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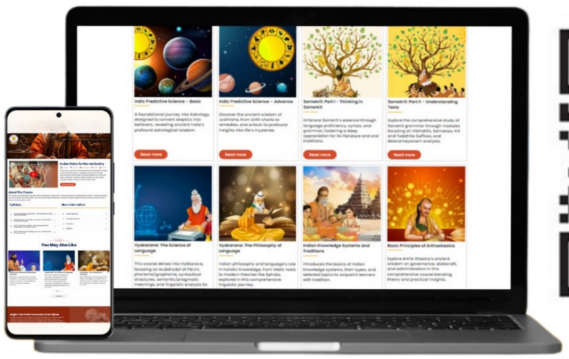

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Fostering Collaborations for Transforming Higher Education by 2047

Murari Lal Gaur*

India, aiming to achieve developed-nation status, must integrate these partnerships into its education and economic frameworks. This paper explores how industry-academia collaborations can address existing gaps, leverage new opportunities, and build a resilient ecosystem to align education with the evolving demands of industries. The National Education Policy (NEP) 2020 envisions a transformative shift in Indian higher education, emphasizing multidisciplinary learning, global competitiveness, and skill-oriented development. The policy offers a blueprint for integrating traditional academic excellence with modern industry demands through innovative partnerships. These collaborations aim to bridge gaps in employability, foster research innovation and support India's goal of becoming a developed nation by 2047.

From Silos to Synergies

Historically, the relationship between Indian academia and industries has been characterized by mutual detachment. Academic institutions focused on knowledge dissemination and research, often without practical applicability, while industries sought job-ready talent without investing in academic collaborations. This dichotomy led to a persistent skill gap and underutilized intellectual resources. However, with globalization, rapid technological advancements, and policy reforms, the need for synergies between these two pillars has become imperative. The NEP---2020 advocates for the dismantling of traditional silos and the promotion of interdisciplinary and collaborative approaches (GoI, 2020). Global exemplars such as Germany's dual education model and the Stanford-Silicon Valley ecosystem illustrate the transformative potential of robust partnerships between academia and industry. Inspired by such models, India is beginning to align its educational priorities with industrial demands, fostering an ecosystem that thrives on shared knowledge and co-created solutions.

Transformative Success Stories

India has already witnessed the impact of successful industry-academia collaborations. The IIT Madras Research Park exemplifies the potential of university-based innovation hubs. By hosting over 200 startups and facilitating the generation of more than 100 patents, this park demonstrates how sustained collaboration can drive research commercialization and foster entrepreneurship. Its projects span areas such as artificial intelligence, electric vehicles, and renewable energy, showcasing its alignment with global sustainability goals.

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Biocon's partnership with IISc Bengaluru has revolutionized healthcare through cost-effective insulin formulations and other breakthroughs in biopharmaceuticals. This collaboration highlights the capacity of academic research to address pressing healthcare challenges with the support of industry. Maruti Suzuki's initiative with polytechnic institutions represents another compelling success story. Integrating classroom instruction with hands-on training in automotive technology has created a skilled workforce aligned with the needs of India's burgeoning automotive sector. These initiatives underline the importance of strategic leadership, strong government support, and localized ecosystems in driving impactful partnerships.

Challenges in Building Effective Collaborations

While the potential of industry-academia collaborations is immense, the path to realizing it is fraught with challenges. One significant hurdle is the resource gap, particularly in rural and semi-urban institutions, which often lack the infrastructure and funding needed for effective engagement with industries. This disparity limits the scope of collaboration to premier institutions, leaving a vast majority of students without access to such opportunities. Regulatory barriers further complicate the landscape. Lengthy approval processes and bureaucratic inefficiencies deter private sector participation, often stalling promising initiatives. Moreover, skill mismatches remain a persistent issue, with graduates frequently unprepared to meet the practical demands of the industry. Regional disparities add another layer of complexity (WEF, 2023). Institutions in metro cities benefit from proximity to industries and better infrastructure, while their counterparts in remote regions struggle to attract industrial partnerships. Addressing these inequities is essential for ensuring inclusive & equitable growth.

Strategic Pathways for Collaborative Growth

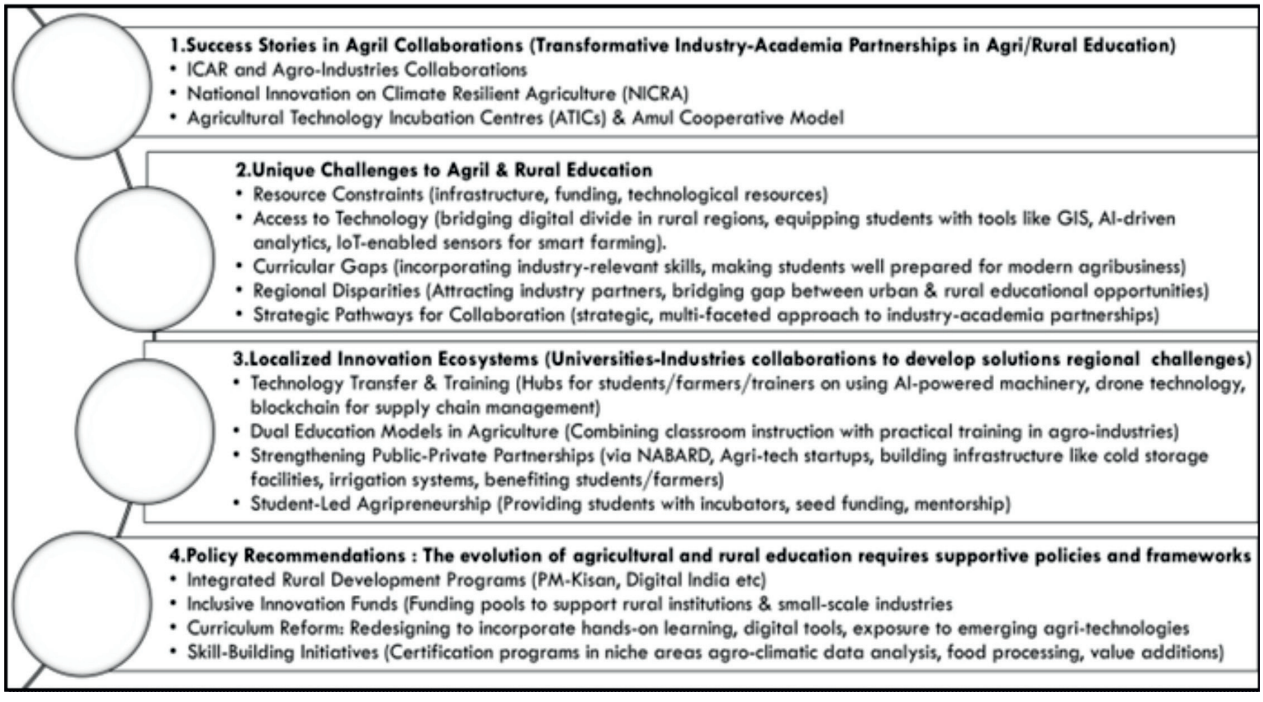
The future of industry-academia partnerships lies in their ability to evolve into strategic, outcome-oriented collaborations. Establishing Technology Transfer Hubs across universities can play a pivotal role in this transformation. Drawing inspiration from MIT's Industrial Liaison Program, these hubs would serve as bridges between academic research and industrial application, facilitating the commercialization of innovations (UNESCO, 2023). The success of IIT Madras Research Park and Venture Center Pune underscores the potential of such initiatives in creating vibrant innovation ecosystems. Adopting Dual Education Models is another promising pathway. By integrating theoretical learning with industrial training, this model can significantly enhance employability. Programs like the Tata Institute of Social Sciences Work Integrated Training Program and Maruti Suzuki's Polytechnic Initiative exemplify the value of combining classroom education with practical exposure.

Public-Private Partnerships (PPPs) also hold immense potential for fostering collaborations. Successful examples such as the Siemens Centre of Excellence at IIT Madras and the T-Hub initiative in Hyderabad illustrate how such partnerships can drive infrastructure development, skill enhancement, and innovation. These models emphasize shared investments and mutual benefits, aligning academic pursuits with industrial needs. To address regional disparities, universities must establish localized innovation ecosystems tailored to regional strengths (Mishra and Singh, 2022). Collaborations in Agril technology in Punjab or renewable energy in Gujarat can create solutions to address local challenges while fostering economic development.

Policy Recommendations for Sustainable Impact

To maximize the impact of industry-academia partnerships, policy frameworks must be reimagined to encourage flexibility, inclusivity, and efficiency (Chakrabarti and Pandit, 2023). Simplifying regulatory processes and creating single-window clearances can reduce bureaucratic hurdles, making it easier for industries to engage with academic institutions. Incentivizing industry participation through tax benefits and grants is another critical step. Such measures would encourage industries to invest in academic research and skill development, creating a mutually beneficial ecosystem. Expanding digital platforms to facilitate collaboration and resource sharing can further streamline partnerships, particularly in regions with limited physical infrastructure. Promoting inclusivity must remain a central objective. Providing incentives for collaborations with institutions in underserved regions and ensuring regional representation in national initiatives can help bridge the gap between urban and rural education systems. Establishing a National Collaboration Framework to monitor and evaluate the outcomes of partnerships can provide accountability and drive continuous improvement.

Fig.1 Unique Challenges, Success Stories, Localized Innovations in Higher Education Under Agricultural and Rural Sector to Facilitate Relevant Policies



Cultivating Futures: Bridging Academia and Industry for Sustainable Farming Innovation

Agriculture and rural education hold transformative potential for fostering sustainable development and empowering communities. However, these domains require concerted efforts to bridge the gap between theoretical knowledge and real-world applications. Industry-academia partnerships have emerged as pivotal mechanisms in addressing this challenge, enabling collaborative innovation and the practical implementation of advanced technologies. Success stories, such as ICAR's region-specific solutions and the Amul cooperative model, highlight how such collaborations can revolutionize agricultural practices, drive climate-resilient innovations, and create meaningful employment opportunities (Kathiria, et. al., 2022). By aligning academic expertise with industry needs, these initiatives not only enhance educational outcomes but also address critical issues like water scarcity, climate adaptation, and sustainable farming. Despite these achievements, agricultural and rural education face unique challenges that hinder their broader impact. Resource constraints, limited access to technology, curricular gaps, and regional disparities create significant barriers for rural institutions to fully harness the benefits of industry collaboration. Addressing these requires a multi-faceted strategy, integrating localized innovation ecosystems, dual education models, and robust public-private partnerships. Through focused policy interventions, curriculum reforms, and fostering agripreneurship, it is possible to build a resilient framework that prepares students and communities for the future of agriculture and rural development. Auther's work (Kathiria, et. al., 2022) on educational policies and their relevance to higher and diploma-level education in Indian agricultural universities has provided a foundation for exploring integrative frameworks. Specifically, emphasizes the strategic importance of aligning diploma education with higher education, enabling seamless transitions and fostering a skilled workforce aligned with agricultural development needs. Fig.1 Illustrates a set of pictorial narratives encompassing a few success stories, unique challenges, and localized innovations, which could be of food for thought for policy planners.

Conclusion

The alignment of academia and industry under NEP–2020 represents a paradigm shift in India's approach to higher education. By fostering robust, outcome-oriented partnerships, India can bridge the gap between theoretical knowledge and practical application, positioning itself as a global leader in education and industry. Industry-

academia partnerships are not merely a policy directive but a national imperative. With the right strategies, stakeholder commitment, and a vision for inclusivity, these collaborations can unlock India's immense potential, driving innovation, sustainable development, and economic growth. The future of Indian education lies in its ability to adapt, innovate, and collaborate—a vision that will shape the next generation and define India's place in the global knowledge economy. Industry-academia partnerships in agricultural and rural education hold immense potential to transform India's farming landscape and rural economy. By integrating cutting-edge technology with traditional knowledge, these collaborations can empower students, address regional disparities, and foster sustainable development. As India strives toward becoming a knowledge-driven economy by 2047, the agricultural sector must not be left behind. By reimagining partnerships tailored to rural and agricultural contexts, the country can create a resilient ecosystem where education meets innovation, and theory transforms into impactful practice. In this way, higher agricultural education will serve as a vital lever for achieving inclusive growth and ensuring food security for future generations

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Flip Side of Research Collaboration: Unholy Nexus Aimed at Fulfilling Vested Interests

Ramesh Pandita* and Shivendra Singh**

Academics and research go hand in hand. Research is the soul of academics. An academician who does not have a rich research profile is somewhat despised in his own academic and research circles. Given this fact, the majority of academicians pursue research either as a compulsion to ensure survival or as a passion to stand tall and high among contemporaries, alongside contributing to the real good of society. People are not equally passionate about research, some pursue it as their first love and others as their last, but given the compulsion of undertaking research activities alongside academics, a good number of academicians over a while turn their last love into their first love, especially the moment they start rejoicing the pleasure earned out of praise for the good work done. This pleasure gradually turns into passion, which ultimately becomes an endemic research trait.

Research collaboration is a very widely used term in academic and research circles all across the world and of late, publishing collaborative research has more or less become the order of the day. There are many reasons for undertaking collaborative research, which includes aspects like sharing expertise and knowledge, using mutual resources, sharing lab and other technological facilities, promoting a common cause, working in a similar area, addressing common issues, sharing common interests, and more (Katz & Martin, 1997; Kumar, 2015). The main purpose of researching on a collaborative basis is to promote the welfare and betterment of one and all alike, irrespective of their caste, color, creed, nationality, or religious affinity. But, over the years, the real purpose of research collaboration has been defeated and has started revealing its ugly face, the flip or the dark side of research collaboration, which hitherto was unknown to academics in general. This can be equated as, professional by choice and professional by chance are altogether two different aspects, even it won't be inappropriate to consider two as the two extremities of an oscillating pendulum. Professionals by chance do everything possible to stand shoulder to shoulder with professionals by choice including taking the forbidden route. In the same way academicians not researchers by choice do trade the proscribed routes to stand shoulder-to-shoulder with ardent researchers. All such mediocre and below-average researchers enter into unholy nexus with other researchers to improve their research profile.

Although there is no limit to the number of authors who can contribute to a research project or for that matter on a research paper, the moment number of co-authors is beyond the expected levels, the contribution of each author becomes a bit doubtful. During the recent COVID surge more than 15,025 authors contributed to academic papers from 116 countries across the world on the collaborative study undertaken by the University of Birmingham and the University of Edinburgh in the UK as verified by (Guinness World Records Limited, 2021). In this type of research sharing expertise was desperately needed and so can be understood about such a sort of research collaboration. Similarly, a research paper was published in the field of physics by 5154 authors in 1990 in Physical Review Letters (Castelvecchi, 2015). This kind of co-authorship is always encouraged for the larger benefit, but the moment group authorship is carried out for individual purposes for individual benefit, that group authorship is seen as having malafide interest.

