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Central University of Jammu
Rahya-Suchani (Bagla), District: Samba – 181143, Jammu (J&K))

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(FOR TEACHING POSTS)

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

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2.	Educational Studies (Geography)**	-	-	01– EWS
3.	Educational Studies (Economics)**	-	-	01– OBC(BL)
4.	Educational Studies (History)**	-	-	01– SC(BL)
5.	Educational Studies (Political Science)**	-	-	01– ST (BL)
6.	English	01-OBC (BL)	-	-
7.	Hindi & Other Indian Languages	-	01 – (OBC)	-
8.	Human Resource Management & Organisational Behaviour	-	01– OBC (BL)	-
9.	Mass Communication and New Media	-	-	01 – OBC(BL)
10.	Mathematics	-	01– ST(BL)	-
11.	National Security Studies	01-OBC (BL)	-	-
12.	Chemistry & Chemical Sciences	-	01 – (EWS)*	01 – (EWS)*
13.	Social Work	01- OBC (BL)	01– OBC (BL)	-
14.	Public Policy and Public Administration	-	01– OBC (BL)	-
15.	Computer Science and IT#	-	-	01– OBC(BL)
16.	Electronics and Communication Engineering#	01-UR	-	-
17.	Centre For Molecular Biology	-	01 – (UR)*	-

#As per AICTE norms* Vacancies against Lien

***** Qualifications will be as per NCTE norms***

BL-Backlog Vacancy, SC-Scheduled Caste, ST-Scheduled Tribe, EWS-Economically Weaker Section, OBC- Other Backward Classes, PwBD – Person with Benchmark Disability

Note:

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

Important Information

1. The candidates appointed against the lien* posts will be on temporary basis till lien* exists. If lien* employee does not join back, the candidates appointed against the said posts are liable to be confirmed substantially subject to fulfillment of terms and conditions of the probation. **2**. The detailed eligibility conditions and other relevant details are available on the University website *www.cujammu.ac.in*. Online application form, complete in all respects must be submitted along with online payment of **Rs 1,000/-** (fee exempted for candidates belonging to SC, ST &PwBD) on or **before 10.02.2025** (11:59 PM). **3.** Online portal will be available on University website and remain open from 20.01.2025 (10:00 AM) **4.** Candidates who applied for the posts of Assistant Professors in the Department of Educational Studies vide Employment Notification No. 21 dated 06.09.2023 and were declared eligible as per Final Screening List uploaded on University website may update their applications on SAMARTH Portal without paying any additional fee. **5.** The candidates are requested to regularly visit the University **Website *www.cujammu.ac.in*** for further updates. Hereafter, issuance of notifications in the newspapers, for any information in this regard, is not obligatory on the part of the University. **6.** For any queries please email at ***teaching.recruitment@cujammu.ac.in.*** Queries on any other email will not be entertained.

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National Education Policy–2020: Challenges, Concerns, and A Possible Way Out

Moumita Das* and Suresh Garg**

It is widely accepted that education is an organic entity and has evolved to guide us towards productivity. It is a unique resource for the development of society. Education empowers us by imparting necessary knowledge and skills so that we can live a healthy life and contribute to the betterment of an equitable and just society. As such, education can be dealt with in four segments (i) Primary (ii) Upper Primary (iii) Secondary & (iv) Tertiary. NEP–2020 deals with each segment separately and is a holistic document.

The education system in India evolved by way of recommendations of education commissions (GOI, 1966; 1986; 1992, 2020) and was supported by the Indian Government with financial provisions ever since India became free from the British. However, in spite of the best efforts and intentions, a gap was created between what was needed in the workplace and what got transacted in the classroom. Unfortunately, this gap continued to grow with time. There were many reasons for this but the most powerful one was Macaulayism, which was mainly confined to teaching English and promoting Western education to produce Anglicized Indians who served as interpreters; their creativity was annulled and they lost originality of thought, intellect, action, and morals.

Over the decades, there was, a serious blow to indigenous knowledge systems; there was marginalization and decline of traditional knowledge, vocational skills, and vernacular languages and literature. The gradual dying out of the demand for artisanal technologies forced the out-of-work artisans to move to rural areas and embrace poverty, leading to an unsustainable economic condition. This blow led to the loss of valuable cultural practices, and enrichment thereof that perhaps would have allowed us a much healthier socio-economic prosperity in the country. The educational policies of the post-Independent India sought to rectify this undoing.

Evolution of Education in India

India has traditionally enjoyed a rich heritage of learning and culture Yet due to varied reasons the educational scenario on the eve of independence was quite bleak. The literacy rate was about 14% and the education funding was less than ½ % of the national income. The number of universities was six and only 420 colleges existed then. After independence, several educational committees and commissions were constituted by the forefathers of Indian democracy

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to analyze the challenges and suggest ways forward. The importance of creating universities was highlighted for producing scholars who could play leadership roles in politics, industry, administration, commerce, and science and technology, by all rather forcefully.

The University Education Commission (1948-49) under the chairmanship of Dr. Radhakrishnan suggested that the functions of the schools and universities were different. Schools should provide education to all, including those who may or may not want to pursue higher education. The Education Commission (1964-66) led by Prof. D. S. Kothari, was highly impressed by the Gandhian philosophy. It reviewed the education system as a whole rather than in pieces and suggested improvements to increase access, develop social and national unity, consolidate democracy, modernize the country and develop social, moral and spiritual values. It suggested allocation of 6% of the national income towards educational initiatives but unfortunately, it has remained an unfulfilled dream till now was highly impressed by the Gandhian philosophy.

The Education Commission also suggested restructuring of the education system to take care of the changing needs at that time and identified three important requirements: (i) inner transformation to improve the life needs and aspirations of people, (ii) achieve international standards, and (iii) expansion of educational opportunities to all. The New Education Policy-1968 formulated based on recommendations of Education Commission advocated for free and compulsory education up to 14 years of age, enrichment of the curriculum through the introduction of suitable subjects, and improvement of textbooks by involving the best teachers. Unfortunately, several recommendations of the policy could not be implemented successfully owing to a lack of adequate strategy and funding. In fact, the paradigm shift necessitated by the political situation obtained then led to marked deviation.

National Policy on Education---1986 emphasized the need to prepare India for the 21st Century. The policy aimed to raise educational standards and increase access to education. It reiterated the need for financial support with a difference; it proposed that 6 % of the GDP, rather than national income, should be made available for meeting educational expenditure and that the private sector should contribute to augment government funds. (This recommendation made the participation of the private sector in education on a large scale possible when the Indian economy was opened by P V Narasimha Rao in the early 1990s.) It is unfortunate that the total central government expenditure on education to date has failed to achieve the targeted 6%; it was about 3.49% of GDP in 2004-05.

The National Knowledge Commission was mandated to prepare a road map for the growth of Indian education and meet the 21st Century needs for competitive advantage in the skill-intensive sectors, The National Knowledge Commission observed that "*there is a quiet crisis in higher education that runs deep…the general impression is one of mediocrity' (*NKC,2009) *with a few islands* of excellence." Somehow, these observations were not taken with the seriousness they deserved by those in power and an excellent set of recommendations was consigned to files. In particular, it recommended changes in education to bring the elements of the Right to Education, the use of ICT for teaching-learning, intellectual property legislation, and reforms in curricula as well as evaluation methods. This aspect conformed with the recommendation of the Education Commission. It noted that if they were asked to make one recommendation to improve the quality of higher education, they would suggest changes in evaluation methodology.

National Education Policy–2020

New National Policy on Education ie. NEP–2020 was launched after thirty-four years after the NPE-1986. Rapid changes in the socio-economic sphere have occurred locally as well as globally in these years. Technological developments, growth in manufacturing and service sectors, developments in the agriculture sector, the opening of the market economy to the world, GATS and intellectual patenting, increased foreign investment, and expansion in new industrial corridors have been some of the driving forces. On the social front, these led to changes in people's lifestyles, an increase in global mobility, urbanization, the spread of literacy, and an increase in consumerism, etc. In recent years we have seen an upsurge in nationalism and spiritual subject matters. Similarly, to meet technical improvements in the industry, education evolved and now we are in the era of education 4.0

where geography is history and blended learning is the basic mode of knowledge transaction.

If we examine job descriptions, we find that there are huge changes from those present a decade ago. Commensurate with that, the aspirations of the youth as well as employees have also changed. In fact, the skills, experiences, and qualities of a learner are being continuously defined anew to meet the constantly changing needs of the industry. A report of the World Bank[1] highlighted that *"Many jobs today, and many more in the near future, will require specific skills—a combination of technological know-how, problem-solving, and critical thinking as well as soft skills such as perseverance, collaboration, communication and empathy. The days of staying in one job, or with one company, for decades are gone… which means everyone will have to be lifelong learner."* The report further suggested that *"Investing in human capital must be a priority for governments in order for workers to build the skills in demand in the labor market"*. To fund these investments in human capital, the report suggested that *"governments can mobilize additional revenues by increasing the tax base."* (World Bank, 2019). The other changing scenario in the livelihood generation is the impetus by the Government of India on Startups. Several schemes have been put in place to nurture an ecosystem of startups and a favorable progress is beginning. The youth, consequently, aspire to be equipped with necessary knowledge and skills to not only fulfill the job descriptions of the contemporary industry requirements, but also to set up their own enterprises and generate employment for others. As such, this is a highly desirable development as it requires our youth to have confidence in themselves.

In view of such developments, National Education Policy–2020 (NEP–2020) is being hailed as a very significant document with infinite transformational potential to fulfill our national aspirations and be *vocal about local*. In particular, NEP–2020 suggested structural changes for increasing the quality of higher education. It articulated the principles of multidisciplinarity, interdisciplinarity,- and multilingualism, flexibility in entry and exit requirements and light but tight accreditation, accumulation of credits, and mix of streams/subjects. There is a need to review the provisions of the NEP–2020 critically particularly in the context of higher education, as its success will depend on how well it is implemented.

Implementation Plan

NEP–2020 seeks to achieve high-quality and impactful teacher training at different levels without going into the details at various levels. Similar challenges exist for Aganwadi workers and the continuous professional development of tertiary teachers. These are serious lapses. Moreover, for undertaking these exercises, we need funds from the public (central/state governments) or private sector entrepreneurs. Though forming a public-private partnership is a viable proposition, many argue that in India, corporate houses should fund CSR activity. NEP–2020 shed no light on how multidisciplinary study options would be implemented, in colleges particularly located in rural India, since the student-teacher ratio is extremely challenged there and, a large fraction of teachers in rural colleges have very limited specializations. It is not clear how teachers, who find it difficult to complete syllabus in general courses, would do if they were asked to transact knowledge in Yoga, values, Indian philosophy, and indigenous knowledge systems particularly if they do not happen to be teachers by choice or proficient in these subject areas. Moreover, as of now, about 45% of positions are vacant in tertiary institutions. This presents a complex interplay of issues and needs closer scrutiny by competent education planners before it annals the recommendations of NEP–2020.

Resources

According to the AISHE report of 2021-22, there were about 58000 higher educational institutes across the country catering to about 43.3 million students. The total number of teachers in such institutions was about 0.1598 million (AISHE 2021-22)[2]. The NEP–2020 envisioned almost doubling the GER from 26.3 % to 50 % by 2035 (NEP, 2020)[3]. This meant that about 38 million more seats had to be added to the existing seats in higher education. And we can safely add some more to this number. The first and foremost challenge therefore would be to provide access to about 40 million new students in higher educational institutions. That is, we have to duplicate the effort of 70 years in 15 years from 2020-2035. It means that institutions in brick and mortar have to be doubled all over the country in order to cater to this massive need. It is probably in view of such considerations that National Knowledge Commission proposed setting up of at least 1500 new universities every year to the existing infrastructure,

which is the third largest in the world. (Only the US and China have larger infrastructures.) Needless to say, the real challenge is thrown by the need for new classrooms, laboratories, incubators, ICT devices, and appropriate human resources to be put in place across the length and breadth of the country.

To maintain the quality of teaching-learning, an appropriate teacher-student ratio per class would have to be kept into consideration. This by any standard would be a herculean task for economies shattered by the COVID-19 pandemic and for big nation-states like India where the student population is extremely diversified and the society is stratified and has different identities. Moreover, to reach the remotest parts of the country would be important for equitable development. Probably Open and Distance Learning (ODL) system, which lends itself naturally to ICTs could provide a possible way out. Even if so, the ODL system would have to be strengthened through the augmentation of new and emerging technologies and learner support systems. Moreover, appropriate skills will have to be imparted by organizing skill development workshops to create experts in the field. Also, the MOE and UGC will be expected to lay down policies in favor of ODL so that its products are treated at par with the Face to Face (FF) conventional system.

There are forceful arguments for developing blended universities that combine better features of traditional classroom teaching and the ODL system. For example, in such an envisioned "blended" university, for a Degree Programme, some courses that require training in the psychomotor domain could be taught through classroom teaching, while the courses that cater to the cognitive domain could be taught through the ODL system. Accordingly, accreditation of the traditional higher educational institutes would be needed to run ODL programmes. This would demand strengthening based on adequate policies honored by all. A provision for Inter-University Consortia, preferably under the guidance of the Education Ministry, Govt. of India, and related ministries could be established to oversee such blending and the best teachers of each collaborating institution would be required to contribute to the National knowledge pool. The teachers of collaborating institutions could either be adequately compensated monetarily or administratively by sparing from regular responsibilities.

Technology Orientation

The report of the National Sample Survey Office of 2020 indicated that only about 32% of rural households in India had access to broadband within their premises. However, about 62% of the urban households had broadband access. Similarly, the usage of active SIM cards in rural areas was reported to be 83 % by males above 18 years of age and 51 % by females above 18 years of age (NSSO, 2020)[4]. Further, although by now about 95% of the villages have been electrified, there are issues of the quality and duration of power supply. Challenges, such as voltage fluctuations and intermittent supply, hamper the usage and functioning of sensitive electronic devices, such as desktops, laptops, projectors, etc. In addition, there exists a huge majority of the population, both in rural and urban areas, who are unable to afford a personal computer or a tablet due to economic constraints. These data are indicative of the huge digital divide in India. We need to invest huge amounts to bridge this digital divide and availability or utilization of funds is a real challenge.

The digital divide is also apparent in the higher educational institutions in the country. The level of ICT integration varies from one institution to the other. The urban institutions can boast of ICT infrastructure but most of the rural institutions, particularly in remote areas, lack even the basic ICT tools. NEP–2020 highlighted that technology would be an important intermediary for educational transactions but left its implementation to the creativity of teachers notwithstanding the fact that most of the teachers might not possess appropriate ICT skills to use technology for educational transactions. Furthermore, the ICT readiness levels of a considerable proportion of students are also low as they need to be trained in the usage of the devices and software, among other considerations.

Bridging the digital divide is important to ensure access to technology-based education for all. We also need to address social issues such as child labor/marriage, high dropout rates, right to education, street children, and school dropouts, etc. Moreover, the lack of reliable digital infrastructure in rural India and the growing reliance on digital learning, particularly after COVID-19, might further deepen this gap between the rich and the poor. Surely central and state government are not in a position to bridge this gap. And technology was

expected to increase access to the needy and poor but it is proving a big hurdle.

NEP–2020 has reiterated the need for the inclusion of the socially and economically disadvantaged, oppressed, and isolated. Though it has suggested setting up of Gender Inclusion Fund and Special Education Zones to support various tasks, the path to achieve all this has not been set out. Moreover, no plan to address the needs of differently abled children has been outlined.

Multidisciplinary Universities

The policy envisions that by 2040, all higher educational institutions will move towards multidisciplinary universities. The NEP–2020 advocates that all streams should be open to all by the Degree-awarding multi-disciplinary autonomous colleges (smaller than a university) (UGC, 2022)[5]. Eventually such multi-disciplinary autonomous colleges will be converted into multidisciplinary universities. The UGC guidelines stipulate that the approach for strengthening should be done by adding departments in subjects, such as languages, literature, music, philosophy, Indology, art, dance, theatre, education, mathematics, statistics, pure and applied sciences, sociology, economics, sports, translation and interpretation, and other subjects as needed for a multidisciplinary institution. The idea, though idealistic, is not pragmatic. Many of the higher educational institutions, including autonomous colleges, perhaps will not be able to offer all streams because of the constraints of space, funding, resources, and available specialization or expertise. The Indian higher education scenario is being gradually dominated by the private sector. The majority of private providers are more interested in making money. And it would not be advisable to expect most of them to follow the spirit of this recommendation in Toto. This shows that the majority of them would find ways of bypassing various provisions even if they have to grease the palms of the inspectors, who are invariably university Professors but indulge in corrupt practices.

As such, the underlying concept of multidisciplinary education was adopted by NEP–2020 primarily owing to the market demand for graduates with a sound knowledge of different disciplines. Presently, there are a few islands of excellence in single-stream institutions, such as IIMs, IITs, National Law Institutes/Schools, Medical Universities, and Agriculture Universities, etc., that provide specialized education in one discipline. The graduates, who pass out from such institutions, possess the domain knowledge, but they are required to upskill themselves to compete for suitable positions in the job market. Moreover, our graduates need training in soft skills that can help them secure a good job, though possessing knowledge of more than one subject should help them enhance their world view. Therefore, it would be more advisable for single-stream institutions to include a course on training in soft skills, innovation, and entrepreneurship.

Vocationalisation

One of the strong verticals of NEP–2020 is the vocationalisation of education integration and mainstreaming of vocational education with general education from grade 6 onwards using the hub and spoke model, It aims for about 50% of all schools and higher education students to have access to vocational education by 2025. We are already in the second half of 2024 and like any other recommendation, we are quite likely to miss the target. As such, the concept of vocationalisation of education was initially suggested by the Education Commission (GOI, 1966), which, following Gandhiji, put emphasis on hands-on training and provided exposure to the work environment. Since it required every institution to establish workshops catering to different domains in their campuses and entailed huge expenditure on infrastructure, machinery, raw materials, skilled teaching staff, and maintenance of the machinery in the workshops, it failed to take off for lack of funds. Moreover, the vocational stream was not treated at par with the general education. That is, it was treated as secondary and separate provisions were not created in the tertiary level so that students lacked parity of esteem and hence incentive to opt for vocational education. We shall do ourselves a lot of good if we learn lessons from the past failures and rectify these now.

To implement this recommendation and generate required funds, the Government of the day would be required to impose direct/ indirect taxes as in case of midday meal scheme. This could invite a lot of criticism and politicizing. NEP emphasizes industry linkages and demand driven courses. It aims to enhance quality and sustainability of vocational education through accreditation. But lack of confidence in the agencies responsible for accreditation would be a big stumbling block.

Teaching in Mother Tongue

In India, we have witnessed huge political *bandhs* and rallies over language issues. The politicians have been misleading unsuspecting minds. To overcome these, at least partially, NEP–2020 articulated that education should be imparted at the primary level in mother tongue and demotivate rote learning at all levels, address social and life skills with diversified curricular transactions. Moreover, education should be grounded in national values such as constitutional democracy, dissent, citizenship, conflict resolution, history and traditions, culture and heritage. The values of honesty, integrity, truthfulness, etc. which are particularly true for research be observed so that India leapfrogs to the frontline of advanced nations.

The NEP–2020 advocates that as far as possible, the mother tongue should be the medium of instruction for all subjects for learning up to 5th standard and preferably till grade 8 and beyond. This recommendation seems to be based on the belief that learners learn best when they are taught in their mother tongue. Although such a practice should help nurture the local language, there are practical challenges.

Developing all courses in the mother tongue would be a herculean task for a country as vast as India, especially when we are challenged by the teacher-student ratio. Moreover, there are one or two teacher schools in geographically remote areas. There will be challenges in the translation of technical words as these may not be available in the mother tongue, particularly for a higher education programme. Moreover, learners in higher education comprise diverse ethnicities, each having their mother tongue. In such a situation, teaching in the mother tongue or even in regional language would possibly deprive some students of understanding the subject matter. When such students go out of their regions or outside the country, they may find it difficult to comprehend or explain their thoughts to the people there. This would be an impediment for them to gain meaningful employment. In such a scenario, it would perhaps be better to offer language and literature courses in mother tongue and regional languages, which the students may opt for, while they are studying for their degree.

Regulation

The regulatory structure in our country has been multilayered and fragmented. We know that the Ministry of Education, Government of India is the apex body for educational policy formulations but about 15 other ministries/departments of GOI have established bodies for regulation of different streams of education. That is, there is a loss of focus. As things stand now, our accreditation system is highly over regulated and poorly governed with overlapping domains, many of which work at cross purposes so as to keep their respective spheres of influence intact for reasons other than academic. As a result, the system lacks drive for quality. This is highly undesirable as there is the explosive transition from elite to mass and now universal education, which needs a professional approach.

