Rs. 30.00
ISSN-0566-2257

UNIVERSITY NEWS

A Weekly Journal of Higher Education

Association of Indian Universities
Vol. 62 • No. 04 • January 22-28, 2024

S K Das and Prasamita Mohanty
Should Students' Attendance be the Part of Continuous Internal Assessment in Higher Education Institutions?

Chacko Jose P
Educational Roadmaps: Goal Setting Perspectives of Indian Higher Education Institutions Post-NEP–2020

Soorya Narayanan and M N Mohamedunni Alias Musthafa
Techno-emotive Pedagogy: The Nascent Curricular Paradigm for Visualising National Education Policy Envisioning

V S Chauhan
True Dimension of Education: A Balanced Combination of Secular and Spiritual Training
– Convocation Address

Antarjyami Mahala
PM-USHA: A Pathway to Realise the Vision of National Education Policy–2020 in Higher Education
– Student Column

Announcement
Special Issue of 'University News'

A **Special Number of the University News** on the theme ***'Higher Education@2047'*** is being brought out in the Month of March, 2024.

The **Special Issue** will cover the articles of eminent educationists on the afore-mentioned theme. Readers of the University News are also invited to contribute to the Special Number by submitting papers/articles on the above theme by **March 01, 2024**. The papers will be published in the Issue subject to the approval of the Editorial Committee of the University News. The contributions are invited on the following Subthemes:

Digital Transformation in Higher Education

- The Future of Credentialling: Digital badges, Micro-credentialing and Online Degree
- AI and Analytics in Higher Education: Transforming Decision Making
- Faculty Development and Digital Pedagogies: Empowering Educators

Integrating Bhartiya Knowledge System (BKS) with Higher Education

- Using Bhartiya Knowledge System-based Approach for Teaching-learning for Holistic Development.
- Bhartiya Knowledge System in Sustainable Development.
- Embedding Bhartiya Knowledge System for Futuristic Education.
- Ancient Bharatiya Wisdom in Modern Context: Everlasting Relevance of Indian Knowledge System Heritage for Human Development.
- Return of the Vishwa Guru Status: Strategies to Maintain and Propagate Ancient Indian Wisdom for Global Welfare.
- Embedding Indian Traditional Knowledge into Advanced Scientific Research and Futuristic Technology to Optimise the Advantages.
- Traditional Tribal Knowledge Treasure in India: How to Make Best Use of.
- Challenges in Communication and Dissemination of Traditional Knowledge.

Future of Work and Skill Development

- Sustainable Careers: Navigating a Dynamic Workplace.
- Human-centered Skills in a Tech-driven World: Soft Skills and Emotional Intelligence.
- Resilience & Adaptability: Impact of Gig Economy on Higher Education.

Nurturing Research and Innovation Ecosystem

- Collaborative Research Networks: Fostering Interdisciplinary Research.
- Entrepreneurship and Innovation: From Idea to Impact.
- Innovative Funding Models for Research.

Globalization and Internationalization of Higher Education

- International Collaborations and Partnerships: Building Bridges for Higher Education.
- Global Higher Education Policy and Regulation: Harmonizing Standards.
- Student Mobility and Diversity: Enhancing International Experience.

Any Other Relevant Subthemes

Guidelines for contributors are placed on the AIU Website. Manuscripts may be sent to the Editor, University News, Association of Indian Universities, AIU House, 16 Comrade Indrajit Gupta Marg (Kotla Marg), New Delhi- 110 002 through E-mail: ***ramapani.universitynews@gmail.com*** with a copy to: ***universitynews@aiu.ac.in*** on or before **March 01, 2024.**

UNIVERSITY NEWS
Vol. 62 January 22–28
No. 04 2024
Price Rs. 30.00

A Weekly Journal of Higher Education Published by the Association of Indian Universities

In This Issue

ITEMS PAGE

Articles

Should Students' Attendance be the Part of Continuous Internal Assessment in Higher Education Institutions? 3

Educational Roadmaps: Goal Setting Perspectives of Indian Higher Education Institutions Post-NEP–2020 12

Techno-emotive Pedagogy: The Nascent Curricular Paradigm for Visualising National Education Policy Envisioning 16

Convocation Address
Rani Channamma University, Belagavi 21

Campus News 23

AIU News 26

Student Column 28

PM-USHA: A Pathway to Realise the Vision of National Education Policy–2020 in Higher Education 28

Theses of the Month (Science & Technology) 33

Advertisement 37

Should Students' Attendance be the Part of Continuous Internal Assessment in Higher Education Institutions?

S K Das* and Prasamita Mohanty**

The evolving landscape of higher education and careers demands that students be proactive, adaptable, and forward-thinking. Embracing interdisciplinary learning, integrating technology, and developing a global mindset are crucial for success. Students today recognize the limitations of traditional classroom teaching and explore diverse learning sources such as online courses, educational apps, and virtual platforms. However, the inclusion of attendance in higher education assessment remains a topic of debate. The genesis of Continuous Internal Assessment (CIA) and Continuous and Comprehensive Evaluation (CCE) in India reflects a shift towards a more progressive and holistic education system. Policies vary across institutions and countries, with some advocating for attendance as part of assessment, while others argue against it. Research studies present conflicting views on the correlation between attendance and student success. The survey of academia and policy-makers reveals a diverse range of opinions, emphasizing the need for a context-specific approach to attendance in assessment practices. The paper concludes that the role of attendance in Continuous Internal Assessment is contingent on various factors and calls for a nuanced, adaptive approach aligned with the changing dynamics of higher education.

Students today are faced with a myriad of choices and opportunities. The traditional path of earning a degree and embarking on a linear career trajectory has given way to a more dynamic and interconnected world. Aspiring students must be equipped with not only academic knowledge but also a keen awareness of modern trends in higher education to thrive in their chosen careers. In navigating the complex landscape of modern higher education and careers, aspiring students must be proactive, adaptable, and forward-thinking. Embracing interdisciplinary learning, integrating technology, and developing a global mindset are crucial elements for success. The evolving nature of industries demands a commitment to lifelong learning and the cultivation of both technical and soft skills. By staying attuned to these contemporary trends, students can position themselves for fulfilling and impactful careers in the rapidly changing world of higher education and beyond.

The limitation of relying solely on classroom teaching as their primary source of learning is increasingly being recognized by students these days. While traditional lectures and textbooks remain

** Pro Vice Chancellor, Maharaja Agrasen Himalayan Garhwal University, Pauri Garhwal- 246169, Uttarakhand. E-mail: professorsanjaydas1967@gmail.com*
***Associate Professor-cum-Deputy Director, Centre for Study of Social Exclusion and Inclusion Policy, Babasaheb Bhimrao Ambedkar University, Lucknow- 2260 25, Uttar Pradesh. E-mail: prasamita1970@gmail.com*

valuable, the dynamic nature of the modern world demands a more diverse and multifaceted approach to education. The advent of technology has opened up a myriad of sources, including online courses, educational apps, interactive simulations, and virtual platforms, allowing students to access information beyond the confines of a physical classroom. Additionally, the wealth of knowledge available through podcasts, blogs, and video tutorials provides students with alternative perspectives and real-world applications that traditional teaching methods may not cover comprehensively. Embracing a variety of learning sources enables students to tailor their education to their learning styles, fostering a more comprehensive understanding of the subjects they are studying. Moreover, this approach instills a sense of autonomy and self-directed learning, empowering students to take charge of their educational journeys and preparing them for the continuous learning required in their future careers. Given the expanding landscape of educational resources available to students, it prompts a pertinent question: why do we still place such emphasis on traditional classroom attendance in higher education institutions (HEIs)? As students increasingly recognize the value of diverse learning sources, ranging from online courses to interactive simulations, the question arises as to whether the traditional model of mandatory physical attendance aligns with the evolving needs of learners. With technology enabling remote access to educational content and alternative learning platforms providing rich and varied experiences, it's worth considering whether strict attendance policies hinder the autonomy and self-directed learning that students are encouraged to cultivate. As the educational landscape continues to shift, exploring the reasons behind student attendance patterns in HEIs becomes a crucial aspect of adapting to the changing dynamics of modern education.

Genesis of Continuous and Comprehensive Evaluation and Continuous Internal Assessment

The genesis of Continuous Internal Assessment (CIA) finds its roots in a significant historical context, particularly within the framework of examination reforms recommended by the University Grants Commission (UGC) in 1973. During the Education Commission of 1964-66, it was emphasized that examination reform was crucial for educational progress and needed to align with improvements in teaching methodologies. In response to this, the UGC, through a monograph titled "Examination Reforms - A Plan of Action," proposed four key aspects of examination reforms, among which internal evaluation was a pivotal element. Internal evaluation, later popularly known as Continuous Internal Assessment (CIA), is a process conducted by classroom teachers on an ongoing basis. This approach marks a departure from the traditional reliance on external examiners, as it involves the internal teacher in assessing students' performance regularly and periodically, typically at the end of a unit or chapter. This method provides teachers with continuous feedback on the progress of their students, enabling them to diagnose learning difficulties and adjust instructional strategies accordingly.

The concept of Continuous and Comprehensive Evaluation (CCE) evolved as a broader response to the limitations inherent in traditional examination-centric systems. The critique of a high-stakes, rote-based learning environment prompted educational authorities to rethink assessment methodologies. In the early 2000s, the Central Board of Secondary Education (CBSE) in India took a pioneering step by introducing the CCE system. This transformative approach advocated a shift from one-time, summative assessments to continuous, formative evaluations, aiming to assess not only cognitive aspects but also the affective and psychomotor domains of students' development. Continuous Internal Assessment (CIA) became an integral element within the CCE framework, emphasizing ongoing assessment throughout the academic year. Various assessment tools, such as quizzes, projects, presentations, and class participation, were introduced to provide a comprehensive understanding of students' strengths and weaknesses. This approach aimed to create a learning environment that extended beyond traditional exam performance, fostering a holistic educational experience.

The genesis of CCE and CIA reflects a commitment to creating a learner-centric, skill-oriented educational landscape. It acknowledges the dynamic and multifaceted nature of students' academic journeys, necessitating a nuanced approach to assessment. By focusing on continuous development in skills, knowledge, and attitudes, CCE and CIA aim to equip individuals with the adaptability, critical thinking, and well-rounded skill sets essential for success in the modern, rapidly evolving world. In essence, the historical foundations of CIA underscore a fundamental shift towards a more progressive and holistic education system.

Policy Perspectives

The evolution of education policy in India reflects a continuous commitment to reforming assessment methodologies and promoting comprehensive evaluation. Beginning with the National Policy on Education (1986) and the Programme of Action (1992), a foundational emphasis was placed on the need for a comprehensive evaluation system. This involved assessing not only scholastic achievements but also co-scholastic aspects and personal and social qualities. This holistic approach aimed to provide a more nuanced understanding of a student's overall development.

Historical perspectives, as outlined by various commissions and committees, further contributed to the advocacy for internal assessment and a reduced emphasis on external examinations. The Calcutta University Commission or Sadler Commission (1917-1919), Hartog Committee Report (1929), the Report of Central Advisory Board / Sargent Plan (1944), Hunter Commission (1982), and the Secondary Education Commission (1952-53) all recommended a shift towards internal assessment through continuous and comprehensive evaluation. These recommendations underscored the recognition that a more balanced evaluation system should be adopted to assess the diverse aspects of students' learning experiences.

The Committee on Policy, constituted by the Central Advisory Board of Education (CABE) and brought out by the Ministry of Human Resource Development (MHRD) in January 1992, echoed the sentiments of the National Policy on Education. This committee referenced the provisions of NPE concerning evaluation processes and examination reforms, emphasizing the importance of continuous and comprehensive internal evaluation of both scholastic and non-scholastic achievements.

Building on this historical foundation, the National Education Policy (NEP) of 2020 further reinforced the importance of transforming assessment practices. Under the title 'Transforming Assessment for Student Development', the NEP advocated for more regular and formative assessments that are competency-based. The focus shifted towards promoting learning and development among students while testing higher-order skills such as analysis, critical thinking, and conceptual clarity. The underlying principle of this policy is to align assessments at all levels of education to foster holistic student development.

In summary, the policy perspectives on assessment in India, spanning from the National Policy on Education (1986) to the National Education Policy (2020), emphasize the significance of comprehensive evaluation. The historical recommendations by various commissions and committees consistently advocate for reducing reliance on external examinations in favor of continuous and comprehensive internal assessment, aligning with the evolving understanding of education as a holistic and multifaceted process.

Does Assessment Literally Mean to Include Students' Attendance?

No, assessment does not mean to include students' attendance. Assessment is the process of gathering and evaluating information about a student's learning progress and achievement. It typically includes a range of methods such as quizzes, tests, essays, projects, and other assignments that assess a student's knowledge, skills, and understanding of a particular subject or topic. Attendance is a separate issue, which refers to whether or not a student is physically present in a class or course. While attendance may be a factor in some forms of assessment, such as participation grades or class participation, it is not the same as the assessment itself.

Based on certain standard definitions, it may be concluded that assessment in the context of education does not include students' attendance. Assessment is defined as the process of collecting, synthesizing, and interpreting information to aid in promoting student learning and improving teaching practices. It involves various methods such as quizzes, tests, essays, and projects to evaluate a student's knowledge and skills. The National Council on Measurement in Education (NCME, 2007) provides a standard definition of assessment, stating that it is the process of gathering data to support teachers, administrators, and policymakers in enhancing student learning. Additionally, authors Angelo and Cross (1993) define assessment as a process that includes setting expectations, establishing criteria, gathering evidence, and using information to document, explain, and improve performance. Overall, the distinction is made clear that attendance is a separate issue and is not synonymous with assessment in education.

Etymological Meaning of the term 'Regular'

In a formal education system, the term 'regular' typically refers to consistent and habitual attendance, participation, or progress in academic activities. It implies a steady and expected pattern of engagement with educational requirements over a specified period. The term 'regular' encompasses aspects like attendance, assessment schedules, academic progress, adherence to a standard curriculum, and enrollment patterns. It reflects the expectation of consistent and sustained engagement with the educational process.

The term 'regular' has its etymological roots in the Latin word 'regulus', which means 'rule' or 'straight'. The concept of regularity, in the context of education, aligns with the idea of adherence to rules, patterns, or standards. Etymologically, 'regular' implies conformity to established norms or a prescribed order. In a formal education system, the term has evolved to denote consistency, conformity, and adherence to established procedures or schedules.

Overall, the etymology of 'regular' in the formal education system underscores the importance of conformity to rules, adherence to order, and the establishment of consistent patterns in the educational process. It reflects the structured and rule-based nature of formal education. It is noteworthy to mention here that attendance of students is implicit in the formal system of education, irrespective of level and types of institutions vis-à-vis programmes/courses. If it is so, then why a weightage in terms of marks/grades are to be assigned/given while students are expected to attend the educational programmes regularly?

What do Researches Reveal?

Studies that Support Students Attendance as Part of CIA

Reviewed research studies highlight the positive correlation between attendance and various aspects of student success, advocating for the inclusion of attendance in Classroom-based Assessment (CIA). In a study published in the Journal of Education and Practice (Bajaj, 2017), attendance emerges as a robust predictor of academic success. Regular class attendance is associated with higher GPAs, indicating that students who attend classes consistently are more likely to excel in their academic pursuits. The study suggests that integrating attendance into CIA can contribute to improved academic performance and overall success. Another study featured in the Journal of Nursing Education and Practice (Meehan and Decker, 2019) underscores attendance as a pivotal factor in fostering professional responsibility and accountability among students. The research proposes that incorporating attendance into CIA can play a crucial role in promoting professional values and behaviors, which are essential in nursing education. The Journal of College Student Retention: Research, Theory & Practice hosts a study (Rodriguez, Raines, & Kluver, 2015) revealing attendance as a strong predictor of student retention. The research establishes a link between regular class attendance and increased likelihood of students persisting and graduating from college. The study recommends the inclusion of attendance in CIA to enhance student retention and success.

It's essential to note that while these studies advocate for the positive impact of attendance on student success, educators should also consider the reasons behind a student's absence and provide appropriate support and accommodations when necessary.

Studies against Students Attendance as Part of CIA

A few reviewed studies present arguments against the inclusion of attendance as part of Classroom-Based Assessment (CIA), emphasizing potential drawbacks and suggesting alternative approaches: In a study published in the Journal of Educational Psychology (Credé & Phillips, 2011), it is argued that attendance policies using grades as motivators may actually decrease intrinsic motivation and engagement. The study recommends focusing on creating a positive and engaging classroom environment instead of relying on grades to motivate students, suggesting that such an approach may be more effective. The International Journal of Educational Research features a study (Ding, Velasco, & Luna, 2019) suggesting that using attendance as a form of assessment can lead to unfair advantages for students with fewer external responsibilities. The research proposes that attendance policies should take into account the diverse backgrounds and responsibilities of students, advocating for a supportive approach rather than punitive measures. Another study in the Journal of College Student Development (Karpicke and Roediger, 2008) argues against attendance

policies that use grades as motivators, claiming that they can create a negative classroom environment and may not effectively promote attendance. The study recommends that attendance policies should prioritize promoting engagement and fostering a positive classroom atmosphere rather than relying on grades for motivation.

It's important to acknowledge that while these studies present arguments against including attendance in CIA, there are contrasting perspectives suggesting that attendance policies can positively impact student engagement and success. Educators are encouraged to consider both viewpoints and adopt attendance policies and assessment methods that are effective and equitable for all students.

