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India: An Ancient Nation with an Emergent Future

M S Kurhade*

India is a land of amazing extremes. Here we find mountain ranges towering above the populated valleys and forested plains in which the tiger, the trundling rhinoceros, and beautiful birds live. Enchantment is everywhere be it on the shoulder of a high mountain or on the terraced farm-lands meticulously carved like stairways out of the hill ridges, cascading rivulets and rushing rivers or in the forests full of wildlife, flowers, and birds' song or be it on the hot sand dunes of deserts or in our lakes, rivers, and seas. India provides something for everything be it young or old, poet or painter, scholar or an artist, politician or a warrior, all take inspiration from this land. This land of a combination of art that inspires and beauty that attracts millions is an eternal bliss for them.

This is the ancient land where wisdom made its home before it went into any other country, the same India whose influx of spirituality is represented, as it were, on the material plane, by rolling rivers like oceans, where the eternal Himalayas, rising tier above tier with their snowcaps, look as if it were into the very mysteries of heaven. Here is the same India whose soil has been trodden by the feet of the greatest sages that ever lived.

Our Constitution is not just past perfect, its present continuous. Its heft and depth come from the 299 member Constituent Assembly which was broadly representative of the country, 15 of them women whose voices rang clear. The Indian Constitution stands as a beacon of stability and longevity. However, one can readily concede to its shortcomings: it's too long, too alien, etc. An often neglected factor for the Constitution's success is its popularity, the realization among an overwhelming majority of Indians that it reflects and guarantees their basic human rights. For the downtrodden-lower castes, especially Dalits and tribal's and women it symbolizes not only a break from centuries of oppression and subordination but the hope for a bright future. It is heartening that the younger generation is embracing the Constitution as a progressive and inclusive instrument deserving our reverence. Its remembrance and celebration constitute our secular creed and practice. People claiming the Constitution as their own will be the ultimate safeguard against corrosion from within and sabotage from without.

As a nation, we have caught the world's attention through our many achievements. But even today, India has a long way to go, to truly achieve all the ideals of the Constitution. What it will take to

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make India a remarkable nation. Many times have I been told that looking into the past only degenerates and leads to nothing, and that we should look to the future. That is true. But out of the past is built the future. Look back, therefore, as far as you can, drink deep of the eternal fountains that are behind, and after that, look forward, march forward and make India brighter, greater, and much higher than she ever was.

India still needs lessons of equality. Mahatma Gandhi's famous statement, "The future of India lies in its villages", rings louder than ever at this time. The rising cases of inequality in our country, cannot be solved through reservations or development programmes alone. We need teachers and leaders who will educate the youth and children about the divisive nature of social evils such as casteism, community hatred, etc. We need to stand united and show the world that India is a land of harmony and equal rights and opportunities, a land where regardless of colour, race, or religion, you will always be known as an Indian.

The issues of social relevance still persist in India. 100% primary education, child mortality, lack of safe drinking water, and sanitation. How do we address them with earnestness should be our priority? There needs to be a sense of integrity and honesty. The lack of these values is the root cause of all issues and destructive actions that are taking place in our country currently. Our nation's emblem has the words *'Satyameva Jayate'* inscribed on it, which means 'truth alone triumphs' and it is a fact that our nation will rejoice only when everyone does their job honestly and there are systems in place to implement the same. We need to expand our sense of belongingness with everyone around us. We all have to wake up. The youth have to come forward and work towards saving this country, her religion, and spirituality, her culture, and heritage. India is capable of bringing a new paradigm of what it means to be successful in terms of creating human well-being.

India in its size is the second largest populous and in demography, the youngest country in the world, and India is quickly moving to its rightful place on the world stage. India has such profound knowledge of spirituality that is capable of transforming lives permanently. Yet, we have not valued and honored our own heritage and the spiritual legacy that we have in our country. We are sitting on top of a golden treasure, yet we have been ignorant about it. We look down upon it rather than upholding it with honor, and promoting it.

On his return from the tour of the West Swami Vivekananda said, "I loved my motherland dearly before I went to America and England. After my return, every particle of dust of this land seems sacred to me". The architect of Independent India, Sardar Vallabhbhai Patel remarked: "There is something unique about this soil, which despite many obstacles has always remained the abode of great souls."

The Rule of Law is necessary for democracy to prevail in our nation. It checks abuse of power by authorities. It empowers individuals with rights that cannot be easily taken away. It treats everyone equally and without discrimination. Its sovereignty ensures that no person can claim to be above the law. The rule of law needs to be respected by all factions of society in order to maintain the separation of powers, especially in a complex and diversified country like ours. Only if we have a sound judicial system in place, can we ensure equality and access to justice for all. Ultimately, this leads to respect for human rights and helps eliminate corruption, which is the need of the hour.

Notwithstanding the criticisms, the *Jandhan Yojana* brought millions of Indians to the fold of the banking system. It ignited a process of inclusion. The determined, object-oriented drive is visible. As far as the fiscal situation is concerned, the government has succeeded in getting the states on board to introduce GST, the biggest tax reform since independence.

Delay in formulating and planning welfare schemes has been reduced. Single window decision-making is being encouraged. Advancing the annual budget presentation in parliament is a positive step. Direct remittance of money to their respective accounts of the beneficiary is another good step. *Unnat Bharat Abhiyan, Beti Bachao,* and *Beti Padhao* Scheme, Skill Development Program, Make in India, Digital India, Smart City Launch, etc. are all in the right direction provided these schemes are properly executed and implemented. This is possible if only Indians change their mindset. Willingness and determination to work for the common benefits and uplift of the poor in the country (*Sab Ka Saath and Sab Ka Vikas*). Media can play a major role. Demonetization is seen as the biggest political gamble in the history of

modern India. Its impact has started showing results. A fear psychosis has been created not to indulge in creating and hoarding black money. However diehard offenders may not still see the writing on the wall, but the intention of the government will prevail sooner or later.

Our political system remains the same even after eight decades of independence. There needs to be more transparency. Just like any organization, where individuals are held accountable for their annual performance, value addition, etc. our government leaders too, should be held accountable by focusing on KRAs and development indices. The people should have a forum to question our government with regards to their responsibilities and the fulfillment of their election campaign promises. This can spur significant development and improvement in our society and the nation at large.

Our politicians are busy politicking for their own benefits. We are literally prisoners in the hands of these politicians in our own country. What is disheartening is the fast degeneration of morality in our country. There is no value for ideals and principles. Everyone is out looking for a shortcut to becoming rich. There is no discipline. We want deeper sincerity of motive, greater courage in speech, and earnestness in action (Sarojini Naidu).

Corruption is not only rampant, it has corroded all levels of our governance. The initial enthusiasm for nation-building gave way for power-mongering. Politics grew apolitical, devoid of ideology. Politics slowly became a vocation, an enterprise, a business. Naturally, like in all other family-run business, in politics too sons and daughters succeeded their parents, except when the family wanted an outsider for sheer convenience. This is a generation that failed our country!

Old order changeth yielding space to the new. Thus 2022 has replaced 2021. The roller coaster ride of 2021 was after all over. But what about 2022 with Omicron on the horizon! It is the true that world has gotten used to the virus COVID-19 one-way or the other. Indians are slowly becoming resilient with some kind of herd immunity. Life is somewhat back to routine. Normalcy is still a far cry with selective protocol in place in different parts of the country, especially in big cities. I Hope, things would turn around for the better, before the summer of 2022.

It is indeed a mixed bag. On the one hand, there are refreshing departures from the last 75 years of governance, and a new breath of hope and expectation is palpable all around. Yet, on the other hand, an uneasy feeling of unsettling the polity, divisive agenda taking center stage, and intolerance of pluralism in some quarters are equally palpable. What has been happening in the past few years is a quantum jump, a qualitative departure from the past.

It is not that the past heritage of a people does not matter, of course, it does, and a great deal too. The past should not however, be deemed a haven of regression, lest the past itself is belittled. It is self-demeaning for an individual to boast, that I have a great future behind me. It is as unfulfilling to anchor the pride of a nation in past achievements alone. It is in old age that a man waxes sentimental about his past. The past should be more like a seed; sown to sprout, grow, blossom and fruit today and provide the seed for tomorrow. The past is the domain of what is already known, it holds nothing but the given. It is very reassuring. Hegel said sarcastically that nothing else will come out but what was already there.

Born into free India, looking back over the shoulder, the ups and downs the country traveled I am indeed proud of the achievement that Mother India has achieved.

I feel very happy to see lakhs of educated, enterprising independent men and women working in multi-national companies, involved in small and big ventures, occupying senior positions in global corporations. Technological advances that we Indians have achieved especially in Info-Technology, Computers, and nuclear science are simply breathtaking. It is a matter of great satisfaction that there are millions of Indians who are comparable to the best in the world. Yes, India has indeed arrived. The global community is sitting back and taking note of emerging India. It is only a matter of time before India will gain its rightful place in the comity of nations.

In free India, we have been able to improve our material and cultural life to a great extent. Our elders have suffered in transforming India of postcolonial days. The present generation who are enjoying the fruits of this progress has the responsibility of taking India further towards greater heights by working selflessly towards nation-building. Surely coming years will see a much better India – a new India.

It's an occasion to celebrate, but also one to pause and reflect. It's what we do at milestones. And India has arrived at a momentous one. At 75, we are a riveting story of achievement and opportunity – a successful democracy, an economic superpower- the in-the-making, a responsible nuclear nation, a beacon of political stability. Spirituality to startups, we inspire and excite the world. Our diversity doesn't impede us, it enriches us. Our billion-plus voices don't make a cacophonous mess; they harmonize the idea of India. Yet there are challenges and many unfinished tasks. As a country, we draw our character from the journey to 75, a road that has not only tested our resolve, but also strengthened it. Over the next year, we will recall and reconstruct the milestones of that journey. Let's savor this ride, together.

Whatever those who suffer from pathological hatred of PM Modi, it is a fact that "Mann ki Baath", is indeed a 'Social Revolution on Radio'. The programme has been well received by the target audience, especially the urban masses in metropolitan cities across India. Even rural folks have taken a liking to it that they can hear the Prime Minister of the country first hand on various initiatives and thoughts of the Central government. This was clearly a unique way that Narendra Modi thought of reaching out to the masses of the entire nation.

If *'Mann ki Baat'* was a unique initiative so is *'Swatch Bharat Abhiyan'* (SBA). A country dreaming of becoming a superpower cannot simply allow it's half the population helplessly or otherwise defecate in public. Littering garbage all over is our national trait, at least for a vast section of Indians. Urinating in public was never felt to be bad and uncivil. Spitting in public, with or without *betel leaf* chewing, was a norm. Cleanliness was hardly considered essential as civil behavior. PM Modi formally launched SBA on 2nd October, 2014 on Gandhi Jayanti Day, and neither he nor the country has looked back since then. *Swatch Bharat* is in the national consciousness and has become a matter of concern to all. Of course for a population who has been indulging in unclean practices all their life, it's been a long call. But it is to be accepted that since then change has come about maybe slowly, and it is only improving every day.

But we have hope. Many institutions of the country have come to stay. That we have managed one of the most, perhaps, the most unmanageable societies for decades is itself a testimony to our people. The people rejected with their powerful voice the curtailment of their fundamental rights; attempts to gag the press by legislating restrictive laws were abandoned in the face of public opinion; the judiciary remains fairly robust in spite of aggressive threats. Building India is an adventure.

As Churchill said, "You can agree with me or you can disagree with me, but you cannot ignore me". Indeed, we have succeeded in ensuring the world that India cannot be ignored. Agreeing with us or opposing is part of our relations with other countries. But India need not suffer the humiliation of being ignored.

Do all these mean that there are no negatives? Far from it. One of the fundamental changes the Prime Minister promised was minimum government and maximum governance. Unshackling the bureaucracy, untangling the mess of redundant laws, and freeing the common man from the menace of corruption and day-to-day irritations in securing his ordinary requirements, are what will change the quality of life of ordinary people. As long as ordinary citizens have to bribe every petty official for his house plan to be approved or his pension to be paid, for him, there is no difference in governance. Indeed, a lot of these changes have to take place in the states.

The government has not been able to cure the problem of black money in full quantum. The massive problem of poverty, unemployment, poor health infrastructure, and food security should be addressed by the government on a war footing. The difference between what we do and what we are capable of doing would suffice to solve most of the world's problems- Mahatma Gandhi. Although our Constitution prohibits discrimination based on caste (besides other things), caste plays a much bigger role in our political life today. As V. N. Gadgil said, "We do cast our votes, we vote our caste". Vote banks are not confined only to castes but they pervade religions also.

As recently as a decade ago, the prospect of India becoming a developed country any time soon seemed a distant possibility. Since then, however, there has been a sea change in our own and the world's perception of our future. What explains this rising tide of optimism? And how far is it justified? In the Future of India, Bimal Jalan, former Governor of the Reserve Bank of India, takes up the formidable challenge of examining the nuts and bolts of this proposition. In his thought-provoking, clear-sighted analysis, he argues

that it is the interface between politics, economics, and governance, and their combined effect on the functioning of our democracy, which will largely determine India's future. An understanding of this interface will help explain the swings in India's political and economic fortunes over the past decades, and why the promise has been belied. In the light of experience, argues Jalan, there is no certainty that the present euphoria will last unless there is the political will to seize the new opportunities that are available. He proceeds to suggest steps that can be taken to smoothen our path to progress; ways to strengthen Parliament and the judiciary. A series of political reforms that would among other things, see greater accountability among ministers; and effective ways to curb corruption and enhance fiscal viability. In all these, there is an emphasis on the pragmatic, born of Jalan's experience as an administrator, economist, and Member of Parliament. Contemporary and topical, the Future of India: Politics, Economics and Governance perhaps more than any other book on the subject, shows just how a future close enough to be seen need not forever remain elusive to the grasp.

Ten years ago, India was still branded as a developing country. Today, it is on the highway to success, visualized as a model of steep growth and overwhelming prospects. This progress would have looked unimaginable in the past, but it lies here for all to use. What is the formula behind this success? And more importantly, is this temporary? In this book, Bimal Jalan offers his perspectives as a former Governor of the Reserve Bank of India. He studies India's rapid growth and analyses the reasons behind it. He offers readers lucid proof that this success is only the result of co-ordination between the country's political, economic and government related goals. He explains that these factors are tied closely with our democracy and that they will also offer us a path into the fast future. He predicts that the present situation will lapse behind soon unless strong political will backs the economic goals. He offers us steps towards an India which will impress the world in the future, examining the changes which will be necessary in the Parliament and the Judiciary. He includes a set of political reforms which, if implemented, present ministers with a far greater accountability. His methods promise to curb corruption and enhance India's fiscal viability. The vision of a perfect India may not be a thing of dreams. Change is the need of the hour.

Changed and improved system of education will change our angle of approach to the condition of women in India. Such as education is sure to inculcate a sense of responsibility, love and respect for the daughters of India. Moreover, they will participate hand to hand with men in all walks of life honorably. proportionate to that of the educated men. Most of the women will be socially and economically independent of their husbands. They will work in factories and offices.

There will be a mass awakening to give importance to family-planning and practice methods of birth control. People will exercise birth control measures to reduce density of excessive population to eliminate poverty, to improve the standard of living and promote healthy life and to stop mortality.

Mangalyaan is an India spacecraft which is orbiting Mars. India has a powerful navy, air force and standing army. India will make the best and utmost use of its power for self-defence and peaceful purposes. The gigantic power will be molded and channelized for beneficial applications to eliminate unemployment, poverty, hunger, violence, injustice and misery of millions. The Information Technology revolution will completely turn, the political, economic, social, cultural, intellectual, and emotional life of Indians, it will create new means of employment. Automation will enable us to substitute human labor both physical and mental with machines. A number of new industries will be established and time and labor-saving devices will be installed for the purpose of rationalizing the old industries. Raw materials and transport facilities for the disposal of finished goods will be enough. Cottage industries will gain momentum, and power will be supplied at cheaper rates, so as to enable them to compete with large scale and heavy industries.

The future of India is bright in the matter and manner of economic planning. As a result of this, there will be a good deal of dimensional increase in national wealth and per capita income so as to raise the standard of living in the country. Rapid industrialization will press forward the development of basic and heavy industries. Employment opportunities will be copious and inequalities in income and wealth will be considerably reduced. Thus, distribution of economic power will be fair and even.

The Indian society will witness equality of opportunities, increased production, and elimination

of social and economic disadvantages, increased efficiency, and full utilization of all available and conceivable resources. People will be able to attain a fully developed height of personality and the highest position in society. In such a society there will be no ignorance, superstition, and other social evils as are ingrained today. No section of society will be a victim of exploitation or tyranny. The people of Future India will not suffer from the attitude pertaining to caste, community, religion, or sex. They will be great people of the great land.

"Democracy is loud and messy, but its resilience in India shows that it is neither alien to Asia nor an obstacle to prosperity", writes Ishaan Jharoor, a reporter in his article titled 'The India Advantage'. The article brings home the point that Indian democracy has succeeded despite consistent predictions about its demise. It also takes note of the conflicts, travails, and turning points that have gone into the making of modern India. "India is a place that one sees through a kaleidoscopic prism, its cacophonous street unafraid of its blemishes and warts", says Jharoor.

India is a country of diversity. It is the beauty of diversity that makes India a very unique country in every aspect be it technical, scientific, social, or environmental. Every Indian is worth accomplishing every task that can flourish the economy of the nation. Even history has proved that Indians are worth gems to the world in the form of Vivekananda, Mahatma Gandhi, Mother Teresa, Satyajit Ray, and many to specify.

