia watershed, East Siang District, Arunachal Pradesh**. (Prof. Tage Rupa Sora), Department of Geography, Rajiv Gandhi University, Arunachal Pradesh, Itanagar.
4. Hanse, Rasing. **Impact of infrastructure development on the socio- economic development in Karbi Anglong District, Assam**. (Prof. Sailajananda Saikia), Department of Geography, Rajiv Gandhi University, Arunachal Pradesh, Itanagar.
5. Jain, Ketan. **Geographical appraisal of changing land use patterns and cropping intensity of Sri Ganganagar District**. (Dr. Laltesh Jangid), Department of Geography, Tantia University,Sri Ganganagar.
6. Lyngdoh, Nongpiur R Alvareen. **Topographic influence on intensity and distribution of rainfall over the Southern slopes of Meghalaya Plateau**. (Prof. H J Syiemlieh), Department of Geography, North Eastern Hill University, Shillong.
7. Mahato, Ranjit. **A study on ichthyogeography of Bichom River in Arunachal Pradesh, India**. (Prof. Gibji Nimasow), Department of Geography, Rajiv Gandhi University, Arunachal Pradesh, Itanagar.
8. Nanya, Duyu. **Health care facilities in Papum Pare District, Arunachal Pradesh: A geographical analysis**. (Prof. Santanu Kumar Patnaik), Department of Geography, Rajiv Gandhi University, Arunachal Pradesh, Itanagar.
9. Saikia, Jyoti. **Agriculture land suitability assessment for crop productivity and diversification of crops in the Lakhimpur District of Assam, India**. (Prof. Sailajajananda Saikia), Department of Geography, Rajiv Gandhi University, Arunachal Pradesh, Itanagar.
10. Sar, Nityananda. **Assessment of flood and its socio-economic consequences in lower Keleghai River Basin, West Bengal**. (Prof. P K Ryngnga), Department of Geography, North Eastern Hill University, Shillong.
11. Wangsu, Wangjaw. **Changing cultural dimensions of the Wanchos: A study of Longding District, Arunachal Pradesh**. (Prof. Nandini Chakravarty Singh), Department of Geography, Rajiv Gandhi University, Arunachal Pradesh, Itanagar.

History

1. Amit Kumar. **Archaeological investigation of the Proto historic site Balu and it's suburbs**. (Dr. Kushwaha Dilip Kumar), Department of Ancient Indian History Cultural and Archaeology, Gurukul Kangri Deemed to be University, Haridwar.

2. Biswas, Anindya Kanti. **Ramkinkar's landscape in water colour in the perspective of Indian landscape painting**. (Dr. S K Kushwaha), Department of Art History & Aesthetics, M S University of Baroda, Vadodara.

3. Vyas, Lalima. **Maratha-Mughal yuddh aur sandhiya: Ek vishleshnatamak adhyayan (Madhya Pradesh ke vishesh sandarbh mein)**. (Dr. Prashant Puranik), Department of History, Vikram University, Ujjain.

LANGUAGES & LITERATURE

Arabic

1. Qurashi, Gh Mustafa. **Contemporary issues of Muslims in the select works of Shakib Arslan and Abul Hassan Ali Nadvi: A comparative study**. (Dr. Abdul Rehman Wani), Department of Arabic, University of Kashmir, Srinagar.

English

1. Bharadwaj, Shrestha. **Contextualising autobiography in history: A study of Mahatma Gandhi, Nelson Mandela and Martin Luther King Jr**. (Prof. Bhagabat Nayak), Department of English, Rajiv Gandhi University, Arunachal Pradesh, Itanagar.

2. Ponapalli, Prabha Prasant. **From illusion towards realization: An exploration of characters in selected novels of Iris Murdoch through the lens of the Bhagwad Gita**. Department of English, Sri Sathya Sai Institute of Higher Learning, Anantapur.

3. Priyanka. **The matrix of power: A study of the selected novels of Chitra Banerjee Divakaruni**. (Prof. Anu Shukla), Department of English and Foreign Languages, Chaudhary Devi Lal University, Sirsa.

Hindi

1. Ajit Kumar. **Vartman sadi kee Hindi alochna mein pakshadharata ke vivdh aayam**. (Prof. B P Tripathi), Department of Hindi, North Eastern Hill University, Shillong.

2. Chaudhary, Anchal. **21v sadi ke Hindi upanyasoan mein aadivasi vimarsh**. (Dr. Mridul Joshi), Department of Hindi, Gurukul Kangri Deemed to be University, Haridwar.