As per the global research report, about multi-authorship and research analytics, there is a growing trend towards the consistent rise in the number of authors on a research article (Adams, et. al., 2019). The pattern of authorship which has evolved over the recent past is owed to different reasons including an increase in collaborative research in solving issues prevalent at the global level. However, this type of authorship has immensely impacted the citation rate of research articles. The report also discusses the "hyper-authorship". Hyper-authorship is associated with the research article having more than 100 authors. Even, the research articles with 1000 or more authors have also increased. This was also corroborated by the ISI's Science Watch 2012, wherein Chris King observed that research articles

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indexed in WoS having more than 50 authors rose from 400 articles in 1998 to more than 1000 articles in 2011 (King, 2012). Around the year 2000, the maximum number of authors in research articles was around 500, the number rose to around 2500 recorded in 2004, while in 2015 the maximum number of authors on research articles recorded was 5153 with more than 500 institutional affiliations (Aad, et. al., 2015; Sijp, 2018).

The ongoing discussion is confined to the unholy nexus of research collaboration, which is fast spreading its tentacles among the researchers, whereby average and below-average researchers strike to prominence without doing any real good research. This unholy nexus is prevalent in almost every subject area, but still, it is the pure and natural sciences in which this nexus is prevalent more.

The present study has been undertaken with the following objectives

- To highlight the prevalence of nexus among researchers whereby they complement each other and improve their research profile within short period.
- To discuss how researchers help each other to improve their citation count, inflate their h-index and other metrics.
- To help understand how international research collaboration is more aimed at securing Article Processing Charges (APCs) from foreign co-authors.

Problem Statement

The term research ethics has become quite popular among the academia, whereby emphasis is always laid on the need and importance of morality a researcher should maintain. At the same time, the fact remains that the tendency to outrun others to relish the feet of exception or the desire to stand distinct among contemporaries is the driving force that propels an individual to perform exceptionally. However, in majority of the cases, the desire to stand exceptional among others is more for pretentious reasons, whereby one wants to impress others and attract their attention, undeservingly. This ostentatious behavior among academia has fostered a nexus among like-minded researchers whereby they indulge in unethical research practices. Collaborative research is being seen as one such form, which is being misused to suit one's interests more than serving the interests of the society at large. People do not see anything wrong in accomplishing more in less time, no matter even if it costs them to outrage the research ethics.

Co-Authorship Nexus and Its Forms

The practice of undertaking collaborative research to produce and publish significant and impactful research results for the wholesome benefit of end users is very common all across the world. But, over the years the practice of collaborative research has more or less lost its sheen for being undertaken with the sole aim of achieving personal milestones rather than serving the larger interest of the society. Collaborative research nowadays is being undertaken to inflate the individual scientometric output, of an institution, inflate the h-index, promote citation counts, influence impact factors, cite scores, and various other metrics including for matching journal Article Processing Charges (APC). This collaborative research takes place at various levels, which can be either national level, international level, or even multinational level. The more international authors come together to collaborate, the more the research results strike prominence, and the more weight is given to such research articles. It won't be inappropriate to say that this co-authorship nexus works on a well-articulated strategy, whereby researchers complement each other at different levels. Some of the common forms of co-authorship research nexuses have been worked on and presented here.

Group Co-Authorship Nexus

Group co-authorship is one of the largest and most well-received forms of research writing. Nearly 70% of research papers published all across the world are produced on a co-authorship basis (Yu-Wei, 2012). Although, any research idea or concept is primarily a brainchild of one individual, who conceives it and tries to shape it up in the form of a research piece for the benefit of one and all alike. Some researchers handle their brainchild effectively and shape it nicely to make it worth consumption among end-users single-handedly, but at times, the brainchild of one becomes the goal of many, especially the moment likeminded researchers come together and start working on the conceived idea, the idea becomes more vibrant and shapes up more convincingly. This way the co-authorship helps to refine an idea to a new high, due to the involvement of co-authors. The co-authorship research is generally rated more authentic and reliable because of brainstorming done on the part of co-authors in shaping an idea. But this surely does not

mean that research results produced by single authors are anyway less reliable or less authentic.

The practice of co-authored research is acceptable as long as research ethics are upheld by the researchers undertaking research activity on the co-authorship basis in letter and spirit, and the moment research ethics are violated or not upheld in their earnest, the research integrity of co-authors becomes questionable. There is a growing trend among researchers, whereby a group of researchers generally come together to work on a co-authorship basis with the sole aim of inflating their h-index and improving their research profile by increasing their research output manifold in the shortest period. This sort of co-authorship research practice is more prevalent among researchers in the subject disciplines of pure sciences, engineering & technology (De Stefano et al., 2011). In sciences, one may come across research papers having co-authors anything from 10 to 100 or even beyond (RR). The trend is equally prevalent among the researchers in Social Sciences and Humanities, but the Co-Authorship Density in these subject areas is lower than in sciences.

In a normal course, an average researcher produces a couple of research papers in a year, but when a group of researchers come together this number gets almost multiplied by the co-authors working as a group. Each researcher in the group of co-authors produces the same two to three research papers a year, but giving their allegiance to each other to reflect all the members of the group as co-authors inflates the research productivity of each author and this number in a group of ten authors easily touches anything between 30 to 35 paper each year for each researcher. The more the co-authors the more will be the research output of a researcher. This co-authorship nexus works in tandem, whereby each co-author is obliged to produce a research paper and include the names of all the other group co-authors. This murky nexus of co-authorship research productivity can be assessed by looking into the principal authorship pattern of the researchers, whereby a researcher having more than two to three hundred research papers to his/her credit will have 25 to 30 research papers as a principal author, the co-authorship pattern will be repeated in rest of the papers. Given the overall research output of the author and the h-index thereof obtained over the years through this fashion makes one an outstanding researcher, which in turn helps one to scale new highs in the arena of academics and research (Hâncean et al., 2020).

Supervisory Co-Authorship

Every budding researcher seeks refuge in a research supervisor, who not only helps one to groom as an able and good researcher but also introduces scholars to the research world. How so leading and accomplished a research supervisor may be, but he/she is always ready to lend his/her name to his/her research scholar as a co-author. This exception of publishing research papers with a novice and budding researcher in it is a big gesture and this won't be inappropriate to say that, a research supervisor provides the necessary platform to upcoming researchers, by giving them wings to showcase their research prowess (Clowes & Shefer, 2013)**.** As long as a research supervisor and a scholar undertake collaborative work, their co-authored research work can be understood, but the moment role of supervisory is non-existent, with no further collaborative work, their co-authorship should also become non-existent, otherwise their post-supervisory co-authorship will come under the dock.

The research supervisor has to understand its role, which by all means is limited to collaborative work, but the moment same is not there, the research supervisor cannot force or compel its scholar to produce joint publications on a co-authorship basis, to which former may not have contributed to any degree. Unfortunately, this kind of co-authorship is more prevalent in countries like India, where a scholar continues to add the name of the research supervisor as his co-authors even though both don't work anymore together. Extending this undue credit to one's research supervisor is generally seen for three main reasons. One, the research scholar remains indebted to research supervisors all their lives, and adding the supervisor as a co-author is a gesture to it. Secondly, in some cases research supervisor also desires to continually reap the lifelong dividends in the shape of lifelong co-authorship for his investments made by supervising a scholar. Thirdly, a research scholar with average or below average research traits en-cashes the research supervisor's name in the form of co-authors to get his average or even below average articles published in research journals.

Mal Co-Authorship

The term mal co-authorship can be more or less termed as a new-fangled for being used for the first time to define a form of co-authorship that is both unjust and unholy. In other words, mal co-authorship can also be viewed from the point of the health of

research information produced, which is not up to the mark or the way it should have been produced. Under this category of co-authorship, the health of the research information produced gets marred by collaborating with any such co-author who despite not being an expert in the given subject field, ventures into it, thereby not only doing a disservice to one's own subject field in which one can contribute immensely but also bogs down the authenticity of the researcher with whom one collaborates. Still more, researchers collaborating with those not experts in the given field are somewhere demeaning their own academic and research standing among the scholarly community, as such, such collaborations are always seen as deception. Mal co-authorship collaboration can be taken a step forward, whereby below-average and poor researchers all of suddenly produce quality research results while collaborating with some good researchers. Contemporaries start challenging the worth of the researcher to produce quality research results, hence becomes quite difficult to justify such co-authorship collaborations.

Irrelevant Co-Authorship

The relevance of research collaboration is as important as the research itself. It is always important to see who is joining hands with whom to collaborate on a research project and who is coming together to shape a new theory. The genuineness of any research work can be assessed by evaluating different aspects associated with undertaking research work and so does author's biography or the author's background helps in establishing how far the research is authentic and reliable (Bruno, 2014). Thereon, if there is any irrelevant research collaboration, whereby researchers from diverse subject areas come together to produce research results at a time becomes unjust. Although the concept of multidisciplinary, inter-disciplinary research is very much in vogue, that should not mean any overlapping research results produced shall be accepted without any verifiability. The irrelevant authorship also seeks its roots to complement each other, with the sole aim of improving the research profile, inflating research metrics, and increasing research output. This sort of research does not make any real good contribution to society but does give a chance to others to raise eyebrows over the genuineness of the research.

Co-Authorship Based on Kinship

Co-authorship based on kinship is one of the most popular and broadly acknowledged co-authorship nexus, whereby the researcher with the sole aim to not just introduce the kinsfolk to the research world but also to promote their professional interests. This form of co-authorship generally pushes the average and below-average kinsfolk with the sole aim of ensuring their survival in this ever-challenging research world, which only guarantees the survival of the best. Under this form of co-authors, it is mostly the husband and the wife who complement each other by adding each other's name as co-authors in the research publications, irrespective of their subject specialization (Rivera, 2019). The kinship co-authorship is not limited to husband and wife, but this also includes other relations, like coauthors among brothers, sisters, cousins, parent-children, and more. The worst part of this form of co-authorship is that people do not show respect towards the subject specialization. The sole purpose of this form of research collaboration is to help a kin inflate his/her research metrics and improve their research profile, no matter even if it comes at the cost of society as a whole or lets the coming generations suffer the easy-to-excel career growth of the individual (Uddin et al., 2012).

The roots of nepotism in research are very well grooved, whereby researchers do not come together to research because research demands so, but because kinship demands so. The co-authorship based on kinship is more often used as a launch-pad for upcoming or budding researchers, whereby they are provided with a platform and are engaged with prominent and well-established researchers, but the moment this kinship co-authorship continues beyond such encouragements, the co-authorship turns out to be a hoax, a nexus, which is solely aimed to serve personal interests.

This form of co-authorship generally pushes the average and below-average kinsfolk with the sole aim of ensuring their survival in this ever-challenging research world, which only guarantees the survival of the best. The kinship co-authorship cannot be limited to husband and wife, but this also includes other relations, like co-authorship among brothers, sisters, cousins, parent-children, and more. The worst part of this form of co-authorship is that people do not show respect towards the subject specialization. Authorship based on kinship is a sort of gifted authorship, whereby authorship is granted as a courtesy rather than on the grounds of making any real and significant contribution to the work done.

Co-Authorship Based on Sub-Ordination and Super-Ordination

Bullying is very common in all walks of life, whereby a super-ordinate can be easily seen suppressing his/her sub-ordinate on different counts. The practice of bullying is also very common among academic and research circles, whereby a subordinate at times is put in a situation to incorporate the name of his/her superior in a research paper, despite not being willing to do so. This kind of co-authorship based on super-ordination is prevalent at the level; whereby a subordinate gets the feel of being targeted unnecessarily by a senior colleague or may even face harassment in operations or faces glitches in administrative deliverance. All such hindrances which a subordinate face at the hands of superiors amounts to bullying tactics which a superior may adopt to make his subordinate work on the lines the superior wants. However, the moment a subordinate extends favors to his superior by incorporating his/her name in the research articles bullying, etc., fades. Subordinates also start giving undue credit to their superiors or accommodate their interests only to avoid bullying. This practice of bullying is neither one way (viz., top-down but can also flow in inverse direction) nor is it limited to colleagues working under the same roof. The co-authorship based on super-ordination is faced by the research scholars working under one supervisor but at times are forced to include the names of other faculty members, who neither have any supervisory role nor may have contributed to such research work.

Appeasement Co-Authorship

Professional rivalries are very common and so is the race among coworkers to prove better over others. This competitive nature although sounds good and healthy for professional growth and development, often leads to frequent disagreements and estranged relationships among coworkers especially when the coworkers are working in sub-ordinate and super-ordinate capacities. It is more often observed that sub-ordinates always look for opportunities whereby they may include the name of their super-ordinate in a research paper to be in the good books of their super-ordinates. Exceptions are always there, whereby a super-ordinate may out-rightly decline the inclusion of his/her name in any such research work to which one may not have contributed at any level, step, or stage. The conscience of a person may not allow him/her to get credited for any research work to which he/she may not have contributed to any degree. Others may decline including their name, if they find research work of substandard quality or which may not go well with his/her research reputation. While a lot many may find the opportunity as tempting and will grab it with both hands without getting into the contributions made or the quality followed. The appeasement co-authorship is done purposively to ensure and secure favors for the future from one's superiors or super-ordinates in any form.

Submissive Co-Authorship

Research scholars most often find themselves at the crossroads when it comes to publishing a research paper with co-authors to which Lateral may not have contributed at all and despite being hesitant to include such co-authors, they are somewhat impelled to include them as co-authors. The co-authorship based on submission can be seen parallel to appeasement co-authorship, as both the forms by and large appear to be serving the same purpose (Conn et al., 2015). However, the fundamental difference between the two is, in the former case the co-author is added by corrupting him in advance only to secure payback of favors as and when needed, while in the lateral case, the co-author is added so as not to annoy a superior, so that sailing in the department may be smooth, without hurdles. The submissive co-authorship also reflects the weak standing of a researcher in an organization, who manages things by being humble and submissive, rather being authoritative.

Ghost Writers/Authorship

It becomes quite imperative to discuss the Ghost Authorship, especially in the ever and fast expanding research activities, whereby research output all across the world has increased manifold, rather at an exponential rate. Under ghost authorship, work is done by somebody else, and research results are published in the name of someone else. This kind of work is purely undertaken by professionals for the sake of money. Such kind of authors do not want to get the credit for the work or the research results published but their sole interest is to make money they get from the person who hires their services. Nowadays, open marketing is done by such professionals as writing research papers, writing project reports at UG and PG levels, writing Ph.D thesis and more. Even publishing a research paper in a highly reputed and indexed research journal is one of the common practices these ghostwriters indulge in.

The ghostwriters are generally popular among global political circles. It is these ghostwriters who

even today write speeches for world political leaders, which they deliver during political rallies, addressing masses, or while talking about some common global concerns, etc. of course barring some stalwarts who speak extempore. All such ghostwriters are generally on the payrolls of such political parties or individuals and they aim to earn money and not to claim right over the content, which is otherwise his/her brainchild but claimed by somebody else. Besides, a ghostwriter or ghost author doesn't need to always be paid for his/her services.

Research reviewers can also be considered as a type of ghostwriters, whose names never appear in a research paper as co-authors, although their contribution is acknowledged by the authors by maintaining their anonymity, their contribution is always phenomenal in shaping the research results. This form of research contribution generally goes unnoticed and without such refinement, research results may fail to serve the purpose to their entirety or their true potential.