Though having busy roads, tight schedule, population, density, health hazards etc. we Indians are still proud of our culture in spite of serving MNCs with cheap labor, still being the biggest reason for the success of our culture that focuses on eco-friendliness, our actions that we though indirectly indulge in serving humanity.

Sri Aurobindo emphasized: "Why should not India then be the first power in the world? Who else has the undisputed right to extend spiritual sway over the world? This was Swami Vivekananda's vision. India can once more be made aware of her greatness with her unique expertise in spirituality. He took forward the message of 'One India: One World' and gave it a firm footing. He said, 'I say that it is Sanatan Dharma which for us is nationalism."

"India is the guru of nations, physician of the human soul in its profounder maladies: She is destined once more to mold the life of the world and restore peace to the human spirit said Sri Aurobindo who declared, "The sun of India's destiny would rise and fill all India with its light and overflow to Asia and the world. His message and the five dreams he told about give further insight into the grand vision he unfolded for us as he said that India has untold potential and therefore has a great part to play in determining the political, social, cultural, and spiritual future of humanity.

Sri Aurobindo gave us the way to achieve world unity: "A spiritual religion of humanity is the hope of the future. This is not meant what is ordinarily called a universal religion, a system a thing of creed and intellectual belief and dogma and outward rite. It means the growing realization that there is a secret spirit a divine reality in which we are all one, that humanity is the means by which it will progressively reveal itself here. It implies a growing attempt to live out this knowledge and bring about a kingdom of this divine spirit upon the earth".

Being an active and responsible citizen is an ideal way to be the change you want to see in your country. Swami Vivekananda in his epoch-making a speech in the World Parliament of Religions at Chicago on September 11, 1893, made the idea of 'One India: One World' very clear as he addressed the audience as sisters and brothers of America and then said "I am proud to belong to a nation which has sheltered the persecuted and refugees of all religions and all nations of the earth". He said, "The end and aim of all science are to find the unity, the One out of which the manifold is being manufactured, that one existing as many". Ekam Sat Viprabahuda Vedanti- That which exists is one and sages call by different names.

Swami Vivekananda emphasized that each nation has the destiny to fulfill, a message to deliver, a note to play in the march of nations and when it does that, it serves self and the entire world. For India the theme has been spirituality, oneness of all existence and pursuing that divine destiny cherishing at the same time, all diversity.

The fact that India has made good progress in many fields like science and technology, I.T., indigenization of machinery satellite transmission conducting nuclear tests etc. cannot be denied. Due to the fast pace of technological development taking

place in the decade to come, more people than ever will face the worst situation. Their quality of life is bound to deteriorate when the prevailing economic system cannot cope up with even minimum needs of the people. The choice is ours either we continue to be the same people who cannot come out of their old shells or learn from our mistakes in the past and thus put ourselves on the path of improvement.

The basic infrastructure facilities like transport, power, and communication though have made profound progress but how this can lead us to become the superpower of the world is to be realized. The efforts should be made by all segments of society whether it is politicians, bureaucrats, doctors, engineers, traders, teachers, scholars, or a man from the rural background because if India is to change, everyone, has to change. We all should have a vision of New India. An 'India of our Dreams'. Thus, with a firm will in our heart, focused attention, and a passionate aspiration, take our country to a garden full of progress, hopes and success.

"Speaking now of India, the nation state, one must insist that its future lies not in the hands of God but in the mundane works of men. So long as the Constitution is not amended beyond recognition, so long as elections are held regularly and fairly and the ethos of secularism broadly prevails, so long as citizens can speak and write in the language of their choosing, so long as there is an integrated market and a moderately efficient civil service and army and lest I forget so long as Hindi films are watched and their songs sung, India will survive." Ramchandra Guhas book, India after Gandhi.

But we have hope. Many institutions of the country have come to stay. That we have managed one of the most, perhaps the most unmanageable societies for decades is itself a testimony for our people. The people rejected with their powerful voice the curtailment of their fundamental rights; attempts to gag the press by legislating restrictive laws were abandoned in the face of public opinion; the judiciary remains robust in spite of aggressive threats. Building India is an adventure. Let me quote Robert Blackwill, former US ambassador to India who said that "India is a pluralistic society that creates magic with democracy, rule of law and individual freedom, community relations and cultural diversity. What a place to be an intellectual…… I wouldn't mind being born ten times to rediscover India".It's time to turn to the last word of the Rig Veda, another gem. This word is the ultimate essence of unity. It's a commitment, a call to move together, not just at the physical level, but also at the levels of thoughts, feelings and consciousness. *'Sanghachadwam'*! Let's progress together!

Let us all have a determination to create a violence-free, stress-free society. Let us resolve to be unshakable within and move towards a better world. Time changes people but there are people who change the time. We need to expand our sense of belongingness with everyone around us. Let us, therefore, take up a great ideal and give up our whole life to it. Let this be our determination, and may He, the Lord, who comes again and again for the salvation of His own people, to quote from our scriptures-may Lord Krishna bless us and lead us all to the fulfillment of our aims.

As confident men and women students have an important role as ambassadors of our great country. I am sure that you will put the knowledge imparted by your teachers, and parents to good use and bring laurels to yourself and your beloved country.

Understand what the nation needs, learn how to do it, and let your deeds bring glory to you and to the country. Innovate for a stronger India.

"I am sure the coming years will see a much better India-a new India. Every individual irrespective of one's responsibility or influence has to stand up and make it happen. We want deeper sincerity of motive, a greater courage in speech and earnestness in action," (Sarojini Naidu).

❑

Policy Perspective of Inclusive Education in India: Special Reference to National Education Policy—2020

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Inclusion is a right, not a privilege for a select few. This is Judge Geary's observation on Oberti versus Board of Education (D.N.J. 1992). Education is a lifelong process, involving many planned as well as unplanned, experiences that enable learners to develop according to their optimum potentialities. In the formal education sector, classrooms are the prime centres of shaping their knowledge, understanding, skills and attitude. However, there are many children who, for some reason, are unable to take full advantage of classroom transactions. Inclusion of all learners in the learning process, irrespective of their sex, caste, creed, physical and mental disability– is one of the major challenges of the education system across the nations. Responding to the global movement "Education for All" (EFA), initiated by UNESCO, the Government of India came up with the ambitious mission "*Sarva Shiksha Abhiyan*" in 2001 with an aim to reorient the educational institutions that could respond to students' diversity, taking special care for including within the academic yards, particular groups of students that are vulnerable to marginalisation and exclusion. In a conventional classroom, some children may feel 'left-outs' and ultimately, end up being 'drop-outs'. This indicates the failure of schools to teach, rather than the pupils' failure to learn. The need for inclusion is increasingly being felt all over the world to include students with special needs, at all levels of education to prepare them to face the challenges of life with courage and confidence. We need to develop an education system that will be responsive and continuously adapt itself to the needs of the individual learner, rather than the learners adapting themselves to the needs of the education system. Such a system will provide the best pathway to help students become empowered individuals. India has been a signatory to the Salamanca Statement and Framework for Action on Special Needs Education (1994), Biwako Millennium Framework for Action (2002) and the UN Convention on the Rights of Persons with Disabilities (2006). All these policy frameworks emphasize the need for fundamental educational policy shifts across the globe to include specially-enabled children within the ambit of conventional classrooms. India has been taking positive initiatives toward inclusive education through various policy documents and programmes since the 60s of the last century, the most recent being the National Education Policy—2020 (NEP—2020).

However, the plight of children with special needs (CWSN) has persisted. At primary and upper primary levels, CWSN consisted of around 1% of the total enrolment during the last five years (UDISE+ 2019-20; NUEPA, 2011 & 2015). There are around 65% vacancies in special educators' posts, a shortage of counsellors, therapists, and trained caregivers for CWSN in schools (Government of India, 2020). Given these shortcomings, it is obvious that the quality education of these children in an inclusive setup is still a distant dream (Mondal and Islam, 2021). This article is an endeavour to understand the concept and importance of inclusive education, to know about the observations and recommendations of various policy documents and programmes adopted by the Government of India, with special emphasis on NEP 2020 in this regard, and to explore the questions regarding the realisation of these recommendations on inclusive education.

The Concept of Inclusive Education

The Salamanca Statement urged all nations to adopt, as a matter of law or policy, the principle of inclusive education, enrolling all children in regular schools unless there are compelling reasons for doing otherwise (UNESCO, 1994: p. ix). Generally, inclusive education means that all children, regardless of their ability level, are included in the least restrictive learning environment, so that they are taught on the basis of equity. It is defined as a "learning environment that promotes full personal, academic and professional development of all learners irrespective of race, class, colour, gender, disability, sexual preference, learning styles and language" (NCSNET, 1997). It is a "system

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of education wherein students with and without disabilities learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities" (RPWD Act, 2016). According to Alur (2002), "inclusion is about minimizing exclusion and fostering participation for all students in the culture within a wider framework of support for all children in ordinary schools". Inclusion implies a radical reform of the institution in terms of curriculum, assessment, pedagogy, a grouping of students, and the institutional ethos and environment. It aims at all the stakeholders in the education system – learners, parents, teachers, administrators, policymakers – to be comfortable with this diversity of the learners and consider it a challenge rather than a problem. Inclusive education, therefore, means much beyond just enrolment of students with special needs to a feeling among all learners of an equal sense of belonging to the institute, irrespective of their background. It differs from "special education" in the sense that the latter is a separate system of education that caters to the needs of children with disabilities outside mainstream education. Another related terminology "integrated education", requires extra support to facilitate CWSN to adapt to the regular curriculum. Inclusive education is wider in its scope in comparison to special and integrated education, as an inclusive classroom generally accepts the different learning patterns of the students and adapts itself to cater to the unique individual need of each student.

Importance of Inclusive Education

The right to education of every child is a human right. It is a global commitment as documented in Millennium Development Goal (MDG) 2 (UN, 2007), and Sustainable Development Goal (SDG) 4 which seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030" (UN, 2015). Also, in order to fulfil the constitutional mandate (Article 21 A, and 45 of the Constitution of India), we must incorporate inclusive education in our educational system, as inclusive and equitable education is critical to achieving an inclusive and equitable society in which every citizen has the opportunity to dream, thrive, and contribute to the nation (NEP 2020, para 6.1: p. 24). It results in superior social and developmental outcomes (Baker and Zigmond, 1995; Oh-Young and Filler, 2015). Special students, having the opportunity of inclusive education, achieve better academic outcomes when compared with their counterparts in segregated settings (Cosier et al. 2013).

Who are to be Included?

The following are to be included:

- Children belonging to socio-economically disadvantaged groups (SEDGs), especially girls;
- Children with special needs (CWSN);
- Persons with disabilities (PWD);
- Children from SC, ST, OBC, and minority communities;
- Children from geographically inaccessible remote areas;
- Children of migrant workers;
- Orphans and children of beggars; and
- Transgenders.

Observation of Government Policies and Programmes in India on Inclusive Education before NEP—2020

(1) Report of the Education Commission 1964-66

- Strenuous efforts should be made for the fulfilment of the Directive Principle under Article 45 of the Constitution;
- A plan of action will be taken up for the education of people with disabilities;
- The education of girls should receive emphasis;
- More intensive efforts are needed to develop education among the backward classes and especially among the tribal people;
- Educational facilities for the physically and mentally handicapped children should be expanded

(2) National Policy of Education (NPE) 1968

- Compulsory education for all children up to the age of 14, as stipulated by the Constitution of India will be fulfilled;
- Strenuous efforts should be made to equalise educational opportunity;
- Education of girls, backward and tribal classes will get emphasis;

- Educational facilities for physically and mentally handicapped children be expanded;
- Attempts should be made to develop integrated programmes enabling the handicapped children to study in regular schools.

(3) Integrated Education of Disabled Children (IEDC) Programme 1974, Revised in 1992

- Open admission to as many children with disabilities as in need in the integrated set up so that the infrastructure and resources already in existence would be made available to these children;
- Such children will be provided with financial support for books, stationery, school uniforms, transportation, special equipment and aids;
- Establish a linkage between the special schools and the integrated schools in the area for continuing education and functional education in the mainstream.

(4) Project for Integrated Education for the Disabled (PIED) 1987

- IEDC programme will be strengthened;
- Instead of confining the said programme to a particular institution or school, a "composite area approach" will be adopted to convert all regular schools within a specified area, referred to as a block, into integrated schools;
- These schools will share among themselves resources such as specialized equipment, instructional materials and special education teachers.

(5) National Policy on Education (NPE) 1986) and Programme of Action (POA) 1992

- Children with mild disabilities should be included in mainstream classrooms;
- "The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence (Section 4.9, NPE 1986);
- Reduce dropout rates and expand access to students who have not had an easy opportunity to be a part of the general system;
- "A child with disability, who can be educated in the general school, should not be in the special school".

(6) District Primary Education Programme (DPEP) 1994

- All children, irrespective of the nature and degree of disability, should be educated in general schools with normal children.

(7) Persons with Disability (PWD) Act 1995, Redesignated as Rights of Persons with Disabilities (RPWD) Act 2016

- Central, State, and Union Territory governments should ensure that all children with disabilities have access to free and appropriate integrated education until the age of 18 years;
- A comprehensive education scheme to provide transportation facilities, remove architectural barriers, supply free books and other study materials, grant scholarships, restructure curriculum, and modify the examinations system for the benefit of children with special needs will be adopted;
- In order to expand educational opportunities for children with disabilities, the central government, in its five-year plan (1997-2002), will set aside 1,000 million rupees, specifically for the provision of integrated education (Ministry of Welfare, 1997; Ministry of Information and Broadcasting, 2000).

(8) National Curriculum Framework (NCF) 2005

- Make the curriculum flexible and appropriate to accommodate the diversity of school children including those with disabilities in both cognitive and non-cognitive areas.

(9) Sarva Shiksha Abhiyan (SSA) 2001

- Set time-bound targets for the achievements of universal elementary education (UEE);
- Adopt a "zero rejection policy" for the inclusion of children with disabilities in general schools at the elementary level.

(10) Right to Education Act, (RTE Act) 2009, and its amendment in August 2012

- All children in the age group of 6-14 years will

be entitled to free and compulsory admission, attendance and completion of elementary education;

- Children have the right to an education of equitable quality, based on principles of equity and non-discrimination;
- Include CWSN in the ambit of disadvantaged groups;
- Children with severe multiple disabilities will have the right to opt for home-based education.

(11) Inclusive Education for Disabled at Secondary Stage (IEDSS) Scheme 2009-10

- Enable all children and young persons with disabilities to have access to secondary education to improve their enrolment, retention and achievement in the general education system;
- Make every school disabled-friendly.

(12) Samagra Shiksha Abhiyan 2018

- Improve the quality of education for all, including students with special needs from pre-nursery to class XII.

Observation of NEP—2020 on Inclusive Education

NEP—2020 confesses that socio-economically disadvantaged groups (SEDGs) have been historically underrepresented in education (See Figures 1 & 2). SEDGs can be broadly categorized based on gender identities (particularly female and transgender individuals), socio-cultural identities (such as scheduled castes, scheduled tribes, OBCs, and minorities), geographical identities (such as students from villages, small towns, and aspirational districts), disabilities (including learning disabilities), and socio-economic conditions (such as migrant communities, low-income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans, including child beggars in urban areas, and the urban poor). The Policy reaffirms that bridging the social category gaps in access, participation, and learning outcomes in education will continue to be one of the major goals of all educational programmes. The Policy also recognizes the importance of creating enabling mechanisms for providing CWSN or '*divyang*', the same opportunities for obtaining quality education as any other child (ibid, para 6.2.5: p. 25).

Figure 1 indicates that a significant proportion of enrolled students drop out after Grade 5 and especially after Grade 8. Out of school children in the age group of 6 -17 years was 3.22 crore and most of them are girl students belonging to SEDGs.

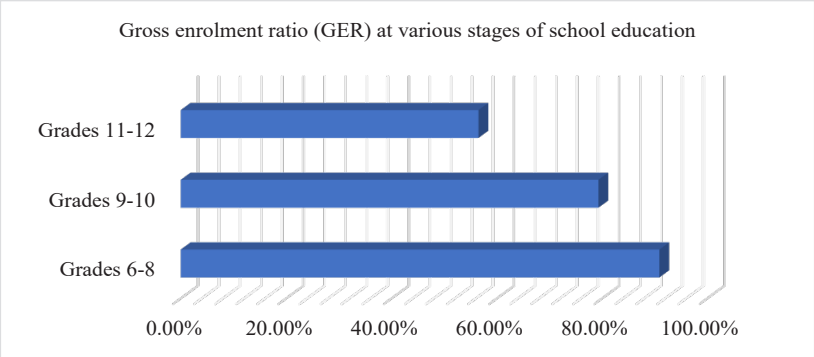
In higher education sector too, the picture of inclusivity is not a rosy one (See Figure 3).

For, PWD students, the percentage of enrolment of students belonging to SC, ST, and OBC categories is 9.3, 3.4, and 31.5 respectively out of the total PWD enrolments (ibid).

