



Rs. 50.00  
ISSN-0566-2257

# UNIVERSITY NEWS

*A Weekly Journal of Higher Education*

**Association of Indian Universities**

**Vol. 63 • No. 23 • June 09 – 15, 2025**

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Size of Page 21 cms x 27 cms

#### PRINT AREA

Full Page 23 cms (Height) x 16.5 cms (Width)  
Half Page 12 cms (Height) x 16.5 cms (Width)  
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## India's *Arthashastra* Vs Economics of the West: A Recourse for Sustainability<sup>#</sup>

A D N Bajpai\*

In the literature of Economics, we generally discuss about Indian Economics and within Indian Economics, we simply focus upon Indian economy, its structure, features and related parameters implying that the applied side of economics dominates. Moreover, it is presumed that everything on Indian soil will be Indian, may be individual, subject matter, thought, etc.

However, to be credited as Indian, some conditions are to be fulfilled *viz* it must belong to India; it must originate from Indian ethos, value system, culture, behavioral pattern, etc., it must respect Indian heritage, worship places, scriptures, legacy, etc. It must try to connect the individual with the society-- society with the universe – and universe with the divinity. There should be three main conditions essentially associated with India when we attribute Indianness to any ideology namely eternality, universality and all-inclusiveness. In this paper, it has been attempted to compare present day economics which is predominated by western philosophy with India's economics which is universal, natural and sustainable.

### Colonial Mind Set of Economics<sup>1</sup>

There is a complete contrast between western and Indian view of Economics. The Western Economics is dominating the world economics, including India. When the modern education system was being induced in India by the British, there was no option but to opt their model and behavioural patterns.<sup>2</sup> After achieving Independence, India could have opted for her own indigenous path of studying, researching, focusing, prognosticating, recommending and finally implementing her own age – old, time - tested economic behaviour. But India could not, may be due to many internal and external pressures. With the passage of time, western academics as well as behaviour, both kept on strengthening their roots in Indian soil and now everybody is under the clutches of the western cult, both psychologically as well as physically. This is generally termed as *colonial mind – set*.<sup>3</sup> More dangerous thought which has overshadowed the minds of the policy makers, premiers and intellectuals of the world that the 'western models' maybe the academic or practical are the panacea for solving the problems. It means, there is no other way.<sup>4</sup> Most of the countries have surrendered totally to this 'narrative'.

Here there is a humble attempt to analyse the fact, and print a comparative picture, how western models are limited in nature,

<sup>#</sup>The article is extracted by the Author from his Presidential Address delivered at Gujarat Economic Association organised by Kachh University, Bhuj, Gujarat, 21st -23rd February 2025.

\*Professor of Economics, Vice-Chancellor, Atal Bihari Vajpayee University, Bilaspur Chhattisgarh, 495009, bajpaiadn9@gmail.com.

‘neither natural nor sustainable’. Juxtaposed, India’s models are in harmony with natural order and that is why ‘*sustainable and universal*’.<sup>5</sup>

### **Genesis of Economics in the Western World**

If we look into the genesis of Economics in the Western World, especially in Europe, we find that the psychologists, mathematicians, philosophers and scholars studied the human behaviour and attempted to generalize.<sup>6</sup> In other words, as they saw a person behaving in the market or in the society, they tried to classify economic and non-economic behaviour and brought to the realm of Economics. The proverb, ‘seeing is believing’ if extended to seeing, believing and theorising’ is applicable to economics. Some of the features of western economics are being discussed here.

#### ***Individualistic***<sup>7</sup>

Let’s try to decode further: European scholars saw a person *all alone, Individual*. Therefore, individualistic, individual centric approach developed for economics.

#### ***Economic Man***<sup>7</sup>

An individual has many behavioural patterns and economic is one of them but very dominant. That is why concept of *economic man* emerged.

#### ***Invisible Hand of Self-interest***<sup>7</sup>

A person is selfish by nature. The self is the main driving force performing any activity that is why importance to *self-interest* is given on the top.

#### ***Rationality means Selfishness and Maximisation***

A person is rational by nature. For Europeans a rational man is he who has self-interest the best, means who is selfish. The persons with magnanimity, philanthropy, social service are not *rational* according to European Economists.<sup>8</sup> Another view about rationality is the *maximization*. A rational man always tries to maximize whether it’s utility, satisfaction or profit etc.

#### ***Consumerism***<sup>9</sup>

A person needs food, clothes and shelter. Therefore, economics should mainly address this broad issues of consumption. To satisfy the needs of consumers, raw materials is to be excavated from nature and converted into consumable items with the help of technology and technology is to run with

the help of commercial energy.<sup>10</sup> Therefore, there is a need industries. As such linkage is developed between raw material, technology, energy<sup>11</sup> and industry for making consumable items available to the individuals. This very thought gave birth to consumerism world over. As mentioned earlier, in case of rationality, each individual is interested in maximizing utility, (satisfaction), there is a rat race for increasing consumption.<sup>12</sup>

#### ***Variety and Quality***<sup>13</sup>

A person is not satisfied with particular thing, that is why, a concept of variety and quality is also introduced to the domain of consumption. Most of the researches are addressed to improve either quality of commodity or create varieties.

#### ***Marketisation***<sup>14</sup>

For increasing consumption, production is to be increased and there has to be mismatch between the production and consumption and therefore *institution of market* emerged. This market expanded from local to global, real to digital, commodities to services what not.

#### ***Institution of Price and Money***

Further, many varieties of a commodity of different nature and of different costs to be produced and the persons with self-interest can’t offer without any cost in return. Therefore, an institution known as *price* emerged. A price is tagged with each commodity. This price was essential for exchange. Initially *goods for goods*<sup>15</sup> was sufficient enough for exchange but the self-oriented people can’t compromise with their interests and there was a war against each other. Therefore, an institution known as *money* emerged.<sup>16</sup> This money is made a humble beginning with the *medium of exchange* but elevated to the store of value and now totally substituted commodities, and even factors a production.<sup>17</sup> A case of over –monetarism<sup>18</sup> is always recommended by western economists. Now - a - days every economy is moving towards over monetarism.

#### ***Man as an Economic Agent***

As individual does not have any identity. Therefore, some identity be given to the individual so that he should be recognised in the society. Either consumer, producer, intermediate agent, market man, service provider or he may be one of the factors of production<sup>19</sup> say labour, land owner,



capitalist, entrepreneur, organizer of inputs etc. It broadly means a person without being an economic agent will not have any identity.<sup>20</sup>

### ***Instinctual***

It is generally believed by western scholars that the man is a sophistication over animal.<sup>21</sup> In other words, a man is an *elevated version of animal*.<sup>22</sup> Darwin's theory of evolution substantiated this hypothesis. From this many behavioural patterns emerged. One, as an animal is dictated by certain instincts<sup>23</sup> like hunger, sleep, sex, self-protection and domination similarly a man is also governed by these instincts. Entire modern economics centers around manifesting these instincts.<sup>24</sup>

### ***Free Society***<sup>25</sup>

As animals do not have any social order, no family, no relatives then man should also be made free from all the social bondages.<sup>26</sup> This further leads to a *free society*.

### ***Competition***

Animals try to dominate the weaker ones and even kill them, man may also exploit the weaker and increase his Empire.<sup>27</sup> The *survival of the fittest*, if applicable to the animal world, be applicable to the man's world also. This gives birth to *competition*.<sup>28</sup> The competition is taken as an instrument to succeed in almost all walks of life whether it is economic, social, political, technological, academic, sports etc. Needless to mention, the contemporary societies is facing all these malpractices in the name of competition.<sup>29</sup> A concept of *cut – throat - competition* has become common now a days.

### ***Exploitation***

There emerges another property from this discussion that is the superiority of man over other species. A man's superiority to exploit other animals. Rather other species are created for the consumption of man, Man exploits nature at his sweet will to maximize his utility, productivity, comforts, luxuries, profit without thinking of its implications to nature.<sup>30</sup> The *man – nature - conflict* is the outcome of this concept of differentiated attitude towards man and nature. Today's environmental problems are the off shoots of this particular attitude only. Conquering over the nature has been the main motto of modern Science and Technology.<sup>31</sup>

## **Concept of Physical, Psychological and Intellectual Man**

The very concept of man in western philosophy centers around the trio of physical, psychological and intellectual bodies.<sup>32</sup> The philosophers think that the physical body is everything. So very good food, clothing, education, healthcare facilities, to provide comforts to the body, transportation, all luxuries should be made available to it.<sup>33</sup> The psychological body too needs pleasure for which entertainment facilities are to be arranged. The psychology is being used for increasing the consumption levels. Just to create mood of consumers by providing good advertisement inputs, increase consumption many times. This is the crux of *behavioral economics*.<sup>34</sup> So many times psychological satisfaction substitute physical one which is the crux of *cognitive economics*.<sup>35</sup> The intellectual body needs reading, research, publications, creative writings, participating in debates, engaging in fine and performing arts etc. All the three physical, psychological, intellectual bodies believe in receiving and obtaining the things for themselves and enjoying. *Eat, drink and to be merry* has been the purpose of modern life. The physical, psychological and intellectual bodies have been very beautifully knitted into the development paradigm of modern western economics.

### ***Stage of High Mass Consumption is the Ultimate Stage***<sup>36</sup>

Actually when W.W. Rostow was studying the patterns of growth of different economies of the world, he propounded main five stages of economic growth, namely traditional society, pre-conditions to take-off, take-off stage, drive towards maturity and ultimately the stage of high mass consumption. The western can't visualise any higher stage than the stage of high mass consumption because their ultimate goal of life is to consume and consume only.

### ***Purchasing-power Led Demand***<sup>37</sup>

Another illusion is related to the *demand generation*. Initially, needs of body were generating demands, then the needs of body and wants of mind both were contributing towards demand generation and finally is the *purchasing power* which is mainly responsible for demand. Keynes

called this effective demand. So, there appears a disconnect between what a mind and body need and an individual reveals his preferences in the market or demands. Role of advertisements along with artificial supply of purchasing power in the hands of consumers which in turn gets affected by demonstration effect,<sup>38</sup> is almost indispensable in today's world.

### ***Consumption without Consumption*<sup>39</sup>**

It means that there is very little consumption in total expenditure on consumption. The producers and sellers are merely interested in the sale of their products. Sale by the producers and purchase by consumers tantamount to consumption. Further there is no linkage between consumption and efficiency.

### ***Domination of Science Over Values or Welfare***

Another important feature of modern Western Economics is the *domination of science over values or welfare*. Economics should be treated at par with other disciplines of positive sciences like chemistry, physics. The concept of *ceteris-paribus*, all things remaining the same, apply to economics just to create a closed atmosphere for experimentation. Economics is nothing but a *choice between unlimited wants and limited sources having alternative uses*. It, *per se*, speaks of total objectivity rather insensitivity vis-a-vis human values, ethical code and cultural traditions of any country. We all know that wants are limited, as per nature, but we teach about the limitlessness because Robbins has defined economics like this.<sup>40</sup>

### **Capitalism and Communism Both have Same Source<sup>41</sup>**

Two main branches of economies, based upon ideological differences appear to be distinctly different but the inherent current among them are the same, namely consumerism, materialism, monetarism, exploitation, competition, class struggle etc. The capitalism believe in individuals' freedom and socialism led communism in the authority of state.<sup>42</sup> Capitalism believes in total expression of instincts and the communism in total suppression of instincts. This is why one (capitalism) is not sustainable and the other (communism) is not natural and thus both are disastrous. Please see the fact that the capitalism begins with perfect

competition, means many sellers and buyers in the market but ends with monopoly whereas the communism begins with the state's monopoly and ends with state's monopoly.<sup>43</sup>

### ***Quantification***

Western modern economics has tremendous faith in quantification and as such attempts to quantify those things also which can't be quantified.<sup>44</sup>

To sum up the above discussion, some salient features of modern western economics maybe delineated as following:

- Individualistic.
- Materialistic.
- Monetarism.
- Governed by the motive of self-interest.
- Economic Man.
- Consumerism.
- Liberalism.
- Industry-Technology-Energy-Nexus.
- Maximisation of Utility, Productivity and Profit etc.
- Variety and Quality Consciousness.
- Marketization. Pricing.
- Identity as economic agent. Instinctual.
- Exploitation. Competition.
- Development models centering around consumption.
- Stage of high mass consumption is the ultimate stage of development
- Purchasing Power deciding the demand.
- Purchase means consumption.
- Science dominating the welfare, human values, ethics.
- Capitalism and communism both have same basic instincts.
- Distributive justice is the by-product of growth.
- Quantitative in nature.

The above are some broad characteristics of modern western economics which by no means can proclaim their universality nor sustainability.

## India's Economics – *Arthashastra*

India's economics is not economics *per se*. It is *Arthshastra*. *Artha* is one of the four *purusharthas* viz. *dharma*, *artha*, *kama* and *moksha*.<sup>45</sup> India is the country which provided purpose of life in the name of *purushartha*. All these *purusharthas* are intertwined, inter dependent and complementary to each other. This *Arthshastra* is inclusive of many disciplines dealing with social, political, economic values.<sup>46</sup> *Kautilya's Arthshastra*<sup>47</sup> is the greatest example of this. This *Arthshastra* is founded in deep systems (*dharma*), capable of satisfying desires (*Kama*), and also liberating one from different bondages (*moksha*). Therefore *arthshastra* is much wider than economics. It is all comprehensive.

### *Family and Group Behaviour*<sup>48</sup>

The base of India's Economics is not individual. It is the family. Family in India does not mean two plus two but grandparents, grand children, domestic animals, birds, plants, other members of maternal and paternal groups and also the guests and neighbours.<sup>49</sup> India's economics believes in group behaviour, joint behaviour, and social behaviour. It begins with individual family and culminates into Global family. India believes in the concept of *Vasudhaiv Kutumbakam*<sup>50</sup> which means entire earth is the family. When family becomes the unit then marriage *sanskars* and other *sanskars* automatically creep in the analysis and govern the economic behaviour.<sup>51</sup>

### *Not Governed by Self-Interest*

Sooner, one moves away from the individualistic approach, he gives away motive of self-interest.<sup>52</sup> He starts thinking about the society, nation and all others who come into his contact.<sup>53</sup> As trees give fruits to others, rivers water and cows give milk to others similarly a man is born for *paropkar* that is selfless service for others.<sup>54</sup> This is how the domain of economics is expanded and entire narrative is changed. If one thinks about others then others would automatically take care of him. As such the welfare of total society will be taken care of.

### *Integrated Man*

In India there is no classification of man like economic man. India talks about *holistic* rather *integrated man*. A man is physical, psychological,

intellectual an overall spiritual man. There is an integration of all these four bodies. As man is basically *spiritual man* who believes in sharing and sacrificing for others.<sup>55</sup> Actually, the domain of pleasure is different for different parts of body. A physical, psychological and intellectual body derive pleasure in receiving the things whereas spiritual body derives in sacrificing, sharing, distributing.<sup>56</sup> Similarly, but for the spiritual body each derives pleasure in maximizing whereas spiritual body in minimising and satisfies at the *stage of optimum*. India's economics believes in the philosophy of optimum.<sup>57</sup> India's individual (*vyashti*) is totally integrated with the micro society (*samshti*), the nature (*shrishti*) and superpower almighty (*parameshti*). Therefore, the entire approach of India's economics is different from that of the western one.<sup>58</sup>

### *Limits to Consumerism and Materialism*<sup>59</sup>

India's economics does take into cognizance of consumerism and materialism but to the extent of the needs of a physical body. The needs of a man is limited as per nature. It does not believe in ever expanding consumerism or materialism.<sup>60</sup> Nor any model of development is formulated on this basis.

### *Money, Mudra and Real World Connect*

So far as monetarism India's economics gave importance to *mudra* but neither substituted for commodities nor for factors of production. *Mudra* in terms of gold and silver<sup>61</sup> where quite common in India but never undermined the importance of real-world items. India was full of richness which attracted the invaders.<sup>62</sup> They looted and took away tons of gold and silver from our motherland, besides *mudra*, cows, elephants, horses were also used as medium of exchange.<sup>63</sup> In this context, it is worth mentioning that India's exchange system is not to exploit others' helplessness or to earn *out of proportion profit* but to satisfy the requirements of whole society. The exchange was an effective instrument to ensure social justice in the society.<sup>64</sup>

### *Swadeshi based Industrialisation*

Indian was an *industrialized economy*. Industry was providing processed goods getting raw material from the nature. Food items, spices, cloth, housing materials etc. were famous in whole

world. The basic of industry was *swadeshi*.<sup>65</sup> Swadeshi resources, swadeshi skill, swadeshi technology,<sup>66</sup> swadeshi products, everything was from local resources. Further, the main purpose of production was for consumption and the residual for sale in the market.<sup>67</sup> As such there was no disconnect between resources, technology, industry, product and marketing. Everything was spontaneous, self-propelled. The technology was inbuilt in the process and most suitable for the purpose. Indians used to have the most sophisticated technology even to produce iron and steel, arms and ammunition etc. The source of energy was also inbuilt in the system. As such there was no harm to environment.<sup>68</sup>

### ***Efficiency- based Quality and Variety***

The concept of variety and quality had altogether different purposes. First purpose was to increase the nutrients and the make the food healthy and ultimately increase the efficiency. The variety does not mean substitution of one for the other, rather complementarity was there.<sup>69</sup> Whether food or clothing or shelter everywhere purpose was to provide efficient system suiting the body and mind. There was no profit motive involved in the process, nor discarding the old one and presenting the new. Now-a-days fashion designers, interior decorators, architects food experts are busy with providing variety products, may or may not be healthy for human beings. In the name of quality, superficial things are being served. Actually, the advertisers are busy in creating the mood of consumers by making false promises so that their products can be sold in the market.<sup>70</sup>

### ***Cost of Production-price Linkage***

The original cost of production decides the price in India's economics. There are some natural goods like water, air, sunlight which are freely available. The demand supply mismatch for fixing the high prices and thereby creating fluctuations and cyclical variations in the economy has never been in India's economics. Further, the most essential goods were provided freely like education and health.<sup>71</sup> The system of *daan*<sup>72</sup> was balancing most of the distributive behaviour and bridging the gap between haves and have - nots. Artificially creating demand for by advertisement, provision of purchasing power, loans etc. or

artificially creating the shortage of supply, would have never been thought of India because of its unethicity.<sup>73</sup>

### ***Sublimation of Instincts***

India's economics believed in the sublimation of instincts. Each instinct whether related to hunger, sleep, sex or domination was fully exposed to certain conditions. These conditions were circumscribed by the place, society and the culture. Each instinct has a purpose like hunger to make the body healthy, sleep to recycle the energy, sex to procreate, fear to protect oneself from external vagaries and domination to protect the weakest from the stronger. The questions like where, how, why and when are to be addressed for sublimation of instincts.<sup>74</sup> India believed in neither over expression of instincts nor suppression of instincts rather restricted (*maryadit*)<sup>75</sup> expression of instincts is observed which is natural as well as sustainable. India's economics does believe in the inter dependence between all the instincts as well as well as for creating healthy, harmonious and cultured society.<sup>76</sup>

### ***Introspection and Equilibrium***

India's economics believes in balance, equilibrium rather than competition. India proclaimed the value of *sarve bhavantu sukhinah, sarve Santu niramyah, sarve bhadrani pashyantu,*<sup>77</sup> *sah naavavatu,*<sup>78</sup> *sangachhhdhwam.*<sup>79</sup> It means India never believed in creating classes and putting them for competition for ultimate synthesis. India does not believe in any reductionist, separatist approach on the basis of individualistic instincts. Taking care of the marginalised, weak and the outside the market forces has been the purpose of India's economics. India's economics is all inclusive in which everyone is included in the process, they contribute and receive their due share in turn. *Abhyuday and Shreyas*,<sup>80</sup> means personal growth and welfare of all, *yogakshem*<sup>81</sup> means to attempt what has not been obtained and to preserve what has been already obtained, have been guiding principles of India's economics. Therefore, there is no space for competition. India's economics believes in mutual cooperation, and progressing collectively. Rather India's model is based upon introspection which helps individual to assess his potential and create an ecosystem for economic activities for the welfare of everybody, *sarvebhuthiteratah*.<sup>82</sup>



### ***Integrated Behaviour***

As stated earlier, India's economics is totally integrated. The concept of man is holistic. To become consumer, producer or any economic agent is the dimension of personality but not the total personality. Man is respected by the virtues he possesses, not merely his post, prestige, earning or mundane successes. His contribution towards society building, his character, knowledge and experience fetch him more honour.