Purposes of Unholy Research Collaboration

Apart from the aforementioned reasons, there are other purposes as well which has started demeaning the purpose of research collaboration. Some other clandestine purposes for undertaking collaborative research include

Match APCs

It sounds very pleasing when one talks about collaborative research activities undertaken together by researchers belonging to different institutions. The research activity undertaken on a collaborative basis sounds more promising and appealing when the collaborator is from a very prestigious institution from a foreign lands and this delight gets doubled when the collaborator is from the institution you dream of. It is not only the individual researcher but the institution as a whole to which a particular researcher is affiliated takes pride in that collaborative research done. Even the institutions take pride in dubbing such collaborative activity as undertaken under a MoU with the specific institution. But the fact of the matter is over the years the sanctity of collaborative research has degraded considerably, whereby the collaborative research has been reduced to the level of matching Article Processing Charges without making any real good contribution (Nabyonga-Orem et al., 2020). It is an open secret that researchers these days, especially from developing and poor countries undertake research and for the want of publishing their research results in leading research journals seek the support of foreign collaborators for two main reasons. One for matching the Article Processing Charges (APCs) which are so high that researchers from all such hummable countries generally find it difficult to match such huge APCs, with the result they approach foreign collaborators, who are happy to pay APCs and get their name included as a co-author. Two, foreign collaboration adds more weight to research articles from developing and poor countries, which otherwise are generally rated as poor-quality research articles.

This unholy collaboration in research writing has been going on for some time, but of late, it has mushroomed more. Generally, collaborators who agree to match the APCs are those who want to improve their research profile in the shortest possible time as such don't mind attaining the desired objective by pushing money and without making any genuine research contribution as a co-author. Even the role of commercial journal publishers in suggesting that researchers from humble countries collaborate with foreign authors, especially for matching APCs can't be denied. Commercial publishers are hell-bent to make money and they look for all such channels which can be exploited to suit their commercial interests.

The practice of looking for collaborative researchers to match APCs is equally prevalent at the institutional level, state level, regional level, and country level. Some researchers receive liberal grants against their projects funded by the government and its agencies; as such don't mind paying the price for joining as a coauthor by matching APCs.

Inflate H-Index

H-Index has become one of the key measures/parameters to assess the research worthiness of a faculty member or for that matter of a researcher. There is an equal need to understand that the h-index is a spin-off of citation count and a higher citation count can be for many reasons including quality of research as one of them. The higher citation count may not always be due to genuine citations received due to higher quality of research, but also due to manipulation of citations through self-citations, suggested citations, publisher citations, institutional citations, co-author group citations and more mostly done with the sole purpose to inflate the h-index.

Hence, a higher h-index may not always guarantee the researcher is exceptional.

A researcher having a higher h-index than one's contemporaries is rated as an accomplished researcher, which in turn helps a researcher to achieve higher career objectives. Any accomplished researcher having a good academic and research profile is always seen as an asset to an institution and so institutions welcome such high-profile researchers to add value and enhance the reputation of their institution. Given this fact, researchers always look for such collaborative partners who either are known for their research acumen, as such may help add value to the profile of the researcher seeking collaboration, or whose research gets readily sold in the market without much effort and a who to want to push their profile alongside increase the number of publications, fetch more and more citations and inflate h-index (Bi, 2023).

Enhance Funding Opportunities

Of late, group co-authorship has increased manifold, especially in the subject disciplines of pure and applied sciences. This increase in group co-authorship, which is also dubbed as teamwork is mainly to complement each other in matching resources in different forms including managing funding if needed to match Article Processing Charges (APCs). In a way, group authorship has also turned into a blessing for researchers to help match or enhance funding for different purposes, be it for procurement of research equipment, establishing a laboratory, or undertaking other activities for a common purpose. So, group authorship can also be seen as a way out to help researchers survive and sustain in the research world.

Institutional Affiliation

Research collaboration has equally become a buzzword these days, whereby researchers from different institutions come together to undertake research activity around a common research problem. Group authorship helps all such researchers to present themselves as research collaborators both at the national and international level, whereby their institutional affiliation complements in growth and development of each other and also acts as a marketing tool to attract students and scholars towards them. Also, authors from rich institutions help in matching more research funding at all levels, but the case is not always the same, as most of the time researchers work together to promote their interests rather than working for the larger benefit of the society.

Implications and Consequences

The flip side of research collaboration or group co-authorship has its ethical implications and consequences, whereby people or the evaluators take due note of research work and the authorship pattern followed, especially the group authorship, which mostly is followed to complement each other's interests, whereby one manages to emerge as an established researcher within a short period. The research undertaken to impact one's research matrices to push one's growth or put oneself at an undue advantage may backfire in terms of moral ramifications by affecting scholarly reputation among the global research and scientific community due to unethical research practices followed. Even the surfacing of any such unethical research practice may lead to losing one's job along with other forfeitures. It is always desirable to undertake collaborative research by adhering to globally acceptable research ethics.

Conclusion

Co-authorship involves a greater degree of brainstorming and hence plays a very important role in refining the research results. It is equally important to collaborate with research experts of any given subject field at national, international, and multinational levels. International research collaboration opens up new vistas for research in any given country. Sharing expertise in researching on a collaborative basis makes research more result-oriented and benefits the end users to a far greater degree. However, the moment researchers collaborate for personal gains, in violation of research ethics, the purpose of the collaborative research gets defeated. A growing trend is being observed among researchers across the world, whereby the idea of collaborative research is being misused and abused for individual gains. The sooner this nexus of researchers is exposed the better it would be for the holistic growth of both science and society. It is a human tendency to prove self-better over others and so do researchers showcase their scientometric or research metrics among their fellow researchers to stand tall and larger among contemporaries. The sooner the scientific community understands that metrics are just numbers and don't serve any real good purpose other than satisfying one's ego, the better it will be in producing qualitative

collaborative research results. The researchers from pure sciences, engineering, and technology are the largest lot who have been found to indulge more in group co-authorship, while the researchers of social sciences are more indulged in mal co-authorship.

It is always desirable to assess the research contribution of any researcher by the number of research articles one has published as a principal author and the number of articles published as co-authors. No researcher would love to lose his principal authorship to his co-author, knowing very well how much effort and brainstorming it involves in producing quality research. Co-authorship is a blessing in itself as long as researchers come together are significantly contribute to producing research results, and the same co-authorship turns into a curse the moment co-authors are added for the namesake and do not make any contribution in producing research results.

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Ensuring Equitable and Inclusive Quality Education: Insights from National Education Policy–2020

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The pursuit of equitable and inclusive quality education lies at the heart of societal progress and human development. Recognising this fundamental principle, the National Education Policy (NEP) 2020 serves as a visionary blueprint to transform India's educational landscape. Envisaging a holistic approach, the NEP–2020 addresses the multifaceted challenges hindering the realisation of quality education for all. Through its lens, equitable and inclusive education emerges as not merely an aspiration but a tangible imperative for fostering a thriving and equitable society (Moodly & Adu, 2014).

NEP–2020 underscores the need to bridge existing gaps in access, participation, and outcomes across various segments of the population. Embracing inclusivity emphasises the importance of catering to the diverse learning needs of individuals, irrespective of their socioeconomic background, gender, ethnicity, or abilities (Das & Das, 2024). By prioritising equity, the policy seeks to dismantle barriers that impede the educational journey of marginalised communities, ensuring their meaningful participation in the learning process (Sinakou et al., 2017).

Moreover, NEP–2020 adopts a holistic perspective that extends beyond traditional classroom settings, recognising the pivotal role of early childhood care, foundational literacy, and numeracy in shaping lifelong learning outcomes. It advocates for a flexible and inclusive curriculum that promotes critical thinking, creativity, and socio-emotional development, empowering learners to navigate an increasingly complex and interconnected world (Das & Barman, 2024).

In essence, equitable and inclusive quality education, as envisaged by NEP–2020, embodies the principles of social justice, empowerment, and human dignity. By championing these ideals, the policy lays the groundwork for a more inclusive and equitable society, where every individual has the opportunity to realise their full potential and contribute meaningfully to the collective advancement of the nation (Das et al., 2023).

In the pursuit of fostering equitable and inclusive quality education for all, the National Education Policy---2020 (NEP--2020) stands as a pivotal document guiding educational reforms in many countries. Recognising education as a fundamental right and a potent tool for socio-economic development, the NEP–2020 embodies a comprehensive vision aimed at transforming the educational landscape to cater to the diverse needs of learners, ensuring inclusivity, and fostering excellence.

The NEP–2020 represents a paradigm shift in educational philosophy, moving from a content-centric approach to a more holistic and inclusive framework. It emphasises the importance of early childhood care and education, integrating foundational literacy and numeracy skills into the curriculum, and promoting multilingualism to ensure that no child is left behind. By focusing on foundational learning outcomes, the policy aims to bridge the existing disparities in educational attainment, particularly among marginalised communities and underprivileged groups (Das & Barman, 2023b).

Furthermore, the NEP–2020 envisages a reimagined pedagogical approach that encourages critical thinking, creativity, and experiential learning. It emphasises reducing the curriculum load and promoting a flexible and multidisciplinary curriculum to accommodate diverse learning styles and interests. Additionally, the policy underscores the significance of leveraging technology to enhance access, equity, and quality in education, especially in remote and underserved areas.

Central to the NEP–2020 is the principle of equity, which entails addressing disparities in access, participation, and outcomes across various demographic groups. It advocates for affirmative action strategies, such as scholarships, incentives, and targeted interventions, to ensure equitable opportunities for all learners, regardless of their

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socioeconomic background, gender, ethnicity, or disability status. Moreover, the policy underscores the importance of inclusive education by promoting barrier-free learning environments, accommodating the needs of children with disabilities, and fostering a culture of diversity and acceptance within educational institutions (Das, 2022).

In essence, the NEP–2020 represents a holistic approach toward realising the vision of equitable and inclusive quality education for all. By addressing structural inequalities, promoting innovation in teaching and learning, and embracing diversity, the policy sets the stage for transformative changes in the educational landscape, ultimately paving the way for a more just, inclusive, and prosperous society. As such, a comprehensive examination of the NEP–2020 and its implications is essential for understanding its potential impact on educational outcomes and social development (Das & Das, 2024).

Current Status and Key Aspects of Inclusive Education in India

The Kothari Education Commission (1964–1966) in India placed a strong focus on the necessity of creating an effective education program for those with disabilities to ensure the equalisation of educational chances. In 1968, the Kothari Education Commission's recommendations triggered the introduction of India's first education policy. As stated in NPE 1968, "Educational facilities for children with physical and mental disabilities should be expanded, and efforts should be made to develop integrated programs enabling the handicapped children to study in mainstream schools" The Planning Commission of India introduced an integrated education program in 1971. To implement the concept of integration, the Indian government introduced the Integrated Education for Disabled Children (IEDC) program in December 1974. The goal of this program was to encourage students with mild to moderate impairments to be integrated into mainstream classrooms. Education was put on the concurrent list by the 42nd Amendment in 1976. The introduction of Article 45. All children between the ages of six and fourteen have been provided with free and compulsory education under Article 45 (Kappen, 2010).

In 1986, India's second education policy was enacted. According to NPE 1986, which places a strong emphasis on inclusive education, "children with moderate to severe disabilities should continue to receive their education in special schools, while children with mild disabilities should be permitted to receive their education in regular schools." The Indian Lunacy Act of 1912 was repealed in 1987 by the Mental Health Act, which aimed to unify the laws about mentally ill individuals. The Project Integrated Education for the Disabled (PIED) encouraged the neighborhood school to accept students with disabilities the same year. This was a collaborative effort by UNICEF, NCERT, and the Education Ministry. However, the 1992 Programme of Action declared that "children with disabilities who are allowed to attend regular school are required to go regular school and children who are having difficulty integrating into regular school must be sent to the special school." They may have moved to a regular school after gaining abilities (POA, 1992). In September 1992, the Rehabilitation Council of India Act (RCI) was also introduced. This law was put into effect to control the education of rehabilitation specialists and the upkeep of a Central Rehabilitation Registry. Following the RCI Act, the Persons with Disabilities Act of 1995 was passed, ensuring the equal rights and full participation of those with disabilities throughout the Asia-Pacific region (Rangarajan et al., 2023).

In 1997, the World Bank and the Indian government collaborated to introduce the District Primary Education Program. In accordance with DPEP, "any discrepancy that a child demonstrated in their learning was to be attributed not as a child's problem, but as a school system problem." For the first time, school preparation was given priority (DPEP, 1997). In 1999, the National Trust for Welfare of Individuals with Autism, Mental Retardation, Multiple Disabilities, and Cerebral Palsy Act was introduced. A number of programs, including the "Reach and Relief Scheme" and the "Samarth Scheme," were developed in order to give financial help to those with the four impairments listed above (National Trust Act, 1999). The Sarva Shiksha Abhiyan (SSA) was introduced by the Indian government in 2001 with the goal of universalising elementary education. Despite not being a disability-specific intervention, the SSA placed a strong focus on education for all (Ainscow, 2020). Inclusive Education of the Disabled at the Secondary Stage (IEDSS) was introduced in 2009. The IEDC for secondary education was changed to look like this. 18. The Indian government launched the Rastriya Madhyamik Shiksha Abhiyan (RMSA) in the same

year in an effort to universalise secondary education. 2009 was a significant year for Indian education. The same year saw the passage of the Right to Education Act, which went into effect on April 1st, 2010. Every kid in India has the fundamental right to an education under RTE 2009, specifically Article 21 A. The PWD Act of 1995 was replaced by the Rights of Persons with Disability Act of 2016. This action complied with UNCRPD. There are 21 conditions marked as disabled. An advisory council on disabilities will be created by the federal and state governments (Rangarajan et al., 2023). In 2018, the MHRD introduced the Samagra Shiksha Abhiyan. The three school education schemes, SSA (Sarva Shiksha Abhiyan), RMSA (Rashtriya Madhyamik Shiksha Abhiyan), and TE (Teacher Education), have been combined to form an integrated program (Das, 2023).

Inclusion and Equity: Principles of Equitable and Inclusive Quality Education for All

Every aspect of education policy should be based on the inclusion and equality principles, which are fundamental to high-quality education. But equity and inclusivity are elusive ideas. The neo-colonial concern and the conceptualisation of inclusion and equality are related.

It has been observed that international development organisations pressure Global South nations to adopt inclusive policies from the North without giving contextual complexity enough consideration. In the past, the word "inclusion" has been connected to students with disabilities since its introduction in the Global North in the late 1990s. But as time goes on, a broader definition of "inclusion" suggests that it refers to all children (Agran et al., 2020).

According to Kappen, (2010), equity therefore refers to making sure that educational opportunities are equitable. Many Southern nations have established connections between various kid groups and the types of exclusion they encounter, as well as between "inclusion" and these groups. There appears to be a constant discussion over what "inclusion" really means. This is especially true for students from marginalised situations. More recently, many researchers assert that equity and inclusion are processes that eliminate obstacles to participation, achievement, and presence for every learner by employing tailored instructional responses.

