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Developing Academic Leadership for Transforming Higher Education Institutions of India

Parimal Vyas* and Kiran Pandya**

Higher education is the cornerstone of economic development, playing a crucial role in fostering sustainable growth. Academic leadership plays a very crucial role in impacting the education system, where institutions of higher learning are tasked with the dual responsibility of preserving ancient knowledge traditions while embracing modern academic practices as envisioned in National Education Policy (NEP)-2020. Academic leadership is central to the evolution of Higher Education Institutions (HEIs), balancing the preservation of ancient knowledge with modern academic advancements (Altbach, 2019). India's academic tradition, from the Vedic gurukuls to institutions like Nalanda and Takshashila, underscores the need for visionary leadership to navigate contemporary challenges and global competitiveness (Mukherjee, 2020). Rooted in a rich and diverse intellectual heritage, India's academic leadership is uniquely positioned at the intersection of ancient wisdom and contemporary educational paradigms. From the Vedic gurukuls to the establishment of modern universities like Nalanda and Takshashila, India's historical contributions to knowledge have shaped the foundation of academic leadership across millennia.

Higher Education Scenario of India: Persistent Issues & Emerging Challenges

Today, as India strives to position itself as a global knowledge hub, the need for visionary academic leadership is more pressing than ever.

In the Indian context, academic leaders are not only expected to manage institutions effectively but also to be the stewards of India's cultural and intellectual legacy, guiding students and faculty through a rapidly changing global educational landscape.

In the recent past, we find paradigm shifts in Higher Education viz., a shift from teacher-centric curriculum to student-centric curriculum, a relatively rigid structure to flexible structure, traditional management to modern new age organisational models, individual decision-making to team-based approach decision making, use of technology in teaching and learning, and localization – nationalization – internationalization in imparting higher education in India.

HEIs are also facing issues related to transparency; limited information disclosure; poor grievance redressal, and weak monitoring

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systems that significantly adversely influence higher educational institutions' effectiveness; quality of education which necessitates comprehensive reforms for improvement.

HEIs of India face numerous challenges in terms of complexities of Governance, financial constraints, sustenance and enhancement of quality benchmarks in imparting higher education etc. Some of the challenges have been identified and listed here.

Governance and Autonomy

Regulatory overlaps (UGC, AICTE, MCI), bureaucratic delays, political interference, and inconsistent policy directives.

Financial Challenges

Limited funding, inefficient resource allocation, and restricted financial autonomy (Tilak, 2021).

Quality Control and Accreditation

Weak accreditation mechanisms and limited accountability measures (Agarwal, 2019)

Administrative Inefficiencies

Centralized decision-making, lack of professional management, and ineffective grievance redressal (Jain, 2020.

Faculty and Infrastructure Challenge

Vacant positions, poor recruitment processes, inadequate infrastructure facilities, and outdated equipment (Sharma & Gupta, 2021).

Privatization and Research Concerns

Rise of profit-oriented private institutions; weak regulatory enforcement, and inadequate research funding (Chattopadhyay, 2019). Among the multiple challenges faced by the HEIs in India, providing effective academic leadership and poor and or weak Governance are at the forefront**.** These challenges necessitate comprehensive reforms and strong academic leadership to enhance transparency, efficiency, and quality of higher education in the HEIs. Academic leadership in India requires a deep understanding of the country's educational traditions, coupled with the agility to adapt to new technologies, methodologies, and global academic standards. It involves navigating complex social, economic, and cultural diversities while upholding a commitment to quality education, equity, and inclusivity.

Role of Academic Leadership in Higher Educational Institutions

The Higher Education landscape is rapidly evolving, driven by the implementation of the National Education Policy (NEP) 2020. The key recommendations of the NEP-2020 regarding increased autonomy, multidisciplinary approaches, flexible entry/exit points, Academic Bank of Credits (ABC), and efforts for achieving a higher Gross Enrolment Ratio (GER) necessitate strong academic leadership to effectively direct these changes. The NEP 2020 highlights the urgency of strong academic leadership to ensure educational excellence (Ministry of Education; Government of India; New Delhi, 2020).

The evolving landscape of higher education, shaped by NEP 2020, expects that academic leaders must foster collaboration to implement these key recommendations. Academic leadership must be built on the five pillars of the NEP-2020 viz., Access, Equity, Quality, Affordability, and Accountability (Bhatia & Sharma, 2021).

Effective academic leadership calls for fostering collaboration, creating student-centric learning environments, and implementing innovative pedagogical methods. Identifying and nurturing potential leaders early in their careers ensures sustained academic excellence (UGC, 2021).

Academic leadership is crucial for HEIs to fulfil their mandates, achieve successful student outcomes, and prepare graduates for the contemporary workplace. Effective academic leaders create transformative conditions and drive key initiatives to enhance HEIs' robust performance. Identifying and developing potential academic leaders in the earlier phase of their academic careers through training and capacity building is highly essential for HEIs. Effective academic leadership requires a blend of academic expertise and administrative skills. Individual skill sets should be assessed using various methods like feedback surveys, stakeholder input, self-assessments, and peer reviews.

Understanding the perceptions regarding administrative roles within academia is crucial. Academicians hold varied views on administrative responsibilities, influencing the various facets of academic leadership in HEIs. Academic leaders are expected to excel in teaching and research, while also possessing the acumen to navigate administrative

functions and guide the HEIs towards excellence. However, academicians often perceive their academic leadership skills as limited to their specific subject or discipline-specific domains. It calls for the broadening of academic leadership development interventions to cultivate a holistic understanding of academic leadership in HEIs.

The goal of academic leadership development should be to create a culture of practising academic leadership, flowing from faculty to students, which calls for their capacity building at all levels. In this research article, we deliberate upon some critical elements of academic leadership within the Indian context, highlighting how academic leaders in HEIs of India must integrate traditional knowledge with modern educational practices to transform the HEIs of India. We explore the evolving role of academic leadership in shaping the future of higher education in India, rooted in the nation's rich knowledge base, yet responsive to global educational trends and challenges.

Developing Academic Leadership in Higher Educational Institutions

Developing academic leadership for HEIs requires examining the complex dynamics of leadership systems and individual development. Drawing upon the traditional wisdom of "*Kaal, Sthan*, and *Patra"*, that is, "time/era context", "institutional specifics", and "personal characteristics" respectively, a comprehensive analysis of organizational structures, processes, individual leader capabilities, and cohort building is crucial in developing academic leadership for the HEIs.

Effective academic leadership is highly essential for adaptability and success of HEIs. A sound succession plan requires an understanding and integration of an interplay between the interconnected structural and procedural aspects of leadership systems and the personal development of individual leaders for achieving academic excellence by the HEIs. Succession planning should be merit-based and goal-oriented, and it should incorporate mentoring and coaching to develop potential academic leaders for the HEIs (UGC, 2021).

Developing Academic Leadership

Leadership calls for a structured approach and it should focus on following five critical processes:

Succession Planning

Identifying potential leaders through Stake-holder Input, Peer Reviews, and Self-Assessments (Yadav, 2021).

Capacity Building

Providing training in Leadership, Governance, and Strategic Management (Mishra, 2020).

Skill Enhancement

Encouraging faculty to develop expertise beyond their subject domains, including Research, Mentorship, and Administration (Singh & Rajan, 2021).

Lifelong Learning Culture

Embedding leadership development within faculty and non-faculty members to contribute to the broader Higher Education Eco-System (Kumar, 2020).

Stakeholder Engagement

Relationships among faculty, students, and administrative staff to foster inclusive decision-making (Patel, 2021).

Academic leadership development should not be exclusive to aspiring academic administrators but it should enable the preparation of all the teaching and non-teaching members for academic leadership roles at different levels, ensuring its contribution to the broader Higher Education Eco-System and preparing them for the demands of the contemporary workplace.

This inclusive approach ensures that all members of the HEIs community are well-equipped to contribute to its success and navigate together, the challenges of the evolving educational landscape.

Here, we are trying to emphasise the importance of these five processes to cultivate effective academic leaders.

UGC's Guidelines on Developing Academic Leadership in HEIs

The University Grants Commission (UGC), New Delhi emphasises the importance of academic leadership in implementing NEP 2020. Leadership training programs, mentoring initiatives, and professional development opportunities are key recommendations. The focus areas include early identification and training of academic leaders, enhancing decision-making skills and Governance

capabilities, establishing a culture of mentorship and knowledge sharing and promoting ethical leadership and institutional accountability. The UGC Guidelines call for the total commitment of faculty members for its implementation and devoted interventions from academic leaders amongst HEIs. Academic leadership is the key driver that shall decide the success or failure of HEIs, impacting student outcomes and overall performance. Effective decision-making and leadership skills are not inborn but certainly require training and capacity building of academicians. The UGC advocates for early identification of potential leaders within the faculty and the strategic development of their capabilities. Analysing organisational structures, processes, individual leader capabilities, and cohort building within HEIs are essential elements for developing academic leadership in HEIs. The overarching aim of leadership development should be to create a culture of practising academic leadership, cascading from faculty to students, which calls for capacity building at all levels of HEIs (UGC, 2021).

Essentials of Roles of Academic Leadership Development for HEIs in India

Academic Leadership development in HEIs should equip faculty members with diverse skills, transforming them into holistic educators, researchers, mentors, coaches, and administrators.

It must cultivate entrepreneurial skills to navigate the Volatile Uncertain Complex and Ambiguous (VUCA) and Brittle, Anxious, Non-Linear, and Incomprehensible (BANI) World, fostering risk-taking and performance excellence for future readiness. Developing a visionary mindset is crucial for long-term institutional sustainability, which can be achieved through robust strategic objectives.

Academic leaders must embrace contemporary (Information) Technology and trends to create hybrid and digital learning spaces. Sharing best practices, both nationally and globally, shall enable benchmarking and tailored implementation plans. Honing administrative skills allows for the establishment of World-Class systems and processes. Academic leaders need expertise in teaching-learning pedagogy, research, and academic administration.

Developing academic leadership necessitates that faculty members must be equipped with diverse skill sets: teaching, research, mentoring, coaching, and, above all, academic administration. They must be prepared to cultivate a new mindset in students, not just marketable skills, that will make them socially useful and financially successful. Academic leaders must be active contributors to nation-building, inspiring the same spirit in their students. These characteristics shall provide a framework for HEIs and Governing Bodies to assess and strengthen their efforts for building and developing academic leadership in HEIs (UGC, 2021).

Qualities of A Good Academic Leader (Vice Chancellor)

The UGC outlines essential qualities for academic leaders, emphasizing competence, integrity, and institutional commitment. Effective academic leadership requires visionary thinking, strategic planning, and foresight for institutional sustainability. Ethical integrity is crucial, demanding a commitment to fairness, transparency, and high academic standards. Decision-making acumen is essential, enabling leaders to resolve conflicts and make data-driven choices.

Technological adaptability is necessary for leveraging digital tools for academic and administrative excellence. Strong communication and teamwork skills help in fostering collaboration and building a culture of trust and mutual respect. These qualities are integral to fostering a high-performance academic environment that ensures institutional excellence.

In the field of higher education, effective academic leadership requires a multi-faceted skill set that combines visionary thinking, ethical integrity, strong communication, and a commitment to fostering academic excellence. By embodying these qualities, academic leaders can play a critical role in shaping the future of their academic institutions, guiding them through the complexities of an evolving educational landscape while ensuring that they remain dedicated to the holistic growth and integral development of students, faculty, and the broader academic community.

According to the UGC Regulations, 2018 (Page Number, 87), "*A person possessing the highest level of competence, integrity, morals and institutional commitment is to be appointed as Vice-Chancellor. The person to be appointed as Vice-Chancellor should be a distinguished academician, with a minimum of ten years of experience as Professor in a University*

or ten years of experience in a reputed research and/ or academic administrative organisation with proof of having demonstrated academic leadership".

The UGC has categorically emphasized that while searching and or appointing an individual as Vice Chancellor/Provost being an academic leader of the concerned Head of the academic institution, due consideration and proper weightage must be given to the academic excellence, exposure to the Higher Education System in the country and abroad, and adequate experience in academic and administrative Governance, to be given in writing along while recommending and submitting the panel to the Visitor/ Chancellor for the consideration of an appointment of Vice Chancellor/Provost (UGC, 2018).

It implies that a good academic leader must possess qualities such as facilitator, visionary with clear understanding of purpose, design thinking, humility, empathy, compassion, adaptability, techno-savviness, team work as well as tolerance to criticism and passion for inculcating a culture of quality. S/ he should be distinguished academician(s) and or eminent scholars with a strong administrative background. Commissions like the Kothari, Gnanam, and Parikh Committees too, have emphasized the importance of the role, highlighting qualities such as high standing in their field, competence, integrity, strong morals, self-respect, vision, leadership, administrative ability, and high respect within the community. An effective academic leader, such as a Vice-Chancellor/Provost, should exemplify these varied qualities illustrated here**.**

Visionary Thinking

Long-term strategic planning for institutional sustainability (Banerjee, 2021).

Integrity and Ethics

Commitment to transparency, fairness, and quality education (Das, 2020).

Communication and Teamwork

Fostering collaboration and conflict resolution (Ravi & Nair, 2019).

Technological Adaptability

Leveraging digital tools for learning and administration (Gopal, 2020)

Commitment to Excellence

Encouraging research, student engagement, and innovation (Pillai & Menon, 2021). Essentially, a Vice Chancellor/Provost who is an academic leader, must possess a combination of academic excellence, administrative prowess, and strong moral character. A Vice Chancellor/Provost must embody the qualities of an academic, administrative, and community leader, providing inspirational and value-based guidance through policy formation, operational management, human resource optimisation, and a focus on environment and sustainability. Universities and or academic institutions imparting higher education and promoting research require Vice Chancellor(s) /Provost(s) with vision, academic leadership skills, and administrative flair, capable of sensitive, efficient, fair, and bold governance. Effective academic leadership is, therefore, extremely critical for elevating the Indian Higher Education Eco-System. The principles and practices of the Total Quality Management (TQM) of international universities are required to be adopted for bringing excellence in the Indian Higher Education System. The initiatives like the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) aim to cultivate academic leadership by engaging top institutions and academics to train them as future academic leaders of HEIs (UGC, 2021).

Strategies for Developing Robust Academic Leadership Capabilities in HEIs

Developing robust leadership capabilities, characteristics, and competencies is crucial for HEIs to achieve academic excellence. A structured framework encompassing Assessment, Development, Application, and Evaluation shall guide the development of specific academic leadership capabilities across various domains. To illustrate, in the realm of vision and strategy, the aspect of developing academic leadership should focus on fostering strategic thinking and global perspectives that can be developed through organising workshops and study tours.

HEIs should explore planning and organising an interaction with successful academic leaders, which would provide academicians essential exposure and shall be helpful in enhancing their vision for developing qualities to become successful and effective academic leaders as envisioned by HEIs. HEIs should also engage faculty members in various strategic planning exercises, Institutional Development Plan (IDPs) preparation workshops, etc. and innovative projects of the concerned HEIs.

For achieving academic excellence, mentorship, workshops on pedagogy, conducting and ensuring wholehearted participation in academic leadership programs by academicians must be made mandatory.

For developing competencies to ensure efficient and effective management and governance, as well as optimal resource utilisation, training in financial acumen and aspects of ethical leaderships is highly essential. Discussions through case studies and simulations on ethical dilemmas should become crucial in preparing academic leaders for managing budgets and persuading them to make ethical decisions. HEIs must put in efforts to develop human relationships skills, or people skills, inter-personal skills, as well as communication skills. HEIs must conduct workshops on diverse areas, including emotional intelligence, communication, and team building, managing conflicts, change management and should gather 360-degree feedback.

