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Karunesh Saxena, Mukesh K Sharma and Neha Sabharwal

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Internalising Indian Knowledge Systems in Higher Education

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A Critical Review of the Binary Accreditation System by NAAC

Karunesh Saxena*, Mukesh K Sharma** and Neha Sabharwal***

“Plants are shaped by cultivation and men by education”

-Jean-Jacques Rousseau

Higher Education Institutions (HEIs) are key players in promoting academic development, knowledge advancement, and preparing people to contribute meaningfully to society. These education institutions include universities, colleges, and specialized professional schools, are important centers for teaching, research, and community engagement. Their effectiveness and integrity are often related to their adherence to rigorous standards, which are evaluated and certified through accreditation processes.

However, the assessment of particular academic and administrative elements, accreditation guarantees the caliber of academic performance by HEIs. Accreditation agencies evaluate the effectiveness of the institution's governance, faculty, facilities, and programs before awarding HEIs a certificate based on their performance. For the public's assurance, accreditation systems are made up of both internal and external assessors who make sure that pertinent standards and criteria are being followed. For about forty years, the ISO 9000 family of standards has been used to standardize industrial processes (Misal, 2023). Most significantly, accreditation fosters a culture of ongoing development in which educational institutions improve their research output, community service initiatives, and teaching strategies on a regular basis.

The foundation of quality control in higher education is accreditation. While some nations have opted for binary accreditation, others have opted a 7-point grading scheme. The article examines the benefits and drawbacks of using data from Indian higher education where the universities and colleges that are functional have NAAC accreditation. This article also analyzes how these frameworks affect the institution's operations, its policies, and the trust of the public

The significance of accreditation is multifarious. It assures the worth of an institution to all parties involved, including parents, employers, students, and legislators. Additionally, it forces organizations to meet the highest standards in the world and make constant improvements. It serves as a way for the government and monitoring organizations to guarantee responsibility and appropriate financial distribution.

*Vice Chancellor, Sangam University, NH-79, Bhilwara Chittor By-Pass, Bhilwara, Rajasthan – 311001. E-mail: karuneshsaxena@gmail.com

** Associate Professor, School of Management Studies, Sangam University, NH-79, Bhilwara Chittor By-Pass, Bhilwara, Rajasthan – 311001

*** Assistant Professor, School of Management Studies, Sangam University, NH-79, Bhilwara Chittor By-Pass, Bhilwara, Rajasthan – 311001

The scope of higher education in India presents a good context within which accreditation systems can be studied. This country embodies one of the world's most diverse and complex ecosystems, with 1192 universities and approx. 45,000 (UGC-2025) colleges serving millions of students. The principal accrediting agency in India is NAAC, which employs a 7-points grading system to evaluate institutions on parameters like curriculum, teaching quality, research, and governance. As of 2024, NAAC had given accreditation to 554 universities and 11,618 colleges.

However, binary forms of accreditation, which are utilized in a variety of contexts and by multiple nations, solely address fundamental accordance. Institutions guarantee the minimum level of quality without delving into specifics of performance; they either meet or fail to achieve the required performance requirements. Although universal compliance is guaranteed by this strategy of engaging individuals, it lacks the subtlety that the benchmarking method has to strive for excellence.

Overview of the 7-Point Accreditation System by NAAC

The 7-point accrediting method developed by NAAC is an all-inclusive framework designed to evaluate India's higher education institutions based on a variety of quality criteria. Teaching-learning and evaluation; research, innovations, and extension; infrastructure and learning resources; student support and advancement; governance, leadership, and management; institutional values and best practices are among the 7 main criteria. These dimensions are used to grade institutions on a scale of A++ to D based on their cumulative performance. Universities are supposed to make a difference in the variety of crucial yet not clearly specified activities and effects on society such as research and development (R&D) systems, educational intelligence, intellectual capital, local and regional economies, and technological transformation and restructuring (Vakkuri and Johanson, 2020). Although this system provides a nuanced assessment, it also demands a lot of documentation and resource allocation, often posing challenges for institutions with limited capacities.

The Need for Binary Accreditation

Proponents of binary accreditation—a more direct method for classifying educational

institutions—argue that these entities are either accredited or not. This perspective suggests that, instead of employing a more complex scale that evaluates multiple factors, binary accreditation sets a fundamental threshold of quality by focusing on crucial areas such as research, development and practical learning. Consequently, higher education institutions may experience a reduction in administrative burdens, thus allowing more time to devote to fostering innovations, cultivating industrial partnerships and enhancing applied knowledge (especially in domains critical to societal and economic progress). Harvey (2004) mentioned in his research that some contend that rather than being neutral or apolitical, accreditation procedures are a power struggle that restricts academic freedom and, in certain situations, places a heavy administrative load on institutions.

The new binary accreditation process is intended to evaluate the institutes based on ten factors. These can be divided into three categories: results, process, and input. The four components of input are curriculum, faculty resources, infrastructure, and financial resources and management; the three components of process are learning and teaching, extracurricular activities, and governance and administration; and the three components of outcome are student outcomes, research and innovation outcomes, sustainability outcomes, and green initiatives (Mohanta.et.al, 2024).

However, this same approach is also viewed as beneficial for smaller or rural institutions, as it lowers entry barriers, promotes cohesion, and motivates them to focus on incremental improvements within their core areas of mission. Although the simplicity of binary accreditation has its merits, some critics argue that it might oversimplify the complexities inherent in educational quality.

The Binary Accreditation System: Structure and Characteristics

Higher education institutions use the accreditation evaluation process to confirm, support, and ensure the quality of their programmes (González.et.al, 2024). A two-stream system or binary system of accreditation segregate institutions of higher learning as either “accredited” or “not accredited.” This evaluation technique is straightforward and effective for determining if an institution satisfies the NAAC minimum requirements. Hierarchical

grading has been removed to promote better inclusivity and clarity. In terms of curriculum design and delivery systems, educational procedures, infrastructure, research outputs, governance, student assistance, and contact with the globe, the binary system offers an evaluation of a few fundamental factors. All credit is given to compliance rather than performance differences, even though the institutions are to be ranked by receiving awards. Aside from that, this model appears less load on smaller institutions, thereby reducing the terrifying nature of the accrediting process and establishing greater accountability and openness. Because there is no threshold of quality, it raises the question-whether it can encourage excellence and growth in institutions.

New Initiatives in Binary Accreditation System

Under the NEP 2020 strategy to strengthen and transform the accrediting process, the Dr. Radhakrishnan Committee proposes reforms for the collegiate accreditation process in its final report (2023). With a binary approach, these revisions seek to increase accreditation’s flexibility and dynamism. The following are more noteworthy highlights:

- **Accreditation Categories-** The institutions are defined as “Accredited,” “Awaiting Accreditation”(for institutions that have achieved most of the threshold standards), and “Not Accredited” (for institutions that are nowhere near standards). This layered classification

relieves the institution’s differentiated need within the binary framework.

- **Promoting Excellence:** The other reform set to take place is maturity -based graded accreditation process where institutions would have to migrate from level 1 -basic compliance to level 4 as national excellence and level 5 global institutions based on a maturity-based graded accreditation (Radhakrishnan Report November 2023).The accreditation shall enable Indian institutions to significantly improve their quality and position themselves among the top global institutions. This would allow them to portray their growth beyond the binary level.
- **Mentoring Assistance:** Institutions far away from standards can be mentored by accredited HEIs to improve their performance. The mentoring system is intended to take steps to improve institutions through sharing of experience and resources.
- **Streamlined Process:** The accreditation has reduced barriers, particularly to first-time applicants. The periodicity for re-accreditation is now six years, with no need for annual re-approval except for significant changes.
- **All Channels Merged and United:** Having a Unified Elicitation Tool makes data collection and verification easy with automated technology-integrated systems. This would therefore minimize subjectivity, increase transparency, and reduce reliance on manual scanning.

Table-1: Difference between the 7-Point & Binary Accreditation Systems

| Aspects | 7-Point Accreditation System | Binary Accreditation System |
|---------------------------|---|--|
| Nature of Evaluation | Multi-level scale (e.g., Excellent, Very Good, Good, etc.). | Either “Accredited” or “Not Accredited.” |
| Granularity | High; it is possible to make fine distinctions between different levels of performance. | Low; it gives a clear but less nuanced result. |
| Feedback Detail | It gives specific insights into various dimensions of performance. | General feedback, indicating whether standards are met or not. |
| Purpose | It is designed to recognize varying degrees of quality and encourage improvement. | It is focused on determining compliance with basic standards. |
| Decision Outcome | Range of grades or scores representing performance. | Pass/fail. |
| Implementation Complexity | More complex because detailed rubrics and criteria must be developed for each level. | Simpler; only clear-cut criteria for compliance is needed. |
| Transparency | High: stakeholders can view specific areas of strength and weakness. . | Moderate: overall compliance without gradations is shown |

- **Outcome-oriented Evaluation:** Accreditation moves from input-centric to input-process-output-then-impacts balance set as an indicator confirming that accreditation is a reflection of institutional efficacy and societal contribution. It enabled organizations with more qualitative and improvement-driven approach like UK, ensuring long term excellence (TOI, 2025)

Strengths of the Binary Accreditation System

The binary accreditation system's simplicity and clarity are two of its biggest advantages. The results are now comparatively easy to understand because the rankings, which are hurdles to stakeholders' ability to easily evaluate the data, are no longer in place. All that can be said about an institution's quality presentation is that it either meets or falls short of the preset standard. This explains why the disgrace associated with lower-graded institutions under the previous system has decreased while educational framework inclusivity has improved. As foreseen, the binary model focused more on ensuring that institutions met the obligatory quality criteria and the minimum requirements instructed by the efficiency requirement. This simplification includes small and recently established institutions in the process.

In the binary system, it fosters excellent accountability and timeliness. Such an institution's quality reporting could, for instance, determine whether the institution in question satisfies the necessary quality requirements. Higher confidence in its stakeholders, including parents, employers, and students, is necessary for this degree of trust since a recognized institution meets the fundamental mark criterion. This expedites the process as well. Institutions can now complete certification more quickly and affordably, due to the reduction of bureaucratic obstacles. A greater spectrum of HEIs can now access quality assurance tools because this factor mostly impacts institutions with minimal resources.

Perspectives of Stakeholder

In transition of NAAC old structure to binary accreditation stakeholders trust plays an important role in which NAAC has given emphasize in participation of all stakeholders while preparing and designing curriculum. This participation will bridge the gap of industry and academia by incorporating

alumni, parents, employers etc. in academic inputs. Participation of stakeholders will bring more focused approach to quality improvement. On other hand, binary accreditation will also bring challenges for stakeholders in differentiating accredited institutions because earlier it was very easy by looking at the status of, A+, A, B, C etc. In this approach stakeholders perspective under attributes (1 of binary NAAC) should be given major emphasize on quality differentiation parameters so that higher education institutions can sustain academic credibility.

Conclusion

Accreditation by NAAC serves as a benchmark for institutional excellence in quality education and it plays critical role in promoting magnificence in education, research, skill and governance.

This article is pertinent to the field of scholarly discourse because it highlights flaws in the binary accreditation paradigm and provides reform-oriented views. To achieve more justice, diversity, and long-term efficacy, hybrid accreditation models are essential; dynamic measurements and recurring improvements must take center stage. Policymakers and institutional leaders can use these insights to help create frameworks that encourage excellence (but not at the expense of transparency). Even if there are still issues, there is a lot of room for progress. UGC has provided opportunity to students to complete degree program earlier or later than the prescribed time duration (The Hindu, 2025). In order to develop a more balanced approach between simplicity and depth, future research will look at hybrid systems of accreditation, which integrate qualitative assessment with quantitative approaches. Long-term research will be conducted to assess the potential effects of binary accreditation on institutional performance, stakeholder satisfaction, and global competitiveness. Policies can be improved by using international frameworks for comparing accreditation, as they will be more in line with international norms. These frameworks, however, need to be evaluated critically because they may have advantages and disadvantages. Despite a number of implementation-related obstacles, this strategy could result in notable enhancements to certification procedures. By the time we will include this hybrid approach, India will successfully pave the path to become world leader in quality education and sustainable academic credibility.

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Progression in Enrolment of Women in Higher Education vs their Underrepresentation in Engineering and Technology: A Study

Abrar Ahmad* and Absar Ahmad**

Higher education and research help make society stronger and more equal. Colleges and universities can play a big role in supporting gender equality, including everyone, and reducing the gap between men and women. When more women join higher education, it not only helps them get better jobs but also improves their quality of life and gives them more power to make decisions in society. If schools make the learning environment fair for all, they help build a better and more inclusive future.

Many studies show that more and more women are going to universities around the world. According to UNESCO (2021), in many countries, women now make up most of the college students. The World Economic Forum (2022) says that in some developed countries, more women than men study subjects like humanities, social sciences, and health sciences. But in STEM subjects (Science, Technology, Engineering, and Math), women are still less in numbers. The AAUW (2020) says women earn only 35% of STEM degrees worldwide. The gap is biggest in engineering and computer science (OECD, 2019).

In India, more women have joined higher education in recent years. But their numbers are still low in Engineering and Technology. To fix this, we need special efforts to make these fields more welcoming and supportive for women. In many areas of India, there is still a difference between men and women when it comes to access to college, with women often at a disadvantage. This gap is mainly caused by financial challenges, cultural attitudes, and lack of proper facilities. However, southern states have shown better progress. India is gradually reducing this gap through effective policies and support programs. This paper studies how women's enrollment in higher education has changed over

**Deputy Registrar (Academic Coordination Division), Indira Gandhi National Open University, Maidan Garhi, New Delhi, Delhi- 110068. E-mail: abrar.stats@gmail.com*

***Assistant Professor cum Junior Scientist in Statistics, College of Veterinary Science and Animal Husbandry, Birsa Agricultural University, Ranchi, Jharkhand- 834006. E-mail: r.absar.ahmad@gmail.com*

time, based on data from the All-India Survey on Higher Education (AISHE) from 2017-18 to 2021-22.

Gender-wise Student Enrolment, Disparity and Parity Trends in Higher Education

The number of students joining higher education in India has gone up gradually from 2017-18 to 2021-22. In 2017-18, there were 36.64 million students, and by 2021-22, this number increased to 43.27 million — about 1.2 times more. Overall, the growth during this time was 18.08%, and the number of students grew a little more each year.

In 2021-22, a large number of students in colleges and universities were women. Women made up 47.82% of all students, and the gap between men and women came down to just 4.36%. In 17 states and union territories, more than half of the students were women. This progress happened because of government programs and support from society to encourage girls and women to study more.

It shows a continuous increase in female enrolment in higher education in the country from 17.43 million in 2017-18 to 20.69 million in 2021-22. The female enrollment in higher education increased by 18.66% over these 5 years (2017-18 to 2021-22), compared to a 17.56% increase for male students. The highest increase was observed in 2020-21 and 2021-22, similar to males. The male share decreased from 52.41% (2017-18) to 50.97% (2019-20), indicating a better gender balance. However, from 2020-21 onwards, the male percentage started increasing again, reaching 52.18% in 2021-22, reversing the earlier trend.

The compound Annual Growth Rate (CAGR) of female enrolment is higher than the overall enrolment of students. The CAGR of females is 4.37% and of males is 4.13%. Whereas the CAGR of total students is 4.24%. It appears that the enrollment of females is increasing from 2017-18 to 2021-22. The Average Annual Growth Rate (AAGR) of females is 4.38%, which is also higher than the of male with 4.18%.

