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## Indian Knowledge System: The Role of Lakshman in *Ramayana*

Upinder Dhar\* and Santosh Dhar\*\*

The name Lakshman is derived from the Sanskrit word 'Lakshmana', which means 'one who has the signs of fortune'. The word has two parts. The first one is 'laksh' which signifies a mark or sign, and the second is 'mana', which denotes possession. Thus, Lakshman is often interpreted as someone who possesses auspicious signs or qualities. Across different texts and regions, Lakshman is known by various names and epithets. In some South Indian traditions, he is referred to as '*Ilaiya Perumal*', meaning the younger brother of the Lord. In other texts, he is called '*Saumitra*', indicating his lineage as the son of Sumitra, one of King Dasharath's queens.

Lakshman, also known as Lakshmana, is a revered figure in the *Ramayana*. He is the younger brother of Lord Ram, the seventh avatar of Lord Vishnu, and is remembered for his unwavering loyalty, courage, and devotion. Lakshman is not just a supportive sibling but also a significant deity in his own right, embodying the virtues of brotherly love, sacrifice, and duty. Lakshman holds a special place to perform his duty in the *Ramayana*, as he accompanies Shree Ram into exile and plays a crucial role in the battle against the demon king Ravan. Lakshman's attributes of loyalty, bravery, and righteousness make him an enduring symbol of familial duty and moral integrity. Even in contemporary times, the character of Lakshman is celebrated across various forms of art and culture. His story is often depicted in plays, dance forms, and literature, inspiring many to embody his qualities.

In *Ramayana*, the relationship between Lord Ram and his devoted younger brother Lakshman is not merely a familial bond but a symbol of unwavering loyalty, sacrifice, and fraternal love. This article attempts to delve into the depths of the sibling relationship between Ram and Lakshman, exploring the nuances that make their connection an enduring and revered aspect of Indian mythology. The relationship between Shree Ram and Lakshman began in their childhood, marked by shared experiences and an unspoken understanding. Growing up in the serene hermitage of Sage Vasishth, the brothers not only learnt the art of archery and warfare together but also developed a profound spiritual connection. This early camaraderie became the foundation for the extraordinary journey they were destined to undertake.

### *Lakshman's Unwavering Devotion*

Lakshman's devotion to Shree Ram is unparalleled in its depth and selflessness. When Ram was exiled to the forest, Lakshman, without giving a second thought, willingly accompanied him without a moment's hesitation, leaving behind the comforts of the royal palace. His decision wasn't just an act of brotherly love; it symbolised

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his commitment to upholding dharma (righteousness) alongside Shree Ram. Lakshman's bravery and valour were displayed in many instances, particularly during encounters with demons and adversaries. His unwavering loyalty and readiness to face hardships with his brother exemplify the essence of true brotherhood. Lakshman's famous words to Shree Ram, "wherever you are, there shall I be," resonate as a timeless testament to his commitment.

### ***The Exile to Forest***

The bond of brothers was tested and strengthened during their exile in the Dandak Forest. Lakshman's role as the ever-watchful protector became evident as he constructed a protective perimeter around the dwelling of Ram and Sita, ensuring their safety in the wilderness. His resilience and self-sacrifice during this period highlight the profound sense of duty he felt towards his elder brother.

When Shree Ram went after Marich, the Golden deer, he instructed Lakshman to watch over the security of Mata Sita. He warned him not to leave Sita alone even for a moment, come what may. But soon Marich and Ravan played another card. The Golden deer was actually the demon Marich, uncle of Ravan, who, as per the plan, screamed in the voice of Ram, "Save me, Lakshman". Sita and Lakshman heard that, but Lakshman was not ready to move. Sita cried and asked him to go and save her husband. Lakshman left but drew a *Lakshman Rekha* - an electrified kind of line beyond which no one could go to her. He told Sita not to overstep that line for whatever reason. Lakshman left to know the fate of Ram. Here, Ravan, dressed as an old sage, arrived and beckoned Sita to step across and give him charity. Sita felt compassionate for the old man seeking alms. She stepped across the line and was abducted by the ill-intentioned Ravan.

The episode of *Lakshman Rekha*, where Lakshman draws a protective line around Sita to ensure her safety, showcases not only his commitment to dharma but owning the familial duty. When Sita crossed the line to provide alms to Ravan in disguise, it led to her abduction. The agony of Lakshman due to owning the responsibility for the unfortunate turn of events adds layers of depth to the sibling relationship, emphasising the moral dilemma they face. Lakshman's relationship with Mata Sita is equally significant. He was not just a brother of Shree Ram; he was a protector to Sita during their time in the forest. The moment when Sita was abducted by Ravan was a turning point. Lakshman, with his keen instincts and combat skills, rushed to assist Shree Ram, showcasing his unwavering loyalty. His

protective nature towards Sita added another layer to his character, illustrating the virtues of honour and respect towards women in the epic Ramayan.

The confrontation of Lakshman with Indrajit, the son of Ravan, in the battle is a testament to his valour and love for Ram. Despite being ensnared in powerful, serpentine arrows, Lakshman remains resolute. The celestial weapons used against him only strengthen his determination to protect his brother. This episode exemplifies the unyielding courage and sacrifice embedded in Lakshman's character. The admiration of Shree Ram for Lakshman is evident throughout the epic. When Lakshman is severely wounded in battle, Ram is deeply moved. His gratitude for Lakshman's sacrifices is expressed not only in words but in the profound sense of loss and concern he felt for his brother. Ram acknowledges Lakshman's vital role in their journey and recognises him as an indispensable ally and confidant.

### ***The Agony of Lakshman Rekha***

Upon discovering the abduction of Mata Sita, Lakshman experiences profound sorrow and guilt. His internal struggle between duty and the unintended consequences of the protective line he drew brings a humanising aspect to his character. This episode showcases the emotional complexities that siblings can face, even in the pursuit of righteousness. In the crucial battle against Ravan, when Shree Ram is incapacitated by a potent weapon, his determination and devotion to saving the life of his brother exemplify the sacrificial nature of their bond. The actions of Lakshman underscore the lengths to which siblings may go to safeguard each other. The pinnacle of his sacrifice is witnessed in the Uttara Kand, where he willingly chooses to enter the Sarayu River, a celestial departure from earthly existence. His decision stems from his unwavering commitment to Shree Ram and a desire to fulfil his duty as a brother. This poignant moment captures the essence of the sibling relationship, transcending mortal constraints.

In conclusion, the saga of the sibling relationship between Shree Ram and Lakshman in the Ramayan transcends the boundaries of mythology, offering profound insights into the nature of familial bonds. Their journey is evidence of the enduring qualities of love, sacrifice, and unwavering loyalty that define the essence of a sibling relationship. Shree Ram and Lakshman, through their trials and triumphs, provide a timeless archetype that continues to inspire and resonate with audiences across cultures, reinforcing the timeless significance of brotherhood in the tapestry of human experience. □

# From Algorithms to Alchemy: The Transformative Power of Emotional Intelligence

Prem Kumar Kalra\*

Emotional Intelligence (EI) was coined by Peter Salovey and John Mayer in 1990. Salovey was a professor at Yale University, and Mayer was a professor at the University of New Hampshire. They published an article that defined Emotional Quotient (EQ) as the ability to monitor and use one's own and others' emotions to guide thinking and action. They also proposed a model with four branches that distinguished EQ from other personality traits. Daniel Goleman, another psychologist, further popularised the concept of EQ with his 1995 book *Emotional Intelligence*. He highlighted the importance of EQ in leadership and explained that it is a must-have skill. He condensed EQ into four domains and 12 core competencies. EQ is the ability to understand and manage your emotions, as well as recognise and influence the emotions of others. Research shows that developing EQ can lead to higher performance and pay, as well as better professional and personal relationships. Thus, it refers to the ability to recognise, understand, and manage one's own emotions and those of others. In educational and leadership settings, emotional intelligence serves as a cornerstone for fostering meaningful relationships, creativity, and innovation. This paper investigates the role of EI in navigating the often-conflicting realms of objectivity and emotional ideals, with a focus on its implications for learning, leadership, and the integration of AI.

## **Theoretical Framework of Emotional Intelligence: Core Components**

Emotional Intelligence (EI) is a multifaceted theory that plays a critical role in understanding and managing human behaviour. The concept is rooted in psychological theory and research. EI consists of four core components: Self-Awareness, Self-Regulation, Social Awareness, and Relationship Management. These components are interconnected. They collectively enable individuals to understand emotional and social complexities, and integral to personal and professional success.

### ***Self-Awareness***

Self-awareness is the basis of Emotional intelligence. It is through emotional intelligence

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that an individual recognises and understands their emotions, thoughts, and behavioural patterns. It involves a deep comprehension of personal strengths and weaknesses, allowing individuals to align their actions with their values and aspirations. By cultivating self-awareness, an individual can develop clarity about their emotional sparks. It enables a human being to respond rather than react impulsively. This heightened sense of self not only fosters personal growth but also enhances interpersonal interactions by promoting authenticity and empathy.

### ***Self-Regulation***

Self-regulation refers to managing and controlling one's emotional responses, especially in challenging or high-pressure situations. It requires the cultivation of emotional resilience, patience, and adaptability. By practising self-regulation, individuals can maintain a calm and composed disposition, make rational decisions, and reduce the likelihood of conflict or stress. This component is crucial for creating a balanced emotional state that supports clear thinking and effective problem-solving, both in personal and professional contexts.

### ***Social Awareness***

Social awareness involves the ability to empathise and understand the emotions of others. It goes beyond recognising emotions and includes assessing different perspectives, social cues, and cultural contexts. Empathy is a key part of social consciousness, allowing people to connect more deeply with others, nurturing trust and cooperation. This component is essential for building strong, meaningful relationships and promotes effective communication and teamwork in educational and professional settings.

### ***Relationship Management***

Relationship Management aims to apply emotional insights to interact positively with others, resolve conflicts constructively, and lead collaboratively. This component makes us realize the importance of clear communication, mutual respect, and emotional support in fostering productive relationships. Effective relationship management is important for leadership roles. It involves inspiring

and motivating others while maintaining harmony within a team or organization.

### ***Integration of Core Components***

Together, these components of Emotional Intelligence provide a subtle understanding of human behaviour and relationships. They are integral to personal development and educational and professional environments, where emotional and social competencies are increasingly valued. By developing these EI components, individuals can improve their interpersonal skills and decision-making and foster an emotionally intelligent culture that promotes well-being and success.

### ***Emotional Intelligence in Learning and Education***

Emotional Intelligence (EI) plays a transformative role in shaping the dynamics of learning and education. The emotional engagement between teachers and students creates an environment conducive to spontaneous, meaningful learning, where intellectual and emotional connections reinforce each other. Research underscores that emotionally engaged educators can inspire students' creativity, innovation, and holistic development (Nelis et al., 2009). On the other hand, emotionally detached individuals often struggle to inspire or establish meaningful connections, stressing the need for emotional investment in education. There are several ways in which a teacher can profoundly influence students' emotional and cognitive growth by cultivating EI. Research by Brackett et al. (2011) highlights that emotional awareness enhances creative problem-solving and academic performance. Emotionally intelligent teachers will encourage students to think critically and explore innovative solutions. Such teachers will always foster a safe and supportive learning environment. Emotional Intelligence equips teachers with the ability to guide students through interpersonal conflicts and ethical dilemmas, enabling them to develop resilience and strong moral reasoning (Mayer et al., 2004). Teachers with high EI demonstrate empathy and understanding, offering emotional support that mitigates the negative effects of stress and anxiety on students' learning processes (Zeidner et al., 2002). There are some Practical Strategies for Developing EI in Educational Contexts. By encouraging Self-Reflection and Self-Awareness, educators can foster an environment where students regularly reflect on their emotions, strengths, and areas for growth. Self-awareness promotes emotional regulation and

resilience (Goleman, 1995). Similarly, implementing Mindfulness techniques such as meditation and breathing exercises enhances emotional regulation and reduces stress, thereby promoting emotional well-being and focus in the classroom (Jennings et al., 2017). Empathy-building activities like volunteering or collaborative group projects help students and educators connect deeply with others and understand diverse perspectives (Baron-Cohen, 2011).

### **Emotional Intelligence in Leadership**

Leadership demands a balance, a balance between a sensitive emotional situation and a rational decision-making process. A leader must learn to negotiate with complex social dynamics while achieving strategic goals. Freedom fighters, for instance, exemplified leadership that combined empathy for their people with pragmatic approaches to achieve collective goals. Similarly, modern leaders can harness EI to create trust, resolve conflicts, and inspire teams toward innovation and commitment.

Effective leadership is increasingly tied to high Emotional Intelligence. Key EI-based leadership strategies include:

- **Building Trust and Cooperation Among Teams:** Emotional Intelligence enhances a leader's ability to understand team dynamics and build trust, creating a collaborative and high-performing work environment (Boyatzis et al., 2000).
- **Navigating Conflicts with Sensitivity:** Leaders with strong EI skills can mediate disputes with empathy and fairness, transforming potential conflicts into opportunities for growth and innovation (Ugoani, 2018).
- **Inspiring Innovation and Commitment:** By understanding the emotional drivers of team members, leaders can foster a culture of creativity and motivate employees to achieve shared goals (Caruso et al., 2002).

### **Training Programmes for Enhancing EI in Leadership**

To develop EI among leaders, targeted training programmes can be implemented, emphasising:

- **Conflict Resolution Skills:** Practical exercises in empathy and perspective-taking help leaders approach conflicts constructively. Research by Jordan and Troth (2004) indicates that conflict management is a critical aspect of emotionally intelligent leadership.

- **Effective Communication:** EI training focuses on enhancing active listening, emotional expression, and interpersonal communication, essential for building rapport and trust within teams (Bradberry & Greaves, 2009).

Thus, we see that whether in education or leadership, Emotional Intelligence serves as a cornerstone for fostering creativity, resolving conflicts, and nurturing meaningful relationships. As the modern world demands greater emotional and social competencies, developing EI through structured strategies becomes imperative for educators and leaders alike. By integrating research-based practices, institutions can cultivate emotionally intelligent individuals capable of inspiring progress and collaboration in their respective domains.

### **Integration of Emotional Intelligence with Artificial Intelligence**

The convergence of Emotional Intelligence (EI) and Artificial Intelligence (AI) represents a groundbreaking approach to creating systems that balance efficiency with empathy. Traditional AI focuses on logical problem-solving and computational tasks, often overlooking the emotional and social nuances that characterise human interaction (Picard, 1997). Integrating EI into AI systems can bridge this gap, enabling machines to better understand and respond to human emotions, thus creating more relatable and impactful technologies.

Reaching Wisdom requires sophisticated thought processes that benefit society and humanity, including living and non-living things. Thus, combining intelligence with other aspects like self-actualisation, human growth, compassion, and the quest for increased consciousness and cognitive capacity could lead to the development of artificial wisdom. This concept can be likened to a Hilbert Space. Such an understanding may be facilitated through advancements in Quantum Information processing technologies. Nevertheless, social progress typically relies on combining technologies, including AI, machine learning, uncertainty management, and reinforcement learning, alongside extensive datasets gathered from diverse sources to ensure consistency, accuracy, and effective error management. Ultimately, a holistic human construct can be achieved by maximising positive emotions and minimising negative ones, in conjunction with Intelligence and the capacity to collaborate with AI. This framework can be further enhanced through

reinforced learning and attention models, allowing for adapting models to local requirements and developing general Intelligence or common sense in specific contexts, all while considering the broader societal impact of wisdom.

### **AI and Emotional Intelligence**

The concept of Artificial Intelligence can be understood as the modelling of the brain and mind, or as the capacity of machines to exhibit behaviours akin to those of humans, which is referred to as machine intelligence. However, as AI has evolved, its definition and intended purpose have become obscured, with an increasing emphasis on rapid problem-solving, efficiency, and cost-effectiveness through the utilisation of extensive data sets.

Moreover, the exploration of altered states of the brain and mind has not been integrated into AI development, nor has the social impact of these technologies been adequately considered. Consequently, essential social and emotional skills necessary for effective problem-solving have often been overlooked or diminished. As a result, AI has emerged as a set of technologies that lack fundamental human values, ethical considerations, and social awareness.

The widespread application and integration of AI into various sectors cannot be dismissed; however, its influence could be significantly enhanced by infusing elements of wisdom. This involves humanising AI by integrating positive emotional intelligence and social intelligence, thereby fostering communities that emulate human behaviour. By incorporating EI, AI can recognise emotions through advanced sentiment analysis, facial expression recognition, and voice tone analysis (Zeng et al., 2009). This capability allows AI to:

- **Enhance Human-Computer Interaction:** Emotionally intelligent AI systems can adapt their responses to user emotions, creating more natural and meaningful interactions. For example, AI-driven mental health apps like Woebot employ empathetic communication to support users.
- **Humanise Technology:** Integrating EI helps AI systems align with fundamental human values, such as empathy and compassion. This transformation makes AI applications more accessible and trustworthy in sensitive contexts like eldercare or crisis management (Cowie et al., 2011).

## Artificial Wisdom

The integration of Emotional Intelligence, Artificial Intelligence, and advanced cognitive processes gives rise to the concept of "artificial wisdom." Artificial wisdom transcends basic emotional responses, incorporating ethical considerations and reflective thinking to address complex social and moral dilemmas. The necessity for wisdom as defined here refers to encompassing moral judgment. It ensures that human beings retain a significant role in legal decision-making processes. The elements that constitute this wisdom are Emotional Regulation, Self-Reflection, Managing Uncertainty, Prosocial Behaviour, Decisiveness, Innovation and Creativity, Conscientiousness and Awareness, Enhanced Understanding of Situations or Insight for Problem Solving, and Compassion. Some of the elements are briefly elaborated for clarity:

- **Emotional Regulation and Self-Reflection:** By simulating emotional regulation, AI systems can mitigate biases in decision-making and promote balanced, context-sensitive outcomes. For example, reinforcement learning algorithms can be trained to prioritise fairness and equity in resource allocation (Binns, 2018).
- **Managing Uncertainty and Fostering Prosocial Behaviour:** Artificial wisdom equips AI to traverse uncertainty with greater flexibility, promoting cooperative and altruistic behaviours. Applications include autonomous vehicles prioritising passenger safety while considering the broader community impact during emergencies (Goodall, 2014).
- **Innovating While Maintaining Ethical Considerations:** By integrating ethical frameworks into their design, AI systems can foster innovation that respects societal values. Quantum Information Processing and reinforcement learning enable these systems to adapt to diverse cultural contexts and contribute to global harmony.

