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#Let'sBeatCoronaTogether

STEAM Integrated Technical and Vocational Education and Training: Transformative Curriculum to Build Industrial Career

Suprabha Dey* and Asheesh Srivastava**

Education in all forms and ways must connect to one's future, ensuring progress. In the 21st century world of artificial intelligence and machine learning with the continuous expansion of science and technology in every aspect of our lives, skill becomes the new global currency as these technological advancements are creating skills gaps when it comes to jobs, employment, and industrial career. Targets 4.3 and 4.4 of the Sustainable Development Goal (SDG)-- 4 aim to ensure affordable technical and vocational education to all so that more and more people can be educated with relevant skills for financial success. Technical and Vocational Education and Training (TVET) through Science, Technology, Engineering, Arts, and Mathematics (STEAM) can be a way to inculcate creative thinking, reasoning abilities, innovative approaches to problem-solving as well as industrial skills among the learners. The objective of this paper, therefore, is to analyze how TVET through STEAM education can inculcate the essential skills and related competencies among learners and help in building their industrial careers. The purpose of the paper will be truly served if the analysis of the paper can provide a brief account of how TVET and STEAM can pave the way for making India self-reliant and induce relevant skills towards building industrial careers among learners.

The fourth industrial revolution or Industry 4.0 that originated in Germany has led to developments in information and communication technologies including virtual reality, 3D printing, smart factories, and virtualization of the real world. These 21st-century industry components like big data, cloud computing, system integration, simulations, autonomous robots, cyber security, additive manufacturing, etc., are transforming the world into an IT-based knowledge society. The high-tech contemporary world through the 2030 agenda of Education globally commits to "Education for all" and envisages a diversified green knowledge economy where 21st-century skills are identified as central to developing human capital. This very agenda with the Sustainable Development Goal (SDG) 4 and its targets 4.3 and 4.4 aims to provide equal access to affordable technical, vocational, and higher education to all as well as to increase the number of people with relevant skills for financial success.

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In addition to this, the United Nations Educational, Scientific and Cultural Organization (UNESCO) focuses on the five pillars of education in the 21st century, which are learning to know; learning to do; learning to be; learning to live together, and “learning to transform society and change the world including the skills and knowledge needed to work collaboratively for community well-being, social development, peace, and the transition to a low carbon economy and sustainability” (UNESCO 2014). Now, in order to arrive at this sustained economic growth worldwide, according to the International Labor Organization 2019, it is very essential to advance in technology and innovation capacity, encouraging productivity, creativity, and entrepreneurship. All of these emphasize the importance of skill-based education of the citizens to achieve a knowledge-based economy that can lead to the emergence of a more interdisciplinary world in developing educational knowledge as well as teaching practices. For this learners should be actively engaged in different disciplines especially in scientific and engineering practices as well as arts and technology so as to build deeper knowledge and understanding in varied disciplines. This gives a clarion call for the crucial need for Technical and Vocational Education and Training (TVET) for people worldwide to sustain in the world of skills as the global currency. The term Technical and Vocational Education and Training or TVET as defined by UNESCO ‘comprises of education, training and skills development relating to a wide range of occupational fields, production, services, and livelihoods’ (UNESCO, 2015). TVET is a broad term and comprehensively incorporates all those similar technical and vocational training and educational activities that are related to building skill-related competencies among learners. Since the demand for knowledge technologies such as software systems, knowledge management e.g. data mining and retrieving, modeling, simulation, 3D printing, etc is increasing all over the world at a major scale, TVET programs are therefore very important to prepare students and adults for a wide range of education and training skills that are demanded in the 21st-century workforce oriented around science, arts, communications, information and engineering technology.

The National Education Policy (NEP)—2020 also highlights the importance of Technical and Vocational Education and Training on a serious note as India’s TVET education system faces unique challenges with less than 5% percentage of the Indian population formally trained in vocational education as mentioned in the Twelfth Five Year

Plan (2012-2017). The policy urgently calls for the re-imagining of vocational education along with how it will be offered to students in the future aiming for clear action plans, timelines, and targets in alignment with SDG goal 4.4 so that by 2025 at least 50% of learners get exposed to vocational education through school and higher education. The policy also mentions, “Lok Vidya” which is important vocational knowledge developed in India to be made accessible to learners, and also recommends that Higher Education Institutions (HEIs) to offer vocational courses, short-term skill development certificate courses and also to explore vocational courses through ODL mode.

As India diversifies its economy, there is an increasing emphasis, in higher education, on subjects that propel a knowledge economy. For a transition to a knowledge-based economy to take place in a relatively short period, a truly exceptional educational system is required. India faces a variety of skills shortages and education therefore must take the challenge to develop programs to promote the acquisition of the 21st century skills as well as technical, vocational, and other academic capacities that are necessary for students to master in order to succeed in work and life.

Keeping in concern with these demands, in recent years TVET focuses more on STEAM education so as to help students acquire skills associated with the industrial needs of rapidly changing societies. More specifically, it’s Science, Technology, Engineering, Arts, and Mathematics (STEAM) education that must be uniquely integrated with TVET in higher education so that learners can be exposed to a more holistic, multi-disciplinary, and outcome-based learning to prepare them as active and meaningful contributors to this new economy. In short, without excellence in TVET through STEAM education, one of the main goals of Education 2030 simply will not take place. Therefore, the objectives of the paper are as follows:

- i. To explore the multidisciplinary nature of STEAM.
- ii. To analyze the need for STEAM-integrated TVET among learners.
- iii. To explore the prospects of the transformative curriculum including STEAM-integrated TVET.
- iv. To identify the challenges coming in the way of achieving the transformative curriculum of TVET in India.

- v. To explore the suggestive measures from the study.

The paper tries to find answers to the following research questions:

- i. How is STEAM multidisciplinary in nature?
- ii. How can STEAM integrated with TVET be a necessity for learners?
- iii. What are the prospects of the transformative curriculum including STEAM-integrated TVET?
- iv. What are the challenges coming in the way of achieving the transformative curriculum of TVET in India?
- v. What are the suggestive measures from the study?

The data for the present paper has been collected from secondary sources which include various research articles, documents, reports, and materials from the online repository regarding TVET and STEAM.

STEAM and its Multidisciplinary Nature

STEAM education includes Science, Technology, Engineering, Arts, and Mathematics that induces interest and a lifelong love of these subjects from an early age among learners. For this contemporary world of Industry 4.0 and Education 4.0, the need of the hour is to provide learners with an education that explores strategies to equip them with knowledge and various skills that can prepare them into successful innovators of the 21st-century labor force. In this regard, the dire need for TVET through STEAM gets emphasized. As science, technology engineering, arts, and mathematics all involve various creative processes and includes more than one method of investigation or enquiry, STEAM education therefore enables learners to learn the interconnectedness between these disciplines. Thus STEAM education with its multidisciplinary nature can be the interdisciplinary pedagogical approach that will not only inculcate among learners the numerous intricacies of varied disciplines but also make them aware of the interrelatedness that lies within these subjects which in turn in a comprehensive way will induce in them the knowledge, skills and required competencies for the industries and the contemporary labor market. Unlike STEM education, STEAM education along with science, technology, mathematics, and engineering includes arts and humanities which are very important and integrated into the curriculum so that the learners can learn about the essential affective component

including empathy, creativity, etc., enhance their self-awareness, social skills, and can build connections with the community.

In addition to this, STEAM education will also provide the scope to equip the learners with 21st-century skills by introducing problem-based learning among them and expanding their problem-solving capabilities. It will also inculcate among the learners collaborative and cooperative learning skills as well as induce in them the skills of critical and inventive thinking, multi-tasking, creativity and innovation. Thus, contrary to the traditional methods of teaching, the STEAM framework through its multi-disciplinary nature brings the various discipline together leveraging the synergy between the subjects which includes science, engineering, mathematics as well as the arts and technology.

Furthermore, STEAM education if integrated with Technical and Vocational Education and Training (TVET) can cater to all three important domains of learning including the cognitive, affective as well as psychomotor domains. This holistic approach will enable learners to utilize their mental abilities (use of mental mathematics, science, technology), will make them competent through hands-on learning experiences (required in engineering designs, scientific experiments) as well as will foster their affective part of learning with the integration of arts and humanities. The pedagogical approach of STEAM education integrated with TVET will erase the lines that traditionally divided the academic subjects into water-tight compartments and rather establish the interconnectedness among them providing the learners the freedom to combine knowledge and concepts across discipline for a better and deeper understanding to solve the 21st century world problems and get involved into meaningful and engaged learning. Therefore STEAM education through TVET establishes a dynamic synergy between the disciplines thus providing the learners a comprehensive curriculum and pedagogy that can make them job ready.

STEAM Integrated TVET: The Necessity

Since industry 4.0 along with the rapid advancements in technology including artificial intelligence and machine learning are creating new professional domains and changing the definition of jobs in the contemporary modern era, the societal and economic changes and the emerging new demands in the workforce of the contemporary world correlate

with Technical and Vocational Education and Training (TVET) based education and practices. This calls for the serious requirement of up-skilling and re-skilling the workforce so as to make the learners job-ready. It also underlines the dire need for providing Technical and Vocational Education and Training provisions through its integration with STEAM education in schools as well as in higher education in order to make learners competent and self-reliant.

This further specifies the crucial need for re-imagining a transformative curriculum and pedagogy that can expose learners to multidisciplinary streams through holistic and integrated learning thus making STEAM integrated Technical and Vocational Education and Training pivotal to establish the link between Academy- Industry-Society-Interface. This transformative curriculum will help in providing a better understanding and dissemination of STEAM education as well as the 21st-century skills that will further lead towards advanced TVET programs.

Prospects of the Transformative Curriculum including STEAM Integrated Technical and Vocational Education and Training (TVET)

- STEAM-integrated TVET if introduced in the early classes or early learning phase through problem-centered learning activity will provide wider dimensions and scope for learners to choose and enter into one or more of these fields as career choices.
- The Transformative curriculum along with the required pedagogy in STEAM-integrated TVET programs will prepare learners for a wide range of skill sets such as software systems, 3D printing, data mining, modeling, etc., oriented around science, technology, engineering, arts, technology, and communication based on the needs and demands of the labor market.
- This transformative curriculum will also introduce 21st-century skills like critical thinking, effective communication, problem-solving, project-based learning, and high technology skills among learners in a way that will facilitate learners to acquire TVET-related competencies and capabilities in a better way.
- The transformative curriculum will enhance students' performance in international tests like PISA (Programme for International Student Assessment) that assess knowledge and skills related to science, mathematics, and reading skills.

- TVET through higher education institutes as well as TVET in schools will help in increasing the number of STEAM skilled learners by providing them a convenient learning environment through the re-imagined curriculum.
- Through the transformative curriculum of STEAM integrated Technical and Vocational Education and Training a teaching-learning approach will be encouraged that is driven towards transforming the typical teacher-centered classroom into an actively engaging classroom that provides a platform for exploratory and discovery-based learning.
- STEAM integrated TVET through innovative approaches will not only prepare learners for college and careers but also help in connecting and applying their knowledge, concepts, and learning to their everyday life, to the communities, and to the social world through different projects that will also uplift the standards of living in the society.
- This transformative curriculum will also help in developing the abilities and aptitudes for continuous up gradation and lifelong learning opportunities for learners, teachers, trainers as well as professionals.

Challenges Coming in the Way of Achieving Transformative Curriculum of TVET in India

The challenges coming in the way of achieving transformative pedagogy of TVET in India include:

- Lack of awareness of the importance of Technical and Vocational Education and Training as well as STEAM among teachers, learners, parents, and other stakeholders in society.
- Lack of interest and low mindsets of people considering Technical and Vocational Education and Training inferior to mainstream education results in a lesser number of students opting for such courses.
- Lack of the availability of resources in educational institutions to implement such changes and carry out teaching and learning activities in Technical and Vocational Education and Training and STEAM.
- Lack of trained teachers, trainers, and instructors in providing TVET-related competencies to students.
- Lesser pathways to pursue Technical and Vocational Education and Training and related courses in higher education.

- Poor link between Technical and Vocational Education and Training and general education and also their link to the industry, jobs and society.

Suggestive Measures from the Study

- Re imagination of a transformative curriculum and pedagogical approach with STEAM-integrated TVET is required in school education as well as in higher education in India.
- Since the Framework in schools and higher education is different in different countries therefore no one model approach can fit all, thus based on the needs and demands of the workforce and economy of the nation, a feasible and flexible model for a re-imagined curriculum towards integration of STEAM into TVET must be taken up through a systematic process.
- Educational institutes must start investing in teacher training and curriculum development by integrating the various academic disciplines including science, mathematics, engineering, technology, and arts along with Technical and Vocational Education and Training.
- Technical and vocational high schools and training Institutions must be identified and given recognition to promote TVET and STEAM as critical education so as to establish Industry-Academy-Society-Interface.
- Well-developed strategies, established standards, regulatory mechanisms, and systematic frameworks must be identified for mainstreaming TVET.
- The real-world issues/problems/challenges must be identified as anchors to design curriculum and pedagogy so that learners can be equipped with the required skill sets through TVET.
- Based on the demands of the contemporary labor market, programs such as healthcare, finance, tourism, sports, IT infrastructure, manufacturing, transportation, etc., must be identified to equip learners through TVET.
- Academic-Vocational (dual) tracks need to be established that can emphasize and integrate 21st-century skills into TVET programs where academic and vocational tracks will interact and students can transfer between them.

Conclusion

The current need for the government, educators, stakeholders, and employers in the present-day

world is to promote an education that can lead to the economic development of its nation by ensuring the future of its citizens. To survive and sustain in the modern era of Industry 4.0, 21st-century skills need to be included in curriculum, programs, policies as well as workplace training. This makes TVET and TVET through Science, Technology, Engineering, Arts, and Mathematics (STEAM) a crucial necessity and a mandate for this tech-savvy contemporary era. STEAM integrated with TVET will provide competencies for employability and life by inducing knowledge, attitudes, understanding, personal qualities, and varied ranges of skills to learners for their career growth and success. Thus, it is high time to re-imagine a transformative curriculum and pedagogy in higher education by integrating STEAM with TVET so that all of the essential 21st-century skills, as well as technical and vocational education-related competencies, can be imparted among the learners to build their academic and industrial career and to bridge the gap between Academy- Industry-Society.

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Streamlining Digital Library Services: Harnessing the Potential of ChatGPT

Pramod Kumar Hota* and Lopamudra Hota**

Conversational AI has emerged as a powerful technology with the potential to transform library services. This paper presents an overview of ChatGPT, an advanced language model designed to enhance the library experience by providing intelligent and interactive conversational capabilities. ChatGPT serves as a virtual librarian, capable of engaging in natural language conversations with library users. It offers a wide range of functionalities, including answering questions, assisting with research inquiries, recommending resources, and providing personalized learning support. By leveraging its extensive training on diverse text sources, ChatGPT demonstrates an impressive understanding of a broad spectrum of topics. It can address queries across various disciplines, guiding users to relevant resources and offering expert-like assistance. Its ability to generate coherent and contextually relevant responses enables seamless interactions and fosters a user-friendly experience. In addition to its information retrieval capabilities, ChatGPT excels in personalized learning support. It can offer tailored study guides, suggest learning materials aligned with users' interests, and facilitate language learning through interactive practice. With its conversational nature, ChatGPT enhances the accessibility and convenience of library services, enabling users to engage in self-paced learning and obtain immediate assistance. The paper focuses on the contribution of ChatGPT to creating a personalized learning environment within the library. It can tailor its responses based on user preferences, learning history, and academic goals. By providing customized study guides, offering language learning support, and facilitating study group interactions, ChatGPT fosters a more engaging and effective learning experience. The paper also presents the applications, use cases, and challenges of ChatGPT implementations in libraries. As libraries incorporate ChatGPT, it is important to address ethical considerations, including ensuring the accuracy of information provided and managing

potential biases. Libraries must also prioritize user privacy and establish transparent communication about the AI nature of ChatGPT to manage user expectations effectively.

ChatGPT is an advanced language model developed by OpenAI. It belongs to the GPT (Generative Pre-trained Transformer) family of models and is specifically based on the GPT-3.5 architecture [1]. It has been trained on a massive amount of text data to generate human-like responses to natural language prompts. The model's main strength lies in its ability to understand and generate coherent and contextually relevant text. It can comprehend a wide range of topics, engage in conversations, and provide informative and sometimes creative responses. ChatGPT has demonstrated impressive language understanding and can generate human-like text with remarkable fluency [2].

ChatGPT's training process involves unsupervised learning on a diverse dataset from the internet, allowing it to learn patterns, grammar, and factual information present in the text corpus. The model employs a transformer architecture, which enables it to process and generate text efficiently by attending to different parts of the input sequence simultaneously [3]. One notable aspect of ChatGPT is its generative nature. It does not retrieve pre-existing responses from a database but generates novel text based on the context and prompt it receives. This allows for more dynamic and interactive conversations with users.

Moreover, ChatGPT also has certain limitations. It can sometimes produce incorrect or nonsensical responses, be sensitive to slight changes in input phrasing, and struggle with complex or nuanced queries. The model may lack deep domain-specific knowledge and can occasionally exhibit biases present in the training data. These limitations necessitate careful monitoring and human supervision when deploying ChatGPT in real-world applications. OpenAI has made efforts to balance the benefits and risks of models like ChatGPT, promoting responsible AI use. They provide guidelines to avoid generating

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harmful or misleading content and are committed to ongoing research and development to improve the model's capabilities and address its limitations. ChatGPT represents a significant advancement in natural language processing and has various applications in conversational agents, customer support, content generation, and other text-based tasks where human-like interaction is desired.

