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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 15, 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:

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

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- Using Bhartiya Knowledge System-based Approach for Teaching-learning for Holistic Development.
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- 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.
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- Challenges in Communication and Dissemination of Traditional Knowledge.

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- Collaborative Research Networks: Fostering Interdisciplinary Research.
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- Innovative Funding Models for Research.

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- 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

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Recommendations of National Education Policy-2020 towards Development of Indian Languages

Rajiv Kumar Singh*

Literature serves as a social commentary. Literature provides a window into society, capturing whatever is going on there. Any society's past and present lifestyle, cultural legacy, moral values, nature, faith, religion, philosophy, and way of life can only be learned through its native literature. However, the production of literature also requires words, and dialects and languages are the only sources of these words. Language is necessary for the recording of literature.

India is renowned for its rich cultural heritage and diversity. Every Indian state has its language and heritage. The Indian Constitution's Eighth Schedule enumerates the 22 scheduled languages used in India. Nevertheless, there are many more languages and dialects in vogue besides these. UNESCO estimated that in the year 2000, more than 7000 languages were spoken around the world. Of these languages, about 2500 were endangered at that time. Many languages in our nation are in danger of becoming extinct, and the number of people who speak and understand them is declining. Some scholars estimate that by the year 2050, about 90% of languages among these will become extinct. This language issue makes us reflect and tells us that we must cease preserving these languages and take proactive measures to advance their growth if we are to conserve a rich cultural legacy from antiquity. The NEP-2020 is a significant document that firmly encourages the improvement of Indian languages currently.

We study literature, appreciate it, and learn about it through our understanding of language or script. How can we communicate with one another if there is no speech or language? That literature, however, will be unreadable and incomprehensible to everyone should the language or dialects become endangered. When the language disappears, the nation's cultural legacy starts to decline as well. The National Education Policy-2020 (NEP-2020) is firmly in favor of keeping Indian languages alive. This paper will examine and go into detail on the policy's support for Indian languages. An exploratory study that draws on the NEP-2020 aims to elucidate the obstacles and significance of the policy in terms of advancing Indian languages. The compelling arguments in favor of including Indian languages in the curriculum will be thoroughly examined in this paper. The objectives of this paper are:

- To identify the main features of languages.

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- To discuss the focus points of NEP–2020 regarding language preservation and promotion.
- To identify the main recommendations of NEP–2020 for classical and modern languages, dialects, language and literature, linguistic expressions, artifacts, heritage locations, theatrical arts, folk arts, etc.
- To explain the basic objectives and message given in NAP towards Indian languages.

Indian Languages: Recommendations of NEP-2020

In the NEP–2020, there is significant emphasis on various classical and modern Indian languages. The NEP–2020 discusses advancing Indian languages and culture. India is regarded as a cultural gem. Our art, languages and literature, various customs and traditions, linguistic expressions, artifacts, heritage locations, theatrical arts, and folk arts are instances of how this cultural legacy has changed throughout time.¹ Language, art, and culture are intrinsically interwoven, as NEP–2020 has stated. ‘Seen the world’ differently in different languages. Languages in particular affect how members of a certain culture communicate with one another, which affects the style of conversations and discussions with strangers, coworkers, and family members². Language, culture, and art are therefore entwined, which, via its literature, protects our culture.

Languages are reflections of our culture, containing shared experiences and patterns of interaction among speakers. Subsequently, culture is still widely expressed in languages and is still transmitted through customs. It would be not worth considering to truly enjoy our art—literature, plays, music, films, etc. without language. Language is therefore more significant. If culture and arts are to be preserved and improved, then the preservation and promotion of language should be given constant priority.

The policy has acknowledged that Indian classical and modern languages never received enough attention. According to this policy, almost 220 languages and dialects have been lost in our nation during the past fifty years. 197 Indian languages have even been designated as ‘endangered’ by UNESCO. Beyond this, a great number of languages face extinction if appropriate attention is not provided. This guideline makes it quite clear that when elder members of a special tribe/community who use a

certain language pass away, such languages frequently disappear also since their speakers are no longer alive. If such languages had been recorded and kept alive over time, then those languages would never have died out. Therefore, it becomes necessary for us to record and transcribe such languages³. According to this policy, “Indian languages listed in the 8th Schedule of the Constitution and are not formally listed as endangered are also facing the threat of serious difficulties on many fronts.” Integrating the teaching-learning of these languages from schooling to the higher education level must be the main focus if we are to overcome these challenges. The availability of excellent print and learning resources in these languages, such as workbooks, poems, novels, magazines, and educational textbooks, will be crucial to the survival of these languages. Regular official updates for the languages should also be released. These languages’ dictionaries ought to be extensively distributed and published. Now, it is compulsory to identify the levels at which there are problems in these languages and discuss them effectively⁴.

As per the NEP–2020, “India faces a severe shortage of qualified, competent language teachers.” Teaching languages needs to be improved as well. Additionally, greater experience is required while teaching languages. It is a very important step up to remedial action to improve one’s ability to speak and interact in a certain language⁵. According to NEP-2020, “many initiatives must be taken to promote language, art, and culture among schoolchildren.” This strategy takes many steps to prioritize music, art, and craft education across the board in schools. The goal of the policy is to encourage multilingualism by implementing the three-language formula as early as possible. The curriculum emphasizes the accurate integration of ancient Indian wisdom, including indigenous and local traditional knowledge, across all subjects. It also directs us to recruit the best local artists, craftsmen, writers, and other subject matter experts as master trainers in various subjects of local distinct expertise. Finally, it encourages us to conduct more experiential language learning⁶. Moreover, the mother tongue or the local language should be the primary language of instruction in higher education programs. Every programmes must be provided in two languages⁷.

NEP-2020 also suggested that excellent instructional materials be provided by translating into

various Indian and other languages⁸. It is said that an ‘Indian Institute of Translation and Interpretation (IITI)’ will be established for translation purposes. Besides playing an important role in the nation, the Institute will grow its work by hiring many multilingual and subject matter specialists, and professionals for translation and interpretation. As a result, IITI will support the advancement of different Indian languages and dialects. It is also mentioned that IITI will employ top-notch technology extensively in its operations. To collect and preserve thousands of old manuscripts, “India will expand many prestigious institutions and universities studying all its classical languages and literatures,” as per the NEP-2020. Additionally, these old documents will be translated so that a large-scale investigation into them may begin. The policy also supports that in addition to promoting the Sanskrit language, there will be an increase in the Indian language institutes nationwide and the starting of language instruction there, giving students access to large-scale study facilities. To do this, sufficient training can be provided. The autonomy of the classical language institutions will be fully maintained throughout their merger with the corresponding universities. It is also suggested in the policy that national-level institutes for Prakrit, Pali, and Persian would be formed, and they will be housed on university campuses. The National Research Foundation (NRF) will provide quality research support to Indian art, literature, and history institutions.⁹ Another mention of language preservation in this policy is classical, tribal, and endangered.¹⁰

The creation of academies for each language listed in the 8th Schedule of the Constitution is also discussed in this education policy. The preparation of dictionaries for each language has also received emphasis. In addition, this proposal mentions the development of institutions for additional widely spoken Indian languages¹¹.

Conclusion

In conclusion, it can be said that the promotion and conservation of Indian languages is possible only when these languages are used regularly by many institutions in collaboration with public participation. There is also a need to cater the training to prepare experts in these languages. This policy will prove to be a milestone in this direction and will make the development of endangered languages and other modern languages possible along with Indian classical languages. Thus, the NEP—2020 not only provides appropriate guidelines for the development of Indian languages but also shows us the way forward.

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The Taming of the Tutors

Dhanappa M Metri*

The Government of India published 'Guidelines for Regulations of Coaching Center' in January 2024. The opening part of the policy the "Background" clearly mentions the growth of coaching centers without any policies. Then the issues arising out of the uncontrolled field are given. There is a reference to the fundamental principle of the National Education Policy-2020 (NEP 2020) focusing on regular - formative assessment for learning rather than the summative assessment that encourages today's Coaching Culture and its harmful effects. This shows that this policy mulled in the National Education Policy- 2020 was waiting for the right time of its publication. Irrespective of policies and drastic decisions, the quality of education eluding is a fact. There is a parallel educational system of private classes for regular education as well as entrance exams. The culture has reached rural India long back! Irrespective of the learners learning from both the mainstream and its parallel system reaching 80% of students joining private classes, the recent Annual Status of Education Report (ASER), 2023, 42% of children in the 14 to 18 age group in rural India have difficulty in reading simple English sentences. The picture of urban India may not be much different. The guidelines focusing on Coaching Centers for entrance and competitive exams will be one more effort to make the Indian education system qualitative. This article is the writer's critique of the Guidelines.

Evolution of the Coaching Culture

Till the late 1970s, private tuition was an unknown term in India. It was an insult to join the tuition classes because only ordinary students needed them. Earlier generations were blessed with pure education which was learning not competition. There was hardly any need for coaching when education was at the hands of teachers who were contributing to their field with the value that IT giant N R Narayana Murthy's 70-hour work culture with true nationalism at its core. The institution owners and political leaders were true philanthropists

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and patriots. Commercialism and corruption were still to enter life and academia. Subsequent generations of institutional owners playing with their institutional Vision Statement triggered the appointment of teachers who were interested in jobs rather than careers. They turned into a syllabus covering teachers. Growing value for the job sector and diminishing Interest in agriculture made the competition cutthroat. Naturally, marks in the exams mattered and the source in the form of special teaching started. The regular teachers involved in running illegal coaching classes not only multiplied their earnings but also their standard of living. Of course, there were a few who never compromised their professional ethics. They enjoyed the opportunity of grooming the needy as their kids. This species of teachers is on the verge of extinction now today.

Educated youth unable to find jobs opted parallel education system. They earned so much that they became educational barons. Very few of them did not compromise with their values and professional ethics. Though they were not formally trained, their preparedness with modern mark-enhancing techniques was better than the regular teachers in schools with limited sources and their own service survival stories at the hands of the corrupt system that turned unimaginably commercial. Marks mattered more than the very objective of education, "Behavioral change" The tutors starting the classes at their homes found a marketplace close to the institutions. They started luring the learners with whopping marks. Parents felt better to see the shining performance of their wards in the form of so-called marks. The academia at the hands of the teachers without any objective beyond the monthly salary remained stagnant. The institutes, barring a few, forgot the concept of quality education for equipping the youth. On the other hand, private classes became more competitive, and they had no option but to innovate new ways of learning tools, delivery, and evaluation techniques. The coaching classes for competitive exams left no chance of convincing their contribution to getting lucrative careers.

The objective of holistic education was conveniently ignored in the process of intellectual

development of the learners. The regular school and college teachers had no options but watch their learners being poached by the coaches under their nose. Very little was done to stop the exodus. Propaganda of their doubtful professional abilities of the teachers and the institute has remained the signature song of the commercial classes. It was not fully wrong too in most of the cases! The teachers developed a type of mentality that student learn in the tuition classes. The innovations in private classes lead to the birth residential vocational classes. The helpless parents started compromising with their dreams to pay huge fees. They were part of the mad rat race for lucrative careers. The innovations further brought tutorial culture for the students in remote places. Then the institutes collaborated with the classes or opened special patterns hiring teacher experts who could prepare learners for different entrance tests. Then the new dummy college culture of admission at the local college and learning at the top coaching centers has come up. The pandemic pushing online learning has given birth to online coaching by ecopreneurs. The innovation list is endless!

The Consequences

The system has become very complicated because it is psychological now. Very few Parents can imagine wards education without coaching and convincing their kids to self-study is becoming impossible. The students are part of a coaching course before they are 16 years old, capable person to take decisions about careers. On the other hand, boasting about their kid at the top coaching centre is a matter of credit for the parents. They are paying several times for one course. When money and marks are the very objectives of learning, there is very little scope for education. The craze for the classes has reached the Play Groups to ensure admissions to reputed schools. One will come across primary school children on their way to classes early in the morning. Young girls commonly face the road Romeos and goons, while returning home late at night. No one wants the kids to play, read, mix with their friends and enhance essential emotional, spiritual, and energy quotient. Most of them have sleep deficit in the name of education.

Stakeholders are not aware of real education. If there are Hindi films like *Tare Zameen par* and *Three Idiots*, other films are showing the hero

acquiring the impossible through coaching classes. The society speaks only of the Multinational Companies and the huge packages. This makes the parents dream high in their kids to fulfill their unfulfilled dreams. Without studying their personality traits, the students accept the challenge. The consequences are clear in the form of student frustration, and deaths competing with the suicides of the poor farmers. The coaching center hostel with the ceiling fans unfit for hanging and the safety nets to stop the suicidal jumps are the outcomes. The private classes are desperately trying their best to control suicides. They think that parental and peer expectations are creating the pressure not the classes. This cannot be ignored! When the issue resulted in deaths, the pressure on the government has mounted and the regulations are being done.