3. Chiri, Mema. **Nyishi lok subhashiton ka samajik-sanskritik adhyayan**. (Dr. Joram Yalam Nabam), Department of Hindi, Rajiv Gandhi University, Arunachal Pradesh, Itanagar.

4. Manvar, Miraben Ramnikbhai. **Maheepsinh ki kahaniyoan me nari jivan ke vividhroop: Ek anushilan**. (Prof. Kanubhai Ninama), Department of Hindi, M S University of Baroda, Vadodara.

5. Panchani, Rekha Ravjibhai. **Sushila Takbhore ke sahitye mein nari-chetna**. (Dr. D M Domadiya), Department of Hindi, Saurashtra University, Rajkot.

6. Prakash Chandra. **Sheorajsinh Bechain ke sahitya mein nari patron ka moolyankan**. (Dr. N S Parmar), Department of Hindi, M S University of Baroda, Vadodara.

7. Sahu, Sudheer. **Bhumandlikaran: 21vi sadi kee lambi kahaniyoan ka mulyankan**. (Prof. Chanda Bain), Department of Hindi, Dr Harisingh Gour Vishwavidyalaya, Sagar.

8. Sonika. **Dr Kunwar Bechain ke 'Pratik Panchali' Mahakavye mein kathey evam shilp**. (Dr. Ajit Singh Tomar), Department of Hindi, Gurukul Kangri Deemed to be University, Haridwar.

Kashmiri

1. Hajam, Shamim Ahmad. **The significance of text and death of the author: An analytical study of Hamidi Kashmiri's literary works in Kashmiri**. (Dr. Shafqat Altaf), Department of Kashmiri, University of Kashmir, Srinagar.

2. Zaman, Kamar Ul. **Impact of Urdu on the 20th century Kashmiri literature: A study of short story and poetry**. (Dr. Afaq Aziz Yatoo and Dr. Irfan Ahmad Malik), Centre of Central Asian Studies, University of Kashmir, Srinagar.

Sanskrit

1. Anita. **PanditaKshamaRaokritsatyagreh-geetayah: Kavyeshastriyesamikshanam**. (Dr. Prakashchadra Yadav), Department of Sanskrit, Kameshwara Singh Darbhanga Sanskrit University, Darbhanga.

2. Bhatt, Harshal Jaiminbhai. **A logico-grammatical study of Nāgeśa Bhaṭta's Paramalaghumañjūṣā**. (Dr. Sweta Prajapati), Department of Sanskrit, M S University of Baroda, Vadodara.

3. Dimri, Manoj Kumar. **Skandpurananantarvarti Kedarkhandokt kuldevataanaan pauraanik vimarsh**. (Prof. Shitla Prasad Shukla), Department of Puranetihasa, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.

4. Manan. **Sri Yukteswar Giri pranit " Kaivley darshnam' ka anusheelan: Upnishad sahitye aur vaidik darshnoan ke pariprekshey mein**. (Dr. Manudev Bandhu), Department of Ved, Gurukul Kangri Deemed to be University, Haridwar.
5. Nanak Chand. **Mahatma Narayan Swami krit upnishad rehsey ka vivechnatamak adhyayan: Acharya Shankar evam Maharishi Dayanand ke mantavyoan ke vishesh sandarbh mein**. (Dr. Manudev Bandhu), Department of Ved, Gurukul Kangri Deemed to be University, Haridwar.
6. Nautiyal, Satish. **PanditaRajajagannathapranitanam lehrikavyanam kavyasastriyamadhyayanam**. (Prof. Arvind Kumar), Department of Sahityam, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.
7. Salaskar, Swaraja Ganesh. **A critical study of published and unpublished texts of ākhyātavāda and it's commentaries**. (Dr. Shweta Jejurkar), Department of Sanskrit, M S University of Baroda, Vadodara.
8. Shashi Prabha. **Shrikrishanvidyavagishbhattacharyavirachitaayah shatkarmapradipikaayah smeekshanam sampadanam aath cha yogasya shatkarambhi sah sameekshananacha**. (Prof. Shiv Shankar Mishra), Department of Sarva Darshan, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.

PERFORMING ARTS

Fine Arts

1. Barkha, Saini. **Visualization of text in context to Indian contemporary art**. (Dr. Gurcharan Singh), Department of Fine Arts, Kurukshetra University, Kurukshetra.