### ***Natural Order of Cooperation***

India's model is not at all founded in exploitation. Neither man of man nor man of nature. India's economics has tremendous faith in natural order of cooperation and co-existence.<sup>83</sup> Man and nature have lived together for ages without experiencing neither the shortage nor abundance of anything, is the beauty of India's economics.

### ***Holistic Development***

India's economics believe in holistic development, social, economic, spiritual on equitable grounds. It ensures the availability of required goods as per the needs of each individual. It does not believe in disturbing the natural flow and recycling of resources which is the *crux of sustainability*. The stage of high mass consumption has never been the ultimate stage of development in India. The satisfaction, peaceful co-existence, equitable justice, welfare of all, regional balance, stability are few parameters on which the development model of India is grounded. It is all inclusive and participative as well sustainable.

### ***Culture Generating Demand***

India's economics does not give only importance to purchasing power for demand generation rather this is the *culture* which generates perennial demand for social and economic goods. The culture of rituals (*sanskars*) the culture of festivals (*diwali, holi, ganesh puja, saraswati puja, pongal* etc.) the culture of worshipping nature (rivers, plants, animals, birds, mountains etc.) the culture of pilgrimage (Kumbh, Amarnath Yatra, Parikraman, Chardham, etc.) culture of temples (*Ramlala Mandir, Mathura, Kashi, Tirupati, Jagannathpuri, Somnath* and many), the culture of values, dharma and spirituality, culture of selfless - service towards education, health

care, food like *bhandaras, langars, dhams*, etc. and culture of language and literature and many. Culture of Secularism ie. respecting all religions Hinduism, Islam, Christianity, Buddhism, Jainism and all. These cultural elements make the India's mind so conditioned that all economic variables including income, expenditure, savings, employment, consumption, distribution exchange, rent, interest, wages, profit, utility everything moves around them.<sup>84</sup> Edgeworth talked about AB income line to control the consumption whereas in India this is the cultural line which regulates the consumption related dimensions.<sup>85</sup>

### ***Science for Human Welfare***

India's economics does not discard the role of Science and Technology. Rather ancient *Risihis* where the great scientists. But the science was not against nature and the human welfare.<sup>86</sup> The philosophy of India's science is to establish co-existence and help protect the culture, society from natural vagaries of present and future. India's science is welfare oriented and value based. Robbins used to say that economics has nothing to do with the welfare and it should be erected on scientific lines, merely a choice between unlimited wants and limited resources having alternative uses. Therefore a valueless, ruthless insensitive, inhuman economics we are facing today. It is disastrous. The India's economics is full of values, sensitive, ethical and complete humane. There is no space for unethicity. It is not a science of choice but an instrument of equilibrium and balance.

### ***Spirituality-based Economics***

India's Economics is originated from spirituality which is beyond materialism and consumerism. So, the economic systems of India are completely integrated. It integrates all parts of body namely, physical, psychological, intellectual and spiritual. It integrates an individual with society. It integrates ancient with the modern one and that is why it is *Sanatana*. It integrates *panchbhutas* like earth, water, air, fire and sky.<sup>87</sup> It integrates all four *purusharthas* i.e. *Dharma, Artha, Kama, and Moksha*. It integrates the financial economy with the real life economy. It integrates primary, secondary and tertiary sectors. It integrates the local, national and international economy. It integrates all factors of production and their returns.<sup>88</sup>

India's economic system is a branch of whole *spiritual family*. Economic system gives strength to spirituality and spirituality gives strength to economy. As such both keep on progressing.<sup>89</sup>

### ***Justice-led Growth Model<sup>90</sup>***

India's economics begins with distributive justice and culminates into growth. Growth at the cost of inequality, poverty, malnutrition, climate degradation, regional imbalances, cyclical fluctuations is not tolerable in India's economics.<sup>91</sup> Growth should be the by-product of distribution not the distribution should be the by-product of growth. Rather the process of development should be as such that both of the issues are resolved simultaneously. Modern economics has separate schemes to deal with growth, unemployment, poverty, inflation, imbalances etc. whereas India's economics takes care of all these issues through one single process.

### ***Natural Order of Disparity, Imbalances and Fluctuations***

India's economics believe in the *ownership of almighty* of all resources and as such there should not be any clash for ownership. It believes in *natural disparity* but discards man made or system generated inequality.<sup>92</sup> It respects natural geographical imbalances of all regions but discards man made, system or state generated imbalances. it recognises the impact of *seasonal variations* but does not accept demand-supply mismatch generated fluctuations.<sup>93</sup>

### **Conclusion**

India's economics is culture specific, spiritual and that is why eternal, universal, all-inclusive and all participative. India's Economics is capable of solving all the problems of world economy which it is facing today or going to face in the days to come, if translated into workable policies and models.

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# Vocationalisation of Education

Poonam Jha\*, Md Amir Akhtar\*\* and Suresh Garg\*\*\*

In 1966, Education Commission (1) proposed vocationalization of secondary education. It was a futuristic concept but the idea, though appreciated by everyone, did not go far essentially because of lack of financial resources and lack of interest of students as it was considered second rate. There was lurking fear that such students shall be treated as residual. However, NEP-2020 (2) reaffirmed faith in vocationalization of education and prepare work-ready individuals who could compete with the best in the global job market. The education administrators and planners have since then spared no thought in highlighting importance of vocationalization of educational programmes for improving quality and take help of specific industries and professions. In higher education, graduating students ought to be equipped with knowledge and practical skills that can be applied directly. Usha Martin University (UMU), Ranchi spent about five years in market survey to know as to what type of education shall be good for the students. Finally, it adopted this approach and developed specialized programmes which provide work-based learning opportunities. In this article, we have discussed UMU's experience with vocationalization of higher education and examine the opportunities, challenges, and outcomes of this approach [3-5].

Starting with a brief overview of the context of this approach, we show how opportunities are presented by vocationalization of higher education to improve quality of education and employability of graduates. This is followed by discussion of challenges, such as the risk of narrow curriculum and ensuring effective collaboration with industry partnership, in resorting to this approach. Finally, the UMU's experiences with vocationalization are presented. Finally, we conclude with potential benefits and challenges of this approach.

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\*Research Scholar, Department of Education, Usha Martin University, Angara, Ranchi-835103, Jharkhand

\*\*Associate Professor, Department of Computers and IT, Usha Martin University, Angara, Ranchi-835103, Jharkhand

\*\*\*Pro Chancellor, Usha Martin University, Angara, Ranchi-835103, Jharkhand. E-mail: pc@umu.ac

## Background

Vocationalization in higher education regained momentum after the adoption of NEP-2020 by GOI (2) and the increasing demand for work-ready graduates. This approach seeks to align curriculum of educational programmes with the needs of the job market by offering specialized training opportunities [6-9]. Usha Martin University (UMU), which is a self-financed state private university, has adopted this approach to higher education. UMU offers a range of undergraduate and graduate programmes in agriculture, health sciences, computers, engineering, management, law, health sciences and such other professional areas. Some of these have been developed in collaboration with industry partners so as to ensure relevance of curriculum to current industry needs. The university has also established a virtual centre for vocational education that offers specialized training in areas such as welding, fitting, and machining [10].

UMU's focus on vocationalization is driven by the recognition that traditional educational programs often do not provide adequate practical skills required in workplace. This is one of the reasons why there is deficit and mismatch between what is taught in classroom and what is needed at workplace. By collaborating with industry partners and offering work-based learning opportunities, UMU aims to equip students with the competencies required to succeed in their chosen professions and improve their probability of vertical progression. This approach also reflects the university's commitment to promote entrepreneurship and disruptive innovations so that they can start their own businesses or work in emerging industries. This is in conformity with the trend inclined towards greater collaboration with industry and a focus on developing practical skills and knowledge that are directly applicable to the job market [9]. This helped the University to grow at a rapid rate while offering professional programmes.

## Opportunities

By aligning educational programmes with the needs of specific industries and professions, vocational education helps equip students with

domain knowledge, practical skills and work-based learning opportunities directly applicable to the workplace. This helped our graduates to improve their chances of finding employment in their chosen fields [11]. That is to say, UMU's specialized programs and work-based learning opportunities enabled its graduates to develop skills that are highly valued by employers. The university's collaboration with industry partners also enabled us to update curriculum and enhanced avenues of their employability.

### ***Collaboration with Industry***

Vocationalization of higher education provides opportunities to institutions to enhance collaboration with industry. By working closely with industry partners, institutions can develop specialized programmes aligned with emerging industrial requirements and equip graduating learners with the requisite knowledge and skills. UMU's collaboration with its industry partners has been key to its success with vocationalization of higher education.

### ***Promoting Entrepreneurship and Disruptive Innovations***

Vocationalization in higher education provides opportunities for promoting entrepreneurship and disruptive innovations. The learners are equipped with the skills required to start their own businesses or work in emerging industries. In this way, vocational education contributes to economic growth and development of the individual as well as the society.

The university's programmes in general and in health science, management and computer science, in particular, enable learners to develop the knowledge and skill base needed to start their own practice/business or work in emerging industries, contributing to the development of a more diverse and dynamic economy [12].

Overall, our experience with vocationalization of higher education demonstrates that this approach can provide several opportunities for students, institutions, and industry partners.

### **Challenges**

While vocationalization in higher education presents newer openings, it also comes with associated challenges. The experience of Usha

Martin University (UMU) provides insight into some of these challenges [11].

### **Balancing Theory and Practice**

One of the basic challenges of vocationalization of higher education is creating a balance between theory and practice. While practical skills and work-based learning are essential components of vocational education, it is important to ensure sound theoretical foundation. The challenge emanates from the fact that as practical training is time-consuming and may not leave enough time for theoretical instruction. UMU has addressed this challenge by integrating practical training and work-based learning opportunities with classroom instruction. The students can interact with Open Learn--- Learning Management System---after hours. As far as possible, the programmes offered by the University provide theoretical instruction as well as practical training to learners simultaneously.

### **Maintaining Relevance**

Another serious challenge presented by vocationalization of higher education is of relevance. Since industry is now based on AI and IOT, it is important to switch over to Education 4.0 to meet this challenge. It demands that Faculty Development Programmes are held periodically with some regularity. In Jharkhand, every university would find it difficult to hold FDPs by itself. It would therefore be desirable to pool human expertise and financial resources and form consortia where every participating university puts its best foot forward. By so doing it should be possible to offer cost-effective, up-to-date and relevant training

UMU has addressed this challenge by collaborating closely with relevant partners in the state of Jharkhand as well as its sister universities in Uttar Pradesh, Madhya Pradesh, Arunachal Pradesh and Sikkim via online webinars. Pooling of academic resources helped every participating institution to keep its programmes relevant. This practice is periodic and regular; reviews and updates of curricula are made to ensure that these are aligned with current industry needs and trends.

### **Limited Career Pathways**

The third important challenge of vocationalization is the potential for limited career

pathways. Vocational programmes are not supported as one goes to higher programmes, Though highly specialized, the students are invariably treated as second rate as they have limited career options. UMU has addressed this challenge by providing students with a range of vocational programmes that are relevant to a variety of professions. The university also encourages students to develop transferable skills, such as critical thinking and problem-solving, that can be applied to a range of careers.

### **Limited Awareness**

Another challenge offered by vocationalization of higher education is limited awareness about it among students and parents; who continue to value traditional academic programmes more than emerging programmes. To address this challenge, the UMU faculty created awareness in society by writing Articles and Blogs in Newspapers for promoting vocational education and its benefits for graduates as far as employability is concerned. The University also provided information and support to students to make informed decisions about their educational pathways. Overall, the experience of UMU with vocationalization in higher education highlights some of the challenges associated with this approach, including balancing theory and practice, maintaining relevance, limited career pathways, and limited awareness.

### **Infrastructure**

Providing quality infrastructure and its periodic maintenance is essential for useful educational transaction. Since it has to be reproduced in each institution, the amount of financial requirement is very large and for a country of the size and diversity of India with limited funds, this assumes unparalleled proportions. Also, for periodic maintenance, the expertise required would be huge. When Education Commission first introduced the concept of vocational education for Schools, lack of resources for creating infrastructure in schools and lack of understanding between cooperating departments proved fatal.

### **UMU Experience**

UMU has developed specialized vocational programmes in areas such as agriculture, engineering, management, management, health

science and law. These programmes were developed in collaboration with industry partners to ensure that they stay relevant and up-to-date. UMU also provided work-based learning opportunities through internships and industry visits, providing students with practical experience and exposure to real-world scenario. The University reported positive outcomes, with graduates from vocational programmes reporting higher employability and better career prospects. However, UMU acknowledged the need to balance vocational and academic components and ensure that vocational programmes complemented and supported critical thinking, problem-solving, and communication skills. Additionally, the University emphasized the importance of maintaining academic independence and quality, while also collaborating closely with industry partners and sister institutions in the state and outside.

### **Conclusion**

The experience of Usha Martin University with vocationalization of higher education demonstrates that we can provide opportunities to students to develop practical skills and domain knowledge that equip them with work-ready skills, while also improving their probability of gainful employment and career growth. The collaboration with industry partners has been the key to develop specialized programmes and work-based learning opportunities that are relevant and up-to-date. However, it is important to maintain a balance between vocational education with broader academic knowledge to ensure that graduates are well-rounded and equipped with critical thinking, problem-solving, and communication skills. In addition, maintaining academic independence and quality while collaborating with industry partners is crucial to ensuring that vocational programmes remain relevant and of high quality. UMU's vocational model can be a good example for other universities in India desirous of implementing NEP-2020."

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*(contd. on pg. 20)*

# The Role of Universities in Expeditious Implementation of the UN SDGs: A Blueprint for Sustainability by 2030

Vuppala Lingaiah\* and A Suryanarayana\*\*

In the year 2015, the United Nations (UN) has adopted a set of 17 interconnected Sustainable Development Goals (SDGs) with the aim of achieving a better and more sustainable future for all by 2030. The SDGs address global and complex interconnected challenges related to poverty, inequality, climate change, environmental degradation, and lack of peace and justice. As the world faces increasingly complex and interconnected sustainable development challenges, the role of universities in driving progress towards the SDGs has become critically important. According to a Study by Ávila *et al.* (2017), “*HEIs can contribute to the achievement of the SDGs through their core functions of Teaching, Research, and Outreach.*” [1] Universities are uniquely positioned to crucially contribute to the achievement of the SDGs through community engagement also in a concerted manner. Albareda-Tiana *et al.* (2018) state that “*HEIs can foster sustainable development through curriculum integration, research, campus management, and community engagement.*” [2] As centers of knowledge and innovation, universities can drive progress on the SDGs by producing skilled graduates, conducting relevant and impactful research, and collaborating with communities and stakeholders. Furthermore, Findler *et al.* (2019) highlight that “*HEIs can contribute to the SDGs by aligning their institutional strategies, operations, and activities with the goals.*” [3] However, to fully leverage this potential, they need to align their strategies, curricula, and operations with the SDGs in a holistic and systematic manner. Lozano *et al.* (2015) highlight that “*Universities can foster interdisciplinary and transdisciplinary research and education to address the complex, interconnected nature of sustainability challenges.*” [4] Kanapeckiene *et al.* (2020) emphasize that “*Universities can provide*

*professional development opportunities for faculty to integrate sustainability and SDG-related content into their teaching, enabling them to better prepare students for addressing sustainable development challenges.*” [5]

HEIs need to develop and present a comprehensive and strategic roadmap for how universities can accelerate the implementation of the UN SDGs by 2030, focusing on four key pillars: (i) Embedding SDGs in Curriculum and Learning; (ii) Aligning Research and Innovation with the SDGs; (iii) Driving Campus Sustainability; and (iv) Fostering Partnerships and Community Engagement.