The Need for the Regulations

Opening the coaching classes is the easiest way. Anyone who simplifies the syllabus provides readymade study material and prepares for the written memory testing exams can start it. He is supported by the one who is still completing his education or the one who is not specialized in the subject. In many cases, the competitive exam classes are run with the support of mediocre staff members who themselves have not succeeded in the field. The class timings for primary and secondary classes are either early in the morning or in the evening after the schools confiscate their leisure and playtime. They make tall promises that are mere advertisements. They lure customers with examination outcomes that have little value today. The fees charged are arbitrary and rarely refundable when the student wants to quit. The learning environment is very rarely congenial to learning. Learning is nothing beyond the examination preparation. There may be a few institutes that are exceptions to the above shortcomings.

The Regulations

Registration forms, documents required, fee refund policy, infrastructure requirements, classes, no admission to students below 16 years, weekly offs, no classes during the school, college timing, not more than five hours, no classes early in the morning and late in the evening, code of conduct, no false guarantees, not publishing of the assessment results, mental health, counselors, inclusivity, maintaining records, restriction on shifting, inquiry

of activities, disposal of complaints and finally the penalties for violations.

Implications

Regularization will have positive effects on education. There will be a robust parallel system to supplement formal learning. Expertise counseling will be available. Healthy competition will be created, and the academia may try to improve and update. Regularization will affect the livelihood of many unemployed, jobless, housewives supporting the families and the people passionate about the teaching profession. The coaching centre owners, who have invested in the infrastructure facility, will be devastated. The parents who are not in a position to pay attention to the studies of their wards due to their jobs, business, or education will find it difficult. Some learners facing poor quality of education at their schools and colleges may not get the alternative solution of classes. As a result, academia may be producing mediocre youth.

Implementation

Coaching centers with National Identity like the centers at Kota in Rajasthan may be in the mind of the policy makers. Adhering to the regulations the coaching centre will be well-equipped almost like a non-grantable academic institute. Small to moderate size centers may find meeting the regulations difficult. Even after clustering the coaching centers, it will not be easy to follow the guidelines. An age limit of 16 years will be an epoch-making decision. If the guidelines are followed in academia and made mandatory, many centers will cease functioning and cheaper online coaching will replace them.

Conclusion

So, at last, some policies are ready to regularize private coaching classes to make learning pleasurable and meaningful. The Document shows that society has accepted the Coaching Culture, and the Government wants to standardize its functioning. However, the policy will have to face the well-established tuition industry. For successful implementation, the Guidelines should be fully

accepted, implemented, ethically practiced, and strictly monitored. It is a very smart Document with calculated steps to control the long pending issue, leaving very little scope for resistance. The role of the parents and the successful implementation of the National Education Policy–2020 are crucial.

The Times of India editorial, ‘Class struggle’ on January 20 laments too many exams, hence too much coaching, and asks for measures to remove Coaching Culture. It reminds the promise of weaning away exam-related assessment mentioned in the NEP-2020. There are some possibilities of natural changes of the education landscape; Artificial Intelligence (AI) may take away the shine of the dream careers that need entrance examination and create pressure to achieve them and the NEP–2020, stressing Formative Assessment to Summative Assessment may be a game changer too.

The upcoming trends like personalized learning, where the attitudes, interests, and capacities of learners are stressed. The stakeholders may turn towards holistic learning where not only intelligence but also emotions, spirituality, and creativity are valued. The parents may be finally convinced that coaching classes do not guarantee that learners’ abilities are final. At least for the present, it seems the topic; “Should Private Coaching be Banned?” will be no more a part of college debate competitions and essay writing topics!

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Analysis of India's New National Education Policy of 2020: Education for Sustainable Development Perspective

Edgar Fidel Nderego*, Haresh B Vadhel** and Ganpat S Patel***

India has received its National Education Policy—2020 with new hope and delight. The policy has been formulated to bridge the gap between the current state of learning outcomes and what is required to bring the highest quality, equity, and integrity into the system from early childhood care and education through higher education. Publication of the policy for public consumption drew attention from academicians, and researchers to review it to look at its relevance in several areas that the policy addresses. Many of the reviews of the NEP conducted focused on perspectives on digitalization and quality of life in India; evidence and challenges towards achieving its outcomes; aspects of indigenous ingenuity and its contribution to the global knowledge economy; and achievement of its objectives. Throughout the literature review, researchers found no review of the policy that focused on the perspectives of ESD. This study therefore reviewed the NEP--2020 from the perspective of ESD. This study was guided by assessing whether ESD-related Goals, ESDT/L approaches, ESD skills, ESD knowledge competencies, and ESD values are addressed in the new NEP.

This study employed a qualitative content analysis technique. NEP-2020 was used as a data source. The contents of the document were analyzed systematically to understand the position of ESD in the policy. The findings of the study indicated that NEP considered ESD-related themes with great emphasis. This implies that for the ESD, NEP is among the good policies that have clearly stated the ESD goals, values, skills, and knowledge related to ESD.

India is striving to improve the quality of education through comprehensive reform as indicated in a new national education policy of 2020. The policy provides guidelines and directions for transformed practice in education. That being the case, it is important to find out whether the new India's national education policy provides enough valuable direction for ESD attention. The main reason underlying this is that ESD has been

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considered a transnational educational policy with a focus on empowering people with skills to solve environmental and sustainability problems. Due to that India has made several international commitments to fostering global education development agenda such as Education for Sustainable Development (ESD), Sustainable development goals (SDGs), etc. Therefore, analysis of India's national education policy in the aspect of ESD serves to inform in a specific way how India is committed and put into action the realization of ESD as a global agenda.

ESD is concerned with equipping individuals, communities, and governments to live and act sustainably and understand the environmental, social, and economic aspects of Sustainable Development (SD). It focuses on improving the quality of the environment, quality of life, and more equitable economic growth for sustainability (UNESCO, 2014). A sustainable society requires healthy, well-educated, skilled, and active citizens who are informed and motivated to live more sustainably and ensure future generations' quality of life (Biasutti, De Baz, & Alshawa, 2016). Furthermore, the goal of ESD is to educate and train students for sustainable decision-making in the future through social learning which is a form of transformative learning (Wals, 2011). Broadly, ESD is considered as a tool to transform the values, behavior and lifestyles of people to ensure a sustainable future for all.

Due to the importance of ESD, there is a notable presence of ESD in national policy documents worldwide (UNESCO, 2009). However, there are different styles used by policymakers to integrate ESD into policies. According to UNESCO (2009) educational policies that focus on ESD are divided into:

1. Those that integrate ESD by connecting it to existing curriculum topics and also require an integrated or interdisciplinary approach
2. Those that create space for schools to have ESD projects and extra-curricular ESD-related activities
3. Those that leave it up to the schools themselves to prioritize and position ESD (e.g. the case of Japan)

The majority of educational policies address broadening participation in ESD and re-orienting educational curricula. However, dispositions that include EE elements, environmental issues, or curricular designs that define SD-related topics often exist in many educational policies.

India like many other countries has opted to integrate ESD by connecting it to existing curriculum topics using an--1986 (NPE--1991) which was modified in 1992 emphasized that environmental protection along with other values must form an internal part of the curriculum at all stages of education. Furthermore, in 2003, the Supreme Court of India directed that *“We accept on principle that through the medium of education, awareness of the environment and its problems related to pollution should be taught as a compulsory subject”* (Supreme Court Decision cited in UNESCO, 2009). The judgment further required that all universities prescribe a course on the environment and that the levels leading to tertiary education include compulsory education on the environment (UNESCO, 2009). In response to the judgment of the Supreme Court, the University Grant Commission (UGC) directed all levels of higher education to offer courses on the environment.

Although the national policy of education (1986/1992) contained environmental concerns; and the UGC emphasized ESD inclusion in higher education curriculum, studies show that ESD was integrated in a piecemeal manner across different subjects which is not effective in terms of outcomes that is ought to be achieved (Yadava, 2022). In a study conducted to assess transformative pedagogic practices of ESD and water conflicts in Indian geography education, the findings revealed a pedagogic practice that transmits norms and values of respect and authority rather than promoting questioning and critical thinking (Leder, 2018). Chapter 6 revealed that the majority of student teachers do not have adequate awareness and knowledge regarding sustainable development and its related concepts. The same study further shows that graduates are not in a position to understand and appreciate the complex interrelationship between environment, society, and economy.

Apart from studies, the National Education Policy (2020) indicates major problems currently facing the education system in India which include *“less emphasis on the development of cognitive skills and learning outcomes”*; *“a rigid separation of disciplines, with early specialisation and streaming*

of students into narrow areas of study” (National Education Policy, 2020, p.33). This provides a narrow scope of understanding sustainability issues. In dealing with these shortcomings of the current education system, the new NEP has suggested bringing back multidisciplinary tradition in the curriculum which will create well-rounded and innovative individuals (NEP, 2020). This is in line with the unique features of ESD even though further analysis must be done to see how the policy has incorporated ESD.

Educational researchers have analyzed educational policies using different lenses. UNESCO (2020) reviewed educational policy regarding ESD in Indonesia, Philippines, Timor-Leste, Malaysia, and Brunei Darussalam. In 2009, UNESCO reviewed ESD policies from cultural diversity and intercultural dialogue perspectives (UNESCO, 2009). In India, a review of the new national education policy of 2020 was done from the perspectives of digitalization and quality of life in India (Muralidharan, et al., 2022). Muralidharan and Singh (2021) reviewed India’s new national educational policy focusing on evidence and challenges. A review of the new NEP in the aspect of indigenous ingenuity and its contribution to the global knowledge economy was done in 2021 by Varma, Patel, Prikshat, and Pereira. Another review of the new national education policy of 2020 was done focusing on the achievement of its objectives (Aithal, and Shubhrajyotsna, 2020). Researchers of the present study found no review of new NEP focusing on the Education for Sustainable Development (ESD). This study therefore will fill this gap.

Analysis of policies has been conducted using different frameworks. For example, Kalsoom, Quresh and Khanam (2019) analyzed policy documents using a set of ESD content, ESD-processes, and ESD-learning outcomes framework. In a more specific, however, Bentham (2013) suggests that policy analysis from an ESD perspective is a twofold process. The first process of the analysis searches to highlight the main goals and values (also known as the “policy priorities”) of the policy document. The second process aims to identify the degree to which policy priorities address any of the ESD principles. This ESD principles analytical framework considers ESD teaching and learning approaches, ESD skills, ESD knowledge competence, and ESD Values.

This study adapted the analytical framework suggested by Bentham (2013) to analyze the new

India's national education policy. Therefore, this study addresses the following questions:

1. What are the ESD-related goals and aims stated in the new national education policy?
2. What are the ESD teaching and learning approaches addressed in the new national education policy?
3. What are the ESD skills addressed in the new national education policy?
4. What are the ESD knowledge competencies addressed in the new national education policy?
5. What are the ESD values addressed in the new national education policy?

Educational Policy Formulation and Implementation in India

India like any other country is keen on quality-oriented, even-handed, and equitable education. For the past five decades, the government's educational policies along with state governments have been addressing comprehensively to have a vibrant educational system that can deliver social objectives across time and space. Changes and formulation of educational policies of 1968, 1986, and 1992 were examples of measures that the government took to improve the quality and provision of education. Changes of the policy were directed by economic considerations, opportunities, the educational delivery mechanism, educational aids, technology, digitalization, etc.

The policy document of NEP 2020 and its implementation since last year has been emphasizing certain fundamental principles, such as recognizing, identifying, and fostering the unique capabilities of each student; flexibility in learning; creativity and critical thinking; and so on, that will guide the future of education system and institutions in developing knowledge, skills, values, and dispositions to support quality of life, sustainable development, and global well-being.

There is a fundamental change in the pedagogical and curricular structure from early childhood education up to higher education to give fundamental and sufficient educational investment for human development and quality of life. A critical dimension of this policy at all levels of education is the inclusion of ESD. The intention is not on NEP= 2020 but rather on analytically and empirically examining the representation of ESD which is important in empowering people dealing with sustainability issues.

ESD Goals in Education Policies

Where ESD is already a part of the formal education system, a wide range of learning goals can be distinguished (UNESCO, 2004). The level of education dictates the differences in emphasis of the learning goals. Frequently mentioned learning goals include: acting with respect for others, acting with responsibility locally and globally, critical thinking, understanding complexity, the capacity to imagine the future, understanding interdisciplinary relations, responsible behavior and the ability to identify and clarify value. Several of them can be seen as they are as relevant to sustainable development as they are to other realms of life and need to be developed by all citizens. In the following example, Parkin, Johnston, Brookes, Buckland and White (2004, p.20) stated sustainability goal as:

A sustainability literate person can: understand the need to change to a more sustainable way of doing things; have sufficient knowledge and skills to decide and act in a way that favours sustainable development; and recognize and reward other people's decisions and actions that favours sustainable development.

In this regard, education policies should state clearly the goals reflecting ESD. This is because the goals provide guidelines and guidance to implementers on what to focus and what could be considered as a terminal end of the learning process.

ESD Teaching and Learning Approaches

The policy should provide an important context and basis for teaching and approaches. In the case of ESD teaching and learning approaches are characterized by designs that are in an interactive, learner-centred way that enables exploratory, action-oriented and transformative learning. Furthermore, rethinking of learning environments is crucial in the policy. The policy should indicate learning environments including physical, visual as well as online learning environments and show how they are used to inspire learners to act for sustainability (UNESCO, 2014).