Music

1. Maharjan, Mohan Shova. **Nepal ka Newari Sangeet: Ek anusandhanatmak vivechan**. (Dr. Rajesh Kelkar), Department of Music, M S University of Baroda, Vadodara.
2. Karthik, G. **Manōdharma saṅgīta in present day Karnāṭaka classical vocal concerts**. (Dr. Arati N Rao), Department of Music, Jain University, Bangalore.
3. Parmar, Nitinkumar Khushalbhai. **Aftab-E-Sitar Ustad Vilayat Khan ka vyaktitva, kratitva evam sangitik yogdan: Ek vishleshnatmak adhyayan**. (Prof. A S Pathan), Department of Music, M S University of Baroda, Vadodara.
4. Trivedi, Bhumika. **Influence of various Indian music forms on Rabindra sangeet**. (Dr. Rajesh Kelkar), Department of Music, M S University of Baroda, Vadodara.

Philosophy

1. Singh, Rituraj. **Vaishvik pariprekshey mein dharam parivartan: Ek samikshanatamak adhyayan**. (Prof.A D Sharma), Department of Philosophy, Dr Harisingh Gour Vishwavidyalaya, Sagar.

RELIGION

Buddhism

1. Gyalpo, Tashi. **An analytical study on first ever Buddhist novel composed in Bhoti language named Shonnu Dhamey**. Faculty of Language, Central Institute of Buddhist Studies, Leh, Ladakh. ❑

CENTRAL UNIVERSITY OF RAJASTHAN, KISHANGARH

Reaccredited to Grade A++ by NAAC
Category-I Status by UGC

Advt. : CURAJ/R/F.162/Rectt./2024 Date : 10.12.2024

OPEN & DISTANCE LEARNING PROGRAMME

Applications invited for Teaching & Non-Teaching positions under **OPEN AND DISTANCE LEARNING & ONLINE PROGRAMME** purely on contractual basis :-

Assistant Professor (s) 13

Director 01

For more details visit : www.curaj.ac.in

Registrar

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.

WANTED

Applications are invited for the post of **Principal** to be filled in **Kai.Vasantrao Kale Senior College** Degloor Naka, Nanded (**Permanent Non Grant MINORITY INSTITUTION**) (Maharashtra) run by Late Bano Education & Welfare Society Nanded. Eligible candidates should submit their application along with all necessary documents **within Fifteen days** from the date of publication of the Advertisement by Registered post only.

Sr. No.	Name of Post (Designation)	No. of Posts	Full Time	Reservation
1	Principal	One (01)	Full Time	Unreserved

Educational Qualification :

A. Eligibiliy:-

1. 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.** Ph.D. Degree in concerned/allied/relevant discipline in the institution concerned with evidence of published worked and research guidance. **3.** Professor/Associate/ Professor with a total experience of fifteen years of teaching/research in Universities, Colleges and other institutions of higher education. **4.** Minimum of 10 research publication in peer reviewed or UGC listed journals. **5.** Minimum of 110 research score as per Appendix II. Table 2 of UGC regulations 2018.

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 assessment by a committee appointed by the University, constituted as per Rules.

Salary & Allowances:-

Pay scales as per the U.G.C. State Government & Swami Ramanand Teerth Marathwada University Rules from time to time.

7 th Pay Scale: Academic Level- 13A (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 candidates 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. **5.** The vacant posts are being filled under the decision of Hon. High court Aurangabad bench Petition No.12051/2015

Correspondence Address:

The President / Secretary, Late Bano Education & Welfare Society Nanded, Kai.Vasantrao Kale Senior College,
Chawalwala Complex, Degloor Naka, Nanded Tq. Nanded Dist. Nanded – 431604 (Maharashtra).

NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION

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

MINORITY

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

UN-AIDED

Sr. No.	Cadre	Subject	Total No. of Posts	Category
1.	Principal	--	01	01 – OPEN

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

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

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

Application with full details should reach the **SECRETARY, NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION, D.S. Road, Asha Nagar, Thakur Complex, Kandivali (E),Mumbai - 400 101 within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
SECRETARY

VEER NARMAD SOUTH GUJARAT UNIVERSITY

UDHNA - MAGDALLA ROAD, SURAT.