ChatGPT can play a valuable role in educational libraries by enhancing the learning experience, providing personalized support, and facilitating access to educational resources. The implications of AI technologies like ChatGPT and DALL-E for academic libraries are the most focused areas for librarians and information professionals, like the way they alter the practices and aid in better serving and addressing the needs of students in the twenty-first century [4]. ChatGPT can be used to generate ideas or make some steps of the process simpler. It can produce keyword lists, provide work summaries, and aid in subject generation. Soon, ChatGPT will allow you to contribute your own text and request an abstract from it. ChatGPT might be able to compile a bibliography of pertinent sources on your subject if it can be integrated with library discovery tools. In the future, AI technologies might work as research assistants, running computer simulations, analyzing data, writing and revising content, and creating citations. Similar to ChatGPT, librarians have received training in understanding what users mean by the queries they ask. Libraries currently utilize AI chatbots to respond to simple reference questions and direct more complex ones to librarians [5]. Simply put, ChatGPT is an expansion of the existing service. By offering advice on how to formulate the best queries, librarians may help researchers. Additionally, these technologies provide librarians more time to concentrate on harder research jobs or queries. Additionally, they offer round-the-clock assistance, meeting a demand that librarians may not always be able to. The simplicity with which ChatGPT may provide research-related answers may alter the way we teach. Essay assignments and factual understanding tests will not be used as the only means of assessment; instead, more difficult assignments related directly to the course's subject matter will be necessary. It can also be beneficial to incorporate more immersive and active learning activities into the curriculum, especially if assignments include infographics, podcasts, or videos. Academic libraries currently offer these kinds of services and areas for

learning possibilities. Librarians can work with teachers to develop these assignments. Syllabi, model lesson plans, and the text for a LibGuide can all be quickly generated by ChatGPT. Some have even proposed that ChatGPT serve as the graduate assistant to a class, helping students with tutoring needs [6]. Ideas for using ChatGPT in the classroom may be found on websites like the Sentient Syllabus and "Understanding AI Writing Tools and their Uses for Teaching and Learning" from the University of California-Berkeley.

The development of Open Educational Resources (OER) by academics is a major focus for academic libraries. ChatGPT can write textbooks that used to take a year to write in hours in response to a series of questions. It goes without saying that the final material will need to be edited and amended to ensure quality and accuracy of the information. More free textbooks will be available to teachers if the time it takes to generate OERs is sped up, allowing them to select and adapt them to particular courses, improving their teaching and helping students save thousands of dollars. Information literacy and digital literacy will become more crucial than ever thanks to AI tools like ChatGPT and DALL-E. In order to confirm facts, assess the quality of ChatGPT's responses, or establish whether a Matisse artwork is actually by Matisse or AI-generated art in his style, librarians can help teachers educate children critical thinking skills. Teaching students and staff information literacy skills will enable them to make educated judgements through critical examination of what is given, even though it may be challenging to distinguish between a work produced or created by a student vs. a bot. ChatGPT and other AI technologies, in the opinion of Anand Rao, chair of the Department of Communications and Digital Studies at the University of Mary Washington in Virginia, will "change the nature of knowledge production itself." ChatGPT can generate a rough draught of text that can serve as inspiration for your own work rather than starting from scratch. DALL-E can produce fresh, motivational art that can be imported into photo editing software like the Adobe Creative Suite and modified to produce unique pieces of art. The same is true when using ChatGPT to compose music and lyrics [4]. Additionally, ChatGPT can "assist developers in writing better code at a faster clip." When it comes to determining authorship or commercializing the results of AI tool inquiries, ethical issues are at stake.

Students that submit work from ChatGPT as their own, according to faculty, are plagiarizing. According to the definition of plagiarism, it means “presenting someone else’s work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement.” No, ChatGPT is not “someone.” Should students include ChatGPT in their citations or list them as a co-author? Academic magazines like Nature are concerned about how AI technologies undermine open science, in addition to concerns about students submitting papers created using ChatGPT.

Who owns the copyright to an AI-created property is the subject of a heated discussion. The news is rife with reports of authors who published books on Amazon that were totally composed of text and graphics produced by artificial intelligence. Entrepreneurs commissioned DALL-E to produce art, which is then added to online catalogues and sold for a profit as canvas prints. These so-called “authors” assert that because they asked the AI tool questions, they have a right to the final product’s copyright. Some assert “fair use.” The US Copyright Office received a request from David Wiley, the chief academic officer of Lumen Learning, “seeking to register computer-generated work as a work-for-hire to the owner [7].” Using AI techniques, librarians can increase their productivity in various ways. ChatGPT may create emails that encourage faculty members to use the library’s e-reserve service, like a cold call. It can provide a list of books or read-alikes for a thematic display [8]. AI queries can be used to generate news releases, event posters, and other marketing materials. The possibilities for how AI tools may speed up and simplify writing and image creation seem endless. Like any product, AI technologies are susceptible to bias based on the reliability of their data sources or the biases of its designers. Librarians might advise students to be mindful of any biases in ChatGPT’s responses. Concerns about the future of this product are raised by OpenAI’s present monetization of ChatGPT, which offers a paid “pro” version promising more dependable access and quicker response times. A model like that might result in a knowledge exchange where there are those who can afford it and those who can’t.

Evolution of AI-tools in Digital Libraries

The evolution of AI tools in digital libraries has been significant, transforming the way users interact

with and access information. The evolution of AI tools in digital libraries continues to evolve, driven by advancements in AI technologies, user demands, and the need for efficient information management. As AI continues to progress, we can expect further innovations and the integration of more sophisticated AI tools in digital library services [9]. The key stages in the evolution of AI tools in digital libraries includes:

Search Engines

Search engines were among the earliest AI tools used in digital libraries. They employed basic AI techniques to index and retrieve information from vast collections, allowing users to search for specific resources or keywords within the library’s holdings.

Recommendation Systems

With the growth of digital libraries and increasing volumes of content, recommendation systems emerged to help users discover relevant resources. These systems utilized AI algorithms to analyze user preferences, browsing history, and content similarities to provide personalized recommendations for books, articles, or other materials.

Natural Language Processing (NLP)

NLP became a fundamental AI technology in digital libraries. It enabled the processing and analysis of natural language queries, allowing users to interact with library systems using their own words rather than predefined search terms. NLP facilitated more conversational and intuitive interactions, improving the user experience.

Chatbots and Virtual Assistants

The integration of chatbots and virtual assistants in digital libraries brought a new level of user engagement and support. These AI tools utilized NLP and dialogue management techniques to interact with users, provide information, answer questions, offer recommendations, and assist with various library services [10].

Content Generation

AI tools started to play a role in content generation within digital libraries. Text generation models, like ChatGPT, could produce informative summaries, abstracts, or annotations for resources, facilitating quick understanding and efficient content browsing.

Knowledge Graphs and Semantic Search

AI technologies, such as knowledge graphs and semantic search, enhanced the organization and retrieval of information in digital libraries. These tools utilized AI techniques to establish meaningful relationships between different resources, enabling more intelligent search capabilities and context-aware recommendations.

Data Mining and Text Analytics

AI tools, including data mining and text analytics, have been instrumental in extracting insights and patterns from large volumes of textual data in digital libraries. These tools help identify trends, correlations, and patterns that can inform collection development, user behavior analysis, and other library management tasks.

Machine Learning and Predictive Analytics

Machine learning and predictive analytics have found applications in digital libraries, enabling the analysis of user behavior, resource usage patterns, and library operations. These tools can identify usage trends, predict resource popularity, optimize resource allocation, and support evidence-based decision-making.

Some of the Highlighted Applications of ChatGPT in Digital Libraries

The application of ChatGPT in digital libraries can bring several benefits and enhance the experience of librarians and users. Implementing ChatGPT in a digital library requires careful consideration of user privacy, and data security, and ensuring appropriate disclaimers about the model's limitations. While ChatGPT can provide valuable assistance, it should be used as a complement to human librarians and not a replacement for their expertise and guidance.

Virtual Reference Services

ChatGPT can serve as a virtual reference librarian, providing immediate assistance to users' queries. Users can ask questions about finding specific resources, research guidance, citation formats, and more. ChatGPT can offer relevant answers and help users navigate through the library's digital collections.

Recommender Systems

ChatGPT can analyze users' preferences, browsing history, and reading habits to offer

personalized recommendations for books, articles, journals, or other resources available in the digital library. It can suggest related materials based on the user's interests, creating a tailored reading experience.

Search Assistance

Searching for specific information within a vast digital library can be challenging. ChatGPT can assist users in formulating effective search queries, provide suggestions for refining search terms, and offer tips on using advanced search features. It can help users uncover hidden gems within the digital library's collections.

Content Summarization

Digital libraries often contain lengthy documents, research papers, or articles. ChatGPT can summarize the content, providing users with concise overviews and key points. This feature can save users' time by providing them with a quick understanding of the material's relevance before diving deeper [12].

Language Support

Digital libraries cater to users from diverse linguistic backgrounds. ChatGPT can be trained in multiple languages, enabling it to assist users in their preferred language. It can provide support for searching, recommendations and answering queries in different languages, thereby expanding access to library resources.

Interactive Learning Experiences

ChatGPT can engage users in interactive learning experiences within the digital library. It can provide quizzes, interactive tutorials, or guided learning paths, allowing users to deepen their understanding of specific subjects or learn new skills using the library's resources [13].

User Engagement and Feedback

ChatGPT can be used to gather user feedback, suggestions, and ratings for library resources. It can act as a feedback mechanism, enabling users to express their opinions, report issues, or request additional features. This feedback can help digital libraries improve their services and enhance user satisfaction.

Use-Cases of ChatGPT in Educational Libraries

ChatGPT can be a valuable tool in educational

digital libraries, offering various use cases to enhance the learning experience and support users. When implementing ChatGPT in educational digital libraries, it's essential to address considerations such as data privacy, accuracy of information, appropriate content filtering, and ongoing monitoring to ensure that the system provides reliable and safe educational resources to users. Additionally, combining ChatGPT with human expertise can create a comprehensive learning environment that leverages the strengths of both AI and human interactions [11]. Some of the use cases are:

Personalized Learning Support

ChatGPT can serve as a virtual tutor or learning assistant within the digital library. It can answer questions, provide explanations, and offer guidance on specific topics or concepts. Users can receive personalized support tailored to their individual learning needs and pace.

Content Recommendations

ChatGPT can analyze users' preferences, learning history, and interests to recommend relevant educational resources within the digital library. It can suggest books, articles, videos, or other materials that align with users' learning goals, helping them discover new content and expand their knowledge.

Study Guides and Tutorials

ChatGPT can generate study guides, tutorials, or interactive learning materials based on user queries. It can provide step-by-step explanations, examples, and practice exercises to help users grasp complex subjects or improve their skills in specific areas.

Research Assistance

ChatGPT can assist users in conducting research within the digital library. It can offer guidance on effective search strategies, recommend databases or sources, and help users refine their research questions. Additionally, it can provide citation formats and bibliographic information for academic papers and resources.

Language Learning Support

ChatGPT can aid language learners within the educational digital library. It can help users practice vocabulary, provide sentence translations, offer grammar explanations, and engage in language conversations. This feature can be particularly useful for users seeking to improve their language skills in a self-paced environment.

Educational Game Interactions

ChatGPT can integrate with educational games or learning platforms within the digital library. It can provide hints, explanations, or feedback during game interactions, fostering a more interactive and engaging learning experience.

Study Group Facilitation

ChatGPT can facilitate virtual study group interactions within the digital library. It can help coordinate schedules, suggest discussion topics, and provide additional resources or references based on the group's learning objectives.

Career and College Guidance

ChatGPT can offer guidance on career choices, college selection, and educational pathways. It can provide information about different careers, admission requirements, scholarships, and other relevant resources within the digital library.

Challenges and Limitations Do ChatGPT Face in Providing Digital Library Services

While ChatGPT can be a valuable tool for providing digital library services, it also faces several challenges and limitations. To mitigate these challenges and limitations, digital libraries can implement strategies such as regularly updating and fine-tuning the ChatGPT model, providing clear disclaimers about its limitations, integrating human assistance options alongside the AI model, and actively gathering user feedback to identify areas of improvement [14]. The collaboration between AI and human librarians can help provide more accurate, reliable, and personalized digital library services. Some of these challenges include:

Accuracy and Reliability

ChatGPT's responses are generated based on patterns and examples in its training data. While it can provide helpful answers, there is a possibility of incorrect or unreliable information being generated. ChatGPT might not always understand the context correctly or provide accurate responses, especially when dealing with complex or nuanced queries related to specialized fields or specific resources.

Lack of Domain Expertise

ChatGPT is a general-purpose language model and may not possess deep domain expertise in specific

subjects. In a digital library setting, where users may have complex research inquiries or require in-depth knowledge, ChatGPT's responses may not be as comprehensive or accurate as those of a subject matter expert. It may struggle to provide nuanced or specialized guidance in certain areas.

Limited Understanding of User Intent

ChatGPT may have difficulty understanding the precise intent behind a user's query. It can misinterpret ambiguous or poorly phrased questions, leading to inaccurate responses or misunderstandings. This limitation can be particularly challenging when users require specific information or have complex research needs that require detailed guidance.

Lack of Contextual Awareness

ChatGPT lacks contextual awareness beyond the current conversation. It does not have a memory of previous interactions, which can limit its ability to provide consistent responses over extended conversations. Users may need to repeat or rephrase their queries, leading to a less seamless user experience.

Ethical and Bias Considerations

ChatGPT may generate biased or inappropriate responses due to biases present in its training data. Digital libraries need to be cautious about potential biases in the model's outputs, especially when it comes to sensitive topics or underrepresented groups. Careful monitoring, bias detection, and mitigation strategies are necessary to ensure fair and inclusive digital library services [15].

Handling Ambiguity and Vague Queries

ChatGPT may struggle with ambiguous or vague queries that lack sufficient context. It may either produce irrelevant responses or request clarifications from users, leading to a less efficient user experience. Digital libraries should provide clear instructions and examples to help users formulate more precise queries and maximize the effectiveness of ChatGPT's responses.

User Privacy and Data Security

ChatGPT operates by processing user queries and interactions, which may involve sharing personal or sensitive information. Digital libraries must have robust data protection measures in place to ensure

user privacy and comply with relevant data protection regulations.

It is important to note that while ChatGPT can provide valuable support, it is not a substitute for human educators and librarians. Human oversight is necessary to ensure the accuracy of information, address complex queries, and provide individualized guidance when needed. Additionally, privacy and ethical considerations should be taken into account when deploying ChatGPT in educational library settings to protect user data and ensure responsible AI usage [16].

Conclusion

ChatGPT represents a groundbreaking advancement in conversational AI for library services. By harnessing its capabilities, libraries can provide personalized, round-the-clock support, extend their reach to a wider audience, and empower users to explore and access knowledge in a more engaging and interactive manner. ChatGPT revolutionizes the library experience, positioning libraries at the forefront of innovative information services in the digital era. Embracing ChatGPT in library services represents an exciting opportunity to adapt to the changing digital landscape and meet the evolving needs of users. By incorporating this conversational AI tool, libraries can enhance user engagement, provide personalized support, and position themselves as dynamic hubs of knowledge and learning in the digital age. ChatGPT empowers libraries to deliver innovative, user-centric services and reinforces their essential role in facilitating access to information and fostering lifelong learning. While ChatGPT offers immense potential, it is crucial for libraries to address ethical considerations, potential challenges, and limitations. Libraries must ensure the accuracy of the information, mitigate ambiguity, protect user privacy, and need domain experts to establish clear communication about ChatGPT's capabilities and limitations to manage user expectations effectively.

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Gamification: An Alternative Pedagogical Approach in Higher Education

Shreya Rai* and Anjali Bajpai**

The Indian Higher Education system faces various challenges within the classroom setting such as large class sizes, rote learning, lack of student engagement, and limited critical thinking opportunities. Several technological interventions are being made to address these issues. National Education Policy–2020 has also put forth recommendations to reform the higher education system. The NEP--2020 emphasizes the importance of the integration of technology and gamification to foster student engagement and critical thinking skills. Gamification is a potent technique that can be used in Indian classrooms to foster positive learning experiences in students. By introducing gamification components like points, awards, and competition, teachers can design a more interactive and interesting learning experience that encourages students to learn subjects ranging from mathematics, science, languages, management and business studies, and health sciences, to soft skills such as communication, critical thinking, problem-solving, creativity and so on. There are a few gamification applications that a teacher can use as per the requirement of the subject and students to make their learning dynamic. In this context, the paper attempts to explore the role of gamification in transforming higher education.

