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Challenges in Teacher Education in the Context of Implementation of National Education Policy-2020

Suranjita Muni* and Sudarshan Mishra**

The Education Commission (1964-66) says, "Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence, and character of teachers are undoubtedly the most significant." The quality, competence and character of teachers is largely dependent on quality, competence and characters of teacher educators and teacher education institutions. Researchers have often emphasized the importance of links between the quality of education and the adequacy of opportunities for professional development of teachers.

Teachers are the largest professional group engaged in human development, and they are ever-changing in size and character. In order to maintain a balance between demand and supply and to improve the quality and competence of teachers, we have witnessed both quantitative and qualitative improvement in teacher education. At present, in India, we have about 17,000 teacher education institutions, 15 different teacher education programmes and about 24,200 number of courses. There is also qualitative improvement in teacher education. Some of them are:

- Emergence of NCTE from advisory body to statutory body in 1995 for planned and coordinated development of the teacher education system throughout the country;
- Development of Norms and standards for different teacher education programmes
- Development of Curriculum Framework for Teacher education from time to time (1988, 1999, 2009)
- Enhancing the duration of different teacher education programmes (e.g., B.Ed., M.Ed., D.El.Ed.) from one year to two years
- Introduction of Integrated Teacher education programmes like, four-year integrated B.Sc./B.A. B.Ed., four-year integrated B.El.Ed. programme, three-year integrated B.Ed.-M.Ed.
- Opening of teacher education Programmes in multi and interdisciplinary institutes

However, quantitative expansion has outweighed qualitative improvement. This we can observe from the mushrooming growth of private teacher education institutions providing sub-standard

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education compromising with quality. The quality of public teacher education institutions is also very alarming except a few. The Joint Review Mission on Teacher Education visited Odisha during March 10 – 16, 2013. It raised certain key issues and challenges of teacher education in the state at three levels i.e. system, institution and academic processes/practices. It says that the State policy framework and perspective plan for the overall teacher education system in the state has not evolved with changing times. The up-gradation of the state managed teacher education institutions to centrally sponsored institutions - with renewed emphasis on research and being resource centres has not been fully perceived - conceptually and structurally. Institutions engaged in Teacher Education in Odisha have not evolved their identity in line with the recent policy changes. There are no holistic review, feedback and mentoring opportunities available to the TE institutions.

NEP-2020 and Teacher Education

Understanding the importance of teacher education, NEP-2020 says, “Teacher education is truly vital in creating a team of school teachers that will shape the next generation.” Understanding the multidisciplinary perspectives of teacher education it says, “Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, the formation of dispositions and values, and the development of practice under the best mentors.” It also realized the importance of an inclusive society when it says, inclusion and equity will become a key aspects of teacher education (and training for all leadership, administrative, and other positions in schools).

The document has recommended to redesign the teacher education curriculum emphasizing Indian values and traditions. It says, teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions, while also being well-versed in the latest advances in education and pedagogy. It also emphasized on foundational literacy and numeracy. It says, Teacher education and the early grade school curriculum will be redesigned to have a renewed emphasis on foundational literacy and numeracy. NEP-2020 has also emphasized on constitutional values when it says, *All B.Ed. programmes will emphasise the inclusion of Fundamental Duties (Article 51 A) of the Indian Constitution while teaching any subject or performing any activity.* Realizing the criticism

of present curriculum which is more theoretical, it says, *All B.Ed. programmes will also include strong practicum training in the form of in-classroom teaching at local schools.* Our pupil teachers need to identify the creative and gifted children and nurture them. The document says, *every student has innate talents, which must be discovered, nurtured, fostered, and developed. Teacher education will include methods for the recognition and fostering of such student talents and interests. B.Ed. programmes may also allow a specialisation in the education of gifted children.* It also recommended for inclusion of time-tested and most recent techniques in pedagogy in all B.Ed. programmes which will include pedagogy with respect to foundational literacy and numeracy, multilevel teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-centred and collaborative learning.

NEP-2020 urged for revision of National Curriculum Framework for Teacher Education once in every five-ten years by reflecting the changes in revised NCFs and emerging needs in Teacher Education. By 2021, a new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT, based on the principles of NEP-2020. However, the new NCFTE is yet to come.

In addition to one-time expenditures, primarily related to infrastructure and resources, this Policy identifies seven longer-term thrust areas for financing to cultivate a world-class education system. Investing in teacher education and continuing professional development of teachers is one of them.

Multidisciplinary Approach

One of the major recommendations of NEP-2020 is that *all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2025 and offer the 4-year integrated teacher preparation programme.* In order to convert public stand-alone TEIs into multidisciplinary higher educational institutions, it also recommended for support of government funding.

In order to provide multidisciplinary exposure to student teachers, it recommended that *all large multidisciplinary universities -including all public universities as well as all Model Multidisciplinary Colleges shall establish, develop, and house*

outstanding education departments which, aside from carrying out cutting-edge research in various aspects of education, will also run B.Ed. programmes to educate future teachers. These composite multidisciplinary institutions must have apart from education, departments of psychology, philosophy, sociology, neuroscience, Indian languages, arts, history, and literature, as well as various other specialised subjects such as science and mathematics, etc. There should be integration of Vocational, Teacher and Professional Education. In order to provide both content and pedagogical knowledge, teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities. Education departments shall offer B.Ed., M.Ed. and Ph.D. degrees in education.

Many research scholars will go on to become faculty. Hence, NEP-2020 has recommended that all fresh PhD entrants, irrespective of discipline, will be required to take credit-based courses in teaching/ education/ pedagogy related to their chosen PhD subject during their doctoral training period. They should be given an exposure to pedagogic practices, designing curriculum, credible evaluation systems, and so on.

Bachelor of Education Programme

According to NPE-2020, 4-year integrated B.Ed. offered by multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers. The 4-year integrated B.Ed. will be a dual-major holistic Bachelor's degree, in Education as well as a specialised subject (such as a language, or history, music, mathematics, computer science, chemistry, economics, etc.).

However, it also says that each HEI offering the 4-year integrated B.Ed. may also design a 2-year B.Ed. on its campus, for outstanding students who have already received a Bachelor's degree in a specialised subject and wish to pursue teaching. These B.Ed. programmes may also be replaced by suitably adapted 1-year B.Ed. programme, and will be offered only to those who have completed the equivalent 4-year multidisciplinary Bachelor's Degrees or who have obtained a Master's degree in a speciality and wish to become a subject teacher in that speciality.

It also advocated uniform criteria for admission in order to maintain uniform acceptable standards of education, through a single nation-wide entrance examination to be conducted by the National Testing

Agency. The test may contain both subject and aptitude tests and shall be standardised keeping in view the linguistic and cultural diversity of the country.

Faculty Qualification

Master's and Ph.D. degree shall not be the mandatory criteria for faculty members in TEIs. It says that the faculty could also be *those without PhD but having outstanding teaching experience/field experience; and those with training in areas of social sciences that are directly relevant to school education (e.g., psychology, child development, linguistics, sociology, philosophy/political science) as well as from science education, mathematics education, social science education, and language education.*

It recommended for a National Mission for Mentoring, with a large pool of outstanding senior/retired faculty – particularly those with the ability to teach in Indian languages – who would be willing to provide short and long-term mentoring/ professional support to university/ college teachers.

In-service Teacher Education

The document is silent about the future of D.El. Ed. programme run by BIETs, DIETs and ETEIs. It recommended that BIETs, DIETs, school complexes should run special shorter local teacher education programmes. Eminent local persons can be hired to teach at schools or school complexes as 'specialised instructors', for the purpose of promoting local knowledge and skills, e.g., local art, music, agriculture, business, sports, carpentry and other vocational crafts. This programme will be suitably supported by Central and State governments. It also recommended for using technology platforms such as SWAYAM /DIKSHA for online training of the teachers so that standardised training programmes can be administered to large number of teachers within a short span of time. Shorter post-B.Ed. certification courses will also be made widely available, at multidisciplinary colleges and universities, to teachers who may wish to move into more specialised areas of teaching, such as the teaching of students with disabilities, or into leadership and management positions in the schooling system, or to move to one stage to another between foundational, preparatory, middle and secondary stages.

Regulations

Instead of onsite inspection of TEIs, the document recommended for online Self Disclosure based Transparent System for Approvals. Some of

the recommendations are just repetitions of existing norms such as, common norms for public and private HEIs, private philanthropic partnership, fee fixation within broad regulatory framework, etc.

One of the major recommendations of NEP-2020 is that NCTE will not remain as a regulatory body. A new General Education Council (GEC) shall be set up to frame expected learning outcomes for higher education programmes, also referred to as 'graduate attributes'. A National Higher Education Qualification Framework (NHEQF) will be formulated by the GEC and it shall be in sync with the National Skills Qualifications Framework (NSQF). NCTE and other professional councils, such as ICAR, VCI, etc. will be referred to as Professional Standard Setting Bodies (PSSBs). They will be the members of the GEC. As a member of the GEC, NCTE would specify the curriculum framework, against which educational institutions will prepare their own curricula. It would also set the standards or expectations in particular fields of learning and practice while having no regulatory role. There will be one common regulatory regime for the entire higher education sector, eliminating duplication and disjunction of regulatory efforts i.e., the National Higher Education Regulatory Authority (NHERA).

Problems and Challenges

- The document says, all TEIs will be held accountable to adherence to the basic criteria for approval of their programmes; after giving one year for remedy, if any breaches are found, they will be shut down if the breaches are not remedied. Here, question arises when and who will give such directive? We have about 17,000 teacher education institutions and we run about 15 different teacher education programmes. Is one year target sufficient to adhere to the basic criteria for approval? Particularly, in public HEIs, we have scarcity of teachers due to delayed recruitment process for number of causes including pending court cases.
- Secondly, the NEP-2020 recommended to shut down thousands of substandard standalone Teacher Education Institutions (TEIs) across the country as soon as possible in order to fully restore the integrity of the teacher education system. It seems to be very ambitious to shut down substandard TEIs because they are thousands in number. We have not formulated any new norms and standards till date to check the integrity of the teacher education system.

- Whenever a National Education Policy comes, it comes with a Programme of Action. However, a separate Programme of Action for implementation of NEP-2020 is yet to come.
- The present scenario of teacher education in states requires a lot of preparedness especially to comply with the ambitious NEP 2020. We need more centrally sponsored schemes for teacher education.
- Target of 2030 for all teacher education programmes in multidisciplinary institutions and closing down of standalone institutions which are huge in number without any base or parameter is inappropriate.
- NEP should recommend stage specific policies and qualification. Qualification for both teachers and students for each stage must be prescribed i.e., Foundational, Preparatory, Middle and Secondary. Four year ITEP for different stages is a difficult proposition. We don't have curriculum framework of ITEP for different stages.
- With same qualification posted for different stages of education may have differential salary which may create disparity. Promotion scope will also be limited. If one becomes a nursery teacher educator, she will remain with that post for her whole life. There should be both vertical and horizontal mobility. Career progression path should be clearly mentioned and it should be linked with appropriate salary hike.
- The document recommends for Private Philanthropic Partnership for promoting teacher education in the country. Research says, privatization promotes commercialization. From our experiences, it is found that we could not control commercialization leading to compromise with quality. In the name of philanthropy, private institutions are making money out of it. Instead, the policy document should have focussed on how to strengthen the Government system of teacher education.
- The committee recommended for B.Ed. programme of three different types- four year, two year and one-year. One year B.Ed. programme was existing earlier before 2014. It came under serious criticism because of its inadequacy in developing necessary skills and competencies due to time constraint. All one year B.Ed. programme is converted to two years since 2014. Restoring one year B.Ed. programme will deteriorate the

(contd. on pg. 8)

Need for Modern Tools in Social Science Research

Rama Krishna Bandaru*

Besides teaching, research is an essential activity in Universities. Moreover, Universities have to encourage inventions and innovations through research. There are approximately 1000 public and private universities located across India. Along with 'science researches', 'social science researches' are also being undertaken in all the universities. Of late, researches in the field of social science have been increasing in universities. Social science research includes researches in Arts, Social studies, Commerce, Management etc. However, there are criticisms that social science research in state and central universities is not up to expectations as compared to institutions like 'IITs' and 'IIMs' in India. Although, research students are opting suitable methodology as per the title of the research, but they usually suffer in selecting suitable and modern statistical tool. In fact, students from state universities are at par with students from IIT's and IIM's in regard to research competence. However, lack of proper knowledge on modern statistical tool, failure in selection of suitable methodology, failure in formulation of the hypothesis etc. are some of the main issues plaguing the social science research in state wide universities. Majority of the Ph.D. thesis are lacking appropriate statistical analysis supporting their research findings. Therefore, understanding the actual social science research process and modern statistical tools to be used are very essential.

Social Science Research Process

Social science research is quite different from science research. The social science research should be carried out for providing solution to common challenges faced by the mankind and industries. Exploring the unknowns; carrying out evolutionary research; conducting impact assessment of Central and State government schemes; and striving for new discoveries are the basic features of social research. The main purpose of this research is to identify social problems or to provide feasible solution to the problems identified in the society and drawing empirical conclusions. Generally, there are two methods for approaching research to bring out a

contributory conclusion. The first is 'Arbitrary' and the second is 'Scientific' research. An 'arbitrary research' is simply a statement of conclusion based on beliefs, values, assumptions, etc. without any evidence. For example, our elders used to tell the child that in the middle of the Moon there is an old woman positioned under a tree'. Second, 'scientific research' is the process of collecting data on a systematic basis and analyzing the data using 'statistical tools' and drawing 'conclusions' based on the results. The three key elements in scientific research used to draw the conclusions are *firstly* 'data collection', *secondly* 'data analysis' and *thirdly* 'report writing'.

Data collection is the *first step* in research. There are two types of data used by researchers such as primary and secondary data. Secondary data are previously published information. For example, stock market information, GDP, company profit and loss, etc. On the other hand, primary data are collected directly from the target respondents using a questionnaire, schedule, interviews, etc. The person from whom the information is collected refers to a sample unit. Collection of primary data is more complicated than collecting secondary data as suitable 'sampling techniques', 'sample size', selection of destinations, structured questionnaire, etc. are crucial elements in case of primary data collection. The *second step* is to analyze the data so collected using appropriate 'statistical tools'. This is a core area of problem being faced by majority of research scholars in universities across the country. Which statistical tools should be used for primary and secondary data as a part of data analysis is an essential aspect of scientific research.

There are two methods for data analysis. The first is "statistical estimation" and the second is "hypothesis testing". Under statistical estimation, we come to the conclusion based on the results obtained by using the general parameters like mean, median, mode, standard deviation, etc. For instance, we find the 'average' score of Virat Kohli in a match using measures of central tendency. This is also called as descriptive research. Second, we will formulate the hypothesis and test the proposed hypothesis. Hypothesis is a research assumption and should be tested with appropriate statistical tools. Conclusions are drawn based on the results obtained by using diverse statistical tools. Testing of hypothesis is

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done by using suitable statistical tools and drawing conclusions based on the results i.e. ‘p’ value known as scientific research. Report writing is the process of interpreting the results and reporting the results in a systematic manner. This is the last step in scientific research.