Re-Accredited 'B++' 2.86 CGPA by NAAC - 4th Cycle

EMPLOYMENT NOTICE

Veer Narmad South Gujarat University invites applications for various positions at Dr. B. R. Ambedkar Chair (Centre for Dr. B. R. Ambedkar Studies) of the University that are to be filled for financial year 2024-25(up to 31-03-2025) on contractual basis in connection with the permission granted by Social Justice and Empowerment Department, Government of Gujarat, Gandhinagar vide Resolution No. અબાડ/૧૦૨૦૧૬/૬૩૭૦૫/હ (IWDMS-71550), dtd. 29/04/2016 and Director, Scheduled Caste Welfare, Government of Gujarat, Gandhinagar vide Order અબાડ/૭-૪/૨૦૨૩-૨૪/૧૧૪, dtd. 01/02/2024. Interested candidate should send the application with necessary documents through Speed Post/ Registered Post/in person to the undersigned on or before 27/12/2024 by 6:00 p.m., failing which the application will be rejected. The other details about the application form, form fee, number of posts in various department and minimum qualification, etc., are available on the University website: www.vnsgu.ac.in. Applicant needs to send Two (1 Original+ 1 Photo Copy) hardcopies of the application along with all essential self-attested documents.

Note: Any Corrigendum will be updated on University website only.

No.: GAD/Dr. B. R. Ambed.Chair/EmpNotice/25847/2024 **sd/-**

Date: 04/12/2024 **Registrar**

UNION CHRISTIAN COLLEGE, ALUVA

PIN. 683102.

Ph. 0484 2609194, Mob: 7012626868

(A Christian Minority Institution)

Applications are invited from eligible candidates for the posts of:

(1) Principal (Open)*

(2) Librarian (UGC).

Age, qualifications and scale of pay as per UGC/ Government/M G University norms. For details visit **www.uccollege.edu.in**.

Applications and certificates should reach the Manager within 30 days of the date of advertisement.

*This advertisement is made without prejudice to our right under Article 30(1) of the constitution of India.

Date: 11.12.2024 Manager

SHIKSHAN MANDAL, KARAD's

Mahila Mahavidyalaya, Karad

222, Mangalwar Peth, Karad, Tal. – Karad, Dist. – Satara - 415110 (Maharashtra)

(Affiliated to Shivaji University, Kolhapur)

(Permanently Granted)

WANTED

Applications are invited from eligible candidates for the following posts:

Sr. No.	Name of Post / Subject	Vacant Post	Total Number of Vacant Posts	Total Reservation
1	Principal	01	01	Open to all - 01
2	Director of Physical Education	01	01	Open to all - 01

Conditions: -

1. Educational qualifications, pay scales and service conditions are as prescribed by the Appex body, Govt. of Maharashtra Shivaji University, Kolhapur from time to time. **2.** Appointment to the post of Principal will be for a period of 5 years from the date of appointment or up to the attainment of the age of superannuation of the candidate, whichever is earlier. **3.** It is necessary to submit the certificate issued by Shivaji University, Kolhapur about minimum of the 110 research Score as per Appendix II, Table – 2 mentioned in Government letter dated 8th March, 2019. **4.** The post of principal is treated as open category as per the decision of the Hon'ble High Court, Aurangabad bench W/P No. 3108/2023 and the special leave petition of Hon'ble Supreme Court W/P 4172/2024 and as per the letter No. RJD/HE/KD/CIRCULAR/2024/2119 Dt. 09/05/2024 of Regional Joint Director, Kolhapur Region, Kolhapur. **5.** Please note that the recruitment procedure initiated by this advertisement is subject to decision by Hon. Bombay High - Court, Aurangabad Bench on writ petition No. 12051/2015. **6.** Vacant post and All the Terms & Conditions are applicable as mentioned in Objection letter No. JDHE Kolhapur / NOC / 2024 / 58 Dtd.14.10.2024, JDHE Kolhapur / NOC / 2019 / 10 Dtd. 04.12.2019 and Letter No. HTED – E. Comp.No.: 864525 / 2024 – MHT – (HE - 5), Dtd. 15.10.2024 from Hon. Deputy Secretary (Higher Education) Mantralaya, Mumbai. **7.** PWD, Woman, Orphans and Sports Person Reservation will be applicable as per Government Resolution and Circulars issued from time to time. **8.** Applicants who are already in service they should apply through proper channel. **9.** Incomplete application will not be entertained. **10.** Apply giving full particulars **within 15 days** from the date of publication of this advertisement to the undersigned. **11.** All the Terms and Conditions are applicable as mentioned in the GR Dated 12.11.2021 from Higher and Technical Education Department of Government of Maharashtra.