Recommendation of National Education Policy 2020 in Equitable and Inclusive Quality Education for All

Socio-Economically Disadvantaged Groups (SEDGs)

NEP–2020 acknowledges that some groups are glaringly underrepresented in the current educational frameworks. The NEP has combined gender identities, sociocultural identities, regional identities, impairments, and socioeconomic situations into a new social group called SEDGs in order to specifically meet their educational requirements. The majority of the policy's goals are centered on fostering inclusion for these groups. As was previously indicated, these groups have higher dropout rates for a variety of reasons, such as historical exclusion from educational institutions owing to socio-cultural identity classification or lack of accessibility for tribal populations (geographically). The NEP–2020 emphasises their unique needs and suggests several programs and policies, including targeted scholarships, conditional cash transfers to encourage parents to drop their kids off at school, and the provision of bicycles for transportation, which have been shown to increase enrolment and increase representation (Panigrahi & Malik, 2021).

However, there are a lot of issues with this wide classification. It is problematic since the policy does not mandate reservations and does not acknowledge caste as a historical impediment. In a similar vein, the numerous structural barriers that prevent these populations from thriving in educational settings due to ongoing prejudice from a variety of sources are not acknowledged. Remarkably, the policy fails to identify the necessity of affirmative action, which is acknowledged as the absolute minimum to provide equitable representation. Affirmative action and caste inclusion are also not acknowledged when it comes to teacher appointments (Das & Barman, 2023).

Recognition of Gendered Identities

NEP–2020 states that those who identify as feminine or transgender, regardless of their social class or other affiliation, are the most negatively impacted. In order to include the community and provide safety nets for these vulnerable pupils, efforts are being made to distribute bicycles to encourage the formation of cycling clubs and to establish walking groups within schools. Furthermore, the new policy suggests creating a "Gender-Inclusion Fund" to improve educational opportunities for women and

transgender people, acknowledging the fundamental demands of education for female children. States will be able to use the grant to develop programs that will facilitate the participation of these kids. The fund will start programs for bicycle distribution, conditional cash transfers, and sanitation, among other things. Funds will also allow governments to promote and expand community-based programs that effectively address context-specific local barriers that prevent transgender and female youngsters from participating in and accessing school. In order to address geographic impediments to education, the strategy suggests that Kasturba Gandhi Balika Vidyalaya's be established in order to give students better boarding facilities. Notwithstanding these creative concepts and recommendations, the NEP falls well short of tackling the fundamental problems of diversity and dialogue that are absent from the current educational frameworks. Historically, discrimination against people based on their sexual orientation and identity, as well as the particular prejudice experienced by transgender people in the workplace, have not been discussed in school curricula. Even though Article 377 has been judicially abolished, these people still do not receive the fundamental respect that all citizens are entitled to, and discussions about their identities are still frowned upon, which has resulted in several instances of discrimination against them in the past. For example, the latest press release from the CBSE states that 1,889,878 students were in class 10, and 1,206,893 candidates were in class 12. Just 19 pupils identified as transgender out of the 7,88,195 kids who enrolled for the class 10 test. In class 12, there were 5,22,819 females, 6,84,068 boys, and 6 transgender individuals. As a result, transgender people are the minority group with the lowest representation in our educational institutions.

The gap in numbers is significant enough to demonstrate that transgender people experience disproportionately high hurdles. The new policy doesn't specify how it intends to boost these students' enrollment or provide solutions to the prejudice these people experience after they're enrolled in college, which disproportionately worsens their dropout rates (Akunuri, 2023).

Recognition of Individuals with Special Needs

The policy supports integrating students with exceptional needs into regular education systems and acknowledges their requirements. In general, it is consistent with the goals of the 2016 Rights of Persons with Disabilities (RPWD) Act. The strategy moreover endeavours to hire special educators in every school complex to ensure that instruction is more inclusive and child-centered. To ensure that children with developmental impairments have access to the greatest educational resources, they will be given the option to home-school and will be assigned qualified home-school instructors. Teachers will also receive training on how to spot learning problems in kids at a young age, support them in their academic endeavours, and look out for their emotional health. To develop fair evaluation procedures for kids with learning difficulties, the National Evaluation Center, PARAKH, will be established. Different approaches to education are put out in order to achieve this goal. On this front, the NEP seems overly idealistic and ambitious. It ignores the reality that the majority of Indian schools are woefully understaffed in addition to the fact that the majority of instructors are ill-prepared for such unique duties. Furthermore, the policy offers no explanation or clarification of how it intends to provide accessible alternate home-schooling methods. For example, in a recent assessment conducted by the Delhi Child Rights Commission, sixty percent of schools claimed to have no pupils with disabilities, and twenty-eight percent reported having less than one percent.

It draws attention to the fact that those with disabilities are more likely than those without impairments to have unfavourable socioeconomic consequences. The new strategy does not include a clear plan for ensuring that these people have access to schooling. Additionally, it doesn't say what would need to be changed in the curriculum to ensure that kids with learning difficulties don't feel left out in the very competitive educational settings in which Indian schools already function (Akunuri, 2023).

Creation of Special Educational Zones

Establishing Special Educational Zones (SEZs) in areas with a substantial population that belongs to Socio-Economically Disadvantaged Groups and in those aspirational districts is one of the NEP's most notable suggestions. The main goal is to make education available in India's most rural and distant locations. To change these underdeveloped areas, the Center and the states will synchronize various plans and programs and allocate additional resources. Although this concept is new and has the potential to change educational access in places that are currently

inaccessible in the nation (like urban ghettos with sizable minority populations), the policy has not yet stated what the criteria for these zones would be or how they will be identified in both urban and rural settings (Mondal, 2023).

Equitable Education for Disadvantaged Castes

According to U-DISE 2016-17 statistics, around 19.6% of students are Scheduled Castes at the primary level, however, this percentage drops to 17.3% at the higher secondary level. The enrollment losses are more pronounced for kids from Scheduled Tribes (10.6% to 6.8%) and children with disabilities (1.1% to 0.25%), with even more significant drops observed for female pupils in each of these groups. Even more sharply is the enrollment fall in higher education. The Scheduled Castes' enrollment and retention rates have suffered from a variety of issues, including poverty, societal mores and customs, language barriers, and limited access to high-quality education. Closing these inequities in children from Scheduled Castes' access, participation, and learning outcomes will remain a top priority.

Additionally, particular attention is required for the Other Backward Classes (OBCs), who have been classified as historically being behind in both social and educational advancement. Due to a variety of historical and geographic constraints, tribal communities and children from Scheduled Tribes also experience difficulties on several levels. Tribal children may perceive their schooling as intellectually and culturally alien and unrelated to their daily lives. While there are many programmatic initiatives in place and will be pursued in the future to uplift children from tribal communities, specific measures must be taken to guarantee that children who are part of these communities benefit from these interventions (Kumar, 2021).

Equitable Education of Minorities

Furthermore, minorities are comparatively underrepresented in academia. The Policy recognizes the value of initiatives to support minority children's education, especially for those populations who are underrepresented in the educational system.

Equitable Education for Women

It is important to highlight that women comprise over half of all underrepresented groups and represent all of the SEDGs. Regrettably, women in these SEDGs are disproportionately affected by the exclusion and injustice that these goals encounter. The strategy also acknowledges the unique and important role that women play in society and in forming social norms; for this reason, giving girls a top-notch education is the greatest approach to raising educational attainment for these SEDGs for both the current and next generations. Therefore, the policy suggests that policies and programs intended to involve students from the SEDGs should provide special attention to females in these SEDGs.

Moreover, the Indian government plans to establish a "Gender-Inclusion Fund" to enhance the country's ability to offer high-quality, egalitarian education to all females, including transgender pupils. Funds will also allow States to support and scale up successful community-based interventions that address local context-specific barriers to female and transgender children's participation in and access to education. The fund will be made available to States to implement priorities set by the Central government that are essential for helping female and transgender children gain access to education (such as the provision of sanitation and toilets, bicycles, conditional cash transfers, etc.). For additional SEDGs, comparable "Inclusion Fund" programs will also be created to address related access concerns. This Policy seeks to remove any residual gaps in children from any gender or other socioeconomically disadvantaged group's access to education (including vocational education) (Shaikh & Prajapati, 2022).

Kendriya Vidyalaya and Other Standard Institution Expansion

In schools where students may have to travel long distances, especially for those from socioeconomically disadvantaged backgrounds, free boarding facilities, built to the same standard as Jawahar Navodaya Vidyalayas, will be constructed. Appropriate arrangements will be made for the safety of all children, especially girls. The goal of strengthening and expanding Kasturba Gandhi Balika Vidyalayas is to improve the number of girls from socioeconomically disadvantaged households enrolling in high-quality schools (up to Grade 12). To expand access to high-quality education, more Jawahar Navodaya Vidyalayas and Kendriya Vidyalayas would be constructed around the nation, particularly in aspirational districts, Special Education Zones, and other underprivileged regions. Preschool sections would be added to Kendriya Vidyalayas and other elementary schools around the country,

especially in underprivileged regions, to provide at least one year of early childhood care and education (Das & Das, 2024).

Encouragement of Alternative Forms of Schools

It will be encouraged for alternative educational models to maintain their customs and pedagogies. They will also get assistance in incorporating the NCFSE-mandated subjects and learning areas into their curricula, with the ultimate goal of eradicating the underrepresentation of students from these institutions in higher education. Specifically, as requested by these institutions, funding support will be given to incorporate science, math, social studies, Hindi, English, State languages, and other pertinent disciplines into the curriculum. Children enrolled in these schools would be able to meet the learning objectives specified for Grades 1 through 12 (Gonmei et al., 2023).

Additionally, pupils in these schools would be urged to take the State or other Board exams and evaluations administered by the NTA to get admission to universities. Teachers' scientific, math, language, and social studies teaching competencies will be enhanced, along with their introduction to innovative pedagogical approaches. Enough reading materials, such as books, journals, etc., and other teaching-learning resources will be made available, and libraries and labs will be reinforced.

Conclusion

In conclusion, the NEP–2020 emphasises the creation of an inclusive educational environment by advocating for infrastructure and curriculum modifications that teach human values such as empathy, tolerance, and respect. The policy aims to overcome prejudices and stereotypes through sensitization programs and to empower all stakeholders, including students, teachers, and school personnel, by promoting diversity and inclusion (Bhroin & King, 2020). Effective resource allocation, strengthened governance, and collaborative efforts among educational institutions and community members are crucial for supporting students with disabilities and achieving the Sustainable Development Goals. The involvement of School Management Committees, school leaders, and local citizens is essential to provide comprehensive support for education, ensuring that School Complexes significantly impact the educational system.

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One Nation One Subscription with Special Reference to Promote Education among Tribal Students

K Praveena* and K Jayaprakash**

One Nation One Subscription (ONOS) was approved by the Union Cabinet of India on November 25, 2024. This is going to be inaugurated on January 1, 2025, offering comprehensive access to more than 13,000 high-impact scholarly journals for all government-managed higher education institutions and R&D institutions in India. It is a three-year plan of the autonomous inter-university centre under the University Grants Commission, INFLIBNET. A budget of ₹ 6,000 crore has been given to this programme. It is one of the initiatives based on national education policy, NEP–2020, which democratizes knowledge by promoting excellence in academic activity.

The concept of "One Nation, One Subscription" aims at providing citizens with universal access to digital content, such as academic resources, scientific research, and entertainment, through a single unified subscription service. One Nation One subscription ONOS scheme is expected to benefit 1.8 crore students and scientists of all disciplines including those in Tier II Tier III Cities.

ONOS is a level playing field in the race for academic and professional excellence. This scheme will allow underprivileged students to access the same resources as those in urban centers. This article gives an overview of what ONOS is, what are its main features, the Applications of One Nation One subscription in India, and how it will contribute towards the development of tribal education. The "One Nation, One Subscription" initiative has tremendous potential to promote education among tribal communities by addressing long-standing disparities in resource accessibility and quality. Its implementation can be a harbinger of change for the transformation of tribal education.

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Government initiatives and the open-access movement have made tremendous inroads toward providing access to electronic resources in India, yet this is marred by factors like high costs, inequitable distribution, and linguistic differences. A single unified effort could bridge these gaps by having good quality electronic resources for everybody. Professor M Jagadeesh Kumar, Chairman, UGC speaks about it as, "It is an access to a vast collection of international journals to diverse perspectives, cutting edge research and global trends in various fields. Engaging with scholarly articles enhances critical thinking analytical skills and research methodology. These skills are essential for success in higher education. Competitive exams in various professional fields make them more competitive candidates for higher education programme scholarships and job opportunities in India and abroad."

Key Features of One Nation, One Subscription

1 **Unified Access:** A single subscription provides access to a wide range of digital content, including journals, e-books, music, movies, and government services.

2. **Cost Efficiency**: Individual subscription costs are reduced since the government or institution negotiates collective licensing agreements.

3. **Inclusion**: Access to information is equitable, allowing students, researchers, and the general public to benefit from this service, especially for those in remote or economically disadvantaged areas.

4. **National Focus**: Encourages local content but incorporates international resources thereby reducing the digital divide.

5. **Language Diversity**: ONOS acknowledges the need for language diversity, Institutions can take advantage of the opportunity to offer abstracts

or summaries of the most important research in translation thereby making them available to the researcher who does not understand English.

6. **Selection Criteria:** Publishers and journals will be selected on reputation, impact factor, peer review process, and from the publishers who commit to ethical publishing.

Applications of One Nation One Subscription in India

Universal Access to Academic Research

Target: Universities, research institutions, and students.

Application: Through negotiations at the national level, the government negotiates with companies like Elsevier, Springer, and Wiley to provide free and subsidized access to scientific journals, research papers, and e-books. High-quality academic content becomes available for researchers and students in both urban and rural. It gets rid of those expensive individual and institutional subscriptions.

Impact: Global research democratized. It fosters innovation and collaboration.

Supporting Higher Education

Target: Colleges, universities, and autonomous institutions.

Application: Brings digital libraries like NDLI, along with e-shodhsindhu and similar platforms, that are already aggregating e-resources for academic purposes under one national umbrella. Makes resources uniformly available across public and private institutions.

Impact: Levels the playing field between well-endowed institutions and resource-constrained colleges.

Empowering School Education

Target: Schools and students under initiatives like DIKSHA (Digital Infrastructure for Knowledge Sharing).

Application: The initiative could offer students multimedia educational content, e-books, and study materials in any language and curriculum through a single platform. Personalized and inclusive learning experiences for K-12 students.

Impact: Fills the resource gap in schools in disadvantaged areas and enhances the quality of education.

Boosting Research and Development (R&D)

Target: Scientific institutions, startups, and industry professionals.

Application: National access to technical and scientific journals ensures that researchers in fields like medicine, engineering, and technology have access to the latest findings. Industry professionals can use resources for product development and innovation.

Impact: Encourages advancements in science and technology, boosting India's global competitiveness in R&D.

Facilitating Public Libraries

Target: Public library systems and general readers.

Application: Integrates digital content for public libraries across the country, making a wealth of information and cultural material accessible to citizens. Resources that include novels, magazines, and archives for general enrichment.