The problem of engagement and equitable learning outcomes in higher education is a significant concern for students, educators, and policymakers. Many students find it difficult to stay motivated in their classes, which can lead to poor performance or even dropouts. Studies have shown that student engagement is a key predictor of academic success, with more interested students often having better grades and higher rates of graduation (Kahu, 2013). The reasons for low engagement and poor learning outcomes in higher education might vary. The existing structure of higher education promotes students as passive learners, relying on the teacher to impart all knowledge while not actively participating in their

own learning (Geske, 1992). The classroom setting remains highly structured and impersonal, especially in populated countries like India, which makes it more difficult for students to stay motivated and focused. Another significant reason is the lack of relevance to real-world situations. It occasionally loses touch with reality and fails to give pupils the knowledge and abilities they need to be successful in their chosen fields (Lo & Hew, 2018). These issues with conventional teaching and learning methods highlight the need for a more creative and adaptable method of instruction that can cater to the various requirements of students and prepare them for a world that is changing quickly. Research has shown that active engagement and motivation play a crucial role in improving academic achievement among students (Williams, 2010). As per the National Education Policy---2020, the use of technology will be taken to the next level to “ensure preparedness with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible.” In accordance with NEP–2020, many colleges and universities are using new technologies to promote student engagement and improve learning outcomes. Active learning approaches, such as constructivist course design, inquiry-based teaching, collaborative activities, and technology-enabled activities, have been found to improve student motivation, enjoyment, and long-term retention of knowledge (Ruiz-Primo et al., 2011; Glynn & Koballa, 2006; Hancock, 2002). Furthermore, research suggests that motivational strategies, rather than memorization of facts, have a more significant impact on academic achievement (Blakely et al., 2009). Philosophies for education and motivation, such as those put forth by Dewey (1916) and Bandura (1986), suggest that students learn best through hands-on experiences and active participation. New technologies are significantly impacting higher education in the following ways: personalized learning, data-driven insights, improved collaboration, improved assessment, project-based learning, flipped classrooms, experiential learning, and gamification.

Gamification in Education has emerged as a promising pedagogical approach in higher education.

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This approach aims to make learning more enjoyable, interactive, and relevant by tapping into students' natural desire for competition, achievement, and challenge (Hu, 2019). The goal is to increase student engagement and learning outcomes as well as foster a positive learning experience (Owens, 2019). The term 'gamification' was used for the first time by Nick Pelling in 2002. Gamification, according to Rodriguez and Santiago (2015), is the process of extending game design elements (rewards, challenges, and feedback) and mechanics into non-game contexts, like education, in order to inspire and motivate learners to engage with and participate in the learning process in order to achieve specific goals. This method can be used to teach a variety of disciplines, including teamwork and critical thinking, as well as hard abilities like math and science. Karamert and Kuyumcu (2021), in their study, found that in a higher-level mathematics course, gamification affected participation and learning results. According to a study, this approach has proven to enhance learning outcomes and raise engagement levels among students. Kapp and Blair (2014) also reported that it can increase students' interest and engagement in mathematics. When teaching algebra, the researchers adopted a game-based learning strategy, and the outcomes revealed a notable improvement in the student's performance. Researchers have also studied the use of gamification in language acquisition. Jafarpour et al. (2015) compared the effectiveness of game-based learning and conventional approaches to learning languages. The outcomes demonstrated that game-based learning improved vocabulary learning and retention. Peterson (2010) looked at Duolingo's efficiency as a popular gamified language learning program. The findings demonstrated that Duolingo was successful in enhancing language ability and that gamification components like points, badges, and leaderboards boosted motivation and engagement. The use of gamification in science education can improve students' motivation and learning results, according to a study by Landers and Landers (2014). The students' performance significantly improved as a result of the researchers' employment of a game-based learning strategy to teach chemistry. Gamified learning strategies have also had successful results in biology. It has been demonstrated that students have positive perceptions of gamified biology lessons, and engagement levels have increased significantly (Pickersgill and Boulton, 2018). Gaming elements such as digital badges have also shown a positive impact on student motivation and

engagement, further leading to achievement in biology (Oulton et al., 2019). Gamified quizzes with common gaming elements such as points, streaks, leaderboards, and badges have also shown positive results in physics teaching at the higher education level (Rose et al., 2018). Gamification has also been applied to management and business education. In entrepreneurial education, it has been shown to improve student engagement and learning results, according to a study by Ianeva et al. (2015). The teaching of health sciences has also made use of gamification. In a study done by Gorbanev et al. (2018), "The Effectiveness of Gamification in Medical Education: A Systematic Review," the effectiveness of gamification interventions in medical education was explored. They found the impact of gamification on knowledge acquisition, skill development, and learner motivation "Along with content knowledge, the role of gamification has also been investigated for enhancing soft skills such as communication, collaboration, problem-solving, and critical thinking in educational as well as workplace settings. Páez-Quinde et al. (2022), in their study, implemented game-based activities in the virtual education of students. It increased the creativity and motivation of students and resulted in improved academic performance. Gamified tools also increased students' engagement and made the classroom more dynamic. The effects of gamification on the development of communication skills in a college-level public speaking course were explored by Anam et al. (2018). Their finding indicated that students have a positive perception of gamified approaches to public speaking. This approach positively influenced students' confidence and self-efficacy in public speaking. Game elements such as rewards, competition, and challenges increased students' engagement and motivation. In another recent study, Huang and Yeh (2019) examined the impact of gamification on critical thinking skills. This study explored the use of gamification as an instructional approach to enhance the critical thinking skills of journalism students. There were significant improvements in students' analytical and evaluative skills, which in turn improved their critical thinking skills.

Based on the results of the above studies, gamification can be a useful tool to overcome the challenges of the prevailing higher education system. Incorporating gaming can provide a fun and interactive learning environment that helps students retain information and achieve educational goals. Elements of gaming that can aid in higher education are as follows:

- **Points and Leaderboards:** Awarding points for completing a task or hitting milestones and ranking students on a leaderboard can foster healthy competition that motivates them to do their best and drives engagement (Sanmugam et al., 2016; Bonde et al., 2014).
- **Rewards:** Offering rewards, such as badges or certificates, for achieving certain milestones can incentivize students to strive for excellence (Sanmugam et al., 2016).
- **Quests and Challenges:** Presenting course material as missions or challenges can make learning more enjoyable and interactive (Sánchez-Rivas et al., 2019).
- **Badges and Achievements:** Offering badges or achievements for accomplishing certain milestones can provide recognition and validation for students' progress (Kingsley & Grabner-Hagen, 2015).
- **Simulations and Virtual Environments:** Simulating real-world scenarios can make learning more immersive and increase student understanding of complex concepts (Khan et al., 2017; Bonde et al., 2014).
- **Storytelling and Narratives:** Incorporating storytelling elements into course material can help students connect with the content and retain information better (Bonde et al., 2014).
- **Collaborative Games:** Multiplayer games and competitions can encourage students to work together, fostering collaboration and teamwork skills (Sanmugam et al., 2016; Kingsley & Grabner-Hagen, 2015; Curto Prieto et al., 2019).
- **Feedback and Progress Tracking:** Providing regular feedback and progress tracking can help students stay motivated and monitor their own learning progress (Kingsley & Grabner-Hagen, 2015; Pesare et al., 2016).
- **Gamified Course:** Some professors have introduced gamification components into their courses, for example, by utilizing points or awards to motivate students to finish assignments or accomplish learning objectives (Owens, 2019).
- **Virtual Reality Simulations:** Virtual reality (VR) and augmented reality (AR) technology can be utilized to create immersive and interactive learning experiences for students, such as virtual lab settings or simulations of historical events (Khan et al., 2017; Bonde et al., 2014; Pesare et al., 2016).
- **Adaptive Learning Software:** Using gamification components, adaptive learning software offers students individualized learning experiences depending on their skills and shortcomings (Lavoue et al., 2019).
- **Massive Open Online Courses (MOOCs):** A lot of MOOCs, including Coursera and edX, incorporate gamification components, like progress monitoring and accomplishment badges, to encourage students to finish their assignments and remain interested in the subject matter (Khalil et al., 2018).
- **Gamified Apps:** A variety of apps, including Kahoot, Duolingo, Socratic, Quizlet, Babel, etc., use game-based learning to teach subjects like math, coding, and language acquisition (Carrillo et al., 2019; Jones et al., 2019; Curto Prieto et al., 2019).

Conclusion

The above applications of gamification have demonstrated that it makes lessons more dynamic, immersive, and interesting. The individualized learning experiences keep students motivated and engaged. Researchers have also posited that gamification has several practical applications in higher education that are growing in popularity. A study by Tondello et al. (2016) found that gamification raised students' perceptions of competence, autonomy, and relatedness, which in turn enhanced their participation in learning activities. Hamari & Koivisto (2014) reported that gamification enhanced learning outcomes in a programming course. In a previous study, Zichermann and Cunningham (2011) also found similar results. Thus, it can be stated that gamification can improve learning outcomes. Gamification offers tailored feedback and rewards. It

These elements of gamification have been used in a variety of ways in higher education to improve student engagement and learning outcomes. Some examples of existing applications of gamification in higher education include:

- **Game-based Learning Platforms:** These platforms use games and gamification elements to make math, science, and history lessons more dynamic and interesting (Sanmugam et al., 2016).

has the potential to encourage student collaboration. Martin and Ertzberger (2015), reported that a gamified learning environment promoted student collaboration, which raised levels of engagement and improved learning results. Finally, gamification can increase students' enjoyment of their education. A study by Kapp (2012) found that gamification can make learning more pleasurable, increasing levels of engagement and motivation.

These findings imply that gamification can be an effective strategy for enhancing student engagement and learning outcomes in higher education. However, it is vital to note that gamification should not be utilized in place of conventional teaching methods. Rather, it should be utilized as a supplement to improve learning and encourage students to immerse themselves in the subject matter. Also, gamification needs to be applied in a way that is acceptable and relevant, not just as an embellishment on top of conventional teaching methods.

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Teacher Education Institutions: Issues in M.Ed. Programme

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The Master of Education (M.Ed.) Programme is a two-year Professional Programme in the field of Teacher Education. It aims at preparing Teacher Educators and other Educational Professionals such as

- i. Curriculum Developer
- ii. Policy Makers
- iii. Educational Policy Analysts
- iv. Planners
- v. Administrators
- vi. Supervisors
- vii. School Principals

As per the Annual Report of 2021-2022 of the National Council for Teacher Education (NCTE), there are 1254 Teacher Education Institutions all over India which are running M.Ed. Programme. There are 12,540 Faculty Positions for M.Ed. Programme, separately from any other Teacher Education Programme, distributed as:

Professor	: 2508
Associate Professor	: 2508
Assistant Professor	: 7524

The present investigation aims to study the Laws, Statutes, Regulations, Rules, and Notifications for running M.Ed. Programme independent of any other Teacher Education Programme. For this study, Researchers had gone through the Regulations of the University Grants Commission (UGC), the National Council for Teacher Education (NCTE) and other Statutes of the Central and State Universities. Further, the researchers got some data by exercising their Right of getting Information provided under Section 4 of the Right to Information Act, 2005. By going through all the above-referred material, the researcher made an analysis of each reply of RTI applications and

information sources by the institutes and drew some inferences. The researcher also critically analysed the statutes, regulations, and ordinances of the universities. Along with that, the researcher collected data related to the sanctioned posts of teachers for M.Ed. Programmes. The Researchers, in their attempt to classify the M.Ed. Programme from other Teacher Education Programmes, made a detailed comparison of the provisions related to the M.Ed. Programme with the provisions related to the B.Ed. Programme.

Mixing Up of M.Ed. and B.Ed. Programme

There is a trend going on in many Teacher Education Institutions that the Departments of Education are running different Teacher Education Programmes in a composite manner. Particularly, the M.Ed. Programme is running with the B.Ed. Programme in a composite manner, due to which the dignity and quality of M.Ed. Programme is severely getting undermined.

The M.Ed. Programme leading to M.Ed. Degree is the highest Teacher Education Programme in India before Doctoral Degree so, it is the duty of all the Teacher Education Institutions to perform all the necessary things for the maintenance of dignity, and status of M.Ed. Programme in India. There is, therefore, an urgent need for reforms in Teacher Education Institutions. So, here, we present the laws and the Mandatory Statutory Provisions related to running the M.Ed. Programme in the Institutions running Teacher Education Programmes.

Basis of the Distinction between the M.Ed. Programme and B.Ed. Programme

The basis of the distinction between both the Programme lies in the Preamble of Appendix 4 and Appendix 5 (For B.Ed. and M.Ed. respectively) of N.C.T.E. Regulation, 2014. The Objectives of both Programmes are clearly distinct. Interestingly, M.Ed. Programme aims to develop Teacher Educators, Administrators, Principals Other Educational Professionals Policy Makers etc. while B.Ed. Programme aims to develop School Teachers of Primary, Middle, Secondary and Senior Secondary Levels. So, the Preamble itself of both Programmes

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distinguishes them on the basis of different objectives.

Post of Head for M.Ed. Programme and B.Ed. Programme

According to the Note attached with Section 7.3 under Appendix 5 of N.C.T.E. Regulation, 2014, “The institution shall have one Principal for the entire institution and Heads for different Teacher Education Programmes offered in the Institution.” Here, the literal interpretation of the above statement, the use of the word ‘shall’ denotes mandatory nature and the pluralistic nature of the word ‘Heads’ leads to an inference that there shall be different and separate Heads for each and every Teacher Education Programme.

Rules Related to Supervision of Dissertation of M.Ed. Programme

The Rule related to Supervision of Dissertation of M.Ed. Programme is provided under clause 3 of Section 5.2 of Appendix 5, which states that for the conduct of a Dissertation, the ratio of faculty to students for guidance and mentoring shall be 1:5. Here, it is important to know that the total number of Faculty in One Unit of M.Ed. Programme is 10, as per Section 6.1 of Appendix 5. So, generally, each Faculty Member of one unit of M.Ed. Programme is entitled and authorised to Supervise ‘05’ Dissertations Annually. Additionally, neither Appendix 04 Nor Appendix 05 of NCTE Regulation, 2014, provides for Supervision of the Dissertation of M.Ed. Programme by the Teachers appointed and approved for B.Ed. Programme.

Nature of Exclusive Resource Centre for M.Ed. Programme

The exclusive resource centre (ERC) is not common between M.Ed. Programme and B.Ed. Programme. It is uniquely provided for the M.Ed. Programme under Clause (b) of Section 7.2 of Appendix 05. The main purpose of this ERC is to provide access to a variety of resources and materials for teaching and Learning, copies of policy documents and commission reports, NCF, NCFTE, Research reports, reports of surveys, Journals of NCTE, NCERT and NIEPA, etc.

Basis of Classification Between The ‘Teachers’ of M.Ed. Programme and B.Ed. Programme

Section 6.1 of Appendix 05 and Section 5.1 of

Appendix 04 made provisions in this regard. Section 6.1 of Appendix 05 provides a Total of 10 Faculty Members per unit of M.Ed. Programme, where faculty positions shall be distributed as under:

1. Professor	Two
2. Associate Professor	Two
3. Assistant Professor	Six
[Total]	Ten]

While Section 5.1 of Appendix 04 provides for a total of 16 sixteen Faculty Members per unit of B.Ed. Programme, where Faculty positions shall be distributed as under

1. Principal/ HOD	One
2. Perspectives in Education	Four
3. Pedagogy Subjects	Eight
4. Health and Physical Education	One
5. Fine Arts	One
6. Performing Arts (Music/Dance/Theatre)	One
[Total Sixteen	

Distinction of Administrative & Professional Staff between M.Ed. Programme and B.Ed. Programme

These cannot be the same. Although the administrative and technical staff can be shared in some exceptional cases Appendix 04 and Appendix 05 of NCTE Regulation, 2014 provide a clear distinction between both. As per Section 6.3 of Appendix 05, the number of administrative and professional support staff for M.Ed. Programme is Six (06), which is:

1. Princ	
1. Office Manager	One
2. IT Executive/Maintenance Staff	One
3. Library Assistant/Resource Centre Coordinator	One
4. Office Assistants	Two
5. Helper	One
[Total - Six]	

While the case with Appendix 04 is different. As per Section 5.3 of Appendix 04, the number of Administrative and Professional Staff for B.Ed. Programme is eight (08). The breakup is as follows:

a) Librarian	One
b) Lab Assistant	One
c) Office-cum-Account Assistant	One
d) Office Assistant-cum-Computer Operator	One
e) Storekeeper	One

- | | |
|--|-----|
| f) Technical Assistant | One |
| g) Lab Attendants/Helper/Support Staff | Two |
| [Total - Eight] | |

The above lists show that there is a reasonable and crystal-clear classification between the administrative and professional staff of the M.Ed. Programme and B.Ed. Programme, which necessitates separate staff for both Programmes.

Rules Related to the Programme Implementation of M.Ed. Programme

The programme implementation, as provided under section 4.2 of Appendix 04 for B.Ed. Programme and under section 5.2 of Appendix 05 for M.Ed. Programme, carries with them the objects and nature of field works and the nature of internships of their respective programmes. The internship and fieldwork of B.Ed. Programme connects itself to the school and primary education but when it comes to M.Ed. Programme, it covers professional programmes, policy framing institutions, educational administration, and management bodies. This comparison provides a clear separate objective for both programmes.

Classification of M.Ed. Programme and B.Ed. Programme in India

The genesis of classification between these two Professional Programmes lies in two Regulations prevailing in India. One is the UGC Regulation on Specification of Degrees, 2014, which contains the list and level of specified degrees related to Education/Teachers Training. Its serial numbers 26 and 24, it classifies the level between M.Ed. Programme as Master Level and B.Ed. Programme as Bachelor Level. Another Interesting regulation related to the classification of these two Professional Programmes is the NCTE (Recognition Norms and Procedure) Regulation, 2014. It contains Appendix 05 and Appendix 04 which provides for the crystal clear and distinct norms for M.Ed. Programme and B.Ed. Programme. These are the two major regulations that provide the separate and distinct features and nature of M.Ed. Programme in India.