Key Recommendations of NEP 2020 for Inclusive Education

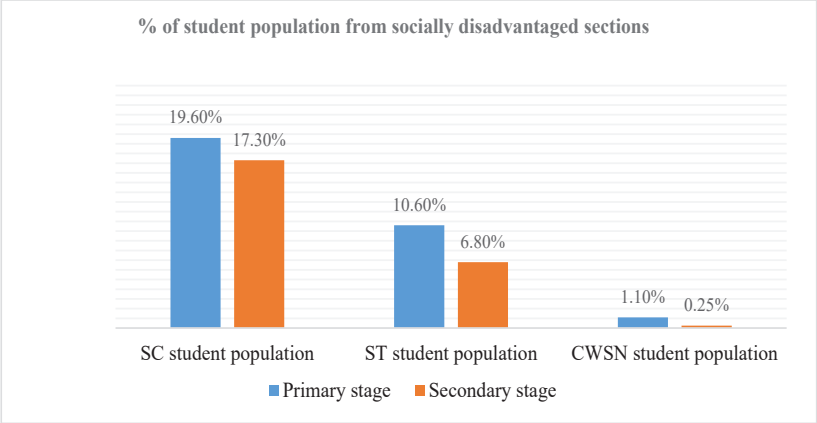
- Initiatives must be taken to ensure that all students from SEDGs, despite inherent obstacles, are provided opportunities to enter and excel in the educational system (NEP 2020, p. 4);
- Universal provisioning of quality early childhood development, care, and education must be achieved as soon as possible, and no later than 2030, to ensure that all students entering grade 1 are school ready (ibid, para. 1.1: p. 7). In this regard, special attention and priority will be given to districts and locations that are particularly socio-economically disadvantaged (ibid, para. 1.4: p. 7).
- Provide safe conveyances and/or hostels, especially for girl students (ibid, para. 3.2: p. 10);
- Alternative and innovative education centres will be put in place in cooperation with civil society to ensure that children of migrant labourers, and other children who are dropping out of school due to various circumstances are brought back into mainstream education;
- To facilitate learning for all students, with special emphasis on SEDGs, the scope of school education will be broadened to facilitate multiple pathways to learning involving both formal and non-formal education modes. Open and distance learning programmes will be expanded and strengthened for meeting the learning needs of young people who are not able to attend a physical school (ibid, para. 3.5: p. 10);

Figure 1: GER at various stages of School Education



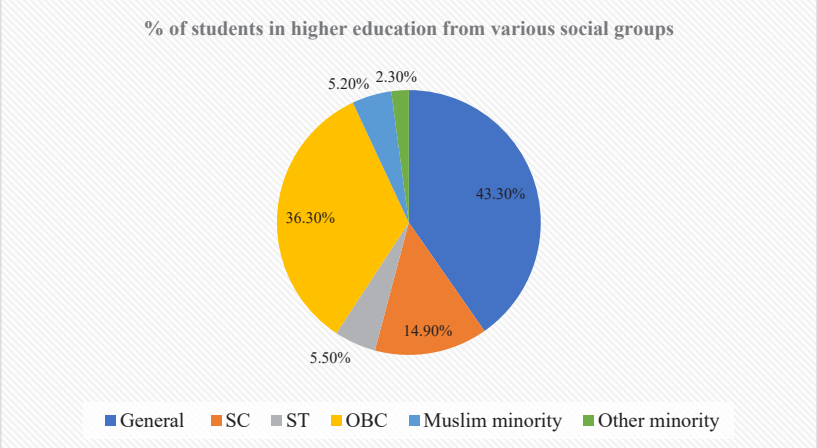
Source: *75th round survey of NSSO (2017-18)*

Figure 2: % of the Student Population from SEDGs at Primary and Secondary Stage



Source: *U-DISE (2016-17)*

Figure 3: % of the Student Population in Higher Education from Various Social Groups



Source: *AISHE Report (2018-19)*

- Children with disabilities will be enabled to fully participate in the regular schooling process from the foundational stage to higher education (ibid, para. 6.10: p. 26);
- Schools and school complexes will work and be supported for providing children with disabilities accommodations and support mechanisms tailored to suit their needs and to ensure their full participation and inclusion in the classroom (ibid, para. 6.11: p. 27);
- While education of all children with disabilities is the responsibility of the State, technology-based solutions will be used for the orientation of parents/care-givers along with wide-scale dissemination of learning materials to enable them actively support their children's learning needs (ibid, para 6.12: p. 27);
- Flexible curricula and an ecosystem for appropriate assessment and certification from the foundational stage to higher education will be there to ensure equitable access and opportunities for all students with learning disabilities (ibid, 6.13: p. 27);
- The awareness and knowledge of how to teach children with specific disabilities along with gender sensitization and sensitization towards all underrepresented groups will be an integral part of all teacher education programmes, (ibid, para 6.14: p. 27);
- As a part of the efforts to enhance participation in school education, financial assistance through fee waivers and scholarships will be offered to

talented and meritorious students from all SEDGs on a larger scale, especially at the secondary stage of education, to facilitate their entry into higher education (ibid, para 6.16: p. 27);

- Free boarding facilities will be provided in school locations where students may have to come from far, and particularly for students from SEDGs, especially girls (ibid, para. 6.9: p. 26);
- Kasturba Gandhi Balika Vidyalayas will be strengthened and expanded for girls from SEDGs. Additional Jawahar Navodaya Vidyalayas and Kendriya Vidyalayas will be built around the country, especially in disadvantaged areas, to increase high-quality educational opportunities (ibid, para. 6.9: p. 26);
- Regions with large populations from SEDGs will be declared special education zones (SEZs), where all the schemes and policies are implemented to the maximum through additional concerted efforts, in order to truly change their educational landscape (ibid, para 6.6: p. 26);
- The Government of India will constitute a "Gender-Inclusion Fund" that will be available to States for assisting female and transgender children in gaining access to education (ibid, para. 6.8: p. 26);
- Efficient mechanism will be ensured for optimal allocation and utilization of funds earmarked for the education of children from SEDGs (ibid, para 26.5: p. 61).

Doubts and Questions on Implementation of Recommendations

Before NEP—2020, India has taken up so many visionary policy documents, programmes and schemes for including every child in the educational enterprises, but inclusive education still remains an area, not bringing optimum results. No doubt that NEP 2020 dreams high in this regard, but its realisation depends on the will and the way it will be implemented. Serious commitment is needed for the implementation of the recommendations spelt out by NEP 2020 on inclusive education. Going through the past experiences, we cannot help harbouring the following doubts and questions regarding the implementation of these recommendations:

➢ ***Where is the POA of NEP—2020?***

Before we proceed to implement the recommendations of NEP—2020 on inclusive education, we need a clear-cut programme of action (POA). But to date, no POA could be chalked-out as to how these recommendations will be implemented.

➢ ***The Question of Huge Budget Allocation***

To implement these recommendations, infrastructural development of *Anganwadi* centres, schools and colleges, the appointment of trained teachers, installation of ICT gadgets and other allied resources in the educational institutions etc. need huge expenditure. Given the meagre budget allocation in the education sector by the government, possibly the picture is not going to change overnight. The Union Budget FY 2022-23 has allocated Rs 1,04,278 crore for the education sector, but it is still lower than the NEP 2020 recommended 6% of GDP.

➢ ***Can We Set Up So Many HEIS in So Short a Time?***

Inclusion in higher education demands a higher rate of enrolment of pupils from all sections of society. At present, there are 1043 Universities, 42343 Colleges and 11779 Stand-Alone Institutions in our country (AISHE Report, 2019-20). NEP 2000 targets increasing the GER in higher education to 50% by 2035 against the present 27.1%. To achieve this goal, we need to set up at least one university and the required number of colleges in each district of the country before 2030. Definitely, it is going to be a challenge for the Central Government to achieve the goal of inclusive education in the tertiary sector.

➢ ***Will Not ICT-driven Education Push Learners to Further Exclusion?***

NEP 2020 envisages that future teaching-learning is going to be more and more technology-driven (NEP 2020, para 23.2: p. 56). The proposal is high-sounding, though the reality is something different. The major challenge of online teaching-learning in India is the disparity in access to devices like computer or smartphones. While 24% Indians own a smartphone, only 11% of households possess any type of computer (Kundu, 2020). According to NSSO Report (2017-18), only 24% of Indian households have internet facility. While 66% of India's population lives in villages, only 15% of rural households have access to internet services. For urban households, the proportion is 42%. Digital divide is evident across States/UTs too. For example, the proportion of households with access

to a computer varies from 2.7% in Bihar to 34.7% in Delhi. The difference is starker with regard to internet access. In States like Delhi, Kerala, Himachal Pradesh, Haryana, Punjab and Uttarakhand, more than 40% households have access to internet. The proportion is less than 20% for Odisha, Andhra Pradesh, Assam, Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh and West Bengal (ibid). The gender divide in internet usage draws special attention. As per the Internet and Mobile Association of India Report (2019), while 67% men have access to internet, this figure was only 33% for women. The disparity is more prominent in rural India, where the figures are 72% and 28% for men and women, respectively. As per Scoonews (2020), a report by Quacquarelli Symonds shows that in case of mobile data, 40.2% people face poor connectivity and 56.6% complain about signal issues. There are challenges for teachers too. Not only are many of them digitally inept, a large number of teachers have never used an online environment to teach (Kundu, 2020). India cannot afford to provide primary education in online mode. Even those who are able to avail themselves of online learning, will not be benefited except a small proportion of children from elite families where parents are also educated. Learners with disabilities will face problems in accessing e-learning resources. Hence, learners from SEDGs may remain a neglected lot in the ICT-dominated learning environment in the near future.

- ***The Doubt of Red-Tapism***

An efficient mechanism is needed for optimal utilization of funds earmarked for the educational inclusion of SDGs. But we have the ignominious record of red-tapism and procrastination, marring many missions and visions, which need to be addressed.

Concluding Remarks

All learners, with their individual strengths and weaknesses, have the right to education. The above-mentioned policies and programmes speak for attaining full inclusion and equity for all learners, but they are not sufficient. The real outcome of the different recommendations on inclusion depends on the implementation of those recommendations in letter and spirit by the Union and State Governments in collaborative partnership. A change in school culture is the need of the hour. All stakeholders in the education system, including teachers, principals, administrators, counsellors, and students, should be sensitized to the requirements of all students, the notions of inclusion and equity, and the respect, dignity, and privacy of all persons. Inclusion and equity must be a key aspect of teacher education programmes; efforts will be made to recruit more high-quality teachers and leaders from SEDGs in order to bring in excellent role models for all students (NEP 2020, para. 6.19: p 28). The classrooms must be modified and made flexible enough to accommodate the diverse needs of all learners. The curriculum should include materials on human values such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion and equity. Any stereotyping should be pruned from the curriculum. The teachers should adopt inclusive pedagogy. Only then can we make our educational system an inclusive one.

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Integration of ICT in Teacher Education: A Step towards Enhancing Professionalism and Quality

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ICTs are driving necessary and inevitable change throughout the educational landscape. The application of ICTs in education has profound implications for the whole education process especially in dealing with key issues of enhancement of professionalism, skills and quality in teacher education. Hence, teachers need to be fully equipped with the necessary knowledge, skills, and attitude toward the technology-driven teaching-learning process. Accordingly, in all the teacher education programs, pedagogical skills also need to be redefined in the context of the integration of ICT for imparting instructions. This paper mainly focuses on issues relating to ICT integration in teacher education for enhancing professionalism and quality. What type of skills are required for integrating ICT in the teaching and learning process has been delineated using the Technological Pedagogical Content Knowledge (TPCK) framework. Various approaches to the integration of ICT in teacher education and dominant barriers to ICT integration in teacher education in India have also been discussed in its final section.

The 21st Century Society is an entrepreneurial Society- a century of knowledge and century of mind. Knowledge explosion, communication revolution, technological advancement, application of science to all aspects of life, and above all rising aspirations of the society are the hallmarks of this century (Bisht, 2013, p. 1). The challenges of traditional education systems are amplified by the rapidly changing skills in demand in a globalizing labor market. New paradigms are also emerging where the delivery of education becomes less about teaching and more about learning (i.e. via self-tutoring and the use of individualized information research abilities). Education becomes increasingly less confined within the sole geographical location of learners (e.g. a country) or less dependent on a physical space (e.g. a classroom for pooling a critical mass of learners together). More flexibility is required in order to be adjustable to learners, with modular curricula no longer constrained by a rigid schooling path or predetermined certification goals (UNESCO, 2009, p. 11). ICT integrated teacher education is more important to the Indian education system that is committed to maintaining global standards as well as leadership in the knowledge-based society.

The Information and Communication Technology (ICT) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer, and network hardware and software, satellite systems, and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning (Mondal & Mete, 2012a, p. 5). The integration of ICT in teacher education programs aims not to prepare technocrats, but to develop techno-pedagogues. ICTs are defined, as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information" (Blurton, 1999, p. 46). Information and communication technologies (ICT) is also defined the UNESCO (2009, p. 120) as a diverse set of technological tools and resources used to transmit, store, create, share or exchange information. Let us now look at the implications of integrating ICT in teacher education.

Integration of ICT in Teacher Education – Its Implications

1) ICT – based teaching-learning programmes can overcome a teacher's isolation by breaking down their classroom walls and connecting them to colleagues, mentors, curriculum experts, and the global teacher community (Bisht, 2013, p. 3). ICT enables both teachers and students to interact over a physical distance.

2) By using ICT technology such as computer, laptop, digital camera, video, internet, websites, CD ROMs, DVDs, application of software such as word processing, spreadsheet, e-mail, digital libraries, computer mediating conferencing, video conferencing, projectors, etc. teachers can overcome all barriers in communication and instruction. ICT can also be used as a tool for training and support of teachers, regardless of geographical dispersion.

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3) ICT enhances the initial preparation by giving good teaching and training materials, use of simulators, recording, and feedback in teaching. ICT also facilitates sharing of ideas, experiences as well as collaboration on projects, and the exchange of materials through virtual communities.

4) ICT supports reflection on professional practice via online communication. ICT provides lifelong professional development for teachers by providing courses in a virtual situation, training on demand, orientation and refresher courses through video conferencing and online. Such online programs dramatically reduce the cost of teacher training and increase the effective working days.

5) The teachers get sufficient help from ICT in their task of teaching. Their acquaintance with the relevant source of information in the form of e-books, e-journals, and other reading material, audiovisual materials and equipment, and electronics and telecommunication media makes them able to acquire necessary teaching materials. They may also enjoy some sign of relief when they see their students making use of the ICT resource for self-learning (Malik & Jyoti, 2016, p. 47).

6) ICT provides lifelong professional development by providing courses in a virtual situation, training in demand, orientation, and refresher courses through video conferencing and online. Through the exchange of materials through virtual communities, sharing of ideas and experiences and collaboration on projects the ICT can revolutionize the whole teaching profession (Thakral, 2016, p. 132). ICT as an information resource also enables students to develop questioning and research skills.

7) ICTs act as a supplement for the teacher educators and the texts. Teacher educators will be able to take advantage of different kinds of information available on the internet and exchange ideas with the students. It is an incredible device for teachers to improve the curriculum material through the exchange of ideas. ICT thus enriches teaching by providing good teaching and training materials, simulators, recording, and feedback mechanisms.

8) Information and communication technology (ICT) can improve pre-service teacher training, by providing access to better educational resources, offering multimedia simulations of good teaching practice, catalyzing teacher-to-trainee collaboration, and increasing productivity of non-instructional tasks. ICT can also enable in-service teachers' professional development at a distance, asynchronous learning, and individualized training opportunities (Kumar & Batra, 2017).

9) ICTs and their effective integration can motivate students and teachers in one hand and also can make a classroom a more interactive learning environment on the other hand. With this, there will be no barriers between teachers and students in the classroom.

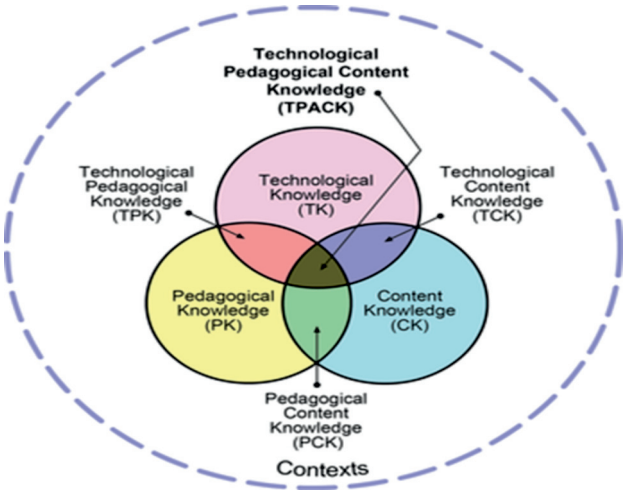
Skills Required for Integration ICT in Teaching and Learning

Teachers' role in curriculum implementation requires a certain level of knowledge to integrate the content efficiently. Technological Pedagogical Content Knowledge (TPCK) was introduced to the educational research field as a theoretical framework for understanding teacher knowledge required for effective technology integration into teaching and learning processes (Mishra & Koehler, 2006; Schmidt et al, 2008).

As a matter of fact, faculty members are believed to have had expertise in content knowledge but it would not be enough without sound pedagogical knowledge according to Shulman (1986), Shulman (1987) and therefore they have given the idea of Pedagogical Content Knowledge (PACK) which is needed for effective teaching and instruction. However, with the increasing incorporation of technology in imparting education at the beginning of the 21st century, this PACK framework seems to be incomplete without technological knowledge therefore Mishra and Koehler (2006) have extended this PACK notion to technological Pedagogical Content Knowledge (TPACK) framework by integrating technology into teachers' pedagogy and content knowledge. In this framework, it is suggested that teachers need to embrace more technological options to make this internet paradigm-based education possible with fruitful results.

TPACK is a framework that introduces the relationships and the complexities between all three basic components of knowledge (technology, pedagogy, and content). Teachers require different knowledge for better integrating ICT into teaching and learning processes. The conceptual framework is defined and presented in Figure 1.