Modern Statistical Tools

The key process in the whole research is selection of accurate statistical tools and testing of hypotheses. There are hundreds of econometric models which can be used to analyze the data. We could use panel estimation models, logit models, probit and tobit models, GMM models, ARIMA models for time series data, simple & multiple regression models and many other ‘econometric’ models to test the secondary data based on the drawn hypothesis. Researchers in IITs and IIMs often collect and test the secondary data using assortment of econometric models. Econometric models require at least 30 observations to be used for better model fit. Estimating GDP for 2022, assessing stock market volatility and demand forecasting etc. are some examples. Hypothesis based on primary data can be tested using multi-criteria

decision making tools, or factor analysis, or principal component analysis or structural equation model with the help of ‘AMOS’ & ‘R’ software or maximum likelihood model, etc. Though there are plenty of modern statistical tools and software, our universities research scholars have been using only parametric or non-parametric statistical tools with the help of SPSS package which is a conventional package.

Unbeknownst to the new research, the scholars stay in universities for a longer period of time and fail to submit their research thesis in a timely manner. That is why it would be more beneficial for PhD students if the Vice Chancellors of the state universities will set up a ‘Center for Social Science Research’ at the university level and conduct workshops for students by inviting well equipped resource persons. Moreover, the state and central universities have to recruit the candidates who have knowledge on research methodology and modern statistical tools in the upcoming Assistant professor recruitment. Otherwise, research in the Indian Universities is unlikely to receive adequate recognition. □

(contd. from pg. 6)

quality of teacher education. Again, if we want to give a multidisciplinary exposure to pupil teachers, how could two year or one year B.Ed. programme do that?

- We have thousands of ETEIs, DIETs and BIETs who have been engaged in teacher education at elementary level leading to D.El.Ed. degree. The document is silent about the future of these institutions. What about the future of faculty members working in these institutions? Will they be merged with multidisciplinary institutions? If yes, will these teacher educators teach B.Ed. students? If yes, will they be promoted to Assistant/Associate Professor? In the process, thousands of standalone institutions will lose their own identity.
- The policy document recommended that candidates even without PhD but having outstanding teaching experience/field experience; and those with training in areas of social sciences that are directly relevant to school education (e.g., psychology, child development, linguistics, sociology, philosophy/political science) as well as from science education, mathematics education, social science education, and language education can

also become faculty in the Department of Education. To become a Professor of Mathematics, one must have masters/Ph.D. degree in mathematics. We cannot compromise with the qualification in core discipline. A candidate with masters/Ph.D. degree in education alongwith teaching experience/field experience, training in areas of social sciences, science, mathematics, etc. can only integrate the content with pedagogy. Hence, qualification in core discipline cannot be compromised.

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Networking among Teacher Education Institutions in Madhya Pradesh–Part-I[#]

Jitendra Kumar Patidar*

Life of every institution depends on its networking with other institutions for performing well and achieving its vision and outcomes. That is the reason inter and intra institutional networking is essential for the effective functioning of every institution. They simultaneously operate at various levels but in diverse contexts. The main significant aspects of networking are functional, administrative and financial which encompass all levels of institutional structures from the school to Cluster Resource Center (CRCs)/Block Resource Center (BRCs), through the District Institutes of Education and Training (DIETs)/Colleges of Teacher Education (CTEs) to State Council of Education Research and Training (SCERT), and SCERT to the national level organisations. The networking in all these aspects should be active at all operational levels.

The inter-institutional linkage is crucial for the effective functioning of every institution, because they simultaneously operate in differential contexts. The National Curriculum Framework (NCF)-2005, National Curriculum Framework for Teacher Education (NCFTE)-2009 and Right of Children to Free and Compulsory Education (RTE) Act, 2009 present major challenges for improving the quality of teachers and expanding capacities of the institutions in States to prepare professionally trained personnel for becoming school teachers. Government has initiated steps to revise the existing Centrally Sponsored Scheme of Re-structuring and Re-organisation of Teacher Education. This Scheme was initiated in 1987 pursuant to the formulation of the National Policy on Education, 1986 which emphasised the significance and need of a decentralized system for the professional preparation of teachers, and it was in this context that District Institutes of Teacher Education (DIETs), Colleges of Teacher Education (CTEs) and Institutes of Advanced Study

in Education (IASEs) were established. The scope for co-operation, collaboration and networking relationships between institutions at various levels and with the user systems will be utilised. Proper maintenance and an attitude of innovation and improvement will be promoted systematically (NPE-1986, 6.14).

With the formulation of National Policy on Education (NPE), India initiated a wide range of programmes for achieving the goals of Universalisation of Elementary Education (UEE). These efforts were intensified in the 1980s and 1990s through several schematics and programmes interventions, such as Operation Black Board (OBB), Shiksha Karmi Project (SKP), Andhra Pradesh Primary Education Project (APPEP), Bihar Education Project (BEP), U.P. Basic Education Project (UPBEP), Mahila Samakhya (MS), Lok Jumbish Project (LJP), and Teacher Education which put in place a decentralized system of teacher support through District Institutes of Education and Training, District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan (SSA).

The Centrally-Sponsored Scheme of Restructuring and Reorganization of Teacher Education was launched in 1987 is being revised [*Restructuring and Reorganisation of the Centrally Sponsored Scheme on Teacher Education (CSSTE) - Guidelines for Implementation-2012*] in order to meet the exceptional challenges for the Teacher Education system. Modification of the scheme is also of importance in the context of the need for training requirements of teachers at the secondary level under the Rashtriya Madhyamik Shiksha Abhiyan (RMSA).

There is an urgent need to strengthen the linkages across institutions responsible for teacher education and school education. There is also a need to develop networks of educators and institutions to promote capacity building and performance standards of teacher educators. The policies formulate for different stages of teacher education have been seen as individual entities. There is no comprehensive

[#]This article is comprised of 2 Parts. Part II will be published in Forthcoming Issue.

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teacher development programme analysing the developmental path for the teacher. Pre-service and in-service institutions and educators are not the same and are not even in a sustained dialogue. No responsibility or accountability system can be put in place as a teacher is always at the intersection of the two. A long term holistic and widely networked approach for bringing reforms in educational policies and practices needs to be developed. Across in-service and pre-service institutions, there needs to be a strong linkage; even the network within the institutions and entities dealing with them and their respective components, needs to be made adequate.

The *Justice Verma Commission on Teacher Education (2012)* has emphasized that like all other professionals, a teacher must also grow professionally throughout his/her life. The in-service teacher education is an important strategy for continuing professional development of teachers. The linkages with the States in order to sharing educational innovations optimally are also important. It would be helpful to arrange exposure to the institutions and consultations with the experts across the country.

The basic principles of universal coverage, sustainability of training gains and acquisition of capability for the transfer of training gains to classroom situations need to be observed. The universal coverage implies that every individual in each category of educational personnel like teachers, teacher educators, and educational supervisors from government or government aided institution/school is provided the benefits of the State initiatives.

Education being in the concurrent list in India, the responsibility for providing qualitative inputs in the education sector and the corresponding financial resources has to be shared jointly by the central government and state governments. The Union Budget, 2018-19, has proposed *Samagra Shiksha* to treat school education holistically without segmentation from pre-nursery to Class 12. Currently the *Samagra Shiksha* is implemented as a Centrally Sponsored Scheme in partnership with State Governments for universalising elementary education across the country. It subsumes the three Schemes of SSA, RMSA and Teacher Education (TE).

The main emphasis of the *Samagra Shiksha* is on improving quality of school education by

focusing on the two T's – Teacher and Technology. The integration of Teacher Education would facilitate effective convergence and linkages between different support structures in school education through interventions such as a unified training calendar, innovations in pedagogy, mentoring and monitoring, etc. This single scheme will enable the SCERT to become the nodal agency for conduct and monitoring of all in-service training programmes to make it need-focused and dynamic. It would also enable reaping the benefits of technology and widening the access of good quality education across all States and UTs and across all sections of the Society.

Rationale of the Study

Review of the related literature converges on quality of in-service teacher education. It also suggested some procedures which should be evolved to ascertain free flow of interaction across the institutions within and outside the State. The kinds of networking must be visualized in respect of sharing of resources, such as, human and infrastructure, designing of innovative programmes, effective coordination, and ease in monitoring and appropriate appraisal mechanisms. The communication channel must ensure smooth and prompt flow of funds as stipulated across institutions at different levels. Therefore, keeping in mind the paucity of the researches related to the institutional networking and its potentiality to improve the teacher education specially, in-service, it is thought by the investigator has conducted a research study titled "*A Study of Networking among Teacher Education Institutions/ Centers in terms of Functioning, Academic Programmes and Administrative setup of Madhya Pradesh*".

Definition of Technical Terms

Networking

Networking is prevailing in two directions among institutions i.e., Vertical Networking and Horizontal Networking.

Vertical Networking

Vertical networking means downward and upward communication for academic, functional and administrative support among institutions. In this channel of communication, information does not jump directly from top to the bottom or from bottom

to the top, but they come through a proper systematic channel. So, clearly it provides a systematic channel to management for transmitting ideas, information and instructions to the administrators, teacher educators and teachers. When a communication flows from higher level of authority to lower level of authority, it is called a downward communication e.g. SCERT to DIET. When it flows from lower level of authority to be higher level of authority, it is called an upward communication e.g. DIET to SCERT.

Horizontal Networking

Networking that takes place amongst at same (parallel) levels of an institution is called horizontal networking, i.e., communication between peers, between administrators, teacher educators and teachers at same levels or between any horizontally equivalent institution members e.g. horizontal networking between DIET's, SSA/RMSA, Project coordinator, District Education Officer and other DIET's.

Teacher Education Institutions/Centers

Teacher Education Institutions means all institutions, organisations and centers working for school and teacher education at different levels like - Cluster, Block, District, State and National level.

Functioning

Functioning means any teacher education institutions/centers have their own role and functions regarding academic and administrative works. Academic works are developing and contextualising curriculum, syllabus and textbooks etc.; research; pre and in-service teacher education programmes and other professional development programmes including ICT; implementing and assessing/evaluating different schemes; conducting extension activities like-seminar/conference/workshop, publication of newsletters and journals etc.; upload teaching-learning material on institution website etc.

Administrative works are instructions and guidance provided to subordinate teacher education institutions/centers, policy implementation and follow up, appointment and deputation of human resources, allotment and sanction funds, monitoring and supervision of assign work, rewards and punishment etc.

Academic Programmes

Programmes and activities are indicates all academic programmes and activities conducted for school and teacher education by institutions such as developing and contextualising curriculum, syllabus and textbooks etc.; research; pre and in-service teacher education programmes and other professional development programmes; implementing and assessing/evaluating different schemes; conducting extension activities like-seminar/conference/workshop, publication of newsletters and journals etc.; upload teaching-learning material on institution website etc.

Administrative Setup

Administrative setup means an existing teacher education institutions/centers working under any one/some higher authority and same an existing teacher education institutions/centers supports and guide any one/some subordinate teacher education institutions/centers in regard to any academic area or administrative area.

Objectives

Following were the objectives of the study -

- To study the existing status of teacher education institutions/centers in terms of functioning, academic programmes and administrative setup of Madhya Pradesh.
- To study the horizontal and vertical networking among teacher education institutions/centers in terms of functioning, academic programmes and administrative setup of Madhya Pradesh.

Sample

A sample of 9 teacher education institutions/centers from Madhya Pradesh was drawn, namely, DIET with CTE, DIET with Block Level Institute of Teacher Education (BITE) from both the States. Cluster sampling technique was used selecting BRC and CRC from one of the selected DIETs, and head teachers/teachers from schools in the neighborhood/complex of the DIET.

Tools

Data were collected through a Questionnaire. The questionnaire (Networking among Teacher Education Institutions/Centers) was constructed by the investigator. The questionnaire consisted

of four sections i.e.(a) Basic Information, (b) Information on Academic Activities, (c) Information on Horizontal Networking, and (d) Information on Vertical Networking. The questionnaire consisted of basic qualitative questions, like, institution have got benefits by vertical and horizontal networking with other institutions, challenges faced by the institution in networking with other institutions, opinion for creating better horizontal networking of the institution within and between other institutions, and opinion for creating better vertical networking of the institution with other institutions for programmes and activities. Guidelines for focus group discussions (FGD) were also prepared. Analysis of documents, such as, research reports and other publications of the selected institutions were also undertaken during the field study by the investigator.

Data Collection Procedure

The investigator discussed with Director of RSK/SCERT, Madhya Pradesh about present research study and sent Questionnaire for data collection of sampled institutions/centers. The data was also collected of some institutions/centers by field visits and focus group discussions from both the States. The data was collected from the in-charge faculty of Teacher Education and Research Coordinator at SCERTs, CTEs and DIETs Principals and faculties, BRC & CRC coordinators, Principals/ Head Teachers, Teachers and other educational stakeholders.

Data Analysis

The data analysis was done quantitatively and qualitatively.

Result and Interpretation

The results obtained after analyzing the data obtained from institutions/centers of the Madhya Pradesh in captions like, basic information on institutions/centers: locale, objectives and functions, and administrative and academic authorities; human resource; infrastructure facilities; instructional facilities with ICT and library resources; professional development programmes; and networking among teacher education institutions/centers: information on horizontal networking and vertical networking; areas of the institution have got benefits by vertical and horizontal networking with other institutions; challenges faced by the institution in networking

with other institutions; opinion for creating better horizontal networking the institution within and between other institutions; opinion for creating better vertical networking the institution with other institutions.

Basic Information about Institutions/Centers

Every teacher education institution needs to its their own building with adequate infrastructural facilities with space and human resources. These institutions run different kind of pre-service teacher education programmes, as well as, organise various extension activities such as seminars, workshops, conferences, exhibitions etc. Apart from this, these institutions are also conducting many in-service programmes or professional development programmes. In this context, this section gives information regarding institutions/centers locale, objectives and functions, administrative and academic authorities; human resource; infrastructure facilities; instructional facilities with ICT and library resources and professional development programmes.

Institutions/Centers Locale, Objectives and Functions, and Administrative and Academic Authorities

The institutions/centers are located in diverse geographical locations and they are working under diverse administrative and academic authorities for accomplishment of their objectives and functions. The details of institution-wise/center-wise location, objectives and functions, and administrative and academic authorities in Madhya Pradesh are given in Table 1.1.

Table-1 shows that the DIET, PPTI, CTEs and SCERT are located in urban areas and a majority of BRCs are located in rural areas. To provide quality teacher education by pre-service (D.El.Ed.) and in-service is the goal of all the DIETs and same is done by PPTI expect D.El.Ed. PPTI is conducting two year pre-service programme (DPSE – Diploma in Pre-school Education) for pre-primary school teachers. These institutions also focus on research for monitoring only and conducted short-term research as per RSK instructions. BRCs monitor and collect data from schools and provide need based training to teachers in their Block. CTEs mainly focus on implementing B.Ed. and M.Ed. programmes for in-service teachers and conduct a few extension activities

Table-1 Institution-wise and Center-wise Location, Objectives and Functions, and Administrative and Academic Authorities in Madhya Pradesh

Institutions/ Centers	SCERT	CTE, Ujjain	CTE, Rewa	CTE, Jabalpur	PPTI, Jabalpur	DIET, Rewa	BRC- Rewa	BRC- Raipur	BRC- Gangeo
Locale	U	U	U	U	U	U	U	R	R
Objectives and Functions	R, D, T, E	In- service TE-B. Ed/M. Ed	R,T,E, -In- service	R,T,E, -In- service	R,D,T,E	R,D,T,E	M,T	M,T	M,T
Administrative Authority	RSK	RSK	RSK	RSK	RSK	RSK	RSK-DPC	RSK- DPC	RSK- DPC
Academic Authority	RSK	RSK	RSK	RSK	RSK	RSK	RSK-DPC	RSK- DPC	RSK- DPC

U – Urban; R – Rural; R, D, T, E – Research, Development, Training and Extension

(Seminar and Workshop). All CTEs are conducting need based research as per RSK instructions. SCERT has developed and contextualised curriculum, syllabus and textbooks, research, pre-service and in-service training programmes and other professional development programmes; implemented and evaluated different schemes; conducted extension activities, like, seminar/conference/workshop, publication of journals and uploading teaching-learning material on institution website. Apart from this, Table 1.1 reflects, the Rajya Shiksha

Kendra (RSK) is the administrative and academic authority of all institutions and the administrative and academic authority of all BRCs is having RSK and District Project Coordinator (DPC).