HEIs should deploy efforts to develop adaptability and nurture the growth of academicians through workshops on change management, resilience, and decision-making. HEIs should ensure teachers' or academicians' commitment to life-long learning, which need to be fostered by providing them opportunities for professional growth and development with the help of creating a culture and a conducive environment for it. Engagement with students is vital, which calls for training on engagement strategies and mentorship, with application through their active involvement and wholehearted participation in students' engagement activities.

Finally, building collective academic leadership capabilities necessitates workshops on team dynamics and collaborative project management, applied through leading inter-disciplinary teams and developing collaborative programs.

The key considerations for successful academic leadership development should include tailoring programs to the HEI's specific context, developing academic leadership at all levels, rigorous evaluation of development efforts, and fostering a culture that values continual life-long learning. By implementing these strategies, HEIs would be able to cultivate a strong academic leadership channel, empowering teachers to navigate the complex higher education landscape and lead their HEIs toward pursuits of academic excellence (UGC, 2024).

Some of the strategies that can be applied and explored for developing and enhancing academic leadership by the HEIs for faculty members should include organizing leadership workshops, mentorship programs, and strategic planning exercises (Sen & Iyer, 2021), encouraging them for entering into collaborations with international academic institutions for understanding their best practices (Gupta & Saxena, 2020), implementation of principles of TQM to enhance their skills for Governance and accountability as well as providing them support and developing their skills concerning understanding financial management, ethical leadership, people management skills (Basu, 2020), emotional intelligence, resilience, and decision-making (UGC, 2021).

Key Criteria for Measuring and Assessing Demonstrated Academic Leadership

Academic leadership plays a crucial role in shaping the direction, success, and future of educational institutions. Effective academic leaders are visionaries, decision-makers, mentors, and advocates, ensuring that both students and faculty thrive (Bass, 1990).

The criteria for measuring academic leadership encompass various qualities and actions that reflect the multifaceted nature of leadership within an academic setting. Demonstrated academic leadership in HEIs is characterised by significant contributions to the academic community across a range of interconnected areas. Some measures that can be considered to assess success and effectiveness of academic leadership should include student and faculty outcomes such as improvement in academic performance and research output (UGC, 2021), institutional performance considering Governance efficiency, accreditation status, and resource utilization (Kapoor, 2020), stakeholders' feedback gathered through surveys and peer reviews (Jain, 2020), and an assessment of academic leaders' contributions in innovation and research considering their efforts for encouraging inter-disciplinary research and industry collaborations (UGC, 2021). The criteria for measuring academic leadership encompass various qualities and actions that reflect the multifaceted nature of leadership within an academic setting. Demonstrated academic leadership in HEIs is characterised by significant contributions to the academic community across a range of inter-connected areas (Bryman, 2007).

We have made an attempt to offer an in-depth discussion on a few selected key criteria for assessing demonstrated academic leadership here.

Vision and Strategic Thinking

One of the fundamental traits of an academic leader is the ability to articulate and implement a clear vision. A strong academic leader sets ambitious yet achievable goals, guiding a higher education institution or department toward long-term success (Kotter, 2012). They are not only aware of the institution's current position but also actively envision the future, navigating the evolving academic landscape. The ability to craft and execute strategic plans that align with the institution's mission is vital for sustained progress (Scott, Coates, & Anderson, 2008).

Moreover, academic leaders must possess innovative thinking, encouraging new ideas and research that can push the boundaries of academic excellence. At the heart of academic leadership lies the capacity to envision and shape the future. Exceptional leaders distinguish themselves through forward-thinking strategic planning that anticipates emerging trends in education, cultivation of an innovation-driven culture that encourages experimentation and growth and a clear articulation of institutional goals that inspire collective action and commitment.

The ground-breaking Online Degree Program of IIT, Madras demonstrates how visionary leadership can help in providing quality education. The institution launched India's first online BSC Degree in Programming and Data Science, reaching over 10,000 students across India. The program's success showcases how academic leaders can leverage technology to expand access while maintaining educational quality. The most effective academic leaders craft strategic plans that consider emerging trends in education while remaining grounded in their institution's core mission and values (Agarwal & Sharma, 2020).

Influence and Inspiration

At its heart, academic leadership is about people. The most successful leaders excel at creating environments where both students and faculty members can reach their full potential (Ramsden, 1998). For students, this means developing comprehensive support systems that go beyond traditional academic assistance. Modern academic leaders are implementing mental health resources, career guidance programs, and mentorship opportunities that prepare students for success, both in and beyond the classroom (Kezar & Holcombe, 2017). A strong leader motivates faculty, students, and staff, fostering an environment where everyone is committed to achieving academic success. Inspirational leaders serve as role models, demonstrating academic integrity, professionalism, and ethical behaviour (Northouse, 2018).

Effective communication is also a key component of these criteria, as academic leaders must engage with diverse groups, including students, faculty, and external stakeholders, in a way that resonates with their needs and aspirations.

Decision-Making and Problem-Solving

In the fast-paced and ever-changing environment of higher education, effective decision-making is essential (Fullan, 2014). Academic leaders are often faced with complex challenges ranging from curriculum development to student engagement or faculty performance that require swift and informed action (Spillane, 2005). Leaders must be able to make data-driven decisions, utilising research and evidence to guide their choices. Furthermore, they should be skilled in conflict resolution and addressing disagreements within the academic community constructively. The ability to adapt to unforeseen challenges, whether related to technology, funding, or student demographics, is another hallmark of effective academic leadership.

Student Success and Support

A key responsibility of academic leaders is to advocate for the success of their students. This involves more than just ensuring high graduation rates it means fostering an environment that supports students' personal and academic growth (Tinto, 2012). Academic leaders must create policies and programs that improve student learning outcomes, retention, and post-graduation success (Astin, 1993). Additionally, promoting inclusivity within the academic community is critical. An academic leader should prioritize diversity and ensure that all students feel valued and supported, regardless of their background (Gay, 2018). Providing mentorship and academic advising to students is another essential aspect of this criterion, as effective academic leaders help guide students on their educational journey.

Faculty Development and Support

In the evolving landscape of higher education, academic leaders play a pivotal role in nurturing faculty

excellence. Their approach to faculty development shapes not just individual careers, but the very fabric of educational institutions. Academic leadership is closely tied to the growth and development of faculty members. Leaders who invest in faculty development create a culture of continuous learning and professional growth (Boyer, 1990). This involves not only providing opportunities for faculty to enhance their teaching and research but also fostering a collaborative environment where faculty can share ideas, resources, and expertise (Knight & Trowler, 2001).

Recognising and rewarding faculty achievements, whether in teaching, research, or service, is highly essential to maintaining morale and encouraging excellence. Furthermore, academic leaders should offer mentorship to junior faculty members, providing guidance and support as they navigate their academic careers. Academic leadership's role in faculty development is most crucial than ever. Successful leaders create environments where faculty can thrive professionally and personally, ultimately benefiting the entire academic ecosystem. When we invest in our faculty, we invest in the future of education itself. The most effective academic leaders understand that faculty development is not a program but a cultural one that nurtures excellence, encourages innovation, and builds lasting academic legacies. Through strategic vision, committed resources, and sustained support, they transform not just individual careers but entire Higher Education Institutions (Gmelch & Miskin, 2011).

Resource Management

Academic leaders must effectively manage the resources at their disposal, ensuring that funding, facilities, and staff are allocated in a way that maximizes academic success (Marginson & Considine, 2000).

This involves making strategic decisions about where to invest resources, whether in faculty recruitment and development, curriculum development, or campus infrastructure. In addition to traditional resource management, academic leaders are increasingly responsible for securing external funding, through grants or partnerships, to support academic programs. They also need to oversee the development of the physical and technological infrastructure required to support teaching, research, and learning in a modern academic environment. With many higher education institutions facing budget constraints, academic leaders must be increasingly creative in how they allocate funds and secure new resources. Successful academic leaders are forging partnerships with industry, securing research grants, and developing innovative funding models. They are also making tough decisions about where to invest limited resources for maximum impact (Bess & Dee, 2012).

Collaboration and Stakeholder Engagement

Building strong relationships with internal and external stakeholders is an essential aspect of academic leadership. This includes fostering collaboration between departments, creating opportunities for inter-disciplinary research, and developing partnerships with other academic institutions or industry leaders (Bolman & Deal, 2017). Academic leaders also engage in shared governance, promoting a culture of collaboration where decisions are made collectively, and all voices are heard.

Additionally, academic leaders must ensure that the higher education institution is responsive to the needs of the community, aligning academic programs with local, national, or global challenges. To elaborate, the walls between corporate offices and university campuses are rapidly disappearing at IIT, Delhi. Walk through its sprawling campus, and one would find tech giants like Google and Microsoft working alongside professors in state-of-the-art research laboratories. HEIs re not just preparing students for industry anymore they are bringing industry into our classrooms.

HEI's approach goes beyond traditional internships and companies like Tata Consultancy Services are actively shaping the curriculum, ensuring that students learn skills that matter most in the real world. Today's innovation happens at the intersection of academic research and industrial application (Kumar, 2021).

Research and Scholarly Leadership

A significant aspect of academic leadership is the ability to drive and support research excellence (Boyer, 1990). Academic leaders are responsible for creating an environment where research flourishes, offering resources and incentives for faculty and students to engage in scholarly activities. This may include securing research funding, facilitating access to necessary tools and infrastructure, and promoting research that addresses key societal issues (Austin & Baldwin, 1991).

Academic leaders also play a critical role in ensuring that research adheres to ethical standards, upholding academic integrity within their institutions. Additionally, academic leaders encourage the dissemination of research findings, helping to share knowledge through conferences, publications, and collaborations. Research at Indian HEIs is undergoing a radical transformation. Gone are the days when scientists worked in isolation within their departmental silos. To illustrate, at IISc Bangalore, Physicists and Biologists are working together in the newly established, Centre for Brain Research, using Quantum Computing to unravel the mysteries of neurodegenerative diseases. Traditional boundaries between disciplines are meaningless while resolving real-world problems (Sharma & Gupta, 2022). The emerging model of research leadership in Indian HEIs offers a template for other developing nations; stay rooted in local realities while reaching for global excellence. As these HEIs continue to evolve, they are proving that the best research is not just about pushing the boundaries of knowledge; it is about ensuring that knowledge serves society.

Accountability and Continuous Improvement

Effective academic leaders are committed to accountability and continuous improvement (Kuh et al., 2011). This involves regularly assessing academic programs, evaluating teaching effectiveness, and tracking student outcomes to ensure that goals are being met. Academic leaders must be open to feedback, whether from faculty, students, or external evaluators, and use this feedback to refine strategies and processes. Transparency is also a critical element of accountability. Academic leaders must be open about decisions, challenges, and successes, maintaining the trust of the academic community (Argyris & Schon, 1996). Succinctly stating, measuring academic leadership involves evaluating a combination of qualities and actions that contribute to the academic, social, and cultural development of Indian HEIs. Academic leaders are responsible for setting a vision, making informed decisions, inspiring others, fostering collaboration, and ensuring student and faculty success. Effective leadership is not a one-size-fits-all approach. It requires adaptability, strategic thinking, and a commitment to continuous growth. By assessing these key criteria, Indian HEIs can identify and nurture the academic leaders who can guide them towards a competitive and sustainable future. HEIs should create, build and strengthen Academic Leadership Systems, encompassing Organisational Structures (Centralised Versus Decentralised), Governance and Decision-Making Processes. Academic leaders could also be nurtured by including their participation through giving them the role as member in the Board of Management/Board of Studies, Academic Council/ Executive Council, etc., and the Task Force/Team/ Committee, etc. constituted for strategic planning with resource optimisation. Indian HEIs need to organise Personal Leader Development Programs that would focus on developing their core competencies concerning strategic vision, financial acumen, and emotional intelligence as well as exposing them to different styles of academic leadership for ensuring their professional growth and development.

HEIs should be required to align the strategies for ensuring academic leadership development with its systems, considering the needs of the HEIs as well as faculty members for building academic leadership succession plans. Cohort-based Programs and customised leadership pathways can further foster collaborative learning, which would enhance academic leadership development.

In a nutshell, to assess the effectiveness of academic leadership, Indian HEIs should focus on student and faculty outcomes, institutional performance, stakeholder feedback, and research and innovation contributions. Student and faculty outcomes must be evaluated based on academic performance, research productivity, and the employability of graduates. Institutional performance should be assessed in terms of accreditation status, Governance efficiency, and optimal resource utilisation. Stakeholder feedback gathered through surveys and peer reviews is essential for measuring the impact of academic leadership. Research and innovation contributions must be encouraged by promoting inter-disciplinary studies and industry and Government collaborations.

By establishing these benchmarks, HEIs can create a transparent and meritocratic system for evaluating or assessing the effectiveness of demonstrated academic leadership.

Concluding Remarks: Emerging Imperatives for Academic Leadership

The success of academic leadership will ultimately define the quality of higher education of India. HEIs of India must integrate ancient wisdom with modern educational strategies, ensuring a

structured leadership pipeline that fosters innovation and academic excellence. Future academic leaders must strike a balance between strategic vision, adaptability, and ethical Governance to shape India's trajectory as a global education hub. By investing in academic leadership development, fostering a culture of academic excellence, and adhering to Best Governance Practices, HEIs of India would be able to drive India's transformation into a knowledge-driven powerhouse in the near future.

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ATTENTION UNIVERSITIES !

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Transforming Higher Education through Research

Amita Pandey Bhardwaj*

We all know that research is an essential and potent tool for advancing knowledge, for promoting progress and for enabling man to relate more effectively to his environment. The educational systems of not of our country but all over the world are now concerned about the role of research in terms of improvement of its instrumentalities, goals and outcomes. There is no denying of the fact that the use and application of research ensures economy w.r.t. efforts, optimum utilization of resources, speedy accomplishment of goals at a minimum cost. The educational research implies an objective and systematic attempt at exploring the answers to meaningful educational questions. The need for educational research may also be seen concerning the extension of the existing body of knowledge, improvement of educational practices, professional growth of the practitioners and improved understanding of the dynamics of educational processes and situations which are undergoing a change from Teacher-Centeredness to Learner-Centeredness. Thus, research will play a catalytic role in knowledge development, social development, skill development, economic development, technological development, progress and transformation. The present paper highlights the forms and areas of research along with the needed measures in the light of NEP-2020 for strengthening the research ecosystem, especially in Higher Education.

Research in the Context of NEP-2020

The NEP-2020 has a comprehensive approach towards transforming the quality and quantity of research in India. It stresses that the research must be needed, grown, supported and fostered at all the Higher Education Institutions, which will result in building a strong research culture and knowledge base. To develop a research ecosystem, the policy talks about the establishment of the National Research Foundation (NRF) through an act of Parliament as an autonomous body of the Government of India. The main objective of this foundation is to fund, mentor, coordinate, monitor and develop capacity for quality in research in all the disciplines offered at university and college level education. The NRF will have four major divisions, viz. Science and Technology, Social Sciences, Arts and Humanities, with associated Divisional Councils for funding research within their respective division. The main task of the NRF will be to fund research proposals across all disciplines through rigorous peer review. NEP-2020 places significant emphasis on various forms of research to foster innovation, creativity and promote research-oriented culture. These forms and areas of research are briefly discussed below:

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Transdisciplinary Research

It focuses on a multifaceted problem and transcends the boundaries of many disciplines to create a holistic approach. It integrates the Natural, Social and Health Sciences in Human perspectives and goes beyond traditional boundaries. The objective of this type of research approach is to transgress boundaries between scientific disciplines as well as between science and practice. As transdisciplinary education involves integration of different disciplines in a well-coordinated manner to create new knowledge and to raise the learner to higher levels of cognitive abilities, knowledge and skills, so transdisciplinary research also advances the solution of the researched problem by combinations between the disciplines, across the disciplines and beyond the disciplines. It involves collaboration between both scientific and non-academic stakeholder communities which work together throughout the research work. Thus, to address societal common problems and issues holistic perspective of life, transdisciplinary research must be encouraged for undertaking research projects.