Fig-1: The Conceptual Framework of TRACK



Source: *The Components of TPACK Framework adopted from (Schmidt et al., 2008)*

1) ***Technological Knowledge (TK):*** Technology knowledge refers to the knowledge about various technologies, ranging from low-tech technologies such as pencil and paper to digital technologies such as the Internet, digital video, interactive whiteboards, and software programs. These are skills required to use ICT tools such as computers, projectors, cameras, digital videos, whiteboards, the internet, and the abilities to use different software programs and many others required to be familiar with ICT use.

2) ***Content Knowledge (CK):*** Content knowledge is the "knowledge about actual subject matter that is to be learned or taught" (Mishra & Koehler, 2006, p. 1026). Teachers must know about the content they are going to teach and how the nature of knowledge is different for various content areas.

3) ***Pedagogical Knowledge (PK):*** Pedagogical knowledge refers to the methods and processes of teaching and includes knowledge in classroom management, assessment, lesson plan development, and student learning (Schmidt et al, 2008, p. 125).

4) ***Pedagogical Content Knowledge (PCK):*** Pedagogical content knowledge refers to the content knowledge that deals with the teaching process (Shulman, 1986). Pedagogical content knowledge is different for various content areas, as it blends both content and pedagogy with the goal being to develop better teaching practices in the content areas.

5) ***Technological Content Knowledge (TCK):*** Technological content knowledge refers to the knowledge of how technology can create new representations for specific content. This type of knowledge refers to the knowledge of how various technologies can be used in teaching, and to understanding that using technology may change the way teachers deliver the content and influence learners to gain more and more knowledge (Schmidt et al, 2008; Mishra & Koehler, 2006).

6) ***Technological Pedagogical Knowledge (TPK):*** Technological pedagogical knowledge refers to the knowledge of how various technologies can be used in teaching, and to understanding that using technology may change the way teachers teach.

7) ***Technological Pedagogical Content Knowledge (TPACK):*** It is resulted from the intersection of three main diagrams (CK, PK, TK) of knowledge required for integrating ICT into teaching and learning activities. Technological pedagogical content knowledge refers to the knowledge required by teachers for integrating technology into their teaching in any content area. Teachers have an intuitive understanding of the complex interplay between the three basic components of knowledge (CK, PK, TK) by teaching content using appropriate pedagogical methods and technologies(Schmidt et al., 2008).

Teachers should have the TPACK in order to be able to conduct effectively the integration of technology into their teaching activities.

Enhancing Professionalism and Quality in Teacher Education

Professionalism refers to the unique characteristics of one's profession and how it differs from others. When asked to define "professionalism," the definition would probably include examples of what is commonly considered professional-like behaviours. A professional demonstrates behaviours which portray the knowledge and skills of the profession. Thus, professionalism is defined as an ideal to which individuals and occupational groups aspire, in order to distinguish themselves from other workers. Carter V. Good (1973) defined professionalism in teaching as "the concern with the vocation of teaching so that it may increasingly become and be known as a profession rather than a craft; this involves among other things,

distinctive expertise and competence resulting from theoretical study and knowledge as well as practical mastery of pedagogical techniques".

Professionalism in Teacher Education contains the essential characteristics such as competence, performance, conduct etc which reflect the teacher's goals, abilities and standards and directly impact the effectiveness of teaching through the development of these qualities. Professionalism implies professional preparation of teachers and professional development through pre-service and continuous in-service programmes. Vedder (1994) explains that quality in education is "the extent to which, and the manner in which, aims and functions of education are achieved or realised". ICT can enhance the quality in teacher education in several ways, viz; by increasing learners' motivation and engagement, by facilitating the acquisition of basic skills and by enhancing teacher training. Professionalism thus can be considered as the composite of the qualities or characteristics of a teacher such as skills or competencies in classroom instruction i.e. curriculum transaction, subject knowledge and practical mastery of pedagogical techniques, commitment to the task, participation in co-curricular activities, practice of ethics etc. The following are the dominant impediments to professionalism and quality in teacher education -

1) In spite of constructivism being regarded the acceptable approach for both school education and teacher education institutions, efforts and achievements of learners are still being evaluated using behaviourist approaches and quantitative grading systems.

2) Mere change in teacher curriculum does not guarantee its successful implementation. It calls for reorientation of teacher educators in the emerging pedagogies who are trained in conventional methods and are used to conventional pedagogies.

3) The present teacher education programmes are inadequate to meet the challenges of diverse Indian socio-cultural contexts and the paradigm shift envisaged in the NCF 2005.

4) Lack of commitment to students, community, society and his/her profession, the education system is the main problem for building professionalism in teacher education. Scarcity of resources, poorly-equipped libraries, laboratories and subject rooms etc are the problems

5) Irregular assessment for accreditation and standards in teacher education and lack of code of professional conduct of ethics are also powerful barriers to enhancement of professionalism in teacher education.

6) Lack of recurrent training and professional development of in-service teachers and lack of implementation of code of professional conduct and ethics in teaching profession in India are also the dominant barriers to enhancement of professionalism and quality in teacher education.

Enhancing Professionalism and Quality in Teacher Education: The Way Forward

There is an urgent need for the members of the teaching profession to be as professional as those pursuing other professions such as law, medicine, nursing, etc. However, instead of shifting the entire blame on the teachers for inadequate professionalism, the reasons need to be examined. One of the reasons cited is related to the pre- service teacher education provided to the prospective teachers. Questions are raised as to the nature and quality of pre -service teacher training programmes and it is being felt that even after attending these programmes, the teachers are not fully prepared for the modern ICT based teaching-learning system while children are today rapidly learning to use the latest technologies (Bose, 2010).

There is also the need to redefine the pedagogic skills in the context of emerging ICT based education. Today's learning centred education with integration of technology demands a new set of skills to plan lessons, and to assess the individualized, independent and technology-based learning. Again, skills required for maintaining, updating and sharing records, preparing, and using databases through ICT, need to be practiced in the perspective of ICT based education system. Hence, professionalism and quality in teacher education can be enhanced by preparing them for the present-day requirements in the following ways:

1) **Reforming Existing Teacher Education Curriculum:** The realization of the potential of ICT for furthering the goals of education, its widening accessibility, and its much-needed integration into the educational process in the schools around the world are having a profound influence on all aspects of education (Bose, 2010). Incorporation of ICT into teaching-learning process needs to be an integral part of the professional development programmes. Teacher education curriculum needs

to reform its existing knowledge and skills in the context of the emerging ICTs and recent changes in the school curriculum.

2) **Adopting Learning Centred Approach:** Today, it is strongly advocated to adopt learning centred approach in the educational institutions. Adopting learning centred approach means designing a learning environment in which students construct knowledge, and which involves engagement and collaboration of the learners with peers, teachers, parents and others. Learners are now responsible, independent and active in their pursuit of knowledge. But the teachers who are willing to design such learning environment are themselves not trained during their training programmes. If in-service teachers are to design such learning environments that transform traditional one, they need orientation towards such new paradigm through a rigorous professional development programmes.

3) **Using ICTs for Collaborative Learning:** The first and foremost requirement for teachers is to creatively use ICT in teaching-learning process. The knowledge and skills about the ICTs also make teachers lifelong learner which is much needed for the emerging knowledge driven societies. Today, it is becoming essential for teachers to have well expertise in development of online courses, teaching through multimedia approach, etc. Teachers have to understand that today's learners are not passive recipients but active collaborators interacting with the tutors and peers during the learning process. Neither the teacher nor the textbooks are the only sources of information.

4) **Using and Preparing Software as Instructional Materials:** Today various Software are available in the education sector. Locating them and selecting the appropriate ones for instructional purposes is important. Also the teachers themselves must be able to produce some of the software. Training to prepare instructional packages for learning, drill, problem solving, games, simulations, preparing scripts, etc, is required.

5) **Awareness about Ethical Issues:** The teachers need to be aware of the ethics that are associated with the use of digital technology especially the Internet. Respect for rules governing access and use of information, copyright laws, etc. have to be developed during the training period.

6) Professionalism needs to be instilled in each and every phase of teacher preparation starting from conceptualisation to evaluation and appraisal to prepare professionals and improve the quality of education.

7) A series of professional orientation/training programmes will need to be organized across the State of the country to explain the contours of Learner Studies, Contemporary Studies, Educational Studies, Curriculum and Pedagogic Studies which inform the structures of the Framework.

8) Teacher education should reach out to the student teachers by providing the relevant knowledge, attitude and skills to function effectively in their teaching profession. Teacher education should empower the student teachers with the skills (teaching and soft skills) that would enable them to carry on the functions in the most efficient and effective manner.

9) NCERT, SCERTs, DIETs, CTEs, IASEs should research and develop continuous and comprehensive training modules providing support to teacher and teacher educators.

Approaches to Integration of ICT in Teacher Education

Integration of ICT within teacher education programmes around the world is being approached in a number of ways with varying degrees of success. In general, In order to integrate ICT into teacher education, ICT should be studied an integral part of pre- service and in- service education of teachers. According to Professor M. R. Panigrahi (2016, p. 10), the basic approaches are as follows:

1) **Learner Centric:** Explore the best in every student.

2) **Learning Centric:** Learner learn by designing and preparing meaningful learning experience with the help of a teacher.

3) **Promoting Inquisitiveness:** Develop questioning ability in learner. Teacher encourages learner to ask questions. It leads to critical thinking.

4) **Innovation Centric:** Teacher promotes innovation, creativity and team spirit in learner.

5) **Develop cooperative and collaborative learning environment:** Learning occurs through

discussion, interaction and debate called learning for development.

However, there are mainly four approaches to integration of ICT in teacher education programmes identified after reviewing research literature in this domain. These are –

1) ***ICT Skills Development Approach***: Trainee teachers of the all the teacher education programmes are expected to be skilled users of ICT for accomplishing their functions in better way. They need comprehensive training on the use of ICT in general and they should be familiar with the knowledge about software, hardware and their application in teaching-learning process (Mondal & Mete, 2012b). According to this approach, it would be best to offer an introductory course based on ICT skills and its sequel would cover ICT pedagogical content knowledge training.

2) ***ICT Based Pedagogical Approach:*** This approach implies emphasis is on integrating ICT skills in a respective subject. Drawing on the principles of constructivism, both pre-service and in-service teachers design lessons and transactional activities chiefly based on the use of ICT tools that will foster the attainment of learning outcomes (Mondal & Mete, 2012b). This approach is effective to enhance both ICT based skills and ICT based pedagogical knowledge. It also encourages the student teachers to further develop and maintain these ICT based skills and pedagogical knowledge in the context of designing classroom- based resources.

3) ***Subject-Specified Approach*:** This approach maintains that ICT should be embedded into one's own subject area in all the teacher education programmes. By this approach, teacher educators not only expose student teachers to new and innovative ways of learning, but also provide them with a practical understanding of what learning and teaching with ICT looks and feels like. If pre- service or in- service teachers are taught application or use of ICT skills in a subject specific context, they are able to know that the skills have real applications. In this way, ICT is not an 'add on', but an integral tool that is accessed by teachers and students across a wide range of the curricula (Kour, 2011, p. 36). In a nutshell, ICT components should be integrated into all subject areas like mathematics, science, social studies, and languages.

4) ***Practice-Driven Approach*:** Here the emphasis is on providing exposure to use of ICT in practical aspects of teacher-training also. Emphasis on developing lessons, assignments etc. using ICT and implementing these during practice teaching phase, the student teachers are provided with an opportunity to assess the degree of effective use of their ICT based skills. Based on the concept that the pre-service teacher is a learner, manager, designer and researcher, he is expected to research their practicum school's ICT facilities, design ICT activities with their tutor-teacher, manage those activities in the classroom, and evaluate their, effectiveness in terms of student learning (Mondal & Mete, 20212b).

Considering the above suggested approaches, integration of ICT in teacher education is an essential core component at the both pre-service and in-service levels. Integration of all approaches would help in developing sense of professionalism among prospective teachers. Whatever approach is followed in educational institutions, it has inherent limitations. To make use of the available facilities for the best use in teaching -learning is highly necessitated to ensure on the part of teachers.

Barriers to Integrating ICT in Teacher Education

1) ICT basics are taught to trainee teachers focusing on technical issues, but little emphasis is given to the ICT mediated pedagogical skills to support instructional innovations.

2) In the majority of teacher education institutions, the syllabi exhibit less weight to practical than theoretical aspects. Since the nature of ICT subjects is more practical and application-oriented, there needs to be more practical than theoretical input. This aspect seems to be neglected in designing and framing curricular objectives (Rani & Kant, 2016, p. 3329).

3) There is a lack of availability of proper ICT related infrastructural facilities at most of the teacher education institutions. There is also a mismatch between required and available hardware as well as software to develop required learning resources.

4) Lack of integration among Content Knowledge (CK), Pedagogical Knowledge (PK) and Technological Knowledge (TK) exists still in the

domain of teacher education. All components are studied separately in all the on-going teacher education programmes. That's why all these programmes fail to enhance professionalism in teacher education.

5) There is a serious lack of proper coordination between the teacher education curriculum and school education curriculum. The Syllabi of all the teacher education programmes are not on a par with school syllabi at all levels.

6) There is a lack of availability of proper infrastructural facilities and also a lack of technical support for maintenance at most of the teacher education institutions to develop required learning resources.

7) Most of the teacher education curriculums are with a theory-driven approach with an assumption that it would equip the teacher to deal with the complexities of the real situation (Panigrahi, 2016, p. 11).

Means and Ways towards ICT Integration in Teacher Education

1) There must be congruence between the school curriculum and teacher education curriculum. ICT as a compulsory and special course should be offered and side by side, integrated approaches need to be studied along with methods courses.

2) There must be congruence between the school education curriculum and teacher education curriculum. Otherwise, teachers are not ready to utilize their knowledge to effectively design teaching and learning process, project works, and assignments. Moreover, Curriculum and course content should be designed with an approach to ensure better implementation of ICTs and should be supported by technology-mediated Learning Management System (LMS).

3) Integrated approaches to integration of ICT in teacher education programmes need to be taken into consideration to develop the concept of 'techno pedagogy' to a greater extent among the trainee teachers. ICT based expertise and support from the teacher educators' corner at institutional level is to be ensured to transact those skills and knowledge among the student teachers.

4) Frequent reciprocal exchange of mentoring between trainee teachers and teacher educators may update their ICT based skills and knowledge. This shift is in demand in the learning environment because technologies are constantly changing.

5) ICT should be infused into the entire teacher education programme. ICT needs to permeate all courses in all the teacher education programmes. Side by side, student teachers should experience innovative technology supported learning environments in their teacher education institutions. When student teachers are accustomed to see their educators engaging in technology to present their subjects, for example, utilizing PowerPoint or simulations in lectures and demonstrations, students should also have the opportunity to use such applications in practical classes, seminars and assignments.

6) The role of teacher educator in ICT based teacher education will be as a guide, facilitator rather than a director. The teacher educator will encourage critical thinking skills, promote information literacy and nurture the cooperative learning to foster creativity among students.

7) Recurrent training and professional development of teacher is important to ensure optimal use of technology and its effective and efficient use in classrooms.

8) Teacher education institutions should be equipped with ICT-based resources with provision of training and orientation of teacher educator for better integration of technology with content and pedagogy (Panigrahi, 2016, p. 16).

Concluding Remarks

Integration of Information and Communication Technologies (ICTs) in teacher education is a means to support high quality teaching and learning, involving teacher educators, teachers, student teachers, and leaders. It requires how best to explore utilization of technologies for meaningful learning of students. In the present digital world students must be given opportunities to learn with effective and efficient integration of ICTs in the classroom (Panigrahi, 2016, p. 5). The teacher education programmes to a major extent have the onus for ensuring the professionalism of teachers. As has been rightly mentioned by Childs (1989) every teacher is responsible for mastering those technology skills that will allow effective professional performance.

ICT based teacher education programmes enable teachers to realize their role of being managers of learning rather than dispenser of all information. For this it is not enough to master the skills of using ICT but more important is effectively integrating it into the curriculum. Unless the teacher education programmes themselves integrate ICT into the curriculum, the teachers of the future may know about ICT but not about integration of ICT into the curriculum they would be dealing with. This requires that the teacher education programme be reformed so that teachers are ready to harness the pedagogic potential of ICT in creating learning centred education (Mondal & Mete, 2012b, p.300).

Discipline-wise (mathematics, language, science, EVS) short-term ICT-based programme should be designed for teacher educators and teachers as a part of their professional development. Motivation of teachers leading to their active participation is very important for result-oriented initiatives and their implementation. Incentives like certification, professional advancement, formal and informal recognition at the institution and community levels are some of the means to sustain motivation of the teachers and teacher educators (Panigrahi, 2016, p. 14). However, the effective integration of ICT in teacher education is a complex process that requires not only ICT resources, but also curriculum and pedagogy, institutional readiness and teachers' attitude and competencies. Construction of professional knowledge about content, pedagogy and technology is very important for all teachers. This is achieved by providing appropriate learning experiences to teachers through ICTs. Teacher education institutions must create an environment for teachers to enable them to create appropriate learning experiences for students in the new age of learning.