Secretary,
Shikshan Mandal, Karad

R. C. Patel Educational Trust's

R. C. Patel Arts, Commerce & Science College, Shirpur
Near Karvand Naka, Karvand Road, Shirpur Dist-Dhule 425405
(Gujarathi Minority Institute)
NAAC Re-accredited

Invite Applications for the Post of Principal

Application giving full details about educational qualifications, experience etc. along with the hard copies of the necessary documents through proper channel should reach to: The President, R. C. Patel Educational Trust's R. C. Patel Arts, Commerce & Science College, Shirpur, Near Karvand Naka, Karvand Road, Shirpur, Dist-Dhule 425405 (M.S.) **within fifteen (15)** days from the publication of the advertisement. **For more details about eligibility, pay-scale and service conditions etc. please visit at: www.nmu.ac.in and www.rcpasc.ac.in.**

Sr. No.	Designation	No. of Post	Nature of Post	Category
1.	**Principal**	01 (One)	Granted	ISOLATED

Hon. Bhupeshbhai R. Patel
President
R. C. Patel Educational Trust

Hon. Rajgopal C. Bhandari
Secretary
R. C. Patel Educational Trust

SHOLAPUR SOCIAL ASSOCIATION'S ARTS & COMMERCE COLLEGE, SOLAPUR

New Building Siddheshwar Peth, Solapur - 413005 (Maharashtra)
PERMANANENTLY AFFILATED TO P.A.H.SOLAPUR UNIVERSITY, SOLAPUR
AIDED (MUSLIM RELIGIOUS AND URDU LINGUISTIC MINORITY INSTITUTION)

Application are invited from eligible candidates for the following Posts of **Assistant Professor:**

Sr. No.	Subject	NOC given by Govt. of Maharashtra Post
01	Hindi	01
02	Accountancy	01

Terms & Conditions:

1) The post are open to all, however, candidates from Muslim Minority and Urdu Linguistic should be preferable.
2) Educational qualifications and other requirements are prescribed by the UGC Notification dated 18th July, 2018, Govt. of Maharashtra Resolution No. Misc. 2018/ C.R. 56/18 UNI-1 dated 8th March, 2019 and University Circular No.PAHSUS/ Estt/7th Pay/ 2019/2285/ dated 25th March 2019.
3) Application received after the last date will not be considered. The College will not be responsible for postal delay, if any.
4) Applicants who are in service must send their application through proper channel.
5) Applicants are required to account for breaks, if any, in their academic career.
6) T.A, D.A will not be paid for attending the interview.
7) Applications with full details should reach through proper channel to The Principal, Sholapur Social Association's Arts & Commerce college, New Building, Siddheshwar Peth, Solapur- 413005 (Maharashtra) **within 21 days** from the date of publishing of this Advertisement.
8) Incomplete application will not be entertained.

Place : Solapur (Maharashtra)
Date : 09/12/2024

I/C Principal
(S.S.A's Arts & Commerce College, Solapur)

Sadnath Bahuuddeshiya Shikshan Mandal, Nitur Sanchalit

SMT. SUSHILADEVI DESHMUKH MAHAVIDYALAYA

NITUR TQ. NILANGA DIST. LATUR

WANTED

Applications are invited from the eligible candidates for the post of **PRINCIPAL** to be filled in **Sadnath Bahuuddeshiya Shikshan Mandal, Nitur Sanchalit, SMT. SUSHILADEVI DESHMUKH MAHAVIDYALAYA NITUR TQ. NILANGA DIST. LATUR** on **PERMANENT NON GRANT BASIS**. Eligible candidates should submit their applications along with all necessary documents **within 15 days** from the date of publication of the advertisement by **Registered Post Only**.

(Minority Institution)

Sr. No.	Subjects	No of Posts	Reservation
1.	Principal	01	Unreserved

Essential Qualification : (A or B)

Minimum educational qualification for the post of Principal will be as per Regulation of UGC 18 July, 2018 and G.R. of Government of Maharashtra Dt. 08 March, 2019.

1. **Ph.D Degree:**
2. Professor / Associate Professor with a total service/experience of at least fifteen years of teaching/ research in Universities, Colleges and other institutions of higher education.
3. A minimum of 10 research publication in peer-reviewed or UGC-listed journals; and
4. A minimum of 110 Research Score as per Appendix II, Table 2.

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 assessment by a Committee appointed by the University, constituted as per these Rules.

Salary & Allowances: Pay Scale as per UGC, State Government of Maharashtra & S.R.T.M. University, Nanded 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.ac.in.**
2. No T.A./D.A. will be paid to attend the interview.
3. Eligible candidates who are already in service should submit their applications through proper channel.
4. All attested Xerox copies of certificates and other relevant documents should be attached with the application form.
5. The appointment on the basis of final decision of Hon'ble High Court, Aurangabad Bench of writ petition No.12051/2015.

