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In This Issue

Academic Challenges of the New Higher Education Policy

H V Deshpande*

The progress in higher education has now gained momentum in India. The central authorities such as the Ministry of Education (MoE) University Grants Commission (UGC), and the National Assessment and Accreditation Council (NAAC) White Paper' are the real driving forces behind the speed. The teachers, management of Higher Education Institutions (HEIs), students, parents, vice chancellors, principals, and even the people in the government administration of Higher Education (HE) seem to be bewildered by this speed. This is reflected in their comments, suggestions, and demands for clarification on many issues. A sense of '*taken unawares'* prevails. Implementation of the National Education Policy—2020(NEP—2020) is one of the landmarks in this direction. However, the central government authorities have decided on their role and are ready to implement the HE policy with the help of their own 'experts and their top bureaucrats.' A sense of uncertainty and a kind of ambiguity prevails among many concerned people throughout the country.

Among such a scenario and present educational ethos, the real challenges of the NEP----2020 are not yet brought to light fully. This article is an attempt to indicate very briefly some of the serious but less known challenges of the NEP---2020. The challenges are of two types: 1. Academic and 2. Administrative. Here, only academic challenges are considered briefly.

The serious nature of the academic challenges is revealed in the 'white paper' published by NAAC in July 2022. The paper is a document of historical significance and a recent statement on the NEP--2020 by the experts of this country. Unfortunately, this crucial document is still not considered or noticed by the academic fraternity of Indian HE.

As the academic challenges are based on the new concepts of HE, these concepts must be considered before discussing the challenges. There are two major issues here: 1. The new definitions of the purpose of Higher Education and the functions of HE and 2. The assessment and accreditation of the 'Learning outcomes' (not of the HEIs as it is the present practice).

The most striking feature of the 'white paper' is its novel attempt to revolutionize the NAAC's present process of assessment of HEIs in light of the new definitions of the purpose and function of HE in India. The 'white paper' compels NAAC to change according to the new HE policy of the center. This is the demand of the hour, an urgent need of the NEP-2020.

The white paper defines the purpose of HE as: "The ultimate purpose of education is the well-being of the individual, society, nation, the human species and the planet with all its creatures (p. 15)". The

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function of HE is defined as: "The ultimate function of education is to empower the young to strive towards their own well-being and the well-being of their society, nation, the human species, and the planet with all its creatures (p. 16)".

This new concept of education is directly connected to the great Sant Dnyaneshwar's Pasaydan' i.e. our faith in the gospel of '*Vasudhaiv Kutumbkam'*. Obviously enough, this concept is completely Indian, deeply rooted in the philosophy of ancient Indian culture, and not based on the 'commercial' concepts of HE of the modern West.

Against this unique background of concepts of education, the white paper elaborates on the concepts of "Higher Order Cognition and the Higher-order cognitive capabilities' (p. 3)". And "Academic Intelligence (p. 17)". The dimensions of 'well-being' are associated with 'Academic Intelligence'.

The new concepts of 'higher-order cognition' and also of 'Academic Intelligence' are far better than those that prevail in our present HEIs. The most difficult academic challenge is to fill in the gap with a great power of academic intelligence which is rarely available in our HEIs, keeping aside some exceptions. The 'white paper' elaborates the concept of 'Academic Intelligence' required to be cultivated or imbibed among our students, by classifying it into four major categories. They are as follows:

Independent Learning, Reading, Comprehension, and Communication

It means a student is required to obtain these capacities for employment, he/she should be able to evaluate, books, videos, presentations, etc.

Information and Understanding

To know how to access relevant information, to have the ability to participate intelligently in seminars, discussions, debates, etc., to evaluate evidence, and to apply its relevance to the arguments for and against the issue or the matter under discussion.

Construction and Evaluation of Knowledge

It includes "the capacity to think like a mathematician–philosopher–scientist without requiring specialized knowledge, combined with thinking like a designer –inventor– engineer –doctor–manager – leader, the capacity to gather data to test an empirical claim and the ability to sift away propaganda, myths,

and dogma in search of truth in an age of fake news… the capacity to make rational and ethical decisions…"

Attitudes, Values, and Habits of Mind

It includes the joy of learning, intellectual curiosity combined with intellectual humility… detecting logical contradictions, being aware of one's own biases, a deep awareness of the uncertainty and fallibility of human knowledge… a commitment to the values of truth, rationality, clarity, and rigor of thinking, a democratic mindset in the exchange of ideas and beliefs.

Apart from these 'Academic Intelligence', pragmatic Intelligence, Ethical Intelligence, Physical Intelligence, Citizenry, Social and Emotional Intelligence, Aesthetic Intelligence, and Spiritual Intelligence are to be imbibed among the students. Moreover, they should be taught properly to have character traits such as honesty, integrity, tenacity, self-reliance, etc. (pp. 19-20).

Against this 'intellectual background', the white paper asks NAAC (or new NAC) to assess, evaluate, and accredit such learning outcomes. This requires radical changes in the present NAAC process and philosophy also. The white paper also explains exactly what changes are essential in the process of accreditations.

The 'paper', after elaborating on such new concepts and procedures, makes certain recommendations for the implementation of the new HE policy. It is very significant to note that these 'recommendations' are, in fact, the real 'Academic Challenges' before all of us. Some of them are as follows:

1. *A set of National level online courses should be developed to help all students acquire the capacity for 'Higher-Order Cognition'*.

   This itself is a great academic challenge. This requires entirely new preparation or construction of the new expected curriculum or syllabi of every subject, interdisciplinary subjects, foundation, and skill-oriented courses at UG and PG levels. It is doubtful to think that all our 'Boards of Studies' in all our HEIs can accept this challenge, including our universities, affiliated and autonomous colleges. They have never, in the past, faced such a challenge.

2. *A National level test is needed to assess student learning outcomes that result in Higher-order Cognition in all bachelor's degree programs, regardless of specialization and future career tracks*

   It is very significant and essential to note that

the expected program outcome–based quality assessment and accreditation entirely depends on such 'National level Tests'. Apart from such a 'national level test', every program of every subject needs such tests or an examination system. It requires a great deal of examination reforms which inherits many 'Academic Challenges' at various levels.

The quality assessment and accreditation of research projects in the proposed 'research universities' is another challenging aspect of the matter. A national-level mechanism is required to assess the quality of the research projects and its academic design is not as easy as it appears at its surface level. The present scenario is notorious for its plagiarism, malpractices, corruption, and so on. Is our present academia truly reliable in this context?

3. *HEIs are to be accredited in a binary mode. The units/programmes in the institutions that can design their own syllabuses and final examinations could be assessed and graded separately.*

Obviously enough, this white paper recommendation is challenging – challenging to the teachers in our HEIs. Henceforth the 'grade will be given to the academic programme based on the assessment of its learning 'outcomes', not to the HEI. The institution will be 'assessed' or 'not assessed (binary) – no 'Grade' will be given to the institution itself. For example, a college may be either 'assessed' or 'not assessed', but its program of 'B.A. Hindi' may get an 'A' grade, and its 'B.A. English' may B+ only, depending on the assessment of the 'course outcomes', based on the 'Course Objectives'.

Establishing and maintaining a set mechanism for such a kind of accreditation of academic programmes is a great academic challenge. It is like the complex scientific–mechanical – engineering of a space – rocket launched by scientists. Our teachers in our HEIs will have to work as scientists.

4. *Multi-Accreditation – Agencies model under NAC needs to be developed carefully so as to meet growing needs*

At present, there are about 1150 universities and more than 45,000 colleges in India. To assess, evaluate, and accredit all the academic programmes in these HEIs every five years, according to the new white-paper system of accreditation, is literally impossible for NAAC today. As the remedy to this problem, the white paper proposes two things:

1. To assess and accredit the academic programmes of only those HEIs which are autonomous and to make it optional for all other affiliated colleges in India.

2. To establish multiple agencies for this proposal. These proposed agencies are called 'NAC' (National Assessment Councils).

   To establish such agencies on a large scale and get the work of assessment done, according to the white-paper recommendations, that too with honesty, transparency, and efficiency is a great academic challenge. The present academic ethos is marked by corruption, malpractices, and high-handedness of various authorities. We have such academic culture in India; and we expect multiple – Accreditation – Agencies to work with honesty, transparency, and efficiency in such an academic ethos.

   This is a great academic challenge we are seriously concerned with.

5. *The Indian accreditation body (NAAC/NBA/ NAC) may be envisioned as an international service provider for HEIs in other Nations*

At present our own HEIs like IITs and IIMs, having been disillusioned by NAAC, get themselves assessed and accredited by foreign reliable agencies like AMBA based in London, AACBS based in US and Singapur, EQUIS based in Brussels, and so on. The academic challenges of such foreign accreditation agencies in the present global knowledge competition are not at all as easy as they appear to be. Attracting foreign HEIs for assessment and accreditation, in such global competition is really a great academic challenge for us.

6. *A professional development programme for those faculty members who would be functioning as mentors for the courses on Higher – Order Cognitive Capacities*

That means first the 'mentors' be trained and afterward they should train other teachers in our HEIs. According to the AISHE's report of 2020-

21, the number of teachers in our colleges was 15,51,070 and that of the university teachers was 2 lac 36 thousand. Just considering this huge task. The recommendation becomes a great academic challenge even in the context of the 'online' professional training system. As the quantity increases, the quality decreases; and the more the number of middle agencies the lesser the expected result.

It is not only the question of providing professional training; it is also the question of testing and verifying the result, and the usefulness of such a huge and expensive exercise.

7. ***Workshops for HEIs (Vice – Chancellors, Principals, Management personnel, and Educational Administrators of all kinds) on the initiatives of general education, High-Order cognition, and trans-disciplinarity:***

This white-paper recommendation also expects a great deal of academic input, academic persuasion, and a kind of monitoring exercise.

8. ***Refining the courses and extending the general education programme for PG programmes***

The PG programs essentially need still higher-order of cognition capacities to be imbided among the PG students. The output of our Boards of Studies (BoS) in our universities and autonomous HEIs, with some exceptions, is not worth the name. Therefore, our quality of HE, in the context of global knowledge competition, is a matter of serious concern for all of us.

9. ***Initiating harmonization between NBA, NIRF, and AISHE***

This recommendation also poses an academic challenge. It is like abolishing the present apex bodies including the UGC, into one 'National Council for HE'. It involves the resistance to change.

10. ***Bringing these initiatives to the public attention, and stakeholders (with the process of consultation, regional meetings, seminars, and publications)***

The implementation of this recommendation requires meaningful cooperation from mass-media agencies. At present these agencies have become 'commercial' and shallow, lacking any responsible seriousness. The public zest and test for serious discussion is decreasing and the majority of teachers in our HEIs just do not bother about the academic challenges before them.

In this context, two very urgent and significant issues require our attention:

i. We have to accept and face these academic challenges. Ignoring them will be detrimental to us; and

ii. Our teachers and concerned stakeholders need to pay serious attention to these challenges and come forward with apt solutions to these problems.

It is the expectation of society that the media should contribute significantly to promote such debates and discussions.

❑

Evaluating Social Media's Effect on University Education: A Case Study

S R Patil*, A R Patil and A S Patil***

The utilization and number of platforms for social media have increased during the past ten years. There still are about 3.2 billion people who use social media. The sites are made up of mobile and web-based apps that let people or organizations establish accounts and interact with those who also have such reports. Popular social media networks include WhatsApp, LinkedIn, Instagram, Twitter, YouTube, and Facebook are popular social media networks. Numerous facets of human existence have been profoundly altered by social media.

People are relying on the platforms more and more to communicate with personal friends and colleagues. Business organizations use platforms more frequently to sell their goods and services and communicate with their customers (Fuchs, 2017). The educational sector has not been ignored. Institutions, universities, and other educational facilities utilize social media platforms to communicate with students and promote their courses. The portals are frequently utilized within academic settings. Keeping this in view, a study was conducted to look into how social media use affects academic performance and teaching and learning in university education. 250 staff members and students from the Textile and Engineering Institute in Ichalkaranji participated in the study. In order to get data on the participants' usage of the internet in the classroom and how it has impacted their learning, knowledge, and marks, the respondents were asked to fill out a survey. Most participants said they had utilized social media during training.

The goal of this research is to examine the impact of such technologies on both learning and teaching. Users could include teachers, students, or educational institutions. The technique might involve, among other things, sharing learning resources, discussing classwork, and disseminating important academic information. For instance, some teachers and students use WhatsApp to exchange information about a specific course and to talk about issues (Cetinkaya, 2017).

This study is crucial since technology has fundamentally changed a variety of spheres of life, including marketing. The issue is particular to schooling. These methods significantly aid in the facilitation of classroom instruction and learning, yet they are also recognized to divert students' focus & result in time waste. It is important to examine if the benefits of employing technology in education outweigh the drawbacks.

The utilization of social media in the classroom has become the subject of numerous research. One of the initial studies examined the possibilities that emerging social media techniques offered to such curriculum for arts education in 2008. (Salavuo, 2008). It is important to note that a few years prior to the study, some of the most well-known social media networks had only recently been launched. For instance, YouTube was established in 2005, Twitter in 2006, and Facebook in 2004.

Studies over the years predicted that the new medium would swiftly become more well-known. Empirical evidence of the impact of social media use on educational outcomes has recently come from studies. Such empirical investigations have been made possible by the wide use of such media and their timely acceptance. Researchers have been able to utilize these platforms to carry out research on the same platforms since social media applications now allow users to create and run surveys (Fuchs, 2017). The technology used in social media has garnered credibility in the short time they have been around (Fuchs, 2017). The media applications have gained the trust of people and organizations, who use them as platforms for audience interaction. The volume of reliable information provided on platforms is a key factor in the rise in press credibility.

On the websites, helpful information has been offered by news sources, reputable people

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and organizations, experts in many industries, and professionals. This very legitimacy has drawn many educational institutions to employ social media for their marketing initiatives, student communications, and life-improving initiatives, among other things. Social media has been acknowledged by colleges, universities, and other educational institutions as having a good impact on teaching and learning initiatives.

Institutions for teaching and learning have gone so far as to embrace plugins that enhance interactions with students. To evaluate the effectiveness of their efforts, they can make use of strong analytical techniques (Lupton, 2015). The rising credibility of social media platforms does not guarantee that there is no inaccurate or misleading information on them. Unreliable people and groups have been using the platforms more and more to disseminate false information. Leading social media sites are making a lot of effort to find and delete misleading information and rumors on various platforms.

