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Educational Programmes Audit for Effective Implementation of National Education Policy—2020

B L Gupta*

The educational programmes are the building blocks of quality education at the department and institute levels. The students graduate from educational programmes. The educational programmes of the same department may have varying degrees of quality because of many factors such as the entry level of students, the competence of faculty members, the industry connect of the programme, the availability of research labs and the employability opportunities for graduates. Students spend most of their time during graduation participating in programme learning activities. Therefore, an academic audit is conducted at the programme level, which is helpful for continuously improving the quality of education and internal and external comparison of programme performance.

The educational programmes are designed using the principles of quality by design and not by chance, quality is the responsibility of all internal and external stakeholders, continuous improvement in the quality of education with time and experience, focus on quality assurance on a sustained basis and value addition through educational innovation and the use digital technology.

The National Education Policy (NEP) 2020 has introduced a paradigm shift in education, removing obsolete education concepts. NEP-2020 has taken the roots from ancient Indian culture and aspires to satisfy the twenty-first-century requirements using the principles of designing and implementing educational programmes in higher education.

The NEP-2020 and follow-up documents issued by the Ministry of Education (MoE), University Grants Commission (UGC), All India Council for Technical Education (AICTE), National Assessment and Accreditation Council (NAAC) and National Board of Accreditation (NBA) introduced the innovative concepts and principles of designing and offering educational programmes across the disciplines, institutions, and county.

Educational programme is a holistic educational experience for learners to develop intended learning outcomes at graduation. The educational programme is a scientifically designed framework of courses following the provisions of NEP-2020 and guidelines issued by statutory bodies for assuring the quality of education. As O'Neill (2015) described, the programme is a series of learning units that lead to a qualification.

The NEP-2020 has been implemented for the last four years. Now is the right time to audit the educational programmes offered

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by Higher Education Institutions (HEIS). This article comprises NEP, UGC, AICTE, NAAC, and NBA provisions to design, implement, and assess higher education programmes. At the end of the article, educational programme audit instruments are suggested, which may be adapted in the local context of the HEIS.

Design of Educational Programme

The design of educational programmes embraces programme structure, curriculum document, course plan, assessment scheme and plan for offering support services to students. The design of the educational programme is audited in the context of provisions of NEP-2020.

Educational Programme Structure

It incorporates multidisciplinary education focusing on developing well-rounded and innovative individuals. The educational programme structure will be an imaginative and flexible choice-based credit system with multiple entry and exit points for creating lifelong learning. The programme offers novel and engaging course options. The programme incorporates credit-based courses from specific disciplines, projects, value and environmental education. Practice-based learning such as tutorials, practicum, seminars, internship, studio activities, field practice, community engagement and service are incorporated as courses in the programme structure, allocating appropriate credits following provisions of the National Credit Framework (NCrF) and the National Higher Education Qualification Framework (NHEQF), and curriculum and credit framework (UGC, 2022).

The programme structure incorporates 50% credits from the major discipline, and the remaining 50% may be acquired from other disciplines and streams if the programme structure is so designed. The curriculum and credit framework document incorporates the concept of major with minor, double major, interdisciplinary and multidisciplinary programme structure (UGC, 2022a).

The educational programme structure enables students to achieve graduate attributes specific to disciplinary/interdisciplinary/multidisciplinary areas and generic learning outcomes. NBA (2024) stated that institutions for each educational programme formulate programme structure to achieve programme outcomes (POs) and programme-specific outcomes (PSOS).

The PSOS are the terminal outcomes which differentiate the institute's educational programme from similar educational programmes of other institutes. PSOS are designed to use the potential of the faculty members, laboratories, and industry to develop differentiating abilities in the graduates to get higher packages and choose jobs.

The design of the programme structure is carried out following minimum credit requirements in major, minor, multidisciplinary, ability enhancement, skill enhancement, value-added, summer internship and research project categories of courses to award the degree. The programme structure is designed logically, sequentially and interconnectedly to incorporate the combination of disciplinary, interdisciplinary, multidisciplinary, soft skills, professional abilities, lifelong learning abilities, safety, professional ethics, sustainability, Indian knowledge system, and economic and digital literacy.

The programme structure is balanced, considering 40 to 44 credits and combining theory and work situation learning. Ramdass and Mokgohloa (2023) described the principles of curriculum structure that imbue the students with a complete learning experience to transform higher education. The authors stated principles viz fitness of the purpose, flexibility in course offering and implementation, diversity of pathways and duration, catering to the needs of most students, space for extra-curricular activities and putting students' learning first.

Course Curriculum

Adagale (2015) stated that the curriculum is the foundation of the teaching-learning process. A comprehensive curriculum document is prepared, which is interesting and relevant to enable students to achieve course learning outcomes (MHRD, 2020). The course curriculum comprises course learning outcomes, rationale for the course, unit-wise contents, concept map showing content analysis, course plan, specification table for distribution of assessment marks at various levels of hierarchy of learning, learning resources, and activities to be performed by students (Brady, 1995; Gupta and Earnest, 2008; Long and Håklev, 2012; Gupta, 2016; UGC, 2020; Gupta, 2023a). Welukar and Phadke (2020) stated that the course planning flowchart uses a backwards design, beginning with course

outcomes, objectives, assessment, instructional plan, and material.

Course Learning Outcomes

UGC (2020) defined the graduate attributes, qualification descriptors, programme and course learning outcomes. The course curriculum incorporates the learning methods aligned to effectively accomplish the intended course learning outcomes. Course learning outcomes are formulated using terminal action verbs, which indicate observable, measurable, and attainable abilities and behaviour (Gupta, 2023a). NBA (2024) stated that course outcomes are mapped with POs and PSOs.

Course Contents

The course content is derived from the course outcomes and work situation practices. The principle of necessary and sufficient course content to achieve the course outcomes is followed when deciding the course content. The redundant, trivial, and historical content is not incorporated to reduce the theory in each course and provide more time for students to learn by performing. The concept map is used to develop a clear picture of different content elements, the interrelationship among the elements and their alignment with the course learning outcomes. The essential underpinning knowledge is incorporated into the contents. The content analysis is used to design the students' activities and assessment questions and select appropriate learning resources. The content is arranged from simple to complex, from known to unknown, from theory to practice, and from practice to professional level, to smoothly transition students from novice learner to professional level.

Engaging Pedagogy

Appropriate learning methods are stated in the course plan prepared by each course teacher to enable students to achieve the intended course learning outcomes effectively, efficiently, and joyfully. The learning methods of different learning domains, such as cognitive, affective, and psychomotor, are different at varying levels of hierarchy in each learning domain. The course plan indicates these alternative learning methods, such as presentation, demonstration, group discussion, role-play, simulation, seminar, educational games, conferences, creativity techniques, problem-based learning, project-based learning, research, and investigation.

These learning methods encourage experiential, cooperative, and collaborative learning using principles of heutagogy, peeragogy, pedagogy, andragogy, and cybergogy. These learning methods incorporate the principles of scaffolding, reflection, and feedback for improving the learning process and developing higher-order thinking skills (Gupta, 2022).

Student Activities

These learning methods incorporate activities for the students to participate in the learning process. These activities are performing tasks, completing activities, doing assignments, finishing events, discussing a theme, generating creative ideas, presenting viewpoints, preparing reports, observing phenomena, reflecting on others' ideas, providing peer feedback, solving problems, and competing in a project. The learning activities are designed at par with the learning outcomes, which facilitate learning and application of learning for developing higher-order learning. Gupta (2024) stated that learning activities should be drawn from work situations which create challenges for learning higher-order learning outcomes, are new to the learners and create interest in the learning. Group learning activities such as discussion, multiple role-play, seminars, conferences, and projects are preferred as they produce a synergistic learning effect among the students.

The students connect with work situations, perform social development activities, contribute to national missions, investigate work situation failures, and participate in conferences and competitions. Students connect with the outer world, participating in industrial internships, research, and consultancy projects. The student exchange programme with foreign universities is a powerful medium for developing international exposure.

Use of Information and Digital Technology

The use of information technology and digital technology is integrated into the design of the course plan. The course teachers identify strong and direct learning resources helpful in developing the underpinning knowledge and awareness about work situation practices to achieve the intended course learning outcomes. The learning management system of the institute incorporates quizzes, small presentations, the use of digital resources for self-learning, the creation of a learning portfolio and self-assessment of achievement of learning outcomes.

Virtual labs, spoken tutorials, augmented reality, virtual reality, artificial intelligence, and machine learning enrich the students' learning process. As mentioned in NEP-2020, the technology is used to empower students for learning (MHRD, 2020) digitally.

Formative Assessment

Formative assessment is one of the fourth pillars of educational programmes, as indicated in NEP-2020. The course teachers declare the assessment scheme, tools, techniques, and approaches in the course plan. Students are made aware of the use of assessment tools, techniques and approaches for learning. The assessment ensures all the students' learning is at the intended level. The assessment is used for self-learning and reflection, peer learning and feedback. Course teachers use it for taking corrective and preventive actions to continuously improve students' learning and the quality of education in the courses.

Course teachers use scientific and innovative assessment methods, observing the principles of outcome-based assessment as suggested in evaluation reforms (UGC, 2019) and examination reforms (AICTE, 2018). Different types of rubrics are used for various educational purposes, including developing higher levels of learning in all three domains of learning and raising the standards of education (Gupta and Gupta, 2021a; Gupta and Gupta, 2024).

Summative Assessment

Outcome-based education is learner-centric and performance-based. The summative assessment focuses on the assessment of performance and not the result of rote learning and memory-based learning. The students create learning portfolios while studying the course and performing activities. The summative assessment focuses on assessing the learning portfolio and performance on work situation problems and issues. Summative assessment is at par with the intended course learning outcomes.

The validity and reliability of assessment are ensured using scientifically designed assessment tools and techniques, and using them correctly (Gupta, 2023b). Students are oriented to the summative assessment tools right at the beginning of the semester. Students know beforehand what is expected from them and how to reach the expected

levels of learning and performance. They use the assessment tools to self-assess their progress, reflect, and improve (Gupta, 2023a).

Student Clubs

The NEP-2020 stated that the campus of the colleges is made vibrant, making student clubs functional in various areas. The student clubs are formally created and encouraged to undertake collective activities that consider the members' interests and the institute's priorities. Student clubs supplement and complement the formal curricular process to enrich students' learning experiences.

Programme Structure and Curriculum Implementation

Implementation plans

The educational programme structure and curriculum are implemented by designing and implementing an academic calendar, professional body chapter activities, student club activities, cultural and sports activities, social contribution activities, research activities and course level activities. At the programme level, mentors are designated to guide various activities, providing adequate resources.

Implementation of Curriculum

UGC issued guidelines for implementing innovative pedagogical approaches and evaluation reform (UGC, 2022c) and fostering social responsibility and community engagement (UGC, 2022b). Programme implementation system and processes are designed to assure the quality of programme structure and curriculum implementation. The faculty members and students are oriented towards the programme philosophy and institute expectations. The quality standards and code of conduct to be followed by all internal stakeholders are effectively communicated. The programme-related policies, guidelines and procedures are handed over to the teachers and students.

The resources are deployed and mobilised to support programme implementation and curriculum implementation. The delays in implementation are prevented by carrying out a potential problem analysis. The internal quality assurance cell of the institute ensures that quality is being sustained at all levels.

Formative and summative assessment

The formative assessment is carried out by course teachers to diagnose learning gaps and remove them. It is also carried out to reinforce the learning process for developing higher levels of abilities in the students. Scientifically designed rubrics aligned with course learning outcomes are used for formative and summative assessment (Gupta, 2021b). The students' project work is assessed using scientifically designed rubrics for diagnosing the learning problems and awarding the marks.

Audit of Educational Programmes

An audit of educational programmes is a systematic review of the programme structure and curriculum design, implementation of curriculum, formative assessment, and student support services. Ganorkar and Gupta (2008) defined academic audit as a scientifically designed and structured mechanism to assure the quality of education in totality. Telsang and Kulkarni (2011) stated that academic audit is one of the three education quality evaluation tools.

A wide variety of audit tools and techniques are used to gather and analyse information to identify the strengths and weaknesses of the educational programme. It is conducted by a small team of trained educational leaders in a participative manner, observing a code of conduct. Idris (2024) stated that the curriculum review report comprises initiating curriculum review, setting goals, collecting data, analysing and discussing data, creating an action plan, submitting a report, implementing the action plan and writing an interim report.

Purposes of Educational Programmes Audit

Ganorkar and Gupta (2008) stated that academic audit purposes include continuous improvement, benchmarking, planned change, value addition to quality, promoting accountability, and being a marketing tool. Gupta and Earnest (2012) stated that quality assurance is a quality improvement process of educational programmes, not a fault-finding process. Kumar (2017) stated that several processes are designed and implemented to

assure and improve the quality of education, and academic audit provides feedback on the efficiency of quality assurance processes.

It is a people-building process for assuring and improving the quality of educational programmes. The audit contributes to sustenance, improvement, value addition and innovation in education. The comparison of educational programmes on quality within the institute makes it possible to create healthy competition among the programmes and fix priorities for improvement. It prepares the programme team to present the programme achievements to the on-site accreditation team appointed by the accrediting agency.