## Technological Advancements Supporting Integration

Interestingly, some emerging technologies are pivotal in realising the synergy between EI and AI. For instance:

- **Quantum Information Processing:** Quantum computing offers unprecedented processing capabilities, enabling AI to handle complex emotional data and simulate nuanced decision-making processes (Nielsen & Chuang, 2010).

- **Reinforcement Learning:** This approach trains AI to learn from its environment, improving its capacity for adaptive, emotionally intelligent responses over time. Techniques like deep reinforcement learning have been successfully applied in healthcare to personalise patient care (Silver et al., 2016).

In this manner, we see that the integration of Emotional Intelligence with Artificial Intelligence is not merely a technological enhancement, but a paradigm shift toward more human-centred systems. By embedding empathy, self-regulation, and ethical reasoning into AI, we can create systems that align with human values required for global harmony. These advancements promise to transform industries, enabling AI to contribute meaningfully to society while respecting the emotional complexities of human interaction.

## Applications in Society

The integration of Emotional Intelligence (EI), Artificial Intelligence (AI), and ethical wisdom has transformative potential for addressing societal challenges. By leveraging these capabilities, we can cultivate systems and frameworks that promote peaceful coexistence, ethical decision-making, and meaningful human-AI collaboration. Drawing inspiration from the principles of *Panchsheel*—non-aggression, non-interference, and cooperative development—these applications can be guided by values that prioritise harmony, respect, and progress.

## Peaceful Coexistence and Mutual Respect

The blend of EI and AI can create understanding and empathy at societal and global levels, addressing the root causes of conflict and promoting peaceful coexistence. Emotionally intelligent AI systems can mediate disputes by recognising and validating emotional perspectives, ensuring fair outcomes (Cowie et al., 2011). Moreover, EI-based frameworks in diplomacy and governance can enhance mutual respect by valuing cultural and emotional diversity, reflecting the *Panchsheel* principle of non-aggression. Emotionally aware chatbots or virtual negotiators can be deployed in conflict zones to facilitate communication between opposing groups, acting as neutral mediators with empathetic responses. Studies have shown that incorporating empathy into decision-making processes enhances the likelihood of long-term conflict resolution (Pruitt & Kim, 2004).

### ***Enhanced Decision-making in Legal and Ethical Contexts***

EI-informed AI can revolutionise decision-making in legal and ethical contexts by balancing logic with emotional sensitivity and ethical reasoning. Legal frameworks often require empathy to ensure that justice is not only served but perceived as fair by all parties involved (Goleman, 1995). AI systems equipped with EI can assist judges, lawyers, and policymakers in considering emotional and societal impacts alongside evidence-based logic. AI tools can analyse case precedents, and emotional testimony can provide judges with insights into the psychological effects of their rulings, promoting more compassionate outcomes. Emotional intelligence has been linked to improved ethical decision-making in organisational settings, demonstrating its utility in navigating complex, morally ambiguous situations (George, 2000).

### ***Improved Collaboration Between Humans and Intelligent Technologies***

The harmonious integration of human capabilities with intelligent technologies relies on fostering collaboration built on mutual understanding. EI enables AI systems to adapt to human emotional states, creating synergies that enhance productivity and innovation in workplaces and industries (Zeng et al., 2009). The Panchsheel principle of cooperative development underscores this collaborative ethos, ensuring that technological advancements align with human values and aspirations. For illustration, we can say that in the healthcare sector, emotionally intelligent robots can support doctors by monitoring patients' emotional well-being and providing empathetic communication during treatments, improving overall care quality. Affective computing, a subfield of AI, demonstrates that emotionally aware technologies enhance user satisfaction and trust (Picard, 1997).

The application of Emotional Intelligence in society, particularly when integrated with Artificial Intelligence and ethical wisdom, holds immense promise for addressing critical challenges. By fostering peaceful coexistence, enhancing decision-making, and improving collaboration, these advancements can contribute to a harmonious and progressive world. Guided by the enduring principles of Panchsheel, this convergence ensures that technological progress aligns with the highest ideals of human civilisation.

### ***Emotional Intelligence and Its Relationship to Learning, Education, and Leadership***

Emotional intelligence (EI) is not just a complementary skill in personal and professional spheres—it is a foundational element that fuels creativity, innovation, and effective leadership. The core components of EI—self-awareness, self-regulation, empathy, and social skills—equip individuals to navigate the complexities of human behaviour, resolve conflicts, and build meaningful relationships. In an era marked by rapid technological progress and unprecedented societal challenges, EI emerges as a bridge between rational decision-making and the deeper emotional and ethical dimensions of human interaction.

### ***Fostering Creativity and Innovation***

Creativity and innovation thrive in environments that are emotionally supportive and intellectually stimulating. EI enables individuals to understand and manage their emotions, which fosters resilience, curiosity, and open-mindedness—all essential traits for creativity. Research shows that emotionally intelligent individuals and teams are more likely to generate innovative ideas, as they can empathize with diverse perspectives and collaborate effectively (Goleman, 1995). In education, this translates into fostering a culture where students feel valued and empowered, enabling them to take intellectual risks and think outside the box.

### ***Enhancing Leadership Effectiveness***

In leadership, EI is indispensable for inspiring trust, motivating teams, and navigating complex organizational dynamics. Leaders with high emotional intelligence are adept at balancing emotional intensity with rational analysis, which helps them make decisions that are both empathetic and strategic. They foster inclusive environments where diverse voices are heard, promoting shared ownership of goals. As the global landscape becomes more interconnected and culturally diverse, EI-driven leadership is key to addressing emerging challenges with sensitivity and foresight (George, 2000).

### ***Transformative Possibilities with Artificial Intelligence***

The integration of EI into Artificial Intelligence heralds the next frontier of technological evolution. By embedding emotional intelligence into AI systems, we can humanise technology, enabling it to respond empathetically to human needs and values.

For instance, emotionally intelligent AI systems can revolutionize education by personalizing learning experiences and fostering emotional engagement among students. Similarly, in leadership and societal contexts, AI infused with emotional and ethical considerations—what we might term "artificial wisdom"—can support more equitable and compassionate decision-making.

### ***A Framework for Societal Progress***

The potential of EI extends beyond individual and organisational benefits to serve as a framework for societal progress. By prioritising emotional and ethical considerations, humanity can harness the power of technology for collective growth and harmony. This requires a deliberate focus on integrating EI principles into education systems, leadership training, and technological development. As technologies like AI continue to evolve, ensuring that they align with human values is essential to building a future that emphasises inclusivity, compassion, and sustainable development.

### **Concluding Vision**

In conclusion, emotional intelligence is not merely a tool for personal and professional success but a cornerstone for building a harmonious and progressive society. Its integration with technology, particularly AI, offers transformative opportunities to address some of humanity's most pressing challenges. By fostering emotional and ethical intelligence at all levels—individual, organizational, and societal—we can ensure that technological advancements serve as instruments of collective growth, empowering individuals and communities to thrive in an interconnected world.

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# Inclusion and Equity in Indian Education through the Lens of NEP–2020 and National Curriculum Framework for School Education–2023

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National Education Policy–2020 (NEP–2020) envisions learning for all through ‘Equitable and Inclusive Education’. The National Curriculum Framework for School Education (NCF SE 2023) is developed to operationalise this vision of NEP–2020, through curricular and pedagogical reforms across four restructured stages of school education (5+3+3+4). When both the Policy and curriculum framework are aligned, they can drive inclusion and equity beyond access, towards empowerment. This paper discusses what an NCF 2023-aligned Inclusive curriculum looks like. It also highlights teacher preparation and gives a brief, tentative roadmap for the same, along with probable challenges to meet. The authors try to highlight how the curriculum transitions could act as a driving force for shifting from access to empowerment through curricular flexibility, multilingualism, and initiatives of the Ministry of Education and NCERT like PRASHAST, PARAKH and UDL TV Channel. Policy creates a framework, an environment with multiple support systems. However, a curriculum allows the implementation of this framework through inclusion and shaping multiple flexible learning experiences, which are not only accessible but are transformative and empowering for the learners.

India, being a pluralistic society, is diverse in nature due to its varied cultures, religions and multiple languages across regions of the land. Diversity refers to the differences that exist across the population in terms of cultures, religion, race, cast, geographical segregation (urban-rural) and language. For many years, this diversity has been treated as a bottleneck in the growth and development of the nation.

The National Curriculum Framework for School Education (NCF SE, 2023) mentions, “Existing inequalities due to poverty, social bias,

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and exclusionary curricula create several roadblocks in the process of achieving inclusive and equitable education throughout all stages of school.” Data shows in the paper that the larger dropout rates of students, especially at the elementary level, are more prevalent in the Socio-economically Disadvantaged Groups (SEDGs).

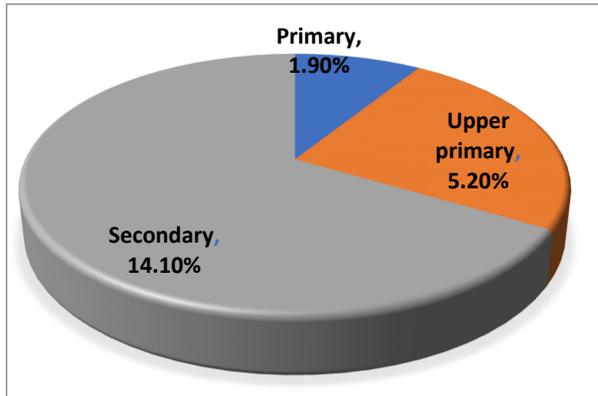
Based on the percentage share of schools by levels and types, there are 50% primary schools, 29.4 % upper primary schools, 9.8% secondary schools and 10.8% higher secondary schools as per UDISE+ data available. This data clearly shows that there is a dearth of secondary and higher secondary schools in *Bharat*. Additionally, if we see the percentage share of enrollments by level, then there are 48.7% enrollments in the primary level, 25.4 % enrollments in the secondary level, 14.9% enrollments in the higher secondary level and 10.9% enrollments in the higher secondary level. This Distribution of Schools, Enrolments and Teachers by School Category, 2023-24, as reported in the UDISE +, indicates that the enrolment percentage is reducing as the level increases.

Some of the charts as reported in the UDISE+ are reproduced as Charts 1 & 2 here. Based on the data available in this report, the percentage of schools that provide ramps and handrails is 52.3%. Only 34.4% schools have CWSN toilet facilities. Chart 1 clearly indicates a dropout rate of 14.1% at the secondary level as compared to 1.9% at the primary level. Based on the retention data, the retention rates are again the highest at the elementary level 78% as compared to 45.6% at the higher secondary level, as shown in chart 2. The probable causes could be the compulsory pass system that exists in our educational system, and also the mid-day meal schemes that play a crucial role in decreasing the dropout rates and enhancing the retention rates at primary or elementary levels.

Other reasons could be attributed to poverty, poor school and classroom infrastructure, like the absence of toilets (Barrett, et al. 2019 as cited in Rashmi Rangarajan, et al., 2023). It could also be attributed to insufficient teaching learning resources

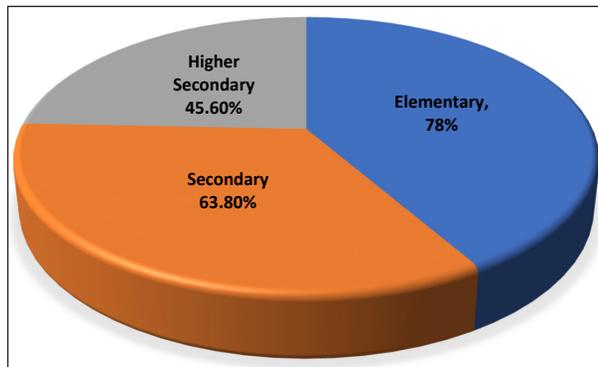
and environment, “like rigid and uninteresting curriculum” (Sarangapani 2020 as cited in Rashmi Rangarajan et al., 2023), and also largely due to the low expectations and lack of belief of the teacher regarding the SEDG students and “those disabled as incapable of learning” (Brinkmann 2019; Kumar 2019 as cited in Rashmi Rangarajan et al., 2023).

**Chart 1: Dropout Rate for 2023-24**



Source: Report On Unified District Information System for Education Plus UDISE+-2023-24 (pp 22)

**Chart 2: Retention Rate for 2023-24**



Source: Report on Unified District Information System for Education Plus UDISE+ -2023-24 (pp 22)

As reported in the NEP-2020, “Lack of access to quality schools, poverty, social mores & customs, and language have had a detrimental effect on rates of enrolment and retention among the Scheduled Castes.” Further, it is reported that the students from tribal communities or scheduled tribes are at a disadvantage due to geographical access issues, or the curriculum at school is not relevant or related to their daily lives.

### Diversity

Every coin has two sides. The reality is that being diverse is not a curse, but a boon in itself.

Research has established that diversity has its own benefits. Some of these benefits as listed in Figure 1.

A traditional classroom differs from a diverse classroom in terms of homogeneity or heterogeneity amongst students, type of curricula, teaching as well and assessment practices. In a diverse country like India, ensuring that the diverse classroom is catered to is important. For a teacher to ensure that a diverse classroom is taken care of, certain measures, as listed in Figure 2, are required.

According to Hurtado et al.’s (2012) model, the four key areas that determine or promote diversity in a classroom are “who we teach, who teaches, what is taught, and how it is taught” (see Jackson, 1988; Marchesani and Adams, 1992 as cited in Garibay, J. C. 2014). This clearly points out that the students, the faculty, the curriculum and the pedagogy play a critical role in shaping the diversity environment in a classroom.

### Equity

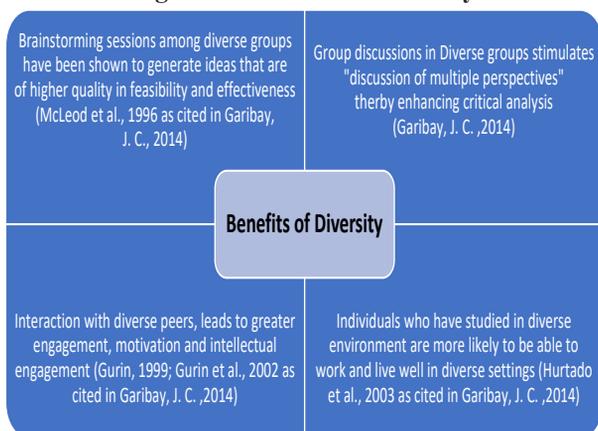
According to UNESCO, equity “considers the social justice ramifications of education in relation to the fairness, justness and impartiality of its distribution at all levels or educational sub-sectors” (UNESCO-UIS, 2018, p. 17 as cited in OECD, 2023). OECD (2023 further identifies equity as horizontal and vertical. Horizontal equity refers to providing fair resources to all, while vertical equity refers to providing additional resources to the disadvantaged groups based on their needs.

### Inclusion

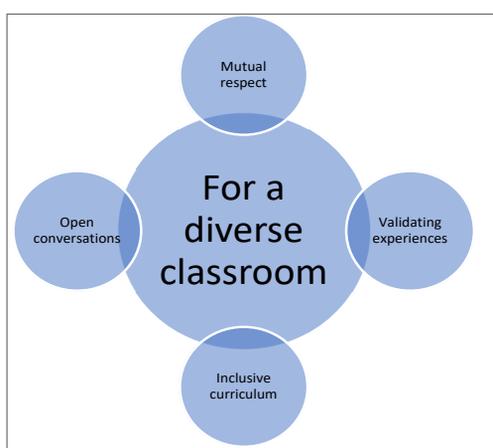
Inclusion refers to including all the children in the mainstream education, despite any kind of nature of diversity/special abled. Inclusive education is defined as “an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination” (UNESCO, 2009, p. 126 as cited in OECD, 2023).

The four types of educational models are shown in Figure 3. It gives a clear picture of what exclusion, segregation, integration and inclusion. As the name suggests, exclusion is excluding the child completely from the educational system or denying access to education. Segregation is isolating out the different/ diverse set of students in a separate environment. Integration is when the diverse set of

**Figure 1: Benefits of Diversity**

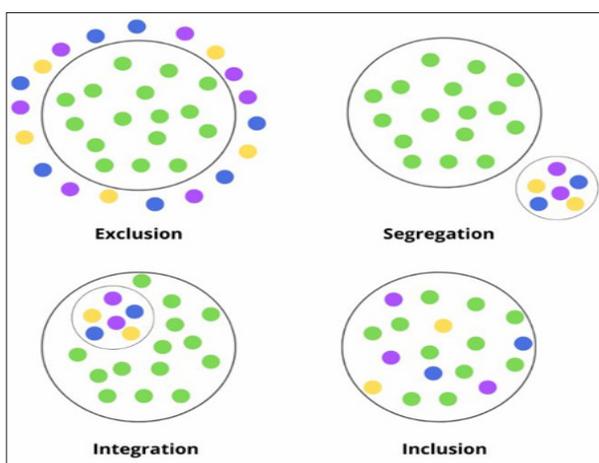


**Figure 2: Measures for a Diverse Classroom**



students is made to fit the mainstream, without any changes in the system. Inclusion is a process that helps to overcome barriers limiting the presence, participation and achievement of all learners. It is about changing the system to fit the student, not

**Figure 3: Four types of Educational Model**



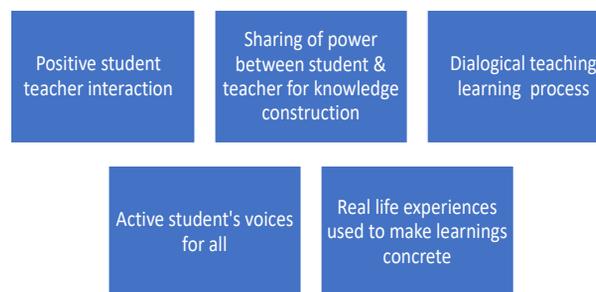
Source: OECD, 2023.

changing the student to fit the system, because the ‘problem’ of exclusion is firmly within the system, not the person or their characteristics (UNICEF, 2014, as cited in OECD, 2023). So the idea is to fit the child in the system, without changing the child, unlike integration.