Table-1: Student's Enrolment and Gender Disparity, Parity in Higher Education in India

| Year | No of Students Enrolled | | | Percentage (%) | | GDR | GPI |
|-----------------|-------------------------|--------------|--------------|----------------|--------|------|-------------|
| | Male | Female | Total | Male | Female | | |
| 2017-18 | 19204675 | 17437703 | 36642378 | 52.41 | 47.59 | 4.82 | 0.91 |
| 2018-19 | 19209888 | 18189500 | 37399388 | 51.36 | 48.64 | 2.73 | 0.95 |
| 2019-20 | 19643747 | 18892612 | 38536359 | 50.97 | 49.03 | 1.95 | 0.96 |
| 2020-21 | 21237910 | 20142803 | 41380713 | 51.32 | 48.68 | 2.65 | 0.95 |
| 2021-22 | 22576389 | 20691792 | 43268181 | 52.18 | 47.82 | 4.36 | 0.92 |
| CAGR (%) | 4.13% | 4.37% | 4.24% | | | | |

Source: AISHE Reports CAGR (%): Compound Annual Growth Rate

Table 1 provides data on Gender Disparity Rate (GDR), which measures the percentage difference between male and female representation; a higher GDR indicates greater male dominance. The gender disparity decreased from 4.82% in 2017-18 to 1.95% in 2019-20, showing an improvement in gender balance. However, it increased again to 4.36% in 2021-22, indicating a widening male dominance.

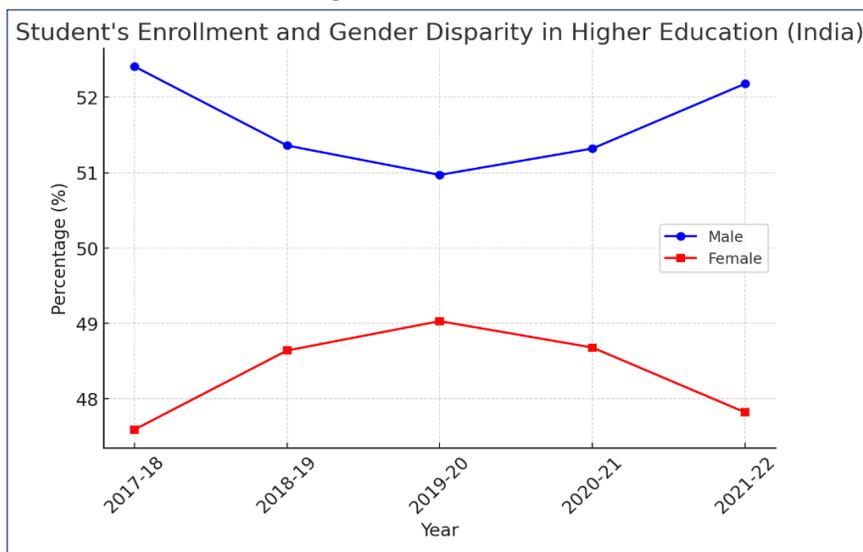
Gender Parity Index (GPI), which measures female participation relative to males. A GPI of 1 indicates perfect gender balance, while values below 1 indicate male dominance. The GPI trend improved from 0.91 (2017-18) to 0.96 (2019-20), reflecting better female representation. However, GPI declined to 0.92 in 2021-22, meaning the gender balance has weakened again. Over the period the index is remained below 1, indicating that female enrolment has not exceeded male enrolment.

Figure 1 illustrates the trends in male and female enrolment percentages in higher education in India over five years. The data show a gradual decrease in male enrolment, declining from 52.41% in 2017-18 to 52.18% in 2021-22. In contrast, female enrolment has steadily increased, rising from 47.59% in 2017-18 to 47.82% by 2021-22, a 1.2-time increase. The gender gap narrowed significantly from 4.82% (2017-18) to 1.95% (2019-20). However, the gap widened again to 4.36% in 2021-22, indicating a decline in female representation.

We can conclude that from 2017-2020 there was an improvement in gender balance, with the male share decreasing and the female share increasing. While from 2020-2022 reversed the progress, as male dominance increased again. This fluctuation suggests external factors, such as policy shifts, economic conditions, or social constraints, affecting female participation. Policy interventions and inclusive strategies are needed to prevent further gender disparity.

The trend line for male enrolment reflects a consistent downward trajectory, indicating a decrease in the male proportion within the given period. Conversely, the female enrolment trend line shows a steady rise, suggesting a relative increase in female participation. Over time gap between male and female enrolment percentages is reducing, with the two trend lines converging.

Fig 1: Gender-wise Students' Enrolment Trends in Higher Education in India



Notably, enrolment trends show increases for both male 18% and female 19% students, with male enrolment rising by approximately 1.18 times and female enrolment by 1.19 times, resulting in an increased share of female students by the study period's end. In 2019-20, female enrolment approached male enrolment closely, with a difference of just 1.95%, a significant reduction compared to previous years.

Trends in Gender Disparity and Parity in Engineering and Technology

Student enrollment in Engineering and Technology programs has steadily declined from 42.51 lakh in 2017-18 to 41.31 lakh in 2021-22, marking a 2.82% decrease over this period. Additionally, there remains a significant gender gap in enrollment, with male students comprising 70.72% and female students only 29.28%, resulting in a 41.44% disparity.

The consistently higher male enrollment highlights a concerning lack of female representation in the field of technology, which is a serious issue in the pursuit of gender equality and empowerment. Despite efforts, there has been no significant shift in gender distribution over the years. Addressing this challenge requires focused strategies to improve female enrollment and reduce the gender gap in Engineering and Technology programs.

In 2021-22, female enrollment in Engineering and Technology stood at just 29.33%, highlighting their disproportionately low representation in these fields. Among various disciplines, Architecture is the only branch where female enrollment surpasses that of males, setting it apart from other technical fields.

Table 2 highlight the trends in student

enrollment from 2017-18 to 2021-22. The total students has fluctuated over the years. It decreased from 4,251,019 (2017-18) to 3,920,213 (2020-21). However, it increased again in 2021-22 to 4,131,303. The decline from 2017-18 to 2020-21 might be due to demographic shifts, economic conditions. The lowest total students were in 2020-21, suggesting a decline possibly due to external factors such as economic downturns, health crises (e.g., COVID-19). The increase in 2021-22 could indicate recovery, improved conditions, or policy changes that impacted male and female students.

The male students follow a decreasing trend from 3,017,332 (2017-18) to 2,772,926 (2020-21) but rises again to 2,919,549 (2021-22). The female students follow a similar trend, decreasing from 1,233,687 (2017-18) to 1,147,287 (2020-21), then increasing again in 2021-22. Both male and female numbers increased in 2021-22, leading to a total rise of 5.38% compared to the previous year.

Data on the Gender Disparity Rate (GDR) has gradually declined from 41.96 to 41.34. The overall trend suggests a slow but steady reduction in gender disparity over the years. Similarly, the Gender Parity Index (GPI) has remained relatively stagnant, fluctuating only between 0.41 and 0.42 over five years.

The reduction in GDR reflects improved participation of female students, while the slight rise in GPI suggests a marginal narrowing of the enrolment gap in favour of females. However, the consistently low GPI (below 0.5) throughout the period from 2017 to 2022 highlights a persistent underrepresentation of female students. Female enrolment remains significantly lower than male enrolment, with females constituting less than 30%

Table-2: Student's Enrolment Pattern in Engineering and Technology in Higher Education

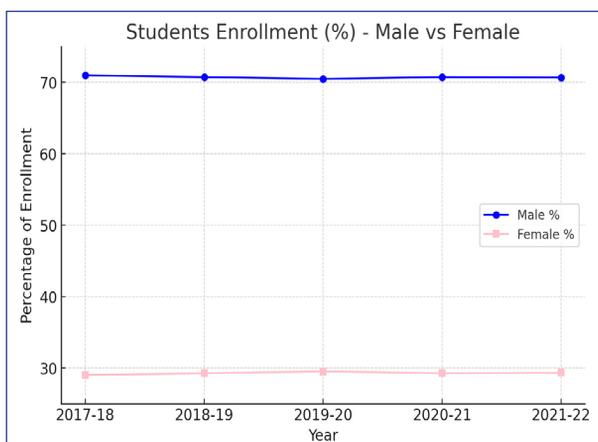
| Year | Nos. of Student Enrolled | | | Percentage (%) | | GDR | GPI |
|---------|--------------------------|---------|----------------|----------------|--------------|--------------|-------------|
| | Male | Female | Total | Male | Female | | |
| 2017-18 | 3017332 | 1233687 | 4251019 | 70.98 | 29.02 | 41.96 | 0.41 |
| 2018-19 | 2883146 | 1193133 | 4076279 | 70.73 | 29.27 | 41.46 | 0.41 |
| 2019-20 | 2788872 | 1168149 | 3957021 | 70.48 | 29.52 | 40.96 | 0.42 |
| 2020-21 | 2772926 | 1147287 | 3920213 | 70.73 | 29.27 | 41.47 | 0.41 |
| 2021-22 | 2919549 | 1211754 | 4131303 | 70.67 | 29.33 | 41.34 | 0.42 |
| | | | Average | 70.72 | 29.28 | 41.44 | 0.41 |

Source: AISHE Reports

of total enrolments, which is not a positive sign, the situation is alarming and requires more attention how to improve female enrolments in Engineering and Technology programmes.

Figure 2 shows that in engineering & technology still has a big gender gap, gender disparity is decreasing but at a slow pace. Showing the need for more efforts to encourage women to take admission in Engineering and technology fields and sustained efforts in gender equity policies are necessary for meaningful change. More targeted interventions are needed to accelerate gender balance and reduce disparity faster.

Fig 2: Gender-wise Student's Enrolment Trends in Engineering and Technology Programs in India



Programme-wise Student Enrolments and Parity in Engineering and Technology

This study encompasses Engineering and Technology programs at the Undergraduate (UG), Postgraduate (PG), and research degree levels. This structured approach enhances readability and aids in comparison. Programme-wise student enrolment from 2017-18 to 2021-22 shows that the majority of students enrolled in undergraduate programs,

accounting for approximately 94% of the total enrolment. Master's level (postgraduate) courses constituted 4.4%, while research degrees comprised 1.2% of the total enrolment.

Furthermore, effective measures are needed to encourage female participation, as the gender gap stands at 42% for undergraduate programs, 30% for postgraduate programs, and 35% for research degrees.

Table-3 below show the gender parity index of female students enrolled in programme-wise in Engineering & Technology streams in higher education during the last 5 years from 2017-18 to 2021-22.

Figure 3 presents the Gender Parity Index (GPI) in the Engineering and Technology stream for undergraduate (UG), postgraduate (PG), and research levels from 2017 to 2022. The GPI has remained consistently low (around 0.4–0.41) at the UG level, indicating a persistent underrepresentation of women. The GPI reached its highest point at 0.60 in 2017-18, but has since declined, falling to 0.47

Fig 3: Gender Parity Index in Engineering and Technology Stream for UG, PG, and Research (2017-2022)

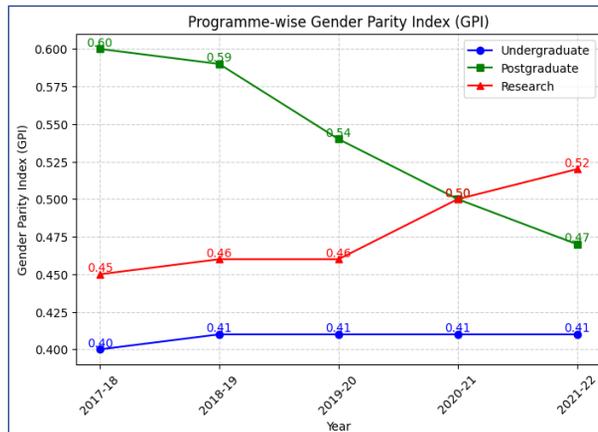


Table-3: Programme-wise Students Enrolment and Gender Parity Index

| Year | Students Enrolment (in %) | | | Gender Parity Index (GPI) | | |
|----------------|---------------------------|---------------|-------------|---------------------------|---------------|-------------|
| | Under Graduate | Post Graduate | Research | Under Graduate | Post Graduate | Research |
| 2017-18 | 94.55 | 4.54 | 0.91 | 0.40 | 0.60 | 0.45 |
| 2018-19 | 94.50 | 4.47 | 1.03 | 0.41 | 0.59 | 0.46 |
| 2019-20 | 94.19 | 4.48 | 1.33 | 0.41 | 0.54 | 0.46 |
| 2020-21 | 94.03 | 4.52 | 1.44 | 0.41 | 0.50 | 0.50 |
| 2021-22 | 94.51 | 4.21 | 1.28 | 0.41 | 0.47 | 0.52 |
| Average | 94.36 | 4.44 | 1.20 | 0.41 | 0.54 | 0.48 |

in 2021-22 at the PG level. Meanwhile, the GPI for research programs has steadily improved, increasing from 0.45 in 2017-18 to 0.52 in 2021-22, although gender parity has not yet been achieved in this area.

It is obvious from figure 3 that gender parity index has always less than one (<1) across all in 5 years from 2017-18 to 2021-22 for the programmes (Undergraduate, Postgraduate and Research), which means disparity in enrolment was in favour of male, the female enrolments are significantly very low as compare to males.

Gender Disparity in Institutions of National Importance

Institutions of National Importance (INIs) are top-tier educational institutions for their significant contribution to education, research, and innovation. These institutions receive special funding, autonomy, and support from the government. Student enrollment has been increasing, gender disparity remains a concern, efforts have been made in recent years to bridge this gap.

Government of India, making many initiatives and efforts for more women participation in the field of Engineering and Technology. Despite this progress, female representation remains notably low in Institutions of National Importance, such as IITs, NITs, and IISERs etc. The institutions like IITs and NITs have implemented supernumerary seats for female candidates, increasing women’s enrollment in engineering programs.

Student enrolment has steadily increased from 2017-18 to 2021-22. Enrolment rose from 2.03 lakh students in 2017-18 to 3.25 lakh in 2021-22, marking 1.6 times increase. Over this period, the cumulative growth reached 60.3% by 2021-22 and the female growth reached by 81% while male 54%.

The proportion of females increased from 24.06% in 2017-18 to 27.18% in 2021-22, indicating a steady improvement in gender diversity. The most significant growth occurred between 2019-20 (24.73%) and 2021-22 (27.18%), reflecting a growing trend of female participation. Male representation decreased from 75.94% (2017-18) to 72.82% (2021-22). While males still form the majority, the consistent decline suggests a gradual balancing of gender ratios.

During 2021-22, women enrolment reached only 27.18% of the total students in Institutions of National Importance across India in higher education, whereas male students constitutes 72.82%, and still very high gender gap to 45.65%. Gender diversity is improving, with female representation growing to 27.18%. Male dominance is gradually decreasing, signaling a more balanced workforce. Continued efforts are needed to sustain and accelerate gender inclusivity.

The data shows a steady increase in both male and female students from 2017-18 to 2021-22, with an overall CAGR of 12.52%, indicating strong and consistent growth over five years. Female growth (16% CAGR) outpaced male growth (11.35% CAGR), indicating increasing participation or inclusion. The trend remains consistent and stable, with no major declines. This suggests sustained expansion, likely driven by demographic growth, policy changes, or improved opportunities. Strong overall growth in both male and female numbers. No significant dips, indicating stability in the trend. General population growth, economic development, or improved access to services may have influenced the steady rise in total numbers.

It appears that the enrollment of females is increasing from 2017-18 to 2021-22. The Average

Table-4: Student’s Enrolment in Institutions of National Importance

| Year | Nos. of Student Enrolled | | | Percentage (%) | | GDR | GPI |
|-----------------|--------------------------|--------------|---------------|----------------|--------|-------|-------------|
| | Male | Female | Total | Male | Female | | |
| 2017-18 | 154302 | 48895 | 203197 | 75.94 | 24.06 | 51.87 | 0.32 |
| 2018-19 | 173752 | 54679 | 228431 | 76.06 | 23.94 | 52.13 | 0.31 |
| 2019-20 | 220784 | 72552 | 293336 | 75.27 | 24.73 | 50.53 | 0.33 |
| 2020-21 | 227101 | 79412 | 306513 | 74.09 | 25.91 | 48.18 | 0.35 |
| 2021-22 | 237210 | 88522 | 325732 | 72.82 | 27.18 | 45.65 | 0.37 |
| CAGR (%) | 11.35% | 16.0% | 12.52% | | | | |

Source: AISHE Reports CAGR (%): Compound Annual Growth Rate

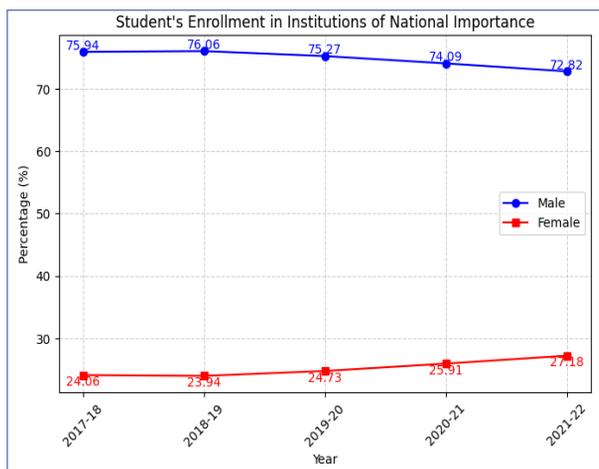
Annual Growth Rate (AAGR) of females is 16.36% which is also higher than the male with 11.75%. Female growth has outpaced male growth, showing a higher participation rate or improved inclusion trends over time. Female growth outpacing male growth, signaling increasing participation or inclusion. Increased opportunities or policies promoting gender inclusion may have contributed to faster female growth.