Impact: Promotes reading culture and lifelong learning.

ONOS Concerning Promoting Tribal Education

The "One Nation, One Subscription" initiative can also play a transformative role in improving education for tribal students by bridging the gaps which include resource access, linguistic barriers, and socio-economic status. The ways how it can impact tribal education are presented here.

Bridging the Educational Gaps

Challenge: Tribal students often lack proper educational resources due to geographical barriers and poor infrastructure.

Role: Provides access to digital libraries, e-books, and multimedia educational content at no extra cost. Ensures tribal schools and educational institutions receive the same quality of resources as urban institutions.

***Impact*:** Reduces disparities and enhances the quality of education in tribal regions.

Multilingual and Culturally Relevant Resources

***Challenge*:** Tribal students often face language barriers as most educational content is in non-native languages.

Role: Encourages the development and distribution of educational materials in tribal languages and dialects. Promotes culturally relevant resources that incorporate tribal history, knowledge systems, and folklore

Impact: Increases accessibility and relevance, hence engagement and learning.

Facilitating Digital Education Programmes

***Problem*:** Poor internet connectivity and lack of digital infrastructure in tribal areas.

Role: Provides offline access to the material; hence, tribal students can use digital content even when the internet is not constant. It aligns with the already existing government programs such as DIKSHA and e-Pathshala customized for tribal areas.

Impact: Digital education programs are better able to reach tribal communities.

Teacher Training and Empowerment

***Issue*:** Teachers in tribal schools lack opportunities for professional development and teaching resources.

Role: Provide free access to modules of teacher training, lesson plans, and pedagogical resources. Enables educators to offer quality education, which is more sensitive to the needs of the tribal settings.

***Impact*:** Enhanced teaching quality, thereby positively impacting the tribal students directly.

Promoting STEM Education

Issue: Tribal students are rarely introduced to STEM (Science, Technology, Engineering, and Mathematics) education due to lack of resources.

Role: Offers free access to interactive STEM resources, virtual labs, and experiments through digital platforms. Fosters curiosity and skill development in areas of high demand for future employment.

Impact: Opens doors to tribal students to pursue higher education in science and technology.

Enabling Higher Education Ambitions

Challenge: Tribal students lack adequate finances and infrastructure to reach higher education resources.

Role: Provides access to academic journals, competitive exam preparation materials, and higher education resources. Allows the tribal students to compete on an equal footing for university admissions and scholarships.

Impact: Increases enrolment and success rates of tribal students in higher education.

Vocational and Skill-Based Learning

Challenge: Tribal communities often rely on traditional skills that are undervalued in formal education systems.

Role: Access to resources on vocational training, entrepreneurship, and skill development relevant to tribal economies. Encourages the integration of traditional knowledge with modern techniques.

Impact: Equips tribal youth with employable skills, making them economically self-sufficient.

Tribal Welfare Initiatives

Challenge: Tribal welfare schemes usually operate in isolation, which is not beneficial.

Role: The Eklavya Model Residential Schools (EMRS) scheme is a Government of India initiative that provides quality education to tribal students in remote areas. The scheme was introduced in 1997-98 to ensure that tribal students have access to the same educational opportunities as other students. This ONOS aligns with schemes such as EMRS and *Vanbandhu Kalyan Yojana*, thus improving resource access and giving a single platform for the dissemination of government and non-government educational material.

***Impact*:** Strengthens existing tribal welfare schemes.

Dropout Rates

Challenge: Tribal students often drop out due to a lack of motivation and resources.

***Role*:** Ensures access to engaging and diverse content, motivating students to stay in school. Makes remote and self-paced learning possible, accommodating students' unique circumstances.

Impact: Reduces dropout rates and improves literacy levels in tribal communities.

Fostering Inclusive Development

Challenge: Tribal communities are often left out of mainstream educational reforms.

Role: The initiative ensures tribal students are included in national-level resource-sharing frameworks. Recognizes and integrates tribal knowledge systems, contributing to India's holistic development.

Impact: Builds a more inclusive education system that values tribal heritage and addresses systemic inequities.

Potential Outcomes

The potential outcomes are:

- Improved literacy and enhancement of academic performance in tribal regions.
- Better representation for tribal students in higher education and professional careers.
- Empowerment of the tribal community with the modern skills, yet maintain cultural identity

Final Thought

Access to electronic resources has been driven by government initiatives and the open-access movement in India, but challenges such as expense, inequitable distribution, and language barriers remain. Through democratic access to knowledge, "One Nation, One Subscription" could help bridge the educational gap for tribal communities and create space for equity, empowerment, and national development. It represents not only a policy measure but also a stride toward an India where education becomes a tool for transformation for all, with no one left behind.

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Empowering India with Cutting-edge Defense Technologies

Samir V Kamath, Secretary, Department of Defence and Chairman, Defence Research and Development Organization, Ministry of Defence, Govt of India delivered the Convocation Address at the First Convocation Ceremony at the ITM SLS Baroda University, Vadodara, Gujarat on April 04, 2024. He said, "You are embarking on your professional journey in one of the most exciting times. I am sure that each one of you has different dreams. If you are prepared to think big and act in time with conviction and take appropriate risks and persevere, you will be rewarded. You are the future of this nation and your generation will lead in transitioning India from a developing to a developed nation." Excerpts

Dear young graduates, at the outset, let me congratulate you on your graduation. Today marks an important day in your lives and a significant milestone in your career journey. As you look back at your stay in the Institute, you will remember the moments you rejoiced in, the numerous challenges you encountered and subsequently overcame, and how each of these experiences has made you more resilient. It is a moment of great pride for you as much as it is for your teachers, parents, and those who played a part in shaping your life so far. You have worked incredibly hard to get to this point and you richly deserve all the accolades.

The knowledge, skills, and values that you have acquired at ITMSLS Baroda University will stand you in good stead throughout your career. However, your education does not conclude today. It merely enters a new phase. To quote the famous Albert Einstein, "*Let not your education interfere with your lifelong learning*". Perhaps many of you already know what you want to do next and have your life planned out. But it is also likely that there are many others who are at a crossroads, unsure of what is next, standing at the threshold of a new life, a life outside the protective umbrella of college and home, a life full of unknown and unforeseen challenges.

It was about 39 years back when I walked in your shoes after completing my B. Tech. at IIT Kharagpur. I had no idea about what I wanted to do or achieve next. The world then the mid 1980s, was also quite different from what it is today. The choices were limited at that time. Graduates like me opted for one of the 3 choices take up a job, study management in India, or go abroad to do higher studies. I opted for the last of these 3 choices, primarily because many of my friends were doing so and I did not want to miss out. It was during my PhD at Ohio State University that I realized that R&D is what I wanted to pursue as a career. After completing my PHDI joined DRDO or the Defense Research and Development Organization. Professor Rama Rao, then Director at the Defence Metallurgical Research Laboratory, was visiting Ohio State University when I was in the finishing stages of my PhD dissertation. My interactions with him convinced me that DRDO and more specifically DMRL would be the right organization to pursue my research interest today. In hindsight, I can say that both going abroad for higher education and then returning to India to pursue a career in research were the right decisions for me.

I have thoroughly enjoyed my journey in DRDO. The organization has given me opportunities to pursue applied research and develop technologies and products which find use in systems for our military. I have also had the good fortune to lead R&D programmes and institutions. My tenure at DRDO taught me that if you want to succeed, you have to be flexible and adapt, always collaborate and take calculated risks, constantly learn and update your skill sets, and last but not least, persevere, to put in the hard yards. These are some lessons which may help you as well. Of course, there is no magic formula for success. There comes a point in time when each of you has to choose your own way. However, if you pursue something that you have a passion for and enjoy doing, it is highly likely that you will excel. Let me now share a few words about DRDO. DRDO is the R&D wing of the Ministry of Defence, Government of India. DRDO was formed in 1958 and over the years it has grown multifold in terms of the variety of subject disciplines, number of laboratories, achievement and stature. Our vision is to empower India with cutting-edge defense technologies and our mission is to achieve self-reliance in critical

defense technologies and systems while equipping our armed forces with the state of art weapon systems and equipment. Our past successes include the indigenous development of strategic systems and platforms such as the Agni and Prithvi missiles, the light combat aircraft Ages, the main battle tank Arjun, the multi-barrel Locket launcher Pinaka, the air defense missiles, Akash, a wide range of radars and sonars, underwater sensors such as sonars as well as torpedoes and underwater mines. Our recent successes are Mission Shakti which was a demonstration of the anti-satellite capability as well as Mission Smart, which demonstrated the ability to deliver a torpedo using a supersonic missile for anti-submarine warfare. These systems have given a significant jump to India's military by generating effective deterrence and providing crucial leverage. There are also several new programs such as the 5th Generation Advanced Medium Combat Aircraft, AMCA hypersonic missiles, the Air Independent Propulsion system for our P 75 submarines, the High Endurance Autonomous Underwater vehicles, the Over the Horizon radars, the next generation Main Battle tanks to name a few, which will come to fruition in the coming years. Developing each of these complex systems and technologies involves a multi-year journey by teams of cross-domain scientists working together across labs and organizations in different cities in India and each is a story in itself. I would like to narrate some of the stories to highlight this. The first is about the IGMDP or the Integrated Missile Development Program initiated in the year 1983 and is synonymous with our beloved ex-President Bharat Ratna Doctor A PJ Abdul Kalam. At that time, the country had extremely limited resources and technological capabilities. However, Doctor Kalam had the vision and more importantly the gumption to take up an ambitious program to develop 5 missile systems in parallel. These are Agni, Prithvi, Akash, Trishul, and Naag, and while the program took up time to fructify, today we are one of the leaders in missile technology in the world.

The moral of this story is to stay the course, especially when you have opted for a challenging one. This is an important lesson for all of you.

The second story is about Air Independent Propulsion, or an IP which enhances the ability of conventional diesel-electric submarines to remain submerged underwater for much longer durations. This prevents their detection by the enemies and adds significant value to the fighting capabilities of the Navy. One small laboratory in DRTO called NMRL in Ambernath took up an R&D project to develop phosphoric acid fuel cells in the late nineties. This was an SNT science and technology project to develop a fuel cell. But from this nascent R&D today, it is now a full-fledged air-independent propulsion system that is going to be installed in our P 75 submarines or the Scorpene submarines which currently are being operated by our Navy. You can see from this story that a small laboratory starting with a small research problem today, because of their boldness and willingness to take a chance, has resulted in a full-fledged system that is going to get inducted soon on our end. Navy and India, let me say proudly, is going to be only the 3rd country to have such a capability.

A 3rd story I would like to narrate is the story of the development of rare earth permanent magnets, namely Samarium cobalt magnets. These magnets are critical in all our 3 strategic sectors, namely defense, Atomic Energy and space. The technology for making samarium cobalt magnets was developed using imported samarium by a DRDO laboratory Defense Metallurgical Research Laboratory, Hyderabad. But, China is neighbour to the north by 20. By the early 2000 had developed total control over the source of this raw material, the rare earth samarium. It had more than 90% share of the supply chain in this rare earth material and in 2010, it suddenly decided that it would cut down the production or export of samarium by 40%. And there was a tremendous shortage of this rare earth metal available for all our strategic programs. So, a decision was taken and a collaborative effort launched between Indian Rare Earths Limited, Bhabha Atomic Research Center and the Defense Metallurgical Research Laboratory to set up a rarer-to-magnet program. Where the beach sands of Kerala where these resources are available from those beach sands, technology was developed to extract samarium and this samarium was then converted to a magnet and a factory producing samarium Cobalt magnets was set up in Visakhapatnam to deliver these magnets to all our 3 strategic sectors.

This shows that when there is a necessity and when you work in collaboration, anything can be achieved in a short period. So, this is the moral which you should also absorb. Another interesting

story that I want to tell you is about our airborne early warning and control system. This is an eye in the sky and allows our Air Force to have a Birds Eye view of what the enemy is doing at significantly long ranges. This programme was launched by DRDO in the early 2000 and though it had several false starts, one involving a tragedy when the plane with this a EWNC crashed resulting in loss of life. But, the team still believed in their mission and persisted and eventually delivered an air-based early warning system that was used by our Air Force during the Balakot operation. Today 3:00 of these systems are inducted in our Air Force. This again is a moral to you that please don't get deterred by failures. Failures are part of life. You learn a lot from your failures and you should use the failures as a stepping stone to achieve success.

DRDO today is a large research and development organization. There are scores of such stories of success, perseverance and collaboration, calculated risk-taking, and also of missed opportunities and learning from failures. At DRDO, we believe Ballassy Moolam Vigyanam, the source of strength, is science. DRDO has a firm determination to make the nation strong and self-aligned in terms of science and technology, especially in the field of military technology. As with everything in life, DRDO is also evolving. We have now started 5 new Young Scientists laboratories where everyone including the director is below the age of 35 years.

These laboratories have been tasked to address emerging technologies such as cyber, physical systems, quantum technologies, smart materials, asymmetric technologies, and artificial intelligence. We see these Young Scientist labs as startups within the DRDO ecosystem. DRDO has also opened 15 DRDO Industry Academia Centers of Excellence in 15 predominant or preeminent academic institutions. We would like these DIACOE to become hubs for collaborative innovation with academia and industry to develop cutting-edge technologies. We hope that these DIACOES will become the Stanford's and Mits of India and develop and ecosystem of startups and innovation within the country. With our honorable Prime Ministers vision of *Atmanirbhar Bharat* and becoming a technology leader and leading leading defense equipment exporter in the next 25 years, the future is bright for DRDO. We as a nation have made unmatched and enviable strides towards the future. One thing that has played a vital role in our dramatic and inspirational rise in science and technology. Prime Minister Prime Minister has even coined the phrase Jai Jawan, Jai Kisan, Jai Vigyan, and Jai Anusandhan in 2019 to recognise the efforts of our scientists and researchers. We have made immense scientific advancements that have brought laurels to our nation. Some of our recent scientific achievements including include the Covaxin, the indigenously developed COVID-19 vaccine, the Chandrayan 3 mission, the Aditya L1 mission and the Mission Shakti. Apart from these, we also have made significant progress in creating a robust startup and innovation ecosystem through technology business incubators and science and technology entrepreneur parks. However, the rate of change in technology is accelerating dramatically in recent years. The new disruptive technologies that have emerged are going to influence not only the defense but also the civilian domain. Climate change has also brought the need to develop sustainable and eco-friendly technologies. Thus, you are embarking on your professional journey in one of the most exciting times. I am sure that each one of you has different dreams. Here I would like to quote 4 lines from our former Hon'ble President Doctor Kalam's address. And, I quote when you wish upon a star makes no difference who you are, anything your heart desires will come to you unquote.

If you are prepared to think big and act in time with conviction and take appropriate risks and persevere, you will be rewarded. My dear young friends, you are the future of this nation and your generation will lead in transitioning India from a developing to a developed nation. May God grant you wisdom, success, and true sense of fulfilment of your cherished goals.

Thank you and congratulations to all of you once again, Jai Hind and Jai Bharat.