Address :-

Correspondence address :

Smt. Sushiladevi Deshmukh Mahavidyalaya, Nitur Tq. Nitur Dist. Latur.413530

Contact : 9421451917

Secretary **President**

Sadhanath Bahuuddeshiya Shikshan Mandal Nitur Shachalit
Smt.Sushiladevi Deshmukh Senior college Nitur Tq.Nilanga Dist.Latur
Wanted

Application are invited from the eligible candidates for the following full times posts in Smt.sushiladevi deshmukh senior college Nitur Tq.Nilanga Dist.Latur (permanent Non-grant) run by Sadhanath bahuuddeshiya shikshan mandal Nitur Sanchalit. The application duly completed in all respect should reach on the following address within 15 days. The candidates of reserved category should send one of application to the **Assistant Registrar**, Special Cell S.R.T.M. University Nanded.

Sr No.	Subject	Total Post	Reservation
1	English, Marathi, Hindi, Sociology, Economics, Pol-Science, History, Geography, Psy-Education, Librarain	14	Open-04, SC-02, ST-01, OBC-03, VJ(A)-01, NTB-01, SEBC-01, EWS-01

As Per Govt.decision Dt.25 Jan,2024 & 29 Jan-2024 Parallel Reservation or Horizontal Rerservation

Sr.No.	Paralled of Horizontal Reservation	No Of Post
1	Women Candidates	07
2	Sport Candidates	01
3	Handicap Candidates	01

Educational Qualification:
Eligibility (A or B)
A) 1. A Master's Degree with 55% marks (or an equivalent grade in a point- scale wherever the grading system is followed in a concerned /relevant/ allied subject from an Indian University or equivalent degree from an accredited foreign University.
2. Besides fulfilling the above qualifications, the candidates must have cleared the national Eligibility Test (NET) conducted by the UGC odd the CSIR or a similar test accredited by the UGC like SET or who are or have been awarded a Ph.D. Degree in accordance with university Grants Commission (Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degree) regulations- 2009 Or 2016 and their amendments from time to time as the case may exempted from NET/SET.
Provided the candidates registered for Ph.D. programmer prior to July 11, 2009, shall be governed by the provision of the then existing Ordinances/ Bye-laws/Regulation of the awarding the degree and such Ph.D. Candidates shall be exempted from the requirement of NET/SET for recruitment and appointment of Assistant Professor or equivalent positions in universities/ Colleges/ Institutions Subject to the fulfillment of the following conditions.

f) The Ph.D. Degree of the candidate has been awarded in regular mode only.
g) The Ph.D. thesis has been evaluated by at least two examiners.
h) An open Ph.D. viva voce of the candidate has been conducted.
i) The candidate has published two research papers from his/her Ph.D. work out of which at least one is in a refereed journal and.
j) The candidate has presented at least two papers, based on his/her Ph.D. work conference/ seminars, sponsored funded supported by the UGC/ICSSR/CSIR or any similar agency.
Note

3) The fulfillment of these conditions is to be certified by the Registrar or the Dean (Academic Affairs) of the University concerned.
4) NET/SET shall also not be required for such Masters Programmes for which NET/SET in not conducted However, Ph.D. Degree shall remain the minimum eligibility for appointment of Assistant Professor in such disciplines.
or
B) The Ph.D. degree has been obtained from a foreign University with a ranking among top 500 in The world University ranking (at any time) by any one of the following
5) **Quacquarelli Symonds** (QS)
6) The Times Higher Education (THE) or
7) The Academic Ranking or world Universities (ARWU) of the shanghai Jiao Tong University (Shanghai)
Note: - The academic Score as specified in Appendix-II (Table 3A) for Universities and Appendix- II (Table 3b) for colleges shall be considered for short listing of the candidates for interviews only, and the selections shall be based orally on the performance in the interview.
Correspondence Address:
Smt Sushiladevi Deshmukh, Mahavidyalay, Nitur
Tq. Nilanga Dist. Latur State Maharashtra 413530
Mob – 9421451917 E-Mail - umeshjadhav649@gmail.com
Management Committee
Sadnath Bahuuddeshiya Shikshan Mandal Nitur 9421451917