Gender Disparity Rate (GDR) declines consistently from 51.87 (2017-18) to 45.65 (2021-22). This indicates improving gender equality over time, meaning disparities are reducing. Gender Parity Index (GPI) increases from 0.32 (2017-18) to 0.37 (2021-22), but always less than one (<1) which means disparity in enrolment was in favour of male, female enrolments are significantly very low compared to males. The consistently low GPI throughout the period highlights a persistent under representation of female students.

The declining GDR and increasing GPI show that gender disparities are narrowing. The improvement is steady, though still far from full parity. The rate of change is gradual, suggesting a steady but slow improvement in gender equality. If the trend continues, gender balance could improve further in the coming years.

While gender disparity in INIs is gradually decreasing, continued efforts are needed to ensure equal opportunities across all disciplines. Increased awareness, targeted policies, and institutional support will be crucial in achieving gender parity in higher education.

Fig 4: Students' Enrolment in Institutions of National Importance



Conclusion

Even though more women are joining higher education, there is still a big gap between men and women in fields like engineering and technology in India. From 2017 to 2022, women made up 48.35% of all students in higher education, meaning the gender gap was small and only 3.30% showing that men and women are almost equal in overall numbers.

But in technical courses, like Engineering and Technology, the number of women is still much lower. On average, only 29.28% of students in this discipline were women. In the top institutions known as Institutions of National Importance, the number was even less than 25.16%. This shows that women are still underrepresented in the most prestigious and technical areas of study.

These numbers show the need for special efforts and programs to help more women enter and succeed in these important fields.

Focused efforts are required to address these imbalances and promote greater female participation in technical fields. While there has been a general increase in female enrollment in higher education, the growth rate in engineering and technology has been modest and inconsistent. The overall enrollment of female students in higher education increased by 18.66%, but this surge is not equally reflected in engineering disciplines. To reduce the gender gap, policies should focus on encouraging female growth through education, employment opportunities, and equal access to resources. Sustaining long-term gender balance requires continuous monitoring and intervention.

Female enrolment in Engineering and Technology disciplines remains considerably lower than that of males, with women making up only 29% of total enrolments compared to 71% for men. This significant underrepresentation highlights the need for targeted interventions to bridge the gender gap in technical education.

To address this issue, the Government of India has introduced several strategic measures aimed at increasing female participation in Engineering and Technology. These initiatives focus on promoting gender inclusivity, offering financial support, and creating a more supportive learning environment. Key efforts include:

- 30% seat reservation for women in engineering colleges under the supernumerary quota to improve access to technical education.
- Establishment of Women Chairs in leading institutions to encourage female leadership, mentorship, and academic excellence.
- Strengthening public-private partnerships to drive sustainable progress and enhance female representation in technical fields.

Although these initiatives have yielded positive results, continued policy support and expanded efforts are essential to further increasing female enrolment. Encouraging more women to pursue careers in Engineering and Technology will not only empower them but also contribute to India's technological progress and economic growth by fostering a more diverse and inclusive workforce.

These initiatives have begun to yield positive results in both general and higher education. However, until recently, most of this progress has been seen in non-STEM fields. While the number of female students in Engineering and Technology fields are expected to rise in the coming years, sustained efforts by policymakers remain crucial to further increasing women's enrolment in Institutions of National Importance. Strengthening these initiatives will not only promote gender inclusivity but also contribute significantly to women's empowerment and overall economic growth.

India's public policies have always tried to make sure everyone can read and write and to encourage scientific thinking. The government set up top colleges like the Indian Institutes of Technology (IITs) to prepare people with strong skills who can help the country prosper. Over time, the government has worked hard to get more girls into schools and colleges. Because of this, the gap between boys and girls in education has slowly gotten smaller. This shows that education programs and reforms to support women are working. But to keep this

progress going, it's important to make sure that every girl finishes school and gets a fair chance to go to college, especially in the subjects she chooses. This will help both women and the country move forward with more growth and innovation.

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National Mission for Mentoring in the Context of National Education Policy–2020

Jayantibhai V Patel*

The novice learners require mentoring in the changing context of vocational, technical and higher education in the context of the National Education Policy—2020 (NEP—2020) which envisions a transformative educational system that empowers teachers to create an inclusive and equitable learning environment for every student. The NEP—2020 and United Nations Sustainable Development Goal-- 4 (UNSDG—4) share the goals of universal quality education and lifelong learning. SDG 4 focuses on improving access to affordable and quality education eliminating discrimination in education and attainment of foundational literacy and numeracy. The NEP 2020 proposes to revamp all aspects of the education structure in alignment with SDG 4 of quality education. It proposes mentoring as a solution at various levels to improve the quality of outcomes. It has recognized the process of teacher preparation as requiring *multidisciplinary perspectives and knowledge, formation of dispositions and values and development of practice under the best mentors*. NEP 2020 (Para 15.11) suggest a National Mission for Mentoring shall be established with a large pool of outstanding professionals who would be willing to provide short and long term mentoring and professional support to school teachers. Therefore it proposes mentoring as an accessory to teacher development across the board. It suggests establishing a mentoring structure for ECCE teachers in Anganwadis by the Cluster Resource Centers of the School Education Department along with monthly meetings for continuous assessment. It suggests mentoring structures for the capacity building of the educational leaders as pedagogical heads to manage the teaching learning process, establish norms for continuous quality improvement, provide sustained support for teacher development and also create a collaborative learning organization. The NEP 2020 emphasizes the need for mentoring across educational institutions by involving educational leadership.

*Former Professor, 10 B/1, Nandanvan Society, Ambawadi Area, Highway, Mehsana-384002. E-mail: jayantp137@gmail.com

Concept of Mentoring

Steven Spielberg famously said, “*the delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves,*” and these lines appropriately describe the concept of mentorship. The word mentoring originated from the famous Greek mythology of the Trojan War. Mentor was the friend of Odysseus who gave him the responsibility of shaping the personality of his son while Odysseus was gone for war. The magic began when Mentor started teaching all the aspects and experiences of his life to Odysseus’ son regardless of the importance of the experience. Eventually his guidance helped Odysseus’ son become a better-groomed individual (*Goran, 2001*). His method of teaching was adopted in the modern mentorship programs.

Mentoring has its roots in ancient history all around the world. In the Indian epic Mahabharata Sri Krishna acted as a mentor of Arjuna. He guided and advised him throughout the war but never acted as an active participant. Thus, it could be observed that mentors played a crucial role in the life of a mentee. It was also considered an important part of the earlier education system known as the Gurukul system. The role of mentor was played by the Guru while Shishya played the role of the mentee (*Nachimuthu, 2006*). This system provided the mentee with the inspiration and motivation to bring out the best out of them. The Lotus Sutra in Buddhism considers the Mentor Mentee relationship as fundamental with a *shared pledge to work together for the happiness of people and to free them from suffering*. (*Soka Gakkai, 2020*) Usually mentoring has been considered as dialogue between individuals one of whom poses questions and the other engages by asking questions of their own similar to the Socratic method of developing critical thinking through discussion. While mentoring may have its loose adaptations that have been used to suit individual personal and professional needs it has been defined to be a structure *to support and encourage people to manage their learning so that they may maximize*

their potential, develop skills, improve their performance and become the person they want to be (Parsloe & Leedham, 2009). While mentoring may be of different types suiting the needs of the participants during the interaction some guiding principles may help to maintain the essence of the structure. The adult learning principles promoted by Knowles (1980) which help to understand and promote a mentoring structure are:

Mentee Directed: Mentor agenda or coercion should not be the driving force of mentoring interactions. A Mentor should guide the Mentee to set their own goals, identify challenges and prioritize as per the Mentees' needs.

Derivative: The Mentee's life experiences should be considered during the mentoring process. It should enable Mentees to reflect on their experiences.

Application Oriented: The mentoring should help implement insights from the process into real life problems.

Facilitated: The Mentors' focus should be to facilitate spaces that promote and support the conditions necessary for a self directing, derivative and application oriented mentoring experience.

Safe: While the mentoring experience should be voluntary for all participants, continuous effort should be put in to make the spaces safe. Mentors should start by agreeing on boundaries and ground rules with the Mentee to offset any power differentials between them.

Symbiotic: The process of mentoring should focus on continuous development for both the Mentee and the Mentor.

There are mentoring models such as clinical supervision (Cogan, 1972), humanistic (Little, 1990), differentiated coaching (Kise, 2009), consultation (Lipton & Wellman, 2001), apprentice model (O'Hear, 1988) and educative (Nemser, 2001). Teaching methods such as modeling, coaching, scaffolding, articulation, reflection and explorations facilitate the development of cognitive and metacognitive strategies in students (Collins et al, 1989). Maynard and Furlong (1994) identified three basic models of mentoring the apprenticeship model, the competency model and the reflective model. Situational mentoring model proposed by Lyudmila and Galiya (2019), partner

mentoring model, group mentoring model, goal directed mentoring model, swift mentoring model and reverse mentoring models are also prevalent in mentoring process. West Andrew (2016) suggests that many aspects of the mentoring and reform minded approach to mentoring are required in designing and implementing the mentoring programme. Hence reform minded mentoring is prerequisite on many aspects of learning and development to develop higher order thinking, creative and critical thinking and social skills in the students as envisaged in NEP 2020 depending on the objectives of the mentoring program. The mentoring can be offered in main key areas such as,

Pedagogical Content Knowledge (PCK)

PCK is a phrase given to describe the subject and pedagogical knowledge of a teacher. Content knowledge refers to understanding facts, theories, principles and concepts related to specific subjects e.g. Mathematics, Science, Social Science, Arts etc. On the other hand, pedagogical knowledge refers to methods and strategies a teacher employs to assist the learner during the teaching learning process

Equitable and Inclusive Education

NEP-2020 strongly emphasizes equitable and inclusive education fostering the concept that all children should get access to quality education. It considered the challenges raised by disadvantaged groups. (Women, transgender groups, SC, ST, OBCs, Divyang and other disadvantaged groups).

Competency Based Education

Competency based education is an approach that focuses on developing attitude, knowledge and skills that can be observable and measurable rather than continuing through a firm curriculum. Competency based education aims to make sure that students possess the capacity to apply their knowledge in real-life scenarios.

Indian Knowledge

Indian knowledge and thoughts always consider the hunt for knowledge, wisdom and truth as a part of education. The aim of education in Indian knowledge is the ultimate self realization and emancipation as well as the preparation of individuals for life.

Action Research

Action research is a type of systematic inquiry that focuses on addressing specific issues in the classroom and school. It is conducted by educators to discover more about strategies and helps in decision making in the teaching learning environment.

Digital Education Literacy

NEP–2020 acknowledges the importance of leveraging the advantages of technology for providing quality education to all. The digital platforms and ICT based educational initiatives are essential and need to be boosted and expanded to address the challenges of the future educational landscape.

Vocational Exposure and Skills

NEP–2020 encourages the concept of no hard separation between vocational and academic education. Students especially will have the option of choosing a subject as per their interest so that they can choose their own path in the future. Through internship possibilities it exposes students to vocational experts from various fields, including carpenters, gardeners, potters and artists.

21st Century Skills

It refers to the wide range of skills or abilities that has emerged as a need for individuals to thrive in the evolving society and world. These skills comprise creativity, digital literacy, problem solving, communication, innovation and adaptability. With the advancement of new emerging technology these skills are now crucial for individuals in becoming global citizens.

The students of the 21st century are technology savvy and have access to a wide variety of learning resources. The students are career conscious with a strong preference for career choices. The students want to reveal and exploit their hidden potential to harness it for achieving higher education and career goals. They require the right kind of mentoring to identify their hidden potential and develop it using scientific tools and techniques. Mentoring results in the development of higher order outcomes in cognitive, affective and psychomotor domains. Mentoring results in the development of interpersonal relationships, proactiveness to

respond to situations, adapt the change, work in diverse cultures and the multilingual environment without stress and demonstrate a high level of professional ethics and social values. Mentoring takes the students to a higher level of development in educational, personal, professional, career, social, spiritual, physical, and technical dimensions.

National Mission for Mentoring

A National Mission for Mentoring (NMM) was announced in the Union Budget for the year 2021-22 as a mandate of the Ministry of Education (MoE), Government of India (GoI). MoE further assigned the responsibility of carrying out this task to NCTE. NCTE launched NMM in pilot mode on 29th July 2022 in 30 centrally owned schools (15 KVs, 10 JNVs and 5 CBSE) across the country. Various modules have been developed to aid Mentors in effectively and efficiently facilitating the mentoring interactions. National Centre for Teacher Quality (NCTQ) a digital platform has also been set up in NCTE to facilitate implementation, monitoring and analysis of NMM. The role of Mentors is to provide guidance, support and expertise to their Mentees. It is believed to be a great way to achieve personal and professional growth for both the Mentor and the Mentee. The mentoring relationship is a prolonged, structured symbiotic relationship, grounded in customized interactions between professionals from similar fields that primarily lead to professional development toward the Mentees' goal. NCTE proposed a nationwide mission for mentoring to improve the acquisition and sharing of knowledge, skills and values for school teachers. The community of educators in education in itself is rich with experts who have the knowledge and skills to contribute towards problem solving and capacity building of peers. Mentoring offers individuals the opportunity to engage in learning with an experienced professional. The different ways of engaging in Mentor Mentee interactions can enable skill and capacity building for teachers. Mentoring has an opportunity to soften the boundaries of hierarchies and bring a fundamental paradigm shift.

The main actors at play for this mentoring mission are *Mentors* and *Mentees*. *Mentees* are individuals from a cadre of the education sector that are seeking professional development in a field. Mentors are individuals from the same cadre

or above who have been seeking professional development in the same field for a while and are adept at facilitating discussions. While the roles of a Mentor and Mentee might be enough to conduct small scale mentoring activities the mission involves a third element as an administrator to facilitate and sustain mentoring structures at a much larger scale. Administrators (individual or unit) are responsible for continuously improving the quality and frequency of all interactions taking place between Mentors and Mentees. Mentor engages in conversation with a group of Mentees to facilitate a discussion about best practices for the orientation of new teachers. An administrator of the structure engages the Mentor in a skill building session on how to facilitate a case-based discussion. A mentoring construct requires designated Mentors and Mentees apart from an administrator to facilitate structures and sustain the process over long periods of time. The Mentor in a mentoring relationship needs to be trusted by the other stakeholders involved in the structure. The process adopted to select the Mentor plays a vital role in developing trust in Mentors and consequently in the way mentoring interactions are accessed. Sociologists, psychologists and educationists from various disciplines may also be brought on board to help design an appropriate Mentor selection process.

There are certain attributes that a Mentor and a Mentee would need to possess before and during a mentoring relationship to reap the most out of it. The Mentor should have inspirational qualities. Some of attributes as suggested by NCTE are:

Awareness of Diversity: In this context being aware of diversity means being aware of the existence of various people, groups and opinions in a given environment during mentoring program intervention. It comprises being conscious of and individual differences related to socio economic backgrounds, gender, age, culture, caste, religion and other facets of a variety of Mentors and Mentees.