## Embedding SDGs in Curriculum and Learning for Sustainable Development

Sedlacek (2013) notes that “*Universities can integrate sustainability principles into their curricula, promote interdisciplinary research, and collaborate with local communities to address sustainability challenges.*” [6] Universities should review and update their curricula to integrate the SDGs into their academic programs and pedagogy while also incorporating equity considerations. Berchin *et al.* (2018) state that “*Universities can integrate sustainability principles and the SDGs into their curricula, enabling students to develop the knowledge, skills, and mindset needed to address sustainability challenges.*” [7] This can be achieved by adopting several pragmatic approaches and strategies that facilitate in-depth knowledge, specialized skills as well as active and experiential learning in real-world contexts. Berchin *et al.* (2018) state that “*Universities can integrate sustainability principles and SDG-related content into their academic curricula across different disciplines to educate and empower students to contribute to sustainable development.*” [8] Leal Filho *et al.* (2018) highlight that “*Universities can offer sustainability-focused degree programs, interdisciplinary courses, and co-curricular activities to prepare students to be future leaders and change-makers for sustainable development.*”

\*Library In-charge, Symbiosis Law School, Hyderabad (Symbiosis International Deemed University) Hyderabad 509217 (Telangana). E-mail : lingaiahphd@gmail.com

\*\*Former Dean, Faculty of Management, Osmania University Hyderabad-Telangana State. E-mail: professorsuryanarayana@gmail.com



[9] Universities should create SDG-focused new degree programs, majors, and minors or take an interdisciplinary approach to sustainable development. Faculty should incorporate and integrate SDG-related content into the case studies, projects, and learning outcomes into their interdisciplinary courses. They enable students to apply sustainable development concepts in their field of study and co-create holistic solutions. Wiek *et al.* (2011) emphasize that “Universities can design curricula that foster sustainability competencies, such as systems thinking, anticipatory, normative, and strategic thinking, to prepare students for addressing sustainability issues.” [10] Universities should provide student-learners SDG-focused extracurricular events, workshops, internships, and community projects that foster practical experience, applied learning, and sustainable competencies such as critical thinking, problem-solving, social responsibility, and collaborative decision-making.

Findler *et al.* (2019) highlight that “Universities can develop interdisciplinary and problem-based learning approaches to equip students with the knowledge, skills, and mindsets needed to address complex sustainability challenges.” [11] Leal Filho *et al.* (2018) state that “Universities can incorporate sustainability and SDG-related topics across different academic disciplines, from engineering and business to social sciences and humanities, to equip students with the knowledge and skills to contribute to sustainable development.” [12] Their curricula need to emphasize systems thinking to understand and develop a deep understanding of the interconnectedness of sustainable development challenges. Ntanos *et al.* (2018) highlight that “Universities can develop interdisciplinary programs, courses, and learning experiences that focus on the SDGs, enabling students to understand the interconnectedness of sustainability challenges and develop holistic solutions.” [13] Adopting inclusive approaches, they also need to encourage diversity and interdisciplinary collaboration to address complex, real-world problems. Furthermore, Berchin *et al.* (2018) highlight that “Universities can serve as living laboratories for sustainable practices and showcase innovative solutions to sustainability problems.” [14]

## Aligning Equity-driven Research and Innovation with the SDGs

Macgregor *et al.* (2018) state that “Universities can conduct interdisciplinary research to develop innovative solutions and technologies that address sustainability challenges.” [15] Universities should strategically align their research agenda and innovative activities with the SDG targets. While such research should address issues of equity, diversity, and social justice, HEI need to leverage their critical expertise and resources to generate relevant and impactful solutions that can be scaled and replicated globally, while prioritizing equity and inclusion. Universities should identify and encourage SDG-focused research areas and actively support projects that have the potential to contribute to their achievement. Fostering interdisciplinary research teams and collaborations with external stakeholders, such as industry, government, and civil society organizations, can enhance the relevance and impact of SDG-related research. Furthermore, Trencher *et al.* (2014) emphasize that “Universities can act as ‘living laboratories’ for sustainability, using their campuses as ‘test beds’ for innovative sustainability research, technologies, and practices.” [16]

Universities should adopt and promote open science practices, including open access publishing, data sharing, and equitable access to ensure that SDG-relevant knowledge, technologies, and innovations are widely accessible and can be built upon by the global community. Wiek *et al.* (2011) emphasize that “Universities can develop students’ sustainability competencies, such as systems thinking, anticipatory, normative, strategic, and interpersonal competencies, to equip them for the complex challenges of sustainable development.” [17] In this context, universities should catalyze and strengthen their technology transfer offices and entrepreneurship programs to facilitate their commercialization. Moreover, making available equitable access to research outputs and resources, particularly for the benefit of the marginalized and underrepresented populations and underserved communities should become an imperative. Leal Filho *et al.* (2019) highlight that “Universities can promote sustainability-focused research, encourage sustainability-related publications, and incentivize faculty and students to engage in sustainability-oriented research and innovation.” [18]

## Strategies for Embedding and Driving Sustainability into Campus Operations and Governance

Velazquez *et al.* (2006) state that “Universities can integrate sustainability into their campus operations, such as energy management, waste reduction, and green procurement, to serve as models for sustainable practices.” [19] Universities should lead by example and transform their campuses into living laboratories for sustainable development, showcasing best practices and inspiring broader societal change. Brinkhurst *et al.* (2011) highlight that “Effective sustainability governance within universities, including the involvement of campus stakeholders, is crucial for driving sustainable campus initiatives.” [20] Universities should adopt sustainable practices in areas such as energy, water, waste management, procurement, and transportation, and measure and report on their progress towards sustainability targets. They need to engage the campus community in initiatives that promote sustainable behaviors and lifestyles such as waste reduction, energy conservation, and sustainable mobility. They have to ensure fair labor practices and accessibility for all campus community members. HEIs have to invest in energy-efficient buildings, renewable energy sources, and other sustainable infrastructure to reduce their environmental impact and showcase innovative sustainable solutions. Shriberg and Harris (2012) emphasize that “Universities can incorporate sustainability into their decision-making processes, strategic planning, and institutional policies to integrate sustainability across all aspects of their operations.” [21]

They need to ensure that inclusion and sustainability are central priorities across all university operations. They have to strive to foster an inclusive campus cultures, raise awareness about equity-related issues, and empower individuals to become champions of sustainability and social justice. This should include the establishment of dedicated sustainability and equity offices or committees to oversee and drive progress in these areas.

## Fostering Multi-stakeholder Partnerships and Community Engagement

According to a study by Leal Filho *et al.* (2019), “Universities can contribute to the SDGs

through education, research, campus operations, and community engagement.” [22] Universities should leverage their convening power and expertise to foster multi-stakeholder partnerships and engage with local and global communities to accelerate progress towards the SDGs and promote equity. Sedlacek (2013) states that “Universities can collaborate with local communities, businesses, and other stakeholders to address sustainability challenges and develop innovative solutions.” [23] They are duty bound to proactively engage with external stakeholders, such as government agencies, businesses, non-governmental organizations, and civil society to co-create and implement SDG-related initiatives and projects for equitable impact. Additionally, Dyer and Dyer (2017) emphasize that “Universities can form partnerships with other higher education institutions, government agencies, and international organizations to collaborate on cross-border sustainability initiatives.” [24] They need to particularly work closely with underserved and underrepresented groups, to understand their sustainable development needs and priorities, and co-develop and implement community-based solutions that address local challenges in an equitable and inclusive way.

In this regard, Aleixo *et al.* (2020) highlight that “Universities can engage with local communities to raise awareness, build capacity, and foster sustainable behaviors and practices.” [25] They are advised to actively participate in international networks and initiatives focused on sustainable development, such as the UN Sustainable Development Solutions Network (SDSN) and the International Association of Universities (IAU), to share best practices, learn from peers, and contribute to global SDG efforts in an equitable manner. They also need to work closely with local communities to understand their sustainable development needs and priorities, and co-develop and implement community-based key solutions that address local challenges. Universities should empower and support students to become active agents of change, enabling them to initiate and lead SDG-related projects, advocacy campaigns, and community engagement activities that promote equity and social justice. The article by Arshad *et al.*, (2020) emphasizes the importance of making the sustainable goals more accessible and relatable to the general public in order to drive meaningful engagement and empowerment

towards sustainable development. [26] The article by Disterheft, A., *et al.*, identifies critical factors for successfully implementing participatory approaches to promote sustainability practices and initiatives within university settings. It examines the key elements necessary for universities to effectively engage all the stakeholders and take a collaborative, participatory approach to advancing sustainability on campus, based on the research findings presented. [27]

## Conclusion

HEIs can integrate sustainability into their campus operations, such as energy management, waste reduction, and green procurement, to serve as models for sustainable practices. Effective sustainability governance within HEIs, including the involvement of campus stakeholders, is crucial for driving sustainable campus initiatives. Universities can incorporate sustainability into their decision-making processes, strategic planning, and institutional policies to integrate sustainability across all aspects of their operations.

They can adopt interdisciplinary and multidisciplinary approaches to contribute to the realization of the UN Sustainable Development Goals (SDGs). They can also foster interdisciplinary and trans-disciplinary research and education to address the complex, interconnected nature of sustainability challenges. They can develop comprehensive, multidisciplinary strategies that integrate the SDGs across their teaching, research, campus operations, and community engagement activities. Participatory approaches that involve multiple stakeholders, including students, faculty, staff, and community members, can enhance the effectiveness of university strategies towards the SDGs.

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# Impact of Open and Distance Learning System on Marginalised Learners: A Case Study of IGNOU

Pravat Kumar Jena\*

Development can always be visualized in terms of contributions from all sections of the society. Marginalization deprives a large section of people across the globe from participating in the development. It is a serious issue, and there are many factors that cause marginalization. This serious issue needs to be addressed at the policy level everywhere across the globe. The development and the progress of the marginalized sections depend on proper education of individuals. Education sector is a critical determinant for development of the marginalized sections of the society. It is practically unrealistic to expect an adequate opportunity of education for all through traditional face-to-face structure. In order to meet the new and changing demands for education and training, Open and Distance Learning (ODL) is an appropriate substitute for the traditional face-to-face methods as it has the right potential to reach out to the large segment of the unreached, marginalized and the needy. In order to understand the Impact of ODL system on marginalized learners, an online survey using Google form was conducted among the marginalized learners of Indira Gandhi National Open University (IGNOU). The data collected through questionnaires were put together in the form of tables and simple percentage method is used for the analysis. Their views are analyzed to know the effectiveness of ODL system of education on marginalized learners. It is very interesting to note that about 91% of the marginalized learners feel pleasant / satisfied with the ODL mode of education offered by IGNOU. But it is very pathetic to note that about 94% of the marginalized learners are unable to get scholarship even though the Govt. of India has been offering many scholarship schemes to encourage the marginalized learners for education.

Learning in Higher Education (HE) is accessed through different modes, including distance or face-to-face. It is practically unrealistic to expect an adequate opportunity for education for all through the traditional face-to-face structure. In order to

meet the new and changing demands for education and training, Open and Distance Learning (ODL) is an appropriate substitute for the traditional methods as it has the right potential to reach out to the large segment of the unreached, marginalized, and needy. It focuses on access to education by liberating learners from the constraints of time and place and offering flexible learning opportunities to all sections of society. This is becoming more and more significant for lifelong education, skill updation of in-service personnel and for quality education to the marginalized learners located at different educationally disadvantaged locations. However, the ODL system has not yet reached the marginalized sections of society to a greater extent. ODL system of the country consists of IGNOU, State Open Universities (SOUs), Institutions, and Universities offering education in dual mode. IGNOU has been playing the leading role in India for the ODL system. The Learners Support Centres (LSCs) are the academic contact points for distance learners for providing support services to the heterogeneous distance learners. In order to reach the unreached part of the society, the University has been establishing LSCs in several educationally and economically backward areas with remote and rural backgrounds (Pravat, 2019). Over the years, IGNOU has been satisfying the country's expectations of providing education to the marginalized sections of society. It provides free education to all jail inmates across the country. A larger number of students from SC/ST and other marginalized segments of society are getting admission with concessional fees in various programmes of the university. As studied by Choudhury, S. V. S. et. al. (2016), an analysis of the admission data (from 2012 to 2015) for ST learners in IGNOU was almost double the national average. Srivastava M. (2006) studied that PWD learners of IGNOU are equally competent in completing their programmes successfully as compared to general category students. The focus of this article is to analyze the impact of the ODL system of IGNOU on marginalized learners of society.

The constitution of India has made definite provisions for the welfare of the marginalized

*\*Assistant Regional Director, IGNOU Regional Centre, C-1, Institutional Area, Bhubaneswar-751013. E-mail: pravat@ignou.ac.in*

people throughout the country. Since Independence, the Government of India has been formulating many policies for the development of marginalized sections. Besides its rigorous efforts in implementing the new policies, the proper provision of social justice to the marginalized sections is the greatest challenge that the Government of India has been facing since Independence. Marginal sections are always identified and neglected by members of the dominant society, and they face discrimination. From a historical point of view, marginalized groups have been facing the worst type of societal exploitation. They are mainly landless with little control over resources such as land, forest, and water, which has resulted in poverty among them. They have low levels of education, poor health, and reduced access to healthcare services. They are deprived of many civic facilities and isolated from modern civilization for so many centuries. In India, gender-based violence and domestic violence are high among women in general. Girl children and women from the marginalized groups are more vulnerable. Early marriage, trafficking, forced prostitution, and other forms of exploitation are also reportedly high among them. In situations like caste conflicts, women from marginalized groups face sexual violence, mental torture and humiliation from men of upper castes. Most vulnerable marginalized groups in almost every society can be summarized as below:

### ***Women***

Under different economic conditions, and under the influence of specific historical, cultural, legal and religious factors, marginalization is one of the characters of gender inequality. In general, women are always marginalized relative to men, in every country and culture. Women belonging to lower **classes**, lower castes, illiterates and the poorest regions have different levels of marginalization than their comfortable counterparts.

### ***Persons with Disabilities (PWDs)***

Persons with Disabilities are one of the most marginalised segments in society. These include persons with Visual, Hearing, Speech & Locomotive disability, Mental Retardation, Mental Illness, Multiple Disability and any other disabilities. Most of them do not have proper access to education, training and employment. Disabled people have as much right to live with

dignity as any other person. The disabled face various types of barriers while seeking access to basic services like health, education, shelter, etc. There are 26.8 million people with disabilities in India, according to the 2011 census of India, which is 2.21 % of the total population.

### ***Scheduled Castes (SCs)***

Caste-based marginalization is one of the most serious human rights issues in the world today. The caste system is a strictly hierarchical social system. Brahmins are at the top of the hierarchy and Shudras or Dalits constitute the bottom of the hierarchy. Physical segregation of their settlements is common in the villages, forcing them to live in the most unhygienic and inhabitable conditions. All these factors affect their health status, access to healthcare, and quality of life. The marginalization of Dalits influences all spheres of their life, violating basic human rights such as civil, political, social, economic and cultural rights. Caste-based discrimination involves social and economic exclusion, restrictions of access to public and private services, employment, etc. A major proportion of the lower castes and Dalits are still dependent on others for their livelihood. However, in recent years, due to positive action with legal protection, the intensity of caste-based marginalization is reducing.

### ***Scheduled Tribes (STs)***

Like the Scheduled Caste, the Scheduled Tribe people also face structural discrimination within Indian society. The STs are a product of marginalization based on traditions. In India, the ST population is considered to be socially and economically disadvantaged. They are mainly landless with little control over resources such as land, forest, and water. They constitute a large proportion of agricultural labourers, casual labourers, plantation labourers, industrial labourers, etc. Due to poverty, they face low levels of education and poor access to health care services.

### ***Minorities***

Article 30 of the Indian Constitution consists of provisions that safeguard various rights of the minority community in the country, keeping in mind the principle of equality as well. In the Indian constitution, minorities are classified into

religious minorities and linguistic minorities. In India, six religious communities, viz., Jains, Muslims, Christians, Sikhs, Buddhists and Zoroastrians (Parsis) are notified as minority communities by the Union Government. Though Christians, Sikhs, and Jains are fairly well placed in educational statistics but the situation is very shocking in the case of Muslims.

### ***Elderly or Aged People***

Aging is an unavoidable and unchangeable process in life. For most of the nations, the population of the over-aged group is growing faster. In the modern world, it is seen that the aged group of people is the most neglected group of the population. Children of the elderly in many families consider expenditure on care for the elderly as a wasteful investment. Therefore, most of them are found depressed and emotionally upset, and some even leave home when the act of neglect crosses the limit. Thus, the elderly population is considered a marginalised group

### ***Children***

Mortality and morbidity among children are mainly caused by poverty, their sex, and caste position in society. All these have consequences on their nutritional intake, access to healthcare, environment and education. India has the largest number of child laborers under the age of 14 in the world. Among children, there are some groups like street children and children of sex workers, who face additional forms of discrimination. A large number of children are reportedly trafficked to neighboring countries. Trafficking of children also continues to be a serious problem in India. So, the children of these categories are suffering from disadvantage and social exclusion.

### ***Sexual Minorities***

Another group that faces stigma and discrimination is sexual minorities. Those are identified as gay, lesbian, transgender, bisexual, etc., and experience various forms of discrimination within society. Normally, our society does not accept individuals who are identified as having same-sex sexual preferences and are rejected by their own family. So, they are left with very limited support structures and are excluded from various basic facilities like health, education, shelter, etc.

## **Objective of the Study**

The objective of the study is to:

- Analyze and understand how the marginalized learners respond to the ODL system of IGNOU
- Analyze the views/perceptions of marginalised learners and their suggestions for future learners.
- Suggest corrective measures to improve the impact of ODL system of IGNOU on marginalised learners.

## **Methodology**

An online survey was conducted among marginalized learners of different programmes of IGNOU. The structured questionnaires were distributed to the email addresses of the marginalized learners (Women, SC, ST, PWD & Aged learners) of IGNOU Regional centre (RC), Bhubaneswar, through Google form. Records of learners were obtained from the University records. The Google form questionnaire consisted of 23 questions, with 1 open-ended question, was sent online to 1000 marginalised learners and 166 learners responded. The study undertaken includes both primary and secondary data. The primary information for the study was collected through questionnaires. The secondary data was obtained from various journals, books, magazines, and websites. The data collected through questionnaires was put together in the form of tables, and a simple percentage method was used for the analysis. The perceptions/views of learners are collected, and an attempt has been made to understand the impact of ODL system of IGNOU on marginalized learners. Suggestions made on the impact of ODL system of IGNOU on marginalized learners are personal views of the author with reference to the analysis of the data received from the respondents.

## **Findings of the Study**

The year-wise fresh admission data for the last five years was collected from IGNOU RC Bhubaneswar to analyze the impact of ODL on marginalized learners. The year-wise distribution of different marginalized group learners is presented in below Table-1.