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CAMPUS NEWS

AIAER Conference on Implementation of National Education Policy–2020

The two-day Annual Conference of All India Association for Educational Research (AIAER) on 'Implementation of NEP-2020 in Higher Education: Promises, Opportunities and Challenges' was held in Dinhata College, Dinhata, Cooch Behar, West Bengal on December 18-19, 2024. Shri Udayan Guha, Hon'ble Minister-in-Charge, North Bengal Development Department, Govt. of West Bengal and President, Governing Body, Dinhata College was the Chief Patron of the Conference. Prof. Sunil Behari Mohanty, President, AIAER, Prof. Sudarshan Mishra, General Secretary, AIAER and Dr. Sarat Kumar Rout, Treasurer, AIAER, were present in the programme.

During the Inaugural Session, the welcome speech was delivered by Dr. Abdul Awal, Principal, Dinhata College and Patron of the Conference. The audience was addressed by Dr. Sarat Kumar Rout who spoke on the background of introducing NEP–2020 in various educational institutions in India. Prof. Sudarshan Mishra, in his valuable lecture, highlighted the possibilities in the field of higher education with the implementation of NEP–2020. In his presidential address, Dr. Sunil Behari Mohanty spoke about the various pros and cons of implementing NEP–2020 in institutions of Higher Education in India. The session ended with a Vote of Thanks by Dr. Kishore Kumar Thapa, Convener of the Conference.

The Technical Session was chaired by Dr. Sapan Tamang. Dr. Mrityunjoy Ghosh was the Rapporteur during the session. The total eight papers were presented through offline and online modes. Dr. Pawan Kumar Ray, Sikkim University, Gangtok highlighted various opportunities for higher education under NEP-2020. Dr. Arpita Paul, Ashutosh College discussed promises as recommended in NEP-2020 such as collaboration and exchange of thoughts for internationalization of higher education. He advocated for undertaking an international agreement to overcome the problems of the present time. Ms M S Khatun, Ravenshaw University, Odisha presented a paper on 'ICT Self-efficacy of University Faculty Members toward the Use of OERs'. Mr. Prasad Das emphasized increasing the share of GDP to implement NEP–2020 in true spirit. Dr. Shahinoor Alam mentioned the challenges and opportunities in implementing NEP–2020 at Gauhati University Campus. Mr. Avishek Saha discussed the role of NEP–2020 in stimulating research-orientated culture in higher education. Mr. Kumud Ranjan Jha, Jharkhand showed how NEP–2020 would be the catalyst for student success. Mr. Mahadev Barman, Dinhata College, mentioned how career opportunities for students may be enhanced by adopting skill development courses.

The next session was chaired by Dr. Kishore Kumar Thapa and the rapporteurs were Dr. Rumana Parveen and Dr. Dipendu Maity. The ten papers were presented in the session. Mr. Jateendra Das, Ravenshaw University, Odisha enlightened how the recommendations of NEP–2020 could be a catalyst for research ethics and innovation in higher education. Ms. Pranayani Sahoo, Ravenshaw University, Odisha highlighted the transformative role of AI in assessment and research in higher education aligned with NEP–2020. She emphasized the inclusion of Artificial Intelligence in education and also explained various problems associated with this inclusion. Dr. Dhananjoy Chakraborty highlighted the transformative role of NEP--2020 in the higher education system in India. He highlighted its recommendations towards research, quality education and integration of technology. Dr. Biswajoit Biswas discussed bridging disciplines for future success aligned with NEP–2020. Dr. Pulak Chandra Debnath presented the 'Impact of NEP 2020 on Existing Education System'. Mr. Biplab Kumar Mohanta described the 'Vision of NEP–2020 towards Education for Sustainable Development'. Dr. Uday Modak suggested the curriculum and pedagogic structures of school education as per NEP–2020. Mr. Sariful Hoque mentioned the problems of implementing multidisciplinary approach in educational institutions based on NEP–2020. Dr. Gobinda Chandra Roy presented a paper on 'Lead Ethyl Extract Fraction of the Medicinal Plant *Clerodendrum ciscosum Vent'* which has rich implications for the Indian knowledge system.

Prof. Sunil Behari Mohanty, President, AIAER delivered the Prof. B K Passi Memorial Lecture. Before Prof. Mohanty began his deliberation, Prof. Sudarshan Mishra, General Secretary, AIAER, gave a brief introduction of Prof. B K Passi. In his lecture, Prof. Mohanty highlighted the various innovative techniques introduced by Prof. Passi in the field of education and then discussed the salient features of the NEP–2020 and the manifold scopes and challenges of its implementation. .

The next session was chaired by Dr. Surya Narayan Ray and the Rapporteur was Ms. Yankey Sherpa during the session. Ms Arshi Acharjee highlighted the challenges related to the multidisciplinary nature of higher education institutions in India as envisaged in NEP–2020. Dr. Rudrashis Dutta appraised the issues and challenges of language instruction as per NEP-2020. Mr. Jagadish Biswal, Ravenshaw University, Odisha discussed the transformative learning through drama-based pedagogy in higher education as envisaged in NEP-2020. Ms Kumari Mridula spoke on 'Effectiveness of Teacher Capacity Building and Professional Development in Higher Education in relation to NEP-2020'. Dr. Subhash Chandra Das discussed the freedom to learn languages aligned with NEP–2020. Mr. Hanin Badah highlighted the technology integration in teacher education as per the NEP–2020. Dr. Suranjita Muni from DP IASE, Odisha highlighted the challenges related to professional development of teacher educators in the context of implementation of the recommendations of NEP–2020 for teacher education. Dr. Sampad Sarkar discussed the equality of educational opportunities under NEP–2020. Mirza Humaira Batul presented a paper on 'Teacher Capacity Building and Professional Growth in the Context of NEP–2020'. Ms Shaikh Sara Nazneen in her paper assessed the influence of NEP–2020-Inspired Pedagogical Interventions on students' decision-making and problem-solving skills. Mr. Pranab Barman highlighted the opportunities and challenges of digitalization in education for preparing prospective teachers in the light of NEP–2020. Ms Kamalini Roy highlighted the visions of NEP–2020 for a new era of globalized higher education. Dr. Qaisur Rahman discussed the integration of technology into modern education and its impact on teaching and learning in students. Dr. Md. Tanwir Yunus assessed the life skills and vocational training of students in the context of the globalisation of education. Ritabrata Das presented a paper on technology integration in higher education under NEP–2020. Dr. Jakir Hussain Laskar, Head, Department of Education, Aliah University presented a paper highlighting the challenges of Technology Integration in Teacher Education in the context of NEP–2020. Mr. Debashis Bhowmik discussed the promises, challenges, and insights of the implementation of NEP-2020 towards transforming higher education in India.

Dr. Dipankar Chakder chaired the other session and the Rapporteur for the session was Dr. Niharendu Barman. Ms. Mithu Das, University of Lucknow presented her talk on 'Needs, Challenges and Potential Solutions for Integrating Holistic and Multidisciplinary Approach in Higher Education Institutions of India. Dr. Bappaditya Adhikary, Department of Education, Sikkim University, gave his presentation about the trajectories and challenges of implementing a multidisciplinary curriculum under NEP-2020. Dr. Kishore Kumar Thapa presented on 'Research-based Pedagogical Tool in Undergraduate Science Teaching in the Context of NEP–2020'. Mr. Dipak Adhikary, Department of Education, Cooch Behar Panchanan Barma University explored the importance and challenges of multidisciplinary education in the light of NEP–2020. Mr. Abu Mahomed Shumsuz Zaman, Mahapurus Srimanta Sankardev University, Assam presented a paper on 'Teacher Capacity Building and Professional Development Aligned with NEP–2020. Based on case studies of rural colleges in Cooch Behar, Dr. Sapan Tamang highlighted the challenges and opportunities for implementing NEP–2020 in rural areas. Mr. Afroz Azam, Aliah University, presented a paper that highlighted technology integration in teaching and learning.

The Valedictory Session started with the presentation of the proceedings of the event by Dr. Abdul Awal, Principal, Dinhata College followed by feedback from the participants. Dr. Subhash Chanda, former President, Governing Body, Dinhata College was the Guest of Honour. The Presidential Address was delivered by Dr. Sunil Behari Mohanty, President, AIAER. The resolution of the AIAER conference was read out by Dr. Kishore Kumar Thapa. The Vote of Thanks was proposed by Sri Joy Mukherjee, Organising Secretary of the event. The programme ended with cultural performances by the students of the College.

International Video Speech Competition on Capturing Gandhiji's Values Legacy and Impact

The Gandhi Ji Video World Wide Competition is being organized by Gandhian Society, India in association with Gandhian Society, USA and Eternal Gandhi Museum, USA to honor the enduring legacy of Mahatma Gandhi by inviting participants from across the globe to create impactful and thought-provoking videos that showcase his teachings, principles, and contributions to humanity on January 31, 2025. This competition provides a unique platform for promoting Gandhian values such as non-violence, peace, truth, and social justice through the transformative medium of visual storytelling. By encouraging meaningful engagement with Gandhi's rich philosophy, the competition aspires to ignite global conversations that inspire lasting peace and harmony. Individuals, organizations, educational institutions, and government bodies may participate to collaborate on an exciting initiative aimed at engaging youth and promoting Gandhian values of peace and brotherhood. This project presents a remarkable opportunity to connect with schools in small towns and rural areas across India, fostering a strong bond with Gandhian principles. The suggested sub-topics for the participants are:

- Non-violence and Peacebuilding.
- Truth and Integrity.
- Social Justice and Equality.
- Sustainable Living and Environmental Consciousness.
- Empowerment of Marginalized Communities.
- Leadership and Activism.
- Education and Self-improvement.
- Interfaith Harmony and Religious Tolerance.
- Gandhi's Impact on My Life.

The event will feature public debates, video competitions, and reading events, all designed to inspire young people to delve into Gandhi's teachings. The Gandhian Society Video Competition is presenting a grand first prize of USD 6000, second prize of USD 4000 and third prize of USD 2500 along with 50 token prizes of USD 100 each. Furthermore, special prizes exist for individuals collaborating with institutions or working independently. If the institution—be it a school, college, or organization—would like to collaborate, please reach out at *contest@gandhiansociety.org*. For further details and collaboration, contact Gandhian Society 1412, Oak Tree Road Iselin, New Jersey-08830. Mobile No: 09714111869, E-mail: *info@gandhiansociety.org*. For updates, log on to*: www.gandhiansociety.org*

Spiritual Journey: *Suraksha*— A *Padayatra*

The *Padayatra*, a spiritual journey is being initiated from Malkangiri to Puri, Odisha from March 01-12, April, 2025. It will be a silent journey for soul-searching and self- purification, being a part of the bottom line communities which are mostly complex, hypocritical and crazy today and have become detrimental to themselves and Mother Nature. It is an intense *Tapasya* to rebuild that subtle harmonious relationship i.e. *DHARMA*. This is a *Yagnya* for Truth, Justice, and Righteousness. This mass awareness campaign will begin with a conference of forest rescuers organised by traditional healers in Malkangiri, Odisha on February 28, 2025. It will cover a distance of 670 km in 44 days, with an average walk of 15 km per day. April 12, 2025 is a historical day. The *Salt Satyagraha March* led by Mahatma Gandhi Ji ended that day at Dandi, Gujarat.

The *Padayatra* will go through seven districts of southern Odisha and cover 620 kilometers in 43 days. At the end, there will be a conference on the 'Earth Parliament' at Puri on April 13-14, 2025. It will be a dynamic process of dialogue, discussion, decision and action. Around 30 dedicated *Padayatris* from 8 states have decided to take part in this spiritual quest for holistic development, being within the community. The *Padayatra* will move without any media campaigns, public speeches, or banners. Many local activities will be planned before, during and after *Padayatra* in order to institutionalize this process of community ownership. Together, it will enthuse new blood to mass mobilization for an organizational process from the bottom through creative mechanisms. The major objectives of the event are:

- Protection of Natural Resources like Forests, Waterbodies, Caves, etc.
- Protection of Traditional Knowledge Systems Especially on Health, Agriculture and Learning Processes.
- Protection of Cattle and Wild Animals.

For further detailed information, contact Secretary, Mr. Chittaranjan Sarangi, Maharogi Sewa Samiti, Leprosy Hospital and Rehabilitation Centre, Manohar Dham, Dattapur, Warora, (MS)- 442001. Mobile Numbers are 08908637207, 08328962849 (Surya), 09937467226 (Chitrupa), 07978449772 (Balaram), 09437475063 (Thatoi), 09437960062, and 08260556840. E-mail: *mssdattapurgmai@gmail.com*. For updates, log on to: *www.arogyaniketan.com*

International Conference on Advancements in Material Science for Sustainable Development

A three-day International Conference on 'Advancements in Material Science for Sustainable Development' is being organized by the Department of Physics and Astrophysics, Central University of Haryana, Mahendergarh, Haryana from February 13-15, 2025. The event stands as a pivotal platform for scholars, researchers, and industry professionals to converge and explore the latest advancements in materials science with a focus on sustainable development. This academic forum catalyses the exchange of innovative ideas, research findings, and collaborative initiatives aimed at addressing contemporary challenges. Attendees will have the opportunity to network with leading experts and gain insights into cutting-edge research. The major topics of the event are:

- Nanoscience and Nanotechnology.
- Smart and Functional Materials.
- Energy and Environmental Applications.
- Optical Materials, Nanophosphors, and Photonics.
- Sustainable and Green Technology.
- Sensors and Actuators.
- Nano Electronics and Nano Catalysis.
- Nuclear Materials.
- Polymers and Composites.
- Thin Films.
- Magnetic and Ferroelectric Materials.
- Semiconductor and Optoelectronics.
- Nonlinear Analysis and Applications.
- Computational Physics and Materials Science.
- Ion Beam Induced Modification in Materials.
- Materials for Food Technology and Packaging.
- Interdisciplinary Research for Sustainability.

For further details, contact the Organising Secretary, Department of Physics and Astrophysics, Central University of Haryana, Jant-Pali, Mahendergarh, Haryana-123031, Mobile No: 07217783644, 09811514070, and 09650122015, E-mail**:** *aims2025.physics@cuh.ac.in.* For updates, log on to: *www.aims2025.cuh.ac.in/events/*

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THESES OF THE MONTH

HUMANITIES

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

Geography

1. Thokdar, Tanmay. **A study of fluvial dynamics of upper Mahananda River Basin in Darjeeling Districts, West Bengal**. (Dr. Snehasish Saha), Department of Geography and Applied Geography, University of North Bengal, Darjeeling.