**Principles of Inclusive Pedagogy**

“Inclusive pedagogy is described as teaching practices that embrace the whole student in the learning process and are engaged in a broader vision of social transformation” (Tuitt, 2003, as cited in Garibay, J. C., 2014). Tuitt (2003) has further identified its various principles mentioned in Figure 4.

**Figure 4: Principles of Inclusive Pedagogy**



**Equity vs Inclusion**

Though equity and inclusion are strongly interrelated and are interchangeably used, they are like two sides of the same coin. Both are essential for a successful educational system. Table 1 briefly gives a distinction between the two concepts, though they are deeply connected.

The National Education Policy, NEP 2020, on Inclusion and SEDGs

The NEP 2020 document clearly highlights the importance of “Equitable and Inclusive education: Learning for all” in its chapter 6 of school education (part I). The document further reiterates that no child should be deprived of equal opportunities of education or to learn and excel due to their “circumstances of birth or background” (NEP, 2020).

As mentioned earlier, there exists a large gap in the enrollment and retention rates, especially in the secondary education of Socio-economically Disadvantaged Groups (SEDGs) in particular. As per this policy document, the SEDGs are classified as shown in Figure 5.

**Table 1: Equity vs Inclusion**

Equity	Inclusion
Equity aims to provide opportunities to every student to help them reach their full potential.	“Inclusion encompasses the principles of equity with an approach to remove barriers for all students, stressing in particular the need to recognise and address different experiences, needs and challenges of diverse and vulnerable groups of students.” (OECD, 2023)
The focus of equity is on providing opportunities. Improved equity does not guarantee validation of self- self-worth of an individual.	The focus of inclusion is on student well-being. “Inclusion is more strictly associated to who the individual is, i.e., their identity (e.g., cultural identity, gender identity), and whether the education system acknowledges individuals for who they are (i.e., the sense of belonging)” (OECD, 2023)

Some of the highlights of the NEP–2020, related to Early Childhood Care and Education (ECCE), which are relevant and applicable for SEDG’s are also:

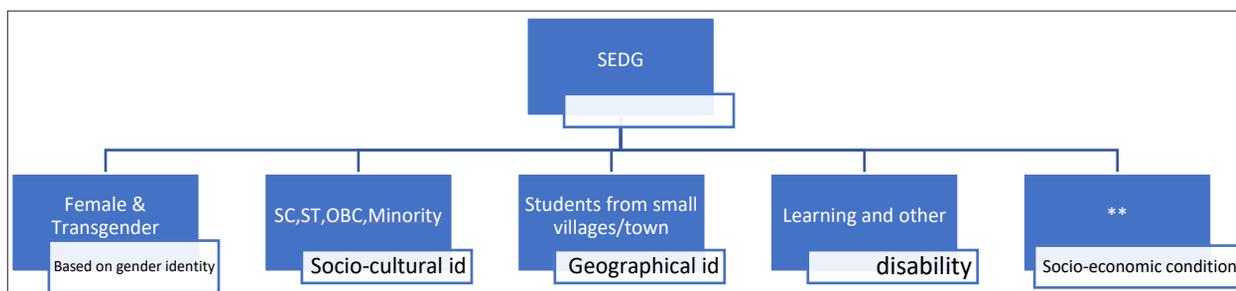
- NEP has identified the importance of early childhood education and aims at Universal provisioning, i.e. every child should get access to quality early childhood care, education and development, so that they are all school-ready before Grade 1.

- A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) would be developed by NCERT for children up to 8 years; in alignment with the latest research on ECCE, and national and international best practices and above guidelines.
- The universalisation of ECCE would be carried out in a phased manner with special attention to socio-economically disadvantaged sections.
- Strengthening of Anganwadis in the form of training of Anganwadi workers, and infrastructure development would be carried out. This is especially important for the SEDG group learners.

Some of the highlights of the NEP–2020, related to Foundational Literacy and Numeracy (FLN), which are relevant and applicable for SEDG’s are also:

- The primary focus would be to ensure Universal foundational literacy and numeracy by 2025 amongst primary school students. It refers to the basic ability to read and write as well as perform basic operations with numbers. To “achieve universal foundational literacy and numeracy in primary school by 2025”, NIPUN Bharat was set up by the Department of School Education and Literacy.
- Special focus would be on Reading, Writing, Speaking, Counting, Arithmetic, thinking and Mathematical thinking.
- High-quality resources related to FLN would be available on DIKSHA.
- Expansion of school and public libraries would be done with the addition of inspirational books for children at all levels in local as well as other Indian languages.

**Figure 5: Classification of SEDG’s**



\*\*Migrant communities, low-income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas, and the urban poor)

- Health and nutrition will be addressed in the form of an additional breakfast along with midday meals and regular health check-ups.

Some of the highlights of the NEP–2020, for Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels are:

For inclusion apart from school education, for higher education, also NEP–2020 document states, “increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities.” (pp 35)

### Inclusion in NCF SE 2023

The real place where policy comes into practice is the school. An appropriate implementation of the policy in terms of resources, pedagogical practices and support systems can establish an equitable and inclusive setup at schools (OECD, 2023).

These policy initiatives, when extended to the daily routine activities of the school, help in embedding equity and inclusion in the regular school system; thereby creating hope for those facing discrimination and bias (NCF SE 2023). According to the NCF SE 2023 document, inclusion can be incorporated through three means, namely inclusion in the school's physical environment, inclusion addressed through curriculum and textbooks, and finally, inclusion addressed through pedagogy. All three are briefly described in Figure 8. As per the latest NCF 2023 published, Inclusion is discussed in terms of “physical infrastructure provision,

language usage, safety measures adopted, use of Curricular Content, and Inclusive Pedagogy” (NCSF SE 2023). Additionally, inclusive practices for students with disabilities and students with special talents are also mentioned, as shown in Table 2.

**Table 2: Inclusive Practices for Students with Disabilities and Students with Special Talents as per NCF SE 2023**

Inclusive Practices for Students with Disabilities	Inclusive Practices for Students with Special Talents
<ul style="list-style-type: none"> <li>• Physical access through barrier-free structures</li> <li>• “Early identification and early intervention for children with developmental delays, disabilities” with “strong focus at the Foundational and Preparatory Stages” (NCF SE 2023, 2024)</li> <li>• Curricular and Pedagogical accommodations instead of modifications ie. Neither the content nor the grading criteria changes.</li> <li>• Accommodations in assessment as well as assistive devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires special attention and support through more challenging tasks and learning materials.</li> <li>• Students across all socio-economic spectrum must get equal opportunities</li> <li>• Teachers and parent community need proper orientation and training to understand the common social and emotional traits like “heightened sensitivity, emotional intensity and reactivity, perfectionism, and uneven development of intellectual and emotional capacities” of such learners. (NCF SE 2023, 2024)</li> <li>• Upgraded Pedagogy as per their needs.</li> </ul>

### NCF SE 2023 Aligned with Inclusive Curriculum

So, what should the inclusive curriculum look like if we align NCF 2023 with NEP–2020?

**Figure 6: Steps as per NEP–2020 to Curtail Dropout Rates**

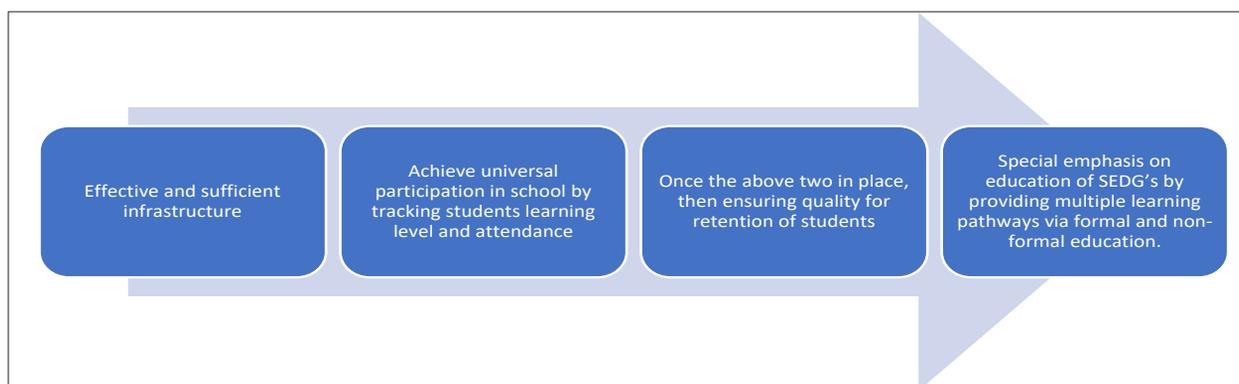
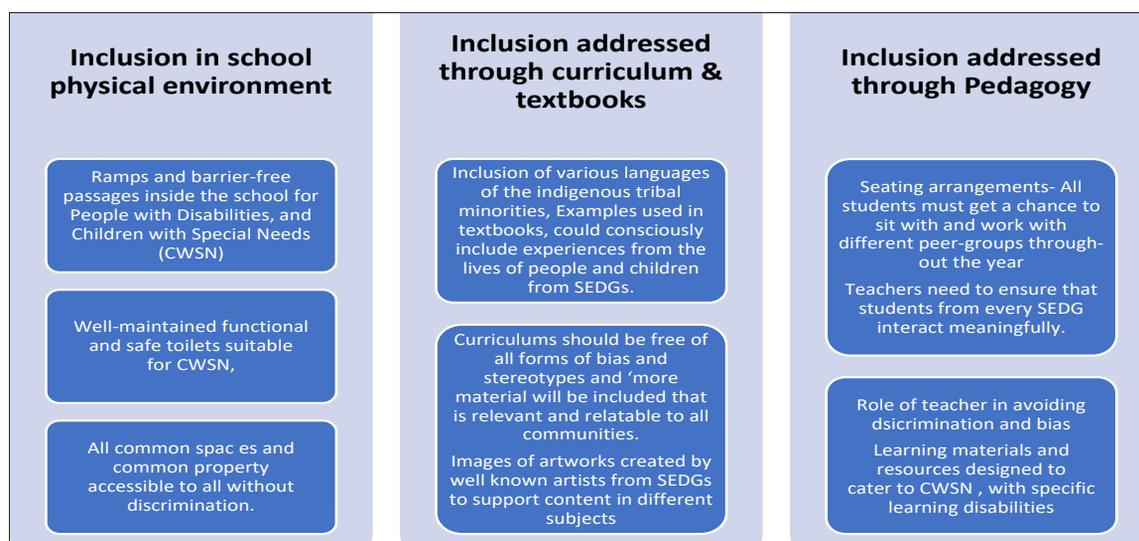


Figure 7: Initiatives Promoting Equity and Inclusion as Per NEP–2020

Empowering students through flexibility in course choices	Multilingualism and the power of language	Curricular Integration of Essential Subjects, Skills, and Capacities
<ul style="list-style-type: none"> <li>•“There will be no hard separation among ‘curricular’, ‘extracurricular’, or ‘co-curricular’, among ‘arts’, ‘humanities’, and ‘sciences’, or between ‘vocational’ or ‘academic’ streams.”</li> <li>•Flexibility to choose subjects especially at secondary level.</li> <li>•Physical education, the arts and crafts, and vocational skills would be incorporated throughout the school curriculum.</li> <li>•Consider moving towards semester system to allow greater exposure and more flexibility.</li> </ul>	<ul style="list-style-type: none"> <li>•Medium of instruction preferably home language/ /mother tongue/local language/regional language till atleast grade 5 but preferably till grade 8 or beyond.</li> <li>•High quality textbooks – in home language/ mothertongue</li> <li>•Gaps to be bridged between language spoken by child and medium of instruction</li> <li>•Bilingual teaching learning approach by teachers and for learning material</li> <li>•Greater flexibility in the three-language formula, and no language will be imposed on any State.</li> <li>•Creation of high quality bilingual textbooks and learning material for science and maths: to enable them to think and speak in their home language and English</li> <li>•“Every student in the country will participate in a fun project/activity on ‘The Languages of India’, sometime in Grades 6-8, such as, under the ‘Ek Bharat Shrestha Bharat’ initiative.”</li> <li>•“Sanskrit will thus be offered at all levels of school and higher education as an important, enriching option for students, including as an option in the three-language formula.”</li> <li>•Along with Sanskrit other classical languages would also be available as option</li> </ul>	<ul style="list-style-type: none"> <li>•A practice-based curriculum for Grades 6-8 will be appropriately designed by NCERT while framing the NCFSE 2023. All students will participate in a 10-day bagless period sometime during Grades 6-8 where they intern with local vocational experts such as carpenters, gardeners, potters, artists, etc</li> <li>•“Knowledge of India”: ancient knowledge and its contributions to modern India would be incorporated in school curriculum, wherever suitable.</li> <li>•Specific courses in tribal ethno-medicinal practices, forest management, traditional (organic) crop cultivation, natural farming, etc. will also be made available.</li> <li>•An engaging course on Indian Knowledge Systems will also be available to students in secondary school as an elective</li> <li>•Development of basic ethical reasoning, traditional Indian values and all basic human and Constitutional values amongst students through curriculum</li> <li>•Basic training in health, including preventive health, mental health, good nutrition, personal and public hygiene, disaster response and first-aid will also be included in the curriculum</li> </ul>

Figure 8: Inclusion as per NCF SE 2023



- Use of the 3-language formula, use of bilingual teaching learning approach and use of home language/ mother tongue is a huge intervention towards equity and inclusion.
 

It would allow learners across all categories of SEDG to maximise their learning in their own preferred language. This is a great example of equity where students are given an opportunity to make use of their full potential.
- The Accessibility of learning materials like textbooks and other digital resources like DIKSHA would allow better reach for learners from across the country. Multilingual learning materials, along with home language/ mother tongue, i.e. learning materials would be available in different local languages, with examples from the local contexts of minorities or other SEDGs. This easy accessibility is not only equitable but would also promote students' well-being by acknowledging their cultural identity in the form of the use of examples relevant to their daily lives.
- Integration of initiatives like “Ek Bharat Shresth Bharat”, where students of grades 6-8 would be involved in projects related to the languages of India, is a great initiative to bring about equity and inclusion for children across all SEDG's like those from different geographical backgrounds or migrant communities, to showcase their cultural and linguistic heritage. It directly promotes students' well-being i.e. inclusion while being equitable.
- Initiatives of the Ministry of Education and NCERT, like PRASHAST
 

There are 21 disabilities recognised by the Rights of Persons with Disabilities (RPwD) Act, 2016. This act aims to provide an equitable, inclusive environment in regular schools to all the children from any of these 21 categories, with special care for the CWSN. The disability conditions that have visible symptoms are easily identifiable by parents and teachers. However, “disabilities like mental illness, specific learning disabilities, hearing impairments or autism are comparatively difficult and complex to identify without appropriate training” (PRASHAST, 2022). Hence, PRASHAST, a disability screening checklist, was developed by the Department of Education of Groups with Special Needs (DEGSN), NCERT and finally shaped by CIET-NCERT. PRASHAST would enable regular teachers and special educators to identify the conditions based on the checklist, and could refer these children for further assessment. This tool has been divided into two parts.

*PRASHAST* Part-1: This is to be used by regular teachers for first-level screening class-wise.

*PRASHAST* Part-2: This is like a confirmation by the special educators of the preliminary screening conducted. The concerned child would be further referred to assessment camps.

Teachers are the ones who spend the maximum time with the students, so if they are properly equipped and trained, then it would be easier for

them to identify such conditions amongst the learners. PRASHAST aims to screen, identify, and categorise the existing disability conditions and finally facilitate further assessment if needed. This is a great initiative for creating an equitable and inclusive society, as every child would get the chance to be screened, and if required, would get necessary attention and special care.

- Integration of practice-based curriculum for Grades 6-8, involving small projects like those involving working with vocational experts like carpenters, gardeners, potters, and artists, would make students empathetic towards all the vocations and professions. This is a significant step towards inclusion since it would enable all students (especially non-SEDG students) to gain respect and deeper insight into the various professions. They would learn to value every role and realise that no job/ profession is insignificant, promoting the dignity of labour. Additionally, the non-SEDG learners would become more empathetic about their SEDG or CWSN peers and their struggles and challenges faced.
- Introduction of contemporary subjects such as Holistic Health, Organic Living, Environmental Education, etc., at relevant stages is a great initiative to develop a wide variety of skill sets. This holistic approach to developing multiple skill sets is another equitable way to promote empowerment.
- Multiple entry exit options as per the policy would be a great option for SEDG's especially from different socio-cultural and geographical identities. Such students often face problems continuing their education due to many reasons, like poverty, health issues in the family, proximity of school, and migration to a new place for work. Such multiple entry-exit options would definitely provide them an opportunity to continue their education under different circumstances.
- Inclusion of Competency-based pedagogy and assessment is another thoughtful initiative. It was proposed to set up a National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), as a standard-setting body under the Ministry of Education that would fulfil the basic objectives of setting norms, standards, and guidelines for student assessment and

evaluation for all recognised school boards of India. PARAKH was established in 2023 at NCERT. The key activities at PARAKH include competency-based assessment for holistic development, large-scale achievement survey and bringing about the equivalence of school boards. Streamlining the assessment systems would further make the system equitable.

- The universalisation of ECCE would be carried out in a phased manner with special attention to socio-economically disadvantaged sections. This is a long, time-consuming process, but essential to provide equitable and inclusive education to all.

### **Preparation of Teachers**

According to OECD (2023), all the relevant stakeholders of the education system need to be meaningfully engaged, right from the framing of the policies till the implementation of the framework to bring about equity and inclusion in the system.