Effective Communication : Effective communication is an important attribute of a Mentor. It comprises the capacity to communicate ideas, concepts, knowledge, thoughts and sentiments in a succinct and convincing manner. Also, active listening, comprehending and responding to others are equally important for Mentors.

Empathy

Mentors should be empathetic towards their Mentees, understand and relate to their perspectives, feelings, thoughts and experiences.

Experience: Experience matters in this situation since both Mentors and Mentees are important players in the programme intervention. Experience refers to the knowledge, skills and competence that Mentors have gathered throughout the course of their professional development.

Expertise: Expertise is the term used to describe someone who has a high level of knowledge, skill or proficiency in a given subject, profession or area. For the Mentee to develop a deeper grasp of their area, the Mentor must be an expert in that respective area or domain and be able to offer insights and best practices.

Flexibility: Having flexibility in mentoring approach is one of the important attributes of Mentors. During the mentorship program, Mentors must be able to adapt and modify the content and approach according to the needs of Mentees.

Inspirational: An inspiring Mentor pushes Mentees to strive for greatness and sets high expectations of performance. By exemplifying via their own actions and successes that great things are achievable they inspire their Mentees to go past their comfort zones and pursue their objectives.

Leadership Skills: Leadership skills are crucial for Mentors for influencing mentoring relationships to encourage and guide their Mentees.

Critical Thinking: For Mentors, it is important to analyze and evaluate ideas, thoughts, situations etc. on the basis of logic and reasons. Critical thinking enables Mentors to support Mentees to navigate challenges and obstacles, evaluate their approaches and respond appropriately to the situation.

Creativity: It is also important for Mentors to encourage Mentees to explore different viewpoints and experiment with new ideas, concepts and perspectives to come up with innovative solutions.

Reflection: Reflective skills enable Mentors to process their thoughts and ideas for self reflection, evaluate mentoring sessions, actively seek feedback from Mentees and continuously grow as Mentors.

In addition to the aforementioned attributes, a Mentor must have a high emotional quotient to understand the challenges of their Mentees and support them adequately. Mentors should be provided with the tools and opportunities to maximize and enable successful mentoring relationships. Mentors possess a range of professional skills such as expertise in the discipline, communication, empathy and emotional intelligence, problem solving skills, time management and leadership skills. These professional skills enable them to give support or guidance to their Mentee during the mentorship program. A Mentor Training programme should help a Mentor develop in the areas like Development of foundational mentoring skills and Orientation towards mentoring.

Conclusion

NEP-2020 suggest a National Mission for Mentoring shall be established with a large pool of outstanding professionals who would be willing to provide short- and long-term mentoring and professional support to school teachers. Mentoring results in the development of higher order outcomes in cognitive, affective and psychomotor domains. Mentoring takes the students to a higher level of development in educational, personal, professional, career, social, spiritual, physical, and technical dimensions. NCTE proposed a nationwide mission for mentoring to improve the acquisition and sharing of knowledge, skills and values for school teachers. Mentoring offers individuals the opportunity to engage in learning with an experienced professional. The main actors at play for this mentoring mission are *Mentors* and *Mentees*. *Mentees* are individuals from a cadre of the education sector that are seeking professional development in a field. Mentors are individuals from the same cadre or above who

have been seeking professional development in the same field for a while and are adept at facilitating discussions. In the context of the NEP-2020 the mentoring programme should be designed holistically to advocate reengineering of education to achieve quality and excellence.

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Internalising Indian Knowledge Systems in Higher Education

M Saravanan* and Vivek Nagpal**

The National Education Policy (NEP) 2020 was an epoch-making event in the modern Indian education system, for recognizing and promoting the indigenous knowledge of the land, which had been disregarded for decades since Independence. The 2023 guidelines of the University Grants Commission on the Indian Knowledge System (IKS) state that IKS “encompasses all the systematized disciplines of knowledge that were developed to a high degree of sophistication in India from ancient times and all the traditions and practices that the various communities of India—including the tribal communities—have evolved, refined, and preserved over generations.”

While it is easier to think of what “IKS” means, it is relatively difficult to define, purely because of the antiquity and expanse of history it covers. The following definition by “Gateway to Indian Knowledge System,” a YouTube channel, is also worthy of consideration: “any knowledge that originated from Bharata, embodies insights from experiences and traditions, whether oral or literary, and is organized within a structured framework that connects and guides seekers, qualifies to be part of the Indian knowledge system.”

The NEP delineates the overall scope of IKS and includes the disciplines of mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, engineering, linguistics, literature, music, arts and crafts, sports, games, governance, polity, tribal ethno-medicinal practices, forest management, traditional crop cultivation, natural farming, etc.

Progress

The University Grants Commission (UGC) had already set the ball rolling in 2022 by mandating compulsory courses on IKS in its guidelines for the four-year undergraduate degree program. This has ensured that all degrees to be awarded as per the Curriculum and Credit Framework (2022) have mandatory “Value-Added Courses (VAC)” common

*Director (IQAC), Anurag University, Hyderabad (saravanan.msundaram@gmail.com)

**Senior Consultant, PMU, District Institute of Education & Training (DIET), New Delhi

to all undergraduate students. Further, to buttress its efforts and help academicians, the regulator notified the guidelines for incorporating IKS in higher education curricula in 2023. The guidelines, though brief, outline the disciplines to be offered in both undergraduate and postgraduate programs.

In addition to the issuance of guidelines and mandating IKS in curricula, the regulator has established a Cell exclusively for the promotion of IKS. The Cell has embarked on the training of teachers on various indigenous branches of knowledge and also funds research on IKS.

With these efforts, it is clear that the intention is to ensure that the future generation imbibes the real Indian traditions and knowledge, which were hitherto not made available to students. Though welcome, these efforts alone may not translate into real outcomes, as additional reinforcing policy changes are certainly required, which the policymakers would surely bring in. The paper attempts to shine a light on those policy areas.

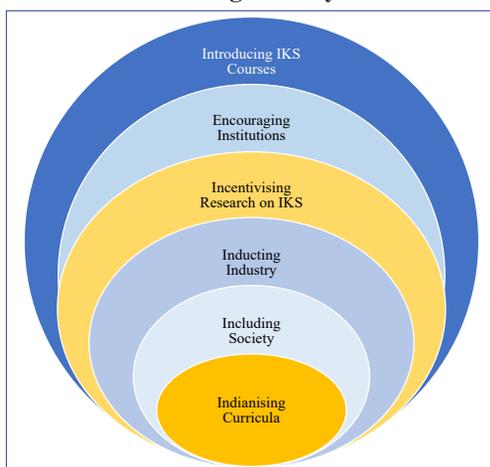
Internalising IKS

The initiatives taken up thus far have ensured inclusion. However, as has been witnessed in many cases, the inclusion of courses and training some faculty only triggers some positive action. To sustain those positive actions and derive perceptible outcomes, measures beyond inclusion are required. This could be achieved by taking up concerted action to internalize IKS in every aspect of higher education. This needs an all-encompassing and continuous effort to bring together all the stakeholders, incentivize them, and also mainstream experts usually not considered a source of knowledge in the Indian education landscape, at least in the post-Independence period. While incorporating IKS is the immediate goal, it can only be achieved by Indianising higher education. In order to accomplish this, it is imperative that the essence of Indian ancient knowledge and systems are internalised and integrated into the system (Fig 1). To this end, efforts may be taken in the following sequence:

- a) Introducing IKS courses
- b) Encouraging institutions to adopt IKS

- c) Incentivising research on IKS by institutions
- d) Including industry for knowledge creation and dissemination
- e) Including society for knowledge creation and dissemination
- f) Indianising curricula

Fig 1: Integration of Indian Ancient Knowledge and Systems



Introducing IKS Courses

Though the introduction of IKS has been mandated, the number of such courses universities offer is minuscule. Further, the courses are being offered to ensure compliance, akin to environmental courses in undergraduate programs in the pre-NEP phase. Though credits are available upon successful completion, these are practically audit courses. There are two impediments to the full-fledged introduction of IKS courses: (i) lack of knowledge about IKS; (ii) lack of teachers/trainers for imparting knowledge to students.

The guidelines notified by the UGC are too brief and require fleshing out with more information; otherwise, their practical utility would remain low. The IKS Cell may be tasked with researching and publishing detailed guidelines for each discipline under IKS. The guidelines should also spell out the importance of each discipline of IKS, its practical use, and also prospects or employment. The task may require a couple of years, even if undertaken in a mission mode. Still, it is essential to start immediately so that academia and prospective students are aware of the richness of the ancient knowledge of the land and encouraged to study it.

Training of teachers is another area requiring immediate attention. However, this would follow

once the courses and course content are identified, based on which the existing teachers may be trained. Alternatively, practitioners from the industry, local experts, artisans, and artists may be roped in for training the teachers in each discipline practically. A special internship during vacations may be planned for teachers, or a Faculty Development Program (FDP) could be organized.

Encouraging Institutions to Adopt IKS

Once there is clarity about IKS courses, a pool of trained teachers for imparting knowledge to students, and the practical utility of the knowledge, institutions would consider mainstreaming the courses on their own, even without any compulsion. However, until such time, institutions need to be encouraged through monetary and non-monetary methods.

As institutional accreditation is already mandatory, it is paramount that the new manual for accreditation by the National Assessment and Accreditation Council (NAAC) includes a sizable weightage for IKS implementation. Similarly, the National Institutional Ranking Framework (NIRF) may increasingly require progress on the implementation of IKS and assign more weightage for better implementation. The Ministry of Education may also need to modify its existing schemes like Pradhan Mantri Uchchar Shiksha Abhiyan (PM-USHA) or other schemes to ensure that public institutions at the forefront of implementing IKS are rightly rewarded. Similarly, policy relaxations like graded autonomy to universities and the grant of autonomy to colleges, etc., based on the progress of the implementation of IKS, could be considered.

Incentivizing Research on IKS by Institutions

While the regulator has the mandate to issue guidelines, institutions may also be permitted to include any IKS course of their choice. Further, as is being done by the IKS Cell, teachers may be provided grants to conduct research on IKS, provided the outcomes are specifically stated. Furthermore, funding may also be provided specifically for knowledge dissemination on IKS through conferences, seminars, workshops, etc. The dissemination needs to be done in multiple languages to facilitate wider reach and further national knowledge integration. The existing scheme of Ek Bharat Shreshtha Bharat may be tailored to focus on IKS in different States and regions for the next few years to promote research on IKS.

Inducting Industry

Involvement of industry is crucial for the successful implementation of IKS in higher education. At the initial stage, institutions would be better off focusing on those branches of IKS that have demand in the industry or that would benefit the industry. While purists may argue against this, the education that is imparted is primarily to make graduates both knowledgeable and skilled so that they are successful financially and otherwise. Hence, industry has to be partnered with by the institutions to identify those branches of IKS that would help graduates obtain gainful employment.

Further, the industry also needs to be involved in finalizing the course content for those IKS courses. The existing UGC scheme of Professor of Practice would be appropriate for such engagements. In addition, industry interaction would also help create markets for certain branches of IKS, especially arts, which could be tapped at a later stage. Such interaction need not be confined to just faculty but also extended to students and scholars, as most start-ups are products of the creativity of young minds.

Involving Society

While the inclusion of industry yields benefits, there would still be limitations, as commercial aspects are just a part of education. Knowledge is gained for its own sake, not necessarily for monetary benefits, which are really incidental. To ensure this, society has to be involved. In the context of IKS, involving local practitioners of any trade or practice, artisans, and artists is extremely crucial to ensure that ancient Indian knowledge is retained, nurtured, and disseminated in its purest form, unadulterated by the forces of economics.

An institution engaged in fine arts may, for example, involve artists of various arts such as Madhubani, Warli, Gond, Pattachitra, Kalamkari,

Phad Painting, Cheriya Scrolls, and Saura Painting for their arts courses. Similarly, experts and practitioners of various branches of knowledge, from agriculture to architecture to engineering to pottery to theatre, may be involved, for identification of IKS courses, preparation of content for courses, training of teachers, and instruction to students.

Indianizing Curriculum

When students realize the significance of Indian practices and wisdom, when the faculty are well trained in imparting the knowledge, and when society is proud of its ancient wisdom and appreciates the fact that it forms the basis for sustainable living, it is a definite indicator that IKS has been internalized and higher education has been adequately Indianized. This is the destination intended for incorporating IKS in the higher education system. To this end, it is essential that each branch of ancient knowledge is adequately researched, appropriate courses on IKS are identified for inclusion in degree programs, course content for the identified IKS is drafted with practical inputs from practitioners and industry, and the faculty are carefully trained.

Conclusion

While the higher education regulator has followed the directions of the NEP and initiated key actions for implementation of IKS in higher education, a holistic effort is needed to ensure that the spirit of NEP regarding IKS is achieved. Unlike other aspects of higher education, incorporating IKS is not just an improvement in higher education, but represents an overhaul of the very way education is thought of. Successful incorporation of IKS would ensure that the future generations are rooted in Indian traditions and ethos and form the backbone of a sustainable way of living. □

Invitation to Authors

Authors are invited to contribute articles on contemporary issues in higher education in general and Indian higher education in particular for publication in the 'University News'. The articles addressing the Editor University News be sent as an e-mail attachment in MS WORD to: unaiu89@gmail.com; ramapani.universitynews@gmail.com; universitynews@aiu.ac.in.

Empowering *Bharat*: The Role of Youth in Shaping a Diverse Democracy

Jagdeep Dhankhar, Hon'ble Vice President of India delivered the Convocation Address at the 65th and 66th Convocation Ceremony at the International Institute for Population Sciences, Mumbai, Maharashtra on May 28, 2025. He said, "Your education is not just a credential. It's a moral compass. Your learning doesn't stop here. Learning is lifelong. You now stand at the confluence of knowledge and nation-building. Your data will influence policies. Your insights will shape futures. Your conscience will decide how equitably India rises. Progress is fundamental. But the only progress that brings happiness is equitable." Excerpts

The Hon'ble Minister has given details of your activities. Let me tell you, you are very relevant. With each passing day, your role will increase. This is a day certainly of celebration of academic achievement. But my dear young students, boys and girls, it is also an invocation of deeper responsibility. The nation, as indicated by the Hon'ble Minister, Anupriya Patel, is bristling with hope and possibility. The nation is on the rise, the rise as never before. The rise is unstoppable.

To all the students receiving degrees and diplomas, and to whom I have extended my invitation, this is a very special day for you. Congratulations to you all, but dear students, this is not your own achievement. It's a moment of collective pride for you, your families, your mentors, and those who have worked alongside you in this journey.

My request to you, my appeal to you, please remain connected with your alma mater. Always take pride in your alma mater and never lose contact with your colleagues lifelong. Friends, as we reflect on the future of our country, it is imperative and instructive to recall the powerful triad, demography, democracy, and diversity. These 3Ds define the soul of the new Bharat. These three pillars encapsulate the essence of India's identity and aspirations.

Boys and girls, India at the moment in the world is the most aspirational nation because of you. Demography represents the dynamic human capital that fuels the engine of progress. Democracy provides a robust framework for collective decision-making. In any other governance, there is no participation of the people in decision-making. Democracy from that perspective is unique and, in India, India represents to the entire world what diversity is. We have resplendent landscapes, a spectrum of cultures,

traditions, and perspectives that make our great Bharat unique in the world.

Friends, demographic trends are not mere statistics and you know it more than I do. Demography is much beyond that, demography is the pulse of a nation. Defines the transformation of a nation. Understanding these figures, these statistical figures, equips policymakers to harness strength. Without this data, policymakers are helpless. They will be groping in the dark and it will also help give direction and explore the potential of a young population. Simultaneously, your data helps those in governance to challenge the challenges very seriously. Daunting challenges are addressed including in the field of unemployment, healthcare disparities, regional imbalances. If I may say so, demography is the compass guiding India's journey towards sustainable development, which is a global need.

My young friends always remember Bharat is the world's oldest, largest, and most vibrant democracy. Bharat offers a participative platform to 1.4 billion people with diverse voices, different opinions, sometimes conflicting opinions, platform to address national challenges and solutions. These solutions emerge through dialogue, debate, and consensus. Diversity is our strength. This is amply reflected in our varied culture, our rich languages, our ethnicity that make India very special in the entire world.