History

1. Debnath, Tapas. **Representing colonial masculinity through hunting (1773-1949): A study of the Princely State of Cooch Behar**. (Dr. Tahiti Sarkar), Department of History, University of North Bengal, Darjeeling.
2. Jatva, Pawan. **Ujjaini ke sanghralaye mein sangrihit pratimaoan ka aitihasik adhyayan: (Isvi purv Tisri shati se Terhvi shtabdi tak**. (Dr. Dhirendra Solanki), Department of Ancient History & Archaeology, Vikram University, Ujjain.
3. Kesarwani, Anubhuti. **Rajput kaleen Uttar Bharat ka samajik sanskritik evam aitihasik adhyayan: 700 esvi se 1200 esvi tak**. (Dr.Ranjana Sharma Vyas), Department of History, Vikram University, Ujjain.
4. Paul, Madhusudan. **Prisons in colonial North Bengal: A study of control, discipline and punishment (1773-1947)**. (Dr. Dahlia Bhattacharya), Department of History, University of North Bengal, Darjeeling.
5. Sarkar, Monoranjan. **Western medicine and public health services in Jalpaiguri (1866 to 1947)**. (Dr. Dahlia Bhattacharya), Department of History, University of North Bengal, Darjeeling.
6. Vishal Kumar. **Samrajeyvadi vichardhara aur unnisvi sadi mein sampardayikta kee samasya: Ek adhyayan**. (Dr. Daya Nand Roy), Department of History, T M Bhagalpur University, Bhagalpur.

LANGUAGES & LITERATURE

English

1. Caroline, K Unnathamani. **Impact of station rotation model in enhancing writing skills and academic performance of primary school children**. (Dr. Bhavani S), Department of English and Culture Studies, Christ University, Bangalore.
2. Dhantal, Smita Prabhakar. **Identifying 'Self' through society: A socio-psychological perspective of A Song of Ice and Fire**. (Dr.Vidya S), Department of English and Culture Studies, Christ University, Bangalore.
3. Joseph, Sindhu. **Impact of integrated explicit instruction on development of critical thinking skills and dispositions among adolescents**. (Dr. Kishore Selva Babu), Department of English and Culture Studies, Christ University, Bangalore.
4. Mathai, Anu. **Towards an ' Alternate' mythical reality: A postmodern reading of the graphic narratives of Appupen and Amruta Patil**. (Dr. Rolla Das), Department of English and Culture Studies, Christ University, Bangalore.
5. Philip, Shynu. **An experimental study on improving speaking skills through the integration of existential intelligence for post graduate learners of business studies**. (Dr. Christine Ann Thomas), Department of English and Culture Studies, Christ University, Bangalore.
6. Philomena, V A Sonia. **Cultural memory in the captivity novels of Na D'Souza and Alan Machado**. (Dr. Anil Joseph Pinto), Department of English and Culture Studies, Christ University, Bangalore.
7. Priyadarshini, B K Suma. **Dynamics of political dissidence in Orhan Pamuk's fiction**. (Dr. S Siraj Ahmed), Department of English, Kuvempu University, Shankaraghatta.
8. Ruban, A Fredrick. **A sociopolitical study of contemporary ideological discourse on ethnic nationalism from Tamil Nadu**. (Dr. Arya P V), Department of English and Culture Studies, Christ University, Bangalore.
9. Sharma, Shikha. **Trauma of exile in select Kashmiri memoirs: From Home to House, Our Moon has Blood Clots and A Long Dream of Home)**. (Dr. Geeta Phogat), Department of English, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

Hindi

1. Gupta, Mohini. **Mridula Sinha ke upanyasoan mein yatharth bodh evam shilp vidhan**. (Dr. Rajesh Kumar Sharma), Department of Hindi, Bhagwant University, Ajmer.

2. Kalpana. **Mahila lekhikaoan kee aatamkatha ka samajik sanskritik adhyayan**. (Dr. N S Parmar), Department of Hindi, M S University of Baroda, Vadodara.

3. Patidar, Urmila Devi. **Mridula Sinha ke upanyasoan mein istri samvedna**. (Dr. Lokendra Kumar), Department of Hindi, Govind Guru Tribal University, Banswara.

4. Sarvaiya, Chetankumar Jagdishbhai. **Bhisham Sahni kee kahaniyoan mein yug-chetna**. (Dr. Jivan R Dangar), Department of Hindi, Saurashtra University, Rajkot.

5. Sharma, Archana. **Samkaleen Hindi kahaniyoan mein samvedna aur shilp (1950 se aab tak)**. (Dr. Avadhesh Kumar), School of Arts and Humanities, Sangam University, Bhilwara.

Sanskrit

1. Aarti. **Jyotishashastrokzabhumibhavanavahana-sukhap Radatryoganam prayogikamadhyayanam**. (Prof. Vinod Kumar Sharma), Department of Phalit Jyotisha, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.

2. Arya, Manisha. **Kavivarajaydevpraneetageeta-govindasya Narayaneeteekayah sameekshat-makam sampadanam**. (Prof. Ram Kumar Sharma), Department of Sahitya, Central Sanskrit University, New Delhi.

3. Bandhu, Savita. **Samkyakarikyah Gaudapa-dasvaminarayanabhasyayoh tulnatamakama-dhyayanam tulenatmakamadhyayanam**. (Prof. Jawahar Lal), Department of Sarva Darshana, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.

4. Bhat, Balachandra Krishna. **A critical edition and study of Vivarana a commentary by Śrīmakkibhatta on Raghuvamśa**. (Prof. Raghavendra Bhat), Department of Sahitya, Central Sanskrit University, New Delhi.

5. Das, Suman. **Advaita Vedanta- purvamimam-sadarshanabhimatanam pramananam tulna-tamakmadhyayanam**. (Prof. A S Aravamudan), Department of Adwaita Vedanta, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.

6. Dobhal, Tarun. **Sr iSivamahapuranapratipadi-tadvaitadarsanapra meyanam vimarsatkama-dhyayanam**. (Prof.K Anantha), Department of Adwaita Vedanta, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.

7. Gautam, Meenakshi. **A Theatrical study of natya-navaratna by Abhiraj Rajendra Mishra**. (Dr. Mala Chandra), Department of Sahitya, Central Sanskrit University, New Delhi.

8. Ghosh, Sampriti. **A critical study of natakachakram by Kalipadatarkacharya**. (Prof. Udaynath Jha), Department of Sahitya, Central Sanskrit University, New Delhi.

9. Gnantruptdas, Sadhu. **Adwaitvishishtadwetak-sharpurshotametidarshan treyassloke brah-masutrabhasheysamikshanam**. (Prof. Sadhu Shru-tiprakashdas), Faculty of Darshan, Shree Somnath Sanskrit University, Veraval.

10. Hedge, Nagapati. **A critical edition and study of Jātakakaustubhah: A commentary by NārāyaṆadaivajña Onkeśavīyajātakapaddhatih**. (Prof. A P Sachidanand), Department of Jyotish, Central Sanskrit University, New Delhi.

11. Jena, Rasmita. **A critical study of Muktavallies By Srimadvishvanath Pachanana Bhattacharya & Sri Prakashananda Yati**. (Dr. Ganpati Shukla), Department of Navya Nyaya, Central Sanskrit University, New Delhi.

12. Koirala, Bhagwat. **Nyayedarshnaloke Vishishtad-wetabhimatpramansamikshanam**. (Dr. B Uma Maheswari), Faculty of Darshan, Shree Somnath Sanskrit University, Veraval.

13. Maharana, Swagatika. **A critical study on Gyana Karma and Bhakti Samuchaya in Ramcharit-manas as per Advaita Vedanta**. (Prof. K B Sub-barayudu), Department of Advaita Vadanta, Central Sanskrit University, New Delhi.

14. Meena, Ramniri. **Ekvinshashatake virachitana-takanam sarvekshanam samikshnamcha**. (Prof. Dharmanand Raut), Department of Sahityam, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.

15. Mehta, Naimish Rameshchandra. **Patanjalmahab-hasheypratipaditnyayanam samikshanam**. (Prof. Vinod Kumar Jha), Faculty of Vyakarana, Shree Somnath Sanskrit University,Veraval.

16. Pal, Soumi. **Tilakpraneeta Ourayangranthasya samiskshatmak-adhyayanam**. (Prof. Hanuman Mishra), Department of Shuklayajurveda, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.

17. Pandey, Vainkteshwar. **A critical study of the Surya Siddhanta from the beginning to the section on the three questions**. (Prof. Madan Mohan Pathak), Department of Jyotish, Central Sanskrit University, New Delhi.

18. Pandya, Hardik Vijaykumar. **Kavi Ravindrakumarpandavirchit Shreesayajigoravmahakavsey samikshanatamakmadhyayanam**. (Dr. Kartik Pandya), Faculty of Sahitya, Shree Somnath Sanskrit University, Veraval.

19. Regmi, Padmaraj. **Agricultural and medicinal science in the madhyandin samhita: A study**. (Prof. Bodh Kumar Jha), Department of Shuklayajurveda, Central Sanskrit University, New Delhi.

20. Rout, Twinkil. **A critical edition of Tithitattwanirnaya by Rāghava Upādhyāya**. (Prof. Lalit Kumar Sahoo), Department of Dharmashastra, Central Sanskrit University, New Delhi.

21. Sengada, Sunita Kumari. **Mahabharat mein nari shoshan aur sarakshan: Ek samikshanatamak adhyayan**. (Dr. Mahendra Prasad Salariya), Department of Sanskrit, Govind Guru Tribal University, Banswara.

22. Sharma, Akshay. **Nandasamuccayasya sahityikam samskrtikanchadhyayanam**. (Prof. Janardan Prasad Pandey), Department of Sahitya, Central Sanskrit University, New Delhi.

23. Sharma, Ashish Kumar. **An experimental study of the Sanskrit language practice syllabus upon students of varishth upadhyay level**. (Prof. Y S Ramesh), Department of Shikshashastra, Central Sanskrit University, New Delhi.

24. Sharma, Rekha. **Tradition of creation of modern Sanskrit literature in Nepal**. (Prof. Ramakant Pandey), Department of Sahitya, Central Sanskrit University, New Delhi.

25. Sharma, Sunny. **Determination of contemporary society on the background of Shukraneeti**. (Prof. Sugyan Kumar Mahanty), Department of Sahitya, Central Sanskrit University, New Delhi.

26. Shiksha. **The critical edition of the Tattvadeepini Tika of Vasavdatta composed by Subandhu**. (Dr. Harish Chandra Tiwari), Department of Sahitya, Central Sanskrit University, New Delhi.

27. Trivedi, Vaibhavi Atulkumar. **Vishupurane Shreemadbhagawadpurane cha nirupitsey dharamshastrey tulnatamakmadhyayanam**. (Dr. Yogini H Vyas), Department of Sanskrit, Gujarat University, Ahmedabad.

28. Vala, Padma Somji. **Venisangharsogandhikaharanrupkoayoanh Samikshanatamakmadhyananam**. (Dr. D M Mokariya), Faculty of Sahitya, Shree Somnath Sanskrit University, Veraval.

29. Yadav, Alka. **A critical study on Gitabharatam of Acharyaa Bhira Jrajendra Mishra**. (Prof. Janardan Prasad Pandey), Department of Sahitya, Central Sanskrit University, New Delhi.

PERFORMING ARTS

Dance

1. Thaper, Rashmi. **Aesthetics of lighting in Indian dance and theatrical productions**. (Dr. Shobha Shashikumar), Department of Dance, Jain University, Bangalore.

RELIGION

Jainism

1. Jain, Renu. **Jain darshan mein leshya aur yog se vyaktitav vikas: Samikshnatamak adhyayan**. (Prof. Phool Chand Jain), Department of Jainology, Teerthanker Mahaveer University, Moradabad. ❑

The Cochin College

(Affiliated to Mahatma Gandhi University, Kottayam, Kerala)
Cochin College Road, Koovapadam, Kochi - 682 002

Renotification

Applications are invited from eligible candidates for the post of **Assistant Professors** in the following permanent vacancies:

S.No.	Subject	No. of Post-PWD
1	**Physics**	1- (Blind/Low Vision)
2	**Botany**	1- (Deaf/Hard Heard)

Age, Qualification & Scale of pay as per UGC/ University/ Govt. of Kerala rules. Application Forms can be had from the College Office. Candidates belonging to PWD category need not pay any application fee. Duly filled application form with copies of all required documents should reach the office of Principal, The Cochin College, Koovapadam, Kochi-2 **before 5 p.m on 11.02.2025.**

Date : 13.01.2025 **MANAGER**

Council of Education, Kolhapur
Shahaji Law College, Kolhapur

(C/o D.R.K. College of Commerce, 649, 'C' Ward, Azad Chowk, Tal- Karveer, Dist-Kolhapur-416002. (M.S.)

(Affiliated to Shivaji University, Kolhapur)
(Permanently Granted)

WANTED

Applications are invited from eligible candidates for the following post:

Sr. No.	Name of Post	Total Number of vacant posts	Total Reservation
1	**Principal, Shahaji Law College, Kolhapur**	1	1-Open to all

Note: For detailed information about post, qualifications and other terms and conditions please visit University website: www.unishivaji.ac.in.

Place : Kolhapur
Date :

Secretary
Council of Education, Kolhapur

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Changanassery, Kottayam, Kerala, India-686101

NOTIFICATION

Applications are invited from qualified candidates as per UGC/Government of Kerala/Mahatma Gandhi University norms and regulations for appointment against the following post:

Subject	Category	No. of Vacancy
Assistant Professor of Zoology (Re-notification)	1 (PWD) - reserved for hearing impaired	1

The vacancy reserved for the persons with disabilities (PWD) will be as per GO (MS) No. 96/2021/HEdn dated 15.02.2021; GO (MS) No. 242/2022/HEdn dated 18.05.2022 and GO (Ms) No. 279/2022/HEdn dated 05.06.2022.

Application form can be downloaded from the college website. Apply to the Manager **within one month** from the date of notification. Candidates who are already employed should apply through proper channel.

In the absence of candidates, with benchmark disability specified in the advertisement, the provisions contained in the G.O(Ms).242/2022/HEdn. dated 18.05.2022, G.O.(Ms).684/2023/H.EDN, dated 08.12.2023 will be made applicable for rotation (Partially Deaf Ortho PH/Locomotor Disability/Cerebral Palsy). If there are no eligible candidates as per the notification, further process will be regular as per Government/University Norms.

Changanassery
13.01.2025

Sd/-
Manager

Baliram Patil Mission's

Shri Renukadevi Arts, Commerce & Science Mahavidyalaya, Mahur, Tq. Mahur Dist. anded.(M.S.)

WANTED

Applications are invited for the post of **Principal** to be filled in Baliram Patil Mission's **Shri Renukadevi Arts, Commerce & Science Mahavidyalaya, Mahur, Tq. Mahur Dist. Nanded. (Maharashtra)** (Granted) 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.	Post	No. Post	Full Time	Reservation
01	Principal	One	Full time	Unreserved

Permission as per Noc No. – JDHENanded/NOC/2024/35 Dated 14.08.2024

a) Educational Qualification:-

1) A Master's Degree with at least 55% of the marks (or an equivalent grade in a point scale whenever grading system is followed) by recognized University.
2) A Ph.D. Degree in concerned / allied/ relevant discipline (s) in the institution concerned with evidence of published work and research guidance.
3) Professor/ Associate professor with a total experience of fifteen years of teaching /research in administration in University /College and other institutions of higher education.
4) A minimum of 10 research publication in peer reviewed or UGC listed Journals.
5) A minimum of 110 research score as per Appendix II, Table 2 of UGC Regulation 2018.
6) Academic Eligibility and other Rules Regulations as per UGC Regulation 18 July 2018 and Govt. Resolution No. Misc-2018/C.R. 56/UNI-1 Date 8 March-2019.

b) Tenure:- A College Principal shall be appointed for the period of five years extendable for another term of five years on the basis of performance based assessment, a committee appointed by the University constituted as per rules of UGC and Govt. of Maharashtra.