Human Resource

The institutions/centers achieve their objectives and goals through their commitments and professional human resources. In the Table 1.2 is given information of institution-wise/center-wise human resources, such as, academic staff,

Table 1.2: Institution-wise and Center-wise Human Resource in Madhya Pradesh

Institutions/ Centers	SCERT	CTE, Ujjain	CTE, Rewa	CTE, Jabalpur	PPTI, Jabalpur	DIET, Rewa	BRC-Rewa	BRC- Raipur	BRC-Gangeo
Academic Staff Positions									
Posts Sanctioned	47	21	21	32	10	16	41	32	38
Posts Filled	38	11	8	22	7	15	36	26	9
Posts Filled in %	81	52	38	69	70	94	88	81	24
Non-Academic Staff Positions									
Posts Sanctioned	14	17	31	31	6	28	6	3	3
Posts Filled	10	16	14	12	5	17	4	3	3
Posts Filled in %	71	94	45	39	83	61	67	100	100
Technical Staff Positions									
Technical Staff Positions	Nil	Nil	Nil	Nil	Nil	Nil	1	3	2

non-academic staff and technical staff and their current status in terms section posts and filled posts of Madhya Pradesh.

Table-1.2 shows that the DIET, PPTI, CTEs and SCERT are having more vacant positions of human resources. These institutions are having various academic posts sanctioned in adequate but the post filled are not satisfactory. It reflects that the available academic staff has more workload due to more vacancy. The same position is in regard to non-academic staff in these institutions. Currently, some of these institutions are using ICT resources for academic and administrative purpose, but they are not having technical staff on a regular or temporary basis. Only BRCs have some temporary technical staff for updating of data. BRCs and CRCs academic posts are filled in adequate from school teachers or head teachers on deputation or temporary basis.

Infrastructure Facilities

The teacher education institutions/centers need to have their own building with adequate infrastructural facilities with space. According to their sanctioned intake (for pre-service programmes) and educational programmes, these institutions/centers need to have adequate offices, staff rooms, classrooms, multipurpose hall, functional toilets, safe drinking water, power backup facility, hostel facility etc. Teacher education programmes being inclusive; accordingly institutions/centers need to be disable friendly building with other facilities. In Table 1.3 information is given about institutions/centers infrastructure facilities in Madhya Pradesh.

Table 1.3 shows that all institutions/centers are having their own building. BRCs are functioning in the school campus as separate or shared with school. These institutions are having adequate class rooms,

Table 1.3: Institution-wise and Center-wise Infrastructure Facilities in Madhya Pradesh

Institutions/ Centers	SCERT	CTE, Ujjain	CTE, Rewa	CTE, Jabalpur	PPTI, Jabalpur	DIET, Rewa	BRC- Rewa	BRC- Raipur	BRC- Gangeo
Building	Own	Own	Own	Own	Own	Own	Own	Own	Own
Rooms and other	Sufficient	Sufficient	Sufficient	Sufficient	Sufficient	Sufficient	Sufficient	Sufficient	Sufficient
Functional Toilets – Male (Boys & Staff)	Sufficient	Sufficient	Sufficient	Sufficient	Sufficient	Sufficient	0	1	1
Functional Toilets – Female (Girls & Staff)	Sufficient	Sufficient	Sufficient	Sufficient	Sufficient	Sufficient	1	1	1
Hostel Facility –Students (Boys & Girls)	Nil	Yes -Boys	Yes	No	Yes -Girls	Yes	No	No	No
Hostel Facility - Teachers for INSET (Male & Female)	Nil	Yes -Male	Yes	No	Yes -Female	Yes	No	No	No
Approaching into Building for Persons with Special Needs	Ramp	Ramp	Ramp	Ramp	Ramp	Ramp	Ramp	Ramp	No
Drinking Water	Purifier	Purifier	Purifier	Purifier	Purifier	Purifier	Pot	Pot	Pot
Alternative Electricity	Yes	No	Yes	Yes	No	Yes	No	No	No

offices, halls and other facilities like - functional toilets for male (boys & staff) and female (girls & staff). BRCs are having adequate class rooms, offices, halls but adequate functional toilets for male and female are not available. Table 1.3 indicates that the DIET, Rewa and CTE, Rewa are having hostel facilities for teachers (male & female), who participate in in-service programmes for professional development. This facility is also available for pre-service teacher education programmes for student-teachers. The similar facilities are available only for male at CTE, Ujjain and only for female at PPTI, Jabalpur.

The teacher education programme is inclusive. What the institutions/centers require is facilities for specially abled in building with other facilities. The Table 1.3 reveals that all the institutions/centers have ramp for specially abled persons. Other than that, all institutions have drinking water available with purifier and pot. Alternative electricity facilities for power backup are available in DIET, Rewa, CTE,

Rewa and Jabalpur, and SCERT. But BRCs are not having such facilities.

Instructional Facilities with ICT and Library Resources

Instructional facilities are the soul of the any institutions/centers. In this perspective, the institutions/centers need to have laboratories, such as, science, psychology, language and laboratory/resource center for Children's With Special Needs (CWSN); ICT resources including functional computers, internet facility, functional LCD projectors, EDUSAT/Tele or video conferencing, e-content development facility, audio-video library; well-equipped library with adequate seating facility, educational journals and these facilities also need to be shared with other institutions/centers. Table 1.4 gives similar information about institutions/centers of Madhya Pradesh.

Table 1.4 shows that the CTE, Rewa and Jabalpur have Science and Psychology laboratory, and CTE,

Table 1.4: Institution-wise and Center-wise Instructional Facilities with ICT and Library Resources in Madhya Pradesh

Institutions/ Centers	SCERT	CTE, Ujjain	CTE, Rewa	CTE, Jabalpur	PPTI, Jabalpur	DIET, Rewa	BRC- Rewa	BRC- Raipur	BRC- Gangeo
Instructional Facilities									
Laboratories	Nil	Psychology	Science + Psychology	Science + Psychology	No	Psychology +Language	No	No	No
ICT Resources									
Functional Computers	35	40	35	40	2	15	1	2	0
Internet Facilities	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
Functional LCD Projectors	2	3	5	6	0	2	0	0	0
EDUSAT/ Tele or Video Conferencing	Yes	Yes	Yes	No	No	No	No	No	No
Developing of e-Content	Yes	Yes	No	No	No	No	No	No	No
Audio-Video Library	Yes	No	No	No	No	No	No	No	No
Library Resources									
Regular Journals	Yes- 4	Yes-2	Yes-3	Yes	Yes-2	Yes-5	No	No	No
Uses of Library during PSTE & INSET	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
Uses of Library by other Institution	Yes	No	No	Yes	Yes	No	No	No	No

Ujjain has only Psychology laboratory. DIET, Rewa has Psychology and Language laboratory. But BRCs are not having any such laboratories. These institutions are having adequate functional computers according to their optimum need for using ICT teaching-learning resources except, PPTI, Jabalpur and BRCs. Table 1.4 indicates that all the institutions/centers are having internet facility. These institutions also have adequate functional LCD projectors. But the LCD Projector is not available in PPTI, Jabalpur and BRCs. EDUSAT/Tele or Video Conferencing facility, e-content development facilities and Audio-video library is available in SCERT, and EDUSAT/Tele or Video Conferencing facility and e-content development facilities are available in CTE, Ujjain. CTE, Rewa only has EDUSAT/Tele or Video Conferencing facility. Other institutions/centers are not having such ICT resources.

Table 1.4 reveals that all the institutions procure regular educational journals for their library, but such educational journals are not procured by BRCs. The data reflects that the library resources are used by student-teachers, teachers and other stakeholders during pre-service and in-service teacher education programs conducted by all the institutions and these library resources are shared by SCERT, PPTI and CTE, Jabalpur with other institutions. But these library resources are not available in BRCs.

Professional Development Programmes

Professional development is the crucial need of the any professional human being. Being teaching professionals, teachers need to regularly participate in professional development programmes, which are organized by various institutions/centers. In this respects, the details of the in-service teacher education programmes, seminars/workshops,

research/research projects conducted by institutions/centers in Madhya Pradesh are given in Table 1.5.

Table 1.5 reveals that all the institutions/centers organised in-service teacher education programmes as planned by RSK excluding B.Ed. and M.Ed. programmes especially in CTEs because these programmes run as per guidelines of the Department of Higher Education. All the institutions/centers organize workshop, seminar, exhibition, samwad. The Table 1.5 also reflects that the research or research based projects are conducted only by the SCERT. Only student-teachers conducted research at CTEs and DIET. These institutions/centers participated in monitoring and supported the other institutions in conducting research projects.

Networking among Teacher Education Institutions/Centers

Teacher education institutions mean all institutions, organisations and centers working for school and teacher education at different levels. Therefore, the institutions/centers need networking in respect of sharing of resources such as human and infrastructure, designing of innovative programmes, effective coordination, and ease in monitoring and appropriate appraisal mechanisms. These institutions/centers also need communication channel for ensuring smooth and prompt flow of funds as stipulated across institutions at different levels. In this regard, the networking is having two directions among institutions i.e., vertical networking and horizontal networking. In this section, detailed informations are given about horizontal networking and vertical networking of institutions/centers in Madhya Pradesh based on qualitative data, which was collected from sampled institutions/centers and Focus Group Discussions.

Table 1.5: Institution-wise and Center-wise conducted Professional Development Programmes in Madhya Pradesh

Institutions/Centers	SCERT	CTE, Ujjain	CTE, Rewa	CTE, Jabalpur	PPTI, Jabalpur	DIET, Rewa	BRC-Rewa	BRC-Raipur	BRC-Gangeo
In-service teacher education	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Workshop, Seminar, Samwad etc.	Yes	Seminar	Seminar, Workshop	Samwad, Workshop	Samwad, Workshop				
Research/Research Projects	Yes	Yes	Yes	Yes	Nil	Yes	No	Nil	Nil

Information on Horizontal Networking

The networking that takes place among same (parallel) levels of the institution is called horizontal networking, i.e., communication between peers, between administrators, teacher educators and teachers at same levels or between any horizontally equivalent institution members. Horizontal networking within institutions and among departments/faculties and an institution with other institution in Madhya Pradesh is given in this section..

Horizontal Networking within an Institution among Departments/Faculties

The data have been collected from the institutions regarding developing educational programmes and activities within institution among departments/faculties under horizontal networking. This includes annual planning, designing training programmes (pre-service and in-service) and their implementation, follow-up, extension activities, conducting research, sharing innovative practices and experiences and providing on-site support to the field.

The data reflects that the SCERT is working under Rajya Shiksha Kendra (RSK). RSK prepares annual plan or AWP&B (Annual Work Plan and Budgeting) of educational programmes and activities as per MHRD guidelines. After the approval of AWP&B by MHRD, SCERT/RSK develops plan by organising Academic Committee meetings. But other institutions like CTEs and DIETs do not plan at their level. These institutions follow RSK instructions/orders/guidelines. The data shows that the institutions are designing training programmes (pre-service and in-service) and their implementation& follow-up planning is done through institutional meetings and workshops as per RSK instructions. Institutions conduct extension activities in their educational constituency through mathematics and environment exhibition/mela, educational tour, conferences, workshops and orientation programmes, Olympiad with MPCST (MP Council of Science and Technology); mathematics Olympiad with HBCSE (Homi Bhabha Center for Science Education) etc. The SCERT, CTEs and DIETs consist of research cell. These cells conduct mid-term research, short-term research and action research for school teachers and students. Sample institutions' data reveals that the

innovative practices and experiences are being shared by means of workshop, Meeting, seminar, exhibition, lecture and social media, like, WhatsApp. The data further reflects that the institutions are providing on-site support during academic monitoring to the teacher educators, BRCCs, CRCCs, school heads, teachers, student-teachers and students.

Horizontal Networking of an Institution with Other Institutions

The data have been received from the institutions on developing educational programmes and activities with other institutions under horizontal networking. This includes involvement in planning; engagement for developing and contextualisation of teaching-learning materials; involvement in designing training programmes (pre-service and in-service) and their implementation& follow-up; collaboration in conducting research and evaluating programmes and activities; organizing activities for sharing education/teacher education related issues/problems/suggestions/innovative practices and experiences; collaboration for providing on-site support in the field; and mechanism for sharing human resources, infrastructure facilities, repository of academic resources and data.

The data reveals that all the institutions involve other institutions (vertical and horizontal) for planning of educational programmes and activities; designing training programmes (pre-service and in-service) and their implementation & follow-up; organizing activities for sharing education/teacher education related issues/problems/suggestions/innovative practices and experiences; collaborating for providing on-site support to the field. The data also shows that all the institutions engage other institutions including NGOs (Pratham) for developing and contextualisation of teaching-learning materials. The data further indicates that all the institutions are collaborating with other institutions including NGOs for conducting research or action research and evaluating programmes and activities. Majority of the institutions are sharing data only through Education Portal with other institutions, but, other resources, like, human resources, infrastructure facilities and repository of academic resources are sharing very rarely with other institutions at lower levels, like, DIETs, BRCs and CRCs.

Information on Vertical Networking

The vertical networking means downward and upward communication for academic, functional and administrative support among institutions. This section are given information on downward vertical networking of an institution between other institutions and vertical upward networking of an institution other higher institutions in Madhya Pradesh is given in this section..

Downward Vertical Networking of an Institution with Other Institutions

The data have been received from the institutions regarding developing educational programmes and activities in other institutions under vertical (downward) networking. This data is related to supporting an institution to other institutions in planning their programmes and activities; communicating information by an institution to other subordinate institutions for implementing their programmes and activities; coordinating an institution to other subordinate institutions for implementing their programmes and activities; facilitating an institution to other subordinate institutions in conducting research and evaluating programmes and activities undertaken by them; an institution is receiving feedback from other subordinate institutions about implementing programmes and activities and an institution involves persons working in their programmes and activities in subordinate institutions.

The data reveals that all the institutions are supporting other subordinate institutions in planning of their educational programmes and activities; communicating information and coordinating for implementing their programmes and activities. The data also reflects that all the institutions are facilitating other subordinate institutions based on their needs in conducting researches or action researches and evaluating programmes and activities undertaken by them. The data also exhibit that all the institutions are receiving feedback from the other subordinate institutions for improvement and modification of their programmes and activities; and also involving persons who are working in subordinate institutions.

Upward Vertical Networking of an Institution with Other Higher Institutions

The data have been received from the institutions

regarding developing educational programmes and activities between other institutions under vertical (upward) networking. This data is related to an institution which facilitates the other higher institutions for performing/implementing programmes and activities; and provides feedback to other higher institutions about implemented programmes and activities.