Types of Educational Programmes Audit

Considering the purpose, an appropriate type of audit or a combination of different types of audit is selected from the different classifications of audit as stated in Fig. 1

The audit of educational programmes is conducted to assure the quality of the educational programmes from the accreditation, autonomy, and institutional national ranking framework point of view. NBA (2024) follows a two-stage audit. The first stage is an assessment by the internal programme level team against well-defined, transparent criteria. The second stage is peer validation, which involves visiting the institution.

The NBA process incorporated the recent developments in technical education and provisions of NEP-2020. In the past, the Stufflebeam model was used to evaluate the quality of educational programmes. The elements of the model are context, input, process, and product, but now in outcome-based education, more focus is given on the achievement of outcomes. The audit could be self, peer or external, depending on the purpose of the audit. The audit team follows the code of

Figure 1. Types of Audit



conduct while conducting the audit. The audit report is prepared in the prescribed format designed at the institute level. The audit report consists of the programme's strengths and weaknesses and suggestions for improvement.

Based on the programme audit reports and feedback received, the competent authority makes policy decisions to improve the quality of education

at the institute level. Next year's goals are set, considering the strengths and weaknesses of various educational programmes.

Indicative Academic Audit Format

Use the following legends in column 3 of all the rating scales for audit purposes. 3-Very high, 2-High, 1-Low, 0-No match (Table-1, Table-2, Table -3).

Table-1: NEP-2020 Context - Audit the Educational Programme Structure

SI No	Criteria for audit	Extent of compliance	Remark
1.	The programme structure catering to <ul style="list-style-type: none"> • industry requirements • professional requirements • future requirements • future growth of the students 		
2.	The programme structure offers a <ul style="list-style-type: none"> • multidisciplinary approach • employability course • entrepreneurship courses • literacy (digital, financial, legal, media) courses 		
3.	The programme structure is designed to provide <ul style="list-style-type: none"> • internship/apprenticeship • multiple entry and exit 		
4.	The programme structure offers <ul style="list-style-type: none"> • skills enhancement courses in emerging technology • projects, seminars, and internships as credit courses • additional certification programmes 		
5.	The programme structure permits <ul style="list-style-type: none"> • online courses as per NEP-2020 and NHEQF • courses of renowned universities • recognition of prior learning 		
6.	The programme structure indicates <ul style="list-style-type: none"> • Programme outcomes 		

Table-2: NEP-2020 Context - Audit the Curriculum

SI No	Criteria for audit	Extent of compliance	Remark
1.	Learning outcome-based curriculum of courses is scientifically designed, involving industry and stakeholders.		
2.	Course learning outcomes are <ul style="list-style-type: none"> • scientifically formulated in the curriculum document of each course • stated at higher levels of learning in cognitive, affective and psychomotor domains of learning • programme learning outcomes 		
3.	The rationale of the course is stated, and the course is connected to work situations.		
4.	Course content <ul style="list-style-type: none"> • relevant to the work situation • necessary and sufficient to achieve course learning outcomes • Concept map of the content analysis concerning work situation practice is stated 		

Sl No	Criteria for audit	Extent of compliance	Remark
5.	Student activities The tasks, activities, assignments, events, projects, seminars, and excursion visits are stated in the curriculum.		
6.	Industry connect The internship, apprenticeship, project titles, and research titles are stated in the course curriculum.		
7.	Learning resources The open learning resources links are stated in the curriculum. The scope for online learning, digital learning, self-learning, and peer learning is stated in the course. A list of textbooks, reference books, case studies and open learning resources is provided		
8.	Assessment scheme The course curriculum mentions the specification table, assessment tools, and techniques.		

Table-3: NEP–2020 Context – Audit the Programme Structure and Curriculum Implementation

Sl No	Criteria for audit	Extent of compliance	Remark
1.	Orientation of course teachers and students on outcome-based education philosophy, programme structure, course curriculum, pedagogy and assessment is conducted.		
2.	Course teachers prepare a course curriculum implementation plan and course file (digital) based on the course curriculum.		
3.	Learner-centric approaches are used as per the course plan <ul style="list-style-type: none"> Scaffolding, reflection and feedback are encouraged Guidance is provided to complete the learning activities Self learning, peer learning, group learning and collaborative learning are encouraged Constructive feedback is provided to students to improve their learning The latent potential of students is explored and used for developing higher levels of abilities Work-related examples, non-examples, incidents, anecdotes, cases, and analogy is used by course teachers Tutorials, practicum, seminars, discussions, and debates are organised contribute to social development activities and national missions. 		
4.	Students' activities are organised for learning and creating a learning portfolio.		
5.	Formative assessment is used as per the course plan for self, peer and assessment by the course teacher. The course teacher takes remedial actions.		
6.	As per the course plan, Digital and open learning resources are used for self, peer, and guided learning.		
7.	Industrial visits, excursions, and interactions are organised as per the course plan. Students submit the e-report of the above activities on the learning management system. Reports are assessed using an appropriate checklist, rating scale and rubrics.		
8.	Students are assigned Work situation micro projects to integrate and apply the course's learning to work situations. Students submit the report of completed projects Students publish the article on the project work in the journals Students publish the news of project achievements in the newspapers Students prepare a case study on a project report and publish it		

Sl No	Criteria for audit	Extent of compliance	Remark
	Students file a patent on the project work Teachers prepare a summary of all project reports and analyse it for further improvement. Teachers involve students in consultancy projects.		
9.	Summative assessment is conducted preferably in digital form.		
10.	Course and programme exit surveys are conducted, analysed and used for corrective and preventive actions.		

Conclusion

There are challenges to educational programme level audit in a reform-oriented education system, which is directly connected to the world of work. There is a need to make the audit system evidence-based based on facts, figures, and data and not on the auditors' perceptions, opinions, and views.

Tabrizi and Farahsa (2015) recommended that the evaluation and audit should be evidence-based to achieve the objective of continuous improvement in the quality of the educational programmes. The audit of educational programmes is conducted to determine the strengths, weaknesses, and scope for improvement and innovation. At the institute level, policies, procedures, and guidelines are prepared and uploaded on the institute website.

The trained auditors conduct the audit and submit the report to the competent authorities for corrective, preventive, improvement and innovation-related activities. The audit of educational programmes is performed in the context of educational reforms and innovations taking place in the country in the context of NEP-2020. The combination of various types of audits is used to achieve and improve the quality at the programme level.

Auditing educational programmes is a people-building process for the quality of education. In the long run, it aims to empower people to receive quality education sustainably, foster autonomy and accountability for quality education, create a quality and reform-oriented culture among stakeholders, and provide a base for assessment, reflection, and improvement.

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Programmes of IGNOU Aligned with NEP—2020 for Certification of Clientele in Empowering Women

J S Dorothy*, Praseetha Unnikrishnan**, and Reshma Suresh***

The United Nations began celebrating International Women's Day in 1975, which had been proclaimed as the International Women's Year (https://en.wikipedia.org/wiki/International_Women%27s_Year). The Government of India declared 2001 as the Year of Women's Empowerment (Swashakti) and the National Policy For the Empowerment of Women was passed that same year (https://en.wikipedia.org/wiki/Women_in_India).

The empowerment of women has been the concern of the Indian nation. Empowerment of human beings, has been highlighted even in the National Education Policy (NEP-2020), which is the first education policy of 21st century in the Indian Subcontinent and introduced to the nation on 29th July 2020 (<https://nvshq.org/article/new-national-education-policy-nep-2022/>). The Women Empowerment has been one of the Policy Directive even before Independence in India. One of the means for women empowerment is access to Education. Education contributes to the Women's Empowerment which has five components. According to unglobalcompact.org (2024), the five components of Women Empowerment are "Women's Sense of Self Worth; their right to have and to determine choices; their right to have access to opportunities and Resources; their right to have Power to control their own lives, both within and outside the home; and their ability to influence the direction of Social change to create a more just Social and Economical order, Nationally and Internationally".

Education and training lead to capacity building- which is a crucial element of Women empowerment. Success of local interaction for increasing access to education has been documented in many places and one such is the Pudukottai Cycling Movement launched 25 years ago,

empowered 1 lakh village women, teaching them to read, write and ride (The Hindu, 2024). According to Ms. Sheela Rani Chunkath (2024) the Pudukottai Collector who launched the Pudukottai Cycling Movement, the Government's mission focused on literacy, numeracy, functionality and awareness.

In India, the means and mode of Education has been well defined in the NEP-2020 as Face to Face, Open and Distance learning, Online Learning. The Schooling has been taken care of to a large extent by the National Institute of Open Schooling and the passed out successfully completed Learners become the feeder for Higher Education Institutions. Indira Gandhi National Open University (IGNOU) is one of the Higher Education Institutions with National Jurisdiction and International presence. The Teaching Learning methodology of IGNOU is aligned with NEP-2020 and the programmes on offer at IGNOU being recognized by the respective statutory bodies. The present study has described the Women Empowerment related programmes on offer at IGNOU besides other Programmes suitable for Women. In addition, the clientele and objectives for each of the Women Empowerment programmes have been highlighted in the study. The present study also emphasises how empowerment of Women by Higher Education is in line with National Education Policy 2020 (NEP-2020). Thus, the study gives a case study profile of IGNOU in empowering women through education.

Scope of the Study

The studies related to Women Empowerment and the causes for the same have been widely publicized. Similarly, the profile of the Indira Gandhi National Open University (IGNOU) has also been documented in various ways even for public access in the University website www.ignou.ac.in. However, the programmes on offer at IGNOU highlighting the programmes suitable for women which facilitate Women Empowerment and aligned with NEP-2020 have not yet been documented. Hence, the present study is aimed to document the profile of IGNOU through Case study method highlighting of how IGNOU paves way for empowering women through education.

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Research Questions for the Study

The Study attempted to answer the following questions on the basis of the Programmes on Offer at IGNOU aligned to NEP–2020:

1. What are the educational programmes on offer at IGNOU leading to earning an academic credential at Certificate, Diploma, Post Graduate Diploma, Post Graduate Certificate, Under Graduate Degree and Post Graduate Degree levels aligned with NEP–2020?
2. How IGNOU promotes self-learning for all by making the IGNOU Study material available free of cost, which can be freely downloaded from IGNOU website and optimising reach through SWAYAM?
3. How are the Women Empowerment related programmes on offer at IGNOU at various certification levels described?
4. What are the programmes on offer at IGNOU besides other Programmes suitable for Women?
5. Who are the clientele (*target learners*) for each of the Women Empowerment programmes on offer by IGNOU?
6. What is the objective for each of the Women Empowerment programmes on offer by IGNOU?

Theme (Field) of Study

The Theme (Field) of the Present Study is “Status of Programmes on Offer in an Educational Institution aligned to the New Education Policy 2020 targeting to empower women”.

Aim and Objectives of the Study

The Aim of the study is to document the profile of IGNOU through Case study method highlighting of how IGNOU paves way for empowering women through education.

The Objectives of the study are the following:

1. To elucidate the educational programmes on offer at IGNOU leading to earning an academic credential at Certificate, Diploma, Post Graduate Diploma, Post Graduate Certificate, Under Graduate Degree and Post Graduate Degree levels aligned with NEP–2020.
2. To document how IGNOU promotes self-learning for all by making the IGNOU Study material available free of cost, which can be freely

downloaded from IGNOU website and optimising reach through SWAYAM.

3. To describe the Women Empowerment related programmes on offer at IGNOU at various certification levels.
4. To enumerate programmes on offer at IGNOU besides other Programmes suitable for Women.
5. To profile the clientele (*target learners*) for each of the Women Empowerment programmes on offer by IGNOU.
6. To state the objectives for each of the Women Empowerment programmes on offer by IGNOU.

Methodology

Case Study Method was used to profile Indira Gandhi National Open University (IGNOU) documenting the programmes on offer at IGNOU highlighting the programmes suitable for women, which facilitate Women Empowerment. Collection of data is mainly qualitative in nature drawn from experiences on day-to-day basis and noted in various reports related to the alignment of the Programme on offer by IGNOU in line with NEP–2020, within the scope of the Study. Document search related to the University as available in website, prospectus, profile, reports prepared internally for NAAC, CIQA and Higher Authorities like Regional Services Division (RSD) which governs all Regional Centre Activities were done to collect information suitable for the objectives of the Study. As the researchers were also on the rolls of the University, participation observation technique was used to connect the various facts of the University with that of Women Empowerment to suit the present study which aimed to document how IGNOU paves way for empowering women through education.

Descriptive research method design, which is concerned with describing the characteristics of a particular individual or of a group using the Case-Study method and involves the description, recording, analysis and interpretation of conditions that existed at the time of study, was used to obtain information concerning the Programmes on offer by IGNOU aligned to NEP–2020.

Both types of Observation techniques namely Structured and Unstructured Observation were used because they can complement each other; structured observation leading to more quantitative and unstructured observation leading to more qualitative

data. Structured observations entail pre-specified categories and hence were used to elicit information about pre-planned, prescribed, well-defined modalities taken for initiating the documentation of the Programmes on offer by IGNOU aligning to NEP-2020.

Since unstructured observation looks at persons and their environment in a holistic way, the same was utilised to elicit information related to the listing of actions related to the Activities behind the Programmes on offer by IGNOU aligning to NEP-2020.