Interdisciplinary Research

The disciplines taught at various levels of education have to be explored with multiple perspectives so that the study leads to new knowledge creation, which has utility and relevance in 21st century. The research in this area can be multidisciplinary or interdisciplinary in approach for advancing the solution of discipline-specific problems and understanding the nature of the theme/ topic taken. Interdisciplinary research advances fundamental understanding and solves complex problems by integrating knowledge, techniques, concepts or theories from two or more disciplines or bodies of specified knowledge. It analyses and synthesises at the overlap of disciplines from the beginning to the end, thereby harmonising links

between disciplines into a coordinated and coherent whole. The key defining component in this research is the interaction between two or more different areas of knowledge study. Thus, for addressing the complex problems and challenges of the 21st century, interdisciplinary research must be promoted as part of research degree programmes.

Multidisciplinary Research

In this type of research, knowledge from several disciplines is used to advance solutions for a given problem. The researchers remain within their disciplines but synthesise results from other disciplines at the end of the research work. Thus, in this approach, researchers from different disciplines work independently on a common problem, share goals of the research and work on the same problem but look at it from their discipline perspective. In other words, it resolves the problem by drawing knowledge from a discipline and by staying within the boundaries. The key defining component in this research is the 'addition' of two or more areas of discipline-specific knowledge and synthesising them into one whole at the end of the study. It has been evident from the studies that much of the best research in the world has occurred in those universities where there is a rich culture of research in multidisciplinary. NEP–2020 advocates multidisciplinary research for Multidisciplinary Higher Education Institutions. Hence, research of a multidisciplinary nature must be encouraged for quality results, which will transform Higher Education.

Innovative Research

Innovation plays a critical role in introducing novelty to existing products, processes, procedures, methodologies, models, systems, etc. It aims at increasing efficiency, optimising and improving existing products. Being open-ended in nature, this research uses thematic explorations as a means to deepen or challenge the current understanding of the product and stay abreast of emerging trends and practices in the field of that product. Innovative research requires collaboration, ideation, implementation and value creation, which are also identified as its key elements. Collaboration involves working together towards common problems by thinking and acting together. The second element, ideation, means the process of generating new ideas and solutions. Putting these new ideas to use forms the third element of implementation. This will lead to value creation, the fourth key element of innovation, which implies usefulness to people, institutions, society, nation and world. Thus, to increase productivity and add value with the same input, innovative research must be promoted at undergraduate, master and doctoral degree programmes.

Indian Knowledge System-based Research

NEP-2020 envisions an Indian Centric Education System which embodies the knowledge from both informal literacy and informal non-literacy sources. The literary sources can be broadly classified into three categories viz. Sanatana Dharma literature, other Dharmic tradition literature and Indian Languages and dialectics literature. One of the major sources of Sanatana Dharma literature is Vedic and allied literature, and is the core and vast repository of knowledge presented mainly in the Sanskrit language in the areas of Basic and Applied Sciences, Architecture, Engineering, Psychology, etc. The second category is the literature on other dharmic traditions, Buddhist, Jain etc., and the third one is the wealth of religious and other literature in all major Indian languages. The uniqueness of the Indian Knowledge System lies in the fact that it incorporates all disciplines which are being taught at various levels of present education either as complete Shastra or Granth or as part of Shastra. In keeping view of this, the policy has introduced the Indian Knowledge System course in bachelor's and master's degree programmes of all disciplines, ranging from Science and Engineering to Arts and Humanities as elective or core courses. Thus, research to explore discipline-specific facts, concepts, procedures, principles and generalisations present in the Indian Knowledge System must be promoted to ensure knowledge creation which is relevant in the 21st-century scenario.

Pedagogy-based Research

Every teacher has his/her own style of teaching method of presenting the content, assessing the learner and giving feedback to ensure maximum enhancement in the levels of understanding and learning outcomes. The method of imparting knowledge, skills and inculcating values in any educational context is very important for deciding the effectiveness of teaching and thereby of teachers also. To enhance the conceptual understanding of teaching and learning processes, practices and experiences, research must be conducted, encouraged and supported, especially by Teacher Education departments. The research in effectiveness of learner-centric teaching methods, technology-based pedagogical interventions &

practices, e-content and resource development, class interaction-based observation analysis, pedagogical skill development, etc., are the areas which must be explored & studied and will directly lead to quality and innovative pedagogical methods and practices.

Assessment-based Research

This research involves the systematic collection and analysis of data and uses the assessment data for improving educational outcomes and practices. They mainly deal with the understanding of student learning, evaluating strategies and programmes; developing and validating various research and assessment tools, and improving assessment practices. This will help not only in the implementation of evidence-based practices but also in investigating the impact of various types of assessment on teaching and learning. Thus, by providing a data-driven approach, this research generates insight into emerging trends and explores continuous improvement and effectiveness of learning and educational programmes. In keeping view of this, it can be said that this type of research should be made as an integral part of research degree programmes and projects funded by various national and state-level agencies & bodies.

Skill and Competencies-based Research

These types of research focus on the practical application of the theoretical knowledge of any specified domain, discipline and field. They identify, measure, assess & evaluate skills and abilities essential for succeeding in any occupation, vocation and profession, thereby playing a critical role in skill development, which is a key focus area of NEP–2020. The integration of vocational education in school and higher education advocated by the National Policy will also be geared up through this research. It will help not only in developing competency-based models but also in evaluating competency development programmes. This research will provide clear expectations for performance and development, thereby leading to better performance at individual and institutional levels. In addition to this, it will facilitate focused and targeted training programmes on the one hand while optimal allocation and utilisation of available resources in training and development on the other. Thus, such types of research must be promoted as part of the PG, doctorate and post-doctorate levels programmes.

The above-mentioned forms and areas of research supported by NEP–2020 must be undertaken with high priority to foster a collaborative, creative and impactful research environment. This can be promoted by adopting various measures through integration of Accessibility, Simplicity, Technology, Adaptability, Novelty and Genuineness in research, which are briefly described below:

Integration of Accessibility

It means that research outputs and findings should be usable, understandable and openly available to a wider audience with diverse needs and abilities. It involves empowering principles of universal and user-centred designs and sharing of research data and results, thereby fostering collaboration and creating a research environment. The accessibility can be extended by the use of both physical spaces and digital platforms. Thus, integration of accessibility will improve the quality of research, promote inclusivity, enhance knowledge and enhance the level of participation in research work.

Integration of Simplicity

It refers to the presentation of research work, such as assumptions, theory, principles, and elaboration in an easy-to-understand way. In other words, it involves prioritising clear, specific, straightforward, forward and comprehensive interpretations and methodologies, which will result in reducing unnecessary complexities and make findings more interpretable and impactful. It can be integrated into various aspects of research activities such as research designs, data presentation, data analysis, etc. Thus, integration of simplicity will improve the comprehensibility of research findings, enhance testability of theories or methods, enhance efficiency in terms of time and resources and facilitate communication to a broader audience.

Integration of Technology

It gives the power to conduct research activity quickly, efficiently and effectively through the use of powerful tools, software and platforms. The process of literature review is accelerated through online databases, archives and digital libraries, while that of data analysis is through specialised software, viz. SPSS, MATLAB, etc. The dissemination of research findings is facilitated using social media and digital archives, online platforms and forums. Thus, integration of technology will support the accessibility and communicability of the research, leading to increased efficiency and potential for groundbreaking innovations.

Integration of Adaptability

It refers to the extent to which the researcher adjusts towards research approaches, methods or strategies in response to unexpected challenges or the changing environment. It is concerned with the flexible approach and adjustable capacity of the researcher. In other words, the adaptable researchers are not rigid but comfortable with any challenges, willing to learn and open to any new ideas and methods. This can be inculcated by reflecting on past experiences, seeking feedback, staying informed and embracing a positive mindset. Thus, integration of adaptability will help the researcher not only to work with flexibility but also to cope with the unpredictable nature of research.

Integration of Novelty

It refers to introducing new ideas, methods, models, theories, principles or perspectives that add to the existing body of knowledge. It is about contributing something which is new, original and unique in nature. This can be seen in the form of new research question, method, theoretical framework or a unique combination of existing elements of knowledge. It can be groomed through literature review, community engagement and framing research questions. Thus, integration of novelty will facilitate experimentation and innovation in research.

Integration of Genuineness

It refers to the authenticity, trustworthiness and credibility of the research outputs. It ensures that the research work is presented with honesty, and results are the true reflection of the phenomenon being studied. It helps in building trust in the research findings, thereby contributing to the advancement of knowledge. It ensures objectivity, transparency and originality on one hand while integrity and ethical consideration on the other. Thus, integration of genuineness will promote academic integrity and ethical practices in research.

Conclusion

In a nutshell, it can be said that research is a key to transforming the Higher Education landscape. The focus of research must be shifted from discipline-specific to a multi- or interdisciplinary approach to make research more responsive to the needs of society and the nation. It hardly needs stressing that such an approach towards research must be encouraged and given priority in degree-level research as well as in research projects. Thus, the mentioned forms and areas of the research will play a critical role in building a strong research culture on one hand, while integration of measures as the acronym ASTANG, viz. Accessibility, Simplicity, Technology, Adaptivity, Novelty and Genuineness will foster a research-oriented mindset on the other which will lead to a research-intensive Higher Education system.

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Navigating the Liberal Higher Education Centres Amidst the Academic Turbulences

Dhanappa Makanna Metri*

Liberal Higher Education Worldwide, in general and India in particular, is passing through turbulence after turbulence. Many Conventional degree colleges are signalling the desperate call to survive the commotion. Technology has literally disrupted the entire academia, and the tremors in quick succession are in progress. The Higher Education system is heading for an unpredictable metamorphosis. New programs and courses to cater to the new demands of life are coming up. Technology is being integrated extensively in both academic and administrative activities. Student-centric and technology-integrated pedagogical practices are replacing the teacher-centric content-disseminating system. Formative assessment is preferred over summative. Existing faculties are struggling to cope up with the technological tools and advanced academic responsibilities. There is a scarcity of capable faculty who can design the curriculum, practice Outcome-Based Education, collaborate with technology, and bring innovations in the academic and administrative practices, to keep the institute relevant and thriving amidst the tsunami of disruptions.

Many programs and courses are heading for closure. Foreign university entry has brought greater challenges to the Indian Academia. Learner-lethargy to pursue the lengthy conventional courses and interest in earning micro credentials to break the comfort zone is common. The number of admissions to the traditional degree programs is dwindling fast. Institutional infrastructure facilities are waiting for their optimal utilisation. It is proving a big challenge to sustain the conventional degree colleges. The deeper study and research in pure Science and Humanities is being hit very badly. Literally, an existential crisis has set in! Survive or thrive is the ultimate option left to these institutions. Very few conscious and committed institutes have remained immune to the disruptions. This article is an attempt to present the possible causes behind the present crisis and cures to those few renowned Indian traditional institutes with potential for excellence and their future-proof existence.

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Authentication of the Issue

The Higher Education system is at the crossroads! Donald (2025) professorial lecturer at American University, opines that the spate of college closures is certain to increase. He highlights some institutes and mentions the reasons of budget cuts, culture wars and enrollment crashes.

Eldho and Philip (2025) present the rising challenge of university and college closures and hold population decline, populist opposition to Science and Higher Education, shifts in government funding, technological disruption, rise of online learning as factors responsible for the shutdowns.

Bloomberg (2025) asks about the purpose of colleges in the age of ChatGPT and raises concerns about learning and academic integrity in the AI era. He stresses shaping the campus norms.

John (2025) refers to shutting down the literature departments at Western universities and focuses on the understanding of human struggle through literature in the market-driven consumerist world. Asha (2025) refers to six Indian colleges withdrawing the course due to the dwindling enrolments.

Privatisation, accreditation, academic autonomy, Implementation of NEP 2020, Pandemic, technological disruptions and affiliations to poorly equipped unaided degree colleges and the Foreign University entry have created a lot of challenges in the Indian Academia. As a result, these academic and policy turbulences are proving difficult to manage. These institutes need to critically understand the situation and plan systematically to keep contributing amidst the turbulence.

The Soul Searching

What made the present plight of the above-mentioned Higher Education institutes that sustained for decades and contributed to the National development? Sincere soul searching may show the following reasons:

- Long-term stagnation in the routine content delivery and memory testing activities;
- Formal Higher Education is coming its full circle and heading for the Non-formal mode;
- Delay in embracing academic autonomy and proving own identity;
- Institutional failure in innovative utilisation of development funds under different schemes/ plans;
- Failure to cope up with the International scenario and Industrial Revolutions;
- Taking Institutional Accreditation just for fulfilling the formality and neglecting its quality lessons;
- Failure to integrate the Sustainable Development Goals given by UNESCO;
- Lethargy in accepting the new research-based pedagogical and evaluation practices;
- Stakeholder rejection of every new educational reformation due to bias and ignorance;
- Continuing the stress on the Cognitive domain of learning, neglecting the Affective and Psychomotor domains;
- Institutional functioning without Standard Operating Procedures;
- Not serious about the moral code of conduct for the stakeholders;
- Institutional apathetic atmosphere for learners;
- Neglected faculty involvement in the institutional development and preparing for the possible threats;
- Unvisited institutional vision statement to match the changing times;
- Uncontrolled chain of malpractices and nepotism in staff selection and promotions;
- Neglected loss of learners' self-esteem and interest in learning;
- Overstressed STEM system and failure to integrate essential Arts and Humanities;
- Academia's failure to prove to stakeholders the significance of transformative liberal education;
- Scarcity of transformational leadership;
- No grooming of the academic leadership by the institutes;
- Massive technology-driven disruptions;
- Institutional system failure in proving resilience after the Pandemic;
- Paradoxical picture of academic autonomy; stakeholders' interest in convenient freedom;
- Acrobatics of academia in managing access, equity and quality;
- Uncongenial academic atmosphere for learning under learner empowerment;
- An unchanged stakeholder mindset of education means examination performance;
- A yawning trust deficit gap between society and academia;
- Scarcity of sensitive, versatile, motivating, innovative, multidisciplinary faculty members;
- Understaffed institutions and the pitiable plight of the temporary teachers;
- Learning minus pre-decided outcomes;
- Neglected psychological safety for the experimenting and innovating staff members;
- Lack of transparent communication and an inclusive campus atmosphere;
- Scarcity of an institutional empathetic ecosystem; and
- Implementing the policies without institutional preparedness and stakeholder acceptance.

Sustainable Solutions

It is learn, unlearn and relearn time for these Public Higher Education centres. Unless they change, it will not be easy to prove their significance in the eyes of the stakeholders. Following honest efforts may keep them socially and academically relevant!

Institutional SWOT Analysis

It is high time they go for an honest self-analysis. In addition to accreditation, the institutes should undergo honest analysis by the academicians who are known for their integrity and expertise in the field of quality education. Both the internal and external audits should be studied and the policies must be made. The strengths should be strengthened, weaknesses overcome, opportunities multiplied and the threats fought out. The analysis should percolate down to the departments, faculty members, and individual students. This will give a scientific approach to the institutional efforts, help

in fixing the quality benchmarks and generate the much-needed best practices. This practice of self-analysis and understanding will help in preparing the vision document, curriculum designing and writing essential Standard Operating Procedures.