The NEP–2020 recommended light but tight regulation. Moreover, it proposed the setting up of a single regulatory body named the Higher Education Commission of India (HECI) for higher education, excluding medical and legal education. This is perhaps one of the most vital and long overdue recommendations. The institutions of national importance, such as IITs and IIMs will also come under the ambit of HECI. It is expected to promote institutional autonomy, accountability, and quality of education, provided it is implemented without ifs and buts.

The HECI is envisioned to be fourfold, namely regulation, funding, accreditation, and setting professional standards. Under this regulatory body, there will be four independent Councils; the National Higher Education Regulatory Council (NHERC) for regulation, the General Education Council (GEC) for setting standards, the Higher Education Grants Council (HEGC) for funding, and the National Accreditation Council (NAC) for accreditation.

The role of the professional councils, such as the Indian Council for Agricultural Research (ICAR), National Council for Teacher Education (NCTE), National Council for Vocational Education and Training (NCVET), etc., will be of Professional Standard Setting Bodies (PSSBs). The separation of functions would mean that each vertical within HECI would take on a new, single role that is relevant, meaningful, and important in the new regulatory scheme. These verticals of HECI will stipulate the rules on the establishment or winding up of

an institution, grant or revoking of autonomy, the governance structure of the institution, curriculum development, and learning outcomes (graduate attributes), among others. This is easier said than done and the proposal for the establishment of HECI was specifically to address such issues What we need is transparency and efficiency. However, these provisions have been opposed at various levels, including the Indian Parliament, leading to failure in smooth implementation because of the lack of pragmatism of those in decision-making positions.

The regulation of higher educational institutions is important for enhancing quality. But challenges might arise and care has to be taken not to stifle the autonomy of the institutions (UNESCO, 2024)[6]. Enhanced autonomy enables an institution to maximize its efforts towards excellence. The policymakers have a responsibility towards the public while working for improvement in providing services, such as education. Mechanisms should ensure system efficiency to cater to the immediate needs. In a highly diversified education system like that in India, tight regulation is likely to create bureaucratic impediments that may defeat the true purpose. A concerted effort towards decentralization and conferring autonomy at the State level and institution level would be desirable.

Expenditure in Education

The NEP–2020 reiterated the recommendation of the Education Commission to raise expenditure in education considerably to 6 % of the GDP due to its multiplier effect. For this, it envisioned that the Centre and States should work together to increase investment in education. It recommended increasing efficiency in the utilisation of the budget at the district/institution level, focusing on a smooth, timely, and appropriate flow of funds. However, non-conformance to the recommendation is reflected by the fact that the education system faces several shortcomings in terms of infrastructure, resources, state-of-the-art labs, and specialized faculty, which are chiefly attributed to financial strains. The universities at the state level receive a small share of funding which is inadequate. Such universities are forced to focus on revenue generation for their survival thereby compromising the quality of education. Further, several impediments lie in the way of effective utilization of funds in higher education institutions also pose a challenge. Rigid hierarchies, red tape, a lack of understanding of the requirement for funds, a lack of will to re-imagine, and escalating costs to keep up with, among others, are some of the reasons that obstruct the effective utilization of funds in higher educational institutions.

The budget allocation to higher educational institutes for the financial year 2024-25 is Rs. 47619.77 crore[7]. About 130 deemed universities have been allocated Rs. 596 crores (1.25 %), whereas 23 IITs have been allocated Rs. 10324.5 crores (21.6%). This allocation seems disproportionate, though IITs enjoy distinct advantages in terms of quality of publications. We are of the considered view that if similar allocations are made to IIMs, Institutes of National Importance, and leading universities like DU, JNU Hyderabad, etc. That is to say, there is a need to restructure the financing of higher education institutions. In addition to the government sources of funds, non-government sources such as donations, alumni contributions, industry sponsorship, community funding, etc., ought to be explored. There is nothing wrong in it if political parties can be funded for contesting elections.

Educating Private Providers

As of 2024, there were about 472 State Private Universities notified as per the University Grants Commission (UGC, 2024)[8]. Rising demand for higher education, unavailability of seats, and lack of high-quality education in public institutions have promoted the growth of private higher education institutes. Beginning with professional, technical and medical disciplines, the subjects have diversified to multidisciplinary domains. The private institutions have a huge role to play in enhancing the GER to 50 % by 2035.

A viable partnership between public educational institutions and private educational institutions will help in forging an ecosystem of high-quality education. However, a general feeling against private providers is the high fee charged by them for not-so-good quality of education. The Supreme Court has recommended to the states that they must constitute committees to regulate fees. This is although private providers have to meet all expenses on their own including palm greasing of inspectors for professional programmes. However, it is important to allow them reasonable take home for growth and maintenance.

Conclusion

In conclusion, the NEP–2020 has sought to right the wrongs of the past by setting up an education system that is rooted in Indian ethos and contributes directly to transforming India. It aims to address the development imperatives of the country by producing well-rounded graduates who are Indian in taste, opinions, morals, and intellect. We need huge funding for our education located in indigenous systems. Various verticals of NEP–2020 need funds but Covid-19 starved economies shall find the challenges almost unsurmountable. Moreover, for issues involving multiple ministries, it is very difficult to operationalize smoothly. All said, if implemented properly, the recommendations of NEP–2020 should help us translate into a technologically advanced nation. This is despite the several challenges in the way of successful implementation of the policy.

Endnotes

1 World Bank. 2019. *https://documents1.worldbank.org/curated/en/195101548767451651/pdf/Overview.pdf*

2 AISHE 2021-22. *https://cdnbbsr.s3waas.gov.in/s392049debbe566ca5782a3045cf300a3c/uploads/2024/02/20240719952688509.pdf*

3 NEP, 2020. *https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf*

4 NSSO. 2020. *https://mospi.gov.in/sites/default/files/publication_reports/MultipleIndicatorSurveyinIndiaf.pdf. p 36-38.*

5 UGC, 2022. *https://www.ugc.gov.in//e-book/HEI_Guidelines/mobile/index.html*

6 UNESCO, 2024. *https://www.iesalc.unesco.org/en/2024/05/23/new-comparative-data-on-the-recognition-of-institutional-autonomy-worldwide/*

7 *https://pib.gov.in/PressReleaseIframePage.aspx?PRID=2001706*

8 UGC, 2024. *https://www.ugc.gov.in/oldpdf/Consolidated_List_Private_Universities.pdf* ❑

Announcement

Special Issues of 'University News'

Special Numbers of the University News are being brought out on the occasion of AIU Central and East Zone Vice Chancellors' Meets—2025.

Central Zone Special Issue will be published on February 24, 2025 on the theme ***'Globalization and Internationalization'.***

Subthemes for Central Zone Special Issue

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

The **Last Date** for submission of articles is February 7th, 2025.

East Zone Special Issue will be published on March 17, 2025 on the theme '**Equity, Diversity and Sustainability'.**

Subthemes for East Zone Special Issue

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

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The Special Issues will cover the articles of eminent educationists on the aforementioned theme. Readers of the University News are also invited to contribute to the Special Number by Submitting papers/articles on the mentioned themes. The papers will be published in the Issue subject to the approval of the Editorial Committee of the University News. Guidelines for contributors are placed on the AIU Website, *www.aiu.ac.in*. Manuscripts may be sent to the **Dr Sistla Rama Devi Pani, 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 7th, 2025** for Central Zone and **March 1st, 2025** for East Zone.

Evaluation, Assessment, and Eligibility of Students: A Rethink on Justice to Learners!

J K Verma* and Prem Kumar Kalra**

Success in today's student life is defined by performance assessments in examinations. These assessments gauge students' abilities to translate the knowledge credited from parents, teachers, peers, and their observations of the world around them. The current evaluation system often defeats its true purpose like fostering holistic growth, intellectual curiosity, and multidisciplinary thinking. Interestingly the National Education Policy (NEP) 2020 suggests that contemporary education must adopt more subtle and diverse methods of evaluation. However, the NEP–2020 does not delve deep into the modus operandi of assessment exercises in diversified situations. Therefore, it is the urgency of the situation to deliberate deeply on the evaluation system by which we shall be able to do more and more justice to our students. The irony of the situation is that we start evaluating a student before assessing his/her "true need". It becomes even more challenging by existing average evaluation methods which largely thrive upon rejection-based examinations. Hence the key questions that need to be addressed are: Do our students need evaluation? If yes, then, what type of learning is being evaluated? How can we assess the self-learning of students? What parameters should be used to assess the relevance of evaluations? Do these assessments accurately reflect knowledge absorption, learning aptitude, and critical thinking skills? Are current evaluation schemes capable of assessing the thinking processes fostered by the content taught? What criteria can be set up to understand how learning outcomes shape cognitive maps of concepts? Are students prepared to develop later thinking, and innovative approaches, and evolve successful creative ideas? What should be the number of questions for assessment? How is the degree of difficulty distributed among questions? Should the tests be created and conducted? How are the experiments created in subjects for which firsthand is to be evaluated?

Evaluation and assessment are intricate procedures. The focus is on fostering a cheerful outlook towards learning and comprehension of the material. They should aim to shape the outcomes of their educational institutes, broadening their scope to cultivate wealth for the nation by nurturing the younger generation into exemplary individuals and outstanding scholars. A comprehensive approach to development emphasizes that the "passion" and "exploration" of a student, cannot thrive under the current evaluation methodologies. The existing assessment framework does not accommodate diverse learning paces and the expansion of knowledge in various forms. We have to see whether the outcome of evaluation and assessment either continuous or open book or take-home exams or daily home assignments is related to student exploration and passion to perform learning and thinking or the whole exercise is just fulfilling the activity of evaluation to create fake ranking in the class of students? There is a debate on how much importance should be given to assignments done at home compared to those done under direct supervision during tests. There is also the question of how long tests should be. Why are final exams given three hours, and midterm exams only one hour? Should these times be adjusted to meet the needs of the students? Is it crucial to complete tests within a set time? Or should students be given the freedom to show their understanding of the subject matter within an undefined time? There has not been much innovation in finding new ways to evaluate students' understanding of the material. The usual tools for assessment include quizzes, which can be either descriptive or analytical, discourse-based, or a combination of these. This paper will revisit these practices through the perspectives of prominent Western and Indian educationists, advocating for reforms that align more closely with the complexity of human development and the diverse needs of modern education.

The Purpose and Perils of Examination

The purpose of the existing examination, broadly speaking, is to tap mere fact acquisition

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in a learner and the mechanical reproduction of knowledge. The "stuffed mind" is graded better than the "interpretative mind". It is seen that the "stuffed mind" performs better in the objective type of examination. But what happens, information stuffed through rote learning does not stay for long. It does not go down well in the conceptual domain of a learner's mind. On the other hand, a learner, good in understanding but poor in stuffing the mind through memorization of facts remains far behind. Examination and education go hand in hand. It is not for nothing that John Dewey, a great American educationist, and Paulo Freire, a Brazilian educator and philosopher, critically examined the reductionist approach inherent in standardized testing. John Dewey treats education as life. For him, "education is not preparation for life; education is life itself". He emphasizes the continuous process that engages students with real-world problems, ideas, and skills. Dewey viewed education as a means of fostering reflective thinking, critical inquiry, and social engagement, rather than an isolated activity confined to the classroom and subject to the strictures of examinations. Examinations, in Dewey's view, distort this purpose by placing undue focus on the memorization of facts for short-term recall rather than nurturing the ability to think critically and apply knowledge in meaningful ways. This system limits students' potential to explore subjects deeply, discouraging curiosity and intellectual growth. Dewey advocated for experiential learning, where education involves problem-solving, collaboration, and practical engagement with the world. The study by Stiggins and Chappuis (2005) on Dewey's perspective on examination suggests that assessments focusing solely on factual recall neglect higher-order thinking skills that are essential for real-world problem-solving. The study by Stiggins and Chappuis (2005) suggests to use of classroom assessments in a more productive way:

> *Ongoing classroom assessments can be used in far more productive ways to encourage student confidence. Three categories of powerful tools, taken together, permit us to tap a wellspring of motivation that resides within each learner. These tools include student involvement in the assessment process, student-involved record-keeping, and student-involved communication. Together, they redefine how we use assessment to excite students about their learning potential. In these three ways, we can use student involvement to help them see, understand, contribute to, and appreciate their own journey of achievement and success. This is exactly what teachers must do to help their students understand the achievement expectations, find and follow the path of success, and feel in charge of, rather than victimized by the assessment process.*

Paulo Freire, a Brazilian educator and philosopher comes with his "banking model" of education wherein students are viewed as passive recipients of knowledge deposited by the teacher. He considers this model fundamentally oppressive because it promotes passive absorption of information rather than active engagement. He advocates for a dialogical and participatory approach through "problem-posing education":

> *Education thus becomes an act of depositing, in which the students are the depositories, and the teacher is the depositor. Instead of communicating, the teacher issues communiqués and makes deposits which the students patiently receive, memorize, and repeat. This is the 'banking' concept of education, in which the scope of action allowed to the students extends only as far as receiving, filing, and storing the deposits…in problem-posing education, people develop their power to perceive critically the way they exist in the world with which and in which they find themselves; they come to see the world not as a static reality, but as a reality in process, in transformation.*

Within this framework, students and teachers co-create knowledge through inquiry and reflection and exams are not merely a tool for assessment but can become a part of the learning process. They are designed to encourage critical analysis and the application of concepts to real-world challenges. Freire's ideas have been validated by contemporary research that highlights the limitations of standardized exams in fostering deeper cognitive skills. A 2017 study by Svinicki and McKeachie found that traditional exams often lead to surface learning, where students focus on memorizing information to pass a test, rather than understanding underlying principles:

> *Exams often lead to what is called 'surface learning,' where students focus on memorizing isolated bits of information just to pass the test rather than engaging in 'deep learning,' which involves understanding underlying principles*

and being able to apply knowledge to new situations. The nature of the evaluation system can greatly influence students' approach to learning, often steering them towards short-term memorization rather than long-term comprehension.

In contrast, alternative assessment models such as project-based evaluations, reflective essays, and collaborative assignments have been shown to promote deeper learning and critical engagement with course material.

Indian Philosopher and Educationist J. Krishnamurti views standardized exams as a tool to perpetuate a narrow, utilitarian view of education, where students are trained primarily to secure jobs rather than develop as fully realized individuals. He categorically says that the attributes like creativity, curiosity, and self-awareness cannot be measured by standard exams. He finds grades and rankings as serious sources of anxiety among students. They rob of the intrinsic joy of learning and the development of a well-rounded personality. Krishnamurti anticipates the modern practice of "teaching to the test," found in many countries, where educators feel pressured to focus on exam preparation rather than fostering genuine intellectual exploration:

Education is not something that the teacher does, but a natural process that develops spontaneously in the human being when he is in the right environment, free from the desire for any result—reward or punishment, from competition or comparison with others. It cannot be limited to the learning of information or techniques for use in some other activity.

Here Krishnamurti emphasizes the importance of an educational environment that fosters genuine intellectual exploration and understanding, rather than one driven by external pressures such as examinations and competition. This perspective reviews the essence of "teaching to the test," where the focus shifts from meaningful learning to merely preparing students to perform well in assessments. The Educational Psychologist Carol Dweck's research on "fixed versus growth mindsets" highlights the dangers of overemphasizing performance metrics like test scores. Dweck's studies reveal that students primarily motivated by external rewards (such as grades) tend to develop a fixed mindset, avoiding challenges and fearing failure. In contrast, students who are encouraged to value learning for its own sake are more likely to embrace challenges and develop a growth mindset, leading to greater long-term success and personal fulfillment (Dweck, 2006).

The Indian Context: Examination as a Tool for Socioeconomic Mobility

The nation, plagued by biases related to caste, creed, gender, and colour, faces increased complexity in evaluating academic performance, which contributes to the stratification of students. Is it possible to design performance assessments in a manner that reduces clustering and class divisions while fostering collaboration and integration? Does the evaluation process motivate learners to seek alternative paths? The current landscape, which advocates for multidisciplinary, transdisciplinary, and interdisciplinary approaches, may need the adoption of alternative evaluation methods.

Additionally, NEP–2020 floats the concept of undergraduate research, where students dedicate a year to full-time research during their undergraduate studies and after qualifying directly for doctoral programs, could effectively address real-world challenges, and require a different evaluation framework. It is essential to reassess the role of assessment and evaluation in conjunction with the evolving conceptual framework and curriculum, ensuring that changes are made to ease effective and efficient learning rather than keeping static testing methods.

Furthermore, in India, examinations play a significant role in determining access to higher education and employment opportunities. Here high-stakes exams, such as the Joint Entrance Examination (JEE), Civil Services Examination (CSE), and the Central Board of Secondary Education (CBSE) exams, play a decisive role in determining students' academic and professional futures. The emphasis on standardized tests, particularly in such exams reflects a broader societal focus on exams as gateways to socioeconomic mobility. However, such exams always encourage rote learning and memorization. However, their emphasis on testing often reinforces educational inequities, as students from privileged backgrounds have greater access to resources such as private tutoring and test preparation materials. Research by Majumdar and Mooij (2011) highlights how standardized tests perpetuate social inequality

in India. Their study found that students from rural or economically disadvantaged backgrounds often struggle to compete with their urban counterparts, who have greater access to educational resources. The focus on standardized testing, therefore, not only limits the scope of education to rote learning but also deepens existing social disparities. Research by Rukmini Banerji and others (2020) also suggests that the current examination system aggravates disparities in educational outcomes, particularly in rural and underprivileged areas, where students may lack the support needed to perform well on standardized tests:

> *The current examination system often exacerbates existing disparities in educational outcomes, especially in rural and under-resourced areas. Students from disadvantaged backgrounds face numerous challenges that limit their ability to perform well on standardized assessments, including limited access to quality teaching and study materials. These exams, rather than supporting learning, frequently highlight the gaps between different groups of students, underscoring inequities in educational access and support.*

Dewey, Freire, and Krishnamurti express their concerns for a paradigm shift in how we think about assessments. Examinations, in their current form, often fail to capture the essence of education and pay undue emphasis on easily quantifiable outcomes like grades and rankings. To align education with the principles of holistic development, creativity, and critical thinking, there must be a move toward more diverse forms of assessment, such as project-based learning, open-ended inquiry, and self-assessment. These alternatives can help students engage more deeply with the material and cultivate the kinds of intellectual and emotional skills that standardized exams often neglect.

Passion vs. Practicality: A False Dichotomy

In contemporary education, a pervasive false dichotomy exists between practicality and passion. Students are often forced to choose between acquiring practical skills for immediate employability or pursuing intellectual passions that may not yield obvious economic benefits. Tension intensifies every day in striking a balance between the demands of a market-driven economy and students' personal and intellectual growth. Practicality and personal intellectual passion should be integrated to foster both vocational competence and creative, critical thinking.

Dr. A.P.J. Abdul Kalam, a Great Scientist and the former President of India always advocated for nurturing passions and skills over time. He looks for education that allows students to take risks, explore different fields, and learn from their failures. Kalam's vision resonates with a study by Fredricks, Blumenfeld, and Paris (2004) that found that students' intrinsic motivation and engagement in learning are strong predictors of their academic success and personal well-being. Focusing on measurable outcomes such as grades, rankings, and certifications creates a narrow definition of success. A study by Harlen and Crick (2003) on the effects of assessment practices found that students who experience frequent high-stakes testing tend to exhibit reduced motivation, especially in areas where they might otherwise be passionate:

> *Frequent high-stakes testing can have a detrimental effect on students' motivation, often reducing their engagement in learning and limiting their willingness to explore areas where they might otherwise show genuine interest. When assessment practices are focused on performance and grades rather than on learning and understanding, students may become more anxious and less inclined to take risks in their learning, ultimately diminishing their motivation and enthusiasm.*

Blurring the Line: Towards a Holistic Approach

Now the question is how to break the so-called clash between practicality and passion. There is a great need to make a shift toward a more holistic educational approach—one that recognizes the importance of both. One promising model is the STEAM (Science, Technology, Engineering, Arts, and Mathematics) approach, which integrates technical subjects with the arts to foster creativity and innovation: alongside practical skills. This model reflects a growing recognition that the most successful individuals are those who can merge passion with practicality, combining technical expertise with a broader understanding of the world. A study by Yakman (2008) on STEAM education shows how blending arts and sciences helps students develop problem-solving skills and encourages them to think more creatively, thus breaking down the artificial barriers between different fields of knowledge:

The inclusion of the arts within the traditional STEM framework is not just about adding an extra subject; it is about bridging disciplines in a way that fosters creativity and encourages students to approach problem-solving holistically. By blending the arts with science, technology, engineering, and mathematics, STEAM education aims to dissolve the artificial boundaries between fields, promoting a more interconnected understanding of knowledge that better prepares students for real-world challenges.