Additionally, some educational institutions have been teaching college students how and where to assess the reliability of content people find on the web, particularly on social media. Prominent sites on social media do provide guidance on how to spot false information. Students can use social media in different ways to know more about instruction and learning. Additionally, there are numerous ways that educational institutions use social media sites to disseminate search information.

Sharing lectures that have been captured on video on websites like Facebook and YouTube is a crucial strategy. Colleges and universities frequently capture classes these days and upload them on YouTube so that learners have access to them. Students just need to connect to the organization's YouTube page to obtain notifications of new videos or conduct a keyword lookup to locate those videos.

In both teaching and learning, videos have proved essential. The movies are available for students to pause, fast-forward, and playback as often as they choose. They will be better able to comprehend the material this way. The use of material supplied in the form of videos on social media can be incredibly beneficial for distant pupils (Alwehaibi, 2015).

In the video, educational institutions exchange information about courses as well as opening schedules, awards, and promotions for programs they are offering (Alwehaibi, 2015). YouTube has a significant beneficial impact on students' learning and teachers' pedagogical skills. Most people that are not learners at the specific college that submitted the material can publish it here on the social media platform.

This has made it easier for the general population to access important information. If the pattern holds, social media will help people become more informed. Publishing status updates on sites such as Facebook is another method educational institutions use social media to share relevant learning content. Using these platforms, the organization can update details on commence days, classes, and examinations.

The feedback can enable them to learn more about the difficulties students face and find solutions. Facilitating dialogues, social media is yet another way that it facilitates teaching and learning (Cetinkaya, 2017). Several social media sites, including Facebook and WhatsApp, let users create either private or public groups. A person or organization can set up a group on either programme where all the users can post content. These teams have provided instructional learning. These groups are currently developed in many classes to encourage discussion and keep students updated on class activities (Cetinkaya, 2017). Most social media groups are not started by an organization. They are made by students either independently or with assistance from their lecturers. Students prefer participating in debates since they are less formal on social media, which is a major advantage.

An e-learning platform has been used by most colleges enabling students to access online material and engage in classroom conversations. The issue with such platforms is that learners rarely use them beyond the required assigned activities. However, the majority of learners use one or more media platforms on a daily basis. Due to this, these platforms are significantly more beneficial for learning outside of the classroom than e-learning platforms. Numerous students frequently visit YouTube numerous times for enjoyment. In return, students are likely to watch a little video that covers a topic that they're expected to understand in the classroom if they come across one (Chtouki et al., 2012). Social media's relaxed atmosphere makes studying far more pleasurable.

Different academic professionals, including

well-known physicists, have social media profiles and use them to convey knowledge about their specialised subjects (Balakrishnan and Gan, 2016). The material is presented in an understandable manner. Such specialists are followed by students, who learn a lot in the process. Students' perspectives on a subject are widened by the information they learn from these professionals. They can also consult the expert and ask them for clarification-related inquiries.

Researchers and academicians now have another way to conduct their research thanks to social media sites. A feature on social media sites like Facebook enables researchers to design questionnaires and afterward collect useful data (Fuchs, 2017). Students can conduct a study like this to find out what other students think about a particular topic. Additionally, educational institutions can use this feature to get student input and the analysis techniques provided by different profiles on social media to monitor ongoing activity on those accounts (Fuchs, 2017).

Advantages of Social Media Use in Education

The potential benefits of using social media in education have been the subject of certain experimental investigations. Won (2015) cites increased student participation as a key advantage of social networking use in education and learning. On a subject, learners can collaborate on the platforms. They may work together on revisions, do group assignments, or simply talk about topics that interest them (Won, 2015).

Some students now choose to establish a network on social media sites like Telegram, in which they can offer thoughts remotely, rather than meeting each occasion in person for group activities. This improved cooperation has improved learning and education. The next noted advantage of using social media is that it influenced learners to adopt an optimistic perspective toward their education. Students typically grow to dislike some subjects because they find them uninteresting. This frequently occurs when students are required to sit through protracted lectures that cover difficult subjects. The material is made more pleasant to learn thanks to social media. For instance, sharing a brief video on social media that simplifies a difficult concept and makes it pleasant can influence students' attitudes and interest in the subject. Additionally, talking about classwork informally with other students fosters the development of the student's perspective on their studies.

The third advantage of utilizing social media in learning and education is the fact that it encourages greater student involvement. Shyness is one of several factors that prevent pupils from participating in class frequently. Students who are shy about speaking in front of others can contribute remotely thanks to social media. Increased participation encourages student collaboration and boosts their disposition. Participation in learning is a crucial component of education (Won, 2015). This is because it fosters a stronger sense of community among the students. The growing usage of social media in education might enhance the crucial component of teaching. The fourth advantage of using social networks in education has aided in the learning and teaching of disciplines that necessitate a substantial amount of hands-on experience.

For instance, nursing students must carry out particular medical treatments or use particular surgical devices. The learner may not have sufficient time to practice carrying out the technique or using the specific equipment, nevertheless. Making a video of a certain procedure being carried out or a piece of equipment being used and posting it to a social network like YouTube can help students study more independently. They can either bookmark the video for further learning or watch it again till they feel confident enough. Students do better in class as a result of this.

Social Media's Negative Effects on Education

Social media use in education has been associated with a few challenges. One such drawback is that social media interferes with students' academic progress. Even in classes when students' link to their social media accounts while listening to a lecture, this issue has been noted. Students are said to waste a lot of time on social media when working independently in the library or a reading room. According to a recent survey, some social media users log on for two hours on average each day, while others log on for up to five hours (Fuchs, 2017).

Students frequently lose focus when utilizing social media platforms to learn because of a recent update and spend a lot of time as a result. Numerous research studies have been conducted to determine whether subsequent social media influence affects students' academic performance. According to certain studies, there exists a direct link between the overuse

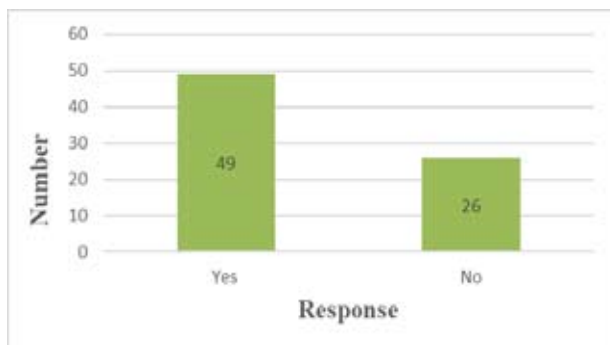of social media and subpar academic achievement (Alwagait et al., 2015).

The availability of a lot of inaccurate and deceptive material online is the second drawback of just using social networks for education and learning. This one is so that anyone can post information on the Internet, and it is impossible to verify the veracity or correctness of any material. The academy has very high standards for itself. To ensure that the content on academic websites is accurate and trustworthy, it is peer-reviewed by professionals.

Social media sites are a far less trustworthy source of authoritative information since they lack such a process. When using information, they find online, students should exercise extreme caution and be careful to verify its veracity before using it in class. The effectiveness of face-to-face learning is impacted by social media use for teaching and learning, which is its third drawback. Most students shun in-person interactions and rely too heavily on social media for information. For instance, in group projects, students might decide to work using social media groups rather than actually meeting in person (Alwagait et al., 2015). Some students undervalue group work because there aren't many face-to-face encounters. This reflects how social media has altered how people communicate with one another. Nowadays, people hardly ever interact in person and prefer to converse online via social media. Because of the excessive reliance on social media for learning and the disregard for in-person instruction, students who are not on social media are at a disadvantage. To achieve a successful outcome, it is necessary to find a balance between the two.

Value of Research

Most of the studies that were evaluated didn't look into how using social networks for education and learning affected students' performance. Research looking at the relationship between media usage and student grades addresses the issue from the standpoint of utilizing social media for hanging out and socializing rather than for teaching and learning. It will be easier to determine whether social media is useful in this application and to take the necessary action with the support of more research that is explicitly focused on the effect of social media in education and learning on students' marks. By examining whether the use of social networking sites influences the marks of student participants, this study fills in this particular vacuum. The study investigates whether these technologies are appropriate for academic study.

The research adhered to an observation-based empirical research methodology. The researcher conducted a survey of staff and students from colleges who were chosen at random. 75 participants in all took part in the study. Because there weren't many survey questions, the respondents didn't spend a lot of time responding to them. The researcher assembled the responses, documented each outcome in a spreadsheet, and then examined the information.

Findings

Data from the 75 participants were analyzed, and the results revealed that 49 of said respondents use social media networks for learning whereas 26 really don't. Participants were asked if they thought social media was helpful in the classroom. Fifty-two replied yes, twenty said no, and three indicated they weren't sure.

When asked if they believe social media does have a beneficial and bad impact on their education, vast number of participants responded positively, as shown in Figs. 2-4, Tables 1 and 2. The participants

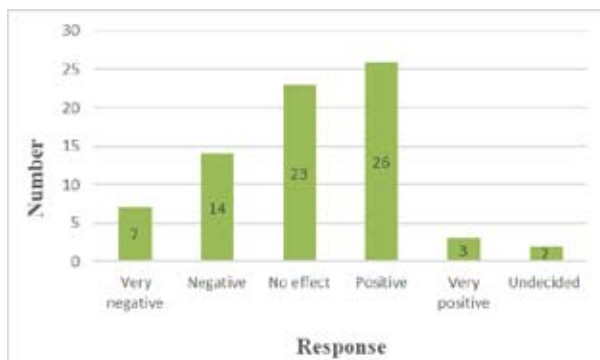**Figure 1: Number of Students Using Social Media for Education and Learning**

Figure 2: Opinions of the Participants on the Value of Social Media in Education
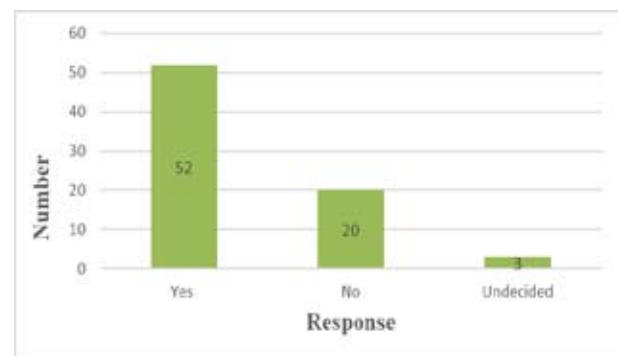
Figure 3: Feelings of Participants on Social Media's Impact on Education
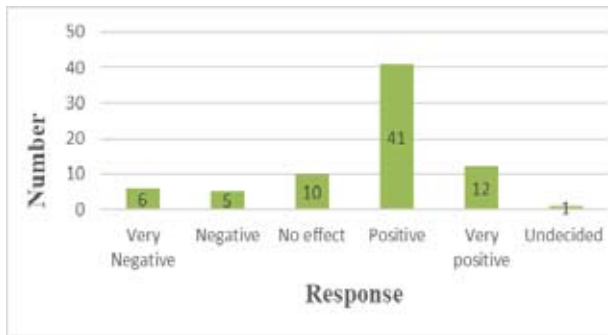
Figure 4: A Graphical Representation of How Social Media Impacts Grade

were divided in their agreement that utilizing social media while in school had improved their grades, but the majority of them did so. According to several participants, social networking would have no effect on academic performance.

Table 1: Students' Views on Social Media Influence on Education

Social Media's Effect on Education					
Very Negative	Negative	No Effect	Positive	Very Positive	Undecided
6	5	10	41	12	1

Table 2 : Social media on Scores.

Social Media's Effect on Education					
Very Negative	Negative	No Effect	Positive	Very Positive	Undecided
7	12	23	28	3	2

Discussion

This study sets out to look into how utilizing in the classroom with social media affected the education, learning, or academic achievement of students. This survey's respondents, who made up about 75%, claimed that social media improves education and learning. Just 41% of those polled claimed that social media had benefited them to get better scores. The vast majority of respondents supported using social media in the classroom. The study's findings are consistent with those of earlier research on the topic. This is why many students favour using social media sites for education and teaching. Nevertheless, a sizeable portion of respondents also believe social media negatively affects learning and academic achievement. Most of the folks in this group mentioned how social media is disruptive and how students squander time on the sites rather than studying. Some students find social media used to be distracting, and others feel that information and material have not been based on instructional tools.

Conclusion

Social networks would undoubtedly remain important in people's lives in the coming years. According to projections, a lot more people will continue to sign up for various social networking sites in the upcoming years. Many businesses and individuals are using social media platforms to perform desired duties as a result of the increased usage of these platforms. Marketers, researchers, politicians, and other people and organizations have attempted to use the platforms' power for specific purposes. The educational sector has not been ignored. In addition to using them for advertising, education, and learning, and connecting among the learners, they also utilize them for other purposes. Additionally, students rely extensively on the platforms to find material that is helpful for their academics. This survey has shown that most students believe social media platforms are helpful for studying. However, if social media is not handled properly, it could have a detrimental effect on education. The vast majority of study participants advocated for educational institutions to use social networks in teaching and learning more frequently. Academic establishments should follow the example of advertisers and try to interact with their learners on social networks because so many learners are registered and frequently access certain networks.

However, organizations must be extremely aware of the adverse effect that these platforms can have on students. Students should be made aware of how much effort many individuals spend on social networks, and they should be advised to become increasingly conscious of the detrimental effects which unneeded use of the internet may have on their life.

Another suggestion would be for learners to attempt to use social networks effectively for both education and learning. Students must take advantage of an opportunity to advance their own professions. Lastly, more study is required to determine how students' grades are related to the use of social networks in education and learning. They must also conduct additional studies on the effectiveness of instruction and how it influences social media use.

All data for this research came from just one university, and several elements that affect how people use social media are too challenging to evaluate. Future research on how to utilize social networks effectively for education and learning must involve more studies, more measures, and consideration of more variables. Equally crucial is conducting further investigation to assist students in selecting the data and content they ought to review and think over.