Comparison of the above 6 years tabular data indicates the following significant observations:

- More than 50% of the total admissions is made by female learners in every year. It indicates that

**Table 1: Year-wise Distribution of Newly Admitted Marginalized Learners in IGNOU RC Bhubaneswar**

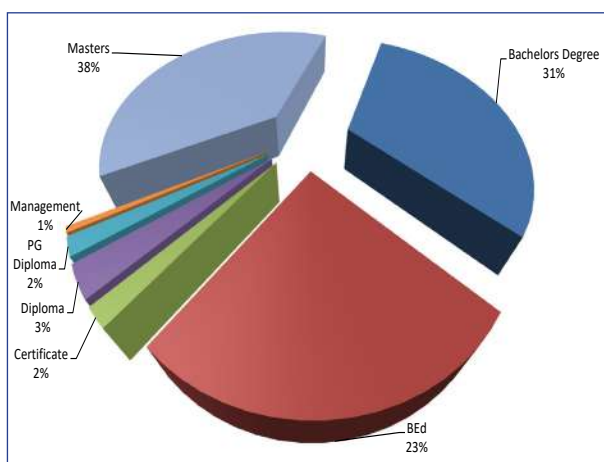
| Marginalized Groups   | 2019  |       | 2020  |       | 2021  |       | 2022  |       | 2023  |       | 2024  |       |
|-----------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
|                       | Nos.  | %     | Nos.  | %     | Nos.  | %     | Nos.  | %     | Nos.  | %     | Nos.  | %     |
| Female                | 15859 | 61.22 | 15588 | 63.32 | 8937  | 56.01 | 7845  | 52.45 | 9244  | 53.49 | 10317 | 53.59 |
| SC                    | 4071  | 15.72 | 3593  | 14.60 | 2014  | 12.62 | 1762  | 11.78 | 1865  | 10.79 | 2078  | 10.79 |
| ST                    | 4143  | 15.99 | 4580  | 18.61 | 2215  | 13.88 | 1526  | 10.20 | 1258  | 7.28  | 1540  | 8.00  |
| Minority              | 1032  | 3.98  | 1495  | 6.07  | 1028  | 6.44  | 948   | 6.33  | 908   | 5.25  | 930   | 4.83  |
| PH                    | 213   | 0.82  | 241   | 0.98  | 154   | 0.97  | 171   | 1.14  | 212   | 1.22  | 209   | 1.08  |
| Transgender           | 22    | 0.08  | 0     | 0.00  | 0     | 0.00  | 0     | 0.00  | 0     | 0.00  | 0     | 0.00  |
| Total Fresh Admission | 25905 |       | 24617 |       | 15955 |       | 14957 |       | 17279 |       | 19250 |       |

IGNOU has been educating more female learners every year.

- Admission of SC and ST learners contributes about (20-30) % of the total admission figure for the years.
- Admission of minority learners contributes about (5-6) % of the total admission figure every year.
- Percentage of admissions of Transgender individuals is the lowest every year. IGNOU should take proper initiatives to enhance the enrolment of Transgender groups.

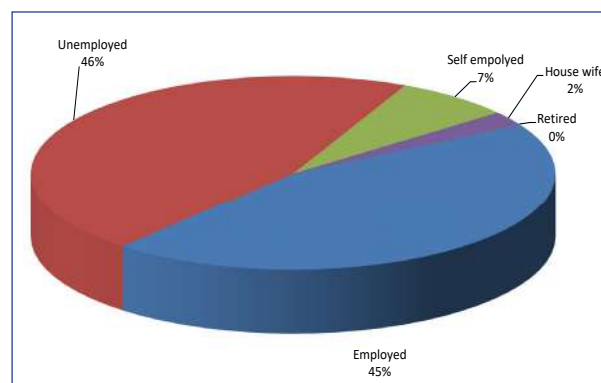
In order to understand the various factors on the impact of ODL system of IGNOU on marginalized learners of different programmes, one online survey was conducted among Women, Transgender, SC, ST, PWD & Aged learners of IGNOU RC Bhubaneswar and a total of 166 learners responded. Their responses are analyzed through the following tabular data and figures.

**Figure 1 : Programme-wise Classification of Respondents**



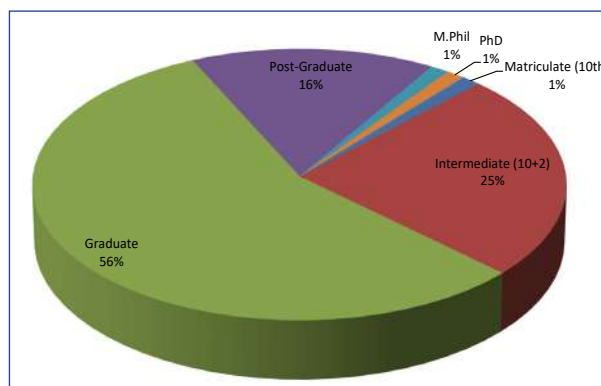
Among the respondents, it is observed that the highest number of marginalized learners from Master's Degree Programme (38%) and the lowest number of learners of Management Programmes (1%) responded. Sizable learners from both B.Ed. and BDP responded as per the present sample.

**Figure-2: Employment Status of Learners**



It is observed from Figure 2 that the highest number of unemployed learners (46%) are showing interest towards ODL system. The employed learners are showing more interest than the private

**Figure-3: Educational Profile /Level of Academic Qualification of Respondents**

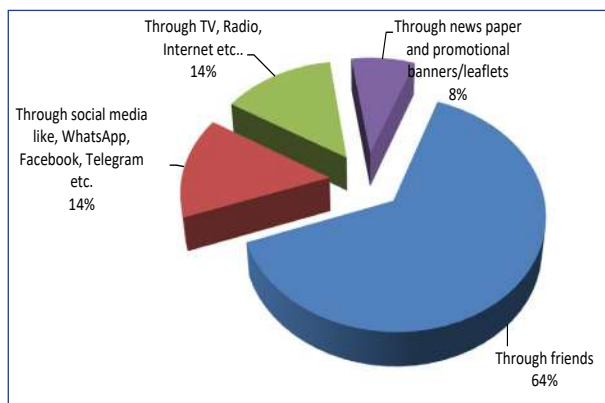




and self-employed learners in ODL. The lowest number of retired persons is showing interest in the ODL system as per the present sample.

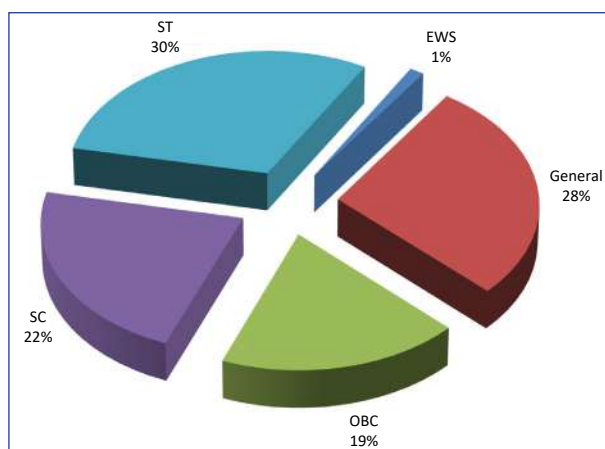
Educational profile of respondents indicates that the highest numbers of graduates (56%) from marginalized groups pursue IGNOU programmes whereas; very few (1%) learners with M. Phil or PhD degree are continuing education from IGNOU.

**Figure-4: How did you Know about the Admission to IGNOU?**



The above analysis (Figure 4) indicates that the maximum (64%) learners could know about ODL system of IGNOU through friends. It indicates that the learners are the brand ambassadors of the ODL system of IGNOU. So, IGNOU should put importance on effective support services both online & offline to satisfy the learners so that the satisfied learners encourage their friends/relatives to pursue programmes from IGNOU. IGNOU has been providing effective online support services during COVID-19 pandemic situation also (Pravat, 2022).

**Figure-5: Social Category of Respondents**



Social category of the respondents as per the present sample shows that the highest number of ST category (30%) learners prefer to continue with ODL system, whereas the number is lowest (1%) for Economically Weaker Section (EWS) persons. 19% of the Other Backward Class (OBC) people among the marginalized sections pursue programmes through ODL mode of IGNOU.

**Figure-6: Age Group of Respondents**

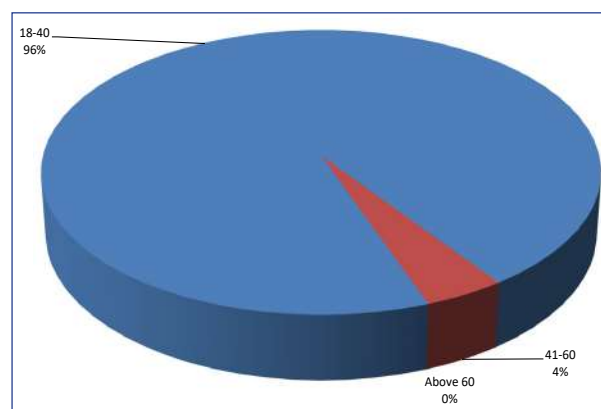


Figure 6 indicates that the maximum (96%) learners in the age group of 18-40 years among the marginalized groups are continuing education through ODL system of IGNOU whereas very few (4%) are in the age group of 41-60 years. There is no senior citizen respondent, which indicates that senior citizens from marginalized groups do not prefer ODL system.

The above tabular data (Table-2 & 3) on social status of learners indicate that majority (67%) of the respondents are unmarried. Maximum responses (61%) are received from females, but there is no response from transgender groups. The majority (62%) of rural area learners responded in comparison to the urban and tribal areas.

The above tabular analysis (Table-4) shows that the majority of learners (64%) have a study centre of IGNOU within 30-40 Kms radius in their locality. 91% of learners are continuing their education through ODL mode of IGNOU, whereas a few learners (9%) discontinued due to various reasons. It is very pathetic to note that the maximum (94%) of the marginalized learners are unable to get a scholarship, even though the Govt. has been offering many scholarship schemes to encourage the marginalized learners for education. IGNOU should take initiatives to open study centres within

**Table-2: Social Status of the Learners**

| Query                  | Marital Status |              | Gender      |              |             | Area         |             |             |
|------------------------|----------------|--------------|-------------|--------------|-------------|--------------|-------------|-------------|
| Option                 | Married        | Unmarried    | Male        | Female       | Transgender | Rural        | Urban       | Tribal      |
| No. of Respondents (%) | 54<br>(33%)    | 112<br>(67%) | 64<br>(39%) | 102<br>(61%) | 0<br>(0%)   | 103<br>(62%) | 44<br>(27%) | 19<br>(11%) |

**Table-3: Social Status of the Learners**

| Query                  | Are you coming under Minority Group? |              | Are you a Kashmir Migrant? |               | Are you a Person with Disabilities (PWD)? |              |
|------------------------|--------------------------------------|--------------|----------------------------|---------------|---|--------------|
| Options                | Yes                                  | No           | Yes                        | No            | Yes                                       | No           |
| No. of Respondents (%) | 31<br>(19%)                          | 135<br>(81%) | 0<br>(0%)                  | 166<br>(100%) | 7<br>(4%)                                 | 169<br>(96%) |

**Table-4: Background Support of Family and IGNOU to the Learners**

| Query                  | Do you have any study centre of IGNOU within 30-40 Kms from your residence? |             | Are you continuing your studies with the same programme in IGNOU now? |            | Have you got any scholarship from IGNOU or from any Govt. scheme? |              |
|------------------------|---|-------------|---|------------|---|--------------|
| Options                | Yes   | No          | Yes   | No         | Yes   | No           |
| No. of Respondents (%) | 106<br>(64%)  | 60<br>(36%) | 151<br>(91%)  | 15<br>(9%) | 10<br>(6%)  | 156<br>(94%) |

**Table-5: Background Support of Family & IGNOU to the learners**

| Query                  | Are your parents literate? | Do your parents/family members encourage you to continue your studies in IGNOU? |              |             | Do you have the technical knowledge to use the online support services provided by IGNOU? |             |
|------------------------|----------------------------|---|--------------|-------------|---|-------------|
| Options                | Yes                        | No  | Yes          | No          | Yes   | No          |
| No. of Respondents (%) | 119<br>(72%)               | 47<br>(28%)   | 150<br>(90%) | 16<br>(10%) | 135<br>(81%)  | 31<br>(19%) |

a radius of 30-40 Kms for the remaining 36%) of the marginalized learners in their localities. Proper care must be taken to create awareness among the marginalized learners for availing the different scholarship schemes of the Government.

Analysis on background support from above table-5 indicates that 28% of parents are not literate, and family members of 10% of the marginalized learners are not supporting them to continue their study. So, it is very difficult for a marginalized learner to continue their study without the proper support of family members, and it creates more difficulty if the parents are illiterate. The majority (81%) of the learners have technical knowledge for online support services of IGNOU, whereas some (19%) of the learners are unable to receive the

online support services due to a lack of technical knowledge.

The above tabular data (Table-6) on recommendations of marginalized learners imply that about 76% of learners agree to increase the percentage of reservation, but 24% of learners disagree with the proposal. About 87% of the marginalized learners are satisfied with the provision of reservation by IGNOU, whereas only 13% are not satisfied with the same.

Though 87% of learners think ODL mode of education is suitable for them, 13% of learners find it unsuitable, as per the tabular data of table-7. It is a very positive aspect for IGNOU that about 95% of marginalized learners are encouraging the

**Table-6: Recommendations of the Marginalized Learners**

| Query                  | Do you recommend increasing the percentage of reservation for marginalized groups in education sector? |          |                      |        | Do you think that IGNOU is providing proper reservation and support to the marginalized learners? |          |                      |
|------------------------|--|----------|----------------------|--------|---|----------|----------------------|
| Options                | Yes  | No       | Agree to some extent | Never  | Yes   | No       | Agree to some extent |
| No. of Respondents (%) | 80 (48%)   | 33 (20%) | 47 (28%)             | 6 (4%) | 98 (59%)  | 22 (13%) | 46 (28%)             |

**Table-7: Recommendations of the Marginalized Learners**

| Is ODL mode of education provided by IGNOU suitable for you? |          | Do you like to encourage the learners of your group/ community to take admission in IGNOU? |        |                      |
|--|----------|--|--------|----------------------|
| Yes  | No       | Yes  | No     | Agree to some extent |
| 145 (87%)  | 21 (13%) | 136 (82%)  | 9 (5%) | 21 (13%)             |

**Table-8: Overall Experience on ODL Mode of Education through IGNOU**

| Query       | Your overall experience on ODL mode of education through IGNOU |          |              |                             |                  |
|-------------|--|----------|--------------|-----------------------------|------------------|
| Options     | Excellent  | Pleasant | Satisfactory | Satisfactory to some extent | Not satisfactory |
| Numbers (%) | 60 (36%)   | 27 (16%) | 50 (30%)     | 15 (9%)                     | 14 (9%)          |

other learners of their community/group to pursue education through IGNOU.

About 36% of the learners stated that their experience in the ODL mode of education through IGNOU is excellent. Though the majority of the learners (about 55 %) are satisfied/feel pleasant but about 9% are dissatisfied. Hence, a learner-friendly approach from functionaries at all levels of the Open University towards optimizing learner satisfaction would definitely encourage the marginalized learners to actively pursue their studies.

#### **Remarks of the Marginalized Learners on the ODL System of IGNOU**

One option was also given in the questionnaires for the marginalized learners to share any additional remarks on ODL system of IGNOU, and some of their comments are as listed below:

- IGNOU should charge discounted fees from marginalised learners and should give scholarships to meritorious marginalised learners.
- Online support Services provided by IGNOU during the COVID-19 pandemic are really commendable. But, due to poor internet connectivity, many marginalised learners are

unable to avail online support services of IGNOU. IGNOU should take suitable initiatives in this regard.

- Hard copies of the study materials are not delivered on time, and all the marginalised learners are not comfortable downloading and referring to the online materials, which are available in e-Gyankosh of IGNOU.
- Some marginalised learners are deprived of getting proper support and cooperation for preparing a synopsis and project.
- Though the IGNOU Grievance Redressal and Management (iGRAM) is a very good initiative of IGNOU, yet some of the marginalised learners are complaining that they are unable to resolve their grievances on time.
- IGNOU is a very good platform for employed persons. It has been providing a great opportunity to continue studying during the service period.
- Some learners want IGNOU to allow pursuing two bachelors/masters degrees simultaneously.
- IGNOU should take prompt initiatives to offer Master's degree in basic Science subjects like Physics, Chemistry, Mathematics, and Biology to encourage more learners.

- IGNOU should improve the teaching facility system by providing 4/5 offline classes per week for every course of different programmes and engaging expert teachers/counsellors.
- More number of counselling classes should be provided by IGNOU to get more exposure and better understanding of the courses.
- Since IGNOU is offering education through ODL mode, the evaluators should give good marks/awards to the deserved learners to encourage them. Sometimes, it becomes very difficult to secure 60% even after writing proper answers, as some of the evaluators are putting marks/awards carelessly. So, the evaluators should be oriented properly.

### Discussion and Conclusion

Analysis of this study reveals some major points as discussed below:

- Analysis of the last 6 years data of IGNOU RC Bhubaneswar, it has been observed that more than 50% of the total admissions are done by female learners in every year. It indicates that IGNOU has been educating more female learners every year. The percentage of admissions of Transgender individuals is the lowest every year. IGNOU should take proper initiatives to enhance the enrolment of Transgender groups.
- Admission of SC and ST learners contributes about 20-30) % of the total admission figure in most years of RC Bhubaneswar. Admission of minority learners contributes about (5-6) % of the total admission figure every year.
- Maximum (64%) learners could know about ODL system of IGNOU through friends. It indicates that the learners are the brand ambassadors of the ODL system of IGNOU. So, IGNOU should put importance on effective support services both online & offline to satisfy the learners so that the satisfied learners can encourage their friends/relatives to pursue programmes from IGNOU.
- Maximum (96%) learners in the age group of 18-40 years among the marginalized groups are continuing education through ODL system of IGNOU, whereas very few (4%) are in the age group of 41-60 years.
- It is observed from the present analysis that the highest number of unemployed learners (46%) are showing interest towards ODL system. The lowest number of retired persons is showing interest towards ODL system as per the present sample.
- Educational profile of respondents indicates that the highest numbers of graduates (56%) from marginalized groups pursue IGNOU programmes whereas very few (1%) learners with M.Phil or PhD degree are continuing education from IGNOU.
- Maximum (64%) learners could know about ODL system of IGNOU through their friends. It indicates that the learners are the brand ambassadors of the ODL system of IGNOU. So, IGNOU should put importance on effective support services both online & offline to satisfy the learners so that the satisfied learners will encourage their friends/relatives to pursue programmes from IGNOU.
- Maximum (94%) of the marginalized learners are unable to get scholarship, even though the Govt. has been offering many scholarship schemes to encourage the marginalized learners for education. Proper care must be taken to create awareness among the marginalized learners for availing the different scholarship schemes of Government.
- About 87% of the marginalized learners found ODL as a suitable mode of education, and the same percentage of learners are also satisfied with the reservation system followed by IGNOU for marginalized learners.
- About 91% of the marginalized learners feel pleasant /satisfied with the ODL mode of education offered by IGNOU.