राजीव गाँधी राष्ट्रीय विमानन विश्वविद्यालय

RAJIV GANDHI NATIONAL AVIATION UNIVERSITY

नागर विमानन मंत्रालय, भारत सरकार के तहत एक केंद्रीय विश्वविद्यालय

(A Central University under Ministry of Civil Aviation, Govt. of India)

2013 में संसद के एक अधिनियम द्वारा स्थापित

Established by an Act of Parliament in 2013

भर्ती सूचना/ RECRUITMENT NOTICE

निम्नलिखित शिक्षण पदों के लिए ऑनलाइन आवेदन आमंत्रित किए जाते हैं। न्यूनतम योग्यता, अनुभव और अन्य नियम व शर्तों का विवरण विश्वविद्यालय की वेबसाइट www.rgnau.ac.in पर उपलब्ध है। Online applications are invited for the following teaching positions. The details of minimum eligibility, experience and other terms & conditions are available in the University website i.e. www.rgnau.ac.in

क्रमांक/ S.N.	पद का नाम /Name of the post(s)	पदों की संख्या/No. of Posts	वेतनमान/ Pay Level
1	प्रोफेसर (विमानन विज्ञान पाठ्यक्रम) – 2 पद **/Professor** (Aviation Science Courses) – 2 posts	सामान्य -05, ओबीसी (एनसीएल)-01 / UR-05, OBC(NCL)-01	वेतन मैट्रिक्स का लेवल-14 / Level 14 of Pay Matrix Rs.1,44,200-2,18,200/-
2	प्रोफेसर (प्रबंधन या व्यवसाय प्रशासन पाठ्यक्रम) – 2 पद/ **Professor** (Management or Business Administration Courses) – 2 posts		
3	प्रोफेसर (इंजीनियरिंग और प्रौद्योगिकी पाठ्यक्रम) – 2 पद/ **Professor** (Engineering and Technology Courses) – 2 posts		
4	एसोसिएट प्रोफेसर (विमानन विज्ञान पाठ्यक्रम) – 6 पद/ **Associate Professor** (Aviation Science Courses) – 6 posts	सामान्य -10, एससी-02, एसटी-01, ओबीसी(एनसीएल)-04, ईडब्ल्यूएस-01 UR-10, SC-02, ST-01, OBC(NCL)-04, EWS-01	वेतन मैट्रिक्स का लेवल 13 ए / Level 13A of Pay Matrix Rs.1,31,100-2,16,600/-
5	एसोसिएट प्रोफेसर (प्रबंधन या व्यवसाय प्रशासन पाठ्यक्रम) – 6 पद/ **Associate Professor** (Management or Business Administration Courses) – 6 posts		
6	एसोसिएट प्रोफेसर (इंजीनियरिंग और प्रौद्योगिकी पाठ्यक्रम) – 6 पद/ **Associate Professor** (Engineering and Technology Courses) – 6 posts		
7	असिस्टेंट प्रोफेसर (विमानन विज्ञान पाठ्यक्रम) – 12 पद/ **Assistant Professor** (Aviation Science Courses) – 12 posts	सामान्य -17, एससी-05, एसटी-02, ओबीसी(एनसीएल)-09, ईडब्ल्यूएस-03 UR-17, SC-05, ST-02, OBC(NCL)-09, EWS-03	वेतन मैट्रिक्स का लेवल-1 / Level 10 of Pay Matrix Rs. 56,100-1,77,500/-
8	असिस्टेंट प्रोफेसर (मैनेजमेंट या बिजनेस एडमिनिस्ट्रेशन कोर्स) – 12 पद/ **Assistant Professor** (Management or Business Administration Courses) – 12 posts		
9	असिस्टेंट प्रोफेसर (इंजीनियरिंग और टेक्नोलॉजी कोर्स) – 12 पद/**Assistant Professor** (Engineering and Technology Courses) – 12 posts		

ऑनलाइन आवेदन पत्र का लिंक https://rgnaurec.samarth.edu.in/. **पर उपलब्ध है।**
The link for online application form is available at https://rgnaurec.samarth.edu.in/.