To address the diverse learning needs of the students, the teachers must be well prepared. They must be well acquainted with differentiated instruction and relevant special education skills to create a positive and inclusive learning environment in the classroom. Also, they must be trained with relevant training in their pre-service teacher training programs. Hence, apart from their regular teacher training programs, continuous professional development of teachers is essential. There should be multiple trainings for the teachers, like those for using PRASHAST and regular workshops, to make them learn how to continually create an inclusive, positive classroom environment. The training for teachers must be specially taken care of to become empathetic towards the students from SEDG. Special educators must create more awareness in their organisations. They could collaborate with local bodies to raise awareness not only amongst the stakeholders at school but also amongst the parent bodies.

### **Tentative Implementation Road Map for 5 Years**

The curriculum transitions suggested above could act as a driving force for shifting from access to empowerment. Krishna Kumar T P et al. (2025) have suggested making investments in "*specialised training, assessment tools, and leveraging government initiatives like Samagra Shiksha Abhiyan.*" They have recommended enhancing teacher training programs by developing specialised training modules. They have also highlighted the

**Figure 9: Role and Duties of Members of SMC**

<b>Role of SMC Members</b>	1. Preparing School Developmental Plan (SDP)
	2. Bringing 'out of school children' to the school
	3. Arranging and maintaining basic infrastructural amenities
	4. Ensuring no physical punishment and no mental harassment
	5. Fund management;
	6. Monitoring of quality learning;
	7. Mid Day Meal (MDM);
	8. Social audit; and
	9. Maintaining healthy school environment

Source: *Inclusion in Education (2020). A Manual for School Management Committee. NCERT. (pp32)*

importance of incentivising teacher participation. Further to strengthen the infrastructure in terms of assessment, competency-based assessment tools need to be developed along with their relevant training. According to the NCERT manual on School Management Committee (SMC), the role and duties of the SMC are listed below in Figure 9.

A brief, tentative and theoretical road map is suggested, which could be executed over the next 5 years. The road map of the implementation plan could be carried out in three phases, with each phase lasting approximately 1-2 years.

The first phase is the foundation or the preparation phase, where the curriculum is mapped in sync with the NEP 2020 and NCF SE 2023. Once the curriculum is mapped, the materials need to be made inclusive, friendly and accessible. This would be followed by FLN intensification to match the NIPUN Bharat goals. Finally, to achieve all this, resourceful teachers or special educators need to be deployed, along with relevant teacher training.

The second phase would include teaching and assessment of the mapped curriculum. Use of Inclusive pedagogical practices like Differentiated instruction (DI), Culturally Sustaining Pedagogies (CSP), Universal Design for Learning (UDL), and digitally assistive technologies for students with Special Education Needs (SEN) (OECD,2023) needs to be implemented. These pedagogical practices are briefly mentioned in Figure 10. As an example, Table 2 describes the academic instruction interventions that could be effectively used by the teacher to support students with ADHD.

The final phase would involve the evaluation or monitoring of the previous phases. The evaluation could be done by large-scale surveys by PARAKH

and UDISE to find out the actual impact of this type of curriculum and the loopholes. It is important to acknowledge that every student is unique and must be given an opportunity to be assessed according to their special need. According to OECD (2023),

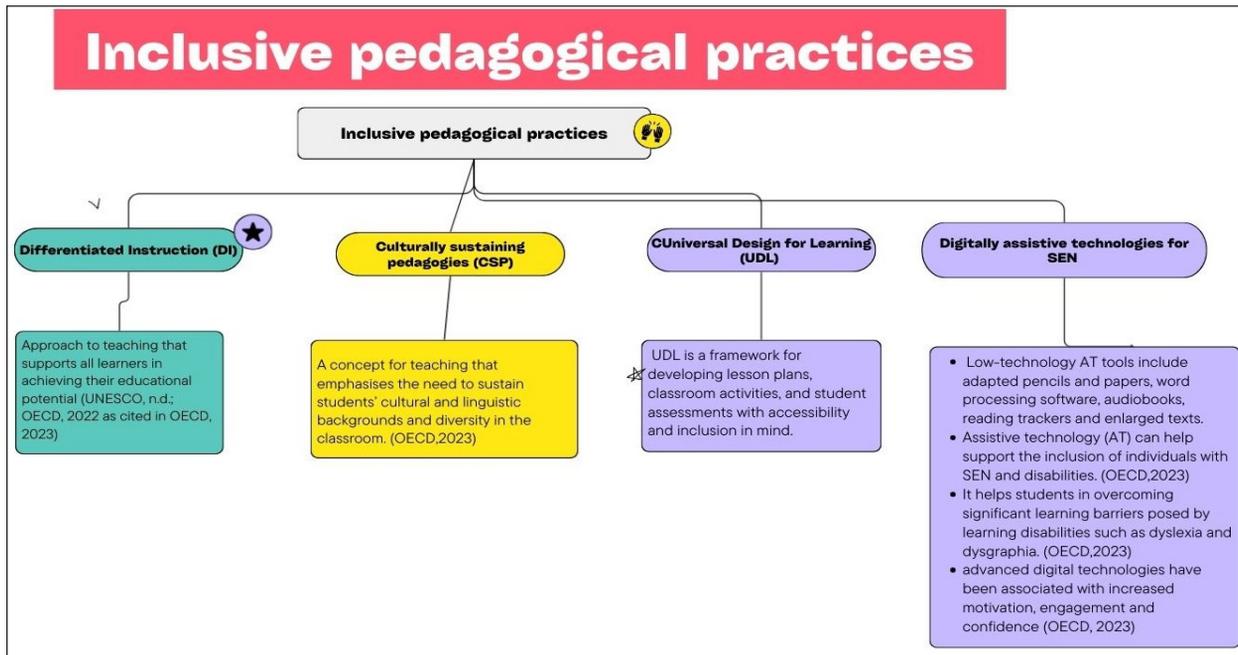
*“There are a variety of ways in which assessments can be adapted or structured to serve students with SEN. For instance, for students with ADHD, eliminating or reducing timed tests can be an effective strategy to support them, together with technology to assist them with tasks (Mezzanotte, 2020[7]), with assistive technology more generally suitable to supporting students with different special education needs in the assessment process (Brussino, 2020[68]; Brussino, 2021[100]). An inclusive approach to assessment for students with SEN requires an acknowledgement that every student is unique and the selection of appropriate strategies in light of the needs of the particular student (All Children Learning, n.d.)” (pp. 273)*

### Challenges

Any new system is accompanied by its own set of challenges. Bringing equity and inclusion has been a long-term goal of the Indian policies. Nidhi Shukla and Mamta Dixit (2019) highlight that implementation of an inclusive curriculum is a challenge due to a lack of positive attitude amongst the teachers, infrastructural issues, ignorance by the parent community, as well as improper execution of policy. It is harder to achieve due to multiple factors as described below:

- A policy and a framework once set need to be implemented at the ground level, and it needs to be analysed to what extent it is actually beneficial to the stakeholders involved, i.e. the SEDG or CWSN children. There needs to be regular monitoring of the success of the implementation plans.
- Engagement with parents and communities: The parents of such SEDG group children need to be taken into the loop. Lack of support from the parent body also makes the success of such a curriculum questionable. Often these parents lack the level of understanding required, and due to cultural, geographical, linguistic and religious barriers, they are unable to understand the importance of sending their wards to school.

Figure 10: Inclusive Pedagogical Practices



- Developing Capacity for managing Inclusion: This includes multiple aspects as per OECD (2023), like building awareness across communities and all stakeholders, “recruitment, retention, preparation and evaluation of school staff such as teachers, school leaders and support staff”, professional training to the staff, and student mentoring.
- Interventions from the school: Setting up adequate infrastructure and meeting the needs of the SEDG and CSWN children by building appropriate toilets, ramps, etc., is another hurdle. Matching of resources as per students’ needs, class size, use of learning strategies and other instructional support well as non-instructional support like “career counselling, personal counselling, medical and therapeutic services” are important. (OECD, 2023).
- Preparedness of teachers and other school staff is another challenge that needs immediate attention. For this, regular workshops and training need to be planned as well as conducted. The teachers have to be bias-free; only then can this entire effort of the inclusive curriculum mapping and implementation be successful. Believing that every teacher would think in the same line, would have no opinion or would be non-judgmental is in itself questionable.
- Pedagogical shifts in the curriculum are another milestone that would be incomplete without teacher training.

- Preparedness of multilingual texts in the home language would take time to reach the masses. Till then, proper arrangements need to be made. Digital access is again not very easy for the SEDG groups, where basic needs fulfilment is a priority.

### Conclusion

Effective implementation of NEP–2020 and NCF SE 2023 will certainly reshape the Indian Educational landscape, by creating a more dynamic, equitable and inclusive system that caters to the diverse learning needs of all kinds of learners. By analysing how this policy and framework incorporate equity and inclusion into the education system, this paper identifies both strengths, of the policies and framework such as multilingual approach to teaching, learning materials in home language, multiple exit-entry option and integration of vocational skills as well as the challenges like the need for improved teacher training, developing capacity, interventions from school, better assessment strategies. This paper highlights how we can shift from access to empowerment by integrating inclusive pedagogical practices like DI, CSP, UDL and digitally assistive technologies. The implementation road map is a tentative plan that would have many hurdles. However, reflecting on the positive aspects like PRASHAST and Parakh, we realise that the NCERT, ministry and government are indeed making true efforts in making the educational framework more equitable

and inclusive. Till then, all the stakeholders have to make continued efforts to strive for this humongous goal to be achieved.

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# A Comparative Analysis of Assessment Practices in Traditional and Online Higher Education Environments

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The current study examines the comparative contexts of assessment practices in online and face-to-face higher education settings. In education, assessment is a component of the teaching-learning continuum by which faculty can determine how students understand what they have been taught and whether they have achieved academic goals. The change of learning ecosystems, with digital education, has also caused a significant diversification of assessment strategies. This is now carved out into two major paradigms: (i) traditional (face-to-face), and (ii) online (digital or virtual). Both paradigms have different methodological features, the requirement of evidence, and challenges associated with them.

Conventional approaches to assessment are known to be rooted in the face-to-face classroom context, where physical presence and interactive interpersonal relationships between the instructor and the student cannot be compromised. This environment will usually have proctored-condition written examinations, oral presentations, classroom-based quizzing, paperwork, and practical laboratory/field-work. These approaches are helpful in placing focus on synchronous activity, which allows instructors to obtain reactions in real-time and interpret non-verbal communication. In addition to this, a supervised and time-limited style is designed to assess critical thinking, retention, and problem-solving. In the contemporary academic practice, online assessment can be regarded as a rather useful tool of maintaining integrity; however, it is relatively unproven of the diverse needs and preferences of learners (Cowan, et al., 2022).

On the contrary, the spread of internet-based learning tools and online classrooms has made online assessment more essential. The variety of assessment forms suiting this modality is wide-ranging- this can be illustrated with online quizzes, open-book tests, posting in discussion boards, multimedia assignments, e-portfolios, peer rating, and asynchronous activities. They are highly flexible, and students may follow

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these formats in an independent manner from each other and have extended deadlines that benefit student-centred teaching models as well as the development of digital literacy. With the help of keeping the standards of evaluation at the time of online setting, educational establishments which has acted with the help of deploying evaluation tools like plagiarism identification software, an adjustable testing stage, and proctoring software (Rana, 2024).

SARS-CoV-2 pandemic was one of the factors that catalysed the transition to online classes. The online forms are extolled based on their flexibility, as well as the level of creativity, and the traditional forms are extolled based on how they are organised. In the comparison of these two assessment environments, one will also notice that they have differences along with their merits, demerits, as well as possible areas of application. On the other hand, within real life, the dynamic growth has been blended into hybrid learning paradigms exploring the ways of implementing inclusive, effective, and efficient evaluation strategies, as well as making use of the possibilities and the potential of a specific paradigm. All the studies are also related to pedagogical implications, learner experience, and strategic results and are also narrowed down to find the patterns of practices which can assist the integrity and fairness and also academic work as well as giving meaningful feedback within the physical and online space for higher education institutions.

## Need and Significance of the Study

The technological breakthrough and turbulence in the world, including the COVID-19 pandemic, have significantly redesigned the landscape of higher education, most importantly, adjusting the methods of assessment. With a range of institutions alternating between face-to-face and online variants, a discussion of the effectiveness, accessibility, and flexibility of testing is not only unavoidable but also urgently imperative. Traditional methods provide organisation and discipline, which can be inappropriate to the current learning needs and diverse students. On the other hand, online tests create flexibility and innovation, but at the same time create issues involving academic integrity and attention of the learners. The current research conducts a general cross-model review of these two

models, outlines their advantages and drawbacks, and suggests the best practices and important gaps and weaknesses that help the development of a blended evaluation system and improve student results, remain fair, and develop genuine real-world proficiency. The findings will be used to help educators, policymakers, and institutions devise assessment systems that align with modern educational needs.

### **Objectives**

- To study the diversity of assessment practices in Traditional and Online settings in Higher Education institutions.
- To study the quality of assessment practices in Traditional and Online setups in Higher Education Institutes.
- To study the challenges of assessment faced by teachers in Traditional and Online setups in higher Education Institutes.

### **Research Questions**

- To what extent are the diverse assessment practices used in Traditional and Online settings in Higher Education Institutes?
- How to analyse the quality of assessment practices in Traditional and Online setups in Higher Education Institutes?
- What are the challenges of assessment faced by teachers in Traditional and Online setups in higher Education Institutes?

### **Literature Review**

A few decades of research turned the traditional methods of assessment into the main tool of appraisal in the sphere of higher education. In the scholarly context, the modalities of student assessment are mostly standardised and formalised. The written test is still used as a superior rating device; the administrations of the colleges and universities most often apply preparations of midterm and final tests that include several diverse types, such as multiple-choice, short answer and essay questions, offered at a time specified, with the express purpose of quantifying retention and conceptual mastery. A set of uniformity among sections and among instructors is achieved by the use of standardised forms of assessment.

Performance scales, most frequently letter grades (e.g. A, B, C, D, F) or numbered grades (e.g. 0100 or 4.0 GPA) are instrumental in measuring the performance of the students. Finals have the highest

evaluative weight established, and thus, they become the major determinant of final grades in the course. The general task of writing assumes the existence of academic, research and topical literacy, as well as compliance with formal rules of argumentation (Wijaya, 2022; Chauhan, et al., 2024).

The use of assessment routines is common in engineering, natural sciences and mathematics. These are graded as per accuracy and completeness, and hence they add to the overall performance. In science laboratory classes, the students are expected to adhere to standardised requirements which require that they describe their procedures, analyse their findings and draw measurable conclusions. Practical skills and the implementation of the theoretical constructs are also assessed through the means of laboratory exams. Some of the subjects also embed the elements of verbal assessment where students justify their stands or report outcomes before the committee of faculty, thus allowing the assessment of rhetorical skills and content-level understanding simultaneously (Pepin, et al., 2021).

Presence and engagement in classroom activities still form part of the requirements in the assessment in several courses. Of course, such criteria are subjective in nature and depend significantly on instructors. The historical methods of assessment are primarily between the summative type of evaluation of students as opposed to continuous assessment, and are based on an approach which is both teacher-centred, standardised, and linked to the formal certification and ranking of the pupils (Ali, 2024).

The use of online assessment is one of the aspects that the COVID-19 epidemic has accelerated, thus changing approaches that can be implemented in online learning. Timed exams through Learning Management Systems (such as Canvas, Blackboard and Moodle) have randomised pools of questions, with objectively graded parts being assessed automatically. These formats allow many forms of questions, including multiple-choice questions and essay answers, and may include multimedia (video, image, and other interactive output). The use of remote proctoring services provides solutions to the issue of academic integrity, achievable by such methods as webcam proctor, screen capture, browser lockdown software, and AI-based behaviour analysis. The authenticity is checked by live proctors or automated flagging systems after examinations have been taken (Ok, 2025).

Computer-adaptive tests are designed to personalise the ability to produce accurate measurement results by changing the linear difficulty of the questions based on the number of responses given by the students, thereby reducing test anxiety and the time consumed to administer the assessment.

That said, the use of asynchronous discussion boards instead of conventional classroom involvement occurs through their promotion of threaded discussions, peer response, and collective development of knowledge. Faculty members weigh contributions in terms of frequency, depth and overall quality. Both of these factors happen because such boards create an atmosphere of involvement but hamper the effort to uphold academic integrity (Yang, et al., 2022).

Online submissions include support of multimedia materials, such as videos, presentations, interactive projects, and the digital portfolio reflects the longitudinal development. Simulation software duplicates lab methods in online scenarios, thereby allowing students to run virtual experiments, interpret information, and file merged reports. Group assignments rely on collaborative workspaces, video conferencing, and co-authoring applications, and the final results as well as the collaborative processes, can both be evaluated in terms of participation logs tracking and peer assessments (Azar and Tan, 2023).

Artificial-intelligence tools provide immediate responses to writing, coding, and mathematical solutions, establish patterns of error, and recommend remedial measures. With time flexible time windows, multiple attempts, and accessibility options, a variety of learning requires, different schedules, and worldwide student communities are all taken into account (Al-Sofi, 2024).

Online space provides granular analytics of activity, time spent, and activity challenges. These measures are used by the instructors to identify struggling learners and to make changes in instruction. The methodologies of online assessment are consequently able to strike a balance between convenience and accessibility and are informed by data on the one hand and faced with the challenges of integrity, technological equity, and the legitimacy of assessment of the learning condition in an online world (Nkomo, et al., 2021).

## **Research Methodology**

### ***Research Design***

The current study has the form of a mixed-methods study where either a quantitative or qualitative

paradigm can be employed to address the issue of assessment in higher education through quantitative or qualitative studies. Faculty and students will be surveyed using structured questionnaires that will be used to gather quantitative data in terms of assessment tools, perceived effectiveness, engagement of students, provision of feedback and integrity factors, each of which will be measured along Likert scales. The supplementary qualitative information will be obtained with the help of the semi-structured interviews of the instructors and the academic leaders, which will allow asking questions on the personal experience, laws, and policies of the institution, and patterns that have emerged in the assessment design. The quantitative data will be considered using the descriptive and inferential statistical analyses, and thematic coding will be applied to the qualitative data, resulting in the overall view regarding the strengths and limitations of both assessment modalities.