Prevailing Global Practices on Students Attendance and CIA

Many countries around the world include assigning marks on students' attendance at the university level. In some countries, such as Japan, attendance is often viewed as a critical part of the learning process, and students are expected to attend all classes. In such cases, attendance may be heavily weighted in determining a student's grade for a particular course. In other countries, such as, the United States, attendance policies may vary widely between different universities and even between different professors teaching the same course. Some professors may place a high value on attendance and factor it into a student's grade, while others may not consider attendance at all. Similarly, in many European countries, such as, France, Spain, and Italy, attendance may be taken but not necessarily used to calculate a student's final grade. Instead, grades may be based primarily on exams or other assessments. While attendance policies and practices may vary widely between different countries and educational systems, assigning marks on student attendance at the university level is a common practice around the world.

Course Governing Councils on SA and CIA

The data provided presents information on the weightage given to Continuous Internal Assessment (CIA) and whether attendance is included for various Course Governing Councils in Higher Education Institutions (HEIs) in India. CIA refers to the evaluation of students' academic progress throughout the academic term or year based on various parameters such as assignments, tests, quizzes, projects, etc. The Table-1 indicates Course Governing Councils and their respective regulations with regards to CIA and attendance.

Based on the data depicted in Table-1 it may be interpreted that various professional councils in India, including the National Medical Commission (NMC), Dental Council of India, Pharmacy Council of India, Indian Nursing Council, Indian Council of Agriculture Research, All India Council for Technical Education, National Council for Teacher Education, Rehabilitation Council of India, and Council of Architecture, have similar policies regarding Continuous Internal Assessment (CIA) and student attendance. In all cases:

- CIA does not include student attendance.
- No weightage is given to attendance for CIA.

The attendance requirements are consistent across these councils, with a minimum of 75% attendance required in theory and practical/clinical in each subject for most disciplines, and higher percentages (80% or 90%) required in some cases, such as the National Council for Teacher Education and the Rehabilitation Council of India. The total marks for CIA vary across councils, ranging from 20 to 50 marks, depending on the specific discipline.

Policies on SA and CIA of Central Universities in India

The policies regarding Continuous Internal Assessment (CIA), student attendance, weightage given to attendance, and total marks for CIA vary across different higher education institutions as per the data depicted in Table-2.

Based on the data depicted in the Table-2, it may be interpreted that students' attendance is not included in the Continuous Internal Assessment in the Report of a Committee appointed by the UGC in 1969 on Examination Reforms in Central Universities, Central University (Jammu), Central University of Punjab, and Babasaheb Ambedkar Central Univ(Lucknow). Whereas Central University of Kashmir, Central University of Kerala and Central University of Haryana have included students' attendance in the Continuous Internal Assessment. While the Report of a Committee appointed by the UGC in 1969 on Examination Reforms in Central Universities, Central University (Jammu), Central University of Punjab, and Babasaheb Ambedkar Central Univ. (Lucknow) mentioned no specific weightage is

Table -1 Continuous Internal Assessment in Regulations of Course Governing Councils

S. No	Course Governing Councils on HEIs	Does CIA include Students Attendance?	Weightage given to attendance	Total Marks for CIA
1	National Medical Commission (p.62 28 Oct 2020)	NO	NA	20% Marks (40 out of 200) Note: 75% in theory and 75% in practical/ clinical in each subject in each year.
2	Dental Council of India (Ref. page 28 of DCI- BDS Course Regulations, dated 27-06-1983)	NO	NA	NA Note: 75% in theory and 75% in practical/clinical in each subject in each year.
3	Pharmacy Council of India (Ref. page 15 of PCI The Education Regulations, 2020)	NO	NA	20 Marks for sessional each in theory and practical. Note: 75% attendance in theory and practical are required to appear in final exam.
4	Indian Nursing Council (Ref. page 242, BSc. Nursing Regulations dated 5/7/2021)	NO	NA	25 Marks in Theory 50 Marks in Practical Note: minimum of 80% attendance required
5	Indian Council of Agriculture Research (Ref. page 3 of UG and PG Regulations)	NO	NA	50 Marks
6	All India Council for Technical Education (Ref. P.18 & 19 AICTE Model Curriculum for UG Degree Course in Biotechnology)	NO	NA	40 Marks
7.	National Council for Teacher Education (Ref. Page 12 of the NCTE Notification 22 Oct. 2021)	NO	NA	NA Note : Ref.2.2(c) 80% attendance in all courses and 90% in field based or school internship.
8.	Rehabilitation Council of India Norms, Regulations, & Course Contents 2015	NO	NA	20 Marks in Theory and 50 Marks in Practical Note: 80% attendance in all courses and 90% in field based or school internship.
9.	Council of Architecture (Ref. Page 28 Minimum Standards of Architectural Education Regulations 2020	NO	NA	50 Marks

assigned to attendance; Central University of Kashmir, Central University of Kerala, and Central University of Haryana mentioned 5 marks are assigned as weightage to attendance.

The data highlights the variability in assessment policies across different central universities. Some institutions choose not to consider attendance, while others incorporate it as a component of the Continuous Internal Assessment, showcasing the diversity in academic evaluation methods. In conclusion, the interpretation of the data suggests that there is no uniformity in the treatment of students' attendance in Continuous Internal Assessment among the mentioned central universities. The decision to include attendance and the assignment of weightage to it vary across institutions, reflecting the autonomy and discretion exercised by each university in shaping its assessment policies.

Table -2 Policies on SA and CIA by Central Universities of India

S. No	Higher Education Institutions	Does CIA include Students Attendance?	Weightage given to attendance	Total Marks for CIA
1	Report of a Committee appointed by the UGC in 1969 on Examination Reforms in Central Universities (Ref. Page 15)	NO	NA	20 to 30 Marks
2	Central University of Kashmir (Ref. BA LLB 6th sem, 2017)	YES	5 Marks	40 Marks
3	Central University, Jammu (Ref. page 21 of Executive Council Meeting 31.08.2018)	NO	NA	NA Note: 75% attendance is required to sir for the End semester Examination.
4	Central University of Punjab (Ref. Rules for Masters' Degree Prog. Executive Council,17.07.2017	NO	NA	NA Note: A candidate to be eligible for CIA/ ESE of a course or a complete semester shall have a minimum of 75% attendance in that course. (U/S 9.1)
5	Central University of Kerala (Ref. p.4 of MBA prog Curr. & Reg. 2019-20)	YES	5 Marks	40 marks
6	Central University of Haryana (Ref.page 6, PG ordinance XV, 18-10-2018)	YES	5	30 Marks
7.	Babasaheb Ambedkar Central Univ, Lucknow (Ref. M.Sc. Geology, Dated 6/1/2022)	NO	NA	NA

Policies on SA and CIA of other HEIs in India

Let's examine policies and practices about students' attendance and Continuous Internal Assessment of HEIs other than Central Universities of our country. Data pertaining to practices of other HEIs are depicted in the Table-3.

Data depicted in the Table-3 highlighted the variation in the inclusion of attendance in CIA, the weightage assigned for attendance, and the total marks allocated for CIA across different higher education institutions. The University of Hyderabad, St Joseph College of Commerce (Bengaluru),

Table -3 Policies on SA and CIA of other HEIs in India

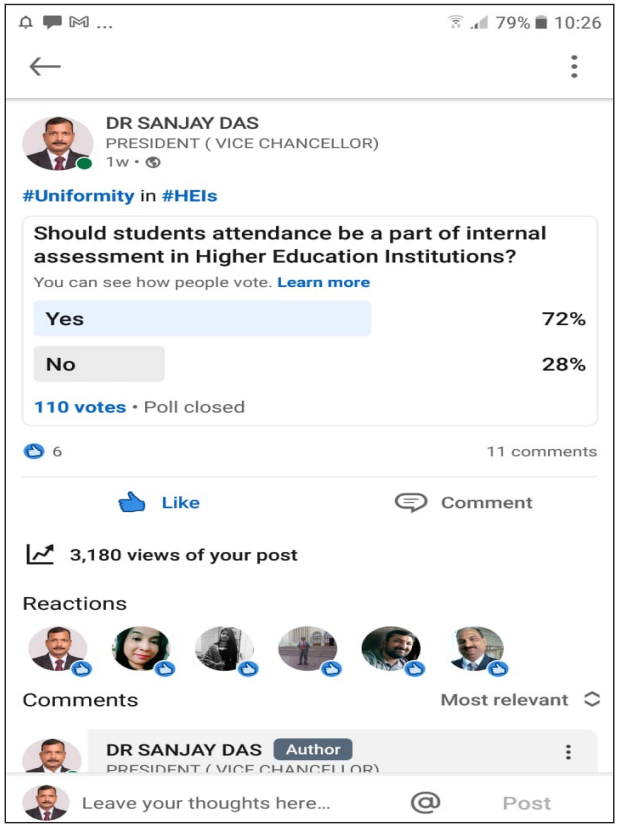
S. No	Higher Education Institution	Does CIA include Students Attendance?	Weightage given to attendance	Total Marks for CIA
1	Chandigarh University, CHD	Yes	2 Marks (More than 90% attendance)	40 Marks
2	Panjab University, CHD	No	NA	20 Marks
3	Christ College, Kerala	Yes	5 Marks (90% above)	20
4	Cummins College, Pune	No	NA	Sessional I (40) + Sessional II(40)
5	Madras Christian College	No	NA	50 marks
6	St Joseph College of Commerce, Bengaluru	No	NA	30 Marks
7.	University of Hyderabad	No	NA	NA

Madras Christian College, Panjab University, and Cummins College (Pune) do not have policies to include students' attendance in CIA while Christ College in Kerala, and Chandigarh University practice students attendance as part of CIA and give weightage in terms of marks for attendance. This variation in policies suggests that institutions have the autonomy to determine their assessment methods and the role of attendance in evaluating students' academic performance. The rationale for including or excluding attendance in CIA, as well as the assignment of weightage and total marks, may be influenced by institutional philosophies, educational objectives, and the specific needs of academic programs.

Survey on SA and CIA through Social Media

In order to address examine viewpoints of academia, policy makers, practioners and higher authorities of HEIs, surveys were conducted through LinkedIn and WhatsAPP (AIU VC Group for Academic) on 08/2/2022 and 09/2/2022 respectively. Polling of views were drawn on the question "Should students' attendance be a part of internal assessment in Higher Education Institutions?"

Fig: 1 Poll Results on SA and CIA via Linked In



Data pertaining to the Poll conducted through LinkedIn (Refer Fig 1) reflected that 72% of academicians are in favour of inclusion of students' attendance in CIA while 28% of respondents are against of it.

Vice Chancellors (who are connected to the AIU VC Group for Academic) on WhatsAPP were requested on 09/2/2022 to reflect their views on 'Should students' attendance be a part of internal assessment in Higher Education Institutions'? Views from respondents were received with effect from 09/2/2022 to 24/2/2022. Received opinions and perspectives on the role of attendance in higher education, especially in the context of digitization and changing dynamics in the learning process reflected a diverse range of opinions, reflecting ongoing debates within the educational community. Views range from advocating for allocating marks for attendance due to changing student dynamics to arguing against compulsory attendance requirements, citing global practices and the impact of digitization.

Excerpts of Some of Eminent Academicians

- "It is believed that a teacher's ability to attract and engage students should be based on knowledge and love for teaching, not internal marks. However, in the age of the internet where respect for teachers may be lacking, he suggests allocating 5 per cent for attendance (Prof. R Sethuraman on 9/02/2022)."
- "Based on my knowledge minimum attendance requirements is not there in HEI in USA. With digitilisation becoming central in learning process in HEI, I strongly feel minimum attendance and weightage to attendance in assessment is less justified compared to other important outcomes. This needs paradigm shift in our assessment process and need to come out of the shackles of compulsory attendance requirements. We need to be aware of how high-impact universities are capturing new vistas in Higher education and research (Prof. Mirle Surappa on 10/2/2022)."
- "If you may be aware, IIMs consider attendance as compulsory and take Class Participation as a component for evaluation. What is the use of a 'dead body' in a class? Hence, we need not have marks for just attendance(Prof. M S Subhas on 24/2/2022).

The debate raises questions about the evolving role of attendance in the assessment process and calls for a reconsideration of traditional approaches. In summary, the data showcases a complex discourse on the relevance and necessity of attendance as a component in the evaluation of students in higher education.

Conclusion

The comprehensive examination of data and viewpoints from the paper suggests a nuanced and varied perspective on whether students' attendance should be part of Continuous Internal Assessment (CIA) in Higher Education Institutions (HEIs). The debate on including students' attendance in CIA is complex and multifaceted, reflecting diverse perspectives within the academic community.

There is no uniformity in policies across different institutions, and decisions are influenced by institutional philosophies, educational objectives, and specific program needs. The changing dynamics of education, coupled with advancements in technology, necessitate a reconsideration of traditional approaches to attendance and assessment in HEIs. In conclusion, the question of whether students' attendance should be part of Continuous Internal Assessment is contingent on various factors, and the discourse underscores the need for a nuanced, context-specific approach that aligns with the evolving landscape of higher education.

References

1. Angelo, T., A., and Cross, K., P. (1993). Classroom Assessment Techniques: A Handbook for College Teachers (2nd ed.), San Francisco, CA: Jossey-Bass.
2. Bajaj, R. (2017). Predicting Academic Success: The Importance of Attendance, *Journal of Education and Practice,* 8(13), 54-59.
3. Credé, M., and Phillips, L., A. (2011). A Meta-analytic Review of the Motivated Strategies for Learning Questionnaire, *Learning and Individual Differences*, 21(4), 337-346.
4. Ding, N., Velasco, J., and Luna, A. (2019). Examining the Relationship between Student Attendance and Academic performance in Undergraduate Courses, *International Journal of Educational Research*, 93, 39-50.
5. Gornlund, Norman, E. (1981): Measurement and Evaluation in Teaching, 4th ed. New York: Mac Millan Co.
6. Karpicke, J., D., and Roediger, H., L. (2008). The Critical Importance of Retrieval for Learning, *Science,* 319(5865), 966-968.
7. Meehan, T., C., and Decker, B. (2019). Attendance and its Relationship to Academic Performance, Professionalism, and Engagement in Nursing Education, *Journal of Nursing Education and Practice*, 9(10), 78-84.
8. National Council on Measurement in Education (NCME) (2007). Educational Measurement: Issues and Practice, 26(2), 1-146.
9. Rodriguez, L., L., Raines, C. ,J., and Kluver, K., R. (2015). A Comprehensive Analysis of the Relationships between Attendance Patterns, Student Characteristics, and Academic Performance in Undergraduate Courses, *Journal of College Student Retention: Research, Theory & Practice*, 17(1), 60-76.
10. School of Education (2003): Instruction in Higher Education, Block-3, Evaluation Perspectives in India, New Delhi: School of Education, Indira Gandhi National Open University.
11. Worthen, Blaire R. and Sanders, James, R. (1987). Educational Evaluation-Alternate Approaches and Practical Guidelines, New York: Longman Inc.

❑

Educational Roadmaps: Goal Setting Perspectives of Indian Higher Education Institutions Post-NEP–2020

Chacko Jose P*

The operations of any Higher Educational Institution rely on the established systems and processes. The objective of any curriculum is to achieve Outcome-based Education. To do this, all Higher Education Institutions (HEIs) must identify both short-term and long-term objectives from their inception. Strategic planning and its execution should be tailored to meet specific needs. The vision and mission of a Higher Education Institution (HEI) provide as clear benchmarks for establishing objectives. The principles of stepwise development must prioritise the needs of the learners. The academic and administrative departments of a Higher Education Institution (HEI) must collaborate effectively to enhance their strengths, address their weaknesses, capitalise on opportunities, and tackle obstacles. The organisational structure of a Higher Education Institution (HEI) has a crucial role in determining the stability of governance and leadership, which in turn affects the institution's ability to progress. If deemed required, institutional restructuring must be undertaken to mitigate any impediments to goal establishment. The determination of quality benchmarks is governed by the institution's policies, whereas the maintenance of quality relies on practical transactions. The National Education Policy 2020 is a progressive approach to revolutionise higher education by implementing focused methods of establishing objectives.

The goal of quality enhancement can be achieved through a synchronized process of bringing together various elements that make up a Higher Education Institution (HEI). All stakeholders play a very important role in achieving the goal. Higher educational institutions in India include universities, colleges, and other institutions. The universities award their degrees, and colleges award degrees through the universities with which they are affiliated. Universities operate unitarily. In the case of unitary universities, a school or a department will offer a certain course, whereas for affiliating universities, it is the college that offers the course (Centre for Civil Society, n.d). Outcome-based processes contribute to the sustenance of quality. Quality initiatives are implemented at the academic, administrative, and organizational levels. The purpose of enhancing and sustaining quality is to validate the HEI, including its reputation.

** Principal, St. Aloysius College, Elthuruth, Thrissur, Kerala-680 611. E-mail: chackojosep@gmail.com*

In India, education is included in the Concurrent List of the Constitution, whereby both the Centre and the State can make laws related to education. University Grants Commission (UGC) and All India Council for Technical Education (AICTE) are the two regulatory bodies, which regulate HEIs. The University Grants Commission of India (UGC India) is a statutory body set up by the Department of Higher Education, Ministry of Education, Government of India by the UGC Act 1956 and is charged with coordination, determination, and maintenance of standards of higher education. The All India Council for Technical Education (AICTE) is a statutory body, and a national-level council for technical education, under the Department of Higher Education. Established in November 1945 first as an advisory body and later on in 1987 given statutory status by an Act of Parliament, AICTE is responsible for proper planning and coordinated development of the technical education and management education system in India (Wikipedia). In addition to this, there are professional councils which include the Pharmacy Council of India (PCI), the Indian Council for Agricultural Research (ICAR), the National Council for Teacher Education (NCTE), and many others.