Salary & Allowances:-Pay scales as per the UGC State Government of Maharashtra & Swami Ramanand Teerth Marathwada University's Nanded from time to time.

Note: 1) Prescribed application form is available on the University website (www.srtmun.ac.in)
2) No. T.A./D.A. will be paid for attending the interview.
3) Eligible candidates those who are already in service should submit their application through the proper channel.
4) All Attested Xerox copies of certificates and other relevant documents should be attached with the Application form.
5) The Original certificates must be produced at the time of interview.
6) The vacant post is being filled under the decision of Hon. High Court, Aurangabad Bench petition no. 12051/2015

Address for correspondence:– The President, Baliram Patil Mission's Shri Renukadevi Arts, Commerce & Science Mahavidyalaya, Mahur, Tq. Mahur Dist. Nanded.Pin Code. 431 721.

Sd/-
President
Baliram Patil Mission's

V. M. SALGAOCAR INSTITUTE
of
INTERNATIONAL HOSPITALITY EDUCATION

Manora-Raia, Goa

REQUIRES

(1) PRINCIPAL

(2) ASSISTANT PROFESSORS

(a) Food Production (b) Bakery and Pastry (c) Microbiology (Food Science) (d) Food & Beverage Service (e) Rooms Division (f) English (g) General Management

(3) DIRECTOR OF PHYSICAL EDUCATION AND SPORTS

For eligibility to the above mentioned positions, kindly refer to Goa University Statutes SC-16 from the given link for relevant information.

https://www.unigoa.ac.in/uploads/confg_docs/20221111.104815~Statutes_11-11-2022.pdf

All the above posts are subject to sufficient workload and approval of Goa University. Pay scale and Rules & Regulations applicable, as per statutes of Goa University and Govt. of Goa.

Applications with detailed CV, 2 recent passport size photographs, copies of certificates and mark sheets, should be sent in an envelope superscribed with the post applied for within 20 days from the date of this advertisement to **The Director, V. M. Salgaocar Institute of International Hospitality Education, Manora-Raia, Salcete, Goa 403720.**

WANTED

Shri Dhaneshwari Manav Vikas Mandal

Dr. Vedprakash Patil Arts, Commerce & Science College, Hatta

Application are invited from the eligible candidates for the following posts in **Dr.Vedprakash Patil Art's, Commerce & Science College, Hatta (Zero Phata), Tq.Basmath Dist. Hingoli. Maharashtra** (Permanent Non Grant) run by Shri Dhaneshwari Manav Vikas Mandal, Kalamb. The application dully completed in all respects should reach on the address given below with **15 days from** the date of publication of this advertisement .The Candidates of reserved category should submit one copy of application to the Dy.Register, Special Cell, S.R.T.M.U. Nanded-431606. (M.S.)

Sr. no.	Subject	Post	No. of Posts	Category
1	-	PRINCIPAL	1	UNRESERVED-01
2	SOCIOLOGY	Asst.Professor	1	OPEN-05, SC-01, ST-01, VJ(A)-01, NT(B)-01, NT(C)-01, SBC-02, OBC-04, EWS-02
3	HISTORY	Asst.Professor	1	
4	POLITICAL SCIENCE	Asst.Professor	1	
5	EDUCATION	Asst.Professor	1	
6	CHEMISTRY	Asst.Professor	2	
7	PHYSICS	Asst.Professor	2	
8	BOTANY	Asst.Professor	2	
9	ZOOLOGY	Asst.Professor	2	
10	MICROBIOLOGY	Asst.Professor	2	
11	MATHEMATICS	Asst.Professor	1	
12	COMMERCE	Asst.Professor	2	
13	PHYSICAL EDUCATION	Directorof Phy. Education	1	

Note : Qualification, Salary and Allowances: Pay Scale as per UGC,State Government and S.R.T.M.U. Nanded rules from time to time which is given on Website: www.srtmun.ac.in

Address for correspondence:
The Principal, Dr.Vedprakash Patil Art's, Commerce & Science College,
Hatta (Zero Phata), Tq.Basmath Dist.Hingoli-431705(M.S.)

President **President**

JOGESHWARI EDUCATION SOCIETY'S

JES COLLEGE OF COMMERCE, SCIENCE & INFORMATION TECHNOLOGY

Jogeshwari (E), Mumbai - 400 060

APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS FROM THE ACADEMIC YEAR 2024-2025:

UNAIDED

Sr. No.	Cadre	Subject	No. of Posts	Post Reserved for
1	**Principal**	--	01	OPEN – 01
2	**Assistant Professor**	Economics	02	SC – 01, OPEN – 01
3	**Assistant Professor**	Commerce	02	SC – 01, OPEN – 01
4	**Assistant Professor**	Business Communication	01	OPEN – 01
5	**Assistant Professor**	Mathematics	01	OPEN – 01
6	**Assistant Professor**	B.M.S	02	SC – 01, OPEN – 01
7	**Assistant Professor**	Information Technology	01	OPEN – 01
8	**Librarian**	--	01	OPEN – 01

For Assistant Professor (Horizontal Reservation)

Sportsmen-01

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

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

Candidates having knowledge of Marathi will be preferred.

"**Qualification, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/18/UNI-1, dated 8th March, 2019 and University circular No. TAAS/(CT)/ICD/2018-19/1241, dated 26th March, 2019 and revised from time to time". 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, JOGESHWARI EDUCATION SOCIETY'S, JES COLLEGE OF COMMERCE, SCIENCE & INFORMATION TECHNOLOGY, Jogeshwari (E), Mumbai – 400 060 within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**
Email: jescollegecom@gmail.com, Tel.: 022 28245527 Mob. 8356867783

Sd/-
SECRETARY

Shivgram Education Society's
SHRI KAMAXIDEVI HOMOEOPATHIC MEDICAL COLLEGE & HOSPITAL

Affiliated to Goa University

" Shiv Shail" Shiroda – Goa. 403 103 ● Ph. No. 0832-2306842 (Dir) 2307441.

E-mail: skhmchgoa98@gmail.com

APPOINTMENT

Applications are invited from the eligible candidates for the following full-time post to be filled in Shri Kamaxidevi Homoeopathic Medical College & Hospital **(Grant in-aid)** offering BHMS Degree Course.

Sr. No.	Department	Professor	Associate Prof.	Assistant Prof.
01	Homoeopathic Materia Medica	**01**	**01**	**02**
02	Organon & Hom. Philosophy	**01**	**01**	**02**
03	Homoeopathic Pharmacy	**----**	**01**	**----**
04	Homoeopathic Repertory & Case Taking	**01**	**01**	**02**
05	Human Anatomy	**01**	**01**	**02**
06	Human Physiology & Biochemistry	**01**	**01**	**02**
07	Forensic Medicine & Toxicology	**01**	**-----**	**01**
08	Community Medicine, Research Methodology	**01**	**01**	**01**
09	Pathology & Microbiology	**01**	**01**	**01**
10	Surgery	**01**	**01**	**01**
11	Gynecology & Obstetrics	**01**	**01**	**01**
12	Practice of Medicine	**01**	**01**	**02**
13	Librarian	**01**		
14	Assistant Librarian	**01**		
15	Yoga Instructor	**02 (01 Male and 01 Female)**		

Qualification: Desirable qualification and experience as per National Commission for Homoeopathy (MES) Regulations 2024.

GENERAL INSTRUCTION:

- ☞ Candidate should pass NTET (Recruitment at entry point level)
- ☞ Pay Scale as per State Government of Goa.
- ☞ Candidate already in service should apply through proper channel.
- ☞ T.A./D.A. shall NOT be paid by this institute for attending the interview.
- ☞ In case of non-availability of the suitable candidates the post shall be filled by temporary staff for a period of one academic year.

Interested candidate should send their application for the post along with self-attested copies of certificate & testimonials and should reach to the Administrative Office of the institute on or **before 27th January 2025.** Application along with required attachments can also be forwarded on **Email : skhmchgoa98@gmail.com.** Incomplete application without any enclosures of certificates and testimonials shall be rejected without any explanation to the candidate. Management decision stands final in regards to all the service conditions of selected candidate.

SECRETARY

Dayanand Education Society, Latur (2024-2025)

WANTED

Applications are invited for the post of Principal (Granted) to be filled in **Dayanand Education Society's DAYANAND COLLEGE OF ART'S LATUR** Dist. Latur. (Maharashtra). 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. This advertise is published as per NOC Letter – JDHE Nanded/NOC/2024/40 Dated - 15.10.2024.

Sr. No.	Name of the Post (Designation)	Name of College	No. of Post	Reservation
1.	**Principal**	**Dayanand College of Art's, Latur**	**One (01)**	**Un reserved**

Educational Qualifications:-

A. Eligibilities:-

1. A Master's Degree with at least 55% marks (or an equivalent grade a point scale wherever grading system is followed) by a recognized University.
2. A Ph.D. Degree in concerned/allied/relevant discipline (S) in the institution concerned with evidence of published work and research guidance.
3. Professor/Associate Professor with a total experience of fifteen years of teaching/research in Universities, College and other Institutions of Higher Education.
4. A minimum of 10 research publication in peer reviewed or UGC listed journals.
5. A minimum of 110 research score as per Appendix II, Table 2 of UGC regulations 2018.
6. **Academic Eligibility and other rules regulations as per UGC Regulation 18 July 2018 and Govt Resolution No Misc-2018/C.R.56/UNI-IDate 08 March 2019**
7. The vacant post is being filled subject to the decision of Hon'ble High Court, Aurangabad Bench Petition No. 12051/2015.

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 Scales as per the UGC, State Government of Maharashtra & Swami Ramanand Teerth Marathwada University, Nanded Rules from time to time.

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 those who are already in services should submit their application through proper channel.
4. All attested Xerox Copies of certificates and other relevant documents should be attached with the application form.
5. The original certificates must be provided at the time of interview.

Correspondence Address:

The President./Secretary
Dayanand Education Society's
Dayanand College of Art's,
Barshi Road, Latur - 413512

Sd-
Secretary
Ramesh Govindlalji Biyani
Dayanand Education Society, latur.

Sd-
President
Laxmiraman Bankatlalji Lahoti
Dayanand Education Society, latur.

Kisanshikshan Prasark Mandal's

Manjara Mahavidyalaya, Kanheri Road, Latur

(Affiliated to Swami Ramanand Teerth Marathwada University, Nanded)

WANTED

Applications are invited for the following Full time posts, to be filled in Kisan Shikshan Prasark Mandal's **Manjara Mahavidyalaya Kanheri Road Latur-413512**.(Permanent Non-granted). Eligible candidates should submit their application along with all the necessary documents **within 15 days** from the date of publication of this Advertisement by registered post only.

Sr. No.	Subjects	Name of the Post	No. of Posts	Reservation
01	English, Hindi, Marathi, Pali, Political Science, Public Adm., Sociology, History, Geography, Economics Psychology, Philosophy, Physical Education, Home Science, Library & Information Sci., Music	Assistant Professor	16	Open- 05,SC-02, ST-01, OBC-03, VJ-A- 01,NT-B-01, NT-C-01, SEBC-02, EWS-02 Note:- As per govt. decision Dt.25/01/2024 Parallel reservation as follows Women -05, physical Challenged-01, Sports -01
02	Librarian	Librarian	01	
03	Physical Education Director	Physical Edu. Director	01	
	Total Post		**18**	

1. Educational Qualification as per UGC & Swami Ramanand Teerth Marathwada University, Nanded Rules & Regulations for the post of Asst. Professor/Librarian/Physical education Director.
2. This Advertisement is approved by University.
3. Priscribed application form is available on un**iversity website (www.srtmun.ac.in).**
4. Salary & Allowances : Pay Scale as per UGC, State Government & Swami Ramanand Teerth Marathwada University, Nanded rules from time to time.
5. All details are available on **www.manjaracollegelatur.com & www.srtmun.ac.in** /recruitment.

Address for correspondence :
President/Secretary, Kisanshikshan Prasark Mandal's
Manjara Mahavidyalaya Kanheri Road, Latur, Pin - 413512
Contact: 9699505547/9423220328/9423647908
Date :- 13/01/2025
Place :-Latur (Maharashtra)

President/ Secretary

Association of Indian Universities
University News Journal

A Weekly Chronicle of Higher Education & Research
(Published every Monday)

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Announcement

Special Issue of 'University News'

A **Special Number of University News** on the theme ***'Envisioning Future Higher Education: The Pivotal Role of India'*** is being brought out on the occasion of the **AIU Centenary Celebrations** and **AIU Annual General Meet and National Conference of Vice Chancellors'-2025 in March 2025.**

The **Special Issue** will cover the articles of eminent educationists on the afore-mentioned theme. Readers of the University News are also invited to contribute to the Special Number by submitting papers/articles on the above theme by **February 15, 2025**. The papers will be published in the Issue subject to the approval of the Editorial Committee of the University News. The contributions are invited on the following Subthemes:

Technological Integration in Higher Education

- Blended Learning Models.
- Integrating Emerging Technologies like AI, Virtual and Augmented Reality in the Learning Process.
- Cyber Security and Data Privacy in Higher Education Institutions.

Leadership and Governance in Higher Education

- Developing Academic Leadership.
- Governance of Public and Private Universities.
- Autonomy and Accountability in HEIs.

Rethinking Assessment and Evaluation

- Innovative Assessment Methods and Experiential Learning.
- Viability of One Nation One Exam System.
- Continuous Comprehensive Assessment.

Globalisation and Internationalisation

- Strategies for International Collaboration.
- Global Classrooms (Attracting International Faculty and Students).
- Challenges and Opportunities in Internationalisation of Higher Education.

Equity, Diversity and Sustainability

- Incorporating IKS in Curriculum and Pedagogy.
- Catering to Equity and Diversity on Campuses.
- Creating Green and Sustainable Campuses.

Any Other Relevant Subthemes

Guidelines for contributors are placed on the AIU Website. Manuscripts may be sent to the Editor, University News, Association of Indian Universities, AIU House, 16 Comrade Indrajit Gupta Marg (Kotla Marg), New Delhi- 110 002 through E-mail: ***ramapani.universitynews@gmail.com*** with a copy to: ***universitynews@aiu.ac.in*** on or before **February 15, 2025**.

Edited, Printed and Published by Dr Sistla Rama Devi Pani, on behalf of the Association of Indian Universities, AIU House, 16 Comrade Indrajit Gupta Marg (Kotla Marg), New Delhi-110 002. Phones: 23230059 (6 Lines). Fax: 011-23232131, E-Mail : sgoffice@aiu.ac.in, advtun@aiu.ac.in, publicationsales@aiu.ac.in, subsun@aiu.ac.in (for subscription), unaiu89@gmail.com, universitynews@aiu.ac.in, Website: http://www.aiu.ac.in
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