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Impact of Achievement Motivation on Academic Achievement

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In recent years, achievement motivation has received a lot of attention and discussion. With the use of psychology in the fields of education and other industries, it has significant implications for understanding human behaviour as well as for altering it. Achievement is the driving force behind a person's tenacious effort to perform at a certain level despite adverse conditions. Academic success is an accomplishment that a student makes while pursuing his or her education. It refers, in a broad sense, to a student's current level of academic achievement. A student's academic performance is determined by the successful completion of a class or degree, which also shows the student's current learning outcomes. According to Crow and Crow (1969), "Academic achievement" means the extent to which the learner is profiting from instruction in the given area of learning. The degree to which a person has learned a skill or body of knowledge through the instruction given to him serves as a measure of achievement. Therefore, it can be claimed that the whole amount of knowledge acquired from his successful completion of the course or instruction accounts for a given grade received on an achievement test. Academic success is the student's level of success. It can be summed up as what a pupil accomplishes or does at school. Promoting pupils from a lower class to a higher class based on their academic performance is a regular practice. It assists in determining a student's success or failure, choosing students for different courses, and choosing students for various jobs. In terms of knowledge, understanding, skill, and application, it refers to the degree of learning in a particular subject area that is typically assessed by teachers in the form of test results during their yearly assessment. C.V. Good (1973) defined it as, "knowledge attained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers, or by both." In fact, it has become an index of the future in today's highly competitive environment. Keeping this in view, a study was conducted by the author on the 'Impact of Achievement Motivation on Academic Achievement of Adolescents of Nadia District in West Bengal'. The main objective of this research work was to study the impact of achievement motivation on the academic achievement of the adolescents of Nadia Districts in West Bengal. The other objectives are:

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O_1: To study the Gender-wise achievement motivation and academic achievement of Adolescent students in Nadia District.

O_2: To study the location-wise achievement motivation and academic achievement of Adolescent students in Nadia District.

O_3: To find the gender-wise relationship between achievement motivation and academic achievement of Adolescent students.

Hypotheses of the Study

$H0_1$: There is no significant difference between achievement motivation of male and female students of Adolescents.

$H0_2$: There is no significant difference between academic achievement of male and female students of Adolescents.

$H0_3$: There is no significant difference in achievement motivation of rural and urban students of Adolescents.

$H0_4$: There is no significant difference between academic achievement of rural and urban students of Adolescents.

$H0_5$: There is no significant relationship between achievement motivation and academic achievement of Adolescents.

Research Review

Gupta, Devi, & Pasria (2011) showed that there was a significant difference in academic achievement among adolescents with high and low levels of achievement motivation in relation to gender, locality, and type of schools. It was found that male & female adolescents with high achievement motivation showed better academic achievement than their counterparts. Deswal & Rani (2012) found that male adolescents were possessing a higher level of achievement motivation than female adolescents. Sikhwari (2014) found that there were significant correlations between the motivation and academic achievement of students. It was also found that female students are significantly more motivated than their male counterparts. Kumari and Chamundeswari (2015) showed a significant correlation between achievement motivation, study habits, and performance of students. A significant difference is found between students in different categories of schools and gender pertaining to achievement motivation, study habits, and academic

achievement. Rather (2016) found that there is a significant mean difference between different categories of achievement motivation (high motivation, above average motivation, average motivation, below average motivation, low motivation, and lowest motivation). It was found that there was much difference in academic achievement and achievement increases with the increase in achievement motivation.

Research Gap

Every person is different, and every person is born with certain abilities. Success depends on a person's level of drive. Achievement motivation is influenced by a variety of factors, such as intellectual ability, aptitude, interest, personality, physical and mental health, and many environmental factors, such as social economic status, upbringing in a rural or urban area, and familial ties. The aforementioned elements can be used to gauge one's drive for achievement. A student's "moral" or inner-self is encouraged to achieve more and more by the study of achievement motivation. The study will further assist the teenagers in adapting to the shifting conditions at school as well as the academic achievements of the kids. Consequently, this study aims to evaluate the impact of adolescents' motivation for achievement.

Rationale of the Study

The desire for superior education is as old as man himself. The academic success of the students is the main goal of all formal educational efforts. Performance quality has emerged as the determining determinant for individual advancement. The parents' anxiety about their children's academic success is growing. However, most parents are interested in jobs due to modern society and parents' desire to increase their income. These factors contribute to women opting to work from home and work for an organisation. As a result, moms are unable to meet their kids' needs and demands, and as a result, kids miss out on having parents involved in their education as well as their emotional and social growth. In light of this, the following questions arise.

1. Is Achievement Motivation necessarily required for academic achievement?
2. Is the achievement motivation and academic achievement the same in the case of boys and girls?
3. Is the achievement motivation and academic achievement the same in the case of rural and urban adolescents?
4. Is there any relationship between achievement motivation and academic achievement of adolescents in Nadia district in West Bengal?

In order to achieve the objectives of the present study, the Descriptive survey method was used. A sample of 180 students studying at higher secondary stage session 2022-2023 of Nadia district was selected using of purposive sampling technique. Tools used for the study are:

- Achievement Motivation Test (AMT) by Dr. V.P. Bhargava was used to access achievement motivation.
- Academic achievement scores have been taken on the basis of previous class results.

A closed-ended questionnaire has been used for the collection of data. Appropriate statistical techniques were used for analysing the data like Mean, Standard Deviation, 't' test, and Karl Pearson's Product Moment Correlation were used by using SPSS-26 software.

Analysis and Interpretation

$H0_1$: There is no significant difference in Achievement Motivation between male and female students of adolescents.

Interpretation: Table 1 shows that 't' value is 2.012, which is significant at 0.05 level of significance with df 178. It shows that male and female students differ significantly on achievement motivation. The higher mean score of female students shows that female students have higher achievement motivation as compared to male students. Thus the null hypothesis that "There is no significant difference in achievement motivation of male and female adolescent students" is rejected as well as the alternative hypothesis is accepted.

$H0_2$: There is no significant difference between Academic Achievement of male and female students of Adolescents.

Interpretation: Table 2 shows that 't' value is 2.961, which is significant at 0.01 level of significance with df 178. It shows that male and female students differ significantly on academic achievement. The

Table-1: Mean, S.D.'s and 't' Value of Achievement Motivation of male and female students of adolescents

Variable	Sample (Group)	N	Mean	SD	t-value	Level of significant
Achievement Motivation	Male	90	41.25	6.24	2.012*	significant at 0.05
	Female	90	44.26	7.06		

higher mean score of female students shows that female students have higher academic achievement as compared to male students. Thus the null hypothesis that "There is no significant difference in academic achievement of male and female students of senior secondary schools" is rejected as well as the alternative hypothesis is accepted.

$H0_3$: There is no significant difference in Achievement Motivation of rural and urban students of Adolescents.

Interpretation: Table 3 shows that 't' value is 1.99, which is significant at 0.05 level but not significant at 0.01 level with df 178. It shows that rural and urban students are significantly related on achievement motivation. Thus the null hypothesis that "There is significant difference in achievement motivation of rural and urban adolescent" is rejected and alternative hypothesis is accepted.

$H0_4$: There is no significant difference in Academic Achievement of rural and urban students of Adolescents.

Interpretation: Table 4 shows that 't' value is 3.817, which is significant at 0.01 level of significance with df 178. It shows that rural and urban students differ significantly on academic achievement. The higher mean score of urban students shows that urban students have higher academic achievement as compared to rural students. Thus the null hypothesis that "There is no significant difference in academic achievement of male and female students of senior secondary schools" is rejected and alternative hypothesis is accepted.

$H0_5$: There is no significant relationship between Achievement Motivation and Academic Achievement of Adolescents.

Interpretation: Table 5 shows that the correlation coefficient between adolescent students' academic achievement and motivation is 0.793, which is significant at the 0.01 level of significance. As a result, the null hypothesis—that there is no connection between adolescent students' academic achievement and motivation for achievement—is rejected. Consequently, these characteristics have a positive association with one another. It shows a positive correlation between academic achievement and achievement motivation in senior secondary school pupils. Therefore, it might be said that adolescents who are more motivated to strive have higher academic achievement. Higher achievement motivation can be understood to mean higher academic accomplishment for adolescent pupils, and vice versa.

Findings of the Study

- It has been found that there is a significant difference in achievement motivation and academic achievement between male and female students of adolescence. Female students have more achievement motivation and academic achievement than male students.

- It has been found that there is a significant difference in the mean score of academic achievement between rural and urban adolescent students. Urban students have better academic achievement than rural adolescents.

Table-2: Mean, S.D. and 't' Value of Academic Achievement of male and female students of Adolescents

Variable	Sample (Group)	N	Mean	SD	t-value	Level of significant
Academic Achievement	Male	90	286.30	21.08	2.961**	significant at 0.01
	Female	90	297.09	24.54		

Table-3: Mean, S.D. and 't' Value of Achievement Motivation of rural and urban students of Adolescents

Variable	Sample (Group)	N	Mean	SD	t-value	Level of significant
Achievement Motivation	Rural	102	38.01	5.95	1.99	Significant at 0.05
	Urban	78	42.91	6.54		

Table-4: Mean, S.D. and 't' Value of Academic Achievement of rural and urban students of Adolescents.

Variable	Sample(Group)	N	Mean	SD	t-value	Level of significant
Academic Achievement	Rural	102	291.02	22.95	3.817**	Significant at 0.01 level
	Urban	78	312.45	28.54		

Table-5: Mean, S.D.'s and 'r' relationship between Achievement Motivation and Academic Achievements of Adolescents

Variable	N	Mean	SD	'r'-value	Level of significant
Achievement Motivation	180	38.02	3.95	0.793	Significant at 0.01 level
Academic Achievement	180	289.20	31.02		

- It has been found that there is a positive and significant correlation between achievement motivation and academic achievement of adolescent students.

Conclusion

In the modern age, academic achievement is considered to be a key factor for personal and social progress. The whole system of education revolves around the academic achievements of students. Achievement motivation is influenced by a number of factors, including intellectual ability, interest, personality traits, physical and mental health, and social and economic background as well as family ties and type of education. The evaluation of accomplishment motivation will be aided by an understanding of all these elements. Individual differences result in diversity among students in their academic achievement and studies have shown general mental ability as a major factor in determining achievement. Keeping this in view, a study was conducted by the author on the 'Impact of Achievement Motivation on Academic Achievement of Adolescents of Nadia District in West Bengal'.

For this purpose, a sample of 180 adolescent students studying in classes 11th and 12th graded by various Govt. and Govt. aided high schools of Nadia District of West Bengal were selected by using purposive sampling techniques. They were administered the Measures of achievement motivation Scale by Dr. V.P. Bhargava. The accomplishment motivation was accessed via Bhargava and academic achievement scores were calculated based on previous class performance. 't-test and coefficient of correlation (r) were applied to study the significance of the difference between means and significant relation between achievement motivation and academic achievement respectively. This study employed a descriptive survey method Quantitative approach was employed to answer all the research questions (Close-ended) covered in this study. Based on the finding of the study (t-test), urban students have more achievement motivation than rural students and also said that the girl students have better academic achievement than boys and there is a positive and significant correlation between achievement motivation and academic achievement of adolescents of Nadia district in West Bengal. The results implied that achievement motivation assessment be concluded regularly to intermediate learners to gauge their readiness for new and bigger academic tasks. Therefore, the role of Achievement Motivation for higher Academic Achievement is not only essential for adolescent students at the school level, but it is also a must for one and all for effective and worthy living.

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Empowerment of Human Resources: Vital Ingredient in Nation Building

Jagdeep Dhankhar, Hon'ble Vice President of India delivered the Convocation Address at the Centenary Year Convocation Ceremony of the Jamia Millia Islamia, New Delhi on July 23, 2023. He said, "You have a promising career, a promising future but do not get into the canal mode. I often say a Canal is drawn on paper to be like a river, meander, choose your own path, and act as per inclinations and aptitude. Never allow yourself to be dictated to when it comes to your idea. Never have the fear of failure the moment you have a fear of failure you will not be intrepid or enterprising and the nation cannot afford that our young people are not impudent in their action mode. If you have an idea, I beseech you I call upon you, please act on it, and trust me no one has succeeded with an idea in the first instance. An attempt was made to land on the moon but was it successful in the first instance that happened with a number of historic developments that really cater to the needs of humanity as never before." Excerpts

Nothing can be achieved by great institutions unless the faculty contributes, and hats off to the faculty for doing all they have done. We have in the audience very distinguished members and pardon me I'll be missing the names of some of them. If I take names of some and refer to them, it is on account of having been enlightened by them in my performance of duties in the legal profession, and while being Governor and presently the Vice President of the country. Shri Najib Jung, a man of spinal strength, and all his former fellow Vice Chancellors who are present here.

Being Vice President of India is a soothing aspect, but it carries another hat also, and that is Chairman of Rajya Sabha, a formidable task. I must therefore recognize the presence of Javed Ali Khan, an enormously talented, member of Rajya Sabha; Dharmendra ji in his wisdom rightly gives precedence to another distinguished Honorable Member of Parliament from Lok Sabha, Danish Ali. Friends, we have in the audience a distinguished legal luminary, and Senior Advocate from one of the most prestigious institutes in this country, Shri Vikram Banerjee, presently, Additional Solicitor General. Excellencies, distinguished guests, and my dear students. It is a moment for me to cherish. It does not happen every other day. Convocations do take place, but a convocation of this nature, Centenary Convocation, comes into the life of someone very rarely, maybe providentially.

I'm extremely delighted to be among you all on this momentous occasion of the centenary year convocation of Jamia Millia Islamia (JMI), One of the leading universities in the country. I extend my heartiest congratulations to all who have been awarded degrees, graduating students, faculty members, and staff for securing this milestone development for the university. Dear Students, as graduates from this prestigious institution of learning, ever remember, and never forget this University. If you forget it, you will be impeding your own progress. You owe your success of course, to your diligence, to your hard work, but principally to your teachers, your parents, and your well-wishers. You earned your degrees but that does not mean there has to be quietness to learning or knowledge acquiring. You have to carefully cultivate this knowledge to harvest wisdom. Enough has been said about the accomplishments of JMI. These are extraordinary accomplishments.

This is an occasion to recognize the contribution of this institution and its illustrious alumni to National life. I take this opportunity to congratulate the Vice Chancellor Professor Nazma Akhtar recipient of the prestigious Padma Award in 2022 for her contributions, turning around contributions for JMI. In a record of sorts, making history she is the first woman Vice Chancellor of Jamia in its 100-year history. She would be an inspirational model for her gender all over.

It is not statistics. The Jamia is ranked among the three top universities in the country in the national institutional ranking framework. Much has gone behind it. Most effort has gone. Even in a river when you stand, to be in the same place you

have to keep on moving your feet, this is a repeat performance. I congratulate the Vice Chancellor, faculty, and students. Friends, the university has built academic research alliances with universities and research institutions across the world. These are the times when we need to be in sync with similar institutions. When we need to be in synergetic mode. So, there is the enhancement of capacities of knowledge earning. It welcomes foreign students from more than 25 countries. Friends, I happen to be the Chairman of the Indian Council of World Affairs. The Indian Council of World Affairs will have an MOU with this prestigious institution, and I'm sure that will help both of these institutions. This will fructify before our Independence Day.