In order to ensure the authenticity of data collected on the Programmes on offer by IGNOU aligning to NEP-2020, multi-technique approach to data collection and cross-examination of data through different techniques was adopted to ensure full coverage of information. Techniques such as observations, record surveys (diary), report after the conduct of the event, correspondence for official procedures were used to elicit information. In order to minimise / nullify the researcher's bias which may arise since all the researchers are documenting their own experience as an official associated IGNOU, and have interacted with the typical situations related to the actions related to the Activities behind the Programmes on offer by IGNOU aligning to NEP-2020, the ethical standards were decided prior to the start of the Study. Every effort was made to identify and describe different underlying factors contributing to the actions related to the Activities behind the Programmes on offer by IGNOU aligning to NEP-2020.

Discussion based on the Aim and Objectives of the Study

The discussion related to the Aim and Objectives of the present Study are given below:

- NEP-2020 encourages Regional Language also for teaching-learning transactions. In line with NEP-2020, the prevalence of multi-Language medium of Instruction, generally comprising English, Hindi and Regional Language was noted in all the programmes of IGNOU. Some of the Regional Languages are Assamese, Bengali, Gujarati, Kannada, Malayalam, Punjabi, Oriya, Tamil Telugu and Urdu which facilitated the learners in having autonomy for choosing their medium of instruction.
- Multiple exit and facility for re-entry is one of the facility provided by NEP-2020 for ensuring

that access to the programme of study leads to successful completion of the programme enrolled. Keeping aligned with NEP-2020, IGNOU has an array of Educational Programmes which leads to earning academic credentials at Certificate, Diploma, Post Graduate Diploma, Post Graduate Certificate, Under Graduate Degree and Post Graduate Degree levels with multiple exit provisions inbuilt and made known at entry level itself.

- The IGNOU Programmes were restructured to suit the Four Year Undergraduate Programme through Programme launch notification IG/P&DD/ODL/Launch/2023/994 dated 01.01.2024 and made effective from January 2024. Earlier in the year 2022, Multiple Entry and Multiple Exit facility for IGNOU Under Graduate Programmes vide notification No. IG/SRD/R-IV/2022/974 dated 24.08.2022 which is effective from July 2022 admission session.
- Provision for Clientele to exhibit their option for study is ensured by Choice Based Credit System with selection as per the choice to a particular credit value is facilitated by NEP-2020. The IGNOU Programmes have programmes with specific subjects (Courses) each of a particular credit value. The Programmes of IGNOU have been listed as Under Graduate Programmes comprising General and Honors, Master's Degree Programmes, Post Graduate Diploma Programmes, Diploma Programmes, Post Graduate Certificate Programmes, Certificate Programmes, Awareness and Appreciation Programmes. In addition, option for enrolling for only one subject (course) or a single /multiple of subjects (Course) as per the Clientele preference under Course Registration Certification Scheme (CRCS). Each Programme is represented by a code. The subject in each of the Programme is referred to as Course in IGNOU which is also represented by a Course code and has a Course Title. The prevalence of the same Course across Programmes also prevails. In addition, IGNOU also promotes self-learning for all by making the IGNOU Study material available free of cost, which can be freely downloaded from IGNOU website at the link <https://egyankosh.ignou.ac.in>.
- The learner as a clientele can access the Study Materials which can be freely downloaded from IGNOU website at the link <https://egyankosh.ignou.ac.in>.

ignou.ac.in, get accustomed to the course content even before enrolment into the programme of study or plan ahead for an exit option for certification. The information related to Multiple Entry and Multiple Exit Points in the learning cycle of a Programme of Study of IGNOU is also specified in the Student Handbook and Prospectus to facilitate the mapping the learning journey before access and to decide of where to exit while coupling the learning process with other personal, official, social commitments by the learner.

- There are 21 Schools of Studies at IGNOU. Each School has a minimum of one Programme to offer. The Student Handbook and Prospectus is available in English and Hindi. There are two Student Handbook and Prospectus exclusively separate for Common Programmes and Management Programmes. The Student Handbook and Prospectus can be freely downloaded from the IGNOU website www.ignou.ac.in and the link for access is different. The detail about the Programme is indicated after listing each of the Programme and School under which the Programme is offered in the Student Handbook and Prospectus. Thus, the detail given for each of the Programme itself serves as publicity for that particular Programme to any reader from the pool of aspirant for Higher Education, thus promoting admission into the Programme for Study.
- The Programmes on offer by IGNOU are categorized into specific Under Graduate Programme General, Under Graduate Programme Honors, Bachelor's Degree Programmes, Bachelor's Honors Degree Programmes, Master's Degree Programmes, Post Graduate Diploma Programmes, Diploma programmes, Post Graduate Certificate Programmes, Certificate Programmes and Awareness and Appreciation Programmes. Each of the category of Programmes on offer by IGNOU are listed in the Content of the Prospectus with the Page number specified for easy location of the Programme to facilitate the aspirant to exercise the choice in selection of the Programme for access culminating in enrolment into the programme of study.
- Of the 316 Programmes on offer by IGNOU for July 2024 session, there are two Programmes listed as Under Graduate Programme General;

seventeen Programmes listed as Under Graduate Programme Honors; twelve Programmes listed as Bachelor's Degree Programmes; thirteen Programmes listed as Bachelor's Honors Degree Programmes; Seventy-two Programmes listed as Master's Degree Programmes; Sixty-five Programmes listed as Post Graduate Diploma Programmes; twenty-eight Programmes listed as Diploma programmes; fourteen Programmes listed as Post Graduate Certificate Programmes; eighty Programmes listed as Certificate Programmes and four Programmes listed as Awareness and Appreciation Programmes. In addition, option for enrolling for only one subject (course) or a multiple of subjects (Course) under Course Registration Certification Scheme (CRCS).

- The Women Empowerment related programmes at various certification levels also exist at IGNOU. The Women Empowerment related programmes at Bachelor's Degree Programmes is Bachelor of Arts (Gender Studies) (BAGS); at Master's Degree Programmes are Master of Arts (Women and Gender Studies) (MAWGSR) and Master of Arts (Gender and Development Studies) (MAGD); at Post Graduate Diploma Programmes is Post Graduate Diploma in Women and Gender Studies) (PGDWGSR); at Diploma Level is Diploma in Women Empowerment and Development (DWED); at Certificate Level are Certificate in Gender in Law (CGSL), Certificate in Gender, Agriculture and Sustainable Development (CGAS) and Certificate in Gender and Science (CGSCI).
- The Diploma in Apparel Merchandising (General) (DAPMER) and (Applied) (DAPMERA), Diploma in Value Added Products from Fruits and Vegetables (DVATFV), Diploma in Early Childhood Care and Education (DECE), Certificate in Fashion Design (CFD), Certificate in Apparel Merchandising (CAPMER), Certificate in Home Based Health Care (CHBHC), Certificate in Geriatric Care Assistance (CGCA), Diploma in Event Management (DEVMT), Certificate in Event Management (CEVMT) target self-employment opportunities for Women leading to economic returns leading to financial independence culminating in Women Empowerment.
- Women Empowerment is from assistive services like Social Work and related field which enhance

the performance of a woman by ensuring Gender inclusion leading to Women Empowerment. It is also said that a woman is more helpful to another Woman. Hence, the programmes which facilitate Women Empowerment are Bachelor of Arts (Psychology) (BAFPC), Bachelor of Arts (Sociology) (BAFSO), Bachelor of Social Work (BFSW) at Four year Under Graduate Programmes; Bachelor of Arts (Honors) Sociology (BASOH) at Bachelors (Honors) Degree Programmes; Master of Arts (Sociology) (MSO), Master of Science (Counseling and Family Therapy) (MSCCFT), Master of Social Work (MSW), Master of Social Work (Counseling) (MSWC), Master of Rural Development (MARD) at Master's Degree Programmes; Post Graduate Diploma in Counseling and Family Therapy (PGDCFT), Post Graduate Diploma in Mental Health (PGDMH), Post Graduate Diploma in Social Work Counseling (PGDCOUN), Post Graduate Diploma in Rural Development (PGDRD); Diploma in HIV and Family Education (DAFE), Diploma in Value Education (DPVE) at Diploma Programme level; Certificate in HIV and Family Education (CAFE), Certificate in Human Rights (CHR), Certificate in Anti-Human Trafficking (CAHT), Certificate in Social Work and Criminal Justice System (CSWCJS), Certificate in Tribal Studies (CTS), Certificate in Rural Development (CRD) at Certificate Programme level.

- The need based study for the Programmes before launch for offer is done to identify the target learners. Upon identification of the Clientele after the need based study, while describing a programme in the Prospectus, the clientele / potential learners is also included. For example, while describing Diploma in Early Childhood Care and Education (DECE), it has been stated that will be of interest to those who are working with children in birth to six age group in diverse settings, such a crèches, preschools, pre-primary classes and nursery school; those managing such early childhood care and education centres; parents and others interested in knowing about the development of young children. An another instance to sight is Certificate in NGO Management (CNM) Programme, where in it has been stated that the certification leads to capacity building efforts for the voluntary

sector have remained limited to organizing workshops and training programmes and formal course work in universities. Clientele is also defined in terms of their augmented function upon acquiring the certification as documented in Diploma in Women Empowerment and Development (DWED) programme, where in it has been stated that the programme imparts necessary expertise to enable learners to function as trainers and community organisers in addressing gender issues. Similarly, Certificate Programme in Social Work and Criminal Justice System (CSWCJS) enhances the competency of the professionals already working in the area of Criminal justice.

- Availability of IGNOU courses (individual subjects) under various programmes in the SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) portal is also ensured to democratise Education.
- The Government of India introduced the online programmes through the Study Webs of Active – Learning for young and Aspiring Minds (SWAYAM) portal to ‘ensure access, equity and quality’. ‘The courses in SWAYAM has four quadrants namely video lecture, specially downloadable material which can be downloaded and printed, self-assessment through tests and quizzes and online discussion forum for clearing the doubts’. ‘Courses offered through SWAYAM certificate should register for the final proctored exams that come at a fee and attend in person at designated centres on specified dates’ (<https://swayam.gov.in/about>). According to <https://en.wikipedia.org/wiki/SWAYAM> (2020) ‘SWAYAM is an initiative launched by the Ministry of Human Resource Development, Government of India under Digital India to give a coordinated stage and free entry to web courses, covering all advanced education, High School and skill sector courses. It was launched on ‘9th July 2017 by Shri. Pranab Mukherjee, Honourable President of India’.
- The objective for each of the women empowerment programme on offer by IGNOU depends on the stage of expertise and prior exposure to learning in the same field of the aspirants who has accessed to the programme of study. Hence, the objective range from certification, knowledge sharing facilitated while preparing the study material, as a source

for digital resource especially the content of study material which can be freely downloaded from <https://egyankosh.ac.in/>, for enriching on the job experience to increase skill in entrepreneur ventures, to increase competency or just to spend the time in reading/learning. In all cases to fulfill the felt need/objective for pursuing an educational qualification, 'the Four stages in the Learning Cycle (1. Pre-enrolment; 2. Enrolment and starting study; 3. During study and 4. Completion and Graduation, Trainers 'Kit 001, 1999) are to be met the aspirant of the educational qualification between the journey from the access into the Programme of Study to successful completion of the Programme enrolled culminating in certification.

Limitations of the Study

The factors that are beyond the researcher's control and that may affect the results of the study or how the results are interpreted is given as the limitations of the Present Study. The limitations of the present Study are the following:

1. Due to the failure of complete details in writing/ Report, certain information to document on the basis of Programmes of IGNOU aligned with NEP-2020 for Certification of Clientele in Empowering Women, have to be arrived on the basis of the available memory/experience/ subjective interpretation linking with the content of the Programme.
2. All the documented Programmes of IGNOU aligned with NEP-2020 for Certification of Clientele in Empowering Women and perceived to be stated would not have been in the same way documented by others due to subjective perception.

Delimitations of the Study

The factors that affect the study over which the researcher generally does have some control are given as the delimitations of the Present Study. The delimitations of the present Study are the following:

1. In order to assure manageability of the data available, the study focused on the Programmes on offer at IGNOU related to Women Empowerment within the scope of the study.
2. The content of the data used for the study was the Reports/documents as received by the IGNOU

Regional Centre Cochin and are within the easy approach for use in the study as primary source of data.

Definition of Terms

The terms which have been used in the Study is defined within the scope of the Study to meet the Objectives as given below:

Open and Distance Learning: According to COL, 2023 definition "Open and Distance Learning (ODL) is the provision of distance education opportunities in ways that seek to mitigate or remove barriers to access, such as finances, prior learning, age, social, work or family commitments, disability, incarceration or other such barriers. "Open" refers to a commitment that removes any unnecessary barriers to access learning. Distance education refers to teaching and learning that temporarily separates teacher and learner in time and/ or place; uses multiple media for delivery of instruction; involves two-way communication and possibly occasional face-to-face meeting for tutorials and learner-learner interaction. Open learning is not the same as distance learning, but both are complementary and hence the two terms are often used together as open and distance learning".

Online Learning: According to Sunal, C.S., Wright, V.H. (2012), "Online learning, broadly defined, uses electronic technologies via the Internet to engage learners and facilitate their learning".

Face to Face Education: According to Face-to-face learning - Definition & Meaning (2024), "Face-to-face learning, also known as in-person learning, refers to the traditional mode of education where students attend classes physically in a physical classroom setting with their teachers and peers. In this mode, students and educators interact directly, fostering real-time communication and collaboration".