ESD Skills

According to Bentham, Sinnes and Gjotterud (2014), ESD skills are categorized into three categories which are critical and creative thinking, systemic thinking, and future thinking. Critical and creative thinking focus on skills in exploring ways of solving local contextually relevant problems, considering society, economy and environment problems while

solving problems, and carrying out critical analyses of current knowledge and situations and their implications for future decisions (Ibid).

Systemic thinking skills engage in looking for links to solve complex problems, understanding that systems are complex and usually involve more than the sum of their parts, and engaging in partnership building to address needs and solve problems. Skills for future thinking include those recognizing the need for change, searching a way to attain a sustainable future, understanding the short and long-term effects of current decisions, and the importance of renewing knowledge about sustainability theory and models. The policy should state clearly ESD skills that the education system intends to develop.

ESD Knowledge Competences

Education policies should indicate ESD knowledge competencies that should be acquired and expected from the learners after a course of the training period (Bentham, Sinnes, and Gjotterud, 2014) Policies should state clearly ESD knowledge competencies such as:

- Promote an understanding of various sustainability issues both locally and globally e.g. food security, economic and social justice, democracy, distribution and use of resources, etc.
- Promote an understanding of how society, the economy and the ecological environment play a part in sustainability issues
- Promote the sustainable use of and care for natural resources
- Promote the understanding that all disciplines can explore ESD through their subject knowledge
- Connect the relevance of subject knowledge to society, environment, and economy.

ESD Values

Values are certain beliefs, attitudes, or convictions that are reflected in personal behaviour. Values are important because they guide a person's perception, thinking, decisions and actions. The importance of values is defined as crucial in various educational contexts, especially in connection with ESD. According to the United Nations (2004) ESD is fundamentally about values with respect at the centre; respect for others including those of present and future generations; respect for difference and diversity; respect

for the environment; and respect for the resources of the planet we inhabit.

Regarding ESD, educational policy should have provisions that indicate the sustainability values to be instilled among learners. For example, the Swedish National policy for the preschool states the fundamental values for preschool education that *"Each and everyone working in the preschool should promote respect for the intrinsic values of each person as well as respect for our shared environment"* (Swedish Ministry of Education and Science, 1998.p.3. cited in UNESCO, 2004). More specifically, the policy states that preschool should strive to ensure that each child develops *"respect for all forms of life as well as care for the surrounding"* (Ibid).

Generally, ESD values set the parameters for living sustainably together and for transforming societies to become more sustainable (UNESCO, 2018).

Research Methodology

This study employed a qualitative content analysis technique. National Education Policy of 2020 was used as a data source. The contents of the document were analyzed systematically to understand the position of ESD in the policy. According to Kalsoom, Quresh, and Khanam (2019) document analysis is a systematic procedure for reviewing or evaluating documents. It includes data examination and interpretation to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008). Krippendorff (2004) believes that document analysis generates replicable and valid inferences from the analysis of texts.

Data Analysis Framework

To have a comprehensive understanding of the policy, researchers decided to read the whole policy thoroughly. The next step was to categorize the information from the policy and group them in terms of their focus on ESD content, ESD processes, ESD learning and key features of ESD in national educational policy. This process inferred the literature on ESD. To ensure the reliability of the process, the first author of the paper conducted a content analysis of the policy and shared his findings with other researchers who validated the findings after reading the second time the aforementioned document. In this regard, content analysis was done in a deductive way as the structure of analysis was operationalized based on previous knowledge. The generalizability of the findings of this study relates to the selection of analyzed data.

Findings and Discussion

Before analysing the objectives, it is important to present the foundations of ESD found in the policy. The policy has indicated the sustainability challenges that India is facing. In this regard, the policy states that:

With climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the world's energy, water, food, and sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry, physics, agriculture, climate science, and social science (p.3).

Apart from indicating the sustainability problems that are currently facing India, the policy suggests a way of dealing with them by stressing environmental education. In this regard, the policy states that:

Facing and addressing these challenges will require high-quality interdisciplinary research across fields that must be done in India and cannot simply be imported; the ability to conduct one's research also enables a country to easily import and adapt relevant research from abroad.

Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living (p. 37).

Cognizant of environmental education in a policy as a tool in dealing with sustainability issues is so important. This gives direction on what curriculum developers should consider when designing and developing the curriculum.

Using the analytical framework for this study, the researchers found policy statements relevant to the themes of ESD goals, ESD T/L approaches, ESD skills, ESD knowledge competence, and ESD values as shown in Table 1.

ESD Goals in NEP- 2020

Table 1 shows that the NEP 2020 has considered the ESD themes. Regarding ESD related goals, the policy indicates the number of statements that portray ESD-responsible behaviour related goals, ESD-acting with responsibility locally and globally related goals and ESD-value related goals. The literature review indicated that frequently mentioned ESD goals are: acting with respect for others, acting with responsibility locally and globally, critical thinking, understanding complexity, the capacity to imagine the future, understanding interdisciplinary relations, responsible behaviour, and the ability to identify and clarify value (UNESCO, 2004).

ESD Teaching and Learning Approaches

The second objective was to determine the teaching and learning approaches suggested in the policy. Table 1 shows various T/L approaches and methods relevant to ESD such as hands-on learning, experiential, explorations, and inquiry-based learning, story-based pedagogy, research and projects. Many researchers recommend the use of active learning approaches such as experiential, collaborative, process-based, and problem-based experimental learning and computer-assisted methods when teaching and learning about sustainable development issues (Jeronen, et. al., 2016).

ESD Skills

The findings show that different ESD skills have been indicated in the policy. These include logical thinking, problem-solving, critical and interdisciplinary thinking, design thinking, and cross-disciplinary

Figure 1: Quantification of ESD Related Themes in the NEP-2020

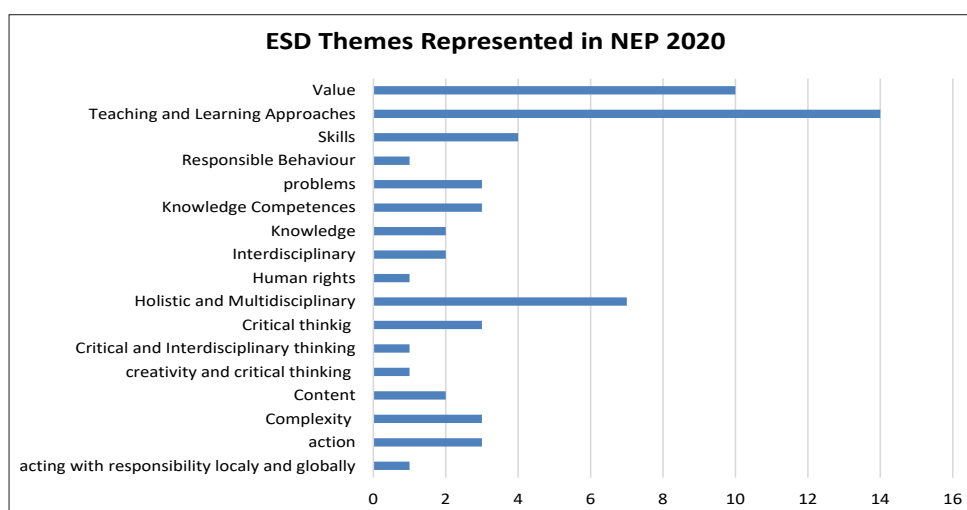


Table 1: ESD Relevant Policy Statements from NEP- 2020

| Policy Statement | Key word (s) | ESD Relevance (ESD Goal, T/L approach, Value, skills, Knowledge competence) |
|--|--|--|
| The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen (p.6). | Commitment to sustainable development and living | ESD-responsible behaviour related goal |
| | Commitment to global well-being (a truly global citizen) | ESD-actingwithresponsibility locally and globally related goal |
| Instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds | deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds | ESD – value-related goal |
| Teaching and learning will be conducted more interactively; questions will be encouraged, and classroom sessions will regularly contain more fun, creative, collaborative, and exploratory activities for students for deeper and more experiential learning (p.12). | Interactive, collaborative, exploratory | ESD- T/L approaches |
| Pedagogy that consists of flexible, multi-faceted, multi-level, play-based, activity-based, and inquiry-based learning is important for developing logical thinking and problem-solving skills | Activity-based, multi-faceted, and inquiry-based learning | ESD – T/L approaches |
| | Logical thinking, Problem-solving skills | ESD - Skills |
| Pedagogy will have an increased emphasis on communication, discussion, debate, research, and opportunities for cross-disciplinary and interdisciplinary thinking (p.37). | Research, Discussions, debate | ESD – T/L methods |
| | Cross-disciplinary and interdisciplinary thinking | ESD – Skills |
| In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, and story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects (p.12). | Experiential learning, hands-on learning, story-telling-based pedagogy | ESD – T/L methods |
| Curricular subjects to develop skills such as evidence-based thinking; creativity and innovativeness; collaboration and teamwork; problem solving and logical reasoning; environmental awareness including water and resource conservation, sanitation and hygiene; and current affairs and knowledge of critical issues facing local communities, States, the country, and the world (p.15). | Problem-solving, logical reasoning | ESD – Skills |
| | Environmental awareness Issues from local, states, country, and the world | ESD – Knowledge competence |

| Policy Statement | Key word (s) | ESD Relevance (ESD Goal, T/L approach, Value, skills, Knowledge competence) |
|--|--|---|
| It will also appropriately integrate environmental awareness and sensitivity towards its conservation and sustainable development so that environment education becomes an integral part of school curricula (p.23). | Environmental awareness and sustainable development | ESD – Knowledge competence |
| The design of agricultural education will shift towards developing professionals with the ability to understand and use local knowledge, traditional knowledge, and emerging technologies while being cognizant of critical issues such as declining land productivity, climate change, food sufficiency for our growing population, etc | Ability to understand and use local knowledge, traditional knowledge.... | ESD – Knowledge competence |
| ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice; | | ESD - Values |

thinking (Systemic thinking). Sterling (2003) argues that interdisciplinary and cross-disciplinary thinking is the outcome of the interconnectedness of the socio-economic, cultural and ecological systems which is an ESD pre-requisite.

ESD Knowledge Competences

Statements representing ESD knowledge competencies were found in the policy. This includes developing learners' awareness and sensitivity towards conservation and sustainable development; and developing professionals with the ability to understand and use local knowledge, traditional knowledge, and emerging technologies while being cognizant of critical issues such as declining land productivity, climate change, food sufficiency for our growing population, etc.

ESD Values

The last objective was to find out if the policy has recognized and acknowledged ESD-related values. The findings of the study show that the policy has presented good values. A good number of statements representing values were identified from the policy. For example, the policy states that learners are expected to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies. These are the pro-ecological values which are needed for sustainable development.

Quantification of ESD Themes of the NEP- 2020

To quantify the extent to which NEP-2020 considered ESD themes, researchers decided to use ATLAS. Ti software version 9. Results of the quantified ESD themes from NEP are presented in Figure 1.

Figure 1 shows that the most frequently mentioned ESD related theme in NEP 2020 is teaching and learning approaches followed by ESD values, holistic and multidisciplinary, and skills. The way the theoretical contents of ESD are taught matter a lot to promote sustainable development. Nguyen, et. al., (2021) argue that merely integrating ESD into curriculum does not suffice for promoting ESD. ESD asks for a holistic action-oriented and transformative pedagogy that focuses primarily on how learners should learn. This implies that the importance of T/L approaches is a key to successful implementation and realization of ESD. In this aspect, NEP has emphasized more on the teaching and learning approaches that ought to bring revolutionary changes in education.

The second most mentioned ESD theme is related to values. According to United Nations (2004) ESD is fundamentally about values with respect at the centre; respect for others including those of present and future generations; respect for difference and diversity; respect for the environment; and respect for the resources of the planet we inhabit. In this regard, the NEP 2020 has

considered well the rationale of value in promoting ESD.

Conclusion

Educational policy review provides essential information for policymakers and implementers regarding the effectiveness of the formulated educational policies. The educational policy review highlights information on weaknesses, improvement plans, and subsequent planning of educational interventions. This study analyzed NEP 2020 addressing five objectives namely What are the ESD-related goals and aims stated in the new national education policy? What are the ESD teaching and learning approaches addressed in the new national education policy?; What are the ESD skills addressed in the new national education policy?; What are the ESD knowledge competencies addressed in the new national education policy?; and What are the ESD values addressed in the new national education policy?

The findings of the study indicated that NEP considered ESD-related themes with great emphasize. The policy has several relevant considerations regarding ESD. This implies that for the ESD, NEP is among the good policies that have clearly stated the ESD goals, values, skills, and knowledge related to ESD. Therefore, it is suggested that NEP implementers have to implement ESD-related themes as suggested in NEP if India wants to realize and promote ESD.

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Role of Education for Mobilising People's Participation in Disaster Management with Special Reference to India

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In the new century, we are living in a very complex society where people are facing many challenges that affect their peaceful living. In the name of modernisation and development through ICT and due to human greed, massive urbanisation has led to the loss of the biodiversity of the planet leaving no room for plantation and causing significant damage to the eco-system across the world. However, to ensure a sustainable living condition for everyone, we need livelihood security, social security, food security, health security, and environmental security. But sometimes, some hazards occur in the natural, social, and technological world that often lead to extreme disasters which ultimately become a threat to civilized and sustainable living in human society.