Always remember inclusivity in human race is fundamental and inclusivity in Bharat is in our civilisational vein, inclusivity is in our blood.

Dear students, as students of population sciences, you are uniquely positioned at the intersection of these three pillars demography, democracy, and

diversity. As students of population sciences, you stand at a critical juncture where demography, democracy, and diversity converge. It will be your expertise in analysing population trends that will equip an informed mind in decision-making. This will also help, mark my words carefully, to thwart the dangers. Democratic changes due to demographic changes are very challenging, alarmingly worrisome, a cause of deep concern. These challenges, which are very daunting can be thwarted by your efforts of data analysis.

You are the bridge between raw data and meaningful governance because you analyse the data, you study the data, and that data is very helpful in translating numbers into narratives that shape India's future. Our nation holds the distinction of being the most populous nation in the world and therefore, population research is much beyond academics. It is nationally imperative. Understanding population dynamics, its growth, distribution, and composition is fundamental to crafting policies that ensure sustainable development, economic growth, social harmony. This aspect is critical for national security and harmony also.

I know you are aware of the challenges. Your data will awaken those who need to address these challenges that have taken monstrous dimensions and, let me remind you, boys and girls, we have to understand and appreciate the potent power of our youth demographic dividend. India takes pride and that is the envy of the world with a median age of just 28 years. China and US are 38 and 39.

Therefore, our growth engine will be driven. It will fire on all cylinders because of your participation. Never ever forget you are the most vital stakeholders in governance. You will chart path for Viksit Bharat at 2047 but I must have a word of caution. This youthful energy must be guided and harnessed effectively through policies that promote skilling, entrepreneurship, innovation and health security.

None of this is possible without data analysis by you. The recent decision by Government of India, a game-changing decision, a milestone in governance, is to include caste-based enumeration in the upcoming decadal census. This will be transformative, this will help us satisfy aspirations equitably to bring about equality and will be a decisive step towards social justice. This will also help us when data is available and enrich our understanding of inequalities because

if inequalities are there, they generate and breed inequities that are not the essence of governance, and therefore this caste-based census, the data that will emanate will guide us for targeted development. Development will reach in sectors where it is needed, I can say with pride. Institutions like IIPS are uniquely positioned to play a crucial critical role in interpreting such data and proposing inclusive solutions.

Boys and girls, in contrast to slow and long-term demographic shifts which is usual, natural demographic changes to take place, they have to take place but they are usually slow and long-term. But there are choreographed, well-structured, ill-designed alterations aimed at changing the makeup of certain geographies. These are the most worrying trends, while natural demographic shifts occur gradually, deliberate and orchestrated changes in the demographic composition of certain regions pose a significant concern.

Young friends, these calculated alterations in our demography are often driven by political or strategic motives that are certainly not wholesome for our nation. These disrupt our social and cultural equilibrium. Such menacing trends require vigilant monitoring and decisive action to safeguard the integrity and sovereignty of Bharat.

Boys and girls, for taking these tough decisions, data is required, your role comes into play there. I must have a word of caution for you, Bharat faces an alarmingly worrisome cliff-hanging situation with respect to demographic shifts driven by unchecked illegal migrants, coupled with another sinister mechanism alluring manipulative conversions that distort our social fabric.

Boys and girls, these are not ordinary challenges, these are not peripheral challenges, they are existential challenges that demand an urgent, resolute and effective national response. The time to act is now, time to act with clarity and conviction, because this time bomb is ticking. We will have to demonstrate. We will have to demonstrate unwavering, unflinching determined commitment to preserving the authenticity, the sanctity and integrity of our civilisation. People must understand what is democracy? why we value democracy? We value democracy for two things. One of our right of expression and the second freedom of discourse. Democracy in the real sense is the architecture of

equality, it is a solemn assurance that every citizen regardless of origin or means, shall have an equal stake in the collective destiny of the nation. For that my dear young friends you must always remember.

Authentic discourse is our core civilisational value, we cannot have rhetoric, we cannot have jingoism, public discourse has to be authentic. Our heritage, drawn from Upanishads and Dharamshastras, celebrates dialogue over dogma, restraint over rage.

I am pained sometimes when dogma and rage prevail, youngsters in the country, the youth of the country, the future of the country, have to play a critical role in making public discourse more rational sensible. I mean in sync with our civilisational ethos. Authenticity of communication with the public is fundamental. There are some exceptions like security aspects, but for the rest, it is non-negotiable.

The soul of democracy resides in honest sincere, upright factually balanced and correct dialogue. Friends certain problems are writing on the wall. Illegal migrants in millions are making it no less than demographic invasion, doctored conversions are alarmingly worrisome. The youth of the country has also to change the mindset that reflects that mindset through social media so that a national temper is generated. We overcome these challenges that have the potential to upset our civilisational essence and can be highly challenging for our democratic values.

Boys and girls let me tell you some challenges do not creep in silently they stare at us in the face. When the sanctity of our borders is breached by unchecked illegal migrants, it is not a question of law and order, it's a question of our survival, it's a question of national integrity. These people make huge demands on our national resources. They take work from our hands and make our national security, sovereignty vulnerable. Always be aware of such disasterous challenges when demographic balances are manipulated, not by organic evolution, but by sinister orchestrated design.

Then, friends, it is no longer a question of migration. It is a question of demographic invasion. Bharat has suffered it. Can you imagine official data? And I say it is much more now. Over millions of illegal migrants in this country. Can we suffer them? We need people in this country who are committed

to our civilisation, who believe in *Bharatiyata*, who believe in our nationalism, who are prepared to lay down their lives for the nation. How can we have such kind of people living in the country? We must deal with it very urgently.

As I said a while ago, equally disturbing, worrisome, and of deep concern is the weaponisation of faith through coerced or induced conversions, where belief is replaced by inducement. Every belief has to be voluntary, optional. It is induced by allurements and choice by agenda. These are not isolated incidents. They erode social harmony, cultural coherence, and compromise of national security. Always remember, and Bharat is known in the world for this, democracies must be compassionate, as was indicated by the Hon'ble Minister. But democracy cannot afford to be complacent.

Secondly, recently, as indicated by the Hon'ble Minister, Smt. Anupriya Patel, Operation Sindoor, we are proud of our armed forces. Their achievement is remarkable. Just imagine, deep inside the enemy territory, crossing international borders, Bahawalpur and Muridke, bases of Jaish-e-Mohammed and Lashkar-e-Taiba, they were demonstrably destroyed. So much was the impact that coffins were accompanied by their military, their ministers and terrorists.

I therefore assert, peace is quintessential, fundamental for survival of democracy. Never forget, peace is secured from opposition of strength. Democracy can blossom and prosper only in peace that is earned through strength, effective security, economic resilience, internal harmony. The history is proof of it. Invasions can be thwarted and peace secured only when we are ever ready for war.

Bharat has sent a global message. No longer shall we tolerate terrorism. We will liquidate it and destroy the source of it. Peace is not a sense of conflict. It is the presence of preparedness. Democracy is a delicate bloom in its fertile soil of security. Democracy cannot prosper if there is no security. The sunlight of economic opportunity and the steady rain of social harmony also require peace. Coming to democracy, without peace, democracy widens into fear, mistrust and chaos. But let us not mistake peace for passivity.

Lasting peace, my dear friends, young friends, is never given. It is earned and it is defended. A

nation secures its borders by decisive policies, by being resilient in its economy. Then the nation becomes a fortress of peace. We have to emerge as a powerful military force in the region. Emergence of recent combinations that were decisively defeated by us, we have to be ever cognisant of them. We must embrace the ancient wisdom. And mind you, India is global knowledge of treasure because of our ancient scriptures.

There is the Shanti Mantra, if we believe in peace, the nation has never believed in expansion. But we must never forget the wise counsel of Kautilya. I quote him, “A king who is prepared for war secures peace on his own terms.” Friends, our democracy is firmed up on our civilisational essence.

India’s foundational ethos springs from the timeless wisdom of Sanatana Dharma which inherently embraces inclusivity and harmony. Which nation in the world can boast of inclusive growth, inclusive life and harmony? The Hinduism majority, deeply rooted in the civilisational spirit has never been guided by majoritarianism. People mistake it. The Hindu majority is not majoritarianism. These impulses are antithetical to us. And see the difference in other traditions across the world. The level of their intolerance, level of their fundamentalism.

They determine the mission to control through the demographic explosion. For centuries, this defining distinction has shaped India’s pluralistic identity. Expansionism has no place in Hinduism. No place in Santana. This is a thought because we seek not to conquer but to coexist.

Boys and girls, in conclusion, your education is not just a credential. It’s a moral compass. Your

learning doesn’t stop here. Learning is lifelong. You now stand at the confluence of knowledge and nation-building. Your data will influence policies. Your insights will shape futures. Your conscience will decide how equitably India rises. Progress is fundamental. But the only progress that brings happiness is equitable progress.

Let your work reflect not just academic excellence but democratic responsibility. Remember that the true measure of a society’s progress is not how fast it moves but how compassionately, how in togetherness it moves. Carry forward the values of IIPS rigour, humility, courage, and commitment. Lead with empathy, govern with insight. And always remember, numbers matter. Numbers decide governance, but people matter beyond numbers and that is your job. Your numbers are not to define who is elected. Your data analysis numbers will define how happiness will spread all over, how people will have sound sleep.

Once again, congratulations. May your intellect illuminate, your integrity endure, and your journey inspires. Again, I am beholden to the dynamic Minister Smt. Anupriya Patel Ji for affording me this great opportunity. And I am beholden to *Indra Devta* also. I was slightly delayed, but I could make it.

Boys and girls, in conclusion, यह तो ऊपर वाले का फ़ैसला है कि मुझे यहाँ आकर आपको निमंत्रण देना था, अब इस निमंत्रण को आप दुकरा मत देना, दुकराने का एक तरीका है—देरी करना।

मैंने तीन सप्ताह दिए हैं, मैं तैयार हूँ, पलक-पाँवड़े बिछा कर। राजस्थान से आया हूँ, राजस्थान में कहा जाता है – पधारो म्हारे देश।

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CAMPUS NEWS

National Workshop on Advanced Research Methodology and Statistical Analysis

A three-day National workshop on 'Advanced Research Methodology and Statistical Analysis for Social Science' was organized by the Department of Economics, GTN Arts College, Dindigul, Tamil Nadu, recently. The Event was sponsored by ICSSR-SRC, Hyderabad. During his welcome address, Director of the Event, Dr. P Ravichandran, Associate Professor and Head, GTN Arts College, Dindigul, Tamil Nadu highlighted the crucial role played by research in promoting academic excellence in a higher education institution.

Dr. S Sujatha, Associate Professor and Head-cum-Workshop Co-Director explained the importance of the event for young researchers to be abreast of the latest developments in the methodology of research analysis and publish as many articles as possible in peer-reviewed journals. The Presidential Address was delivered by Dr. P Balagurusamy, Principal, GTN Arts College, Dindigul. He insisted that the participants contribute quality research for the betterment of higher education.

Prof. S Ramaswamy, Advisor GTN Group of Institutions delivered the Keynote Address. In his address, he insisted young researchers involve themselves in researching various social issues and come out with valuable suggestions for policymakers. Felicitation was given by Dr. Durai Rethinam, Director, GTN Arts College, Dindigul and Dr. M Ponniah, GTN Arts College, Dindigul. Lion. Dr. K Rethinam, Secretary and Correspondent of the college inaugurated the event. He appreciated the faculty and participants for organizing a very useful programme for enhancing the quality research.

Dr. V Mohanasundaram, Associate Professor and Head, PSG College of Arts and Science, Coimbatore handled the session on 'Introduction to Social Science Research, Concept Mapping and Formulation of Research Problem'. He explained that social science research, the scientific method applied to social sciences, includes a variety of research approaches, tools, and techniques for collecting and analysing qualitative or quantitative data. These methods include laboratory experiments,

field surveys, case research, ethnographic research, action research, and so forth. He also explained Concept Mapping and Formulation of the Research Problem.

Dr. C Paramasivan, Associate Professor and Research Advisor, Thanthai Periyar Government Arts and Science College, Trichy headed the next session. He gave an overview of the literature review/ problem identification, sources, and criteria. The session applied more focus on how to review the literature and find the critical parts and gaps in the research process, the sampling process of research, and the steps to be undertaken while pursuing research. Conceptual facts related to sampling techniques and their classification into probability and non-probability sampling were clarified. Biases associated with determining sample design were explained and discussed in detail. He elaborated on the technical aspect of writing citations and referencing that every researcher needs to know. He conveyed to the participants how to write the format that must be followed in citing books, journals, articles, websites, case studies, reports, international and national documents and periodicals, single author to many others through APA style. The speaker elaborated distinctive features of qualitative research designs, and important operational steps of qualitative data collection methods in brief.

Dr. P Karthikeyan, Associate Professor, Department of Manager Studies, Kongu Business School, Erode spoke on 'Primary and Secondary Data Collection, Coding of Question and Pre Testing and Pilot Testing'. According to him, primary data refers to the original data that has been collected specially for a particular purpose in the mind. Each type has its weaknesses and strengths. He said that the primary data is gathered by people who can focus directly on the purpose in mind. This ensures that questions are meaningful to the purpose, but can introduce bias in those same questions. Further, the secondary data doesn't have the privilege of this focus but is only susceptible to bias introduced in the choice of what data to reuse.

Dr. P Balasubramanian, Assistant Professor in Statistics, Thanthai Periyar Government Arts and Science College, Trichy. He spoke on 'Frequency

Distribution t-Test, z-Test, ANOVA, Correlation, Regression and Cluster Analysis'. He explained that one can use the one-sample t-test to compare the mean of any variable measured on the subjects to a constant. Once you create this variable you can use a one-sample t-test to see if the mean difference score is significantly different from a constant. The most common way to determine whether there are differences in the means of a continuous DV across a set of three or more groups is to perform an Analysis of Variance (ANOVA). There are many different types of ANOVAs.

Dr. P Chandrasekar, Assistant Professor of Economics, PSG College of Arts and Science, Coimbatore delivered his lecture on Discriminant Analysis, Factor Analysis and AMOS SEM Models, Multi-dimensional Scaling, and GLM Univariate Analysis and explained how often factor analysis is used in data reduction to identify key factors the explain most of the variance observed in much large number of manifest variable. On the other hand, he taught basic concepts of regression and structural equation modeling. He extended his session by explaining the equations of SEM and taught how to interpret the equation of multiple regressions using SPSS and explained how to find out the relationship between constructs and items in the measurement model and find the relation between construct and structural modal. He also gave an introduction to AMOS and explained the basic tools. He also gave hands-on experience in AMOS and elaborated on observed variables, unobserved variables, error term factor variance, and factor loading.

Dr. K Ramasamy, Librarian, MVM Government Arts College for Women handled the session on 'Reliability Checking, Hands-on Training (SPSS) and Checking Plagiarism'. The term reliability in psychological research refers to the consistency of a research study or measuring test. If findings from research are replicated consistently, they are reliable. Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgment. Plagiarism may be intentional reckless, or unintentional. If you insert a source's words into your writing verbatim, one of the simplest yet obvious ways to avoid plagiarism is by using quotation marks around the text to denote that the words aren't your own, he said. A direct quote should also cite the source so that readers know who the quote

is from. He also explained the types of Plagiarism, Source-based Plagiarism, Direct Plagiarism, Self or Auto Plagiarism, Paraphrasing plagiarism, Inaccurate Authorship, Mosaic Plagiarism, and Accidental Plagiarism.

The Valedictory Address was delivered by Dr. N Markkandeyan, Academic Director. It began with a brief outline of the sessions of the event. Followed by a brief feedback session from the participants. All participants expressed their satisfaction and overall coordination during the event. The Certificates were presented to the participants by the college Director, Dr. Durai Rethinam. The event was concluded with a Vote of Thanks proposed by Dr. R Balasubramani, Co-Director of the event.