Research by the World Economic Forum (2020) indicates that the most in-demand skills for the future are not just technical abilities but also creativity, emotional intelligence, and critical thinking—skills that can only be nurtured when students are encouraged to pursue their passions:

The top skills of the future will go beyond technical expertise. Creativity, originality, initiative; critical thinking; persuasion; and emotional intelligence will be increasingly valued in the workplace. For students to develop these skills, education systems must move beyond rote learning and foster environments where individuals are encouraged to explore and pursue their passions. These human-centered skills are essential for adapting to a rapidly changing world and for driving innovation.

Limitations of Current Assessment Practices

The current assessment practices in educational systems globally—and particularly in India prioritize the accumulation of factual knowledge over the development of critical thinking, creativity, and the ability to apply knowledge in real-world situations. A study by Brookhart in 2006 found that traditional assessments often emphasize lower-order thinking (e.g., recalling facts) over higher-order thinking (e.g., analysis, synthesis, and evaluation). Brookhart's findings suggest that educational practices should shift toward assessments that require students to engage with material in deeper, more meaningful ways:

Traditional assessments tend to prioritize lower-order thinking skills, such as recalling facts and basic comprehension, over higher-order thinking skills, like analysis, synthesis, and evaluation. To truly support meaningful learning, assessments need to shift toward approaches that require students to engage deeply with the material, moving beyond memorization to application, critical thinking, and creative problem-solving.

A study by Brown and Race (2012) matches with Tagorian vision of evaluation introduced in Santiniketan. Rabindranath Tagore emphasized learning through nature, art, and practical experience. The study also found that high-stakes testing can narrow the curriculum, pushing teachers to focus on what will be tested rather than fostering a broader, more creative exploration of subjects:

High-stakes testing has a tendency to narrow the curriculum, as educators often feel compelled to 'teach to the test.' This focus limits opportunities for students to engage in broader, more creative explorations of subjects, as teachers concentrate on content that will be assessed. True learning, however, is fostered through a more expansive approach, one that includes experiential and creative activities, which echoes educational philosophies that emphasize learning through nature, art, and practical experience.

Research conducted by the National Research Council (2012) illustrates that 21st-century skills such as problem-solving, collaboration, and creativity are no adequately measured by traditional tests. Their study concludes that more innovative forms of assessment—such as project-based learning, portfolios, and formative assessments—are needed to evaluate these complex competencies:

Traditional assessments are often insufficient for evaluating complex 21st-century skills, such as problem-solving, collaboration, and creativity. To foster and accurately assess these competencies, educational systems need to adopt more innovative forms of assessment—such as project-based learning, portfolios, and formative assessments—that go beyond simple recall of information and encourage students to apply their knowledge in practical, meaningful ways.

A little elaboration of Project-Based Learning (PBL), Portfolios, and Formative Assessments required just to be more precise and focused are discussed here.

Project-Based Learning (PBL)

Project-Based Learning (PBL) is an instructional approach where students actively

explore real-world problems and challenges through extended inquiry. In PBL, students are typically given a central question or problem to solve and engage in research, collaboration, and critical thinking to develop solutions. This method emphasizes student-centered learning, where students take responsibility for their learning process, often working in teams to complete a project that involves applying knowledge and skills from various disciplines. PBL not only fosters deep learning but also enhances key competencies such as problem-solving, teamwork, communication, and time management. The final product is typically a tangible output—like a presentation, report, or model—that demonstrates the students' understanding and application of the content. The benefits of PBL include promoting active learning, creativity, and engagement, as students are involved in meaningful, real-world tasks that encourage them to think critically and analytically.

Portfolios

A portfolio is a collection of student work that demonstrates their learning progress, skills, and achievements over time. Unlike traditional assessments that focus on one-time tests or assignments, portfolios provide a comprehensive view of a student's growth and understanding. Portfolios can include drafts, final projects, reflections, and other types of work, offering a dynamic record of how a student's thinking and skills have developed. Portfolios can be used for self-assessment, allowing students to reflect on their learning journey, set goals, and identify areas for improvement. Teachers can also use portfolios to track student progress and provide targeted feedback. In a classroom setting, portfolios encourage deeper engagement with content, as students can see their own development and actively participate in the assessment process. This approach highlights a more personalized and holistic view of a student's abilities, moving beyond summative assessments to include the process of learning.

Formative Assessments

Formative assessments are ongoing assessments that provide feedback to students and educators during the learning process, rather than at the end. These assessments are designed to monitor student learning, identify areas where students may need additional support, and inform teaching practices. Formative assessments can take many forms, including quizzes, observations, discussions, peer reviews, and written reflections. The primary goal is to give students timely, constructive feedback that they can use to improve their understanding and performance. Unlike summative assessments, which evaluate students at the end of an instructional unit, formative assessments focus on learning in progress. This helps create a learning environment where mistakes are seen as opportunities for growth and where students can adjust their learning strategies. By providing regular, low-stakes assessments, teachers can ensure that students stay on track and receive the help they need to succeed, fostering a more supportive and adaptive learning environment.

Rethinking Evaluation in a Multidisciplinary World

In the 21st Century, both Western and Indian educational thought have called for a paradigm shift in how students are assessed. The theory of Multiple Intelligences by Howard Gardner, goes with the vision articulated in India's National Education Policy (NEP) 2020. These approaches can foster the holistic development of students, better preparing them to solve complex, real-world problems. Gardner's theory of Multiple Intelligences, introduced in his 1983 book *Frames of Mind*, challenged the traditional view that intelligence is a single, measurable entity. Instead, Gardner identified multiple forms of intelligence, including linguistic, logical-mathematical, spatial, musical, interpersonal, intrapersonal, and bodily-kinesthetic intelligences, among others. Gardner's work reveals that students have different strengths and learning styles, which means that one-size-fits-all assessments, such as standardized tests, cannot adequately measure a student's full range of abilities. Gardner's theory, therefore, stands for project-based assessments, portfolios, and performance-based evaluations.

Empirical research supports Gardner's theory, showing that diverse methods of evaluation improve student engagement and outcomes. A study by Kornhaber et al. (2004) found that when teachers adopted multiple intelligence-informed teaching strategies, students were more motivated and performed better across a range of tasks, including those that involved creative problem-solving and interpersonal collaboration. The NEP–2020 echoes many of the concerns raised by Gardner's theory, calling for an education system that

moves beyond rote memorization and encourages holistic, multidisciplinary development. The policy emphasizes the importance of experiential learning, project-based assessments, and cross-disciplinary studies. By fostering an environment where students engage with real-world problems and collaborate across academic disciplines, the NEP aims to cultivate critical thinking, creativity, and adaptability—skills that are essential in a rapidly evolving world. Research by Barron and Darling-Hammond (2008) supports the effectiveness of project-based learning, showing that students who engage in PBL develop a deeper understanding of subject matter and perform better on assessments that require the application of knowledge. Both the NEP and Gardner's theory advocate for transdisciplinary learning, where students learn to integrate knowledge across various fields. This can be achieved through interdisciplinary projects, where students work on problems that require them to draw on multiple areas of expertise. Transdisciplinary skills, such as systems thinking, adaptability, and creative problem-solving, are increasingly valued by employers, particularly in industries such as technology, healthcare, and environmental sustainability. A report by the World Economic Forum (2020) highlights the growing importance of these skills in the global workforce. The report notes that employers increasingly seek workers who can think critically, collaborate across disciplines, and adapt to new challenges.

Krishna Kumar, a renowned educationist of India, in his essay "Cultural Study of Indian Examinations", talks about the Indian examination system for its inherent biases against students from marginalized backgrounds. Kumar argues that the exam-centric approach in India places an undue burden on students. Students from rural areas, lower socio-economic classes, and marginalized caste communities often do not have access to the same quality of education, extracurricular resources, or familial support as their more privileged counterparts. This discrepancy leads to significant disadvantages when it comes to exam performance. A study conducted by Rukmini Banerji and Madhav Chavan (2013) found that only 50% of rural Indian students in grade five could read at a second-grade level, highlighting the stark disparity in educational quality across different regions. When these students take national exams, they are expected to compete with peers who have received far better preparation, leading to a perpetuation of existing inequalities.

Conclusion

It is submitted with emphasis that there is a need to explore various perspectives and tested models on evaluation. The STEAM could be a one model. This is even strongly reiterated in the NEP–2020 which recommends project-based learning, portfolios, performance tasks, and formative assessments across all levels of education. There can also be a model that includes the appraisal of a learner's capacity or capability through his/her role as a team member in completing assigned duties. It can be argued that students can continuously develop if assignments are given individually throughout the semester. On the other hand, if numerous assignments are given throughout the semester to a team, an individual as a team member may result in better performance. Therefore, instead of being restricted only to objective, subjective, or group tests, assessment can be a combination of these categories to reach to an accurate valuation of each learner. Group tasks are generally of two types: In the first type, one bigger problem is divided into parts. Each learner solves his/her part and then the solutions are integrated. In the second type, all team members work together to address the problems and then they integrate the solutions. Both approaches play a part in assessing the learner both individually and together. Daily Home Assignments (DHAs) could also be taken as a case study for inculcating the habit of "revision, retention, and retrieval" among students. DHAs could be a better method to keep students alert and allured to their studies with immense opportunities for learning and creativity.

Thus, a reimagined evaluation system is imperative as the current framework, with its fixation on rigid, uniform assessments, fails to capture the breadth of intellectual growth and creativity needed in today's world. As both Western and Indian thinkers have emphasized, education must go beyond preparing students for exams or jobs; it must cultivate passion, creativity, and a deep sense of social responsibility. Only then can education fulfill its true purpose of shaping not only employable graduates but also ethical, socially conscious citizens capable of contributing meaningfully to a rapidly changing global society. This call to reform the assessment method is not merely an educational aspiration but a moral obligation on our part, the academicians.

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Kerala Institutional Ranking Framework: Revolutionizing Higher Education Rankings in Kerala and Beyond

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India's higher education system boasts one of the largest student populations globally, ranking just behind China and the United States. Prioritizing the delivery of excellent education, fostering a culture of continuous learning, and promoting rigorous academic inquiry are of utmost importance in the higher education system. The ranking and accreditation processes are essential assessment tools for evaluating the quality of Higher Education Institutions (HEIs). Their impact on performance outcomes is substantial, as they contribute to providing high-quality education and promoting research (Ali, 2022). Higher education plays a pivotal role in shaping the intellectual landscape of any region, and Kerala, known for its rich educational heritage, is taking a bold step forward with the Kerala Institutional Ranking Framework (KIRF). KIRF, initiated by the Kerala State Higher Education Council (KSHEC), is a pioneering initiative that addresses the global demand for quality education. It serves as a symbol of innovation in evaluating higher education institutions in the state. KIRF adopts a nuanced approach, focusing on parameters essential for the comprehensive growth of institutions. It draws inspiration from the National Institutional Ranking Framework (NIRF). The significance of KIRF lies in its commitment to promoting transparency, accountability, and continuous improvement within the higher education sector. Moreover, the Kerala Institutional Ranking Framework (KIRF) has been established to address the challenges and promote transparency in higher education within Kerala. This framework offers a localized and state-wise perspective on institutional performance, contributing to the broader national endeavors to improve the overall quality of higher education in India. This paper provides an in-depth exploration of KIRF, examining its structure, objectives, and potential impact on the academic landscape of Kerala. As we explore the complexities of KIRF, our goal is to provide insight into the distinct areas of Teaching, Learning, and Resources (TLR), Knowledge Dissemination and Research Excellence (KDRE), Graduation Outcome (GO), Outreach and Inclusivity (OI), and Scientific Temper and Secular Outlook (STSO). The Kerala Institutional Ranking Framework (KIRF), launched on May 3, 2023, represents a transformative step in evaluating and improving the higher education landscape in Kerala. Developed by the Kerala State Higher Education Council (KSHEC), KIRF integrates national ranking parameters with state-specific factors such as secular outlook, scientific temper, regional diversity, social inclusiveness, and green technology. The inaugural rankings, released on December 20, 2024, encompassed 449 institutions, reflecting diverse educational establishments, including universities, arts and science colleges, and specialized institutions. By incorporating both traditional and unique evaluation criteria, KIRF aims to foster continuous improvement, promote transparency, and enhance the competitiveness of Kerala's higher education institutions. This pioneering initiative addresses regional challenges and contributes to national efforts to advance the overall quality of higher education in India.

Quality in Higher Education

Understanding the qualitative aspects of education, especially in higher education, requires a detailed and thorough examination of the complex elements involved in the educational process. Education is a dynamic process encompassing multiple factors, including educator motivation, institutional infrastructure, governance structures, and curriculum relevance. These elements are essential in determining the overall quality of the educational experience. When it comes to assessing educational quality in institutional rankings, the task of evaluating excellence becomes more challenging. Assessing the quality of an education system can be difficult, as it is not easily measurable. When evaluating institutions, rankings often need help accurately measure the full scope of the learning environment. While they aim to be objective, relying solely on quantitative

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indicators may only partially capture the nuanced and qualitative aspects. Therefore, a conflict arises between the complexities of educational excellence and the quantitative measures typically used in ranking systems. This discussion highlights the importance of recognizing the challenges in evaluating educational quality and the distinct nature of the educational process (Kumar, 2010) Understanding the complex dynamics between motivation, infrastructure, governance, and curriculum is crucial when viewing education as acquiring knowledge over time. As we explore the discussion on institutional rankings, it is crucial to acknowledge the careful balance needed between numerical metrics and the qualitative nature of education. This becomes especially crucial in higher education, where the stakes are raised, and the transformative impact on individuals and society is significant. Because of this, any academic study of institutional rankings needs to get a complete and deep understanding of what makes a school great, going beyond just numbers and looking at all the different and complicated parts of the learning process (Nandi, 2016).

Accreditation and Quality Assessment–The Indian Context

There is a notable disparity in the quality of educational institutions within the higher education sector in India. On one end of the spectrum, we have the 'Centres of Potential for Excellence, such as the Indian Institutes of Technology (IITs), IIMs, and other esteemed educational institutions. On the other end, however, certain institutions need help to maintain a satisfactory level of quality. The disparity exists not just between global and Indian quality averages but also within the varied range of institutions throughout the country. The leading cause of this variation is attributed to insufficient governance. More resources and better infrastructure worsen the situation, especially in private institutions where cost-cutting precedes educational quality (Chattopadhyay, 2013). Quality assurance and accreditation in higher education are crucial components of effective management, involving the thorough assessment of procedures implemented by academic institutions or systems to monitor and improve performance consistently. Constitutional obligations, the need for resource accountability, and a political commitment to delivering high-quality education with robust social assistance are the government's primary guiding principles in education. In this context, it is crucial to examine and analyse the attributes of quality thoroughly. It is essential to develop strategies to promote its growth, identify impact factors, explore the dynamic connection between quality and available resources, and establish adequate measures for ongoing monitoring. The University Grants Commission (UGC) has assigned the National Assessment and Accreditation Council (NAAC) the responsibility of evaluating and accrediting universities and colleges. Institutions prepare a thorough self-study report as part of the process, including on-site visits and interactions with institutional representatives by a peer team. The NAAC is responsible for making the final decision regarding evaluation and accreditation. The National Board of Accreditation (NBA) and NAAC's accreditation efforts, among others, significantly impact raising the standard of higher education. They offer valuable insights into the strengths and weaknesses of institutions, highlighting areas that require corrective measures. The feedback loop described here benefits various stakeholders, such as the government, students, and employers, by providing a detailed understanding of institutions' performance. Quality assurance organizations face more significant challenges in the current global educational landscape, characterized by the rise of international institutions and the widespread use of electronic media for distance learning. The challenges involve clarifying procedural complexities, establishing widely accepted criteria for assessing learning achievements, and promoting collaboration between educational institutions and accreditation bodies. Effective collaboration is crucial for achieving quality assessment and accreditation in this academic setting (Dey, 2011).

National Institutional Ranking Framework (NIRF)–Overview

In September 2015, the Ministry of Human Resource Development (MHRD) introduced India's National Institutional Ranking Framework. This organized system offers a methodology for assessing and ranking universities and institutions throughout the country. The framework's development was informed by thorough research conducted by the MHRD's expert committee. It evaluates institutions based on various parameters, including teaching and learning resources, research, professional practice, graduation outcomes, outreach, inclusivity, and perception (NIRF, 2018). The detailed key performance indicators for each parameter are:

Teaching, Learning, and Resources (TLR)

- Student Strength, Including Doctoral Students (SS).
- Faculty-student Ratio with Emphasis on Permanent Faculty (FSR).
- Combined Metric for Faculty with a Ph.D. (or equivalent) and Experience (FQE).
- Financial Resources and their Utilization (FRU).

Research and Professional Practice (RP)

- Combined Metric for Publications (PU).
- Combined Metric for Quality of Publications (QP).
- IPR and Patents: Filed, Published, Granted, and Licensed (IPR).
- The Footprint of Projects, Professional Practice, and Executive Development Programs (FPPP).

Graduation Outcomes (GO)

- The Combined Metric of Placement, Higher Studies, and Entrepreneurship (GPHE).
- Metric for University Examinations (GUE).
- Medial Salary (GMS).
- Metric for Graduating Students Admitted into Top Universities (GTOP).
- Metric for the Number of Ph.D. Students who Graduated (GPHD).

Outreach and Inclusivity (OI)

- Percent of Students from Other States or Countries (regional diversity, RD).
- Percentage of Women (women diversity, WD).
- Economically and Socially Challenged Students (ESCS).
- Facilities for Physically Challenged Students (PCS).

Perception

- Peer Perception: Employers and Research Investors (PREMP).
- Peer Perception: Academic Peers (PRACD).
- Public Perception (PRPUB).
- Competitiveness (PRCMP).

The NIRF, implemented by the Ministry of Education and approved by the MHRD in 2015, functions as the methodology for ranking higher education institutions in India. The framework is organized into different categories: engineering, management, medical, pharmacy, university/ institution, etc. The framework is based on five parameters, each assigned an appropriate weightage. These parameters include research, resources, perception, and others. The parameters are evaluated on a scale of 0 to 100, with weights ranging from 10% to 30%, as described in the framework. *(https://www.nirfindia.org)*

Kerala State Higher Education Council (KSHEC)–Background

The Kerala State Higher Education Council (KSHE) has significantly impacted the development and progress of higher education in the state. The council's primary objective is to offer valuable guidance to the government, universities, and other higher education institutions. It aims to coordinate efforts and foster a harmonious relationship among all stakeholders. It actively engages in formulating and implementing higher education policies, contributing to developing a comprehensive perspective plan for the sector. The KSHE undertakes independent research to generate innovative ideas promoting social justice and academic excellence. It initiates experimental projects in higher education institutions, fostering awareness and proposing novel approaches. The council is dedicated to human resources development planning, evolving guidelines for academic linkages, and designing programs that align higher education with the state's economic, social, and cultural development. Emphasizing quality education, the KSHE reviews and recommends curriculum and syllabi improvements facilitates teaching materials development, and organizes training courses for educators. It advises the government on establishing new courses and institutions while suggesting improvements in admissions and faculty appointments. The council also focuses on equity, recommending scholarships and financial assistance, and coordinating welfare programs. The KSHE establishes essential centers for research, curriculum development, capacity building, assessment of higher education institutions, examination reforms, and human resources development. It encourages dialogue through workshops and seminars, fostering collaboration among various stakeholders. Additionally, the council promotes interlinkages between research and learning processes, supports

extension activities, and advocates for academic autonomy. Overall, the KSHE strives for the twin objectives of social justice and excellence in higher education, addressing environmental and gender issues and sensitizing students to these concerns *(https://www.kshec.kerala.gov.in/index.php)*.