Educational Accreditation and Quality Rankings in India

Educational accreditation is a quality assurance process under which services and operations of educational institutions or programs are evaluated and verified by an external body to determine whether applicable and recognized standards are met (Wikipedia). In India, the National Assessment and Accreditation Council (NAAC) is the most popular HEI accreditor. HEIs are evaluated based on the seven criteria: 1. Curricular Aspects, 2. Teaching-learning and Evaluation, 3. Research, Consultancy, and Extension, 4. Infrastructure and Learning Resources, 5. Student Support and Progression, 6. Governance, Leadership and Management, 7. Innovations and Best Practices. All HEIs are expected to be learner-centric and the assessment criteria focus on student participation in all realms associated with the functioning of the HEI. NAAC has placed Internal

Quality Assurance Cells (IQACs) of HEIs as the center point of all quality-oriented activities. Sequential incremental improvements are expected from each institution as time progresses. The National Board of Accreditation is another accreditor in India. It does not accredit institutions or courses. NBA accredits only programmes in Engineering, Computer Application, Pharmacy, Management, Hotel Management, and Catering Technology.

Quality rankings are yardsticks used to gauge the quality of education. The National Institutional Ranking Framework (NIRF) is a Ministry of Education (MoE) approved ranking framework in India. The five parameters that are used to assess and rank HEIs are 1. Teaching Learning and Resources, 2. Research and Professional Practice, 3. Graduation Outcome, 4. Outreach and Inclusivity, 5. Perception. Atal Ranking of Institutions on Innovation Achievements (ARIIA) is an initiative of MoE. The focus is on the key indicator of innovation and entrepreneurship, assessed based on nine parameters. The parameters are i. Mind-set Development, ii. Teaching and Learning, iii. Infrastructure and Facilities, iv. Innovations Developed, v. Start-Ups Established, vi. Collaboration and Investment, vii. IP and Commercialization, viii. Expenses and Revenue, ix. Initiatives of MoE. The MoE has constituted the Innovation Council to foster the spirit of venturing into new avenues of promotion of innovation and entrepreneurship, among facilitators and learners in HEIs.

National Educational Policy 2020 and Regulatory Systems

Cardinal Principle No. 18 of National Educational Policy 2020 (hereafter referred to as NEP or Policy) is titled 'Transforming the Regulatory System of Higher Education'. HEIs should be accountable for their activities, services, and facilities offered. The establishment of the Higher Education Commission of India (HECI) is a laudable step in the direction of institutional accountability and validation of credentials. Four institutional structures to carry out four essential functions will be set up under HECI. The four structures will be: i. National Higher Education Regulatory Council (NHERC), ii. National Accreditation Council (NAC), iii. Higher Education Grants Council (HEGC), iv. General Education Council (GEC). The NHERC will function as single point regulator; regulation will be enabled through accreditation by NAC; HEGC will disburse scholarships as well as take up funding-related matters; GEC will formulate learning outcomes for higher education programmes and also the National Higher Education Skills Framework (NHEQF). The functioning of all the independent verticals for Regulation (NHERC), Accreditation (NAC), Funding (HEGC), and Academic Standard Setting (GEC) and the overarching autonomous umbrella body (HECI) itself will be based on transparent public disclosure, and use technology extensively to reduce the human interface to ensure efficiency and transparency in their work. For the successful implementation of the Policy, strengthening and empowering the Central Advisory Board of Education (CABE) is recommended.

Philanthropic contribution is recognised as a method of improving the quality of higher education, in the NEP. While being provided with adequate funding, legislative enablement, and autonomy in a phased manner, all HEIs, in turn, will display a commitment to institutional excellence, engagement with their local communities, and the highest standards of financial probity and accountability. Each institution will make a strategic Institutional Development Plan based on which institutions will develop initiatives, assess their progress, and reach the goals set therein, which could then become the basis for further public funding (MHRD, 2020). NEP extensively focuses on attaining the highest global standards in the quality of higher education (UGC, 2021). Philanthropic initiatives can assist in transforming HEIs into those with international standards. Academic Bank of Credits (ABC) will enable student mobility across higher education institutions. Learners can earn credits from an institution and then choose to pursue further programmes of study in another institution, within or outside the country. UGC Guidelines on Internationalisation of Higher Education (GIHE) has identified several indicators that will once again transform India into a much sought-after knowledge destination. Adopting quality assurance mechanisms in ICT-enabled instruction, twinning programmes, brand building, and alumni connect is the best mode to accomplish internationalisation in higher education. One of the benefits of exposure to foreign institutions is quality improvement.

Quality Enhancement Through Inclusiveness

Inclusive practices in education ensure quality education without discrimination to any learner. The National Education Policy---2020(NEP---2020) envisages that education is the foremost primary measure to achieve economic and social mobility,

inclusion, and equality. It highlights inclusive practices by making corresponding changes in curriculum, pedagogies, continuous assessment, and student support systems to ensure quality education. The policy acknowledges that students from socio-economically disadvantaged groups (SEDGs) including persons with disabilities need help and support to make an effective transition to higher education wherein there is a need for incorporating high-quality support centres with adequate funds and academic resources to carry out these effectively and efficiently (UGC 2022). Gender inclusiveness is a crucial indicator of the quality of education offered. Learning resources, common spaces, and allied facilities in HEIs shall be designed keeping in tune with the requirements of the persons with disabilities. Adequate infrastructural augmentation, fee waivers, curricular amendments, and sensitization programmes can create an atmosphere of inclusiveness. Guidelines and frameworks to ensure inclusiveness of all types should be given utmost importance. In addition to prescribed frameworks, each institution can develop its benchmarks for quality, which is assessed and revised periodically to maintain the uniqueness of the institution.

Literature Review

Aithal, et. al., (2019) have analysed the improvements that are likely to take place in HEIs with the implementation of the National Education Policy (NEP) draft 2019. The paper points out that the Policy has provisions for merging the existing regulatory bodies into a single one to make the accreditation process transparent. Jwel Hoque (2018) discusses the challenges to accomplishing quality education in higher education institutions in India. Quality is not proportional to the enrolment ratio. Job-oriented curriculum, infrastructural development, implementation of strong regulations and policies, and welfare measures to promote access and equity are a few of the solutions suggested to overcome the challenges. Kurien and Chandramana (2020) opine that NEP 2020 has provisions for a real-time evaluation system that will empower the education system. Institutional restructuring and adopting a multidisciplinary approach can contribute to raising the standard of education. Globalization in education is being aimed at, and the quality of education is due to improve.

Prem Vrat (2012) states that the Indian higher education system has to come out of mediocrity syndrome and focus on a balanced approach towards quality, access, governance, regulatory framework research and development, faculty quality and commitment, funding, and employability from a global perspective. The focus of the paper is on achieving global standards and equitable education irrespective of the socio-economic background of the student. Sharma (2020) delineates quality and its relevance in HEIs in India. He explicates the vision embodied in the Draft NEP 2019 and also NAAC. The orientation of regulations and accreditation is towards the attainment of institutional excellence and learner satisfaction. He opines that educational accreditors should be strengthened for India to progress in higher education.

Majumdar and Jain (2022) remark that NEP–2020 is a step towards liberalization and internationalization of education. Regulatory bottlenecks may get removed eventually. The regulations already in place as well as the new ones by UGC are also discussed. Prakash (2022) opines that philanthropy can bring about new experiences for institutions as well as individuals. He observes that philanthropy has not only benefitted the institutions to launch newer programs, covering the operational costs, and improve the quality but also helped the government in increasing access and subsidizing the cost of higher education. The quality of higher education can increase substantially if private funding is ensured.

Discussion

Quality can be induced into any system with the right tools. In the context of higher education, pedagogy, research, innovation, and governance can be effective tools. With the release of NEP--2020 and Draft National Higher Education Qualifications Framework (DNHEQF) ample guidance on quality improvement and assurance is available. Instead of institutions choosing the accreditor, a meta-accrediting body (NAC) will assign institutions to accreditors. Empowerment of CABE, the highest and the oldest advisory board for the central and state governments in the educational domain (icbse.com), first established in 1920, is an important step.

Accreditation, in the long run, is expected to become a binary process. One of the objectives of NEP is to curb the commercialization of education; a regulatory regime will do the same.

Attainment of global standards seems to be the larger aim of policy revisions and frameworks.

Learners need to be molded as global citizens to be competent enough to address global issues and challenges.

Academic Bank of Credits (ABC) is a move towards academic flexibility. Academic flexibility will lead to equitable and affordable education which in turn will be a quality assured one and the learner gains excellence at par with international standards. The outcome of student mobility will be the creation of a knowledge community competent in all learned experiences. Earlier restricted, registration in the ABC is now open to all higher education institutions. Before its implementation, the academic health and transparency of HEIs should be verified and validated. Internationalisation of the Indian higher education system is not an easy task but can be made possible by harnessing the latent potential of the institutions. A multidisciplinary approach must be incorporated into the curriculum to reap the benefits of ABC.

Accreditation, rankings, inclusiveness, research collaborations, and philanthropic contributions can contribute to quality education. HEIs can establish unique practices to score well in accreditation and rankings. Independent regulatory bodies can be constituted within institutions to specially address the specific indicators applicable. Research collaborations will strengthen academia-industry linkages which will have a positive impact on academia entering the realm of innovations and start-ups. Learner competency can be chiselled in an inclusive environment; such an environment is a cross-section of the society we live in. As institutional autonomy on a large scale is on the cards, then sufficient funding should be ensured to offer services and facilities, which in turn will contribute to increased learner satisfaction. Teacher quality is a parameter of excellence of an HEI. Steps to augment the aforementioned should be taken, in the form of faculty development programmes, the establishment of ICT-enabled teaching-learning environment, welfare measures, and the like.

Conclusion

HEIs in India belong to various categories. Implementation of policies and regulatory frameworks are time-consuming process. The purpose needs to be defined first and the strategy designed. Standardisation of procedures and processes is a challenging step. Appraisal of the performance of the institution as a whole and stakeholders in particular should be conducted at regular intervals and action taken based on the assessment. Feedback systems should be in place to review the services offered. Quality cannot be achieved within a short period. Sustenance of quality is more difficult than achieving it. Regulations, assessment, and accreditation are significant pathways toward the attainment of institutional quality.

References

1. Aithal, P.,S., and Aithal, Shubhrajyotsna. (2019). Analysis of Higher Education in Indian National Educational Policy Proposal 2019 and its Implementation Challenges, *International Journal of Applied Engineering and Management Letters (IJAEML), 3(2),* 1-35. DOI: *http://doi.org//10.5281/Zenodo.3271330* .
2. Centre for Civil Society (2022). Regulatory Structure of Higher Education in India. Retrieved March 6, from h*ttps://www.ccs.in*.
3. Hoque, Jwel. (2018). Quality Concern in Higher Education in India, *EDULIGHT Journal, 7(13)*
4. Kurien, Ajay, and Chandramana, Sudeep B., (2020). Impact of New Education Policy 2020 on Higher Education. Retrieved March 7, 2022 from *researchgate.net.*
5. Majumdar, Aniruddha, and Jain, Aarushi. (2022). Education Regulatory and Legal Update: Year 2021 in A Wrap, *The National Law Review. XII(67).* Retrieved March 8, 2022 from *https://www.natlawreview.com/article/education-regulatory-and-legal-update-year-2021-wrap.*
6. Govt. of India (2020). National Educational Policy 2020, MHRD, Govt. of India, New Delhi. *https://ncert.nic.in/pdf/nep//NEP_2020.pdf*
7. Prakash, Ved. (2022). Education and Policy: Need to Attract Philanthropic Contributions in Education, *The Daily Guardian*. Retrieved March 9, 2022, from

https://epaper.thedailyguardian.com/Home/MShareArticle?OrgId=43a0a19427.

8. Sharma, S., C. (2020). Inducing Quality and Relevance in Indian Higher Education Institutions: Some Thoughts, In Pankaj Mittal & Sistla Rama Devi Pani (Eds) *Reimagining Indian Universities,* Association of Indian Universities, New Delhi.
9. University Grants Commission (2021). Guidelines for Internationalisation of Higher Education. *https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/int_he.pdf.*
10. University Grants Commission (2022). Comprehensive Accessibility Guidelines and Standards for Higher Education Institutions and Universities. *https://www.ugc.ac.in/pdfnews/8381868_Draft-Guidelines-UGC_20-Feb-2021.pdf.*
11. Vrat, Prem (2012). Higher Education in India in the Era of Globalization: Some Reflections, *Journal of Engineering Education Transformation, 26(4-1),* 16-27.
12. Wikipedia (2022). *All India Council for Technical Education*. Retrieved March 07, from *en.wikipedia.org/wiki/All_India_Council_for_Technical_Education.* ❑

Techno-emotive Pedagogy: The Nascent Curricular Paradigm for Visualising National Education Policy Envisioning

Soorya Narayanan* and M N Mohamedunni Alias Musthafa**

The journey through adolescence, a pivotal phase of life, is riddled with promise and challenges. As we explore this complex phase, we reveal its profound influence on shaping social and emotional behaviors that are important for mental well-being. Adolescent problems are mostly emotional and cannot be well explained by intellectual, cultural, sensory, physical, or other additional restrictive factors. According to the World Health Organization report, India has a significant global population grappling with diverse mental health issues. Before the pandemic, in 2019, approximately one billion individuals in India lived with a mental illness. This reflects 14% of adolescents globally, and it has increased in the last two years as a result of the COVID-19 pandemic. During the initial stage of the pandemic, there was a surge of over 25% in the occurrence of commonly known conditions of anxiety, depression, and emotional stress. Based on the 2010 exchange rate, the World Health Organisation estimates that India's mental health problems will cost the country $1.03 trillion in lost productivity between 2012 and 2030. In our contemporary, fast-paced society, characterized by the constant presence of stress and anxiety, mastering the art of emotional harmony becomes an indispensable skill. This disposition attempts to explore how education has to be reimagined and redesigned to transform the youth into productive and holistic citizens as visualized by NEP 2020.

Redefining Education: Nurturing Minds and Hearts for Emotional Well-being

Traditionally, education has been synonymous with cognitive development. The curriculum's emphasis on the cognitive domain has historical, practical, and societal roots. However, an exclusive focus on intellectual development neglects the equally vital affective domain, leaving students ill-equipped for the complexities of life. The progress of an individual's cognition is accountable for fostering their intellectual capacities, such as conceptual thinking, understanding, logical reasoning, and the expression of emotions. A focus must accompany the pursuit of intellectual growth on emotional intelligence, empathy, and mental well-being. All these facets are interlinked. Achieving this equilibrium ensures that adolescents possess not just information but also the skills to navigate the intricacies of life, demonstrating resilience and empathy. Echoing the sentiments of education reformer John Holt, he astutely expressed that learning does not stem from teaching but rather emerges as a result of the learners' active engagement in activities.

Nowadays emotional disturbances are widespread among adolescents. Among these issues, anxiety disorders are more prevalent. Balancing one's emotional well-being is the foundation of a satisfying life. Adolescence is characterized by emotional challenges that influence both Our objective is to cultivate students who possess not only academic excellence but also emotional intelligence, learning outcomes, and overall well-being. Consequently, integrating emotional education into the curriculum is not just a choice; it has become a necessity. Enhancing emotional intelligence and adeptly managing emotions can positively impact the learning experience, creating a more favorable and constructive classroom environment. People with high emotional intelligence are better at absorbing and remembering knowledge. Good stress management increases their focus, which improves their academic success. Additionally, emotional intelligence promotes a positive attitude towards learning, persistence in the face of difficulties, and skillful navigating of the many aspects of their educational experience. Students develop self-awareness, understand their relationships with others, and comprehend the world around them through their emotional experiences and connections. Engaging with peers outside the home and school environment offers students opportunities for self-reflection and understanding their emotions toward themselves and others. Emotional awareness, a vital

** Research Scholar, Department of Education, Central University of Kerala, Kasargod-671320, Kerala. E-mail: sooryanandhanz@gmail.com*

*** Professor and Head, Department of Education and Director, E Sreedharan Centre for Life Skills Education, Central University of Kerala, Kasargod-671320, Kerala. E-mail: mustafaedn@gmail.com*

component, entails an individual's ability to identify emotions, enabling effective interactions through a comprehension of others' emotions.

The Mental Health and Well-being of School Students survey (2022) found that 44% of students often show that they can recognize and react to the emotions of others. The results show a similar degree of emotional comprehension in the middle (43%) and secondary (45%) phases, emphasizing a generally restricted ability to understand the feelings of others. Given that emotional understanding is a key element of emotional competence, it holds significant importance for socio-emotional well-being. Research indicates that individuals who effectively manage their emotions and navigate interpersonal relationships tend to lead happier and more satisfying lives, retaining information and learning more effectively. Conversely, negative emotions not only impede positive interactions but also diminish motivation and disrupt the learning process. Therefore, emotions play an even more crucial role in the school context for students.

The World Health Organization (WHO) states that around 3.6% of individuals aged 10–14 and 4.6% of those aged 15–19 are believed to experience anxiety disorders. In terms of depression, the estimated rates are 1.1% for adolescents aged 10–14 and 2.8% for those aged 15–19. Additionally, suicide ranks as the fourth leading cause of death among individuals aged 15 to 29. These concerns, often hidden and left unaddressed, profoundly impact the well-being of the youth. However, the glaring reality of emotional challenges necessitates a paradigm shift.