Empowerment: According to Haddad LM, Toney-Butler TJ. Empowerment. [Updated 2023 May 19] "Empowerment is a process enabling individuals to understand the relationship between their actions and their outcomes, allowing people the power to achieve the results they desire".

Conclusion

The Government of India is for Women Empowerment – which can be made evident by the launch of ‘Mission Shakti’ (2021-22 to 2025-26), an Integrated Women Empowerment Programme as umbrella scheme for the safety, security and empowerment of Women. According to Women and Sustainable Development Goals (2024), achieving Gender Equality and Women’s Empowerment is integral to each of the Seventeen Sustainable Development Goals (SDGs). Education and Empowerment are consistently needed for a Women through their transit of various stages in life. According to Mission Shakti (2024), birth, infancy, adolescence, youth, motherhood, and old age are the various stages of a woman’s life. It is pertinent to mention that engaging in Education as an activity focusing on spin-off benefits in the future is done by Women in all stages of their life. This paper highlighted the profile of Indira Gandhi National Open University (IGNOU) and of how IGNOU paves way for empowering women through education. The present study also emphasised of how Programmes on offer at IGNOU targeted at empowerment of Women is aligned with National Education Policy 2020 (NEP–2020). Thus, the study gives a case study profile of IGNOU, which has an array of Programme to study and to gain “Knowledge and Understanding” (Daniel 1:17) so that not only empowering women through education is done but also Certification. Certification through earning a skill or an educational credential lead to increased opportunity for economic activity, which many a time have spin-off benefits leading to not only gaining back the foregone earnings while engaged in studying but also sustain the earnings for a better livelihood.

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The National Education Policy—2020 and Its Role in Improving Employees' Performance in Academic Institutions

Rajesh Jain*, Nidhi Srivastava** and Manoj K Tiwari***

The National Education Policy (NEP) 2020 marks a transformative shift in India's education landscape. It is designed to make the education system more inclusive, holistic, and globally competitive while preserving India's rich cultural heritage. While much of the policy focuses on students, a significant aspect addresses the improvement of academic employees' performance, including teachers, administrators, and support staff. This article examines how the NEP can enhance employee productivity and effectiveness in academic institutions by focusing on professional development, fostering innovation, and creating a more supportive work environment.

Key Features of NEP Impacting Academic Employees

The NEP introduced several features directly influencing academic employees' roles and responsibilities. Some are discussed here.

Teacher Training and Development

Focused programs for continuous professional development (CPD) to improve teaching methods. The New Education Policy (NEP) 2020 places a strong emphasis on teacher training and development as a cornerstone of educational reform in India. Recognizing that the quality of education is intrinsically linked to the quality of teachers, the policy outlines several transformative measures aimed at improving teacher education, skills, and overall professional well-being. Objectives of Teacher Training and Development are:

- **Enhancing Teacher Competence:** Equipping teachers with modern pedagogical methods, subject-specific expertise, and interdisciplinary skills.

- **Encouraging Lifelong Learning:** Promoting continuous professional development (CPD) to keep educators updated with the latest educational practices.
- **Empowering Teachers:** Providing greater autonomy and flexibility in decision-making related to curriculum delivery and innovation.
- **Fostering Leadership:** Encouraging teachers to take on leadership roles within schools and beyond.
- **Autonomy and Flexibility:** Decentralized decision-making empowers teachers and administrators to implement innovative practices.

Promotion of Research

Encouraging educators to engage in interdisciplinary research to foster a culture of inquiry. The New Education Policy (NEP) 2020 emphasizes the critical role of research and innovation in advancing India's education system and overall development. Recognizing that research forms the backbone of a thriving knowledge economy, the NEP introduces measures to cultivate a robust research culture across all levels of education. It seeks to enhance the quality, accessibility, and impact of research while aligning it with national priorities and global standards. Objectives of Promoting Research are:

- **Encouraging a Research Culture:** Integrating research-oriented thinking into both teaching and learning processes.
- **Strengthening Institutional Research:** Empowering higher education institutions (HEIs) to serve as research hubs.
- **Addressing National Challenges:** Focusing on applied research to solve socio-economic and environmental problems.
- **Enhancing Global Competitiveness:** Fostering innovation to place India among the leading nations in research and development (R&D).
- **Incorporation of Technology:** Training employees to effectively use digital platforms for teaching and administration.

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Enhancing Skills and Competence

One of the NEP's core objectives is to upskill academic employees through targeted programs:

Continuous Learning Opportunities: Regular workshops, online courses, and certifications enable employees to stay updated with evolving educational trends. The New Education Policy (NEP) 2020 emphasizes the importance of continuous learning opportunities to enhance the quality of education and ensure that educators, administrators, and students adapt to the dynamic demands of the 21st century. By fostering a culture of lifelong learning, NEP envisions a system that empowers individuals to constantly upgrade their skills and knowledge throughout their careers and personal lives. Significances of Continuous Learning are”

- ***Adaptability to Change***

In a rapidly evolving world, continuous learning helps individuals stay relevant amidst technological advancements, changing pedagogical methods, and global challenges.

- ***Professional Growth***

For educators, regular training and development enhance teaching methodologies, subject expertise, and classroom management skills.

- ***Promoting Innovation***

Lifelong learning encourages creative thinking, problem-solving, and research, fostering innovation in educational practices.

- ***Holistic Development***

Continuous learning contributes to the holistic development of individuals by integrating cognitive, emotional, and social skills.

- ***Interdisciplinary Expertise:*** Encouraging teachers to teach and learn across disciplines expands their skillsets and enhances their adaptability.

- ***Leadership Training:*** Specialized programs for administrators foster leadership and management skills critical for institutional success.

NEP and Work Environment Improvements

A supportive and efficient work environment is essential for employee performance. NEP contributes through:

Merit-Based Appraisals: Transparent performance evaluation mechanisms that motivate

employees. The New Education Policy (NEP) 2020 emphasizes the implementation of **merit-based appraisals** as a critical mechanism to improve accountability, motivation, and performance among educators, administrators, and other academic staff. By shifting the focus from tenure-based to performance-oriented evaluations, the policy aims to create a system that rewards excellence, encourages innovation, and promotes professional growth. Significance of Merit-Based Appraisals

Enhancing Accountability:

- Establishing clear performance metrics ensures that educators and staff are held accountable for their roles and responsibilities.

Encouraging Excellence:

- Recognizing and rewarding high-performing individuals fosters a culture of excellence and continuous improvement.

Facilitating Professional Development:

- Constructive feedback from appraisals helps employees identify areas for skill enhancement and growth.

Attracting and Retaining Talent:

- Merit-based systems incentivize skilled professionals to join and remain in the education sector, thereby enhancing the overall quality of institutions.
- ***Collaborative Culture:*** Encouraging teamwork among educators and administrators.
- 1. ***Recognition and Rewards:*** Providing incentives for exceptional performance boosts morale and productivity.

Technology Integration and Employee Efficiency

The NEP's focus on digital education requires employees to adapt to new technologies. Key aspects include:

- ***Digital Literacy Training:*** Equipping educators with skills to use online teaching tools effectively.
- ***Blended Learning Models:*** Combining traditional methods with e-learning to enhance teaching outcomes.
- ***Administrative Streamlining:*** Using technology to reduce bureaucratic tasks, allowing employees to focus on core responsibilities.

Challenges in Implementation

Despite its potential, implementing the NEP comes with challenges:

1. **Resistance to Change:** Long-established practices in education may hinder the adoption of new policies.
2. **Infrastructure Gaps:** Many institutions lack the resources to implement NEP recommendations fully.
3. **Training Quality Variations:** Uneven availability of quality professional development programs across regions.

Case Studies and Evidence of Success

Several institutions have already begun aligning their practices with the NEP, showing promising results:

- **Indian Institute of Science (IISc):** Leveraged NEP principles to introduce interdisciplinary research and teaching programs.
- **State-Level Universities:** Initiatives to digitize education delivery and upskill teachers have improved teaching efficiency.
- **Employee Testimonials:** Educators report increased job satisfaction due to enhanced autonomy and professional development opportunities.

Recommendations for Further Enhancement

To fully realize the NEP's potential for improving employee performance:

1. **Robust Monitoring Systems:** Develop metrics to assess and refine the impact of NEP initiatives.
2. **Infrastructure Investment:** Governments and private institutions must prioritize funding for training and technology.
3. **Employee Involvement:** Involving employees in policy planning and feedback ensures practical and inclusive implementation.
4. **Public-Private Partnerships:** Collaborations can provide the necessary resources and expertise to support NEP initiatives.

Conclusion

The NEP holds immense promise in transforming not only the educational experience for students but also the work environment for employees in academic institutions. By emphasizing professional growth, institutional autonomy, and technological integration, the NEP can significantly enhance employee performance. While challenges persist, targeted efforts and stakeholder collaboration can help bridge the gap between policy and practice. As India continues its journey of educational reform, empowering academic employees will be a cornerstone of building a robust and innovative education system. □

(contd. from pg. 10)

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Self-discovery : The Catalyst for Personal Growth

Jagdeep Dhankhar, Hon'ble Vice President of India delivered the Convocation Address (Excerpts) at the 37th Convocation Ceremony of the Indira Gandhi National Open University, New Delhi on February 20, 2024. He said, "Do not be afraid of failure, for it is the stepping stone to success. Let it be a catalyst for growth and self-discovery. Together, let us build an Amrit Kaal where every dream takes flight, and where the true potential of our youth illuminates the path to a brighter tomorrow." Excerpts

It is truly an honour to be part of the 37th Convocation of the prestigious Indira Gandhi National Open University (IGNOU). Degrees are being awarded to 3 lakh students. This three and a half million student population is unprecedented at global level.

I extend my heartfelt congratulations to the graduating Students, their family members, and their teachers. Your hard work, dedication, and perseverance have brought you to this significant milestone, and I commend each one of you for your achievements.

Friends, convocation is much beyond a ceremony. It is a milestone in all your lives. An unforgettable moment. It marks the culmination of years of dedication, hard work, and sleepless nights.

This moment is also a turning page in the chapter that has, so far, been your life at this university.

You will move beyond this chapter, leaving behind the familiar charm of student life and embracing the exhilarating life of adulthood.

I am sure a lot of emotions stir within you – pride in all that you have achieved, anxiety about the future, and heartache of saying goodbye to an institution that you have been a part of for the past few years.

My young friends- Let us not solely fixate on the endings, for today is also a beginning. Today, we celebrate not just the completion of a journey but the ignition of new aspirations. Always bear in mind that your learning never stops.

Friends, you are fortunate to step into adulthood at an exciting time- our अमृत काल where there is hope and possibility of all kinds.

There is in place an ecosystem that is wholesome for exploring your talent and realising your aspirations.

Let me advert to the launchpad that all of you are presently standing on – and this is a very significant launchpad in the history of this great nation that has a civilisational depth of 5000 years. You are henceforth part of the marathon march to *Viksit Bharat@2047*.

Friends, Governance, once shrouded in shadows, now embraces transparency and accountability. Corruption once the bane of the system has now yielded to the rule of law. Now all, without exception, are subject to accountability before the law. All this has paved the way for your aspirations to truly take flight and dreams to fructify.

On the economic front, our story is one of remarkable dynamism. Negotiating difficult terrain and tough challenges we have traversed from being a 'Fragile Five' global economy to the glorious status of being the fifth-largest economy, with ambitions set firmly on the third position in the global economy within a few years.

The World Bank applauds our meteoric rise in financial inclusion, achieved in just six years when others projected decades.

The IMF hails India as a global investment hotspot, acknowledging the immense opportunities we offer.

And hence, our projected GDP growth is double the global average, speaks volumes about our economic vitality and its robust premise.

Friends, our strength transcends mere numbers. It lies in the power of collective action. We are now the third-largest powerhouse in terms of purchasing power, showcasing the combined potential we hold.

Our resilient financial ecosystem, fuelled by an inclusive digital payment system, has become a global model. Not only do we use it, we export it.

Indians can now transact using UPI in seven countries, and UPI transactions alone, in 2022, accounted for nearly half of all global digital transactions.

We are not just consumers, we are innovators and leaders in this domain. We even surpass the per capita mobile data consumption of China and the US taken together. This is mobile magic!

Our aspirations extend beyond the Earth's boundaries. The momentous success of Chandrayaan-3,

marking our historic soft landing on the Moon's South Pole, exemplifies our relentless pursuit of scientific and technological advancements. We now celebrate August 23 as Space Day.

Gone are the days, mark my words, people of my age know it when a bicycle was used to carry parts for our first rocket launch. Today, we have launched over 400 satellites for other countries, developed countries including USA and Singapore.

Friends, reflect and take pride in what truly makes our *Bharat* so special!

Firstly, we stand tall in the community of nations with a civilizational legacy of over 5000 years, a rich tapestry of knowledge and wisdom that guides our present and shapes our future.

Secondly, we are the largest and most functional democracy in the world, demonstrating our commitment to inclusivity and participation.

I am not taking you to figures but imagine 500 million people have opened their bank accounts for the first time. This is the financial inclusion of the highest order ever on the planet. A hundred million gas connections have been given to needy households. These are just two figures, there can be many.

This spirit of inclusivity resonates globally. The unprecedented G20 Summit held in New Delhi stands as a testament to our leadership. Imagine, G20 footprint was in all the states and all the Union Territories of the country. It is a remarkable geographical achievement other nations can only look up to.