IGNOU should keep focus on learner learner-friendly approach from functionaries at all levels towards optimizing learner satisfaction, which would definitely encourage the marginalized learners to actively pursue their studies. From the analysis of the paper, it is clear that most of the marginalized learners are comfortable with the ODL system of IGNOU. IGNOU should provide proper orientation to all stakeholders on the provision of efficient support services. The University policies must include various individuals from diverse backgrounds, including remote regions, marginalised and minority groups, for effective delivery of support services. A more



elaborate statistical study may be undertaken to explore the difficulties of marginalized learners in pursuing education through the ODL mode.

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# Transforming India's Potential

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**Jagdeep Dhankhar, Hon'ble Vice President of India delivered the Convocation Address at the 10<sup>th</sup> Convocation Ceremony of the Indian Institute of Technology Jodhpur, Rajasthan on October 26, 2024. He said, "Your learning doesn't stop when you leave this campus, you have to be a constant learner, The only constant in life is change. You have to believe in it. Be lifelong learners, be connected to your roots, and use your knowledge to contribute to India's growth story and the betterment of humanity at large because our Bharat is known for inclusivity, we stand for inclusivity, we stand for global peace and harmony." Excerpts.**

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Congratulations to all those who are recipients of medals and others. Convocations are landmarks in an institution's journey as they bid farewell to their finest minds in the service of society. The same is the mindset of passing out students who will frog leap into the larger public domain duly armored by their training in this great institution. On this occasion, on the occasion of imparting a convocation address, they invite society and community leaders to impart some final words of advice and wisdom to graduates or those passing out.

I stand before you in this immense capacity, an obligation very difficult to discharge. By very nature, it is a daunting task. It is difficult to come up with the expectations of brilliant students who are keen to get something new.

So don't be disappointed. Nobility comes very rarely. I am not going to impart something very amazing. Friends, it is satisfying to witness this institution, IIT Jodhpur, striving in my home state, Rajasthan. Jodhpur has emerged as a major centre for learning with an IIT and aims and a National Law University. It is not just Jodhpur alone.

Institutions of national importance are continually dotting our landscape for over a decade or so across the nation. This educational spread out defines, in a sense, our continual developmental journey, at the root of which are the roots of society, that is, to nurture our young minds. Education is a fundamental premise of transformation and growth.

Bharat is undergoing a much-needed affirmative transformation. There has been geometric growth in the education sector. If I reflect on my times, or our times, which means the times of those who are on the dais, there was no level playing field, no affirmative policies, no institutional fiscal support. Today, you are living in Bharat, where your character and merit matter

more than your last name. Something unthinkable a decade or so ago. You can learn, excel, be a part of an institution like IIT, fulfill your dreams and aspirations, and contribute to your family, to society, and to the nation at large.

My young friends, Bharat has become a land of endless opportunities and hope. I say so because, the International Monetary Fund, a global institutional repute has indicated to the global fraternity that India is the favorite global destination for investment and opportunities.

Today, the world wants to participate in our growth story. Today, our global partners want to friend-shore their supply chains in this country. A change that should be soothing to my young friends. More importantly, this transformation is penetrating every corner of the country that was either too considered obscure. We are having a plateau kind of development, not pyramidal. There was an environment, and I say with utmost restraint, a restraint which I can command on this occasion, less time is understood. There was an environment of doom and gloom, not very long ago.

When I say so, I mean for our youth, the most vital stakeholders in democracy and governance. There was a state where we had a stale and outdated mentality of resistance, and this resistance was reflected whenever there was a big change for the better. Where there was an affirmative stance, let me give an instance.

When the government was pushing for UPI, all of you know it. Some thought this would never be accepted in India. Some people are the recipe for failure, the recipe for negativity.

They find it extremely difficult to be positively approached. We must never underestimate the genius of our people. Our DNA is very strong. And look how UPI has revolutionised the way we transact in this country. Everyone has come to know about it,

and how widespread is its impact. More importantly, my young friends, UPI have found acceptance beyond our shores. Indeed, a success story we must all be proud of.

My young friends, we are the global disruptors when it comes to the digital economy. Every day, 466 million digital transactions happen in India, on average. Daily digital transactions in this country are over 466 million. And that is more than the population of any given country in the world, except China. This is our accomplishment. Unprecedented, unparalleled. We should be proud of it. Not far ago, who would have imagined that this country would set a template of technological adaptation and transformation for others to follow? My young friends, this transformation has been enabled by creating a conducive environment, providing the right incentives, investing in human resources, and overall ease of aspiring.

Businesses and corporates think of ease of doing business. What we have created in Bharat in two decades in this centennial, what we have created is an ease for everyone to aspire, everyone to dream big, and to pursue their goals. To my young friends, I have been looking around for the last decade, young boys and girls like you, who stepped out of our IITs, IIMs, and other institutions. You have created wonders they never thought of. Therefore, right time for you to dream, aspire, and take a big leap. I should only admit, that this is a journey, much has to be done, and much remains to be done. I am alive to it. We talk, as the Hon'ble Minister reflected, we are a large economy, we never thought we would be one.

From fragile pipe economies, we have traversed to deep pipe economies, and we are becoming the third largest. But we have to keep our feet on the ground. You are discerning minds, you are thinking minds, and you must know the challenges. The challenge is, we have to grow our per capita income eightfold. We have to become a developed nation by 2047 when we have our centennial celebrations of independence. Eightfold increase is reachable, and achievable because I have young boys and girls before me who can do it. I have no doubt they will do it. And this is required because in this country, we have to create meaningful employment, high up in the value chain. We are aligned to the situation that there have to be employment avenues. The avenues have to increase incrementally.

I will appeal to our youth and minds to get out of the silos of normal opportunity. Your basket is increasing. My young friends, history suggests that countries that grow remain stuck in the middle-income trap.

It is very rarely nations break this mould. Look all around, and study the history of the last four or five decades. You will know that there is a trap, the middle-income trap.

We will have to collectively aspire to move from low to middle to high until every *Bharatiya* is touched by the glow of prosperity. That journey, my young friends, is on. That marathon march is going on.

Everyone is a stakeholder contributing to this yagya by his or her health. Our biggest strength is the angle of the world. This is one strength *Bharat* possesses home to one-sixth of humanity, which is envied by the world.

And that is, before me, our demographic advantage, should not be filtered away. It is an asset that contributes to the overall well-being of society. I must indicate to my young friends, that demographic can be a boon if its growth is organic.

Any artificial intervention or any linear intervention with a strategy can be disastrous, especially in a democracy. But when this demography, my young friends, is wedded to technology and innovation, nations rise and rise. They rise to begin with this incremental it takes the shape of vertical, and that is bound to happen in this country.

IITs, your institution, and institutions like yours, are playing a major role in this transformation for which India has waited for very long. We have heard and we have enjoyed, traditionally. Takshila, Nalanda, Mithila, Vallabhi, Vikramshila, and many more. These ancient institutions, epicenters of knowledge and learning, were hallmarks of educational accomplishments.

After a long gap, on account of affirmative government policies, and proactive steps, IITs are emerging as new centres. Remember, whenever the history of Pax Indica is written, there will be a chapter on technological transformation. Your institutions and alike will be the central stage. And in that chapter, I can assure you, IITs, including yours, will have a profound place of pride. Be proud of your association and insignia.

The world wants IITs to operate on their soil. When they come to this country, world leaders solicit IIT premises on their sovereign lands. The first two international campuses in Abu Dhabi and Zanzibar were opened recently. More will follow. This is not a small development. It's a big development that the world has started looking up to India, as it did centuries ago, for knowledge, wisdom, and profound faculty.

The credit goes to you all, the directors, the chairman of the board of governors, and the students for making IIT a globally recognised brand. My young friends, innovation is another feature of our rise. You know it more than I do.

We have to innovate. Innovation has to be from within. We can't depend on others. If we depend on others, we will not be the crucible of big change. India has now emerged as the world's third largest startup ecosystem with over 1.25 lakh startups and 110 unicorns. I have no doubt, my young friends, we need more unicorns.

Unicorns are there. We must have our system. The world must recognise this term, that *Bharatiya* is the origin, but global in its footprint. We have started in this country, and people at that point in time did not take it in the right spirit.

Making India for the world. We are so engaged now. My young friends, what is even more inspiring is that India's startup ecosystem is no longer limited to metro cities. There was a time, tier two cities, and tier three cities, our rural situations were not looked at as centres of creativity. One had to flock to metros, but now the situation has changed.

It has become a social culture spreading across the length and breadth of the country, and that is why in this country we have great ideas. We had aspirational districts and smart cities, all of these were aimed only to ensure that young boys and girls living anywhere get a level playing field. You might already know this, but Jodhpur currently boasts over 300 recognised startups.

I will appeal to young boys and girls, also please understand the advantages of a startup. The fiscal advantages, the subsidy advantage, the taxation advantage, and then you go, at the root of it you will find so much attention has been bestowed that fiscal advantage accrues at a time chosen by the one who has initiated himself or herself in the startup. I am being

told that in your IIT there is a technology incubation centre that is incubating over 20 startups.

I am not fully informed, but when I went to IIT Madras, I spent a little more time than I would in months to come here also. I was so delighted. Their incubation had taken a very serious flight, a flight which the Chairman Board of Governors will better know because it is not in the sky but in space. You have the potential and you need to exploit that potential to take this number to a higher level. I hope the very first unicorn in the city will be affiliated with IIT Jodhpur. If you decide, it shall happen.

This incubation centre, and the IIT ecosystem themselves should become crucibles of innovation. Innovation is fundamental to economic growth for our development journey. Today I want to give a mantra. Every IIT should have at least one niche area for which they should be known globally. Pick up yours. Scratch your brains, brainstorm, help in things, and carve out a niche for IIT Jodhpur that will be a global brand for you.

To the faculty and students, I would say think beyond and think outside. Look at our audacious dreamers in ISRO. India now has a staggering and all-pervading space footprint with the Mangalyaan, Gaganyaan, and Aditya missions.

We all have relished the Chandrayaan-3 success, the day becoming a special celebration every year. India's potential extends beyond the terrestrial domain. Our space economy is set to grow fourfold by 2030. But let us be realistic. That does not align with our potential. Although it has made major strides, our share in the global space economy is in single digits. And we are one-sixth of humanity. And when it comes to technological prowess, we are much beyond our demographic component, and therefore, we have to take a big jump.

Who will make a success of it? Boys and girls from IIT. They have to address the issue. What are the avenues in the space economy? Think of oceans. The oceans offer a wide range of sectoral opportunities like fisheries and aquaculture, ports and shipping, marine and coastal tourism, marine biotechnology, IT-driven maritime innovation, and deep seabed mining, to name a few. In all these areas, you have a critical role to play. If you just think while you have time, you will come to know, you will find an area of interest that suits your aptitude.



Another huge promising area is green hydrogen. I was so happy when the Government of India allocated 90,000 crores for the green hydrogen mission. India has aspired to produce 5 million metric tons of green hydrogen by 2030.

That will help fuel growth without further degrading the environment. The work is on. It does need capable human resources. It does need engineers, and you will be surprised if you count the number of engineers that are needed. And it is a beginning. Get to your job, those of you who are keen to get involved in this domain. Don't lose a moment.

With the green hydrogen mission, the Indian space policy, the blue economy policy, and the deep ocean mission, the government is in overdrive to create a healthy and conducive environment for these emerging sectors.

All these opportunities are there. One thing that I have felt, my young friends, is we have a myopic view of the opportunity basket that we think you have. The fact of the situation is that on account of exponential growth and great policies in place, your opportunity basket is ever, ever going up. Take note of it. You, my friends, do not want to miss this bus. I know you would not want to miss it.

But you will have to take the first step. You have to make a conscious decision. When you step out of this institution, whether you want to be a job seeker or a job creator, whether you want to lead or to be led is your choice. I will never say you will not have problems. While you enjoy a never-ending field, you enjoy a corruption-free environment, your government policies that help you, and you will have unexpected jobs. You will find success not coming to you, coming to someone else.

You will find unjustly you have been denied and someone has got it unjustly. These are challenges where you need to learn. Take them in stride. These are learning lessons because you have been trained to face these situations. There will never, ever be only a red carpet environment for you. If challenges come your way, and they will surely, the challenges are waiting in the wings.

You have to convert those challenges into opportunities. There are a few other things that I have learned from IIT Jodhpur that I find impressive. It was reflected briefly. It is the first institution nationally where one can take courses in their mother tongue in

engineering and technology. There was a time it was taken to be a wall. You can't go beyond it. This was taken to be a crazy idea. The wall and the ceiling are demolished.

There are dozens of countries that excel in engineering but do not teach these subjects in a foreign language. The number of them. Look at Japan, Germany, China, and many other countries at the forefront of technology. They don't take requests for foreign languages. Language the country believes in. The individual believes in. You can adopt German, Japanese, Chinese, Indian, or anyone. And let me give you some illustrations. Our homegrown areas, neither Bodhayan nor Pythagoras but thinking in English. Yet they both arrived at this wonderful forum in their mother tongue.

Let me indicate that Kanada, Sushruta, Aryabhatta, Bhaskar, Charaka, Patanjali, and Brahmagupta made splendid and lasting discoveries in Sanskrit. In the Sanskrit language, they made discoveries. I am not an unmitigated votary of parochialism but I also very strongly believe that a foreign language should not be an unreachable barrier to learning sciences, medicine, technology, engineering, or any other topic.

Now, friends, we are living in tough times. Some people in this country are born critics. I will get now a system. The Vice President was advocating a language of the country in English. Don't be moved by these things.

To rise above these things, believe in Arjun, who did not see the ceiling, who did not see the fish, he did not see the eye. He saw only the pupil. Get the idea of it. Your comfort has to decide how you prosecute your pursuit in life. Never be shaken by it. It is better to get in your shoes than in somebody else's shoes. Your bicycle any day is more comfortable for you than somebody else's limousine. You may not realise but your ride on the bicycle will be a joy and the limousine may be a pain in the neck.

Another major feature and I have been associated with it to some extent as Governor of the State of West Bengal, national education policy. It has given a multidisciplinary facet to our education. You cannot be an innovator by only learning Engineering, if you want to build a mobility startup you need to understand a range of things from consumer behaviour to communication patterns.

Under the National Education Policy, students now have the flexibility to pursue courses in non-traditional combinations. Earlier they used to say यह तो combination ठीक नहीं है, why are you thinking of this combination?

Now there has to be a convergence of varied disciplines to give you a cutting edge, now you have to pursue courses in nontraditional combinations. Medical students can study economics or music alongside their core subject- A step towards holistic and well-rounded education.

Friends, we will not create the generation of solution providers without this format of education that is beautifully enshrined in the Jodhpur IIT logo that says, “We seek the harmonious stream of Gyan and Vigyan-technology and knowledge together.”

Let me remind you that it was after 3 decades considering inputs from more than a hundred thousand stakeholders that NEP evolved. It’s a game-changer, I hope those who are still studying will not remain hostages to disciplinarian boundaries and benefit from this. Get into the shoes that are comfortable for you.

Engineering and Technology are a part of overall learning and grooming and the entire globe is manufacturing on manufacturing. Manufacturing is a key now. It’s a buzzword, the stage for you is set out already.

The world beyond the walls of this institution is infinite, Travel within the country as much as you can, there is no greater education than being a traveler.

The Millers and the markets and the Mandir and Gurudwara are the foods and flavor the color and crafts the wisdom and the chatter on the streets. They all are waiting for you. I meet innovators who tell me they found a business idea on a trip to a small town. Be a seeker, be a traveler. I was amazed at how little I knew this, India; we have in *Bharat* everything if we put New Zealand or Switzerland countries together, you’ll find all this in our Northeast.

Nature has been bountiful and gifting our nation with everything it needed. I hope my young friends IITs will produce a generation of thinkers who not only have the best of *Bharat* in their hearts but also understand Bharat and its complexities and diversities.

I would conclude if you face unfairness, and you will mark my words, learn the value of justice. If you experience betrayal, you will get occasions. There will be betrayal. You will get lessons in loyalty. If you feel lonely, you will appreciate what friendship is. Be you, be original. Nothing should data from dreaming big and pursuing your goals. When you get tired, feel depressed and exhausted, which you will there will be occasions when you’ll be tired. Depressed and exhausted, lonely, and maybe in a state, which is not good in the situation. Remember the ever-inspirational Dr Kalam and his message, The man who rose from the essays of struggle and adversity left a single message, Dr. APJ Kalam- He belonged to the stream of your Chairman, Board of Governors, and what he said, “Dream, dream, dream, never stop dreaming” because in *Bharat*, our *Bharat* there is an ecosystem of affirmative policies, and dreams are being realised on the ground. Dreams fructify, so dream and dream big, and if you find that still you do not have the spirit to dream remember Vivekananda. What Vivekananda said, and mind you his Chicago address will stir you as no other address.

Arise and work and stop not until the goal is achieved. Let the words of both these wise men be your guiding light in the wake of insurmountable challenges, be your North star in the face of adversity which you’ll have, and be your lighthouse when you feel marooned on the island of dejection, despair, and despondency.

My message is, and this has to be remembered. Your learning doesn’t stop when you leave this campus, you have to be a constant learner, The only constant in life is change. You have to believe in it. Be lifelong learners, be connected to your roots, and use your knowledge to contribute to India’s growth story and the betterment of humanity at large because our *Bharat* is known for inclusivity, we stand for inclusivity, we stand for global peace and harmony.

As you embark on a journey, I wish you all success and fulfillment, go forth and make India proud.

Thank you. Jai Hind!