Why Kerala Institutional Ranking Framework (KIRF)–Matters

The introduction of the Kerala Institutional Ranking Framework (KIRF) represents a significant milestone in Kerala's higher education sector. It can potentially bring about positive changes in the entire Indian education system. In the present circumstances, where there is a growing need for high-quality education, KIRF is seen as an innovative initiative beyond simple ranking. This initiative aims to enhance the inclusivity and impartiality of the evaluation process for higher education institutions in the state. Every year, the Kerala State Higher Education Council (KSHEC) introduces the Kerala Institutional Ranking Framework (KIRF) in response to the dynamic nature of Kerala's higher education sector. This framework aims to fulfill the requirement for a comprehensive and tailored ranking system specific to the state. KIRF considers the National Institutional Ranking Framework (NIRF) and also incorporates specific criteria unique to the state of Kerala. This approach allows for a comprehensive evaluation that recognizes the diverse academic environment in Kerala. The capacity of KIRF to support advantageous changes in higher education institutions highlights its significance. By emphasizing essential aspects such as teaching methodologies, research excellence, graduation outcomes, and inclusivity, KIRF aims to support institutions in improving their overall academic environment. This framework goes beyond numerical rankings and drives ongoing improvement, encouraging healthy competition among institutions and motivating them toward achieving excellence. Additionally, KIRF holds considerable importance in the present educational landscape, as it offers students a dependable and well-informed foundation for making critical choices regarding their academic paths. KIRF enables students to make informed decisions when selecting institutions and programs that align with their goals and aspirations by providing a comprehensive categorization that includes a wide range of disciplines. The framework not only supports institutions in enhancing their national and global rankings but also focuses on equipping students with the necessary skills to pursue modern and innovative courses. The Kerala Institutional Ranking Framework can be seen as more than just a rating system. It aims to bring about positive changes in higher education by promoting quality and relevance in Kerala and other regions *(https://currentaffairs.adda247.com/kerala-institutional-ranking-framewor/)*. Thus, The Kerala Institutional Ranking Framework (KIRF) is a robust and effective model for accrediting higher education institutions at the state level. KIRF methodically examines the various aspects of institutional quality by carefully following the state-wide ranking procedure. This approach effectively reduces the workload for central accrediting agencies such as NAAC, NBA, and AICTE. Using KIRF as a preliminary step towards national-level accreditation guarantees a thorough and meticulous assessment at the local level. The Ministry of Higher Education, or MHRD, is urged to seriously consider the nationwide adoption and endorsement of the KIRF format. An endorsement of this nature would establish a standardized and streamlined process, promoting a cohesive and efficient evaluation paradigm for higher education institutions nationwide. The incorporation of KIRF is set to enhance the accreditation landscape, promoting a standardized and rigorous assessment framework (The Hindu, 2023).

How Kerala Institutional Ranking Framework (KIRF) Works

The Kerala Institutional Ranking Framework (KIRF) functions as a thorough and transparent system for assessing higher education institutions in the state. Every year, the Kerala State Higher Education Council (KSHEC) conducts KIRF, a ranking exercise that invites all state Higher Education Institutions (HEIs), regardless of discipline, to participate. In order to be eligible, institutions must have successfully graduated a minimum of three cohorts of students from full-time undergraduate or postgraduate programs that meet specific duration requirements. KIRF employs a meticulous process for data collection and the computation of metrics. Institutions interested in participating should register on the KIRF portal and submit data through an online facility. The KSHEC, in collaboration with partner agencies, authenticates the data, ensuring accuracy and reliability. The performance parameters are

divided into five main categories, each with specific weights, and subdivided into subcategories. There are 20 indicators in total, and for certain aspects like research productivity, data is obtained from third-party sources like the Web of Science or Scopus. Calculation of scores involves proposing metrics based on the identified data, with each sub-head contributing to an overall score capped at 100. The ranking is determined by these scores, with institutions rank-ordered accordingly. While parameters are generally consistent, institutions' types are considered, with varied weights assigned accordingly. Data collection includes institutional and bibliometric data. The Nodal Officer of each institution is authorized to submit accurate information, which KSHEC cross-checks, and corrections can be made until the rankings are closed. The institution is responsible for ensuring the accuracy of published data, and if no feedback is received within a specified period, the data is assumed to be accurate. Rigorous measures are in place to deter deliberate data manipulation, ensuring the credibility and integrity of the KIRF process. This transparent and systematic approach positions KIRF as a pioneering framework that evaluates and fosters continuous improvement in higher education institutions across Kerala.

Kerala Institutional Frame Work Ranking (KIRF) 2024

The Kerala Institutional Ranking Framework (KIRF), launched on May 3, 2023, marks a pioneering effort by the Kerala State Government to rank its higher education institutions. On December 20, 2024, Dr. R. Bindu, Minister for Higher Education and Social Justice, Government of Kerala, announced the rankings, highlighting the state's unique approach to institutional evaluation. The KIRF framework, developed by the Kerala State Higher Education Council (KSHEC), combines national ranking parameters with state-specific factors such as secular outlook, scientific temper, regional diversity, social inclusiveness, and green technology. With the inclusion of 449 institutions, including universities, arts and science colleges, and specialized institutions, the rankings aim to drive institutional performance and improve Kerala's higher education landscape. Data collection was managed through an online platform with technical support from CSIR-NIScPR, ensuring a rigorous and transparent process. KIRF sets a significant precedent for higher education rankings at the state level, encouraging continuous improvement and greater competition.

The Kerala Institutional Ranking Framework (KIRF) 2024 highlights Kerala's top-performing higher education institutions across four categories: universities, arts and science colleges, engineering colleges, and teacher education institutions. The rankings reflect academic excellence, research output, infrastructure, and societal contributions. Tables 1 to 4 provide a detailed overview of the top 10 institutions in each category, showcasing their scores and rankings to offer insights into their performance and impact on the state's higher education landscape.

Table 1 -Top 10 Universities

Sl No	Name of the University	Score	Rank
1	Cochin University of Science and Technology	83.892	1
2	University of Kerala	76.852	2
3	Mahatma Gandhi University	69.628	3
4	Kerala Veterinary and Animal Sciences University	62.771	4
5	University of Calicut	61.065	5
6	Kannur University	60.231	6
7	Kerala Agricultural University	58.765	7
8	Kerala University of Fisheries and Ocean Studies	54.369	8
9	Sree Sankaracharya University of Sanskrit, Kalady	47.465	9
10	The National University of Advanced Legal Studies (NUALS)	38.834	10

Sources -KIRF Rankings 2024

Table 1 presents the ranking analysis of the top 10 universities, with the Cochin University of Science and Technology securing the first position with a remarkable score of 83.892, showcasing its excellence in academics and research. It is followed by the University of Kerala and Mahatma Gandhi University, which are known for their diverse academic programs. Including specialized institutions like the Kerala Veterinary and Animal Sciences University and Kerala Agricultural University highlights the framework's emphasis on recognizing institutions catering to niche fields.

Table 2 -Top 10 Arts and Science Colleges

Sl No	Name of the Colleges	Score	Rank
1	University College, Thiruvananthapuram	59.537	1
2	Rajagiri College of Social Sciences (Autonomous)	59.41	2

Sl No	Name of the Colleges	Score	Rank
3	St. Teresa's College (Autonomous), Ernakulam	59.368	3
4	St. Joseph's College (Autonomous), Devagiri	58.847	4
5	St Berchmans College	58.806	5
6	Vimala College (Autonomous), Thrissur	57.843	6
7	St. Josephs College, Irinjalakuda	57.824	7
8	Mar Athanasius College (Autonomous)	57.566	8
9	CMS College Kottayam (Autonomous)	56.948	9
10	Maharaja's College, Ernakulam	56.484	10

Sources -KIRF Rankings 2024

Table 2 analyses the top 10 arts and science colleges, with University College, Thiruvananthapuram, leading the rankings with a score of 59.537. Rajagiri College of Social Sciences and St. Teresa's College follow closely, demonstrating their excellence in academics and extracurricular activities. Notable institutions like Maharaja's College and CMS College Kottayam uphold their historic legacies of quality education, while newer autonomous colleges are also gaining recognition for their impressive performance.

Table 3 -Top 10 Engineering Colleges

Sl No	Name of the Colleges	Score	Rank
1	College of Engineering Trivandrum	61.112	1
2	Government Engineering College Thrissur	58.084	2
3	TKM College of Engineering	57.477	3
4	Rajagiri School of Engineering & Technology (Autonomous)	56.015	4
5	Mar Athanasius College of Engineering Kothamangalam	55.957	5
6	Saintgits College of Engineering	53.725	6
7	NSS College of Engineering	53.676	7
8	Federal Institute of Science and Technology (FISAT)		8
9	Amal Jyothi College of Engineering	51.926	9
10	St. Joseph's College of Engineering And Technology, Palai	50.91	10

Sources -KIRF Rankings 2024

Table 3 highlights the rankings of the top engineering colleges, with the College of Engineering Trivandrum securing the top position with a score of 61.112, reaffirming its status as a leading engineering institution in Kerala. Government Engineering College Thrissur and TKM College of Engineering follow closely, showcasing the strength of government institutions in technical education. Private institutions such as the Rajagiri School of Engineering & Technology and Saintgits College of Engineering have also secured top positions, reflecting the rising quality and competitiveness of private engineering education.

Table 4 – Top 10- Teacher Education

Sl No	Name of the Colleges	Score	Rank
1	Government College of Teacher Education, Kozhikode	44.377	1
2	Farook Training College	43.87	2
3	P K M College of Education, Madampam	43.405	3
4	St Joseph College of Teacher Education for Women	43.363	4
5	Sree Narayana Training College	41.956	5
6	St. Thomas College of Teacher Education, Pala	41.061	6
7	Karmela Rani Training College	40.702	7
8	S N M Training College, Moothakunnam	38.762	8
9	Titus Ii Teachers College, Tiruvalla	37.882	9
10	National College for Teacher Education	37.601	10

Sources -KIRF Rankings 2024

Table 4 analyses the rankings of teacher education colleges, with the Government College of Teacher Education, Kozhikode, leading the list, showcasing its excellence in preparing future educators. Farook Training College and P K M College of Education, Madampam, follow closely, reflecting their significant contributions to teacher training. The rankings feature diverse institutions, including those focused on women's and general teacher education, emphasizing inclusivity and diversity in teacher training programs.

Recommendations and Future Directions

The Kerala Institutional Ranking Framework (KIRF) is an innovative method for assessing higher

education institutions, promoting transparency, and fostering ongoing enhancement. In order to optimize its impact and practicality, future research endeavours should prioritize validating KIRF's effectiveness through longitudinal studies. These studies would involve monitoring institutions' progress over an extended period. In addition, exploring the perceptions and experiences of stakeholders, such as students, faculty, and administrators, would yield valuable insights. Including comparative analyses involving other state-level ranking frameworks can enhance the overall comprehension of optimal methodologies. In order to maintain its relevance, KIRF needs to adapt to the changing educational landscape and incorporate emerging disciplines and technological advancements. Establishing partnerships with international-ranking organizations has the potential to enhance KIRF's global presence. This collaboration would facilitate cross-cultural comparisons and contribute to the continuous improvement of higher education standards in Kerala and beyond. It is also recommended that Integrating a comprehensive stakeholder engagement and feedback mechanism within the Kerala Institutional Ranking Framework (KIRF) can further enhance its effectiveness. This addition seeks to actively engage students, faculty, administrators, and industry representatives in the evaluation process. Regular feedback loops and surveys can offer valuable insights into the current experiences and perceptions of stakeholders, helping to ensure that KIRF remains adaptable, responsive, and in tune with the changing needs of the educational landscape in Kerala.

Conclusion

The Kerala Institutional Ranking Framework (KIRF) emerges as a ground-breaking initiative uniquely tailored to the diverse academic landscape of Kerala. By incorporating specific criteria while aligning with the National Institutional Ranking Framework (NIRF), KIRF sets a precedent for comprehensive evaluation, promoting transparency, accountability, and continuous improvement. This pioneering approach not only enhances the quality of higher education institutions in Kerala but also serves as a beacon for other states in India. The concept of KIRF, emphasizing teaching methodologies, research excellence, inclusivity, and holistic development, presents a model that can be adopted nationwide. As Kerala opens its doors to private universities, KIRF fosters healthy competition, motivating institutions to strive for excellence. By encouraging ongoing improvement and informed decision-making for students, KIRF contributes to advancing the state's educational sector. This innovative ranking framework is a testament to Kerala's commitment to shaping a robust and globally competitive higher education system, setting a transformative example for the nation.

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Integrating Indian Knowledge Systems into Management Curriculum

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The National Education Policy announced by the Government of India intends to bring the Indian Knowledge System (IKS) into the higher education curriculum. This article considers the various aspects that need to be considered to bring into the Master of Business Administration (MBA) curriculum in India including the regulatory guidelines to be complied with, the relevance of IKS to Management, availability of content, the need for faculty training and reorientation, and other aspects. While a substantial change is called for, it appears to be useful to bring local content that helps students connect and understand better.

Integrating Indian Knowledge Systems into Management Curriculum

In a review of literature about Management programmes cited in the American Management Association journal, one of the major issues identified about the current MBA curriculum has been that of preparing the moral side of the student and potential manager. "Ghoshal (2005) fits squarely into this stream of curriculum critiques and is the most impactful article in AMLE to date in terms of citations. Ghoshal admonished the management education community for placing too much faith in a curriculum that emphasizes the shareholders' concerns over those of stakeholders. The consequence of such an emphasis, he argued, is the encouragement of a natural abdication or distancing of students from their moral responsibilities," (Rubin, 2013). In another article, the discussion was, "The vast amount of evidence indicates that the current MBA curriculum plays a marginal role in contributing to what is required to be successful in business (Benjamin & O'Reilly, 2011; Bennis & O'Toole, 2005; Gosling & Mintzberg, 2006; Pfeffer & Fong, 2002). There is a deep concern that MBA education is often myopic, is quantitatively oriented, and lacks a broad view of social responsibility. Critics have highlighted several areas of educational and career concern, including interpersonal skills, preparation for leadership, the practice of managing people, communication, and integrated thinking," (Laud, 2013).

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The need for curriculum changes and what is missing in making MBA a professional programme like medicine or law has been discussed widely in the literature. In an article that calls for a reduced emphasis on the scientific method, the authors share some interesting impressions "We are impressed with the University of Dallas's recognition that an overly narrow approach to business education may have been a factor in the Tyco, Arthur Andersen, WorldCom, and Enron scandals. As Thomas Lindsay, the university's former provost, explains, Business Education in this country is devoted overwhelmingly to technical training. This is ironic because even before Enron, studies showed that executives who fail—financially as well as morally—rarely do so from a lack of expertise. Rather, they fail because they lack interpersonal skills and practical wisdom; what Aristotle called prudence.

Aristotle taught that genuine leadership consisted of the ability to identify and serve the common good. To do so requires much more than technical training. It requires an education in moral reasoning, which must include history, philosophy, literature, theology, and logic…. The entire MBA curriculum must be infused with multidisciplinary, practical, and ethical questions and analyses reflecting the complex challenges business leaders face (Bennis, 2005).

Indigenous knowledge has in the last few decades attracted the attention of curriculum developers across the world and literature is available about its advantages and how it can be part of modern curriculum in schools and colleges. United States of America, Australia, many countries in Africa, and China have all shared their experience with Indigenous knowledge and curriculum in literature.

"Freire argues that the present form of education obtainable across formerly colonized territories is anti-creativity, as it "attempts to maintain the submersion of consciousness". Ideal education, however, should strive towards "the emergence of consciousness and critical intervention in reality". "In Towards New Education (Ahmedabad: Navajin

Press 1956), Mahatma K. Gandhi, The Father of India, reflects on the imposition of Western ideals and values over India in the education offered by the British in the colonial era. Gandhi condemned the British education policy in India, which, unlike the Indigenous Indian education, emphasized mechanical learning instead of character development; "we become lawyers, doctors, and school masters not to serve our countrymen, but to bring us money," (Gandhi 1956, 22). Colonial education focuses on producing people for British-styled living and does not encourage the building of an authentic progressive Indian society (Ezeanya-Esiobu, 2019).

In 2020 the Government of India passed legislation to bring in the National Education Policy 2020 which covers education from the primary to the PhD levels. The policy has received accolades for its innovative and comprehensive approach. Among the many new components and structures provided for education is the mandate of including Indian Knowledge Systems in the curricula. While the policy was not specifically designed for the MBA program, it now appears that once it comes into the MBA program, it might address the main concerns with regard to the current curriculum.

With over 3000 management schools and 250,000 + management graduates being churned out each year. The National Education Policy 2020 is likely to have a significant impact on the Management curriculum in India. Business schools and public universities with management departments are searching for the holy grail of bringing relevant Indian Knowledge into management programs hitherto dominated by Western frameworks, courses, and pedagogy.

Indian Knowledge Systems

According to the Center of Policy Research and Governance (CPRG) a Delhi-based independent think tank, "IKS is a methodical transmission of knowledge from one generation to the next. It is a well-structured system and process of knowledge transfer, rather than just a tradition. The Vedic literature – Upanishads, Vedas, and Upvedas are all part of the Indian Knowledge System" (CPRG, 2023). In a journal article, the Indigenous knowledge system (IKS) has been defined as "the systematic body of traditional or Indigenous knowledge acquired by local people through the accumulation of generation-wise experiences (intellectual reasoning in daily life) as results of informal experiments through trial and error, intimate understanding of the environment in a given culture, practical rather than theoretical facts, asymmetrically distributed traits and associated with culture or folk life for higher longevity," (Gupta, 2014).

In the domain of Management, Indian management, more recently also called *Bharatiya Management*, has been around for at least 70 years out of the 110 years of the MBA programme. Journal articles, popular articles, books, and courses have existed that drew management knowledge from the ocean of Ancient Indian Wisdom. One attempt to define this has been based on how other Indigenous management systems have been constructed (Li, 2012)(Barney, March 2009)(Olejniczak, 2013), according to which *Bharatiya Management* can be described as an Indigenous system of knowledge with the following components:

- Management concepts, philosophy, and constructs inspired and drawn from India's ancient wisdom and spiritual thought — Hindu scriptures such as Vedas, Mahabharata, Ramayana, and most importantly, The Bhagwad Geeta, and Bhagawat, and texts from other sub-religions of Hinduism, such as Guru Granth Sahib, Mahavir Jain, and Buddha Bhagwan.
- Management concepts, philosophy, and constructs from later literature such as Kautilya's Arthashastra; Adi Shankara's literature from Kerala: Bhakti literature including Tulsi Das, Surdas, Mirabai; Thirukkural by Thiruvalluvar, and Alwars, Nayanars in Tamil Nadu; and the writings of Chaitanya Mahaprabhu in Bengal; Jayadeva in Orissa; Sant Tukaram in Central India; and, Panchatantra and Upanishads are other examples;
- Management concepts from recent thought leaders like Mahatma Gandhi, Vivekananda, and Aurobindo, etc., which is also called contemporary wisdom literature;
- Management concepts, practices, and case studies that are contemporary and uniquely Indian;
- Research methodology that is uniquely Indian (Sudhakar, 2021)"

Indian Knowledge systems are holistic and offer a unique point Indian view on many aspects of Management.

IKS in the National Education Policy---2020 and UGC Guidelines

The principles of the National Education Policy at the beginning of the policy document mention, "The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are: …a rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions," (Ministry of Human Resource Development, Government of India, 2020). In the introduction to the Policy(pg.4), it is mentioned, "Instilling knowledge of India and its varied social, cultural, and technological needs, its inimitable artistic, language, and knowledge traditions, and its strong ethics in India's young people is considered critical for purposes of national pride, self-confidence, self-knowledge, cooperation, and integration," (Ministry of Human Resource Development, Government of India, 2020). A little deeper into the sixty-page document one can find this, "All curriculum and pedagogy, from the foundational stage onwards, will be *redesigned* to be strongly rooted in the Indian and local context and ethos in terms of culture, traditions, heritage, customs, language, philosophy, geography, ancient and contemporary knowledge, societal and scientific needs, Indigenous and traditional ways of learning, etc. – in order to ensure that education is maximally relatable, relevant, interesting, and effective for our students. Stories, arts, games, sports, examples, problems, etc. will be chosen as much as possible to be rooted in the Indian and local geographic context. Ideas, abstractions, and creativity will indeed best flourish when learning is thus rooted," (Ministry of Human Resource Development, Government of India, 2020). Based on the education policy, the Department of Education, Government of India established a separate cell called the Indian Knowledge System Division which is spearheading various aspects of curating, researching, and supporting in developing the content and bringing IKS into the curriculum.

For higher education Institutions in India, the University Grants Commission (UGC) is the regulatory authority as it stands now. The UGC has issued guidelines to all higher education institutions with regard to Indian knowledge systems. While these are called guidelines, UGC being the regulator of higher education will be able to push for the adoption across all higher education institutions in India. The terms of the Guidelines are:

1. Every student enrolled in a UG or PG programme should be encouraged to take credit courses in IKS amounting to at least five per cent of the total mandated credits. It is envisioned that interested students studying in UG and PG courses may be allowed to take a larger fraction of the total mandated credits in the fields of IKS.
2. At least 50% of the credits apportioned to the IKS should be related to the major discipline and should be accounted for the credits assigned to the major discipline.
3. Special care should be taken to ensure that the course materials for these IKS courses are based on authentic sources (University Grants Commission, March 2023).