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Changing Role of Teachers in India: Reflection from National Professional Standard for Teachers

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The New National Education Policy, 2020 on page No. 22 and Para No. 5.20 provided key information that revealed that the National Council for Teacher Education (NCTE) will be restructured as a professional standard-setting body (PSSB) under a General Education Council (GEC). The policy lays emphasis on the formulation of National Professional Standards for Teachers(NPST) with a view to making the teaching system more meaningful and accountable. The National Council for Teacher Education(NCTE) in consultation with National Council for Educational Research and Training (NCERT) proposed a draft document which was put in the public domain on 17-11-2021 titled *"National Professional Standard for Teachers (NPST)."* It provides an overview of the teacher education and standards of teacher education in our country. The document at length was tabled with a view to seeking the necessary suggestions/ feedback from the academia so that it may become more meaningful and relevant to the Indian academia.

The *first section* provides the basic inputs on the theme "understanding teaching as a profession". Teaching is considered one of the noblest professionals globally and is associated with social progress. The *NEP, 2020* document has put the teacher at the center of the fundamental reforms in the education system and aims to establish the teachers as the most respected and essential members of our society. As teachers are considered the center of the education system and were needed to pass on their knowledge, skills, and ethics optimally to their students.

The policy aims to build systems that must do everything to empower teachers and help them to do their jobs as effectively as possible, as they are the only source to our future generation as per the needs of the society. As per the *UDISE data*, teaching is one of the largest of all professions in our country which employs nearly 9.7 million teachers across states and we are still at a deficit of I million teachers in India. *United Nations* defined its *eighth Millennial Development Goals in 2002*, out of which the 2nd goal is to "Achieve Universal Primary Education" for all children by 2015. Among the developing nations, our country has made a significant achievement in the last decade by increasing the coverage of Universal Primary Education across the states. In order to increase and achieve our goals, our focus is now on improving the Quality of Learning and Teaching for the development of the teacher, and teacher education is most critical. In order to recruit and deploy truly excellent and capable students into the teaching profession, particularly in rural areas, the document has put emphasis on Teacher Eligibility Test (TET). The test is also for the quality check to enhance the quality of teachers all across the country.

However, the document has tried to figure out why teachers quit and seek other professions for their careers. And why talented youth choose other attractive careers over teaching. The reasons that the policy had pointed out were: low salary, high stress, no growth as the teacher stagnates in the same position over a very long period of time as compared to other careers, etc.

The *second section* seeks to explore the Professional Standards among Teachers and Teaching education. Professional standards play a vital role in the teaching-learning process. A number of nations across the globe have already developed and implemented professional standards and have focused on the skills and strategies facilitating their teaching and learning process. The document has provided a roadmap for the different career stages by defining the professional teaching standards in 5 stages path i.e., professional values, quality of teaching, teacher knowledge, teacher beliefs & actions, and measures of quality teaching. The document tries to address the vast variation among teacher training institutes and across the levels of qualifications while bringing in accountability, a quality framework such as professional teacher standards and evaluation framework for teacher education is essential. The *NPST* document has proposed guidelines for comprehensive teaching skills/ standards for the following purposes:

- Defining the expectations of the role of teachers at different levels of expertise/stage;

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- Designing the initial professional preparation as well as continuing professional development of teachers;
- Clarifying the competencies required by teachers;
- Explaining the performance criteria for each career stage;
- Managing teacher's careers, inching tenure;
- Addressing the professional development pathways giving the guidelines in conducting/ undertaking performance appraisals; and
- Streamlining the teacher evaluation.

The document has further highlighted the three significant interlinked factors which are impacting the quality assurance for the teaching profession i.e., ***context factor*** which deals with the input indicators for the teacher education like the quality of the institutions and it provides the pre-service and in-service professional education for teachers and the quality of educators who train teachers and other support staff. Second, ***process factors*** deal with the process indicators i.e., with the actual curricula and programs of the institutions. How the programs are offered, how they are certified trainee teachers, and how they will be helpful for teaching and learning. Third, ***Government factors*** deal with the overall monitoring and controlling of the institutions and how policies and their implementation are managed by different institutions.

To achieve the objectives, the policy document has been well guided by establishing a clear framework for successful policy setting, planning, execution, and performance by tracking the access of professional standards of teaching and learning. For the same, the policy has figured out six key areas i.e., clear vision; set goals; teaching standards domains; well-established competency levels; governance and monitoring; and organizational structure. The professional standards will be reviewed and revised nationally in 2030 and thereafter every ten years on the basis of rigorous empirical analysis of the efficacy of the system.

The ***third section*** explains the rules and regulations in order to monitor the design of pre-service teacher education programmes. It deals with the different aspects of teacher career management, tenure, professional development efforts, promotions, salary increases, and other practices in teaching and learning.

The NEP—2020 document on page number 26, para 5.20 revealed the reliance of NPST in the following lines "*A common guiding set of National Professional Standards for Teachers (NPST) will be developed by 2022, by the National Council for Teacher Education in consultation with NCERT, … …The standards would cover expectations of the role of the teacher at different levels of expertise/rank, and the competencies required for that rank. It will also comprise standards for performance appraisal, for each rank, that would be carried out on a periodic basis. The NPST will also inform the design of pre-service teacher education programs… … … and determine all teacher career management, including tenure (after the probationary/ tenure track period), professional development efforts, salary increases, promotions, and other recognitions. Promotions and salary increases will not occur based on the length of tenure or seniority, but only on the basis of such appraisal. The professional standards will be reviewed and revised nationally in 2030, and thereafter every ten years, on the basis of rigorous empirical analysis of the efficacy of the system".* In order to address teacher readiness, the NEP 2020 policy document contains a set of guided provisions in NPST. Further, NEP 2020 document argues that the teachers require to be grounded in the Indian culture by putting emphasis on their own languages, knowledge, ethos, and traditions while also being well-versed with the latest knowledge, technology, and pedagogy. The National Professional Standard for Teachers (NPST) argued that we need what constitutes teaching quality and what is required to improve our educational outcomes among students and all such activities should be made available in the public domain so that clear feedback/suggestions to improve our standards on time to time.

The *National Education Policy 2020* on page number 13, para 4.1 has given clear guidelines for the Restructuring school curriculum and pedagogy in a new 5+3+3+4 design, consisting of the Foundational Stage (3 years of preschool + Grades 1-2, covering ages 3-8), Preparatory Stage (Grades 3-5, covering ages 8-11), Middle School Stage (Grades 6-8, covering ages 11-14), and High School or Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second) stages respectively. However, the current National Professional Standard for Teachers (NPST) document proposes a well-planned four career stages and professional standards for teachers at each stage. They are as follows:

1. Beginner Teacher (PragammiShikshak);
2. Proficient Teacher (Praveen Shikshak);
3. Expert Teacher (KushalShikshak); and
4. Lead Teacher (PramukhShikshak).

In order to achieve specific competency standards for teachers, NPST has proposed four stages of career competency for Continuous Professional Development (CPD). It has been made in a clear and loud voice that the requirement of mandatory 50 hours per year of continuous development is driven by their own needs and choice (NEP, 2020, para 5.15).

The competency mapping and progression to different career stages proposed and available in NPST are explained and discussed here.

Initial level 1- Beginner Teacher (Pragammi Shikshak)

This is the initial stage where the proposed policy has argued that a teacher who meets the standards under the 'beginner teacher stage' shall be hired by the schools for teaching the learners at a particular school level. At this stage, a new teacher will be expected to demonstrate competencies related to the different teaching techniques in terms of content knowledge, pedagogical knowledge, and skills. The new teacher is supposed to monitor the school and the teaching competency collect the evidence of his/her practices and reflect on the learning in the context of the competencies learned in the pre-service education. Once the new teacher settles in the teaching competency and reaches the optimum level of performance, he/she will be guided towards applying the skill evaluation and achieving towards preparing for the next career stage, i.e., the proficient teacher stage'.

Reaching Level 2- Proficient Teacher (Praveen Shikshak)

As per the NPST proposed document, the proficient teacher shall be supported by in-school mentors in strengthening the knowledge that he/she has acquired in the professional development programs and their practice in the begging or initial stage. The school-based mentors will evaluate his/her proficient teachers against proficient teacher standards and the school mentors will help him/her by providing feedback and helping him/her in improving and achieving the set proficient teacher standards. Once a proficient teacher achieves and reaches his/her optimum level of performance, then he/she will be guided to the next career stage which is the Expert stage. In this stage the proficient teacher will be asked in the same way as done in the first stage i.e., to collect the shreds of evidence and other allied material of his/her so that clear feedback will be made for further improvement.

Career Level 3- Expert Teacher (KushalShikshak)

In this career stage, a teacher will acquire a high level of teaching performance in their teaching skills and practices, he/she will work collaboratively with his/her colleagues by providing support and they will mentor and evaluate their teaching and learning skills in a scientific manner. In addition to it, the expert teacher will constantly monitor their professional knowledge and practices and expert teacher shall involve their peer observation which will help to improve their professional knowledge and reflect their professional competency for their own and others learning. The lead teacher shall review the expert teacher against Expert Teacher Standards and shall mentor them for advancing to the next career stage. Here they will be guided towards acquiring skills and developing shreds of evidence related o the next career stage, i.e., the Lead Teacher Stage.

Career Level 4- Lead Teacher (PramukhShikshak)

In this career stage, a teacher is expected to the highest standards of teaching and is grounded in best practices related to the teaching-learning process. As per the NPST document, this stage exhibits an exceptional level of capacity to improve its own teaching practices. The school management shall monitor and evaluate Lead Teachers against lead teacher standards and lead teachers would be taken the lead role in mentoring their peer groups who are in their earlier stages of a teaching career and shall lead in leader in-school professional development programmes.

Areas & Standards of National Professional Standard for Teachers (NPST)

The NPST policy document has proposed the framework for the career dimensions for teachers and is arranged in the following four interrelated areas called 'Standards' covering multiple domains:

Core Values and Ethics

The NPST policy has formulated the cover domains related to core values and ethics for a teacher, which are expected to develop at each career stage i.e., constitutional values; professional ethics, values; commitment to students; professional relationships;

commitment to the profession, and responsible and ethical use of technology.

Professional Knowledge & Understanding

Deals with what a teacher is expected to know and understand about their students and about teaching-learning. The policy has formulated a clear roadmap about the knowledge & understanding of the subject area; factors associated and that affect students learning and understanding; pedagogical knowledge about the subject concerned; curriculum structure and finally technological use and how to integrate it with education.

Professional Competency & Practice

Aspect deals with the professional knowledge and skills that a teacher is expected for carrying out teaching-learning assessment practices and being able to perform them effectively. The following set of standards like how to prepare a learning plan; how to deliver a lesson delivery in an effective way; classroom components and dynamics; effective classroom communication and assessment of learning.

Professional Development & Growth

These aspects deal with the improving professional knowledge, allied competence, and practice that a teacher is expected in this stage and the policy made mandatory 50 hours per year of continuing professional development of teachers. It is essential to know the learning needs of diverse students; proper reflection and engagement, and participation in a learning community.

Conclusion

National Professional Standard for Teachers (NPST) is a visionary document that has been developed by NCTE in support of different experts and it was placed in the public domain w.e.f November 17, 2021, for the period of one month to invite suggestions/ feedback on its different aspects from all stakeholders. It defines the work of teachers and makes explicit elements of high-quality, effective teaching in 21st century schools that will improve educational outcomes for students. It will govern the teaching profession in the country in relation to its professional role. In addition, NPST will aim to improve the teachers' personal and professional development by providing them an understanding of what is expected in terms of their performance and what needs to be done to enhance the same. The document is based on three chapters; the ***first section*** provides the basic inputs on the theme "understanding teaching as a profession"; ***2nd section*** seeks to explore the professional standards among teachers and teaching education, and the ***third section*** explains the rules and regulations in order to monitor the design of pre-service teacher education programs. The objective of the NPST document is to align the vision and the goal of NPE 2020 with the domains of standards across the competence levels for Indian teachers and accordingly detail the standards. The invited link for the suggestions/ feedback on its different aspects from all stakeholders has already been closed. Let's wait and watch how the final policy document will be framed with the vision and the goal of the National Education Policy--- 2020 for the National Professional Standard for Teachers.

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Education : The Potent Tool of Change in Nation Building

Ram Nath Kovind, Hon'ble President of India delivered the Convocation Address at the 5th Convocation Ceremony of The Central University of Kerala, Kasargod on December 21, 2021. He said, "Education, as Sri Narayan Guru reminded us, could uplift the quality of the student's life and thus also of society. The great sage and social reformer used to inspire people with his lines like *'Vidyakondu Prabuddha Ravuka'* which signifies, 'Get enlightened through education'. The lives of great men and women, especially the leaders of our freedom movement, highlight the simple truth that schools and colleges are the most important sites of personal and social transformation. These are the workshops where the destiny of a nation is shaped." Excerpts

It gives me immense pleasure to be among you today on the occasion of the fifth convocation of the Central University of Kerala. At the outset, let me congratulate the graduating students, and also the teachers and the staff of the university.

I always feel glad to be among students, especially on an occasion like this, which is a major milestone in your life's journey. Indeed, it is a memorable day not only for you but also for your family. You have completed a programme of higher education, and that has empowered not only you but your family too. When you realise that the whole nation is your family, your achievement today invariably contributes to the nation-building mission. Some of you will pursue further education and some may take to professional career. I wish you all success and hope that you will keep in mind the interest of the nation in whatever you do.

When I am in an educational campus, I experience a vibrancy which is rare to find in any other place. Education, as Sri Narayan Guru reminded us, could uplift the quality of the student's life and thus also of society. The great sage and social reformer used to inspire people with his lines like "*Vidyakondu Prabuddha Ravuka*" which signifies, "Get enlightened through education". The lives of great men and women, especially the leaders of our freedom movement, highlight the simple truth that schools and colleges are the most important sites of personal and social transformation. These are the workshops where the destiny of a nation is shaped.

The liveliness and energy that I experience in educational places like this beautiful campus come from the possibilities of social empowerment. Here is a place where ideas are nurtured, taught and learnt. In this process, the atmosphere gets energised with the vitality of thoughts to give birth to new ideas. This unbroken cycle of knowledge is essential to empower the society and the nation.

Ladies and Gentlemen, In the promotion of education, then, the task of the government is to help create the right environment in which the young minds will be fired with creativity. The National Education Policy of 2020 is a well-planned roadmap to develop an eco-system that will nurture the talent of our young generation. The NEP aims to prepare them for the world of tomorrow, while also equipping them with the best of our own traditions. India is, after all, the land of Nalanda and Takshshila, of Aryabhata, Bhaskaracharya and Panini. Gandhiji compared the indigenous educational system with a beautiful tree that perished under colonialism. An effort is being made to rediscover its best aspects so that India makes a contribution to the world that it alone is destined to make.

At our annual conferences, I have had the occasion to discuss the implementation of the NEP with vice-chancellors of central universities and directors of other educational institutions. The consensus is that this reorientation of our educational policy was long needed, and that it has the potential to turn India into a hub of knowledge. I believe that the most outstanding feature of the NEP is that it aims to promote both inclusion and excellence. Through its varied curricula, NEP promotes liberal as well as professional education, because each stream of knowledge has a role to play in society and in nation-building.

That way, the NEP can become instrumental for India to harness and reap the demographic dividend. The growing population of our country makes it incumbent upon us to nurture the next generation talent. When the younger generation is provided with skills and knowledge required for success in the world of the twenty-first century, they can do miracles.

The 21st century is described as knowledge century. Knowledge power will determine the place of a nation in the global community. In India, Kerala has led the other states on the critical parameters of

literacy and education. This has enabled Kerala to be a leading state on several other parameters of excellence too. As you all know, Shri P. N. Panicker had worked tirelessly to increase literacy in Kerala which has the highest literacy rate in the country. I will be unveiling the statue of the Late P.N. Panicker on the coming Thursday, December 23. Shri Panicker is an icon whose commitment to education should inspire everyone, especially the youth.

In the context of Kerala being a leading state in the area of learning and education, let me share with you a recent development about which some of you may be already informed. The Union Government has recommended names of three cities from the entire country for being listed in UNESCO's Global Network of Learning. Out of them two cities are from Kerala. These two cities are Thrissur and Nilambur. Being part of this Global Network supports the achievement of the Sustainable Development Goals, especially the goal of ensuring inclusive and equitable quality education and promoting life-long learning opportunities for all.

As far as gender equity is concerned, Kerala not only has favourable sex ratio, it has also been on the forefront of women empowerment. I am not surprised at all that all the three gold medal winners in today's convocation happen to be our daughters. I am also glad to note that the number of daughters who have received degree is nearly thrice the number of boys. I have been told that our daughters constitute 64 per cent of the total number of students in the university. I have been observing this growing empowerment of daughters through education in other parts of the country also. In this empowerment-through-education of our daughters, I see the India of the future which will become a knowledge power with rich contribution from our daughters.

Dear Students, This convocation day takes place amid an extraordinary global crisis. The Covid-19 pandemic has been unprecedented in the modern era. As the virus keeps mutating and throwing up new variants, scientists are grappling with the situation and trying to find a cure to come out of these troubled times. But every crisis comes with opportunities. Your education was affected early last year, but technological solutions were put in place in no time and now you have successfully completed your courses. In the process, you must have learnt many lessons beyond your syllabus. You have learnt better ways to respond to difficulties and challenges.

It has been an extraordinary crisis for the nation too. So many lives have been cut short that it will take a long time for us to come out of this collective grief. Yet, there has been a lot to be grateful for. Many lives have been saved too. Our 'Corona Warriors' exemplified the best human values. Our doctors and scientists rose to the challenge. Our Government has been efficiently overseeing the largest vaccination exercise in history.