### ***Research Method***

The study uses a mixed-method design in order to question the forms of assessment in the context of conventional or online higher education. Quantitative research tools reflect the use of structured surveys that will apply Likert-scale questions to the faculty and students in order to obtain answers to the following questions: the kinds of assessments, the effectiveness of those types of assessments, the levels of engagement, the feedback processes, and the academic integrity. At the same time, some qualitative information was gathered through semi-structured interviews with the chosen faculty and academic administrators to obtain more detailed insights into the lived experience, institutional approaches, and current trends. Qualitative analyses include descriptive methods and inferential activities that are carried out on the survey results, and the interview data are coded using thematic coding to derive basic themes. The purposive juxtaposition of these strands of methods allows an all-inclusive evaluation of the current assessment systems and issues that come along with it.

### ***Sample of the Study***

The sample of the study consisted of 62 participants who were found in institutions of higher education, including both faculty members and students who work on traditional and online learning. The academic diversity of the faculty participants is broad, and the academic roles performed by the participants vary across the faculty, including instructor roles through academic leadership

responsibilities and therefore can serve as an informed source of assessment practices and institutional policies. The student participants will cover a wide range of programs and levels of study, and serve to have a wide coverage of learning experiences. The given sample size will allow conducting the rigorous statistical analysis of survey answers and enable conducting a detailed qualitative discussion within interviews, which will provide a complete picture on the most effective, most problematic, and most diverse evaluation methods that can be used in face-to-face and online environments.

### **Data Collection Method**

The players who took part in this investigation participated through a mixed-methods design. Structural online questionnaires were distributed to a variety of higher-education-level faculty and students to obtain quantitative information. The tools used Likert-based questions to analyse assessment types, effectiveness perceptions, learner interest, feedback, and academic integrity of learners in terms of traditional and online learning. In order to supplement, a sample selection of the instructors and academic leaders was interviewed in the semi-structured interviews that enabled thorough analysis with respect to personal experiences, institutional policy, and the growing trends of assessment practice. These survey and interview techniques, in combination, provided a holistic and multidimensional perspective of assessment methods and the issues that they raise.

### **Data Analysis Procedure**

In this study, the mixed-method data-analysis methodology was used. The quantitative survey results were summarised and underwent the procedures of descriptive statistics to explain the trends of namely assessment types, effectiveness, engagement, and integrity in both classical face-to-face settings and online formats. Also, inferential procedures, especially the paired t-tests, were utilised to test the similarity of means and determine the level of statistical significance of differences among modalities. Transcripts of the semi-structured interviews were processed as the qualitative part of the work, and thematic coding was used in this process, which allowed identifying common trends, new themes and information about existing institutional rules and life experiences. The combination of quantitative research with qualitative analysis produced a multipurpose evaluation of the current process of assessment in advanced learning institutions.

## **Data Analysis and Results**

**Table 1: Assessment in Traditional Set-up in Higher Education Institute**

<b>Assessment practice</b>	<b>Percentage</b>
Written Examination	100
Class Tests	98
Assignments	96
Oral Examination	90
Presentations/Seminar	80
Group Discussions	72
Quizzes	68
Portfolio	24
Journal Writing	22
Book Review	20
Lab Experiments	18
Practicum	30
Observations	36
Open Book	40
Projects	58
Research	44

The current evidence explains the existing evaluation mechanisms in the traditional institutions of higher learning. The most commonly and universally applied tool is written exams, and this is a testimony to the fact that written exams are the best evaluated measure of student performance. Another cornerstone alludes to the use of class tests, assignments and oral tests, all of which bear witness to a strong reliance on instructor-based, traditionally bound forms of assessment. Methods such as presentations or seminars, group discussions, and quizzes are treated as attempts to encourage student engagement and collaborative learning, but they are relatively underused (80%, 72% and 68%, respectively). Compare the alternative assessment formats, portfolios (24%), journal writing (22%), and book reviews (20%), which are poorly assigned, indicating little focus on the reflective and process-oriented assessment. Lab experiments, practicum experiences, and observation also have moderately high use (18, 30 and 36 per cent respectively), which again can be discipline-specific. In contrast, open-book examinations (40%), projects (58%), and research-based assessment tools (44%), on the other hand, have been adopted with an increased degree of intensity, reflecting a possible tilt towards analytical and application-oriented methods of assessment. Overall, the statistics show that there is a tendency towards the traditional usage, which is

partially offset by the gradual preference for more dynamic assessment approaches.

**Table 2: Assessment in Online Set-up in Higher Education Institute**

Assessment Practice	Percentage
Online Quizzes	84.62
Written Assignments	80.77
Video Presentations	78.85
Online Presentations	73.08
Online group Projects	69.23
Online Polls/Surveys	53.85
Webinar/Video Conference	50
Discussion Forums	38.46
Proctored Exams	15.38
Wiki	11.54
Blog	11.54
Gamification	9.62
LMS-based Exams	5.77

The current information explains the evaluation of strategies that are common in online higher education. The most common strategies (84.62 %: online quizzes and 80.77 %: written assignments) indicate a strong recruitment of the instruments, which can be easily applied, due to all the tasks are associated with the automation of grading. In addition, video presentation (78.85 %) and online presentation (73.08 %) manifest a lot of use, making it a move to visual and oral communication in the online world. This is evidenced by the popularity of online group projects (69.23 %) as well.

In terms of using interactive, synchronous tools, the use of online polls/surveys (53.85 %) and webinars/video conferences (50 %) is rather poor, meaning that the attempt to create real-time engagement is not very efficient. In comparison, discussion forums (38.46 %), blogs (11.54 %) and wikis (11.54 %) have been underutilised, while their potential to engage in reflections and knowledge building by participants is acknowledged. It is worth remarking that proctored exams (15.38 %) and LMS-based exams (5.77 %) have rather low adoption rates, which could also be caused by technological restraints or the lingering issues of academic integrity. Gamification (9.62 %) is also not a common practice, which suggests that there is also a chance of innovative assessment design. Overall, online assessment practices produce a greater flexibility and diversity of methodology, but some interactive, immersive approaches are unsophisticated.

**Table 3: t-test between Quality of Traditional and Online Setups**

t-Test: Paired Two Sample for Means		
	<i>Variable 1</i>	<i>Variable 2</i>
Mean	3.918202765	4.046082949
Variance	0.058856938	0.084158042
Observations	62	62
Pearson Correlation	-0.114317678	
Hypothesised Mean Difference	0	
Df	61	
t Stat	-2.524384433	
P(T<=t) one-tail	0.007104068	
t Critical one-tail	1.670219484	
P(T<=t) two-tail	0.014208136	
t Critical two-tail	1.999623585	

Comparative analysis of assessment practice in traditional and online environments at Higher Education Institutes demonstrates the existence of certain preferences regarding diverse dimensions. According to the questionnaire survey of 62 people with 1-5 rating criteria (1 = Strongly Disagree, 5 = Strongly Agree), the online set-ups perform better than the traditional set-ups in most respects, but there are also strengths and room for improvement in both.

The paired t-test of the quality of assessment that is conducted through traditional and online modalities shows significant differences between them. In the case of the regular assessment, the mean quality rating is encountered as 3.9182; in the case of online assessment, it is even higher and stands at 4.0461, and here, the participants feel the quality of online assessments is better. The variance and sample size of both groups are similar, and thus they are comparable. The t-statistic used (61 degrees of freedom) appears to be -2.5244, which is greater than the critical point of +/- 1.9996 in the case of a two-sided test. The two-tail p-value of 0.0142 indicates that it is less than the chosen significance of 0.05 and therefore the null hypothesis that there is no significant difference holds. These findings form a big indication of the fact that the perceived quality of online assessment is greater than it is with conventional assessment in higher education. This conclusion would be of interest to teachers and organisations that desire to enhance assessment

procedures through integration of the pros of online delivery approaches.

**Table 4: t-test between Challenges of Traditional and Online Set-up**

T-test for two samples		
	<i>Variable 1</i>	<i>Variable 2</i>
Mean	3.885483871	4.068817
Variance	0.010667737	0.025449
Observations	62	62
Pearson Correlation	-0.298218194	
Hypothesised Mean Difference	0	
Df	61	
t Stat	-6.625250219	
P(T<=t) one-tail	0.00	
t Critical one-tail	1.671093032	
P(T<=t) two-tail	0.00	
t Critical two-tail	2.000995378	

A two-sample t-test of the claimed challenge experienced by teachers in a traditional and online instructional environment speaks of a statistically significant deviation between the contexts. The average rating of challenges faced by teachers (in the traditional classroom) is 3.8855, and it is higher (4.0688) among teachers in online datasets, which shows that teachers are experiencing more challenges in the online classroom than in the traditional classroom. The two groups are founded on an identical sample size of 62 observations, and the corresponding variances appear to be 0.0107 and 0.0254, which implies that the variability in the online setup responses appears to be relatively larger. The obtained t-stat is -6.6253 under 61 degrees of freedom, which is hugely above the t-critical values (1.6711 and 2.0010 under t-one and t-two, respectively). The null hypothesis, which predicts that the levels of difficulty will equal the two conditions of instruction, is strongly rejected by the analysis of one-sided and two-sided studies, whereby the p-value is almost negligible. The discussion below offers extraordinary support to show that challenges faced during online teaching are much complex as compared to challenges faced during in-person teaching. These results, in their turn, create the necessity to pay attention to the specifics of online learning to be able to provide the assessment on a straightforward basis in order to make the experience of the faculty and its learning as similar as possible.

The research paper identifies the opportunities and gaps existing between the usual assessment

reports and online assessment at the higher education level through survey data and testimonies of faculty members. It presents the argument of a hybrid approach that could be effective enough to overcome all the shortcomings of both modes. It is mentioned that the other attributes in the traditional tests tend to favour memorisation skills more than analytical reasoning, a skill that employers are increasingly requiring, and that very large numbers in the test population are harder to standardise, hence introducing subjectivity into the scoring and leaving the impression that only fairness in assessments is in doubt. Also, small student-teacher ratios are required to have early and customised feedback. This problem of inclusivity is also brought about since, due to the strict format and time limits, conventional exams usually disadvantage the non-English speaking students or neurodiverse students.

Based on the report, online evaluations are more accommodating; however, they also have technical challenges, including stumbling blocks due to slow internet service and software crashes, which place an unfair advantage on the underprivileged students. Another barrier is the lack of academic integrity, and privacy questions should be raised in regards to purchasing the proctoring tools. The communication lags can stifle clarity since the students cannot receive immediate feedback concerning how the teaching is being done by the instructor. The reason why faculty members are not very keen to adopt digital assessments is that they lack to have high-quality tools and are also worried about the quality of tools that are available, and also that they believe that grading automation will not help them in curbing the problem of subjective marking.

The faculty is providing a hybrid assessment paradigm where both traditional rigour and digital flexibility are combined to ensure that the students are successful. This has an array of tests, such as case studies and open-book exams. Intensified feedback systems, like reports and video feedback generated with the help of AI and a strong support system in institutions in terms of training and development of infrastructure, are essential. This will be inclusive, fair, and in line with the skills in the real world, which meet the emerging demands of higher education.

## Discussion

The comparison of the data demonstrates that the online assessment systems, although in a developing stage, have found a considerable acceptance as it is

clear, flexible, and provide an opportunity to provide feedback on a timely basis. The results of empirical research show that over half of respondents considered online testing very objective and equally efficient in terms of giving immediate feedback, which also proves the ability of online platforms to make the process of communication more streamlined and offer the same assessment experience to learners.

Despite these benefits, several attributes of traditional techniques remain, indicating that they are effective in capturing pupil attention, establishing elaborate supervision and proctoring, and enforcing the principle of pedagogical approach that is commonly accepted in learning institutions. The online learning can be more loosely structured, and it is highly structured, which can be easy to understand what is required and the timeline of those needs by which many teachers prefer. This aids in neutralising for enormously programmed, and scorned proclivity to generate rote learners.

At the same time, online assessments have some disadvantages that hinder the full acceptance of the practice. Within them are subjectivity vulnerability, less accessibility, and low potential, which will allow personalisation in real-time. The online assessments are highly effective, technological imbalances, low digital reading skills of instructors, and the brutalities of academic fraud at the time of the modern age are some of the factors that have also impeded the process. The professional development of their faculty mainly requires long-term programs, for which there is a need to invest heavily in the institutional digital facilities to meet the challenge.

The framework with the potential to support a bigger range of educational needs, by the twenty-first century, suggests that classroom instruction can be characterised as an equilibrium-based assessment strategy, which will be able to allow the combining of the elements of traditionally focused rigour along with the freedom and elements of invention that online tools are.

## **Repercussions**

### ***Redesign Evaluation***

What the educators need to do is to design with authentic and differentiated formative evaluation which are able to satisfy both academic criteria as well as requirements of the contemporary world. It will promote the use of electronic portfolios, reflective journals and case studies by students.

## ***Development Faculty***

To obtain the skills required for operating digital technology, interpreting data, and using more receptive and student-focused modes of assessment, faculty are also required to undergo an extended course of professional education. The institutions need to evaluate student readiness to succeed in the online and blended world, especially in terms of time management and being digitally literate.

## ***Investment Infrastructure***

The online evaluation also needs infrastructure such as stable digital infrastructure, as well as the availability of resources and IT support that will be responsive to making any evaluation equitable and effective.

## **Conclusion**

The research study outlines the proportional strengths and weaknesses of traditional and digital mediation measurement in tertiary education. Traditional evaluation consists of significantly written tests and instructor-based assessments that lead to structural consistency, contribute to academic integrity, and at the same time tend to lean toward rote learning and fail to facilitate inclusivity. On the other hand, online assessment tools offer a wider range of experiential and pedagogical flexibility in terms of various forms of choosing between quizzes, presentation, and collaborative projects but allow giving feedback much faster; at the same time, they also face such challenges as the issues of technological accessibility, the risk of academic dishonesty, and the lack of immediacy of interaction. In statistical findings, assessment is believed to be of greater quality online, and struggle is exposed more by the faculty in online environments. The best way of reducing such tensions, however, would be to apply a mixed evaluation strategy that combines the intensity of the conventional approach and the flexibility of digital technology. This type of hybrid model will offer equitable, inclusive, and competency-based evaluations based on institutional investments in faculty development, technological infrastructure, and feedback supported by AI and will meet current educational needs and equip students more adequately to encounter challenges in the real world.

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## A Moment of Pride and Possibility

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**Shrikant Madhav Vaidya, Former Chairman, Indian Oil Corporation Ltd. delivered the Convocation Address at the 14<sup>th</sup> Convocation Ceremony at the Indian Institute of Technology Ropar, Punjab on July 16, 2025. He said, “At 211°F, water is hot. At 212°F, it boils. That single extra degree creates steam, and steam moves engines, powers ships, and once propelled the Industrial Revolution. Most people stop at 211°. They are close to boiling, close to transformation, but they ease off just before the breakthrough. I urge you: don’t stop at 211°. Turn up the heat. Make 212° your personal philosophy, that quiet, invisible edge where excellence lives: That extra degree of effort or whatever MATTERS.” Excerpts**

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Let me begin by saying what a singular honour it is to be standing here before you. Being invited as the Chief Guest to this convocation means a great deal to me, not only as a professional who has had the privilege to lead one of India’s largest and most complex enterprises, but also as someone who, like you, once sat at a convocation full of hope, questions, and dreams.

In March 2021, I stood at the convocation of my own alma mater, NIT Rourkela, to receive the institute’s Most Distinguished Alumni Award, conferred by none other than the Honourable President of India, Shri Ram Nath Kovind. It was not just a moment of personal honour. It was also a moment of pride for the institution because when an institute’s alumnus is recognised by the first citizen of the country, the entire academic community rises a little taller.

So I want to say this to you right at the start:

Your bond with IIT Ropar doesn’t end today. If anything, it begins anew. Because this institute will forever track your success. It will watch you grow with pride. And as you rise in life, the prestige of your alma mater will rise with you.

Let me also say, I come to you not from a small town in Maharashtra, but from Pune, a city with a proud educational heritage and a deep respect for public service. And today, I stand before you not as a distant dignitary, but as someone who has lived the journey you are about to begin, from classroom benches to boardrooms, from uncertainty to leadership.

This is not just another graduation ceremony. It is a celebration of dreams that refuse to settle. A moment that marks your transition from structured academia to the unstructured, dynamic, often chaotic world outside a world that will test not just your knowledge, but your character.

So let us make this moment count.

Let us not waste it with platitudes or generic advice.

I want to speak to you future engineers, entrepreneurs, civil servants, professors, inventors, and impact-makers with the respect you deserve and the truth you need to hear.

Because what lies ahead is not just a job or a degree or a career. What lies ahead is your chance to shape the future of this nation, and of the world. And for that, you must not just be technically skilled. You must be ethically grounded, emotionally intelligent, and purpose-driven. Let’s begin that conversation today, right here.

### **The Leadership Journey– From Classroom to Boardroom**

Allow me now to share a few reflections from my own journey, one that spans over three decades of leading teams, managing complexity, and, above all, serving a nation’s energy needs.

I began my professional life not in a corner office or corporate retreat, but on the floor of a petroleum refinery. Armed with a degree in Chemical Engineering, I entered a world where precision, pressure, and people converged in real time.

What I discovered quickly was this: no position, no matter how junior or senior, is insignificant if you carry responsibility with sincerity. Leadership isn’t about authority, it’s about accountability, and the willingness to shoulder what others shy away from.

Over time, I moved across verticals operations, technical services, process projects, project management, petrochemical integration, and corporate planning. I had the opportunity to operate at the frontlines of India’s energy ecosystem: 11 operating refineries, more than 20,000 kilometres of cross-country pipelines, over 35,000 petrol stations, more than 100 LPG bottling plants, aviation fuelling stations, depots, terminals and the 24x7 responsibility

of unloading crude carriers at strategic ports like Kandla, Mundra, or Paradip. That was the scope.

That was the expectation. And that was the trust reposed in me and my teams.

When I was entrusted with leading one of India's most important enterprises, I did not step into that role with arrogance. I stepped into it with a sense of quiet duty.

What truly defines leadership, I learned, is not what you do when things are smooth, it's how you respond when things fall apart.