The crucial intersection of bridging mental health and education holds significant importance. Amidst this whirlwind of emotions, the Sustainable Development Goals (SDGs) emerge as a beacon of guidance. Although not expressly singled out as an independent objective, mental health is intricately woven throughout diverse SDGs due to its undeniable influence on personal welfare and communal harmony. The essence of SDG 3, aiming to ensure universal health and well-being, strikes a profound chord, underscoring that emotional well-being is a pivotal aspect of a flourishing society. The National Mental Health Survey, which was carried out in India between 2015 and 2016, found that one in every 20 Indians suffers from depression and that about 15% of Indians need active care for one or more mental health conditions.

Bridging Technology and Emotional Blooms

In the age of digitalization, the incorporation of technology is conspicuous across various aspects of existence. Technology is essential, especially in the sphere of education. As a result, the word 'Techno-pedagogy' has come to mean more to us and is now acknowledged as the most accurate way to characterize the teaching and learning methodology. It provides adaptability, captivating, and interaction. Some e-learning technologies are fascinating in that they provide an environment that is favorable for fostering pleasant emotions and meaningful social interactions at every stage of the educational process. However, its exclusive engagement of cognitive faculties leaves emotional dimensions unexplored. Emotional intelligence serves as a beacon in the quickly changing world, helping pupils to traverse the intricacies of motivation, emotional self-regulation, and interpersonal connections. Resilience is a quality that is highly valued in the demanding circumstances we live in today. The need to incorporate emotional elements into education is paramount. Can the convergence of technology and education effectively tackle the myriad ethical and philosophical dilemmas humanity confronts post-pandemic? At this juncture, we are seeking the imperative shift from techno pedagogy to an approach that intertwines technology and emotion – Techno Emotive Pedagogy.

Techno-emotive Pedagogy: A Pragmatic Curricular Road Map to Materialise NEP -2020

The National Education Policy (NEP) 2020 underscores a critical realization—the profound importance of safeguarding both the physical and mental well-being of students. In acknowledging the pivotal role of Social-Emotional Learning (SEL) in shaping the overall welfare of learners, the NEP aims to equip them with indispensable skills for navigating challenges, cultivating resilience, and sustaining holistic well-being. At the heart of this educational philosophy lies the proposal for a holistic progress report, often termed a "holistic progress card," meant to intricately capture and spotlight the unique progress of each learner across the cognitive, affective, and psychomotor domains. This comprehensive document embodies a commitment to fostering emotional intelligence alongside cognitive development. It advocates for integrating mental health discussions into curricula

and creating safe spaces for emotional expression—a necessary evolution in nurturing well-rounded individuals. However, as we embrace this forward-thinking approach, it prompts reflection on our existing education, learning, and living culture. Are there flaws in our current system that hinder the development of happy, well-rounded individuals? How can we transition to a learning system that is not only hassle-free but also promotes both happiness and holistic development? These questions demand our attention.

One potential avenue lies in reimagining our instructional paradigm, leveraging technology as a tool to seamlessly integrate the intellectual and emotional domains. By doing so, we can strike a balance between the materialistic aspects of our culture and the crucial nurturing of mental and emotional well-being. In this exploration, we find an opportunity to redefine education—a shift from a conventional, metrics-driven model to one that prioritizes the development of life skills and emotional intelligence. Such a transformation aligns with global trends that recognize the need for a more inclusive, human-centric education. The objective is very obvious as we proceed: to get pupils ready for both academic success and a happy, balanced life.

Moving to Complete Wellness through Education

The psychological health and welfare of students are crucial factors in influencing their overall performance, impacting not only their academic achievements within the school environment but also extending to broader contexts. The developmental phases of childhood and adolescence, primarily experienced within educational establishments, are pivotal periods wherein students shape an enduring outlook on their well-being and lifestyle decisions. The social and emotional conduct, information, and skills acquired in classrooms and other educational contexts significantly enhance their capacity to adapt, exhibit resilience, and adjust. These experiences establish the groundwork for how individuals will manage their physical and emotional well-being in the times ahead.

In the middle to secondary grades, students accomplish significant developmental milestones, such as gains in their reasoning, critical thinking, perspective-taking, self-regulation, cognitive, and contemplative skills, and improved socialization. Recognizing the interconnection between mental well-being and all facets of health—be it physical, social, or emotional—it becomes evident that any compromise in one aspect inevitably impacts all others. The setting in which students grow has a strong influence on their social-emotional development. To enhance student learning and give chances for social and emotional growth, a pleasant school climate is essential. Both parts have health benefits and have a favourable impact on the lives of students. Powell and Kusuma-Powell (2013) argue that emotionally intelligent educators excel in nurturing students' academic interests, bridging teacher-student relationships, enhancing emotional comprehension, acknowledging the intertwining of cognition and emotion in learning, and establishing a secure learning environment, both physically and psychologically As part of the *Atmanirbhar Bharat Abhiyan*, the Ministry of Education (MoE) introduced *Manodarpan* on July 21, 2020, in response to this awareness. All of these programs aim to provide psychological support to educators, parents, and students, promoting mental and emotional health not just during the COVID-19 pandemic but also in its aftermath and beyond.

Manodarpan plays a pivotal role in identifying and attending to the holistic requirements of individuals within the educational system. Through the provision of psychosocial support, it aims to establish a supportive framework that extends beyond academic issues, embracing the mental and emotional aspects of every participant in the learning process. This underscores a dedication to nurturing a generation not only knowledgeable in academics but also equipped with the resilience and emotional intelligence essential for navigating life's complexities. The integration of mental and emotional well-being into the school curriculum should occur seamlessly at all educational stages. Furthermore, these components should be interconnected and interwoven across the four stages to offer students support tailored to their socio-emotional concerns in a developmentally appropriate manner.

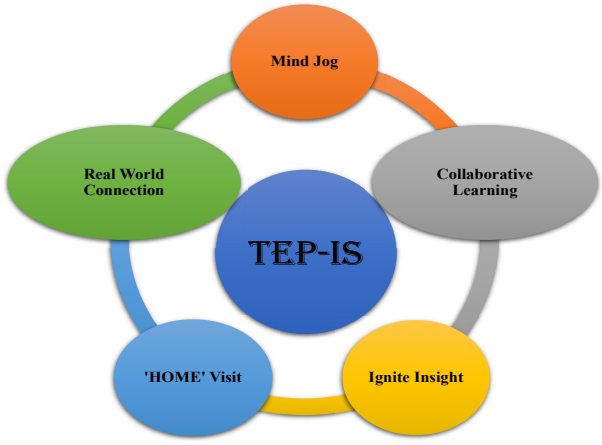
Techno-emotive Pedagogy as a Transformative Tool

The adolescent phase, characterized by emotional ups and downs, warrants an educational approach that integrates both cognitive and emotional development. The value of techno-emotive pedagogy is evident in its

capacity to connect the advancements in technology with the realm of emotions, nurturing individuals who possess not only knowledge but also emotional intelligence. In the educational landscape of the 21st century, technology enhances interactive experiences but often neglects emotions. This approach bridges the gap, nurturing comprehensive education and fostering cognitive and emotional growth. Infusing emotions into teaching rejuvenates learning zeal.

Techno-emotive Pedagogy (TEP) emerges as a revolutionary method fusing the digital realm with emotionally intelligent teaching. TEP shapes emotionally intelligent and tech-savvy individuals by utilizing digital resources and apps tailored for introspection, exercises in empathy, and open dialogues, adolescents acquire skills to navigate the intricacies of their emotions. This approach dismantles mental health stigma, imparting life skills for academic, personal, and professional success. The world is awakening to the poignant reality that adolescence is more than just a phase of physical and intellectual growth. It's a time of emotional exploration, identity formation, and mental well-being. The Fig 1 illustrates the instructional strategy for TEP.

Fig 1: - TEP-IS: Techno-emotive Pedagogy: Instructional Strategy (Narayanan & Musthafa, 2023)



1st Phase – *Mind Jog*

Here, a multimodal approach is used to foster and nurture children's cognitive development, which in turn encourages healthy cognitive behaviors. Techniques like brainstorming, gamification, and ice-breaking activities are all included.

2nd Phase – *Collaborative Learning*

Socio-emotional interactions are deliberate conversations in which participants share their feelings and work to influence the group's overall emotional climate as well as their perceptions. In a classroom context, a variety of collaborative learning strategies can be employed to support students' mental well-being.

3rd Phase – *Ignite Insight*

Students will find similarities with their friends during this phase as well as patterns in their emotional experiences and behaviors. Self-reflection and metacognitive techniques can greatly enhance a student's learning experience. They are more likely to become highly involved and curious learners as a result of their increased awareness of their cognitive processes.

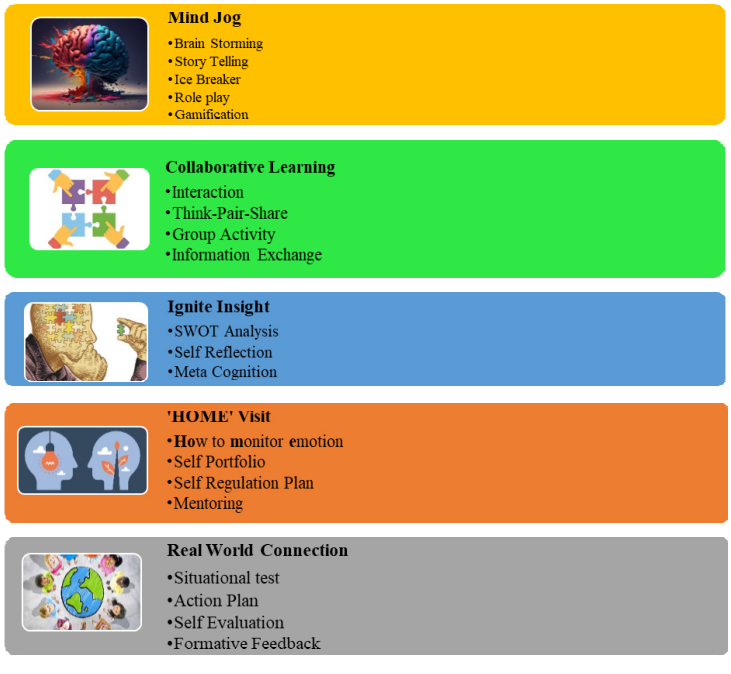
4th Phase – '*HOME' Visit*

In this context, 'HOME' stands for 'How to Monitor Emotions,' and it signifies the phase where students develop the ability to oversee and manage their emotions. During this stage, students compile self-portfolios and evaluate their advancements.

5th Phase– *Real-World Connection*

Now, every student is completely involved in practical tasks. The best method to help children

Fig 2. Activities Included in Every TEP-IS Stage (Narayanan & Musthafa, 2023)



develop a connection with their physical surroundings is to encourage them to actively participate both mentally and physically. The Activities included in every TEP-IS stage are shown in Fig 2.

Addressing the emotional challenges that adolescents face and integrating emotional education into the curriculum is not a mere choice, but a necessity. Emphasizing how emotions play a part in learning can improve and revitalize the educational process as well as the classroom setting. Bringing the emotional component into technology-based instruction provides a new perspective on learning as a whole. Techno-emotive pedagogy is a promising approach to education that fosters the vital life skills needed to prosper in our fast-changing global world. Our goal is to create an environment that improves emotional health and cognitive engagement. By doing this, we hope to provide our students with the skills they need to lead fulfilling lives in addition to preparing them for academic success. We can create a transformative educational experience by recognizing and resolving emotional problems, incorporating emotional education, and strategically utilizing technology. This groundbreaking approach not only utilizes technology's potential but also fosters the social and psychological well-being of adolescents, leading to a brighter and more emotionally robust generation.

References

1. Narayanan, S., and Musthafa, M., N., M., A. (2023). Techno-emotive Pedagogy: A Strategic Enabler for Catalyzing Sustainable Learning and Living in the Post-Pandemic Educational Landscape, *European Journal of Education and Pedagogy*, *4*(2), 231–236. *https://doi.org/10.24018/ejedu.2023.4.2.581*
2. Cell, M. (n.d.). शिक्षा मं त्थालय भषारत सरकषार *Mental Health and Well-being of School Students-A Survey, 2022-Key Findings*.
3. Government of India (2020). National Education Policy, 2020. Ministry of Education, Government of India, New Delhi.
4. National Council of Educational Research and Training (2016). Guidance for Human Development and Adjustment, Module 3, NCERT, New Delhi.
5. Gardner, M., and L. Steinberg (2005). Peer Influence on Risk-taking, Risk Preference, and Risky Decision Making in Adolescence and Adulthood: An Experimental Study, *Developmental Psychology*, Vol. 41. No. 4. pp. 625–635. *https://doi. org/10.1037/0012-1649.41.4.625*
6. Sibia, A., and G. Misra (2011). Understanding Emotion, In G. Misra (Ed.), Handbook of Psychology in India, pp. 286-298, Oxford University Press. New York.
7. Ciarrochi, J., Deane, F., P., and Anderson, S. (2002). Emotional Intelligence Moderates the Relationship between Stress and Mental Health, *Personality and Individual Differences*, *32*(2), 197-209.
8. Conte, J., M. (2005). A Review and Critique of Emotional Intelligence Measures, *Journal of Organizational Behavior*, *26*(4), 433-440.
9. Shabani, J., Hassan, S., A., Ahmad, A., and Baba, M. (2010). Exploring the Relationship of Emotional Intelligence with Mental Health among Early Adolescents, *International Journal of Psychological Studies*, *2*(2), 209.
10. Zeidner, M., Matthews, G., and Roberts, R., D. (2012). *What We Know about Emotional Intelligence: How it affects Learning, Work, Relationships, and Our Mental Health*, MIT press.
11. Fernández-Berrocal, P., and Extremera, N. (2016). Ability Emotional Intelligence, Depression, and Well-being, *Emotion Review*, *8*(4), 311-315.
12. Jahangard, L., et. al. (2012). Training Emotional Intelligence Improves both Emotional Intelligence and Depressive Symptoms in Inpatients with Borderline Personality Disorder and Depression, *International Journal of Psychiatry in Clinical Practice*, *16*(3), 197-204.
13. Goldsworthy, R. (2002). Supporting the Development of Emotional Intelligence through Technology, *Computers in the Schools*, *19*(1-2), 119-148.
14. Ramij, M., and Sultana, A. (2020). Preparedness of Online Classes in Developing Countries amid COVID-19 Outbreak: A Perspective from Bangladesh, *Afrin, Preparedness of Online Classes in Developing Countries amid COVID-19 Outbreak: A Perspective from Bangladesh (June 29, 2020)*.
15. Ghosh, S., Pal, A., and Kundu, P. Ethics in Education Challenged during COVID-19 Pandemic.
16. Owusu-Fordjour, C., Koomson, C., K., and Hanson, D. (2020). The Impact of COVID-19 on the Learning-the Perspective of the Ghanaian Student, *European Journal of Education Studies*.
17. Cheshmehzangi, A., Zou, T., and Su, Z. (2022). The Digital Divide Impacts on Mental Health during the COVID-19 Pandemic, *Brain, Behavior, and Immunity*, *101*, 211-213.
18. Mathrani, A., Sarvesh, T., and Umer, R. (2021). Digital Divide Framework: Online Learning in Developing Countries during the COVID-19 Lockdown, *Globalisation, Societies and Education*, 1-16.
19. Mamat, N., H., and Ismail, N., A., H. (2021). Integration of Emotional Intelligence in Teaching Practice among University Teachers in Higher Education, *Malaysian Journal of Learning and Instruction*, *18*(2), 69-102.
20. Powell, W., and Kusuma-Powell, O. (2010). *Becoming an Emotionally Intelligent Teacher,* Corwin Press.
21. Mira-Galvañ, M. J., and Gilar-Corbi, R. (2020). Design, Implementation and Evaluation of an Emotional Education Programme: Effects on Academic Performance, *Frontiers in Psychology*, *11*, 1100. *https://doi.org/10.3389/fpsyg.2020.01100.*
22. Osher, D., Kendziora, K., Spier, E., and Garibaldi, M., L. (2014). School Influences on Child and Youth Development, *Defining Prevention Science*, 151-169. ❑

True Dimension of Education: A Balanced Combination of Secular and Spiritual Training

V S Chauhan, Director, International Center for Genetic Engineering and Biotechnology, New Delhi and Chairman Executive Committee, National Assessment and Accreditation Council (NAAC) delivered the Convocation Address at the 9th Convocation Ceremony of the Rani Channamma University, Belagavi on March 09, 2022. He said, "Always aspire for more but not at the cost of compromising with your values and sense of whatever is right. At the end of the day that is what will give you joy, peace and a sense of purpose. There is no substitute for hard work for succeeding in life. No matter how talented or gifted you are, only hard work will form the foundation of success." Excerpts

I am delighted to be amongst you on the 9th Annual Convocation of the University. Those of you who have studied, taught and lived here are very fortunate to spend a part of your life here. This university was established in 2010 with specific jurisdictions, and with the expansion of Kittur Rani Channamma Post Graduate Centre, Belagavi of Karnataka University, Dharwad, that itself was established in 1982. I am sure that, those of you who will be leaving the university, your parents and well-wishers are very proud of you and your achievements. Please allow me to share some of my thoughts with you all.

Convocation is an important day in any student's life because it represents an important milestone in his or her journey of life. But what is the role of higher education in personal growth and in service of the society and nation building?. As we are all well aware, the world has seen very difficult times in the past two years, and many of the problems like the COVID-19 pandemic, climate change, environmental degradation and huge gaps between the rich and poor countries, etc… are and will continue to pose problems. A major role of higher education is creation of new knowledge, finding innovative solutions and preparing the youth to address these problems which is essential for the future of mankind.