From engaging all states and union territories across the nation to inducting the African Union as a member of the G20 and launching the Global Biofuel Alliance, India emerged as the voice of the Global South for the first time. Such an important segment of the planet was not being noticed and now it is being noticed day in and day out.

So, dear friends, you are not just entering life but rocketing towards it. All of you are graduating into an India on the rise, India that has shaken off the label of the 'sleeping giant', India's rise is continual, incremental and unstoppable.

We are no longer a nation defined by its potential. We are a nation realizing its potential. We are a nation enabling global powers to realize their potential. We are a nation that is defining how human resource potential can be exploited.

Seize this incredible momentum, harness the transparency, leverage the economic boom, and turn the opportunities into your personal masterpieces. What do young minds need? They need a system that is free from corruption. Corruption has gone for good. Corruption is no longer a password to a contract or a recruitment process. It helps all of you.

All are equal before the law. Some thought at one point of time that they are above law, law cannot reach them, and they have immunity from the law. They are now feeling the heat of law day in and day out because democracy cannot survive, democracy cannot breathe unless there is equality before the law. Now equality before law is a ground reality for one and all.

Friends, as we navigate the contemporary scenario, we are witnessing extraordinary infrastructural growth, widespread technology penetration, rapid pace of digitization and a commitment to transparent and accountable governance. Imagine if you choose to work from home, your house in the village is as well equipped as your house in a modern metro. All the facilities that you look for are available in the villages, that is the kind of development this country has seen in the last decade.

These are not mere buzzwords; they are ground reality, as we can all witness today!

Our scientific prowess has not only earned India laurels, but has transformed the lives of ordinary citizens and has fuelled our aspirations for a brighter and more sustainable future.

We stand at a new dawn, an *Amrit Kaal* where India soars to even greater heights. Our government has sown the seeds of opportunity and growth, pouring its heart and resources into nurturing fertile ground for our collective future and particularly for our young minds, boys and girls who are before me today in large numbers virtually and physically.

As India strides towards becoming the world's third-largest economy, our young minds should engage to explore a vast landscape of possibilities, unburdened by the shackles of narrow definitions of success.

I appeal to young minds, don't be killed by competitive mechanism, obsession to hold a government position. Enormous opportunities are available to you, you just have to look and explore. You will be extremely successful, these will be rewarding for you. Grab these opportunities, they will

suit your aptitude, they will fulfil your inclinations, Go ahead in that direction.

We should now have enabling policies and initiatives for creating a space where every dream holds value, where individuality thrives, and where success is measured not by societal yardsticks, but by deep, personal fulfilment.

Let me just divert and indicate to you, Examine our startups, they've created wonders at the global level, and they have changed the economic landscape of the country. Their contribution to the economy is immeasurable, they are setting new trends. You have to take the lead when you step out into the larger world.

Let go of the obsession with traditional paths. Let us think out of the box, If you have an idea in your mind. Don't fear failure, Failures are natural, failures are success steps towards further success. A failure is a success story, it is not a failed attempt. It's an essential attempt to secure success. Just reflect that Chandrayaan-3 would not have been there if Chandrayaan-2 wouldn't have gone to that extent. Chandrayaan-2 was not a failure, it was majorly a success, Chandrayaan-3 fructified it.

Embrace the untapped potential that lies within all of you – the entrepreneur, the innovator, the changemaker.

Instead of competition, let collaboration be our guiding principle. Let us support each other, share our talents, and lift each other up as we embark on this exciting journey.

The world has to be changed when you avail opportunities that are absolutely novel and innovative. I would like to invite your attention to disruptive technologies that will dominate our lifestyles, these are fresh areas. India is one of the few nations in the world that is focusing heavily on Quantum computing, green hydrogen missions, artificial intelligence, blockchain and machine learning. All these are the areas where young minds have to contribute, if you take the lead you will make yourselves a successful person and your family proud. You'll contribute to the nation as never before and you will be true footsoldiers of Bharat taking its march to 2047.

Friends, you are stepping into a world that is increasingly driven by dynamic and new trends in disruptive technology. You have to be extraordinary, innovative, you have to be on your own. You have to be driven by your own creation, and your own thought process. Do not be guided by old-age concepts, things have dramatically changed. Take note of it.

Friends, Internet of Things, Machine Learning, Block Chain, Augmented Reality, Artificial Intelligence and Quantum Computing are your subjects not mine. You are in the front-league. Your faculty has to only initiate you. You have to lead the path, you have to be global leaders of Bharat which is home to one-sixth of humanity.

Remember, friends, true progress lies not in conforming, but in daring to be different. It lies in following your passion, charting your own course, and leaving your unique mark on the world.

Look at history, the future belongs to those who dare to dream beyond the ordinary. So, friends, as you step into this new chapter, I urge you: to embrace your individuality, pursue your passions, and redefine success on your own terms.

Bharat eagerly awaits your contributions, your new perspectives, and your innovative ideas. Believe in yourself and your capabilities.

I can assure you, I can ensure your capability, competency and academic accomplishments and your knowledge is the best in the world.

I see the destiny of *Bharat* in your eyes. You are the most significant stakeholder in the governance and rise of *Bharat*, and you will shape *Bharat* what it will be in 2047. You are the most significant stakeholders and you have to ensure that the growth trajectory of our development which is continually incremental is not only sustained but is taken to greater heights.

I encourage every one of you to be fearless in the pursuit of your dreams. Do not let your mind become a parking place for doubts and insecurities.

Instead, let it be a platform for your imagination and creativity. Remember, some of the greatest innovations and breakthroughs have come from individuals who dared to think differently, who fearlessly challenged the status quo.

Do not be afraid of failure, for it is the stepping stone to success. Let it be a catalyst for growth and self-discovery.

Together, let us build an *Amrit Kaal* where every dream takes flight, and where the true potential of our youth illuminates the path to a brighter tomorrow.

Congratulations, and may your journeys be filled with purpose, passion, and fulfillment!

Jai Hind.

CAMPUS NEWS

Capacity Building Programme on Research

A twelve-day Capacity Building Programme on 'Research in Practice (Interdisciplinary)' was organized by the Programme and Extension Cell, Department of Education, Central University of Jharkhand, Ranchi through online mode, recently. The main objective of the programme was to enhance the skills, competencies, and expertise of the faculty members, research scholars, and other stakeholders of colleges, universities, and other Higher Education Institutions of the country on the practical aspect of research, especially from interdisciplinary perspectives. Around 175 participants from universities and colleges across 23 Indian states participated in the programme. A total of 31 resource persons contributed to the programme by enlightening and enriching the participants on the latest perspectives of research in practice in the programme. Various stalwarts of the education fraternity were the resource persons of the programme who explained different concepts of research in practice.

Padma Shri Prof. Aditya Prasad Dash, Former Vice Chancellor, Central University of Tamil Nadu was the Chief Guest of the Inaugural Session of the programme. Prof. Dash, in the inaugural address, expounded on the paramount importance of practical research from an interdisciplinary perspective and how it can revolutionise the world of research and academics. He said that despite the growth of universities and colleges in India, the research scenario is still not encouraged enough and there is also a lack of patent culture in the country. Among 45,444 patents filed in 2016-17, 71% were filed by foreigners. Prof. Dash shared his concerns about the existing gap between theory and practice in research. He stressed the need for teamwork and effective communication in research. He said that all subjects aren't equal but interdisciplinary and trans-disciplinary research should be encouraged to bridge them together. According to him, every Ph.D. student should write at least one popular article. He also shed light on achieving the 17 goals of SDG by 2030 by establishing an efficient relationship among its five pillars: people, prosperity, peace, partnership, and the planet. He concluded his speech by addressing the sad reality of true geniuses and talents like Vasistha Narayan Singh in our country, highlighting the problem of brain rusting.

The Presidential Address was delivered by the Vice Chancellor, Prof. Kshiti Bhusan Das, Central University of Jharkhand, Ranchi, who urged the participants to imbibe the knowledge to be shared in the programme and apply the same in their profession for the greater development of the self and society. He shared his belief on how practice makes a man professional and drew attention to UGC's proposed scheme 'Professors of Practice', in which scholars with 15 years of experience do not need a Ph.D. to be appointed as professors. He elaborated on how embedding a research-based approach in the teaching-learning process enhances the abilities and skills of the concerned professionals. Prof. Das focused on the benefits of continuous professional development as proposed in NEP-2020. He advised educators to collaborate with the students as well as colleagues to promote research which has taken a backseat in today's education system. He reiterated the promotion of '*Bharatiya Gyan Parampara*' for the progress of the nation.

The main focus areas of discussion in the programme were, Formulation of Research Titles in Various Types of Researches, Operationalizing Variables and/or Constructs and Hypothesis Formulation, Sampling Process in Research, Research in Practice—A Tool for assessing Academic Performance (UGC Regulations 2018, 2010, 1998 and Others), Developing Research Proposal: The Key Considerations, Publishing Research Outcomes in High Impact Journals, Determining Methodology of Research in Research Process, Referencing Styles (APA, MLA, Chicago, Harvard and others), Book/ Document Review: Objective, Style and Approaches, Review of Research to Improve Quality of Research, Plagiarism in Research (Interpreting Plagiarism Reports), Data Analysis in Research: Process and Techniques, Preparation of a Research Paper for Publication in Journal, Use of Statistical Methods for Analysis of Data, Research Tool Development Considerations and Practical Instances, Open Access Materials / Creative Common Licensed Materials for Research, etc.

The Valedictory Session of the programme was graced by the Chief Guest, Prof. A K Pandey, Vice Chancellor, Vikram University, Ujjain, Madhya Pradesh. He inspired the participants by suggesting

that research requires patience and is a time-consuming affair, therefore, cooperation or collaboration is important in the process of conducting research. The active involvement and cooperation of Prof. Kshiti Bhusan Das, Vice Chancellor, Central University of Jharkhand, Ranchi led the programme towards its success in the self-sustaining mode. Prof. Tapan Kumar Basantia, Department of Education, Central University of Jharkhand was the Coordinator of the event and Dr. M Ramakrishna Reddy, Assistant Professor, Department of Education, Central University of Jharkhand was the Co-coordinators. The programme acted as a platform to acquaint the faculty members of Higher Education Institutions across the country with the contexts, processes, outcomes, issues/problems, challenges, and prospects of research in practice from interdisciplinary perspectives.

National Seminar on Sardar Vallabhbhai Patel and the Foundation of India

A two-day National Seminar on ‘Sardar Patel and the Foundation of India: Constitution, Governance, and National Integration’ is being organised by the Centre for International Relations and Governance, National Law University, Nagpur, Maharashtra from July 18-19, 2025. The event is sponsored by the Indian Council of Social Science Research, New Delhi.

Sardar Vallabhbhai Patel, the ‘Iron Man of India,’ stands as a towering figure in the shaping of modern India, an architect of India’s political and territorial integrity, his role in laying the foundation of India is unparalleled. His remarkable leadership during the consolidation of princely states, his contributions to the formulation of India’s Constitution, and his vision for robust governance make him a symbol of national unity and integration. This National Seminar seeks to revisit and celebrate the legacy of Sardar Patel, particularly focusing on his contributions to Constitution-making, governance, and national integration. At a time when India is navigating the complexities of federalism, social cohesion, and governance in a globalised world, the principles and practices espoused by Sardar Patel hold a key role in Indian polity. Sardar Patel’s contributions to the Constituent Assembly and his emphasis on the principles of democracy, equality, and justice still have relevance in contemporary world and merits critical analysis. The topics of the event are:

- Sardar Patel and the Drafting of the Indian Constitution.
- Sardar Patel as a Lawyer.

- Patel’s Vision for Federalism and Centre-State Relationship.
- Governance and Administration: Lessons from Patel’s Leadership.
- Unification of Princely States: Strategies and Challenges.
- Sardar Patel and the Promotion of Communal Harmony.
- National Security and Unity: Patel’s Role in Strengthening India.
- Political Philosophy of Sardar Patel.
- Political Movements of Sardar Patel.
- Sardar Patel’s Commitment to Social Justice and Gender Equality.
- Sardar Patel’s Contribution to National Integration.
- Sardar Patel’s Contributions to National Security and Nationalism.
- Sardar Patel’s Administrative Approaches.
- The Legacy of Sardar Patel for Twenty-first Century Bharat.
- Relevance of Sardar Patel’s Ideas in Contemporary India.

For further details, contact the Coordinator, Dr. Madhukar Sharma, Head, Centre for International Relations and Governance, National Law University, Nagpur, Maharashtra-441108, Mobile No: 07206171199, E-mail: madhukar@nlunagpur.ac.in. For updates, log on to: <https://nlunagpur.ac.in>

International Conference on Artificial Intelligence

A two-day International Conference on ‘Artificial Intelligence in Advanced Energy, Environmental, and Sustainable Development’ is being organised by the Lovely Professional University, Punjab from September 16-17, 2025. The event aims to bring together academia, researchers, industry, practitioners, and thought leaders to explore cutting-edge Artificial Intelligence (AI) applications in addressing global challenges for sustainable development.