One of the defining moments of my career came during the COVID-19 pandemic. As the country locked down, fuel demand collapsed. But our mission did not pause. Petrol Diesel was needed to move people, food and medicines. Aviation fuel had to support life-saving transport. We had to ensure that the country kept running often without precedent, and always without pause. LPG was needed to keep the kitchens alive.

That period reinforced something I already believed: leadership is not about control. It is about clarity of purpose, consistency in decision-making, and the courage to act under uncertainty.

Later came other disruptions: economic shocks, volatile markets, and the geopolitics of oil and energy during the early states of Ukraine Ukraine-Russia conflict and the sanctions imposed on Russia. And through all of this, the essence of leadership remained the same—stay calm, stay credible, stay committed.

Let me offer you three truths I now carry with me:

1. Your technical skills will open doors but your ethics will keep them open.
2. The best leaders are not the loudest- they are the ones who listen with intention and act with integrity.
3. Trust is your greatest asset. Build it every day, and protect it fiercely.

As you prepare to step into your own careers whether in startups, research, the public sector, or entrepreneurship know this: the world will give you situations with no easy answers. But if your decisions are rooted in values, and your intent is anchored in service, you will not just succeed, you will matter.

## **The World You Enter, and the Nation That Needs You.**

You are stepping out into a world that is in flux, and that's a good thing. Because in this moment of change, a new generation is being called upon not just to join the workforce, but to shape the future of India. You.

Let me begin with a simple observation: The headlines may be global, but the real story of the future is being written in India.

We are the fastest-growing major economy, the world's most populous nation, and a society in motion. With every reform, every start-up, every new airport, highway, data centre, or solar park India is not just evolving. It is arriving. And as you leave this campus, remember: you are not just joining an industry, you are joining a nation-building mission.

You're stepping into a country that is young, hungry, and brimming with aspirations. But it's also a country that needs problem solvers, innovators, ethical leaders, and compassionate citizens.

The greatest privilege of our generation is that we are living through the transformation of India from a developing nation to a developed one.

But that also places upon us the greatest responsibility: to ensure that this transformation is sustainable, inclusive, and deeply human.

Whether you become an AI engineer, a climate scientist, a policymaker, an entrepreneur, or an artist, ask yourself not just, "What will I earn?" but "What will I solve?" The world will try to define success for you. Don't let it. Build your own definition. And let that definition be rooted in values because without integrity, brilliance is wasted.

Let it be rooted in empathy because without compassion, technology becomes cold. And let it be rooted in courage because without boldness, you will not stretch far enough to meet your potential.

You are graduating from one of India's premier institutions. Your IIT degree opens many doors. But what you do after that is entirely up to you.

Use your skills to not only uplift your life, but to elevate the lives of others. The world doesn't just need coders, builders, or managers. It needs visionaries with heart.

As you step into this exciting phase of life, know this: India needs your talent, not just in cities, but in

villages. Not just in boardrooms, but on the ground. Not just for growth, but for transformation.

Your education has given you tools. Now use them to build a more just, more innovative, and more compassionate India.

Because when you succeed, India succeeds.

And when you dream big not just for yourself, but for others that is when you truly rise. So go out and be ambitious. But also be kind. Be restless, but also be grounded. Be smart but also be wise.

You are not just the future of India. You are the builders of that future.

### **Seven Convictions That Anchored My Leadership**

You are stepping into a world that will challenge you not just professionally, but personally. It will test your judgment, your patience, your values, and your resilience. In such a world, what will anchor you is not just knowledge or skill, it is your convictions.

Let me share with you seven convictions that have guided me through a demanding, purpose-driven career.

#### ***Reliability is Leadership's Quiet Superpower***

In the professional world, trust is not earned by charisma, it is earned by consistency. People follow those who deliver without excuses. Be the person others turn to when things are at their most uncertain.

#### ***Crises are not Disruptions—They are Defining Moments***

Leadership begins when things fall apart. In times of crisis, calm is your superpower. Clarity is your anchor. Courage is your differentiator. These moments will shape your reputation more than any title ever could.

#### ***Excellence begins When no one is Watching***

Some of your best work will be invisible. You will not always be applauded, even when you perform. But excellence is not about being noticed, it is about being trustworthy. Build habits of discipline and integrity.

#### ***Adaptability is More Valuable than Expertise***

The answers that worked yesterday may be irrelevant tomorrow. Learn to unlearn. Reinvent without losing your essence. The ability to adapt is the new definition of intelligence.

#### ***Respect for People Builds Unshakable Teams***

Behind every milestone are the invisible hands of hundreds. Respect the people who support your

success. Leadership is not about hierarchy, it's about humility. And the more power you hold, the more respect you must show.

#### ***Discipline is the Bridge between Potential and Impact***

Routines, preparation, and self-regulation turn ideas into results. Discipline doesn't just create output it builds trust. And trust opens doors that talent alone cannot.

#### ***Be the Backbone, not Just the Face***

Everyone wants to be the face of success. Few commit to being its backbone. Lead with substance, not just visibility. Let your work speak. That's the kind of leadership the world remembers.

These convictions were not learnt in classrooms. They were forged over time through field experience, real decisions, and honest introspection. They were born not from perfection, but from practice.

I share them not as rules to follow, but as reflections to internalise—anchors for your own journey. Because at the end of the day, your title may open doors. But your character will decide whether those doors stay open. And your convictions lived consistently will define the kind of leader and the kind of human being you ultimately become.

#### **Stumbles, Purpose, and Becoming Fully Alive**

Let's put aside strategy and structure for a moment and talk about something you will all encounter, whether you're headed into industry, academia, public service, or entrepreneurship.

You will stumble.

There will be moments when plans collapse, when certainty evaporates, and when success feels frustratingly out of reach. But let me say this with absolute conviction: There is no such thing as failure

What looks like failure in the moment is often life trying to move you in another direction. A direction that's more aligned with your inner compass even if it doesn't come with a title, applause, or a straight path.

When you find yourself in that space, it's okay to pause. To sit with the discomfort. But don't stay there. Instead, ask yourself just one thing:

“What is the next right move?”

Not the perfect one. Not the most visible one. Just the next right move. One step. One honest decision.

Over my career, I've seen this truth repeatedly: the most successful people aren't those who never fall, they're the ones who know how to course-correct. They build not just careers but an internal GPS, a moral-emotional guidance system that doesn't panic when maps change. It quietly recalibrates and helps them find their way back to purpose.

You are entering a competitive, fast-moving world. Degrees and titles will open doors, yes. But what will sustain you when setbacks hit and they will be your sense of direction. Not external direction. Internal clarity.

And that brings me to the most vital question you will ever answer: What makes you come alive? Because as theologian Howard Thurman once said, "Don't ask yourself what the world needs. Ask yourself what makes you come alive—and go do that. Because what the world needs is people who have come alive."

This is not motivational fluff. It's the sharpest truth I know. In moments of fatigue or doubt, don't default to what's expected. Return to what is essential.

Build a life that reflects not just your ambition but your essence. Let your GPS, your internal guidance system be shaped by compassion, courage, and conviction.

When you listen to that, you won't just survive, you'll come alive.

And the world needs you fully alive, not partially awake. Not just employed. Engaged. Inspired. Intentional.

If you can do that no stumble will ever define you. Your purpose will.

### **The Call to Greatness: Turn Up the Heat**

We have spoken about purpose, resilience, conviction and the power of living fully alive. Now, as you prepare to step beyond these gates, allow me to leave you with one last Image, simple, memorable, and, I hope, catalytic. At 211°F, water is hot. At 212°F, it boils.

That single extra degree creates steam, and steam moves engines, powers ships, and once propelled the

Industrial Revolution. One extra degree. One more hour of preparation. One tougher question asked. One step more just one more uncomfortable but important conversation. One act of courage. That is often the difference between being competent and being exceptional.

Most people stop at 211°. They are close to boiling, close to transformation, but they ease off just before the breakthrough. I urge you: don't stop at 211°. Turn up the heat. Make 212° your personal philosophy that quiet, invisible edge where excellence lives: That extra degree of effort or whatever *Matters*.

### **Three Truths to Carry Forward**

#### ***India is Rising, and You are its Accelerant***

Dream big, work hard, and remember that the nation's trajectory will in part reflect your own. There is no ceiling to what you can achieve except the one you build in your mind. Challenge the limits that habit and history try to impose on you. Lead not merely to climb ladders, but to build bridges. Your legacy will be measured less by the positions you reach than by the people you raise.

#### ***Your Degree Is a Commitment***

The parchment you receive today is more than a certificate of competence; it is a public promise that you will apply knowledge with integrity, exercise influence with humility, and pursue impact with empathy.

You are leaving IIT Ropar as its ambassadors. Wherever life takes you, laboratories, boardrooms, start-ups, classrooms, and policy desks carry the values of this institute with quiet pride and visible action.

#### ***Live at 212°***

Fuel your journey with purpose. Ignite it with persistent effort. And remember that Greatness is seldom a leap; it is usually the sum of countless, courageous extra degrees.

Class of 2025, your life is your locomotive. Turn up the heat. Move mountains. Redefine possible. Don't just live warm, just boil

Thank you

Jai Hind



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## CAMPUS NEWS

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### **International Seminar on Achievements, Challenges and Revitalisation Opportunities**

A two-day International Seminar on 'Achievements, Challenges and Revitalisation Opportunities for Micro, Small and Medium Enterprises Sector in Vision *Viksit Bharat @2047*' was organised by the New College, Chennai, Tamil Nadu, recently. The event was sponsored by the Indian Council of Social Science Research (ICSSR), Ministry of Education, Govt. of India. Dr. S Kareemulla Basha, Head of the Department delivered the welcome address and asserted that the context of Vision *Viksit Bharat@2047* presents a unique opportunity for scholars throughout India, especially those associated with academic institutions, to showcase their research findings and engage in meaningful academic discourse on critical economic issues related to employment and poverty alleviation. Dr. M Asrar Sheriff, Principal, The New College, delivered his introductory remarks. Briefed on the research themes related to national development through research and innovation. Dr. B Sudhakar Reddy, Director, ICSSR-Southern Regional Centre, Hyderabad, delivered the inaugural address. In his address, he mentioned that the theme of the event is highly relevant today; this is the appropriate time to revitalise opportunities for MSMEs in achieving the vision of *Viksit Bharat@2047*. He also appreciated that the event had a wide range of attractions among the young scholars and delegates in India and abroad, where the event received more than 230 research papers.

Dr. B Sudhakar Reddy, Director, ICSSR-Southern Regional Centre, Hyderabad released the Abstract Book-cum-Souvenir of the event. A special address was delivered by Prof. Himachalam Dasaraju, Commonwealth Visiting Fellow, United Kingdom, Co-founder, Global Association for MSMEs and SDGs Research in Developing Countries, Indonesia.

Prof. A M M Mustafa, Dean and Business Economics, South Eastern University, Sri Lanka and Prof. M A C Salfiya Ummah, Head and Professor, Business Studies, Department of Management, Faculty of Management and Commerce, South Eastern University, Sri Lanka delivered The Keynote Address. Prof. A M M Mustafa insisted that the dream of a *Viksit Bharat by 2047* requires

collaboration between governments, academia, industries, and communities to support MSMEs. By adopting Industry 5.0, India's MSMEs can play a key role in a globalised and sustainable economy. Prof. M A C Salfiya Ummah explored the Indian MSME sector, which is expected to grow significantly by 2030, driven by initiatives like 'Digital India' and 'Make in India'. With opportunities in industries such as fintech, renewable energy, and IT, MSMEs are essential to India's economic future. Their resilience and innovation make them a key driver of India's entrepreneurial spirit and economic progress. The Vote of Thanks was proposed by Dr. A Abdul Raheem, Associate Professor, Department of Business Economics.

The Plenary Session was chaired by Dr. P Anbalagan, Associate Professor of Economics, Presidency College (University of Madras), Chennai, Tamil Nadu. The speaker, Prof. A. Jahfer, Professor in Commerce, Department of Accountancy and Finance, South Eastern University of Sri Lanka, Sri Lanka outlined that the MSME sector is crucial to India's economy, contributing to GDP, employment, and exports, but it faces challenges in accessing timely and adequate finance. Limited credit access, high borrowing costs, and low financial literacy hinder growth. Startups and fintech companies are stepping in to bridge this financing gap with innovative, tech-driven solutions. These emerging players are reshaping the financial landscape and promoting inclusion for underserved MSMEs.

Prof. Jeyaprabha Suresh, Professor, Department of Economics, Faculty of Commerce and Management, Eastern University, Sri Lanka stressed that empowering women and youth in the MSME sector is both an economic necessity and a moral imperative, offering untapped potential for innovation, job creation, and sustainable development. These groups often lead in digital transformation, eco-friendly practices, and social entrepreneurship. Overcoming barriers like limited access to finance and education through targeted interventions and policies is essential. Initiatives like India's Mudra Yojana and Rwanda's gender-sensitive policies highlight effective solutions for empowerment. Collaborative efforts from governments, the private sectors, NGOs, and academic institutions are key

to creating an inclusive ecosystem for women and youth in MSMEs.

Prof. Ravinder Rena, Professor of Economics, Durban University of Technology, South Africa, explained that the MSMEs in Africa provide vital opportunities for marginalised communities and those with limited access to formal employment. By offering affordable goods and services, they improve living standards, particularly in low-income areas. These businesses also diversify household income sources, empowering entrepreneurs from historically disadvantaged groups. Many MSME owners, including women, youth, and black South Africans, use their businesses to create wealth and uplift their families. Ultimately, MSMEs play a crucial role in fostering social and economic development within local communities.

Dr. L Venkatachalam, RBI Chair Professor, Madras Institute of Development Studies, Adyar, Chennai chaired the next session. Dr. Mohamed Ismail Mohamed Riyath, Senior Lecturer, Department of Accountancy & Finance, Faculty of Management and Commerce, South Eastern University of Sri Lanka elaborated on the plan for MSME transformation includes clear milestones: digital integration of one million MSMEs by 2025, 75% digital adoption by 2030, and a 300% increase in turnover by 2035. Institutional coordination will be key, with a National MSME Mission, real-time monitoring, and State-level Implementation Units to address sector-specific needs. District-level facilitation centres will provide grassroots support, technology access, and training.

Mr. AL Sarifudeen, Senior Lecturer, Department of Accountancy and Finance, Faculty of Management and Commerce, South Eastern University of Sri Lanka explained the Role of Financial Inclusion in Enhancing MSME Competitiveness in India by 2047. As we look toward the centenary of India's independence, empowering MSMEs through financial inclusion is not just a necessity but an imperative. By addressing credit gaps, embracing digital tools, and fostering sustainability, we can unlock their potential to achieve a *Viksit Bharat* by 2047.

Mr. M Farwis, Lecturer, Department of Accountancy and Finance, South Eastern University of Sri Lanka, Sri Lanka described the journey toward Vision *Viksit Bharat @2047* presents an opportunity to transform the MSME sector into a resilient, innovative, and inclusive growth engine. By learning from the past and adopting strategic solutions, we can unlock MSMEs' full potential. Bold policies,

collaboration, and sustainable development are key to success. For Sri Lanka, overcoming the economic crisis and collaborating with India will be vital. Strengthening MSMEs goes beyond economic growth; it empowers communities and fosters innovation for a more inclusive future. Dr. A Thaha Sahad, Associate Professor, Department of Economics, Presidency College, Chennai, summarised the session.

Dr. S Chandrachud, Professor and Head, Department of Economics, Vels University, Pallavaram, Chennai chaired the technical session. Dr. V Mohanasundaram, Associate Professor and Former Head, Adjunct Professor, Department of Economics, PSG College of Arts and Science, Coimbatore delivered his Keynote Address on 'Small (MSMEs) is Beautiful: Always / At Times / Seldom'. He suggested that the productivity of labour and remunerative wages and social security measures to improve the welfare of the workers in the MSME sector should be given adequate importance not only in policy but also in practice and the rapporteurs for the session were Dr. I Chitra, Assistant Professor, Department of Economics, Thiagarajar College, Madurai and Dr. S Jaber Asan, Assistant Professor, Department of Economics, The New College, Chennai.

The next parallel session was chaired by Dr. H Yasmeen Sultana, Assistant Professor, Department of Economics, Pondicherry University, Puducherry, through virtual mode. Prof. Salah Koubaa, Professor and Vice Dean, Head of Entrepreneurship and SMEs Research Center, University Hassan II of Casablanca, Morocco delivered a Keynote Address on 'MSME and Entrepreneurial Development Model in Developing Countries'. There were eighteen papers presented by the academicians and research scholars, mostly focusing on the 'Performance of MSMEs: Challenges and Opportunities in India'.

The next technical session was chaired by Dr. G Karunamoorthy, Associate Professor and Head, Department of Economics, Pachaiyappa's College, Chennai, Tamil Nadu. The Keynote Address was delivered by Dr. DB Usha Rani, Associate Professor and Head, Department of Economics, Ethiraj College for Women, Chennai and the rapporteurs for the session were Dr. K Suresh, Assistant Professor, RKM Vivekananda College, Chennai and Dr. S Mohamed Nazeer, Assistant Professor, Department of Economics, The New College, Chennai. Mr. AGM. Shamil, Managing Director, Savings Supermarket, Kattankudy, Sri Lanka

spoke on 'Navigating the Complex Landscape: A Comprehensive Analysis of MSMEs Challenges and Opportunities in Kattankudy, Sri Lanka'. There were sixteen papers presented by the delegates and research scholars on the role of 'FinTech in Empowering India's MSMEs'.

The second parallel session on virtual mode was chaired by Prof. Supaprawat Siripipatthanakul, Senior Faculty, Bangkok Thonburi University, Thailand. Dr. Mehak Majeed, Assistant Professor, Islamic University of Science and Technology, Jammu & Kashmir delivered a Keynote Address on 'An Endorsement of the Rural Industry in India' and the rapporteurs for the session was Dr. Subaida Begum, Assistant Professor, Department of Economics, JBAS College for Women, Chennai and Mr. R Mohammed Ali, Assistant Professor, Department of Economics, The New College, Chennai. There were twelve papers presented by the delegates and research scholars focusing on the role of FinTech in Empowering India's MSMEs.