Position in State Universities of Uttar Pradesh

The overwhelming majority of the Universities in the State of Uttar Pradesh are running M.Ed. Programmes in a composite manner along with B.Ed. Programme. In the reply to RTI applications

filed by the Researcher through an advocate, the data provided by the universities was astonishing. The findings, regarding the M.Ed. Programme and the authority of taking classes of M.Ed. by the teachers appointed at Bachelor's Level in the Departments are available through the RTI replies and the journey of the websites of a number of State Universities in Uttar Pradesh can be summarized as ...

1. One university denied the information on the basis that the data related to the above-said issue comes within the purview of NCTE. So, it abstains from providing real data.
2. One University provides the information that they are running the Education Department as a whole and in a composite manner. So, the teachers are common for both the M.Ed. Programme and B.Ed. Programme. This means that in their Department, Teachers are appointed and approved for B.Ed. Programme which is a Bachelor's Level Programme, are taking Classes, Practical and Dissertation of M.Ed. Programme, which is at the level of a Master's Degree.
3. One University provided the information that in their university, teachers appointed and approved for B.Ed. Programme is not authorized to take the classes of M.Ed. Programme. This means that they have maintained the dignity and status of M.Ed. Programme.
4. One University denied the information based on its being asked in the nature of a questionnaire. But their website did not contain any specific provisions regarding the classification of Faculty of M.Ed. Programme with that of B.Ed. Programme.
5. One University provided specific and pinpointed replies to our requests. It gave us the following points...
 - i. The teachers appointed and approved for B.Ed. course is not authorized to take the classes of M.Ed. Course.
 - ii. The teachers appointed and approved for B.Ed. course is not authorized to guide and supervise the Dissertations of M.Ed. Course.
 - iii. The teachers appointed and approved for B.Ed. course are not authorized to become the Practical Examiners (Internal and External) for the Practical Exam of M.Ed. Course.

- iv. The teachers appointed and approved for M.Ed. course cannot become Heads for M.Ed. Course.

The above data provided by the Universities in the State of Uttar Pradesh provides that M.Ed. Programme has a separate and distinct status from a master's degree Course. Even the Website of the University of Lucknow is showing the M.Ed. Programme as a clear and separate Programme but it is not showing the distinct infrastructure, faculty or goals of the M.Ed. Programme.

Suggestions

The following points can be suggested ...

1. The PG Department for M.Ed must be set up at each and every university and institute offering M.Ed. Programme.
2. The 'PG Department for M.Ed.' must be allocated by the university or institute, the proper and specific faculty members in the proportion of numbers and posts as per the norms set up by the National Council for Teacher Education.
3. The 'PG Department for M.Ed.' must be allocated the proper administrative and supporting staff for the proper functioning of the department.
4. The 'PG Department for M.Ed.' must have its own Exclusive Resource Centre for helping the students involved in their research work for their Dissertation of M.Ed. Programme.
5. The 'PG Department for M.Ed.' must have a Dissertation committee consisting of the Faculty Members, appointed, and approved for M.Ed. Programme. The task of the committee should be the constant observation of the issues related to Teacher Education, etc. at National and International Levels.
6. The 'PG Department for M.Ed.' must establish connections with the bodies and Institutes of policy formulations, planning and management of education at all India levels.
7. The 'PG Department of M.Ed.' must suggest the policies and formulae related to Teacher Education to the Government and other Policymaking bodies.

Conclusion

After examining the various regulations, ordinances, orders, by-laws, rules, etc., and notifications, we can conclude that M.Ed. Programme is the highest

Teacher Education Programme at Pre-Doctoral Level. It can play a pivotal role, if supported and utilised properly, in shaping the teachers for future generations of coming years. Adopting our suggestions and opening a Separate PG Department for M.Ed. will make our country self-reliant in the area of Teacher Education. It will certainly ensure the proper implementation of the National Education Policy–2020 and help in achieving the goals of Vision 2047.

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Remarkable Growth and Development is a Testament to the Vision and Foresight of Academicians

Jagdeep Dhankhar, Hon'ble Vice President of India delivered the Convocation Address at the Special Convocation Ceremony of the University of Jammu, Jammu, Jammu and Kashmir on June 22, 2023. He said, "The Future of India is in your hands. Now you are the most significant stakeholder. You are very significant creators, you do not need these days to belong to a family or lineage or be part of a succession mechanism to be impactful in contribution and that is why you would have seen when it comes to startups, unicorns, you have out-classed both China and US because of your talent and commitment, Keep it going! " Excerpts

I am delighted to undertake my maiden visit to this extraordinary region of Jammu since assuming the office of the Vice President of India. I would ever remember this in my life. The meandering Chandrabhaga River, the majestic Shivalik range that graces the horizon, and the sacred abode of Mata Vaishno Devi, overlooking this city, create an enchanting atmosphere that is truly extraordinary and evocative. But let me say, coming here and getting this feast of intellect, I can tell you, will keep me going in physical form for the longest time.

It is an honor and privilege to be associated with this special convocation of the renowned Jammu University that has diligently fostered excellence for over half a century. Guided by the profound motto of “तमसो मा ज्योतिर्गमय” (Lead me from darkness to light), it serves as a poignant reminder to strive to become not only outstanding professionals but also beacons of compassion and kindness for all of humanity. And the mantra that has been imparted today by the Hon'ble Lieutenant Governor is an eye opener, path breaking and thought provoking.

I recall the time when I was elected as the Member of Parliament in 1989. In the early nineties, no marriage was complete without a VCR or VCD. Where have they gone? Vanished! By the end of the 90s, we celebrated telephone booths. They were creating wonders. Where have they gone? Hon'ble Lieutenant Governor was right. I am the product of the time when there was no internet, no mobile, no computer. We had to remain dependent on the typewriter and if a word was wrong we had to use the whitener. Where have we come now?

As a professional, I used to take pride that I had a library that owned the volumes from the

beginning. It has vanished. And therefore he has rightly hinted to warriors of 2047 that be prepared, think out of the box, anything may happen. Your creativity, innovation & directional application will find the way. Hon'ble Lieutenant Governor was reflecting on artificial intelligence. This great power in the hand of humanity is yet to reach its height. It is yet to blossom to the fullest extent. But then, there are voices all around, control it. It has to be regulated. You never know what impact it may have on society. And therefore his address which I take as a turning point in your lives, his address will keep you wondering, thinking so that you enter in the world outside with eyes open, mind functional and be ever prepared for the big change.

Friends, this University has come a long way from its small improvised campus on the Canal Road on the other side of the Tawi River to its present lush green surroundings.

I also congratulate the Chancellor and Hon'ble Lt Governor Manoj Sinha and Vice-Chancellor Prof Umesh Rai for bringing about the big changes, I find here exemplification of the most authentic implementation of National Education Policy. It's a ground reality. The learned VC reflected on various steps that have been taken. He couldn't be exhaustive because of the constraint of time. I will point out some that have greatly touched me and need national importance. I greatly appreciate the envisioned thoughtful focus by the University of Jammu, on the local language and culture. Its initiative to promote Dogri is farsighted and emulative for others.

We are a rich country because of our cultural languages. We have to nurture our languages. We have not only to preserve them; we have to make them

functional. I am therefore so happy and delighted that this step of preservation and propagation of our local languages and culture, emanating from this university, will set a tone for others. Another important thing that has just touched me is that the Indian Constitution is a document that drives us, that controls us. Indian constitution is a document that takes care of Legislature, Executive and Judiciary. This document cannot be kept away from several languages. I therefore congratulate the University for its efforts to translate the Constitution of India into Dogri, and for the organisation of a ten-day multi-arts festival, “Duggar Darpan.” These are well meaning and befitting initiatives.

As Governor State of West Bengal, I have the occasion to be the Chairman of Eastern Zone Cultural Centre covering nine states. I know the importance of it. It brings about the connection of hearts, it results in exploitation of genuine talent. I wish these programs great success. Let me reiterate what the Vice Chancellor said that the Honorable Prime Minister is a visionary. He believes in execution. This call and thought and call for a “Land to Lab” and “Lab to Land”, I am glad that the University has utilized it and others will follow. Even as Chairman Rajya Sabha, I have been keenly concerned for generating a connect amongst our people. Our country is vibrant. It has unity in diversity because of the richness of its people, culture, languages, and vision. Therefore your program ‘College on Wheels’ will do wonders and results will be geometric. It will offer lifetime experience and exposure to the students.

कहते हैं ना भगवान पूछे आपसे, आपकी मर्जी क्या है? ? This University has done the right ‘Design Your Degree’. It’s your life, your life journey and you are enabled to give direction to it. This is thinking out of the box, it will catch up like wildfire in a positive sense with no destruction but only construction and reconstruction. It is path breaking and bound to be very impactful. The University has recently entered into a very prestigious Memorandum of Understanding (MoU), one worth mentioning is with the High Altitude Warfare School of Army at Gulmarg in the discipline of Disaster Management. Our country is the only country in the world that has excelled in the art of disaster management. You would have seen frequently at the Eastern and Western Coast, we have cyclones but there is hardly any mortality on the

seas. Technological support of the Meteorological Department is the envy of the world. And this MoU will create a human resource that will take us a long way. I am therefore little inspired and motivated to announce with the permission of the Chancellor, Lt. Governor of Jammu and Kashmir, Indian Council for World Affairs will fructify an MoU with the University of Jammu by the end of July. Director of Indian Council for World Affairs, a very senior Foreign Service Officer, was enthused when I gave her the idea that this will give the university another level of exposure in culture education and foreign affairs on a global level.

The convocation ceremony holds a magical and significant moment in one’s life, transforming each of you from students to distinguished alumni of the University of Jammu. I congratulate the awardees, their families and friends. As you venture into the world, you will have to leave an imprint, and take a SANKALP you will return to the society what you can, you will return to your teachers, and you will continue to contribute to the growth trajectory of your alma mater. This will help you realize your dreams and fulfill your aspirations.

Friends, fortunately for you, in the last few years there has been an emergence of an eco-system that enables youth to fully unleash their energy to exploit their potential and talent. This has been done by a series of Government steps. I would make an appeal to you to never be under tension or stress, don’t allow your mind to be a parking place for your thoughts and never hesitate to execute an Idea only for the fear of failing. Fear of Failure is a fear only in your mind and not with others. If once efforts are not succeeded in the first instance, it is not a failure but it is an attempt. No historical milestones have been achieved in the first attempt, keep on trying and I am sure your future will be filled with boundless growth and enduring achievement.

The Future of India is in your hands. Now you are the most significant stakeholders. You are very significant creators, you do not need these days to belong to a family or lineage or be part of a succession mechanism to be impactful in contribution and that is why you would have seen when it comes to startups, unicorns, you have out-classed both China and US because of your talent and commitment , Keep it going!

In this part of the country, I pay tribute to the Lieutenant Governor for his tireless efforts, successful efforts not in the field of education alone but in other areas. Now we have a prevalence of a harmonious atmosphere that was never there. This is the greatest homage to the greatest missionary, one of the youngest Vice Chancellor Dr. Syama Prasad Mukherjee who laid down his life for building a strong united India. Tomorrow June 23, is a day of martyrdom of Dr Shyama Prasad Ji. He died as a detainee in the Srinagar jail on this day June 23,1953. A momentous tragedy. He died within days of being arrested in Lakhanpur. Why? He challenged that India is a country and why in my country would I suffer restriction? They ventured in the true spirit of Constitutionalism and were detained. It is gratifying for us. Though belatedly, we have realized his dream. Now Indians can travel free in their own country and in this part also. What a tribute to the functioning of the Lieutenant Governor that the entire world was looking at his achievements. When G-20 leaders came here they relished every second. The world has vicariously enjoyed it, it was the moment of pride for all of us.

Abrogation of Article 35A and 370, personally for twenty years, I had been advocating. It was an aberration. Friends, go to the constitutional text, this article was put as a temporary article but lasted for 70 years. We are happy that now it is not there, and the slogan which Dr. Shyama Prasad Mukherjee gave, "एक देश में दो विधान, दो निशान, दो प्रधान नहीं चलेंगे।" आज नहीं चल रहे हैं।

The path of remarkable growth and development that Jammu and Kashmir has started following after abrogation of Article 370 and 35A of constitution in August 2019 is a testament to the vision and foresight of Dr. Shyama Prasad Mukherjee who gave his life for it. The region's integration into the national mainstream has paved the way for investment, development and improved governance. I have no doubt Jammu will be the hub of education. Look at the changes that have taken place, all the professional institutions in our country that are already here, including Indian Institute of Technology, Indian Institute of Management, and in a matter of months, All Indian Institute of Medical Sciences will be fully functional in the Samba district.

Friends, let me tell you the impact, and the impact is abrogation of Article 370 and 35A. Dr. B.R. Ambedkar, the architect of Indian constitution drafted all the articles but he declined to draft article 370. 890 Central laws that have been applied, the State was not getting benefit of it, over 200 State laws have been repealed, over 100 State laws have been modified to meet consonance with the constitution and look at the ground reality, connectivity through Road, Rail and Air has shown incremental growth. Banihal tunnel and Chenani-Nashri tunnel have been completed and open to traffic. The region takes pride in having the world's highest 1315 meter long railway bridge over Chenab River that has been completed.

I would indicate that while we take pride in what is happening in our country, it is amazing and we never dreamt of it. We were the 11th largest economy just a decade ago. In September 2022, Bharat, our country got the distinction of being the fifth largest global economy. In the process we marched ahead of our former colonial rulers, UK.

I keep on telling people that go by facts, as they don't lie. Digital transactions in this country, in the year 2022 was 1.3 trillion. This couldn't happen, unless the recipient was technologically receptive. The achievement has another milestone and the milestone was that there were digital transfers all over the world. Our achievement means taking digital transfer of UK, USA, Germany and France multiplied by 4 and this is our digital transfer, we never dreamt of this. Our 700 million internet users in 2022, per capita data consumption was more than the US and China taken together, these are the achievements. When the mother of democracy and the oldest democracy is on the rise, the rise is unstoppable.

I urge and call upon all of you to be proud Indians and take pride in our historical achievements. When all is going well and the world envying us and respects Bharat like never before. These are not the days when we have to make our voice clear in the world. The world awaits what the leader of the largest democracy will say on a particular point.

In that situation, it is a cause of concern that some of us, a very small category, try to taint, tarnish, demean and decry our Institutions. How can we countenance it? They talk about food

security ignoring the fact that from 1st April 2020, this country has been feeding more than 800 million people and it continues till now, no country in the world can ever think of that.

No country in this world can take pride in being the most constitutionally functional democracy at the Village level, Panchayat level, Panchayat Samiti level, Zila Parishad level, State level and Central level. This incredible political ecosystem is because of our human genius. We Indians have strong DNA, we learn skills fastest in the world and that is why, in every part of the world you will find an Indian genius spearheading the corporate and the institutions making India proud and those countries respecting our talent. It is ironic and travesty of a sort that false narratives are set afloat in orchestrated manner by forces that are inimical to this country. Tragedy is that some of us do not take this seriously.

Friends, I will reflect on another episode focussed by Time Magazine, which had an occasion to reflect around three decades ago. If a silent majority decides to remain silent, it will be silenced forever. I appeal to all of you to use your mind to prevent your nationalism and do not take lightly its pernicious desires communicated in a sinister manner to run down our growth story. One thing that I can tell you, only changes appear in the last few years, that no one is above the law. The long arm of law will reach you. Some people

in the country have taken it from themselves that they are above the law. If X has been summoned by a regulatory or an agency, how can you dare to steer in a country that has access to Judiciary. I am so happy to share with you, and you know that stakeholders in corruption will get all those forces together to get an escape route. The good thing is, all their escape routes have now been blocked. There is zero tolerance for corruption, the message is now loud and clear, you may be anyone of any identity or any lineage, you are accountable to law. The mechanism is transparent, accountable, impactful and effective.

Friends, join me in congratulating the Lt. Governor for giving great mileage to us at the global level for making the G-20 Tourism Working Group in Srinagar a resounding success which was carried by influential media at all levels. And to my young friends, never stop dreaming, every dream will fructify with your thoughtful process and never hesitate to take the next step.

Friends, in the end, I express my deep gratitude to the Lieutenant Governor that while my respect for him has been enormous earlier, his discourse today needs wider dissemination. I wish you all great success. May your path be adorned with success, growth and remarkable achievements.

Jai Hind!

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CAMPUS NEWS

NAAC Workshop on Gender Sensitization

The one-day National Workshop on 'Gender Sensitization: Sensitization towards Third Gender' was organized by the Internal Quality Assurance Cell (IQAC), Govt. College for Women, Hisar, Haryana, recently. The event was sponsored by the National Assessment and Accreditation Council, Bangalore.

Dr. Jaiveer Yadav (Haryana Civil Service), Sub Divisional Magistrate (SDM), Hisar was the Chief Guest of the event. The Keynote Speaker was Prof. Sandeep Rana, Department of Applied Psychology, Guru Jambheshwar University of Science and Technology, Hisar. Other dignitaries who graced the occasion were Adv. Ravi Choudhary (Arbitrator) Punjab and Haryana High Court Chandigarh, and Dr. Asha Rani Saharan, Former Principal, Government College for Women, Hisar. Around 120 participants from different parts of the country participated in the event to make it a grand success.