When I look at the alumni of this great institution, it is difficult to take names. We have had pillars of strength right from the top constitutional office down the line. But I would make one submission for the consideration of everyone here. Alumni associations are a great strength to ensure that every institute is on an incremental trajectory. The growth will be geometrical, once the alumni take it upon themselves, and therefore, the alumni of the institute must be always in proactive mode. As a matter of fact, there can't be a more involved think tank in the development of an institution or a nation than the kind of people that constitute alumni of institutions. Education is important and something is more important i.e. linking education to larger societal growth.

The empowerment of human resources is a vital ingredient in Nation building. The youth have to empower themselves and I'm extremely concerned, therefore, I am putting this for your consideration that youth have to empower themselves not by political intoxication, but through the mechanism of capacity building and personality development with the ultimate objective of nurturing a healthy society.

The launch of the National Education Policy--2020 was a pleasant coincidence on the attainment of your centenary and this has been a game changer. It provides greater flexibility to our young minds and brings the joy of learning, making education by emphasizing innovation and skill development. The latter two are also in the domain of the Hon'ble Minister who handles these portfolios as well.

I can tell you, friends, that the National Education Policy--2020 evolved after three decades in this country, after considering input from all the stakeholders, and this was the need for Bharat, home to one-sixth of humanity. This will catalyze a big change. I find that in some parts of the country, it is not being adopted. There is a requirement to adopt this policy. I'm sure they will fall in line and reap the harvest and advantages of this great policy because it is based on skill-based courses, and vocational training, giving a new dimension to our educational learning.

Friends, it is crucial for students to become innovators and entrepreneurs, to establish their own startups so that in this *Amrit Kaal,* our capable students emulate, I'm emphasizing, emulate Young entrepreneurs who have increasingly emerged in this country as not job seekers but job providers. Our record in this field, the number of unicorns we have, and the number of startups we have is a ground reality acknowledged by the world.

I call upon my young friends to fully subscribe and immerse themselves in economic nationalism, with all their energy and enthusiasm. Economic nationalism is a matter which must catch our attention in present times. The world has become too small for everything because of technology and connectivity. Friends, there can be no doubt. It is certainly not in the national interest to compromise economic nationalism for fiscal gain. Those who are in business, industry, and trade, have to believe in the essence of economic nationalism, and not tilt and compromise it merely because there is an opportunity for only fiscal gain. Our country is a democracy oldest and largest on the planet, most functional. We need to be fully aware that political and economic stockholding cannot and should not be at the cost of economic nationalism. We have to take pride in our epochal, historic achievements, accomplishments, and our rise that is recognized by the world. We have to always keep our nation first.

My Young Friends who have got degrees, you will be stepping into your careers of choice. These are promising times. Accomplishments registered by Nation make us all proud. We are proud Indians. We are to take pride in our nation and its achievements. India is on the rise as never before and the rise of the country is unstoppable. The upward growth trajectory of Bharat, home to 1/6 of humanity will be ever on upsurge mode because of the contributions of young minds and our youth. The Indian economy has proven to be remarkably resilient in the face of challenging

global situations due to strong macroeconomic fundamentals that place it ahead of other emerging economies in the world.

Friends, you will be happy to note that while India a decade ago was the lower rungs, has become the 11th largest economy, in September 2020. Last year, we had a milestone achievement, and we became the fifth largest economy on the planet and in the process, we overtook our colonial masters.

By all indications, India will be the third largest economy by the turn of the decade, and my friends, the degree holders of the day like many of you in other institutions are warriors of 2047. You will determine what Bharat will be in 2047 and I have no doubt that with your commitment, direction, and dedication, India will be at its peak in 2047.

The world is on a stunt. It could have never been imagined, and frankly, my generation could have never dreamt, of the kind of digital revolution the world is seeing in this country now. The largest democracy that is so diversified and what is the impact? Inefficiency and corruption have been rooted out and governance has taken a new turn, and the new norm is transparency and accountability. In 2022 to give you an illustration and amongst many such instances, India registered digital payment transactions amounting to 1.5 trillion US dollars. That was a figure but if we see it in comparable situations, this transaction is more than four times the combined transactions in the US, UK, Germany, and France. Just imagine what kind of achievement has been there in the process. I would call upon all of you to reflect and introspect. It's a Herculean task. It is not one-way traffic. It has to be both ways. This means every Indian in the village semi-urban areas has equipped himself technologically, to be the recipient and to engage in such transactions. It's a big achievement which my generation never dreamt of and the world is recognizing it. Another milestone is --- hundreds of such transactions in the world are from our country.

Those senior people sitting before me know how power corridors were infested, how work was leveraged what was the role of middlemen. Now thanks to governance policies and initiatives, thanks to focus on transparency and accountability, our power corridor has been sanitized of brokers who extra-legally leverage governance to secure decisions and judgments. Gone are the days, as a matter of fact, when they have been consigned to the dustbin of history with no hope of revival. IMF, an acknowledged body recognised our digital development I quote what it said, "world class digital public infrastructure, serving as a model for other nations undergoing digital transformation". Another instance that will make all of us very proud and that is the result of a contribution by all segments of society thanks to effective governance policies and initiatives and the vision of the Hon'ble, Prime Minister, India has over 850 million smartphone Internet users. The Indians have the amazing capacity to become *Eklavya* and learn skills without formal tutoring and the result of this is the per capita mobile data consumption last year exceeded the consumption of China and the USA taken together.

Friends, I was elected to Parliament for the first time in 1989 and I was a Union Minister. I am fully aware of the situation that existed then. The nation has transformed itself from being among the fragile five economies to being the top five economies in the world. Traversing from the fragile five to the top five is an account of the vision of the Hon'ble Prime Minister being executed with the efforts of all. This is a proud moment for all of us to share.

Looking around the globe you will find India is the favorite destination and opportunity, everyone agrees about it, wherever you go in the world you find being an Indian, being the holder of an Indian passport, now has a different meaning. It has a magic meaning; people would love to interact with you. This big historic change has come about because the growth of India has been propelled by the concern of the men in the last line. Efforts have been made successfully to ensure the village has that technological empowerment as the metro and that's a ground reality. India is in a glorious moment of history. Our phenomenon is unprecedented, and the rise is a defining moment of the century. This century belongs to India and is already being felt and when India rises, there will be global harmony, global peace, and global stability. No country can boast of the civilizational ethos of 1000s of years of our cultural diversity. Our cultural wealth is unrivaled on a global horizon. Recently, in the last decade, a series of systemic reforms and affirmative governance measures have been taken to ensure there is exponential growth in infrastructure. I did not tell this dear audience, you have seen it on the ground. We used to look around at highways in other countries and development in other countries. Now

we look at our country. Others look at us. Those who used to advise us on development at a point in time are seeking our advice. This is a welcome change. Thanks to the leadership and our people.

The entire world is eager to partner with India. Could you ever imagine the kind of visit, the success of it, the Hon'ble Prime Minister had in the United States? In France? Or in UAE? In the last two weeks, how impactful it was and his address to Congress and Senate in the US was that of a global statesman. Our Prime Minister is reckoned as a global statesman, whose voice is always for the sanity and welfare of humanity. It was he who said we are not living in an era of expansion, a historic declaration by India's Prime Minister and with respect to an issue going, on recently, for a year or so. He made no declaration, except war is no solution to a problem, dialogue, and diplomacy alone how to secure it. India's relevance in the global resolution of issues was never so prominent as it is today. But friends when India grows, when you avail opportunities, when you make an impact or around there are challenges also. Your Progress can't delight everyone.

There are pernicious forces with sinister designs, who tend to tarnish and demean your institutions and your growth. Unfortunately, some of them are among us. I appeal to young minds to take initiative and neutralize these forces through your actions, I have no doubt you all will do it. When the present norms and governance mechanisms are transparency and accountability, where corruption has no place that being so stakeholders in corruption have converged into a group, they are marshaling all forces to find cover and escape. We owe it to the nation. Of us, each one of us, particularly the youth, corruption means your growth is impeded, corruption means your opportunities are curtailed, corruption means patronages taking the main stage, all antithetical to equitable growth and equal opportunities. We owe to the nation to ensure there is no dilution or zero tolerance for corruption. It is soothing to note that all escape routes of violators of the law, whomsoever they may be. No one can claim to be low. Whatever lineages you may have, whatever position you may have. You are accountable to the law because we are a democracy run by law. All avenues have been largely plugged. But it is concerning when judicial processes are set in motion when the law is taking its own course. Why should those feeling the heat of law take to the streets? It is for you all to think we have a robust mechanism of redress of grievance in the judicial system. If someone suffers a notice from the court from an urgency, the only way to open a new democracy is to take recourse to lawful means. Certainly not to take it to the streets. Street demonstration to challenge the rule of law is not a hallmark of good governance or democracy of nature. I'm sure the young minds will focus on it. Do all you can do to see that these forces are discouraged.

Friends, the vision and action of the Prime Minister, be it in the field of infrastructure or in the field of technology has been at unprecedented speed and scale. I'll tell you, the new Parliament building was built in less than two and a half years. People will think that only a building has come up, but I can tell you much more than that has come up. So many factors were taken into consideration, including the best of technology, and the best of the interiors. You could never have imagined that this could be attained in such a short period at a time when along with the world we were also facing the COVID-19 pandemic. Friends, you all are feeling the positive impact of it because of a series of governmental policies and initiatives. We have an ecosystem in place now, that allows every young mind to unleash his or her energy to channelise and exploit the potential and talent to realize dreams and aspirations. During our time, we didn't have that ecosystem. We had to struggle largely. But now if you have an idea, the system helps you enormously, something which we could not have thought of. As warriors of 2047, I urge all young minds to dedicate themselves to finding a solution to the challenges facing our country. You must draw upon insights instilled by your *alma mater* and utilize them to contribute towards nation-building. The importance of education was emphasized by your Vice Chancellor. I would invite a reflection by the Father of the Nation Mahatma Gandhi, who said, "Education should be so revolutionised as to answer the wants of the poorest villagers." I think this is the ultimate test and that is exactly what is happening. When in every house you have electricity. Every house has a gas connection. Every house has a *Nal* (Tap)connection that is being accomplished. The dream of Mahatma Gandhi has been realised when India is in its present *Kal*.

As a citizen of the largest democracy and home to 1/6 of humanity, it is the duty of every citizen,

especially the youth to ensure that our country's natural resources, whether water or petroleum minerals are optimally utilised for development and economic activities. Now, I wonder myself and I'm sure you will share my concern. How can the use of these resources be determined by your pocket? Your pocket can determine what kind of house you have, and what kind of furniture you have. But when it comes to the utilisation of these natural resources, all of us are trustees of these resources. There has to be an equitable distribution of them, and therefore, let us have a culture where the utilization of natural resources will be optimal as per your need, not certainly as per your financial capacity.

Friends, this is a great university, and it's on the rise. I would, therefore, invite your attention that some theatres outside this country have become breeding grounds to set foot anti-India narrative. In the process, they use our students, and our faculty members, this cannot be allowed. I'm not saying you to be blind towards every governmental action. Be discreet, be judgmental, be inquisitive, focus on objectivity, and then deal with such situations. It is surprising that those who have had the occasion to serve this country in one position or the other, the moment they lose their position turn nelsons eye to the great advancement which our country is making all around. I'm sure young minds will take note of this and take proactive steps. Jamia is the right place where very impressionable young minds will catalyse an ecosystem where such anti-national narratives in the country or abroad will not only be neutralized but decimated. Such misinformation cannot be traded.

Friends, today's convocation is indeed a moment of great pride and satisfaction for you, your families, and Jamia Millia Islamia, the institution that nurtured you throughout your academic journey. Today, you will become part of prestigious alumni some of whom are represented here. With this comes a tremendous responsibility as you step out in the world, to make your mark, you carry a tag, and you carry a tag of being a degree holder from an institution that is more than a century old. You have a promising career and a promising future but do not get into the canal mode. I often say a canal is drawn on paper. Be like a river, meander, choose your own path, and act as per inclinations and aptitude. Never allow to be dictated when it comes to your idea. Never have the fear of failure. The moment you have a fear of failure you will not be

intrepid or enterprising and the nation cannot afford that our young people are not impudent in their action mode. If you have an idea, I beseech you I call upon you, please act on it, and trust me no one has succeeded with an idea in the first instance. An attempt was made to land on the moon but was it successful in the first instance? That happens with a number of historic developments and really cater to the needs of humanity as never before.

We must always remember a distinction that is unique to us. We are the largest and oldest democracy that is functional at all levels. I'll tell you, no country in the world can take pride that it has structured constitutional democracy of the kind we have. Our constitution provides for democracy at the village level, at the Panchayat level, Panchayat Samiti level, Zilla Parishad level, and of course, we are at the state level and the central level.

Core democracy values are deeply embedded in our civilizational ethos, they always guide us and that is why under the Indian Presidency of G20, the motto is 'One Earth, One Family, One Future' and we demonstrated it when the world was witnessing the COVID-19 pandemic. We had COVID *Maitri* taking care of our 1.3 billion people. We were also helping several other countries with Covaxin which justifies and vindicates the moto at the end. Friends, a concern I must share with you. The elite intelligentsia is present here, young minds are present here, and some from Parliament are also here. What is democracy? Democracy is all about dialogue, discussion, deliberation, and debate to secure the public good. Surely, democracy can't be disturbed. It can't be disrupted. Disruption and disturbance are antithetical to the essence of democratic values. I am pained and anguished to indicate to you all that disturbance and disruption have been weaponized as a strategic means to taint the temples of democracy that should be functional 24*7 to secure justice for the people at large.

There can be no alibi for not making Parliament functional. Every second person in this country is paying a huge price for it. But I'm not on the financial implication of it. I want the larger issue when there is a disruption in Parliament on a particular day, there can't be question hour. Question hour is a mechanism to generate accountability and transparency in governance. The government is obligated to respond to every question and to the supplements that are raised. This goes to the

enormous benefit of governance. Everyone is on track. Not having a question hour can never be rationalized when you think in terms of democratic values and good governance.