ऑनलाइन आवेदन जमा करने की अंतिम तिथि: 31 जनवरी **2025**
Last date for submission of online application: **31 January 2025**

कुलसचिव / Registrar

राजीव गाँधी राष्ट्रीय विमानन विश्वविद्यालय

RAJIV GANDHI NATIONAL AVIATION UNIVERSITY

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निम्नलिखित गैर शिक्षण पदों के लिए ऑनलाइन आवेदन आमंत्रित किए जाते हैं। न्यूनतम योग्यता, अनुभव और अन्य नियम व शर्तों का विवरण विश्वविद्यालय की वेबसाइट www.rgnau.ac.in पर उपलब्ध है।

Online applications are invited for the following non-teaching positions. The details of minimum eligibility, experience and other terms & conditions are available in the University website i.e. www.rgnau.ac.in

S. N.	Name of the post(s)	Pay Level as per 7th CPC	No. of Posts
1	डिप्टी रजिस्ट्रार - 3 पद / Deputy Registrar – 3 posts	Pay Level 12	UR-04, OBC(NCL)-01
2	उप वित्त अधिकारी - 2 पद / Deputy Finance Officer – 2 posts		
3	आंतरिक लेखापरीक्षा अधिकारी / Internal Audit Officer	Pay Level 12	UR-02
4	कार्यकारी प्रबंधक / System Administrator	Pay Level 12	UR-02
5	अधिशाषी अभियंता / Executive Engineer	Pay Level 11	UR-01
6	असिस्टेंट रजिस्ट्रार / Assistant Registrar	Pay Level 10	UR-02
7	असिस्टेंट लाइब्रेरियन / Assistant Librarian	Pay Level 10	UR-02
8	हिन्दी अधिकारी / Hindi Officer	Pay Level 10	UR-01
9	प्रणाली विश्लेषक / System Analyst	Pay Level 10	UR-02
10	चिकित्सा अधिकारी / Medical Officer	Pay Level 10	UR-02
11	प्रोग्रामर / Programmer	Pay Level 7	UR-01
12	अनुभाग अधिकारी / Section Officer	Pay Level 7	UR-03
13	प्राइवेट सेक्रेटरी / Private Secretary	Pay Level 7	UR-06, SC-01, OBC(NCL)-02, EWS-01
14	सुरक्षा अधिकारी / Security Officer	Pay Level 7	UR-01
15	जूनियर इंजीनियर (सिविल) - 2 पद/ Junior Engineer (Civil) – 2 posts	Pay Level 7	UR-03, OBC(NCL)-01
16	जूनियर इंजीनियर (इलेक्ट्रिकल) - 2 पद/ Junior Engineer (Electrical) – 2 posts		
17	वरिष्ठ तकनीकी सहायक (कंप्यूटर) / Senior Technical Assistant (Computer)	Pay Level 6	UR-01
18	सहायक / Assistant	Pay Level 6	UR-04, OBC(NCL)-01
19	अपर डिवीजन क्लर्क / Upper Division Clerk	Pay Level 4	UR-03
20	पुस्तकालय सहायक / Library Assistant	Pay Level 3	UR-02
21	लोअर डिवीजन क्लर्क / Lower Division Clerk	Pay Level 2	UR-08, SC-02, ST-01, OBC(NCL)-04, EWS-01

ऑनलाइन आवेदन पत्र का लिंक https://rgnaunt.samarth.edu.in/. **पर उपलब्ध है।**
The link for online application form is available at https://rgnaunt.samarth.edu.in/.

ऑनलाइन आवेदन जमा करने की अंतिम तिथि: 10th **फ़रवरी** 2025
Last date for submission of online application: 10th February 2025

कुलसचिव / Registrar

SOMAIYA VIDYAVIHAR UNIVERSITY

80+ YEARS

Somaiya TRUST

Somaiya Vidyavihar University, located in Mumbai, India, is a private, self-financed university established in 2019. As part of the Somaiya Vidyavihar, which has a rich legacy dating back to 1942, the university offers a comprehensive education experience. Students can choose from a wide range of undergraduate, postgraduate, and doctoral programmes, with the flexibility to pursue majors and minors across various disciplines, including engineering, management, liberal arts, and sciences. The university's tagline, "Freedom of Possibilities," reflects its commitment to providing students with diverse opportunities for growth and exploration. It also features a cutting-edge Maker Space, fostering innovation and hands-on learning. With a strong emphasis on sports, vibrant student life, state-of-the-art facilities, and a focus on research, innovation, and community service, Somaiya Vidyavihar University is dedicated to nurturing well-rounded individuals. Somaiya Vidyavihar University invites applications for

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For Eligibility, Other Information and Online Application Visit

https://admissions.somaiya.edu/ **or** **Scan Here**

Last Date to Apply:

6th Jan 2025

Association of Indian Universities
New Delhi

&

D Y Patil University
(Deemed-to-be University)
Navi Mumbai (Maharashtra)

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The Delegates to the

AIU West Zone Vice Chancellors' Meet—2024-25

(December 20-21, 2024)

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