The event was ceremoniously inaugurated with the lamp lighting by the Chief Guest, Dr. Jaiveer Yadav (HCS), SDM, Hisar, Principal, Dr. Eliza Kundu, and the Coordinator, Dr. Harsha, Associate Professor of Mathematics. The event was anchored by Vasundhara, Assistant Professor of Commerce. A formal Welcome Address was delivered by Dr. Eliza Kundu. The theme and objective of the event were addressed by the Coordinator, Dr. Harsha, Associate Professor of Mathematics.

Dr. Jaiveer Yadav (HCS), SDM, in his address, focused on the acceptance of all human beings in society. The Expert and Keynote Speaker of the technical session, Prof. Sandeep Rana discussed the science to describe the quality of life of every human being. He said that we should create an environment so that every individual can share their dreams, strengths, etc. We should accept and appreciate the individuality of every human being in this world.

The Expert and Keynote Speaker, Adv. Ravi Choudhary (Arbitrator) Punjab and Haryana High Court Chandigarh discussed the basic root cause of why transgender are not finding their place in society. He cited examples of some famous third gender from the ancient era and told that their clap removes negative energy. He showed a video clip explaining the

struggle of the third gender. He also introduced the top 10 transgender who have made a mark in their field. Lastly, he concluded his lecture with the word that we should change the perception towards the third gender so that they can show their strength to the world. After his lecture, he interacted with the participants and answers their queries and doubts.

After the session a play on the journey of transgender-*Kinnar Varddan Ya Abhishaap* was presented by the college students. The play made stunned everyone and left an emotional and thought-provoking impact.

Mr. Shivam Sharma and Ms. Nisha Ahlawat from Pt. Chiranjee Lal Govt. College Karnal presented their research work on transgender. Also, a panel discussion on the topic was done by the participants and the experts. All the participants participated actively in the panel discussion.

Dr. Asha Rani Saharan, Former Principal, Government College for Women, Hisar in her Valedictory Address appreciated the efforts done by the college to make the event a grand success. She said that every human being has the right to live respectfully in our country and the theme of the event is very relevant in today's scenario.

The workshop ended with the Vote of Thanks by Mr. Amit Bansal, Associate Professor, Computer Science followed by National Anthem, and the participants were requested to fill online feedback form made available in their respective e-mails to have their suggestions and comments about the event. To prepare a report on feedback, a link of Google form was shared with them for collecting feedback on the workshop.

International Conference on AI-driven Advancements in Research and Publications

A two-day International Conference on 'AI-driven Advancements in Research and Publications: Intellectual Property Rights, Knowledge Management, and Beyond' is being jointly organized by the Ashok Goel Library and Research Cell, Rishihood University, Sonapat, Haryana during December 01-02, 2023. The conference will provide an international platform for the experts to exchange experiences, knowledge, views, and insights, encouraging research that marries creativity, innovation, science, and precision.

Academicians, intellectuals, scientists, researchers, industry personnel, etc. may participate in the event to capture and share expertise from all around the globe to discuss and disseminate the knowledge created in various AI fields. The topics of the event are:

Intellectual Property Rights in the AI Era

- AI and Patent Laws.
- AI Authorship and Invention.
- Trademark Considerations for AI Technologies.

The Art of Research Writing in the AI Era.

- AI Tools for Research Writing and Publishing.
- Implications of AI on Scholarly Communication.
- AI's Impact on Academic Authorship.

Legal and Social Aspects of Plagiarism in the AI Environment

- Plagiarism Detection Using AI.
- The role of AI in Academic Integrity.
- AI-generated Content and Plagiarism.

Copyright Issues in Libraries Amidst AI Progress

- Digitization, AI, and Copyright in Libraries.
- AI and Licensing Issues in Library Services.
- Copyright of AI-generated Content.
- Open-source AI Models and Copyright Issues.

AI, IPR and Public Policy

- Policy Considerations for AI and IPR.
- The Role of Government in Regulating AI and IPR.

AI in Academic Libraries

- The Impact of AI on Library Services and Management.
- Role of AI in Transforming User Experience in Libraries.

For further details, contact Convener, Dr. Rama Nand Malviya, Librarian, Rishihood University, NH -44 (GT Karnal Road) Near Bahalgarh Chowk, Sonipat-131021, Haryana, Mobile Number: 09811344084, E-mail: libraryevents@rishihood.edu.in. For updates, log on to: www.rishihood.edu.in

National Conference on Right to Justice in India

The one-day National Conference on 'Right to Justice in India: Contemporary Issues, Challenges and the Road Ahead' is being organised by the Saraswathy Law College, Tamil Nadu Dr. Ambedkar Law University, Chennai on September 23, 2023.

In India, the current system of Access to Justice through courts is founded on adversarial legalism. In most common-law nations, the adversarial system of law is used, which is defined by the State's neutrality and the parties' responsibility for initiating and conducting litigation, except for criminal cases, when the State initiates the proceedings. This system of Access to Justice is a British legacy that was designed by the British government to exploit the Indian people.

After India's independence, when the Constitution of India was adopted, and an attempt was made to create parity of power in dispute resolution methods, the manner of Access to Justice was revised and adjusted. The preamble of the Indian Constitution pledges to guarantee social, economic, and political equality to the people. Furthermore, Article 14 of the Indian Constitution states, "Equality before the Law — The State must not deny to any person within the territory of India equality before the law and equal protection of the laws." The term 'Equal Protection of the Laws' signifies two things: first, that everyone has the right to be protected under all applicable laws, and second, that everyone in Indian territory is equally entitled to such safe keeping.

To outline the relationship between the concept of Justice and the Constitution in India. examine the discourse on Justice and Equity, especially in relation to the Indian Constitution. Look into legal theory and its applicability on law-making and policy, in order to attain the ideal of a just and fair legal system based upon rights. Observe the impact of Law, Morality, and Justice on our everyday lives. The Subthemes of the event are:

- Constitutional Provision for Securing Justice.
- Making Access to Justice as Fundamental Rights.
- Vulnerable Sections of Society – viz Women, Children, Minorities, and Third Gender, etc.,
- Directive Principles of State Policy and Judicial Process.
- Challenges to Secularism in a Pluralistic Society.
- Access to Justice or Social, Economic, and Political Rights.
- Right to Speedy Trial.
- Right to Free Legal Aid.

For further, details contact Programme Director, Dr. P Ashok Kumar, Principal, Saraswathy Law

College, Olakkur, Tindivanam-Villupuram- 604307, (Tamil Nadu), Mobile Number: +91 9840848125, E-mail: saraswathylawcollege@gmail.com. For updates, log on to: www.saraswathylawcollege.com.

International Conference on Migration and Sustainable Development

A two-day International Conference on ‘Migration and Sustainable Development: Opportunities, Challenges and the Way Forward’ is being jointly organized by the Centre for Labour Studies and Practices, Tata Institute of Social Sciences (TISS) Mumbai, Maharashtra and International Institute of Migration and Development (IIMAD) Thiruvananthapuram, Kerala during December 15-16, 2023. Academicians, practitioners, and policy experts, etc. may participate in the event. It will aid in the consolidation of research findings pertaining to many newly developing viewpoints and policies on Migration and Diaspora, giving better insights into the link between migration, diaspora, home country, host country, and transnational and their role in achieving sustainable development goals 2030. The event will cover both theoretical and practical topics in order to provide a comprehensive understanding of the theme. The tentative Subthemes of the event are:

- Migration and Sustainable Development Goals.
- Migration and Green Economy.
- Return Migration and Sustainable Reintegration.
- Invisible and Undocumented Workers.
- History of Migration.
- Migration and Development Strategies at National and International Level.
- International Labour Standards and Conventions.
- Diaspora, Remittances, and Development Migration and Global Culture.
- Politics, Racism, Citizenship.
- Gender and Migration.
- Methods and Data in Migration Studies.
- Any Other Relevant Theme.

For further details, contact Organisers, Dr. Irudya S Rajan, Chair, International Institute of Migration and Development (IIMAD), Thiruvananthapuram, Kerala and Dr. Ruchi Singh, Assistant Professor, Centre for Labour Studies and Practices School of Management and Labour Studies Tata Institute of Social Sciences (TISS), Mumbai. E-mail: info@iimad.org. For updates, log on to: www.iimad.org

AIU News

Faculty Development Programme on Fostering Ethical Practices in Digital Publishing

A five-day Faculty Development Programme on ‘Fostering Ethical Practices in Digital Publishing: Approaches for Promoting Responsible and Transparent Research Communication’ was organised by the Association of Indian Universities, New Delhi in collaboration with the Academic and Administrative Development Centre, Academic Staff College, Amity University Haryana (AUH) during July 10-14, 2023. The aim of the event was to delve into various aspects related to ethical practices in digital publishing, including plagiarism detection and prevention, data integrity and reproducibility, authorship and contributorship, conflicts of interest, peer review transparency, open access and licensing, digital preservation, and the role of technology in promoting responsible research communication. Around eighty faculty members representing diverse academic disciplines participated in the event.

The programme commenced with the opening remarks by Chief Organizer, Dr. Sanjna Vij, Deputy Director, Academic Staff College, Amity University Haryana emphasizing the vital role of publishing in high-impact journals to enhance the visibility and recognition of our research. In today’s digital era, maintaining ethical standards in publication practices is of utmost importance. Dr. Vij urged all researchers and professionals to uphold honesty, integrity, credibility, and transparency in their work. As responsible contributors to the academic community, it is our duty to ensure that our research is conducted with the highest ethical standards, promoting the advancement of knowledge and the betterment of society.

Prof. Madhukar, Pro Vice Chancellor, Amity University Haryana emphasized the utmost significance of ethical practices in research publishing. Prof Madhukar shed light on two essential aspects of Research Ethics, ‘Conduct of

Research’ and ‘Publication of Research’. Prof. Madhukar underscored the increasing relevance of such workshops, particularly in the current era where AI-powered tools contribute to a rise in unethical research and publication practices. He highlighted the week-long sessions’ essence, which offers a ‘Hands-On’ and practical approach to learning about digital publishing, ensuring an immersive and valuable learning experience for all attendees.

Prof. U N Singh, Chair Professor and Dean, Faculty of Arts, AUH highlighted the importance of adhering to ethical research and publishing standards. He shared a compelling anecdote about a Bengali poet who had extraordinary poems but lacked documented versions of his work, emphasizing the need for researchers to avoid such pitfalls. Prof. Singh recommended all researchers to preserve all versions of their research papers to facilitate a thorough review and extraction of crucial points from previous iterations. Moreover, he stressed the significance of harnessing technology to our advantage and familiarizing ourselves with the latest features of common software to enhance efficiency and productivity.

During the first session, Prof. Sumit Narula, Director, ASCO, AUH and Editor-in-chief {*Journal of Content, Community and Communication* (a Scopus Indexed Q3 journal)} addressed the audience by shedding light on the unethical practices prevalent in the academic publishing domain. He emphasized the alarming issue of researchers being misled into publishing in Fake/Cloned and Predatory journals. Prof. Narula provided valuable insights into various metrics used in academic research, such as Impact Factor, H-Index, i-10 index, and Cite Score, discussing their relevance in the context of current research publishing trends. The next was the question-answer segment where participants sought clarity on safeguarding measures against unethical publishing practices followed by practical exercises.

Further, after the presentation of the brief report of the previous session, Prof. Narula started the session wherein he shared a five-step formula to identify cloned and predatory journals, advising attendees to watch out for obvious red flags, such as spelling errors on journal websites and the absence of contact details for editorial teams, particularly official institutional email IDs. Furthermore, he stressed the crucial need for researchers to be well-informed about the unethical nexus in academic publishing and encouraged them

to approach their work with a critical mindset while adopting guided journal-checking practices to protect the integrity of research and knowledge. Towards the conclusion of the session, Prof. Narula introduced a cutting-edge mobile application he developed, the Amity Quality Journal Checker Mobile App. This revolutionary app serves as a powerful tool to differentiate between legitimate and fake academic journals, further empowering researchers to make informed decisions about their publishing choices. The session concluded with a variety of practical exercises and engaging case studies.

Further, the participants were guided by Dr. Gynaneshwar Kumar Rao, Associate Professor, ASAS, AUH through crucial aspects of academic writing, spanning from preparation to publishing. Dr. Rao emphasized the importance of coherence among all sections of a research paper, ensuring a seamless connection to the paper’s central theme. He aptly described good paper writing as a form of storytelling, capturing the essence of effective communication. Moreover, the concept of ‘reproducibility of research’ was expounded upon by Dr. Rao. This pertains to the ability to reproduce the results and findings of one’s research using the same methods, allowing anyone other than the author to validate the study’s outcomes. Through diverse examples and interactive worksheets, participants gained insight into various manuscript types and learned about crafting different sections of a research paper. Additionally, Dr. Rao addressed the common issues that lead to manuscript rejection, including problems with style, format, grammar, and overall paper presentation. The session concluded with a variety of practical exercises and engaging case studies.

Prof. Narula took another session on a vital concern for all researchers- the challenge of being accepted by journals indexed in reputed databases like Scopus/Web of Sciences. Drawing from his own experiences of publishing with renowned publishers like Emerald Publishing, PLOS (Public Library of Science), Wiley, etc., he explained the copyright licensing and Open Access Publishing Business Model- Platinum/Diamond Open Access, Gold Open Access, Hybrid, Subscription Models and lastly, Green/Archiving Model. He imparted an important hands-on skill to the attendees with the use of Reference Management software like Mendeley, EndNote, and Citavi; the use of Mendeley and how it can be synced with MS Word allowing easy and quick referencing.

Dr. Manrai spoke about the Do's and Don'ts when targeting High Impact Factor Journals. He commenced his session with the selection of research topics and the common challenges faced in writing a quality manuscript. He informed the participants about renowned indexing lists for different academic disciplines such as Social Sciences (SSCI- Social Science Citation Index), Sciences (SCI- Science Citation Index), ABDC (A* and A category), ABS (Associations of Business Schools, UK) and FT (Financial Times) 50. "It's wise to target journals indexed in multiple renowned research databases; inclusion in multiple indexes is indicative of the journal's reliability, long-term quality, and fair publication practices," said Dr. Manrai with many High Impact Factor journal publications to his credit. He shared useful tips for crafting paper Title, Introduction, and Abstract along with processes pertaining to literature review, research design, research gap analysis, and hypothesis development. The session concluded with a variety of practical exercises and engaging case studies.

The Vice Chancellor, Prof P B Sharma, Amity University Haryana graced the occasion with his Valedictory Address. Prof. Sharma expressed heartfelt

joy and pride in AUH for providing an exceptional platform for esteemed experts in the field of academic research and publishing. The programme served as an opportunity to acknowledge and enlighten researchers and fellow faculty members on the intricacies of publishing in High Impact Factor research journals. In his address, Prof. Sharma firmly discouraged any intentional and deliberate indulgence in unethical research and publishing practices. Drawing from his vast teaching and research experiences at highly reputed institutions such as the Indian Institute of Technology, Delhi, he reminded everyone of how such practices can adversely impact the researcher's reputation and tarnish the image of the institution they represent. Prof. Sharma extended his congratulations to all participants for actively participating in and benefiting from the enriching insights and learning experiences provided by the Hands-on workshop. He assured everyone of the university's commitment to organizing many more such enlightening sessions in the future. In conclusion, Prof. Sharma's words echoed the spirit of academic integrity and dedication to quality research, fostering a culture of excellence at Amity University Haryana. □

WANTED

Applications are invited for the post of **Principal, Associate Professor & Assistance Professor** to be filled in **College of Physical Education, Kautha, Nanded, Maharashtra (Permanent Non-Grant Basis)** run by **Saraswati Shikshan Prasar Mandals, Near New Godawari Bridge, Kautha, Nanded**. Eligible candidates should submit their application along all necessary documents **within 15 fifteen days** from the date of publication of the Advertisement.

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4	Assistant Professor	03	Part Time	OBC-2, EWS-1

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President

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SARASWATI SHIKSHAN PRASAR MANDALS, KAUTHA, NANDED

THESES OF THE MONTH

SOCIAL SCIENCES

A List of doctoral theses accepted by Indian Universities (Notifications received in AIU during the month of May-June, 2023)

Commerce

1. Ruhil, Madhu. **Capital structure and value of firm: An empirical study on automobile industry in India.** (Prof. Vikas Madhukar and Prof. Anil Vashisht), Department of Commerce, Amity University, Gurugram.

2. Ashwini, T S. **Impact of social marketing on behavioural changes of target audience: A Study with reference to selected groups in Bangalore.** (Dr. S Ramesh), Department of Commerce, Bangalore University, Bangalore.

3. Deshpande, Padmavati V. **A study of customer relationship management practices of selected banks in Thane District.** (Dr. Anand G Jumle), Department of Commerce, S.N.D.T. Women's University, Mumbai.

4. Gowda, Ankitha. **Integration of precision agriculture and e-commerce for value creation: An exploratory study in Karnataka.** (Dr. Ramchandra Gowda), Department of Commerce, Bangalore University, Bangalore.

5. Jadhav, Atmaram Umaji. **An analytical study of cotton producing farmers in Marathwada Region: A special reference to Nanded District.** (Dr. S B Adkine), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

6. Kashni, Tarun. **Impact of automation on workforce: A study of selected pharmaceutical companies in Himachal Pradesh.** (Dr. Neel Kumar Singh), School of Management and Commerce, Alakh Prakash Goyal Shimla University, Shimla.