दोस्तों आज के हालात कितने विचित्र हो गए हैं, असहमति तो स्वाभाविक है, यह आवश्यक नहीं है कि हम हर बात पर सहमत हों, अलग–अलग विचार हो सकते हैं, पर असहमति को विरोध में बदलना जनतंत्र के लिय अभिशाप से कम नहीं है। भारतीय संस्कृति और सभ्यता की मूल भावना से मेल नहीं खाता यह। असहमति को विरोध मत मानो, संवाद की डोर मनवाता और प्रजातंत्र की जीवन डोर है।

If you cut off communication whether in the family or society, and of course, it has draconian consequences if such disconnect is there in temples of democracy.

इसमें खिंचाव और गाँठ जन कल्याण के लिय हितकारी नहीं हो सकते हैं, एक छत के नीचे विरोध और असहमति स्वाभाविक है। विरोध का प्रतिशोध में बदलना प्रजातंत्र के लिय हितकारी नहीं है।

इसका एक ही निदान है– संवाद और विचार – विमर्श

I'm sure it is the obligation of every citizen of the larger democracy to generate an ecosystem.

Your voice matters more than anything else. You are the greatest stakeholders in the growth of this country and the blossoming of democracy.

प्रजातंत्र में प्रतिघात का कोई स्थान नहीं है – यही हमारी हज़ारों साल की संस्कृति का अमृत है।

Friends, while I conclude, I will leave you with a thought imparted to the nation by the architect of the Indian Constitution, Dr. B R. Ambedkar when he was addressing the constituent assembly on the last day on 25th November 1949. I quote him, "It is not that India was never an independent country. The point is that she once lost the independence she had. Will she lose it a second time? What perturbs me greatly is the fact that not only India has once before lost her independence, but she lost it by the infidelity and treachery of some of her own people."

We cannot allow this to happen. We have to be truthful to our founding fathers. We have to believe in the nation. We cannot have any other culture except to put the nation ahead of anything else. And this is not optional. This is not imperative. This is the only way to ensure our democracy blossoms and prospers.

Friends, I compliment all the graduating students, the teachers, and the parents, may JMI continue to scale greater heights in the years to come. I have no doubt, it will keep on rising higher and higher.

Jai Hind!

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CAMPUS NEWS

Lecture Series on Recent Trends in Life Science

The one-day lecture series on 'Recent Trends in Life Science' was organized by the Department of Life Science, Bangalore University, Bengaluru on the occasion of National Science Day on February 28, 2023. The event was well attended by the Bangalore University officials, faculty members, students, and research scholars of Bangalore University as well as other colleges and academic institutions. The grand event was inaugurated by Dr. Uma Ramakrishnan, Dean and Faculty, National Centre for Biological Sciences, Bangalore and the Vice Chancellor, Bangalore University, Prof. Jayakara S M was the President of the event. The Guests of Honor included Shri Mahesh Babu N, Registrar, Shri Ajithkumar Hegde S, Finance Officer, Prof. Srinivas C, Registrar (Evaluation), Dr. Sudhakara H and Shri M Uday Kumar, Syndicate Members Bangalore University, Bangalore.

The Chairman and Convener of the event, Prof. M Shivashankar welcomed the dignitaries, speakers and participants and explained the significance of the Science Day in a mesmerizing speech. All the dignitaries were felicitated by Prof. Shivashankar.

The dignitaries addressed the participants by describing the significance of Science Day in their eloquent speeches. The Vice Chancellor, Prof. Jayakara S M and Shri. N Mahesh Babu, Registrar, Bangalore University and other dignitaries appreciated the Scientific Models and Posters displayed by the students of the Department of Life Science. The students participated in various scientific competitions like essay writing, video making, poster presentations, and model making that were held at the Department as part of the Science Day celebrations. The prize distribution ceremony for these scientific competitions was the highlight of the Inaugural Ceremony. The dignitaries presented the prizes to the winners.

The Chief Guest, Dr. Uma Ramakrishnan delivered a Keynote Lecture entitled 'Using A Genetic Lens to Understand Endangered Species'. She enlightened the participants with her experience with the endangered animals of India, especially the tiger. The audience was mesmerized by the eloquence of her talk. The morning session was hosted by Dr. Priyanka Sinha. The formal Vote of Thanks was proposed by Dr. Rakshitha Mouly to all the dignitaries and speakers for being a part of the inaugural session.

The next session was hosted by Dr. Anjali G with two special lectures by the invited speakers namely Dr. Samay Pande, Indian Institute of Science, Bangalore and Dr. Balasubramanian N, Xcyton, Bangalore. The speakers were felicitated by Prof. M Shivashankar. Dr. Samay was introduced by Dr. Aruna L and he delivered his lecture on 'Bacterial Predator Mediated Enrichment of Antibiotic Resistance in Nature'. The second lecture was delivered by Dr. Balasubramanian who talked about Photoupconversion Nanoparticles. Dr. M S Roopashree introduced the speaker to the audience. The young students learned a lot about modern scientific approaches from these lectures.

The event concluded with a vow by the participants to nurture their scientific fervors. The Vote of Thanks for the occasion was proposed by Dr. Srilatha. Finally, Prof. M Shivashankar thanked one and all for their cooperation in successfully conducting the event. The eventful day ended on a happy note with all the participants taking home scientific memories with them.

International Conference on Machine Learning, Image Processing, Network Security and Data Sciences

A two-day International Conference on 'Machine Learning, Image Processing, Network Security and Data Sciences' is being organized by the Department of Computer Science and Engineering, National Institute of Technology, Hamirpur during December 21-22, 2023. The event will bring together researchers, experts, and practitioners from different fields to share their knowledge, insights, and experiences on the latest advancements and innovations in these domains. It aims to provide a platform for interdisciplinary collaborations and foster a vibrant community of researchers and practitioners in these areas. The event may provide an excellent opportunity for the participants to learn from each other, network, and collaborate on new research projects. The Tracks of the Event are:

Machine Learning and Computational Intelligence

- Theoretical Computer Science.
- Artificial Intelligence.

- Pattern recognition.
- Computer Graphics.
- Virtual Reality.
- Distributed and Cloud Computing
- Signal Processing Software Architecture Soft Computing.
- Grid and Cluster Computing.
- Evolutionary Algorithms.
- Ubiquitous Computing.
- Parallel and Distributed Networks.
- Perceptual Computing, and Related Topics.
- Learning Using Ensemble and Boosting Strategies.
- Active Machine Learning.
- Manifold Learning.
- Fuzzy Learning.
- Kernel-based Learning.
- Genetic Learning.

Data Sciences and Big Data

- Big Data Management.
- Platforms and Technologies for Big Data.
- Data Retrieval.
- Big Data Storage Techniques.
- Data Mining and Warehouse.
- Data Visualization.
- Modelling Structure and Storage of Big Data.
- Scalability and Portability Issues of Big Data.
- Big Data Recommender Systems.
- Digital Forensics.
- Parallel Processing of Big Data.
- Distributed Access of Big Data.
- Applications of Big Data and Related Topics.
- Web Mining.
- Social Network Analysis.
- Text Mining.
- Sentiment Analysis.
- Algorithms.
- Novel Theoretical Models.
- Novel Computational Models.
- Data and Information Quality.
- Data Integration and Fusion.

Image Processing and Computer Vision

- Watermarking Methods and Protection.
- Wavelet Methods.
- Image Data Structures and Databases.
- Multi-resolution Imaging Techniques.
- Multimedia Systems and Applications.
- Novel Image Processing Applications.
- Camera Networks and Vision.
- Cognitive and Biologically Inspired Vision.
- Active and Robot Vision.
- Fuzzy and Neural Techniques in Vision.
- Medical Image and Video Analysis.
- Color and Multispectral Processing.
- Computational Imaging.
- Video Processing and Analytics.
- Visual Quality Assessment.
- Deep learning for Images and Video.
- Human Activity Recognition.
- Software Tools for Imaging.
- 3D Imaging.

Network and Cyber Security

- Network Performance Analysis.
- Human Factors in Security and Privacy.
- Security and Privacy in Ad hoc Networks.
- Security and Privacy in E-services.
- Security and Privacy in Grid Computing.
- Security and Privacy in Mobile Systems.
- Cyber Risk and Vulnerability Assessment.
- Cyber-crime and Warfare.
- Insider Threat Detection and Prevention.
- Critical Infrastructure Protection.
- Intrusion Detection and Prevention.
- Botnet Detection and Mitigation.
- Visual Analytics for Cyber Security.
- Security and Privacy in Social Network.
- Machine Learning for Biometric Security and Privacy.
- Security and Privacy in Wireless Sensor Networks.
- Security and Privacy in Pervasive Computing.

For further details, contact Organising Secretary, Department of Computer Science and Engineering, National Institute of Technology, Hamirpur, Himachal Pradesh-177005, E-mail: *mind2023@nith.ac.in*. For updates, log on to: *www.nith.ac.in*

International Conference on Law and Social Transformation

The one-day International Conference on 'Law and Social Transformation' is being organised by the Alliance School of Law, Alliance University,

Bengaluru on September 09, 2023. The Faculty Members, Judicial Officers, Advocates, Research Scholars, and Students, among others, may participate in the event.

Law plays an important role in social transformation by having a direct impact on society. It has always been looked at- as one of the important instruments that can bring about social change. Thus, social transformation is the modification of the way people work. As a result, social transformation entails changes in people's working habits. Changes in technology, demography, competitiveness, conflict, ideology, political life, economic policy, and legal principles are all variables that contribute to social transformation. In an endeavour to promote excellence in legal research, the Alliance School of Law organizes an International Conference on Law and Social Transformation every year.

- Artificial Intelligence, Ethics, and Social Transformation.
- Arbitration and Conflict Resolution.
- Banking and Digital Inclusions.
- Challenges in Legal Education.
- Changing Dynamics of the International Legal Order.
- Children and Law.
- Corporate Governance and Emerging Issues.
- Criminal Justice and Human Rights.
- Democracy and Judicial Activism.
- Environment and Sustainable Development.
- Gender Justice.
- IP Rights in the Changing World.
- Social Justice and Constitution.

For further details, contact Coordinator, Dr. Rashmi K S Associate Professor, Alliance School of Law, Alliance University, Central Campus, Chikkahagade Cross, Anekal, Bengaluru–562 106 (Karnataka), Mobile Number: 094483 55047, E-mail: *icls@alliance. edu.in.* For updates, log on to: *www.alliance.edu.in/ icls2023/*

AIU News

Faculty Development Programme on Leveraging Open Educational Resources

A nine-day Faculty Development Programme on 'Leveraging Open Educational Resources for Effective Teaching-learning' was organised by the Association of Indian Universities (AIU)─Academic and Administrative Development Centre (AADC) and Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, Tamil Nadu during December 09-17, 2022. About fifty-six participants from various Higher Educational Institutions (HEIs) attended the programme in blended mode.

Dr. V Bharthi Harishankar, Vice Chancellor of the Institute welcomed the gathering and highlighted the vision and mission of the canter and the ambitious goal of the institute in upskilling the human resources of the higher education system. Dr. Harishankar also spoke about the focus of the event, following the welcome address, Prof. S P Thyagarajan, Chancellor of the Institute presented his presidential remarks and spoke about the role of teachers from the *Gurukula* period till date. Prof. Thyagarajan spoke about the significant

reforms envisioned in NEP-2020. He further assured Shri Ravindra Narayana Ravi, Hon'ble Governor of Tamil Nadu and Dr. Pankaj Mittal, Secretary General, AIU that the canter would work constantly to upgrade the quality of human resources of the higher education system.

Dr Pankaj Mittal opined that the NEP-2020 is the key to stimulating the aspirations of future generations. Dr. Mittal highlighted the differences in the teaching-learning scenario then and now and also discussed the importance of AI-based tools in teaching-learning. She also mentioned that teachers need to be prepared to teach not just in classes but also in front of the camera. She also stated that the new Academic Bank of Credit (ABC) would be helpful for the students to become meritorious by adding to their grades and credits when they complete courses from multiple universities. She insisted teachers stay updated and wished the center all success.

Shri Ravindra Narayana Ravi inaugurated the programme and submitted his homage to the founder, Dr. Avanishilingam Ayya, and spoke about

his contributions to the nation and to women's empowerment. Further, Hon'ble Governor spoke of the drawbacks of the post-British education system and highlighted the positives of the National Educational Policy-2020 and mentioned that it is a policy for the new *Bharath* as dreamt by Swami Vivekananda. He stated the importance of updating knowledge in the emerging areas of Artificial Intelligence (AI) and Virtual Reality. Hon'ble Governor further stated that the center would be working towards creating the right kind of ecosystem, teachers, and learning materials and wished the center to stay updated about happenings across the world.

Hon'ble Governor cited examples of the legacy of the country in the past and quoted from the Hon'ble Prime Minister's Independence Day speech about total decolonisation of our minds and pride in our heritage. Hon'ble Governor also insisted the center impart a sense of pride about the country alongside imparting the latest technologies and knowledge. He told that each one of us should collectively contribute towards making *Bharath* self-reliant, fully-developed by 2047 and wished all success to the institute.

Dr. Krishnan, initiated his session by insisting on the importance of integrating teaching and learning with the learners' environments. He emphasised that NEP-2020 recommendations such as revamping the curriculum, pedagogy, and assessment should be focused to promote the critical thinking of the learners. The speaker remarked that learning management systems like Moodle and Canvas offer integration options for OER, allowing seamless incorporation into existing courses. The various steps required for effective online teaching were also discussed and highlighted by the speaker. Finally, he concluded as technology continues to evolve, the development and sharing of OER will become more accessible, allowing educators and learners to contribute to a global pool of knowledge. Collaboration and partnerships between educational institutions, governments, and content creators will be crucial in fostering the growth of OER and realizing its potential to democratize education worldwide.

The next session was about Open Educational Resources by Dr. Murugan, Former Registrar, Tamil Nadu Open University, Chennai. He explained the paradigm shift of Tyranny vs. Democratic Education through OE, OER, OCW and OA. He stated that learning is not only information dissemination, but to infuse the critical thought process. He clearly explained the benefits of OER such as a large amount of data that is easily accessible during flexible timings and also provided self-paced learning which elevates lifelong learning. Though it has all the pros there are some challenges like social, economic, and legal issues which could be manageable in due course. Finally, he concluded that learning is not linear it is spiral. The speaker insisted that the syllabus has to be contemporary, relevant, and usable.