Indian higher education system, now the 2nd largest in the world is perhaps also the most complex. It needed to expand fast since the British rulers had paid little attention to establish any credible education system in India. From only 20 Universities and about 200 colleges at the time of independence, there are now more than 960 Universities and 45,000 Colleges, with more than 3.7 crore students enrolled in the higher education system.

It has an aspirational, huge emerging middle class, from a ship to mouth tag country. India now can not only feed its huge population but is a net exporter of food grains, has greatly expanded and improved its health care system, impressive space programmes and much more. But, India with the second highest population in the world also faces many challenges; India has an astonishing number of poor people, high degree of malnutrition, high prevalence of infectious diseases like tuberculosis and dengue, the highly polluted environment in its cities and so on. On the other hand India has run one of largest immunization programmme in the world, is the largest producer of life saving vaccines and drugs, has almost ended Polio and tetanus and so on.

What value system have your education, university and teachers given you? How does one become successful after obtaining higher education? What is the meaning and measure of success in life? You will be stepping out in a world which is highly connected, exciting and full of opportunities. But at the same time, it is complex, full of ironies and contradictions. Fortunately, India is at a juncture from where it can revert to its old glorious days of prosperity, of scholarship, of inclusiveness and with respect for all. With you as the future workforce, India can be what Swami Vivekananda dreamed of a strong nation, full of opportunities, justice, moral values, and can emerge as a true world leader. Needless to say, you have a duty to yourself, your family, your parents, and your teachers but you will

have to go much beyond that in order to fulfill Swami Ji's dreams.

Student's life at university/colleges is the most crucial and a happy phase in life. Universities are not the only place where students are enrolled and awarded certificates by attending classes and working hard to attain mastery in a subject. In fact, it is the place where students acquire new skills, essential domain knowledge and develop scientific temperament. It is where teachers shape students to prepare them to face the upcoming challenges of life with courage and strength of conviction.

Always aspire for more but not at the cost of compromising with your values and sense of whatever is right. At the end of the day that is what will give you joy, peace and a sense of purpose. There is no substitute for hard work for succeeding in life. No matter how talented or gifted you are, only hard work will form the foundation of success. Honesty and integrity in whatever you engage with, whichever institution you serve will not only bring success but also a sense of fearlessness and peace and satisfaction. Protection of commons has to be taken seriously and it is more important than ever before if we wish to leave this planet livable for future generations. We, individually and collectively need to consume much less than we do. As a student, as a teacher, as a family person and as a part of the society, too often, we feel that bringing order in a system is someone else's responsibility. You have to be part of the change that you wish there should be. Do not fear to walk on the path of right and justice even if you have to walk alone: that is what a true leader does.

There is nothing that you cannot achieve once you put your mind to it. It is yours for taking but take it well and gently. You are the future of this great country.

Swami Vivekananda had said that real education was that, which enabled a person to stand on his own legs and helped him to manifest the perfection already in him by a harmonious development of his head, hand and heart. In his opinion, a balanced combination of secular and spiritual training constituted the true dimension of education. So, you go ahead and show that you have imbibed the spirit of Swami Vivekananda's thoughts and dreams. All the very best to you all.

Thank you. ❑

Theme/Subthemes for the Special Issue of University News-2023-24

S. No.	Zonal Vice Chancellors' Meet-2023-24	Theme/ Subthemes for Special Issue	Last Date to Contribute*	Date of Publication
1.	**North Zone**	**Globalization and Internationalization of Higher Education** *Subthemes* • International Collaborations and Partnerships: Building Bridges for Higher Education • Global Higher Education Policy and Regulation: Harmonizing Standards • Student Mobility and Diversity: Enhancing International Experience	January 31, 2024	February 12-18, 2024

*The Articles may be submitted to The Editor, University News, Association of Indian Universities, New Delhi through E-mail: *ramapani.universitynews@gmail.com* and *universitynews@aiu.ac.in* on or before the last date mentioned above.

National Seminar on Exploration of Historical Sites

A two-day National Seminar on 'Exploration of Historical Sites: Indian Knowledge Tradition (In the Context of Eastern Uttar Pradesh)' was organised by the Department of Ancient History, Ramji Sahai PG College, Rudrapur, Deoria from December 04-05, 2023. The event was sponsored by the Indian Council of Historical Research (ICHR). The seminar focused on exploring the archeological, social, cultural, literary, educational, religious, spiritual, geographical, and economic importance of historical sites located in eastern Uttar Pradesh. Moreover, the issues of conservation, development, and management of such sites were also discussed both extensively and intensively. The possibilities of development of surrounding areas through tourism were also investigated. The key outcome of the event was the release of an ISBN book entitled 'Purvi Uttar Pradesh: Itihaas aur Sanskriti' edited by Prof. Brijesh Kumar Pandey and Dr Ashutosh Kumar Singh. The book is a collection of research papers presented on the theme and subthemes of the seminar.

The Inaugural Session was presided over by Prof Poonam Tandon, Vice Chancellor, Deen Dayal Upadhyaya Gorakhpur University, Gorakhpur while Dr Balmukund Pandey, Organising Secretary, Bhartiya Itihaas Sankalan Yojana was the Chief Guest. Prof. O P Srivastava, Central University, Prayagraj; Dr. Om Jee Upadhyay, Director, Research and Administration, ICHR and Prof Rajwant Rao, DDU Gorakhpur University graced the dias as Guests of Honour.

In his welcome speech, Prof. Brijesh Kumar Pandey emphasised the need for continuous research on historical sites from one generation to another, so that the horizon of knowledge keeps on getting expanded and the ambiguities removed. This, according to him, would enable learners to have a proper sense of the history of their motherland, which is vital for progress.

Dr. Om Jee Upadhyay said that we have countless reasons to be proud of our heritage and that there is a need for fresh research thereon so that once again India emerges as a '*Vishwa Guru*.' He further underscored that history is never a final report, but an interim report, liable to changes as per new findings.

Prof. O P Srivastava warned that it is necessary to understand the implications behind history so that history is rescued from being a discourse or narrative. He further suggested that only tall claims about the glories of the past will not serve our purpose; we must produce books based on objective research. He agreed that though there is a need for rewriting history, the same should not be done along party lines, but based on scientific evaluation of evidence.

Prof Rajwant Rao, History of Deoria described the historical and cultural richness of the local area between *Saryu* and *Gandak* rivers. According to him, Rudrapur, Deoria and surrounding Kachhranchal have been the confluence point of Indian and Iranian civilizations. Noting that there has been large-scale migration, both inward and outward, in this area, he suggested that such migration should be a topic for research for the new generation.

Dr. Balmukund Pandey called for rejecting the colonial and leftist descriptions of Indian history and advocated for adopting a nationalist approach to history writing. He emphasized that a proper evaluation of Indian history is possible only when our vision is Indian. Responding to Prof. O P Srivastava's challenge, he clarified that the process of producing books, based on new evidence and studies, is in full swing.

Prof Poonam Tandon, in her Presidential Speech, congratulated the college for hosting the event and invited other colleges, affiliated with DDU Gorakhpur University to follow suit, to build a better and progressive academic atmosphere in the region that is capable of promoting and fostering quality research in all walks of life.

A total of four parallel technical sessions were conducted on eight subthemes of the event in which as many as forty papers were presented. The Valedictory Session was presided over by Mr. Rajesh Srivastava while Prof Vipula Dubey, Former Head, Department of Ancient History, Archeology and

Culture, DDU Gorakhpur University was the Chief Guest. The session had Dr. Diwakar Prasad Tiwari, Former Principal, Deenanath Pandey Government PG College, Deoria and Dr. Prabhakar Upadhyay, Department of Ancient History, Archeology and Culture, Banaras Hindu University, Varanasi the Guests of Honour. Dr Prabhakar Upadhyay shared the observation that while the Vedic culture was a militant, war-loving culture, the one that developed in the regions between Kashi and Koshal had truth and non-violence as major cultural pillars. Dr. Diwakar Prasad Tiwari spoke of the recent trend of rejecting the middle age of Indian History and said that what remains of this age in Indian History is something that remains to be seen.

Prof Vipula Dubey emphasized that history is a subject that every individual needs to be aware of, to have a proper perspective of oneself, and to make progress in the right direction. She highlighted that the history of a place is inherent in its name itself. She also shared her observation that Purvanchal (eastern UP) has been the confluence of both Vedic and Non-vedic streams. In his Presidential Speech, Rajesh Kumar Srivastava suggested that there should be more and more research on historical sites in and around Rudrapur. Dr Ashutosh Kumar Singh was the Convener of the event, while the vote of thanks was proposed by Mr. Manish Kumar, Organising Secretary and Dheeraj Gupta, Co-convener of the Event.

International Conference on Artificial Intelligence

A two-day International Conference on 'Artificial Intelligence for Society' is being organised by the Interscience Institute of Management and Technology, Bhubaneswar, Odisha from May 18-19, 2024. The event provides a platform to discuss and share knowledge on information technologies, humanities, social sciences, arts and sciences. It includes broader societal and cultural impacts of Artificial Intelligence on people. The primary goal of the event is to invite original papers from academicians, researchers and industry practitioners across the world from the fields of Artificial Intelligence for growth and development in society. The objective of the event is to promote scientific research and developmental activities in the fields of Artificial Intelligence for growth and development in society.

The digital revolution has already changed the way people live, work and communicate. And that's just the beginning. But the same technologies that have the potential to help billions of people live happier, healthier, and more productive lives are also creating new challenges for citizens and governments around the world. From election meddling to data breaches and cyberattacks, recent events have shown that technology is changing the way we think about privacy, national security, and perhaps even democracy itself. The Topics of the Event are:

Societal Diversity

- Society Research Agenda.
- Society Challenges and Opportunities.
- Human-centered Society.
- Drivers and Enablers for Transformation.
- Human Skills in Society.
- New Leadership.
- Gendering of Skills.
- Stereotypes (Age, Gender, (Dis)Abilities).
- Accessibility of Technologies Across Borders (Countries, Societal Levels, Disciplines).
- Inequality in Software Development.
- Democratization in Technological Development.

Innovation in the Digital Age

- Open Innovation.
- Big Data Analysis.
- Innovation Development.
- Online Collaboration for Design and Innovation.
- Knowledge Visualization.
- Collaborative Online International Learning (COIL).
- Creative Teaching.
- Cross-Cultural Teaching and Learning.
- Institutional Structures for Education.
- New Learning Methods.

Healthcare Systems

- AI for Drug Development.
- Personalized Medicine.
- Electronic Patient Records.
- Care Robots, Therapy Robots.

Human-system Interaction Scenarios

- Collaboration between Humans and AI.
- Automating Knowledge Work.
- Conversational AI.
- Resilient Socio-technical Systems.
- Social Robots.
- Human-interpretable and Machine-Interpretable Modeling.
- Autonomous Driving.
- Mobility as a Service.
- Smart City.

International Collaboration

- Cultural Differences in Business.
- Cross-cultural Communication and Trust.
- Collaboration Across Borders, Cultures, and Languages.
- Digital Supply Chain.
- Future Banking.
- Sustainable Finance.
- Digital Financial Management.
- Cryptocurrency.

Business Information Systems

- Cyber Security and Resilience**.**
- Data Privacy.
- Risk Management.
- Business Continuity Management.
- Whistle Blowing.
- Cyber-physical Systems.
- Internet of Things.
- Digital Twins.
- Digitalization of Business Processes.
- Conceptual Modeling.
- Business Integration Strategy.
- Digitalization of Products.
- Emerging Markets.
- Human Capital.
- Business Agility.
- Digital Transformation.
- Circular Economy.

For further details, contact Ms Soma Mitra, Conference Secretary, Interscience Institute of Management and Technology, Bhubaneswar-752024. Mobile No: 07978030110, E-mail: *secretary@interscience.ac.in.* For updates, log on to: *www.iimt.ac.in/event/*

International Conference on Computational Techniques and Materials

A two-day International Conference on 'Computational Techniques and Materials' is being organised by the National Institute of Technology Manipur from February 15-16, 2024 in hybrid mode. The Technical Tracks or the Event are:

Track 1: ***Civil Engineering***

Structural and Geo–Engineering, Geospatial Techniques and Geomatics, Hydrological Advances, Environmental Engineering, Transportation Systems.

Track 2: ***Computer Science and Engineering***

Artificial Intelligence, Data Science, Data Security, Communication Technology, etc.

Track 3 : ***Electrical Engineering***

Electric Vehicle and Charging Infrastructure, Battery Management Systems, Computational Intelligence for Smart Power, Power Converter and Control using AI Techniques, Vehicle-to-vehicle, Vehicle-to-home, and Vehicle-to-grid Charging Technologies.

Track 4: ***Electronics and Communication Engineering***

VLSI and Embedded System, Antenna, Semiconductor Devices and Modeling.

Track 5: ***Mechanical Engineering***

Thermal and Fluid Flow, Heat Transfer, Manufacturing Technology, Design, Vibration, Rotor Dynamics, Composite Materials, Renewable Energy, Mechatronics.

Track 6: ***Physics***

Semiconductor, Ceramics Dielectric Material, Electromagnetic Material, Computational Physics, etc.

Track 7: ***Mathematics***

Financial Mathematics, Applied Probability and Stochastic Process and Queueing Models, Fuzzy Optimization and Operations Research, Graph Theory, Fractals, Mathematical Modeling and Mathematical Biology.

Track 8: ***Chemistry***

Bio-organic and Bio-inorganic Chemistry, Nanochemistry, Solid State Chemistry, Computational Chemistry, Coordination Chemistry, Medicinal Chemistry, Green Chemistry, Natural Products, Biomaterials.

For further details, contact Organising Secretary, Mechanical Engineering, National Institute of Technology, Manipur-794005, Mobile No: 08541864526 / 08763188232, E-mail: *icctm.nitm2024@gmail.com.* For updates, log on to: *http://icctm.nitmanipur.ac.in*

AIU News

Administrative Development Programme on Administrative Effectiveness

A five-day Administrative Development Programme on 'Administrative Effectiveness for Higher Performance' was jointly organised by the Association of Indian Universities (AIU)—Academic and Administrative Development Centre (AADC), Shri Vaishnav Vidyapeeth Vishwavidyalaya (SVVV), Indore from December 26-30, 2023. About twenty-four participants attended the programme. The event was organized especially for Administrative officers and non-teaching administrative staff wherein eminent experts across the nation deliberated on various themes like Principles of Management, Conflict Management, Relationship with the Supervisor, Change and Development, etc.

The Inaugural Session began with an auspicious lamp-lighting ceremony and welcome of Guests. Dr. Upinder Dhar, Vice Chancellor, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore and Dr. Anand Rajavat, Dean, Academic and Nodal Officer, Academic and Administrative Development Centre, Shri Vaishnav Vidyapeeth Vishwavidyalaya, welcomed the Chief Guest Dr. Amit Jain, Vice Chancellor, Amity University, Jaipur, Rajasthan. Dr. Anand Rajavat spoke about the Administrative Development Programme. He shared that this is the third programme that is being organized to bring out the best administrative traits of the non-teaching administrative staff to enhance their administrative effectiveness.

Dr. Upinder Dhar delivered the welcome address. At the outset, he congratulated the organisers and appreciated the theme selected for the Administrative Development Programme. Further, he commended the team for successfully organizing FDPs and ADPs regularly. He also shared his thoughts about the necessity of organizing such Administrative Development Programme for enhancing the performance of Administrative Staff.

The Chief Guest and Keynote Speaker on the occasion, Dr. Amit Jain, Vice Chancellor, Amity University, Jaipur, Rajasthan shared his views on the theme. He said that leadership and team-building qualities along with motivation and effective communication are the key traits for administrative effectiveness. He also emphasized attitude and stress management in the VUCA (Volatile, Uncertain, Complex, and Ambiguous) world. He suggested interpreting VUCA as a focus on vision and values, understanding the environment, and collaborative decision-making.

Dr. Rajeev Shukla, Professor and Discipline Coordinator, School of Management Studies, Indira Gandhi National Open University (IGNOU), New Delhi conducted the technical session. Dr. Shukla spoke about the key elements of an organizational structure like roles or job description, chain of command, departmentalization, span of control, centralization and decentralization and formalization. Dr. Shukla further explained the difference between Power and Authority. He said that authority exists where one person has the formal right to command, and another person has the formal obligation to obey. Authority may be seen as institutionalized power. Power is the ability or capability of an administrator to influence his subordinates or other employees to do things the way he/she wants it to be done. He also

shared his knowledge about Political behavior and Organizational Politics.

Dr. Upinder Dhar took the session on 'Principles of Management'. Dr. Dhar spoke about the Processes, Principles, Roles and Skills in Management. He explained and threw light on the 14 Principles of Management propounded by the Father of Modern Management, Henri Fayol. He explained in detail the concepts and applicability of Principles of Management like Division of Work, Authority, Discipline, Unity of Command, Unity of Direction, Collective Interest Over Individual Interest, Remuneration, Centralization, Scalar Chain, Order, Equity, Stability of Tenure, Initiative and Esprit de Corps. Dr. Dhar further explained the proportion of management skills needed at different levels of Management.

Dr. Pragya Sharma, Professor, Shri Vaishnav Institute of Management, Indore spoke during the session on 'Conflict Management'. Dr. Sharma explained the three views of Conflict i.e., the Traditional View, Human Relations View and Interactionist View. She further elaborated on functional and dysfunctional conflict, causes of conflict and Thomas Kilmann's Model of Conflict Management.