So, what does the term disaster signify? In general terms, it refers to a serious disruption of the functioning of a community or a society involving widespread human, material, economic, or environmental losses. It impacts the ability of the affected community or society to cope up with its resources. On the other hand, disaster management is considered to be an approach for prevention, preparedness, mitigation, providing emergency response and recovery to cope with any hazardous situation caused by any natural calamities such as flood, cyclone, drought, tidal surge, tornado, cold wave, river erosion, arsenic contamination of groundwater, earthquakes, a pandemic situation like the COVID-19 and so on. Therefore, one must know how to manage disaster through systematic analysis and management of the causal factors, through reduced exposure to hazards, reduced vulnerability of the people and property, wise management of land and the environment, and improved preparedness for adverse future events.

People's Participation

People's participation generally refers to the involvement of the people in any project to solve their problems or to develop their socio-economic conditions. They participate in setting goals, and preparing, implementing, and evaluating plans and

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programmes. The United Nations (1970) defines participation as the collective action by the various strata of people or interest groups. It is a dynamic group process in which all members of a group contribute, share, or are influenced by the interchange of ideas and activities toward problem-solving or decision-making. People's participation or Community participation motivates people to work together where they feel a sense of community and recognize the benefits of their involvement. This idea can help in a big way during the disaster management processes.

For the curative, preventive, and promotive aspects, people's participation is necessary as we know, many of the disasters are manmade. For sustainable development and for ensuring an eco-friendly society, people's active participation and awareness are the prerequisites so that human civilization can be maintained without external and unwanted natural disruptions and other natural calamities. The sense of belongingness among the living and non-living organism, mutual respect and understanding between nature and man, deep understanding of the cause-and-effect relationship regarding manmade disasters that affect the bio-diversity and sustainability of the environment must be considered and also accountability on the part of human being must be maintained.

Besides, the process of development, tendencies towards capitalism, profit-making orientation, natural exploitations, and industrialization also affect maintaining the ecology and sustainable environment in the modern world and these conditions which have been recorded during recent years on a global basis have raised great concerns. Finally, these conditions have affected millions of people with devastating global consequences for the biodiversity and ecosystems of the globe.

If we focus on the history of different movements which took place in the history of Indian soil, we may start with the Bishnoi Movement in 1770 where the main objective was to save the trees from felling by the king. The killing of 363 Bishnoi villagers who had been martyred for protecting the environment from destruction is a unique case in point. After the Bishnoi movement, regarding people's participation

in protecting and preserving the environment, we may refer to the movement like Chipko Movement which took place in the year 1973, in which the women villagers protected the trees from the axes of the contractors of the forest as they considered the tress on the Himalayan slopes as their children and hugged the trees from the destruction.

Thus, the incident became a milestone in the process of saving the environment around the world. Unlike the eco-development movements related to forests, Narmada Bachao Andholan (1985) was one of the strongest movements for protecting the rivers from disasters that are caused by human-induced causes. Narmada Bachao Andholan was a social movement that was started to protest against the unavailability of proper rehabilitation and resettlement to the victims who were displaced due to the construction of Sarda Sarovar Dam and eventually, it grew into a movement where the basic focus was given to preserving the environment and eco-system of the valley. Thus, these Movements show that it was people's active participation for which the environment, ecology, and sustainability of the eco-system could be protected and maintained.

The Millennium Development Goals has targeted to ensure environmental sustainability by 2015, for which various attempts have been made in many developing countries of the United States, but due to overpopulation, disaster, and scarcity of resources, the issue of maintaining a sustainable environment becomes richer, difficult and costlier in the later period. In 2015, the Heads of different governments and representatives from various countries met in a meeting held at the UN, in New York and adopted the document titled *Transforming Our World: The 2030 Agenda for Sustainable Development* adopting a new set of global Sustainable Development Goals which would transform the world in the next 15 years. There are 17 Goals to be achieved by 2030 for sustainable development. Goal 11 of SDG has 10 targets to make cities and human settlements inclusive, safe, resilient, and sustainable. The goal aims to renew and plan cities and other human settlements in a way that fosters community cohesion and personal security while stimulating innovation and employment. The main elements of the goal (i.e. Goal 11) are to ensure and achieve the 5 P's i.e. inclusive growth of people, bringing prosperity and peace, developing global partnership, and protecting the planet's natural resources and climate for future generations.

Extreme poverty, difficulty in terms of accommodating the rising population in urban spaces, poor natural resource management, and economic and social vulnerability cause extreme disasters in human life as well as living animals of countries like India. A country like India has urged through the declaration of the National Vision "to build a safer and disaster resilient India by developing a holistic, pro-active, multi-disaster and technology-driven strategy for disaster management through collective efforts of all Government Agencies and Non-Government organisations". Therefore, in the context of India, to protect the soul of Indian minds and ensure an eco-friendly sustainable society for everyone, people's active participation and understanding in disaster management is the most required resilient approach that would protect human civilization in the upcoming days.

Role of Education in Disaster Management

when we talk about the relationship between people's participation and education, the history of the Movements proved that because of high value, accountability, and integrity towards the society, locality, and land as well as to the nation, the common people (who may not be high degree holders or may not even achieve formal schooling) were much more active in terms of protecting the environment and dedicated their lives for ensuring and maintaining the eco-system at large for the benefit of both the living and non-living elements of the environment. We have also seen that the ethnic people, people in the remote and rural areas are much more aware of the protection of their environment as they are closely associated with the flora and fauna of the environment and the natural greenery of their motherland.

In the present industrialised world, in the name of the so-called development, it has been seen that the flora and fauna have been destructed and deforestation has become one of the central issues to be discussed in the international platform inducing a renewed concern to preserve and protect the environment worldwide. Due to fulfilling the greedy and nasty mind, we have lost much of our valuable natural hub for example, the Amazon rainforest fire which happened due to man-made situations. Besides, the Bhopal Gas tragedy is one of the worst industrial accidents in history which is a man-made disaster, for which thousands of people lost their lives. Therefore, in the name of civilisation and development, we need such education

that helps to gain a prosperous future by following the philosophy of sustainable development. In this context, the landmark report of the World Commission on Environment and Development, commonly known as 'Our Common Future' can be cited where it was quoted that sustainable development "that meets the needs of the present without compromising the ability of the future generations to meet their own needs." It was also stated that "Sustainable development is not a fixed state of harmony, rather a process of change in which the exploitation of resources, the directions of investments, the orientation of technological development and institutional changes are all in harmony..." (Our Common Future, 1987). It means education should guide the people on how to fulfil their basic needs and how to ensure the optimum benefits for the welfare of the land/nature and the people of the land. It means education should help people understand the basic meaning of human life so that humans can lead their lives in the right direction to ensure an eco-friendly society or eco-friendly environment. The power of resilience, the value of integrity, the essence of natural beauty, and goodness can be built in the mind of the people with the help of education only.

Besides boosting the moral values and principles of the people towards their life, which can be earned through proper value-based education only, we have seen that education helps people to face any crisis taking some pre-active and proactive strategies to mitigate or reduce the crisis in the future. In fact, today we are suffering from the biggest and longest time taking pandemic situation due to COVID-19. We have seen that the pandemic has affected the education sector as about 90% of students could not attend their educational institutions due to the closure of schools and universities. (As per UNESCO and UNICEF Report 2020) This situation has forced all types and levels of educational institutions to operate at a distance and put certain emergent online teaching practices into place to mitigate the crisis. But, the fact is that the sudden closure of the educational institutions has further widened the learning inequalities following which the vulnerable children and youths are hard hit. In a developing country like India too, such problems are being perceived and efforts are being made to immediately sustain the education systems.

Therefore, as a response to the global educational crisis, online teaching has been put into practice though without a proper definition, planning, and goal. By using online or ICT-based technology properly, the

knowledge movement can be initiated to mitigate the crisis like COVID-19. Open Educational Resources (OERs), Massive Open Online Courses (MOOCs), Technology Learning, etc. would provide myriad opportunities for training and re-training as well as skilling or re-skilling the affected people to a great extent. Even, people may access these platforms for their knowledge construction by sitting at their homes or places of convenience and learning at their own pace.

In recent times in India too, to ensure a sustainable education system as well as to meet the mission and vision of the present Governmental initiations like Startup India and Skilled India, everyone should reap the benefits of techno-based education equitably. Following the Pandemic situations; online learning has emerged as a viable means to reach out to people who need education of different sorts. But the fact is that online education involves more than simply uploading educational content through various platforms; rather, it is a learning process that provides learners autonomy, flexibility, and choice. As a complex process, online learning requires systematic planning, designing, and careful formulations of the aims and objectives of education to create an effective learning ecosystem. So, there is a necessity to bring up educational reforms where the basic focus of the government policy should be given on providing vocational training and re-training to the people rather than providing degrees and certificates what a developed country like South Korea is doing at the moment.

Education is the only way that provide lifelong learning opportunities to the learners for sustainable development and also to create sustainable living for everyone in a country. Through education, it is possible to reduce the disparities between the rich and the poor in terms of accessing the benefits of development without affecting the benefits of the future generation, the development which is long durable, economically viable, and socially acceptable. The basic idea of having education is to develop the basic awareness level of the masses, and help the people to adopt the techniques and methods for adopting safety measures during a calamity.

However, the role of education in disaster management can mostly be explained in terms of the three stages—primary, secondary, and higher levels which can make the students and other stakeholders aware of the prevailing situation of manmade disasters and natural disasters. Similarly, People's participation

through educational institutions or the different roles played by educational institutions at all levels such as primary, secondary, and higher can take a leading role in linking education to the community. Due application of what is learned about disaster management through education will further enable people to understand how to protect themselves and future generations during floods, cyclones, droughts, tidal surges, tornadoes, and river erosion when they turn into hazardous events and affect a given place and the vulnerable people of that area who are not able to cope with it.

Therefore, educational institutions can provide training among the different communities of people, as these are often considered the hub of community excellence in our society. While preparing them to face any natural calamity, these institutions may teach them how to co-exist with nature during a distress period, and how they will create awareness among the common masses. For example, in countries like Bangladesh or India, where thousands of people are Riverine people living in the fringe areas, the educational institutions while providing training on awareness may also tie up with the local administration and communities and provide relief during a disaster, provide psychological treatment, conduct health check-up, provide sufficient care to the women during the disaster period and so on. Besides, the educational institutions may provide community cluster training to save themselves from floods, cyclones, earthquakes, etc. Therefore, we may argue that education or educational institutions can perhaps play a big role in mitigating a disaster or encouraging disaster preparedness.

Conclusion

The knowledge and capacities developed by the governments, professional responses and recovery organizations, communities, and individuals to effectively anticipate, respond to, and recover from the impacts of likely, imminent, or current hazardous events or conditions are some of the aspects that could help significantly in mitigating any sort of disaster. In this regard, the role of education is very important. To produce skilled, trained, and efficient social workers who would extend their help during distress, universities and other academic institutions can incorporate disaster management issues in their curriculum so that the new generation of social workers handle disaster situations efficiently. The Curriculum should be related to the application part (practical) of how to deal with disaster. In addition, the government

has to allocate more funds to the disaster management sector and government officials shall have to give up their bureaucratic attitude and become more people-friendly to make disaster management a success.

The vulnerability and deprivation have increased at the worst level in India due to the sudden lockdown caused by COVID-19 which has affected the entire socio-economic and educational sectors as a whole. Against this context, providing proper and adequate education is one of the biggest challenges from schooling to a higher level of education particularly in the Indian context as the economy has been devastated. Therefore, investment in education and health on the part of the public or Government sector will be crucial in the post-COVID-19 situation. Even, finding out livelihood opportunities would be a great need for the youths, particularly the migrant workers who are coming back to their native places during the sudden lockdown across the nation. Therefore, it is a pick time to provide skill-based education to the youths for which online and blended learning pedagogy or methodology will be the best alternative way so that they may continue their education through the motto like 'learning while earning'. Because it is the technology that can provide up-to-date information and knowledge to learners in an equal way across the nation.

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Setting Long-term Goals through Healthy Mind

Jagdeep Dhankhar, Hon'ble Vice President of India delivered the Convocation Address at the 48th Convocation Ceremony of All India Institute of Medical Sciences, New Delhi on August 21, 2023. He said, "Don't get too much involved with competitiveness. Go for your aptitude and you will be able to contribute enormously. If you go against your own decision-making process, then you will be taking uphill tasks and that may not be good." Excerpts

Spinal strength of an Institution is its faculty, its staff- my greetings to all of them. Most important are the students, who are taking their degrees today. Congratulations to you. Congratulations to your parents, whom you have made proud. All your life you will remember that teacher or the faculty who was tough in class, because he shaped you, he mentored you, I am sure, and you will never let them down.

Friends, I come from legal profession. I know, what professionalism means. A slight dilution, slight commercialisation, slight ethical deviation, can be ruinous for those who seek to serve. Therefore being an institute like AIIMS, on the great occasion of 48th convocation, I am delighted. It is a moment for me to ever cherish.