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### **International Workshop on Data Analysis for Social Science**

A two-day International Workshop on 'Data Analysis for Social Science' was organised by the Postgraduate and Research Department of Economics, The American College, Madurai in collaboration with the Indian Economic Association, New Delhi, recently. Dr. Justin Jebaraj, Secretary of the event, welcomed the gathering. Dr. K Usha explained the objectives of the event and detailed the theme of the event. Dr. Davamani Christofer, Principal and Secretary, The American College, Madurai delivered the Presidential Address. He welcomed the special speakers of the Indian Economic Association (IEA), New Delhi. He expressed that the introduction of E-views in SPSS is expected, and reliable for data analysis. He also pointed out that data analysis is an important tool for mathematics and computer science as well as in social sciences. For E-views 'R' language is very helpful for learning data analysis.

Dr. V K Malhotra, President of the Indian Economic Association (IEA), New Delhi, inaugurated the event. In his address, he explained the importance of data analysis in social sciences research and how people in various departments are trained in data analysis. He spotted that economics is a disciplined subject because of its handling of data. Data analysis is very important for social activities, sustainable development activities, and others. He also mentioned the three Nobel Prize winners in Economics of 2024, they almost deal with the portion of data analysis. Why, when, and where these questions are the evidence that helps to provide the national economy. He pointed data is good for future uses. Dr. S Jeyarani proposed a Vote of Thanks in the inaugural session.

During the Technical Session, Dr. M Kannan, Director, Research, M S Chellamuthu Trust and Research Foundation, Madurai delivered on 'Introduction to Quantitative Research'. He gave a brief outline on quantitative research variables, which is the basic language for research. He explained that anything that varies from person to person, place to place, and time to time is called a variable. Variables can be measured by qualitative and quantitative types and the entire statistics belongs to the two variables,

he added. Qualitative variables are classified by nominal (only categorisation) and exclusive and exhaustive, least powerful variable. Quantitative variables classified by Interval (number + absence of real zero) and ratio (number + presence of real zero) most powerful variable. Nominal, ordinal variables can be converted into intervals but not as ratios. The process of converting nominal and ordinal values to intervals is called the scaling technique, he added.

Dr. M Kannan explained the hypothesis and its testing in social sciences research. Hypothesis tests are very much useful for research in terms of guiding research questions (A hypothesis helps to focus the research by providing a specific question or prediction that the study aims to answer), establishing variables (It identifies the independent and dependent variables, clarifying what is being tested and measured), facilitating experimental design (A well-formed hypothesis informs the methodology, helping researchers design experiments or studies that effectively test their predictions), providing a framework for analysis (Hypotheses set the groundwork for statistical analysis, allowing researchers to determine if the data supports or refutes their predictions), driving further inquiry (The results of hypothesis testing can lead to new questions and hypotheses, contributing to the iterative nature of scientific research), enhancing communication (Clearly stated hypotheses help communicate the purpose and direction of research to others, including peers, funding bodies, and the public) and testing theory (Hypotheses can be used to test existing theories, either supporting or challenging them based on the evidence gathered). He also dealt with the difference between the null and alternative hypotheses. Dr. T Selva Kumar proposed a Vote of Thanks in the session.

The session on 'Application of Data Analysis' started with the welcome address by Dr. K Usha. In the session, Dr. T Aathy Kannan, Head, Economics Department, Hindustan Institute of Technology and Science (Deemed University), Chennai explained about the application of data analysis. Data analysis involves examining, cleaning, transforming, and modeling data to discover useful information, draw conclusions, and support decision-making. It applies

across various fields like business, healthcare, finance, and social sciences, enabling insights and trends identification, he added. Techniques include statistical analysis, predictive modeling and machine learning, which can help optimise operations, identify patterns, forecast trends, and support research. Dr. Vanitha proposed a Vote of Thanks in the session.

The session on 'Interpretation of Statistical Research' was handled by Dr. S S Jeyaraj, Faculty of Accounting and Finance, Sino-British College, Guangxi Minzu University, Nanning, Guangxi Province, P R China. Dr. M Sheela welcomed the gathering. Dr. S S Jeyaraj presented various valuable insights on data analysis in social sciences. Understanding the data (Descriptive Statistics: Summarise the basic features of the data, including means, medians, modes, standard deviations, and ranges. Visualisations: Use charts and graphs to represent data distributions, trends, and relationships), Hypothesis Testing (Null Hypothesis (H0): Understand the assumption being tested, which typically states that there is no effect or difference. Alternative Hypothesis (H1): The hypothesis that indicates the presence of an effect or difference. P-Value: Assess the significance of the results. A low p-value (commonly  $< 0.05$ ) suggests rejecting the null hypothesis in favor of the alternative), Confidence Intervals (Calculate confidence intervals to provide a range within which the true population parameter is likely to fall, offering insight into the precision of estimates) and Effect Size (Look at effect size measures to understand the magnitude of differences or relationships, beyond just statistical significance) are key illustrations, he made.

He also explained the Contextual Interpretation (Consider the practical implications of the findings within the broader context of the field. The results relate to existing theories or previous research), Limitations and Assumptions (Acknowledge any limitations in the study design, data collection, or analysis. Check whether the assumptions of the statistical tests used were met), Generalizability (Assess whether the findings can be generalized to a larger population, based on sample size and selection methods) and Reproducibility and Validity (Consider whether the study can be reproduced and whether the methods used were valid for the research questions posed). Dr. R Jasmine proposed the Vote of Thanks.

Dr. B Senthilkumar, Assistant Professor of Statistics, Thanthai Periyar Government College of

Arts and Science, Trichy, Tamil Nadu acted as the special guest in the session on 'Using R'. He trained the students on the use of R language and its uses in social sciences research. He explained data manipulation, data cleaning, transforming, reshaping data, and the role of R in making it easier to prepare datasets for analysis. R supports a wide range of statistical tests, from basic descriptive statistics to advanced modeling techniques like regression, ANOVA, and time series analysis. Researchers can perform hypothesis testing and calculate p-values, confidence intervals, and effect sizes. Data visualization i.e. R package allows for sophisticated and customizable data visualizations, helping researchers present their findings clearly and effectively. Visualizations can include scatter plots, histograms, box plots, and more complex graphics, he added. He also explained about importance of the R views package in reproducible research, machine learning, time series analysis, spatial analysis, integration with other tools, statistical reporting and community and support.

The Panel Discussion on 'Data Analysis for Social Science' was organised with the aim of sharing basic concepts, literature and tools of research among students. The discussion was chaired by Dr. M Kannan as moderator and Dr. Senthilkumar, Dr. D Adi Kannan, and other Committee Members acted as panel members. The panel discussion was open to all participants the Committee answered the questions asked by the participants.

Prof. Avathi Ramaiah, Professor, Tata Institute of Social Sciences (TISS), Mumbai was the Chief Guest for the session on 'The Philosophy and Relevance of Qualitative Research' and he spoke on statistical research. He covered the areas regarding research design and types of studies. It determines whether the research will be experimental, observational, cross-sectional, longitudinal, etc. Sampling Methods: Choose appropriate sampling techniques (random, stratified, cluster) to ensure that the sample is representative of the population. Data collection, surveys and questionnaires are the tools for gathering qualitative and quantitative data. Experiments or controlled studies are used to observe the effects of independent variables on dependent variables in social sciences research. Descriptive Statistics help to summarise and describe the characteristics of the data using measures such as mean, median, mode, variance, and standard deviation. Visualisation tools like histograms,



box plots, and scatter plots help illustrate data distributions and relationships. He also illustrated the use of inferential statistics and techniques to make inferences about a population based on sample data. This includes hypothesis testing, confidence intervals, and regression analysis. Hypothesis testing and test hypotheses to determine whether observed effects are statistically significant.

Use P-Values to assess the strength of the evidence against the null hypothesis. Use of models like linear regression, logistic regression, ANOVA to explain relationships between variables and make predictions is also discussed. Analyse the outcomes of statistical tests, consider practical significance, and discuss implications within the context of the research question. Present results, often including tables, charts, and graphs, alongside narrative explanations of what the results mean for the research question, and ensure that data collection and analysis adhere to ethical guidelines, including informed consent, data privacy, and accurate reporting of findings, he added. Applications of statistical research in Health Sciences (Clinical trials, epidemiological studies, and health surveys), Social Sciences (Analyzing survey data, studying social phenomena, and testing theories), Economics (Economic modeling, forecasting, and policy analysis) and Environmental Studies (Assessing environmental data and impacts) are to be learned. Statistical research is integral to generating knowledge, guiding policy, and informing practice across various domains.

Dr. A Duraisamy, Dean, Faculty Science and Humanities, SRMIST, Kattankulathur, Chennai acted as a guest speaker and delivered on 'Introduction to E-Views'. E-Views (Econometric Views) is a powerful software tool designed for econometric analysis, forecasting, and data management. It is widely used by economists, researchers, and analysts for its user-friendly interface and robust capabilities, he said. E-views allow users to perform a range of statistical analyses, including time series and panel data analysis, regression modeling, and forecasting. The exploration of complex datasets, making it easier to model economic relationships and test hypotheses is highly relevant. E-Views supports various data formats and provides graphical tools for data visualisation, enhancing the interpretability of results. E-Views have become a valuable resource

in both academic and professional settings for conducting empirical research, he added.

Prof. D K Madaan, Secretary, Indian Economic Association, New Delhi and Dean, Punjabi University, Patiala felicitated the workshop. Dr. Senthamarai Kannan, Former ADGP, Government of Tamil Nadu gave the valedictory address. Dr. A Martin David, Vice Principal, The American College, Madurai distributed the certificates to the participants. Dr. S Vanitha proposed the Vote of Thanks.

### **International Conference on Artificial Intelligence**

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

In a rapidly changing world, AI holds immense potential to address pressing issues in different domains. The event highlights the transformative role of Artificial Intelligence (AI) in addressing critical global challenges, ensuring and emphasising a sustainable and inclusive future in an energy-efficient and environmentally friendly way. Through innovations in multi-dimensional and inter-disciplinary environments, the conference projects to discuss solutions to eliminate hunger, ensure good health, and provide equitable learning opportunities. By advocating for responsible consumption, ethical practices, and gender equality, the event emphasises social justice and economic inclusion. With a focus on preserving terrestrial and aquatic ecosystems, combating climate change, and fostering partnerships, the event aims to drive impactful solutions that ensure peace, prosperity, and environmental sustainability for all. The integration of AI in these domains can enhance decision-making, increase efficiency, and promote sustainability. By focusing on societal and environmental impact, the event seeks to align technological advancement with the United Nations' Sustainable Development Goals (SDGs), empowering communities and governments to build a resilient future. The tracks of the event are:

## Tracks

- **Track 1: Smart and Sustainable Energy Systems (SDG 7)**  
AI-driven approaches in energy generation, optimisation, smart grids, renewable integration, and predictive maintenance.
- **Track 2: AI in Climate Modeling and Change Mitigation (SDG 13)**  
AI applications for climate prediction, carbon footprint estimation, and policy development for climate resilience, smart disaster management
- **Track 3: Sustainable Cities and Communities (SDG 11)**  
Smart city frameworks, rural resource planning, traffic and mobility optimisation, AI-driven disaster response systems and contingency planning, waste management, recycling processes, waste generation prediction, landfill management, and creating sustainable economic models.
- **Track 4: Innovative Industrial Strategies (SDG 7, 9, 12)**  
AI-driven exploration techniques in infrastructure, safety monitoring in mining, predictive maintenance, sustainable resource extraction, responsible consumption, production, and affordable and clean energy for future sustainability, green technologies.
- **Track 4: Land-Water Smart Management (SDG 6, 14, 15)**  
AI for water conservation, smart irrigation systems, flood prediction and management, and wastewater treatment optimisation, clean water, and smart sanitation, life perspectives on the land and under the water.
- **Track 5: Smart Environmental Monitoring and Resource Management (SDG 6, 12)**  
AI-based solutions for monitoring air, water, and soil quality, and managing ecosystems and natural resources.
- **Track 6: Security and Ethics in AI for Energy and Environment (SDG 16)**  
Investigates ethical, legal, and cybersecurity challenges in deploying AI in sensitive energy and environmental domains.

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

## Annual Academic Conference on Indian Knowledge Systems

A three-day Annual Academic Conference on Indian Knowledge Systems on the theme ‘The Resurgence of IKS: Finding What We have, Learning What We Learnt’ is being organised by the Jawaharlal Nehru University, New Delhi, from July 10-12, 2025. The event aims to deliberate on the sensitive and crucial task of strategically managing the resurgence of IKS, and paving the way for its meaningful rise.

Knowledge systems, once dead, rarely come back to life. Civilisations that are finished globally, have not resurfaced. *Bharatiya* civilisational knowledge has, however, suffered a slightly different fate; it has withstood millennia of distortions, tortures, and replacements. Arguably, it has been kept alive through unbroken traditions of practice over millennia. Many consider that the worst epistemic violence is now over. The socio-political environment is now beginning to be favorable after a long, long time. The excitement for this resurgence is plenty; reflected in the increasing confidence of popular media’s portrayal of IKS, the rise in open fora on IKS-related themes in disparate settings from gated communities’ parks to schools and colleges, and even political choices that people of India are making.

As society begins to find its long-lost confidence and pride in its heritage, it is the role of scholars and thinkers to lay out plans for desirable cultural futures. The force of markets and that of the Western intellectual order are significant. In the last several hundred years, European political thought has become the staple framework of understanding society and science. It is the only modernity the world knows and therefore dictates every aspect of modern-day scholarship. Intellectual elites in India, for a variety of reasons and often helplessly, have adopted and disseminated Western philosophies and sciences to explain Indian experiences and the Indian past, and are even casting Indian futures in them. The Subthemes of the Event are:

### *Everyday Practices and Intellectual Traditions*

- Ancient Indian ‘Textual’ Tradition.
- Performative Traditions of India and their Contemporaneity.
- Intellectual Traditions of Literature.
- Aadhyatmic Traditions and Their Contemporaneity.

- Epistemology in Indic Intellectual Tradition.
- Databases and Compilations of Indian Intellectual Thought.
- Practices in Indian Science & Technology.
- Pedagogical Approaches for Modern Universities.

#### ***Theory and (Re)building Frameworks***

- History v. Itihas.
- Theorizing Economics, Management and Finance.
- IKS Frameworks for Sociology & Political Science Debates.
- Recasting Management Theories through IKS.
- A new Framework for Sustainability.
- How to Think about Heritage Science.
- Western Religious Thought and Indic Cultures.
- Alternative Frameworks for doing Comparative Studies.
- Policy Frameworks (is there an Indian public policy?).
- Schools of Thought in Indian Philosophy and Western Political Philosophy.
- Mapping Cultural Differences through Theory.

#### ***Multidisciplinary Studies of IKS***

- Vedic Philosophy and Epistemology (*Darshanas, Upanishads, Prasthan Trayi, Yoga*).
- Linguistics & NLP (*Siksha, Vyakaranam, Chandas, Nirukta, Mimamsa, Mantra Shastra*).
- Culinary Sciences (*Paka Sastra, Vrikshaayurveda, Dravya Vijnana, Ayurvediya Kalas, Siddha*).
- Agricultural Science (*Krusha Vijnana, Vriksha-Ayurveda*).
- Performing Arts (*Natya Sastra, Gandharva Kalas, Alankara Sastra, Sahitya/Kavya, Itihasa, Purana, Alankaara Sastra, Alankaara Kala, Yoga, Tantra*).
- Engineering Sciences (*Yantra Kala, Rasa shastra, Dhaatu Shastra, Vaastu Shastra, Shilpa sastra, Tantra, Shulba Sutras, Rasayana sastra, Dhaatu Sastra*).

For further details, contact the Coordinator, Jawaharlal Nehru University, New Mehrauli Road, New Delhi- 110067, E-mail: [conference@theiksha.org](mailto:conference@theiksha.org). For updates, log on to: <https://www.jnu.ac.in/jnuevents>

#### **Short Term Training Programme on High Performance Computing**

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

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

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

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

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# THESES OF THE MONTH

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## HUMANITIES

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

### Geography

1. Das, Ujjawal. **Socio-economic status and morbidity pattern among elderly people in Bankura District of West Bengal: A study in medical demography.** (Prof. Nishamani Kar), Department of Geography, Rajiv Gandhi University, Itanagar.
2. Mallick, Manika. **Development of tea plantation and its impact on land and water in Jalpaiguri District, West Bengal.** (Prof. Y V Krishnaiah), Department of Geography & Disaster Management, Tripura University, Suryamaninagar.
3. Sharma, Sunny. **Socio-ecological resilience to hazards in Chamba District of Himachal Pradesh.** (Prof. Subhakanta), Department of Geography, Indira Gandhi National Open University, New Delhi.
4. Verma, James Dev. **Socio-economic status of cycle rickshaw pullers in Agartala Municipal Corporation Area: A geographical appraisal.** (Dr. Mousami Debbarma), Department of Geography & Disaster Management, Tripura University, Suryamaninagar.

### History

1. Baria, Kailasben Ratilal. **Panchmahal District: In historical perspective (942 A D to 1947 A D).** (Dr. Zenamabibi Kadari), Department of History, Gujarat Vidyapith, Ahmedabad.
2. Bashir, Irfan. **Socio-economic history of Kashmir (8th-14th century CE).** (Dr. Abdul Rashid Lone), Department of History, University of Kashmir, Srinagar.
3. Bhardwaj, Shobha. **Sanatan Dharam ke puratan parampara, yudh koshal aur dharam: Vigyan par shodh adhyayan.** (Dr. Sunita Sinha), Department of History, Bhagwant University, Ajmer.
4. Chudasama, Hetalben Shrivankumar. **The establishment, development and impact of railways in Junagadh State: A study (From 1888 A D to 1947 A D).** (Dr. Ramesh M Chauhan), Department of History, Bhakta Kavi Narsinh Mehta University, Junagadh.
5. Gautam, J R. **Imperial Rashtrakuta coinage: A systematic study.** (Dr. Sarvamangla G), Department of History and Archaeology, Kuvempu University, Shankaraghatta.

6. Parry, Umar Mushtaq. **Position of women in Kashmir history (1339-1753).** (Dr. Bashir Ahmad Khan), Department of History, University of Kashmir, Srinagar.
7. Rawat, Hansa. **Geographical construction of British India imagination and mapping of British Garhwal and Kumaon 1815-1902.** (Prof. Swaraj Basu and Dr. Mayank Kumar), Department of History, Indira Gandhi National Open University, New Delhi.
8. Sheikh, Mudasir Ahmad. **The history and role of print media in Jammu and Kashmir during Dogra rule (1924-1947).** (Prof. M Y Ganai and Prof. Sabeha Mufti), Department of History, University of Kashmir, Srinagar.
9. Sofi, Sabzar Ahmad. **Exploring the history of Kashmir (From earlier times up to 6th century CE).** (Dr. Abdul Rashid Lone), Department of History, University of Kashmir, Srinagar.