7. Kawatwar, Ruchita Ajay. **A study on impact of indirect tax system on micro, small and medium enterprises with special reference to Palghar Taluka of Maharashtra.** (Dr. Nilendra D Lokhande), Department of Commerce, S.N.D.T. Women's University, Mumbai.

8. Nilewad, Dhananjay Uttam. **A study of banking strategy of Bank of Maharashtra in credit appraisal process in Aurangabad District.** (Dr. S B Adkine), Faculty of Commerce and Management, Swami Ramanand Teerth Marathwada University, Nanded.

9. Nischitha, K. **A study on public private partnership model of financing climate change with reference to energy sector in Karnataka.** (Dr. H Nagaraj), Department of Commerce, Bangalore University, Bangalore.

10. Patil, Savita Mahadev. **Impact of advertisement on consumer behaviour: A study of Patanjali products in Solapur City.** (Dr. S S Solanke), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

11. Pinto, Ahana Ruth. **Impact of employee engagement as a tool to reduce job hopping tendency among working**

women in select sector in Karnataka. (Dr. Shubhra Rahul), Department of Commerce, Bangalore University, Bangalore.

12. Preeti Devi. **Adoption of life and health insurance products: A study of subsistence level consumers in Haryana.** (Dr. Tejinder Sharma), Department of Commerce, Kurukshetra University, Kurukshetra.

13. Ranganatha, B. **Challenges and issues in breaking glass ceiling: A study with reference to IT sector in Bengaluru.** (Dr. K T Subaschandra), Department of Commerce, Bangalore University, Bangalore.

14. Relekar, Pournima Nivrutti. **A comparative study of financial statement pre and post era of GST of Indian pharmaceutical companies with special reference to Mumbai Region.** (Dr. Nilendra D Lokhande), Department of Commerce, S.N.D.T. Women's University, Mumbai.

15. Singh, Vandana Virendrapal. **The growth of investment in real estate by middle income group in Kalyan Dombivili Municipal Corporation.** (Dr. P S Sonale and Dr. M S Deshpande), Department of Commerce & Management, Swami Ramanand Teerth Marathwada University, Nanded.

16. Sorate, Siddharth Prabhakar. **A study of marketing and advertising strategies of handloom textile industries in Solapur District.** (Dr. G P Kapse and Dr. Sujata Chavan), Faculty of Commerce and Management, Swami Ramanand Teerth Marathwada University, Nanded.

17. Thakur, Vishal. **Performance evaluation of Himachal Pradesh State Co-operative Bank Ltd.** (Dr. Neel Kumar Singh), School of Management and Commerce, Alakh Prakash Goyal Shimla University, Shimla.

18. Udhwani, Roshini. **A study of financial literacy and financial self efficacy amongst lower middle-class employees of higher education institutions in Mumbai.** (Dr. Anand G Jumle), Faculty of Commerce and Management, S.N.D.T. Women's University, Mumbai.

19. Varna, K B. **Challenges and issues in breaking glass ceiling: A study with reference to IT sector in Bengaluru.** (Dr. M Muninarayanappa), Department of Commerce, Bangalore University, Bangalore.

20. Vikas Kumar. **Problems and prospects in crop insurance in Haryana: Farmers' perspective.** (Dr. Tejinder Sharma), Department of Commerce, Kurukshetra University, Kurukshetra.

Defence Studies

1. Bhosale, Devidas Vijay. **Social media: A tool to spread animosity and its consequences on national security in India.** (Dr. Bhange C B), Department of Military Science, Swami Ramanand Teerth Marathwada University, Nanded.

2. Padwal, Umakant Mahadev. **A study of impact of Information Technology (IT) on knowledge management practices in higher education with reference to Western Maharashtra.** (Dr. H S Patil), Faculty of Commerce and Management, Swami Ramanand Teerth Marathwada University, Nanded.

Economics

1. Dibissa, Getahun Tolessa. **Factors affecting women participation in leadership position: Case Study of Oromia Special Zone surrounding Finfinne, Ethiopia.** (Dr. Priyanca Mathur), Department of Public Policy & Governance, Jain University, Bangalore.

2. Guha, Sumita. **An analytical study of selected financial inclusion schemes of Government of India: Pradhan Mantri Mudra Yojna: (PMMY) and Pradhan Mantri Jan Dhan Yojna (PMJDY).** (Dr. R R Pawar), Department of Economics, S.N.D.T. Women's University, Mumbai.

3. Haile, Desta Abate. **The impact of sugar industry on livelihoods of local communities: A case study of Kessem Sugar Factory at Awash-Fentale and Dulecha Districts of Afar Region in Ethiopia.** (Dr. Mohammad Habeeb), Department of Economics, Jain University, Bangalore.

4. Teke, Aschalew Asefa. **Federal public enterprise leaders' challenges in fight against corruption: A case study of Metals and Engineering Corporation (METEC) in Ethiopia.** (Dr. Priyanca Mathur), Department of Public Policy and Governance, Jain University, Bangalore.

Education

1. Prathima, H P. **An evaluative study on the role of NCTE to strengthen secondary teacher education.** (Dr. Narayana Swamy M), Department of Education, Bangalore University, Bangalore.

2. Rao, B Koteswara. **Emotional maturity, social maturity in relation to school adjustment of secondary school students.** (Dr. M Esther Suneela), Department of Education, Acharya Nagarjuna University, Nagarjuna Nagar.

3. Roopa, A N. **Effectiveness of mobile learning technology on students achievement in biology and collaborative skills.** (Dr. Haseen Taj), Department of Education, Bangalore University, Bangalore.

Home Science

1. Shakya, Akriti. **Integrated waste minimization techniques in apparel design: A sustainable perspective.** (Dr. Charu Swami), Department of Home Science, Dayalbagh Educational Institute, Agra.

2. Singh, Panwar Hema Yogendra. **Development and post production characterization of value added minor millet products.** (Prof. Sangita Saini and Prof. Gul Mathur), Department of Home Science, Dayalbagh Educational Institute, Agra.

Journalism & Mass Communication

1. Mahesh Kumar. **Semiotic analysis of Anurag Kashyap's film: A study of Gulaal and Black Friday.** (Dr. Manoj Kumar and Dr. Preeti Singh), Department of Journalism & Mass Communication, Amity University, Gurugram.

2. Rayadi, Gowthami. **A study of women reporters in Telugu electronic media.** (Prof. Saraswati Raju Iyer), Centre for Dr B R Ambedkar Chair for Social Policy and Social Action, Acharya Nagarjuna University, Nagarjuna Nagar.

Law

1. Bansal, Mohit. **A study of sustainability disclosure practices in select petroleum companies of BRICS countries.** (Dr. Rakesh Kumarr), Department of Accountancy and Law, Dayalbagh Educational Institute, Agra.

2. Chinmayanandan, E P B. **Role of anti-corruption agencies in India: A study with special reference to CBI.** (Dr. Jyothi Vishwanath), Department of Law, Bangalore University, Bangalore.

3. Dornalpalle, Gajanan Ramrao. **A socio-legal study of 'Maintenance' under Indian Laws.** (Dr. Vina V Patil), Department of Law, Swami Ramanand Teerth Marathwada University, Nanded.

4. Jyothi, C V. **Legal control of sexual abuse of children: A study with special reference to India and U.S.A.** (Dr. Jyothi Vishwanath), Department of Law, Bangalore University, Bangalore.

5. Lokesh, K G. **Legal regulation of white collar crime in corporate sector: A study with special reference to India and USA.** (Dr. V Sudesh), Department of Law, Bangalore University, Bangalore.

6. Padma, J. **Role of forest laws in prevention of deforestation in India: A critical analysis.** (Dr. Chandrakanthi L), Department of Law, Bangalore University, Bangalore.

7. Peppal, Shivani. **An empirical analysis of financially distressed Indian companies: With special reference to public sector manufacturing companies.** (Prof. Nidhi Sharma), Department of Accountancy and Law, Dayalbagh Educational Institute, Agra.

Library & Information Science

1. Pathan, Asad Ahemad. **Comparative study of polytechnic college libraries in Marathwada and Vidharbha Region.** (Dr. Dhakne B N), Department of Library and Information Science, Swami Ramanand Teerth Marathwada University, Nanded.

Management

1. Ahuja, Nidhi. **Asset liability management of housing finance companies in India.** (Dr. Nilmani Tripathi and Dr. K Balanaga Gurunathan), Department of Management, Amity University, Gurugram.

2. Chhetri, Kuldeep. **Prediction of future potential of employees based on the comprehensive competency modeling in defence public sector undertakings.** (Dr. Chaya Bagrecha), Department of Management, Bangalore University, Bangalore.

3. Darji, Pratikkumar Pankajbhai. **A study of service quality in unorganized retail stores in Gujarat.** (Dr. Mamta Brahmhatt), Department of Management, Gujarat University, Ahmedabad.

4. Dhruva, S Chakravarthi. **Evaluation of patient centered care in accordance with the standard CAHPS and**

HCAHPS survey (S) as a benchmark for selected multiple hospital comparison in the State of Andhra Pradesh. (Dr. K V Siva Prasad), Department of Management, Koneru Lakshmaiah Education Foundation, Guntur.

5. Dwivedy, M D. **A study of employee engagement to retain talent in PSU with reference to improve the performance of the employee: An empirical study.** (Dr. K Janardhanam), Department of Management, Bangalore University, Bangalore.

6. Gamachu, Girma Abdissa. **Supply chain integration performance of Ethiopian, large and medium sized textile industries.** (Dr. Harold Andrew Patrick), Department of Management, Jain University, Bangalore.

7. Jain, Vivek. **A study of user's satisfaction towards outsourced facility management services in residential township in national capital region.** (Dr. Rishi Manrai and Prof. Ajay Kumar), Department of Management, Amity University, Gurugram.

8. Kansal, Pooja. **Performance evaluation of balanced mutual fund in Indian mutual fund industry.** (Prof. Vikas Madhukar and Dr. K Bala Gurunathan), Department of Management, Amity University, Gurugram.

9. Koppa, Krishna B. **Business history of coffee in Karnataka and its forward linkages.** (Dr. H R Venkatesha), Department of Management, Jain University, Bangalore.

10. Kuldeep Kumar. **Identifying the branding prospects and creating brand awareness in automobile paint industry.** (Prof. Vikas Madhukar and Prof. Anil Vashisht), Department of Management, Amity University, Gurugram.

11. Manhas, Rashmi. **Financial inclusion and socio-economic development: Role of India post.** (Dr. Ashutosh Kumar and Dr. Rajnikant Rajhans), Department of Management, Amity University, Gurugram.

12. Manoj, M S. **Impact of branding strategies of private universities on the stakeholders.** (Dr. Ritika Sinha), Department of Management, Bangalore University, Bangalore.

13. Nath, Sankar Jyothi. **Police profession: Issues and challenges to meet public expectations.** (Dr. Biju Mani Das), Department of Management, Assam Don Bosco University, Guwahati, Assam.

14. Paheli, Pranati. **Exploring relationship between identity and consumption: A study of migrant students.** (Dr. Mithileshwar Jha and Dr. Arun Bhattacharya), Department of Management, Jain University, Bangalore.

15. Pillai, Rajani. **Service quality gaps in online food service industry: An empirical study.** (Dr. Cynthia Menezes), Department of Management, Bangalore University, Bangalore.

16. Priyadarshini, B. **Impact of strategic management practices on the financial performance of MSME: A study on food processing units in Bangalore.** (Dr. Chandan A Chavadi), Department of Management, Bangalore University, Bangalore.

17. Rahim, Nasreen Fatema M.A. **Job satisfaction among primary school teachers: A study with special reference to Parbhani District of Marathwada Region.** (Dr. Prakash

Nihalani), Faculty of Commerce and Management, Swami Ramanand Teerth Marathwada University, Nanded.

18. Salim, P. **A study on the mediating effect of organizational commitment on the relationship between emotional intelligence and organizational citizenship in start-up-companies in Kerala.** (Dr. Joseph I Injodey), Department of Management, Assam Don Bosco University, Guwahati, Assam.

19. Sarkale, Sandeep Lahu. **A study of six sigma methodology in multi-speciality hospitals in Marathwada Region of Maharashtra State.** (Dr. P B Ashturkar), Department of Commerce & Management, Swami Ramanand Teerth Marathwada University, Nanded.

20. Shegunshi, Vijay Mallappa. **Impact of intangible assets on profitability and capital structure of listed IT and pharma companies in India.** (Dr. Padma Srinivasan), Department of Management, Jain University, Bangalore.

21. Sood, Sapna. **Influence of electronic word of mouth on purchase decision making among e-buyers: A study of Indian B&B industry.** (Dr. Deependra Sharma and Dr. Rudra Rameshwar), Department of Management, Amity University, Gurugram.

22. Srivastava, Harshita. **Towards eco-friendly campus culture: A case study of SNDTWU campuses.** (Dr. Archana Bhatnagar), Department of Family Resource Management, S.N.D.T. Women's University, Mumbai.

23. Yadav, Varsha. **Modelling the effect of e-banking frauds on customer behaviour and e-banking usage.** (Dr. Rishi Manrai and Dr. Prashant Yadav), Department of Management, Amity University, Gurugram.

Physical Education & Sports

1. Joshi, Manisha Sunil. **Study the level of perceived stress based on activity index in college going students of Parbhani District.** (Dr. Gajmal N B), Department of Physical Education, Swami Ramanand Teerth Marathwada University, Nanded.

2. Kudtarkar, Ajinkya Audhut. **Effect of endurance and mixed training on selected physiological variables and body composition of overweight women.** (Dr. D D Bhadke), Department of Physical Education and Sports, Swami Ramanand Teerth Marathwada University, Nanded.

3. Pandit, Prabhakar Abaji. **Effect of pranayama on psycho physiological aspects and performance ability of state level swimming players.** (Dr. B N Yadav), Department of Physical Education, Swami Ramanand Teerth Marathwada University, Nanded.

4. Patil, Sanjay Sadashiv. **A study of emerging challenges in physical education and sports in Kokan Region of Maharashtra.** (Dr. Dhondge S R), Department of Physical Education, Swami Ramanand Teerth Marathwada University, Nanded.

Political Science

1. Bayable, Mekuriaw Chanie. **Community participation in urban local administrative decision-making in Gambella Region of Ethiopia.** (Dr. Sachin K Parappagoudar), Department of Public Policy & Governance, Jain University, Bangalore.

2. Biradar, Nrusinh Pandurang. **Kautilya ani Pandit Nehru yanchya rajkiya vichranche tulnatmak adhyayan vishesh sandarbh Pararashtra Dhoran.** (Dr. Ajay V Gavane), Department of Political Science, Swami Ramanand Teerth Marathwada University, Nanded.

3. Seid, Seid Mendis. **Ethnic based political parties in Ethiopia and their impact on national unity.** (Dr. K C Smitha), Department of Political Science, Jain University, Bangalore.

Psychology

1. Pereira, Neeta Gerosa. **Developing a psychoeducation module for mothers towards the prevention of child sexual abuse.** (Dr. Pooja Varma), Department of Psychology, Jain University, Bangalore.

2. Tiwari, Akanksha. **The Impact of emotional labour on the emotional well being, job involvement and stress of employees.** (Prof. Rajesh Nair and Dr. Dinesh Singh), Department of Psychology, Amity University, Gurugram.

Public Administration

1. Bhuktare, Babasaheb Sakharam. **Turung prashasanacha abhyas: Vishesh sandarbh Marathwada vibhag.** (Dr. Vijay L Tarode), Department of Public Administration, Swami Ramanand Teerth Marathwada University, Nanded.

2. Kaitamwad, Ganesh Pentanna. **Mahiticha adhikar ani prashasakiya pardarshakata Nanded Jilha prashasan ek**

abhyas. (Dr. P V Bhutale), Department of Public Administration, Swami Ramanand Teerth Marathwada University, Nanded.

Social Work

1. Anusha, Namburu. **Problems of differently abled women in Prakasam District of Andhra Pradesh.** (Prof. K Dhanalakshmi), Department of Social Work, Acharya Nagarjuna University, Nagarjuna Nagar.

2. Talakayala, Ravindrababu. **Changing trends in urban families: A study in Guntur District, Andhra Pradesh.** (Prof. Y Ashok Kumar), Department of Social Work, Acharya Nagarjuna University, Nagarjuna Nagar.

Sociology

1. Gamit, Mandipbhai Arjunbhai. **A sociological study of Kotwaliya Primitive Tribe: In context of Tapi District.** (Dr. Maheshbhai Gamit), Department of Social Anthropology and Sociology, Gujarat Vidyapith, Ahmedabad.

2. Joshi, Sandhya Mukeshbhai. **A study of thalassemia family and social background: In context of Rajkot City.** (Dr. Maheshbhai Gamit), Department of Sociology, Gujarat Vidyapith, Ahmedabad.