Faculty Development Programme on Recent Advancements in Deep Learning and Computer Vision

The Eleven-day Online Faculty Development Programme on 'Recent Advancement in Deep Learning and Computer Vision' is being organised by the Electronics and ICT Academy (Hub), National Institute of Technology, Warangal, Telangana in association with E&ICT Academy (Spoke), National Institute of Technology Raipur, Chhattisgarh from June 30 – July 10, 2025.

As intelligent systems evolve, Deep Learning (DL) and Computer Vision (CV) have emerged as two of the most transformative technologies in modern AI applications. From autonomous vehicles and medical imaging to surveillance, these technologies are redefining how machines perceive and interpret the world. The event aims to emphasise the cutting-edge topics such as Vision Transformers (ViT), Generative AI, Explainable AI (XAI), and Self-Supervised Learning and equip the participants with a deep understanding of both theoretical foundations and real-world applications through expert lectures, hands-on sessions, and practical demonstrations. It will empower faculties, researchers, and professionals to build next-generation intelligent systems capable of complex visual understanding and autonomous decision-making. The Major Course Contents are:

- Fundamentals concepts of deep learning and computer vision.
- Fundamental concepts of neural networks, DNN, CNN, RNN, Autoencoder, LSTM, GRU, GAN and their architecture, and applications.

- Advanced deep learning techniques such as AlexNet, VGGNet, ResNet, and inception with their application in CV.
- Applications of Computer Vision in Real-World Domain.
- Emerging trends in computer vision.
- Hands-on experiments of all DL techniques with real-world datasets.

For further details, contact the Coordinator, Dr. Satya Prakash Sahu, Associate Professor, Department of Information Technology, National Institute of Technology Raipur – 492010, Chhattisgarh, Phone No: 09329173783, E-mail: spsahu.it@nitrr.ac.in. For updates, log on to: www.nitrr.ac.in

Faculty Development Programme and Workshop on Next-Gen Intelligence

A five-day Online Faculty Development Programme on ‘Next-Gen Intelligence: AI, Security and Geospatial Insights’ is being organised by the Department of Computer Science and Engineering, Indian Institute of Information Technology, Kottayam, Kerala from July 14-18, 2025. The faculty members, research scholars, undergraduate and postgraduate students and industry experts may participate in the event. The Topics of the Event are:

- Image Processing with Autoencoders.
- The Emerging Role of Generative AI in Research and Education.
- The Significance of Visualisation in Artificial Intelligence.
- Tracking Malware Activity with Wireshark: From Payload Delivery to Command and Control (C2) Communication.
- Introduction to GIS: Fundamentals, Tools, and Global Applications.

For further details, contact the Coordinator, Department of Computer Science and Engineering, Indian Institute of Information Technology, Kottayam-686635, Kerala, Phone No: 0482-2202267 / 0482-2202204. E-mail: priyadharshini@iiitkottayam.ac.in and cinu@iiitkottayam.ac.in. For updates, log on to: www.iiitkottayam.ac.in

Workshop on Research Design, Methods and Analysis

A twelve-day Online Workshop on ‘Research Design, Methods and Analysis’ is being organised by the Indian Institute of Management, Bodh Gaya, Bihar from June 23-July 04, 2025. The faculty members, students and research scholars of higher education institutions may participate in the event. The purpose is to create socially responsible managers and emotionally mature leaders. The Modules of the event are:

Module 1: Manuscript Writing

- Writing High-quality Manuscript.
- Systematic Literature Review.
- Formatting, Presenting Tables and Figures in a Manuscript.
- Journey of High-Quality Publishing.

Module 2: Analysis and Presentation of Results

- Creating Graphs and Charts.
- Calculating Summary Statistics.
- Testing for Differences between Groups.
- Investigating Relationships between Variables.
- Fitting Regression Models.

Module 3: Sample Selection and Survey Design

- Defining your sample.
- Choosing the right sampling methods to obtain a representative sample (e.g. stratified sampling, cluster sampling, multi-stage sampling, ...).
- Deciding on the best way to collect your data (e.g., online, face-to-face, postal questionnaire, ...).
- Designing questions to get good quality answers.
- Deciding on the sample size needed to get estimates that have sufficient accuracy.
- Using effect sizes and power to decide the sample size needed for statistical tests.

Module 4: Research Methodologies

- Review of Statistical Tools.
- Qualitative Analysis using NVIVO.
- Factor Analysis.
- Reliability and Validity Testing.
- Moderation and Mediation using AMOS.
- Structural Equation Modelling.

For further details, contact the Organising Secretary, Indian Institute of Management Bodh Gaya, Uruvela, Prabandh Vihar, Bodh Gaya – 824234, Gaya, Bihar. E-mail: director_office@iimb.ac.in. For updates, log on to: www.iimb.ac.in/events

International Conference on Artificial Intelligence

A two-day International Conference on ‘Artificial Intelligence in Advanced Energy, Environmental, and Sustainable Development’ is being organised by the Lovely Professional University, Punjab from September 16-17, 2025. The event aims to bring together academia, researchers, industry, practitioners, and thought leaders to explore cutting-edge Artificial Intelligence (AI) applications in addressing global challenges for sustainable development.

In a rapidly changing world, AI holds immense potential to address pressing issues in different domains. The event highlights the transformative role of Artificial Intelligence (AI) in addressing critical global challenges, ensuring and emphasising a sustainable and inclusive future in an energy-efficient and environmentally friendly way. Through innovations in multi-dimensional and inter-disciplinary environments, the conference projects to discuss solutions to eliminate hunger, ensure good health, and provide equitable learning opportunities. By advocating for responsible consumption, ethical practices, and gender equality, the event emphasises social justice and economic inclusion. With a focus on preserving terrestrial and aquatic ecosystems, combating climate change, and fostering partnerships, the event aims to drive impactful solutions that ensure peace, prosperity, and environmental sustainability for all. The integration of AI in these domains can enhance decision-making, increase efficiency, and promote sustainability. By focusing on societal and environmental impact, the event seeks to align technological advancement with the United Nations’ Sustainable Development Goals (SDGs), empowering communities and governments to build a resilient future. The tracks of the event are:

Tracks

- **Track 1: Smart and Sustainable Energy Systems (SDG 7)**
AI-driven approaches in energy generation,

optimisation, smart grids, renewable integration, and predictive maintenance.

- **Track 2: AI in Climate Modeling and Change Mitigation (SDG 13)**

AI applications for climate prediction, carbon footprint estimation, and policy development for climate resilience, smart disaster management

- **Track 3: Sustainable Cities and Communities (SDG 11)**

Smart city frameworks, rural resource planning, traffic and mobility optimisation, AI-driven disaster response systems and contingency planning, waste management, recycling processes, waste generation prediction, landfill management, and creating sustainable economic models.

- **Track 4: Innovative Industrial Strategies (SDG 7, 9, 12)**

AI-driven exploration techniques in infrastructure, safety monitoring in mining, predictive maintenance, sustainable resource extraction, responsible consumption, production, and affordable and clean energy for future sustainability, green technologies.

- **Track 4: Land-Water Smart Management (SDG 6, 14, 15)**

AI for water conservation, smart irrigation systems, flood prediction and management, and wastewater treatment optimisation, clean water, and smart sanitation, life perspectives on the land and under the water.

- **Track 5: Smart Environmental Monitoring and Resource Management (SDG 6, 12)**

AI-based solutions for monitoring air, water, and soil quality, and managing ecosystems and natural resources.

- **Track 6: Security and Ethics in AI for Energy and Environment (SDG 16)**

Investigates ethical, legal, and cybersecurity challenges in deploying AI in sensitive energy and environmental domains.

For further details, contact the Organising Secretary, Research and Development Cell, Lovely Professional University, G.T. Road, Phagwara, Punjab-144411, Phone No: 01824-517000 and 01824-404404. For updates, log on to: www.lpu.in/events/2025

□

THESES OF THE MONTH

SOCIAL SCIENCES

A List of doctoral theses accepted by Indian Universities (Notifications received in AIU during the month of March-April, 2025)

Accountancy

1. Girish Kumar. **An analytical study of tax collection and settlement under Goods and Services Tax in India.** (Prof. Pravin Saxena), Department of Accountancy and Law, Dayalbagh Educational Institute, Agra.
2. Jain, Ojasvi. **Forex risk management practices in Indian Information Technology (IT) sector.** (Prof. L N Koli), Department of Accountancy and Law, Dayalbagh Educational Institute, Agra.
3. Khurana, Bharat. **Impact of dividend policy and its determinants on share price volatility and market value of the firm in Indian corporate sector.** (Prof. L N Koli), Department of Accountancy and Law, Dayalbagh Educational Institute, Agra.
4. Kumawat, Bhavna. **Impact of IFRS adoption on corporate governance and financial reporting practices in India.** (Dr. S. S. Sodha), Faculty of Commerce, Gujarat University, Ahmedabad.
5. Meghavi, Meghalbhai Thaker. **Profitability analysis and working capital management of selected Indian nationalized banks.** (Dr. Amit Mehta), Faculty of Commerce, Gujarat University, Ahmedabad.
6. Pal, Rekha Ramavtar. **Analysis of financial performance of selected Information Technology companies in India.** (Dr. R K Patel), Department of Accountancy, Gujarat University, Ahmedabad.
7. Saraswat, Priyanshi. **Impact of human resource accounting practices on selected information technology companies of India.** (Prof. Nidhi Sharma), Department of Accountancy and Law, Dayalbagh Educational Institute, Agra.
8. Sharma, Prabhat Kumar. **Valuation of start-up in India and it's role in value creation: With reference to Unicorn start-ups.** (Prof. Pravin Saxena), Department of Accountancy and Law, Dayalbagh Educational Institute, Agra.
9. Shrotriya, Samiksha. **Lacuna in practices of accounting and auditing professionals leading to financial frauds in India.** (Prof. Pravin Saxena), Department of Accountancy and Law, Dayalbagh Educational Institute, Agra.
10. Singh, Shraddha. **Impact of COVID-19 on the financial performance of Indian pharmaceutical companies: A critical analysis with special reference to Nifty Pharma Indexed companies.** (Prof. L N Koli), Department of Accountancy and Law, Dayalbagh Educational Institute, Agra.
11. Soneja, Sakshi. **Impact of credit risk management on financial performance of housing finance companies of India: A comparative study between selected private and public housing finance companies of India.** (Prof. L N Koli), Department of Accountancy and Law, Dayalbagh Educational Institute, Agra.
12. Sreedha T P. **Impact of IND As implementation on corporate financial reporting: An analytical study of selected companies in India.** (Prof. Shirish Kulkarni), Department of Accounting and Financial Management, M S University of Baroda, Vadodara.
13. Thakur, Shivani. **Impact of CEO's corporate social responsibility orientation and ethical standards orientation in social media on firm performance.** (Prof. Nidhi Sharma and Prof. Arpan Kumar Kar), Department of Accountancy and Law, Dayalbagh Educational Institute, Agra.
14. Verma, Vishnu. **An analytical study of sources of incomes and expenditures of Municipal Corporations of Uttar Pradesh: A comparative study among selected top 10 Municipal Corporation of Uttar Pradesh.** (Prof L N Koli), Department of Accountancy and Law, Dayalbagh Educational Institute, Agra.

Business Administration

1. Chauhan, Sakshi. **Impact analysis of trade-related aspects of Intellectual Property Rights (TRIPS) on the Indian pharmaceutical industry.** (Dr. V K Gangal Dr. Resham Chopra), Department of Applied Business Economics, Dayalbagh Educational Institute, Agra.
2. Gautam, Divya. **Women entrepreneurship development: A study of problems and prospects in Agra District of Uttar Pradesh.** (Dr. Bhawna Johri), Department of Applied Business Economics, Dayalbagh Educational Institute, Agra.

3. Singhal, Lavanya. **Drivers of brand loyalty: An analysis of gems and jewellery industry.** (Prof. V K Gangal and Prof. Rupali Satsangi), Department of Applied Business Economics, Dayalbagh Educational Institute, Agra.
4. Yadav, Neha. **Changing dynamics of tourism in India a study of pilgrimage tourism in North Region.** (Prof. V K Gangal and Prof. Sangeeta Kumar), Department of Applied Business Economics, Dayalbagh Educational Institute, Agra.
2. Jadon, Deepu. **Effect of moodle enabled blended learning on motivation and academic achievement in social sciences of secondary level students.** (Prof. Lajwanti and Dr. Amit Gautam), Department of Pedagogical Sciences, Dayalbagh Educational Institute, Agra.
3. Patel, Jayshribala Haribhai. **Effect of yoga on educational achievement, mental health and physical fitness of secondary school students.** (Dr. Laljibhai Patel and Dr. Dipoooba Devda), Faculty of Education, Gujarat Vidyapith, Ahmedabad.

Commerce

1. Elapra, Pretty. **Entrepreneurial competency of rural women SHG: A study with reference to Arunachal Pradesh.** (Dr. Devi Baruah), Department of Commerce, Rajiv Gandhi University, Itanagar.
2. Khemka, Sweta Sushil. **A study of relationship between e-transactional efficiency and financial performance of the selected Indian banks.** (Dr. J A Sarvaiya), Department of Commerce, Gujarat University, Ahmedabad.
3. Kachoriya, Namrataben Umeshkumar. **Impact of financial performance of selected Indian housing finance company on share holders' value creation.** (Dr. R V Raval), Faculty of Commerce, Gujarat University, Ahmedabad.
4. Lekharu, Amrit Jyoti. **Financial inclusion through National Rural Livelihood Mission in Nagaon District of Assam: An analysis.** (Prof. R C Parida), Department of Commerce, Rajiv Gandhi University, Itanagar.
5. Patel, Piyushkumar Balubhai. **A study on asset liability management with special reference to public sector banks.** (Dr. Kailash P Damor), Department of Commerce and Business Administration, Saurashtra University, Rajkot.
4. Pipaliya, Alpeshkumar Jayntibhai. **Construction and effectiveness of power point presentation program for teaching understanding of concepts contained in standard eight social science subject.** (Dr. B B Ramanuj), Department of Education, Saurashtra University, Rajkot.
5. Saxena, Sant Pyari. **Effect of focused attention & open monitoring meditation practices on mind wandering, cognitive ability and event – related brain dynamics of high schoolers.** (Dr. Sona Ahuja and Dr. C M Markan), Department of Pedagogical Sciences, Dayalbagh Educational Institute, Agra.
6. Sharma, Asmita. **Development of STEM education based instructional strategies and its effect on higher order thinking skills and academic motivation of secondary stage students.** (Dr. Meenu Singh), Department of Pedagogical Sciences, Dayalbagh Educational Institute, Agra.
7. Sharma, Sandeep Kumar. **Comparative study of moral and spiritual values to students of traditional and modern schools of Jaipur District.** (Dr. Kailash Chandra Saini), Department of Shikshashastra, Central Sanskrit University, New Delhi.
8. Singh, Meghna. **The effect of plugged and unplugged approach on the development of computational thinking in sixth grade students.** (Dr. Arti Singh), Department of Pedagogical Sciences, Dayalbagh Educational Institute, Agra.

Economics

1. Gajera, Dilipkumar Rameshbhai. **An economic analysis of the cash crops in the agriculture sector: A study in the context of Gujarat state.** (Dr. Harshida G Jagodadiya), Department of Economics, Saurashtra University, Rajkot.

Education

1. Chittodia, Pooja Dineshkumar. **A study of effectiveness of co-operative learning method for teaching of science for secondary schools students.** (Dr. Jalpa H Gajjar), Faculty of Education, Gujarat University, Ahmedabad.
10. Vaidh, Rajeshwaribahen Prakashchandra. **A relational study of organizational climate, leadership style and teacher's self efficacy in primary schools.** (Dr. Jayprakash Pandya), Department of Education, Gujarat Vidyapith, Ahmedabad.

11. Verma, Ashish. **Effect of MOOC on knowledge acquisition, retention & perception of pupil teachers in pedagogy of science.** (Prof. Lajwanti and Dr. Amit Gautam), Department of Pedagogical Sciences, Dayalbagh Educational Institute, Agra.
3. Harsimar Kaur. **Defining and measuring excellence orientation as a cultural dimension.** (Dr. Padmakumar Nair and Dr. Pradeep Kumar Hota), L M Thapar School of Management, Thapar Institute of Engineering and Technology, Patiala.