AIIMS has earned global recognition and for that much hard work has gone in. I will not take your time as your Director already- in all humility, in an unassuming manner- has imparted all details that will make any institute proud. What you are doing in AIIMS at every level is worth emulation by other Institutes and health organisations.

The convocation is taking place after a period of three years. This gap reminds us of the COVID pandemic. This interregnum is spelt out how the world successfully and Bharat particularly, home to 1/6th of humanity, combatted it, contained it. This was primarily due to painstaking efforts of health warriors, all of you are in that category.

Can you imagine when everyone was facing the pandemic challenge, non-discriminatory challenge on the planet with the global spectrum, our health workers fully vindicated our civilizational ethos at the cost of their own lives. They took risks and came to our rescue.

The vision of the Hon'ble PM, his innovative strategies and seamless execution secured unprecedented participation of the people. Friends, I had the occasion to be Governor, state of West Bengal then. The world never thought of a strategy of mass

involvement, as the Hon'ble Prime Minister did. That was people's curfew. The entire nation cooperated and it yielded geometric results on all fronts, to contain and combat COVID.

The challenge to humanity has also revealed, to the entire world that we in Bharat are not in isolation. We believe in *Vasudhaiv Kutumbakam*, not for the sake of it. On one hand the government in a committed manner was taking care of 1.3 billion people. At the same time, the government took to Vaccine Maitree and helped around 100 countries. In such a situation, it is imminently befitting that this is the motto of G-20 of which our Bharat at the moment is the president. "One Earth One Family One Future", it is definitive of our civilizational essence. It is a moment of great pride for all of us that while we battled with COVID at home, successful hand holding was there and we simultaneously helped several countries. I have been abroad on three occasions, several heads of governments have conveyed to me during those stressful times, India took care of them, which is the remarkable global achievement and a soft power which is functional at this stage in our country.

While Bharat was tackling the COVID pandemic, I would not reflect more, but it was painful to find some irritating voices raising concern, not believing in our ability, that as a nation we need to escape- it does not help anyone.

Convocation is a moment to be ever cherished in the lives of those who are before me, to get fruits of their hard work and were waiting for this great day. My greetings to the six faculty members connected to this Institute who were endowed with lifetime achievement awards, their presence will generate a live contact, and give you the kind of energy and strength which you will cherish all your lives.

I would appeal to all the youngsters, who are getting their degrees today to read the lifetime achiever's profile, to go behind the person, the commitment made by them, the results they brought for us, how and why

they could come to this level. There can be no greater achievement in life, than to be honoured by one's own institution, and one's own peers.

It is a proud moment for every parent because the AIIMS tag has a very high valuation. You have only to say, "I am from AIIMS" and you will know the person will give you a different look. That tag you will carry all your life. You are walking out of this place into the larger world with a degree, but trust me you will always have to be a student because that is what AIIMS teaches you.

Congratulations to those who are receiving MBBS, MS, MD, DM, MCH, Ph.D, today. When you will spread out across the country you will become an epicentre of quality healthcare and welfare to the people at large.

The message you carry is encapsulated, in your motto which is: A healthy body is the vehicle of all our virtues. Our virtues have no meaning if health is not in order. That speaks volume about its importance.

Growth of every nation is rationally correlated to the health of its populace. If the populace is not healthy, you cannot have achievements, let alone incremental achievements. अपने तो समाज में कहा जाता है, 'पहला सुख निरोगी काया' and 'Health is Wealth', इस पर ध्यान देना हर सरकार का काम है, हर नागरिक का काम है, खास तौर से स्वास्थ्य से जुड़े हुए सभी लोगों का परम कर्तव्य है। यह किसी धर्म से कम नहीं है। इसको व्यवसाय नहीं बनाया जा सकता। यह पैसे का साधन नहीं हो सकता। मैं जानता हूँ कि जो डॉक्टर AIIMS से निकलते हैं, या यहां कार्यरत हैं, उनको कहीं भी यहां से ज्यादा पैसा मिलेगा, they will be having many avenues in the country and outside. The kind of satisfaction and the kind of sublimity, the kind of feeling you get in serving the people at large, ओर कहीं नहीं मिलेगा।

आदमी समझ नहीं पाता कि इस संस्था में कितने लोग आते हैं, I can tell you that there is zero dissatisfaction of a patient after he comes to AIIMS. He takes it, that I have met my maker, God has been kind to me that I am being looked after by Doctors of AIIMS. Rest he leaves to his destiny. This satisfaction is a great success at your end.

I find it extremely relevant the reflections in the Shloka from our scriptures:

पुनर्वित्तं पुनर्मित्रं पुनर्भार्या पुनर्मही।
एतत्सर्वं पुनर्लभ्यं न शरीरं पुनः पुनः॥

which means: Everything in life can be regained- your relative, kingdom, friend and wealth. The only thing that you can't ever regain is your body.

Therefore we have to take full care of it. This body if in order has enormous potential. It can exploit your full talent, unleash your total energy, and you can contribute for the welfare of people at large. But if the body is not in order, your calibre, confidence, expertise or exposures are meaningless.

I congratulate the Director, the Faculty, and Hon'ble Minister for sustaining the incremental progress trajectory of AIIMS that has earned top ranking amongst the country's medical institutions in the National Institutional Ranking Framework but to me it was obvious, because everything is so authentic, full of commitment and direction. It had to happen but this will be a source of inspiration to many other institutions. It is the dedication and devotion of doctors and paramedical staff that has evoked wide appreciation and has resulted in milestone achievements. This can't be the work of one individual. I recollect a movie in which there was a reflection that every person in a hospital matters and that dedication one can see here, commitment to service and deep sense of duty is worth emulation by all.

I take the occasion to congratulate and express my respect to everyone who is working in AIIMS as doctor, members of the faculty, paramedicals and other staff members. It is heartening that AIIMS has created an ecosystem of excellence by forging partnership with other premiere institutions like IITs of Delhi, Kharagpur and many other institutions within the country and abroad. These are times when we must bring about convergence of talent of thinking, of innovation, Research, Development so that all those who converge can benefit and there can be larger results.

I had the occasion to discuss, once I was having my medical check-up after I became the Vice President of the country and the director who was indicating to me a master plan to make AIIMS Delhi a world class Medical University. I have no doubt with the Hon'ble Minister being here, this will fructify. And let me tell the Hon'ble Minister this is the need of the hour. This needs to be there. AIIMS has rich human resource. It needs to have a matching infrastructure of a global level.

Series of affirmative steps and imaginative policies executed in recent years have secured for the common man an extremely effective and affordable health mechanism. It was not there when in late 80s my father was suffering heart ailment and we in the country did not have bypass surgery facilities. He was taken to London. The doctor treating him looked at me and asked. Is he on stage grant? I said no. Is he on insurance? I said no. Who will sustain his medical

bills? I said, I will do that. Those days and now imagine Ayushman Bharat. September 23 2018- a gift for economically vulnerable people, middle class. They can get that advantage and they are getting that advantage. It's a novel idea. It has contributed hugely to the economy also. In the absence of Ayushman Bharat, many families would have been fiscally ruinous. A great step taken.

Government has executed several policies but medicines have to be good value for money. That unfortunately was not a scenario few years ago. Now there is an all Indian network of Janaushadhi Kendras and there are more than 9000 such kendras all over the country and people are getting great benefit of it.

Imagine the physical impact it has on the middle class and lower middle class. Their economy grows because they are assured that Ayushman Bharat is full assurance to their health and that is what is happening. Whenever I go abroad I find people saying India is a Pharmacy of the world. We have that skill, that human resource but we have to work more to make medicine available to the common man. The government has done massive in this direction but we have to create an ecosystem that everyone falls in line, that this is an area that you cannot monetize commercially to that level as can be done by ordinary business. This has to have a service element inbuilt.

India's rich human resource can be impactful globally and it is a matter of satisfaction that of late in last few years there has been a real growth in the number of medical colleges. We have increased number of admissions to the MBBS and MD. We need to take it to a much greater height and once that happens, I have no doubt that the globe will feel the impact of our health warriors all over.

The rise of AIIMS in the country from number 7 to 23 of which 15 are fully functional and some are yet to be functional. Now we have to have a positive attitude. Everything is being done. Let us not look into the holes. There are bound to be challenges but I am quite sure a way will be found out.

Having 23 AIIMS is a remarkable achievement. It is a matter of time and all of them will be fully functional and they will become centres to give relief to the people and ease some burden from AIIMS Delhi.

Friends, 2nd October 2014 and 15th August 2014 are two very remarkable important dates. When our visionary Prime Minister Shri Narendra Modi spoke from the ramparts of Red Fort- Swachh Bharat, some people made light of it, how come Prime Minister of

this great country is speaking about Swachh Bharat? They forgot that Mahatma Gandhi did so and did so by exemplifying his own action but it was formally launched on 2nd October 2014; it has given rich dividends.

All of you, particularly the seniors present here- whenever we go abroad, we will never throw a banana skin out of our car. At the moment we are back to this country we think this is our national right. But no one does it now. That awareness has reached peak. As a matter of fact, Swachh Bharat has given rise to many startups and many entrepreneurs have come forward to take advantage of it.

What a scene it was when we go to our beaches and we found plastic and bottles all around. That thing is declining but we need to still inculcate in the people a great habit. I was elected to Parliament in 1989 and was a Minister also for some time. What we could never visualise, never dream, never conceptualise is a ground reality now.

It was unthinkable for a mind to think that in every household we will have a toilet, it's a ground reality now. Open defecation free villages make us proud and things are taking right shape. That also contributes to good health of people at large.

In 1989, I had 50 gas connections. That was a great power in my hand. I could gift 50 gas connection to anyone I like. I could never imagine that there would be a visionary Prime Minister who will do it and 170 million households will get it for free. The impact lies in the health of those families. They become part of our growth stories. It is because of such contributions that there is rise in India's economy. We are number 5 at the moment, a milestone that we achieved in September 2022 overtaking our erstwhile colonial ruler UK. By the end of the decade we will be third. The economy grows not only on the account of industry, business or trade. It grows on the account of overall satisfaction of the society.

Health and education are vital to that. There are certain diseases the world is dealing with it. Diabetes is one, cancer is another. Dialysis was a problem which has now been nearly resolved, otherwise it gave a family a panic state of mind.

Heart ailments, people put them as lifestyle diseases. You know better as it is your stream but all I know if you look back into a civilisation ethos our Upanishad, Vedas, we have enough to know how to combat them. Time for us to focus on that and a great lead was taken by the Prime Minister. Yoga is there

in our scriptures; yoga is our gift to the world. How vital and important it is. Its importance for health is indicated in our country for thousands of years. But it was on 11th December 2014- a moment of great pride for all of us- the United Nations, 175 countries, came together to declare International Yoga Day. The lead was taken by Indian Prime Minister. Never in the history of this country such a global lead by Indian Prime Minister received such a wide support from the countries in such a short time. I have the occasion to be at Jabalpur when the nation celebrated the last yoga day and the Hon'ble Prime Minister was there in the United Nation premises. I could find how people are involved. How they are inspired. That has changed the lifestyle and that is taking off some burden out of such institutions like AIIMS.

We have to always subscribe to our treasures. If we do not tap the resources which are there in our country for centuries, we will not be doing service to humanity at large. On November 9 2014, another large step taken by Prime Minister. A separate AYUSH Mantralaya was formed.

If I go to official statistics that all these steps that have been taken by the Government, the community impact thereof, then a recent study conducted by UNDP and NITI Aayog suggest that in five years from the year 2015, India could uplift 13.5 crore citizens out of multi-dimensional poverty by improving their prospects in respect of education, healthcare and overall standard of living. What is this in terms of population? Twice the population of United Kingdom!

I would call upon everyone that competitiveness that got into our way. I keep on telling my lawyer friends that we Indians have strong litigating mind. We wouldn't rest unless we have knocked on the doors of Supreme Court. Similarly, the situation with respect to competition. We need to create an ecosystem that there is enough in this country to be contributed and I will tell you why. In my position, as the vice president I had had the occasion to receive trainees, probationers of IAS, Indian Foreign Service, Indian Forest Service, Indian Information Service, Indian Defence Accounts Service and I find doctors are there, IITians are there, those from IIMs are there, lawyers are there. The underline concept is very clear. You will find your place. Don't get too much involved with competitiveness. Go for your aptitude and you will be able to contribute enormously. If you go against your own decision making process, then you will be taking uphill task and that may not be good.

There was an indication about the pledge the medical practitioners take: I will attend to my own health, wellbeing and abilities in order to provide care of highest standard. Now certain things are easier said than done. But I dare say from this platform: there will never be a doctor on this planet, more so in our country, who will sacrifice the welfare of a patient for his own health. He will give his heart and soul to save the patient. That is a great tribute to the service in which you are going to be engaged.

In conclusion, I join millions in this country and outside in saluting our doctors and health warriors in helping us successfully overcome COVID pandemic. I extend my warm greetings to those who are here for the convocation today and gratitude to the hard work of the faculty members; particularly it is a proud moment for the parents. Their respect in society has certainly gone up as their progeny happens to be from AIIMS.