The data indicates that all the institutions are facilitating other higher institutions for performing/implementing programmes and activities. The data also reflects that all the institutions are providing feedback to other higher institutions, like, State Govt., RSK, NCTE, NCERT (RIE), NIEPA and Moe (Govt. of India) about implemented programmes and activities for quality improvement of school and teacher education.

Areas of an Institution Benefited by Vertical and Horizontal Networking with Other Institutions

The data have been collected from the institutions regarding benefits that an institution gets in different areas related to educational programmes and activities through vertical and horizontal networking with other institutions from Madhya Pradesh. The data shows that the SCERT/RSK got vertical supports from the national institutions, like, NCERT, NCTE and NIEPA for development of Syllabus & Textbooks, Learning Outcomes, conducting of NAS, Research and Innovation, Monitoring and Evaluation, Leadership, development of two year D.El.Ed Syllabus and Internship programme based on NCTE guidelines. All other institutions also got horizontal and vertical supports for organising many training programmes, *school chale abhiyan* and schemes with the coordination of other organisations.

Challenges Faced by an Institution in Networking with Other Institutions

The data have been received from the institutions about an institution facing challenges in networking with other institutions from Madhya Pradesh. The data reflects that the institutions are not facing any challenges in networking with other institutions. But the data indicates that these institutions are having inadequate academic and supporting staff.

Opinion for Creating Better Horizontal Networking of an Institution within and among Other Institutions

The data have been received from the institutions about their opinion for creating better horizontal networking of an institution within and between other institutions from Madhya Pradesh. The data reflects that the SCERT/RSK need to develop yearly calendar for all the activities and programmes, and timely communicate with adequate budget and frequently conduct sharing meetings, discussions, orientation programmes, workshops and regular dialogue within and between other institutions for creating better horizontal networking. All these institutions are demanding free internet facility with other ICT resources for creating better networking.

Opinion for Creating Better Vertical Networking of an Institution with Other Institutions

The data have been received from the institutions about their opinion for creating better vertical networking of an institution with other institutions from Madhya Pradesh.

The data reflects that the SCERT/RSK need to timely share and communicate results of conducted meetings, discussions, orientation programmes and workshops on all the activities and programmes for better vertical networking of an institution with other institutions. The data also reveals that all the institutions are needs proper work distribution and specifying responsibility within and between other institutions for quality outputs. These institutions are also demanding competitions and

dialogues on different programmes and activities with other institutions for quality improvement of their institutions. The data indicate that all the institutions are more concerned to using their human and physical resources for non-academic activities.

Will continue in next week's Issue.....



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Innovation is the Key to Success

K Sivan, Former Chairman, Indian Space Research Organisation delivered the Convocation Address at the 12th Convocation Ceremony of the Karpagam Academy of Higher Education, Coimbatore on March 23, 2022. He said, “You are all entering into a world, which is exciting, challenging, complex as well as ambiguous. We are going through huge challenges such as life-threatening pandemic, consequences of global climate change and of course the economic dip through recent times. These unprecedented challenges offer valuable learnings, which taught all of us to tackle these challenges. So, we are looking upon the youth to build resilience to these changing global scenarios.” Excerpts

I extend warm congratulation to all the graduating students and special congratulation to those who have excelled at the University level as well as wish you all for the successful career ahead. May all your dreams be fully realised. I would also congratulate the teachers who in their own way have contributed in shaping the young minds. This must be a day of pride for all the parents assembled here for seeing their children get degrees.

As I distinctly see the sparkling eyes in front of me eagerly waiting to be bestowed as Graduates of this Academy, and behind these sparkling eyes, I see the energy of hundreds of youth. This energy is capable of creating thousands of paths with millions of opportunities for national development. National development will not only require effort but also knowledge and wisdom which this Academy has given you. And when I see you all in front of me, I can see a little bit of myself in all of you. I remember my student days and what comes to my mind is that my presence here as a convocation speaker is nothing less than a miracle. You can say, I am the luckiest person standing here to give the convocation speech.

I come from a humble farming family from Nagercoil. I studied in Tamil medium government schools. All my college education was also in Government colleges. I was very shy when I was young. And, as far as college and carrier goes, I was always denied my first choice. After high school, I wanted to study engineering but ended up studying BSc. Mathematics. Later, I got into Engineering and wanted to join satellite centre at Bangalore but ended up joining VSSC. In VSSC also, I wanted to join the Aerodynamics group but ended up joining PSLV project. At every stage of my life, I never got what I wanted as first choice. But I learned a valuable lesson. Life and career is not about making best choices in life but is about making the best of the opportunity available to you. I also understood that

when something is denied to you, something bigger is waiting for you. As Dalai Lama has said “Sometimes not getting what you want is a wonderful stroke of luck.”

Tomorrow, when you roll-up your sleeves to take on the challenges of the Nation and the World, there are three things which will play major role in your life;

- 1) Conquering Personal Fear
- 2) Taking Calculated Risk
- 3) And Innovation or Lateral Thinking.

All these things are interlinked and associated with developing something new, which is essential to take you to top level.

The most powerful question that can be much harder to explore, but has the potential to bring you breath-taking clarity, is simply: What do I fear? Fear is going to be a major player in life, but you get to decide - how much. The root of our fear is our fear of trying something new and failing. Fear of failure influences the types of goals you pursue, the kinds of strategies you use to achieve them, and the level of standards you set as indicators of success. Therefore, to succeed, you need to conquer the fear.

To succeed in any development, you need to take calculated risk. There is a chance that you may fail; but if you overcome the failure, then you can succeed. If you are afraid of short-term risk of failures, then you may end up with long term risk of never achieving anything significant in life. You may be safe in pavilion. But if you are not playing in the field, afraid about hurts, you are losing the chance of winning the game.

The third important thing is innovation. Innovation is not just having a bright idea on paper. A bright idea on paper is just a bright idea. Nothing

more. Innovation is how you implement that idea. And, the initial outcomes of innovation could be imperfect. – I need not tell you, how many times Edison failed in inventing the light bulb. Therefore, my dear students, to reach high, you need to take the risk of innovation. In this process, you may end with short term failures. If you are conquering the fear of failures, you will succeed.

If you observe closely, you will notice that ISRO's philosophy has always been to grow by leaps and bounds. This growth is not possible by conventional methods but only through risk and innovation. When the whole world was using space for military domination, Dr Sarabhai had the innovative idea that for a country like India with its immense size and diversity, the space technology platform is the only suitable platform to fast-track development. To avail the space technology for the rural and remote area, it is essential to have launch vehicle, satellites, ground systems.

The very business of launch vehicle and satellite is extremely risky. Calculated risk along with innovation are absolutely essential if you want to be a major player in space industry. India has taken the risk and used innovative methods to develop all the technologies indigenously. Of course, we also faced the failures, but end result is fruitful.

Now, day-to-day life of each citizen of India in one way or other linked with space technologies. India has also has undertaken extremely challenging and inspiring missions like Chandrayaan, Mars Orbiter Mission and Astrosat. It is this ability to take calculated risk that Honorable Prime Minister gave a challenge to ISRO from the ramparts of Red fort on 15th August 2018 that – before the 75th year of India's independence or even before that, a son or a daughter will carry the Tricolour to Space from Indian soil through *Gaganyaan* mission. It is a great challenge and we will meet that. This program is extremely important for India as it will boost the science and technology capability of the country. It will also ignite the imagination of the youth. The *Gaganyaan* program is on fast track, testing and realization is going on. Very soon, we will see Indians will travel to space from Indian soil by an Indian vehicle.

In fact, I see in front of me many students who can become future scientists and astronauts who will charter a new course of space odyssey for India. And this is truly a national program and I have firm

belief that together we can do it. Another innovation happened recently in India. In a historic movement, based on Hon'ble PM's initiative, Govt. of India had implemented space sector reforms. Because of this historic vision, private industries, academia can also participate in space activities, make rockets, space crafts, launches and do services.

You are aware the *Azadi Ka Amrit Mahotsav* is an initiative of Govt. of India to celebrate and commemorate 75 years of India's independence. As part of this programme, Hon'ble PM announced launch of 75 students' satellites in one go by Indian Technology Congress Association (ITCA) through launch by ISRO.

I am extremely happy to note that the Karpagam Academy of Education along with the institutions under the Karpagam Charity Trust, also part of this programme and making one of the 75 satellites. This is an excellent experience for the students of this institution to be part of the national integration. Let me congratulate the President, Chancellor, Vice Chancellor and the students for joining the national programme.

ISRO is in the process of launching advanced mission Aditya-L1 to explore Sun as well as launching innovative SSLV. In addition to this, advanced propulsion technologies such semi-cryogenic propulsion, green propulsion, electric propulsion as well as advanced quantum communication satellite are also being prepared. In order to meet the future demands, developments of heavier launch vehicles and advanced satellites are also on the anvil.

My dear young friends, you are all entering into a world, which is exciting, challenging, complex as well as ambiguous. We are going through huge challenges such as life-threatening pandemic, consequences of global climate change and of course the economic dip through recent times. These unprecedented challenges offer valuable learnings, which taught all of us to tackle these challenges. So, we are looking upon the youth to build resilience to these changing global scenarios.

We will see how we can achieve this. I would say that huge investments and revolutionary innovations are essential to guide the giant steps needed to put our country in the prime position of an economic power. With such tremendous challenges of development, India has to carve its own strategies for innovation.

Building technological competence is a key factor and a strong instrument for national growth. Today, the entire nation is working towards creating an *Aatmanirbhar Bharat*, the great vision set forth by our Hon'ble Prime Minister.

India is now emerging in the fields of technology and innovation and it is important for us to strengthen our manufacturing, and research and development through a flourishing innovative ecosystem. So, I would say Start-ups, Incubators and academia play a major role in shaping a self-reliant India. From the perspective of building India as a leading innovation nation, the start-up India movement is very critical.

In order to build a robust national innovation ecosystem, we need to nurture entrepreneurship through promoting start-ups. One of the key drivers for this is by institutionalizing innovation in education from academic institutions itself.

At this instant, I should appreciate the timely announcement made by our Hon'ble Prime Minister four years ago in his Independence Day speech where he emphasized that young students must aspire to become job creators rather than job seekers. Soon after the Hon'ble PM's announcement, timely initiatives were taken by all relevant Ministries and departments to create a robust national innovation ecosystem. Now we are seeing the commendable progress made by the start-up-incubator-academic triad to boost your motivation, innovative thinking, and productivity. So, there is a conducive environment for entrepreneurship in the country.

This also coincides with the emergence of new players in the start-up ecosystems such as incubators, accelerators, angel investors, and early-stage venture capitalists, who support early-stage start-ups. Our country today provides immense opportunities for those who want to become start-up entrepreneurs.

Space sector is no different. Government of India has announced space sector reforms for enabling private sector participation for space activities in the country. As you are well aware, Space activities are capital intensive and highly technology oriented. Creating a domestic innovation ecosystem to convert the high risk in space business into big opportunities is really challenging.

I am glad to inform that post reforms announced by Government of India, the Indian industry is positively reciprocating to establish self-reliance in

the space domain. Interestingly most of the space business ventures that are sprouting in the country are through start-ups. Many of them are seeded from academic institutions. Presently, ISRO is collaborating with many start-ups and academia, not only in building launch vehicles and satellites but also in space applications.

Now coming to the second area you should focus on is, addressing the global challenges. You have immense opportunities for contributing towards this. As you know, the international community is encouraging India's active role in promoting global cooperation in climate studies, life threatening diseases, etc.

In the area of global challenges also space technology can contribute a lot. The five important elements of applications of national space programme include space communication; satellite navigation; earth observation, weather and climate perspectives; and learning about the space environment. The space sector policies that are coming up like communication policy, remote sensing policy and navigation policy are going to enable participation of academia and private industries to a large extent to contribute in the above elements. ISRO is fully committed for enabling the young entrepreneurs to take a lead role in contributing to new innovations for overcoming the challenges and for sustaining ourselves in these changing scenarios.

To address these, the most important thing you need to realize is that science and technology are the prioritized strategy for the next stage of national development plans. We need to develop strong capabilities in science and technologies for improving the quality of our lives, create quality manpower, create centres of excellence and an enabling environment for innovation and leveraging our expertise for acquiring a reputation for global leadership in S&T. So, India's strategic efforts need considerable support from research and educational organizations not only for creating the necessary human resources but also undertaking advanced research programmes to enable the continuous upgrading of our capabilities.

With such a large economy, India has the advantage of size, population, and resources that will drive its growth in the future. It is learnt that, the workforce in India is expected to increase by 32 % over the next 20 years. In the context of national growth, the focus on productivity enhancing elements

will be of great importance. In the years to come, academic institutions could play a pivotal role in achieving this.

My dear students, your generation has learnt valuable lessons that we old generation did not have the opportunity to learn – how to tackle uncertainty, and how to make choices under conditions that are unpredictable. As you advance in your careers, I hope your work will always be animated by the noble goal of upholding and strengthening the scientific and technical prowess of the country.

How to achieve this? Dr Kalam said, your dream or your idea must not let you sleep. To implement your idea, innovation has to be the strategy. So, the question is how to innovate? First, you surround yourself with inspiration. Be inspired by great leaders but don't try to emulate them. You learn from them how they overcome the difficulties and innovated. Remove all your biases and assumptions. We all are biased to carry out activities in a linear way and a set of assumptions in our mind regarding the constraints and outcomes. You must ask yourself, how this job can be done in a different way which is better than the conventional method.

Don't throw your crazy ideas away. The thing is, those "crazy" ideas are where most of the world's most successful innovations come from. And the people who succeed in realizing these revolutionary advancements do so because they let themselves believe that a crazy idea could be a reality. And, keep learning. Education is a lifelong process. Never ever think that you have learnt it all and you know everything. My dear graduating students, as each one of you go out of this Academy, it is very important that you trust yourself.

So, in conclusion, I would say, realize your potential of what you can do in life. Make this country proud, make yourself proud, make your parents proud, the opportunity is literally in your hands and make the best use of it.

With these words, I would like to thank all of you for patiently listening to me. Best of luck for the next phase of your life to achieve the great. Do it with great amount of passion, and make India proud.

Thank you!

Jai Hind!



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New Education Policy–2020: A Critical Analysis of Gender-inclusive Perspectives

Md Asraul Hoque* and Arup Baidya**

“Educate one man, you educate one person, but educate a woman and you educate a whole civilization”

- Mahatma Gandhi

As education is a fundamental right for everyone, there should be no discrimination based on gender when providing education facilities. Nearly half of the human population in any country is female; therefore, the literacy rate of women is critical to socioeconomic success of any nation. Female literacy rates in India are lower than males since parents often refuse to send their daughters to school. Many rural families believe that male children are better than female children so that the male child can enjoy all its advantages. Female literacy rates are lower because of legal, religious, and traditional practices, which disallow girls to pursue studies. The literacy rate in India in 2011 was 74.1 per cent, which was 65.5 per cent for females and 82.1 per cent for males, representing a gap of 16.7 per cent (Census of India, 2011). Girls are often marginalized and formal denied education for trivial reasons and unconducive societal norms. Those who come from low-income families, live in rural areas, or are disabled have even less chance of getting formal education.