Dr. Nishith Dubey, Professor, National Institute of Technical Teacher's Training and Research and Coordinator of NITTTR's Gujarat Extension Centre, Ahmedabad delivered his lecture on the theme 'Relation with the Supervisor'. He threw light on consequences, reinforcement, punishment and extinction concerning the relationship with the supervisor. He also spoke on sources of self-efficacy. Dr. Dubey further said that the relationship between a supervisor and a supervisee requires nurturing. If they have a hostile relationship with a lack of trust, it can affect productivity and efficiency in the workplace. Similarly, if they are too friendly and personal, it may look unprofessional and cause issues with other employees.

Dr. Rishi Dubey, Professor and Director, Mahakal Institute of Management, Ujjain. Dr. Dubey shared his knowledge on different leadership styles viz; Authoritarian (Autocratic), Participative (Democratic) and Delegative (Laissez-Faire). He further elaborated on these styles with the help of examples using clips of movies like Chak De India. Dr. Dubey also threw light on basic leadership traits like patience, passion, spark and risk-taking ability which a manager should have.

Dr. Santosh Dhar, Rector and Dean, Faculty of Doctoral Studies and Research, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore shared her wisdom on the theme 'Change and Development'. She said that successful organizations cannot remain static if they hope to continue their success. They must change to keep up with the changing world. She further explained the three faces of change and discussed turnaround, tools and techniques, transformation, behavioral change, sources of behavior, resistance, underlying causes of resistance, and participation as a key to effective change.

Shri Shantam Sharma, Director, HR and Administration at the Society for Nutrition Education and Health Action, Mumbai emphasized key tactics for developing subordinates and shared 14 strategies that can help in creating a robust program for developing the subordinates. He also threw light on the key benefits of developing subordinates and how to create effective training and development programs for the subordinates. The programme ended with the valedictory session. After welcoming guests, the Coordinator, Mr. Premansh Sharma presented the report of the programme. The concluding remarks were delivered by Dr. Upinder Dhar. Er. Sukriti Agrawal proposed the vote of thanks. The session concluded with the National Anthem. ❑

STUDENT COLUMN

PM-USHA: A Pathway to Realise the Vision of National Education Policy–2020 in Higher Education

Antarjyami Mahala*

In the tapestry of a nation's evolution, education weaves the most intricate and transformative threads, shaping futures, nurturing intellects, and laying the foundation for progress. Within the kaleidoscope of India's educational landscape, two major initiatives stand at the forefront of this transformative narrative: the visionary *Pradhan Mantri Uchchatar Shiksha Abhiyan* (PM-USHA) and the epochal National Education Policy of 2020 (NEP 2020). These initiatives, like constellations guiding the course of educational reform, hold within them the promise of a renaissance in India's learning ecosystem. They beckon toward a future where innovation, inclusivity, and excellence converge to redefine the contours of educational possibility. As we traverse the corridors of PM-USHA and the vista of NEP 2020, we embark on an odyssey to decipher not just their significance but also the symphony created when their visions harmonize.

Pradhan Mantri Uchchatar Shiksha Abhiyan (PM-USHA)

The inception of the transformative government initiative, *Pradhan Mantri Uchchatar Shiksha Abhiyan (*PM-USHA), traces its roots back to 2013 when it emerged as the *Rashtriya Uchchatar Shiksha Abhiyan* (RUSA). Initially conceived to tackle challenges in higher education, RUSA prioritized quality enhancement, infrastructure development, and improved access, fostering collaboration between the central government and states (Ministry of Education, 2023). Evolving, RUSA underwent a significant transformation into PM-USHA in the year 2023, aligning closely with the vision of NEP 2020 and expanding its focus to crucial aspects of higher education. PM-USHA's overarching goals encompass enhancing quality, fostering infrastructure, promoting research, ensuring equity, and nurturing inclusivity within higher education institutions. This comprehensive initiative seeks to strengthen state higher educational institutions by enforcing stringent norms, utilizing accreditation for quality assurance, and implementing transformative reforms (Ministry of Education, 2023). Aligned with NEP 2020, it directs funding support for NEP recommendations, creates links between education and employment markets, and addresses regional disparities while enhancing access for rural students. Emphasizing equity, employability, accreditation elevation, hostel facilities, and multidisciplinary education, this systematic approach targets GER disparities, and challenges in Left Wing Extremism-affected districts, uplifts aspirational districts, and caters to regions with higher SC/ST populations, constituting a holistic effort to enhance higher education nationwide (Ministry of Education, 2023; Ministry of Human Resource Development, 2020).

The PM-USHA scheme provides flexibility in fund utilization by States/UTs/Institutions/ Districts, devoid of fixed limits across diverse components. Units draft detailed proposals and costs, consolidated by States and sanctioned by the Project Approval Board. Encompassing MERU establishment, institution strengthening, new college setups, and gender equity promotion, these activities focus on academic reforms, digitalization, industry partnerships, infrastructure amelioration, STEM education, vocational training, and social skill enhancement. However, the scheme refrains from funding salaries, pensions, or post-scheme project expenses. It also excludes support for celebratory events, student scholarships, unrelated faculty travel, institutional advertisements, and non-PM-USHA promotional activities (Ministry of Education, 2023).

The *Pradhan Mantri Uchchatar Shiksha Abhiyan* (PM-USHA) encompasses a strategic framework aimed at reshaping the higher education scenario across States and Union Territories (UTs). Its components are meticulously structured to address key aspects outlined in the National Education Policy 2020 (NEP 2020), focusing on transforming existing Higher Educational Institutions (HEIs),

**Research Scholar, Department of Education (CASE, IUCTE), Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat-390002. E-mail: antarjyami-eduphd@msubaroda.ac.in.*

leveraging districts as focal points for enhancing access and equity, and elevating educational standards in unserviced areas without HEIs. These components, serving as pivotal pillars, delineate specific allocations: Multidisciplinary Education and Research Universities (MERU) targeting 35 universities with 100 crore rupees each, Grants to Strengthen Universities and Colleges, encompassing 73 universities receiving 20 crore rupees and 401 colleges receiving 5 crore rupees respectively, establishment of 40 New Model Degree Colleges with 15 crore rupees per college, initiatives supporting Gender Inclusion and Equity in 50 districts with 10 crore rupees each, and MMER Grants totaling 161.3 crore rupees split between States and the Central sector. Each component operates under a predefined upper limit, requiring proposals to align within these boundaries based on stringent norms and parameters. The scheme emphasizes performance-driven grants and reforms linked to academic, administrative, and governance facets, fostering an environment geared towards enhancing educational quality and ensuring greater accountability within State institutions (Ministry of Education, 2023).

The short-listing criteria within PM-USHA operate as evaluative measures for proposals within its limited approval capacity, guided by the objectives outlined in the National Education Policy (NEP) 2020. Oversight for final approvals rests with the Project Approval Board, considering factors such as Special Category States, aligning with NEP 2020's vision for educational reform. These criteria remain adaptable, subject to revisions tailored to evolving scheme requirements and the overarching goals set by NEP 2020. For instance, the Multidisciplinary Education and Research Universities (MERU) component, exclusive to accredited state government universities, evaluates criteria like NAAC grading, NIRF rankings, student enrollment, faculty positions, and previous RUSA support through specific weightages. This comprehensive approach harmonizes with NEP 2020's focus on quality, digital integration, industry partnerships, and student-centric services, encapsulating the broader educational reforms set by the policy. Similarly, grants aimed at strengthening state government universities and colleges under PM-USHA follow tailored short-listing criteria, ensuring alignment with NEP 2020's objectives. These encompass factors like district focus, past RUSA support, student enrollment, faculty positions, and collaborations with local industries, reflecting the policy's emphasis on educational excellence and institutional enhancement. Additionally, initiatives targeting districts without government Higher Education Institutions (HEIs) under PM-USHA prioritize district-level considerations in line with NEP 2020's goals, ensuring a holistic approach to address educational gaps and infrastructure needs. Moreover, the Gender Inclusion and Equity Initiative's criteria, focusing on infrastructure and Gross Enrollment Ratio (GER) percentages among specific populations aged 18-23 at the district level, echo NEP 2020's intent to address gender disparities and inclusivity in education, aligning PM-USHA efforts with the policy's overarching vision for comprehensive educational reform (Ministry of Education, 2023; Ministry of Human Resource Development, 2020).

PM-USHA and the Vision of NEP 2020

PM-USHA and NEP 2020 represent paradigm shifts in India's higher education milieu, signaling a transformative agenda poised to overhaul systemic deficiencies. They converge in their overarching goal of mitigating entrenched disparities, fostering comprehensive development, and amplifying pedagogical excellence in the educational sphere. Yet, beneath their lofty ideals lie intricate challenges impeding their seamless execution. Delving into their delineated objectives spanning Equity and Inclusion, Quality Pedagogy, Accreditation Standards, ICT-Centric Infrastructure, and the Multifaceted Domain of Employability can unravel the robust facets, inherent limitations, and exigent areas necessitating strategic interventions within these dynamic educational frameworks.

Equity, Access, and Inclusion

PM-USHA, in line with the holistic framework of NEP 2020, ambitiously targets Equity, Access, and Inclusion within higher education through strategic directives. The program hones in on marginalized demographics—Scheduled Castes, Scheduled Tribes, minorities, and specially-abled individuals—to elevate the Gross Enrollment Ratio (GER) by leveling the academic playing field. This aspiration is echoed through its dedicated endeavors, aiming to bridge the enrollment gap prevalent across socio-demographic strata. Particularly significant is PM-USHA's emphasis on rural outreach, acknowledging the acute disparity in quality educational access. The scheme's advocacy for multilingual education resonates profoundly, dismantling language barriers and enabling diverse linguistic cohorts to embrace education in their native or regional dialects. Furthermore, PM-USHA propels gender inclusivity

by actively facilitating avenues for female education, substantiated by initiatives establishing exclusive women-centric institutions. These initiatives coalesce with NEP 2020's overarching agenda of eradicating gender discrepancies within higher education. Both PM-USHA and NEP 2020 synchronize efforts to foster an inclusive educational fabric that accommodates diverse socio-economic contours. Addressing regional discrepancies and socio-economic gaps, these initiatives ardently pursue the shared mission of propelling equitable access and comprehensive inclusion within India's higher education arena (Ministry of Education, 2020).

Developing Quality Teaching and Learning Processes

PM-USHA, in its alignment with the transformative vision of NEP 2020, endeavors to revolutionize the pedagogical landscape within higher education, albeit with varying success in its execution. Championing institutional overhauls, PM-USHA emphasizes the autonomy of state universities and colleges, envisioning them as hubs for innovation and pioneering educational practices. However, while the rhetoric promises enhanced decision-making and administrative efficiency within HEIs, the practical realization of these governance reforms often encounters bureaucratic inertia and red tape, hampering effective implementation. Moreover, PM-USHA champions academic diversity, purportedly advocating for flexible curricula and interdisciplinary education in line with NEP 2020's holistic learning ideology. Yet, the translation of this aspiration into tangible educational pathways remains a challenge, with institutions grappling to implement and integrate these reforms seamlessly. While there is encouragement for technological assimilation within HEIs, fostering Information and Communication Technology (ICT) tools, the comprehensive integration of these resources often falters due to infrastructure limitations and resource disparities across institutions, impeding the envisioned seamless technological integration. The scheme's emphasis on faculty development programs ostensibly targets enhancing teaching methodologies and research acumen among educators, aligned with NEP's objective of cultivating a competent teaching cadre. Nevertheless, the practical implementation and effectiveness of these programs across the educational spectrum remain patchy and inconsistently executed (Ministry of Education, 2023; Ministry of Human Resource Development, 2020). Ultimately, PM-USHA's ambitious provisions aspire to bolster teaching and learning quality in higher education. Still, its execution encounters numerous challenges, including bureaucratic hurdles, infrastructural limitations, and uneven implementation, hindering the seamless realization of the NEP 2020's visionary goals within the Indian higher education landscape.

Accreditation of Non-accredited Institutions and Improving Accreditation

PM-USHA strategically maneuvers within the intricate domain of higher education, orchestrating a synchronous alignment of accreditation endeavors with NEP 2020's aspiration for academic eminence. Functioning as a linchpin, this initiative dualistically aims at bolstering established accredited institutions while fortifying those awaiting the imprimatur of accreditation. By leveraging substantial financial backing, PM-USHA empowers these institutions, enabling them to surmount the exacting criteria laid down by accrediting bodies. The substantial financial infusion propels a manifold spectrum of initiatives, spanning the augmentation of capacities, fortification of infrastructure, and the meticulous implementation of sweeping reforms. The ultimate aspiration is an unwavering adherence to stipulated benchmarks, ensuring seamless conformance to the stringent quality parameters. In tandem, the resonating echoes of NEP 2020 reverberate with the resonance of resilient accreditation mechanisms, complementing the foundational melody of NEP with echoes of superior pedagogical practices and profound research prowess. PM-USHA adroitly fosters an ambiance conducive to interdisciplinary erudition, refinement of skill sets, and judicious collaborations, functioning as a maestro orchestrating a symphony that transcends disciplinary boundaries (Ministry of Education, 2023; Ministry of Human Resource Development, 2020). This synchronization between PM-USHA's accreditation drive and NEP 2020's mission for educational reform crafts a harmonious educational ensemble resonating with the virtues of ingenuity, adaptability, and interdisciplinary excellence.

ICT-based Digital Infrastructure

PM-USHA's strategic focus on ICT-based Digital Infrastructure harmonizes seamlessly with NEP 2020's vision for comprehensive higher education reform. It aims to revolutionize teaching methodologies and broaden educational accessibility through robust technology integration. The initiative underscores the establishment and enhancement of digital frameworks in higher education institutions, emphasizing the integration of Information and

Communication Technology (ICT) tools. This involves deploying smart classrooms, virtual learning platforms, and advanced digital repositories while advocating for e-learning portals and Massive Open Online Courses (MOOCs). PM-USHA prioritizes Open Distance Learning (ODL) programs and endeavours to create a tech-savvy ecosystem fostering innovative learning experiences. Efforts to bridge language gaps, facilitate digital libraries, and empower faculty in ICT tools are pivotal. The scheme's implementation encourages Wi-Fi provisions, smart classrooms, and virtual labs, empowering both students and educators to attain optimal learning outcomes.

Enhancing Employability through Multidisciplinary

PM-USHA, aligned with the NEP 2020 vision, places a strategic emphasis on advancing Employability through Multidisciplinary within the higher education landscape. Acknowledging the evolving job market's complexities and the demand for graduates equipped with diverse competencies, this initiative actively encourages universities to diversify their course offerings across various disciplines. By facilitating Multidisciplinary Education and Research Universities (MERUs) and supporting the integration of interdisciplinary elements within existing educational structures, PM-USHA seeks to expand students' horizons and skill repertoire. This approach aims to cultivate a versatile learning environment where individuals can delve into diverse fields, aligning with NEP 2020's holistic educational philosophy. Through strong ties between Higher Education Institutions (HEIs) and industry sectors, PM-USHA aims to fortify skills, foster innovations, and enhance employability. The establishment of employment cells and a vigilant monitoring system geared towards market-linked courses are central to this initiative, highlighting a commitment to nurturing cognitive skills and measurable learning outcomes in students (Ministry of Education, 2023; Ministry of Human Resource Development, 2020).

Challenge to Implement PM-USHA in All Over the Country

The comprehensive implementation of PM-USHA faces a pivotal roadblock due to the absence of signed Memorandums of Understanding (MoUs) between the central and state governments, primarily rooted in the complexities surrounding education's placement within the concurrent list. Although progress has been achieved, as of August 2023, 22 states and Union Territories have formalized MoUs with the Ministry of Education to activate the National Education Policy (NEP) under the umbrella of the *Pradhan Mantri Uchchatar Shiksha Abhiyan* (PM-USHA), 14 states and Union Territories have yet to partake, significantly impeding this ambitious educational initiative (Jigeesh, 2023; The Hindu, 2023, and Ministry of Education, 2023). The challenges standing in the way of this endeavor encompass multifaceted concerns:

One pressing challenge is the absence of allocated additional funds specifically earmarked for NEP-related reforms within the PM-USHA scheme. The requirement for states to shoulder 40% of the expenses under PM-USHA further amplifies concerns about their financial capability to support NEP-driven initiatives (Vishal, 2023). The MoU's incomplete articulation regarding the financial needs for implementing NEP changes has contributed to dissatisfaction among some state governments (Jigeesh, 2023; Vishal, 2023). Furthermore, the mandate for institutions to adopt multiple entry and exit options in degree programs and align with the National Higher Education Qualifications Framework guidelines poses a significant challenge for institutions to promptly adapt (Saurav, 2023; The Hindu, 2023). Additionally, there's the threat of project cancellation if an institution remains inactive beyond six months post-approval, further emphasizing the need for swift and effective execution. Moreover, the disbursement of central funds is contingent upon meeting specific conditions and submitting requisite documentation. The stringent financial obligations, along with incomplete alignment within the MoU, exacerbate the uncertainties and challenges faced by states (Drishti IAS, 2023). Discuss potential hurdles in implementing PM-USHA and achieving NEP 2020 objectives.