3. Shimran, Khushboo. **Livelihood status of women in aquaculture: A sociological study of fishing community in Bihar.** (Dr. Renu Choudhary), Department of Sociology and Social Anthropology, Aryabhata Knowledge University, Patna. □

Ninaidevi Shikshan Prasarak Mandal Kokarud

Shri Shivajirao Deshmukh College of Education (B.Ed. & M.Ed)

Red-Shirala, Tal. Shirala, Dist. Sangli, Pin-415407 (Maharashtra), Phone-8605011003

(Affiliated to Shivaji University, Kolhapur)

(Permanently Non-Grant Basis)

WANTED

Applications are invited from eligible candidates for the following posts:

Sr. No.	Name of Post	Total Post	Open Post	Reserved Posts
A	Principal	01	01	-
B	Professor	02	01	01 SC
C	Associate Professor	02	01	01 SC
D	Assistant Professor	06	02*	01- SC, 01- VJA, 01- OBC & 01 - EWS

Note : *Out of Assistant Professor posts Six, Two Posts are filled from open Category.

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

Place :

Date :

Principal

Shri Shivajirao Deshmukh College of Education
(B.Ed. & M.Ed), Red-Shirala, Tal. Shirala, Dist. Sangli

President

Ninaidevi Shikshan Prasarak Mandal Kokarud
Tal. Shirala, Dist. Sangli

Shri Bharat Shikshan Prasarak Mandal Sanchalit

Mauli Mahavidyalaya, Wadala

Tal. N. Solapur, Dist. Solapur (Maharashtra),
Pin Code - 413222

(Affiliated to Punyashlok Ahilyadevi Holkar
Solapur University, Solapur)

NON-MINORITY (AIDED)

Applications are invited for the post of PRINCIPAL from the
academic year 2023-2024:

Sr. No.	Subject/Designation	Total Vacant Post
1.	Principal	01

Note:

- Apply giving the full particulars **within 30 days** from the date of publication of this advertisement to the undersigned.
- For detailed information about post, qualification and other terms and conditions, please visit (University) website: su.digitaluniversity.ac.

Place: Wadala
Date : 17/07/2023

Secretary
Shri Bharat Shikshan Prasarak
Mandal, Wadala



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(Formerly University of Pune)

Appointment of Statutory Post

Online Applications are invited in the prescribed form for the Post of 04 Dean of Faculty, 01 Director of Innovation, Incubation and Linkages of the Savitribai Phule Pune University. All details regarding qualifications and other related information are available on the University website <http://admin.unipune.ac.in/recruitment>.

Applications are open from 12/07/2023 to 10/08/2023.

Advt. No. 18

Date : 10/07/2023

Dr. Prafulla Pawar

Registrar

Shree Warana Vibhag Shikshan Mandal's
TATYASAHEB KORE SHIKSHANSHASTRA
MAHAVIDYALAYA (B.ED.)

Warananagar, Tal. Panhala, Dist. Kolhapur-416 113
(Maharashtra)

(Affiliated to Shivaji University, Kolhapur)

(Non Grant Basis)

WANTED

Applications are invited from eligible candidates for the following post:

Sr. No.	Name of Post	Total Vacant Post	Open Post	Reserved Post
A.	Principal	01	01	--

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

Place:
Date:

President
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Applications are invited for the vacancy of **ASSISTANT PROFESSOR IN PHYSICAL SCIENCE (RESERVED FOR PWD-Locomotor Disability/Cerebral Palsy)-One Post (Open Quota)**. Age and qualification shall be as per UGC/NCTE/ Government of Kerala/ Mahatma Gandhi University, Kottayam norms. The vacancy is reserved for persons with benchmark disabilities (Locomotor Disability/ Cerebral Palsy) as mentioned in Clause 34 of the Rights of Persons with Disability Act, 2016 and G.O (MS) No. 242/2022/H.Edn. dated 18.05.2022 & U.O. 20586/AC B1-2/2022/ACAD dated 27.09.2022.

Apply **within 30 days** of publication of this notification. Application form can be obtained from the College Office on payment of Rs.1000/- or (Rs.1100/- by post).

Manager



CENTRAL UNIVERSITY OF RAJASTHAN



NH-8, Bandarsindri, District Ajmer-305817 (Rajasthan)

Advt. : R/F.149/Rectt./2023/1214
Date : 13.07.2023


Rolling Advertisement for Recruitment of Teaching Positions

Central University of Rajasthan invites applications in the prescribed format from eligible Indian citizens and overseas citizens of India for appointment to the posts of :

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Associate Professor (06)
Assistant Professor (12)

in various academic departments. This is rolling advertisement. The process for interview will be started in the first phase for some posts with sufficient number of applications received by **20 August 2023**. Interviews of applications received for other posts will be included for the next phase, the information of which will be made available on the website in due course.

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CENTRAL UNIVERSITY OF HARYANA



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» Link: <https://cuh.ac.in/cucetPHD.aspx> • Admission process shall be announced separately.

POST GRADUATE (PG) PROGRAMMES


M.A. - Eco., History, Political Science, Psychology, Sociology, Eng., Hindi, Journalism & Mass Comm., Sanskrit and Hindi Translation
M.Sc. - Data Science, Geoinformatics, Chemistry, Environmental Science, Geography, Mathematics, Physics, Statistics, Microbiology, Biochemistry, Nutrition Biology, Biotechnology and Yoga
M.Tech. - Energy System and Management, Structural Engg. and Computer Science & Engg. **LAW** - LL.B. and LL.M.
MCA - Computer Science & Information Technology **M.P.Ed.** - Physical Education and Sports **M.Pharm.** - Pharmacognosy
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MTTM - Master of Tourism & Travel Management **M.Com.** **MBA** **M.Ed.** **B.Ed.**
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B.Voc. - Retail and Logistics Management, Bio Medical Sciences and Industrial Waste Management
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REGISTRAR

Ajintha Education Society, Aurangabad

WANTED

Applications are invited from eligible candidates for the following post in Ajintha Education Society's Pandit Jawaharlal Nehru Mahavidyalaya, Shivaji Nagar (East), Garkheda Parisar, CIDCO, Aurangabad – 431009 (M.S.) (**Granted**).

Sr. No.	Name of the Post	Reservation and Number of Post
1	Principal	SC - 01

Conditions:

1. Educational qualifications, pay scales and service conditions are as prescribed by Govt. of Maharashtra and Dr. Babasaheb Ambedkar Marathwada University, Aurangabad from time to time.
2. Appointment to the post of Principal will be for a period of 05 years from the date of appointment or upto the attainment of the age of superannuation of the candidate, whichever is earlier.
3. Reservation in this advertisement is as per the Maharashtra Educational Institutions (Reservation In Teacher's Cadre) Act, 2021 Notification dated 07-04-2022 and Government Resolution from Higher and Technical Education Department, Government of Maharashtra dated 11-04-2022.
4. Vacant post and all the Terms & Conditions are applicable as mentioned in No Objection letter No. JDHEAurangabad/NOC/2019/22 dated 20.06.2023 from Hon'ble Deputy Secretary (Higher Education), Mantralaya, Mumbai.
5. The recruitment procedure initiated by this advertisement is subject to the decision by Hon'ble Bombay High Court, Aurangabad Bench on Writ Petition No. 12051/2015.
6. Applicants who are already in service should apply through proper channel.
7. It is necessary to submit the certificate issued by concerned University about minimum of 110 Research Score as per Appendix II, Table – 2 mentioned in Government letter dated 8th March, 2019.
8. Candidates are advised to send a copy of their application to the Deputy Registrar, Special Cell, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.
9. Relaxation of 5% will be provided from 55% to 50% of the marks at the Master's degree level.
10. Candidate shall produce the Caste Validity Certificate as per the directions issued by the State Government vide Circular No. BCC-2011/Pra. Kra 1064/2011/16-B dated 12-12-2011.
11. No T.A. / D.A. will be paid to attend the interview.
12. Apply giving full particulars **within 15 days** from the date of publication of this advertisement to "**The President, Ajintha Education Society, Pandit Jawaharlal Nehru Mahavidyalaya, Shivaji Nagar (East), Garkheda Parisar, CIDCO, Aurangabad 431009 (M.S.)**".

President

Secretary

Urdu Education Society's

Chishtiya College of Arts, Science and Commerce

Khuldabad. Dist. Aurangabad.

(Affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad)

WANTED

Application are invited from the eligible candidates for the following post of '**Librarian**' against permanent granted vacancy as per the orders by Hon'ble High Court, Aurangabad Bench, Petition No. 2790/2023 Dt. 16.03.2023 and approved by Government of Maharashtra and Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.

Interested candidates are requested to apply within the 15 days from the date of advertisement along with necessary documents on the address / e-mail mentioned below.

Sr. No.	Post	Number of Granted Post
01.	Librarian	01

Required Educational Qualifications and other rules:

- 1) Minimum Educational Qualifications will be as per Maharashtra University Act 2016, University Grants Commission (UGC) Circular Dt. 18th July 2018 and Govt. of Maharashtra Resolution of Higher & Technical Education Division Dt. 08th March 2019 and 10th May 2019 and as per Minority Education Institute Rules.
- 2) Candidates Experience, Age and Pay Grade as per 7th Pay Commission Dt. 08.03.2019 and shall be applicable with amendments and additions as on 10.05.2019.
- 3) The said post will be under the rules and regulations as approved by UGC, Govt. of Maharashtra and Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.
- 4) If a candidate is in Govt. / Semi Govt. Job then such candidate should apply for the post after taking due permission from the authorities.
- 5) In future new Rules of Maharashtra Govt. and Rules of Minority Education Institution will be binding.
- 6) Travelling and Dearness Allowance will not be given to the candidates appearing for the said interview.

Address for Correspondence

Hon'ble General Secretary

Urdu Education Society, C/O Fatema Girls High School, Abdol Azeem Educational Zone, Nagsen Colony, Aurangabad.431001

Contact Number: 02437-299424 / E-Mail: chishtiya_college@rediffmail.com

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Mr. Shaikh Abdul Waheed

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Mr. Shaikh Mohd Ayub

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(Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur)
(Permanent Unaided)**

Applications are invited from eligible candidates for the following Posts of Principal and Assistant Professor:

Sr. No.	Post	Total Vacant Posts	Reserved Category Post
1)	Principal	01	Open
2)	Physical Director	01	
3)	English	01	10- Open
4)	Computer Science	21	3- SC, 2-ST,
5)	Statistics	02	1-VJ-A, 1-NT-B,
6)	Mathematics	01	1-NT-C, 1-NT-D,
7)	Electronics	01	5-OBC, 3-EWS,
	Total Post	28	

Instructions:-

- Open post is open to all; however, candidates from any category can apply for the post.
- Educational Qualification and other requirements are as prescribed by the UGC Notification dated 18th July, 2018, Govt. of Maharashtra Resolution No. Misc 2018/ C.R.56/18 UNI -1 dated. 8th March, 2019 and University Circular No. PAHSUS/Estt/7th pay /2019/2285/ dated 25th March, 2019.
- Candidates should submit their academic Research Score (Academic Performance Indicator) report with related Document (only for the post of Principal).
- 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.
- Reserved candidates, who are domiciled out of Maharashtra State, will be treated as Open Category Candidates.
- Reserved candidates should also to send a copy of their application to the Deputy Registrar, Special Cell, Punyashlok Ahilyadevi Holkar Solapur University, Solapur.
- Application received after the last date will not be considered. The College will not be responsible for postal delay, if any.
- Reservation for PWD, Women and Disabled persons will be as per the Govt. norms.
- Reserved category candidates shall produce the Caste Validity Certificate as per the directives issued by the State Government vide Circular No. BCC-201/Pra.Kra. L064/2011/16B dated 12-12-2011. (Only for the post of Assistant Professor).
- Reserved category candidates (except SC/ST) shall produce Non-Creamy Layer Certificate at the time of Interview. (Only for the post of Assistant Professor).
- Reservation for VJNT Categories is internally transferable. (Only for the post of Assistant Professor).
- Applicants who are in service must send their application through proper channel.
- Applicants are required to account for breaks, if any, in their academic career.
- T.A., D.A. will not be paid for attending the interview.
- Applications with full details should reach through the channel Secretary, Shri Shivparvati Saravajanik Vikas Trust **within 30 days** from the date of publication of this advertisement.
- Incomplete applications will not be entertained.
- All the Terms & Conditions are applicable as mentioned in the NOC letter No. Any JDHE Solapur/NOC/2019/3 dated 17.01.2023 from Hon. Deputy Secretary, Higher and Technical Education Dept, Govt. of Maharashtra, Mumbai and letter No. DJD/HE/SDS/2023/138 dated 24.01.2023, Hon. Deputy Director of Higher Education, Solapur Division, Solapur.
- 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).
- Please note that the recruitment procedure initiated by this advertisement is subject to the Decision by Hon. Bombay High-Court, Aurangabad Bench in Writ Petition No. 12051/2015.
- This is University approved advertisement.**

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M. Tech. (2 years)

Civil (Geotechnical Engineering)/ Civil (Structural Engineering)/Civil (Transportation Engineering)/Civil (Water Resources Engineering)/ Digital Communication/ Digital Instrumentation/ Embedded System & VLSI design/ Industrial Engineering/ Mechanical (Thermal and Design Engineering)/ Power Electronics/Power System/ Renewable Energy/ Virtual Instrumentation/ Construction Technology & Management/ Automation & Robotics

Diploma Programs (3 years)

Automobile Engineering/ Civil Engineering/ Electrical Engineering/ Electronics and Instrumentation Engineering/ Electronics Engineering/ Mechanical Engineering/ Mechatronics Engineering/ Solar Energy / Integrated Circuit (IC) Manufacturing

B. Tech. (4 years)

Computer & Communication Engineering/ Computer Science & Business Systems- (TCS)/ Computer Science Engineering/CSE (Mobile Applications)-Apple (AATCE)/ CSE (Artificial Intelligence - IBM)/ CSE (Big Data and Cloud Engineering-Impetus)/CSE (Data Science-IBM)/ CSE (Enterprise System- red hat)/ CSE (FullStack Development & Blockchain- IBM)/ CSE (Information and Cyber Security-NCSSS)/ CSE (Artificial Intelligence and Machine Learning-Microsoft)/Information Technology/ IT (Data Science-IBM)/IT (FullStack Development & Blockchain-IBM)/ CSE (Internet of Things-IBM)

M. Tech. (2 years)

Computer Science Engineering/ Computer Science Engineering (Big Data Analytics)/ Computer Communication Engineering/ Information Security

Dual Degree Programs

B. Tech. + M. Tech. (4+2 years)
Computer Science Engineering/ Computer Science Engineering (Big Data Analytics)/Computer Science Engineering (Cloud Computing)/ Computer Science Engineering (Cyber Forensic)/ Information Communication Technology/ Information Technology

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Diploma Program

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Six-Months Diploma in Computer Hardware and Networking (DCHN)

B. Tech. (4 years)

Garment & Fashion Technology/ Textile Engineering/ Technical Textiles

M. Tech. (2 years)

Textile Engineering/Textile Chemistry

B. Sc. (3 years) Fashion Design

B. Des (3 years) Fashion Design

Diploma Program (3 years)

Textile Engineering

FORENSIC SCIENCE

B.Sc. (Hons.) (4 years)

Digital & Cyber Forensics

B.Sc. (3 years)

Forensic Science/ Forensic Psychology

B.A./ B.Sc. (2 years) Criminology

Forensic Psychology/ Cyber Forensics

M.A./ M.Sc. (2 years) Criminology

Dual Degree Program

B.Sc.+ M.Sc. (3+2 years)

Forensic Science/ Forensic Psychology

ARCHITECTURE

B.Arch. (5 years)

B.Des. (4 years) Interior Design/ Product Design/Graphics & Animation

M.Des. (2 years) Interior Design

M.Des. Graphics & Animation

Dual Degree Program

B.Des.+ M.Des. (4+2 years)

Interior Design/ Product Design/ Graphics & Animation

PLANNING

M.Plan. (4 years)

M.Plan. (4 years) (Urban Planning)

MANAGEMENT

MBA (2 years)

Engineering Management/ Family Business & Entrepreneurship/ International Business/ Media Management/ Agri-business/ Business Analytics/ Advertising and Public Relations/ Tourism/ Rural Management-MGNCRE/ Hospital & Healthcare Management/ Marketing/ Human Resource/ Finance/ Fintech

BBA (Hons.) (4 years)

BBA (3 years)

BBA (Fintech) (3 years)

BBA (Rural) (3 years)

Dual Degree Programs

BBA + MBA (3+2 years)

Marketing/HR/Finance/Operations/ Fintech/Rural Management-MGNCRE

MBA (2 years) (Industrial Management)

Open to Engineering Graduates only.