In a rapidly changing world, AI holds immense potential to address pressing issues in different domains. The event highlights the transformative role of Artificial Intelligence (AI) in addressing critical global challenges, ensuring and emphasising a sustainable and inclusive future in an energy-efficient and environmentally friendly way. Through

innovations in multi-dimensional and interdisciplinary environments, the conference projects to discuss solutions to eliminate hunger, ensure good health, and provide equitable learning opportunities. By advocating for responsible consumption, ethical practices, and gender equality, the event emphasises social justice and economic inclusion. With a focus on preserving terrestrial and aquatic ecosystems, combating climate change, and fostering partnerships, the event aims to drive impactful solutions that ensure peace, prosperity, and environmental sustainability for all. The integration of AI in these domains can enhance decision-making, increase efficiency, and promote sustainability. By focusing on societal and environmental impact, the event seeks to align technological advancement with the United Nations' Sustainable Development Goals (SDGs), empowering communities and governments to build a resilient future. The tracks of the event are:

Tracks

- **Track 1: Smart and Sustainable Energy Systems (SDG 7)**
AI-driven approaches in energy generation, optimisation, smart grids, renewable integration, and predictive maintenance.
- **Track 2: AI in Climate Modeling and Change Mitigation (SDG 13)**
AI applications for climate prediction, carbon footprint estimation, and policy development for climate resilience, smart disaster management
- **Track 3: Sustainable Cities and Communities (SDG 11)**
Smart city frameworks, rural resource planning, traffic and mobility optimisation, AI-driven disaster response systems and contingency planning, waste management, recycling processes, waste generation prediction, landfill management, and creating sustainable economic models.
- **Track 4: Innovative Industrial Strategies (SDG 7, 9, 12)**
AI-driven exploration techniques in infrastructure, safety monitoring in mining, predictive maintenance, sustainable resource extraction, responsible consumption, production, and affordable and clean energy for future sustainability, green technologies.
- **Track 4: Land-Water Smart Management (SDG 6, 14, 15)**
AI for water conservation, smart irrigation systems, flood prediction and management, and

wastewater treatment optimisation, clean water, and smart sanitation, life perspectives on the land and under the water.

- **Track 5: Smart Environmental Monitoring and Resource Management (SDG 6, 12)**

AI-based solutions for monitoring air, water, and soil quality, and managing ecosystems and natural resources.

- **Track 6: Security and Ethics in AI for Energy and Environment (SDG 16)**

Investigates ethical, legal, and cybersecurity challenges in deploying AI in sensitive energy and environmental domains.

For further details, contact the Organising Secretary, Research and Development Cell, Lovely Professional University, G.T. Road, Phagwara, Punjab-144411, Phone No: 01824-517000 and 01824-404404. For updates, log on to: www.lpu.in/events/2025

Short Term Training Programme on High Performance Computing

A five-day Hybrid Short Term Training Programme on 'High Performance Computing with Applications in Parallel Metaheuristics' is being organised by the Department of Computer Science and Engineering, S.V. National Institute of Technology Surat, Gujarat from July 21-25, 2025.

The High Performance Computing (HPC) enhanced the capabilities of computing hardware for solving large-scale real-world problems. Today's multicore processors and General-purpose Graphics Processing Units (GPGPUs) are well developed to provide high-performance computing for solving various real-world real-time tasks. Many optimisation problems can be solved in real time in an efficient way by exploiting the power of GPUs and multiple processing cores inside a processor chip. This short-term training programme helps participants to understand basic concepts of high-performance computing and enrich their skills for solving real-world optimisation problems related to diverse computational fields using OpenMP and CUDA. The event is focused on discussing various aspects of high-performance computing and its applications in designing and implementing parallel metaheuristics. The topics of the event are:

- Introduction to High Performance Computing.
- Basics of OpenMP.

- Task Decomposition in OpenMP.
- Basics of CUDA C.
- Block and Thread Level Parallelism in CUDA C.
- Introduction of Metaheuristics.
- Advancements in Metaheuristics.
- Introduction to Parallel Metaheuristics.
- Applications of Parallel Metaheuristics.
- Hands-on: OpenMP and CUDA C.
- Hands-on: Sequential Metaheuristics.
- Hands-on: Parallel Metaheuristics.

For further details, contact Dr. Anugrah Jain, Assistant Professor, Department of Computer Science and Engineering, S.V. National Institute of Technology Surat Gujarat-395007, Mobile No: 09461030669, E-mail: ajain@coed.svnit.ac.in. For updaters, log on to: <http://www.svnit.ac.in>

SUSTAINOVATION 2025

India's Largest ESG Hackathon to Power Sustainable Innovation Among Youth

A three-day SUSTAINOVATION 2025: A

National-level ESG Innovation Hackathon Focused on Energy, Clean Water, and Sustainable Soil is being organised by the Development Alternatives in collaboration with Amity University, Noida, Uttar Pradesh from July 10–12, 2025. The aim of the event is to inspire practical, scalable, and affordable solutions to pressing environmental and social challenges, the hackathon invites India's top student innovators and start-ups to design commercially viable products and services that drive climate resilience and social equity. The tracks of the event are:

- **Soil:** Sustainable Agriculture, Soil Preservation, and Restoration.
- **Water:** Affordable, Accessible Clean Water and Sanitation Technologies.
- **Energy:** Clean and Decentralized Energy for Underserved Communities.

For further details, contact Monica Sareen Kharbanda at E-mail: msareen@intin.co and on Mobile No: 098112 99001.

AIU News

Webinar on Reimagining Education and Employability

The Association of Indian Universities, New Delhi in collaboration with ETS-WheelBox organised a Webinar on 'Gig Economy, AI-Supplemented Workforce, Freelancing and Entrepreneurship' on June 02, 2025. The Event was attended by around 100 participants, including Vice Chancellors, Deans, Directors and industry. The event served as a prelude to the upcoming 13th edition of the 'India Skills Report' and the Global Employability Test, slated for launch on July 15, 2025 the 'World Youth Skills Day'. The Event was graced by Dr Pankaj Mittal, Secretary General, AIU and Senior Academics like Prof O R S Rao, Chancellor ICFAI University, Sikkim, Dr. Sujata Khandai, Director, Amity College of Commerce and Finance and the representative of ETS-WheelBox, Mr. Bishnu Nepak, Chief Revenue Officer and Mr. G Ramesh, Head, Intellectual Properties, ETS Assessment Services.

The Event commenced with Dr Amarendra Pani, Joint Director and Head, Research Division

welcoming the dignitaries and participants and provided a brief background of the theme. Dr Pani observed that with pathbreaking changes ushering in to the society has significantly influenced the employment sector requiring new age skills and dynamic work force to address the needs of the industries. He highlighted the collaboration of Association of Indian Universities with WheelBox for conducting assessment of skills of the young graduates and bringing out the India Skill Report which has been a regular feature. He shared that the India Skill report since its beginning has been providing insight to the academic institutions about their strength and the areas that need improvement. Dr Pani emphasised that India Skill Report has been a sought after report by the Industries, Apex regulating organizations and even by Ministry of Education while dealing with various aspects of Skilling the youth.

Mr. G Ramesh, Head, Intellectual Properties, ETS Assessment Services, during his opening remarks, briefed the audience on the theme for the

India Skills Report 2026 and the Employability Test, which will be launched on July 15, 2025.

The Keynote Address was delivered by Dr. Pankaj Mittal, Secretary General, AIU on the theme 'Reimagining Education for a Disrupted Workforce'. Dr. Mittal highlighted the three pillars of transformation in the Indian and global employment landscape—Gig Work, Artificial Intelligence (AI), and Entrepreneurship. She emphasised how the gig economy, powered by platforms like Uber, Zomato, and Swiggy has enabled flexible, decentralised work, especially for India's vast youth population. She also cautioned against the lack of job security and benefits in gig work and stressed the need for appropriate social safety measures. Dr. Mittal underscored the importance of leveraging AI tools to personalise learning, streamline the governance process, automate administrative tasks, and support educators. She cited AI's capacity to customise lesson plans based on individual learning levels, enhance assessment practices, and facilitate lifelong learning. Importantly, she reminded academic institutions that AI is not a threat to teachers, but a complement, provided educators learn how to use it effectively. "AI won't replace teachers, but teachers who don't use AI may be replaced," she remarked.

A Panel discussion was a part of the Event in which Senior academics and industry leaders took part. Prof. O R S Rao, Chancellor, ICFAI University, Sikkim, offered an in-depth perspective on how successive industrial revolutions—from steam and electricity to electronics and now AI—have redefined the nature of work. Drawing on his experience across academia and industry, Prof. Rao emphasised the irreversible shift brought about by AI and remote work. He spoke of the emergence of 'Cognitive Automation', where machines no longer just replace manual labor, but perform reasoning and decision-making tasks. Prof. Rao urged universities to focus on 'T-shaped Skilling,' developing deep domain expertise along with broad life skills like communication, adaptability, and critical thinking.

The second panelist, Dr. Sujata Khandai, Director, Amity College of Commerce and Finance and Officiating Head, Amity School of Business, highlighted the long-term sustainability of the gig economy, especially in India's digitally connected, youth-driven environment. She advocated for curriculum reform to include modules on gig economy and related platforms, client acquisition, pricing strategies, and personal finance. Dr. Khandai also emphasised the importance of fostering entrepreneurial mindsets among students, stating that careers today are no longer linear, and higher education must adapt accordingly.

The panel discussion was moderated by Mr. Bishnu Nepal, Chief Revenue Officer, ETS Assessment Services, who emphasised the need for assessments like the Global Employability Test (GET) in gauging real-world skills and bridging the gap between academia and industry expectations. He also highlighted that traditional qualifications are being rapidly supplemented and sometimes replaced by demonstrated skills and competency-based certifications.

While summarising the discussion points, Dr. Amarendra Pani, Joint Director, Research Division, AIU, provided context for the session, calling attention to the 'Urgent Need for Academic Institutions to Realign Curricula with Industry 4.0 Needs'. He noted that the event created a unique dialogue between academia, industry, and assessment experts on how to future-proof India's workforce.

The Webinar concluded with a collective recognition that India's higher education system must undergo a transformative shift from content delivery to capability building. By integrating digital literacy, AI fluency, flexible learning models, and entrepreneurship training into mainstream education, India can create a workforce that is not only employable but future-ready.

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THESES OF THE MONTH

SCIENCE & TECHNOLOGY

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

AGRICULTURAL & VETERINARY SCIENCES

Biotechnology

1. Chavda, Nikita Rajendrasinh. **Isolation, production and optimization of cellulase by microorganisms using agricultural waste.** (Dr. Pritiben H Patel), Department of Biotechnology, Ganpat University, Mehsana.

Extension Education

1. Borra, Padmaja. **Impact of Pradhan Mantri Kisan Samman Nidhi Scheme in uplifting the livelihood of farmers as perceived by beneficiaries.** (Dr. P R Deshmukh), Department of Agricultural Extension and Education, Vasantao Naik Marathwada Krishi Vidyapeeth, Parbhani.
2. Dawane, Vijayarani Tatyaba. **Attitude of farmers towards online agricultural marketing.** (Dr. P S Kapse), Department of Extension Education, Vasantao Naik Marathwada Krishi Vidyapeeth, Parbhani.

Genetics & Plant Breeding

1. Naik, Gajanan Hanumantrao. **Study on induced mutations in yellow Pericarp Sorghum (*Sorghum bicolor* (L) Moench).** (Dr. HV Kalpande), Department of Genetics and Plant Breeding, Vasantao Naik Marathwada Krishi Vidyapeeth, Parbhani.

Soil Science

1. Wankhade, Buddhabhushan Dnyaneshwar. **Performance of turmeric (*Curcuma longa* L) in vertisol with different microbial cultures and their consortium.** (Dr. Syed Ismail), Department of Soil Science and Agricultural Chemistry, Vasantao Naik Marathwada Krishi Vidyapeeth, Parbhani.

BIOLOGICAL SCIENCES

Biotechnology

1. Chaudhary, Monika. **Studies on combinatorial effects of selected phosphate solubilizing bacteria and *Serendipita indica* on yield of *Oryza Sativa*.** (Prof. Amar P Garg and Dr Dillfuza Jabborova), School of Biotechnology & Life Sciences, Shobhit Institute of Engineering & Technology, Meerut.

Life Sciences

1. Aditya, U. **Investigating the molecular pathways in neuroprotection following hypoxic preconditioning in adult male Zebrafish.** (Dr. Arvind Kumar), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.
2. Ado, Nyater. **Ethnobotanical studies on tribes inhabiting the Shi Yomi District of Arunachal Pradesh, India.** (Dr. Ayam Victor Singh), Department of Botany, Rajiv Gandhi University, Itanagar.
3. Ayaz, Mir Owais. **Identification of a novel GSK3-beta specific small molecule inhibitor involved in regulating Wnt/beta-catenin signaling in KRAS mutant pancreatic cancers.** (Dr. Mohd Jamal Dar), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.
4. Bora, Achyut. **Elucidating the therapeutic opportunities in DNA abasic sites and repair pathways in cancer cells.** (Dr. Sanjay Dutta), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.
5. Ekta. **Exploring the anticancer potential and mechanistic insights of plant and microbial derived natural products against Non small cell Lung Cancer (NSCLC).** (Dr. Shashank K Singh), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.
6. Hoque, Md Asmaul. **Exploring the role of Piezo1 mechanosensors in the cell biology of cellular infections.** (Dr. Dipyaman Ganguly), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.
7. Hurrah, Imtiyaz Ahmad. **Taxonomic revision of the genus *Geranium* L (Geraniaceae) in India.** (Dr. Vijay Vishnu Wagh), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.
8. Jini, Gegam. **Production and characterization of cellulolytic enzymes of *fomitopsis meliae* (Underw.) gilb.** (Prof. R K Singh), Department of Botany, Rajiv Gandhi University, Itanagar.