The Future of Higher Education with PM-USHA

PM-USHA emerges as a catalytic force poised to fundamentally reshape the higher education paradigm in India. Aligned meticulously with the NEP 2020, this initiative aspires to fortify and reinvigorate the higher education echelon, setting forth complex discussions concerning its impending trajectory. Within the PM-USHA framework, several pivotal facets forecast the transformative vista of higher education. Primarily, PM-USHA's cardinal emphasis gravitates towards the elevation of Higher Education Institutions (HEIs) through a rigorous evaluation regime. Anchored in accreditation, bolstered infrastructure, faculty augmentation, and dedicated research initiatives, it signals a potential shift towards aligning Indian academia with global education benchmarks. This could inherently uplift the overall

quality of higher education within the country. Yet, the initiative's ambition to augment accessibility faces considerable challenges. While intending to establish new institutions and fortify existing ones, questions persist about equitable resource allocation and the realization of access among marginalized communities and remote regions. This unresolved aspect may cast shadows on the initiative's objective of fostering a more inclusive and accessible higher education environment. Moreover, the accentuation on skill-based education and fostering academia-industry alliances seeks to bridge the chasm between educational offerings and market needs. This proactive stance might fortify graduate employability, ameliorating the industry's skill deficits. Nevertheless, the push for digitization, online learning, and technological strides could inadvertently fabricate a digital rift if inclusivity isn't earnestly prioritized. Despite its potential to democratize learning, the exclusionary consequences of technological integration need mitigation to prevent fragmenting the higher education landscape. Crucially, harmonizing PM-USHA with pivotal policies like the NEP 2020 becomes imperative for a comprehensive overhaul of the higher education apparatus. Seamless integration of future policies could amplify the initiative's transformative impact, orchestrating coherence amidst multifaceted educational interventions. Furthermore, PM-USHA's focus on research and development heralds innovation. Yet, sustaining this impetus and nurturing a culture of innovation within HEIs necessitates sustained backing and robust infrastructural augmentation. Such endeavors could potentially catalyze groundbreaking research while nurturing a vibrant culture of innovation. In essence, PM-USHA charts a promising course for India's higher education by accentuating quality, accessibility, and skill enrichment. However, unlocking its full potential necessitates adeptly addressing financial, implementation, and inclusivity hurdles, while synergizing with concurrent educational policies. Only then can it culminate in a comprehensive and sustainable metamorphosis of the higher education landscape.

Conclusion

The *Pradhan Mantri Uchchatar Shiksha Abhiyan* (PM-USHA), intricately interwoven with the tenets of the National Education Policy (NEP) 2020, emerges as an avant-garde catalyst poised to metamorphose the higher education landscape of India. This visionary initiative, with its unwavering commitment to elevating the quality benchmarks of Higher Education Institutions (HEIs) through meticulous accreditation processes, infrastructural fortification, and faculty excellence, foretells a paradigm shift towards global excellence. The pursuit of accessibility, albeit marked by concerns of equitable resource distribution, symbolizes a fervent aspiration for a more inclusive educational terrain. The strategic alignment with skill-centric education and industry collaboration stands as a beacon illuminating the path to narrowing the employability divide. Simultaneously, the clarion call for technology integration underscores the imperative of inclusive execution to thwart potential digital disparities. Harmonizing PM-USHA with allied educational policies assumes an imperative role in steering a harmonious transformation, while its resounding emphasis on research and innovation beckons a sustained commitment to nurturing groundbreaking scholarly endeavors. In the crucible of these initiatives lies the promise of a higher education future in India, where quality, inclusivity, and innovation converge to sculpt a pedagogical renaissance of unparalleled magnitude.

References

1. Drishti IAS. (2023, August 14). *Pradhan Mantri Uchchatar Shiksha Abhiyan. https://www.drishtiias.com/daily-updates/daily-news-analysis/pradhan-mantri-uchchatar-shiksha-abhiyan*
2. The Hindu. (2023, August 15). Contentious Criteria: On PM-USHA and Cooperative Federalism. *https://www.thehindu.com/opinion/editorial/contentious-criteria-on-pm-usha-and-cooperative-federalism/article67194210.ece*
3. Jigeesh, A., M. (2023, August 14). *14 States Yet to Join Centre's Flagship Education Scheme, The Hindu. https://www.thehindu.com/education/14-states-yet-to-sign-mou-with-centre-needed-to-avail-higher-education-funds/article67191204.ece*
4. Govt. of India (2020). All India Survey on Higher Education 2020–21, Department of Higher Education, Ministry of Education, Govt. of India. *https://aishe.gov.in/aishe/BlankDCF/AISHE%20Final%20Report%202020-21.pdf*
5. Govt. of India (2023). *Pradhan Mantri Uchchatar Shiksha Abhiyan (PM-USHA)*. Department of Higher Education, Ministry of Education, Govt of India. *https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/pm-usha_guidelines.pdf*
6. Government of India (2020). National Education Policy 2020, Ministry of Human Resource Development, Government of India. *https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf*
7. Saurav. (2023, August 17). *Pradhan Mantri Uchchatar Shiksha Abhiyan (PM-USHA) in the News*. adda247. *https://currentaffairs.adda247.com/pradhan-mantri-uchchatar-shiksha-abhiyan-pm-usha-in-news/*
8. Vishal. (2023, August 18). PM-USHA Scheme, Objectives, Key Provisions, Pillars, Funding, StudyIQ. *https://www.studyiq.com/articles/pm-usha-scheme/* ❑

THESES OF THE MONTH

SCIENCE & TECHNOLOGY

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

AGRICULTURAL & VETERINARY SCIENCES

Agronomy

1. Dharmendra Kumar. **Study on integrated nutrient management and different dates of sowing in wheat (*Triticum Aestivum L*)**. (Dr. Hemraj Meena), Department of Agronomy, Sangam University, Bhilwara.

Horticulture

1. Sharma, Heera Lal. **Integrated nutrient management in tomato (*Lycopersicun esculentum L*) under Southern Rajasthan condition**. (Dr. S P Tailor and Dr. Kuldeep Singh Rajawat), Department of Horticulture, Sangam University, Bhilwara.

Plant Pathology

1. Jaiswal, Ajay Kumar. **Variability studies on Fusarium Oxysporum f. sp. lycopersici causing wilt of tomato and competent effects of bio-agents, botanicals and their combinations**. (Dr. S P Tailor and Dr. Mohammad Faisal), Department of Plant Pathology, Sangam University, Bhilwara.

Soil Science

1. Kurmi, Keshav Prasad. **Impact of industrial effluent on soil properties and crop production**. (Dr. S P Tailor and Dr. Satyavir Singh), Department of Soil Science and Agricultural Chemistry, Sangam University, Bhilwara.

BIOLOGICAL SCIENCES

Biochemistry

1. Reddy, C Sreenivasa. **Effects of dietary chelated selenium supplementation on growth performance and biochemical changes in Japanese Quail (Coturnixcoturnix Japonica)**. (Dr. M Abdul Kareem), School of Sciences, Indira Gandhi National Open University, New Delhi.
2. Shivhare, Brijesh. **Protective effects of Saraca Indica extract on lead induced toxicity in rat model**. (Dr. Maneesha Pandey and Dr. Ramesh Kumar), School of Sciences, Indira Gandhi National Open University, New Delhi.

Biotechnology

1. Goutham, V Ganesh. **Study on NRF2 regulated macrophage responses in diabetic wound healing**. (Dr.K M Ramkumar), Department of Biotechnology, SRM University, Kattankulathur, Chennai.
2. Jagadish, Anupama. **Molecular characterization and detection of microsporidians infecting silkworms**. (Dr. K M Ponnuvel), Department of Biotechnology, Jain University, Bangalore.
3. Manoj Kumar. **Evaluation of urease inhibition potential of *Cinnamomum camphora and Delonix regia***. (Dr. Sunita Dalal), Department of Biotechnology, Kurukshetra University, Kurukshetra.
4. Sengupta, Srabasti. **Mycobacterium tuberculosis promotes bacterial survival in macrophages by inducing histone modifications**. (Dr. Avinash Sonawane and Dr. Snehasish Mishra), Department of Biotechnology, Kalinga Institute of Industrial Technology, Bhubaneswar.
5. Sharma, Upendra U S. **Study of the effects of Areca Catechu L extracts on development and behavior of drosophila melanogaster**. (Dr. R Shanti Iyer), Department of Biotechnology, Jain University, Bangalore.

EARTH SYSTEM SCIENCES

Environmental Science

1. Abirami, S. **Geomicrobiological studies along the Noyyal River Basin, Tamil Nadu**. (Dr. Sushmitha Baskar), School of Inter-disciplinary and Trans-disciplinary Studies, Indira Gandhi National Open University, New Delhi.
2. Sharma, Ajay Kumar. **Study of physico-chemical properties of ground water: A case study of Tehsil Bah Agra, U P**. (Prof. B Rupini), School of Inter-disciplinary and Trans-disciplinary Studies, Indira Gandhi National Open University, New Delhi.
3. Vikal, Monika. **Studies on graphitic carbon nitride based nanocomposites for photocatalytic application in water purification**. (Prof. Shachi Shah), School of Inter-disciplinary and Trans-disciplinary Studies, Indira Gandhi National Open University, New Delhi.

ENGINEERING SCIENCES

Biochemical Engineering

1. Thapa, Arun. **Metabolic engineering of Zymomonas mobilis for lactic acid production and xylose utilization**. (Prof. Ashish Misra), Department of Biochemical Engineering and Biotechnology, Indian Institute of Technology Delhi, New Delhi.

Civil Engineering

1. Manivel, S. **Experimental investigation on flexural behaviour of RC beam strengthened with hybrid fiber reinforced polymer system**. (Dr.N Pannirselvam), Department of Civil Engineering, SRM University, Kattankulathur, Chennai.

2. Pandya, Nidhi Chirag. **Modeling multiple leakages of urban water distribution network**. (Dr. Reena Popawala and Dr. Sanjaykumar M Yadav), Department of Civil Engineering, Gujarat Technological University, Ahmedabad.

3. Roy, Sayantee. **Investigation of climate relevant properties of aerosol and contribution of sources in arid region, Bikaner, India**. (Prof.Gazala Habib), Department of Civil Engineering, Indian Institute of Technology Delhi, New Delhi.

4. Wajid, Shayesta. **Ambulance location optimization for enhanced coverage and survivability in Delhi**. (Prof. Nezamuddin), Department of Civil Engineering, Indian Institute of Technology Delhi, New Delhi.

Computer Science & Engineering

1. Ahamed, Shamreen. **Ensemble classifier based predictive model for type-2 diabetes mellitus prediction**. (Dr. S K B Sangeetha), Department of Computer Science & Engineering, SRM University, Kattankulathur, Chennai.

2. Akella, S Narasimha Kumar. **A multi-modal convolutional neural network architecture with enhanced visual explanation for automatic recognition of colorectal cancer from medical motion colonoscopy images**. (Dr.K Venkatesh), Department of Computer Science and Engineering, SRM University, Kattankulathur, Chennai.

3. Anadkat, Komal Dineshkumar. **Enhancing emotion recognition with multi-model approach using deep neural network**. (Dr. Hiteishi Milind Diwanji), Department of Computer/IT Engineering, Gujarat Technological University, Ahmedabad.

4. Archana, K V. **Deep learning based early brain tumor detection and segmentation in E-health records**. (Dr. Bishwajeet Kumar Pandey), Department of Computer Science & Engineering, Jain University, Bangalore.

5. Bodiwala, Sunny. **Enhancing efficiency of deep neural networks using hardware driven activation function with stochastic computing**. (Dr. Nirali Nanavati), Department of Computer/IT Engineering, Gujarat Technological University, Ahmedabad.

6. Hasan, Arif. **Efficient performance of social networking databases**. (Dr. P Sasikala), Department of Computer Science & Engineering, Makhanlal Chaturvedi National University of Journalism and Communication, Bhopal.

7. Kolluru, Keshav Sai. **Neural methods for monolingual and multilingual open information extraction**. (Prof. Mausam and Prof. Soumen Chakrabarti), Department of Computer Science & Engineering, Indian Institute of Technology Delhi, New Delhi.

8. Mehta, Mihir Dineshbhai. **Intelligent security framework for Internet of Things**. (Dr Kajal S Patel), Department of Computer/IT Engineering, Gujarat Technological University, Ahmedabad.

9. Nithya, S. **Prediction of learner dropout on MOOCS based on machine learning algorithms for learner behavior to enhance feature engineering techniques**. (Dr. S. Umarani), Department of Computer Science & Engineering, SRM University, Kattankulathur, Chennai.

10. Pratap, Surbhi. **Integrating culture in user experience design in Indian context**. (Prof. Jyoti Kumar), Department of Design, Indian Institute of Technology Delhi, New Delhi.

11. Saranya, A. **A framework of mobile security for secure payment in cloud environment**. (Dr.R Naresh), Department of Computer Science & Engineering, SRM University, Kattankulathur, Chennai.

12. Singh, Sanjana. **Program analysis under relaxed memory concurrency**. (Prof. Subodh Sharma), Department of Computer Science and Engineering, Indian Institute of Technology Delhi, New Delhi.

Electrical & Electronics Engineering

1. Agrawal, Vasudha. **Electroplated bistable MEMS actuator using BEOL compatible process and tuning of residual stress**. (Prof. Bhaskar Mitra), Department of Electrical Engineering, Indian Institute of Technology Delhi, New Delhi.

2. Chacko, Keerthi. **Computationally efficient formulations for model predictive control and their applications**. (Prof. S Janardhanan and Prof. I N Kar), Department of Electrical Engineering, Indian Institute of Technology Delhi, New Delhi.

3. Gunavardhan, Kasturi. **Power quality enhancement in multiple AC microgrids by AI controllers**. (Dr. I Prabhakar Reddy and Dr. P Sujatha), Department of Electrical Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

4. Shashikala, J. **Evaluation of dental implant for surgical planning and complications by using optimized CBCT images**. (Dr. Thangadurai N), Department of Electronics Engineering, Jain University, Bangalore.

5. Surendar, M. **Estimation of state of charge for lithium ion batteries using efficient and less complex adaptive algorithms**. (Dr. P Pradeepa), Department of Electrical Engineering, Jain University, Bangalore.

Electronics & Communication Engineering

1. Jain, Vaibhav. **Design of low power high speed QCA circuits for emerging nano technologies**. (Dr.Devendra Kumar Sharma and Dr. Hari Mohan Gaur), Department of Electronics & Communication Engineering, SRM University, Kattankulathur, Chennai.

2. Pauline, S Hannah. **Investigation on structural optimization of adaptive filtering techniques for signal denoising applications**. (Dr. S Dhanalakshmi), Department of Electronics & Communication Engineering, SRM University, Kattankulathur, Chennai.

3. Rao, R Varaprasada. **An efficient method for medical image retrieval based on scattering transform and bow model**. (Dr. T Jayachandra Prasad), Department of Electronics and Communication Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

4. Sharanya, S. **Investigation on complexity in variability of ECG time segments for diagnosis of cardiac autonomic neuropathy**. (Dr. P A Sridhar), Department of Electronics & Instrumentation Engineering, SRM University, Kattankulathur, Chennai.

5. Sofia, D Sumithra. **Dynamic spectrum allocation in cognitive radio networks**. (Dr.A Shirly Edward), Department of Electronics & Communication Engineering, SRM University, Kattankulathur, Chennai.

6. Sulthana, Asiya. **Artifact cancellation in ECG signals for healthcare monitoring systems using normalized adaptive algorithms**. (Dr. Md Zia Ur Rahman), Department of Electronics & Communication Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

Instrumentation Engineering

1. Desai, Pankti Sureshbhai. **A digital butyrometric reading tube: A system building approach for milk fat measurement**. (Dr. Utpal Pandya), Department of Instrumentation and Control Engineering, Gujarat Technological University, Ahmedabad.

2. Patel, Vandana Vinod. **Enhanced design of digital filter and its implementation on FPGA**. (Dr. Shah Ankit Kiritkumar), Department of Instrumentation and Control Engineering, Gujarat Technological University, Ahmedabad.

Mechanical Engineering

1. Bhattacharya, Anupam. **Identification and band engineering of new topological materials**. (Prof. Jayanta K Dutta and Prof. Ratnamala Chatterjee), Department of Mechanical Engineering, Indian Institute of Technology Delhi, New Delhi.

2. Gouda, Bansidhar. **Development and tribodynamic studies of new micro-grooved and textured radial ball bearing**. (Prof.R K Pandey and Prof.C K Babu), Centre for Automotive Research and Tribology, Indian Institute of Technology Delhi, New Delhi.

3. Patel, Pruthvishkumar Keshavlal. **Investigation of mechanical properties of in-service materials using small punch test**. (Dr. Patel Bhaveshkumar Kanubhai), Department of Mechanical Engineering, Gujarat Technological University, Ahmedabad.

4. Prasad, Kaushik V. **Development of thermally sprayed AI2O3–CeO2 composite coatings on AZ 91 alloy**. (Dr. Adarsha H), Department of Mechanical Engineering, Jain University, Bangalore.

5. Raja, D. **Numerical and experimental analyses of composite bone plates for periprosthetic femoral fracture**. (Dr. Shubhabrata Datta), Department of Mechanical Engineering, SRM University, Kattankulathur, Chennai.

6. Sheladiya, Manojkumar Vitthalbhai. **Investigation of the machinability at the mould-metal interface in FNB casting**. (Dr. Shailee G Acharya), Department of Mechanical Engineering, Gujarat Technological University, Ahmedabad.

7. Upadhyay, Bhavik Dipakbhai. **Structural shape optimization using meshless method & stochastic optimization technique for linear elasticity**. (Dr Sunilkumar S Sonigra), Department of Mechanical Engineering, Gujarat Technological University, Ahmedabad.