Understanding the Spirit of NEP–2020

Once accepted by the institution**,** stakeholder acceptance of the policy after understanding it is expected. Implementing any academic or administrative policy without a deeper understanding will be an injustice to the policy. The policy is almost four years old and the stakeholders who have read and understood it really deserve the salute. It has new concepts; Outcome-Based Education, Multidisciplinary Education, holistic learning, formative assessment, mandatory internship and learner-centric pedagogy. Mere reading apparently and occasional listening about the Policy during the academic meetings is not sufficient. There is a need for its complete understanding. The UGC has been publishing guidelines after guidelines, arranging meetings to make implementation easy. The institutes should take efforts in familiarise the policy with its stakeholders, especially the learners. Regular reading, attending the academic meets, faculty publication in the proceedings, local newspapers and the journals devoted to Higher Education is indispensable. Educating the stakeholders with the spirit of the Policy will be easy in its implementation. It is time for the institutes that have implemented to share their success stories of their implementation instead of the blame games.

Developing Quality Literacy

Getting acquainted with the Institutional Accreditation Methodologies is quite essential to make the institute quality literate. Any accreditation process is a pleasurable experience of learning quality lessons. Every stakeholder should be familiar with the entire process which is a well-thought-out one. It needs institutional integrity, celebrating the quality measures. With this approach, the institute will definitely sustain any drastic changes. It is time to understand the Binary Accreditation procedure, overcome the limitations of the previous framework, and align with the NEP–2020 with its Outcome-Based Education approach. It is high time to elevate the level of bars to National and Global excellence under Maturity-Based Graded Accreditation. In addition to this institutional, acquaintance with QS World University Rankings and Times Higher Education Ranking methodologies can give added value to the institutional quality awareness. Institutional functioning based on these advanced methodologies keeps it close to the global trends and the International standard to sustain the sudden shocks.

Meticulously Planned Institutional Development Plan

Carelessly crafted Development Plan under mandatory submissions is a very common and responsible factor for institutional stagnation. This initiative by the UGC is game game-changing opportunity! The document makes the institutes to introspect. It is a ready framework for the institutes to know their level amidst the changing scenario. Preparing this Vision Document by the committee committed to meaningful and quality education is essential. It is high time the institutes catch the pulses of the academic picture for the next decades. The institutes that have submitted the plan should revisit the document. Envisioning the new vision statement is the need of the time because the vision envisioned in the first decades of independent India is waiting for modification in the AI-dominated academia. Internationalisation of education in the globalised world is the need of the hour.

SOP-driven Academic and Administrative Activities

Running an institution during these challenging days, well- well-designed curriculum and its implementation are needed. The liberal degree education in most institutions is rarely run with written policies. The accrediting agency-NAAC does demand the Standard Operating Procedures, but the things are rarely taken seriously. The routine formalities of syllabus covering, conducting internal and university examinations are continued. Shifting to the implementation of new changes without policies will not be easy to be competitive. From admission to teaching, testing, research, and collaboration to keeping the campus sustainable, there is a need for policies. Every academic and administrative activity needs a policy that makes it result-oriented. Writing an institutional own standard procedure needs the experts to know the institution from the grassroots. The drafting teams should be clear with the concept of institutional distinctiveness and have thorough knowledge of the National Educational Policy 2020

is indispensable. A detailed study of the student-centered pedagogies and selecting a suitable assessment practice is essential too.

Embracing the Academic Autonomy

There is a paradoxical picture of the Indian Academia. On one hand, the stakeholders want free hand, on the other hand, comfort and control. The academia is not ready to realise the opportunity of academic freedom and the enhanced professional pleasure. The institutes are rarely ready to embrace autonomy after understanding and convincing the Stakeholders. Creating awareness of autonomy among the students, parents, faculties and non-teaching staff is the responsibility of the management. The autonomy is bestowed upon the institutes with qualifying grades in the accreditation. The author is of the opinion that even the institutions falling short of the expected criteria should try to embrace autonomy and flourish rather than just struggle for survival. This academic autonomy provides empowerment to faculty and the learners. The autonomous institutes enjoy the freedom to initiate their own courses to cater to the local demands. Initiating STEAM-integrated courses is possible in this phase of Humanities being neglected by the learners. Embedding the academic and soft skills as per the demand of society can be initiated to face the onslaught of changes.

Efforts for the Institutional Internationalisation

Preparing the youth for the globalised world through the education system with an International standard should be the institutional vision. Functioning to attain 17 Sustainable Development Goals by the UNESCO, the International academia is busy in research, collaboration, diversity, Inclusion and sustainability to make life on the planet worth living. Indian institutes trying to survive the turbulence need to collaborate with International institutes for research and innovation. It is time to prepare the youth for the sustainable world with its own model of campus, curriculum, pedagogy and research projects. The first few foreign universities setting up their campuses have brought the opportunity to collaborate. The best practices, like faculty and student exchange, can give much-needed exposure to enhance the institutional quality. Learners today are blessed with once impossible duel degree. Research Projects collaborations with foreign institutes may be game-changing efforts to thrive globally. Indian Knowledge System initiated in the Policy may also be an epoch-making opportunity in the field of Higher Education. To meet the expectations of the NEP2020, there is no harm in dreaming of the offshore campuses of these institutes of multidisciplinary education.

Enhanced Technology Integration

Technology is revolutionising the educational space. Its disruptions are making learning more convenient and fruitful. Technological integration has place in the core values of the NAAC Assessment Manual. The highly impossible democratisation of Higher Education is no more a dream now with the advanced technology. It has every solution for the problems faced by academia. It can metamorphose the academic and administrative picture of the institutes. Now it can expedite curriculum designing, enrich teaching and learning, and save time wastage in evaluation and result announcement. The data analysis ability of the technology will be very instrumental in contributing to the quality enhancement of education. Learning with digital tools like Virtual, Augmented, and Mixed Reality can be made more immersive and engaging. The institutional administration will be agile under tools like the Learning Management System and Management Information System. However, the conventional colleges are in need of the full utilisation of the advanced technologies. It is time to embrace Artificial Intelligence instead of creating unnecessary fear of job losses. It is better to sustain jobs with AI rather than allowing jobs to be replaced by people with the skills of AI. Institutional collaboration with technology to save time to utilise in faculty innovations will keep the institute updated.

Developing Soft Infrastructure

Mere physical infrastructural facilities won't make the institutes great. To stay competitive and relevant, soft skills among the stakeholders are indispensable. Staff, leader and management desperately need them to thrive. Different soft Skills, like continuous learning, help the leaders and the staff to navigate the institutes amidst all the challenges. The staff capacity development to make them more productive needs self-awareness, listen actively ability to communicate and collaborate. It is nothing but up-skilling them to make the institute productive. Analytical thinking, resilience, flexibility, agility, leadership, creative thinking

and self-awareness should be part of institutional best practices. The institutes should have a culture of policies where soft skills are the sole of their administration. A productive and inclusive culture is impossible without essential life skills.

Fostering the ability of continuous learning and providing constructive feedback should be practised. Amidst the commercialisation of education, apathy is a major issue in academia. Empathy, a value rather than a soft skill, is missing and leading to the unaccountable work culture of the stakeholders. They do not feel valued and respected. It is time for the institutes to treat the learners with respect for their individuality. Proper understanding between the leader and his staff can only build a team that may lead to collaborations and innovations. Breaking of the faculty and departmental silos mentioned in the NEP 2020 should penetrate further among the stakeholders. The healthy practices based on empathy are the need of the hour.

Fine-Tuning with the Industrial Revolution

International academia has always matched with the Industrial Revolutions so far, whether they have remained complementary to each other. The world is heading for the fifth Industrial Revolution with the continuation of its present version, 4.0. How far our academia matches these revolutions is a question. Mostly, the present irrelevant academia is due to a mismatch only. Education 4.0, matching the Industrial Revolution 4.0 needs personalised learning with technological integration. It is skilling the youth with the essential skills for a technological workspace. It is stressing the 21st-century skills like critical thinking, creativity and problem solving. The flexible learning has made it self-paced for the learners. Concepts like project-based learning have enabled learners to learn practically in the real world. Learners have greater accessibility under the online learning facility. The IR 5.0 stresses a Human-centric approach. Man is being made a collaborator with the machine rather the machines replacing man. It focuses on environmental sustainability and societal well-being. The traditional institutes have no other way than understanding the education for the specific revolution to keep their academic relevance intact.

Grooming Productive Faculty Members

AI may take care of the cognitive part of education, but the affective domain still needs a human touch. Teaching is more than information transfer and supporting to learn and think critically. The productivity of the faculties is counted in their fostering critical thinking, creativity, communication and collaboration skills. Learners today needs mentors and motivators. Besides their core competencies, institutional faculty members should have empathy for the learners, who should feel that they are heard. Faculties carrying empathy only have a sense of belongingness. This sense of belongingness only breeds innovative teachers who are ready to experiment, fail and succeed. Such committed faculty members can only make the campus environment inclusive and conducive for learning. A productive teacher connects his subject to real-life situations. Such teachers never stagnate but continuously update themselves to stay in the present.

Productive teachers are the fastest endangering species. Under the temporary teacher policy, neither the creative teachers are stabilised nor are the educational leaders groomed. As a result, the policy makers are groping for the educational leaders outside academia. The dearth of productive teachers who are masters in their specialization, can easily collaborate with technology, have interest in other subjects to justify multidisciplinary education, are well-informed in education philosophy, education policies and reports, know learner psychology, have knowledge of advanced pedagogical practices, are ready to shoulder the crucial academic and administrative responsibilities is going to intensify further. It is time the institutes remain true to the institutional values and recruit teachers with professional aptitude and a high spiritual quotient. It is equally important to groom the existing temporary teachers with empathy and make them institutional assets. It is high time to pay attention to their productivity rather than their commercial capacities.

Promoting Transformational Leadership

As speculated above,, the institutes prefer the harmless leaders who are ready to follow. Confident leaders, like Philosophical Kings in the words of Plato, there is a need for leaders who are well-informed and regularly update their knowledge of educational philosophy. It is time the best are promoted and motivated before the worst grab the opportunity. The leaders may be empowered to envision the institute in light of the present

developments. Let the leaders plan, implement their vision and transform it into reality. The leaders need free rein to practice inclusivity in diversity on the campus. The educational landscape has grown very slippery and uncertain, so the leaders need institutional support. Staff accountability, learner lethargy, and various interferences are the challenges for educational leaders today. A leader with high values can only navigate the institutions out of the commercial trap and realise its National contribution. Keeping the institute socially relevant is a skill of transformational leaders.

Conclusion

The institutes being honest to the Vision and getting it realized through the Mission accepting the changed format of the Higher Education system will definitely survive the turbulences. It is time for the Compassionate Capitalism with Philanthropic touch as a social responsibility of the institution. The institutes honestly feeling to survive the turbulences can follow the philosophy of Friedrich Nietzsche. This German Philosopher in his philosophical fiction *Thus Spake Zarathustra* presents his ideas for the society in its existential crisis. First of all his statement, *God is dead* is similar to the end of rote learning for the sake of degree. Amidst the Artificial Intelligence integration, teaching for content delivery by the teachers in the class and testing the memorization is no more needed.

There is a need for *umbermensch*- the supermen (institution) who can accept the change, take own decision and redefine oneself. It is a challenge to the colonial beliefs of education. Self-transformation after struggle should be the attitude of both the individuals and the institute. It is time for making and mastering the new values to thrive. It is time to stop the institute drifting towards stagnation and nihilistic, under the existential anxiety.

Nietzsche's '*Will to power'* among the institutional stakeholders is essential to reach the much needed excellence. It helps in overcoming the challenges and growing. This strong will should be used for the excellence rather than the competition. Lastly his life perspective of *Eternal Recurrence* should take place. The stakeholders should feel like living and contributing the institution again and again. Their campus stay should be purposeful, meaningful and satisfying. Taking responsibility, mindfulness and self-awareness will develop desire to steer the institutes towards their meaningful destination.

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Higher Education Reimagined: Rationale and Preparation for Implementation of Fourth Year

Harkal Ananta Dnyanoba* and Devdhe Geetanjali Rajendra**

The National Education Policy (NEP) 2020 is a landmark reform aimed at transforming India's education system. With a focus on flexibility, skill development, and holistic learning, the policy sets a new direction for school and university education in India. Following the central government's guidelines, Maharashtra has rolled out NEP in phases. In the academic year 2023-24, NEP was implemented in all the university campuses and autonomous colleges at the undergraduate and postgraduate levels and for affiliated colleges at the postgraduate level only. From the academic year 2024–25 onwards, the policy has also been implemented at the undergraduate level in all affiliated colleges.

The National Education Policy's framework of syllabus comprises several verticals and baskets of courses. Furthermore, aiming to guarantee the holistic growth of students, the students shall also earn credits for co-curricular and extracurricular activities and will be part of the SGPA and CGPA of the grade sheet. All these aspects of the policy are indeed commendable. Undergraduate students are now required to choose a Major subject, a Minor subject, and an Open Elective. In addition to this, courses related to the Indian and English languages, the Indian Knowledge System (IKS) and Value education will also be taught as a part of the curriculum at the undergraduate (UG) level.

When news broke that traditional UG degrees like B.A., B.Com., and B.Sc. would now span four years instead of three, it sparked widespread discussion. This shift, introduced under the National Education Policy (NEP), quickly became one of its most debated reforms. Even two years into NEP's implementation, confusion persists among students, parents, and educators—many remain unsure whether degrees retain their three-year structure or have officially transitioned to four. The uncertainty has left sections of society, particularly those in higher education, grappling with questions about the duration of the UG degree.

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Understanding the 4th Year Under NEP-2020

India's National Education Policy (NEP) has redefined undergraduate education by introducing an optional fourth year - a move that has generated both curiosity and confusion. While the traditional three-year degree structure remains unchanged, students now have the opportunity to extend their learning for deeper specialisation. Here's how it works: In the traditional system, students enrolled in undergraduate degree Programmes such as B. A., B. Com., B. Sc., etc, in the fields of Arts, Commerce and Science are awarded a degree by the university upon successful completion of a three-year curriculum. According to the National Education Policy (NEP), students will continue to receive an undergraduate degree after three years, as per the earlier system. However, after obtaining the three-year degree, a student can opt to pursue the fourth year of undergraduate studies.

Now, the student may take admission into the fourth year in their chosen Major subject only. In this fourth year, students can pursue a degree either as Honours or Honours with Research in the Major subject.

Honours or Honours with Research?

The National Education Policy introduces two distinct pathways for students opting for the fourth year of undergraduate studies - Honours or Honours with Research. The Honours degree will comprise lectures and practicals in the major subject the student has opted for, totaling 44 credits. The curriculum for the fourth year of the Honours degree will be in line with the first and second semesters of the postgraduate degree 02-year PG Programme, as envisioned by the National Education Policy.

For the Honours with a Research degree, however, students will have 32 credit hours of lectures and practicals related to their chosen Major subject, and completing a research project of 10 credits will be compulsory. Only those students who have secured an average of 70% marks or an 'A' grade in all semesters of the three-year degree program will be eligible for admission to the Honours with Research degree.

The Rationale behind the 4th Year

The National Education Policy's optional fourth year addresses critical gaps in India's higher education system while creating new opportunities for students. One crucial fact that all the stakeholders involved in higher education must consider is that the 03-year UG degree will remain a basic eligibility 02-year PG degree and also for all types of competitive examinations across the country.

Whether to enrol in the fourth year or not will be the sole choice of the student. So, if the fourth year is optional, what is the rationale behind including it in the programme framework? This question has been raised by many stakeholders involved in higher education.