Thanks to the series of significantly impactful steps, including in the health sector, India is on the rise as never before. Now our rise is unstoppable. Our rise is phenomenal. International Monetary Fund says we are the brightest spot of investment and opportunities. Surely this is an occasion for all of us to take pride.

I would therefore conclude: Always keep your Nation first. This is not optional, this is not imperative, this is the only way. You have to keep your Nation always first. We have to believe that we are proud Indians and take pride in our historic accomplishments. If there are some voices here and there I wouldn't reflect much on that but all of us owe duty towards this nation to neutralize them. Our silence on that front may not be very wholesome.

Friends let us take pledge to do all we can to reduce human misery, secure healthy life for all.

ॐ सर्वे भवन्तु सुखिनः
सर्वे सन्तु निरामयाः ।

May all be happy, may all be free from illness.

Once again I express my deep sense of gratitude to the Hon'ble Minister who is the president of AIIMS, and the Director for affording me such an opportunity and such an audience who will act all their life as warriors for Bharat at 2047, when we will be celebrating centenary of our independence.

Thank you so much!

Jai Hind! □

CAMPUS NEWS

Capacity Building Programme on National Education Policy—2020

An nine-day Capacity Building Programme on ‘National Education Policy 2020 Orientation and Sensitization Programme’ was organized by Malaviya Mission Teacher Training Centre (MMTTC), Central University of South Bihar, Gaya from December 23- 31, 2023 through online mode. About 200 participants from various states registered themselves for the programme.

During the Inaugural Session, Keynote Speaker, Prof. Harikesh Singh, Former Vice Chancellor, Jaya Prakash University (JPU), Chapra highlighted the role of constitutional values, human values, and ethics in higher education and delineated the process of how to become *Raja Dashrath* by practicing *Sanatana* values rather than ignoring the values and become *Dashanana*. Further, he highlighted the significance of the National Research Foundation (NRF) for improving the quality of frontline research in the field of education. Prof. Kameshwar Nath Singh, Vice Chancellor, Central University of South Bihar (CUSB), Gaya highlighted the importance of skills in higher education i.e., academic, professional, vocational, and life skills that help the holistic development of students. Further, he appealed for making *Viksit Bharat* keeping in mind the significance of the 4D’s i.e., Decolonization of Mindset, Digitalization, Decarbonization and Decentralization to Address the Issues and Challenges of 21st Century. Further, he expressed *Bhartiya Talent* in the form of the equation that Indian Talent + Information Technology = ‘India Tomorrow’.

Prof. Sudhanshu Bhushan, National Institute of Educational Planning and Administration (NIEPA), Delhi gave an overview of multidisciplinary, pluridisciplinary, interdisciplinary, transdisciplinary, cross-disciplinary curriculum, the relationship between curricular structure and curricular growth and explained restructured curriculum and its effect on employability and needs of the market.

Prof. Kopella Narayan Praduvi Raju, Banaras Hindu University, Varanasi emphasized the *Bhartiya Knowledge System* overview and methods of ancient sources of knowledge that were

in the great texts of *Vedas*, *Upanishads*, *Puranas*, etc. and great masters such as *Charaka*, *Kanad*, *Bhaskara*, etc.

Prof. Pawan Kumar Sharma, Chaudhary Charan Singh University (CCS) University, Meerut pondered upon ‘*Bhartiya Gyan Parampara*’ and cited various references like *Agastya Samhita* and *Vaimanika Shastra*, how can it be incorporated into the curricula and content writing for achieving the target of NEP—2020.

Prof. Chandra Pal Singh Chauhan, Aligarh Muslim University (AMU), Aligarh stressed the expansion and transformation of the higher education system to ensure the social relevance of higher education in *Bharat* in reference to NEP—2020. He said that transformative and radical changes in higher education systems like multiple disciplinary and integrated education institutions, ability enhancement courses, MERUs and research-intensive universities will be helpful to develop the research ecosystem and quality education at every level across the nation.

Prof. Kumar Suresh, Head, Department of Educational Administration (DEA), NIEPA, Delhi described different types of leadership, like academic leadership, executive leadership, transactional leadership and creative leadership. He also discussed the skills of academic leadership and its different models.

Prof. Chandra Bhushan Sharma, Former Chairperson, National Institute of Open Schooling (NIOS), Delhi discussed the effect of globalization and internationalization of higher education on the education system and economy of *Bharat*. He also gave examples of the ancient Indian world-class universities like Nalanda, and Taxila’s international education practices for understanding the purpose of the internationalization of education which is empowering and enlightening the people of the world through education.

Prof. Brajesh Kumar, CUSB explained how higher education helps to build a good, enriched, and healthy society and provides a quality of life through research, innovation, and employability. Further, he

said that there is a need to increase the funds for maintaining the standard of quality education and quality research in the field of education. Prof. Venkatesh Singh, Coordinator, Internal Quality Assurance Cell, CUSB, Gaya expressed his views on research quality and networking with global bodies. He also highlighted a comparative analysis of the quality of research in *Bharat* with other countries.

Prof. Durg Vijai Singh, Director, Research and Development Cell, CUSB, Gaya spoke on research proposal development, management and quality publications. He talked about different research funding agencies, opportunities, basic considerations for preparing project proposals, procedures and criteria for evaluating proposals. Prof. Atish Prashar, Former, CUSB Gaya stressed on promoting the vocational and entrepreneurial education at higher education across the country that helps to increase the employability skills and even helps to make India as '*Atamnirbhar Bharat*'. Prof. Nagendra Singh, Regional Institute of Education (RIE), Ajmer highlighted the significance of equity and inclusivity in higher education for promoting access and achieving excellence. Further, he discussed the different policy perspectives, Govt. as well as local level initiatives, and ancient practices to know how educational institutions can be connected with their surroundings and community.

Prof. Rajani Ranjan Singh, Dr. Shankuntala Misra National Rehabilitation University (DSMRU), Lucknow expressed his views on equitable and inclusive education in higher education and cited the different pedagogical practices for inclusion in higher education like UDL, IEP and pedagogical practices like pedagogy, andragogy and heutagogy along with diagnostic assessment.

Prof. Pradeep Kr Misra, NIEPA highlighted the significance of ICT in education in terms of access, inclusion, and quality education and emphasized that technology is a tool or technique to make the teaching-learning process conducive. Prof. Ravi Kant, CUSB Gaya discussed various teaching strategies like LMS, collaboration, inclusive practices, etc. to use in the era of today's digitally and technically sound world.

On the concluding day, Prof. Prakash Chandra Agrawal, Principal, RIE Bhubaneswar suggested

reducing the course to the school level and encouraged the students to involve experiential learning, visit the local arts, Rashtriya Avishkar, visit the labs, ITI Polytechnic and higher-level education institutions to promote higher order-thinking skills. Further, he also suggested collaborative efforts to develop the career interest and holistic development of students by visiting educational institutions, industries, and Rojgar mela, integrating the local artisans and industries with school and higher education, community involvement, and linkage between academia and industries, provision of professor of practices, NMMS, NVEQF, innovation hubs, and incubation centers in the education institutions, etc. for radical change in the education system.

Prof. Kameshwar Nath Singh, Vice Chancellor, Central University of South Bihar said that the university is dedicated to *Viksit Bharat @2047* is the Motto of CUSB for the year 2024. He said that there is a need to focus on '*Panchkoshiya Shiksha*' for the holistic development of learners and focus on 'Nationalization, Indianization and Spiritualisation' and 'GYAN' (*Garib, Yuva, Annadata and Nari Shakti*) that leads to achieving the goal of *Viksit Bharat 2047*. The inaugural and valedictory sessions of the event started with '*Saraswati Vandana*' and '*University Kulgeet*' and ended with the National Anthem. The programme was Coordinated by Dr. Tarun Kumar Tyagi, Director, Malaviya Mission Teacher Training Centre, Central University of South Bihar, Gaya and moderated by Lt (Dr.) Pragya Gupta, Assistant Professor, Department of Education, CUSB, Gaya.

Based on the discourse by eminent resource persons and feedback received by participants, it is concluded that Bharat-centric education, the judicious blend of '*Bhartiya Gyan Parampara*' and 'Modern Education System' will be helpful to ensure equitable and inclusive education for all, cater the need of 21st century learners and fulfill the need and aspirations of the dynamic society.

Workshop on Machine Learning Techniques and Applications

A five-day Online Hands-on Workshop on 'Machine Learning Techniques and Applications' is being organized by the Department of Computer Engineering, National Institute of Technology Kurukshetra, Haryana from March 01-05, 2024. The participants who are interested in having an early

introduction to machine learning concepts and tools, and have Pre-requisites: Knowledge of computers with basic concepts of programming and algorithms may participate in the event. This workshop aims to introduce the participants to Machine Learning and its several applications. It focuses on data exploration, feature extraction, classification, and clustering techniques. In addition, some real-world ML applications will be covered through theoretical and algorithmic approaches. The Course Contents are:

- **Module 1:** Machine Learning Primer: Introduction to Machine Learning, Basics of Machine Learning, Types of Machine Learning.
- **Module 2:** Python Primer: Introduction of Python Syntax and Programming Logic.
- **Module 3:** Descriptive Data Analysis using Python: Understanding Data, its Types, Data Visualization and Preparation.
- **Module 4:** Supervised Learning: Classification, Regression, Classification using Decision Tree, Linear Regression, Logistic Regression.
- **Module 5:** Performance Metrics in ML.
- **Module 6:** Unsupervised Learning: Clustering, K-mean Clustering.
- **Module 7:** Introduction in Ensembles: Bagging, Boosting, Stacking, etc.
- **Module 8:** Machine Learning Applications.

For further details, contact Course Coordinator, Department of Computer Engineering, National Institute of Technology Kurukshetra-136119, Haryana, Mobile No: 09455313000 / 09466588448, E-mail: ankitjain@nitkkr.ac.in / er.mohitdua@nitkkr.ac. For updates, log on to: www.nitkkr.ac.in/events/

International Workshop on ‘Fabrication and Modelling of Hybrid-nanotetrapod Structures

A six-day International Hands-on Workshop on ‘Fabrication and Modelling of Hybrid-nanotetrapod structures for Future Optoelectronic Technologies’ is being organized by the Department

of Physics, National Institute of Technology, Warangal, Telangana State from March 04-09, 2024. The Event is sponsored by the Scheme for Promotion of Academic and Research Collaboration (SPARC), Ministry of Education, Govt. of India. The faculty members, Research Scholars, Students of Institutions of Higher Education in Science and Engineering who teach/do research in the related areas of nanostructured optoelectronic materials and devices may participate in the Event. It aims to provide a comprehensive overview of nanotetrapod structures, composition, morphology, and unique properties in the context of materials and devices for optoelectronic technologies. The Topics of the Event are:

- Advancements in the Field of Nanostructured Materials for Optoelectronic Technology.
- Synthesis Methods of Nanostructured Materials to Tune Their Optoelectronic Properties.
- Fundamentals of Nanostructured Materials, Thin Films and Characterization Techniques.
- Fundamental Principles of OLED, LCD and Photodetectors.
- Modelling of Nanostructured Materials and Devices.
- Demonstration / Hands-on Training on.
- Imaging of Tetrapods using SEM and Measurement of Bandgap Using UV-Vis-DRS Thin Film Deposition (Thermal evaporation / Spray / Spin Coating Methods) and Characterization (UV/Vis - DRS, Resistivity by Four Probe Method, etc.).
- Device Fabrication (LCD & Photodetectors) and Characterization (I-V Measurements, Voltage and Frequency Response for LCDs).

For further details, contact Coordinator, Department of Physics, National Institute of Technology, Warangal, Hanamakonda, Telangana State-506004, Mobile No: 08332969476/ 08332969475/ 08332969477, E-mail: fmhfot@gmail.com. For updates, log on to: www.nitw.ac.in/events/

Faculty Development Programme on Statistical Analysis

An eight-day ‘Short-term Capacity Building Programme on ‘Statistical Analysis: Theory and Practice (Applications of SPSS and R Software in Research)’ was organized by the Association of Indian Universities (AIU)—Academic and Administrative Development Center (AADC), Dayalbagh Educational Institute, Agra, Uttar Pradesh from November 28-December 05, 2023. About fifty-four participants from different Institutes/Universities participated in the programme through blended mode. The overall course content was divided into sixteen modules and each day into two sessions. There were seven renowned resource persons from diverse academic disciplines.

The Inaugural Function started with the Institute’s prayer. Prof. Poornima Jain, Convener of the event welcomed the guests and participants. She introduced the programme and mentioned its objectives. The Chief Guest of the inaugural function was Dr. V M Katoch, Former Director General, Indian Council of Medical Research (ICMR) and Chair, National Academy of Sciences India (NASI). He highlighted the significance of data analysis and statistical software in research. The Director of the Dayalbagh Educational Institute, Prof. C Patvardhan expounded on the implications of data in research and stressed the necessity for extreme caution when analyzing data.

Dr. Amarendra Pani, Joint Director and Director (I/c), Research Division, Association of Indian Universities, New Delhi focused on the importance of AADC and the effectiveness of data analysis in research through technology. He urged future planners to develop similar initiatives to further educational goals.