## LANGUAGES & LITERATURE

### English

1. Ali, Master Showkat. **The quest of eternity: A comparative study of Lal Ded and Emily Dickinson.** (Prof. Mufti Mudasir), Department of English, University of Kashmir, Srinagar.
2. Dave, Bansari Mukeshbhai. **Growing dynamism and diversity in Indian fiction: A study of select graphic novels.** (Dr. Rucha Brahmabhatt), Department of English, Gujarat University, Ahmedabad.
3. Gor, Ritu Atulbhai. **Reinterpretation of the Indian myth in the modern context: A study of select fiction.** (Dr. Chetan Mewada), Department of English, Gujarat University, Ahmedabad.
4. Gujor, Ronakbhai Dasharatbhai. **Reflection of totalitarian society in select dystopian fiction: A critical study.** (Dr. Divyesh Bhatt), Department of English, Gujarat Vidyapith, Ahmedabad.
5. Limbachiya, Maitri Atulkumar. **Self discovery and introspection in select novels of Sudha Murthy.** (Dr. Ansuya N Chaudhari), Department of English, Bhakta Kavi Narsinh Mehta University, Junagadh.



6. Mohanty, Smita. **Sequential identities: Understanding the role of gay and lesbian characters in graphic narratives.** (Dr. Shraddha Dhal and Dr. Sukanta Chandra Swain), Department of English, Kalinga Institute of Industrial Technology, Bhubaneswar.
7. Nandaniya, Nileshkumar Rameshbhai. **Indian Milieu in the select works of R K Narayan, Munshi Premchand and Pannalal Patel: A comparative study.** (Dr. Bipinbhai Randhirbhai Parmar), Department of English, Bhakta Kavi Narsinh Mehta University, Junagadh.
8. Neeraja, Mote. **A study on EFL learner autonomy in post-pandemic period at tertiary level.** (Dr. Suresh Kumar), Department of English, Bhagwant University, Ajmer.
9. Paul, Poumita. **Essentialization of past in select novels of Ashwin Sanghi's Bharat series: A study.** (Prof. Somdev Banik), Department of English, Tripura University, Suryamaninagar.
10. Raval, Dhruval Janakray. **The identity of Gujarat in select novels of Dhruv Bhatt.** (Dr. Om Pradipkumar Joshi), Department of English, Bhakta Kavi Narsinh Mehta University, Junagadh.
11. Ravrani, Vidhi Nileshbhai. **Myth popular culture in constructing the contemporary: An analytical study of selected fiction.** (Dr. Neeharika Rawat), Department of English, Saurashtra University, Rajkot.
12. Reddeppa, Bonu. **A study on the effectiveness of new technologies in improving the reading skills of students.** (Dr. Suresh Kumar), Department of English, Bhagwant University, Ajmer.
13. Robert, Christian Prince. **Birthing a new dramatic vision: A study of the evolution of Australian drama.** (Dr. Nutan Kotak), Department of English, Gujarat University, Ahmedabad.
14. Sharma, Neha. **Feminism assertions in the novels of Anita Desai and Chitra Banerjee Divakaruni: A comparative study.** Department of English, Shobhit Institute of Engineering & Technology, Meerut.
15. Sirapuram, Shirisha. **Sri Aurobindo's contribution to Indian English philosophical prose.** (Prof. G Damodar), Department of English, Chaitanya (Deemed To Be University), Himayatnagar, Hyderabad.
16. Tripura, Rati Mohan. **Orature and culture in the rites of passage of the Borok people in Tripura.** (Prof. Somdev Banik), Department of English, Tripura University, Suryamaninagar.
17. Vaghela, Jagrutiben Laljibhai. **Portrayal of women in the selected works of Nitika Singh, Mini Gautam, Mridula Koshy and Meena Kandasamy.** (Dr. Manishkumar A Vyas), Department of English, Bhakta Kavi Narsinh Mehta University, Junagadh.
18. Vaghela, Rana Pancha. **Understanding the nature and role of the state during epidemic: A study of selected literary texts.** (Dr. Atul Kumar Parmar), Department of English, Gujarat Vidyapith, Ahmedabad.

#### Gujarati

1. Chavda, Mohit Bachubhai. **Gujarati one act plays of the first decade of the twenty first century: A critical study (Regarding 2001 to 2010).** (Dr. Dhwanil Parekh), Department of Gujarati, Gujarat Vidyapith, Ahmedabad.
2. Dangar, Mayaben Savajibhai. **Narayan Desai personality and writings: A study.** (Dr. Sanjay Makwana), Department of Gujarati, Gujarat Vidyapith, Ahmedabad.
3. Goswami, Kapila Pravinpari. **Santcharitramulak Gujarati Padya sahitya- Narsinh Mehta, Muldas ane Sahajanand Swamina pariprekshyama: Ek adhyayan.** (Dr. Usha Parshotambhai Ladani), Department of Gujarati, Bhakta Kavi Narsinh Mehta University, Junagadh.
4. Hirapara, Gayatriben Satishkumar. **Sargun Narsinh, Mira dasijivan ane dayaram-nirgun: Kabir Ravisahab, Sati Lohan ane Ganga Satina sanarbhe.** (Dr. Usha Parshotambhai Ladani), Department of Gujarati, Bhakta Kavi Narsinh Mehta University, Junagadh.
5. Shiyal, Manishbhai Mathurbhai. **A study on myth in postmodern Gujarati poetry.** (Dr. Ballubhai A Barad), Department of Gujarati, Bhakta Kavi Narsinh Mehta University, Junagadh.
6. Sojitra, Pravina Bhagavanjibhai. **Gujarati sahityama Bholabhai Patel nu sahityik pradan: Ek samikshatmak adhyayan.** (Dr. Tirthankar Ratudan Rohadia), Department of Gujarati, Bhakta Kavi Narsinh Mehta University, Junagadh.
7. Vasava, Dharamsing Seniyabhai. **Contribution of Ramnik Meghani, Mahendra Meghani Jayant Meghani and Vinod Meghani in the field of Gujarati translation: A study.** (Dr. Kanubhai Vasava), Department of Gujarati, Gujarat Vidyapith, Ahmedabad.

## Hindi

1. Baraiya, Jiteshkumar Kalubhai. **21v sadi ke chyenit kahanikaroan ke kahaniyoan mein vyakat adhunik jeevanbodh: Ek adhyayan.** (Dr. Jitenkumar J Parmar), Department of Hindi, Bhakta Kavi Narsinh Mehta University, Junagadh.
2. Boko, Akin. **Adi janjati ke lokgathaoan ka samajik-sanskritik anusheelan.** (Prof. Shyam Shankar Singh), Department of Hindi, Rajiv Gandhi University, Itanagar.
3. Jha, Om Prakash. **Nagarjuna ke upanyasoan mein lok-sanskriti.** (Dr. Kali Charan Jha), Department of Hindi, Tripura University, Suryamaninagar.
4. Katoch, Kiran. **Pravasi upanyas lekhhikayein, Neena Paul aur Archana Painuly: Ek tulnatamak adhyayan.** (Prof. Rubi Zutshi), Department of Hindi, University of Kashmir, Srinagar.
5. Khajuria, Preeti. **Gyanendra ke kavya mein samajik v sanskritik chetna.** (Dr. B K Pathak), Department of Hindi, University of Kashmir, Srinagar.
6. Maina. **Arun Prakash ke kahaniyoan mein samkaleen yatharth ka adhyayan.** (Prof. Satyakam), Department of Hindi, Indira Gandhi National Open University, New Delhi.
7. Natvar, Sampat Tadv. **Premchand ke sahitye mein dalit nari ke vividh rupean ka adhyayan.** (Dr. Hemlata S Kanchankar), Department of Hindi, Dr Babasaheb Ambedkar Marathwada University, Aurangabad.
8. Punam. **Maitreyi Pushpa ke katha sahitye mein dalit chetna evam shilp vidhan.** (Dr. Rajesh Kumar Sharma and Dr. Shivani Sharma), Department of Hindi, Bhagwant University, Ajmer.
9. Ujjwal Singh. **Hindi katha sahitye mein vridh vimarsh ke vividh paridrishya.** (Dr. V K Mishra), Department of Hindi, Rajiv Gandhi University, Itanagar.

## Kokborok

1. Debbarma, Biplab. **Sudhanwa Debbarmani Langma Tei Kokrbaino cherwi swimung.** (Dr. Samir Debbarma), Department of Kokborok, Tripura University, Suryamaninagar.

## Sanskrit

1. Dave, Dhruv Ashvinbhai. **Samprat samay me Vagbhatt Madhav and Bhavamishra ki chikitsa paddhtiyoan ka parishilan.** (Dr. Laljibhai M Panseriya), Department of Sanskrit, Bhakta Kavi Narsinh Mehta University, Junagadh.

2. Dey, Mintu. **Nyayavartikanyayavrttidisa chala-jatinigrahasthananam samiksanam.** (Prof. Bishnupada Mahapatra), Department of Nyaya, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.
3. Dinesh Kumar. **Bhaumagrahahavagataphala-vimarshah.** (Prof. Sushil Kumar), Department of Phalit Jyotisha, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.
4. Pathak, Aakash. **Paninivyakarane avyayacakara-labhyatatparyavisesanam samiksanam.** (Prof. Jai Kant Singh Sharma), Department of Vyakarna, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.
5. Ravikant. **Vinshotridashadharen shanigrahaphal-vimarshah.** (Prof. Sushil Kumar), Department of Phalit Jyotisha, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.
6. Shrinidhi, V. **SriJayatirthaBhiksuviracitanyaya-sudhayam samiksitanam vaisikabhimatatattvanam vislesanam.** (Prof. Bishnupada Mahapatra), Department of Nyaya, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.
7. Thakor, Kajalben Dashrathji. **Prashishthsanskritrupkeshu arthpursharth: Ek samikshanata-makam adhyayanam.** (Dr. Bharatkumar D Parmar), Department of Sanskrit, Gujarat University, Ahmedabad.

## Urdu

1. Ashraf, Shahzea. **Beeswin sadi mein Urdu Tanz-o-Mazah Shanasi: Aik Tajziyati mutalea.** (Dr. Muhammad Altaf Ahanger), Department of Urdu, University of Kashmir, Srinagar.
2. Zamir, Shakira. **Saadat Hasan Manto aur Rajinder Singh Bedi kay afsanu mei Niswani kirdaru ka nafisiyati tajziya: Ek taqabali mutela.** (Dr. Arifa Bushra), Department of Urdu, University of Kashmir, Srinagar.

## PERFORMING ARTS

### Music

1. Gope, Paheli. **Contribution of Sachin Dev Burman to Indian cinema music.** (Dr. Utpal Biswas), Department of Music, Tripura University, Suryamaninagar. □



**ASSOCIATION OF INDIAN UNIVERSITIES**  
AIU House, 16 Comrade Indrajit Gupta Marg  
New Delhi-110 002

## ADVERTISEMENT FOR EMPANELMENT OF JURY MEMBERS

Association of Indian Universities (AIU) invites applications for **Empanelment of Jury Members** for various events in the domains of **Music, Dance, Literary, Theatre and Fine Arts.**

For detailed information visit AIU website <https://aiu.ac.in/> (Annexure-I Eligibility, Annexure – II Application Form).

**Last Date to Apply: 30<sup>th</sup> June, 2025 on**  
**E-mail: aiujury@gmail.com**

**Secretary General**

## Dr. Rafiq Zakaria Campus II

### Dr. Rafiq Zakaria College for Women

Navkhanda Palace, Jubilee Park, Chhatrapati Sambhaji  
Nagar, (Aurangabad), Maharashtra

NAAC Reaccredited B++

### Minority Institution

### APPOINTMENT

Applications are invited for the following teaching posts on CHB (Clock Hour Basis) at Senior College Grant in Aid Section, for one academic year i.e 2025-2026. Eligible Candidates shall submit their application with the Principal during office hours **within 10 days** of publication of this advertisement.

| Sr. No   | Particulars          | Vacant Posts |
|--|----------------------|--------------|
| <b>Assistant Professor on Clock Hour Basis</b> |                      |              |
| 1  | English              | 2            |
| 2  | Urdu                 | 4            |
| 3  | Hindi                | 3            |
| 4  | History              | 3            |
| 5  | Political Science    | 1            |
| 6  | Economics            | 3            |
| 7  | Chemistry            | 4            |
| 8  | Analytical Chemistry | 1            |
| 9  | Mathematics          | 2            |
| 10   | Botany               | 5            |
| 11   | Zoology              | 1            |
| 12   | Computer Science     | 5            |

**Eligibility:** As per the UGC, Government of Maharashtra & University Norms and Rules of Appointments.

**Note:** In service candidates should apply through proper channel. No TA/DA will be paid to the candidates for attending the Interview.

Dr. Maqdoom Farooqui  
**Principal**

## Dr. Rafiq Zakaria Campus II

### Dr. Rafiq Zakaria College for Women

Navkhanda Palace, Jubilee Park, Chhatrapati Sambhaji  
Nagar, (Aurangabad), Maharashtra

NAAC Reaccredited B++

### Minority Institution

### APPOINTMENT

Applications are invited for the following teaching posts in unaided section of senior college, for one academic year i.e 2025-2026.

Eligible Candidates shall submit their application to the Principal during office hours **within 10 days** of publication of this advertisement.

| Sr. No  | Particulars    | Vacant Posts |
|---|----------------|--------------|
| <b>Assistant Professor on Fixed/Consolidate Pay</b> |                |              |
| 1   | M.A English    | 2            |
| 2   | M.A Urdu       | 2            |
| 3   | M.Sc Chemistry | 2            |
| 4   | B.C.S          | 3            |
| 5   | Home Science   | 3            |
| 6   | Psychology     | 3            |
| 7   | Sociology      | 3            |

**Eligibility:** As per the UGC, Government of Maharashtra & University Norms and Rules of Appointments.

**Note:** In service candidates should apply through proper channel. No TA/DA will be paid to the candidates for attending the Interview.

Dr. Maqdoom Farooqui  
**Principal**



Founded by Mahatma Gandhi in 1920

**GUJARAT VIDYAPITH**  
(NAAC- 'B++')

Ashram Marg, Ahmedabad - 380 009.



## Ph.D. Admission - 2025

Gujarat Vidyapith invited  
Online applications in various  
Subjects for Ph.D. Admission  
Programme from

**01-06-2025 to 15-06-2025 (Upto 5:00 P.M.)**

Details are available on  
Gujarat Vidyapith Website.

**[www.gujaratvidyapith.org](http://www.gujaratvidyapith.org)**

**Date. 27/05/2025**

**Registrar**

**Urdu Education Society's**  
**Chishtiya College of Arts, Science and Commerce, Khuldabad**  
 Dist. Chhatrapati Sambhajinagar (Maharashtra)  
 A Minority Institution – NAAC Accredited B+ Grade

**Appointments**

Applications are invited for appointment of Assistant Professors (CHB/Full time, Granted/Non-Granted) in the subjects below for the academic year 2025-26. Interested and Eligible candidates can apply with relevant documents **within 15 days** of this advertisement to the below address.

| Sr. No. | Subjects       | Undergraduate (B.A.) Granted CHB | Post Graduate (M.A.) Permanent Non-Grant Full Time | Undergraduate (B.Sc.) Permanent Non-Grant Full Time | Undergraduate (B.Com) Permanent Non-Grant Full Time |
|---------|----------------|----------------------------------|--|---|---|
| 1.      | Marathi        | 02                               | --   | Chemistry   | 04  |
| 2.      | Urdu           | 01                               | 01   | Physics   | 02  |
| 3.      | History        | 01                               | --   | Mathematics   | 02  |
| 4.      | Pol. Science   | 01                               | 02   | Zoology   | 03  |
| 5.      | Hindi          | 02                               | --   | Botany  | 03  |
| 6.      | Economics      | 01                               | --   | Env. Science  | 01  |
| 7.      | English        | 01 (Non-Grant)                   | --   | Computer Science                                    | 01  |
| 8.      | Marathi        | 01 (Non-Grant)                   | --   | Microbiology  | 01  |
| 9.      | History        | 01 (Non-Grant)                   | --   | Lab Assistant                                       | 01  |
| 10.     | Arabic         | 01 (Non-Grant)                   | --   | Lab Attendant                                       | 01  |
| 11.     | Phy. Education | 01 (Non-Grant)                   | --   | ---   | --  |

**Eligibility & Rules:** 1. Education qualification, Pay Scale for Teaching/Non-teaching will be as per UGC, Govt. of Maharashtra, and Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar rules issued time to time. 2. Minority Status rules are applicable as per Govt. regulations. 3. No TA/DA will be provided for attending the interview.

Address for Correspondence

The General Secretary

Urdu Education Society, C/O Fatema Girls High School, Abdul Azeem Educational Zone, Nagsen Colony, Chh.Sambhajinagar - 431001 - Contact Number: 02437-299424 / E-mail: chishtiya\_college@rediffmail.com

Chairman

Principal



**Central University of Jammu**

राया-सूचानी (बागला), जिला सांबा -181143, जम्मू (जम्मू एवं कश्मीर)  
 Rahya-Suchani (Bagla), District Samba - 181143, Jammu (J&K)

**Employment Notification No. 27**  
 (Dr. Ambedkar Chair Professor post)

The University invites online applications from eligible Indian nationals for the tenure post of Dr. Ambedkar Chair Professor purely on deputation/contract basis. Samarth Recruitment Portal for submission of online applications will remain open from **29.05.2025** (Thursday) to **17.06.2025** (Tuesday) on University website: **www.cujammu.ac.in**.

| Name of Post  | No. of Post | Academic Pay Level | Specialization   |
|---|-------------|--------------------|--|
| Dr. Ambedkar Chair Professor<br>(Deputation/Contract basis) | 01 (One)    | 14                 | Dr. Ambedkar's thought & philosophy/ education.<br>National integration & cultural nationalism |

For more information and applying on-line, please visit University website **www.cujammu.ac.in**.