Specific guidelines for undergraduate and postgraduate programmes form part of the UGC guidelines. For the MBA programme the guidelines for PG programs will be applicable, and they include:

1. All the students studying for PG programmes in Arts, Commerce and Sciences should take an adequate number of advanced credit courses in any of the disciplines/topics that are part of IKS and related to their subject of specialization so that the total credits of the courses taken by the student in IKS amount to at least five percent of the total mandated credits.
2. The students may be allowed to opt for taking additional courses in disciplines/ topics that are part of IKS if such an option is available and is consistent with the requirements of the PG programme (University Grants Commission, March 2023)".

The Department of Education, Government of India also set up an Indian Knowledge Systems Division entrusted with promoting IKS and curating the material. The division has made available to Higher Education Institutions (HEIs) plenty of raw content. Fledging Online digital repositories like https://management.cessedu.org/ also offer links to journal articles and other artifacts that use IKS for Management ideas. Centre for Educational and Social Studies, Bengaluru has been conducting workshops and online webinars on *Bharatiya Management* and Harmonizing Indian Knowledge into Management Curriculum as per the National Education Policy 2020. Many Universities have also started having events about the best way to bring IKS into management education.

Why IKS?

"Speak to the ordinary graduate… on the ideals of the Mahabharata–he will hasten to display his knowledge of Shakespeare; talk to him of religious philosophy–you find that he is an atheist of the crude type common in Europe a generation ago…not only has he no religion but he is as lacking in philosophy as the average Englishman…talk to him of Indian art–it is news to him that such a thing exists; ask him to translate…a letter written in his own mother tongue–he does not know it. He is indeed a stranger in his own land," (Coomaraswamy, 1908). Even in 2023, the situation has not changed significantly, thanks to the colonial education system started by the British that has survived 75 years even after the Independence of India. It was after 34 years a national education policy was promulgated by the Government of India. The many reasons that might have influenced the policymakers to bring IKS into education in India include:

1. To correct a historical mistake of exclusively colonial English education;
2. There is a felt need to improve self-confidence and national pride among learners to foster entrepreneurship and innovation;
3. African and other countries that have brought Indigenous knowledge into modern curricula and literature highlight the benefits in terms of learners' real connect with the content;
4. The Indian perspective is quite different from the Western worldview and will be valuable;
5. There is substantial content available that is useful and relevant.

The addition of IKS does not entail a dropping of the current system; it is a value addition and offers a different dimension that is close to the culture, values, and beliefs of Indians. According to the Chairman of the University Grants Commission, (India's higher education regulatory authority), "By integrating ethical teachings available in IKS into higher education, institutions can aid students in developing a sense of social accountability, compassion, and ethical decision-making (Kumar, 2023)".

The difference between the present English (often called Macaulay system) education and the traditional Indian system can be summed up in a comparison. Table 1 shows the comparative picture.

Table1: Comparison between Colonial and Indigenous Systems of Education

Colonial System	***Bharatiya System***
Subjugation	Freedom to learn
Focus on Employment	Focus on Man-Making Education
Creating a Self-centred Materialistic World	Creating a Harmonious World
Sustainability is not All-pervading	Sustainability is critical and woven into all aspects
Applicable as per the development eras like the Industrial era, knowledge era, etc.	Applicable in any era and can be labeled as an Inner-growth era that is evergreen.
Unable to answer questions about traditions, local aspects, or ultimate realities.	Integrated with traditions and local community
Application focused	Lifelong learning

Relevance to Modern Management

Traditional Indian knowledge systems align with and complement modern management principles. One can even dare say, that IKS offers something that is presently missing in the global MBA curriculum that has been well-recognized as critical. Sustainability, ethical leadership, and inclusive management practices are just some of the areas in which IKS has interesting concepts and theories to share. Self-development and self-discipline are essential to IKS and these are important for management education also. IKS also offers interesting approaches to pedagogy and andragogy including storytelling and structured discussions. Many Business schools around the world have been using IKS in Management courses for many decades now; however, they are not mainstream and available to all. These courses are centered on specific faculty members.

Bringing IKS into the Curriculum

Curriculum developers following the NEP 2020 guidelines will be the first group that can start the process of bringing IKS into the curriculum. In Business Schools, curriculum changes are common except that now it calls for incorporating new sources and knowledge hitherto unknown to many curriculum developers. Textbook authors are

another group of academics who will have to create new textbooks. There is a lot of content available both as IKS and IKS in Management; however, it is generally not available in a textbook format.

School Management will need to support new curriculum development by bringing in experts in IKS and management. They will influence greatly the change in institutional culture, rituals, and even physical facilities to suit teaching /learning with IKS. The changes in the culture and rituals in the institution are one of the important ways of bringing IKS into the Management schools. Another topic for discussion is whether it is required to have an IKS department or specialists within the institution. There is no one best way in this regard, though a few universities started setting up IKS departments with Sanskrit scholars and other experts. We do have experts who have spent their lifetime understanding Sanskrit, the language most of the primary material is in and not known to most Indians.

The Teacher/ Professor is the key individual to bring IKS into the curriculum by creating appropriate course materials, finding local examples, incorporating Indian pedagogy, and personal ethical behavior. Teachers will need to look at every student as a 'potential' and offer them customized solutions as per the Indian way.

A step-by-step approach may be the best way to bring IKS into the Management Curriculum rather than attempting major overhauls. The following could be the series of steps:

1. Bring more and more Indian examples, and case studies into existing courses and add field work, interaction with the local community, or local resources specific to the course;
2. Include a few units based on IKS into current courses (This is the best way to integrate Western and Indic POV, however toughest to do).
3. Introduce IKS-based courses as core and many as electives in existing programmes.
4. Launch IKS-based programmes.

Sources of IKS Content for Management

Ancient Indian Wisdom

Ancient Indian wisdom is an extremely large body of knowledge that has been generated over 5000 years. It has many philosophies, models, concepts, constructs, experiences, and stories that are useful in Management education today. Ancient Indian wisdom sources include Vedas, Upanishads, Ramayana, Mahabharata, Arthasashtra by Chanakya/ Kauthilya, Panchatantra, Tirukural, and many other shastras and texts. Another good source is Contemporary wisdom literature which is the works of Mahatma Gandhi, Swami Vivekananda, Sri Aurobindo, and the like, which is generally based on Ancient Indian Wisdom combined with contemporary insights.

Referring to the original texts or translations is one way of getting content, however, many management books and journal articles based on Ancient Indian Wisdom already exist and may be a good starting point. A Google Scholar search for "management + Ancient Indian Wisdom" yielded 3, 00,000 links. Books abound, even as they presently are in some popular areas like leadership, ethics, sustainability, etc. For example, some titles of books on leadership based on Ancient Indian Wisdom include Demystifying Leadership - the Mahabharata Code, Better Management and Effective Leadership through Indian Scriptures, Secrets of Leadership from Lord Krishna, The Vedic Approach to Management for Sustainable Leadership, How to be a leader by Swami Vivekananda, Leadership Styles – Lessons from the Ramayana, Corporate Chanakya on Leadership, Two Birds in a tree, Epic leadership – Timeless lessons from the Ramayana, Contemporary Leadership – Challenges and Lessons from Ancient Indian Wisdom. This is a very small list, as there are a really large number of books that one could evaluate and consider when building a curriculum.

The Three-Box Solution: A Strategy for Leading Innovation by Vijay Govindarajan is a popular book that provides a model for managing innovation. This is based on the ancient Indian trinity of Brahma, Vishnu, and Maheshwara (Shiva). There are innumerable books and journal articles on Management based on Ancient Indian Wisdom.

The corporate form of organization was first in India more than 3000 years ago with the Sreni organization. There were many large organizations with few employees and mostly entrepreneurs who worked together. Khanna Vikramaditya S, in The Economic History of Corporate Form in Ancient India, 1997 finds that these Srenis were very similar to the modern corporate organizations in the USA.

Literature is available on the organization structure, selection of CEO, and many other aspects of this ancient type of organization.

There are some risks associated with using Ancient Indian Wisdom for contemporary Management curriculum. Many translations may not be of good quality or slanted, so one has to be really careful in choosing the translations. Another big risk is to be so carried away that it becomes nostalgic research not useful to managers. The lack of texts structured as text books in Management using relevant ancient Indian Wisdom is both a problem and an opportunity.

Contemporary Business Practices

This is another good source for content that has been neglected. Even today, not just the theories, but even examples come from the West for management students in India. Many good faculty members already use contemporary local case studies, however, adoption has been slow and with the implementation of the National Education Policy, this should blossom.

Many traditional business communities in India like the Marwari's, Chettiers, Vysya's, and Jains, have very unique business traditions and practices which are slowly being documented and available as articles and books. These can provide students with Indian ways of doing business.

Uniquely Indian case studies like Aravind Eye Hospitals, Mumbai Dabbawalla's, Project Sammaan, or Terror at the Taj, Mumbai have been used globally. Concepts like Jagaad (frugal innovation) and Bottom of the Pyramid opportunity owe their origins to contemporary India. These are just the tip of the iceberg, mostly because there is so much still to be written about using an Indian perspective on doing business.

Indian Methods of Research

Western methods of research require scientific research that has physically observable proof and is uncontroversial. Indian methods rely more on the experience of the individual. Even concepts of time are quite different. The Indian method of research can be part of the Management curriculum as well as many new theories and models can emerge if one uses these methods which give prominence to one's lived or even contemplated experiences.

Steps to Incorporate IKS in Management Curriculum

Explore and Exploit the Sources of Content

When curriculum changes are planned, it is imperative to ensure the body of knowledge proposed to be introduced has sufficient relevant content. The first step to bringing IKS into the management curriculum is to explore and exploit the following six main sources that need to be:

1. Journal articles
2. Books
3. Case Studies
4. Popular media – Articles, videos and websites
5. Course structure and content in other domains that can be adopted
6. Course structure and content already available in Management Schools not mainstreamed

A recent search on Google Scholar for 'Management + Ancient Indian Wisdom yielded 3, 00,000 links. Similarly, articles abound in every management journal that tries to connect Indian Knowledge with contemporary management. The Vedas, Mahabharata, and Ramayana, appear most popular of the IKS sources in management literature. There are a huge number of book titles consisting of management books with IKS background, Indian Business history, Business practices of merchant communities, and popular books that use IKS in areas such as self-development, learning, sustainability, and ethics which are useful in the area of management. Uniquely Indian case studies like Aravind eye hospitals, Kumbh Mela, or those that bring out a unique contemporary Indian perspective like *Jugaad* (frugal innovation) or Bottom of the Pyramid opportunity (C.K.Prahalad has discussed the Nirma case in the original article) are very few and rare. India does produce many management cases each year; however, they are about large corporates and fit the Western management literature. Popular media with IKS content that can be harvested for management courses is available in plenty, however, quality can have large variations and hence it needs good curetting skills. Many IKS experts have created videos available on various platforms, and others have blogs and websites that have IKS content. Many top management schools already have management courses based on IKS

and many universities globally have IKS-based courses in other domains like Sanskrit or Philosophy or Economics based on IKS. Many of these are eminently suitable to be considered for the MBA curriculum.

The Government of India and many private organizations have started to make available IKS content in digital formats and a short example list of such websites is provided at the end of this article as an example reference.

Faculty Training

The most critical step of bringing IKS into management education and sadly the most neglected too. Management teachers need to understand the Indian perspective on various aspects of business and life because there is a specific Indian view that is quite different from the now popular Western paradigm. With this background training, faculty can be trained on specific courses and also Indian pedagogy. IKS sources and courses are very integrated and not available in typical knowledge buckets. Pedagogy also demands changes in terms of looking at every student as a possibility and supporting their holistic growth. The national education policy provides for 25+ years for its implementation and one aspect that is likely to take the longest is building a new cadre of IKS-aware faculty in management institutions.

Case Studies and Examples

The Indian Institute of Management Bangalore offers a course on Management Paradigms from Bhavad Gita, The IIM at Ahmadabad has been offering a course called LWNT (Learning what is not taught) based on contemporary Indian business practices and thought. IIM A has also experimented with a course on Panchatantra for Managers. Dr Kanagasabapathy has been offering a course on "Indian Economic Models" based on his book in the online mode. Another online course available on the Swayam platform is Ancient Indian Management offered by Prof Alka Jain. XLRI offers a course titled Indian Philosophy and Leadership Excellence. Most universities in India offer general courses like self-management and the Bhagavad Gita, Indian culture and heritage, and even ancient commerce; these can all be evaluated to see if any will fit into a management programme curriculum.

Future Directions

Indian knowledge system in Indian education appears like an obvious thought, however, thanks to the colonial past which killed the native education system, bringing Indian content and pedagogy in free India appears like a daunting task. India offers a unique paradigm for management education which has great potential to be part of the global MBA curriculum. What aspects of Indian knowledge will find favour with global B schools will be a function of what the Indian schools pick up and package for their students. At this time, it appears that business for all stakeholders, *Shubh labh* (auspicious profit or ethical profit), sustainability, self-discipline, ethics, and doing business in tandem with nature are some important themes emanating from the Indian Knowledge System useful for managers. IKS, it is hoped will create disciplined, ethical leaders who always consider sustainability and the greater good.

There appears consensus on the understanding of what is missing in Western MBA programmes. The lack of focus on man-making education and concentrating on tools, insufficient inculcating of ethics, and the drive for profits at any cost pushes sustainability and multi-stakeholder points of view away. Interestingly, a unique Indian way appears to be present in both the Indian knowledge system and business practices of many Indian businesses that might offer a newer and potentially better paradigm. A comparison between Indian and Western business models is presented in Table 2.

Table 2: Comparison Between Indian and Western Business Models

Indian Business Models	Western Business Models
Family Orientation	Individualistic
Dominance of Non-Corporate Sector	Dominance of the Corporate Sector
Generation of funds from own/close sources	Contract based Transactions
Community Drive	Risk Diverting Nature
Relationship, Faith, and Goodwill as base	Large Scale absence of Ethical Orientation
Less dependence on state	
Risk bearing nature	

Source: (Kanagasabapathi, 2013)

The abstract of an article in the Academy of Management Journal goes thus, "We describe a distinctive approach to business associated with the major corporations in India and contrast it with practices in the United States. Specifically, the Indian approach eschews the explicit pursuit of shareholder value in favor of goals associated with a social mission. These companies make extraordinary investments in their employees and empower them in decision-making. These practices combine with a distinctively Indian approach to problem-solving to create a competitive advantage that has led to spectacular business growth, not just within India but in international markets as well. A particularly important lesson for the United States is that the major Indian companies are not succeeding even though they are pursuing a social mission and investing in their employees. They are succeeding precisely because they do so," (Cappelli, 2010).

Even though it appears that there are many areas of management that the Indian Knowledge system can contribute to and have some unique offerings for the management body of knowledge, bringing it into the classrooms will take a lot of effort on the part of regulatory bodies, B School Governance Boards and most importantly faculty members who have to invest in relearning. IKS is a worthwhile addition to the management curriculum as it focuses on living in harmony with nature in all its dimensions and potentially has answers to many problems in the world of management, apart from providing a different and refreshing perspective.

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A Heritage of Inclusiveness: The True Spirit of *Bharat*

Jagdeep Dhankhar, Hon'ble Vice President of India delivered the Convocation Address at the 11th Convocation Ceremony at Guru Ghasidas Vishwavidyalaya, Bilaspur, Chhattisgarh on January 15, 2025. He said, "Graduating students, as you step into new roles as professionals, entrepreneurs, or researchers, remember that success is not measured by personal achievement alone. It has to have a positive impact on society. The education you have received here is a foundation, a launching pad but ultimately you will have to make a success of it." Excerpts

We have today, friends, Army Day. I take this opportunity to reflect that it is time for us to honor the unwavering courage and sacrifices of our soldiers who have safeguarded our nation's freedom. Their dedication and resilience remind us of the truer sense of patriotism and selfless service and our veterans are our precious, priceless human resource. We must accord our highest regard to our veterans as they are the moral spine of our serving forces.

Friends, I seek to avail occasion to pay my respects to Guru Ghasidas, whose name in one sense is immortalised through this institution. Guru Ghasidas embodied the spirit of unity, inclusivity and equality among all. It is due to Gurus like him, that the social-cultural character of this belt has remained unaltered. He is a true national icon in our rich cultural tradition.

Friends, our Bharat, home to one-sixth of humanity, is blessed to have a galaxy of national heroes like him. We have icons in Maharishi Valmiki, Bhagwan Birsa Munda, Sant Ravidas, and Jyotiba Phule, to name just a few. Each of them stands as a tall pillar upon which the society's edifice stands.

Friends, these illustrious gurus are our authentic icons, a source of inspiration and motivation for us all. We need to practice their teachings. That will be wholesome for the entire society and us as well. Their contributions to the nation's sociocultural fabric remained for too long a period, not well appreciated, and underappreciated. However, a big change came in Amrit Kaal. In mission mode, an effort has been made and very successful to remember these iconic figures. Some of them remained unsung, some of them remained not well-so-sung, but now we are availing every opportunity to recognise their contributions to our culture and also to our journey for freedom.

It is soothing that their position in the nation's collective consciousness is now being recognised, rekindled, and reclaimed. It is concerning that the wholesome thought processes of inclusivity for which they stood, for which they lived, and which they propagated so to be challenged by some who seek to disrupt organic societal stability by offering allurements to effect conversions. This is repulsive to the grain of our civilizational ethos. This is antithetical to our constitutional essence and spirit. It wrongly tampers the valuable right of freedom that we enjoy. Nothing can be more serious, friends, than that these misadventures emanate from an evolved strategy to upset the organic demographic equilibrium. We need to rebuff, resist, and neutralise these nefarious designs as these have a pernicious potential to emerge as existential challenges to our inclusiveness and civilizational wealth.

For graduate students and their families, this is a day of celebration. This is a day of reflection. It is a milestone for students, their parents, and faculty members, as well as the Institution. You worked hard for it. You had many troubled times. Late hours, you persevered. You waited for this day, the day has come. Obviously, it's a very satisfying moment for you and, in a sense, a game-changer in your political, economic, and social journey. I have emphasized in particular the word political because in democracy, this has a deeper connotation, and we expect those in politics, in positions of power, and those under oath to observe the highest standards because they shape the policy of the nation.

As I look at you graduates, I imagine the countless hours that you spent and now you are walking into the larger domain.

And let me tell you, you will have to think now. Your learning is never going to end today. Learning is lifelong. You will have to learn every moment. But we are walking in a larger space today, with an ecosystem that eluded my generation. You are fortunate to be passing out of such a great university and you are equally fortunate to be getting into the larger world where you will find an ecosystem that will be affirmative for you.

Chhattisgarh is a great state and its transformation from a developing state to a hub of opportunities showcases the power of focused development and determined leadership. Education is at the heart of this transformation. I am proud that the youth of Chhattisgarh, whether they are from cities, or remote tribal belts of the state can now benefit from institutes of eminence in every walk of life. Chhattisgarh now has AIIMS, IIT, IIIT, IIM, and institutes in law. Just imagine what a change for the better in the education landscape of the state.

Friends, let us take pride. No nation in the world has grown as fast as Bharat in the last few years. The Indian economy has sustained the globally challenging scenario in high growth, unlike other nations. Our progress has been the envy of the world. When the world reeled under depression and stagflation, we have continued to be the bright spot in the global economic landscape. For the most part of the last decade, we have retained the tag of the fastest-growing major economy.

Friends, what a journey we have traversed against difficult headwinds, challenges, and terrain, and we are now the fifth-largest global economy on the way to becoming the third. Our prosperity is not concentrated in a few urban pockets. This is a unique feature that has dotted the governance mechanism in the last few years. Now there is a deep focus and the focus has been very successful and rewarding for last-mile delivery of public services and benefits. You need to notice that startups are now springing not from metros only. They are springing also from Tier 2, and Tier 3 cities. We are the largest third in number when it comes to the global ecosystem. The component that has done it is boys and girls like you. You have brought it about. The world is accolading us because boys and girls like you who stepped out of universities and institutions have done this.

The foundation of our growth lies in inclusiveness. That's our cultural heritage. That is our civilizational essence. And look at the nature of our inclusiveness. From *Jan Dhan* accounts to digital infrastructure, from rural electrification to pipe water connections, from affordable housing to health care coverage, development has reached the last mile in a country of 1.4 billion. Such accomplishments are not easy. The challenge was Himalayan. It was successfully overcome. And all these benefits, dear students, and distinguished audience, are driven by equality, equity, and fairness. All these benefits are non-discriminatory. Every segment of the populace has benefited from these developments.