Prof. Anand Mohan, Registrar, Dayalbagh Educational Institute also graced the occasion with his presence. Prof. Jyoti Gogia, Nodal Officer of the event proposed the Vote of Thanks. The Inaugural Function ended with the Institute’s song and the National Anthem.

Prof. Diwakar Khare, former Director and

former Head, Department of Statistics, Institute of Social Sciences, Dr. B R Ambedkar University, Agra, Uttar Pradesh explained the basic statistical analysis. He discussed planning, collecting, analyzing, and drawing meaningful inferences from data. He emphasized that for valid conclusions careful planning is essential in research. He highlighted how to organize and summarize data using descriptive statistics and various ways of tabulation and graphical representation of data. He explained how to specify the hypothesis and make decisions regarding research design and specifically sampling framework. He further explained using inferential statistics to test the hypothesis to draw meaningful results.

Dr. Saurabh Mani, Associate Professor, Department of Applied Business Economics, Faculty of Commerce, Dayalbagh Educational Institute talked about the significance of hypothesis testing which depends upon how accurately the investigator wants to determine the prevalence. He highlighted the difference between the parametric and non-parametric tests. He explained in detail various parametric tests viz. t-test, z-test, and f-test for hypothesis testing.

Prof. V K Gangal, Head, Department of Applied Business Economics and Dean, Faculty of Commerce, Dayalbagh Educational Institute, and Prof. S P Saxena, Professor, Department of Applied Business Economics, Faculty of Commerce, Dayalbagh Educational Institute (Deemed-to-be-University) highlighted the significance of qualitative data in research and the use of non-parametric tests for testing the hypothesis. Run tests, one sample and two sample sign tests, Mann-Whitney U Test, Wilcoxon Signed Rank Test, and the Kruskal-Wallis Test were the major tests highlighted by them.


All the participants were provided a web link to download the Statistical Package for the Social Sciences (SPSS) software. This helped the participants to have a hands-on experience with the software. Prof. Vineeta Singh, Professor, Department of Statistics, Institute of Social Sciences, Director, Institute of Fine Arts, Dr. B R Ambedkar University, Agra, Uttar Pradesh introduced the software SPSS

and explained data management viz. preparing, entering, and importing data in SPSS. Further, she explained the graphical representation of the data through software. She built a comprehensive understanding of data management techniques, including data cleaning, organizing, and analyzing descriptive statistics. She has also focused on how to interpret the output provided by the software. She successfully provided foundational knowledge and practical skills essential for effective data handling and drawing inferences using SPSS. Prof. Singh gave in-depth knowledge and applications of the parametric and non-parametric tests, correlation and regression, and univariate and bivariate data analysis using SPSS.


Dr Manoj Kumar, Post Doctoral Associate (Data Science, Biostatistics, Health Economics), McGowan Institute for Regenerative Medicine, University of Pittsburgh, Pittsburgh, Pennsylvania, USA took online sessions. In the beginning, he talked about discriminant analysis, unstandardized discriminant function, and classification of cases using discriminant function. Further, he introduced R software to participants. Participants gained foundational functionalities of R software and R studio. He covered frequency distribution, descriptive statistics, and diagrammatic representation of data. He also highlighted correlation and regression. He distinguished between SPSS and R software and R Studio and provided hands-on experience with R software to the participants.

Dr. Aparna Satsangi, Assistant Professor, Department of Chemistry, Faculty of Science, Dayalbagh Educational Institute (Deemed-to-be-University) talked about factor analysis and its uses and conditions. She explained factor loading, computation of Eigenvalues, and total variance accounted by extracted factors. Further, she elaborated on cluster analysis and statistics associated with cluster analysis. She discussed the applications of factor analysis and cluster analysis using SPSS.

Finally, in the concluding session, the programme report was presented by the Convener, Prof. Poornima Jain. All of the participants were given the chance to freely express their opinions about the event and some of them stressed how important it was to them. Additionally, a gesture of gratitude was extended to the administration of the Institute, the AIU team, resource persons, participants, and the organizing team, which included students, faculty members, technical staff, and other staff members who collaborated to plan the event. Certificates were given to each participant and the members of the organizing committee by Prof. Poornima Jain. The programme ended with the Institute's song and the National Anthem. □



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THESES OF THE MONTH

SOCIAL SCIENCES

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

Anthropology

1. Longkumer, Tiatemsu. **Religious syncretism among the Ao of Nagaland.** (Prof. L Zehol), Department of Anthropology, North Eastern Hill University, Shillong.
2. Panyang, Tinkumoni. **Impact of migration on the life cycle ritual of the Mising Tribe: A comparative study of Dekapam Village of Assam and Gadum Village of Arunachal Pradesh.** (Prof.H Lamin), Department of Anthropology, North Eastern Hill University, Shillong.
3. Ralte, Zohmangaihi. **Single mothers among the Mizo in Aizawl City: An anthropological study.** (Prof. L Zehol), Department of Anthropology, North Eastern Hill University, Shillong.

Business Administration

1. Latha, S Bindhu. **A study on green HRM practices of select organization in promoting environmental sustainability.** (Dr. G Arun Kumar), Department of Business Administration, Vijayanagara Sri Krishnadevaraya University, Ballari.

Commerce

1. Badeladaku, Sathishkumar. **A study of financial literacy and individual investors decision in shares with special reference to selected cities in Karnataka.** (Dr. Ramesh O Olekar), Department of Commerce, Vijayanagara Sri Krishnadevaraya University, Ballari.
2. Baishya, Dharitri. **Occupational stress and job satisfaction: A study of university teachers in Assam.** (Prof. N M Panda), Department of Commerce, North Eastern Hill University, Shillong.
3. Bhujbal, Sonali Pradip. **A study on credit appraisal practices in micro, small and medium, enterprises lending by State Bank of India with reference to Latur District.** (Dr. Sambhaji S Jadhav), Faculty of Commerce and Management, Swami Ramanand Teerth Marathwada University, Nanded.
4. Jakhar, Jatin. **Evaluation of e-banking services with reference to Consumer Protection Act, 2019.** (Dr. Kapil Choudhary), Department of Commerce

& Management, Chaudhary Devi Lal University, Sirsa.

5. Khatri, Bharat Khemchand. **A comparative study of issues and challenges of Goods and Services Tax faced by the Chartered Accountants and other Goods and Services Tax consultants of Nanded and Thane District.** (Dr. Kadrekar P G and Dr. Chalindrawar G K), Faculty of Commerce and Management, Swami Ramanand Teerth Marathwada University, Nanded.
6. Mohinuddeen, J Khaja. **The role of foreign trade policies and economics integration of SAARC nation: A study.** (Dr. H Ramakrishna), Department of Commerce, Vijayanagara Sri Krishnadevaraya University, Ballari.
7. Prasad, P V V Satya Vara. **Performance of Mudra Yojana: Special reference to Nanded and Nizamabad Districts.** (Dr. V N Laturkar), Faculty of Commerce and Management, Swami Ramanand Teerth Marathwada University, Nanded.
8. Sudesh. **Knowledge management orientation and business performance of SMEs in Delhi NCR.** (Prof. Silender Singh), Department of Commerce, Chaudhary Devi Lal University, Sirsa.
9. Udagi, Kanyakumari. **Housing finance services in Hyderabad-Karnataka region: A comparative study of HDFC and LIC Housing Finance Limited.** (Dr.Ramesh Olekar), Department of Commerce, Vijayanagara Sri Krishnadevaraya University, Ballari.

Economics

1. Choote Lal. **A comparative study of selected spices and traditional crops in Haryana.** (Dr. Rohtas), Department of Economics, Chaudhary Devi Lal University, Sirsa.
2. Gopalkrishna, K. **Self-Help Groups and socio-economics status of rural women in Karnataka.** (Dr. Manoj Dolli), Department of Economics, Vijayanagara Sri Krishnadevaraya University, Ballari.
3. Hrahsel, Anna Lalruatfeli. **A study of industrialization in the North Eastern Region of India.** (Prof. S Umdor and Prof.B Mishra),

- Department of Economics, North Eastern Hill University, Shillong.
4. Jagadeesh. **An economic analysis on the impact of climate change on agriculture in Karnataka.** (Dr. P S Sasdhar), Department of Economics, Vijayanagara Sri Krishnadevaraya University, Ballari.
 5. Jatappa, J. **Issues and challenges of unorganized migrant labour.** (Dr. P S Sasdhar), Department of Economics, Vijayanagara Sri Krishnadevaraya University, Ballari.
 6. Katera, Shivakumar. **An analysis on contract farming in Hyderabad-Karnataka region.** (Dr. P S Sasdhar), Department of Studies in Economics, Vijayanagara Sri Krishnadevaraya University, Ballari.
 7. Kang, Jae-Dong. **Trade, investment and partnership between India and South Korea: Progress and current issues.** (Dr. P Arunachalam), Department of Applied Economics, Cochin University of Science & Technology, Kochi.
 8. Malipatil, Basavaraja. **Public expenditure of Panchyat Raj Institutions and rural development in Karnataka.** (Dr. Basavaraj S Benni), Department of Studies in Economics, Vijayanagara Sri Krishnadevaraya University, Ballari.
 9. Nagaraja, O. **An economic analysis of pulses production and marketing in Karnataka.** (Dr. P S Sasdhar), Department of Economics, Vijayanagara Sri Krishnadevaraya University, Ballari.
 10. Patil, Amaregouda Kalakanagouda Po. **Financing human development in Karnataka.** (Dr. Basavaraj S Benni), Department of Studies in Economics, Vijayanagara Sri Krishnadevaraya University, Ballari.
 11. Rajappa, S. **Spatial and social inequality in human development in Karnataka.** (Dr. Niranjana R), Department of Economics, Vijayanagara Sri Krishnadevaraya University, Ballari.
 12. Shilpa Sree, R. **An economics analysis of agricultural subsidies in Karnataka with special reference to Hyderabad-Karnataka region.** (Dr. Medhavini S Katti), Department of Economics, Vijayanagara Sri Krishnadevaraya University, Ballari.
 13. Sruthi, B S. **An economic analysis of air pollution impact in India.** (Dr. P S Sasdhar), Department of Studies in Economics, Vijayanagara Sri Krishnadevaraya University, Ballari.
 14. Suninder Singh. **Economic analysis of primary agricultural cooperative societies in Haryana.** (Prof. Abhey Singh), Department of Economics, Chaudhary Devi Lal University, Sirsa.
 15. Tamang, Ratna Kumari. **Modernisation of farms and its impact on productivity, income and employment in Assam.** (Prof. U K De), Department of Economics, North Eastern Hill University, Shillong.
- ### Education
1. Basumatary, Nanda. **Status of elementary education of children of tea garden workers in Assam.** (Prof. S C Subudhi), Department of Education, North Eastern Hill University, Shillong.
 2. Brahma, Mihir. **Statistical competency among the research scholars in social sciences of North-East India.** (Prof. S C Subudhi), Department of Education, North Eastern Hill University, Shillong.
 3. Gautam, Jugmaheer. **An analytical study of the prospective, primary school teachers on their update status of beneficiary acts of education.** (Dr. Pramod Kumar Pandia), Department of Education, IASE Deemed University, Sardarshahr.
 4. Kharlukhi, Calmy Rozette. **A comparative analysis of higher secondary science syllabus, textbooks and question papers of MBOSE and CBSE in Meghalaya.** (Prof. S M Sungoh), Department of Education, North Eastern Hill University, Shillong.
 5. Kumawat, Manohar Lal. **Ramcharit Manav mahakavye mein nari shiksha evam parivarik samblan: Ek adhyayan (Vartman shiksha pranali ke sandarbh mein).** (Dr. Rajkumar mali), Department of Education, IASE Deemed University, Sardarshahr.
 6. Lamba, Mahendra. **Raja Ram Mohan Roy evam Dr Bhim Rao Ambedkar ke shaikshik vicharoan mein nihit manviye mulyoan kee vartman sandarbh mein prasangikta ka adhyayan.** (Dr. Rajkumar Mali), Department of Education, IASE Deemed University, Sardarshahr.
 7. Nangare, Nutan Krishnarao. **Shikshanshastre mahavidhyalayaateel prashikshanarthichya bhashavisheyak aasheygyanachi nishchati karun asheygyanvridhisathi karyekaram nirmitti va parinamkarakta.** (Dr. B G Girgaonkar), Faculty of Interdisciplinary Studies, Swami Ramanand Teerth Marathwada University, Nanded.
 8. Sharma, Meena. **Madhyakaleen sahitye ke shaikshik nihitarthoan ka adhunik sandarbh mein vishleshnatamak adhyayan.** (Dr. Alpna

Sharma), Department of Education, IASE Deemed University, Sardarshahr.

9. Sharma, Sandeep Kumar. **Teacher effectiveness among secondary school teachers in relation to occupational stress, social intelligence and emotional intelligence.** (Prof. Meena Kumari), Department of Education, Chaudhary Devi Lal University, Sirsa.
10. Shinde, Vidya Anandrao. **Adhyapak mahavidhyalyateel shikshak prashikshakanchey taan tanav vyavasthapan ani karyeshamta ek abhyas.** (Dr. Tekale S S), Faculty of Interdisciplinary Studies, Swami Ramanand Teerth Marathwada University, Nanded.