Dr. Ram Ganesh, Bharathidasan University, Tiruchirappalli, Tamil Nadu spoke on 'Leveraging OER for Achieving Educational Goals'. He facilitated the participants by stating the paradigm shift from the brick classroom to the click classroom. He also added that the teachers are digital immigrants and they need to handle the students of digital natives. To bridge this gap, he insisted the teachers to adopt cybergogy/ webagogy. He further insisted teachers to understand the difference between equity and equality. He also insisted on the importance of collaborative teaching through personalized learning where equity vs. equality in order to cater to the needs of the student's caliber. Speaker insisted that India is lacking in innovation and he shared a survey stating that China and US are far ahead in innovation when compared to us and they are contributing to more patents filed. He also stated that teachers can create OER interestingly and creatively using websites like Pixabay.com, Splash Images, *www. freeimages.com*. He also facilitated the audience about values, initiatives, and the features of OERs.

Ms Kirthi Seth, Nascom handled the session on 'Online Education'. She insisted the participants to design strong pedagogy which will simulate the needs of the students. She also stated that project based-learning encouraged the students to develop their self-paced learning. She said that digital platforms increased the visibility of individuals around the globe. The session narrated the different perspectives of the NEP-2020 and the OERs.

The next session was followed by Prof. S P Thiyagarajan, Chancellor of the Institute. He facilitated the participants on 'NEP-2020: Online and Digital Perspectives'. In NEP-2020, the main focus was the development of higher education institutions all over the world. The speaker highlighted the evolution of higher education institutions. Initially, it started as higher educational institutions 1.0, then modern education institutions 2.0, postmodern higher education 3.0 institution and finally higher education institutions 4.0. During his session, participants were educated that the NEP-2020 has a special focus on online and distance education. In addition, he said

that the policy envisions multidisciplinary, holistic undergraduate education with flexible curricula, creative combinations of subjects, and multiple entry and exit points with appropriate certification. The speaker also emphasised on 'Significance of Teaching Pedagogy and Methodology'. Then he explained the national educational technology forum, operational methodology, thrust of technological intervention, adoption of emerging technology, etc. in detail. The session provided a different perspective on the NEP-2020 and its importance.

Dr. V Barathi Harishankar, Vice Chancellor facilitated the participants by narrating the importance and the basics of OER during her session. Further, the difference between Direct Resources and Open Educational Resources and the usability of OERs was explained clearly. During the interaction, the speaker highlighted the characteristics of OER.

Further, the next session was a hands-on training on 'Creating OER'. The Resource Person gave a group activity to the participants. They were given a pack of 36 cards. Each card highlighted the aspects of OER. This specific task was to analyze the purpose, various funding models, prevailing technology, and resources available and to discuss major concerns regarding OER. Each group presented their ideas and opinions regarding OER and what is their plan for the creation of OER content. The participants discussed the qualities and attributes that OER should possess, including factors such as flexibility, interoperability, adaptability, universal design, and reliability. Participants shared their ideas and the resource person is well-engaged with the interactive session of delivering idea accumulation. The discussions emphasized the need to decide on an appropriate license that allows others to use, modify, and share OER content while still giving proper attribution to the creator. They also discussed about sustaining and improving OER by continuously updating and refining the content based on feedback and usage data. Collaborating with others and seeking input from educators can also be beneficial.

Dr. V Barathi Harishankar, Vice Chancellor handled the session on 'OER as a Collaborative Teaching Learning'. She stated that the OERs must contain self-learning study materials with simple definitions in order to facilitate the learners. Even though this type of OERs have some challenges like quality issue, lack of human interaction, language/cultural barriers, technical cliché, IPR concerns and sustainability issues, it certainly facilitates the learners through expanded access to learning scalability, enhancement of regular course content, quick circulation, less expense for the learners.

The Resource Person, Dr. G Mythili, Additional Director, Indira Gandhi National Open University, New Delhi facilitated the participants on 'How to Use OER in Our Teaching and Learning Process'? She started the presentation by briefing the concept of OER, where the teachers can enhance themselves. She vividly explained how to adapt, reuse, and share online materials ethically. Participants were educated about the 5Rs, attributions, creative commons, types of OERs, citations, etc. Further, the speaker briefed the participants on 'Licensing and Copyrights'. She also educated the participants that the OER content can create through Power Point Presentation, Windows Media Player, Audacity, Flash Player, Course Lab, etc. Further, Dr. Mythili insisted that a learning management system has to be created effectively by blending all three modes – open and distance, face-to-face and online.

Dr. S Kowsalya, Registrar, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, Tamil Nadu shared her experience with e-PG Pathshala – an initiative of the MoE under its National Mission on Education through ICT (NME-ICT) being executed by the University Grants Commission, New Delhi. She stated that it has high-quality interactive content across all disciplines. Every subject had a team of principal investigators, paper coordinators, content writers, content reviewers, language editors and the multimedia team which supports the facilitators to configure the content in a proper way.

It was followed by Dr. G Padmavathi, Dean, School of Physical Sciences and Computational Sciences on 'My Experiment and Experience with MOOCs'. She stated that the content and the learning materials should be learners centered, which enhances the students' self–learning attitude. She added that this kind of massive open online courses helps the teachers to refine and rethink their own content and also increases the visibility of the teacher where it paves way for the professional development, etc.

Dr. Chitramani, Dean, School of Commerce and Management explained the importance of content creation right from the story board, script writing, etc. She stated that one can create interesting content even with the help of GIF images. While creating the audio files, she insisted the participants to concentrate more on the quality of the recording.

Finally, the session was paired by Dr.T K S Lakshmipriya, Head, Department of Printing Technology, School of Engineering. She shared some of their students' work on OER creation and also explained how to get the creative common license and the attributions. Overall, the experience-sharing session gave confidence to the participants to transform themselves into tech-savvy.

Dr. Ishan Abeywardena, Associate Director, Systems, Centre for Extended Learning, University of Waterloo, Canada facilitated the participants on 'Open Extended Reality for Education Framework'. Dr. Ishan started the discussion with browser-based Virtual Reality (VR) and Augmented Reality (AR) experiences which can be accessed through standard web browsers, avoiding the need for specialized equipment or expensive hardware. These open technologies allow students to engage with VR simulations and AR experiences on devices such as tablets and smartphones. This accessibility makes it feasible for educational institutions with limited resources to integrate VR and AR into their curriculum. The speaker highlighted the integration of browser-based VR and AR projects with LMS platforms. Dr. Abeywardena also discussed the concept of mixed reality, where virtual reality and augmented reality are combined. This combined mode allows students to interact with virtual objects within their real-world surroundings progressing the learning experience and providing a deeper level of engagement. The importance of institutional policies to support the use of Extended Reality (XR) technologies in education was also stressed. The session gave an idea of the potential of browser-based virtual reality and augmented reality for education.

Participants were given hands-on training in creating their OER in their own field of interest. They were instructed to follow all the aspects of OER including licensing. Actually, the hands-on training session kindled the interest and curiosity of the participants.

The Resource Person, Dr. R Samyukta started her discussion with an overview of the short-term capacity-building programme on Open Educational Resources (OERs) for Effective Teaching and Learning'. Dr. Samyukta mainly focused on the significant changes in infrastructure, storage mediums, collection content, teaching methodologies, and skilled professionals over the past four decades. From the use of magnetic tapes and punched cards to the digital era, technology has transformed the way information is stored, accessed, and shared. In the adaptation to new environments strategy, the resource person emphasized the need to adapt to evolving technologies and environments. The speaker shared examples of her experiences, such as transitioning from receiving emails in the library to facilitating internet connectivity for faculty and staff. She mentioned conducting workshops and providing information sessions to help faculty and students understand new storage mediums, such as CDs, and later, the shift to cloud storage and PDF formats.

In the session, there was a tutorial video session of Mr. Patrick Winston on 'How to speak'? which is suggested by Dr. Mangala Sundara Krishnan, Professor of Chemistry, IIT Madras. The talk was intended to improve one's speaking ability in critical situations by teaching a few empirical rules. In that video, Winston framed a structure of talk /rules of engagement. He vividly narrated how to handle the tools, and information in a proper way. He also explained the way of conclusion that should be impressed the audience.

The Vice Chancellor, Dr. V Barathi Harishankar chaired the session on 'OER'. The participants enthusiastically presented their OER presentations. The Chairperson observed all the presentations and gave valuable feedback for better improvement. It was a wonderful experience for all the participants.

Dr. Vasudha Kamat was the Chief Guest for the Valedictory Session. During the session, the resource person discussed the National Education Policy and its focus on five pillars: success, equity, quality, affordability, and accountability. The policy aims to promote flexible, high-quality higher education that is learner-centered. Open Education Resources (OER) play a significant role in this context, as they utilize digital technologies to make learning accessible, abundant, and customizable for all. The speaker also discussed the support framework for higher education institutions, which involves ten dimensions, including access, content, pedagogy, recognition of prior learning, collaboration with others, research, technology, leadership, quality, and assessment. The speaker emphasized the point that being open to sharing and trusting others is essential for fostering collaboration and innovation in education. Reflective practice and peer review are also highlighted as ways to assess the quality of educational resources and ensure their authenticity and usefulness. The eminent resource person emphasized the need for greater awareness and adoption of open education resources and pedagogy while also highlighting the importance of accessibility and capacity building for educators to ensure that open education initiatives benefit all learners. ❑

STUDENT COLUMN

Embrace the Well-being of Research Scholars: What Universities Must Do?

Pabitra Saha*

Mental health is an important component of subjective well-being and a risk factor for future physical health and lifespan. A variety of individual choices, behaviors, and results are influenced and driven by mental health (World Happiness Report, 2023). According to the report, India ranks 126th out of 136 countries, making it one of the world's least happiest countries. It even falls below nearby countries such as Nepal, China, Bangladesh, and Sri Lanka. Afghanistan is at the very bottom of the list. The World Happiness Report 2023 considers six major criteria: social support, income, health, independence, generosity, and lack of corruption. Finland has been named the world's happiest country. The question is, why does India lag behind this rank? I have come across so many universities and felt that I should write about such strategies for research scholars' or students' psychological well-being.

Accepting research scholars' well-being in India is critical for their personal development, academic performance, and overall contribution to the nation's research landscape. Here are some suggestions for enhancing the well-being of research scholars.

Foster a Supportive and Inclusive Culture

Each university and research institute must foster a supportive culture by encouraging open communication, inclusion, and diversity appreciation. This can contribute to the creation of an environment in which scholars feel respected and supported. Each university must promote constructive communication through cognitive reconstruction among students and professors on campus. Within the academic community, the universities or institutes must promote a supportive and inclusive environment and encourage Ph.D. scholars and faculty members to collaborate, mentor one another, and form constructive relationships.

Implement Mentorship Programmes

Mentorship programmes that match research scholars with experienced faculty members or senior

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researchers should be implemented. Mentors can provide direction, advice, and emotional support to scholars, assisting them in navigating problems and making educated decisions. Adding, the events for the students and day planning must be there where the students and faculties will be engaged and that will be productive in nature. "Teaching is the expediting of learning. Students learn without teaching, but the teacher arranges conditions under which they learn more rapidly and effectively," (B.F. Skinner). So, the universities must empower the faculties to help the students in the teaching and learning process.

Provide Enough Resources and Infrastructure

Make certain that research scholars have access to the resources they require, such as libraries, laboratories, equipment, and financing possibilities. This can help them with their research and save undue tension and frustration. Importantly, investments and financial planning are much more crucial when we are talking about survival and our own well-being. Importantly, communication lines are open between Ph.D. scholars and their supervisors. Regular feedback meetings can assist in addressing issues quickly, setting clear expectations, and providing direction for progress.

Provide Training and Professional Development

Each university must conduct workshops, seminars, and training sessions to help research scholars improve their skills in areas including literature evaluation, data analysis, scientific writing, and presentation skills. Every university or institute must organize conferences, symposiums, and research forums to foster collaboration and networking among researchers. These platforms can assist scholars in exchanging ideas, gaining publicity, and establishing crucial relationships within their academic community. This can raise their confidence and improve the quality of their studies because creating platforms for collaboration and networking is crucial for the researchers.

Promote Work-Life Balance

Each university or institute must educate scholars

on the need for a good work-life balance. The university must encourage breaks, leisure time, and participation in hobbies or recreational activities. Universities can also offer support services such as counseling, yoga, and meditation classes. Here, a university or institute must introduce such hobbies as cycling, dancing, singing, writing, playing, and so on, where the students can channel their energy and feel relaxed and focused on their work. I believe that taking out time to do something fun every day and most days is important instead of sitting in the library and cabin every time or for the whole day. Again, the university or institute must encourage researchers to strike a healthy work-life balance by balancing work, personal life, and self-care. Encourage them to set limits, prioritize their health, and take breaks as needed.

Promote Mental Health Services

Every university or institute must make mental health a priority by offering counseling services and creating a welcoming environment that encourages students to seek professional help when necessary. Increase mental health resource awareness and de-stigmatize mental health talks. The universities or institutes must make it possible for Ph.D. scholars to collaborate with peers and researchers outside their immediate research group. This can help to build a supportive network, present other perspectives, and improve general well-being. I believe that love and knowledge are the best weapons to change society, and these are the best weapons for the well-being of any researcher from the faculties on campus. "The good life is one inspired by love and guided by knowledge" (Bertrand Russell).

Once Herbert Spencer said, "Every man has the freedom to do all that he wills, provided it infringes not the equal freedom of any other man', that means everybody has the autonomy to live with and the universities must promote the idea of academic freedom with academic support."

Recognize and Appreciate Accomplishments

The university or institute must recognize and applaud the achievements of research scholars. This can involve honoring research papers, conference presentations, funding obtained, or other significant achievements. Positive reinforcement has been shown to increase morale and motivation. A rewarding or positive outcome will make the association stronger, whereas a punishing or negative consequence will make the association weaker (E.L. Thorndike).

It is critical for universities, research organizations, and policymakers to work together to build an ecosystem in India that prioritizes the well-being of research academics. By doing so, India can raise a generation of contented, fulfilled, and productive scholars who will make substantial contributions to the progress of knowledge and innovation.

As a research scholar, I feel that the following strategies will be helpful for the academic journey and the well-being of academicians:

1. Making small goals for the day is crucial while we are in academia.

2. Meaningful relationships should be maintained among peers and faculty.

3. Having a fixed time for sleeping and waking up will increase stamina and make the day productive.

4. Working out should be a priority every day because of a healthy body and a healthy mind.

5. Every week, taking out time to help others academically, financially, and in other ways is crucial because we personally experience that when we help others, I feel strong mentally and emotionally.

6. Taking out time to make hobbies for every day and practice it (Reading 10 pages every morning, watching TEDx talks, writing self-reflections note before sleeping, walking 2 km, and so on)

7. Our food choices must include bananas, lemons, oranges, dry fruits, and so on.

8. We must meditate for 10 minutes to think about ourselves and our day plan.

9. Regular mindful walks with nature are much more important while nature is the only way to protect us from various things.