Friends, India is also a Democracy that delivers development. Development has been the main keyword of governance in the last few years. Infrastructure in India is expanding rapidly and just to illustrate, 4 new Airports and 1 Metro System every year, that is the scale of achievement we are having. When it comes to our daily achievements, we have 14 kilometers of highways and 6 kilometers of railways being added daily. Friends, there was a time when we looked from a distance, at a Metro system. My generation thought about when it came to India, if at all. But look at the scenario now. The contemporary scene is India's urban transit covers through metro rail now, which includes 1000 kilometers across 11 States and 23 cities. We have surpassed Japan and there will be a time in the near future when India will be the second-largest metro in terms of coverage.

The basket of opportunity for our youth has expanded exponentially. I would like you boys and girls to focus on that. Good governance is fueling newer ambitions. Your generation is now imbued with one attitude and that is can do. You don't have to think a second time. A can-do attitude should be your attitude because there are affirmative governance and hand-holding policies that will overcome all hurdles that used to be there earlier to fructify an idea that may occur to you.

I urge the university management to particularly focus and make our young boys and girls aware of the new vistas of opportunities. Get them deep into the opportunity basket that is ballooning larger day by day. We have opportunities now right from the blue economy to the space economy and that has to be in your attention. You have to look around, don't confine only to government jobs as a menu. Look beyond and you will find growth opportunities for you very attractive.

Your role extends beyond professional success. You can't limit yourself to your success. You are citizens of a great nation - *Bharat*. You are the ambassadors of New India. Challenges, distorted narratives and many are coming. Day in and day out we find narratives aimed at destroying our civilizational fabric, tainting our Institutions, demeaning our constitutional offices. In such situations, you have to rise to the occasion with the power of truth, the power of ground realization which you have noticed. You have to meet them with the power and strength of accomplishments that you see all around.

This state is blessed with mineral wealth. When I look around, iron ore of Bastar, coal of Korba, bauxite of Mainpat, just to name a few, and are the live blood of India's industrial development today. Fifteen percent of India's steel requirements are made in your state. Some concerted efforts will be required to convert mineral wealth to the highest levels of collective prosperity. We have noticed, boys and girls, that wherever there is mineral wealth, we see the rise of people, industries, and billionaires. But a new facet has to be there, and I put it as collective prosperity. It would be a travesty if this wealth benefits only a handful, leaving out the vast majority of this state's citizens. The Hon'ble Chief Minister will have to focus on making it obligatory that there is collective prosperity and that it is not confined to some individuals or corporations. Efficient management and allocation of collective wealth would require our utmost attention. There should be prosperity emanating from the actions of corporations and Public Sector Undertakings that benefit from mineral wealth. Tribal welfare must be integrated as an important component of their functioning.

Friends, Naxalism remains the biggest hurdle to development, particularly for the tribal people. This affects lives adversely. I'm happy to note that serious efforts have been made in the country for the last few years.

In your state also good efforts have been made, with numerous Naxalites being neutralised, arrested, or surrendered. But this does require the concern of every citizen also because there is no place for Naxalism in a country witnessing unprecedented development. And the development that is happening at the moment is common man-centric.

It is centric on marginalised sections of society, vulnerable segments of society. When such a policy is in action, when such results are on the ground, there can be no space for naxalism. The government has evolved a good policy, and the state of Chhattisgarh is executing it remarkably well. The three Cs—road connectivity, Mobile connectivity, and financial connectivity—are bearing fruits, transforming lives and creating new pathways to progress. But whenever there is such a kind of progress that impacts the people instantly, there are sinister forces that seek to defeat these good gestures. And I'm sure the State government will be alive to ensure that there is nothing but 100% success of such kind of positive efforts. I call upon everyone to focus on these areas as our tribal people are our great cultural resource and human resource. When I see them as artists, as lawyers, as sports persons, one is wonderstruck at their commitment. They are the finest human beings. I am sure if we focus on our tribal populace blossoming, the Nation will enormously gain.

A new Bharat is taking place at the moment when the entire world is accolading it. The entire world is taking the initiative. And therefore, I call upon you that now there is the ease of aspiring and dreaming and there is full possibility of your dreams fructifying.

Graduating students, as you step into new roles as professionals, entrepreneurs, or researchers, remember that success is not measured by personal achievement alone. It has to have a positive impact on society. The education you have received here is a foundation, a launching pad but ultimately you will have to make a success of it.

You cannot always succeed. It has to be a mixed game. You must learn to face these challenges. Failure and success will go hand in hand in the real world. And there are no easy shortcuts. You would not find a single success story that is not attended by bouts of failure or even repeated bouts of failure. The *Chandrayaan* 3 is one such instance. Learn to face failures, learn to learn from such failures.

In conclusion, my young friends, I would like to say the education you have received here is a privilege. The name of the University will lifelong fire you with a zeal to contribute to society. You have to believe in yourself for the power that you can change what you want. The journey ahead will not always be easy but have it from me. In our Bharat, it is worth it. As you embark on this new chapter, may you find joy not just in personal achievements, but in the positive impact you create for those around you.

I leave you with a thought. When you go out, examine the opportunity basket around you, and you will find you need not move away from your main center to generate the difference for you, society, the state, and the country. And always, my young friends, keep the interest of the nation first. Your belief in nationalism cannot be anything but 100 per cent. You have to give 100 per cent to your country and no interest, personal or otherwise, can override national interest.

I wish you well in your journey and I take the opportunity to request the Vice Chancellor that I would be happy to receive a group of your students as my guests at the Indian Parliament. ❑

Conversation with Professor Theo Farrell

Professor Theo Farrell, Vice Chancellor of La Trobe University, Melbourne, Australia, is visiting India during the last week of January 2025. The visit aims to fulfill many purposes, the most important among them being to strengthen La Trobe's ties with Indian educational and research institutions and celebrate enduring partnerships.

Professor Farrell took over as Vice Chancellor of La Trobe University in February 2024. Prior to that, Professor Farrell held several leadership roles including Deputy Vice-Chancellor (Academic and Students), Deputy Vice Chancellor (Education), Executive Dean of Law, Humanities, and the Arts, all at the University of Wollongong, and Dean of Arts and Social Sciences at City, University of London. From 2006 to 2016, he held a chair in online learning at King's College London. At UOW, City, and King's, Professor Farrell led numerous initiatives to develop research capacities, innovate learning and teaching, and enhance student experience.

Professor Farrell is a Fellow of the Academy of Social Sciences (UK), a Fellow of the Royal Society of New South Wales, a Visiting Professor at King's College London, and a past President of the British International Studies Association.

Professor Farrell has held ten UK Research Council awards. His most recent book, Unwinnable: Britain's War in Afghanistan (Vintage 2021), was shortlisted for three national book awards and selected book of the year by The Sunday Times. Professor Farrell is a champion of real-world impact from academic research. A leading expert on the conflict in Afghanistan, he acted as strategic advisor to the UK government and the International Security Assistance Force in Kabul and participated in track II talks with the Taliban.

In an exclusive interview with the Editor of the University News, he spoke about La Trobe's long-standing commitment to Indian research and education partnerships, and revealed specific areas in which he would like to partner with Indian universities.

Excerpts of the conversation are presented here.

Professor Farrell, I learnt that this is your third visit to India after joining as the Vice Chancellor of La Trobe University. Tell me one most important factor that motivates you to strengthen La Trobe University's ties with Indian Universities.

We are pleased that India's National Education Policy—2020 directive on the Internationalisation of Education is very conducive to forging stronger collaborations with Indian Higher Education Institutions. The goals of the Policy align with our mission to deepen our engagement and partnerships in India. We are interested in working strategically with Indian partners to address the changes that will face both countries over the next 20 to 30 years; particularly how AI, big data, machine learning, and other innovations will change the nature of work. Together, we can ensure that universities provide our economies with the skills and innovations needed to drive productivity and develop research commercialisation and linkages with industry partners between Australia and India.

What are your main commitments and other activities during this visit?

I will be speaking on the theme, '*Addressing Global Uncertainties: Building Resilient Educational Institutions'* in the panel chaired by Dr Vidya Yeravdekar, Pro Chancellor of Symbiosis International University, at the QS India Summit 2025. The summit, hosted by the Ministry of Education, Government of India, and SRM Institute of Science and Technology, provides an important platform for discussing global challenges in higher education.

Thereafter, I will be meeting our highly valued partner institutions in research and education in India. I will join the celebrations of the 30th anniversary of La Trobe's partnership with Lady Shri Ram College for Women (LSR) in Delhi. This event will commemorate three decades of academic collaboration and student exchange, highlighting the enduring relationship between the two esteemed institutions.

I will also be a panelist at the PIE Live event in Delhi. The session will explore updates to the national education agenda, future workforce trends, and collaborative efforts to realise the National Education Policy–2020 (NEP–2020). The panel will provide insights on balancing global strategies, public-private partnerships, and sustainable development goals.

Can you introduce La Trobe University to our Readers and tell us about its connect with Indian Higher Education Institutions?

La Trobe University is one of the premier Universities in Australia. We offer Graduate, Postgraduate, and Doctoral Courses in Social Sciences, Arts, Communication, Business and Commerce, Criminology, Education and Teaching, Engineering, Information Technology, Health, and Law. We have featured courses in Diplomas, Double Degrees, Online Degrees, Short Courses, and Packaged Courses. Some of its special features are:

- La Trobe University is ranked in the top 1 per cent of Universities worldwide by Times Higher Education (THE), 2024, *World University Rankings 2025;* Consejo Superior de Investigaciones Científicas (CSIC), 2024.
- The University has a proud record of educating students from India, with around 11,000 people born in India among our alumni.
- La Trobe University is one of the founding members of the Australia India Institute.
- The IIT Kanpur – La Trobe Research Academy was established in 2020.
- *Asian Smart Cities Research Innovation Network (ASCRIN)*, was founded by La Trobe in 2019 and is now its single largest research internationalisation initiative with a joint investment of more than AUD $43 million (Rs 235 crores).
- In 2024, the University announced that it would be establishing a Bio Innovation Corridor with India's Biotechnology Industry Research Assistance Council (BIRAC) and the Bangalore Bioinnovation Centre (BBC), to support the development of research and innovation.
- La Trobe has several long-standing teaching partnerships, including with Lady Shri Ram College, which has been running for 30 years.
- Dignitaries that La Trobe University has hosted from the Indian subcontinent include Former Prime Minister Late Mrs Indira Gandhi, Kapil Dev, Malaika Arora Khan, Amitabh Bachchan, Rajkumar Hirani, Abhijat Joshi, and, most recently, Actor, Producer and Women's Equality Advocate, Shah Rukh Khan.
- La Trobe offers the Shah Rukh Khan La Trobe University PhD Scholarship, providing a life-changing opportunity for an aspiring female researcher from India to make a meaningful impact in the world.
- La Trobe University is one of only two universities in Australia teaching Hindi, and the only Australian University to teach a subject on the history, music, and storytelling of popular Hindi cinema.
- The La Trobe Library collection houses more than 38,000 volumes of monographs, journals, magazines, and government publications from India, one of the largest collections in Australia.
- La Trobe has been a proud sponsor of the Indian Film Festival in Melbourne since it began in 2010.

Can you tell us about La Trobe's association with Indian Higher Education Institutions? How has the university been working with educational and research institutions and industries in India and what are your plans to further strengthen that partnership?

At La Trobe University, we're proud of our long and successful history in India. We've been partnering with universities and industries on projects that address national priorities and drive innovation and development. We've also created joint education opportunities, like exchange programmes, to help develop some of India's brightest minds.

One of our major initiatives is the La Trobe *Asian Smart Cities Innovation Network (ASCRIN),* which we started in 2019 with partners from across India. It's now our biggest research internationalisation initiative, with a joint investment of over AUD $43 million (Rs 235 crores). This partnership is all about improving the sustainability, liveability, and efficiency of Asian cities. We've got projects ranging from data-driven decision-making to improve dairy supply chains, to real-time crash prediction in traffic to increase road safety. Our network includes more than 250 researchers and over 70 joint PhD projects, with

our partners, IIT Kanpur, BITS Pilani, and Tata Institute of Social Science.

From an education perspective, we partner with a range of universities in India on student exchange and joint degree programmes. For example, we have a joint bachelor's degree program in civil engineering with Mahindra University whereby students spend two years at each university and receive their degree from both universities, and a longstanding partnership with Lady Shri Ram College for Women (LSR). This partnership enables student exchange, provides professional development opportunities for LSR staff at La Trobe, and supports research and innovation opportunities. I'm really looking forward to celebrating our 30-year partnership with LSR during my visit to India.

What are the specific areas you'd like to collaborate more with Indian Universities?

There are several key areas where we see opportunities to deepen our partnerships with universities and industry in India. These include developing research focused on digital technologies and skills innovations, including AI, research commercialisation opportunities, partnerships with industry, and continuing to support and expand student exchanges between India and Australia.

La Trobe has strengths in areas like bio innovation, health and care innovation, sustainable agriculture and food security, and digital technologies and smart cities. All of these present exciting opportunities to further expand our partnerships with industry and businesses in India. We're also establishing a bio innovation corridor to India, thanks to our strong partnerships with the Biotechnology Industry Research Assistance (BIRAC) and the Bangalore Bioinnovation Centre (BBC). We're actively seeking partners at universities and research institutes in India to be part of this exciting development.

How is La Trobe University leveraging digital technologies including Artificial Intelligence (AI) to support its partners, students, and communities?

At La Trobe, we're taking an 'AI-first' mindset to ensure the University is future-fit to support our students, staff, partners, and communities in the age of Artificial Intelligence. Our Responsible AI Adoption strategy, announced last year, will integrate AI into our curricula to prepare graduates for an AI-driven workforce. We're leveraging AI to push the frontier of scientific knowledge, especially in bio innovation, and setting industry standards for the responsible use of AI in scientific discovery, commercialisation, and innovation. We've partnered with both Microsoft and cyber security provider CyberCX to build AI expertise for our communities while ensuring we're resilient to cyber threats.

Our *Australian Centre for Artificial Intelligence in Medical Innovation (ACAMI),* recently launched with support from the Victorian Government, is a great example of how we're combining our expertise in bio innovation with AI. At ACAMI, AI is being used to accelerate the discovery and development of medical innovations, vaccines, and immunotherapies. We are actively seeking global research and industry partners including from India to work with ACAMI.

What initiatives has La Trobe University undertaken to promote sustainability and achieve carbon neutrality across its campuses?

We're committed to creating a resilient future by embedding sustainability into every aspect of university life at La Trobe. Of our five campuses situated across Victoria in Australia, four are already certified carbon neutral, and we're on track to be net zero across the whole university by 2029.

Among our key sustainability initiatives, we've built Victoria's largest urban solar farm to provide the University with a sustainable energy supply. We're also improving the biodiversity of our unique Wildlife Sanctuary and Nangak Tamboree eco-corridor, a biodiverse waterway that runs through our Melbourne campus in Bundoora. Additionally, we're conducting wide-ranging interdisciplinary research such as through our *Climate Change Adaptation Lab.*

How has La Trobe University adapted to global challenges such as climate change, the pandemic, the geopolitical situation, and fast-evolving technologies?

Firstly, to address the pandemic, we feel that we have navigated the main impacts of COVID-19 and, importantly, done so in a way that has made the University better prepared to deal with other challenges. For example, we are diversifying our student recruitment so that we are not dependent on

one or two markets; we have moved many of our programmes online; we are more focused on lifelong learning, short courses and skills development; and we are giving our students flexibility so they can shape their degree and study to suit their lifestyle and location.

Now that we have returned to a new normal following the pandemic, La Trobe is continuing to build resilience by focussing on sustainability, collaboration, and proactively shaping the University's future.

Our sustainability mission is supporting us to create a resilient future by embedding sustainability into every aspect of university life. We have already made significant progress. For example, four of our five Victorian campuses are certified carbon neutral; and we are on track to be Net Zero across the whole University by 2029. We are building Victoria's largest urban solar farm to provide the University with a sustainable energy supply; and we have established a dedicated research program through the La Trobe Climate Change Adaptation Lab.

We are also embracing the future by adopting an 'AI-first' mindset to ensure the university is future-fit to support our partners, students, and communities to thrive in an age of AI. We are focussed on the responsible use of AI in scientific discovery, knowledge transfer, research commercialisation, teaching and learning, and business operations; and we have partnerships with Microsoft and CyberCX to accelerate implementation across the University. We know that this can help us to have a big impact and we are already seeing promising activity through our new *Australian Centre for AI in Medical Innovation* part of an ecosystem that includes global biotechnology company BioNTech, which is establishing a clinical-scale manufacturing facility at our Melbourne campus to drive innovation in treatments for cancer.

La Trobe is also dedicated to collaborating with industry and government partners to drive activity that helps us to jointly address challenges, drive economic growth, and create jobs. Universities and industries in every sector – whether in India, Australia, or any part of the world – are facing similar challenges. We think the best way to deal with global challenges like geopolitical events and climate change, or the impact of AI, machine learning, digital disruption, and the changing world of work, is to maximise our impact by combining our resources and complementary expertise with global partners. Examples of some of the projects La Trobe has underway include our agreement to establish a Bio-Innovation Corridor with the Bangalore Bioinnovation Centre and Indian Biotechnology Industry Research Assistance Council; and our established *Asian Smart Cities* Research Innovation Network that is helping to address the challenges of urbanisation and solve real-world problems to improve sustainability, liveability, and efficiency of cities and towns in the South Asia region. ❑

International Seminar on Women's Empowerment and Inclusiveness

The one-day International Seminar on 'Women Empowerment and Inclusiveness' was organised by the Departments of Economics and Social Work, GTN Arts College, Dindigul, recently. About 150 participants attended the event and engaged actively with the resource persons. The event aimed to explore the critical themes surrounding women's empowerment and the importance of inclusiveness in society. The Convener, Dr. P Ravichandran, Associate Professor and Head, Department of Economics welcomed the gathering, laying the foundation for the discussions by elaborating on the theme of the event and gender equality, social inclusiveness, and their intersection with educational and entrepreneurial systems. Mr. S Saravanan, Principal, GTN Arts College delivered the Presidential Address. In his speech, Dr. Saravanan highlighted the pivotal role played by educational institutions in shaping gender-equitable policies and in promoting women's empowerment. His address underscored the college's commitment to facilitate such transformative discussions and foster inclusiveness. The book authored by Dr. P Ravichandran entitled 'Women Empowerment and Self-help Groups' was also released on the occasion.

Dr. S Raja, Assistant Professor, Social Work introduced the Chief Guests and provided insights about the esteemed resource persons who shared their expertise throughout the day. Ms. Beniditta, Faculty Member, Central Saint Martina College, Italy delivered the lecture on 'Gender Equality and Educational Systems'. She emphasized how education plays a critical role in empowering women and in ensuring gender parity. Her insights into global educational systems highlighted how progressive policies and practices can help bridge gender gaps, making education an inclusive platform for all.

Mr. Viswasam Gnana Arockiam, Director, SIMCODESS Society spoke in detail about 'Ecology and the Activism of Women'. His presentation drew attention to the often-overlooked contributions made by women in ecological movements, particularly their roles in environmental protection, sustainability, and activism. He connected these themes to broader social issues, showing how ecological activism intersects with gender equality.

Dr. KTM Thirupathi, Assistant Professor of Management Studies at Annai Fathima College, Madurai elaborated on 'Nari Shakthi Entrepreneurship and Its Inevitability for *Vikshit Bharat'*. He argued that women's participation in entrepreneurship is not only essential for their empowerment but also for the country's overall development. He explored the concept of *Nari Shakthi* (Women's Power) in building a developed and self-reliant India, presenting case studies and successful models of women entrepreneurs who have made significant contributions to the economy.

Ms Maria Rose Meena, Assistant Director, SIMCODESS Society delivered an impactful lecture on 'Women Empowerment and Gender Equality'. Her talk expanded on how women's empowerment can be realized not just through educational and economic inclusion but also through strong policies that promote gender equality in all areas of life—be it in family, community, or professional settings.