JOURNALISM AND MASS COMMUNICATION

M.A. (2 years)

Journalism and Mass Communication/ Hindi Journalism

Dual Degree Program

B.A. + M.A. (3+2 years)

Journalism and Mass Communication

FINE ARTS

BFA (4 years) Painting/ Animation

MFA (2 years) Painting/ Animation

AGRICULTURE

B.Sc. (Hons.) (4 years) Agriculture

M.Sc. (2 years)

Agriculture/ Horticulture

Genetics and Plant Breeding/ Entomology/ Plant Pathology/ Soil Science & Agricultural Chemistry/ Agronomy/ Horticulture (Fruit Science)/ Horticulture (Vegetable Science)/ Agricultural Economics/ Agricultural Extension Education / Live Stock Production & Management

SCIENCE

B.Sc. (3 years)

Physics/ Chemistry/ Maths/ Computer Science/ Biotechnology/ Electronics/ Instrumentation/ Statistics/ Economics

B.Sc. (Hons.) (4 years)

Physics/ Chemistry/ Maths/ Computer Science/Biotechnology/Electronics/ Instrumentation/Statistics/Economics

M.Sc. (2 years)

Physics/ Chemistry/ Maths/ Environmental Science/ Analytical Chemistry/Biotechnology

Dual Degree Program

B.Sc. + M.Sc. (3+2 years)

Physics/ Chemistry/ Maths/ Statistics

COMPUTER APPLICATIONS

BCA (3 years)

Big Data Analytics-IBM

M.Sc. (2 years)

Computer Science

MCA (2 years)

Banking Technology

MCA (2 years)

Dual Degree Programs

BCA + MCA (3+2 years)

BCA + MCA (3+2 years)

Banking Technology

SOCIAL SCIENCES, HUMANITIES AND ARTS

B.A. (3 years)

B.A. (Hons.) (4 years)

Psychology/ Economics/ Public Administration/ English Literature/ Sociology/ Political Science/ Anthropology/ History/ Hindi Literature/ Sanskrit

B.S.W. (3 years)

M.A./ M.Sc. (2 years)

Psychology/ Applied Psychology/ Public Administration/ Clinical Psychology/ Counselling Psychology/ English Literature/ Sociology/ Economics/ Education/Anthropology/ History/Political Science/ Hindi Literature/Sanskrit

M.S.W. (2 years)

Dual Degree Program

B.S.W. + M.S.W. (3+2 years)

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COMMERCE

B.Com (Hons.) (4 years)

Banking & Finance/ Entrepreneurship/ Tax Procedure/ Computer Applications

B.Com (3 years)

Banking & Finance/ Entrepreneurship/ Tax Procedure/ Computer Applications

M.Com (2 years)

Dual Degree Program

B.Com+ M.Com (3+2 years)

B.Com + MBA (3+2 years)

LAW

LL.B (Hons.) (5 years)

LL.M (2 years)

Business Law/ Criminal Law

LL.M (1 year)

(Business Law, Criminal Law, Human Rights)

Integrated Programs (5 years)

B.A.LL.B (Hons.)

B.B.A.LL.B (Hons.)

B.Com. LL.B (Hons.)

HOME SCIENCE

M.Sc. (2 years) Food & Nutrition

Dual Degree Program

B.Sc.+ M.Sc. (3+2 years)

Food & Nutrition

PARAMEDICAL SCIENCES

Bachelor of Medical Laboratory Technician (3 years)

DIPLOMA PROGRAMS (2 years)

X ray Radiographer Technician/ Medical Lab. Technician/ Cath. Lab. Technician/ Dialysis Technician/ Optometric Refraction/ Optometrist Contact Lens/ Anesthesia Technician/ Yoga/ Naturopathy

Note: (1) Lateral Entry seats are available in B.Tech. (2) SVET (Shri Vaishnav Entrance Test) will be held on August 6 and 20, 2023. The seats in various programs will be filled on the basis of prescribed Tests/ SVET-2023.

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- All the proposed courses are in accordance with the National Education Policy 2020. (UG Courses: 4 Years; PG Courses: 2 Years; Integrated Courses: 5 Years; Ph.D.: 3-5 Years)

Courses Offered

1. Institute of International & Public Affairs

- B.A. (Hons.) Policy making
- Integrated B.A.-M.A. Policy making
- M.A. Policy making
- Ph.D. International & Public Affairs

2. Institute of Mass Communication & Journalism

- B.A. (Hons.) Mass Communication & Journalism
- B.J.M.C. (Hons.) Bachelor of Journalism and Mass Communication
- Integrated B.A.-M.A. Mass Communication & Journalism
- Ph.D. Mass Communication & Journalism

3. Institute of Literature, Language & Cultural Studies

- B.A. (Hons.) Hindi
- Integrated B.A.-M.A. Hindi
- M.A. Hindi
- Ph.D. Hindi
- B.A. (Hons.) English
- Integrated B.A.-M.A. English
- M.A. English
- Ph.D. English

- B.A. (Hons.) Buddhist Studies
- Integrated B.A.-M.A. Buddhist Studies
- M.A. Buddhist Studies
- Ph.D. Buddhist Studies
- B.A. (Hons.) Sanskrit
- Integrated B.A.-M.A. Sanskrit
- M.A. Sanskrit
- Ph.D. Sanskrit

4. Institute of Library & Information Sciences

- B.L.I.Sc. (Hons.) Bachelor of Library & Information Sciences
- Integrated B.L.I.Sc.-M.L.I.Sc. in Library & Information Sciences
- M.L.I.Sc. Master of Library & Information Sciences
- Ph.D. Library & Information Sciences

5. Institute of Industry & Commerce

- B.Com. (Hons.)
- M.Com.
- Ph.D. Commerce
- B.B.E. (Hons.) Bachelor of Business Economics
- B.B.D. (Hons.) Bachelor of Business Development
- M.B.E. Master of Business Economics
- Ph.D. Business Economics

6. Institute of Education

- B.A. (Hons.) Education
- Integrated B.A.-M.A. Education
- M.A. Education
- Ph.D. Education

7. Institute of Sports Sciences

- B.P.E.S (Hons.) Bachelor of Physical Education and Sports
- M.P.E.S. Master of Physical Education and Sports
- M.Sc. Exercise Physiology & Nutrition
- M.A. Yoga
- P.G.D.F.M. PG Diploma Fitness Management
- P.G.D.Y.Ed. PG Diploma Yoga Education
- Ph.D. Physical Education
- B.S.M (Hons.) Bachelor of Sports Management
- M.S.M. Master of Sports Management
- B.A.E.P. (Hons.) Bachelor of Applied Exercise Physiology
- M.Sc. Sports Biomechanics and Kinesiology
- M.A. Sports Psychology & Sociology
- M.S.T. Master of Sports Technology
- D.S.E.M. Diploma in Sports Event Management
- P.D.G.S.J. PG Diploma in Sports Journalism
- P.G.D.D.S. PG Diploma in Disability Sports
- Ph.D. Sports Sciences

8. Institute of Computing and Information Technology

- B.Tech. Computer Science & Engineering
- Integrated B.Tech.-M.Tech. Computer Science & Engineering
- Ph.D. Computer Science and Engineering
- B.Sc. (Hons.) Information Technology
- Integrated B.Sc.-M.Sc. Information Technology
- B.A. (Hons.) Computing and Applied Mathematics
- Integrated B.A.-M.A. Computing and Applied Mathematics
- B.A. (Hons.) Computer Science and Philosophy
- Integrated B.A.-M.A. Computer Science and Philosophy

9. Institute of Engineering & Technology

- B.Tech. Solar Engineering, Science and Technology
- Integrated B.Tech.-M.Tech. Solar Engineering, Science and Technology
- Ph.D. Solar Engineering, Science and Technology
- B.Tech. Electrical Engineering
- Integrated B.Tech.-M.Tech. Electrical Engineering
- Ph.D. Electrical Engineering
- B.Tech. Electronics and Communication Engineering
- Integrated B.Tech.-M.Tech. Electronics and Communication Engineering
- Ph.D. Electronics and Communication Engineering

10. Institute of Home Science

- B.Sc. (Hons.) Home Science
- Integrated B.Sc.-M.Sc. Home Science
- M.Sc. Home Science
- M.A. Home Science
- Ph.D. Home Science

11. Institute of Applied Science

- Integrated B.Sc.-M.Sc. Microbiology
- M.Sc. Microbiology
- Ph.D. Microbiology
- Integrated B.Sc.-M.Sc. Biochemistry
- M.Sc. Biochemistry
- Ph.D. Biochemistry
- Integrated B.Sc.-M.Sc. Biotechnology
- M.Sc. Biotechnology
- Ph.D. Biotechnology
- B.Sc. (Hons.) Science, Technology and Society

12. Institute of Food Science & Technology

- B.Tech. Food Technology and Management
- B.Sc. (Hons.) Nutrition and Health Education
- B.Sc. (Hons.) Applied Life Science with Agrochemical and Pest Management
- M.Tech. Food Technology
- Ph.D. Food Technology

13. Institute of Allied Health Sciences

- B.Sc. (Hons.) Medical Laboratory Techniques
- B.Sc. (Hons.) Paramedical Sciences
- Integrated B.Sc.-M.Sc. Paramedical Sciences
- M.Sc. Paramedical Sciences
- Ph.D. Paramedical Sciences

14. Institute of Law

- B.A. (Hons.) Legal Studies
- B.A. (Hons.) Criminology & Criminal Justice
- LL.B. (Hons.)
- LL.M. Innovation and Technology
- LL.M. (General)

Specialization:

- Social law ethics
- Medicinal alternate dispute resolution
- Human rights law
- Corporate social responsibility
- International business law
- Company law
- Public international law
- Banking & debt finance

(Contd. on page 43)

Courses Offered (Cont...)		
<ul style="list-style-type: none">• Corporate governance• Legal practice• Legal technology Law• Compliance & Regulations• Data protection & intellectual property• Environmental law• International finance law• Insurance law• International commercial law• International emergency law• LL.M. (Executive)• Integrated B.A.-LL.B.• Integrated B.B.A.-LL.B.• Integrated B.Com.-LL.B.• Integrated MBA-LL.B.	20. Institute of Pharmaceutical Sciences <ul style="list-style-type: none">• Integrated B.Sc.-M.Sc. Medicinal Chemistry• M.Sc. Medicinal Chemistry• Ph.D. Medicinal Chemistry	26. Institute of Forensic Science and Criminology <ul style="list-style-type: none">• B.Sc. (Hons.) Forensic Sciences• Integrated B.Sc.-M.Sc. Forensic Sciences• M.Sc. Forensic Sciences• Ph.D. Forensic Sciences
Specialization: <ul style="list-style-type: none">• Accounting• Finance• Economics• Real Estate Laws	21. Institute of Fine Arts <ul style="list-style-type: none">• B.A. (Hons.) Art Education• B.A. (Hons.) Applied Art• B.A. (Hons.) Sculpture• B.A. (Hons.) Visual Arts• B.A. (Hons.) Drawing & Painting• M.A. Drawing & Painting• Ph.D. Drawing & Painting	27. Institute of Economics & Political Sciences <ul style="list-style-type: none">• M.A. Gender Studies• B.A. (Hons.) Economics & Management• M.A. Economics & Management• B.Sc. (Hons.) Economics• Integrated B.Sc.-M.Sc. Economics• M.Sc. Economics• Ph.D. Economics• B.A. (Hons.) Political Science• Integrated B.A.-M.A. Political Science• M.A. Political Science• Ph.D. Political Science
<ul style="list-style-type: none">• Integrated LL.B.-M.P.H. Bachelor of Law–Master of Public Health• Integrated LL.B.-LL.M. Bachelor of Law–Master of Law Environmental Law• Integrated LL.B.-LL.M. National and Global Health Law• Integrated LL.M.-Ph.D.• Ph.D. Law	22. Institute of Music <ul style="list-style-type: none">• B.P.A. (Hons.) Bachelor of Performing Arts• B.A. (Hons.) Music• Integrated B.A.-M.A. Music• M.A. Music• Ph.D. Music	28. Institute of Applied Social Sciences & Humanities <ul style="list-style-type: none">• B.A. (Hons.) History• B.A. (Hons.) History and Economics• Integrated B.A.-M.A. History• M.A. History• Ph.D. History• B.A. (Hons.) Philosophy• Integrated B.A.-M.A. Philosophy• M.A. Philosophy• Ph.D. Philosophy• B.A. (Hons.) Social Work• Integrated B.A.-M.A. Social Work/Advanced Standing• M.A. Social Work• Ph.D. Social Work• B.A. (Hons.) Psychology• B.A. (Hons.) Psychology, Philosophy and Linguistics• Integrated B.A.-M.A. Psychology• M.A. Psychology• Ph.D. Psychology• B.A. (Hons.) Sociology• Integrated B.A.-M.A. Sociology• M.A. Sociology• Ph.D. Sociology
15. Institute of Management Studies & Entrepreneurship <ul style="list-style-type: none">• B.B.A. (Hons.)• Integrated B.B.A.-M.B.A.• B.B.A. (Hons.) Real Estate Management• M.B.A. Real Estate Management• B.A. (Hons.) Human Resource Development• B.A. (Hons.) Insurance Management• B.A. (Hons.) Marketing Management• B.B.A. (Hons.) Financial Investment Analysis• M.B.A. Construction Management• M.B.A. Global Management• M.B.A. Global Business Operation• Ph.D. Management	23. Institute of Environment & Society <ul style="list-style-type: none">• B.Sc. (Hons.) Environmental Studies• Integrated B.Sc.-M.Sc. Environmental Studies• M.Sc. Environmental Studies• Ph.D. Environmental Studies	I. Center of Continuing Education (CCE) <ul style="list-style-type: none">• Ph.D. Continuing Education
16. Institute of Tourism & Hotel Management <ul style="list-style-type: none">• B.H.M.C.T. (Hons.) Bachelor of Hotel Management & Catering Technology• Integrated B.H.M.C.T.- M.H.M.C.T.• M.H.M.C.T. Master of Hotel Management & Catering Technology• B.B.A. (Hons.) Tourism• Integrated B.B.A.-M.B.A. Tourism• M.B.A. Tourism• Ph.D. Tourism, Hotel Management & Catering Technology	24. Institute of Basic Sciences <ul style="list-style-type: none">• Integrated B.Sc.-M.Sc. Anthropology• M.Sc. Anthropology• Ph.D. Anthropology• B.A. (Hons.) Mathematics and Philosophy• B.A. Mathematics and Statistics• B.Sc. Statistics• B.Sc. (Hons.) Mathematics• Integrated B.Sc.-M.Sc. Mathematics• M.Sc. Mathematics• Ph.D. Mathematics• B.Sc. (Hons.) Analytical Chemistry• B.Sc. (Hons.) Polymer Science• B.Sc. (Hons.) Physical Sciences• B.Sc. (Hons.) Chemistry• Integrated B.Sc.-M.Sc. Chemistry• M.Sc. Chemistry• Ph.D. Chemistry• B.Sc. (Hons.) Physics• Integrated B.Sc.-M.Sc. Physics• M.Sc. Physics• Ph.D. Physics• B.Sc. (Hons.) Life Sciences (Botany)• Integrated B.Sc.-M.Sc. Botany• M.Sc. Botany• Ph.D. Botany• B.Sc. (Hons.) Life Sciences (Zoology)• Integrated B.Sc.-M.Sc. Zoology• M.Sc. Zoology• Ph.D. Zoology• B.Sc. (Hons.) Life Sciences• Integrated B.Sc.-M.Sc. Life Sciences• M.Sc. Life Sciences• Ph.D. Life Sciences	II. Regional Sophisticated Instrumentation Center (RSIC) <ul style="list-style-type: none">• Certificate Course Instrumentation Science• B.Sc. (Hons.) Instrumentation Science• M.Sc. Instrumentation Science• Ph.D.
17. Institute of AYUSH <ul style="list-style-type: none">• B.Y.N.S. (Hons.) Bachelor in Yogic and Naturopathy Sciences• Integrated B.Sc.-M.Sc. Yogic and Naturopathy Sciences• M.Sc. Yogic and Naturopathy Sciences• Ph.D. Yogic and Naturopathy Sciences	25. Institute of Earth Sciences <ul style="list-style-type: none">• B.Sc. (Hons.) Remote Sensing• Integrated B.Sc.-M.Sc. Remote Sensing• M.Sc. Remote Sensing• Ph.D. Remote Sensing• B.Sc. (Hons.) Geography• B.A. (Hons.) Geography• Integrated B.Sc.-M.Sc. Geography• M.Sc. Geography• Ph.D. Geography• B.Sc. (Hons.) Geology• Integrated B.Sc.-M.Sc. Geology• M.Sc. Geology• Ph.D. Geology	III. Center for Wellness & Health Promotion (CW&HP) <ul style="list-style-type: none">• Ph.D. Wellness & Health Promotion
18. Institute of Biomedical Sciences <ul style="list-style-type: none">• B.Sc. (Hons.) Biomedical Sciences• Integrated B.Sc.-M.Sc. Biomedical Sciences• Integrated M.Sc.-Ph.D. Biomedical Sciences• M.Sc. Biomedical Sciences• Ph.D. Biomedical Sciences		IV. Center of Technology Transfer (CTT) <ul style="list-style-type: none">• Ph.D. Technology Transfer
19. Institute of Nano Medical Sciences <ul style="list-style-type: none">• Integrated B.Sc.-M.Sc. Nano Medical Sciences• Integrated M.Sc.-Ph.D. Nano Medical Sciences• M.Sc. Nano Medical Sciences• Ph.D. Nano Medical Sciences		V. Center for Innovation <ul style="list-style-type: none">• Ph.D. Innovation
		VI. Animal Research Center (ARC) <ul style="list-style-type: none">• Ph.D. Animal Research
		VII. Center for Professional and Lifelong Learning (CPLL) <ul style="list-style-type: none">• Ph.D. Professional and Lifelong Learning
		VIII. Center for Globalization of Research and Development (CGRD) <ul style="list-style-type: none">• Ph.D. Globalization of Research and Development
		IX. Center for Empowerment and Equity Opportunities in Education (CEEEOE) <ul style="list-style-type: none">• Ph.D. Empowerment and Equity Opportunities in Education
		X. Center for Translational Research <ul style="list-style-type: none">• Ph.D. Translational Research

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- Aviation Law & Air Transport Management
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