Dr. S Chinnammai, Professor and Head, Department of Economics, University of Madras, Chennai chaired the next plenary session. Prof. M H Thowfeek, Professor, Management and IT, Department of Management and IT, Faculty of Management and Commerce, South Eastern University of Sri Lanka discoursed the 'Empowering the Future: The Role of Technopreneurship in Shaping Innovation'.

Prof. Samsudeen Sabraz Nawaz, Head and Professor, Department of Management and Information Technology, South Eastern University of Sri Lanka enlightened the Revolutionising Business with Artificial Intelligence: Empowering MSMEs for Growth. Artificial Intelligence represents a transformative opportunity for MSMEs, enabling them to innovate, compete, and grow in previously unimaginable ways. By starting small, leveraging affordable AI tools and focusing on gradual integration, MSMEs can overcome barriers to adoption and unlock the full potential of AI.

Dr. Akhilesh Kumar Sharma, Assistant Professor, Institute for Studies in Industrial Development, New Delhi, highlighted that promoting the development of the MSME sector is essential for India's Vision of *Viksit Bharat 2047*, as it stimulates innovation, generates employment, and enhances economic empowerment. Enhancing policies, financial accessibility, and technological integration will enable MSMEs to expand and compete on a global scale. He

said that this expansion would substantially enhance a self-sufficient, robust, and inclusive economy.

Dr. R Sendhil, Associate Professor, Department of Economics, School of Management, Pondicherry University, Puducherry spoke on 'Agriculture and Micro, Small, and Medium Enterprises in India: Implications for *Viksit Bharat@2047*'. Agriculture and MSMEs drive regional development and are vital sectors in India's journey toward '*Viksit Bharat@ 2047*' i.e., becoming a developed nation by 2047. To underpin this synergy and capitalise on their business and trade potential in the context of economic development, actionable strategies have to be framed. These include integrating agri-based MSME clusters, increasing access to digital and financial instruments, and fostering smart business practices like circular economy models.

Dr. N Malathi, Associate Professor and Head, Department of Economics, Guru Nanak College, Chennai, Tamil Nadu chaired the session for which the rapporteurs were Dr. D Gopi, Assistant Professor, Department of Economics, SRM Institute of Science and Technology, Tamil Nadu and Mr. M Shahul Hameed, Assistant Professor, Department of Economics, The New College, Chennai. There were sixteen papers presented by the delegates and research scholars on 'The Role of FinTech in Empowering India's MSMEs'.

The second parallel session was chaired by Prof. Dhiresk Kulshrestha, Professor and Dean, Faculty of Economics Chitkara Business School, Chitkara University, Punjab, through virtual mode. There were twenty-one papers presented by the delegates and research scholars focusing on Small Business Startups, Evaluating the Effect of ICT Investment on Profitability in Indian Manufacturing MSMEs, MSMEs as Catalysts for *Viksit Bharat@2047*: Unlocking Potential through Policy and Innovation.

Dr. X Vincent Jayakumar, Associate Professor and Head, Department of Economics, Ramakrishna Mission Vivekananda College, Chennai chaired the session and Dr. J V Arun, Assistant Professor, Department of Economics, Government Arts College, Nandanam, Chennai delivered the Keynote Address on 'Micro, Small, and Medium Enterprises (MSMEs) in India: Catalysts for Sustainable Development Goals'. The rapporteurs for the session were Dr. C Prabu, Assistant Professor, Department of Economics, Sir Theagaraya College, Chennai and Mr. R Sadique Ahmed and Mr. A Ahamed

Jakith, Assistant Professors, Department of Business Economics, The New College, Chennai. There were fifteen papers presented by the delegates and research scholars focusing on 'Economic Growth and Employment through MSMEs in India and Socio-economic Conditions and Problems of Labourers'.

The next session was chaired by Prof. Susela Devi Suppiah, Honorary Professor, Universiti Selangor (UNISEL), Malaysia, through virtual mode. Keynote Address on 'Role of MSMEs in Achieving SDGs' was delivered by Prof. Md. Zahir Uddin Arif, Professor, Department of Marketing, Faculty of Business Studies, Jagannath University, Dhaka, Bangladesh and the rapporteurs for the session were Dr. B. Mahammad Rafee and Mr. J. Yunus Basha, Assistant Professors, Department of Business Economics, The New College, Chennai. There were fifteen papers presented by the delegates and research scholars focusing on 'Envisioning the Future of MSMEs in India: A Study of Opportunities and Challenges in Vision *Viksit Bharat@2047*'. After each technical session, there was an interactive Question and Answer session where participants had the opportunity to engage with the speakers and share their views. These discussions were valuable for deepening the understanding of the challenges faced by farmers and how stakeholders can work together to address them to find meaningful solutions.

During the Valedictory Function, Dr. S. Kareemulla Basha, Head, Department of Economics, The New College, Chennai delivered the Welcome Address. Dr. M. Asrar Sheriff, Principal, The New College, Chennai, Tamil Nadu presided over the function and delivered the Presidential Address. Dr. M. Abdul Jamal, Associate Professor of Economics and Convener of the event, submitted the event report. Prof. Srinivasan Ramachandran, Full Time Member, State Planning Commission, Government of Tamil Nadu delivered the Valedictory Address. Finally, the Co-convenor, Dr. M. Fakir Ismail, Associate Professor of Economics, The New College proposed the Vote of Thanks. Dr. M. Abdul Jamal was the Organising Secretary of the event.

The event concluded that the MSMEs are the backbone of India's economy and will be key to realising the vision of '*Viksit Bharat 2047*'. MSMEs can play a central role in achieving the Sustainable Development Goals by driving innovation, creating jobs, and fostering inclusive growth. To attain the Sustainable Development Goals, micro, small, and medium enterprises necessitate enhanced policy

support, technological access, and capacity-building programs. Promoting sustainable practices, financial inclusion, and collaboration can enable MSMEs to significantly contribute to a greener, inclusive economy. By focusing on these sectors, India can harness the transformative potential of MSMEs for enduring sustainable development.

### **International Conference on Information Security, Privacy and Digital Forensics**

A three-day International Conference on 'Information Security, Privacy and Digital Forensics' is being organised by the Sardar Vallabhbhai National Institute of Technology, Surat, Gujarat in association with the National Forensic Sciences University, Gandhinagar, Gujarat and the National Institute of Technology, Goa, from November 21-23, 2025 in hybrid mode. The goal of the event is to exchange and share the latest developments in all aspects of cybercrimes, cybersecurity, information privacy and digital forensics. The event aims to bring together leading researchers, academicians, industrialists and government officials who are working in the field of Information Security, Privacy and Digital Forensics.

Due to the increased rate of cybercrimes and cyber-attacks in recent years, cybersecurity has expanded as a research field with many challenging problems to be addressed. Digital Forensics play a major role in extracting and analysing digital evidence for identification and mitigation of system and network vulnerabilities. The Topics of the event are:

- Cyber Attacks and Defences.
- Access Control, Authentication and Authorisation.
- Security Risk Assessment and Management.
- Techno-legal Aspects of Digital Forensics.
- Computer Forensics and Cybersecurity.
- Business Applications of Digital Forensics.
- Blockchain Technology and Distributed Ledger.
- Cyber Physical Systems Security and Privacy.
- Distributed Systems Security and Privacy.
- Embedded Systems Security and Privacy.
- Cyber Criminal Psychology and Profiling.
- Information/Cyber Warfare and Critical.
- Infrastructure Protection.
- Legal, Ethical and Policy Issues Related to Digital Forensics.
- Privacy-enhancing Techniques.

- Internet of Things Security.
- Social Media Security.
- Digital Forensics Science.
- Cyber Threat Intelligence.
- Cloud Forensics.
- Anonymity.
- Biometric Authentication.
- Cyber Crime Investigations.
- Hardware Security.
- Cyber Culture and Cyber Terrorism.
- Data Hiding and Recovery.
- Steganography.
- Software and Media Piracy.
- Database Forensics.
- Incident Response.
- Intrusion Detection and Prevention.
- Malware and Botnets.
- Money Laundering.
- Humanitarian Forensics.
- Penetration Testing.
- Crime Analysis.
- Law Enforcement and Digital Forensics.
- Machine Learning and Digital Forensics.
- Mobile and Multimedia Forensics.
- Network Forensics.
- Cloud Security and Privacy.
- Application and Network Security.
- Data analytics for Security.

For further details, contact, Organising Secretary, Mr. Bhavesh N, Gohil, Sardar Vallabhbhai National Institute of Technology, Surat, Gujarat-395007. E-mail: [icispd2025@coed.svnit.ac.in](mailto:icispd2025@coed.svnit.ac.in). For updates, log on to: <https://www.svnit.ac.in/conference/icispd2025/>

### **Refresher Course on Research Methodology and Academic Writing**

A twelve-day Online Refresher Course on ‘Research Methodology and Academic Writing’ is being organised by the Indian Institute of Technology (ISM) Dhanbad, Jharkhand under the aegis of Malaviya Mission Teacher Training Programme (MMTTC) from November 03-14, 2025. The event is sponsored by the University Grants Commission, Ministry of Education, Govt of India, New Delhi.

The faculty members from the Centrally Funded Technical Institutes (CFTIs), Institutes of National Importance (INIs), and institutions recognised by the UGC/AICTE (such as universities, colleges, and standalone institutes) may participate in the event. The early-career researchers, including postdoctoral fellows and research scholars, may also participate. The course will provide faculty with updated knowledge and skills to develop and submit a proposal for various funding opportunities in the Humanities and Social Sciences.

### **High Lights**

- Develop Capacity for Conceptualising and Writing Research Proposals.
- Enhance Skills to Prepare an Appropriate Research Design, Including Conducting an Overview of the Literature, Formulating Research Questions and Hypotheses, Collecting of Information and Analysis.
- Enhance the Level of Competency for Writing a Research Paper/Review of Books for Publication.
- Develop the Capacity for Planning and Writing a Book.
- Develop the Capacity for Writing and Submitting Grant Proposals.

For further details, contact, Coordinator of the event, Department of Humanities and Social Sciences, Indian Institute of Technology (Indian School of Mines), Dhanbad - 826006, Jharkhand, E-mail: [sangay@iitism.ac.in](mailto:sangay@iitism.ac.in) / [rahuldr@iitism.ac.in](mailto:rahuldr@iitism.ac.in) / [mmttc@iitism.ac.in](mailto:mmttc@iitism.ac.in). For updates, log on to: [www.iitism.ac.in/events/](http://www.iitism.ac.in/events/)

### **International Conference on Sustainable Development Theory, Practice, Approach and Policy**

A two-day International Conference on ‘Sustainable Development Theory, Practice, Approach and Policy’ is being organised by the Society for Pathways to Sustainability (PathS), India in association with the Department of Economics, North-Eastern Hill University, Shillong, Meghalaya, Omeo Kumar Das Institute of Social Change and Development, Guwahati, Assam, and ICSSR, North Eastern Regional Centre, Shillong from November 10–11, 2025 through hybrid mode. It aims to provide an invaluable opportunity for academicians, researchers, policymakers, industry experts, and ‘third space’ experts to brainstorm, examine, analyse,

and contextualise the evolving nature of the concept, practice, approach, and establishment space of sustainable development.

In recent times, there has been a global revival of developmentalism, driven primarily by the urgent need to make the development process and outcomes more sustainable. The contemporary world development situation and process manifest critical unsustainability in its economic, social and environmental spaces. For example, in the economic dimension of sustainable development, income inequality has increased in most advanced and emerging economies. The poorest 50% of the global population share just 8% of total global income. Female labour income in total labour income is much less in many developing economies—for instance, it is only 6.7% in Saudi Arabia, 7.4% in Pakistan, 12.5% in Algeria, 14.6% in Iran, 18.3% in India, 33.2% in Mexico, and 33.4% in China. Inequality is also visible in the world's social space. Two hundred and fifty-one million children and youth are still not in school worldwide. Regional disparities remain stark: 33% of school-aged children and youth in low-income countries are out of school, compared to only 3% in high-income countries. More than half of all out-of-school children and adolescents in the world are in the sub-Saharan African region (UNESCO, 2024). Similarly, in the environmental dimension of sustainable development, the world faces critical unsustainability. The rate of present global warming compared to 1982 is more than three times. The year 2023 has emerged as the warmest year in the hitherto human history. The atmospheric CO<sub>2</sub> concentration has increased by 50% since the Industrial Revolution began in the 1800s. This is fundamentally due to human activities like the burning of fossil fuels and large-scale deforestation. Currently, CO<sub>2</sub> is stated to be the main contributor to climate change. The event will also serve as a critical forum to understand, analyse, and interrogate the situation, process, and policy aspects of sustainable development at global, national, and regional levels, including the unique context of the North-Eastern Region. The Subthemes of the event are:

- Evolution in the Concept, Approach and Establishment Space in Sustainable Development.
- The Contemporary Practice of Sustainable Development at Global, National and Regional Levels.

- Revival of Developmentalism, the Sustainable Development Goal Framework and Sustainable Development Goal Index.
- Progression in Methodology to Measure Sustainable Development.
- Creative Destruction, Innovation and Sustainable Development.
- Intergenerational and Intra-generational Equity: Concepts and Measurement.
- Ecological Economics and Environmental Limits.
- Decoupling and Circular Economy Models.
- Doughnut Economics and other Alternative Development Frameworks.
- Systems Thinking and Complexity in Sustainable Development.

#### ***Institutions and Sustainable Development***

- Government, Governance and Sustainable Development.
- Market and Sustainable Development.
- Community, Civil Society and Sustainable Development.
- Informal Institutions and Sustainable Development.
- Public Policy and Sustainable Development.
- The Institution of Law and Sustainable Development.
- Innovation Ecosystem and Sustainable Development.
- Multi-stakeholder Partnerships and Collaborative Governance: CSR and ESG Frameworks.
- Digital Governance and E-governance for Sustainable Development.
- Informal Economy and Sustainable Livelihoods.
- Science-Policy Interface and Evidence-based Policymaking.
- Education for Sustainable Development (ESD) and Capacity Building.

#### ***Geo-politics, Geo-economics and Sustainable Development***

- Climate change, Climate Financing and Sustainable Development.
- Global Manufacturing and Services Ecosystem and Sustainable Development.

- SD and Issues of Unsustainability: Access, Ethics and Equity.
- North-South Divide, Trade, Migration and Sustainable Development.
- Global Uncertainties and Sustainable Development.
- Food Security, Agricultural Practices and Sustainable Development.
- Global Developmental Governance and Sustainable Development.
- Multipolarity and Sustainable Development.
- Climate Justice and Loss and Damage.
- Global Supply Chains and Responsible Consumption/Production.
- Transboundary Environmental Issues and International Cooperation.
- Technology Transfer, Diffusion, and Leapfrogging for Sustainable Development.
- Geopolitical Risks (e.g., Resource Wars, Climate Migration) and Sustainable Development Resilience.
- Debt Sustainability and Green Finance.
- Urbanisation, Smart City and Sustainable Development in North-Eastern Region.
- Food Security and Sustainable Development in North-Eastern Region.
- Financial Resource Mobilisation and Sustainable Development in North-Eastern Region.
- Natural and Human Resources and Sustainable Development in the North-Eastern Region.
- Climate Change Vulnerability, Adaptation, and Disaster Risk Reduction in North-Eastern Region.
- Biodiversity Hotspot Management and Conservation Challenges in North-Eastern Region.
- Ethnic Diversity, Identity Politics, and Inclusive Development in North-Eastern Region.
- BorderAreaDevelopment, Cross-Border Linkages, and Act East Policy for Sustainable Development in NER. Youth Engagement, Skill Development, and Entrepreneurship for Sustainable Livelihoods in North-Eastern Region.
- Gender and Sustainable Development in North-Eastern Region.

#### ***North Eastern Region of India and Sustainable Development***

- Contextualising and Interrogating Sustainable Development in North North-Eastern Region.
- SDGs, SDG Index and the NER.
- Formal Institutions and Sustainable Development in the North-Eastern Region.
- Informal Institutions and Sustainable Development in North-Eastern Region.
- Infrastructural Development and Sustainable Development in the North-Eastern Region.
- Innovation Ecosystem and Sustainable Development in North-Eastern Region.
- Public Policy and Sustainable Development in North-Eastern Region.
- Tourism, Industry, Agriculture and Sustainable Development in North-Eastern Region.
- Traditional Knowledge System and Sustainable Development in North-Eastern Region.
- Land Ownership Patterns, Land Use Change, and Customary Rights in North-Eastern Region.
- Sustainable Hydropower Development and its Socio-Environmental Impacts in North-Eastern Region.
- Healthcare, Education, and Social Inclusion for Sustainable Development in North North-Eastern Region.
- Potential (Socio-economic) Impacts of the Chinese Dam on Brahmaputra.

For further details, contact, Organising Secretary, Prof. Surender Mor, Secretary, Society for Pathways to Sustainability and Professor, Department of Economics, Bhagat Phool Singh Mahila Vishwavidyalaya, Sonapat, Haryana-131305, Mobile No: 09729185100, E-mail: [secretary@paths.co.in](mailto:secretary@paths.co.in). For updates, log on to: [www.bpsmv.ac.in/events](http://www.bpsmv.ac.in/events)

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# THESES OF THE MONTH

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## SOCIAL SCIENCES

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

### Anthropology

1. Andrew, Nithya. **Page to Stage: An ethnographic study of non-Indian literary texts adapted into English language theatre performances in Bangalore.** (Dr. Rukshana Zaman), School of Social Sciences, Indira Gandhi National Open University, New Delhi.
2. Assumi, Inotoli L. **Culture and space: A study on the Sumi Naga of Nagaland.** (Prof. Q Marak), Department of Anthropology, North Eastern Hill University, Shillong.
3. Bahadur, Shivangi. **Ecotourism in Puri: An anthropological study.** (Prof. G Ranjan), Department of Anthropology, North Eastern Hill University, Shillong.
4. Marazi, Sakib Afroz. **An ethnographic account of the Gujjar Tribe of Kashmir Valley.** (Dr. Rukshana Zaman), School of Social Sciences, Indira Gandhi National Open University, New Delhi.
5. Passah, Alexander L. **Use, dynamics and impact of social media on the Khasi of Shillong urban agglomeration.** (Prof. T B Subba and Prof. Geetika Ranjan), Department of Anthropology, North Eastern Hill University, Shillong.
6. Srivastava, Deepika. **Correlates of thyroid dysfunction among women of National Capital Region (NCR).** (Dr. P Venkatramana), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

### Commerce

1. Choudhary, Rumjhum. **Determinants of non-performing assets of public and private sector banks in India: An empirical study on selected determinants.** (Dr. Monty Kanodia), Department of Accounting and Taxation, IIS University, Jaipur.
2. Das, Suman. **Market power and risk relationship: An empirical study of listed commercial banks from select emerging economies of Asia.** (Prof. A P Pati), Department of Commerce, North Eastern Hill University, Shillong.