There were several interactive sessions where participants posed questions, shared their views, and reflected on the need for inclusive policies, entrepreneurship, and social systems that empower women and promote equality. The resource persons encouraged lively debates, offering practical insights and solutions to the challenges raised by the audience. The event concluded with Ms. Regina, Head, Department of Social Work and she proposed the Vote of Thanks. She expressed her deep sense of gratitude to the esteemed guests, the seminar organizers, and the participants for making the event a grand success. Ms. Regina emphasized that the discussions held during the seminar would have a lasting impact, furthering the cause of women's empowerment and inclusiveness. Behind the scenes, Mr. S Arun, Assistant Professor, Economics, and Dr. Kathiravan, Assistant Professor, Social Work, Dr. Bala Komala managed all arrangements for the seminar, ensuring in smooth execution of the event.

International Conference on Intelligent Systems, Advanced Computing and Communication

A two-day International Conference on 'Intelligent Systems, Advanced Computing

and Communication' is being organized by the Department of Computer Science and Engineering, Assam University, Silchar, Assam from February 27-28, 2025 through hybrid mode. The objective of the event is to support the development of new computational and cognitive paradigms stemming from the cross-fertilization of various research fields. The event will serve as a platform in the field of computation and AI that will enable academics, research community, and practitioners to collaborate, network, exchange, and disseminate knowledge. The tracks of the event are:

Intelligent Systems

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

Advanced Computing

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

Communication

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

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

Faculty Development Programme on Machine Learning for Cyber Security

A five-day Faculty Development Programme on 'Machine Learning for Cyber Security' is being organized by the Electronics and ICT Academy at C-DAC Hyderabad from February 03-07, 2025 through online mode. This is a MEITY, Govt of India-supported programme. The faculty members and trainers from ITIs, Polytechnics, Degree and PG Colleges, and PGTs teaching STEM subjects and professional networks may participate in the programme to enhance their teaching skills in the cutting-edge field of Machine Learning applied to Cyber Security and it comes with no registration fee. This programme will provide participants with the knowledge and hands-on skills to effectively teach Machine Learning applications in Cyber Security in the classrooms. The participants will learn;

- Machine Learning Basics.
- ML Lab Setup.
- Machine Learning Algorithms.
- Model Evaluation Metrics.
- Bias-Variance Trade-off.
- Regularisation.
- Cyber Security Concepts.
- Applications of ML in Cyber Security.

For further details, contact Director, Centre for Development of Advanced Computing, Plot No. 6 & 7, Hardware Park, Sy No. 1/1, Srisailam Highway, Hyderabad - 501510 – Telangana, Mobile Number: 09490153599, E-mail: *eict-cdachyd@cdac.in.* For updates, log on to: *www.cdac.in/events/*

International Conference on the Advances in Robotics

A four-day International Conference on the 'Advances in Robotics' is being organized by The Robotics Society, Indian Institute of Technology (IIT) Jodhpur, Rajasthan on July 02-05, 2025. Advances in Robotics (AIR) is a series of biennial conferences. The event aims to create a forum to present and exchange new ideas by researchers and developers from India and abroad working in the fields of robotics and its applications. The themes of the event are:

- Kinematics, Dynamics and Design of Robots.
- Computer Vision and AR/VR for Robotics.
- Multi-robot System and Distributed Control.
- Robotics and Control Systems.
- Grasping and Human-Robot Interaction
- Medical, Rehabilitation and Assistive Robotics.
- Soft Robotics and Bio-inspired Robotic Systems.
- Field Robots: Legged, Flying and Underwater.
- Collaborative Robots for Industry Automation.
- Planning and Navigation in Unstructured Environments.
- Robot Learning and GenAI and LLMs for Robotics.
- Telerobotics and Haptics.

For further details, contact, Programme Chair, Prof. Suril Vijaykumar Shah, Professor, Department of Mechanical Engineering, Indian Institute of Technology (IIT) Jodhpur, N.H. 62, Nagaur Road, Karwar, Jodhpur-342030, Rajasthan, E-mail: *surilshah@iitj.ac.in* and *2025@advancesinrobotics.com*. For updates, log on to: *https://www.acm.org/publications/icps/author-guidance* or *http://rs-india.org*

AIU News

Faculty Development Programme on Integrating Indian Knowledge Systems

A five-day Faculty Development Programme on 'Integrating Indian Knowledge Systems in Modern Education: An NEP-2020 Perspective' is being organized by the Association of Indian Universities (AIU)─Academic and Administrative Development Center (AADC), Sangam University (SU) from December 16 to December 20, 2024. The event aimed to explore the relevance and integration of Indian Knowledge Systems within the framework of the National Education Policy-2020 (NEP-2020). The programme featured a series of enriching sessions led by distinguished scholars, academicians, and experts in diverse areas of Indian knowledge and culture. It sought to bridge the gap between traditional wisdom and modern educational practices, fostering a holistic, interdisciplinary approach to education while reconnecting it with India's cultural heritage and historical insights. Around 50 academicians and researchers participated in the event which featured 10 interactive sessions led by eminent scholars across various disciplines, including management, humanities, medical sciences, and technology. The inaugural session was graced by Chief Guest, Prof. B P Sharma, Chairman of UNESCO-Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) and Guest of Honor, Prof. Anil Kothari. Prof. Sharma delivered a keynote address on '*Bhartiya Gyan Parampara*: *Ek Sihavalokan*' emphasizing the intellectual richness of ancient Indian texts like the Vedas and Upanishads. He highlighted their relevance in modern education for fostering innovation and critical thinking. Prof. Kothari underscored the enduring significance of traditions like yoga, ayurveda, and mathematics advocating for their integration into contemporary education. Ms Ranjana Parihar, Joint Secretary of AIU commended Sangam University for hosting this transformative programme.

The session on 'Bhartiya Gyan Parampara: Ek Sihavalokan' was handled by Prof. B P Sharma. He emphasised the vast potential of IKS in shaping modern education, urging educators to draw inspiration from Indian traditions to enhance learning outcomes. The next session was headed by Prof. Karunesh Saxena, Vice Chancellor, Sangam University. The session was on 'Significance of IKS in Modern Education and NEP- 2020'. Prof. Karunesh Saxena, Vice Chancellor, Sangam University elaborated on the alignment of IKS with NEP-2020. He introduced the four pillars of IKS—Philosophy, Science, Arts, and Spirituality—and suggested innovative teaching methods, such as using audiovisual technology to engage younger generations. Another session was on 'Geographical Insights in Ancient Indian Texts'. Prof. Kashmir Bhatt highlighted the significance of ancient Indian texts in contemporary geography. He encouraged integrating cultural and geographical studies into education, emphasizing research on traditional knowledge systems. The session on 'Sources of Indian Knowledge System and Pedagogy Since Ages' was delivered by Prof. P N Mishra. He discussed pedagogical practices derived

from scriptures like the Vedas, Upanishads, and Arthashastra. He emphasized interactive teaching methods and critical thinking as part of India's educational heritage.

The Session 'Relevance of Bhagavad Gita for Management' was handled by Prof. P N Mishra and reflected on the Bhagavad Gita's lessons for leadership and ethics. He emphasized empathy, karma philosophy, and detached involvement as vital principles for effective management.

Mr. Anil Saxena spoke on 'Indian Literature, Culture, and Knowledge Traditions'. He explored the enduring significance of epics like the Ramayana and Mahabharata, linking their teachings to positivity and spirituality in modern education. Prof. Rashmi Saxena spoke on 'Environmental Sustainability in Ancient Indian Practices'. Prof. Saxena emphasized indigenous methods for environmental conservation, integrating traditional agricultural practices with modern technologies to promote sustainability.

The session on 'Indian Health System: Ancient to Modern' was delivered by Dr. Surendra Peepliwal and he discussed the evolution of India's healthcare system, blending Ayurveda, Yoga, and Siddha with modern medical advancements. He demonstrated simple yoga techniques to promote health and well-being.

Prof. Ashok Kumar Gupta spoke on 'Indian Knowledge System: Unveiling Comprehensive Terminologies and Bridging Traditional and Contemporary Knowledge Systems'. Prof. Gupta underscored the interconnectedness of Indian and global cultures, advocating the integration of traditional knowledge into modern curricula to promote inclusive and comprehensive learning.

The programme concluded with a valedictory session. The session was attended by the Chief Guest, Prof. Ramesh Sharda, Oklahoma State University, Prof. Arun Kumar (online), University of Allahabad, Prayagraj, Allahabad, Uttar Pradesh, and Guest of Honor, Dr. S N Modani. The session underscored the transformative potential of IKS in modern education, aligning with NEP- 2020's goals. The participants provided feedback, appreciating the depth of content and the expertise of the speakers. The programme successfully bridged the gap between traditional and modern knowledge systems, empowering educators to create inclusive, innovative, and culturally enriched learning environments. It marked a significant step towards integrating IKS into modern education, as envisioned by NEP-2020.

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Article published in University News 62 (03) January 15-21, 2024
Research and Innovation in Project-based Learning

It has been brought to our notice that substantial portions of the literature review of the above article, particularly the sections discussing project-based learning, are almost identical to the **unpublished manuscript** entitled '***The L2 Motivational Self System and Motivated Learning Behavior in Fully Online Project-Based Learning Classes'*** authored by Prof Kanako Yamaoka, Ryukoku University, Japan submitted to another publication house before the submission of this article for the University News.

To ensure the article does not infringe upon the IPR of the original author, the paper published in the University News Vol.62, No.03, dated January 15—21, 2024, is being Retracted by the Editor, University with the following Retraction Statement:

The paper '*Research and Innovation in Project-based Learning'* by Prof. Kalyani Samantray published in the University News Vol. 62, No. 03, dated January 15—21, 2024, stands Retracted.

Dr Sistla Rama Devi Pani
Editor, University News

THESES OF THE MONTH

SCIENCE & TECHNOLOGY
A List of doctoral theses accepted by Indian Universities
(Notifications received in AIU during the month of November-December, 2024)

AGRICULTURAL & VETERINARY SCIENCES

Agricultural Engineering

1. Chavda, Tilakkumar Vithalbhai. **Development of indirect forced circulation solar dryer for roselle (*Hibiscus sabdariffa* L) Leaves and fruits**. (Dr. S H Sengar), Department of Farm Machinery and Power Engineering, Navsari Agricultural University, Navsari.

Agronomy

1. Bharti, Pallavi. **Effect of nutrient and crop residue incorporation on productivity, profitability and soil health of soybean linseed cropping sequence in red and lateritic soil**. Department of Agronomy, Birsa Agricultural University, Ranchi.
2. Gamit, Miteshkumar Kantilal. **Effect of crop burning on yield and quality of sugarcane varieties and soil properties**. (Dr. D D Patel), Department of Agronomy, Navsari Agricultural University, Navsari.
3. Gosavi, Sharad Vithal. **Effect of land configuration irrigation and bio compost on summer green gram (*Vigna radiata* L) under South Gujarat condition**. (Dr. V P Usadadia), Department of Agronomy, Navsari Agricultural University, Navsari.
4. Jinjala, Vinubhai Raghavbhai. **Biofortification of iron and zinc in drilled rice**. (Dr. N N Gudadhe), Department of Agronomy, Navsari Agricultural University, Navsari.

Biotechnology

1. Sinha, Surabhi. **Morphological and molecular divergence studies in Pigeonpea [Cajanus Cajan (L) Millsp]**. Department of Biotechnology, Birsa Agricultural University, Ranchi.

Entomology

1. Ashoka, K S. **Bio-ecology population dynamics and insecticide resistance studies in diamondback moth *Plutella xylostella* (Linnacus) on cauliflower**. (Dr. P S Neharkar), Department of Agricultural Entomology, Vasantrao Naik Marathwada Agricultural University, Parbhani.
2. Patel, Shivani R. **Diversity, identification, insecticidal resistance and efficacy of novel insecticides against thrips complex in summer groundnut of Saurashtra**. (Dr. M F Acharya), Department of Agricultural Entomology, Junagadh Agricultural University, Junagadh.
3. Prusti, Pramod Kumar. **Population fluctuation of Brinjal shoot and fruit borer (*Leucinodes orbonails Guen*) and its natural enemies in context with weather parameters and novel insecticides**. (Dr. M K Tripathy), Department of Entomology, Odisha University of Agriculture and Technology, Bhubaneswar.
4. Senjaliya, Tusharkumar Mukeshbhai. **Eco–friendly management of Thrips (*Thrips tabaci Lindeman*) infesting onion**. (Dr. J J Patel), Department of Entomology, Navsari Agricultural University, Navsari.

Genetics & Plant Breeding

1. Patel, Nikitakumari Chandrakant. **Assessment of genetic diversity among seedling origin mango genotypes from South Gujarat**. (Dr. Y N Tandel), Department of Genetics and Plant Breeding, Navsari Agricultural University, Navsari.
2. Patel, Dhrumil Parsotambhai. **Speed breeding for rice improvement under field condition**. (Dr. V P Patel), Department of Genetics and Plant Breeding, Navsari Agricultural University, Navsari.
3. Reddy, C Vijaya Kumar. **Introgression of AG gene into the elite submergence tolerant rice cultivar CR Dhan 801 through marker-assisted backcross breeding**. (Dr. Manasi Dash), Department of Genetics and Plant Breeding, Odisha University of Agriculture and Technology, Bhubaneswar.

Soil Science

1. Singh, Sreejan. **Effect of phosphorous and sulphur enriched organo-mineral compost of yield, quality, nutrient uptake and physico-chemical properties of soil under maize-mustard cropping sequence in Alfisols of Ranchi**. Department of Soil Science and Agricultural Chemistry, Birsa Agricultural University, Ranchi.

BIOLOGICAL SCIENCES

Biochemistry

1. Megha, G T. **Molecular characterization and biological assessment of bioactive peptide(s) from solanum virginianum plant**. (Dr. Rajeshwara Achur and Prof. S Nagaraju), Department of Biochemistry, Kuvempu University, Shankaraghatta.

Biotechnology

1. Ahmed, Minhaz. **Physico-chemical, antibacterial, antioxidant, bio-compatibility, and biodegradation studies of washed and Dyed Eri, Muga, and Pat Silk Fabric**. (Dr. Jyoti Prasad Saikia), Department of Molecular Biology and Biotechnology, Tezpur University, Tezpur.
2. Almaadani, Hiba. **Computational Investigation on the Biomarkers and the Role of SHANK3 in Autism Spectrum Disorder**. (Dr. Venkata Satish Kumar Mattaparthi Prof. Suvendra Kr Ray), Department of Molecular Biology and Biotechnology, Tezpur University, Tezpur.
3. Behera, Dibyajyoti Uttameswar. **Selection and validation of EPI for overcoming resistance of M morganii to colistin: A genome to drug approach for repurposing**. (Prof. Enketeswara Subudhi and Prof Bharat Bhusan Subudhi), Department of Biotechnology, Siksha O Anusandhan University, Bhubaneswar.
4. Chaudhary, Manisha. **Effects of macronutrients and antioxidants on micropropagation of elaeocarpous ganitrus Roxb. (Rudraksha)**. Department of Biotechnology, Shobhit Institute of Engineering & Technology, Meerut.
5. Das, Dorothy. **Computational Investigation of Membrane Induced Self Assembly and Aggregation of α Synuclein**. (Dr. Venkata Satish Kumar Mattaparthi), Department of Molecular Biology and Biotechnology, Tezpur University, Tezpur.
6. Madhubala, Dev. **To study the snake venom nerve growth factor derived custom peptides for their application in preventing Parkinson's Disease**. (Prof. Ashis Kr Mukherjee), Department of Molecular Biology and Biotechnology, Tezpur University, Tezpur.
7. Mujeeb Ur Rehman. **In vitro clonal propagation of Adansonia digitate L (Kalpviksha): An endangered medicinal plant**. Department of Biotechnology, Shobhit Institute of Engineering & Technology, Meerut.
8. Sharma, Manoj Suresh. **A study on the effect of sodium chloride on breast cancer cells and tumor-associated macrophages**. (Dr.Rupak Mukhopadhyay), Department of Molecular Biology and Biotechnology, Tezpur University, Tezpur.
9. Talukdar, Amit. **Studies on *Bungarus Fasciatus* Venom from Eastern and North-East India and characterization of poorly immunodepleted PLA2 enzymes**. (Prof. Robin Daley), Department of Molecular Biology and Biotechnology, Tezpur University, Tezpur.

Life Sciences

1. Hebbar, K Anushree. **Current status of angiosperm diversity in forest areas of Chikmagalur District, Karnataka**. (Dr. Krishna Swamy K), Department of Botany, Kuvempu University, Shankaraghatta.
2. Hakeem, Rahmatullah. **Studies on use of boron foliar spray and bio-fertilizers enriched vermicompost for enhanced crop production in the South Union Territory of Jammu and Kashmir (India)**. (Dr. Purnima Shrivastava), Department of Botany, Bhagwant University, Ajmer.

Microbiology

1. Dobariya, Ankitaben Jitendrbhai. **Production, characteristics and applications of amylases from haloalkaliphilic actinomycetes of marine origin**. (Dr Gira P Mankad), Department of Microbiology, Saurashtra University, Rajkot.
2. Radadiya, Hinaben Nagjibhai. **Production, purification, and characterization of bacterial lipases**. (Dr. Ramesh Kothari), Department of Microbiology, Saurashtra University, Rajkot

Zoology

1. Bhat, Abrar Ahmad. **Fish diversity in Dal Lake and some aspects of biology of Cyprinus carpio L**. (Dr. Yahya Bakhtiyar and Dr. Dr. Muni Parveen), Department of Zoology, University of Kashmir, Srinagar.

EARTH SYSTEM SCIENCES

Environmental Science

1. Borah, Suranjana Bhaswati. **Hydrogeomorphic and Land Cover Dynamics of Manas-Beki River Basin with Special Emphasis on the Glacial Regime**. (Prof. Apurba Kumar Das), Department of Environmental Science, Tezpur University, Tezpur.
2. Lallianpuii, Sarah. **Ecological studies on impact of invansive alien plant species on vegetarian and their soil Allelopathic interactions in Aizawl, Mizoram, India**. (Prof. P K Rai), Department of Environmental Sciences, Mizoram University, Aizawl.
3. Mir, Jehangeer Ahmad. **Paleoclimatic studies of loess-paleosol sequences of Kashmir Valley, North West Himalaya: A multi proxy approach**. (Dr. Reyaz Ahmad Dar), Department of Earth Sciences, University of Kashmir, Srinagar.

Geology

1. Bakshi, Sadaff Atlaf. **Hydrological modelling for water balance and flood forecasting of Jhelum Basin under changing climate and weather**. (Prof. Shakil Ah Ramshoo), Department of Geoinformatics, University of Kashmir, Srinagar.

ENGINEERING SCIENCES

Civil Engineering

1. Gupta, Jotesh. **Experimental study on geopolymer based precast concrete paver blocks using different mineral admixtures**. (Dr.Vanita Aggarwal), Department of Civil Engineering, Maharishi Markandeshwar University, Ambala.

2. Yadav, Shrinarayan. **Analytical and experimental studies of jointed rock mass at different footing positions**. (Dr.Dharmendra Kumar Shukla), Department of Civil Engineering, Jaypee University of Engineering and Technology, Guna.

Computer Science & Engineering

1. Borah, Parthajit. **Detection of Malware and Malware-based attacks using AI approaches**. (Prof. Dhruba Kr Bhattacharyya Prof. Jugal Kalita), Department of Computer Science & Engineering, Tezpur University, Tezpur.

2. Manjunath, H. **A system for network based intrusion avoidance using dedicated machine learning and artificial intelligence–based model for application and data safety**. (Dr. S Saravana Kumar), Department of Computer Science & Engineering, CMR University, Bangalore.

3. Prashanth, M C. **Analysis of DNA sequences using machine learning approaches**. (Dr.Prabhakar C J), Department of Computer Science, Kuvempu University, Shankaraghatta.

4. Routh, Sujay. **Exploring the Reliability of LDMOS and Junctionless FETs in harsh environments: High temperature and high-radiation applications**. (Dr. Ratul Kumar Baruah), Department of Computer Science & Engineering, Tezpur University, Tezpur.

5. Sampath Kumar, S. **Automation of answer scripts evaluation using machine learning approaches**. (Dr. M Ravikumar), Department of Computer Science, Kuvempu University, Shankaraghatta.

6. Samundra Singh. **Evaluation of an algorithm of software defects of understandability using a new metrics of software**. (Dr.Shivani and Dr.Komal Alwani), Department of Computer Science & Engineering, Bhagwant University, Ajmer.

7. Sarmah, Upasana. **Detection of web-based attacks using machine learning techniques**. (Prof. Dhruba Kr Bhattacharyya Prof. Jugal Kalita), Department of Computer Science & Engineering, Tezpur University, Tezpur.

8. Sharma, Meenakshi. **Collaborative approaches to overlay spectrum sharing in cognitive radio networks**. (Prof. Nityananda Sarma), Department of Computer Science & Engineering, Tezpur University, Tezpur.