The optional fourth year under NEP-2020 serves dual purposes: aligning Indian degrees with global standards (enabling easier PG admissions abroad) and creating an accelerated academic pathway (1-year master's after 4-year UG). While optional, this flexibility aims to enhance international mobility.

The next concern that is raised is that the number of students who apply abroad for postgraduation is very low. Nevertheless, it is still essential to make this provision available for them, as it is the need of the hour. For students completing the four-year undergraduate degree but not going abroad, Indian universities will offer a one-year postgraduate program. In contrast, those with three-year degrees will need to pursue a two-year PG programme like the existing pattern. Consequently, Indian higher education institutions will now offer both one-year and two-year postgraduate degree options for students from the academic year 2026-27.

The University Grants Commission (UGC) also made provision for admission to a Ph.D. program to a student who completes a four-year Honours with a Research degree and passes the NET or SLET examination. Furthermore, the UGC, in the recently released draft of the eligibility standards for the position of Assistant Professor, to seek feedback from various stakeholders, has stated that students who earn a Ph.D. after finishing a four-year undergraduate degree shall be eligible for appointment as Assistant Professors in higher education institutions.

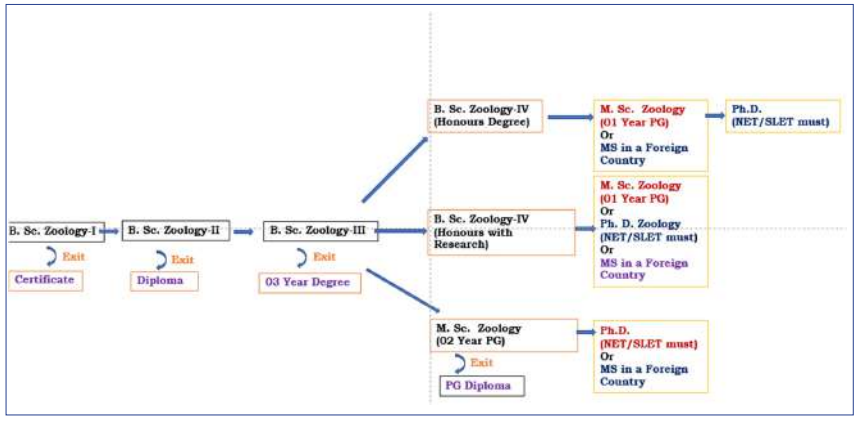
Infrastructure Impact of the Fourth-Year Implementation

The introduction of the fourth year in undergraduate Programmes will increase the number of courses offered but not the number of classrooms or laboratories, as students from three degrees i.e., 2-year PG Programmes, Fourth-year Honours, and Fourth-year Honours with Research, will share the classrooms and laboratories. Departments offering postgraduate degrees with recognised research centres can provide Honours with Research, while those with only postgraduate Programmes can offer only Honours programmes. Departments only offering UG programmes are not eligible for either fourth-year degree programmes.

The syllabus for the first year of the PG programme and the fourth year of the Honours degree will be the same. The fourth year of the Honours with research course will have a research project of ten credits, but the lectures and practicals will be the same as the PG Programme (some lectures or practicals will be less due to the research project).

Now, let us understand this in a slightly different way. After completing the three-year degree, students will choose any one of the above three options according to their choice. Students in all three types of classes will study in the same classroom. Only the course codes of the course will be different depending on the type of degree. After completing that year, students in all three classes will get the degree of the type of degree for which they have enrolled. For example, students who enrol in the two-year PG programme will complete his/her first year of the PG programme. After completing one year, students will be able to receive the PG Diploma after fulfilling some

Fig. 01: Illustration of Students' Journey in the Indian Higher Education System after Admitting for B. Sc. Zoology up to Ph. D. as per the NEP Framework



technical requirements if they decide to exit their PG studies after the first year. Students who had enrolled in the Honours or Honours with Research Programmes will receive the corresponding fourth-year degree.

Preparations to be Made for the Academic Year- 2026-27?

Admissions for the fourth year will have to be started in the academic year 2026-27 in the departments of the University Campus and Autonomous Colleges (If they are offering both UG and PG Programmes). Whereas, in all the affiliated colleges, the admission for the fourth year shall start from the academic year 2027-28. Universities will have to start preparing for this from now, and the following points will have to be considered.

Recognition of Colleges

If any college or department in the college does not have an affiliation for a postgraduate programme in the subject but wishes to offer Honors or Honors with Research degrees in the subject, then they need to follow the process of permission to start the fourth year as prescribed by the university. The process of permission, along with the eligibility criteria for introducing the fourth year, needs to be finalised before the academic year 2026-27. If all universities adopt uniform criteria, such as requiring recognised postgraduate teachers or research guides, it would eliminate confusion and ensure consistency across institutions.

Eligibility Rules

All universities in the state will have to change the eligibility process. There should be separate eligibility criteria for admission to the fourth year of graduation. The eligibility for PG programmes will have to be changed also. The eligibility for a two-year postgraduate degree and the eligibility for a one-year postgraduate degree will have to be separated. As per the National Education Policy, students will be pursuing a three-year degree with a Major subject and a Minor subject, so it is necessary to be clear about the type of postgraduate Programme that a student can be admitted to.

Admission to PG Programmes or a fourth-year degree in a major will be a natural process, but if students have studied that subject as a Minor and are willing to pursue PG or fourth-year degree in a Minor. Are they allowed to do the same? If yes, what will be the eligibility criteria for the same? It is also necessary to formulate eligibility rules for students who want to be admitted to a one-year postgraduate course after a four-year degree in the academic year 2027-28. Some students may wish to apply for 02-year PG programme after completing a four-year degree programme in that case, the student will earn a postgraduation degree after 06 years.

Admission Strength or Intake

The admission strength for Postgraduate Programmes in Arts and Commerce in all universities in the state is around 60, while for Science Programmes it is around 24. The admission strength or intake for all the academic programmes like the first year of the Postgraduate degree, Honours degree and Honours with Research degree, will have to be redefined as per the NEP batch size and student demand for the type of degree programme. A uniform statute or government resolution related to flexibility in admission intake for 01-year or 02-year postgraduation programmes, fourth-year Honours degrees and Honours with Research degrees needs to be released at least before December 2025 for making necessary administrative and academic arrangements in all higher educational institutions.

Admission Fee

In most of the colleges in the state, education up to the degree level is aided, but PG education is mostly unaided. In colleges where undergraduate and postgraduate education is aided, the fourth year of the degree will also be aided, but in those colleges where only undergraduate education is aided, the fourth year of the degree will have to be run on an unaided basis. The colleges and students should receive the government resolution or university circular regarding the admission fee for the fourth-year class, which will be conducted on an unaided basis, at least one year in advance. On a positive note government can allow the IV year of the UG programme with fees similar to a grant-in-aid PG programme without any salary or non-salary grant for additional workload. This will serve to make the four-year UG degree accessible to the students and the students from economically weaker sections can afford a 1-year PG programme compared to a 2-year PG programme with an unaided fee structure. This will also make higher education more affordable to society at large.

Increased Workload

With the commencement of the fourth year of the degree and the availability of admissions for three types of degrees, the number of admissions in many departments is going to increase, so educational

institutions will have to take appropriate steps regarding human resource management required for the increased workload.

Types of Degrees and Convocation

The university will henceforth have to award degrees such as Certificate Degrees, Diploma Degrees, 3-year Degrees, 4-Year Honours Degrees, 4-Year Honours with Research Degrees, Postgraduate Diplomas, 01 Year PG Degrees and 2-Year PG Degrees to students. There is an urgent need to set up a mechanism for convocation and other rules and regulations related to the same.

Research Project

As per the government Resolution of the Government of Maharashtra dated April 20, 2023, and May 17, 2023, it is mandatory to do a research project worth 10 credits for the fourth year of Honors with a Research degree, and a research project of 10 credits is mandatory again in the third and fourth semester of the postgraduate degree or first and second semester of one year PG Degree. A student who wishes to pursue a one-year postgraduate degree without pursuing research after completing an Honours with Research degree will have to complete a research project of 10 credits each in their fourth year as well as in a one-year PG programme. For a research project, one credit equals 60 hours of work in one semester. In this way, 10 credits in one year means 600 hours of research work and 1200 hours of work in two years. The National Credit Framework includes a Ph.D. at Level 08 and states that 1200 hours of research work are required in 3 to 5 years during a Ph.D. As per existing norms, a student completing Honours with a Research Degree and 1 year PG shall complete 20 credits project in 02 years, which will be equivalent to Level 08 (PhD), which seems a bit high. Therefore, it is necessary to make necessary amendments in the curricular framework to reduce credits related to research projects at the postgraduate level for students who are admitted to a one-year postgraduate degree after completing a four-year Honours with a Research degree.

Stakeholder Sensitisation

Higher educational institutions should conduct sensitisation programs for stakeholders, including: 1. Publishing articles in print and electronic media, 2. Organising workshops/orientation programmes for teachers and administrators, 3. Student sensitisation programmes. This awareness campaign will help stakeholders understand the rationale behind introducing a fourth year in the curriculum, enabling students to make informed decisions about their academic pursuits after completing a three-year degree program. By educating stakeholders, institutions can ensure a smooth transition and informed decision-making.

Summary

UG and PG education will be completed in 5 years, either in 03+02 or 4 + 01 pattern as per the choice of the student. The syllabus for the fourth year of the UG Programme and the first year of the 2-year PG degree will be the same (there will be a slight change in the syllabus for Honours with Research). Students who have completed a four-year degree will be able to be admitted to only a one-year PG programme. The syllabus for the one-year PG Programme will be the same as the second year of the 2-year PG Programme. After 2026-27, the college will offer three and four-year UG programmes as well as two and one-year postgraduate degrees simultaneously. It will be the job of the college and the affiliated university to award the degree to the student according to the type of degree to which the student has been admitted.

NEP isn't just a policy—it's a cultural shift. Four years in, the foundations are laid, but the real test lies in consistent execution. The next year will be critical in deciding whether NEP becomes a transformative success or just another well-intentioned reform. One thing's clear: India's education system is no longer about memorizing facts. It's about thinking, adapting, and innovating. And that's a change worth fighting for.

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Empowering Future Healthcare Leaders

Surgeon Vice Admiral Arti Sarin (AVSM, VSM), Director General, Armed Forces Medical Services, New Delhi delivered the Convocation Address at 39th Convocation Ceremony at the Sri Ramachandra Institute of Higher Education and Research, Chennai on April 25, 2025. She said, "Let your knowledge not just remain in textbooks or journals, but translate into compassionate care, ethical choices, and innovative solutions for real-world problems. Stay committed to the values of this noble profession, the Hippocratic oath, the principles of medical ethics and the pursuit of excellence. Cultivate strong relationships with your colleagues, patients and the community. Stay true to your values. Be healers with integrity and discipline. Be leaders with vision." Excerpts

It is both an honour and a privilege to stand before you today at the 39th Convocation Ceremony of this esteemed institution-Sri Ramachandra Institute of Higher Education and Research a centre of academic excellence and humanistic healthcare that has carved its own legacy in India's medical landscape. Established in 1985 by the Sri Ramachandra Educational and health Trust Under the leadership of Shri N.P.V. Ramasamy Udayar, Sri Ramachandra Institute of Higher Education and Research stands tall as a premier centre of academic brilliance and healthcare innovation in India. Founded with a visionary commitment to serve society through education, research, and clinical care, the institute is a multidisciplinary hub for aspiring healthcare professionals across the nation. The state-of-the-art infrastructure, internationally accredited hospital facilities, and a distinguished faculty is noteworthy and it has nurtured talent through rigorous training and values-driven mentorship. Truly, Sri Ramachandra Institute is "where learning leads to excellence", empowering generations to transform knowledge into compassionate service and cutting-edge advancements in medical science. Today marks a significant milestone in your journey as medical professionals. As you graduate today, you embody the culmination of hard work and dedication.

To the young doctors, specialists, and scholars, MBBS, MS, MD, and PhD graduates, this is not just a day of celebration, it is a day of transition. You are not merely receiving degrees, you are being entrusted with the health, hopes, and humanity of this nation and beyond.

Let me take a moment to salute the countless hours you have spent, through sleepless nights, clinical rounds, research deadlines, examinations, and moments of self-doubt to reach this proud milestone. Your journey has been one of perseverance, resilience, and excellence. This degree is not just a certificate it is a testament to your dedication, intellect, and passion. Carry the same fire forward in life, for the world you are stepping into demands not just knowledge, but unwavering enthusiasm, continued learning, and a spirit that refuses to give up. You must stay updated with the latest advancements in your field at all times.

As the Director General of the Armed Forces Medical Services, and as someone who has navigated the demanding but deeply rewarding path of medicine through the rigours of military service, I wish to offer a few thoughts not as prescriptions but as reflections to guide you as you chart your own path. At this new juncture remember that compassion, empathy and kindness are just as essential to our medical enterprise.

The Torch You Carry – A Symbol of Trust and Transformation

Healthcare today is no longer just about curing diseases it is about creating a health-secure nation. As India progresses towards the vision of "*Viksit Bharat* @2047," you are the architects of a new era of healthcare digital, inclusive, preventive, and personalized. As you go forth, you will encounter challenges. You are trained enough to face them and will learn how to convert challenges into opportunities.

Let your knowledge not just remain in textbooks or journals, but translate into compassionate care, ethical choices, and innovative solutions for real-world problems. Stay committed to the values of this noble profession, Hippocratic oath, the principles of medical ethics and the pursuit of excellence. Cultivate strong relationships with your colleagues, patients and the community.

For the respected faculty, I would like to mention that in our world today, we face unprecedented challenges whether it's evolving medical technologies, complex healthcare needs, or global health crises.

The undergraduates of this university are the future bastions. Who is training them here will determine their potential and that we continually adapt and expand our knowledge. Your guidance ensures that our future doctors are not only proficient in the latest medical practices but also embody the compassion and ethical standards that define exemplary medical care. I can still reminisce all the teachers who taught me in AFMC, and even before that. I hold them up in highest esteem and am in gratitude to them for having imparted wisdom, experience and knowledge, with care, affection and responsibility.

As faculty here, you are shaping the character and values of future caregivers. Every lecture, every demonstration, every clinic, every interaction will prepare them for diverse roles in the future. Please emerge as role models who can personalise teaching tailored to the student.

Leadership and learning are indispensable to each other unquote

Each of you is an educator and leader

1. Understand the importance of motivated teachers and motivated students
2. Empower other teachers and help them cultivate leadership skills
3. Utilise data and resources effectively
4. Have a vision and a plan
5. Create Collaborative and Inclusive Learning Environments
6. They are adaptable

The art and science of medicine is presently poised at a very dynamic and exciting period. Several changes are being piloted towards restructuring our medical system in sectors of training, digitisation, use of research and technology in improvement of patient care, giving thrust to innovations and encouraging research. The cradle of the most brilliant minds needs to adapt, grow and evolve rapidly with these changes. Ab initio, the eager, brilliant and impressionable minds; the cream of medical undergraduates who enter these hallowed portals get shaped and moulded by us as their first teachers in the world of medicine. I reiterate the fact that we must create and sustain a learning environment which is non-threatening and non-judgemental and therefore conducive for learning that focuses upon all aspects of growth, personality and character development, skill development both technical and soft skills also incorporating the physical and mental health of the medical students with focus upon fitness and sports apart from academic activities.

As individuals, Self-improvement is at the heart of resilience and adaptability, which are essential aspects. As doctors, you are not only caregivers but also role models, and to lead effectively, you must constantly strive to grow. Embrace opportunities for self-reflection, professional growth, and physical well-being. Set goals for yourself, seek new skills, and push the limits of your capabilities. Never stop learning and be conscious that with technology comes with it. Be patient with your patients, Be humble and recognise that medicine is a constantly evolving art.