Dear Students, I love visiting Kerala because of its incomparable natural beauty and the warmth of the people here. The lush green fields, the beaches and back-waters, hills and woods, the ocean and other fascinating aspects of nature in Kerala have attracted people since ancient times. The beauty of Kerala has inspired rich poetry over the centuries. Mathruvandanam is among more popular poems written by Vallathol who is respected as one of the greatest poets of India. The poem is remarkable for the description of Mother Nature and for its patriotic sentiments. In the beginning of the long poem, Vallathol inspires us to salute the Motherland who is revered and who showers her blessings upon us:

Bow to the mother, bow to the mother, Bow to her who is great, Bow to her who grants boons. This great poem by Vallathol also reminds me of our National Song '*Vande-Mataram*'.

Ladies and Gentlemen, Kasargod is the very crown of 'God's Own Country' as it is the northern-most part of the state. Your campus too is a beautiful site. The richness of this environment comes not only from such physical features, but also from the life in it. That is what makes Kasargod rich in biodiversity. Kasargod also has multiplicity of rich and diverse languages and dialects. Did you ever wonder about the link between the two? Experts tell us that the two kinds of diversity, of species and of languages, go hand in hand. The 'linguistic harmony' and the pristine natural beauty that Kasargod takes pride in are connected.

This is a priceless heritage the previous generations conserved and protected for you. It is now your responsibility to ensure that the generation after you will be able to rest their eyes on this beauty. How will you do it? If you carefully listen, nature will show you the way. Its advice, in one word, is harmony. Live in harmony with the environment, just as the seven languages are living in harmony with one another.

Ladies and Gentlemen, I again congratulate the students and scholars for their achievements. I also congratulate teachers and the non-teaching staff to make this possible for the students. The vice-chancellor and his team deserve to be congratulated too. My best wishes are always with you in all your endeavours. I wish you all Merry Christmas and a very happy new year.

Thank you.
Jai Hind!

Online Faculty Development Programme on Research Methodology

A seven-day Faculty Development Programme (FDP) on 'Research Methodology' was organized by the Department of Management, Sanatan Dharma College, Hoshiarpur, Punjab in collaboration with GGDSD College, Haryana, Sri Guru Har Rai Sahib College for Women Chabbewal, Moga College of Education for Girls, Moga, Babe Ke College of Education, Daudhar, Moga, and SDS College of Education for Women, Lopon, recently.

Prof. Sanjay Kaushik, in his inaugural address extended greetings to all the participants and said that every institution should develop its research capabilities and infrastructure and research should be promoted keeping in mind research ethics and its contribution to the society.

Dr. Ashish Rami, Director, Centre for Research and Development and Head, Rai School of Management Studies, Rai University Ahmadabad, in his address presented the overview of academic research and he affirmed that for a fruitful research activity one should always be motivated to do research and always involved in specialized activities associated with research.

Dr. Nimesh Bhojak, Hemchandrcharya North Gujarat University, Patan presented his lecture on 'How to Prepare Literature Review'. He asked few questions from the participants to energizes and warm up them. Further, he started his formal lecture. He explained the contents needed for an article and how to search material to write an article. He took the example of digital literacy in healthcare to clear the concept review preparation. He said that contents of articles have must title, abstract, keywords, literature review, methodology, result, discussion and conclusion. We should always go through conceptual framework to do a research and before writing literature review we must go though literature synthesis.

Dr. Rajeev Rattan Sharma, Head and Professor, Department of Education, Jammu University, Jammu gave a comprehensive detail of sampling and sampling techniques. He explained each and every method of sampling technique in a very simple and impressive way. He suggested that one should be very particular while selecting a sample and sampling technique for a research project. While answering the queries of the participants, Prof. Sharma made it clear to all the participants that no sampling method can be said to be the best. The method is always selected as per the objectives and the need of the study, he stressed.

Dr. Ajai Pal Sharma, Assistant Professor, Central University, Haryana started his lecture on 'How to Prepare Questionnaire' with very practical and convenient approach. He explained the difference between data and information with various examples. Dr. Sharma explained that it is very essential to define the research problem before data collection. Dr. Sharma, in his address gave an overview of the process of question design. Questionnaire evaluation techniques reliability and validity of data was explained by him. The various techniques to test reliability and validity were discussed. The various secondary sources to collect data were discussed in detail.

Dr. Vijay Kumar Chechi, Head, Department of Education, LPU Phagwara started his lecture on 'Analysis of Data and Interpretation' explaining synthesis of analysis and subsequent composition of Interpretation. He explained the difference between various analytical techniques with various examples of each. Dr. Chechi, in his address gave the overview of process of analysis and described six types of research with the help of flowchart. Dr. Chechi, explained primary scales of measurement and analysis techniques. Further, he elaborated on 'Interpretation' by describing methods of arriving at correct interpretation.

Dr. Atul Kumar, Assistant Professor, PGDAV College, Delhi spoke about plagiarism thoroughly. After defining the plagiarism, he discussed different types of plagiarism with practical examples. He talked about various popular and authentic plagiarism softwares like Urkund, Turnitin and iThink. Dr. Atul advised the participants not to use free plagiarism checker softwares because of their low authenticity. Dr. Atul Kumar gave an account of how to cite a source using 7th APA style and how to quote a source in different acceptable ways. He told that software

named Zotero being used for automatic referencing and suggested NVIVO Software for making the process of review of literature easier. Dr. Atul shared the UGC policy on plagiarism and explained different levels of plagiarism including the critical level where plagiarism is a serious threat to researchers. He taught the participants how to check plagiarism and generate plagiarism report using turnitin software step by step.

Dr. Bimal Anjum, Head and Professor, DAV College Chandigarh discussed the basic terms ethics, moral and values in research. He discussed the need of research in the present era. He discussed various issues related with quality of work and manipulation data. Norms and values of research, human dignity, consent and obligation to notify, confidentiality, storage of personal data, responsibility for avoiding harm, respect for third parties, protection of children, respect for privacy and family life, respect for the values and motives of others, respect for posthumous reputations, defining roles and responsibilities, respect for private interests, respect for public administration, respect for vulnerable groups, preservation of cultural monuments and remains. He discussed publication norms and how to improve the quality of research. He discussed in detail what should be avoided during research.

The Vote of Thanks was proposed by Dr. Nand Kishore, Principal, S.D. College, Hoshiarpur on behalf of the College Management, Principals of various collaborating colleges, Head IQAC, Organisning Committee, faculty members and all the participants.

Faculty Development Programme on Green Technology and Sustainable Development

A five-day Faculty Development Programme on 'Green Technology and Sustainable Development' was jointly organized by the Amity Institute of Biotechnology, Amity University Rajasthan, Jaipur and Amity School of Engineering and Technology, Amity University Rajasthan, Jaipur, recently. The programme was sponsored by ATAL-AICTE. As the technological advancement led to the development of the society however, resulted in the pollution of the environment in different ways which finally effecting the human beings in different aspects. This era requires the technologies which can keep the pace of development without producing adverse effect on the environment, natural resources, and human beings. Therefore, there is the need of green technology which is an environment-friendly technology, help the human to do sustainable development and reduce the impact of pollution. The green technology is the development and application of products, equipment and systems used to conserve the natural environment and resources. The implementation of green technology is the demand of this era. Realizing this, eminent speakers enlightened the participants with the research opportunities, development, and emerging areas of green technology during the various sessions of the event.

The Chief Patrons of the programme were Dr. Ashok K Chauhan, Founder President, Amity Group and Dr. Aseem Chauhan, Chancellor, Amity University, Rajasthan. The event started with the welcome address of Prof. Vinay Sharma, Dean, Research and Director, Amity Institute of Biotechnology. Briefing on the aims and purpose of the programme, Prof. Sharma said, "The event will provide a comprehensive forum to enrich knowledge about green technology and sustainable development." Prof. Pankaj K Pandey, Coordinator, Amity School of Engineering and Technology reiterated the need to focus on 5 Rs, i.e., refuse, reduce, reuse, repurpose and recycle for a clean and green environment.

The event was inaugurated by Prof (Dr.) Rakesh Bhatnagar, Vice Chancellor, Amity University, Rajasthan. Prof. Bhatnagar congratulated the Committee and said, "The current event on Green Technology is a conscious effort to ponder over sustainable development and live a life close to nature". Addressing the programme, Pro-Vice Chancellor, Prof. Amit Jain said, "Green technology describes eco-friendly products, and the consumers need to understand and accept green technology for sustainable development."

During his Keynote Address, Prof. BN Mishra, Dr. A.P.J. Abdul Kalam Technical University (AKTU), Lucknow talked about the role of '3D Printing Opportunities in Biotechnology' and its use for food waste management, wastewater treatment and paper production. The session was followed by the talk of Dr Lalit Kumar Singh, BARC, Mumbai on 'Research Scope in Nuclear Energy' in the field of engineering and basic sciences, along with the workings of nuclear reactor. The third talk was delivered by Dr. Pawan Kumar Rakesh, NIT, Uttarakhand who discussed fully and partially biodegradable materials.

Dr. Surajit Das, NIT, Odisha spoke on 'Insights into Bacterial Bioremediation for Degradation and Detoxification of Organic and Inorganic Pollutants'. The participants learned about the use of fungal enzymes for the digestion of algal biomass as a pretreatment process to improve the yield of biogas generation from the talk of Dr. Sanjeev Kumar, IIT, Roorkee who addressed 'Algae for Waste-Water Treatment Coupled Bio-energy Generation'.

During the programme, the subject 'Sustainable and Greener Approach in Synthesis of Value-added Chemicals' was explained by Dr. Raj Kumar Joshi, Malaviya National Institute of Technology (MNIT), Jaipur.

Prof. P Rajaram, Jiwaji University, Gwalior delineated his speech on 'Thin Film Solar Cells and its Role in Harvesting Solar Energy for Sustainable Development'. The session was followed by the talk of Prof. Vinay Sharma, Amity University who explained 'Green Biotechnology' as renewable energy from biomass as conventional energy sources like fossil fuels. Prof. Manish C Srivastava, Amity University, Uttar Pradesh explained the need of recycling scrap metals while delivering upon 'Recycling of Scrap Metals-an Imperative for Sustainability.

Dr. Pooja Dubey, BETI talked about 'Environment Sustainability by Mushroom Technology'. Prof. Indu Shekhar Thakur, Amity University, Haryana talked about 'Capture, Storage and Sequestration of Green House Gases for Production of Biofuel Materials'. The detailed insight of 'Nanocomposites for Sustainable Development' was addressed by Dr. Avadesh Kumar Sharma, REC, UP talked about 'Biomedical Application of Nanocomposites.

Capacity Building Workshop on Accreditation

One-week Online Capacity Building Workshop on 'Accreditation: Different Aspects and Key Points' was organised by the Internal Quality Assurance Cell, Hindu Kanya College, Kapurthala, Punjab, recently. During Inaugural Function, in his Keynote Address, Prof. M M Goel, former Vice Chancellor, Professor and Needonomist from Kurukshetra expressed that all have to develop the power of observation as art by devoting time on what, why, when, where for whom to work without worries and take small but significant steps instead of big-bang approach for NAAC accreditation. The SWOT analysis of an institution with best practices adopted can help to know the performance level, said Prof. Goel. We need to change our perception in the society as teachers called national assets on two days only including Teachers' Day and National Education Day and opined that continuous introspection on the role of teachers in the society throughout the year, believed Prof. Goel. He stressed on the use of Google form for data collection for feedback from the stakeholders including students and teachers with alertness, awakening, and awareness of the misuses of artificial intelligence.

Dr B Anirudhan, Principal, Nehru Arts and Science College, Coimbatore, Tamil Nadu spoke on the Scope of Curricular Aspects in Accreditation and how to score maximum in this by affiliated colleges. Dr Anirudhan cited the need of bringing transparency and clarity in handling the curriculum aspects of the colleges. "It is the sole criteria which can help to score 90% weightage to most of the colleges. NAAC only expect proper documentation of the claims made by colleges and uploading of relevant information on the websites," he said.

Dr Anirudhan also cited the importance of Energy Audit, Green Audit and Hygiene Audit for colleges. It can certainly acclaim applauds and good scores from assessors, he said. He also cited the need of daily updates on college's website. He also encouraged teachers to offer value added courses relating to their subject to students in consultation with market experts.

Prof. Ujjwal K Chowdhury, Pro-Vice Chancellor, ADMAS University, Kolkata stated that pandemic has created many learning opportunities for teaching community of the country. "The days of traditional teaching methods are over now. In future, it is going to be digitised teaching or blending teaching and for that teachers have to be verse with technology and various software applications," he said. He also gave tips and techniques to all participants to make their teaching more effective and innovative. Making emotional as well as professional connect with the students, who are more or less not worried about their future, is the biggest challenge for all teaches, he added. Prof. Chowdhury also put light on the different techniques of evaluation that can be used by educational institutions to adjudge and check students. He expressed concern over non-seriousness of different governments in allocating budget for education. "It is on their least

priority and a common man should raise this issue with their leaders at different platforms," he said. Dr B K Virk, Principal, MR Government College, Fazilka stated the need and importance of SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis for every institution. Addressing the gathering he said, strengths and weaknesses are internal to any organisation but threats and opportunities are external. Every institution should invest in conducting effective SWOT analysis to survive in the market. Dr. Singh cited the examples of Nokia and Motorolla, who were once market leaders in mobile phone market. After the arrival of smartphones, these brands failed to survive, he said, adding that, effective and unbiased SWOT analysis can help institutions to cope up with the market changes. Dr. Virk also suggested that SWOT analysis should be a regular feature for organisations and managements should take the help of expertise from the markets to make it more effective and purposeful. He also discussed the methodology, key-factors to be kept in mind while doing SWOT analysis and dos and don'ts with all participants.

Dr Ajay Lakhanpal, Former Principal, PSR Government College, Baijnath, Kangra, Himachal Pradesh highlighted the need and importance of budgetary provisions for research and extension in colleges. It shows research culture of the college, he said "Colleges should come forward with incentives to promote research and extension activities. Whatever colleges do in extension activities should be community oriented and must have benefits for society," he said. Dr Lakhanpal also suggested colleges to note down every small effort for records and try to bring improvements in these efforts with pass of time. He also answered queries raised by participants relating to research, innovation and extension activities.

Prof. Yogender Verma, Pro-Vice Chancellor, Central University of Himachal Pradesh, in his address, cited the need of sustainable quality and how it can be achieved. "Only quality can bring distinctiveness to any educational institute for achieving quality, one has to put on consistent efforts," he said. Prof. Verma put light on different issues relating to seventh criteria of NAAC Self Study Report for affiliated colleges and highlighted the key points which can help to bring good weightage. He also appealed all colleges to adopt for Green Auditing, Energy Auditing, Rain Water harvesting, E-waste Management and generating energy through alternative resources. NAAC has chalked out parameters so intelligently that nobody can fake the data and activities now, he said adding that, one has to generate proper evidences to substantiate their claims.

On the concluding day, Principal of Hindu Kanya College, the host college, Dr Archna Garg, said that all colleges are required to setup effective support services and systems for benefits of the students. "These are the real backbone of colleges and if maintained and documented effectively, can attract more students as well as good score from ranking agencies," she said. In her address, Dr. Garg suggested the colleges to make their services related systems more transparent and accessible through portals. If done so, students can be benefitted in large numbers from these services, she further said, "Every college should have proper track of all those who have been educated from the college. Constant touch with them can help effective and beneficial contribution from alumni for working and finance of college." Dr. Garg also gave tips on different key points relating to Criteria-5 of the Self Study Report to be submitted by colleges to NAAC for accreditation. Proceedings of each day of the workshop, started with a different musical prayer, prepared by students, faculty members and alumni member. Through each prayer, it was prayed to keep people healthy, safe and cheerful in the stressful times of pandemic.

International Conference on Data Science and Artificial Intelligence

A two-day International Conference on 'Data Science and Artificial Intelligence' is being organized by the Indian Institute of Technology, Patna in collaboration with National Institute of Industrial Engineering (NITIE) Mumbai during April 23-24, 2022 at NITIE, Mumbai. It aims to provide a forum for researchers from both academia and industry to share their latest research contributions, future vision in the field and potential impact across industries of Data Science and artificial Intelligence.

With the intriguing development of technologies in several industries along with the advent of accrescent and ubiquitous computational resources, it creates an ample number of opportunities to develop innovative computational technologies in order to solve the wide range of uncertainties, imprecision, and vagueness issues in various real-life problems. Hybridizing modern computational techniques with traditional computing methods has attracted researchers and academicians to focus on developing

innovative computational techniques. In the near future, computational techniques may provide underlying solutions by effectively using evolving technologies such as computer vision, natural language processing, deep learning, machine learning, scientific computing, and computational vision. As the huge number of intelligent computational algorithms are emerging along with the increasing computational power have significantly extended the potential of developing various intelligent applications. The Tracks of the Conference are:

Data Science

- Data Mining.
- Real-time data management in navigation and mobility.
- Data Integrity, Data Privacy and Security.
- Data Analytics and Modeling.
- Very Large Data Systems.
- Image processing and pattern recognition.
- Energy-Efficient Data Management Techniques.
- Database and Data warehouse.
- Computer Vision and Statistical Learning.
- Machine learning for Large Data Sets.
- Big Data Analytics & Computing.
- Extreme Learning Machines.
- Hybrid Intelligent Systems.