9. Shrinivasa, S R. **A novel approach for scene image classification**. (Dr. Prabhakar C J), Department of Computer Science, Kuvempu University, Shankaraghatta.

10. Wankhede, Disha Sushant. **Brain tumor Glioma analysis through computational intelligence**. (Dr.Chetan J Shelke), Faculty of Engineering and Technology, Alliance University, Bengaluru.

Electrical Instrumentation Engineering

1. Malik, Shahid Ahmad. **Design and implementation of efficient data driven decomposition method based filtering techniques for ECG denoising**. (Dr. Shabir Ahmad Parah Dr. Bilal Ahmad Malik), Department of Electronics & Instrumentation Technology, University of Kashmir, Srinagar.

Electronics & Communication Engineering

1. Barman, Trishna. **Development of fast learning-based approaches for super-resolution of multispectral remote sensing images**. (Prof. Bhabesh Deka), Department of Electronics & Communication Engineering, Tezpur University, Tezpur.

2. Chahar, Rekha. **Harmonic analysis in power supply using soft computing technique**. (Dr. V K Sharma), Department of Electronics & Communication Engineering, Bhagwant University, Ajmer.

3. Chakraborty, Piali. **Design and analysis of microwave planar wideband bandpass filters for applications in wireless communication**. (Dr. Jyoti Ranjan Panda and Dr. Arindam Deb), Department of Electronics Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

4. Rashid, Shazia. **Design and modelling of efficient tunnelling devices for biosensing applications**. (Dr. Farooq Ahmad Khanday and Dr. Dr. M Rafiq Beigh), Department of Electrical and Instrumentation Technology, University of Kashmir, Srinagar.

Energy Studies

1. Sarmah, Trinakshee. **IoT based biogas management: Technoeconomic analysis for Rural Assam (India)**. (Prof. Debendra C Baruah), Department of Energy, Tezpur University, Tezpur.

Food Engineering & Technology

1. Dhar, Payel. **Valorization of Queen Pineapple (*Ananas Comosus*) waste of Northeast India**. (Prof. Sankar Chandra Deka), Department of Food Engineering and Technology, Tezpur University, Tezpur.
2. Ruchi Rani. **Valorisation of oilseed meals for development of biopolymeric films and biodegradable plates using natural gums and plant fibres**. (Prof. Laxmikant S Badwaik), Department of Food Engineering and Technology, Tezpur University, Tezpur.
3. Sonam Kumari. **Instant control pressure drop assisted paddy parboiling process for an improved ready to eat rice**. (Prof Manuj Kr Hazarika), Department of Food Engineering and Technology, Tezpur University, Tezpur.
4. Yumnam, Monica. **Design and development of smartphone sensing system for determination of freshness of fish fillets during storage**. (Prof. Poonam Mishra), Department of Food Engineering and Technology, Tezpur University, Tezpur.

Mechanical Engineering

1. Sharma, Anindita. **Prospect of intervention of solar thermal energy in tea leaf withering: A modeling and experimental study**. (Prof. Partha Pratim Dutta), Department of Mechanical Engineering, Tezpur University, Tezpur.

MATHEMATICAL SCIENCES

Mathematics

1. Mangal, Neha. **Dynamic study of mathematical models in the epidemiology and control of some infectious diseases**. (Dr. S K Tiwari), Department of Mathematics, Vikram University, Ujjain.
2. Sachdeva, Parvej. **A generalized study of assignment problems using exploratory approach**. (Dr.Vinok Kumar Sharma), Department of Mathematics, Tantia University, Sri Ganganagar.

MEDICAL SCIENCES

Medicine

1. Sharma,Aditi. **Epidemiology of acute undifferentiated febrile illness with special emphasis on molecular epidemiology of scrub typhus**. Department of Community Medicine & SPH, Postgraduate Institute of Medical Education and Research, Chandigarh.
2. Yadav, Surbhi. **A mixed method study to explore the perceptions and practices regarding infant feeding among KOL Tribe women in Chitrakoot District of Uttar Pradesh**. (Dr. Anju Gahlot), Faculty of Medical Sciences, Rama University, Kanpur.

Microbiology

1. Sharma, Arunima. **Effect of corticosteroids in the pathophysiology of dermatophytosis and virulence potential of dermatophytes causing chronic/relapse/ recurrent dermatophytosis**. Department of Medical Microbiology, Postgraduate Institute of Medical Education and Research, Chandigarh.

Pharmaceutical Science

1. Wani, Rakesh Machhindra. **Formulation optimization and evaluation of nanoemulsion intranasal brain-targeted drug delivery**. (Dr.Anoop Singh), Department of Pharmaceutical Science, Bhagwant University, Ajmer.

PHYSICAL SCIENCES

Chemistry

1. Baruah, Kankana. **Development of polymeric organogels for the removal of toxic pollutants from water**. (Dr. Swapan Kumar Dolui and Dr. Bipul Chandra Sarma), Department of Chemical Science, Tezpur University, Tezpur.
2. Das, Sukanya. **Studies on the physicochemical properties of acidic ionic liquids and their applications**. (Prof. Ruli Borah), Department of Chemical Sciences, Tezpur University, Tezpur.
3. Kar, Annesha. **Sustainable waterborne poly (ester amide) nanocomposites and their potential applications**. (Dr. Niranjan Karak), Department of Chemical Sciences, Tezpur University, Tezpur.
4. Kashyap, Niharika. **Strategic design and utilization of task-specific ionic liquids and ionic liquid-polyoxometalate hybrids**. (Prof. Ruli Borah), Department of Chemical Sciences, Tezpur University, Tezpur.
5. Malik, Rajasmita. **Dielectric and thermal behaviour of 2D-layered Ti3C2TX (MXene) incorporated EMA, EOC, and their blend**. (Dr.Nirnai Charan Nayak), Department of Chemistry, Siksha O Anusandhan University, Bhubaneswar.
6. Nidhi. **An analytical study on ground water pollution around District Hisar industrial area**. (Dr. Gajendra Kumar), Department of Chemistry, Bhagwant University, Ajmer.
7. Suman Kumar. **Synthesis characterization and comparative study of biopolymer based Hydrogels and Nanogels for varied applications**. (Dr.Rohini Dharela), Department of Chemistry, Alakh Prakash Goyal Shimla University, Shimla.

8. Tilak Raj. **Novel method for extraction of lignin, cellulose and hemicellulose from Pinus Roxburghii needles and their subsequent use for speciality applications**. (Dr.Rohini Dharela), Department of Chemistry, Alakh Prakash Goyal Shimla University, Shimla.

9. Venkatalakshmi, N. **Synthesis of some metal oxide nanoparticles for magnetic and biological applications**. (Dr. Jyothi Kini H and Dr. H S Bhojya Naik), Department of Industrial Chemistry, Kuvempu University, Shankaraghatta.

Physics

1. Baruah, Kashmiri. **Development of two dimensional material and transition metal oxide based nanocomposites for direct methanol fuel cell anode catalyst and supercapacitor electrode**. (Prof. Pritam Deb), Department of Physics, Tezpur University, Tezpur.

2. Bordoloi, Olag Pratim. **A multi-wavelength study of the interstellar medium of dwarf irregular galaxies**. (Dr. Rupjyoti Gogoi), Department of Physics, Tezpur University, Tezpur.

3. Doloi, Kakoli. **Studies on Conducting Metal Organic Framework (MOF), based electrode material for efficient electrochemical sensing and biosensing applications**. (Prof. Dambarudhar Mohanta), Department of Physics, Tezpur University, Tezpur.

4. Gupta, Udit. **Mitigation of corrosion problem on magnesium and copper by nanostructured superhydrophobic coating**. Department of Physics, Shobhit Institute of Engineering & Technology, Meerut.

5. Najar, Imtiyaz Ahmad. **Particle correlation in the relativistic heavy-ion collisions**. (Dr.Waseem Bari), Department of Physics, University of Kashmir, Srinagar.

6. Sarma, Dipjyoti. **Design of affordable SERS platform for detection and analysis of drugs in water and food matrices**. (Prof. Pabitra Nath), Department of Physics, Tezpur University, Tezpur.

7. Sarma, Pankaj. **Astrophysical fluid structurization in diverse solar environs**. (Prof. Pralay Kr Karmakar and), Department of Physics, Tezpur University, Tezpur.

8. Sheikh, Mohd Abdullah. **Synthesis, characterization and application of nitrogen doped carbon dots from Pumpkia seeds**. (Dr.Ravinder Singh Chandok), Department of Physics, Bhagwant University, Ajmer.

9. Thapa, Bikash. **Probing physics beyond the standard model via the phenomenological study of Neutrino Masses Mixings, and Resonant Leptogenesis in Neutrino Mass, and S4 Flavour Models**. (Dr. Ng K Francis), Department of Physics, Tezpur University, Tezpur. ❑

INSTITUTE FOR SOCIAL AND ECONOMIC CHANGE

Dr. V.K.R.V. Rao Road, Nagarabhavi, Bengaluru 560 072

Advertisement No. A/2/2025

17th January 2025

APPLICATIONS ARE INVITED FROM THE ELIGIBLE CANDIDATES FOR THE FOLLOWING FACULTY POSTS

Sl. No.	Designation	Pay and Academic Level	No. of Posts	Centre
1.	**Professor**	Rs. 1,44,200/- (Academic Level 14)	1	Population Research Centre
2.	**Associate Professor**	Rs. 1,31,400/- (Academic Level 13A)	2	Centre for Economic Studies and Policy
				Agriculture Development and Rural Transformation Centre

The detailed advertisement and procedure for applying for the above posts is available at our **Website: www.isec.ac.in.**

The last date of receipt of applications: 17th February 2025.

Sd/-
Registrar I/c

Sant Gajanan Maharaj Rural Hospital & Research Center's
Sant Gajanan Maharaj College of Pharmacy, Mahagaon

Site - Chinchewadi, Gadhinglaj-Halkarni road.
Tal. Gadhinglaj, Dist.-Kolhapur.- 416 503
(Maharashtra)
(Affiliated to Shivaji University, Kolhapur)

WANTED

Applications are invited from eligible candidates for the following post:

Sr. No.	Designation	Total Post	Open Post
A	Principal	1 FT	1

Note:

For detailed information about posts, qualifications and other terms and conditions please Visit University **website www.unishivaji.ac.in.**

Place : Mahagaon
Date :

Chairman
Sant Gajanan Maharaj
Rural Hospital & Research Center's

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(Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur)
(Permanently Non-Grant Basis)

Applications are invited from Eligible candidates for the following **Post of Assistant Professor:**

Sr. No	Subject	Total Post (Assistant Professor)	
		Full Time	Post Reservation
1)	Computer Science	20	SC - 04 (1 Female) ST - 02 (1 Female) VJA - 01 NTB - 01 NTC - 01 NTD - 01 OBC - 06 (2 Female) EWS - 03 (1 Female) OPEN - 08 (2 Female) SEBC - 03 (1 Female)
2)	Electronics	03	
3)	Mathematics	02	
4)	Statistics	02	
5)	English	01	
6)	Librarian	01	
7)	Director of Physical Education	01	
	Total Post	30	

Note : 1 Post is available for disabled.
Instructions:-

1) Apply giving full particulars **within 30 days** from the date of publications of this advertisement to the undersigned.
2) Open post is open to all, however candidates from any category can apply for the post.
3) Educational Qualification and other requirements are as prescribed by the AICTE Notification dated: 01/03/2019.
4) For detailed Information about post, qualifications and other terms and condition please visit.
   Website : 1) www.siitorg.com : 2) www.sus.ac.in

Place :- Paniv
Date :- / /2025

Secretary,
Shriram Shikshan Sanstha, Paniv

Shriram Shikshan Sanstha's,
Shriram Institute of Information Technology, Paniv

Tal-Malshiras, Dist-Solapur 413113 (Maharashtra)
Website- www.siitpaniv.org • Email- siitpaniv@gmail.com
(Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur)
(Permanently Non-Grant Basis)

Applications are invited for the Post of PRINCIPAL:

Sr. No.	Subject Designation	Total Vacant Post	
		Full Time	Post Reservation
1	PRINCIPAL	01	Open To All

Instructions:-

1) Apply giving full particulars **within 30 days** from the date of publications of this advertisement to the undersigned.
2) The Above post is open to all, however candidates from any category can apply for the post.
3) Educational Qualification and other requirements are as prescribed by the AICTE Notification dated : 01/03/2019.
4) For detailed Information about post, qualifications and other terms and condition please visit.

Website : 1) www.siitorg.com
: 2) www.sus.ac.in

Place :- Paniv
Date :- / /2025

Secretary,
Shriram Shikshan Sanstha, Paniv

NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION

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

MINORITY

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

UN-AIDED

Sr. No.	Cadre	Subject	Total No. of Posts	Category
1.	**Assistant Professor**	Education	02	02 – OPEN
2.	**Assistant Professor**	Performing Arts	01	01 – OPEN
3.	**Sports Director**	Physical Education	01	01 – OPEN

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

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

Candidates having knowledge of Marathi will be preferred.

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

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

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

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

Sd/-
SECRETARY

Wanted

Applications are invited for the post of **Assistant professor** in filled in **Vivek Vardhini Adhyapika (B.Ed) Mahavidyalaya, Nanded (permanent Non-Granted)** run by Marathwada Gramin Shikshan Sanstha's Himayatnagar eligible candidates should submit their application along with all necessary document **Within Fifteen days** from the date of publication of the Advertisement by registered post only.

Sr.	Subjects (B.Ed)	No. of post	Nature	Reservation
1	Perspective in Education	**4**	Regular	SC-**01**,ST-**01**, VJ(A)-**01**, OBC-**01.** SEBC-**01**, EWS **01**
2	Pedagogy Subjects (Math, Science, Social Science, Language)			
3	Health and Physical Education	**2**	Part	
4	Performing Arts (Music/Dance/Theatre) Fine Arts		Time	

Educational Qualification: The faculty shall possess the following qualifications:

A) : Perspective in Education or Foundation courses

1. Post Graduate Degree in Social Science with minimum 55% marks. **2.** M.Ed Degree from a recognized University with minimum 55% marks. **3.** SET/NET/Ph.D in Education.

OR 1. Post Graduate (M.A.) Degree in Education with minimum 55% marks **2.** B.Ed/B.EI.ED. Degree in Education with minimum 55% marks **3.** SET/NET/Ph.D in Education

B) : Curriculum and Pedagogic Courses 1. Post Graduate Degree in Science/Mathematics/Social Sciences/Languages with minimum 55% marks. **2.** M.Ed Degree from a recognized University with minimum 55% marks. **3.** SET/NET/Ph.D in Education.

C) : Health and Physical Education 1. Master of physical Education (M.P.Ed) with minimum 55% marks. **2.** SET/NET/Ph.D in Physical Education.

D): Performing Arts (Music/Dance/Theatre) Fine Arts 1. Post Graduate Degree in Fine Arts (MFA) with minimum 55% marks **OR**

1. Post Graduate Degree in Music/Dance/Theatre Arts with minimum 55% marks. **2.** SET/NET/Ph.D in Fine Arts.

Salary and Allowances Pay scale as per the UGC, State Government & Swami Ramanand Teerth University's rules from time to time.

Note: 1. Prescribe Application form is available on University **Website (wwwsrtmun.ac.in). 2.** No TA/DA will be paid to attend the interview. **3.** Eligible Candidates those who are already in services should submit their application through proper channel. 4.3% Reservation for handicapped and 30% for women candidate. **5.** All attested xerox copies of certificates and other relevant document should be attached to the applicant form

Address for Correspondence: President/Secretary, Vivek Vardhini Adhyapika (B.Ed) Mahavidyalaya, Plot No.8C Industrial Estate, Stadium road, Shivajinagar Nanded 431601.

PRESIDENT/SECRETARY

CENTRAL UNIVERSITY OF HARYANA

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- **M.Tech.** - Energy System and Management, Structural Engineering, Computer Science & Engineering
- **Law** - LL.B.(3 years), **LL.M.**
- **MCA** (Master of Computer Applications)
- **M.Lib. & Info. Sci.** (Library and Information Science)
- **MHMCT** (Master of Hotel Management and Catering Technology)
- **MTTM** (Master of Tourism and Travel Management)
- **M.Pharm. (Pharmacognosy)**
- **M.Pharm. (Pharmacology)**
- **M.P.Ed.** (Master of Physical Education)
- **M.Com., MBA, M.Ed. B.Ed.**
- **P.G. Diploma in Rehabilitation Psychology (PGDRP)**
- **Advance Diploma in Child Guidance and Counselling (ADCGC)**

ONLY FOR PG PROGRAMMES

Online Submission of Application Form -**01.02.2025 (upto 11:50 P.M.)**
Last date of successful transaction - **02.02.2025 (upto 11:50 P.M.)**

- For more details please visit **www.cuh.ac.in, https://cuetpg.ntaonline.in/**

FEATURES OF THE UNIVERSITY

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- **B.Sc. (Hons)** in Psychology

- **Admission process for UG Programmes will be announced separately.**

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REGISTRAR (I/c)

WANTED

Applications are invited for the post of Professor and Assistant Professor (M.Ed), & Perspectives in Education, Pedagogy Subjects, Health & Physical Education and Performing Arts (B.Ed) to be filled in **Shri Sevadas Shikshan Prasarak Mandal's Mahatma Gandhi B.Ed/M.Ed College Cidco New Nanded. (**Permanent Non Granted). Eligible Candidates should submit their application along with all necessary documents **within 15 days** from date of publication of this Advertisement by registered post only.

Sr. No.	Position	No. of Posts	Nature	Reservation
M.Ed		01	Regular	Unreserved
01	**Professor**			
B.ED./M.ED. Assistant Professor		08		Open-01, ST-01, VJ(A)- 01, NT(B)-01, OBC-02, SEBC-01, EWS-01.
01	Perspective in Education	(06-FT)	Regular	
02	Pedagogy Subject (Language)	(02-PT)		
03	Health & Physical Education		Part-time	
04	Performing Arts (Music/Dance/Theatre) Fine Art		Part-time	

Qualifications :- As per UGC & NCTE (2014 Rule)

Detailed advertisement and other Qualifications are available on the University **Website: (srtmun.ac.in).**

NOTE : (1) Prescribe application from is available on the University **Website: (srtmun.ac.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 though proper channel. **(4)** 3 % Reservation for handicapped and 30% for woman candidates. **(5)** All attested Xerox Copies of certificates and other relevant document should be attached to the application form.

Address of Correspondence: Secretary, Shri Sevadas Shikshan Prasarak**,** Mandal, Nanded.**,** C/o Mahatma Gandhi B.Ed/ M.Ed College, Cidco New Nanded. Pin code: 431603 Maharashtra.

Principal **Secretary**

GOKHALE INSTITUTE OF POLITICS AND ECONOMICS

(Deemed to be University u/s 3 of the UGC Act, 1956),
PUNE - 411 004

APPOINTMENT OF VICE CHANCELLOR

The Gokhale Institute of Politics and Economics (Deemed to be University), Pune, Maharashtra, India is one of the premier research Institutes in India in Economics and allied subjects. Established in 1930, the Institute has grown in stature and first became a Centre for Advanced Studies in Economics and later on a Deemed to be University in 1993.

The Institute invites applications for the post of the Vice-Chancellor from eligible and interested candidates who shall be appointed by the Chancellor out of a panel to be recommended by a Search-cum-Selection Committee constituted in accordance with the UGC (Institutions Deemed to be Universities) Regulations. The Vice-Chancellor shall be a visionary with proven leadership qualities, administrative capabilities as well as teaching and research credentials in the field of Economics. The age of candidates should not exceed 65 years as of the last date for submitting the application.

The salary and other perks of the Vice Chancellor will be as per UGC norms for Seventh Pay Commission Scale. The Institute also offers residential accommodation within walking distance of the Institute.

Application for the above post containing the details of educational, administrative, select publications and other achievements along with names of two referees may be sent to registrar@gipe.ac.in and the hard copy duly self-authenticated on each page is to be sent to the following address by Speed post/Courier service by date 28th February, 2025. In-service candidates are required to send the hard copies of their application through proper channel. Applications received after the due date will not be entertained

Please visit the Institute Website **http://www.gipe.ac.in** for further details and instructions.

The Search cum Selection Committee reserves the right to invite applications on their own for consideration for the post of Vice Chancellor in addition to the candidates who may have applied for the post.

REGISTRAR
Gokhale Institute of Politics and Economics
(Deemed to be University u/s 3 of UGC Act)
Pune 411004 (Maharashtra), India

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**.

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