The Constitution of India; its Preamble, Fundamental Rights, Fundamental Duties, and Directive Principles emphasis on gender equality. The Constitution affirms women’s equality and gives the state the mandate to enact affirmative measures for empowerment of women. Although the Indian government has made various attempts and enacted the ‘Right to Education Act of 2009’ to provide free

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and compulsory education for children aged 6 to 14, the problem of illiteracy persists, particularly among women. Women’s participation in all areas has enhanced and accelerated our country’s growth pace.

Education for women is vital to the country’s overall growth. A well-educated woman may successfully manage her personal and professional lives. A well-educated woman possesses the skills, knowledge, and self-assurance needed to be a better mother, employee, and citizen. Women with higher levels of education will be able to work more effectively and earn more money. Women often reap the greatest dividends from the educational investment. Women’s education increases productivity and promotes economic growth in a country. Failure to educate females to the same level as boys costs some governments over a billion dollars each year.

However, total literacy is still a distant dream in India though several schemes and programme have been launched to alleviate it. Furthermore, the government has imposed strict regulation regarding gender equality. The fourth Sustainable Development Goal (SDG) intends to “promote lifelong learning opportunities for everyone” and “deliver inclusive and equitable quality education for all” by 2030.” In this regard, National Education Policy 2020 (NEP 2020) in India is a welcome step, as it includes a gender lens and many other initiatives. The National Education Policy 2020 emphasizes education of children, youth, especially girls, from socially and economically disadvantaged groups (NEP).

The gender-inclusive perspectives emphasized in the National Education Policy 2020 Gender Inclusion Fund, Safety and Rights, **Safety and Security** of School-Going Girls, Bridging Gender Gap, Samagra Shiksha - An Integrated Scheme for School Education (ISSE), Kasturba Gandhi Balika Vidyalayas (KGBVs), Women-specific Programmes of DST, Women’s Skill Development in India, Policies and Scheme for Girls, Gender Inequity in

the Recruitment of Teachers, Curriculum for Girls, Socioeconomically Disadvantaged Groups (SEDGs), Nutrition to Female Students, Gender Equality and Inclusion, Gender Budgeting, Policies targeted for Girls, and Gender Sensitivity are and these are being discussed briefly hereunder. The gender-inclusive viewpoints in New Education Policy–2020 are critically examined in this research.

Gender Inclusion Fund

National Education Policy (NEP), 2020 recommended setting up a Gender Inclusion Fund (GIF) to build the nation's capacity to provide equitable quality education for all girls as well as transgender students. The fund's major objectives will be to guarantee that all girls attend school with a high college enrollment rate, eliminate gender inequities in all parts of society, practice gender equity and inclusion in society, and improve girls' leadership abilities via civic discourse. State governments will be able to use the fund to help female and transgender children have access to education by implementing goals set by the federal government, such as providing restrooms and sanitation, bicycles, and conditional cash transfers, among other things. In addition, these funds will enable states to support and expand social interventions that address the contextual barriers preventing females and transgender children from gaining access to and participating in education. This money will be used to ensure that all pupils receive a good education and that schools have sanitary facilities. NEP-2020 has proposed dorm amenities for female students in addition to bathrooms, as well as walking groups to encourage community engagement.

India's new education policy recommends the establishment of Kasturba Gandhi Balika Vidyalyayas to improve boarding facilities for students and reduce geographic barriers to education. In addition, it suggests the formation of a "Gender-Inclusion Fund" to improve educational spaces for women and transgender people.

Safety and Rights

Boys and girls have equal access to education. Girls who have received an education have a wider selection of options from which to pick. Education for girls strengthen families, communities, and economies." Every girl has the right to learn, regardless of where she lives, and or her circumstances. Every leader has a responsibility to fulfil and protect this

right, regardless of their position or the resources at their disposal." To keep all children in school, special attention must be devoted to their safety and rights, particularly those of females. Every child has the right to study and obtain a high-quality education, regardless of gender, region, or circumstances.

Safety and Security of School-going Girls

NEP–2020 recommended to ensure the safety and security of female students both on and off campus. Before applying for accreditation, institutions must guarantee that harassment, discrimination, and domineering behaviour are not tolerated on their campuses. Increasing the number of female students will benefit the class. This initiative will examine societal norms and gender stereotypes that prevent females from attending school and promote dropout rates.

Bridging Gender Gap

Despite the fact that the Indian education system and the government policies have made steady progress in closing gender and social category gaps, large differences persist at all stages of schooling, especially at the secondary level for socioeconomically disadvantaged populations who have historically been underrepresented in education. Socially and Economically Disadvantaged Groups (SEDGs) are defined in a variety of ways based on gender (particularly female and transgender individuals). Girls from SEDG backgrounds are four times more likely to drop out of school than boys. Females from the poorest families have the lowest likelihood from elementary school to graduation. According to India's Demographic and Health Survey (DHS-2006), more females (23 percent or 21,800,000) are out of school than boys (16.6% or 16,700,000). Children from rural areas have a higher out-of-school rate (22%) than children from urban areas (14 percent). Out-of-school rates were highest among children in the poorest families (36 percent). According to the Annual Status of Education Report, females outweigh boys in government pre-schools and schools (ASER 2019).

Samagra Shiksha - An Integrated Scheme for School Education

Samagra Shiksha, an Integrated Scheme for School Education (ISSE) comprising many interventions geared at girls' education, is being implemented by the Ministry of Education's Department of School Education and Literacy. One of Samagra Shiksha's key

aims is to eliminate gender and social class disparities in education at all levels. Various initiatives under Samagra Shiksha have been targeted to increase the higher involvement of females in school. Among the interventions are:

- 1) The state-mandated opening of schools in the neighbourhood
- 2) Free textbooks for females up to Class VIII;
- 3) All schools should have gender-segregated restrooms.
- 4) Sensitization programmes for teachers to encourage girls to participate,
- 5) Girls in classes VI through XII get self-defense training.
- 6) CWSN females in grades I through XII get a stipend.
- 7) Hostels/Residential Schools.
- 8) Construction of teacher housing in remote/hilly areas/difficult terrain.

Kasturba Gandhi Balika Vidyalayas (KGBVs)

In rural places and among poor groups, gender discrepancies still exist. When it comes to enrollment patterns, there are still large disparities between boys and girls at the elementary level, especially at the upper primary levels. This has been addressed by the Government of India's Kasturba Gandhi Balika

Vidyalayas, which guarantees that excellent education is possible and accessible. Under the Sarva Shiksha Abhiyan, the KGBVs plan plays a crucial role in providing residential primary educational facilities to girls from Scheduled Castes, Families residing in Educationally Backward Blocks, Scheduled Tribes, Other Backward Classes, Minority Communities, and Scheduled Tribes. One of Samagra Shiksha's key aims is to eliminate gender and social class disparities in education at all levels. Consequently, existing Kasturba Gandhi Balika Vidyalayas (KGBVs) at the upper primary level and Girls' Hostels at the secondary level have been extended/converged under the Scheme to provide residential and educational facilities up to Class XII.

Women's Skill Development in India

In India, the Ministry of Skill Development is aiming to create an atmosphere that promotes women's skill development. Out of a total of 33 National Skill Training Institutes (NSTIs), 19 offer skill training exclusively for women. The Craftsman Training Scheme has been approved for 3,400 seats in NSTIs, while the Crafts Instructor Training Scheme has been approved for 2,225 seats (CITS). 421 women have earned the Advanced Diploma in IT Networking and Cloud Computing. According to the National Apprenticeship Promotion Scheme (NAPS), Apprenticeships for women have risen from

Table 1: A Quick Snapshot of DST's Women-Specific Programs' Outcomes.

Sl. No.	Programmes	Outcome
1	WOS-A, WOS-B, and WOS-C are all part of the Women Scientists Scheme.	In the previous five years and this year, almost 2200 women scientists and technicians have been hired.
2	Fellowship for Women in STEMM in India and the United States (started in 2017).	In two groups of 40 women scientists
3	Consolidation of University Research for Innovation & Excellence in Women Universities (CURIE).	A total of Rs. 40 crore (about) was invested in 8 women's universities, which benefited around 25000 students.
4	CURIE-Artificial Intelligence facility (started in 2019)	A total of Rs.9.20 crore has been allocated to six women's universities.
5	Vigyan Jyoti (started in 2019)	There are around 2500 females in 100 districts (including 12 aspirational districts).
6	National Training Programme for Women Scientists & Technologists (started in 2012-13)	In the government sector, there are 1359 women scientists (since 2012)
7	S&T for Women	In the previous three years, 82 projects have been completed.
8	Women Technology Parks (WTPs)	42 (since inception)
9	SERB Women Excellence Award	57 (since inception)

4% in August 2016 to 12% in December 2020. The percentage of women enrolled in STRIVE-assisted ITIs has increased from 15.5 to 19.1 percent. Women received around 5 lakh of the 23 lakh RPL certificates issued under PMKVY in FY 2019-20. There are 271 Jan Shikshan Sansthan (JSS) that have been sanctioned, with 227 JSSs operating in states and union territories. Women account up 85 percent of the 4 lakh grantees each year.

Women-Specific Programmes of DST

The Department of Science and Technology (DST) has launched the KIRAN (Knowledge Involvement in Research Advancement through Nurturing) Scheme to provide women scientists and technicians with a variety of job opportunities. Its main purpose is to establish gender parity in the science and technology business by attracting more female talent to research and development through a variety of programmes.

The Department of S&T aims to create a Charter for Gender Equality in STEM. A new site for women will be launched this year, with information on scholarships, fellowships, and job opportunities for women. The project's purpose is to build a new ecosystem based on institutions' capabilities and support them in making the shift.

Policies and Scheme for Girls

Emphasis should be placed on implementing policies and programmes for female students from low-income families. Girls' education saves lives and strengthens families, communities, and economies by helping them to make educated decisions based on a larger range of options. Girls who acquire an education will be more aware of their rights, have a better awareness of what is necessary to support their health and well-being, and have a higher chance of finding meaningful jobs and realising their full potential.

The Adolescent Girls' Scheme: This scheme strives to empower and improve the social standing of girls aged 11 to 18 years old via nutrition, life skills, home skills, and vocational training.

Beti Bachao, Beti Padhao: This scheme was launched with initial funding of Rs.100 crore to address the issue of the declining child sex ratio image. It is a national initiative run jointly by the Ministry of Women and Child Development, the Ministry of Health and Family Welfare, and the

Ministry of Human Resource Development (CSR). To address the declining Child Sex Ratio (CSR) and related issues about women's empowerment across the life-cycle continuum, a comprehensive initiative called Beti Bachao Beti Padhao (BBBP) is being implemented.

CBSE Scholarship Scheme/Policy for Girl Education: Only government CBSE schools are eligible for this federal government programme. It is intended to complement the school tuition expense for one girl kid each family in India.

Gender Sensitivity

To reverse under representation, all teacher education programmes must incorporate gender sensitization and sensitization towards all underrepresented groups and knowledge and comprehension of how to educate children with unique impairments (including learning disabilities). As a consequence of this new school culture, which will be implemented by instructors, professional social workers, and counselors, and corresponding changes to the school curriculum to make it more inclusive, students will be sensitised.

Gender Sensitivity will be included in the curriculum. A deeper understanding of other cultures, beliefs, languages, gender identities, and other factors would be required. There will be no prejudices or assumptions in the school curriculum. The new education policy ensures that professors, counsellors, and students are fully aware of gender identity.

Gender Inequity in the Recruitment of Teachers

The goal of NEP 2020 is to address gender disparities in rural teacher recruitment. The strategy aims to implement new ways to ensure that merit and qualifications are considered, and that women teachers have access to relevant recruitment forums. It is undeniable that effective teacher preparation is essential for high-quality instruction.

The policy emphasises the importance of good training for teachers and facilitators, such as anganwadi workers, in order to counsel the families of girl students. The importance of including the family in the counselling process is critical since the disparity between an educated girl kid and her uneducated family leads to a new set of issues.

Special Attention to the Curriculum for Girls

While the policy emphasises gender sensitization, the curriculum needs further attention.

The incorporation of a sex education component in the teaching-learning process must be carefully considered and made necessary. Menstrual hygiene and health education should be incorporated.

Legal literacy is another crucial aspect of compulsory education that should be covered. The female student must understand her legal rights. NEP–2020 curriculum framers must guarantee that these two critical topics are adequately included into the curriculum rather than being done as a gimmick with only cosmetic value.

Gender Equality and Inclusion

The National Education Programme (NEP) aims to achieve equity and inclusion in and through education. Gender equality and inclusion are critical to meeting these goals and ensuring that no one is left behind. Accessibility, equity, and quality must be prioritised in education for girls. NEP’s main focus is on increasing the gender inclusion fund up to class 12, which will benefit all socioeconomically disadvantaged groups as well as transgender people.

The new National Education Programme (NEP) has placed greater emphasis on classroom learning, with a new approach to multidisciplinary programming that emphasises 21st-century abilities. Alternative and innovative education centres will lead to a variety of successful learning routes and extensive engagement of students from various backgrounds.

Socioeconomically Disadvantaged Groups (SEDGs)

Female students are disadvantaged in many

ways, according to NEP–2020, and females make up at least half of each of the four Socioeconomically Disadvantaged Groups (SEDGs) specified in this policy. The strategy aims to address issues that have contributed to girls’ uneven treatment, including their education. It also aims to ensure they are included in the Sustainable Development Goals (SDGs).

The skill improvement courses that NEP promotes provide a clear path ahead for female students and change the way traditional families view male and female education. Some ethnicities are severely underrepresented in contemporary educational institutions. The majority of the policy’s objectives promote inclusion among these groups. These groups have higher dropout rates for a variety of reasons, ranging from tribal areas’ lack of physical accessibility to historical exclusion based on socio-cultural identity categorization.

NEP–2020 has proposed a number of policies and programmes, including targeted scholarships, conditional cash transfers for parents to encourage their children to attend school, and bicycles for transportation. All of these policies and programs have been shown to increase enrolment and representation.

Similar attempts to offer access to cash may assist other Socioeconomically Disadvantaged Groups (SEDGs). Essentially, the goal of this policy is to close any remaining gaps in access to education (including vocational training) for children from low-income families. Specific provisions under Samagra Shiksha 2.0 are given to meet the Sustainable Development Goals for girls and transgender youth in order to attain

Table 2. Resources allocated under Samagra Shiksha 2.0.

Sl. No.	Particulars	Amount (Rs. in lakh) (For the year 2021-22)
1	All children should be provided with free textbooks up to Class VIII.	286055.88
2	Up to class VIII, all girls, SC and ST children and children living below the poverty line will receive uniforms	491952.50
2	Kasturba Gandhi Balika Vidyalayas-	244186.46
4	Netaji Subhash Chandra Bose Awasiya Vidyalayas and Hostels	36025.27
5	Rani Laxmi Bai Atmaraksha Prashikshan (Self-defense training to Girls)	11657.76
6	Incinerator & Sanitary Pad Vending Machines	5606.07
7	Stipend for CWSN Girls	12257.66

(Source: Prabandh: This information was given by the Union Minister of Education, Shri Dharmendra Pradhan in a written reply in the Rajya Sabha 01.12.2021.).

the aforesaid objectives. Table-1 shows how Samagra Shiksha 2.0 allocates supplies and resources.

Nutrition is Provided to Female Students

Furthermore, female health should be prioritised, and care should be made to ensure that female students receive the proper nutrition; the mid-day meal, or even the breakfast specified in the NEP, while important government initiatives, are insufficient to combat malnutrition among female students.