Artificial Intelligence Applications in Data Science

- Data Modeling and Semantic Engineering.
- Benefits of AI in Big Data Analytics.
- Volume Growth of AI in Metadata Use and Management.
- Managing Analytics of Big Data.
- High Performance Data Mining Algorithms.
- Ontologies and Knowledge Sharing.
- Data Science Models and Approaches with AI.
- Hybrid Machine Learning Systems for Data Science.
- Machine Learning Recommender Systems in Big Data.
- Scalable Computing Models, Theories, and Algorithms.
- Performance Evaluation Reports for Big Data Systems.
- Many-Core Computing and Accelerators
- Analytics Reasoning and Sense-making on Big Data

For further details, contact Organising Secretary, Indian Institute of Technology, Patna-801106, E-mail :*icdsai@iaasse.org, icdsai2022@gmail.com*. For updates, log on to*: www.iitpatna.ac.in*

International Conference on Industrial Engineering and Operations Management

A three-day International Conference on 'Industrial Engineering and Operations Management' is being jointly hosted by the NIT Warangal, Telangana and Jawaharlal Nehru Technological University (JNTU) Hyderabad during August 16-18, 2022. The event is planned with hybrid mode due to current COVID-19 global pandemic. It aims to provide a forum for academics, researchers and practitioners to exchange ideas and recent developments in the field of Industrial Engineering and Operations Management. The conference is also expected to foster networking, collaboration and joint effort among the conference participants to advance the theory and practice as well as to identify major trends in Industrial Engineering and Operations Management. The Tracks of the event are:

Track I: Industrial Engineering and Operations Management

- Engineering Management.
- Inventory Management.
- Lean.
- Production Engineering.
- Supply Chain / Supply Chain Sustainability / Green Supply Chain.
- Operations Research.
- Product Lifecycle Management (PLM).
- Six Sigma.
- Sustainable Manufacturing.
- Healthcare Operations and Services.
- Technology Management.
- Environmental Systems Engineering.
- Production Planning and Management.
- Quality.

- Reliability.
- Project Management.
- Statistical Process Monitoring.
- Logistics.
- Construction Management.

Track 2: Computer Integrated Manufacturing

- Automation and Agility.
- Cellular Manufacturing.
- Modelling and Simulation.
- Sensors and Sensing.
- Transportation and Traffic.
- Automotive Manufacturing Systems.
- Mechatronics and IIoT.
- Industry 4.0.
- Robotics.
- Systems Engineering.
- CAD, Applications and Computing.
- Systems Dynamics.
- Manufacturing Science.

Track 3: Business Management

- Human Factors and Ergonomics.
- Information Systems and Management.
- Financial Engineering.
- Statistics.
- Industrial Services.
- Innovation.

Track 4: Artificial Intelligence

- Cyber Security.
- Data Analytics / Business Analytics.
- Decision Sciences.

Track 5: Energy

- Renewable Energy Sources.
- Oil and Gas.
- Fuel Cells.
- Electric Vehicles.
- Heat Transfer Analysis of Energy Systems.
- Defense and Aviation.
- Automobile Engineering.
- IC Engines and Alternate Fuels.

Track 6: Manufacturing

- Additive Manufacturing.
- Subtractive.
- Nontraditional Manufacturing Process.
- Advanced Materials Process.
- Composite Materials.

Special Tracks

- Global Engineering Education (GEE).
- Global Business Management Education.
- Industry 4.0.
- Industry Solutions.
- Diversity and Inclusion Panel sponsored by Ford Motor Company.
- Women in Industry and Academia (WIIA).

For further details, contact Organising Chair, Dr. V Vasu, Associate Professor, Department of Mechanical Engineering, NIT, Warangal, Telengana-506004, Mobile No: 8019789214, E-mail: *vasu@nitw.ac.in, vasuapplepc@gmail.com*. For updates, log on to*: www. http://ieomsociety.org/india2022/* ❑

THESES OF THE MONTH

SOCIAL SCIENCES
A List of doctoral theses accepted by Indian Universities
(Notifications received in AIU during the month of Jan- Feb, 2022)

Accountancy

1. Chabbra, Rajni. **Analysis of book value insolvency of Indian commercial banks: A comparative study of Indian public sector and private sector banks**. (Prof. L N Koli), Department of Accountancy and Law, Dayalbagh Educational Institute, Agra.

2. Chawla, Priyanka. **A study of co-integration between government tax revenues and government expenditures in India**. (Prof. Pravin Saxena), Department of Accountancy and Law, Dayalbagh Educational Institute, Agra.

3. Jitendra Kumar. **Impact of direct tax reforms on tax revenue in India**. (Prof. Pravin Saxena), Department of Accountancy and Law, Dayalbagh Educational Institute, Agra.

4. Satsangi, Suruchi. **Mergers and acquisitions: A pre & post performance analysis of the selected companies**. (Prof. Prem Das Saini), Department of Accountancy and Law, Dayalbagh Educational Institute, Agra.

5. Saurabh Prasad. **Segment reporting practices: A study of selected oil and gas companies in India**. (Dr. Sanil Kumar), Department of Accountancy and Law, Dayalbagh Educational Institute, Agra.

6. Srivastava, Ankita. **Social impact benefit analysis of deemed universities of India: A comparative study between selected deemed universities of Uttar Pradesh**. (Prof. L N Koli), Department of Accountancy and Law, Dayalbagh Educational Institute, Agra.

Anthropology

1. Umesh Kumar. **Madhya Pradesh ke Bega Janjati mein niraoshadhi deshaj chikitsak evam rogchikitsa upchar**. (Dr. K Anil Kumar), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

Commerce

1. Ingole, Mamta Sharad. **A study of quality of work life of women employees in hospitals- with reference to Nanded District**. (Dr. B D Kompalwar), Faculty of Commerce and Management, Swami Ramanand Teerth Marathwada University, Nanded.

2. Khose, Balasaheb Vishwanath. **Marathvadyachya arthik vikasateel State Bank of India chey yogdan: Vishesh sandarbh Osmanabad Jilhya**. (Dr. R S Pawar), Faculty of Commerce and Management, Swami Ramanand Teerth Marathwada University, Nanded.

3. Malhotra, Bhawna. **Performance evaluation of corporate housing sector in India: A study of selected listed companies**. (Dr. Neelam Dhanda), Department of Commerce, Kurukshetra University, Kurukshetra.

4. Mukesh. **Influence of word of mouth communication on consumer purchase decision**. (Dr. Mahabir Narwal), Department of Commerce, Kurukshetra University, Kurukshetra.

5. Pooja. **Greenwash and its influence on consumers purchase intentions**. (Dr. Narendra Singh), Department of Commerce, Kurukshetra University, Kurukshetra.

6. Rathi, Satyanarayan Radhakishan. **A study of consumer behaviour relating to online purchases**. (Dr. C K Bora and Dr. H S Patange), Faculty of Commerce and Management, Swami Ramanand Teerth Marathwada University, Nanded.

7. Sihmar, Deepika. **Impact of consumer holistic thinking on environment conservation in Haryana**. (Dr. Narendra Singh), Department of Commerce, Kurukshetra University, Kurukshetra.

8. Sunil Kumari. **A study of solid waste management practices in Haryana**. (Dr. Jasvinder Kumar Sidhu), Department of Commerce, Kurukshetra University, Kurukshetra.

Economics

1. Chaudhary, Rahul. **Impact of socio-economic schemes of central government for scheduled castes: A comparative study of districts of Uttar Pradesh**. (Prof. V.K. Gangal), Department of Applied Business Economics, Dayalbagh Educational Institute, Agra.

2. Gacche, Rahul Dagadu. **Payabhut suvidhanchya vikasacha arthshastriye abhyas: Vishesh sandarbh: Nanded Jilhya**. (Dr. Suryakant T Pawar), Faculty of Humanities, Swami Ramanand Teerth Marathwada University, Nanded.

3. Goswami, Sumi. **Impact of financial inclusion on economic status of rural poor in Uttar Pradesh: A case study**. (Dr. Sangeeta Kumar), Department of Economics, Dayalbagh Educational Institute, Agra.

4. Gupta, Vasudha. **India's trade relations with Gulf Cooperation Council (CC) countries: Retrospect and prospects**. (Prof. Swami Prasad), Department of Applied Business Economics, Dayalbagh Educational Institute, Agra.

5. Jain, Shweta. **A comparative study of techno stress in public sector and private sector banks in India: With special reference to Agra City**. (Prof. Shalini Dubey and Dr. Anisha Satsangi), Department of Applied Business Economics, Dayalbagh Educational Institute, Agra.

6. Patil, Kiran Janardan. **Thane Jilhya Madhyavarti Sehkari Bankmarfat Rabvinnyat yena-ya vividh pramukh yojnancha ek chikitsak abhyas: Kalkhand 2000-2012**. (Dr. A P Kunte), Faculty of Humanities, Swami Ramanand Teerth Marathwada University, Nanded.

7. Rawal, Kavita. **Economic analysis of stone crusher industry in Haryana**. (Dr. M M Goel), Department of Economics, Kurukshetra University, Kurukshetra.

8. Sikarwar, Neha. **Food systems and food security: Linkages and challenges**. (Prof. Jyoti Gogia), Department of Economics, Dayalbagh Educational Institute, Agra.

9. Tukaram, Madhavi Suresh. **Thane Jilhyateel Agari samajachya arthik va samajik abhyas**. (Dr. K K Patil), Department of Economics, Swami Ramanand Teerth Marathwada University, Nanded.

10. Verma, Nidhi. **Role of MSMEs in employment generation in India: A study of shoe cluster in Agra District**. (Dr. Shalini Dubey), Department of Applied Business Economics, Dayalbagh Educational Institute, Agra.

Education

1. Barot, Avanibahen Pradeepkumar. **A study on organizational climate of elementary schools of Anand District**. (Dr. Hitesh N Dave), Department of Education, Rai University, Ahmedabad.

2. Jadav, Neelam Pradeepkumar. **A study of mental stress of students of secondary schools in the context of certain variables**. (Dr. Ashvinbhai D Shah), Department of Education, Rai University, Ahmedabad.

3. Kharbanda, Jyotika. **Cognitive dissonance as a determinant of critical thinking, academic achievement and academic disengagement of higher secondary students**. (Prof. Archana Kapoor), Department of Foundations of Education, Dayalbagh Educational Institute, Agra.

4. Macwan, Sandhya Joseph. **Impact of literature based tasks on the communicative competence of secondary school students in English**. (Dr. Ashvinbhai D Shah), Department of Education, Rai University, Ahmedabad.

5. Meena Rani. **Modernization in relation to personality, values and self esteem of adolescent students in Haryana**. (Dr. Jyoti Khajuria), Department of Education, Kurukshetra University, Kurukshetra.

6. Patel, Kardambhai Devendrabhai. **Effectiveness of inductive thinking model in the teaching of some units of business organization and management of standard-12th**. (Dr. Bhavesh Kamleshbhai Shah), Department of Education, Rai University, Ahmedabad.

7. Ranjeeta. **Impact of yoga based intervention programme on executive functions and health of students with visual impairment**. (Dr. Sangeeta), Department of Education, Kurukshetra University, Kurukshetra.

8. Rao, Tagaram Kondala. **Impact of continuous and comprehensive evaluation on self-efficacy and life skills at secondary level**. (Prof. N P S Chandel), Department of Pedagogical Sciences, Dayalbagh Educational Institute, Agra.

9. Sadhana. **Effect of activity based method on science process skills, academic achievement and attitude of secondary level students**. (Prof. Savita Srivastava), Department of Foundations of Education, Dayalbagh Educational Institute, Agra.

10. Singh, Namrata. **Effect of blended learning on goal-orientation, task value and satisfaction of students**. (Prof. Archana Kapoor), Department of Pedagogical Sciences, Dayalbagh Educational Institute, Agra.

11. Upadhyay, Astha. **A study of Galatea effect on goal-orientation, resilience and mindfulness of secondary level students**. (Prof. Archana Kapoor), Department of Pedagogical Sciences, Dayalbagh Educational Institute, Agra.

12. Virender Kumar. **A study of stress and coping among early adolescents with hearing impairment studying in special and inclusive schools**. (Prof. D Venkateshwarlu), School of Education, Indira Gandhi National Open University, New Delhi.

Home Science

1. Gautam, Payal. **A cross sectional study of dynamics of sibling relationship**. (Dr. Richa Verma), Department of Home Science, Dayalbagh Educational Institute, Agra.

2. Gupta, Ajita. **Effect of parental time and monetary investment on adolescents well - being**. (Dr. Seema Kashyap), Department of Home Science, Dayalbagh Educational Institute, Agra.

3. Indresh Kumar. **Improving nutritional value of diet by introducing diet diversity through local nutritional solution in rural households**. (Dr. Madhulika Gautam), Department of Home Science, Dayalbagh Educational Institute, Agra.

Law

1. Jyoti Rani. **Protection of witness under the Indian Criminal Justice System: A study**. (Dr. Sushila Chauhan), Department of Law, Kurukshetra University, Kurukshetra.

Library & Information Science

1. Avhad, Popat Eknath. **E-resource management in engineering college libraries of Maharashtra State**. (Dr. Kirit H Shukla), Department of Library and Information Science, Rai University, Ahmedabad.

2. Gajera, Daxa Lilabhai. **A study of arts and commerce college libraries affiliated to Bhakta Kavi Naransinh Mehta University, Junagadh**. (Dr. Kirit H Shukla), Department of Library and Information Science, Rai University, Ahmedabad.

3. Patel, Pallavkumar Gajanan. **A study of collection development and services of B. Ed. college libraries affiliated to Veer Narmad South Gujarat University, Surat**. (Dr. Kirit H Shukla), Department of Library and Information Science, Rai University, Ahmedabad.

4. Rahane, Vijay Chhaburao. **A study on website of university libraries in Maharashtra State**. (Dr. Kirit Shukla), Department of Library and Information Science, Rai University, Ahmedabad.

5. Vikas Singh. **Managing disasters in select libraries of National importance in India**. (Dr. Archana Shukla), Department of Library and Information Science, Indira Gandhi National Open University, New Delhi.

Management

1. Choudhary, Jai Ram. **Opportunities and challenges in utilising Internet of Things in public transport**. (Dr. P N Razdan), Department of Management, Dr D Y Patil Vidyapeeth, Pune.

2. Desai, Trupti Dineshbhai. **A study on HRD climate with special reference to public and private sector banks in Gujarat**. (Dr. Jagdish Raitilal Raiyani), Department of Management, Rai University, Ahmedabad.

3. Garg, Ebha. **Consumers' attitude towards product harm crisis: with special reference to FMCG sector in Agra City**. (Prof. Sunita Kumari and Prof. Sanjeev Swami), Department of Management, Dayalbagh Educational Institute, Agra.

4. Gazal Singh. **A study on digital marketing adoption among MSMEs in Western Uttar Pradesh**. (Prof.Shalini Nigam), Department of Management, Dayalbagh Educational Institute, Agra.

5. Husain, Asim. **Cashless transaction systems: A study of paradigm shift in Indian consumer behaviour**. (Prof. Sanjeev Bhatnagar and Prof. Akshay Kumar Satsangi), Department of Management, Dayalbagh Educational Institute, Agra.

6. Jain, Deepika Dhanyakumar. **Human resource management practices in agro based small enterprises: A study with special reference to Nanded City**. (Dr. M S Deshpande), Faculty of Commerce and Management, Swami Ramanand Teerth Marathwada University, Nanded.

7. Jain, Rashank. **Modeling choice of common investors of India in gold as an investment option**. (Prof. K Santi Swarup), Department of Management, Dayalbagh Educational Institute, Agra.

8. Kanika. **Enablers of entrepreneurial and managerial success: A comparative study in Indian business context**. (Prof. Sumita Srivastava and Prof. Nandita Satsangee), Department of Management, Dayalbagh Educational Institute, Agra.

9. Kapoor, Tamanna. **Readiness for organizational change: A Study of the effects of individual and organizational factors**. (Prof. Sanjeev Swami and Dr. Mahima Mathur), Department of Management, Dayalbagh Educational Institute, Agra.

10. Magar, Anshuman Vijay. **Investment pattern of FDI in select manufacturing industries in Maharashtra**. (Dr. Dhande N C), Faculty of Commerce and Management, Swami Ramanand Teerth Marathwada University, Nanded.

11. Maru, Miten Prabinbhai. **A study on impact of resistance to change in implementation of ERP in Gujarat**. (Dr. Indra Sen Singh), Department of Management, Rai University, Ahmedabad.

12. Nandini, Alakh. **Conscious product design**

semiotics in Indian industry: A systems approach. (Prof. Sanjay Bhushan), Department of Management, Dayalbagh Educational Institute, Agra.

13. Sadhna Kumari. **A systems approach for analysis of bio- medical waste management in hospitals**. (Prof. Shiv Kumar), Department of Management, Dayalbagh Educational Institute, Agra.

14. Shivani. **Influence of firm characteristics and corporate governance on capital structure: A study of listed companies in India**. (Dr. B S Bodla), Department of Management, Kurukshetra University, Kurukshetra.

15. Varshney, Tanya. **Role of social technologies on user engagement and its consequents: Indian internet users 'perspective**. (Dr. Rohit Rajwanshi), Department of Management, Dayalbagh Educational Institute, Agra.

Physical Education & Sports

1. Gohil, Bahadursinh Manubhai. **Yoga inclination among the physical educationists working in Gujarat University**. (Dr. Bharatkumar Madhavlal Patel), Faculty of Humanities, Rai University, Ahmedabad.

2. Mangire, Ganesh Prakash. **Effect of specific yogic exercises on physical fitness and performance of kabaddi and wrestling players of Latur District**. (Dr. Gopal L Moghe), Faculty of Interdisciplinary Studies, Swami Ramanand Teerth Marathwada University, Nanded.