Law

1. Anjum, Nahid. **Triple talaq in Muslims: Emerging trends (A socio-legal study).** (Dr. Sudha Garg and Prof. Rajesh Kumar Garg), Department of Law, Shobhit Institute of Engineering & Technology, Meerut.
2. Chaithanya, E P. **A study of role played by the State in protection of traditional knowledge in India.** (Dr. Kavitha Chalakka and Dr. M Bhasi), Inter University Centre for IPR Studies, Cochin University of Science & Technology, Kochi.
3. Gurung, Trishna. **Adjudication of cyber crimes in India and the United States of America: A comparative study.** (Dr. Naveen Kumar), Department of Law, North Eastern Hill University, Shillong.
4. Jadhav, Nivedita Babulal. **Global scenario of cyber crime and security provisions in comparison with legal responses in India.** (Mangalsingh S Bisen), Faculty of Law, Swami Ramanand Teerth Marathwada University, Nanded.
5. Narayan, Nandita. **The restrictions on the fundamental right to artistic freedom under the Right to Freedom of Speech and Expression in India and their reasonableness.** (Dr. P S Seema), School of Legal Studies, Cochin University of Science & Technology, Kochi.
6. Saini, Ravindra. **An analytical study of concept of good governance under Right to Information Act 2005: With special reference to Uttarakhand.** (Dr. Mohd. Imran), Department of Law, Shobhit Institute of Engineering & Technology, Meerut.
7. Sharma, Pallavi. **Protection of rights of women against domestic violence: A legal study.** (Dr. Mohd Imran), Department of Law, Shobhit Institute of Engineering & Technology, Meerut.

Library & Information Science

1. Ismail, Mohammed Zakriya Mohammed. **Scientific citation analysis of Doctoral Dissertation in Pharmacy from universities in Maharashtra State in the year 2011-2018.** (Dr. Pawar R S), Faculty of Interdisciplinary Studies, Swami Ramanand Teerth Marathwada University, Nanded.

Management

1. Abhimanyu Kumar. **Influence of tourists on host behaviour: A case study of Meghalaya.** (Prof. G Singaiah), Department of Management, North Eastern Hill University, Shillong.
2. Batar, Saif Naji. **A study of loyalty and satisfaction of mobile network providing companies in Yemen.** (Dr. Brijmohan Dayama), Faculty of Commerce and Management, Swami Ramanand Teerth Marathwada University, Nanded.
3. Bayan, Arunima. **A study on the dynamics of India's cross border trade with Bangladesh through Meghalaya.** (Dr. A Bhattacharjee), Department of Management, North Eastern Hill University, Shillong.
4. Gaur, Sweta. **Impact of Total Quality Management practices on employee empowerment in automotive sector.** (Dr. Neha Yajurvedi), Department of Management, Shobhit Institute of Engineering & Technology, Meerut.
5. Karthik, S A Vignesh. **Factors influencing customer loyalty in online Customer To Customer (C2C) platform.** (Dr. Moli P Koshy), School of Management Studies, Cochin University of Science & Technology, Kochi.
6. Natasha, P. **Predictability of returns in Indian stock market.** (Dr. S Rajitha Kumar), School of Management Studies, Cochin University of Science & Technology, Kochi.
7. Sharma, Updesh Kumar. **A study of determinants of success of network marketers: Evidences from Amway India Enterprises Pvt Ltd.** (Dr. Anuj Goel), Department of Management, Shobhit Institute of Engineering & Technology, Meerut.
8. Syama, K S. **Effect of online customer review characteristics on branding outcomes and purchase intention: Insights from multiple experiments.** (Dr. Manoj Edward), School of Management Studies, Cochin University of Science & Technology, Kochi.

Physical Education & Sports

1. Srinivasa, G. **Analysis of dimensions of**

temperament among sportsmen and non sportsmen studying in undergraduate courses in Bangalore University. (Dr. D D Bachewar), Faculty of Interdisciplinary Studies, Swami Ramanand Teerth Marathwada University, Nanded.

2. Thopate, Pradip Govindrao. **Comparative study of the attitude of law colleges principals, professors and students of SRTM University Nanded and Dr BAM University Aurangabad towards physical education and sports.** (Dr. D D Bachewar), Faculty of Interdisciplinary Studies, Swami Ramanand Teerth Marathwada University, Nanded.

Political Science

1. Bhavarthe, Santosh Budhaji. **Adivasi samajateel naitritav ma Vishunuji Sawra: Ek chikitsak abhyas.** (Dr. Navnath G Adkine), Faculty of Humanities, Swami Ramanand Teerth Marathwada University, Nanded.
2. Jaiprakash. **Ballari Mahanagara Palikeyalli karyanirvahisuttiruva pouira karmikara kuritu ondu vimarshatmaka adhyayana.** (Dr. Mohan Das K), Department of Political Science, Vijayanagara Sri Krishnadevaraya University, Ballari.
3. Wahlang, Skhemborlin. **Inter-regional cooperation: Prospects and challenges of BRICS.** (Dr. Suparna Bhattacharjee), Department of Political Science, North Eastern Hill University, Shillong.

Psychology

1. Patil, Bajceerao. **Mental health sequelae of COVID-19 pandemic evidence from Philadelphia, PA, USA.** (Prof. Poonam Devdutt), Department of Psychology, Shobhit Institute of Engineering & Technology, Meerut.

Public Administration

1. Parveena. **Women empowerment through PRIs: A study of Haryana.** (Prof. Sultan Singh), Department of Public Administration, Chaudhary Devi Lal University, Sirsa.
2. Seema Rani. **Role of Gram Sabha in democratic decentralization: A study of Haryana.** (Prof. Sultan Singh), Department of Public Administration, Chaudhary Devi Lal University, Sirsa.

Social Work

1. Hazari, Charan Singh. **Stress, health and performance: A study of police organization in Karnataka.** (Dr. Gouri Manik Manasa), Department of Social Work, Vijayanagara Sri Krishnadevaraya University, Ballari.
2. Talwar, Mallavya. **A study on the socio-economic conditions of Hakki-Pikki community with special reference Gadag District.** (Dr. Gouri Manik Manasa), Department of Social Work, Vijayanagara Sri Krishnadevaraya University, Ballari.

Sociology

1. Chandrakantha, K M. **Dalita chaluvaliya sadhane mattu viphalategalu: Ondu samajashastreeya adhyayana (Visheshavagi Ballari Jillege Sambandisidante).** (Dr. Rajendraprasad N L), Department of Sociology, Vijayanagara Sri Krishnadevaraya University, Ballari.
2. Chetri, Sarita. **A sociological exploration of consumer culture in Guwahati.** (Prof. D V Kumar), Department of Sociology, North Eastern Hill University, Shillong.
3. Marwalikar, Sheetal Kashinathrao. **Vikas ani Magasalaepan: Nanded Jilhyateel Ekatmik Bal Vikas Sewa Yojnecha samajshastriye abhyas.** (Dr. N T Kamble), Faculty of Humanities, Swami Ramanand Teerth Marathwada University, Nanded.
4. Nagargoje, Rajendra Ramchandra. **Nanded Jilhyateel paritayakta istriyancha samajshastriye abhyas: (Vishesh sandarbh: Nanded Jilha).** (Dr. B M Kamble), Faculty of Humanities, Swami Ramanand Teerth Marathwada University, Nanded.
5. Naik, R Venkatesh. **Anna Bhagya Scheme: A sociological study (With special reference to Ballari District).** (Dr. Rajendraprasad N L), Department of Sociology, Vijayanagara Sri Krishnadevaraya University, Ballari.
6. Rangaswamy. **Hennumakkala Shaikshnika pragatiyalli Kasthuraba Gandhi Balika Vidyalayagalu: Ondu samajshastriya adhyayana.** (Dr. Rajendraprasad N L), Department of Sociology, Vijayanagara Sri Krishnadevaraya University, Ballari. □

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ADVERTISEMENT FOR FIELD INVESTIGATOR ON TEMPORARY BASIS IN A MINOR RESEARCH PROJECT SPONSORED BY INDIAN COUNCIL FOR SOCIAL SCIENCE RESEARCH (ICSSR) 2023-2024

Applications are invited from the interested candidates for the post mentioned below purely on temporary basis in a Minor Research Project sponsored by Indian Council for Social Science Research (ICSSR) 2023-2024, at the Department of Geography, RJ College of Arts, Science and Commerce, Ghatkopar, Mumbai.

Title of the Project- 'An Empirical Study of Factors Affecting the Quality of Life in Slum Areas of Mumbai City – Case of Selected Slums in Eastern Suburbs'.

POST: Field Investigator

SALARY: Rs. 20,000/ per month (consolidated)

TENURE: 6 months

NO. OF POSTS: 1 (One)

ESSENTIAL QUALIFICATION:

NET/PhD/MPhil, Post Graduate with minimum 55%

Working knowledge of Excel and GIS software

DESIRABLE SKILLS

- Diploma/Bachelor Degree in Geo Informatics.
- Work Experience of more than 6 months
- Good Communication Skills (Marathi, Hindi and English)

Other Details:

- Preference will be given to candidates with geography background.
- The post is purely temporary for 1 year and the service is terminated henceforth, and the candidate has no claim over the post.
- The institute reserves right to terminate engagement of service at any time if performance not found satisfactory or any misconduct of behaviour.
- Canvassing directly or indirectly will be a disqualification.

Job Description-

Collection of the Data from the field, Review of literature, Data analysis using statistical tools and GIS Software packages, assistance in report writing, keeping accounts and bills, etc. The candidate has to go for field work frequently and required at the offices as and when required.

How to apply:

- Interested candidates may apply using the link given below and upload supporting documents, including academic qualification and experience certificates as pdf files latest by **15th February 2024**.
- The link for applying: <https://forms.gle/1hiDtXRyAatzi4bbA>
- Four pdf files should be uploaded in the google form. The first pdf file should contain all the certificates and mark lists for SSC, HSC, Bachelor, Master, SLET/NET/M.Phil./Ph.D. and others if any. The second pdf file should contain work experience certificates/letters.
- After scrutiny of the applications, the eligible candidates will be called for the interview and will be informed via email to the email address given in the application.
- Applicants who are not eligible, will not be informed.
- One set of hard copies of all the above documents should be submitted to office at the time of interview.

No TA-DA will be provided for attending the interview.

In case of case doubts/queries, write to: dbaishakhi37@gmail.com

Link to Advertisement on College website: <https://www.rjcollege.edu.in/career/>

Dr Baishakhi Dutta
Project Director

Dr Himanshu Dawda
Principal

Hindi Vidya Prachar Samiti's

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ADVERTISEMENT FOR FIELD INVESTIGATOR ON TEMPORARY BASIS IN A MINOR RESEARCH PROJECT SPONSORED BY INDIAN COUNCIL FOR SOCIAL SCIENCE RESEARCH (ICSSR) 2023-2024

Applications are invited from the interested candidates for the post mentioned below purely on temporary basis in a Minor Research Project sponsored by Indian Council for Social Science Research (ICSSR) 2023-2024, at the Department of Economics, RJ College of Arts, Science and Commerce (Empowered Autonomous), Ghatkopar, Mumbai.

Title of the Project- 'Study of causes of low consumption of Ayurveda and Panchkarma Healthcare in a Multi-Stakeholders' framework with reference to Greater Mumbai and Thane City and Solutions'

POST: Field Investigator

SALARY: Rs. 20,000/- per month (consolidated)

TENURE: 6 months

NO. OF POSTS: 2 (Two)

ESSENTIAL QUALIFICATION: Post graduate in Social Science with minimum 55% marks

DESIRABLE SKILLS

- Good communication skills in English, Hindi and Marathi
- Working knowledge of MS Excel
- Previous experience of field investigation and data entry and analysis

Other Details:

- Preference will be given to candidates with Economics background.
- The post is purely temporary for 6 months and the service is terminated henceforth and the candidate has no claim over the post.
- The institute reserves right to terminate engagement of service at any time if performance not found satisfactory or any misconduct of behaviour.
- Canvassing directly or indirectly will lead to disqualification.

Job Description-

Collection of the Data from the field, entry of the data and analysis of the data whenever needed. The candidate has to go for field work regularly and to be required in the offices as and when required.

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- The link for applying: <https://forms.gle/C1rsbiemojYVkuVS9>
- Following four pdf files should be uploaded in the google form.
 - i. MA – Marksheet and Convocation Certificate
 - ii. BA - Marksheet and Convocation Certificate
 - iii. Bio Data
 - iv. Marksheets of HSC and SSC
- After scrutiny of the applications, the eligible candidates will be called for the interview and will be informed via email to the email address given in the application.
- Applicants who are not eligible, will not be informed.
- Date of the interview will be communicated to the candidates either through email or mobile.
- One set of hard copies of all the above documents should be submitted to the Department of Economics at the time of interview.
- **No TA-DA will be provided for attending the interview.**

In case of case doubts/queries, write to : suchetajoshi@rjcollege.edu.in

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Dr. Sucheta Joshi
Project Director

Dr Himanshu Dawda
Principal

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