10. Accountability towards the research or being accountable to the supervisor or anyone is much more crucial for our academic as well as personal development.

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THESES OF THE MONTH

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

Biological Sciences

Biotechnology

1. Hemalatha, J. **Studies on the role of endophytic fungi in biogenesis of Cymbopogon martini (Roxb) essential oil**. (Dr. K. J. Thara Saraswathi), Department of Biotechnology, Bangalore University, Bangalore.

Botany

1. Ashwini. **Micropropagation and phytochemical analysis of Ichnocarpus frutescens (L) R. BR**. (Dr. L Rajanna), Department of Botany, Bangalore University, Bangalore.

Microbiology

1. Rajeshwari, T. **Isolation, identification and bioactive potential of endophytic fungi from selected aromatic plants of Karnataka (Bhadra Wildlife Sanctuary)**. (Dr. C. Srinivas), Department of Microbiology, Bangalore University, Bangalore.

Zoology

1. Anil, G B. **Diversity and distribution of stingless bees, tetragonula species (Hymenoptera: Apidae) in Dakshina Kannada District of Karnataka**. (Dr. M S Reddy), Department of Zoology, Bangalore University, Bangalore.

2. Basavadarshan, A V. **Surveillance and management of field rodents in organic cropping system**. (Dr. M Ramachandra Mohan), Department of Zoology, Bangalore University, Bangalore.

3. Mahato, Ruma. **Investigation of unsteady MHD Casson fluid flow problems with heat and mass transfer**. (Dr. Mrutyunjay Das), Department of Zoology, Kalinga Institute of Industrial Technology, Bhubaneswar.

4. Prashanth, G P. **Tritropic interactions of the citrus mealybug, *Planococcus citri* (Risso) (Homoptera: Pseudococcidae), mealybug attendant ant species (Hymenoptera: Formicidae) and the predators, *Spalgis epius* (Westwood) (Lepidoptera: Lycaenidae) and *Cryptolaemus montrouzieri* (Mulsant) (Coleptera: Coccinellidae).** (Dr. M G Venkatesha), Department of Zoology, Bangalore University, Bangalore.

5. Ramesh, P L. **Effects of cadmium chloride on liver and gonads in the fresh water fish Channa Punctatus**. (Dr. M Ramachandra Mohan), Department of Zoology, Bangalore University, Bangalore.

6. Sharief, Rizwan. **Influence of cold-stress on gestational diabetes in rats: An assessment of neurochemical and behavioural perturbations**. (Dr. P Mahaboob Basha), Department of Zoology, Bangalore University, Bangalore.

EARTH SYSTEM SCIENCES

Environmental Science

1. Ravishankar, S S. **Land use and carbon stock dynamics in Western Ghats forests of Karnataka**. (Dr. B C Nagaraja), Department of Environmental Science, Bangalore University, Bangalore.

2. Sharma, Uttkarshni. **Metal-organic framework based polymeric nanocomposite membranes for enhanced separation performances**. (Prof. Saravanan Pichiah), Department of Environmental Science & Engineering, Indian Institute of Technology, Dhanbad.

3. Sivodia, Charulata. **Degradation of anticancer drug cytarabine through electrochemical and electro-Fenton oxidation process**. (Prof. Alok Sinha), Department of Environmental Science & Engineering, Indian Institute of Technology, Dhanbad.

Geology

1. Pant, Neeraj. **Morphotectonics and water source attributes of Alaknanda River in and around Vishnuprayag, Garhwal Himalaya, India**. (Prof. R K Dubey), Department of Applied Geology, Indian Institute of Technology, Dhanbad.

2. Mohan, B R. **Hydrogeological studies of Doddahalla Watershed, Chikmagalur District Vedavati River sub-basin using remote sensing and GIS Karnataka, India**. (Dr. P C Nagesh), Department of Geology, Bangalore University, Bangalore.

Geophysics

1. Gupta, S Vishal. **Site-specific seismic hazard study of the Kashmir Basin, Northwest Himalaya**. (Prof. P.K.Khan), Department of Applied Geophysics, Indian Institute of Technology, Dhanbad.

2. Saurabh. **Integrated approach for geophysical investigation within the coal and bauxite mines in parts of the Eastern India**. (Prof. Sanjit Kr Pal), Department of Applied Geophysics, Indian Institute of Technology, Dhanbad.

ENGINEERING SCIENCES

Civil Engineering

1. Achutha, H G. **Finite element analysis to identify the influence of masonry Infill RC frames under dynamic loading**. (Dr. Chethan K), Department of Civil Engineering, Bangalore University, Bangalore.

2. Manjunatha, L. **Strengthening of RC compression members using precast segments enabled shape modification and CFRP wrapping**. (Dr.H Sharada Bai), Department of Civil Engineering, Bangalore University, Bangalore.

3. Parvez, Mohammed Badiuddin. **Mapping and spatial analysis of land and crop suitability for sustainable irrigation and watershed management**. (Dr. M Inayathulla), Department of Civil Engineering, Bangalore University, Bangalore.

4. Rajesh, K S. **Lateral load resistance of various deep foundation elements**. (Dr. K V S B Raju), Department of Civil Engineering, Bangalore University, Bangalore.

5. Sandeep Kumar, D S. **Experimental and optimization studies on bagasse ash based sustainable concrete**. (Dr. Chethan K), Department of Civil Engineering, Bangalore University, Bangalore.

Computer Science & Engineering

1. Karri, Meghana. **Biomedical image and signal analysis for disease diagnosis using deep learning algorithms**. (Prof. A Chandra Sekhara Rao), Department of Computer Science & Engineering, Indian Institute of Technology, Dhanbad.

2. Padmashree, M G. **Efficient algorithms for secure data communication in Internet of Things**. (Dr. Arunalatha J S), Department of Computer Science & Engineering, Bangalore University, Bangalore.

3. Ramesh, G. **Efficient techniques for recognition of offline Kannada language handwritten documents**. (Dr. Champa H N), Department of Computer Science & Engineering, Bangalore University, Bangalore.

Electrical & Electronics Engineering

1. Biswal, Saubhagya Ranjan. **Optimal placement and sizing of compensation devices in radial distribution system**. (Prof. Gauri Shankar), Department of Electrical Engineering, Indian Institute of Technology, Dhanbad.

2. Rahaman, Syed Enamur. **Consideration of physical effects in analysis of harmonically tuned power amplifier to improve its theory and design**. (Prof. Santanu Dwari), Department of Electronics Engineering, Indian Institute of Technology, Dhanbad.

3. Ravichandra Kumar, M P. **Impact of agricultural programmes on farmers in Karnataka: A comparative study of DD Chandana and News 18 Kannada**. (Dr. T Sripathy), Department of Electronic Media, Bangalore University, Bangalore.

Electronics & Communication Engineering

1. Divya, A. **Design of reliable and efficient algorithms for face recognition and person re-identification**. (Dr. K B Raja), Department of Electronics & Communication Engineering, Bangalore University, Bangalore.

2. Nuthakki, Ramesh. **Enhancement of speech intelligibility in adverse conditions using various techniques**. (Dr. A Sreenivasa Murthy), Department of Electronics & Communication Engineering, Bangalore University, Bangalore.

3. Shantala. **Analysis and mitigation of conducted and rediated EMI from switch mode power supplies**. (Dr. M L Sudheer), Department of Electronics & Communication Engineering, Bangalore University, Bangalore.

4. Veeraprathap, V. **Performance evaluation of secure routing protocols for emergency healthcare**. (Dr. G Narendra Kumar), Department of Electronics & Communication Engineering, Bangalore University, Bangalore.

Fuel & Mineral Engineering

1. Sahu, Laxmikanta. **Reagent dependency of coal fines in release analysis and batch flotation**. (Prof. Sumantra Bhattacharya), Department of Fuel, Mineral & Metallurgical Engineering, Indian Institute of Technology, Dhanbad.

Mechanical Engineering

1. Prasad, Manjunath R. **Studies on microstructure and mechanical properties of Al-Si Mg alloy processed through additive manufacturing**. (Dr. U N Kempaiah), Department of Mechanical Engineering, Bangalore University, Bangalore.

2. Singh, Sachidanand. **Experimental and computational analysis of buckling effects on polymer matrix composites micro wind turbine blades**. (Hanumantha Raju H G), Department of Mechanical Engineering, Bangalore University, Bangalore.

3. Chaturvedi, K C. **Development of experimental and simulation techniques for impact behaviour of hybrid composites**. (Dr. H C Chittappa), Department of Mechanical Engineering, Bangalore University, Bangalore.

4. Hemanth, B. **Development of PMC and determination of IT's characteristics to be used as implant for ankle replacement surgery**. (Dr. Hanumantharaju H G), Department of Mechanical Engineering, Bangalore University, Bangalore.

5. Jose, Anil. **Development and analysis of design parameters on spark plug performance**. (Dr. G Harish),

Department of Mechanical Engineering, Bangalore University, Bangalore.

6. Puttaraju, D G. **Development and characterization of fiber reinforced polymer matrix composite micro wind turbine blades for torsional loads**. (Dr. Hanumantha Raju HG), Department of Mechanical Engineering, Bangalore University, Bangalore.

7. Singh, Baij Nath. **Investigation of vibroacoustic response characteristics of functionally graded plates**. (Prof. Rabindra Nath Hota), Department of Mechanical Engineering, Indian Institute of Technology, Dhanbad.

8. Vijayavardhana, C. **Studies on influence of welding parameters on weldability of aluminium alloy 7075 based metal matrix composites**. (Dr. H N Vidyasagar), Department of Mechanical Engineering, Bangalore University, Bangalore.

Mining Engineering

1. Srikanth, Banda. **Development of ultrasonic sensor-based integrated roof convergence monitoring system for improving mine safety**. (Dr. Hemant Kumar), Department of Mining Engineering, Indian Institute of Technology, Dhanbad.

MATHEMATICAL SCIENCES

Mathematics

1. Asha, T V. **Some studies on topological indices and its related topics in graph theory**. (Dr. B Chaluvaraju), Department of Mathematics, Bangalore University, Bangalore.

2. Vidya, T. **Some studies on domination and neighborhood related parameter in graphs**. (Dr. B. Chaluvaraju), Department of Mathematics, Bangalore University, Bangalore.

Statistics

1. Nadayil, Deenu. **Bayesian estimation in some single server queuing systems**. (Dr. V Srinivas), Department of Statistics, Bangalore University, Bangalore.

PHYSICAL SCIENCES

Chemistry

1. Kavitha, V. **Nordstrandite derived layered double hydroxides: Synthesis and structural studies**. (Dr. Grace S Thomas), Department of Chemistry, Bangalore University, Bangalore.

2. Khan, Mohammed Imran. **Synthetic studies on nitrogen, phosphrous and sulphur containing organic compounds**. (Dr. K Shivashankar), Department of Chemistry, Bangalore University, Bangalore.

3. Manasa, P. **Synthesis and characterization of peptidic foldamers for structural understanding and**

functional attributes. (Dr. Bishwajit Paul), Department of Chemistry, Bangalore University, Bangalore.

Physics

1. Bhavana, H V. **Study of dielectric and magnetoelectric properties of CuCoFe204: PZT composites**. (Dr. S S Bellad), Department of Physics, Bangalore University, Bangalore.

2. Fatima, Naseem. **Non-linear optical and photoluminescence studies of certain rare-earth doped glasses containing silver nanoparticles**. (Dr. Y F Nadaf), Department of Physics, Bangalore University, Bangalore.

3. Iyengar, Shruthi S. **Magnetic probes in optical tweezers as tools to study soft and living matter**. (Dr. Sarbari Bhattacharya), Department of Physics, Bangalore University, Bangalore.

4. Nafees Uddin. **Electron scattering studies on environmentally sensitive molecules**. (Prof.Bobby K Antony), Department of Physics, Indian Institute of Technology, Dhanbad.

5. Sheikh Sabira Begum. **Synthesis and characterization of NiCuFe2O4:PZT laminated magneto electric composites**. (Dr. S S Bellad), Department of Physics, Bangalore University, Bangalore. ❑

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NO: SPC/135/TSN/2023-24

Applications are invited from eligible candidates to the following Assistant Professor posts in St. Paul's College, Kalamassery against permanent vacancies. 2 vacancies are reserved for persons with benchmark disabilities mentioned in clause 34 of The Rights of Persons with Disability Act 2016 and G.O. (MS) No. 279/2022/HEDN. dt: 05/06/2022. Application form can be downloaded from the college website (www.stpauls.ac.in) on an online payment of Rs. 2000/-.

Subject	No. of Posts	Open Quota	Community Quota	Person with Disability Quota
English	3	1	1	1 Blindness and Low vision
Statistics	1	-	-	1 Deaf and hard of hearing
Hindi	1	-	1	-
Malayalam	1	1	-	-
Commerce	3	1	2	-
Physics	1	1	-	-
Chemistry	1	-	1	-

Community Quota is reserved for candidates belonging to Latin Catholic community only.

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EOI for Empanelment of Advertising Agency(ies)

Expression of Interest (EOI) are invited for **empanelment of advertisement agency(ies)** for publishing of advertisement and other information of Central University of Haryana. Interested agency(ies) should deposit their duly completed form in all respect in Room No.110, Administrative Building of University before **1:00 pm of 23-08-2023.** The EOI will be opened at 3:00 pm on the same day.

EOI application form, terms, conditions and complete details of tender are available on the University website **www.cuh.ac.in**   **REGISTRAR**

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Online applications for the following Statutory Posts invited from eligible Indian national in the prescribed application form.

Sr. No	Advt. No.	Name of the Post	No. Of Posts	Category
1.	Estt/01/2023	Director, Board of Examinations and Evaluation	01	Isolated
2.	Estt/02/2023	Director of Innovation, Incubation and Linkages	01	Isolated

Detailed information about Qualifications, Experiences & submission of application etc. is made available on University Website. www.bamu.ac.in.
i) Last date for online submission of forms: 22-08-2023.
ii) Last date for receipt of application forms (Hard Copy) in the University office : 28-08-2023.   Sd/-
Date :- 31-07-2023.   **Registrar**

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SHIVRAJ COLLEGE OF ARTS, COMMERCE
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(Permanently Granted)

WANTED

Applications are invited from eligible candidates for the following post:

Sr. No.	Name of the Post/Subject	Subject wise Vacant Posts	Total Number of Vacant Posts	Total Reservation
A)	**Assistant Professor**			
1	Physics	01	02	OBC-01 and Open to All -01
2	English	01		

Note : For detailed information about post, qualification and other terms and Conditions Please visit University **website: www. unishivaji.acin.**

Place :
Date :

Principal	**Secretary,**	**Chairman,**
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Shramjivi Samaj Kalyan Mandal's

PUNYASHLOK AHILYADEVI HOLKAR MAHAVIDYALAYA, RANISAWARGAON

WANTED

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Sr. No.	Name of the post (Designation)	Number of posts	Reservation
01	Principal	01	Unreserved

Permission as per NOC No. JDHE Nanded/NOC/2019/29 Dt.20/06/2023.