Self-care is equally important. In the face of stress, exhaustion, and trauma, remember that to serve others well, you must also take care of yourself. Practicing self-discipline, mental resilience, and physical fitness equips you to meet the demands of the job and ensures that you can continue serving with strength and compassion. The impact you have will reach far beyond the present, shaping lives, strengthening our clientele and inspiring future generations and contributes to nation building.

From Scalpel to Silicon – The Future is Now

We stand at the crossroads of technology and tradition. Artificial Intelligence, genomics, wearable health monitors, robotic surgeries, and drone-based medical logistics are no longer dreams they are today's realities. As you navigate the complexities of modern medicine, never lose sight of the human aspect of your profession. Always listen to your patients, understand their concerns and treat them with dignity and respect.

In the Armed Forces Medical Services, we have seen how telemedicine, drone- enabled blood delivery, simulation-based trauma training, and AI-driven triage systems are saving lives in the most remote terrains.

You must lead this revolution grounded in science, but guided by ethics.

***"Viksit Bharat"* Needs "Viksit Doctors"**

The nation you serve will look to you not just as a physician, but as a leader, educator, and innovator. Whether you choose the path of research, clinical service, administration, or public health, never forget the larger vision healthcare equity, rural

outreach, gender sensitivity, and national resilience. The nation also needs dedicated, positive, passionate and skilled medical professionals like you.

In your hands lies the ability to shape a Bharat that is healthy, empowered, and self-reliant. We need to apart from our clinical practise devote our professional energies but also to the unmet needs of our society as a whole.

My Journey – From Cadet to DGAFMS

Allow me to share a personal note. When I donned the olive green uniform as a young medical cadet the journey was not linear. It demanded resilience in adversity, continuous learning, teamwork across borders, and above all, a deep-rooted belief that "Service Before Self" is not just a motto it is a way of life.

I say this to inspire each and every one of you to aim high and achieve higher. No dream is too audacious, no ceiling too high.

Your Oath is Lifelong

Today, as you take the Hippocratic Oath, remember medicine is not just a profession, it is a commitment to humanity.

In a world plagued by new-age pandemics, mental health crises, conflict-related injuries, and climate-linked diseases, your role is more critical than ever. Be that calm in chaos, the light in despair, and the voice of reason amidst fear.

In Closing – Dream, Serve, Lead

To all the graduates go forward with courage and humility. Let your degrees not be an end, but a beginning. Remember that no amount of technology can replace soft skills. Soft skills in medical practise are paramount and should be practised

24 x 7 Regular Communication with your patient, his/her relative your colleagues and hospital staff which is ongoing and continuous. Stay true to your values.

Be healers with integrity and discipline. Be leaders with vision.

And above all, remember what the uniform taught me "You don't need to be in the Armed Forces to serve the nation. Every committed doctor is a soldier in the battlefield of life." You are part of a noble profession.

I wish each one of you success, strength, and service in your journey ahead. May you always uphold the nobility of this sacred profession.

We are very proud of each and everyone of you.

Jai Hind

Invitation to Authors

Authors are invited to contribute articles on contemporary issues in higher education in general and Indian higher education in particular for publication in the 'University News'. The articles addressing the Editor University News be sent as an e-mail attachment in MS WORD to: unaiu89@gmail.com; ramapani.universitynews@gmail.com; universitynews@aiu.ac.in.

Opinions expressed in the articles published in the University News are those of the contributors and do not necessarily reflect the views and policies of the Association.

Faculty Development Programme on Enhancing Academic and Administrative Excellence

A two-day Faculty Development Programme on 'Enhancing Academic and Administrative Excellence through Transformative Teaching' was jointly organised by the Internal Quality Assurance Cell (IQAC) and the Department of Library, Srimath Sivagnana Balaya Swamigal Tamil Nadu, Arts and Science (SSBSTAS) College, Mailam, Villupuram, Tamil Nadu from June 11-12, 2025. About sixty participants from various institutions actively participated in the event. The Principal, Dr. S Thirunavukkarasu, delivered the Welcome Address. The Inaugural Address was delivered by Sivathiru, Capt. Rajiv Kumar Rajendran, Secretary, Srimath Sivagnana Balaya Swamigal, Tamil Nadu, Arts and Science College, Mailam, Villupuram, Tamil Nadu. He focused on the importance of the event and encouraged the faculty members to adopt it and nurture their transformative Teaching level through Technical advancement.

The Presidential Address was delivered by Holiness Swami Ji Sri Sivagnana Balaya Swamigal, Chairman, SSBSTAS College. He emphasised the Role of Teachers and advised all the teachers to equip themselves with upskill related to the transformative teaching method, and act as a Sculpture in shaping the students (Younger Generation) to face the competitive world through their value-based education system. He compared the innovation of the AI of various countries with India. He clearly explained that Artificial Intelligence tools will develop knowledge and be enhanced to form a teaching method, additionally. He said that the theme of the event is both timely and highly relevant to the current educational landscape in the country, and he appreciated the effort taken by Programme Organiser, Dr. P Ramkumar, Librarian, SSBSTAS College.

Prof A Srimurugan, Former University Librarian, Professor and Head, Department of Library and Information Science, Madurai Kamraj University, delivered a lecture on 'Role of AI in Academic Research Publication'. He emphasised that the AI tools at the teaching level, especially AI innovations of Prompt Engineering, were presented as effective designing inputs and instruction from AI language models like Chat Gpt, Deepseek Claude, and Google Gemini. Furthermore, he presented the importance of AI Tools, academic research publications and impact on research quality and productivity.

Dr. K Alamelu, Senior Professor, Department of Banking Management and Director, IQAC, Alagappa University, Karaikudi delivered the lecture on 'Institutional Growth through Quality Assurance and National Benchmarking'. During her session, she emphasised the importance of quality assurance mechanisms such as NAAC, NIRF, and AISHE. She also highlighted the critical role of teachers in maintaining proper documentation and actively participating in extracurricular activities to contribute to institutional development.

The Programme Organiser, Dr. P Ramkumar delivered the Vote of Thanks. He thanked Holiness Swami Ji, Secretary, Principal and IQAC, SSBSTAS College for organising informative and educational sessions with the eminent Resource Persons from various Universities and Institutions. Ms J Mangalakshmi, IQAC Co-Coordinator, SSBSTAS College, welcomed everyone and provided a brief introduction of the resource persons. She also shared her views on technology-enabled learning, emphasising its significance and relevance to the participants.

Dr. K S Kuppusamy, Associate Professor, Department of Computer Science and School of Engineering and Technology, Pondicherry University delivered a Lecture on 'AI for Education' covering key concepts such as Artificial Intelligence (AI), Artificial General Intelligence (AGI), and Super Intelligence (SI). He delivered various AI tools like Gemini, ChatGPT, Anuvadini, Claude, Explain Paper Tool, and Napkin AI, as well as the concept of digital footprints. Additionally, he focused on understanding ethical challenges in AI, such as privacy, bias, and accountability, and emphasised the need for faculty members to upskill themselves to effectively integrate AI tools in education.

Dr. S Dhanavandan, Deputy Librarian, Central University of Tamil Nadu, delivered a lecture on 'Promoting Equity in Education: Strategies and

Research Funding under NEP-2020'. He explained the key concepts of the National Education Policy, which focuses on multidisciplinary education and promoting vocational training and adult learning. He highlighted that the NEP-2020 aims to transform the education system through comprehensive reforms at all levels of learning. Additionally, he provided valuable information on various research funding opportunities available for seminars, conferences, and projects through organisations such as DST, CSIR, ICMR, DAE, ISRO, ICSSR, DBT, and ICHR.

The Feedback from the participants was collected, and a few of them interestingly shared their experience regarding the Faculty Development Programme. The collected feedback forms were evaluated by Dr. S Thirunavukkarasu**,** Principal and Suggestions collected from the participants were considered by him. He also delivered the Valedictory Address by narrating Dr. A P J Abdul Kalam's conversation with AI tools for using the faculty members. To enhance the Transformative Teaching method and how it can be improved, and to offer insights on how these areas can be improved.

During the Valedictory Function, Dr. S Thirunavukkarasu, Principal of the College, welcomed the participants and expressed his appreciation to all the Resource Persons for their excellent presentations and effective transformation of knowledge.

The Report of the FDP was presented by Dr. P Ramkumar, College Librarian, and Programme Organiser of SSBSTAS College. Who provided a detailed summary by highlighting each session of the FDP programme. The certificates were distributed to the participants at the end of the session. Dr. U Sivasubramanian, IQAC Coordinator, SSBSTAS College proposed the Vote of Thanks. He expressed his heartfelt gratitude to the Holiness Swami Ji for his blessings and guidance and thanked all the dignitaries and participants.

National Conference on the Future of the Economy

A three-day National Conference on 'The Future of the Economy: People, Organisations, and Policy' is being organised by the Indian Institute of Management Ahmedabad (IIMA), Gujarat from December 05-07, 2025. It may bring together luminaries in management science, showcasing cutting-edge research presentations, and practitioners who share insights on identifying and solving complex research problems.

As AI shifts from experimental to operational across the globe, its implications for the workforce, decision-making, and institutional frameworks are being felt deeply and urgently. In a country like India, home to one of the world's largest and youngest workforces, the stakes are even higher. Will AI widen the skills gap or become a catalyst for new opportunities across India? Can organisations from legacy enterprises to nimble startups build architectures that foster both innovation and accountability? As India charts its digital future, how can policy ensure that the AI revolution is not just technologically advanced, but also socially inclusive and environmentally sustainable? At this critical juncture, India has the opportunity not just to adopt AI, but to lead in shaping its ethical, equitable, and transformative use. IMRC 2025 seeks to explore these defining questions at the intersection of technology, society, and policy in the Indian context. The Tracks of the event are:

- Unpacking the Indian Startup Story, Centre for Innovation Incubation and Entrepreneurship (CIIE).
- Management in Health Services (CMHS).
- Gold & Precious Metals: Business and Economic Policies (IGPC).
- Finance, Accounting, and Economics (MCFME).
- Behavioural Science in Management (CBS).
- Transportation and Logistics (CTL).
- Digital Transformation (CDT).
- Corporate Sustainability and Corporate Governance (IRCC 2025).
- Leadership Research & Practice in the Context of Changes in the World of Work (ADCLOD).
- Data Science & Artificial Intelligence (CDSA).
- Long Term–Low-Emissions Development Strategies (LT-LEDS).
- India Marketing Conference.

For further details, contact Organising Secretary, Indian Institute of Management Ahmedabad, Vastrapur, Ahmedabad, Gujarat-380015. E-mail: *imrc2025@iima.ac.in.* For updates, log on to: *https://conference.iima.ac.in*

International Conference on Vibration Engineering and Technology of Machinery

A three-day International Conference on 'Vibration Engineering and Technology of Machinery'

is being jointly organised by the Indian Institute of Technology Guwahati, Assam from December 18–20, 2025. It aims to inspire collaboration, stimulate research, and advance state-of-the-art technologies, making it a pivotal event for academia, research institutions, and industry. It will bring together researchers, practitioners, and industry professionals to exchange ideas, share experiences, and explore innovative solutions to contemporary challenges in vibration engineering and related fields. The Themes of the event are:

- Composites and Nano-structures.
- Rail Dynamics.
- Vehicle Dynamics.
- Vibration and Acoustic Control.
- Signal Processing and Parameter Estimation.
- Rotor Dynamics.
- MEMS, Smart Structures and Systems.
- Compliant Mechanisms and Topology Optimisation.
- Mini Power Trains and Unmanned Vehicles.
- Micro Turbines and Plasma Jet Engines.
- Vibration and Waves.
- Multi-physics and Flexible Multi-body Dynamics.
- Impact and Blast Resistant Design.
- Wave Propagation.
- Non-linear Vibrations.
- Probabilistic Models.
- Fluid Structure Interactions.
- Condition Monitoring and Machinery Diagnostics.
- Fracture, Fatigue and Damage Mechanics.
- Flutter and Aero Elasticity.
- Prognostic Health Management.
- Digital Twinning and Machine Learning.
- Renewable Energy and Climate Change.
- Guidance, Navigation, and Control Technology.
- Machining Dynamics and Chatter.
- Additively Manufactured Structures.
- Underwater Dynamics and Control.

For further details, contact the Organising Secretary, Department of Mechanical and Civil Engineering, Indian Institute of Technology Guwahati, Assam-781039, Phone No: 0361-258- 3576 / 0361-258-3326, E-mail: *vetomac@iitg.ac.in, rkmittal@iitg.ac.in* and *shrishi@iitg.ac.in*. For updates, log on to: *https://event.iitg.ac.in/vetomac*

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:

- ***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 Modelling 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)***

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

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

Short-term Training Programme on Sophisticated Instruments and Equipment

A five-day Short-term Training Programme on 'Sophisticated Instruments and Equipment' is being organised by the Department of Chemical Engineering, Sardar Vallabhbhai National Institute of Technology Surat, Gujarat from July 14–18, 2025. The PG/Ph.D. Students/Research Fellows from allied areas and research organisations may participate in the Short-term Training Programme.

In today's rapidly advancing technological landscape, industries across various sectors are increasingly reliant on sophisticated instruments and complex equipment to drive innovation, ensure precision, maintain quality, and optimise efficiency. Operating and maintaining these advanced systems requires a specialised skillset that goes beyond basic theoretical understanding. This comprehensive training programme is meticulously designed to bridge that gap, empowering participants with the in-depth knowledge and hands-on proficiency necessary to confidently and effectively manage the sophisticated instruments and equipment. From understanding the underlying principles and operational intricacies to data interpretation, the programme will equip users with knowledge of sophisticated instruments and equipments such as Gas Sorption Analyzer (BET), Gas Chromatography-Mass Spectrometry (GC-MS), Supercritical Fluid Extraction, Particle Size Analyzer (DLS), Rheometer, High-Performance Liquid Chromatography (HPLC), Membrane fabrications, Electrospinning, Microwave and ultrasound-assisted extraction, etc.

For further details, contact the Coordinator, Department of Chemical Engineering, Sardar Vallabhbhai National Institute of Technology, Surat, Gujarat-395007, Mobile No: 08347903753 / 07977438476. E-mail: *siesvnit2025@gmail.com*. For updates, log on to: *https://www.svnit.ac.in*

AIU & AIMA Launch Customised Testing and Assessment Services for Higher Education Institutions

A joint initiative on 'Customised Testing and Assessment Services for Admission, Recruitment, Selection and In-house Promotion' has been started by the Association of Indian Universities (AIU) and All India Management Association (AIMA), New Delhi. The objective of the event is to help AIU Member Universities and other Higher Education Institutions in strengthening the assessment standards. The AIU & AIMA offer end-to-end testing and assessment services on all India basis with expertise and infrastructure for holding examinations credibly.

Customised Services Events

- Website development (with Payment Gateway integration);
- Inviting online applications and their processing;
- Conduct of OMR answer sheet-based Paper-based Tests (PBT);
- Conduct of Computer-based Tests (CBT);
- Online Interviews, Group Discussions;
- On-screen Marking (OSM) for descriptive answer sheet evaluation;
- Question Bank creation in English and /or vernacular languages;
- Recruitment Tests;
- Admission/ Entrance Tests;
- Promotion/ Selection Exams;
- Online interviews, group discussions; and
- Skill Tests viz. typing, stenography, etc.