Gender Budgeting

Gender budgeting is the practice of incorporating a gender viewpoint into policymaking at all levels. It involves using a gender lens in the development of laws, policies, plans, programmes, and schemes. It utilises the budget statement as one of several entrance points to close gender inequalities. The budget circular asks ministries and agencies to indicate the amount of public spending they have set aside for women for the coming year. The information provided by the ministries or agencies is used to produce budget statements. GBS is an assertion made by the Ministry of Finance's Budget Division. Statement 19 was the name given to the GBS when it was originally introduced in the union budget of 2005–06. It was known as Statement 20 from the 2006–07 budget through the 2016–17 budget. It has been referred to as Statement 13 since the 2017–18 budget. Because it is included in the main budget and submitted in Parliament, the GBS receives much Attention. Budget circular 2020–21 states explicitly that all sectors and departments influence the lives of women and girls. It also mandates that all ministries and departments adhere “strictly” to the Secretary of the Ministry of Women and Child Development directives.

Conclusion

The gender-inclusive perspectives in National Education Policy 2020 reduce female discrimination, reduce gender gaps, and encourage female literacy, which will help empower women. In addition to this, providing equal educational opportunities to girls has other benefits including economic growth, saving children's lives, smaller and more sustainable families, reduced infection rates for HIV/AIDS and malaria, fewer girls in early marriages, better preparedness for natural disasters, skills to be leaders, etc.

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CAMPUS NEWS

Workshop on Information and Communication Technology

The One-week Workshop on 'Information and Communication Technology in Education' was organised by the School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam, recently. During Inaugural Session, Prof. Minikutty A, Head of the Department, School of Pedagogical Sciences, Mahatma Gandhi University welcomed the gathering with a brief talk after which the Presidential Address was delivered by Prof Asha J V, Dean, Faculty of Education, Mahatma Gandhi University who put forward some thoughts and concerns on the relevance of ICT in education. Prof C T Aravindkumar, Pro-Vice Chancellor, Mahatma Gandhi University did the honor of inaugurating the workshop and enlightened the session with his inspiring thoughts on ICT in education. The session was attended by the teaching faculty, research community and the students. Vote of Thanks was proposed by Dr Ismail Thamarasseri, Assistant Professor, Mahatma Gandhi University.

Mr. Naseerali M K, Assistant Professor, ISS College of Teacher Education, Perinthalmanna, Blogger, Edupreneur and Alumnus of Mahatma Gandhi University was the resource person of the sessions on the Uses of ICT in Education. The themes dealt with included technology based learning environment, learning management systems, pedagogic designs for ICT supported education, teacher centered and learner centered systems, evaluative learning and a whole variety of tools for the same.

The next session began with an oath taking in the context of International Mother Language Day. The resource person familiarized the participants with various ICT tools like 'Jam board', an interactive white board and 'Google Docs' applications. The versatility of Google docs with excellent features like voice typing, translation of documents and other modifications captured the attention of many participants. 'Google slides' which could gracefully replace 'M S Power Point' with many special features like 'Add-ons' were also discussed in detail. In addition, the participants were familiarized with designing online certificates. The session also

dwelt with 'Learning Management Systems', a Quintessential Component of ICT based learning of the day. The relevance and scope of LMS were outlined before a demonstration of 'Moodle'– a popular one. The resource person demonstrated the entire process of creating a Moodle site, explained various features of it and discussed the advantages and applications of it. He also introduced the participants to 'OBS Studio' for recording live classes and 'Slido.com', another important tool. The session came to an end with a brief doubt clarification session in the end where many of the participants voiced their questions regarding various ICT tools to be used in classrooms and were answered to with great zeal by the resource person. The Vote of Thanks was proposed by Ms Julie Jacob, student of first semester M.Ed. programme.

Mr Naseerali MK communicated to the participants the significance and applications of various ICT tools in education through elaborate explanations and detailed demonstrations. His expertise in the field of handling ICT resources with great ease and brilliant demonstration skills were the highlights of the day. In order to mould efficient researchers for the future, the next session was focussed on 'ICT Resources for Research'.

The report of the previous day was presented by Ms Parvathi Rajan after which Ms Athira VV welcomed the gathering and the resource person, Dr Vimal Kumar V for the day. The session was attended by about 61 participants including the teaching faculty, research community and the M.Ed. students.

Dr Vimal Kumar V, Scholar and Professional, Reference Assistant at the Central Library, Mahatma Gandhi University was the resource person and he dealt with the themes i.e. Resources for Research which consisted of E-resources in Education, General and Academic Search Engines, Digital Libraries, Academic Research Database, Indexing Services, Reference Management Software, Writing and Publication and so on in detail. Various aspects of learning plans, tips and tricks for efficient Google search using 'modifiers' like 'file type', academic search engines like Google scholar, digital libraries

like 'Archive.org', 'National Digital Library of India' and institutional repositories like Annual Reviews were discussed. The session also provided in-depth analysis and discussion on 'Academic Research Databases' wherein various indexing services like 'SCOPUS', 'UGC Care List', 'Web of Science', 'Kerala Index', Authentic Online Journals, Various Reference Management Software such as 'Zotero' and 'Mendeley' were discussed. The final segment of the session was a study on publishing—Traditional versus Digital Modes. The speaker compared and elucidated on various types as well as pros and cons of publication modes. The session ended with a doubt clarification session.

Ms Shalini Joseph welcomed the Resource Person, Dr Abdul Jabbar P, School of Computer Science, Mahatma Gandhi University, specialist in the field of Cyber Laws and Cyber Security. He elaborated on cyber security and cyber laws that widened the participants' understanding of cyber space in itself. Further, different IT Acts, the Copyright Act of 1957 and the Universal Declaration of Human Rights were discussed especially in the context of the right to privacy – a highly debated right in the modern world. Deliberations on themes of hacking, phishing and malwares involving the participants were carried out for some time. The speaker also advocated on the need of good cyber hygiene and discussed in detail about 'netiquette' – the code of behaviour and actions to be followed on the internet.

At the end, Resource Person stressed on the need for honesty, integrity and objectivity – the qualities and traits to be followed on the cyber world. The queries of the participants were answered with necessary explanations in between and even towards the end.

The report of the previous day was presented by Ms Reshma Elizabeth Rosh. Ms Rinchu Mariam Varkey welcomed the gathering and introduced the Resource Person of the day, Dr Sajan KS, Expert in the field of ICT, NSS Training College, Ottapalman. He has been a part of several professional training courses and UG and PG levels besides other achievements. The major aspect of the session was 'ICT Integrated Transactional Strategies' and the resource person ventured into digital storytelling, techno pedagogical content knowledge, criteria for selecting ICT resources, cost and copyrights, licensed

ICT resources, reference sites, ICT initiatives of Govt of India and so on. The session began with the resource person refreshing the students' knowledge regarding digital lesson plans, use of smart boards and e-portfolios. It was followed by the introduction of certain techniques in using Google platforms such as *Google classrooms*, *Google docs* and *Google forms*.

The session was engaging and activity oriented one as the speaker engaged the audience constantly by assigning activities likes making posters, creating cartoons and so on in applications which were familiarized in the session. He took great interest in introducing certain hardware and applications which are essential and quite useful for teachers in an ICT enabled classroom. The participants were also enlightened on certain aspects regarding intellectual property and copyright laws for better caution while accessing content from internet. Dr Sajan answered many queries of the audience, especially the research community. Many of the participants downloaded the applications with adequate guidance and proper instructions from the resource person. Dr. Sajan introduced certain gaming applications such as *nearpod*, *white board. fi*, *Quizziz*, etc. These applications will certainly be useful to those teachers who would like to make their classrooms more interesting and engaging. The introduction of national and state initiatives of ICT proved to be highly informative. In addition, *A-Z Screen recorder*, a screen recording application was also introduced with ample demonstration. The session came to an end with a brief doubt clarification. Vote of Thanks was proposed by Ajitha TA, Student. Dr Sajan K S did not spare even a single opportunity to engage the audience in the session by making the maximum people download the applications and learn by doing collaboratively.

Theories of education and learning have come a long way from the days of the past where the teacher was kept on a pedestal and considered to be an idol and the epitome of all knowledge. Modern constructive classrooms require excellent facilitators with good subject knowledge and pedagogy rather than erudite scholars pouring out their knowledge in the traditional method of teaching and learning. Learner centered instruction has called for new techniques like the application of ICT tools and features in classrooms for teaching and learning. Augmented reality and Robotics have made their

way to the modern classrooms. Thus, the fourth day of the workshop was dedicated to ICT integration in education.

The report of the previous day was presented by Ms Neelanjana G. And Ms Vinny Catherine Sam delivered the welcome address. During the Technical Session, Dr K Thiyagu, Scholar and Academician, School of Education, Central University of Kerala spoke on 'ICT Integration in Education'. Dr Thiyagu resorted to familiarising mobile applications as per the convenience of the audience. The resource person introduced augmented reality through applications like Spacecraft AR, AR Solar System, etc. He explained similar applications which can be used for different subjects like 3D Shapes AR, AR Loops, Safari Central, Animal 4D.

Mr. Deepu, Sub Inspector, Gandhinagar Police Station gave a special talk on 'Cyber Security'. The session ended up with Ms. Rinchu Mariam Varkey who proposed Vote of Thanks.

In the next session, Dr Thiyagu introduced Mobile applications like *Mindomo*, *Mi Mind*, note making apps like Keep Notes, Google Keeps for making notes. Ms. Amalu Kattunilam and Ms. Anu, Research Scholar gave the feedback about the session which was followed by Vote of Thanks by Ms Bency Benny.

The report of the previous day was presented by Ms Karthika Rajeev. Later, Ms Anjusha Anil welcomed Dr Muhammed K V, Assistant Professor, School of Pedagogical Sciences, Mahatma Gandhi University, Resource Person of the day. The session was basically on different ICT tools that can be used for assessment and evaluation purposes. Applications like Cahoot, Survey heart, Voliz were discussed with necessary practical sessions where the participants were encouraged to prepare such tools. The resource person explained the applications in detail with live demonstrations. The session saw active interaction between the resource person and the participants. Ms Sumi AM proposed the Vote of Thanks at the end of the session.

Ms Uthara Prasad delivered the welcome speech during the business session led by the faculty of M/s. Senses Electronics Private Limited deal with the uses of smart TV in classrooms, an essential requirement of the modern era. The teachers, research scholars and the MEd Students found it to be highly useful

for the classrooms. Vote of Thanks was proposed by Ms Soorya P.

During Valedictory Session, Prof Minikutty A, Head of the Department, School of Pedagogical Sciences, Mahatma Gandhi University launched the e-certificates for the workshop in online mode. Prof Jaya Jaise felicitated the gathering followed by the representatives from the research and student community. The report of the workshop was presented on the stage by Ms Elizabeth K Lukose and Ms Parvathi Rajan. Dr. Siby G Netto, Assistant Professor, School of Pedagogical Sciences delivered the concluding remarks and Ms Jain Ann Chako proposed Vote of Thanks for the workshop. The session ended with the National Anthem.

Annual International Research Conference

A three-day Annual International Research Conference is being organized by the Indian Institute of Management Lucknow from December 09-11, 2022 at Noida Campus. The event may provide a platform to exchange thought-provoking ideas and issues in various business functions and domains of management. The forum will emphasize capacity building to help render research into effective management practices.

Globally, we are witnessing increased interest in many management and policy level initiatives which require looking at national and global developments from different perspectives. Understanding of effective firm operations and societal well-being is critical for overall growth in an economy. In an increasingly unpredictable era of rapidly changing technology, collective crisis such as COVID-19, globalization and the rise of social media managing robust supply- chains, efficient production, marketing, financial management and employee engagement has become even more challenging. The various Tracks of the event are:

Tracks in Economics

- Agricultural and Natural Resource Economics.
- Business Economics.
- Economic Development and Growth.
- Economic History.
- Economic Systems.
- Environmental and Ecological Economics.

- Financial Economics.
- Other Related Areas.

Tracks in Information Technology and Systems

- Agile Project and Programme Management.
- Artificial Intelligence and Emerging Technologies.
- Big Data and Digital Goods.
- Cyber Security and Risk.
- Data and Information Privacy.
- Data Mining and Predictive Analytics.
- Decision Support Systems and Data Management.
- Other Related Areas.

Tracks in Finance

- Accounting, Auditing and Taxation Issues.
- Alternative Asset Classes.
- Asset Pricing.
- Banking and Regulations.
- Behavioural and Experimental Finance.
- Other Related Areas.

Tracks in Communication

- Audience Theory and Research.
- Communication Theory and Research.
- Crisis Communication.
- Cross-cultural Communication
- Environmental Communication/ Communicating Climate Change.
- Health Communication.
- Other Related Areas.

Tracks in Marketing

- Advertising and Promotions.
- Bottom of Pyramid Marketing.
- Business to Business Marketing.
- Consumer Behavior.
- Customer Relationship Management.
- Other Related Areas.

Tracks in Sustainability

- Business Society and Government.
- Circular Economy and Resource Efficiency.

- Climate Change.
- Corporate Social Responsibility.
- Energy and Environment Policies.
- Energy Businesses.
- Environment and Externalities Trading.
- Other Related Areas.

Tracks in Decision Sciences

- Applied Statistics.
- Bayesian Data Analysis.
- Behavioural OR Statistics.
- Decision Analysis.
- Econometrics.
- Forecasting.
- Other Related Areas.

Tracks in Operations Management

- Behavioural Operations Management.
- Coordination Mechanisms in Supply Chain and Transportation.
- Data Driven Decision Making during COVID-19.
- Decision Making Under Uncertainty.
- Other Related Areas.

Tracks in OB/HRM

- Careers.
- Change Management.
- Diversity and Inclusion.
- HRM.
- International Management.
- Leadership.
- Organization and Management Theory.
- Organizational Culture.
- Social Issues in Management.
- Technology and Innovation Management.
- Other Related Areas.

For further details, contact Convener, Prof. Samir K Srivastava, Dean, Research, Indian Institute of Management, Lucknow-226013, Phone No: +91-522-2734101, E-mail: airc@iiml.ac.in. For updates, log on to: www.iiml.ac.in/events.

International Conference on Sustainable Goals

A two-day International Conference on the theme 'Managing Economic Development and Financial Stability: In the Era of SDGs and ESGs' is being organized by the Indian Institute of Management, Bodh Gaya, Gaya, Bihar during September 16-17, 2022. The Conference aims to bring together leading academic scientists, researchers, faculty and research scholars to exchange and share their experiences and research results on all aspects of sustainable development.

Sustainable Development is a paradigm that is adopted by the United Nations to promote economic development, which is inclusive and makes the life of future generations secure. The adoption of this paradigm has become an urgent need due to threats of global warming and scarcity of natural resources (fossil fuels). At the same time, if the fruit of economic development is not reaching the bottom of the pyramid, then social and political instability will hamper the economic growth in the country. Hence, to make the benefits of the economic development to become long-lasting, there is a consensus around the world to strive for Sustainable Development Goals (SDGs). To promote SDGs, regulators are promoting the process of taking due account of Environmental, Social and Governance (ESG) considerations while making financial and investment decisions among the corporate globally. The Themes of the event are:

- COP 26 Target and COP27 Projections.
- Sustainable Investment Trends in 2022.
- Sustainable Asset Valuation.
- Socially Responsible Investing (SRI).
- Environmental, Social and Governance (ESG) Analysis.
- Climate Financing.
- Carbon Accounting and Trading.
- Financial Innovation for Sustainability.
- Carbon Tax and Energy Financing.
- Sustainability Accounting, Accountability and Reporting.
- Integrated Thinking and Integrated Reporting.
- Governance of Sustainable Finance and Investing.