Political Science

1. Kulkarni, Padmaja Bhaskarrao. **Jagatikikrnantar badallele Bhartachey parrashtra dhoran**. (Dr. Sangram More), Faculty of Humanities, Swami Ramanand Teerth Marathwada University, Nanded.

2. Soni, Vijay Kumar. **New media and homeland electoral politics: A study of post-independence Indian Diaspora**. (Dr. Sadananda Sahoo), School of Inter-disciplinary and Trans-disciplinary Studies, Indira Gandhi National Open University, New Delhi.

Psychology

1. Aggarwal, Swati. **A study of organisational effectiveness, employee health and perceived quality of work among employees of pharmaceutical industries**. (Dr. Indra Sen Singh), Department of Psychology, Rai University, Ahmedabad.

2. Jaiswal, Harsha Prakashchandra. **Emotional intelligence and job satisfaction among employees of corporate sector**. (Dr. Indra Sen Singh), Department of Psychology, Rai University, Ahmedabad.

3. Ritu Raj. **Cognitive functioning of children with scotopic sensitivity syndrome**. (Prof. Kamaljeet Sandhu), Department of Psychology, Dayalbagh Educational Institute, Agra.

4. Sethi, Surat Priya. **Cognitive and socio-emotional predictors spiritual consciousness**. (Prof. Archana Satsangi), Department of Psychology, Dayalbagh Educational Institute, Agra.

5. Sunita Devi. **Effectiveness of positive psychology interventions on mental health, self efficacy and emotion regulation among 'At risk' adolescents**. (Prof. Swati Patra), Department of Psychology, Indira Gandhi National Open University, New Delhi.

6. Trivedi, Ravi Jitendrabhai. **Effect of meditation on stress, anxiety and frustration among adults**. (Dr. Indra Sen Singh), Department of Psychology, Rai University, Ahmedabad.

Public Administration

1. Jadhav, Ankush Sahebrao. **Sushasan va Sthanik Swaraj Sanstha: Naded Jilhyateel vishesh abhyas**. (Dr. B C Wadwale), Department of Public Administration, Swami Ramanand Teerth Marathwada University, Nanded.

Social Work

1. Rameshwar, Shivling Vhandkar. **H I V / AIDS samupadeshkanchey karye va karye smadhanta ek abhyas vishesh sandarbh: Vidarbh Vibhag**. (Dr. M A Manjramkar), Faculty of Interdisciplinary Studies, Swami Ramanand Teerth Marathwada University, Nanded.

Sociology

1. Gavhne, Rajendra Ramchandra. **Maharshi Dhondo Keshav Karve yanchey samajik ani shaikshanik karye: Ek samajshastriye adhyayan**. (Dr. Bibhishan Kare), Department of Sociology, Swami Ramanand Teerth Marathwada University, Nanded.

Tourism & Hospitality Services

1. Sheokand, Rahul. **Travel risk perception and mitigation: An exploratory study of international tourists to India**. (Dr. Dinesh Dhankhar), Department of Tourism Management, Kurukshetra University, Kurukshetra.

❑

S K Somaiya College of Arts, Science & Commerce

Vidyanagar, Vidyavihar, Mumbai - 400 077.

MINORITY

APPLICATIONS ARE INVITED FOR THE POST OF PRINCIPAL FROM THE ACADEMIC YEAR 2021-22

AIDED

The advertisement is approved subject to the final decision in the Writ Petition No. 12051/ 2015.

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

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.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

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 **Secretary, H.R. Department, K. J. Somaiya Institute of Management, Vidyanagar, Vidyavihar (E), Ghatkopar (E), Mumbai - 400 077.** within 15 days from the date of publication of this advertisement.

This is University approved advertisement

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Affiliated to the Mahatma Gandhi University and included Under Sec.2(f) list/and 12(B)of the UGC Act And Re-accredited by NAAC with B++ grade

Applications are invited to the following vacancies of **Assistant Professors:-**

- **Chemistry : 1 (Open)**
- **Commerce : 3 (2 Open, 1Community)**

Qualification, age, and scale of pay as per Kerala Govt. /UGC and Mahatma Gandhi University norms and regulations. One vacancy is reserved for benchmark disabilities mentioned in clause 34 of the Right of Person with Disability Act 2016 and G.O (MS) No 96/2021/H.Edn dated 15/02/2021. Application form can be downloaded from the college website or can be had from the college office on all working days on a payment of Rs. 2000/- in cash or by Demand Draft as application fee drawn in favour of The Principal, Sree Sankara College, Kalady, payable at SBI Kalady. Duly filled in application form and copies of all required documents should reach the college office **within 30 days** from the date of this notification.

Sd/-
31/03/2022 **Manager**

SIR SYED COLLEGE

TALIPARAMBA

[Affiliated to Kannur University]
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WANTED

Applications are invited for the following posts at Sir Syed College, Taliparamba.

1	**PRINCIPAL**		
2	**ASSISTANT PROFESSORS**		
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	iii) **Forestry**	**Muslim Community Reservation**	**1**

Age, Qualification and Scale of Pay: As per UGC, Kerala Government and Kannur University norms. Preference will be given to person with disabilities for the vacancies as per G.O. (MS) 96/2021/H.Edn. Dt. 15/02/2021. Application form is available from the college office on payment of Rs.1000/- in person or through money order for Rs.1025/- by post. DD or Cheque is not acceptable. Application along with copies of certificates should reach the Manager **within 30 days** from the date of publication of this notification.

(Sd/-)
Manager

Hyderabad (Sind) National Collegiate Board's

PRIN. K.M.KUNDNANI COLLEGE OF PHARMACY

Plot No. 23, Jote Joy Building, Rambhau Salgaonkar Marg,
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MINORITY

APPLICATIONS ARE INVITED FOR THE FOLLOWING POST FROM THE ACADEMIC YEAR 2021-22

UNAIDED

SELF FINANCE SECTION

Sr. No.	Cadre	Subject	Total No. of Posts	Category
1.	Assistant Professor	Pharmacy	01	01-OPEN

The above post is 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.

The Educational Qualification, Experience & pay-scale for the post of Assistant Professor is as prescribed by the University of Mumbai, AICTE from time to time. Please refer University Circular No. मशिमाक / विशिमाक / तंत्रशिक्षण / ११ / २०२० — २ ०२ १ दिनांक ११ जानेवारी, २०२१ for qualification and experience at the time of interview.

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

Applications with full details should reach the **PRINCIPAL, Prin. K.M. Kundnani College of Pharmacy, Plot no.23, Jote Joy Building, Rambhau Salgaonkar Marg, Cuffe Parade, Mumbai – 400 005** within 15 days from the date of publication of this advertisement.

This is University approved advertisement.

Sd/-
PRINCIPAL

Marathwada Shikshan Prasarak Mandal, Aurangabad

WANTED

Applications are invited from eligible candidates for the following vacancies in M.S.P. Mandal's Grant-in-aid Arts, Commerce & Science Colleges & Law Colleges. The application duly completed in all respect should reach **within 15 days** to the **Secretary, Marathwada Shikshan Prasarak Mandal, Deogiri College Campus, Station Road, Aurangabad-431005 (MS) (Ph.0240-2332347).**

Post	College	No. of Posts	Category
Principal	Arts, Commerce & Science College	04	Open to All
Principal	Law College	02	Open to All

Note :-

1) Qualification, pay scale and conditions of services are as per rules and regulations prescribed by the UGC, Govt. of Maharashtra and University.
2) This Advertisement is made as per No Objection Certificate from Joint Director (Higher Education), Aurangabad Region, Aurangabad vide letter No. JDHE Aurangabad/NOC/2019/39, dated 04/03/2022.
3) Employed candidates shall apply through proper channel and shall submit No Objection Certificate from the employer.
4) Candidate must get verified A.P.I. score from the University.
5) No. T.A. & D.A. will be paid for attending the interview.
6) All the posts are transferable among M.S.P. Mandal's Colleges.

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Marathwada Shikshan Prasarak Mandal,
Aurangabad (MS)

Secretary
Marathwada Shikshan Prasarak Mandal,
Aurangabad (MS)

DAKSHIN SOLAPUR TALUKA SHIKSHAN MANDAL, SOLAPUR

V. G. SHIVDARE COLLEGE OF ARTS, COMMERCE & SCIENCE SOLAPUR

Phone No: 0217-2303411 ● E mail ID : vgs.biotechnology@rediffmail.com

Kannada Linguistic Minority Institute

(Affiliated to P.A.H. Solapur University Solapur)

WANTED

Applications are invited from eligible candidates for the following posts on **Permanent Non-Grant basis.**

Sr. No.	Subject	No. of Posts	Full Time
A	**Assistant Professor**		
	Faculty of Arts (B.A.)		
1	English	02 Open	02 Full Time
	Faculty of Commerce (B.Com.)		
2	Commerce.	01 Open	01 Full Time
	Faculty of Science (Biotechnology) Under Graduate (B.Sc.)		
3	Biotechnology.	04 Open	04 Full Time
4	Biochemistry	02 Open	02 Full Time
5	Microbiology	02 Open	02 Full Time
	Faculty of Science (Biotechnology) Post Graduate (M.Sc.)		
6	Biotechnology	03 Open	03 Full Time
B	Librarian	01 Open	01 Full Time

Conditions:

1. Educational Qualification, Experience are as per UGC norms, Govt. of Maharashtra & Punyashlok Ahilyadevi Holkar Solapur University, Solapur rules issued by time to time.
2. Those who are already in service should apply through proper channel.
3. Incomplete applications will not be entertained.
4. T.A. D.A. will not be paid for attending the interview.
5. Apply in the prescribed form, available in the college office on payment of Rs. **250**/- **(Rs. 275/- by post)** paid by DD/NEFT to college bank a/c 3840291762 IFSC Code CBIN0282702 Central Bank of India, Jule Solapur Branch. A Xerox copy of DD/NEFT Payment counterfoil should be attached with the application form. The application form with relevant copies of documents sent to **President, Dakshin Solapur Taluka Shikshan Mandal's V. G. Shivdare College of Arts, Commerce and Science, Jule Solapur-1, Vijapur Road, Solapur 413 004. (Phone No. 0217-2303411) within 30 days** from the publication of the advertisement.

Place : Solapur
Date :

PRINCIPAL
V. G. Shivdare College of Arts, Commerce and Science, Solapur

PRESIDENT
Dakshin Solapur Taluka Shikshan Mandal, Solapur

Shyamgir Educationl Institution, Shivni Kotal

Shyamgir Mahavidyalaya, Dapka, Tq. Nilanga, Dist. Latur, State Maharashtra

Applications are invited for the post of **Principal** to be filled in SHYAMGIR MAHAVIDYALAYA, DAPKA, TQ. NILANGA, DIST LATUR (Permanent Non-Granted), MAHARASHTRA. Eligible Candidates should submit their application along with all necessary Document **within Five days** from the date of publication of the Advertisement by Registered post only.

Sr. No	Name of the Post (Designation)	No of Post	Reservation
1	**PRINCIPAL**	**ONE(1)**	**Unreserved**

Education Qualification :

A. Eligibility

1. A Masters degree with at least 55% marks (or an equivalent grade a point scale wherever grading system is followed) by a recognized University.
2. A Ph.D Degree in concerned/ allied /relevant discipline (s) in the institution concerned with evidence of published work and research guidance.
3. Professor/ Associate Professor with a total experience of fifteen years of teaching/ research/ administration in Universities College and other Institution of Higher Education.
4. A minimum of 10 research publication in peer reviewed of UGC listed journals.
5. A minimum of 110 research score as per appendix II, Table 2 of UGC Regulations 2018.
6. **Academic Eligibility and other rules Regulation as per UGC 18 July, 2018 and Govt. Resolution No Misc-2018/C.R.56/UNI-1 dated 08 March, 2019.**

B. Tenure.

A College Principal shall be appointed for a period of five years, extendable for another term of five year on the basis of performance assessment by a committee appointed by the University, constituted as per these rules.

Salary & allowances:

Pay scale as per the UGC, State Government & Swami Ramanand Teerth Marathwada University Rules Form time to time.

7th pay scale: Academic Leval-13 A (131400-217100)

1. Prescribed application form is available on the University **Website (www.srtmun.in).**
2. No T.A.D.A will be paid to attend the interview.
3. Eligible candidates those who are already in services should submit their application through proper channel.
4. All attested xeric copies of certificates and other relevant documents should be attached with the application form.
5. The vacant post is being filled under the decision of Hon. High court, Aurangabad Bench Petition No 12051/2015.

Correspondence Address:

Shyamgir Mahavidyalaya, Dapka,
Bank Colony, Tq. Nilanga, Dist. Latur, State Maharashtra
Mob: 9881179000 ● **E-Mail ID: 357smd@gmail.com/principal357@srtmun.ac.in.**

Management Committee
Shyamgir Educational Institution
9422469000

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION (NIEPA)
(Deemed to be University)
17-B Sri Aurobindo Marg, New Delhi-110016
Web: www.niepa.ac.in

ADMISSION NOTICE 2022-23

(i) Integrated M.Phil.-Ph.D. Programme
(ii) Ph.D. (Full-time) Programme
(iii) Ph. D. (Part-time) Programme

The National Institute of Educational Planning and Administration (NIEPA), a Deemed to be University fully funded by Ministry of Human Resource Development, Govt. of India is engaged in capacity building and research in Educational Policy, Planning and Administration.

NIEPA offers Integrated M.Phil - Ph.D, Ph.D (Full-time) and Ph.D. (Part-time) programmes in Educational Policy, Planning and Administration from a broader inter-disciplinary social science perspective. The research programme of NIEPA covers all levels and types of education from both national and international development perspectives. NIEPA invites applications from eligible candidates for admission to its Integrated M.Phil.-Ph.D, Ph.D (Full-time) and Ph.D (Part-time) programmes for the year 2022-23.

Fellowships

All candidates selected for the integrated M.Phil- Ph.D and Ph.D (Full-time) shall be offered **NIEPA** fellowship. NET qualified candidates, who have been awarded Junior Research Fellowship by the UGC and who fulfil the required qualifications, are encouraged to apply for UGC fellowship. However, part-time Ph.D. candidates are not given any fellowship.

Eligibility Criteria

(i) Integrated M.Phil.-Ph.D. Programme

(a) A candidate seeking admission to the Integrated M.Phil/Ph.D. Programme or Ph.D. programme shall have a minimum of 55% marks (50% shall be allowed for the candidates belonging to SC/ST/OBC (non-creamy layers)/ Differently-abled category in the entrance examination conducted by the Institute) or its equivalent grade in Master's Degree in Social Sciences and allied disciplines from a recognized university. Candidates possessing Master's degree in other areas may also be considered if he/she has teaching experience or experience of working in the area of Educational Policy, Planning and Administration.

(b) Three copies of the brief write-up (in the prescribed format) on the proposed research topic of a contemporary issue within the broad framework of Educational Policy, Planning and Administration

(ii) Ph.D. (Full-time) Programme

A candidate seeking admission to Ph.D. (full-time) programme should meet the eligibility criteria as mentioned in Para (a) & (b) above.

(c) A Candidate shall have an M.Phil. Degree in an area closely related to Educational Planning and Administration and/or exceptionally brilliant academic record coupled with publications of high quality.

(d) M.Phil. Graduates will be eligible for admission to the Ph.D. Programme after due scrutiny by the Admission Committee, if they obtain a FGPA of 5 or above on the ten point scale.

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(iii) Part-time Programme

A candidate seeking admission to Part-time Ph.D. programme is required to meet the following criteria: (i) Should meet the eligibility criteria as mentioned in Para 3.1 (a & b) above; (ii) Currently, should be in full-time employment;(iii) Should be a senior level educational functionary with a minimum of five years' work experience in teaching/research in educational policy, planning and administration.

Note: It will be compulsory to attend one-year full-time course work by all part-time and full time scholars.

Mode of Selection

Initial short-listing of applications will be carried out on the basis of Eligibility criteria mentioned above. Short-listed candidates will be required to appear for a written test and those qualifying in the written test will be subjected to personal interview to assess their potential leading to final list of selected candidates, in order of merit.

NIEPA will follow all mandatory provisions in the reservation policy of the Government of India. Admissions to Integrated M.Phil- Ph.D , Ph.D (Full Time) and Ph.D (Part-time) programmes will be made purely on the basis of merit following the prescribed criteria of the Institute.

The Institute reserves the right to decide the number of seats to be filled in the year 2022-23, the criteria for screening of applications; and the selection procedure of candidates for admission to its M.Phil and Ph.D programmes.

Candidates possessing the eligibility qualifications must submit statement of marks at the time of written test on June 18, 2022.

How to Apply

Candidates should apply online in the prescribed Google form for admission to M.Phil and Ph.D programmes of the Institute. A print of the filled in Google form should be sent along with the required documents (according to the list given in the prospectus) and three copies of the brief write-up (in the prescribed format) on the proposed research topic of a contemporary issue within the broad framework of Educational Policy, Planning and Administration. For further details, please refer M.Phil-Ph.D Prospectus, 2022-23 of the Institute.

A non-refundable sum of Rs. 400/-(Rs. 200/- for SC/ST and EWS candidates) through online payment as application fee is mandatory for seeking admission for the above programme. The hard copy of Prospectus can be obtained from NIEPA, if required after filling the Google form.

A link of Google form will be available on the NIEPA website.

Last Date for submission of Application

Application should reach the Registrar, NIEPA, 17-B, Sri Aurobindo Marg, New Delhi-110016 on or before **16th May, 2022**. For further details, please visit our website **www.niepa.ac.in**

For any query related to admissions please send email on admissions@niepa.ac.in.

Registrar

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