9. Khup, K Thang Lian. **Ethnobotanical diversity and phytochemical studies of selected plant species in Churachandpur District, Manipur.** (Dr. Khomdram Sandhyarani Devi), Department of Botany, Mizoram University, Aizawl.
 10. Maqbool, Shahid. **Understanding the role of ANP32A in the aggressive nature of triple negative breast cancer.** (Dr. Fayaz Ahmad Malik), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.
 11. Mehra, Rajkumar. **Comparative nutritional study on Panchagavya based liquid formulations in mitigating agricultural crisis.** (Dr. Poonam Dehariya), Department of Botany, Dr Harisingh Gour Vishwavidyalaya, Sagar.
 12. Momin, Sengirang Ch. **Characterization of cyanobacterial cell surface for removal of heavy metals from aqueous solutions.** (Prof. S K Mehta), Department of Botany, Mizoram University, Aizawl.
 13. Mondal, Rupsha. **Managing mitochondria from dopamine: Halting Parkinson's disease.** (Dr. Joy Chakraborty), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.
 14. Nanda, Disha. **To study the role of long intergenic non coding RNA linc-p21 in fibroblast activation during cardiac fibrosis.** (Dr. Kumarswamy Regalla), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.
 15. Nirala, Vijay Kumar. **Metabolic profiling and anti-coagulant activity of *Ichnocarpus frutescens* collected from various eco-geographical region of India.** (Dr. Sharad Kr Srivastava), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.
 16. Omble, Aishwarya Dilip. **Structural basis of Weak-similarity Guanine Nucleotide Exchange Factor (WGEF) activation in wnt-planar cell polarity pathway.** (Dr. Kiran Kulkarni), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.
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Zoology

1. Momin, Bidanchi R. **Biological fingerprinting and therapeutic efficacy of *Lannea coromandelica* and *Trevesia palmata* in trinitrobenzene sulfonic acid induced ulcerative colitis rat model.** (Prof. G Gurusubramanian), Department of Zoology, Mizoram University, Aizawl.

EARTH SYSTEM SCIENCES

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1. Basudev Singh. **Comparative study of heavy metals in ground and surface water in Vicinity of Yamuna River.** (Prof. Jyoti Sharma), School of Humanities, Physical & Mathematical Sciences, Shobhit Institute of Engineering & Technology, Meerut.
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Geology

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ENGINEERING SCIENCES

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1. Dhara, Olivia. **Studies on sustainable process technologies for extraction of vegetable oils and value-addition to allied refinery by-products.** (Dr. Pradosh Prasad Chakrabarti and Dr. Ramanuj Narayan), Faculty of Engineering Sciences, Academy of Scientific and Innovative Research, Ghaziabad.
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Civil Engineering

1. Teja, Kuchipudi Naga Venkata Sai. **Ultrasonic shear horizontal wave-based imaging methods for damage detection in reinforced concrete.** (Dr. Debdutta Ghosh), Faculty of Engineering Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

Computer Science & Engineering

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Electrical & Electronics Engineering

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6. Yadav, Anurag Singh. **Power enhancement from solar PV array configurations under various shading conditions.** (Prof. Vivekananda Mukherjee), Department of Electrical Engineering, Indian Institute of Technology, Dhanbad.

Electrical Instrumentation Engineering

1. Alam, Shahrukh. **Design and analysis of three-phase bidirectional active front end converter for V2G application.** (Dr. Mukesh Singh and Dr. Pramod Agarwal), Department of Electrical and Instrumentation Engineering, Thapar Institute of Engineering and Technology, Patiala.

Electronics & Communication Engineering

1. Adisheshaiah, Midde. **Anoveldynamicallyupdatable pipelined architecture for packet classification on FPGA.** (Dr. M. Sailaja), Department of Electronics & Communication Engineering, Jawaharlal Nehru Technological University, Kakinada.
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Material Science and Engineering

1. Rajbala. **Investigations on dielectric and photocatalytic properties of modified NaNbO_3 based perovskite oxides.** (Prof. R K Dwivedi), Department of Physics and Materials Science and Engineering, Jaypee Institute of Information Technology, Noida.
2. Satish Kumar. **Design and experimental realization of various protocols for secure quantum computation and communication.** (Dr. Anirban Pathak), Department of Physics and Materials Science and Engineering, Jaypee Institute of Information Technology, Noida.

Mechanical Engineering

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Mining Engineering

1. Kapoor Chand. **Integrated approach for open-pit mine dump management and monitoring.** (Dr. Radhakanta Koner), Department of Mining Engineering, Indian Institute of Technology, Dhanbad.

MATHEMATICAL SCIENCES

Computer Science & Engineering

1. Usha Devi. **Towards improving credit risk prediction using machine learning approach.** (Dr. Neera Batra), Department of Computer Sciences, Maharishi Markandeshwar University, Ambala.

Mathematics

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MEDICAL SCIENCES

Forensic Science

1. Bhamdare, Hemlata. **Determination of pesticide residue from some of the commonly consumed vegetables and fruits by micellar liquid chromatography.** (Dr. Devashish Bose), Department of Criminology and Forensic Science, Dr Harisingh Gour Vishwavidyalaya, Sagar.

Pharmaceutical Science

1. Alladi, Sharmila. **Development and validation of analytical methods to quantitate drugs in biological matrices by using HPLC.** (Dr. Konda Ravi Kumar and Dr. B Mallikarjuna), Department of Pharmacy, Jawaharlal Nehru Technological University, Kakinada.

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Physics

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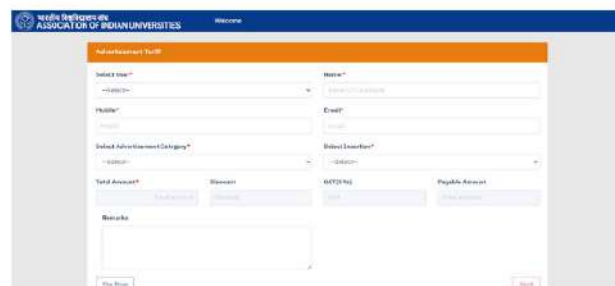
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	Pharmaceutics	01	--	--	--	--	--	01
	Pharmaceutical Chemistry	01	--	--	--	--	--	01
Associate Professor	Pharmacology	01	--	--	--	--	--	01
	Pharmacognosy	01	--	--	--	--	--	01
	Pharmaceutics	01	--	--	--	--	--	01
	Pharmacy Practice	01	--	--	--	--	--	01
Assistant Professor	Pharmaceutical Chemistry	03	01	--	--	--	--	01
	Pharmacology	02	01	--	--	--	--	01
	Pharmacognosy	02	01	--	--	--	--	01
	Pharmaceutics	04	01	--	01	--	01	02
	Quality Assurance	01	--	--	--	--	--	01
Librarian	Library Science & IT	01	01 SC/ST		--	--	--	--

For Assistant Professor (Horizontal Reservation) Persons with Disability Total Posts - 01 (A Group - B./LV. - 01 Post), **Sportsmen – 01**

The posts reserved for the Backward Class candidates will be filled in by backward category candidates (Domicile of State of Maharashtra) belonging to that particular category only. Reservation for women will be as per University Circular No. BCC/16/74/1998 dated 10th March, 1998. 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 05th July, 2019. Candidates having knowledge of Marathi will be preferred.

Educational Qualification, Experience & pay-scale for the post of Professor, Associate Professor, Assistant Professor & Librarian are as prescribed by the University of Mumbai, AICTE & DTE from time to time.

Please refer the University Circular No. मशामाक/विशामाक/ तंत्रशिक्षण/११/२०२०-२०२१ दिनांक ११ जानेवारी, २०२१ for qualifications and experience at the time of interview. Applicants who are already employed must send their application through proper channel. Applicants are required to account for breaks, if any, in their academic career. Application with full details should reach the **CHAIRMAN, IDEAL FOUNDATIONS, IDEAL INSTITUTE OF PHARMACY, At Village – Posheri, Taluka – wada, District – Palghar – 421303** within 15 days from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
Chairman

**IDEAL FOUNDATION'S
IDEAL INSTITUTE OF TECHNOLOGY**

At Village – Posheri, Taluka – wada, District – Palghar – 421303

Affiliated to University of Mumbai

Applications are invited for the following teaching posts from the academic year 2025 – 26.

UNAIDED

Post	Subjects	Total Posts	Posts Reserved for					
			SC	ST	DT(A)	NT (B)	OBC	OPEN
Principal	--	01	--	--	--	--	--	01
Professor	Computer Engineering	01	--	--	--	--	--	01
	Civil Engineering	01	--	--	--	--	--	01
	Mechanical Engineering	01	--	--	--	--	--	01
	Electrical Engineering	01	--	--	--	--	--	01
	Electronic & Telecommunication Engineering	01	--	--	--	--	--	01
Associate Professor	Computer Engineering	02	01	--	--	--	--	01
	Civil Engineering	02	01	--	--	--	--	01
	Mechanical Engineering	02	01	--	--	--	--	01
	Electrical Engineering	02	01	--	--	--	--	01
	Electronic & Telecommunication Engineering	02	01	--	--	--	--	01
Assistant Professor	Computer Engineering	07	01	01	01	--	01	03
	Civil Engineering	07	01	01	01	--	01	03
	Mechanical Engineering	07	01	01	01	--	01	03
	Electrical Engineering	06	SC/ST - 01		01	--	01	03
	Electronic & Telecommunication Engineering	04	SC/ST - 01		01	--	01	01
	Physics	02	01	--	--	--	--	01
	Chemistry	02	01	--	--	--	--	01
	Mathematics	03	01	--	01	--	--	01
	Communication Skills (English)	01	--	--	--	--	--	01
	Library Science & IT	01	--	--	01	--	--	--

For Associate Professor (Horizontal Reservation) Persons with Disability Total Posts - 01 (A Group - B/LV. - 01 Post), Sportsmen - 01

For Assistant Professor (Horizontal Reservation) Persons with Disability Total Posts - 02 (A Group - B/LV. - 01 Post), (B Group - FD/HH. - 01 Post), Sportsmen - 02

The posts reserved for the Backward Class candidates will be filled in by backward category candidates (Domicile of State of Maharashtra) belonging to that particular category only. Reservation for women will be as per University Circular No. BCC/16/74/1998 dated 10th March, 1998, 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 05th July, 2019. Candidates having knowledge of Marathi will be preferred. Educational Qualification, Experience & pay-scale for the post of Professor, Associate Professor, Assistant Professor & Librarian are as prescribed by the University of Mumbai, AICTE & DTE from time to time. Please refer the University Circular No. मशिमाक/विशिमाक/ तंत्रशिक्षण/११/२०२०-२०२१ दिनांक ११ जानेवारी, २०२१ for qualifications and experience at the time of interview. Applicants who are already employed must send their application through proper channel. Applicants are required to account for breaks, if any, in their academic career. Application with full details should reach the CHAIRMAN, IDEAL FOUNDATIONS, IDEAL INSTITUTE OF TECHNOLOGY, At Village – Posheri, Taluka – wada, District – Palghar – 421303 within 15 days from the date of publication of this advertisement. This is University approved advertisement.

Sd/-
Chairman

R. E. Society's

**R. P. GOGATE COLLEGE OF ARTS & SCIENCE AND R. V. JOGALEKAR COLLEGE OF COMMERCE
(AUTONOMOUS), RATNAGIRI- 415 612**

**APPLICATIONS ARE INVITED FOR THE FOLLOWING CLOCK HOUR BASIS POSTS FOR THE ACADEMIC
YEAR 2025-2026 (AIDED)**

Sr. No.	Cadre	Subject	Total No. of CHB Posts	Category
1	Assistant Professor	Marathi	02	02 - OPEN
2	Assistant Professor	English	04	04 - OPEN
3	Assistant Professor	Economics	02	02 - OPEN
4	Assistant Professor	Political Science	02	02 - OPEN
5	Assistant Professor	Geography	01	01 - OPEN
6	Assistant Professor	History	02	02 - OPEN
7	Assistant Professor	Physics	03	03 - OPEN
8	Assistant Professor	Botany	02	02 - OPEN
9	Assistant Professor	Zoology	07	07 - OPEN
10	Assistant Professor	Chemistry	06	06 - OPEN
11	Assistant Professor	Mathematics	09	09 - OPEN
12	Assistant Professor	Commerce	06	06 - OPEN
13	Assistant Professor	Psychology	01	01 - OPEN

The above post are open to all, however candidates from any category can apply for the post.

Reservation for Women will be as per University Circular No. BCC/16/74/1998 dated 10th March, 1998. 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 05th July, 2019. Candidates having knowledge of Marathi will be preferred.