For detailed information, contact Dr Amarendra Pani, Joint Director & Head (Research), Association of Indian Universities, AIU House, 16, Comrade Indrajit Gupta Marg (Kotla Marg), New Delhi – 110002, Phone No: 011-23230059 (Ext: 202) and 23239325, Mobile No: +91 9818248913, E-mail: *researchaiu@gmail.com* and/or Mr. Lokesh Ruhal, Deputy Director, All India Management Association (AIMA), 15, Link Road, Lajpat Nagar - 3, New Delhi-110024, Direct Line: 011-47673008, Mobile No: +91-9811051321, E-mail: *LRUHAL_AIMA.IN _ TESTING_AIMA.IN*. For updates, log on to: *www.aiu.ac.in / www.aima.in*

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

Last Date to Apply: 30th June, 2025 on E-mail: aiujury@gmail.com

Secretary General

THESES OF THE MONTH

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

Accountancy

1. Mansuri, Naziya Banu Sikanderbhai. **Valuation using E-I-C framework: An analytical study of select listed Indian companies**. (Prof. Pragnesh Shah), Faculty of Commerce, M S University of Baroda, Vadodara.
2. Parikh, Priya Dipak. **Impact of intellectual capital on financial performance of select listed Indian companies**. (Prof. Pragnesh Shah), Faculty of Commerce, M S University of Baroda, Vadodara.

Commerce

1. Devle, Amey Chandrashekhar. **An empirical investigation on measuring, managing and building consumer-based brand equity of selected higher education institutes in Gujarat State, India**. (Dr. Vilas Chauhan), Faculty of Commerce, M S University of Baroda, Vadodara.
2. Gohil, Pankita Dilavarsinh. **A study of young consumers' perception, attitude and behavioral intention towards usage of plastic money and virtual wallet as modes of payments in selected cities of Gujarat**. (Dr. Sandipkumar G Prajapati), Faculty of Commerce, M S University of Baroda, Vadodara.
3. Jain, Nishtha. **A study of saving and investment patterns of salaried class in Bhilwara District**. (Dr. Mukesh Kumar Sharma), School of Management Studies, Sangam University, Bhilwara.
4. Mishra, Archana Santosh. **The impact of work stress on employees' productivity in IT companies in selected cities of Gujarat**. (Dr. Sandipkumar G Prajapati), Faculty of Commerce, M S University of Baroda, Vadodara.
5. Mistry, Varshaben Dineshbhai. **Consumer perception and preferences for the adoption of electric vehicles in selected cities of Gujarat**. (Dr. Ashish Dave), Department of Commerce, Gujarat University, Ahmedabad.
6. Nirala, Aakanksha. **Impact of individual and organizational values on organizational commitment among employees**. (Prof. Madhulika P Sarkar), School of Management Studies, Indira Gandhi National Open University, New Delhi.

Education

1. Abid, Khalid Waquar. **A comparative study of media preferences and challenges faced by distance learners**. (Dr. Ali Asgar), School of Education, Indira Gandhi National Open University, New Delhi.
2. Ahmed, Iqbal. **A study of the factors determining educational development of the linguistic minorities at secondary level in West Bengal**. (Dr. M V Lakshmi Reddy), School of Education, Indira Gandhi National Open University, New Delhi.
3. Alok, Abhinav. **A study of attitude and preferences of teachers and learners of ODL towards use of ICT for teaching-learning and learner support**. (Prof. Anita Priyadarshini and Prof. Santosh Panda), School of Education, Indira Gandhi National Open University, New Delhi.
4. Bhaumik, Rikisha. **A study on continuing professional development in distance education system developing a framework for online continuing professional development for distance teachers**. (Prof. Anita Priyadarshini), School of Education, Indira Gandhi National Open University, New Delhi.
5. Chandel, Preeti. **A study on self confidence socio-economic maturity and academic anxiety of postgraduate distance learners**. (Prof.Amiteshwar Ratra), School of Education, Indira Gandhi National Open University, New Delhi.
6. Gabriel, Amponsah Adu. **Functioning of guidance and counselling centres in Public Universities of Ghana**. (Prof. Sujata Srivastava), Faculty of Education and Psychology, M S University of Baroda, Vadodara.
7. Hemalatha, K P. **A study of implementation of Right to Education (RTE) Act, 2009**. (Prof. K Pushpanadham), Faculty of Education and Psychology, M S University of Baroda, Vadodara.
8. Jangid, Girdhary Lal. **Mahila sashaktikaran mein mukt evam doorasth shiksha ki bhumika: Ek adhyayan**. (Prof. Anita Priyadarshini), School of Education, Indira Gandhi National Open University, New Delhi.

9. Joshi, Falguni Vasudev. **A study of awareness and effectiveness of environmental education among students of graduate courses: With reference to colleges in Ahmedabad City**. (Dr. Sandhyabahen Thakar and Dr. Shetal Badodiya), Faculty of Social Sciences, Gujarat Vidyapith, Ahmedabad.
10. Khan, Huma. **A comparative study of learner support services of Uttarakhand Open University and IGNOU in changing scenario of open and distance learning**. (Dr. Tata Ramakrishna), School of Education, Indira Gandhi National Open University, New Delhi.
11. Mahajan, Neerja. **Standardization and implementation of a scale for assessment of professionalism among dental students**. (Prof. Dipti Oza), Faculty of Education and Psychology, M S University of Baroda, Vadodara.
12. Rai, Manisha. **A study of assessment and accreditation of Open & Distance Learning (ODL) and conventional higher education institutions in India**. (Prof. Manjulika Srivastava), School of Education, Indira Gandhi National Open University, New Delhi.
13. Rao, Balla Nageshwar. **A study of inclusive practices of teachers trained through open distance learning and traditional system**. (Dr. Pulla Lakshmi), School of Education, Indira Gandhi National Open University, New Delhi.
14. Satyendra Kumar. **A comparative study of media-enabling pedagogy in postgraduate media education in conventional and distance education institutions**. (Prof. Amiteshwar Ratra and Prof. Santosh Panda), School of Education, Indira Gandhi National Open University, New Delhi.
15. Sharma, Lakshmi. **A study of blended learning programmes at Yashwantrao Chavan Maharashtra Open University**. (Prof. Anita Priyadarshini), School of Education, Indira Gandhi National Open University, New Delhi.
16. Shukla, Priyam. **Learning opportunities for learners with disabilities a study of IGNOU learners**. (Prof. Manjulika Srivastava), School of Education, Indira Gandhi National Open University, New Delhi.
17. Singh, Boski. **A study of Master of Education (M Ed) curriculum and its transaction**. (Prof. K Pushpanadham), Faculty of Education and Psychology, M S University of Baroda, Vadodara.
18. Singh, Indu. **A study on gender differences in aspirations motivation and perceived social support among postgraduate students in open and distance learning and traditional universities**. (Prof. Amiteshwar Ratra), School of Education, Indira Gandhi National Open University, New Delhi.
19. Verma, Tara Chand. **Anusuchit jati kee mahilaoan ka unke balak-balikaoan ke shaikshik protsahan main yogdan ka adhyayan**. (Dr. Uma Saini), Department of Education, IASE Deemed University, Sardarshahr.
20. Wani, Ishtiaq Ahmad. **Manufacturing the "Other": Western photographic representation of Islam after 9/11**. (Prof. Syeda Afshana), Department of Media Education Research Centre, University of Kashmir, Srinagar.

Journalism & Mass Communication

1. Das, Madhumita. **Evaluating digital participation and engagement of women: A cross sectional study on internet usage in West Bengal**. (Prof. K S Arul Selvan), School of Journalism and Mass Communication, Indira Gandhi National Open University, New Delhi.

Law

1. Bitto. **Changing dimensions of right to privacy in India: Issues, challenges and judicial trends**. (Dr. C R Jilova), Department of Law, Kurukshetra University, Kurukshetra.
2. Gourav. **Law relating to labour welfare in India: A critical study**. (Dr. Mahabir Singh), Department of Law, Kurukshetra University, Kurukshetra.
3. Rakesh Kumar. **Sedition law vis a vis freedom of speech and expression: Challenges and judicial trends**. (Dr. C R Jilova), Department of Law, Kurukshetra University, Kurukshetra.

Library & Information Science

1. Anil Kumar. **Library collection management in agricultural universities of North India: A study**. (Dr. Joginder Singh), Department of Library and Information Science, Kurukshetra University, Kurukshetra.
2. Khanchandani, Vanita. **Role of public libraries in citizenship information: A study**. (Prof. Jaideep Sharma), School of Social Sciences, Indira Gandhi National Open University, New Delhi.
3. Khulbe, Geeta. **Organisation and use of grey literature a study of select social science libraries in Delhi**. (Prof. Jaideep Sharma), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

Management

1. Bharti, Divya. **Economic empowerment and nutritional status among women of reproductive age group: An Inter-district analysis in Odisha, India**. (Dr. Satya Narayan Misra and Dr. Damodar Jena), KIIT School of Management, Kalinga Institute of Industrial Technology, Bhubaneswar.

2. Gulia, Anchal. **Acceptance and usage of digital payments: A study with special reference to rural areas of Haryana**. (Prof. Leena Singh), School of Management Studies, Indira Gandhi National Open University, New Delhi.

3. Mitra, Ipshita. **Widows pensions: A feminist study of Vrindavan widows**. (Dr. Nilima Srivastava), School of Gender and Development Studies, Indira Gandhi National Open University, New Delhi.

4. Rawat, Neelam Bharatsingh. **Women at board in Indian companies post Companies Act 2013: A study of various dimensions**. (Prof. Sunita Sharma), Faculty of Management Sciences, M S University of Baroda, Vadodara.

5. Sahni, Sita Ram. **Analytical study of Manufacturing Throughput Cycle Cost Reduction (MTCCR) for critical components of helicopter**. (Dr. Kamal Vagrecha), School of Management Studies, Indira Gandhi National Open University, New Delhi.

6. Sharma, Jyoti. **Assessment of banking stability indicators and management of stressed corporate assets of select commercial banks in India**. (Dr. Kamal Vagrecha), School of Management Studies, Indira Gandhi National Open University, New Delhi.

7. Syed, Shaista. **Emotional intelligence and decision making styles of senior doctors in health sector**. (Dr. S Mufeed Ahmad), Department of Management Studies, University of Kashmir, Srinagar.

8. Thakur, Bhole Nath. **Impact of Artificial Intelligence (AI) on brand communication in advertising**. (Dr. Ipseeta Satpathy), KIIT School of Management, Kalinga Institute of Industrial Technology, Bhubaneswar.

Political Science

1. Ahmad, Yaasir. **Participatory democratic decentralization through innovative mechanism: A study of back to village programme in Kashmir**. (Dr. Aijaz Ashraf Wani), Department of Political Science, University of Kashmir, Srinagar.

2. Madhuri Kumari. **Health and education policies of Aam Admi Party government in Delhi: A study of South Delhi District**. (Dr. D Anand), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

3. Rao, Surbhi. **Women's development and capabilities in Haryana: A study of girls education in Rewari 2002-2007**. (Prof.S Vijayasekhara Reddy), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

Psychology

1. Maheswari, A Uma. **Mental health of adolescents in relation to their psychological hardiness perceived parental behavior and problematic internet use**. (Prof. Suhas Shetgovekar), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

Social Work

1. Bharamappa, Sachita. **A study on social work profession: Present status and future strategies with special reference to Karnataka State**. (Dr. Ravindra D Gadkar), Department of Social Work, Kuvempu University, Shankaraghatta.

2. Dasani, Vikrantkumar Bhagavandas. **Culture, identity and livelihood: An ethnographic study of Devipujak Community of Gujarat**. (Prof. M N Parmar), Faculty of Social Work, M S University of Baroda, Vadodara.

3. Heli, Shukla Karvat. **Medical malpractice and consumer protection Law: A socio-legal case study**. (Dr. Leena Mehta), Faculty of Social Work, M S University of Baroda, Vadodara.

4. Laxmikant. **A study on democracy and development among Indian rural families**. (Dr. Ravindra D Gadkar), Department of Social Work, Kuvempu University, Shankaraghatta.

Sociology

1. Bhatt, Sangeeta. **Romantic relationships in emerging adults: Emotional dependency, gender role beliefs, conflict and well-being**. (Prof. Shagufa Kapadia), Faculty of Family and Community Sciences, M S University of Baroda, Vadodara.

2. Joshi, Paridhi. **Teacher's agency in the school system in India: An ethnographic study of Government Girls Inter College Bhimtal**. (Prof. Kiranmayi Bhushi), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

3. Khan, Farooq Ahmad. **Marriage among Bakerwals in Kashmir: A sociological study**. (Dr. Manzoor Hussain), Department of Sociology, University of Kashmir, Srinagar.

Tourism & Hospitality Services

1. Sandeep Kumar. **Motivational determinants of outbound business tourists towards international exhibitions**. (Dr. Dinesh Dhankhar), Department of Tourism Management, Kurukshetra University, Kurukshetra. ❑

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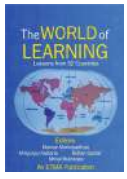

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WANTED

Applications are invited from eligible candidates for the post of Principal (Open Category). Age, qualifications, and scale of pay will be as per the norms of the UGC, Mahatma Gandhi University, Kottayam, and the Government of Kerala. The appointment will be subject to the approval of Mahatma Gandhi University and the Government of Kerala. Application form can be downloaded from the college website or from the College office by remitting Rs. 5000/- (DD in favour of St Berchmans College for Rs. 5000/- payable at Changanassery). Apply to the Manager **within one month** from the date of notification. Candidates who are already employed should apply through proper channel.

Changanassery
21.06.2025

Sd/-
Manager

Radhai Mahavidyalaya

Mukundwadi Cidco N-2, J-Sector, Opp. AGC, Jalna Road, Chhatrapati Sambhajinager-431006
NAAC Accredited with 'B' Grade

WANTED

Applications are invited for the posts of **Assistant Professor** in **BCA, BBA, B.Sc. (CS & IT), M.Sc. (CS), MPM**, along with posts of **Librarian** and **Director of Physical Education**.

Reservation: SC (2), ST (1), OBC (3), VJNT (A&B), EWS (1), SEBC (1), OPEN (3)

Apply within **10 days** from the date of publication with CV and attested documents.

Copy to be sent to **Deputy Registrar (Special Cell), Dr. BAMU**. **Email: radhaimahavidyalaya@gmail.com**

Original documents must be shown at the interview. **No TA/DA** will be paid.

Details: For qualification and other matters refer college **website : www.radhaicollege.net**

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REGISTRAR (I/c)

Ajantha Education & Military Preparatory Institute,

Chhatrapati Sambhajinagar(M.S)

REQUIRED

1. Applications are invited (in PRESCRIBED FORMAT) from eligible candidates for the following Grant-in-aided post of PRINCIPAL

Sr. No	Name of the Post	No of Post	Category
1	**Principal, Indraraj Arts, Commerce & Science College, Sillod Dist – CHH.SAMBHAJINAGAR (M.S)**	01	General/Open

2. Eligibility (qualification and experience) and other conditions shall be as per the regulations/ norms prescribed by the UGC, New Delhi, the Government of Maharashtra and the Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar.
3. Applicants are advised to visit the **website www.indraraj.in** for detailed advertisement and to download the blank application form.
4. Last date for submission of application **within fifteen days from the date of Advertisement**.
5. **Address:- Plot No-15, Town Center, CIDCO, Chhatrapati Sambhajinagar- 431 003.**

President **Secretary**

YOGESHWARI EDUCATION SOCIETY, AMBAJOGAI

WANTED

Applications are invited from the eligible candidates for the following vacancies in Yogeshwari Education Society's Grant-in-aid Yogeshwari Mahavidyalaya, Ambajogai and Swami Ramanand Teerth Mahavidyalaya, Ambajogai. The application duly completed in all respect should reach within 15 days from the date of this publications of this advertisement to the Secretary, Yogeshwari Education Society, Yogeshwari College Campus, Parli Road, Ambajogai (Pin-431517) Dist.- Beed, Maharashtra.