Physical Engineering

1. Amir, Md. **Development of SPION-based nanoabrasives for superfinish optical polishing**. (Prof. Gufran Sayeed Khan and Prof. S Wazed Ali), Centre For Sensors, Instrumentation & Cyber-Physical System Engineering, Indian Institute of Technology Delhi, New Delhi.

2. Pant, Lalit Mohan. **Investigations on metrology of freeform optics and its application in infrared imaging**. (Prof. Gufran Sayeed Khan and Prof. Chandra Shakher), Centre For Sensors, Instrumentation & Cyber-Physical System Engineering, Indian Institute of Technology Delhi, New Delhi.

MATHEMATICAL SCIENCES

Mathematics

1. Kaspar, A John. **A study on two dimensional fuzzy languages**. (Dr. D.K. Sheena Christy), Department of Mathematics, SRM University, Kattankulathur, Chennai.

2. Pandey, Kshitij Kumar. **An investigation of multivariate fractal approximation and fractal operator on various function spaces**. (Prof. P Vishwanathan), Department of Mathematics, Indian Institute of Technology Delhi, New Delhi.

3. Patel, Manojbhai Ramanbhai. **Numerical investigation of fluid flow in lid-driven cavity using the finite volume technique**. (Dr. Jigisha U Pandya), Department of Mathematics, Gujarat Technological University, Ahmedabad.

4. Pooja. **Permutation polynomials over finite fields and finite group rings**. (Prof. R K Sharma), Department of Mathematics, Indian Institute of Technology Delhi, New Delhi.

5. Saini, Poonam. **Numerical dispersion and simulation of elastic waves in anisotropic media using spectral element methods**. (Dr. M D Sharma), Department of Mathematics, Kurukshetra University, Kurukshetra.

6. Singh, Abhishek Kumar. **Numerical methods and data-driven approach for stochastic integro-differential/ differential equations containing non-local operators**.

(Prof. Mani Mehera), Department of Mathematics, Indian Institute of Technology Delhi, New Delhi.

MEDICAL SCIENCES

Pharmaceutical Science

1. Dodiya, Hardikkumar Govindbhai. **Investigation of efficacy and safety of add-on aceclofenac alone and in combination with serratiopeptidase in patients with depression**. (Dr. Sunita Goswami), Department of Pharmacy, Gujarat Technological University, Ahmedabad.
2. Mukund, Amin Prakruti. **Formulation development and evaluation of orodispersible films for various therapeutic agents**. (Dr. Manishkumar Prahladbhai Patel), Department of Pharmacy, Gujarat Technological University, Ahmedabad.
3. Nagamani, D Bala. **Development and evaluation of URSODIOL and Ezetimibe polymeric nanoparticles for potential hepato protective activity**. (Dr K.Bhaskar Reddy and Dr. K Sesha Maheswaramma), Department of Pharmaceutical Sciences, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

PHYSICAL SCIENCES

Chemistry

1. Abinaya, R. **Visible light driven oxidation of alcohols and amines using scalable and reusable heterogeneous photoredox-catalysts: Applications to the synthesis of biologically active molecules**. (Dr. B. Baskar), Department of Chemistry, SRM University, Kattankulathur, Chennai.
2. Bavita Kumari. **Synthesis, spectral and antimicrobial studies of divalent nickel, copper, zinc and cadmium metal complexes derived from 1,2,4-triazole based schiff bases**. (Dr. Kiran Singh), Department of Chemistry, Kurukshetra University, Kurukshetra.
3. Bera, Moumita. **Electrocatalytic water oxidation activity by molecular copper and cobalt complexes and mechanistic investigations**. (Prof. Sayantan Paria), Department of Chemistry, Indian Institute of Technology Delhi, New Delhi.
4. Bhol, Prangya. **Controlled fabrication of one-dimensional metal tellurides for energy storage application**. (Dr. Akshaya K Samal), Department of Chemistry, Jain University, Bangalore.
5. Kirandeep. **Microemulsion based synthesis of ternary/ quaternary lanthanum oxide-based nanomaterials and to study their electrochemical, magnetic, and related properties**. (Prof. A K Ganguli), Department of Chemistry, Indian Institute of Technology Delhi, New Delhi.
6. Ravi Kant. **Design synthesis and biological studies of heterocyvlic compounds**. (Prof. Lalita S Kumar), School of Sciences, Indira Gandhi National Open University, New Delhi.
7. Saini, Suresh. **Earth-abundant metal oxide supported nanoparticles/base catalyzed Carbon-Boron (C–B) and Carbon-Silicon (C–Si) bond formation reactions**. (Dr. Shubhankar Kumar Bose), Department of Chemistry, Jain University, Bangalore.
8. Shilpa. **Regioselective synthesis of some nitrogen and sulfur containing heterocycles using unsymmetrical 1,3-diketones as synthons**. (Dr. Ranjana Aggarwal), Department of Chemistry, Kurukshetra University, Kurukshetra.

Nanotechnology

1. Jeevani, R. **E-SPUN 1-D carbon nanofibers embedded with molybdenum and vanadium compounds as potential electrodes for energy storage applications**. (Dr.Helen Annal Therese), Department of Nanotechnology, SRM University, Kattankulathur, Chennai.

Physics

1. Baskaran, P. **Investigation of Cu2ZnSnS4 AS counter-electrode towards the replacement of platinum in dye sensitized solar cell**. (Dr.K D Nisha), Department of Physics, SRM University, Kattankulathur, Chennai.
2. Chandan, R. **Crystal structure determination of organic compounds by X-ray diffraction, molecular docking, and molecular dynamics**. (Dr. K S Kiran), Department of Physics, Jain University, Bangalore.
3. Deepika. **Theoretical insights of defects in modulating functional properties of various advanced energy materials**. (Prof. Saswata Bhattacharya), Department of Physics, Indian Institute of Technology Delhi, New Delhi.
4. Goyal, Chandra Prakash. **Role of sensitizers towards enhancing the response of metal oxide nanostructures based gas sensors**. (Dr..S.Ponnusamy), Department of Physics and Nanotechnology, SRM University, Kattankulathur, Chennai.
5. Jha, Yetendra Prasad. **Sheath characteristics in a plasma carrying electron emission from the wall**. (Prof. Hitendra K Malik and Prof. Mayank Kumar), Department of Physics, Indian Institute of Technology Delhi, New Delhi.
6. Khan, Kacho Imtiyaz Ali. **Growth and investigation of ferromagnetic and antiferrromagnetic quantum material for spintronic devices**. (Prof. P K Muduli), Department of Physics, Indian Institute of Technology Delhi, New Delhi.
7. Sushil Kumar. **Ab initio study of electron and thermal transport in nano-scale systems of noble metals**. (Dr. R K Moudgil), Department of Physics, Kurukshetra University, Kurukshetra. ❑

ASSUMPTION COLLEGE AUTONOMOUS

APPLICATIONS INVITED FOR THE POST OF ASSISTANT PROFESSORS

AC/TS/Appoint/1/2024 17/01/2024

Applications are invited from eligible candidates to the Post of Assistant Professor in the following subjects at Assumption College Autonomous, Changanassery against permanent vacancies:

Subject	No. of Vacancies
Mathematics	1
Political Science	1

Qualification, age and scale of pay will be as per UGC/ Govt.of Kerala/Mahatma Gandhi University norms. The vacancies reserved for Differently Abled Candidates will be as per the G.O.(MS)No.96/2021/H.Edn. dated 15.02.2021 and G.O.(MS) No.242/2022/H.Edn. dated 18.05.2022. Application form can be had from the College office and College website. Duly filled application, along with the copies of the supporting documents, is to be sent to The Principal, Assumption College Autonomous, Changanassery P.O, Kottayam – 686101, by registered post **within 30 days** of this notification. For more details visit **www.assumptioncollege.edu.in.**

Sd/-
Manager

B A M COLLEGE, THURUTHICAD

Kerala- 689597

Phone: 0469 2682241, 8078292241

Email: **office@bamcollege.ac.in**

Website: www.bamcollege.ac.in

WANTED

Applications are invited from eligible candidates for the following permanent Faculty positions:

Assistant Professors: English -1 Commerce-1 (PWD).

Age, qualification, and scale of pay as per UGC, M.G University and Government of Kerala rules. The appointment is subject to the approval of M.G University / Government. Application forms can be obtained from College office or downloaded from college website on payment of Rs.1,5OO/-, to the account number mentioned in the application form. Applicants with disability (PWD) need not pay the fees. Apply **within one month** of this notification. As per the G.O (Ms) No.242/2022/HEDN dated 18/05/2022 the post of Commerce in this notification will be treated as PWD (Persons with Disabilities) category.

Thuruthicad **(S/d)**
19/01/2024 **Manager**

Mary Matha Arts & Science College

Vemom P.O, Mananthavady, Wayanad, Kerala–670645

Manager: 9447410831, 04935 241087

SITUATION VACANT (Re-notification)

Applications are invited for the post of:
Assistant Professor in Hindi : 1 post (PWD)

Qualifications as per UGC, Kerala Govt. & Kannur University Rules. Application form can be downloaded from the college **website www. marymathacollege.ac.in** and can be submitted in the office of the Manager, Mary Matha Arts & Science College, Mananthavady **within 30 days** from the date of publication of this advertisement.

Application Fees : Nil

Place: Mananthavady (Sd/-)
Date: 19.01.2024 Manager
Mary Matha Arts & Science College
Vemom (P.O.), Mananthavady

Shivgram Education Society's

SHRI KAMAXIDEVI HOMOEOPATHIC MEDICAL COLLEGE & HOSPITAL

Affiliated to Goa University

"Shiv Shail" Shiroda – Goa. 403 103. Ph. No. 0832-2306842 (Dir) 2307441.

STAFF REQUIRED

Applications are invited from eligible candidates for the following posts in this Institution **(Grant-in-aid)** offering BHMS course. The application with essential qualification and experience should reach the undersigned **within 10 days** from the date of publication of this advertisement.

Sr. No.	Department	Professor	Associate. Prof.	Assistant Prof.
01	Dept. of Anatomy	-----	01	01
02	Dept. of Physiology	01	01	01
03	Dept. of Pharmacy	----	----	01
04	Dept. of Pathology	01	01	01
05	Dept. of FMT	----	-----	01
06	Dept. of Gynecology & Obst.	01	01	01
07	Dept. of Surgery	----	----	01
08	Dept. of Community Medicine	----	01	01
09	Dept. of Materia Medica	01	01	01
10	Dept. of Organon	----	01	01
11	Dept. of Repertory	01	01	01
12	Dept. of Medicine	01	01	01
13	Research Methodology & Biostatics	01	01	01
14	Yoga Instructor		01	

ELIGIBILITY:

* Essential qualification, Desirable qualification and experience as per National Commission for Homoeopathy (MSR) Regulations 2013.
* Yoga Instructor: Qualified degree holder (Bachelor of Naturopathy & Yogic sciences – a 5 ½ years medical course in Yoga & Naturopathy)

GENERAL INSTRUCTION:

i. Pay Scale as per Government scale.

ii. Candidates already in service should apply through proper channel.

iii. T.A./D.A. shall NOT be paid by this institute for attending the interview.

iv. In case of non-availability of the suitable candidates, the post shall be filled by temporary staff for a period of one academic year.

SECRETARY

AIU MEMBERSHIP FEE
(Annual Subscription)

Member Universities of AIU are requested to remit Membership Fee (Annual Subscription) using online link: https://payment.aiu.ac.in.

In case Annual Subscription is remitted through ECS/RTGS/NEFT, **kindly share the remittance particulars/UTR details on email IDs: aiu_finance@rediffmail.com & accounts@aiu.ac.in** so that subscription is promptly linked and Tax Invoice-cum-Receipt is issued without any delay from AIU's end.

For any queries regarding Annual Subscription, please write to The Joint Secretary (Finance) on the emails mentioned above or on Phone Numbers: 011-23230059 (6 Lines) & Direct Number 011-23213480.

UNIVERSITY NEWS

(A Weekly Journal of Higher Education published by Association of Indian Universities)
(Published on every Monday)

SUBSCRIPTION TARIFF
(effective from April 01, 2020)

Period of Subscription	For Universities / Colleges / Libraries / Institutions / Organizations etc.	For Academicians / Teachers / Students / Individuals (At Residential Address only)
1 Year	Rs. 1250.00	Rs. 500.00
2 Years	Rs. 2200.00	Rs. 900.00

Single Issue: Rs. 30.00

- The payable amount is required to be remitted **in advance** through any of the Payment Modes.
- After remitting the payment, please send the payment details (Transaction No. / UTR No. with date / Cash Deposit Receipts etc.) alongwith complete Name and Address of the Institute / individual with Contact No. / Mobile No. for easy linkage of remittance. Old Subscribers may also provide their Subscription No. (if available).

The Journal may also be subscribed through our website in just 4 Steps:

Step 1 : Open the URL **www.aiu.ac.in**
Step 2: Click on the Payment Tab available at the top of the Home Page.
Step 3: Select University News Journal.
Step 4: Fill in the requisite details and click Pay Now.
(Payment may be made by any of the payment Modes (UPI / Debit Card / Credit Card / Net Banking).

For any query regarding subscription, please write to: subsun@aiu.ac.in, publicationsales@aiu.ac.in

Licensed to post without prepayment under WPP No. U(C)-109/2024-26 Postal Regd. No. DL (C)-05/1241/2024-26
UNIVERSITY NEWS 62 (04) January 22-28, 2024 Regd. No. RNI-7180/1963
Published on Monday: 22-01-2024 No. of Pages 40 including Covers Posted at LPC Delhi RMS, Delhi-6 on Tuesday/Wednesday every week

ASSOCIATION OF INDIAN UNIVERSITIES

ADVERTISEMENT TARIFF : UNIVERSITY NEWS JOURNAL

W.E.F. APRIL 01, 2017

GST AT PRESENT RATE OF 5% IS PAYABLE FOR PUBLICATION OF ALL TYPES OF ADVERTISEMENTS IN ADDITION TO THE PAYABLE CHARGE AS MENTIONED BELOW
EFFECTIVE APRIL 01, 2020

A. FOR EDUCATIONAL INSTITUTIONS, GOVT. ORGANIZATIONS, PUBLISHERS, BOOK SELLERS & DISTRIBUTORS

DISPLAY **(Amount in Rupee)**

Categories of Advertisement	1 Insertion	4 Insertions	8 Insertions	12 Insertions
Full Page	15000	45000	85000	120000
Half Page	8000	28000	50000	68000
Quarter Page	5000	16000	28000	40000
Cover (Inside)	16000	55000	100000	144000
Cover (Back)	20000	65000	120000	165000

B. TARIFF FOR SPECIAL NATURE OF MATTERS/ITEMS (DOUBLE THE RATES)

TARIFF FOR SUPPLIERS OF COMPUTERS, COMPUTER STATIONERY & PERIPHERALS, SCIENTIFIC & SURGICAL INSTRUMENTS, SPORTS GOODS AND OTHERS (*NOT COVERED IN ANY FORM OF THE TARIFF)* WILL BE AT DOUBLE THE RATES AND TARIFF CAN BE HAD ON REQUEST.

C. CONFESSIONAL TARIFF (For Publishers/Book Distributors- Exclusively for Books)

Per Square Cm (Display)	1 Insertion	4 Insertions	8 Insertions	12 Insertions
	30.00	28.00	26.00	24.00

MECHANICAL DATA OF JOURNAL

Size of Page 21 cms x 27 cms

PRINT AREA

Full Page	**23 cms (Height)**	**x**	**16.5 cms (Width)**
Half Page	**12 cms (Height)**	**x**	**16.5 cms (Width)**
Quarter Page	**11 cms (Height)**	**x**	**8 cms (Width)**

The Art Work/CRC IN PDF in High Resolution as per above Print Area (in BLACK & WHITE ONLY) or as an OPEN FILE in MS WORD may be sent positively at E-Mail IDs as shown below. *MATTER FOR ADVERTISEMENT MUST REACH SEVEN (07) DAYS IN ADVANCE FROM THE DATE OF PUBLICATION OF A PARTICULAR ISSUE OF UNIVERSITY NEWS*, WHICH IS PUBLISHED EVERY MONDAY.

ADVERTISEMENT AGENCIES (INS ACCREDITED) ARE ALLOWED 15% DISCOUNT.

Full advance payment must be sent directly to AIU Account using any of the Digital modes (i.e. NEFT/ RTGS/ Net Banking/BHIM/G-Pay/UPI, AIU Payment Web portal, etc.). The details of AIU Account are available in AIU Website (**www.aiu.ac.in**). The required data can be provided by mail on request.

***For further information write to* :-**

Publication & Sales Division
Association of Indian Universities
AIU House, 16, Comrade Indrajit Gupta Marg, New Delhi - 110 002
EPABX : 011-23230059 (Extn. 208) DIRECT LINE: 011 23213481
E-mail IDs : advtun@aiu.ac.in / publicationsales@aiu.ac.in; Website : http://www.aiu.ac.in

Edited, Printed and Published by Dr Sistla Rama Devi Pani, on behalf of the Association of Indian Universities, AIU House, 16 Comrade Indrajit Gupta Marg (Kotla Marg), New Delhi-110 002. Phones: 23230059 (6 Lines). Fax: 011-23232131, E-Mail : sgoffice@aiu.ac.in, advtun@aiu.ac.in, publicationsales@aiu.ac.in, subsun@aiu.ac.in (for subscription), unaiu89@gmail.com, universitynews@aiu.ac.in, Website: http://www.aiu.ac.in
Printed by Chandu Press, D-97, Shakarpur, Delhi-110 092 Phone: 42448841, chandupress@gmail.com