Home Science

1. Varshney, Prachi. **Frugal innovation in apparel design for sustainability.** (Dr. Charu Swami), Department of Home Science, Dayalbagh Educational Institute, Agra.

Journalism & Mass Communication

1. Khatri, Navinkumar Kanaiyalal. **Information on tourism in Gujarati daily newspapers: A study.** (Dr. Punitabhen Hame), Department of Journalism, Gujarat Vidyapeeth, Ahmedabad.
2. Vinay, G P. **Role of print media in promoting scientific temper: A study of Kannada publications.** (Dr. Sathyaprakash M R), Department of Studies and Research in Journalism & Mass Communication, Kuvempu University, Shankaraghatta.

Law

1. Banaudhia, Umang. **International legal framework for eradication of torture with special reference to India.** (Dr. Abdullah Nasir), Department of Legal Studies, Dr. Ram Manohar Lohiya National Law University, Lucknow.
2. Magdalene, S Princie. **Corporate social responsibility and corporate fraud: An analytical study.** (Dr. S Rajalakshmi), Department of Criminal Law and Criminal Justice Administration, The Tamil Nadu Dr Ambedkar Law University, Chennai.
3. Ransom, Ashish. **Legal pluralism and access to justice: A case study of the traditional justice system of the Dimasa Tribe in Assam.** (Dr. Shashank Shekhar), Department of Law, Dr. Ram Manohar Lohiya National Law University, Lucknow.
4. Sharma, Shashibhushan Shivdayal. **A critical study of the administration of Juvenile Justice in India with special reference to the State of Gujarat: an empirical analysis.** (Dr. Vimal R Parmar), Faculty of Law, Saurashtra University, Rajkot.

Management

1. Agarwal, Richa. **Consumer attitude and purchase intentions towards solar renewable energy products.** (Dr. Rohit Rajwanshi and Prof. Sanjeev Swami), Department of Management, Dayalbagh Educational Institute, Agra.
2. Bhardwaj, Shivam. **Impact of sensory branding on the brand image: A study of hotels in Madhya Pradesh.** (Dr. Pragya Jaroliya), Shri Vaishnav School of Management, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore.

4. Khobragade, Priya Jayant. **Management and adoption of technological innovations in the agricultural sector: With special reference to sugar cane industry in Maharashtra and Uttar Pradesh.** (Prof. Shalini Nigam and Dr. Purnima Bhatnagar), Department of Management, Dayalbagh Educational Institute, Agra.

5. Kulshreshtha, Priyank. **A study on development of investor confidence index for mutual funds in India.** (Prof. K Santi Swarup and Prof Swami Prasad), Department of Management, Dayalbagh Educational Institute, Agra.

6. Karnawat, Runa. **A study on blended learning approach and job satisfaction of teacher's in school education.** (Dr. Aditi Jain), Department of Management Studies, IIS University, Jaipur.

7. Parmar, Paraskumar Mangabhai. **Factors affecting to selection of branded apparels by youth in Saurashtra Region.** (Dr. Harish M Shah), Department of Business Management, Saurashtra University, Rajkot.

8. Saxena, Vartika. **A study on the relevance of value-based education to modern needs in higher education institutions in India.** (Prof. Shalini Nigam and Dr. D K Banwet), Department of Management, Dayalbagh Educational Institute, Agra.

9. Singh, Sandhya. **Internships in higher education: Implications and research.** (Prof. Shalini Nigam and Prof. D K Banwet), Department of Management, Dayalbagh Educational Institute, Agra.

10. Verma, Kavita. **A study of performance management system of academic linked business incubators (Technical business incubators) in Maharashtra and Gujarat.** (Dr. Satish Modh), Faculty of Commerce and Management, S.N.D.T. Women's University, Mumbai.

Physical Education & Sports

1. Dinesh. **Effect of different training methods on health related fitness among school going children.** (Dr. Kuldeep Nara and Dr. Sunita Rani), Department of Physical Education, Chaudhary Ranbir Singh University, Jind.

2. Krishan Kumar. **Identification and contribution of physical, physiological and psycho-social factors of Combat sports.** (Dr. Jitender Kumar), Department of Physical Education, Chaudhary Ranbir Singh University, Jind.

3. Meena. **An exploratory case study of paralympian Sumit Antil.** (Dr. Naresh Kumar), Department of Physical Education, Chaudhary Ranbir Singh University, Jind.
4. Patel, Kirankumar Natvarlal. **A comparative study of physical fitness and anthropometric variables of Kabaddi game players.** (Dr. Gitabehen Patel), Department of Physical Education, Gujarat Vidyapith, Ahmedabad.
5. Vipin. **Study of psychosocial determinants of resilience among sportspersons.** (Dr Kuldeep Nar and Dr. Bindu Kumari), Department of Physical Education, Chaudhary Ranbir Singh University, Jind.

Political Science

1. Bhadre, Meera Atul. **Women officers in western naval command: Examining their presence and participation.** (Prof. Manisha Madhava), Department of Political Science, S.N.D.T. Women's University, Mumbai.
2. Gupta, Deepika. **India-Sri Lanka relations after LTTE: A study of conflicts and cooperation (2009-2019).** (Dr. Vinod F Khobragade), Department of Sociology and Political Science, Dayalbagh Educational Institute, Agra.
3. Jha, Vishakha. **The role of women diplomats in foreign policy making: A comparative study of India and the United States.** (Dr. Anjali Seth and Prof. Poornima Jain), Department of Sociology and Political Science, Dayalbagh Educational Institute, Agra.
4. Jindal, Mahima. **India's national security policy and strategy: A study of capabilities and limitations (Post nuclear test 1998).** (Dr. Gopai Krishan Parihar and Dr. Poornima Jain), Department of Sociology and Political Science, Dayalbagh Educational Institute, Agra.
5. Kriti. **Influence of India's soft power on its bilateral relations in South Asia: With reference to Prime Minister Narendra Modi period (Since 2014).** (Dr. Vinod F Khobragade), Department of Sociology and Political Science, Dayalbagh Educational Institute, Agra.
6. Nim, Avneet Kumar. **India's maritime diplomacy in the Indian Ocean Region: Post-cold war period.** (Dr. Vinod F Khobragade), Department of Sociology and Political Science, Dayalbagh Educational Institute, Agra.
7. Sharma, Geeta. **Forced displacement and migration of labourers in Faridabad: With special reference to COVID-19.** (Dr. Birpal Singh Thenua and Prof. Poornima Jain), Department of Sociology and Political Science, Dayalbagh Educational Institute, Agra.

Psychology

1. Sanjay Singh. **Impact of cognitive training on working memory, vigilance and self-esteem of college students.** (Prof. Kamaljeet Sandhu), Department of Psychology, Dayalbagh Educational Institute, Agra.
2. Sharma, Ritika. **Locus of control and length of marriage as determinants of romantic relationship amongst married couples.** (Dr. Upinder Dhar), Shri Vaishnav School of Management, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore.

Sociology

1. Vishvanatha, K C. **Sociological study on slum dwellers in Mysore City.** (Dr. Chandrashekhar), Department of Studies and Research in Sociology, Kuvempu University, Shankaraghatta.

Social Work

1. Baja, Poona. **Vulnerability and resilience of family caregivers in relation to persons with mental illness in Arunachal Pradesh.** (Dr. Kaushalendra Pratap Singh), Department of Social Work, Rajiv Gandhi University, Itanagar. □



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ACADEMIC SESSION: 2025-26

Central University of Haryana, Mahendergarh invites online Registration Forms from the candidates who have appeared in CUET (PG)-2025 examination conducted by National Testing Agency for admission to the following programmes:

POST GRADUATE (PG) PROGRAMMES

| | |
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| M.Sc. - Data Science, Geoinformatics, Chemistry, Environmental Science, Geography, Mathematics, Physics, Statistics, Microbiology, Biochemistry, Nutrition Biology, Biotechnology, Yoga | |
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| Law - LL.B.(3 years), LL.M. | |
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| M.Lib. & Info. Sci. (Library and Information Science) | |

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| | |
|-----------------------------------|---|
| Last date for online Registration | 23/06/2025 |
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| 1. | Assistant Professor | Marathi | 02 | 2 -OPEN |
| 2. | Assistant Professor | Chemistry | 06 | 6- OPEN |
| 3. | Assistant Professor | Botany | 02 | 2- OPEN |
| 4. | Assistant Professor | Zoology | 02 | 2- OPEN |
| 5. | Assistant Professor | Commerce/ Accountancy | 01 | 1- OPEN |
| 6. | Assistant Professor | Mathematics | 01 | 1- OPEN |
| 7. | Assistant Professor | Political Science | 02 | 2- OPEN |
| | Total | | 16 | |

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.

“Qualification, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No.Misc-2018/C.R.56/18/UNI-1, dated 8th March, 2019 and University circular No. TAAS(CT)/ICD/2018-19/1241, dated 26th March, 2019, Higher & Technical Department Government Resolution No., अर्थसं-2022/प्र.क. 105/[1]/ मशि-3, दिनांक 27 मार्च, 2023, University Circular No. सीटीएयू /01/2024-25, दिनांक 24/04/2024 and Higher & Technical Department Government Resolution No. संकिर्ण-2021/प्र.क. 181/21/विशि-1, दिनांक 17 अक्टूबर, 2022, University Circular No. सीटीएयू 03/2024-25, दिनांक 26/04/2024 for filling the post on clock hour basis, revised from time to time” The Government Resolution & Circular are available on the website mu.ac.in.

Application with full details should reach the PRINCIPAL, Nana Vanjare Vidyanagari, New Education Society, Shriram Kusumtai Sadashiv Vanjare College, Lanja, Dist.Ratnagiri - 416701 Maharashtra within 15 days from the date of publication of this advertisement. This is University approved advertisement.

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| | | Assistant Professor – 01 Post (Masters in Computer Engineering/IT) | Regular |
| 03 | Mechanical & Automation Engineering | Assistant Professor – 01 Post | Regular |
| | | Assistant Professor – 01 Post (Masters in Civil Engineering) | Regular |

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Vidyasagar, 4th Floor, Ghatla, Chembur (E), Mumbai– 400 071
Email : ckcl1955@gmail.com/ckcl.admin@ckcl.ac.in
Linguistic Minority (Kannada)

APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS FROM THE ACADEMIC YEAR 2025-26:

UNAIDED

| Sr. No | Cadre | Subject | Posts | Reservation |
|--------|---------------------|-------------------|-------|-------------|
| 1. | Principal | ---- | 01 | 01 – OPEN |
| 2. | Assistant Professor | Law | 10 | 10 – OPEN |
| 3. | Assistant Professor | Philosophy/Logic | 01 | 01 – OPEN |
| 4. | Assistant Professor | Political Science | 01 | 01 – OPEN |
| 5. | Assistant Professor | English | 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 Marathi knowledge will be preferred.

“Qualification, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No. Misc-2018/ C.R.56/ 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 to the SECRETARY, CHEMBUR KARNATAKA SANGHA, CHEMBUR KARNATAKA COLLEGE OF LAW, VIDYASAGAR, 4TH FLOOR, GHATLA, CHEMBUR (EAST), MUMBAI- 400071 within 15 days from the date of publication of this advertisement. This is University approved advertisement.

SECRETARY



INDIRA GANDHI INSTITUTE OF DEVELOPMENT RESEARCH

(Deemed to Be University)

Address : Gen. A.K. Vaidya Marg, Film City Road, Santosh Nagar, Goregaon(E)-Mumbai: 400065, Maharashtra

CALL FOR PAPERS

Submission Deadline
September 30, 2025

The Indira Gandhi Institute of Development Research (IGIDR) invites submissions of research papers for its **21st Macroeconomics and Finance Conference to be held during December 15-17, 2025**. The objective of the Conference is to bring together scholars who are engaged in quality research in macroeconomics and finance, and to provide a forum for the exchange of ideas that seek to push the boundaries of existing research, particularly with respect to emerging economies like India.

Submissions

Papers are invited on all theoretical and empirical aspects of macroeconomics and finance. Contributions on the following topics, with a focus on emerging market economies are particularly welcome.

- Innovation, Digital currency, Fintech, and AI
- Macroeconomics of climate change
- Behavioural and Heterogeneous agent models in Macroeconomics and Finance
- Productivity and Economic Growth
- Macroeconomic Implications of a Trade War
- Reserve currencies, and central bank balance sheets
- Monetary policy spillovers, co-movement of capital flows and the Impossible Trilemma
- Macro shocks and firms' financial choices
- Monetary policy transmission to firms and households
- Debt sustainability and sub national finances

Guidelines for Paper Submission

- Complete, unpublished and original papers in PDF format should be submitted online using the form at <https://forms.gle/Wu9QR8YenhRnJFXP8>.
- The first page of the paper should contain the following: title, names of authors with current affiliations, contact information, abstract (up to 300 words), keywords and JEL codes. The corresponding author should also be clearly indicated on the first page.
- Multiple submissions by the same person are allowed. However, each person can only present one paper.
- **Submissions and presentations by faculty members, postdoctoral scholars and researchers affiliated to central banks and other research and policy think tanks are encouraged.**
- Papers should reach on or before September 30, 2025. All submissions will be reviewed and the authors of accepted papers will be informed by October 15, 2025.

Dr. Subir V. Gokarn Best Paper Awards

Subir V. Gokarn

Former Deputy Governor, Reserve Bank of India

Former Faculty, IGIDR

The Dr. Subir V. Gokarn Best Paper Awards will be presented at the Conference to the author(s) of the best paper, the second best paper and the third best paper. The Best Paper Award consists of a cash prize of Rs. One lakh and a citation. The Second Best Paper award consists of a cash prize of Rs. Fifty thousand and a citation. The Third Best Paper Award consists of a cash prize of Rs. Twenty-five thousand and a citation.

Travel and Accommodation

The Institute will provide accommodation, food and local hospitality. A limited amount of travel funds are available to assist selected presenters with travel expenses. Priority will be given to those without institutional support. If you require funding, please indicate this in your submission. Further details will be provided upon the acceptance.

Mode of the Conference

The Conference will be held on the IGIDR Campus, Goregaon East, Mumbai.