3. Dwibedi, Pruthirajan. **Unveiling the impact of environmental, social, and governance disclosure on firms' performance: A global perspective.** (Dr. Debasis Pahi and Dr. Sukanta Chandra Swain), KIIT School of Economics and Commerce, Kalinga Institute of Industrial Technology, Bhubaneswar.
4. Gupta, Havisha. **The influence of intrinsic factors on impulsive buying behaviour.** (Prof. Rashmi Bansal), School of Management Studies, Indira Gandhi National Open University, New Delhi.
5. Kodwani, Maisha Amar. **A study of attitude, intention and purchase behaviour towards online pharmacy in selected cities of Gujarat State.** (Dr. Vishal B Javiya), Department of Commerce & Business Management, M S University of Baroda, Vadodara.
6. Mittal, Kajal. **Fin tech application adopters: A study of Delhi NCR.** (Dr. N Rajendraparasad and Prof. Sunil Kumar), School of Management Studies, Indira Gandhi National Open University, New Delhi.
7. Paliwal, Shipra. **Impact of tourism on economic development of Rajasthan.** (Dr. Sarabjeet Kaur), Department of Accounting and Taxation, IIS University, Jaipur.
8. Parmar, Maulik Kirankumar. **Consumer perspective towards M-commerce in Gujarat.** (Dr. H B Ghelani), Department of Commerce, Saurashtra University, Rajkot.
9. Pawar, Manisha Vijaybhai. **Financial inclusion through select government initiatives: An empirical study of Vadodara District, Gujarat.** (Dr. Nidhi Upendra Argade), Department of Accounting and Financial Management, M S University of Baroda, Vadodara.
10. Rathod, Mital Muljibhai. **A study of financial performance of selected petroleum companies of India.** (Dr. D M Parmar), Department of Commerce, Saurashtra University, Rajkot.
11. Shah, Nirali Rameshbhai. **Impact of working capital management on profitability of corporate units listed on Bombay Stock Exchange.** (Dr. F C Shastri), Department of Commerce, Saurashtra University, Rajkot.

12. Shailza. **Impact of influencer marketing on purchase intention: A study of Delhi NCR.** (Prof. Madhulika P Sarkar), School of Management Studies, Indira Gandhi National Open University, New Delhi.
13. Srivastav, Saransh Kumar. **An empirical study of investment choice decisions of academic professionals (with special reference to investment in Mutual Fund).** (Prof. J K Jain), Department of Commerce, Dr Harisingh Gour Vishwavidyalaya, Sagar.
14. Yadav, Shashi. **Influence of country of origin on purchase intention: A study of select electronic goods.** (Prof. Nawal Kishor), School of Management Studies, Indira Gandhi National Open University, New Delhi.
8. Roy, Koyel. **Economics of ginger production in West Garo Hills, Meghalaya.** (Prof. D C Kalita), Department of Rural Development and Planning, North Eastern Hill University, Shillong.
9. Sangma, Symon M. **Production and marketing of Arecanut in East Garo Hills District, Meghalaya.** (Dr. D C Kalita), Department of Rural Development & Agricultural Production, North Eastern Hill University, Shillong.
10. Sumandeep. **Analysing the relationship of fiscal indicators and economic growth: A Study of BRICS economies with special reference to India.** (Dr. Ravi Kiran and Dr. Rakesh Kumar Sharma), Department of Humanities & Social Sciences, Thapar Institute of Engineering and Technology, Patiala.

### Economics

1. Anil Kumar. **An economic analysis of brick kiln workers in Haryana.** (Dr. Dara Singh), Department of Economics, Kurukshetra University, Kurukshetra.
2. Avisha. **Impact of Foreign Direct Investment on economic growth: A comparative empirical analysis of BRICS countries.** (Dr. Ash Narayan Sah), Department of Humanities & Social Sciences, Thapar Institute of Engineering and Technology, Patiala.
3. Basumatary, Hangma. **Sericulture and empowerment of women in Bodoland Territorial Region of Assam.** (Prof. U K De), Department of Economics, North Eastern Hill University, Shillong.
4. Meenu Rani. **A Study of causes of inter-district variations in farm income, production and productivity in Haryana.** (Dr. Sukhvinder Singh), Department of Economics, Kurukshetra University, Kurukshetra.
5. Parmar, Mitalben Dhirajlal. **An analytical study of socio- economic effects of Atma Yojana on farmers: With reference to Jamnagar District).** (Dr. Suresh G Paradva), Department of Economics, Saurashtra University, Rajkot.
6. Poonam. **A study of association between class character of economic theories and economists.** (Dr. Ashok Kumar Chauhan), Department of Economics, Kurukshetra University, Kurukshetra.
7. Ravish. **Assessment of organic farming in Haryana: A comparative study between organic products and inorganic products.** (Dr. Rakesh Sihmar), Department of Economics, Chaudhary Ranbir Singh University, Jind.

### Education

1. Elvis, Manariyo. **Educational practices in the post-fundamental schools of Burundi.** (Prof. Sujata Srivastava), Department of Education, M S University of Baroda, Vadodara.
2. Ennin, Francis. **A study of the mathematics education programmes in the teacher education universities of Ghana.** (Prof. K Pushpanadham), Department of Education, M S University of Baroda, Vadodara.
3. Jan, Moomin. **Marital adjustment, anxiety and stress among women with special emphasis on residential dichotomy across Kashmir Valley.** (Dr. Mohammad Iqbal Mattoo), Department of Education, University of Kashmir, Srinagar.
4. Kharkongor, Elorine. **Total Quality Management (TQM) in higher education in Meghalaya.** (Prof. C Nongbri and Dr. Rihunlang Rymbai), Department of Education, North Eastern Hill University, Shillong.
5. Kone, Raoul Porna. **A Study of impact of education on the Lifestyle of the Senufo Community.** (Dr. Manoj Shastri), Department of Education, Gujarat University, Ahmedabad.
6. Mitra, Uttam. **Technological, Pedagogical, and Content Knowledge (TPACK), self-efficacy, and academic resilience among prospective teachers in Tripura.** (Dr. Yendluri Chakradhara Singh), Department of Education, ICAFI University, Tripura.
7. Munna Lal. **Bal sahitye mein paryavarniye evam naitik mulyoan ka adhyayan.** (Dr. Rajneesh Sharma), Department of Education, Sangam University, Bhilwara.

8. Nengcha. **Women empowerment and sustainability through Self-Help Groups (SHGs) in Manipur.** (Prof. E Jyrwa), Department of Adult and Continuing Education, North Eastern Hill University, Shillong.
9. Nongbet, Ibawanlynti Jana. **Domestic violence against married women in East Khasi Hills District of Meghalaya.** (Dr. Jemino Mawthoh), Department of Adult & Continuing Education and Extension, North Eastern Hill University, Shillong.
10. Rami, Nishaben Chandrakantibhai. **Existing practices and prospects of mobile usage in teaching and learning English language.** (Dr. Jayprakash Pandya), Department of Education, Gujarat Vidyapith, Ahmedabad.
11. Tandel, Vimalkumar Bhagwanbhai. **The structure, achievement and effectiveness of practical skills with reference of science club creative activities in the subject of science in primary education.** (Dr. Nidatt P Barot), Department of Education, Saurashtra University, Rajkot.

#### Home Science

1. Goyal, Sweta. **Impact of different processing treatments on antioxidants, antimicrobial and phytochemical properties of under-exploited plant foods.** (Dr. Tarvinderjeet Kaur), Department of Home Science, Kurukshetra University, Kurukshetra.
2. Qureshi, Basit Javeed. **A comparative study of academic stress, emotional intelligence and mental health among medical and engineering students.** (Prof. Shafia Nazir), Department of Home Science, University of Kashmir, Srinagar.
3. Vohra, Aditi. **Impact of nutritional interventions on blood lipid profiles of hypercholesteremic and hypertensive perimenopausal women.** (Dr. Tarvinderjeet Kaur), Department of Home Science, Kurukshetra University, Kurukshetra.

#### Journalism & Mass Communication

1. Taneja, Aakriti. **Assessing children's participatory culture in online spaces: An exploratory study on adolescents of Delhi-NCR.** (Prof. K S Arul Selvan), School of Journalism & New Media Studies, Indira Gandhi National Open University, New Delhi.
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Applications are invited from eligible candidates for the following Permanent Non-grantable Post:

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A)	Principal	1	-	Open to all	-

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1) For detailed information about post, qualifications and other terms and conditions, please visit [website : hchandelegecollege.org](http://www.hchandelegecollege.org).

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President

Date -

Tuljabhawani Mahila Mandal Shelgaon (R)  
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### WANTED

Applications are Invited for the post of Principal to be filled in **Matoshri Kesharbai Kale College of Education, M.I.D.C Latur** run by **Kisan Shikshan Prasarak Mandal Borgaon (Kale), Tq. & Dist. Latur** (Permanent Non-Grant). Eligible Candidates should submit their application along-with all necessary documents **within 15 Days** from the date of Advertisement by Registered post only.

Sr. No.	Name of post	No. of	Reservation post
1	Principal	1	Un-Reserved

### Educational Qualifications

The Candidates shall possess the following qualifications.

1. Postgraduate Degree in Arts/Sciences/Social Sciences/Humanities/Commerce with minimum 55% Marks. 2. M.Ed. with minimum 55% Marks. 3. Ph.D. in Education or in any Pedagogy subject offered in the institution. 4. Ten years teaching experience in a Secondary Teacher Educational Institution.

**Desirable :** Diploma/Degree in Educational Administration or Educational Leadership.

#### Salary and Allowances Pay :-

Pay Scales as per the U.G.C. State Government & Swami Ramanand Teerth Marathwada University's rules from time to time.

Note:-

1. Prescribed application form available on the University [website: \(www.srtmun.ac.in\)](http://www.srtmun.ac.in) 2. No T.A./D.A. will be paid to attend the interview. 3. Eligible candidates who are already in service should submit their application through proper channel. 4. All attested Xerox copies of certificates and other relevant documents should be attested to the application form.

Address for Correspondence:-

Secretary,  
Kisan Shikshan Prasarak Mandal Borgaon Kale, Tq. & Dist. Latur. (Maharashtra).  
Mob. 9422072990 • E-mail : [matoshrikale@yahoo.in](mailto:matoshrikale@yahoo.in)

**Kisan Shikshan Prasarak Mandal Borgaon (Kale) Tq. Dist. Latur.  
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**WANTED**

Applications are Invited for the post of Perspectives in Education, Pedagogy Subjects Health and Physical Education and Performing Arts (Music/Dance/Theatre) Fine Arts to be filled in **Matoshri Kesharbai Kale College of Education, Latur** run by **Kisan Shikshan Prasarak Mandal Borgaon Kale, Tq. & Dis. Latur** (Permanent Non-Grant) Eligible Candidates should submit their application with all necessary documents **within 15 Days** from the date of Advertisement by Registered post only:

Sr. No.	Subject	Name of post	No. of	Reservation post
1	<b>Perspective in Education</b>	Assistant Professor	4	OPEN - 01 SC - 01
2	<b>Pedagogy Subject (Math, Science, Social Science, Language)</b>	Assistant Professor	4	ST - 01 VJ(A) - 01 NTB - 01
3	<b>Health And Physical Education</b>	Assistant Professor	1	OBC - 03 SEBC - 01
4	<b>Performing Arts (Music/ Drama/Theatre)</b>	Assistant Professor	1	EWS - 01

Note- Government decision dt. Parallel reservation in recruitment as on Date.25/01/2024 should be strictly implemented.  
Parallel reservation is as follows-  
Women - 04 Disabled - 01 Athletes - 01

**Educational Qualifications**

The faculty shall possess the following qualifications.

**A) Perspectives in Education or Foundation Courses.**

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

**OR**

1. Postgraduate (M.A.) degree in Education with 55% marks. 2. B.Ed./B.El.Ed degree with minimum 55% Marks. 3. SET/NET/Ph.D in Education.

**B) Curriculum and Pedagogic Courses.**

4. Post Graduate degree in Science/Mathematics/Social Science/ Languages with minimum 55% marks. 5. M.Ed. degree with minimum 55% marks. 6. SET/NET/Ph.D in Education.

**C) Health & Physical Education.**

1. Master of Physical Education (M.P.Ed) with minimum 55% Marks. 2. SET/NET/Ph.D in Physical Education.

**D) Performing Arts (Music/Theatre/Dance) Fine Art.**

1. Post Graduate degree in Fine Arts (MFA) with minimum 55% marks. 2. SET/NET/Ph.D in Fine Arts.

**Salary and Allowances Pay:**

Scale as per the UGC, State Government & Swami Ramanand Teerth Marathwada University rules from time.

**Note:-**

1. Prescribed application form available on the University **Website: (www.srtmun.ac.in)**. 2. No T.A./D.A. will be paid to attend the interview. 3. Eligible candidates who are already in service should submit their application through proper channel. 4. 4% Reservation for Physically Handicapped Candidate. 5. 30% Reservation for Women Candidate. 6. All attested Xerox copies of certificates and other relevant documents should be attested to the application form.

**Address for Correspondence:-**

**Secretary,**

**Kisan Shikshan Prasarak Mandal Borgaon Kale,**

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**Mob. 9422072990/E-mail : matoshrikale@yahoo.in**

**Sahakar Maharshi Shankarrao Mohite-Patil Pratishthan Shankranagar-Akluj Sanchlit,  
Sahakar Maharshi Shankarrao Mohite-Patil Mahavidyalay, Natepute.  
Tal- Malshiras Dist. Solapur. and, Pratapsinh Mohite-Patil Mahavidyalaya,  
Karmala Tal- Karmala. Dist-Solapur**

(Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur)

**NON. MINORITY - AIDED**

Applications are invited for the Post of PRINCIPAL and ASSISTANT PROFESSOR from the Academic Year 2025-26:

Sr. No	Designation	Total Vacant Post	Reservation
<b>Sahakar Maharshi Shankarrao Mohite-Patil Mahavidyalay, Natepute. Tal-Malshiras Dist. Solapur</b>			
01	<b>Principal</b>	01	Open
<b>Pratapsinh Mohite-Patil Mahavidyalaya, Karmala Tal- Karmala. Dist-Solapur</b>			
02	<b>Principal</b>	01	Open
03	<b>Assistant Professor Chemistry</b>	03	Open-01
04	<b>Assistant Professor Mathematics</b>	01	ST-01
05	<b>Assistant Professor Microbiology</b>	03	VJ-A-01
06	<b>Assistant Professor, Zoology</b>	01	OBC-03 (Female-01)
			EWS-01
			SEBC-01

**Instructions:-**

- 1) The above posts are open to all; however, candidates from any category can apply for the post.
- 2) Educational Qualification, Service Conditions & Pay Scale, will be applicable as per existing rules prescribed by the UGC Notification dtd. 18<sup>th</sup> July 2018, Govt. of Maharashtra solution No. Misc 2018/ C.R.56/18 UNI-1 dtd.8<sup>th</sup> March, 2019 and University Circular No. PAHSUS/Estt/7th pay/ 2019/2285 dtd. 25<sup>th</sup> March, 2019.
- 3) Candidates should submit their Academic Research Score (Academic Performance indicator) report with related documents. (Only for the post of Principal).
- 4) A relaxation of 5% shall be allowed at the Bachelors as well as at the Masters level for the candidates belonging to SC/ST/OBC (Non-creamy Layer)/Differently-abled for the purpose of eligibility and assessing good academic record for direct recruitment.
- 5) Reserved candidates, who are domiciled out of Maharashtra State, will be treated as Open Category candidates.
- 6) Reserved candidates should also to send a copy of their application to the Deputy Registrar, Special Cell, Punyashlok Ahilyadevi Holkar Solapur University, Solapur.
- 7) Applications received after the last date will not be considered. The College will not be responsible for postal delay, if any.
- 8) Reservation for PWD, women and disabled persons will be as per the Govt. norms.
- 9) Reserved category candidates shall produce the Caste Validity Certificate as per the directives issued by the State Government vide Circular No. BCC201/Pra. Kra.1064/12011/16B dated 12/12/2011.
- 10) Reserved category candidates (except SC/ST) shall produce Non-Creamy Layer Certificate at the time of interview.
- 11) Reservation for VJNT Categories is internally transferable (Assit. Prof. Post)
- 12) All the Terms & Conditions are applicable as mentioned in the NOC letter No. JDHE Solapur /NOC/2025/21 dated 25/09/2025 from Hon. Deputy Secretary, Higher and Technical Education Dept, Govt. of Maharashtra, Mumbai and letter No. JDHE Solapur/ NOC/2025/21 Dtd.25/09/2025 Hon. Deputy Director of Higher Education, Solapur Division, Solapur only for the post of Assistant Professor.
- 13) All the Terms & Conditions are applicable as mentioned in the GR Dated 12/11/2021 from Higher and Technical Education Department of Government of Maharashtra only for the post of Assistant Professor.
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- 15) Applicants who are in service must send their application through proper channel.
- 16) Applicants are required to account for breaks, if any, in their academic career.
- 17) Incomplete application will not be entertained.
- 18) T.A., D.A. will not be paid for attending the interview.
- 19) Applications with full details should reach to the **Principal, Sahakar Maharshi Shankarrao Mohite-Patil Mahavidyalaya, Natepute, Tal. Malshiras, Dist. Solapur 413109 within 30 days** from the date of publication of this advertisement. Incomplete applications will not be entertained.
- 20) This is University approved advertisement.

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