Post	No. of Posts	Category	College Name
Principal	01	Open	Yogeshwari Mahavidyalaya, Ambajogoai (Science)
Principal	01	Open	Swami Ramanand Teerth Mahavidyalaya, Ambajogai (Arts & Commerce)

Note : 1) Qualification, pay scale and conditions of services are as per rules and regulations prescribed by the UGC New Delhi, Govt. of Maharashtra and Dr. B.A.M. University, Chh. Sambhajinagar.

2) This advertisement is made as per No objection Certificate from Joint Director (Higher Education), Chhatrapati Sambhajinagar/NOC/ 2025/47 Dated 25/06/2025 & Dy. Registrar, Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar. Letter no. Special cell/2025/371 Dated 26/06/2025

3) Employed candidates shall apply through proper channel and shall submit No objection certificate from the employer.

4) Candidate must get verified A.P.I. score from the University.

5) No T.A. & D.A. will be paid for attending the interview.

President **Secretary**

Yogeshwari Education Society, Ambajogai, Dist.- Beed

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Hingoli Tq. Hingoli, Pin 431513, Maharashtra

WANTED

Applications are invited for the posts of **Assistant Professor Perspectives in education, pedagogy subject**, Health & physical education (B.Ed) to be filled in **Shri Sant Gadge Maharaj B.Ed. College, Balsond, Hingoli. (Permanent Non Granted)** Eligible candidates should submit their application along with all necessary documents **within 15 days** from the date of publication of this advertisement by registered post only.

Sr. No.	Position	No. of Post	Reservation
1	Assistant Professor Perspective in Education	2	Open–1 ST–1 N.T.(B)–1 OBC–2 SEBC–1 EWS–1
2	Pedagogy Subject (Language, Math, Science, Social)	4	
3	Health & Physical Education	1	

As per the government decision dated 25-1-2024, Parallel reservation should be strictly implemented in post recruitment. Parallel reservation is as follows: Women 04, Disabled 01, Sportsperson 01, Educational qualifications: As per UGC & NCTE (2014 Rule).

NOTE: 1) Prescribed application form, for the Assistant Professor with Educational qualifications and other details are available on the university **website: (www.srtmun.ac.in).**

Secretary/Principal
Shri Sant Gadge Maharaj B.Ed College,
Hingoli Tq. Hingoli, Pin 431513, Maharashtra
Mob: 9850112041 / 9527668110

Patpanhale Education Society's
PATPANHALE ARTS, COMMERCE & SCIENCE COLLEGE
At & Post – Patpanhale, Tal. Guhagar, Dist. Ratnagiri – 415724.

APPLICATIONS ARE INVITED FOR THE FOLLOWING CLOCK HOUR BASIS POSTS FOR THE ACADEMIC YEAR 2025-2026

AIDED

Sr. No.	Cadre	Subject	Total No. of CHB Posts	Category
1	**Assistant Professor**	Marathi	01	01 - OPEN
2	**Assistant Professor**	English	02	02 - OPEN
3	**Assistant Professor**	Accountancy	02	02 - OPEN

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

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

Candidates having knowledge of Marathi will be preferred.

"Qualification, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/18/UNI-1, dated 8th March, 2019 and University Circular No. TAAS/(CT)/ICD/2018-19/1241, dated 26th March, 2019, Higher & Technical Department Government Resolution No. अर्थसं–२०२२/प्र.क्र.१०५/(१)मशि–३, दिनांक २७ मार्च, २०२३, 2023, University Circular No. सीटीएयु/०१६२०२४–२०२५ दिनांक २४/०४/२०२४, and Higher & Technical Department Government Resolution No. संकिर्ण–२०२१/प्र.क्र. १८१/२१/विशी–१, दिनांक १७ ऑक्टोबर, 2022, University Circular No. सीटीएयु/०३/२०२४–२०२५ दिनांक 26/04/2024, 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, Patpanhale Education Society's, PATPANHALE ARTS, COMMERCE & SCIENCE COLLEGE, At & Post Patpanhale, Tal. Guhagar, Dist. Ratnagiri 415 724, **within 15 days** from the date of publication of this advertisement. This is University approved advertisement.

Chairman,
Patpanhale Education Society.

In-charge Principal,
Patpanhale Arts, Commerce & Science College

SWAMI BRAHMANAND MAHAVIDYALAYA

Tapobhoomi, Kundaim, Ponda-Goa. 403115

Contact No. 9130066362 Email: - sbrahmavid.goa@gmail.com

VACANCIES

Application along with full bio-data, is invited by the Secretary, **Swami Brahmanand Sanskrit Prabodhini**, **Tapobhoomi, Kundaim, Ponda-Goa.** for Swami Brahmanand Mahavidyalaya from qualified and eligible candidates for the following posts so as to reach the undersigned within 15days from the date of publication of this advertisement.

Sr. No	Post	Number of Vacancies
1.	Principal	01 (5 Years tenure)
2.	Upper Division Clerk	01 Regular (UR)
3.	Lower Division Clerk	01 Regular (OBC)

Qualifications, Pay Scale, Eligibility criteria and other service conditions for the above posts are as prescribed by UGC, Goa University and Government of Goa and other competent authorities

For more details visit our website https://brahmanandmahavidyalaya.in and refer Goa University Statutes.

Date: 22 /06 / 2025

Secretary
Swami Brahmanand Sanskrit Prabodhini

WANTED

Applications are invited for the post of **Assistant Professor** in **Pradnya Pratishthan Adhyapak Mahavidyalaya, Waman Nagar, Purna Road, Nanded.** (Permanent Non-Granted) Run by **Pradnya Pratishthan**. Eligible Canditates should submit their application along with all necessary document **within Fifteen days** from the date of publication of the Advertisement by Registered post only.

B.Ed.

Sr. No.	Subject	Name of Post	No. of Post	Reservation
01	Perspective in Education	Assistant Professor	4	SC-01, ST-01, VJ (A)-01, OBC-01, EWS-01, SEBC-01
02	Pedagogy Subject (Math, Science, Social Science, Language)	Assistant Professor		
03	Health and Physical Education	Assistant Professor	Part Time-01	
04	Performing Arts (Music/ Dance/Theater/Fine arts	Assistant Professor	Part Time-01	
(Note - As per the Government decision dated 25.01.2024 parallel reservation should be strictly implemented in recruitment. Parallel reservation is as follows – women – 02)				

Note - for detailed information about post, qualifications and other terms and conditions please visit University **website: www.srtmn.ac.in.**

The President :- Pradnya Pratishthan College of Education Nanded (M.S.) 431605
Mobile-9552744358, 8999229270

Mahatma Basweshwar Education Society's

Mahatma Basweshwar College, Latur

"NAAC Re-accreditation Grade A"

WANTED

Applications are invited for the post of Principal in Mahatma Basweshwar College, Latur Dist. Latur (Granted) run by Mahatma Basweshwar Education Society, Latur. Eligible candidates should submit their application along with all necessary documents within fifteen days from the date of publication of the Advertisement by Registered post only.

Sr. No.	Post	No. of Post	Full Time	Reservation
01	Principal	One	Full Time	Unreserved

Permission as per NOC No. JDHENanded/NOC/2025/49 Date 09/06/2025.

a) Educational Qualification for Principal :

1) A Master's Degree with at least 55% marks (or an equivalent grade in a point scale whenever grading system is followed) by recognized university.
2) A Ph.D. Degree in concerned/allied/relevant discipline (s) in the institution concerned with evidence of published work and research guidance.
3) Professor / Associate Professor with a total experience of fifteen years of teaching/research in universities, colleges and other institutions of Higher Education.
4) A minimum of 10 research publication in peer reviewed or UGC listed Journals.
5) A minimum 110 research score as per Appendix II, Table 2 of UGC Regulations 2018.
6) Academic Eligibility and other Rules Regulations as per UGC Regulation 18 July 2018 and Govt. Resolution No. Misc-2018/C.R.56/UNI-1 Date 08 March 2019.

b) Tenure: A College Principal shall be appointed for the period of five years. Extendable for another term of five years on the basis of performance based assessment. A Committee appointed by the University. Constituted as per rules of UGC and Govt. of Maharashtra.

c) Salary & Allowances: Pay Scales shall be given as per the rules of UGC, State Government and Swami Ramanand Teerth Marathwada University, Nanded.

Note :

1. Prescribed application form is available on the University website (www.srtmun.ac.in).
2. No T.A./D.A. will be paid for attending the interview.
3. Eligible candidate should submit their application through the proper channel.
4. Attested Xerox copies of necessary documents should be attached to the Application.
5. The original certificates must be provided at the time of interview.
6. The Vacant Posts are being filled under the decision of Hon. High Court, Aurangabad Bench, Petition No. 12051/2015.

Correspondence Address: Mahatma Basweshwar Education Society, Mahatma Basweshwar College Campus, Khandoba Galli, Latur-413512.

Sd/-
Adinath Baswantrao Sangwe
President
Mahatma Basweshwar Education Society, Latur

Sd/-
Madhavrao Hanmantrao Patil
Secretary
Mahatma Basweshwar Education Society, Latur

NAGAR SHIKSHAN VIKAS MANDAL'S
SHRI MADHAVRAO PATIL MAHAVIDYALAYA, MURUM
TQ. OMERGA, DIST. DHARASHIV

W A N T E D (Non-Granted)

Applications are invited from the eligible candidates for the following Post Graduate **Non-Granted** full-time posts of Assistant Professor for the Academic Year 2024-2025 in our Nagar Shikshan Vikas Mandal's Shri Madhavrao Patil Mahavidyalaya, Murum. The applications should be duly completed in all respects along with photocopies of necessary certificates and it should reach the undersigned **within 15 days** from the date of publication of the advertisement.

Sr. No.	Subject	No. of Posts	Qualification	Reservation Category
1.	**M.Sc. Chemistry**	02	M.Sc.,SET/NET/Ph.D	Open, OBC.
2.	**M.Sc Physics**	02	M.Sc.,SET/NET/Ph.D	Open, OBC.
3.	**M.A. Marathi**	02	M.A.,SET/NET/Ph.D	EWS, SC.
4.	**M.A. Hindi**	02	M.A.,SET/NET/Ph.D	SEBC, SC.
5.	**M.A. Sociology**	02	M.A.,SET/NET/Ph.D	Open, ST.
6.	**M.A. Pol-Science**	02	M.A.,SET/NET/Ph.D	Open, VJ (ABCD) alternative

1. Good academic record with a Master Degree with at least 55% of the Marks (or an equivalent grade in a point scale wherever grading system is followed) by a recognized University. A relaxation of 5% shall be allowed for the candidates belonging to SC and differently abled category.
2. The posts will be filled as per the availability of the workload.
3. The vacant post will be filled as per reservation policies of the state government and Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar.
4. Reserve Category candidates should send one copy of application directly to the Dy. Registrar (Special Cell) Dr. B A M University, Chhatrapati Sambhajinagar.
5. VJ- A,B,C,D. Internal change as per Reservation Act.2001(2004)
6. Women Candidates will be given preference and would be considerd under 30% reserved quota.
7. 5% of Relaxation for Physically Handicapped Candidates as per Government rule.
8. The reservesition should be 10% under the EWS Candidates among the General quota.
9. 1% Reservation for orphans Candidates.
10. Physically Challenged candidates would be considered under 4% reservation quota.
11. Pay Scale as per the UGC, State Govt. and Dr. Babasaheb Ambedkar Marathwada University's rules.
12. No T.A./D.A. will be paid to the candidates who appear for the interview.

PRINCIPAL
Shri Madhavrao Patil College, Murum
Tq. Omerga, Dist. Dharashiv

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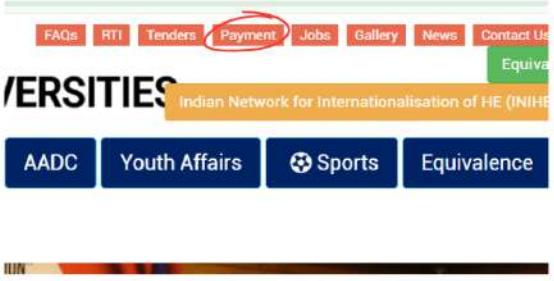

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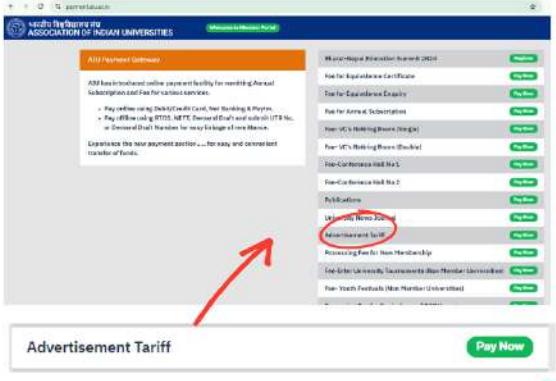

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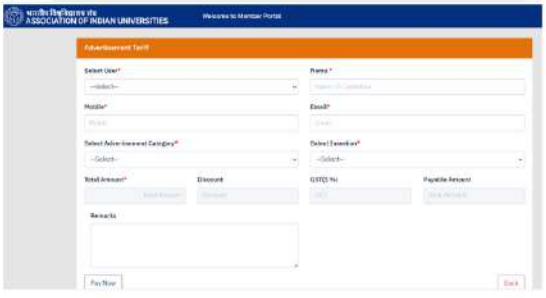

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1) Search payments.aiu.ac.in in the search bar above.
2) Click on the Advertisement Tariff section of the page.
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OR

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3	Address	16, Comrade Indrajit Gupta Marg New Delhi – 110 002
4	Bank & Branch Name	CANARA BANK DDU MARG
5	Bank's Address	"URDU GHAR" 212, Deen Dayal Upadhayaya Marg New Delhi – 110 002
6	MICR Code	110015005
7	Branch Code	0158
8	IFSC Code	CNRB 0000158
9	PAN NO.	AAATA0407F
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For the case of Transfer via NEFT/RTGS, the proof of payment may please be communicated on E-mail ID: advtun@aiu.ac.in for its linking and settlement at our end.

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Applications are invited for the following posts from the Academic Year 2025-2026:

UN-AIDED

Sr. No.	Cadre	Subject	Total No. of Posts	Posts Reserved for
1.	**Assistant Professor**	Mathematics, English, Commerce. History, Hindi & Marathi Methods in Education	06	01-SC, 01-ST, 01-DT(A),01-OBC, 01-SEBC/EWS 01- OPEN
2	**Librarian**	--	01	01- SC/ST

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

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

Candidates having knowledge of Marathi will be preferred.

"Qualification, Pay Scale and other requirement are as prescribed by UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No. Misc- 2018/C.R.56/18/ UNI-1, dated 8th March, 2019 and University Circular No. TAAS/(CT)/ICD/2018-19/2041, dated 26th March, 2019 and reserved from time to time". The Government Resolution & Circular are available on the website: mu.ac.in.

Applicants who are already employed must send their application through proper channel.

Applicants are required to accounts for breaks, if any in their academic career.

Application with full details should reach the **PRINCIPAL, MANJARA CHARITABLE TRUST'S COLLEGE OF EDUCATION & RESEARCH, S.D.V. Campus, Sector-4, Airoli, Navi Mumbai – 400 708, within 15 days** from the date of publication of this advertisement,

This is University approved advertisement.

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