"Qualification, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No. MISC- 2018/C.R./56/18/UNI-1, dated 8th March, 2019 and University Circular No. AAS/(CT) /ICD/ 2018-19/1241, dated 26th March, 2019, Higher & Technical Department Government Resolution No. अर्थस-२०२२/प्र.क्र.१०५/(१)/मशि-३, दिनांक २७ मार्च, २०२३, University Circular No. सीटीएयू/०१/२०२४-२०२५, दिनांक २४/०४/२०२४, and Higher & Technical Department Government Resolution No. संकिर्ण-२०२१/प्र.क्र. १८१/२१/विशि-१, दिनांक १७ ऑक्टोबर, २०२२, University Circular No. सीटीएयू/०३/२०२४-२०२५, दिनांक २६/०४/२०२४ for filling the post on Clock Hour Basis, revised from time to time". The Government Resolution & Circular are available on the website mu.ac.in

Application with full details should reach the **PRINCIPAL, R.E. Society's, R. P. GOGATE COLLEGE OF ARTS & SCIENCE AND R.V. JOGALEKAR COLLEGE OF COMMERCE (AUTONOMOUS) RATNAGIRI, 415 612**, within 15 days from the date of publication of this advertisement. This is University approved advertisement.

Sd/-
PRINCIPAL

Adivasi Pragati Mandal Sanchalit,

Comrade Godavari Shamrao Parulekar College of Arts, Commerce and Science,
Talasari Tal-Talasari Dist-Palghar 401606

APPLICATIONS ARE INVITED FOR THE FOLLOWING **CLOCK HOUR BASIS** POSTS FOR THE ACADEMIC YEAR 2025-26

AIDED

Sr. No.	Cadre	Subject	Total No. of CHB Posts	Total CHB Posts	Post reserve for
1	Assistant Professor	Marathi	02	04	OPEN - 02
2	Assistant Professor	Political Science	02		OPEN - 02

The posts for the reserved category candidates will be filled in by the same category candidates (Domicile of State of Maharashtra) belonging to the particular category only.

Reservation for women will be as per University Circular No. BCC/16/74/1998 dated 10th March, 1998. 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 Dated 05th July 2019.

Candidates having Knowledge of Marathi will be preferred.

“Qualifications, Pay Scale and other requirements are as per prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No. Misc-2018 /C.R.56/18/UNI-1 Dated 8th March 2019 and University Circular No. TAAS/(CT) / ICD / 2018-19/1241 dated 26th March, 2019 and revised from time to time.”

Remuneration of the above post will be as per University Circular No. TAAS (CT) / 01 / 2019-2020 dated 2nd April, 2019.

The Government Resolution & Circular are available on the **website: mu.ac.in**.

Applications with full details should reach the **PRINCIPAL, Adivasi Pragati Mandal Sanchalit, Comrade Godavari Shamrao Parulekar College of Arts, Commerce and Science, Talasari (Patilpada), Tal-Talasari Dist- Palghar 401606 within 15 days** from the date of publication of this advertisement. This is University approved advertisement.

Sd/-
Principal
Com. GSP College of A,C & S, Talasari

Sd/-
Secretary
Adivasi Pragati Mandal, Talasari

LOKMATA AHILYADEVI CHARITABLE TRUST BRILLIANT MAHAVIDYALAYA (EVENING), LATUR

WANTED

Applications are invited from the eligible candidates for the **Assistant Professor** Posts to be filled in **Lokmata Ahilyadevi Charitable Trust – Brilliant Mahavidyalaya (Evening), Latur (Permanent Non- Grant)**. Eligible Candidates should submit their applications alongwith all necessary documents **within Fifteen Days** from the date of publication of advertisement by **Registered Post Only**.

The Candidates of Reserved Category should submit one copy of their application to the Assistant Registrar (Special Cell), Swami Ramanand Teerth Marathwada University, Nanded by **Registered Post Only**.

Sr. No.	Subject	Name of the Post	No. of Post.	Reservation
01.	English	Asst. Professor	01	Open-04, SC-02,ST-01, VJ-01,NTB-01,OBC-02,SEBC-01,EWS-01
02.	Hindi	Asst. Professor	02	
03.	History	Asst. Professor	01	
04.	Political Sci.	Asst. Professor	01	
05.	Public Admi.	Asst. Professor	01	
06.	Geography	Asst. Professor	02	
07.	Commerce	Asst. Professor	03	
08.	Director Physical Education	Asst. Professor	01	
09.	Librarian	Asst. Professor	01	

Permission as Per NOC No. JDHE Nanded/VCSS/US/NV/AN-2/2024-25/ Dated -17/04/2025

Note :- For More detailed information about post qualifications, form, Salary and other terms and conditions, Please visit University website : www.srtmun.ac.in.

Address for Correspondence :-
The President/Secretary
Shri. Patil E.K.
C/O Brilliant Mahavidyalaya (Evening), Latur
Mayurban Colony, Ambajogai Raod, Latur.
Latur- 413512 ; Mob. 9423347200
Place : Latur
Date : 09/06/2025

Sd/-
Lokmata Ahilyadevi Charitable Trust, Latur

**Matrubhoomi Pratishthan Shikshan Prasarak Mandal's
Matrubhoomi Mahavidhyalaya, Udgir**

Behind LIC Office, Degloor Road, Udgir
Tq. Udgir Dist. Latur

WANTED

Applications are invited for the post of **Assistant Professor** to be filled in **Matrubhoomi Mahavidyalaya, Udgir (Permanent Non-Grant)** run by **Matrubhoomi Pratishthan Shikshan Prasarak Mandal, Udgir Dist - Latur** & Affiliated to Swami Ramanand Teerth Marathwada University Nanded. Eligible candidates should submit their application along with all necessary documents **within Fifteen days** from the date of publication of this advertisement by Registered post only. Candidates of reserved category should send one copy of application to the Assistant Registrar, Special Cell, S.R.T.M University, Nanded.

Sr. No.	Subject	No. of Post	Education Qualification	Reservation
1	B.SC (Computerm Science)	2	M.Sc. Computer Sci. B+/Equivalent and SET/NET/Ph.D. In the relevant subject as per Maharashtra Govt/UGC Rules	Open- 01, SC- 01, VJ (A)- 01 OBC-01
2	B.C.A	2	As Per AICTE Norms	

- 1) Essential Qualifications and other Information/Guidelines for above post is available on University
Website: - www.srtmun.ac.in.
Mob. No- 9175884596, 9960627734



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WANTED

Applications are invited for the post of perspective in Education Pedagogy subjects Health and physical Education and Performing Arts to be filled in Y.V.S.P.M. College of Education (B.Ed.) Gangakhed (Permanent Non Granted). Eligible candidates should submit their application along with all necessary documents **within 15 days** from the date of publication of the advertisement by registered post only.

Sr. No	Position	No. of Post	Nature	Reservation
1	Perspective in Education	14	Regular	Open 04, SC 02, ST 01, VJ(A) 01, NT(B) 01, OBC 03, SEBC 01, EWS 01
2	Pedagogy Subject (Math, Science, Social Science, Language)			
3	Health & Physical Education			
4	Performing Art's (Music/dance/Theatre) Fine Art (Part Time)			

Qualifications:- As per UGC & NCTE (2014 –Rule)

The faculty should possess the following qualifications.

- A) Perspectives in Education or foundation courses
- Post Graduate Degree in social science with minimum 55% marks.
 - M.Ed. degree from a recognized university with minimum 55% marks.
- OR
- Post Graduate (M.A.) Degree in Education with minimum 55% marks
 - B.Ed/B.El.Ed Degree with minimum 55% marks
 - SET/NET/PH.D in Education
- B) Curriculum % Pedagogic courses.
- Post Graduate Degree in Sciences/Mathematics/Social sciences/Languages with minimum 55% marks.
 - M.Ed. Degree with minimum 55% marks,
 - SET/NET/PH.D in Education.
- C) Health & Physical Education.
- Master of Physical Education (M.P.Ed) with minimum 55% marks.
 - SET/NET/PH.D in Physical Education.
- D) Performing Arts (Music/Dance/Theatre) Fine Arts
- Post Graduate Degree in Fine Arts (MFA) with minimum 55% marks
- OR
- Post Graduate in Music Dance Theatre Arts with minimum 55% marks.
 - SET/NET/PH.D in Fine Arts.

Salary and Allowance Pay:- Scale As per UGC state Govt. & S.R.T.M. University, Nanded rules from time to Time.

NOTE:-

- Prescribed application form is available on the university **website (srtmun.ac.in)**.
- No TA/DA will be paid to attend the interview.
- Eligible Candidates those who are already in services should submit their Applications though proper channel.
- 3% Reservation for Handicapped & 30% for Women Candidates
- All attested xerox copies of certificates & Other Relevant Documents should be Attached to the Application form.

Yuvak Vikas Shikshan Prasarak Mandal Pimpaldari College of Education (B.Ed.)
Gangakhed Dist. Parbhani (Maharashtra) Pin 431514 Mo.9112311122

President
Y.V.S.P.M Pimpaldari

Principle
Y.V.S.P.M. College of Education (B.Ed) Gangakhed

Wanted

Applications are invited from eligible candidates for the Post of Assistant Professor in **Bharat Shikshan Prasarak Mandal, Latur's Jaikranti College of Education, Latur (Permanent Non-Granted)**. The Application should reach the undersigned **within fifteen days** along with essential true copy of documents from the date of publication of this advertisement at the college address by Registered post only. Candidates from Reserved Category should send their application one copy to Assistant Register, Special Cell, Swami Ramanand Teerth Marathwada University, Nanded.

Sr. No.	Designation with Subject	No. of Post	Reservation Category Details
01	Assistant Professor in Perspectives in Education	03	OPEN-01 SC-02 ST-01 OBC-02 VJ-A-01 NT-B-01 SEBC-01
02	Assistant Professor in Pedagogy Subjects (Mathematics, Science, Social Science, Language)	05	
03	Assistant Professor in Health and Physical Education	01	

Parallel Reservation as per Maharashtra Government GR. Dated 25/01/2014 as follows- Women-04, Person with Disabilities-01, Sports-01

Educational Qualifications as per UGC & NCTE Regulation-2014:-

A. Perspectives in Education:

1) A Master Degree in Social Science with 55% Marks (or an equivalent grade in a point wherever grading system is followed) 2) M.Ed. with at least 55% marks (or an equivalent grade in a point wherever grading system is followed) 3) SET / NET / Ph.D. in Education.

OR

1) M. A. in Education with 55% Marks (or an equivalent grade in a point wherever grading system is followed) 2) B. Ed. with at least 55% marks (or an equivalent grade in a point wherever grading system is followed) 3) SET/NET / Ph.D. in Education

B. Pedagogy Subjects:

1) A Master Degree in Sciences, Mathematics, Social Sciences, Languages with 55% Marks or Marks (or an equivalent grade in a point wherever grading system is followed) 2) M. Ed. Degree with at least 55% marks or an equivalent grade in a point wherever grading system is followed 3) SET/NET/Ph.D. in Education.

C. Health and Physical Education:

1) Master of Physical Education (M.P. Ed.) with minimum 55% marks (Training/qualification in Yoga Education Shall be desirable) 2) SET / NET / Ph. D. in Physical Education.

Salary & Allowances: - Pay scales as per the U. G. C., State Government & S. R. T. M. University's rules from time to time.

Note:

1) Prescribed application form is available on the University **website: (srtmun.ac.in)**. 2) No T.A./D.A. will be paid to attend the interview. 3) Candidates from SC, ST Category are eligible having minimum 50% marks at their Post Graduate Degree. 4) 3% Reservation for Physically Handicapped Candidate. 5) 30% Reservation for women Candidate. 6) Those Candidate who are working in private and government institute, apply through proper channel. 7) As per G.R. No. संकीर्ण -२२०५/प्र.क्र.६८/विशि-१, Date:24/06/2022 Sr. 03 the Reservation Policy for teaching & non-teaching post have not applied for permanent Non-granted colleges/institutions.

Address for correspondence :-

**Jaikranti College of Education,
Sitaram Nagar, latur- 413512
Mobile No. 8999250451**

**Sd/
Principal
Jaikranti College of Education
Latur.**

Namita Education & Welfare Society
SIDDHARTH B.ED. COLLEGE

At Post. Boradpada Chargaon, Badlapur Tal. Ambernath, Dist. Thane – 421 503.
(Buddhist Minority College)

**APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS FROM THE
ACADEMIC YEAR 2025-26**

UNAIDED

Sr. No.	Cadre	Subject	Total no. of Posts	Post Reserved for
1.	Principal	--	01	01 OPEN
2.	Assistant Professor	(Education in Marathi, Hindi, English, Urdu, History, Geography, Economics, Commerce, Science & Mathematics Methods)	14	14 – OPEN
3.	Librarian	--	01	01 - OPEN

The Above posts are open to all, however, candidates from any category can apply for the post.

Reservation for Women will be as per University Circular No. BCC/116/74/1998 dated 10th March, 1998. 4% reservation shall be for the person with disability as per University Circular No. Special Cell/ICC2019-20/05 dated 05th July, 2019. Candidates having knowledge of Marathi will be preferred.

“Qualifications, Pay Scale and other requirements are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No Misc-2018/C.R.56/18/UNI-1 dated 8th March, 2019 and University Circular No. TAAS(CT)/ICD/2018-19/1241 dated 26th March, 2019 and revised from time to time. The Government Resolution & Circular are available on the website: mu.ac.in.

Applicant who are already employed must send their application through proper channel. Applicants are required to account for breaks, if any, in their academic career.

Applications with full details should reach the CHAIRMAN, Siddharth B.Ed. College NS knowledge center, A/P Boradpada- chargaon, Badlapur, Tal- Ambernath, Dist. Thane, Pin – 421 503 within 15 days from the date of publication of this advertisement.

This is University approved advertisement.

Sd/
Chairman



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