- Big Data Analytics and Block Chain in Sustainable Finance.
- Sustainable Green Finance.
- Financial Performance and Accounting Practices for Sustainability.
- Innovative Sustainable Financing Instruments.
- Role of Regulators and Financial Institutions on Sustainable Finance.
- ESG investing.
- Sustainability Financial Risk Management.
- Corporate Governance and Ethics in Sustainability.
- Sustainable Financing Practices through Green Bonds.
- ESG ratings and Assessment in Finance.
- Financing a Net-Zero Future.
- ESG and Financial Performance.
- Sustainability Reporting and Accounting.
- Natural Resource Extraction and Sustainable Economic Development.
- International Economic Integration and Environmental Sustainability.
- Resource Curse Hypothesis and Inclusive Development.
- Green Economy and Sustainable Development.
- Energy Economics and Macroeconomic Stability.
- Role of Corporate Innovation and Political Institutions in achieving SDGs.
- The Role of Human Capital to Attain Sustainable Economic Growth.
- Environmental Macroeconomics.
- Role of Political Institutions in Achieving SDGs.
- Digitization and Sustainable Economic Development.
- Commodity Markets and Macroeconomic Stability.
- Geopolitics and Environmental Sustainability.

For further details, contact Organising Secretary, Prof. Archana Patro, Indian Institute of Management, Bodh Gaya Uruvela, Prabandh Vihar, Bodh Gaya-824234, Gaya, (Bihar), Mobile No: +91-9996814983, E-mail: icsg@iimb.ac.in. For updates, log on to: <https://iimb.ac.in/icsg-2022> □

THESES OF THE MONTH

HUMANITIES

A List of doctoral theses accepted by Indian Universities (Notifications received in AIU during the month of April-May, 2022)

Geography

1. Pratap Singh. **Violence against women: A case study of Haryana in time space perspective.** (Dr. Binu Sangwan), Department of Geography, Maharshi Dayanand University, Rohtak.

History

1. Pinki Kumari. **Uttar Paschimi Bharat mein shilpkkaar: Ek adhyayan 600 isvi san-1200 isvi san.** (Dr. Vijay Kumar), Department of History, Maharshi Dayanand University, Rohtak.

2. Suresh Kumar, K V. **Selected village deities of Vizianagaram District of Andhra Pradesh: A socio-historical study.** (Prof. Ch Swaroopa Rani), Department of History, Acharya Nagarjuna University, Nagarjuna Nagar.

Languages & Literature

Bodo

1. Basumatary, Lakshmi. **Affixes in Baro and Rabha: A typological study.** (Dr. Phukan Chandra Basumatary), Department of Bodo, Bodoland University, Kokrajhar.

English

1. Boora, Nidhi. **Contemporizing Ramayana: A study of Amish Tripathi's novels.** (Dr. Sudhir Kumar), Department of English, Maharshi Dayanand University, Rohtak.

2. Deeksha. **Configuration of spaces in the selected works of Orhan Pamuk and Elif Shafak.** (Dr. Loveleen Mohan), Department of English, Maharshi Dayanand University, Rohtak.

3. Esha. **Philosophical tenets of the Bhagavadgita in Patrick White's Voss, William Golding's Darkness Visible, Arun Joshi's The Last Labyrinth and Saul Bellow Herzog.** (Dr. Ravi Bhushan), Department of English, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

4. Khera, Savi. **Narratives of conflict, trauma and recuperation: A study of selected works of Syed Abdul Malik and Arupa Kalita Patangia.** (Dr. Loveleen Mohan), Department of English, Maharshi Dayanand University, Rohtak.

5. Nandal, Sheetal. **The idea of literary in science fiction: A study of the selected works of Kim Stanley Robinson.** (Dr. Lovleen Mohan), Department of English, Maharshi Dayanand University, Rohtak.

6. Narayana, Bashyam. **A paradigm shift in teaching English vocabulary for employability: An empirical study in the select engineering colleges.** (Dr. Suneetha Yedla), Department of English, Acharya Nagarjuna University, Nagarjuna Nagar.

7. Patel, Sweetiben Purushottambhai. **Impact of Gujarati dialect in teaching of English language at undergraduate colleges of HNGU.** (Dr. Chetan Mewada), Department of English, Gujarat University, Ahmedabad.

8. Setia, Poonam. **The matrix of spirituality: A study of the selected novels of Zora Neale Hurston, Toni Morrison, Alice Walker and Gloria Naylor.** (Dr. Gulab Singh), Department of English, Maharshi Dayanand University, Rohtak.

9. Sudheer Kumar, N. **Translation quality assessment using house's model and back-translation method: A study.** (Prof. M Suresh Kumar), Department of English, Acharya Nagarjuna University, Nagarjuna Nagar.

Garo

1. Ch Marak, Jamie Mary. **A comparative phonological study of Garagan Ching and A 'We'.** (Dr. Dokatchi Ch Marak), Department of Garo, North Eastern Hill University, Shillong.

2. Sangma, Joesh B. **Influence of the Bible on Garo poetry: A study of major poets.** (Dr. Fameline

K Marak), Department of Garo, North Eastern Hill University, Shillong.

Gujarati

1. Shah, Anjali Viral. **Mahabharat aadharit Gujarati navalkathama alekhit nari patrono manovaigyanik abhyas: Parthane kaho Chadhave Baan, Gandhari, Radha, Draupadi, Shikhandi na vishesh sandarbhe.** (Dr Darshana Oza), Department of Gujarati, S.N.D.T. Women's University, Mumbai.

2. Thaker, Nandini Rajesh. **Mirabai ane Janabai-tulanatmak abhyaas.** (Dr. Darshana Oza), Department of Gujarati, S.N.D.T. Women's University, Mumbai.

Hindi

1. Deepak. **Adwaitvad ke pariprekshey mein Sant Sundardas ke kavye ka anusheelan.** (Dr. Krishna Devi), Department of Hindi, Maharshi Dayanand University, Rohtak.

2. Mohit. **Abdul Bismillah ke kahaniyoan mein varnit Muslim samaj aur sanskriti.** (Dr. Sanjeev Kumar), Department of Hindi, Maharshi Dayanand University, Rohtak.

3. Punam Kumari. **21vi sadi ke Hindi upanyasoan mein chitrit madhyam varg.** (Dr. Maya Malik), Department of Hindi, Maharshi Dayanand University, Rohtak.

Kannada

1. Chandrasah, P. **The form of conflict and compatibility in the narratives literature of coastal Karnataka: A study of selected short stories and noveles.** (Dr. K V Nagarajappa), Department of Kannada Literature Studies, Kannada University, Hampi, District Bellary.

2. Jayaveer, A K. **Nature of food culture in Kannada dalita novels.** (Dr. G L Hegade), Department of Kannada Literature Studies, Kannada University, Hampi, District Bellary.

3. Kharadi, Mallappa Shankar. **The rebellious views in Kanaka- Purandaradasa Keeratana's.** (Dr. V S Mali), Department of Kannada Literature Studies, Kannada University, Hampi, District Bellary.

Sanskrit

1. Bhat, Pramod. **Puranetihasayoh Shraddhakalpavimarshah.** (Prof. Subray V Bhat),

Department of Puranetihas, Central Sanskrit University, New Delhi.

2. Chatterjee, Sandip. **A study of Srimadbhagavadgita in the light of Kevaladvaita Visistadvaita and Achintyabhedabheda School.** (Prof. Gaurpriya Dash), Department of Advaita Vadanta, Central Sanskrit University, New Delhi.

3. Chaudhari, Rahul. **Pancharatna-prakashasya sampadanam samalochanatmaka madhyayanancha.** (Prof. Vishwambharnath Giri), Department of Darshana, Central Sanskrit University, New Delhi.

4. Dash, Purna Chandra. **A critical study of Vyadhikaranadidhiti (UP to Chakravarti Laksana In the light of Jagadishgadadhari).** (Dr. Mahesh Jha), Department of Navya Nyaya, Central Sanskrit University, New Delhi.

5. Dubey, Tribhuvan Nath. **Meghadoot kavyasya Shridhar Mishra krit samasanvaya bodhinyah tikayah vyakaran drishty anusheelanam.** (Prof. Ramkrishna Pandey Paramhans), Department of Vyakarna, Central Sanskrit University, New Delhi.

6. Gohil, Ushaba Hardevsinh. **Rigvediyanam ushasuktanam tulnatamakam adhyayanam.** (Dr. Kinnari D Pancholi), Department of Sanskrit, Gujarat University, Ahmedabad.

7. Hegde, Govinda Gopalkrishna. **A critical review of commentarial differences amongst various authors of Bhatta School in the first three chapters of purvmimansa.** (Dr. S Venkatesh Tatacharya), Department of Mimamsa, Central Sanskrit University, New Delhi.

8. Jat, Ran Singh. **Jyotishshastriya sandarbhe Krishishastriyatattvanam vivechanatmaka madhyayanam.** (Prof. Shyam Dev Mishra), Department of Jyotishha, Central Sanskrit University, New Delhi.

9. Joshi, Bhagawati Prasad. **Kalidas ke sahitye mein sanskritik Rashtravadah: Ek adhyayan.** (Dr. Tusidas Paroha), Department of Sanskrit, Maharshi Panini Sanskrit evam Vedic Vishwavidyalaya, Ujjain..

10. Mahapatra, Biswajit. **A critical study on Stutichintamani of Bhima Bhoi according to Indian philosophy tradition.** (Prof. Sukanta Kumar

Senapati), Department of Sarva Darshana, Central Sanskrit University, New Delhi.

11. Mahapatra, Kritibus. **Prayuktakhyatamanjaryah prayogikam sameekshanam.** (Prof. Harekrushna Mohapatra), Department of Navya Vyakarana, Central Sanskrit University, New Delhi.

12. Meena, Ghanshyam. **Acharya- Abhiraj Rajendra Mishra Pranita Prashanta Raghav natakasya sameekshatmaka madhyayanam.** (Dr. Mohini Arora), Department of Sahitya, Central Sanskrit University, New Delhi.

13. Meena, Janmesh. **Vyakaran siddhant Sudhanidheh stripratyayasya sootranam vaiyakarana siddhant kaumudeesthatriprat yayasya sootranam cha tulanatmakam adhyayanam.** (Prof. Kamal Chandra Yogi), Department of Vyakarna, Central Sanskrit University, New Delhi.

14. Prasanna Kumar, M A. **An edition and study on Stripratyaya and Karakaprakarana of the sukhbodhini: A commentary on Siddhant Kaumudi by Sri Nilkantha Vajapayee.** (Dr. C H Krishnanta Padmanabham), Department of Navya Vyakarana, Central Sanskrit University, New Delhi.

15. Rajhans, Gautam Kumar. **A comparative study of Maithili Sanskrit languages in view of linguistics.** (Dr. B P M Srinivas), Department of Vyakarna, Central Sanskrit University, New Delhi.

16. Ravi Kumar. **Kumardas virachit Janakeeharanmahakavye alankarayanayah sameekshanam.** (Dr. Sugyan Kumar Mahanti), Department of Sahitya, Central Sanskrit University, New Delhi.

17. Sahoo, Priyadarshini. **A philosophical study of the drama Shree Chaitanyachandrodaya written by Kavi Karnapura.** (Prof. Gaurpriya Dash), Department of Darshana, Central Sanskrit University, New Delhi.

18. Sharma, Anuj. **A comparative analytical study of commentaries of Prabodhachandrodaya & Sankalpooryodaya.** (Dr. Sugyan Kumar Mahanti), Department of Sahitya, Central Sanskrit University, New Delhi.

19. Singh, Puja. **Aadhunik-sanskrit-sahitye katipayamahila-sahityakaranam sahitya-sameekshanam.** (Prof. Ramkrishna Pandey Paramhans), De-

partment of Sahitya, Central Sanskrit University, New Delhi.

20. Singh, Savita. **Shree Madvishveshvar Kavichandra pranita yashchamatkara chandrikayah parisheelanam.** (Prof. Vishvambhar Nath Giri), Department of Sahitya, Central Sanskrit University, New Delhi.

21. Upadhyay, Agastya Mune. **Panineeyavyakaranadrisha durgasaptashatyaam prayukt ashadanam vishleshanam.** (Prof. Dhaneendra Kumar Jha), Department of Vyakarna, Central Sanskrit University, New Delhi.

22. Upadhyay, Praveen Chandra. **Puraneshu kavya shastriya tattvanam sameekshatkam adhyayanam.** (Prof. Dhaneendra Kumar Jha), Department of Sahitya, Central Sanskrit University, New Delhi.

Telugu

1. Bandi, Chaitanyakumar. **A comparative study of social aspects in Manu and Yajnavalkya Smruti.** (Prof. K Satyanarayana), Department of Telugu and Oriental Languages, Acharya Nagarjuna University, Nagarjuna Nagar.

2. Kondamuri, Rajeshwari. **A vivid study of social-health and psychological factors in Bhartruhari Sataktraya.** (Prof. K Satyanarayana), Department of Telugu and Oriental Languages, Acharya Nagarjuna University, Nagarjuna Nagar.

3. Lakshmi prasannakumar, R. **Kanneganti anasuya rachanalu-samagra parisheelana.** (Dr. Venkata Swamy), Department of Telugu and Oriental Languages, Acharya Nagarjuna University, Nagarjuna Nagar.

Performing Arts

Music

1. Kuldeep. **Uttar Bharat ke pramukh harmonium vadakoan ka Bhartiye sangeet ke kshetre mein yogdan.** (Dr. Bharti Sharma), Department of Music, Maharshi Dayanand University, Rohtak.

2. Mishra, Indresh Kumar. **Bhartiye sangeetkaroan ke pariprekshey jansanchar madhyamoan ka manovaigyanik prabhav: Ek adhyayan.** (Dr. Hukam Chand), Department of Music, Maharshi Dayanand University, Rohtak.

Visual Art

1. Kamble, Seema Pradeep. **Bhartiye drik-shravye madhyamateel istri chitran: Jahiratechey parinam.** (Dr. Anita Satsangi), Department of Visual Art, S.N.D.T. Women's University, Mumbai.

2. Priyanka. **Haryanavi kahavte: Chitre-srijan ke aayam evam vivechna (Abhyas aadharit).** (Dr. Bhup Singh Gulia), Department of Visual Art, Maharshi Dayanand University, Rohtak.

Religion

Buddhism

1. Inkura, Ashin. **The concept of four perfections (Catusampada) for the development of human life in Theravada Buddhism: A philosophical analysis.** (Prof. L Udaya Kumar), Department of Mahayana Buddhist Studies, Acharya Nagarjuna University, Nagarjuna Nagar.

2. Luc, Le Chi. **Influence and impact of Indian Buddhism on Vietnamese Buddhist history during 1st A D-14th A D.** (Prof. M V Ramkumar Ratnam), Department of Mahayana Buddhist Studies, Acharya Nagarjuna University, Nagarjuna Nagar.

3. Nyarnawara. **The liturgy of the Theravada Paritta Suttas and its impact on Myanmar society and culture.** (Prof. J Sita Ramamma), Department of Mahayana Buddhist Studies, Acharya Nagarjuna University, Nagarjuna Nagar.