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

Address for correspondence-
The Secretary, Shramjivi Samaj Kalyan Mandal, Hadolti
C/o- Punyashlok Ahilyadevi Holkar Mahavidyalaya,
Ranisawargaon Tq., Gangakhed Dist., Parbhani- 431536

Secretary
Shramjivi Samaj Kalyan Mandal, Hadolti

WANTED

Applications are invited for the post of **Assistant Professor** in Perspective in Education. Pedagogy subjects, Health & Physical Education and Performing Arts (B.Ed) to be filled in **Shri Sant Gadge Maharaj B.Ed College, Balsond, Hingoli (Permanent Non Granted).** Eligible candidates should submit their application along with the all necessary documents **within 15 days** from date of publication of this Advertisement by Registered Post only. The reserved category candidates should submit one copy of application to the Assistant Registrar, Special Cell, Swami Ramanand Teerth Marathwada University, Nanded.

Sr. No.	Position	No. of Post	Nature	Reservation
1	Assistant Professor Perspective in Education	04	Regular Post	Open - 04
2	Pedagogy subject (Language, Math, Science, Social Science)	05	Regular Post	SC - 01
3	Health & Physical Education	1 (Part time)	Part time	ST - 01
4	Performing Arts (Music Dance/Theatre) Fine Arts	1 (Part time)	Part time	N.T.(C) - 01 OBC - 03 EWS - 01

1) **Educational Qualification :-** As Per UGC & NCTE (2014 Rules) for Assistant Professor.
2) Educational Qualification for Asst. Professor and other posts should be checked on University **website www.srtmun.ac.in**

NOTE:
1) Prescribed application form is available on the university **Website (www.srtmun.ac.in)**
2) No.T.A/D.A will be paid to attend the interview.
3) Eligible candidates those who are already in services should submit their application through proper channel.
4) 3% Reservation for handicapped and 30% for woman candidates.
5) All attested Xerox Copies of certificates and other relevant document should be attached to the application form.

Address of Correspondence:
Secretary.
Shri Durgamata Bahuuddeshiya Krida and Shaikshanik Sanstha Chincholi-2
Shri Sant Gadge Maharaj B.ed College, Balsond, Hingoli Tq. Hingoli Dist. Hingoli Pin - 431513 Maharashtra Mo. 9850112041,9527668110.

Sd/-
Principal
Shri Sant Gadge Maharaj B.Ed College,
Balsond, HIngoli.

Shri. Vasantrao Banduji Patil Trust's
APPASAHEB BIRNALE COLLEGE OF PHARMACY, SANGLI
Sangli-Miraj Road, South Shivajinagar, Sangli
(0233) 2320062, 2324360 Fax - 2325677
(Affiliated to Shivaji University, Kolhapur)
(Non Grant)

WANTED

M. Pharmacy Section

Applications are invited from eligible candidates for the following posts:

Sr. No.	Name of Posts	Vacant Posts	Open Posts	Reserved Posts
A.	**Professor :**			
1.	Pharmaceutical Chemistry	01	01	--
2.	Pharmaceutics	01	01	--
3.	Quality Assurance	01	01	--
B.	**Associate Professor :**			
1.	Pharmaceutical Chemistry	01	01	--
2.	Pharmacology	01	01	--
3.	Pharmaceutics	01	01	--
4.	Quality Assurance	01	01	--

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

<table>
<tr><td>President
Shri. Vasantrao Banduji Patil Trust's
Sangli.</td><td>Principal
Appasaheb Birnale College of Pharmacy,
Sangli.</td></tr>
</table>

Place : Sangli
Date :

Shivai Shikshan Prasarak Mandal's, Sangola
Mahatma Phule College of Education, Sangola
Wasud Road, East Side Sangola Tal. Sangola, Dist. Solapur (Maharashtra)
(Affiliated to Punyashlok Ahilyadevi Holkar Solapur University)

WANTED

(Permanent Non –Grantable)

Applications are invited from eligible candidates for the following Permanent Non –Grantable Posts.

Sr. No	Subject/Designation	Total Vacant Posts	Reserved Category Posts
	Assistant Professor		SC – 01,
1	**Perspective in Education**	01	ST- 01,
			VJ(A) -01,
2	**Pedagogy Subject (Maths, Science, Language)**	03	OBC-01,
3	**Librarian**	01	EWS-01

Instructions:-
1. Open post is open to all, however candidates from any category can apply for the post.
2. Educational Qualification and other requirements are as prescribed by, the UGC Notification Dt. 18th July 2018, Govt. of Maharashtra Resolution No. Misc 2018/ C.R.56/18 UNI-1 dt. 8th March 2019 and University Circular No. PAHSUS/Estt/7th pay /2019/2285/ dtd. 25th March 2019.
3. 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.
4. Reserved candidates, who are domiciled out of Maharashtra State, will be treated as Open Category candidates.
5. Reserved candidates should also to send a copy of their application to the Deputy Registrar, Special Cell, Punyashlok Ahilyadevi Holkar Solapur University, Solapur.
6. Application received after the last date will not be considered. The College will not be responsible for postal delay, if any.
7. Reservation for PWD, Women and Disable persons will be as per the Govt. norms.
8. 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. 1064/2011/16B dated 12-12-2011.
9. Reserved category candidates (except SC/ST) shall produce Non-Creamy Layer Certificate at the time of interview.
10. Reservation for VJNT Categories is internally transferable.
11. Applicants who are in service must send their application through proper channel.
12. Applicants are required to account for breaks, if any, in their academic career.
13. T.A., D.A. will not be paid for attending the interview.
14. Applications with full details should reach through the channel President, Shivai Shikshan Prasarak Mandal's, Sangola to Principal, Mahatma Phule College Of Education, Sangola Wasud Road, East Side Sangola Tal – Sangola, Dist- Solapur 413307 **within 30 days** from the date of publication of this advertisement.
15. Incomplete applications will not be entertained.
16. All the Terms & Conditions are applicable as mentioned in the NOC letter No. 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.
17. 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.
18. 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.
19. This is University approved advertisement.

President
Shivai Shikshan Prasarak Mandal's, Sangola

MATSYODARI SHIKSHAN SANSTHA, JALNA

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

REQUIRED

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

Sr. No.	Name & Place of College	No. of Posts	Category
01	Arts, Commerce & Science College, Ankushnagar Tq. Ambad, Dist. Jalna.	06	01 - SC, 01 - VJA, 01 - OBC, 01 - EWS 02 - OPEN
02	Arts & Science College, Kumbhar, Pimpalgaon Tq. Ghansawangi, Dist. Jalna.		
03	Arts & Science College, Ranjani Tq. Ghansawangi, Dist. Jalna.		
04	Law College, Jalna, Tq. Dist. Jalna.		
05	B.P.Ed College, Jalna, Tq. Dist. Jalna.		
06	College Of MBA, Jalna, Tq. Dist. Jalna		

Terms & Conditions :

• Educational qualifications, Pay Scale, service conditions and recruitment for the above posts are as per norms of UGC, Dr. Babasaheb Ambedkar Marathwada University Aurangabad, Govt. of Maharashtra and Matsyodari Shikshan Sanstha's.

• The applications should be submitted to The Secretary, Matsyodari Shikshan Sanstha, Motibag, near railway over bridge, Jalna, Dist. Jalna. Pin - 431203.

• Candidates who are already in service should apply through proper channel.

Administrative Officer   **President**

Hindustani Education Society, Ausa
Azad Sr. College of Education (B.Ed.), Ausa
Tq. Ausa, Dist. Latur – 413520
(Minority status)

Applications are invited from eligible candidates for the following post in Azad Sr. College of Education (B.Ed.), Ausa (**Permanent Non-Granted**). Eligible candidates should submit their application with all necessary documents **within 15 days** from the date of publication of this advertisement to the Secretary, Hindustani Education Society, Afsar Nagar, Near Power House, Ausa Dist.: Latur (M.S.) Pin – 413520.

Sr. No.	Designation	No. of Posts	Reservation
01	**Principal**	01	Unreserved

Note :-

1. Educational Qualification and service conditions as per National Council for Teacher Education (NCTE) Regulation 2014. The Candidate shall possess the following qualification:

    i) Postgraduate Degree in Arts/Sciences/Social Sciences/humanities/Commerce with minimum 55% Marks.

    ii) M.Ed. with minimum 55 %.

    iii) Ph.D. in Education or in any pedagogic subject offered in the institution.

    iv) Ten years of Teaching experience in a secondary Teacher Education institution.

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

Salary & Allowance :- Pay Scale and service conditions as per the existing rules of U.G.C., Govt. of Maharashtra and Swami Ramanand Teerth Marathwada University, Nanded.

Note :-

1. Prescribed Application form is available on University **Website: (www.srtmun.ac.in).**
2. No TA/DA will be paid for attending interview.
3. Eligible candidates Those who are already in service should apply through proper channel.
4. Incomplete application will not be entertained.
5. All Attested Xerox Copies of certificates, other relevant documents should be attached with the application form.

Address of Correspondence-
Secretary,
Hindustani Education Society,
Near Power House, Ausa Dist.: Latur
Pin- 413520 Maharashtra

            Secretary   **President**
         Hindustani Education Society, Ausa Dist.: Latur

Matsyodari Shikshan Sanstha, Jalna

Motibag, Near Railway Over Bridge, Jalna-431203

REQUIRED

Applications are invited for the posts of Assistant Professor (UG & PG) at the colleges run by the sanstha on Permanent Non-Grant Basis. Eligible candidates should submit their applications along with all necessary documents **within 15 days** from the date of publication of this advertisement.

Name of the college	Subject	No. of Posts	Qualification	Reservation
Arts, Commerce & Science Colleges (UG & PG)	Marathi	03	M.A. B+, SET / NET / Ph.D.	S.C - 08 S.T - 11 VJA - 03 NTB - 04 NTC - 02 NTD - 03 SBC - 03 OBC - 24 EWS - 10 Open - 17
	Hindi	04		
	Urdu	02		
	English	08		
	History	02		
	Geography	02		
	Political Science	01		
	Public Administration	05		
	Psychology	04		
	Sociology	03		
	Economics	02		
	Home Science	01		
	Chemistry	01	M.Sc.B+, SET / NET / Ph.D.	
	Mathematics	02		
	Botany	01		
	Zoology	02		
	Computer Science	06		
	Commerce	04	M.Com B+, SET / NET / Ph.D	
	Computer Science (B.C.A. Science)	06	M.Sc. / M.C.A. Comp. Sci. B+, SET / NET / Ph.D.	
	Physical Education	04	M.P.Ed. B+, SET / NET / Ph.D.	
	Director of Phy.Edu & Sports	02		
	Librarian	05	M.Lib. B+, SET / NET / Ph.D.	
M.S.S.'s Law College	Law	07	LL.M. B+, SET / NET / Ph.D.	
M.S.S.'s College of Education	Education (Perspectives in Education)	03	M.A./M.Com./ M.Sc., M.Ed. B+, SET / NET / Ph.D.	
M.S.S.'s, College of Physical Education	Physical Education	01	M.P.Ed. B+, SET / NET / Ph.D.	
MSS's, College of Engineering & Technology, Nagewadi, Jalna. (MBA Department)	Assistant Professor	04	MBA., With Ist Class	
	Associate Professor	01	MBA.,Ph.D.	Open-01
	Professor	01	MBA., Ph.D.	Open-01

Terms & Conditions :

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

Administrative Officer   **President**

Shri Pandurang Pratishthan Pandharpur's.

Karmayogi Institute of Technology,

Gat. No. 124/125, Shelve, Tal. Pandharpur, Dist. Solapur.

Web: - www.karmayogcollege.ac.in **Contact No.** 8554006300 **Email ID:-**principalkec6326@gmail.com

Affiliated to Dr. Babasaheb Ambedkar Technological University, Lonere – 402103

--RECRUITMENT--

Applications are invited from eligible candidates for the following Permanent Non grantable positions:

B. Tech Engineering

Sr. No.	Subject/ Department.	Professor	Associate Professor	Assistant Professor
1	Civil Engineering	01	02	06
2	Computer Science & Engineering	01	02	04
3	Electronics & Telecommunication Engineering	01	02	02
4	Mechanical Engineering	01	03	04
5	Communication Skill	-	-	01
6	Engineering Physics	-	-	01
7	Engineering Mathematics	-	-	01
8	Engineering Chemistry	-	-	01
Total		**04**	**09**	**20**

The reservations for the above posts are as follows;

UG

Sr. No.	Designation	No. of Posts	S C	ST	VJ	NT B	NT C	NT D	SBC	EWS	OBC	OPEN
1	Professor	**04**	01				01					02
2	Associate Professor	**09**	01	01			01			01	02	03
3	Assistant Professor	**20**	04	03	01	00	02	00	00	03	07	00
Total		**33**										

Conditions:

1) Educational Qualifications, Experience, Pay Scale etc. applicable for the post is as per the norms specified by AICTE/PCI/COA, Govt. of Maharashtra & Dr. Babasaheb Ambedkar Technological University, Lonere, Dist. Raigad & as modified from time to time.

2) Those who are in service should apply through proper channel.

3) In case of the of Principal, the appointment is on tenure basic for a period of five years or date of superannuation, whichever may be earlier, and may be extended by one more year.

4) Application received after the last time will not be considered. The college will not responsible for any delay including postal delay, if any.

5) Incomplete applications or applications without the attested copies of supporting documents will not be entertained.

6) No. T.A, D.A. will be paid for attending the Interview.

7) The applications giving full particulars and attested copies of all the supporting documents should reach to the undersigned within 21 days from the date of publication of the advertisement.

Place: Shelve, Pandharpur.

Date: -Sd-   -Sd-

                       Secretary   Chairman

                    BC Cell DBATU   SPP

Apply in prescribed format available at.

https://karmayogicollege.ac.in/assets/lfm/files/7/Career/application_format_for_UGC.pdf

For any query contact 9421090805