No.: CUJ/Estab.T./65/2025/606  
 Date: 27/05/2025

Sd/-  
 (प्रो. (डॉ.) यशवंत सिंह)  
 कुलसचिव  
 ईमेल: registrar@cujammu.ac.in  
 दूरभाष: 91-8082197957





## SAURASHTRA UNIVERSITY RAJKOT

Employment Notice No. Esta/A/2504640/2025

Dt:-02 /06/2025

### Special Recruitment Drive for Person with Disability (PwBD) candidate

Saurashtra University, Rajkot invites applications for the following post in prescribed Performa from the qualified Citizens of India.

| No | Name of Post        | No. of Post | Name of the Department | Category    | Pay Scale As per the 7 <sup>th</sup> Pay             |
|----|---------------------|-------------|------------------------|-------------|--|
| 1  | Professor           | 1           | Chemistry              | PwBD (B,LV) | Academic Level-14<br>Rationalize Entry Pay 1,44,200  |
| 2  | Associate Professor | 1           | Sociology              | PwBD (B,LV) | Academic Level-13A<br>Rationalize Entry Pay 1,31,400 |
| 3  | Assistant Professor | 1           | History                | PwBD (B,LV) | Academic Level-10<br>Rationalize Entry Pay 57,700    |
| 4  |                     | 1           | Law                    | PwBD (D,HH) |  |

Application form along with details of essential qualifications, experiences, pay scale, general terms and conditions etc. can be downloaded from the University website [www.saurashtrauniversity.edu](http://www.saurashtrauniversity.edu). Last Date for online application: 24/06/2025 upto 18:00 hours.

Uploaded application with all relevant testimonials in two (02) copy should reach by Personally / RPAD / Speed post/ Courier to "The Registrar, Establishment Section-A, Saurashtra University, Rajkot - 360005" on or before Date 30/06/2025 up to 18:00 hours.

REGISTRAR

### Shri Vithal Institute of Progressive Education's Institute of Computer and Management Studies


Kasegaon, Pandharpur

(Accredited by NAAC with 'B' Grade) NON-AIDED (Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur). Applications are invited for the following CLOCK HOUR BASIS (CHB) Post for the Academic Year 2025-26:

| Sr. No.                                 | Course      | Sr. No. | Subject                                   | Designation         | Total No. of CHB Posts |
|---|-------------|---------|---|---------------------|------------------------|
| <b>Science &amp; Technology Faculty</b> |             |         |   |                     |                        |
| 1                                       | B.Sc. (ECS) | 1       | Computer Science                          | Assistant Professor | 3 C.H.B.               |
|   |             | 2       | Statistics                                | Assistant Professor | 1 CHB                  |
|   |             | 3       | English                                   | Assistant Professor | 1 CHB                  |
|   |             | 4       | Electronics                               | Assistant Professor | 1 CHB                  |
| 2                                       | B.C.A       | 1       | Computer Science Computer Science Science | Assistant Professor | 4 C.H.B.               |
|   |             | 2       | English                                   | Assistant Professor | 1 CHB                  |
|   |             | 3       | Mathematics                               | Assistant Professor | 1 CHB                  |

- 1) The above Posts are open to all however candidates from any category can apply for the post. 2) All the above posts are purely on Temporary Clock Hour Basis for Academic Year 2025- 2026 & subject to workload approval of Joint Director of Education, H.E. Solapur Region, Solapur for Senior College section. 3) Educational Qualification and other requirements are as prescribed by the UGC Notification dtd. 18 July, 2018, Govt. of Maharashtra Resolution No. Misc. 2018/C.R.56/18UNI- Idts. 8 March, 2019 and University Circular No. PAHSUS/ Est/ 7pay/2019/2285/ dtd. 25th March, 2019. 4) Remuneration of the above posts will be as per Govt. Resolution No. संकीर्ण-2018/(185/18)/मशि-3 dated 14 November, 2018 and University Circular No. सोविसो / शि.म. / परिपत्रक / 2018-19/10949 Dtd. 24th December, 2018 and University Circular No. सोविसो / शि.म. / परिपत्रक / 2018-19/10949 Dtd. 24 December, 2018 and Govt Resolution No. संकीर्ण-2021/प्र.क्र.181/21/विशि-1 dated 17 October, 2022. 5) Applications with full details should reach to the Principal Institute of Computer and Management Studies, Kasegaon, Pandharpur within 8 days from the date of publication of this advertisement. Incomplete applications will not be entertained. 6) This is University approved advertisement.

Principal



Marathwada Legal & General Education Society's

**MANIKCHAND PAHADE LAW COLLEGE**

Re - Accredited by NAAC with 'B++' Grade [2025] ISO (9001): 2015

Samarth Nagar, Chhatrapati Sambhajnagar - 431 001 (Maharashtra)

☎ 0240- 2336621, 2341146

email Id : mplawcollege@gmail.com web address : www.mplaw.org

## WALK-IN-INTERVIEW

Eligible Candidates may attend the "Walk-in-Interviews" which will be held on **21st and 22nd June 2025 at 9.00 am** for the following posts at **M. P. Law College, Chhatrapati Sambhajnagar** for the Academic Year **2025-26**.

**The Applicants should apply through the Google form link which is made available on the College official website on or before 17/06/2025.** Incomplete Google forms will not be considered in any case. Further, the communication in this regard will be made via e-mail id or over Mobile to the applicants.

| Sr.No. | Particulars   | No. of Teachers                          | Qualifications   | Remarks                      |
|--------|---|--|--|------------------------------|
| 01     | Clock hour basis Lecturer in Law for 3/5 years LL.B. Degree Course / Non-Law Subjects i.e. Political Science, History, Economics, Sociology & English | 08 + 05 =13<br>(Both Semesters together) | L.L.M. B+,<br>NET / SET<br>* As per Govt. norms  | Grant- in-aid                |
|        | Clock hour basis Lecturer for LL.M. Course  | 15                                       |  | Non- Grant                   |
| 02     | Assistant Professor on Consolidated pay in Law  | 04                                       | P.G. Degree in relevant Subjects of Law / Social Sciences with B+ (Teaching in English Medium)<br>* As per BCI norms | Non-Grant (Consolidated Pay) |
| 03     | Assistant Professor on Consolidated pay in Non-Law Subjects : Political Science, Economics, Sociology.  | 03                                       |  |                              |
| 04     | Full Time Rector for Ladies Hostel  | 01                                       | Preference will be given to single and experienced women   | Non-Grant (Consolidated Pay) |

\*College official website for google form link: [www.mplaw.org](http://www.mplaw.org)


Google form link: <https://forms.gle/Qbun7Gck3PHZfRDXA>

**No TA / DA will be paid.**


**Dr. C. M. Rao**  
Principal

**Adv. Dhananjay Kulkarni**  
Secretary


**Adv. Dr. Kalplata Patil- Bharaswadkar**  
President




### Your guide to making the Online Payment for the Advertisement Tariff of University News Journal




1) Open the AIU website [aiu.ac.in](http://aiu.ac.in)



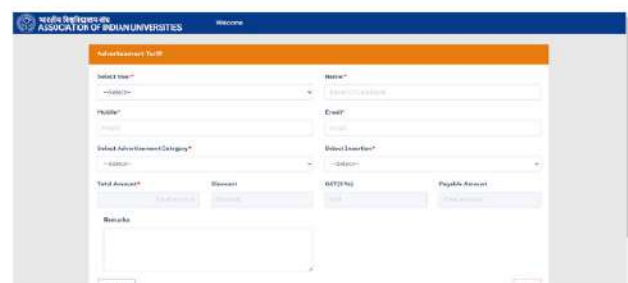
3) Click on the Advertisement Tariff Section of the Payment Portal



2) Go to the New Initiatives section and click on **AIU Payment Portal**



4) Fill up the required details and make the payment for Advertisement Tariff.



# **Society of Parents of Children with Autistic Disorders'**

**Suvidya College of Special Education**

**Shanay Autism Resource Centre, Sector-7, Khanda Colony,  
Panvel-410206**

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

## **UNAIDED**

| <b>Sr. No.</b> | <b>Cadre</b>               | <b>Subject</b>                     | <b>Total No. of Posts</b> | <b>Posts Reserved for</b>                |
|----------------|----------------------------|------------------------------------|---------------------------|--|
| <b>1.</b>      | <b>Principal</b>           | -                                  | 01                        | 01-OPEN                                  |
| <b>2.</b>      | <b>Assistant Professor</b> | Special Education (LD, ID/ MR/ASD) | 04                        | 01 –SC/ST, 01 – DT(A)<br>01-OBC, 01-OPEN |
| <b>3.</b>      | <b>Librarian</b>           | -                                  | 01                        | 01 - OPEN                                |

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

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

Candidates having knowledge of Marathi will be preferred.

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

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

Applications with full details should reach the **SECRETARY** Society of Parents of Children with Autistic Disorders, **Suvidya College of Special Education**, Shanay Autism Resource Centre, Plot No. B-18, Khanda Colony, Sector No. 7, Near Pillai Global Academy New Panvel 410206 **within 15 days** from the date of publication of this advertisement. **This is university approved advertisements.**

Sd/-  
**SECRETARY**

## **Late V.P. S. P. M. S. SANT TUKARAM MAHAVIDYALAYA, KANNAD**

### **Dist.- Chhatrapati Sambhajinagar (MS)**

(Affiliated to Dr. Babasaheb Ambedkar Marathwada University,  
Chhatrapati Sambhajinagar)

Applications are invited from eligible candidates for the following posts (Permanent Non-Granted)

| Subject          | No. of Posts | Reservation for Teaching Posts   | Name of Posts             | No. of Posts | Reservation for Non-Teaching Posts |
|------------------|--------------|--|---------------------------|--------------|------------------------------------|
| Chemistry        | 04           | <b>05 Open, 02- SC, 01-ST, 01-VJ (A), 01-NT (B), 01-NT(C), 03- OBC, 02- EWS, 02-SEBC</b> | <b>Non-Teaching Posts</b> |              |                                    |
| Physics          | 03           |  | Laboratory Assistant      | 01           | 01- Open                           |
| Botany           | 02           |  | Laboratory Attendant      | 04           | 01- SC, 01-VJ (A), 02- Open        |
| Zoology          | 02           |  |                           |              |                                    |
| Mathematics      | 02           |  |                           |              |                                    |
| Computer-Science | 02           |  |                           |              |                                    |
| Commerce         | 03           |  |                           |              |                                    |

Pay Scale as per prescribed by UGC, Govt. of Maharashtra & Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar.

Candidates belong to Reserved category are advised to send copy of their application to **The Deputy Registrar (BC Cell/ Special Cell) Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar.**

#### **Required Minimum Qualifications & Other:**

1. Good Academic record as defined by concerned University with at least 55% marks (or an equivalent grade in a point scale wherever grading system is followed) at the Master's Degree level in relevant subject from an Indian University or an equivalent degree from the accredited Foreign University.
  2. Besides fulfilling the above qualifications, the candidate must have cleared the NET/SLET. Or Ph. D. (with minimum standards & procedure according to regulation 2009).
  3. A relaxation of 5 % will be provided at the graduate and Master's level for the SC/ST and PH candidates.
  4. 30% reservation for Women & 4% reservation for Physical Handicap and 1% reservation for an orphan.
  5. Reservation of VJ-A, NT-B, NT-C, NT-D are interchangeable.
  6. 10% reservation are given to EWS from unreserved category hence there will be changes in number of posts of unreserved category after the process of reservation of EWS has completed.
  7. No TA/DA will be paid for attending Interview. Candidate should write their Mobile Number & E-mail id for Interview call letters.
- Application with full details should reach to **The Principal, Late Vinayakrao Patil Shikshan Prasarak Mandal's, SANT TUKARAM MAHAVIDYALAYA, Gut No. 30, Hivarkheda Road, Kannad-431103 Dist. Chhatrapati Sambhajinagar (M. S.) within 15 days** from the date of advertisement.

**President**

**Secretary**

**Principal**





**Shri Acharyaratna Deshbhooshan Shikshan Prasarak Mandal's**  
**(Jain Minority Institute)**  
**Mahavir Mahavidyalaya, Kolhapur (Autonomous)**  
(Arts, Commerce, Science, Education, B.Voc. & PG)  
7/E, Bhausingji Road, Near New Palace, Kolhapur — 416 003 (Maharashtra)  
(Affiliated to Shivaji University, Kolhapur)  
**(Permanently Granted)**

**WANTED**

Applications are invited from eligible candidates for the following post:

| Sr. No. | Name of Post | Vacant Post | Reservation      |
|---------|--------------|-------------|------------------|
| 1.      | Principal    | 01          | Open to All - 01 |

**Conditions:**

1. Educational qualifications, pay scales and service conditions are as prescribed by the Apex body, Govt. of Maharashtra and Shivaji University, Kolhapur from time to time.
2. Appointment to the post of Principal will be for a period of 5 years from the date of appointment or up to the attainment of the age of superannuation of the candidate, whichever is earlier.
3. It is necessary to submit the certificate issued by Shivaji University, Kolhapur about minimum of 110 Research Score as per Appendix II, Table — 2 mentioned in Government letter dated 08th March, 2019.
4. The post of Principal is treated as open category as per the decision of the Hon'ble High Court, Aurangabad bench W/P No.3108/2023 and the special leave petition of Hon'ble Supreme Court W/P No. 4172/2024 and as per the letter No.RJD/HE/KD/CIRCULAR/2024/2119 Dt.09/05/2024 of Regional Joint Director, Kolhapur Region, Kolhapur.
5. Please note that the recruitment procedure initiated by this advertisement subject to decision by Hon. Bombay High-court, Aurangabad Bench on writ petition No. 12051/2015.
6. Vacant post and All the Terms & Conditions are applicable as mentioned in No Objection letter No. **JDHE Kolhapur/NOC/2025/65 dated.20.05.2025** from Hon. Deputy Secretary (Higher Education), Mantralaya, Mumbai.
7. Applicants who are already in service they should apply through proper channel.
8. Incomplete application will not be entertained.
9. Apply giving full particulars **within 15 days** from the date of publication of this advertisement to the undersigned.
10. All the Terms & Conditions are applicable as mentioned in the GR Dated 12.11.2021 from Higher and Technical Education Department of Government of Maharashtra.

Place : Kolhapur

Date: 03/06/2025

**Secretary**  
Shri Acharyaratna  
Deshbhooshan Shikshan  
Prasarak Mandal, Kolhapur

**Chairman**  
Shri Acharyaratna  
Deshbhooshan Shikshan  
Prasarak Mandal, Kolhapur

Devrukh Shikshan Prasarak Mandal's  
**NYA. TATYASAHEB ATHALYE ARTS, VED. S R. SAPRE COMMERCE  
 & VID. DADASAHEB PITRE SCIENCE COLLEGE DEVRUKH,  
 (AUTONOMOUS)**  
**TAL. SANGAMESHWAR, DIST- RATNAGIRI - 415 804**  
 APPLICATIONS ARE INVITED FOR THE FOLLOWING **CLOCK HOUR BASIS** POSTS  
 FOR THE ACADEMIC YEAR 2025-26

### **AIDED**

| Sr. No. | Cadre               | Subjects                  | Total No. of CHB Posts | Category |
|---------|---------------------|---------------------------|------------------------|----------|
| 1       | Assistant Professor | English                   | 03                     | 03-OPEN  |
| 2       | Assistant Professor | Chemistry                 | 01                     | 01-OPEN  |
| 3       | Assistant Professor | Mathematics/<br>Statistic | 01                     | 01-OPEN  |
| 4       | Assistant Professor | Economics                 | 02                     | 02-OPEN  |
| 5       | Assistant Professor | Commerce                  | 02                     | 02-OPEN  |
| 6       | Assistant Professor | Geography                 | 01                     | 01-OPEN  |

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

Reservation for the women will be as per University circular No. BCC/16/74/1998 dated 10<sup>th</sup> March 1998. 4% reservation shall be for the persons with disability as per University circular No. Special Cell/ICC/2019-20/05 dated 5<sup>th</sup> July 2019.

Candidates having knowledge of Marathi will be preferred.

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

Application with full details should reach the **PRINCIPAL, Devrukh Shikshan prasarak Mandal,s NYA. TATYASAHEB ATHALYE ARTS, VED. S. R. SAPRE COMMERCE & VID. DADASAHEB PITRE SCIENCE COLLEGE DEVRUKH, Tal. Sangameshwar, Dist. - Ratnagiri – 415 804** within 15 days from the date of publication of this advertisement. This is University approved advertisement.

Sd/-  
PRINCIPAL

Admissions open for

# Ph.D Program



## Research Disciplines

**Technology & Engineering | Pharmacy | Science | Management Studies**  
**Medical Sciences | Humanities | Computer Science & Applications**

## Research Areas

Artificial Intelligence | Internet of Things | Computer Vision | Machine Learning | Deep Learning | RF and Microwave | Antenna Design | VLSI | Image and Video Processing | Non Communicable Diseases | Nursing | Paramedical science | Applied Mathematics | Applied Physics | Microbiology | Enzymology | Nano-biotechnology | Organic Chemistry | Industrial engineering | Magnetorheological materials | English & Communication | Library and information Science | Cloud Computing | Fog Computing | Security and Block chain | Data Science | Allied Areas of Management and many more...

## Admission Process

Applicants have to clear CHARUSAT Doctoral Entrance Test(CDET). CDET will be in 2 sections, Research Methodology and Domain. **50%** score is mandatory in **each section** to pass CDET.

Candidates who have qualified in National level examinations such as UGC-NET, UGC-JRF, UGC-NET for PHD, GATE, CSIR, GPAT or any other such examinations are directly eligible for Personal Interaction.

Short-listed candidates will be called for personal interaction by a University Committee to present their proposed research work.

Final list of selected candidates for PhD Admission will be displayed on CHARUSAT Website.

## Eligibility Criteria

- ☑ Candidates shall have, a Master's degree or a professional degree declared equivalent to the Master's degree by the corresponding statutory regulatory body, with at least 60% marks in aggregate or its equivalent grade or an equivalent degree.
- ☑ Candidates with 4 years Bachelor's degree with Research and having 75% marks are also eligible for PhD admission provided he/she must have cleared PhD entrance exam as per NEP2020 Guideline.

**Date of CHARUSAT Doctoral Entrance  
Test (CDET) : 19 July, 2025**



 thecharusat

 Off. Nadiad-Petlad Highway, Changa-388 421, Anand, Gujarat, INDIA

 +91 79906 59341

**AEGIS: SHRI CHAROTAR MOTI SATTAVIS PATIDAR KELAVANI MANDAL**



# भारतीय शिक्षक प्रशिक्षण संस्थान, गुजरात Indian Institute of Teacher Education

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## Ph.D.

in Education

Full/Part Time

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