Organising Committee

Taniya Ghosh

Sargam Gupta

Rajeswari Sengupta (Convener)

Rajendra Vaidya

Indapur Taluka Shikshan Prasarak Mandal

Indapur, Dist. – Pune - 413106

WANTED

Applications are invited from eligible candidates for the Govt. aided post of Principal in Indapur Taluka Shikshan Prasarak Mandal Indapur, Dist. – Pune with resume and duly attested copies of requisite documents **within 30 days** from the date of publication of this advertisement. This advertisement is published as per NOC Letter – JDHE Pune/ NOC/2025/69 Date:-29/04/2025

| Sr. No. | Name of the Post | Name of the College | No. of Post | Reservation |
|---------|------------------|---|-------------|-------------|
| 1 | Principal | Arts, Science and Commerce College, Indapur, Dist. – Pune | 1 (One) | Open to all |
| 2 | Principal | Arts, Science and Commerce College, Bhigwan, Tal –Indapur, Dist. – Pune | 1 (One) | Open to all |

Terms and Conditions:-

1. Qualifications, Age, API, Pay Scale and Selection Norms are as per the University Grants Commission, New Delhi, Savitribai Phule Pune University Pune and State Govt. of Maharashtra.
2. It is necessary to submit the certificate issued by University about minimum of 110 Research Score as per Appendix II, Table–2 UGC Regulation 18 July, 2018 and Govt. Resolution No. Misc-2018/C.R.56/18/UNI-1 dated 08 March, 2019.
3. Incomplete applications and those received after the stipulated period will not be considered.
4. As per UGC norms, the tenure of the post is 5 years from the date of appointment or until the age of superannuation, which-ever is earlier.
5. Applicants who are already employed must send their application through proper channel.
6. No T.A/D.A. will be paid to attend the interview.
7. The vacant post is being filled subject to the decision of Hon'ble High Court, Bench Petition No. – 12051/2015

Address for the Correspondence:-

The President,
Indapur Taluka Shikshan Prasarak Mandal,
Indapur, Dist- Pune - 413106

Hon. Shri Manohar Chaudhari
Secretary

Hon. Shri Harshwardhanji Patil
President



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

Tal-Malshiras, Dist-Solapur 413113 (Maharashtra)

Website: www.siiitpaniv.org • Email: siiitpaniv@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, qualification and other terms and conditions, please visit:

Website : 1) www.siiitpaniv.org
: 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.siiitpaniv.org • Email: siiitpaniv@gmail.com

(Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur)

(Permanently Non-Grant Basis)

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

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

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, qualification and other terms and conditions, please visit:

Website : 1) www.siiitpaniv.org
: 2) www.sus.ac.in

Place :- Paniv
Date :- / /2025

Secretary,
Shriram Shikshan Sanstha, Paniv



Matsyodari Shikshan Sanstha, Jalna

Motibag, Near Railway Overbridge, Jalna-431203

REQUIRED

Applications are invited for the posts of **Assistant Professor** (UG & PG) at the colleges run by the sanstha on Permanent Non-Grant Basis. Eligible candidates should submit their applications along with all necessary documents **within 10 days** from the date of publication of this advertisement:

| Name of the College | Subject | No. of Posts | Qualification | Reservation |
|---|---------------------------------------|--|--|-------------|
| Arts, Commerce & Science Colleges (UG & PG) | English | 05 | M.A. B+,SET / NET / Ph.D. | S.C - 07 |
| | Marathi | 03 | | |
| | Hindi | 04 | | |
| | History | 01 | | |
| | Economics | 01 | | |
| | Political Science | 03 | | |
| | Sociology | 02 | | |
| | Home Science | 01 | | |
| | Psychology | 05 | | |
| | Geography | 03 | | |
| | Public Administration | 02 | M.Com B+,SET / NET / Ph.D | S.T - 10 |
| | Commerce | 02 | | |
| | Chemistry | 02 | M.Sc.B+,SET / NET / Ph.D. | VJA - 03 |
| | Physics | 01 | | |
| | Zoology | 03 | | |
| | Microbiology | 01 | | |
| | Botany | 03 | | |
| | Computer Science | 07 | | |
| | Environmental Science | 01 | | |
| | Mathematics | 01 | | |
| Dairy Science | 01 | | | |
| Computer Science (B.C.A. Science) | 05 | M.Sc. / M.C.A. Comp. Sci. B+,SET / NET / Ph.D. | | SBC - 03 |
| Librarian | 03 | M.Lib. B+,SET / NET / Ph.D. | OBC - 20 | |
| Physical Education | 02 | M.P.Ed.B+,SET / NET / Ph.D. | EWS - 01 | |
| Director of Phy.Edu & Sports | 02 | | | |
| M.S.S.'s College of Education | Education (Perspectives in Education) | 02 | M.A./M.Com./ M.Sc.,M.Ed. B+, SET / NET / Ph.D. | SEBC - 07 |
| M.S.S.'s, College of Physical Education | Physical Education | 02 | M.P.Ed. B+,SET / NET / Ph.D. | Open - 02 |
| M.S.S.'s Law College | Law | 05 | LL.M. B+,SET / NET / Ph.D. | |
| MSS's, College of Engineering & Technology, Nagewadi, Jalna. (MBA Department) | Assistant Professor | 01 | MBA., With Ist Class | |

Terms & Conditions:

- Educational qualifications, pay scale, service conditions and recruitment for the above posts are as per norms of UGC, Dr. Babasaheb Ambedkar Marathwada University Chhatrapati Sambhajnagar, Govt. of Maharashtra and Matsyodari Shikshan Sanstha.
- The applications should be submitted to The Secretary, Matsyodari Shikshan Sanstha, Motibag, Near Railway Overbridge, Jalna, Dist. Jalna. PIN-431203.
- Candidates who are already in service should apply through proper channel.

Principal

Administrative Officer

President



Matsyodari Shikshan Sanstha, Jalna

Siraswadi Naka, Near Railway Over Bridge,
Survey No. 488/29, Jalna-431203

REQUIRED

Applications are invited for the post of Principal at the Colleges run by Sanstha on Permanent Non-Grant Basis. Eligible candidates should submit their applications along with all necessary documents **within 15 days** from the date of publication of this advertisement.

| Sr. No. | Name & Place of College | No. of Posts | Category |
|---------|---|--------------|------------|
| 01 | Arts & Science College, Kumbhar Pimpalgaon Tq. Ghansawangi Dist.Jalna | 04 | Unreserved |
| 02 | Arts & Science College, Ranjani Tq.Ghansawangi Dist.Jalna | | |
| 03 | Law College, Jalna Tq. Dist. Jalna | | |
| 04 | B.P.Ed College, Jalna Tq. Dist. Jalna. | | |

Terms & Conditions :

- Educational qualifications, pay scale, service conditions and recruitment for the above posts are as per norms of UGC, Dr. Babasaheb Ambedkar Marathwada University Chhatrapati Sambhajnagar, Govt. of Maharashtra and Matsyodari Shikshan Sanstha.
- The applications should be submitted to The Secretary, Matsyodari Shikshan Sanstha, Motibag, near railway over bridge, Jalna, Dist. Jalna. Pin-431203.
- Candidates who are already in service should apply through proper channel.

Administrative Officer

President

PRITI ACADEMY EDUCATION SOCIETY'S PRITI ACADEMY LAW COLLEGE

Kalyan Murbad Road Mharal, Tal. Kalyan, Dist Thane – 421301.

MINORITY

APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS FROM THE ACADEMIC YEAR 2025-2026

UN – AIDED

| Sr. No | Cadre | Subject | Total No. of Posts | Category |
|--------|---------------------|---------|--------------------|----------|
| 01 | Principal | -- | 01 | 01-OPEN |
| 02 | Assistant Professor | Law | 04 | 04-OPEN |
| 03 | Librarian | -- | 01 | 01-OPEN |

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

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

Candidates having knowledge of Marathi will be preferred.

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

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

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

Application with full details should reach the **TRUSTEE / SECRETARY, PRITI ACADEMY LAW COLLEGE Kalyan Murbad Road Mharal – 421301 within 15 days** from the date of publication of this advertisement. This is University approved advertisement.

Sd/-
TRUSTEE / SECRETARY

CENTRE FOR RESEARCHER TRAINING & ADMINISTRATION (CRTA)

POST DOCTORAL FELLOWSHIP PROGRAM FOR THE BATCH 2025-2027

**An opportunity to pursue Post-Doctoral Fellowship Program at
JAIN (Deemed-to-be University)**

Objective:

The main objective of the fellowship is to facilitate advanced studies and research in Sciences, Engineering and Technology, Humanities & Social Sciences, including languages, Management & Commerce, by harnessing the collective knowledge, intelligence, and spirit of inquiry.

Faculty wise Post-Doctoral Fellowship Program

Faculty of Engineering & Technology

Specializations:

- ❖ ECE: Embedded Systems, RF Engineering, Healthcare Domain, Artificial intelligence, Machine Learning, Deep Learning. Imaging processing, computer networks and cyber security
- ❖ CSE / ISE: Artificial intelligence, Machine Learning, Deep Learning, Intelligent Computing, Datamining
- ❖ CSE-IOT/DS: Embedded System RTOS AIML
- ❖ ME: Material Science

Faculty of Management

Specializations:

- ❖ Finance & Economics, Organizational Behavior & HRM, Marketing & Digital, General Management, Operations, Logistics & Supply Chain Management

Faculty of Commerce

Specializations:

- ❖ Commerce

Faculty of Sciences

Chemistry, Biochemistry, Nanotechnology, Biotechnology, Microbiology & Botany, Functional Materials

Specializations:

1) Chemistry, Biochemistry & Nanotechnology:

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> ❖ Photovoltaics, Photocatalysis, Sensors, Membranes ❖ Water Treatment Technologies and Energy Technologies ❖ Nano catalysis ❖ Heterogeneous Catalysis ❖ Biomaterials, Nanomedicine, Cancer Therapeutics, Theranostics, Drug Discovery ❖ Fluorescent sensors, Cancer detection, Cellular thermometry, nano photonics, self-regulating hyperthermia, CO2 remediation, Waste to wealth ❖ Material for HER/OER, organic synthesis ❖ Organometallics | <ul style="list-style-type: none"> ❖ Water Splitting, Sensing, Emerging pollutants removal ❖ Main group chemistry / Organometallics / Catalysis ❖ Batteries/Supercapacitors/electrocatalysis ❖ Bio catalysis/Green Solvents/Protein engineering ❖ Organic Synthesis, polymers, Fluorescent Organic Molecules, Perovskite Solar Cells, Liquid Crystals ❖ Photocatalysis, Electrocatalysis ❖ Catalysis, Electrocatalysis and Material Science ❖ 2D materials, energy storage & conversion ❖ Homogeneous, heterogeneous catalysis; computational and experimental studies | <ul style="list-style-type: none"> ❖ 2D Material nanocomposites for energy Applications ❖ Energy storage, Conversion ❖ 2D Materials, VdW Heterostructures, Twistronics, Blue Energy ❖ Membrane Science ❖ Computational Catalyst discovery(molecules/materials) ❖ Phytometabolites, Enzyme Kinetics, Bioenergy and Environmental Biochemistry ❖ Nano materials, optical and wearable Biosensors, devices, wearables ❖ Industrial chemistry ❖ Organic chemistry ❖ Polymer Science |
|--|---|---|

2) Biotechnology: Cancer Biology, Natural Bioactive Compounds, Biotechnology, Molecular Genetics, Molecular Biology and Genetic Engineering

3) Microbiology: Industrial Microbiology / Biopolymers, Bio Plastics, Production and Degradation aspects, Application in Food Packaging and Wound Healing

4) Botany: Applied Botany, plant stress physiology, Biofuels

5) Zoology: Oxidative stress Physiology

6) Physics: Physical Thermal, Transport and Optical Studies on Borate and Phosphate Glasses

Eligibility:

- Candidates must have been awarded the Ph.D degree. Candidates with Provisional Degree/Thesis Award Certificates are considered.
- A Good Research Track Record is Preferred
- Age limit: Up to 35 years, preferably
- Relaxation of 5 years for SC/ST, Divyangjan "Persons with Determination"

Duration of the Fellowship: 2 years

Compliance during the fellowship:

- Half Yearly progress reports
- Paper Publications
- Conference Presentations

Important Dates:

- Last date for submission of online application: **12th June 2025**
- Notification for conducting the Interview: **16th June 2025**
- Interview Schedule: **From 20th June to 23rd June 2025**
- Announcement of the Results: **27th June 2025**
- Commencement of the PDF program: **1st Week of August 2025**

Note: Applicants are advised to visit the website: <http://www.jainuniversity.ac.in> for detailed information about the above program.

Contact Details

JAIN (Deemed-to-be University)

Centre for Researcher Training & Administration

319, 25th Main, 17th Cross, J P Nagar 6th Phase, Bengaluru – 560 078. Mobile: 7090880819 www.jainuniversity.ac.in



ASSOCIATION OF INDIAN UNIVERSITIES

VACANCY NOTIFICATION

F.No.: AIU/Estt./JSSports/Deputation/2025

Date : 25.05.2025

Association of Indian Universities invites applications from eligible candidates for filling up of post of Joint Secretary (Sports) on deputation basis. Details are as under: -

| | |
|----------------------|---|
| Name of Post | Joint Secretary (Sports) |
| Pay Level | Level 13 |
| Job Profile | The position of Joint Secretary (Sports) will be entrusted with Planning and execution of the annual sports calendar, including national and zonal inter-university tournaments, Liaison with national sports federations, the Ministry of Youth Affairs & Sports, international bodies, Capacity building of university sports infrastructure and personnel, Policy formulation for student-athlete welfare and scholarships, Budget planning and oversight for sports-related activities, etc. |
| Period of Deputation | 2 years (extension, if any, will be as Govt. /DoPT Guidelines) |
| Age | Below 56 years, as on the last date of the receipt of the application. |
| Eligibility | Educational: Master's Degree, preferably in Physical Education/Sports Sciences or a related field. Experience: Officers, with relevant experience of Inter-University sports in Central Government/ State Government/Autonomous Bodies/Institutions of Higher Education, holding analogous post on regular basis OR with 5 years of regular service in Pay Level 12. Note: The terms & conditions of deputation shall be governed by DoPT OM No.6/8/2009-Estt. (Pay II) dated 17.06.2010 & as amended time to time. |

Terms & Conditions:

1. Application as per the prescribed format (Annexure-I) is to be submitted within One month of issue of this advertisement.
2. The position is to be filled on deputation basis for the specified period. No absorption shall be allowed.
3. The departmental officers in the feeder category who are in direct line of promotion shall not be eligible for consideration for appointment on deputation. Similarly, deputationists shall not be eligible for consideration for appointment by promotion.
4. Applications which do not meet eligibility criteria given in the vacancy notification or found incomplete/ deficient will summarily be rejected.
5. Candidate must fulfil the educational qualifications, experience and other criteria as on the closing date of application. Merely fulfilling the eligibility criteria would not entitle a Candidate to claim for Interview or Selection. Qualifications, Service Record/Experience, etc. shall be verified at the time of Interview. If any candidate is found ineligible while verifying the documents, he/she shall not be allowed to take up interview.
6. The fixation of pay/deputation (duty) allowance shall be governed by instructions issued by DOP&T from time to time.
7. Applications in the prescribed format (Annexure-I), complete in all respects, of eligible and willing candidates whose services can be spared immediately on selection, may be forwarded, through proper channel, together with all necessary documents i.e. Cadre Clearance, Vigilance Clearance, Integrity Certificate along with attested copies of up-to-date APARs of last five years, so as to reach the Secretary General, Association of Indian Universities, 16, AIU House, Comrade Inderjit Gupta Marg, New Delhi 110002, latest by 24.06.2025.
8. It is clarified that any form of conditional forwarding from the employer or applications received without the prescribed documents and Certificate from the Employer shall be summarily rejected.
9. No TA/DA shall be payable in case a candidate is called for an interaction with the Selection Committee for the post.
10. AIU reserves the right not to fill up the aforementioned vacancy.

For further details/application format, please refer to AIU website (www.aiu.ac.in)



Association of Indian Universities



Capacity Building Initiatives of AIU Academic and Administrative Development Centres (AADCs)

Transforming Higher Education Post-COVID: AIU's FDP Initiative:



In response to the evolving academic challenges post-pandemic, the **Association of Indian Universities (AIU)** launched an **impactful Faculty Development Programme (FDP)** initiative in 2022 under its Academic and Administrative Development Centres (AADCs). These programmes are dedicated to enhancing the pedagogical and administrative capacities of faculty and university leaders across India.

With a strong **focus on 21st-century skills, Artificial Intelligence (AI), digital pedagogy, interdisciplinary research, and academic leadership**, this initiative continues to empower institutions to align with the goals of **NEP 2020**.

3-Year Impact (2022–2025)

2022-23

67 FDPs

2023-24

34 FDPs

2024-25

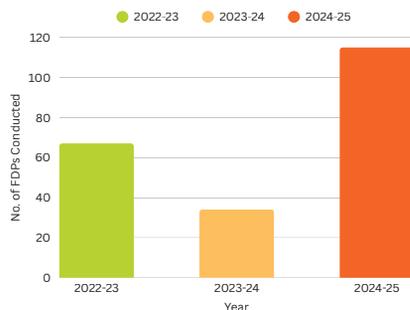
115 FDPs

Total FDPs

216
FDPs

Faculty &
Administrators
Trained

11,000



Celebrating Milestones!



AI-focused FDPs conducted in 2024–25 reflect AIU's commitment to emerging educational technologies.



Steady growth in FDPs signals rising engagement from universities across India.



Capacity building at scale, ensuring both academic and administrative readiness.

Heartfelt Congratulations to the AADC Centres!

AIU proudly acknowledges the outstanding contribution of all AADCs in making this initiative a national success.

Your vision, planning, and execution have played a pivotal role in transforming professional development in Indian higher education.

We look forward to scaling new heights together!



www.aiu.ac.in