4. Pandita. **The impact of Buddhist rituals and fairs on Myanmar society and culture: A study.** (Prof. J Sita Ramamma), Department of Mahayana Buddhist Studies, Acharya Nagarjuna University, Nagarjuna Nagar.

5. Tilawka. **A critical analysis on Theravada Buddhist conception of SANNA (Perception).** (Prof. Ch Swaroopa Rani), Department of Mahayana Buddhist Studies, Acharya Nagarjuna University, Nagarjuna Nagar.

6. Ut, Trinh Thi. **The concept of tradition, culture, and modernity in Vietnamese Theravada philosophical analysis.** (Prof. L Udaya Kumar), Department of Mahayana Buddhist Studies, Acharya Nagarjuna University, Nagarjuna Nagar.

7. Vicakkhana. **An analytical study of the last word of Buddha (Appamada) and its application in Buddhism.** (Prof. Ch Swaroopa Rani), Department of Mahayana Buddhist Studies, Acharya Nagarjuna University, Nagarjuna Nagar.

8. Zawta, Pyinnyar. **A study on the role of Monastic Boundary (SIMA) for Buddhist monks in Myanmar.** (Prof. Ch Swaroopa Rani), Department of Mahayana Buddhist Studies, Acharya Nagarjuna University, Nagarjuna Nagar. □

Sarvoday Shikshan Prasarak Mandal's

Yashwantbhou Patil Mahavidyalaya

Bhose (K), Tal. Pandharpur, Dist. Solapur

Email : ypmbpatil@gmail.com

Phone No. 02186-243010-413315

(Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur)

Wanted

(Permanent Non-grantable posts)

Sr. No.	Subject/ Designation	Total Vacant	Open Posts	Remark
1	Principal	01	01	Open Total
2	Physical Director	01	01	

Note* Apply giving full particular **within 30 days** from the date of publication of this advertisement to the undersigned

*For detailed information about posts, qualifications and other terms and conditions, please visit (University) website : su.digitaluniversity.ac.

Secretary

Place: Bhose Sarvoday Shikshan Prasarak Mandal's
Date : Bhose (K), Tal. Pandharpur, Dist. Solapur

Jai Jiwan Jai Kisan Shikahan Prasarak Mandal, Kandhar
KANDHAR COLLEGE OF PHARMACY (B.PHARM)

Balantwadi, Post. Ghodaj, Tq. Kandhar,
Dist. Nanded-431 714 (M.S.)

(Approved by PCI, AICTE, DTE Mumbai, Govt.
of Maharashtra, Affiliated to SRTMU, Nanded)

Application are invited for Eligible Candidates for
**Kandhar College of Pharmacy, Balantwadi, Tq.
Kandhar, Dist. Nanded** run Jai Jiwan Jai Kisan
Shikahan Prasarak Mandal, Kandhar, Tq. Kandhar,
Dist. Nanded-431 714 (Maharashtra) for the following
Post.

Sr. No.	Name of Post	Number of Post	Reservation
01	Principal	01	Unreserved

NOTE: For details information about post Qualification
and other terms and conditions, please visit University
website: www.srtmun.ac.in.

Secretary

Jai Jawan Jai Kisan Shikshan Prasarak Mandal, Kandhar's
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(Permanently Granted)

WANTED

Applications are invited from eligible candidates for the
following post:

Sr. No	Name of Post	Vacant Post	Unreserved (Open) post
A	Principal	1	1

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

Place: Miraj

Date: 06/06/2022

Secretary

The New Miraj Education Society, Miraj
Tal. Miraj, Dist. Sangli

Shree Warana Vibhag Shikshan Mandal
Yashwantrao Chavan Warana Mahavidyalaya
Warananagar- 416 113
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(Affiliated to Shivaji University, Kolhapur)
(Granted)

WANTED

Applications are invited from eligible candidates
for the following posts.

Sr. No.	Name of Post	Vacant Post	Unreserved (Open) Posts
A.	Principal	1	1

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

Place : Warananagar

Date : 31-05-2022

President

Shree Warana Vibhag Shikshan Mandal,
Warananagar, Dist. Kolhapur



SANT GADGE BABA AMRAVATI UNIVERSITY

EMPLOYMENT NOTICE

No. SGBAU/II/102/B-165/2-591/2022

Date : 27.05.2022

Applications are invited in the prescribed form for the following posts:-

Advertisement No.	Name of Post	Number of Post	Pay Scale
2/2022	Director of Innovation, Incubation and Linkages	01	AL-14 144200- 218200

Details of qualifications, experience, tenure of the post, pay scale, submission of application form and other conditions with regard to the above posts are available on the University website- www.sgbau.ac.in in Advertisement tab.

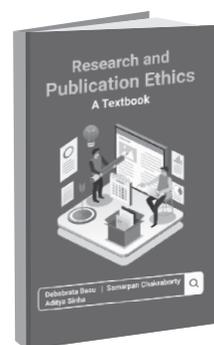
The last date to submit the application form duly filled in alongwith necessary enclosures to the undersigned is on or before **28.6.2022 up to 5.00 p.m.**

Dr. Tushar Deshmukh
Registrar

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Tal. Chandgad, Dist. Kolhapur-416 552
(Affiliated to Shivaji University, Kolhapur)
(Permanently Granted)

WANTED

Applications are invited from eligible candidates for the following post.

Sr. No	Name of Post	Vacant Posts	Unreserved (Open) Post
A	Principal	1	1

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

Place :

Date :

President

Daulat Vishwastha Sanstha, Halkarni
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Online applications are invited for the admission of Ph.D. Programme from **26/05/2022 to 15/06/2022.**

For filling online application form and details regarding eligibility criteria, admission procedure, availability of seats, entrance exam etc. please visit www.gujaratvidyapith.org

Fees for application process is **Rs. 750/-.**

Reservation EWS - 10%, SC - 15%, ST - 7.5%, OBC - 27% (Non-Creamy layer), PH - 5% and 2 Seat for Candidate of Jammu and Kashmir.

Dr. Nikhil Bhatt
i/c Registrar

27/05/2022



**Dnyanprassarak Mandal's
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Applications stating full name, address, age with date of birth, educational qualifications (from S.S.C. onwards) with marks and percentages secured, Caste Certificate, Residence Certificate and experience certificates are invited from Indian Nationals for the following teaching posts for the academic year 2022-2023 within 20 days from the date of Advertisement:

SELF-FINANCED COURSES

Sr. No.	Designation of Post	Nature of Post	
		Contract basis	Lecture basis
A.	M.Com		
1.	*Associate Professor (Management / Accountancy)	01	---
2.	Assistant Professor in Accountancy	01	01
B.	M.Sc.(Pharmaceutical Chemistry) and M.Sc. (Organic Chemistry)		
1.	Assistant Professor in Organic Chemistry	03	---
2.	Assistant Professor in Physical Chemistry	02	---
3.	Assistant Professor in Inorganic Chemistry	---	01
C.	M.Sc. (Environmental Science)		
1.	Assistant Professor in Environmental Science	02	---
D.	B.B.A.		
1.	Assistant Professor in Human Resource Management	01	---
2.	Assistant Professor in Finance	01	---
E.	B.C.A.		
1.	Assistant Professor in Computer Applications	04	---
2.	Assistant Professor in English	---	01
3.	Assistant Professor in Mathematics & Statistics	---	01
4.	Assistant Professor in Commerce	---	01
5.	Assistant Professor in Economics	---	01

- NOTE:**
1. *IF THERE ARE NO APPLICANTS FOR THE POST OF ASSOCIATE PROFESSOR THEN INSTEAD FULL TIME ASSISTANT PROFESSOR WILL BE APPOINTED.
 2. RETIRED PROFESSORS/ASSOCIATE PROFESSORS/READERS MAY ALSO APPLY AND WILL BE SUITABLY COMPENSATED.
 3. Knowledge of Konkani is essential and knowledge of Marathi is desirable.
 4. Valid 15 years of Residence in Goa.
 5. Incomplete application will be rejected outright.

For details pertaining to posts, qualifications, pay scale and other service conditions, please visit the college website : www.dmscollege.ac.in.

Date: 06/06/2022

Sd/-

PRINCIPAL

SHRI BHAVANI SHIKSHAN PRASARAK MANDAL OSMANABAD (Maharashtra)

Email Id: spnimbalkar8@gmail.com

Application are invited for the post of Principal in **Shikshan Maharshi Guruvarya R. G. Shinde Mahavidyalaya**, Paranda, Dist. Osmanabad 413502 affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad (M.S.) (**Granted**).

Wanted

Sr. No	Post	Category	Total vacant post
1	Principal	Open to all	01

Conditions:

1. Educational qualification, Pay scale and other service conditions are as per rules and regulations laid down by Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, Govt. of Maharashtra and UGC as modified from time to time.
2. Candidates should have minimum experience of 15 years of teaching/research in university/college or institutes of higher education.
3. Candidates should submit their API record as per the requirement.
4. Appointment for the said post will be for tenure of five years from the date of appointment or date of superannuation, whichever may be earlier.
5. Candidates already in service should apply through proper channel.
6. Eligible candidates should submit their application along with attested Xerox copies of documents to the **Secretary, Shri Bhavani Shikshan Prasarak Mandal, Osmanabad, Near Kohinoor Hotel, Anand Nagar, Osmanabad-413 501** so as to reach us **within 21 days** from the date of publication of this advertisement.
7. No T.A./ D.A. will be paid to candidates called for interviews.

Sunil Shinde
President

Sanjay Nimbalkar
Secretary



**Dnyanprassarak Mandal's
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Applications stating full name, address, age with date of birth, educational qualifications (from S.S.C. onwards) with marks and percentages secured, Caste Certificate, Residence Certificate and experience certificates are invited from Indian Nationals for the following posts of **ASSISTANT PROFESSORS** for the academic year **2022-2023** within **20 days** from the date of Advertisement:

Sr. No.	Designation of Post	Nature of Post		
		Regular	Contract basis	Lecture basis
1.	Assistant Professor in English	01 (OBC*)	01 (UR)	---
2.	Assistant Professor in Economics	01 (ST*)	01 (OBC)	01
3.	Assistant Professor in Commerce	02 (01 UR & 01 OBC)	02 (01 OBC & 01 EWS)	02
4.	Assistant Professor in Geography	01 (ST/PwD)	---	---
5.	Assistant Professor in Organic Chemistry	01 (PwD*)	02 (01 UR & 01 ST)	---
6.	Assistant Professor in Inorganic Chemistry	---	01 (OBC)	---
7.	Assistant Professor in Physical Chemistry	---	01 (OBC)	01
8.	Assistant Professor in Mathematics & Statistics	---	03 (01 OBC, 01 EWS & 01 UR (CCL Leave vacancy))	01
9.	Assistant Professor in Physics	---	03 (01 SC, 01 PwD & 01 UR (Lien))	01
10.	Assistant Professor in Environmental Studies	---	01 (UR)	---
11.	Assistant Professor in Electronics	---	01 (ST)	01
12.	Assistant Professor in History	---	02 (01 OBC & 01 UR (Study Leave))	01
13.	Assistant Professor in Geology	---	01 (OBC)	01
14.	Assistant Professor in Computer Science	---	01 (UR (CCL Leave vacancy))	01
15.	Assistant Professor in Hindi	---	---	01
16.	College Counsellors	---	02	---

- Note:**
- *Post advertised for the **Third** time.
 - For reserved posts only candidates belonging to reserved category and candidates of the origin from the state of Goa need apply.
 - Knowledge of Konkani is essential and knowledge of Marathi is desirable.
 - Valid 15 years of Residence in Goa.
 - Incomplete application will be rejected outright.

For details pertaining to posts, qualifications, pay scale and other service conditions, please visit the college website : www.dmscollege.ac.in.

Date: 06/06/2022

Sd/
PRINCIPAL

**Kisan Shikshan Prasarak Mandal
KARMYOGI TULSIRAM PAWAR MAHAVIDYALAYA, Hadolti, Dist. Latur**

WANTED

Application's are invited for the post of **Principal** to be filled in **Kisan Shikshan Prasarak Mandal, Karmyogi Tulsiram Pawar Mahavidyalaya, Hadolti, Dist. Latur** (Granted) (Maharashtra). Eligible candidates should submit their application along with all necessary Documents **within Fifteen 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 (01) – Full time	Unreserved

A) Educational Qualification:-

- Ph. D. Degree
- Professor/Associate Professor with a total experience of fifteen years of teaching/research/administration in Universities, College and other institutions of higher education.
- A minimum of 10 research publication in peer reviewed or UGC listed journals.
- A minimum of 110 research score as per Appendix II, Table 2 of UGC Regulations 2018.

B) Tenure:-

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

Salary & Allowances :-

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

Note:

- Prescribed application form is available on the University website: (www.srtmun.in).
- No T.A.D.A. will be paid to attend the interview.
- Eligible Candidates should submit their application through proper channel.
- Attested Xerox Copies of S.S.C. Certificate, Degree Mark Sheet, etc. should be attached to be application.

Secretary
Kisan Shikshan Prasarak Mandal,
Karmyogi Tulsiram Pawar Mahavidyalaya, Hadolti, Tq. Ahmedpur, Dist. Latur

**ADVERTISEMENT****Position of Vice-Chancellor****MAHARAJA KRISHNAKUMARSINHJI BHAVNAGAR UNIVERSITY, BHAVNAGAR**

The University is named after Maharaja Krishnakumarsinhji, an eminent personality, who was first among all the kings of India, to offer the state of Bhavnagar for United India, this will always be historical milestone for Bhavnagar. Along with this, it is matter of pride for the University, that our Father of Nation Mahatma Gandhi, was student of Samaldas Arts College, one of the oldest college of Maharaja Krishnakumarsinhji Bhavnagar University.

The Maharaja Krishnakumarsinhji Bhavnagar University (MKBU) is recognized as one of the renowned institution of higher education, learning and research in Saurashtra region. Since its establishment in 1978, the University has always put in keen interest and dedication to the favourable growth and awareness for the development of academic excellence, which ensures the committed legacy of the institution. University also manages different extension services through 15 different cells and centres. Along with this, University puts in efforts to regularly associate and interact with eminent alumni across the globe. The University promotes students' participation in various academics, sports and culture areas, with an aim to develop the quality of leadership and team spirit.

Applications are invited from the eligible candidates for the post of Vice-Chancellor, MAHARAJA KRISHNAKUMARSINHJI BHAVNAGAR UNIVERSITY, BHAVNAGAR. The Vice-Chancellor, being the academic and administrative head, is expected to be a person possessing the highest level of competence, integrity, morals and institutional commitment is to be appointed as Vice-Chancellor. The person to be appointed as a Vice-Chancellor should be a distinguished academician, with a minimum of ten years' of experience as Professor in a University or ten years' of experience in a reputed research and/ or academic administrative organisation with proof of having demonstrated academic leadership.

The soft copy of the application with complete biodata and all attachments in support of age, qualifications and experience etc. should be emailed to cmssc@mkbhavuni.edu.in and hardcopy of the same may be sent only by Registered A.D. / Speed Post to the Chairman, Search Committee, c/o Registrar, Maharaja Krishnakumarsinhji Bhavnagar University, Sardar Vallabhbhai Patel Campus, Gaurishankar Lake Road, Bhavnagar-364 001, Gujarat. Soft and/or hard copies of the applications should reach on or before 21 days from the date of publication of this advertisement.

Date: 21-05-2022**REGISTRAR**